

# Cardinal Newman Catholic School

Holy Cross Catholic Multi Academy Company

## YEAR 10

### Autumn Assessments 2023



Name:



CARDINAL  
NEWMAN  
CATHOLIC SCHOOL

“Knowledge through the light of faith”

# Assessment Booklet Introduction

Dear Parents/Carers and Students

## Re: Autumn Assessments

This year we will administer three assessment seasons within the school year in addition to mock examinations taken for English Language in preparation for sitting their GCSE in the summer (2024). The first assessment season is at the end of the Autumn term, then the end of the Spring term and the final assessment season is towards the end of the Summer term. These assessments will be used by teachers to identify strengths and any areas where more support may be needed across all subjects.

The results of these assessments will be shared with students and parents in a progress review report at the end of the term. Students will receive a report which details the percentage outcome from each assessment alongside the average percentage outcome for the class. This will enable parents to assess progress alongside the average outcome for the class and to see if your child is progressing at the expected standard for the group following the learning covered. More information will be provided alongside the assessment outcome results later in the term.

We want students to have the opportunity to be fully prepared for their assessments and have organised this booklet to help support revision and organisation of time. The Autumn Assessments will begin on **Monday 20<sup>th</sup> November until Friday 1<sup>st</sup> December 2023**. Teachers will advise students on how to use this booklet in lessons. It can also be used to help students study at home to help remember and recall information. As such, it is vitally important that students bring this booklet into school every day to use in lessons as well as home.

We recognise that sometimes assessment season can cause some students to feel anxious or stressed. If you have any concerns or worries please contact the Head of Year via the school telephone or email below.

We want this to be a positive experience that supports and develops the skills and resilience in preparation for future examinations. If you need any further support, guidance or information please do not hesitate in contacting us.

Yours faithfully

**Mr J Abbott**  
**Head of Year 10**  
**Email: [Jamie.Abbott@cncs.school](mailto:Jamie.Abbott@cncs.school)**



**Ms E O'Connor**  
**Headteacher**  
**Email: [Emma.French@cncs.school](mailto:Emma.French@cncs.school)**



# Timetable

Step One: Circle your assessments



Year 10 40 mins per subject	WEEK A					WEEK B				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SIDE A		GEOGRAPHY /HISTORY	MATHS		RE	SCIENCE	OPTION B		OPTION A	
SIDE B	GEOGRAPHY /HISTORY		MATHS	RE		SCIENCE	OPTION B		OPTION A	

Step Two: Using your school timetable and assessment timetable, create your assessment schedule below:

Date <i>(e.g. Mon 14<sup>th</sup> March)</i>	Period <i>E.g. P2</i>	Assessment <i>E.g. English</i>	Topic <i>E.g. Transactional Writing</i>
Maths			
Science			
RE			
Geography/History			
Option A:			
Option B:			

# Assessment Booklet

## Maths

**What am I being assessed on? (10a1/Ma, 10a2/Ma, 10b1/Ma, 10b2/Ma)**

### **Pythagoras and Trigonometry**

- To know and apply Pythagoras' theorem to problems
- To know trig ratios to find lengths and angles in right angle triangles
- To apply trigonometry to problems and in three dimensions too

### **Cumulative Freq, box plots and Histograms**

- To construct cumulative frequency curves for continuous data  
To construct box plots and interpret too.  
To construct and interpret Histograms

### **Algebra 1**

- To collect terms, expand single and double and triple brackets. Simplify expressions with products and powers.

### **Simultaneous Equations**

- To solve simultaneous Equations algebraically AND using a graph
- Form simultaneous equations and solve them.

### **Scattergraphs**

- To draw and interpret scatter graphs
- To draw lines of best fit (& make predictions).

**What revision material should I revise from?**

- Use your exercise books to review the lessons you have had since September.
- Login to Mathswatch. It has helpful videos and questions on every topic you might be tested on. Ask your teacher to reset your password if you have forgotten your login details! Unless you've reset them, your password and username will both be pnumber@cncs e.g p1234@cncs

**How can I revise?**

- Your class teacher will complete some revision lessons with you ahead of the assessment.
- You can look back at old lessons in your books
- Make posters and revision cards about key methods and facts e.g method for expanding brackets or how to convert from a mixed number to an improper fraction.
- Watch videos and complete tasks on Mathswatch.
- Check other revision sources on the internet. For example, BBC Bitesize and CorbettMaths have helpful guides and exercises.



# Assessment Booklet

## Maths

### What am I being assessed on? (10a/Ma3a, 10a/Ma4a, 10b/Ma3)

#### Algebra

- Collect like terms and simplify
- Expand brackets inc pair
- Factorise into single brackets

#### Scattergraphs/Pie charts

- To draw and interpret scatter graphs
- To draw lines of best fit (& make predictions).
- Draw Pie charts

#### Standard Form and Area

- To change from standard form to ordinary numbers and vice versa
- To calculate with standard form
- Circle Area
- Compound Area

#### Ratio

- To express a multiplicative relations between quantities as a ratio or fraction
- To relate ratios to fractions and linear functions.

#### Pythagoras and Trigonometry

- To know and apply Pythagoras' theorem to problems
- To know trig ratios to find lengths and angles in right angle triangles
- To apply trigonometry to problems and in three dimensions too.

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# Assessment Booklet

## Maths

### What am I being assessed on? (10a5/Ma, 10b4/Ma)

#### Linear Equations and Inequalities

- To solve linear equations and Inequalities, with brackets, and unknowns on both sides
- To form an equation and solve it
- Represent an inequality on a number line

#### Sequences

- To complete sequences
- Find the  $n$ th term

**Change between Fractions, Decimals and Percentages**  
**Multiply Decimals**  
**Fraction Operations**

#### Algebra

- Collect like terms and simplify
- Expand brackets inc pair
- Factorise into single brackets

#### Pythagoras

- To know and apply Pythagoras' theorem to problems

#### Charts and Diagrams

- To draw and interpret pie Charts
- To draw Frequency Polygons
- Draw Bar charts
- Draw scattergraphs inc Line of best fit to predict

#### Averages

**Mean from a table.**

### What revision material should I revise from?

- Use your exercise books to review the lessons you have had since September.
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### How can I revise?

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- Check other revision sources on the internet. For example, BBC Bitesize and CorbettMaths have helpful guides and exercises.

# Assessment Booklet

## Science

### What am I being assessed on?

#### Paper 1 units: B1

#### Paper 2 units: P6 and C7.

##### **B1:**

Cell structure  
Microscopy  
Cell division, mitosis  
& stem cells  
Diffusion, osmosis &  
active transport

##### **P6:**

Transverse and Longitudinal waves  
Properties of waves  
The wave equation  
Types of electromagnetic  
radiations  
Infrared radiation

##### **C7:**

Crude oil and  
hydrocarbons  
Fractional distillation  
Properties of  
hydrocarbon  
Cracking alkenes (HT  
only)

*Total Time: 50 mins*

*The paper will consist of AO1, AO2 & AO3 style questions.*

### What revision material should I revise from?

#### You can use the following resources to revise:

- PiXL PowerPoints on Class charts
- BBC bitesize – AQA Biology
- Your exercise books
- Pitstops you have already completed
- Educake
- FreeSciencelessons.com videos on Youtube



### How can I revise?

- Make mind maps of the topics coming up in your assessment using your school book, revision guide or BBC Bitesize
- Make revision cards with information on one side and questions on the back to test yourself
- Answer the PiXL knowledge questions on each topic and check your answers
- Complete quizzes on BBC Bitesize, Educake & Seneca

# Assessment Booklet

## Science

### Additional Revision Tasks

Watching videos might help you to hear things explained in a slightly different way.

Watch the revision video on the whole of B1, P6 and C7

Create a mind map/revision cards as you watch it.

<https://youtu.be/sdpmVQooYS4?si=0jRvGD383EjEK9XI>

<https://youtu.be/9JPNVJ LC3E?si=Da0amW9O-QsiBcr3>

<https://youtu.be/ZeUNWY7YDAo?si=S0do-OQ06U689xbh>

#### **B1: Make sure that you can answer these key questions:**

- ☐ Draw and label examples of prokaryotic (bacteria) and eukaryotic (plant & animal) cells.
- ☐ Describe the functions of the sub cellular structures identified in your drawings.
- ☐ State how to calculate: 1) Total magnification and 2) Magnification if image and actual size is known.
- ☐ Describe what aseptic means and give examples of some techniques.
- ☐ Describe how cells divide by mitosis.
- ☐ Explain what differentiation means and when it occurs.
- ☐ Give an example of when diffusion, osmosis & active transport occur.
- ☐ Compare diffusion, osmosis & active transport.

#### **P6: Waves: Make sure you can answer the following questions:**

- ☐ Describe the difference between transverse and longitudinal waves.
- ☐ States examples of each type of wave.
- ☐ Apply the wave speed equation to solve an exam question.
- ☐ Describe the properties of the electromagnetic spectrum.
- ☐ Compare thermal conductivity of different materials.

#### **C7: Organic chemistry: Make sure you can answer the following questions:**

- ☐ Describe the formation of crude oil, define hydrocarbons.
- ☐ Draw displayed formula for at least the first 3 members of alkanes.
- ☐ Describe fractional distillation.
- ☐ Describe the properties of hydrocarbons



# Assessment Booklet Religious Education

## What am I being assessed on?

### Component 1. Origins and Meanings

#### Topics to revise:

- ☐ Keywords
- ☐ Creation of the universe
- ☐ Sanctity of life/Imago dei
- ☐ Abortion
- ☐ Religious and non-religious views towards the creation of humans
- ☐ The Bible
- ☐ Michelangelo's creation of Adam
- ☐ Tree of life Apse Mosaic
- ☐ Catholic social teaching and charities

### Exam style

#### Questions for this paper:

2X a,

2X b,

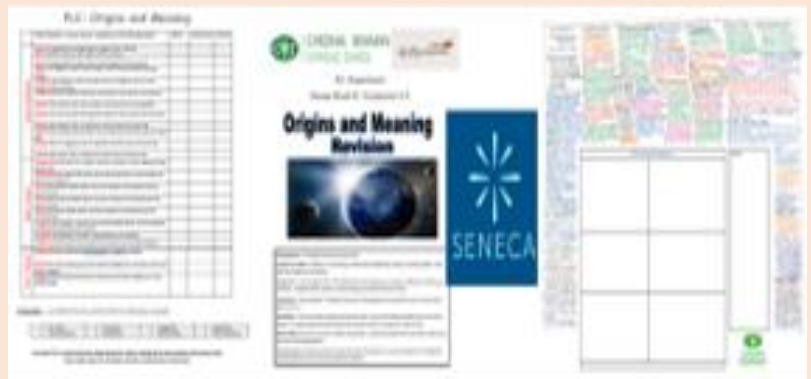
2x c,

1x d = Total 45 marks

**45 minute assessment**

## What revision material should I revise from?

- PLC
- Knowledge organiser
- Component 1 mind map
- Component 1 revision guide
- Seneca



## How can I revise?

- PLC – Complete this at the start of your revision to see what you already know and then at the end to see the progress that you have made.
- Revision guide – Make notes/flash cards on all the topics listed above using the revision guide to help
- Seneca – Complete Origins and meanings topics online for more interactive revision
- A3 mindmap – use the mindmap to help you with areas that you are struggling with (remember not all areas are on this assessment though)
- Create Knowledge organisers – use these to help structure your revision more clearly.
- Practice timed exam questions using the exam question PPT for B, C and D style questions.

# Assessment Booklet

## Religious Education

### Additional Revision Tasks

#### Challenge/Extension tasks:



- ☐ Practice timed exam questions using the revision guide example questions for B, C and D style questions .

**Top Tip – best way to practice is having a go at timed questions.**

**Remember to aim for 'a mark - a minute'**

A D style question which is worth 15 marks should therefore take you around 15 minutes

- ☐ Don't forget to send any questions you complete to your class teacher either in person/via email for them to check and mark for you

B. Describe two symbols in the Tree of Life Apse Mosaic (5 marks)

C. Explain from either Catholics beliefs and Judaism, or two Christian traditions, beliefs about the creation(8 marks)

D. 'Caring for creation is the most important thing a Catholic can do' (15 marks)

**Exam Technique will vary on what your teacher has encouraged you to attempt. The Challenge for exam technique is:**

B) 2 x PEE C) 4 x PEE D) 4 x PEE + conclusion

#### Revision checklist – Tick off the tasks when you have completed them:

- ☐ I have completed the PLC
- ☐ I have made flash cards/revision notes/mind maps using the revision guide
- ☐ I have completed origins and meanings topics on Seneca
- ☐ I have completed the knowledge organisers
- ☐ I have completed practice exam questions

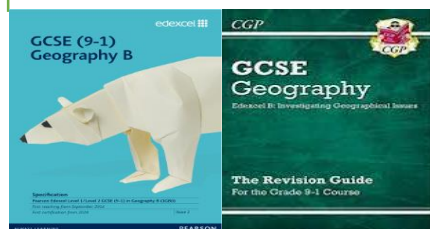
# Assessment Booklet Geography

## Examination One: Paper One – Global Geographical Issues (Reduced Content – 50 Marks – 50 Minutes).

### Paper One – Exam Topics, Case Studies & Key Themes

		
Topic One: Hazardous Earth – Climatic & Tectonic	Topic Two: Development Dynamics	Topic Three: Challenges Of An Urbanising World
<ul style="list-style-type: none"> <li><b>Atmospheric Cells</b> – Hadley/Ferrel/Polar: Longitude, Latitude &amp; Effects.</li> <li><b>Pressure Systems</b> - High vs. Low – Effects.</li> <li><b>Evidence Of Climate Change</b> - HIT: Historical Sources, Ice Cores &amp; Tree Rings.</li> <li><b>Climate Change &amp; Global Warming</b>: Causes &amp; Effects.</li> <li><b>Tropical Storms</b>: Formation, Distribution, Dissipation &amp; Reasons For Vulnerability.</li> <li><b>Tectonic Hazard Formation</b>: Earthquakes, Volcanic Eruptions &amp; Tsunamis.</li> <li><b>Plate Boundary Movements</b>: Convergent, Divergent &amp; Conservative.</li> <li><b>Volcano Types</b>: Composite vs. Shield - Plate Boundaries &amp; Lava Type/Composition.</li> </ul> <p><b>Possible Case Study/8 Marker Focus:</b></p> <ul style="list-style-type: none"> <li>Tropical Storms: Hurricane Katrina vs. Typhoon Haiyan.</li> <li>Earthquakes: Haiti vs. Japan.</li> <li>Climate Change vs. Global Warming.</li> </ul>	<ul style="list-style-type: none"> <li><b>Development Indicators</b> – GDP, GNI, FDI, Infant Mortality Rate, Life Expectancy, Corruption, Literacy Rate, HDI etc.</li> <li><b>Development</b> – Causes &amp; Effects Of Inequalities e.g. Education.</li> <li><b>Top-Down vs. Bottom-Up Strategies</b> - Benefits/Challenges.</li> <li><b>Development</b> - Causes &amp; Effects Of Changing Economic Sectors &amp; Greenhouse Gas Emissions.</li> </ul> <p><b>Case Study: India (Topic &amp; 8 Marker):</b></p> <ul style="list-style-type: none"> <li><b>History</b> – Colonialism, Government, Caste System &amp; Diaspora.</li> <li><b>Globalisation</b> – Outsourcing, Remittances, TNC's, Transport.</li> <li><b>Location</b> - Oceans, Economic Liberalisation, Kashmir Issue, Trade, FDI, Biomes.</li> <li><b>Political Organisations</b> – BRICS, ASEAN, G20 &amp; USA/EU Alliances.</li> </ul>	<ul style="list-style-type: none"> <li><b>Megacities</b> - Reasons For Growth, Features, Positives &amp; Negatives, Formal/Informal Jobs.</li> <li><b>City Changes</b> – Urbanisation, Suburbanisation, Deindustrialisation, Counter-Urbanisation, Regeneration.</li> <li><b>Urban Layers</b> – CBD, Inner City, Suburbs &amp; Rural-Urban Fringe.</li> <li><b>Factors Influencing Urban Space</b> – Accessibility, Planning, Availability, Costs, Topography.</li> </ul> <p><b>Case Study: Mumbai (Topic &amp; 8 Marker):</b></p> <ul style="list-style-type: none"> <li><b>Site &amp; Situation</b> – Location &amp; Surrounding Features.</li> <li><b>Reasons For Quality Of Life Differences</b> - Government, Property, FDI etc.</li> <li><b>Top-Down Development</b> - Mumbai Monorail, Gorai Garbage Site Closure Project &amp; Vision Mumbai.</li> <li><b>Bottom-Up Development</b> – SPARC Community Toilets, Hamara Foundation &amp; Agora Microfinance.</li> </ul>

### Revision Resources



### Links & Guidance

- GCSE Geography Edexcel B Specification (Paper 1 Topics – Pages 11-18): [https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/Specification\\_GCSE\\_L1-L2\\_Geography\\_B.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/Specification_GCSE_L1-L2_Geography_B.pdf)
- GCSE Geography Edexcel B Past Papers (2019-2023): <https://qualifications.pearson.com/en/qualifications/edexcel-gcse/geography-b-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials>
- Extra:** Complete assigned weekly/fortnightly Educake quizzes, review key revision guide material, check emails from Mr. Miller for case study packs.

# Assessment Booklet History

## What am I being assessed on?

You will be assessed on the following topics; however, all of this has been covered in class.

- Hippocrates and Galen and their influence
- Medieval medicine, beliefs, religious impact, doctors, public health
- Renaissance developments and impacts during the period

## What revision material should I revise from?



Medieval  
Medicine



Renaissance  
medicine

You can also use:

1. Your exercise books
2. Knowledge organisers
3. Seneca and Educake.

## How can I revise?

- ✓ **Quizzing:** create a mini text or quiz on a topic with a friend and swap
- ✓ **Example Questions:** test yourself on the skills by practicing example questions
- ✓ **Mindmaps:** A mind map is a diagram used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole.
- ✓ **Flashcards:** to write keywords or notes on cards and test yourself on the meaning.



# Assessment Booklet

## History

### Additional Revision Tasks



#### Cornell Notes: Medieval Medicine

Page 7

Use this Cornell Notes page to summarise your learning on medicine in Medieval England. Use your notes and activities from the previous pages. Use the titles for each section to help you organise your ideas.

<b>Key words and questions</b> Write them out here and test yourself	<b>Note taking</b> Make notes/diagrams on the key features of medicine in Medieval England
<b>Summary</b> Summarise your key points into essential bullet points	

# Assessment Booklet

## History

### Additional Revision Tasks



#### Cornell Notes: Renaissance Medicine

Page 16

Use this Cornell Notes page to summarise your learning on medicine in Renaissance England. Use your notes and activities from the previous pages. Use the titles for each section to help you organise your ideas.

<b>Key words and questions</b> Write them out here and test yourself	<b>Note taking</b> Make notes/diagrams on the key features of medicine in Renaissance England
<b>Summary</b> Summarise your key points into essential bullet points	

# Assessment Booklet

## French

### What am I being assessed on?

#### YEAR 9 FRENCH EXAM- Revision information. Module 1: Qui suis-je? (Who am I?)

For your French exam you need to revise:

- The rules for the present, past, future and imperfect tenses. The rules to form these tenses are in your exercise book
- Describing yourself and other people: physical description and character.
- Explain what makes a good friend.
- Talk about family relationships.
- Places in town and make arrangements to go out.
- Talk about your childhood: using the imperfect.
- All the vocabulary from Module 1. You will find a copy of all the vocabulary in your book and in Class Charts.

Your exam will include: a listening paper, a reading paper and a writing paper.

### What can I do to prepare myself well?

- Learn the vocabulary of every topic: How? revising, look at the French, cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the French, and write/ say the meaning.
- Go through all the work done in your book, look at the key vocabulary, structures and rules, and how to put them together to produce sentences.
- Use the websites below to help you with revision:
- **SENECA**: for grammar and vocabulary
- **BBC Bitesize MFL**: for vocabulary, listening and reading tasks, choose the tasks of the topic you are doing.
- **Memrise**: to practise vocabulary, expressions and grammar. Choose the AQA spec section. [www.memrise.com/courses/english/french/](http://www.memrise.com/courses/english/french/)

# Assessment Booklet

## French

To help you prepare for your assessment, complete the tasks below:

**Read these comments on family and friends:**

Ma meilleure amie est très amusante. Elle aime bien les histoires drôles. <b>Alice</b>
Je m'entends bien avec Jade. On a un peu les mêmes goûts. En plus, je la trouve vraiment sympa. <b>Louise</b>
Mon petit frère est casse-pieds. On se dispute tout le temps. <b>Noah</b>
Ma petite amie est mignonne et très intelligente. Moi, je l'adore. <b>Clément</b>
Mes parents sont gentils mais ils ne me laissent pas sortir le soir. <b>Lucie</b>
Je trouve mes copains super. J'aime beaucoup sortir avec eux. <b>Ethan</b>

**Now say who ...**

- 1 is not allowed out at night? \_\_\_\_\_
- 2 is really annoying? \_\_\_\_\_
- 3 is fun to be with? \_\_\_\_\_
- 4 enjoys the company of his friends? \_\_\_\_\_
- 5 is in love? \_\_\_\_\_
- 6 has the same interests as her friend? \_\_\_\_\_

**Translate this passage into French**

When my mother was younger, she wanted to be a nurse, but she now works as a lawyer. She finds her job really rewarding. I get on well with her because we have the same interests, especially music. I admire her because she is hard-working and funny. She makes me laugh!

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# Assessment Booklet

## Spanish

**What am I being assessed on?**

**Topic “Mi familia, mis amigos y yo” (My family, friends and myself)**

For your Spanish assessment you need to revise the following:

- All the tenses used so far: Present, Preterite, and Future tenses. Also do not forget to practise “ser/ tener” (to be/ to have). The rules to form these tenses are in your exercise book.
- Vocabulary on: friends and family and your relationships with them, describing people: physical and character. Saying why you get on well or not with people. You have a copy of all the vocabulary in your book and Class Charts
- Time expressions: translate them into Spanish below

Always =	Often =	Sometimes =	Never =
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- Quantifiers: translate into Spanish below

very =	A bit =	quite =
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- Connectives: translate into Spanish below

But =	Because =	However =	When =	If
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- Go through all the work done in your book and look at the key vocabulary, structures and rules, and how to put them together to produce sentences. A good idea is to redo any translations done in class

Your exam will include: a listening paper, a reading paper and a writing paper.

Completing the following tasks will help you prepare for the assessment:

### 1. **Traduce al inglés:**

Mi madre es alta y bastante delgada, tiene el pelo corto y rubio. Nos peleamos mucho porque es estricta y nunca me escucha. Sin embargo, me llevo muy bien con mi padre porque es simpático, tiene ideas muy modernas y siempre me ayuda. Hablamos de muchas cosas ya que tenemos mucho en común. Me encanta hablar con mi padre.

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# Assessment Booklet

## Spanish

### 2. Read the text “Carlos y su familia” and answer the questions in English:

	<p>Tengo dos hermanos. Mi hermano Adrián es muy popular entre las chicas. Tiene los ojos azules y el pelo corto y rubio.</p> <p>A mi hermano Fernando le encanta la música.</p> <p>Me llevo bien con mi hermano Fernando porque me escucha cuando tengo problemas, sin embargo peleo mucho con Adrián porque es muy egoísta y perezoso, y nunca ayuda en casa.</p>
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Example: what does Carlos say about his brother Adrián? - He is popular with girls

1. What does Carlos say about what Adrian looks like? \_\_\_\_\_
2. What activity does Fernando like doing?
3. Does he get on with Fernando? Why?
4. Does he get on with Adrián? Why?

### 3. Traduce al español:

I am quite tall and I have short straight hair. I that I am a little lazy, but I am very smart and quite shy.  
My best friend is called Enrique. We get on very well because we have a lot in common and he listens to me. Enrique is very understanding, and always generous.

### **What can I do to prepare myself well?**

- Learn the vocabulary of every topic: How? revising, look at the Spanish, cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the Spanish, and write/ say the meaning.
- Use the websites below to help you with revision:
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<https://www.memrise.com/courses/english/spanish-spain/>

# Assessment Booklet

## Art

### What am I being assessed on?

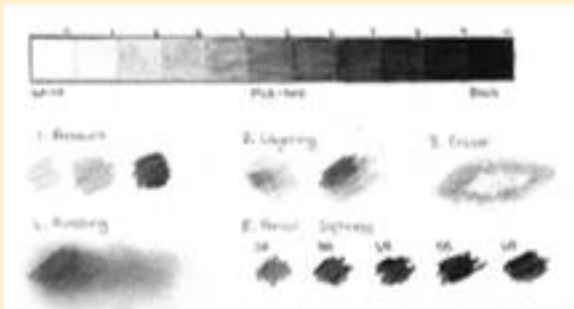
In art you will be assessed on how well you can draw an image related to Aquatic life.

We will be assessing the drawing for the correct application of observational techniques and the use of shading, texture and detail.

We will be looking for significant progress in the application and control of these skills, reflecting your development during YR10.

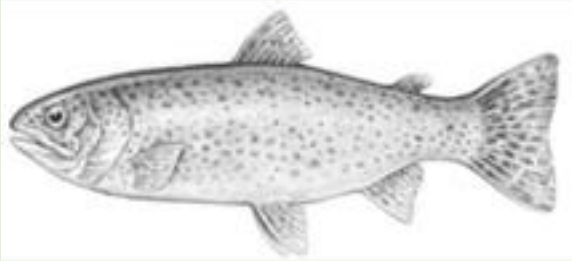
Equipment required- Pencil, Ruler, Eraser, Sharpener.  
Source material for the drawing will be supplied.

### What revision material should I revise from?

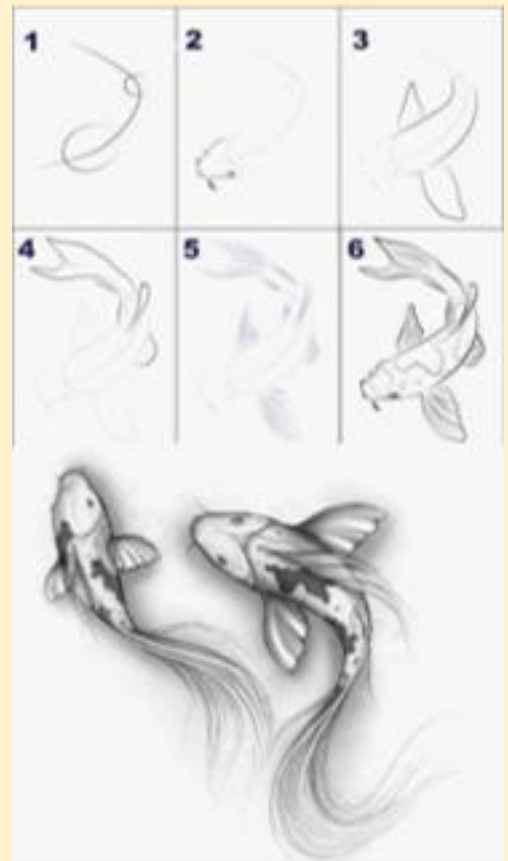
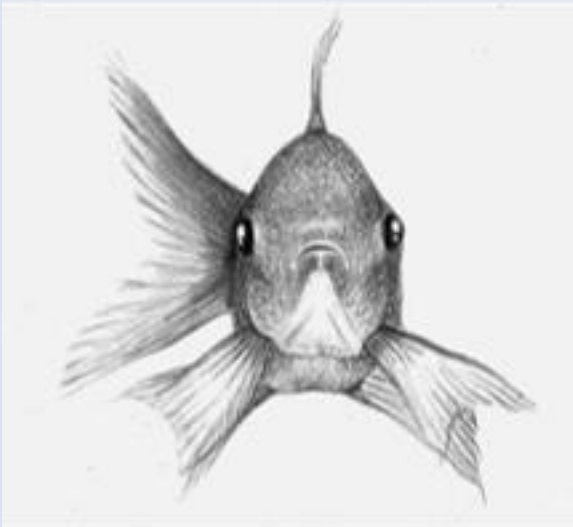


# Assessment Booklet

## Art



Practice drawing from these images





# Assessment Booklet

## GCSE Photography

### What am I being assessed on?

In Photography you will be asked to analyse a photograph. You will be using the content, form, process, mood evaluation model. You need to use high quality language and subject specific terminology to gain best marks.

#### CONTENT

What is the subject matter of the work, what is it about?  
Is the subject matter incidental or is it a vehicle for the social, religious, moral, or political, concerns of the artist or client? Was the subject matter observed directly, remembered or imagined?  
Has it been treated representationally or is there deliberate exaggeration, distortion or abstraction, If so, why?  
Is the subject matter surface deep or are there hidden, or not immediately apparent, meanings alluded to through the use of, for example symbol, analogy, metaphor?

#### FORM

How has the work been arranged? You will need to talk about composition here.

Is this in keeping with the content? Does it contradict or affirm the works 'message'? What kind of colour scheme has been used? Is it, for example, a harmonious one or one built up of contrasts? Does one colour predominate or do two or more have equal significance? Is there one main overall shape or is it composed through interrelating sequences of shapes? Are there recurring shapes, lines, rhythms, forms, which determine the design of the work? Does the work have a variety or unity of texture? Does the work hold together as an overall entity, or is it pleasing in parts and yet unsatisfactory as a whole?

#### PROCESS

How was the work made and what was it made with? What materials, tools, processes and techniques did the artist use? How and where might the artist have commenced the work?  
Through what stages did the work proceed from commencement to completion? Might the artist have made supporting studies sketches, photographs, maquettes, collages and stencils, for example? Was the work executed rapidly or did it evolve slowly over a long period? What skills must the artist have required to produce such a

#### MOOD

Does the work affect you, the viewer, in any way? Does it capture a mood feeling or emotion which you have already experienced? Does it convey feelings about life and nature? Can you imagine what the artist's feelings were while producing the work? Is the work quiet/noisy, soothing/disturbing, happy/sad, relaxed/jarring etc., the mood which it conveys and the feeling it arouses?

Is your mood simply the one of the moment or has the work in question directly affected you?

This link contains a list of questions to guide students through the process of analyzing visual material of any kind

<https://www.studentartguide.com/articles/how-to-analyze-an-artwork>

### How can I revise?

Ensure you feel confident in how to analyse images using appropriate key words. It may be helpful to look over colour theory and ensure you are confident writing about primary, secondary, complementary and other groups of colours.

#### Photographic Terms

Focal point	The most important part of the image where the eye is drawn to.
Background	The image or scene behind the main subject of the photograph
Foreground	The image or scene in front of the main subject of the photograph
Macro	Short of microscopic this term refers to producing photos of very small items at a scale larger than life
Resolution	The number of pixels in an image, the higher the resolution, the greater the amount of detail and quality in a photograph
Shutter speed	This is how long your shutter stays open for when you take a photograph
Worms eye view	A camera angle which looks up at the subject from ground level
Birds eye view	A camera angle which looks down up at the subject from above
Composition	The arrangement of the subject and surrounding elements of a photograph
Focus	A lens setting that brings a scene or image into sharpness
Blur	The effect which makes an image appear unclear or



photography  
creative  
art  
professional  
studio  
shoot  
lighting  
clients  
equipment  
photoshop  
digital  
portfolio  
editing  
images  
cameras  
reliable  
magazine  
dslr

# Assessment Booklet

## Computer Science

### What am I being assessed on?

#### **Systems architecture**

- The purpose of the CPU
- Common CPU components and their function
- Von Neumann architecture
- CPU performance

#### **Memory & Storage**

- Primary storage (Memory)
- Secondary storage

#### **Data Representation**

- Number systems – binary, Denary & Hexadecimal conversion
- Character Set
- Image and sound representation

### What revision material should I revise from?

You can use your classwork in your books to make revision notes. The BBC bitesize website covers all topics listed above. The Craig 'n' Dave YouTube channel and Isaac computer science website are excellent resources that cover all aspects of your GCSE course (see next page).

### How can I revise?

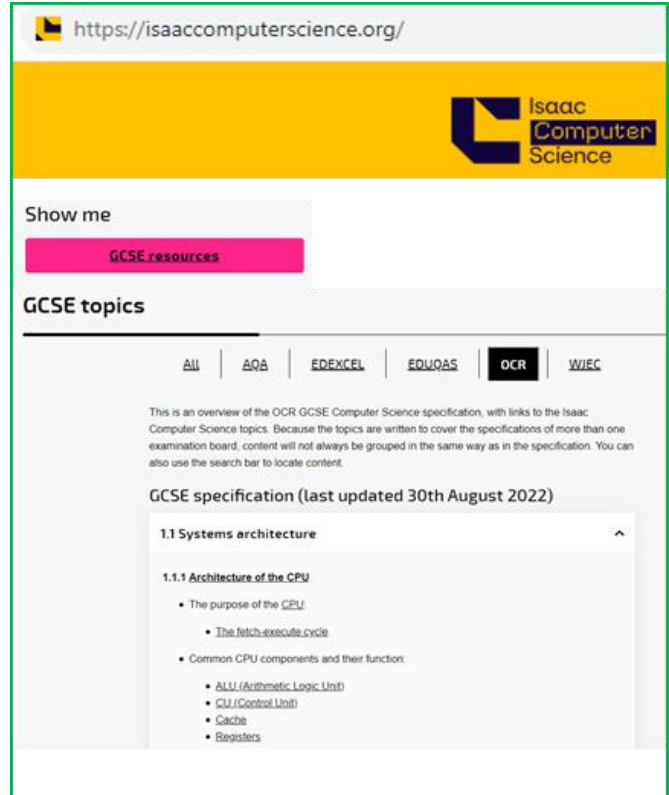
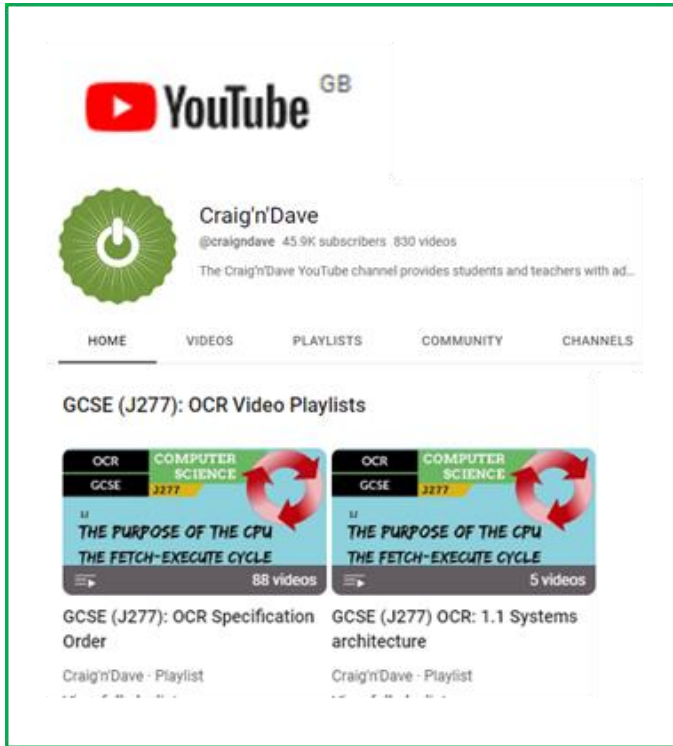
You can read the materials you have and make notes, use the 'Read, Cover, Write' method to check your knowledge recall.

You could make flash cards or other revision materials such as mind-maps or spider-diagrams.

# Assessment Booklet

## Computer Science

### Additional Revision Tasks



#### Keywords & Questions

Accumulator

Binary

Bit

Nibble

Byte

ASCII

ALU

Address bus

Data bus

Flash memory

Cache

RAM

ROM

Memory

Input

Output

Storage

Virtual memory

Registers

Fetch

Decode

Execute

Solid state

MAR

MDR

Non-volatile

Volatile

Overclocking

Peripheral

Primary storage

- ☐ What is the purpose of a binary shift?
- ☐ What is a check digit?
- ☐ What is metadata?
- ☐ What are the limitations of the 8-bit extended ASCII character set?
- ☐ What is Unicode?
- ☐ What does it mean when an overflow occurs?
- ☐ What is the difference between lossy and lossless compression?
- ☐ What is ROM?
- ☐ What is the function of RAM?
- ☐ What does sound resolution mean?
- ☐ What does picture resolution mean?
- ☐ List 3 examples of metadata

# Assessment Booklet Music

Using your revision packs- complete the following activities

What will the exam be like?

6 questions based on music that you have not heard before

What do I need to revise?

Key features of each era of music, Italian terms textures in music, melodic devices, tonality and instruments

How can I revise?

Complete the activities on this page in your booklets. Listen to as much music as you can, and test yourself on the key features

Topic	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>Baroque</b>	<b>Classical</b>	<b>Texture</b>	<b>Melodic devices</b>	<b>Instrumental techniques</b>
<b>Activity 1</b>	Baroque features. Write FIVE key features of Baroque music	Classical features. Write FIVE key features of Classical music	Write out the three main textures with diagrams	Write out 3 ways to describe a MELODY	Name 3 techniques used by brass instruments
<b>Activity 2</b>	Name all of the instruments in a Baroque Orchestra	Name all of the instruments in a Classical Orchestra	What textures are used in Baroque and Classical music?	Name the 4 cadences and chords used	Name 3 techniques used by strings instruments
<b>Activity 3</b>	Name 3 key composers of Baroque music	Name 3 key composers of Classical music	Describe the texture in the different sections <a href="https://bit.ly/2S2rKVS">https://bit.ly/2S2rKVS</a>	Name 3 types of ornaments	Name 3 techniques used by woodwind instruments
<b>Activity 4 (higher level)</b>	Listen to the extract and describe 3 key features <a href="https://bit.ly/2RDHpMl">https://bit.ly/2RDHpMl</a>	Listen to the extract and describe 3 key features <a href="https://bit.ly/2GAZbIH">https://bit.ly/2GAZbIH</a>	Describe the texture in the different sections <a href="https://bit.ly/31hIH45">https://bit.ly/31hIH45</a>	Name two transposed instruments	Name 3 techniques used by vocalists



# Assessment Booklet Music

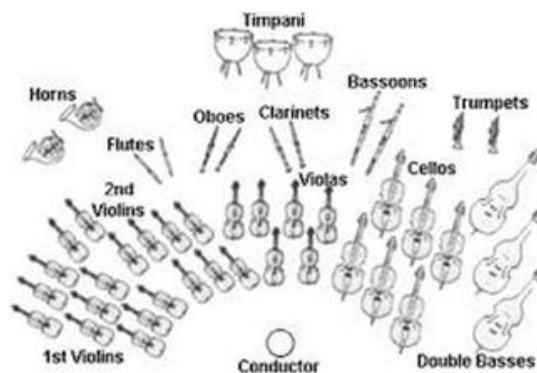
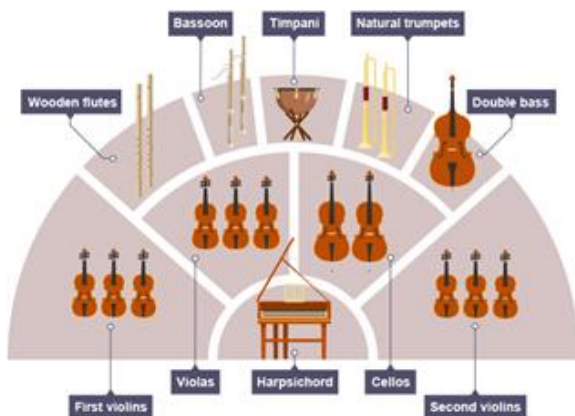
## Dynamic Sign

## Italian

## English

<i>ppp</i>	<i>pianississimo</i>	Very, very soft.
<i>pp</i>	<i>pianissimo</i>	Very soft.
<i>p</i>	<i>piano</i>	Soft.
<i>mp</i>	<i>mezzo piano</i>	Moderately soft.
<i>mf</i>	<i>mezzo forte</i>	Moderately loud.
<i>f</i>	<i>forte</i>	Loud.
<i>ff</i>	<i>fortissimo</i>	Very loud.
<i>fff</i>	<i>fortississimo</i>	Very, very loud.

Term	Translation
grave	very, very slow
largo	very slow
lento	slow
adagio	slow
andante	slow walking speed
moderato	moderate (medium)
allegretto	rather fast
allegro	fast
vivace	lively
presto	very fast
ritardando	slow down
accelerando	speed up



Baroque links:

<https://bit.ly/2tU3Q70>

<https://bit.ly/2GGHBUx>

<https://bbc.in/37D6Fba>

Classical Links:

<https://bbc.in/2uHEpFE>

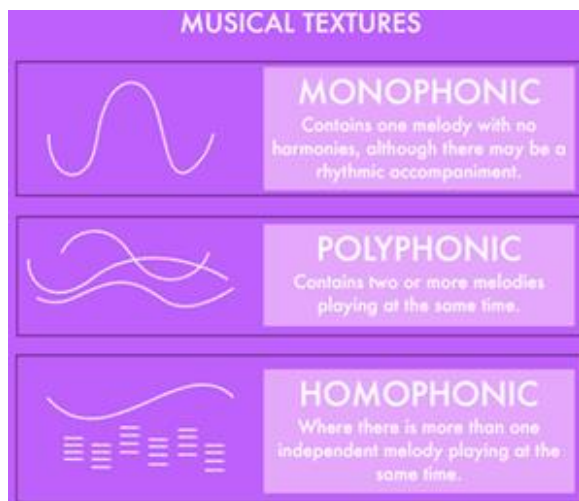
<https://bit.ly/2Gxgpb3>

<https://bit.ly/2RWCYes>

Romantic links:

<rb.gy/qa0hq>

<rb.gy/p6yvbc>



	Cadence	Chords
FINISHED	Perfect/Authentic	V-I
	Plagal	IV-I
UNFINISHED	Imperfect	I-V, II-V, IV-V
	Interrupted/Deceptive	V-VI

## Useful websites

- BBC Bitesize- KS3 KS4 music
- Musicteacher.com
- Themightymaestro.com
- Musictheory.net

## What am I being assessed on?

During the assessment you are focusing on the topic of Business Activity. During the assessment you will answer multiple choice questions, definition questions as well as longer style questions such as 3, 6 and 9 mark questions.

## What topics should I revise?

Unit 1 Topic 1 on Business Activity – the areas included are:

- ❖ Business Activity
- ❖ Entrepreneurship
- ❖ Risks and rewards of being an entrepreneur
- ❖ Business plans
- ❖ Sole traders
- ❖ Partnerships
- ❖ Private Limited Companies
- ❖ Public Limited Companies
- ❖ Aims and objectives of a business
- ❖ Stakeholders of a business
- ❖ Business Growth



## Additional Revision Tasks

As part of your revision you are to complete the following:

- ☐ Seneca tasks linked by your class teachers
- ☐ Revision posters on each of the areas stated for assessment
- ☐ Revision key term cards for each of the areas stated
- ☐ Knowledge organisers to support your understanding of the topic
- ☐ Key terms sheet revision – in your exercise books and also on classcharts
- ☐ Complete past questions using the PBLT method used in class as there will be a range of questions to answer
- ☐ Test yourself on key terms and application methods

## Supporting materials:

- ☐ Exercise books and class notes
- ☐ Teacher presentations available on classcharts
- ☐ Knowledge organisers blank to support your understanding
- ☐ Key term and definition sheets
- ☐ Past exam questions as provided by your class teacher
- ☐ Multiple choice past question booklet to support your understanding on Topic 1 in Unit 1



# Assessment Booklet

## BTEC Tech Award in HSC

### What am I being assessed on?

#### Component 1: Human Lifespan Development

##### Learning outcomes

A Understand human growth and development across life stages and the factors that affect it

PIES growth and development through the life stages

Produce a report on the physical, intellectual, emotional and social (PIES) growth and development that occurs in the life stage of Adolescence 9-18years

Your report must include:

- how an individual's PIES characteristics grow and develop through this life stage
- how the PIES characteristics change from Adolescence to Early Adulthood 19- 45years



### What topics should I revise?

#### Human growth and development across life stage Adolescence 9-18 years



**Physical:** onset of puberty, differences between males and females, primary and secondary sexual characteristics

**Intellectual:** complex and abstract thinking develops

**Emotional:** independence increases further, more freedom to make own decisions, concerns over self-image and self-esteem may increase, emotional wellbeing is based on attachment, security and contentment

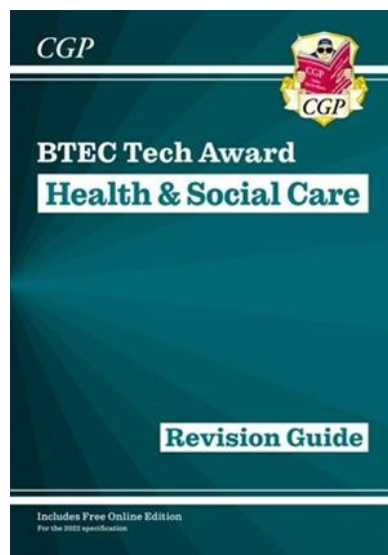
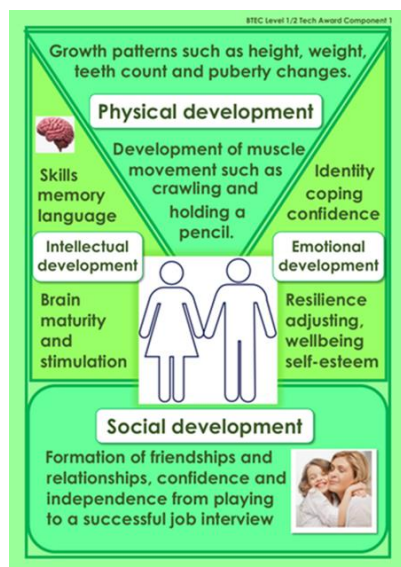
**Social:** wide range of formal/informal relationships develop and have influence, intimate relationships are formed, peer pressure



# Assessment Booklet

## BTEC Tech Award in HSC

### Additional Revision Tasks



### Supporting materials:

- ☐ Exercise books and class notes
- ☐ Teacher presentations available on student resources area
- ☐ Knowledge organisers to support your understanding
- ☐ Key term and definition glossary
- ☐ Revision guide / revision cards
- ☐ Mind maps and PIES revision mats for the life stages

#### Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 1: PIES growth and development through the life stages</b>				
<b>Learning outcome A: Understand human growth and development across life stages and the factors that affect it</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>superficial</b> account of an individual's PIES growth and development through the specified life stages</li> <li>a <b>superficial</b> account of how the PIES characteristics change from one of the specified life stages to the next.</li> </ul>	<p><b>Adequate</b> knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>partially detailed</b> account of an individual's PIES and development through the specified life stages</li> <li>a <b>partially detailed</b> account of how the PIES characteristics change from one of the specified life stages to the next.</li> </ul>	<p><b>Good</b> knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>mostly detailed</b> account of an individual's PIES growth and development through the specified life stages</li> <li>a <b>mostly detailed</b> account of how the PIES characteristics change from one of the specified life stages to the next.</li> </ul>	<p><b>Comprehensive</b> knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>fully detailed</b> account of an individual's PIES growth and development through the specified life stages</li> <li>a <b>fully detailed</b> account of how the PIES characteristics change from one of the specified life stages to the next.</li> </ul>

# Assessment Booklet

## GCSE PE

### What am I being assessed on?

**Paper 1:** Assessment = 45mins. Covering all aspects taught for Paper 1:  
**Component 1:** Fitness and Body Systems

### What topics should I revise?

#### Applied Anatomy and Physiology

**Musculoskeletal system:** 5 main functions and their role in Sport and Physical Activity (PA)

**Bone classifications:** i.e. **long bone, short bone, flat bone, irregular bone**. Their functions, appearance and names of the bones in each category.

**Joint classifications:** i.e. **pivot joint, hinge joint, ball and socket joint, condyloid joint**.

Examples of where each type can be found on the body – name of joint e.g. Elbow is a hinge joint

**Types of movement and joints :** i.e. **flexion/extension, abduction/adduction, rotation, circumduction, dorsi-flexion/plantar-flexion**. Which type of joint allows which type of movement, at which joint those movements take place. Should be applied to sporting actions (movement analysis).

**Muscle types:** i.e. **cardiac muscle, involuntary muscle, voluntary muscle**. Where these can be found and their function during PA

Also in relation to this: **Vascular shunting – Vasoconstriction/vasodilation**. **HR – heart rate** and **SV – stroke volume**

**Antagonistic pairs:** Definition of **agonist** and **antagonist** and how these work together to produce movement – why are they in pairs? You must know the antagonistic pairs for the bodies main muscle groups, examples of sporting movements for the muscles and the movements they cause at the joint.

**Muscle fibre types:** i.e. **Type I, type IIa, type IIx** Which muscle types are best suited to which activities/sports and why – characteristics of each type e.g. **aerobic/anaerobic**, intensity of activity

**Cardiovascular system** Functions of the CV system: i.e. **Transport, clotting, temperature regulation**. How these relate to sport and PA.

**The Heart:** Structure of the heart, including all main structures, and the route that blood takes through the heart. Main blood vessels in and out, which structures/areas deal with **oxygenated/deoxygenated** blood.

**Blood vessels:** i.e. **Arteries, capillaries, veins** and their role in PA. You should know their main features and differences, which carry **oxygenated/deoxygenated** blood and how their features assist their function.

**Blood:** Main components, i.e. **red blood cells, white blood cells, platelets** and **plasma** and their role in PA.

**By the time of your assessment we will have covered the muscular system and cardiovascular system**



# Assessment Booklet

## GCSE PE

### Useful revision tools - websites/apps etc:

Exam board:

<https://qualifications.pearson.com/en/subjects/physical-education-and-sport.html>

Revision websites:

<https://sites.google.com/view/mrwrukpe/gcse-pe/component-1-fitness-and-body-systems>

Revision tools, exam questions and videos related to different topic areas.

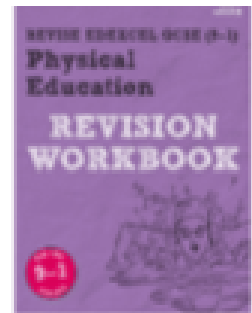
BBC Bitesize – GCSE PE

### WHERE CAN I FIND THE INFORMATION - SUBJECT SUPPORT E.G. REVISION MATERIALS, REVISION SESSIONS ETC:

#### Revision workbook

Available from the pearson website and other stockists. You can use this alongside your revision booklet

- Use past papers and mark schemes available on the pearson website.
- Your book from this year that you have created so far is a valuable resource
- Knowledge Organisers
- Look at the topic breakdown opposite and ensure you are happy with all the information and have access to it in your books.
- Utilise additional study time after school on Fridays.



### Additional Revision Tasks

#### When answering questions with 3 or more marks

Identify - AO1

Explain- how to it will aid a sports performer - AO2

Given a sporting example RELATED to the question

- AO3

(Q4) State the classification of the joint at the hip.

(1)

Q4b Explain the importance of the short bones in the gymnast's wrists during the movement shown in Figure 5.

(2)

#### Questions

Q1.

Bones have different **classifications** and **functions**.

Complete **Table 2** by:

- (a) Stating the **classification** of each bone.  
(b) Stating a **different function** for each classification of bone.

Bone	(a) Classification of bone	(b) Function of each classification of bone
Femur	(1)	(1)
Vertebra	(1)	(1)
Scapula	(1)	(1)

Table 2

#### 1 Using examples, describe what is meant by **vascular shunting**.

Vascular shunting is the term for the process when blood flow to different parts of the body is altered depending on demand for oxygen. For example, when exercising .....

(3 marks)

#### 2 (a) As demands on the body increase due to exercise, blood flow to different parts of the body alters. Explain how vasodilation and vasoconstriction allow redistribution of blood flow to the digestive system during exercise.

Use your knowledge of the words **constriction** and **dilation** to help, and remember **vaso** relates to blood vessels.

(4 marks)

#### Vasoconstriction and Vasodilation



Dilated Artery

Normal Artery

Constricted Artery

# Assessment Booklet

## Media Studies

### What am I being assessed on?

#### Section A – Terminology [15 marks]

You will be required to demonstrate knowledge of subject specific terminology for Media.

#### Section B – Media Language Analysis [15 marks]

You will be required to write an exam style response, focusing on Media Language. You will be assessed on either **Quality Street** or **This Girl Can**.



### What revision material should I revise from?

1. **Knowledge Organisers** – these will be emailed to you, you will have a print copy and be available on ClassCharts

2. **Mrs Fisher's YouTube Channel**

TGC: <https://www.youtube.com/watch?v=1AHO8rMioSk&t=1s>

QS: [https://www.youtube.com/watch?v=0om\\_glXb0ck&t=6s](https://www.youtube.com/watch?v=0om_glXb0ck&t=6s)

3. **Class PowerPoints/Notes** - these will be emailed to you and available on ClassCharts.



### How can I revise?

- ✓ Use the **knowledge organisers**, **Mrs Fisher's videos** and the **Class PowerPoints/Notes** to make notes on flashcards/mind-maps/bullet point lists to remind yourself of key examples from the set texts
- ✓ Use the **terminology** on the next page (you'll be assessed on 15 of them) and make flash cards to test yourself e.g. writing the terminology on one flashcard and the definition on another and testing yourself or with friends!

# Assessment Booklet

## Media Studies

### Terminology to Learn

1. **Demographic** = how media producers categorise audiences
2. **Conglomerate** = a big company that owns lots of smaller companies
3. **Distribution** = how a media product is made available for audiences to consume
4. **Media franchise** = a series of films/books/TV programmes that focus on the same characters etc
5. **Political Bias** = when a media product favours a political party e.g., Conservatives
6. **Ideology** = beliefs and values of a media product
7. **Enigma Code** = mysteries or questions created in a media text
8. **Audience interpretation** = The way in which audiences 'read' the meanings in, and make sense of, media products.
9. **Connotation** = personal meaning created from an element of media language
10. **Conventions** = elements of a media text that the audience always expects to see e.g., guns in an action film
11. **Denotation** = the literal meaning of a media text
12. **Diegetic sound** = sound that can be heard in a media text that isn't falsified e.g., speaking, clicking of pens
13. **Circulation** = how many audience members access a media product
14. **Encoding and decoding** = Media producers add messages and meanings in products that are interpreted by audiences
15. **Iconography** = The props, costumes, objects and backgrounds associated with a particular genre
16. **Layout and design** = the way in which a page has been designed to attract the target audience
17. **Target audience** = who the media text is aimed at
18. **Representation** = how a social group is presented to the audience
19. **Marketing** = how a media product is promoted and teased to the audience before release
20. **Media language** = combination of elements that create meaning in a media text e.g., colour, language etc
21. **Regulation** = rules that a media industry has to follow
22. **Mise-en-scene** = how the combination of images in the frame creates meaning
23. **Mode of address** = how a media text addresses the audience
24. **Subvert** = does not follow the expected values/ideologies etc
25. **Non-diegetic sound** = sound that is added in post-production e.g., backing track
26. **Stereotype** = an exaggerated portrayal of a social group e.g., teenagers are lazy

### Additional Revision Tasks

- ☐ Review key context points for **This Girl Can** – create a mind-map, flash cards, use post-its
- ☐ Review key context points for **Quality Street**– create a mind-map, flash cards, use post-its
- ☐ Review key media language points for **This Girl Can** aim for 4-5 points and 3-4 examples of each area - create a mind-map, flash cards, use post-its, create a poster etc.
- ☐ Review key media language points for **Quality Street** aim for 4-5 points and 3-4 examples of each area - create a mind-map, flash cards, use post-its, create a poster etc.
- ☐ Identify 3 ways images are used to create meanings in **This Girl Can**
- ☐ Identify 3 ways images are used to create meanings in **Quality Street**
- ☐ Identify 3 ways layout and design is used to create meanings in **This Girl Can**
- ☐ Identify 3 ways layout and design is used to create meanings in **Quality Street**

#### Apollo – fancy a challenge?

- ☐ Identify Propp's character theory within **Quality Street**
- ☐ Identify Propp's character theory within **This Girl Can**
- ☐ Identify the Male Gaze theory within **Quality Street**
- ☐ Identify the Male Gaze theory within **This Girl Can**





# Assessment Booklet

## Media Studies

### This Girl Can (2016) – Knowledge organiser

#### Component 1, Section A (Context, Media Language and Representation)

##### Key Context

This Girl Can is a national campaign developed by Sport England and in conjunction with a wide range of partnership organisations.

The purpose of the campaign is to break down the primary barrier holding women back from participating in sport – the fear of judgement.

The campaign seeks to target and celebrate 'active women who are doing their thing, whatever that may be, no matter how well they do it, no matter how they look or even how red their face gets'.

The campaign is currently funded by the National Lottery and backed by a government body, Sport England; there is no commercial aspect to it at all.

Sport England carried research to find out why there was such a big gender gap in sports participation. They discovered that two million fewer 14-40 year old women than men partake in sport regularly and they wanted to understand why.

They discovered that 13 million women said they would like to participate more in sport and physical activity.

Just over 6 million of these are not currently active at all. With the fear of being judged was the number one barrier for most women who felt they were unable to participate in physical activity.

Currently, 86% of men participate in a sport compared to 64% of women. Only 4% of sport coverage in the media is of women, compared to 96% of male coverage.

As a result of the campaign, 2.9m women have started exercising and the number of women playing sport and being active is increasing faster than the number of men.

Soon after the launch of the "This Girl Can" campaign, Nike released a more motivational campaign called "Better for it" which also portrayed a more 'real' side to fitness.

##### Media Language – Key points/examples

A mid-shot of a woman in her thirties, exercising. Unlike many advertising campaigns, this female is not a celebrity. She is in the middle third to suggest her importance. By purposefully avoiding using a sporting legend or an athletic goddess, the campaign is able to target ordinary women of all ages, encouraging them to take part in sport and showing them that they can achieve.

The female in the image has her hair scraped up into a ponytail, she is sweating a lot and her clothes are not what society would consider fashionable. For all these reasons, there is a sense that you know someone like her or, in fact, you are her.

The dominance of this image suggests she is the protagonist of this narrative, the 'hero' according to Vladimir Propp's character theory. She is heroic because she is embracing sport; she doesn't appear to care what anyone thinks and has shed any inhibitions.

She is an inspiration to other women as it is obvious from her facial expression that she is really enjoying herself and is completely lost in the moment.

"Sweating like a pig, feeling like a fox." The campaign has taken a derogatory comment, "sweating like a pig" (connotations of being dirty) and turned it into something more positive. It could also connote to female empowerment.

Historically it was considered un-ladylike to break into a sweat. They don't want to be seen sweating as it makes them red in the face, ruins their make-up and makes them feel unattractive. However, this mantra turns this on its head and perhaps suggests that by working out, you are becoming healthier and therefore will become more attractive, "like a fox" - a fox being a young, beautiful lady.

Pink - this gives the advert a feminine touch and reminds the audience that the even though you may be "sweating like a pig", you are still feminine and beautiful.

Blue - has connotations of stability and confidence, emphasising female empowerment and that you are brilliant no matter what, even if you do not look your best.

Towards the bottom but still central is the name of the campaign, or brand logo, "This Girl Can". This is a very positive statement with connotations of determination. It is used to reinforce the idea that all women should exercise and also to convince them that if they try they can succeed in sport.

In the top left hand corner of the advert, there is the hashtag "#thisgirlcan" connecting readers to the campaign's social media pages. Should they wish to follow it or find out more, and there are logos for the producers of the campaign - Sport England and the Lottery.

##### Theories

- **Propp's Theory** = female would be the hero as she is a role model
- **Male Gaze** = subverted as she is not objectified, she is shown to be confident and empowered

##### Representation of gender – Key points/examples

**Unafraid/strong** – female is in the centre third of the advert which shows she's happy to be the centre of attention and isn't afraid to be seen enjoying herself and therefore her sport. NOT a stereotypical representation as women in the media are often shown to be weak. Positions audiences to see her as a role model and may encourage them to join a sport. Links to TGC's aim as they want women to feel comfortable whilst participating in a sport.

**Empowered** – medium shot of female reveals her gesture codes (eyes closed, smiling) which suggests she is comfortable with her surroundings and that she is putting all of her energy into exercising. NOT a stereotypical representation of women as they are often shown to be vulnerable. Positions audiences to change their perceptions of exercise, that it can be fun. Links to TGC's aim, as they found 13 million women wanted to participate in a sport but are afraid of being judged.

**Confident** – the female's open body language (arms in the air/throwing back) shows confidence as it is clear she does not feel judged and has immersed herself into the exercise/sport. NOT a stereotypical representation, as the dominant ideology is that women should not sweat in public. Links to TGC's aims as they want to break down barriers women face when participating in sport (fear of judgement being the most prevalent).

**Liberated** – the female has no make up on, is sweating and has messy hair which shows she feels liberated and is not bothered about what anyone else thinks – her main focus is on the exercise she is doing. NOT a stereotypical representation of women, as societal expectations dictates that women should be dressed well and have a full face of make up to be considered 'beautiful'. TGC breaks down this dominant ideology, as the female is a regular woman, therefore positioning the audience to embrace their natural beauty. Links to context as only 4% of media coverage in sport is of females and this campaign is attempting to change that.



# Assessment Booklet

## Media Studies

### Quality Street (1956) – Knowledge Organiser

#### Component 1, Section A (Context, Media Language and Representation)

#### Key Context

The Quality Street sweet tin was made by Harold Macdonald and was originally created in 1936, inspired by the name of a play by J.M. Barrie.

In the 1930s, only the wealthy could afford chocolate boxes but the creator Harold Macdonald aimed to sell them at a more reasonable cost to appeal to working families.

By the 1950s, when this campaign started, society was in a post-war period where luxuries were once again becoming an acceptable part of grocery shopping.

Life was prosperous in the 1950s, as there was more money in the economy so technology had a big boom e.g. the TV, fridges etc.

Queen Elizabeth II's Coronation in 1953 was the first televised coronation – people became very hopeful and excited in the 1950s

Gender roles were very patriarchal (male dominated) – women should be housewives, look after their husband and children and look a certain way (make up, nice clothes, nice hair). Women were treated as subordinates to males.

Regency Era (1811-1820) was a period of wealth and prosperity, George III became unwell and George VI became Prince Regent. People disliked him as he spent lots of money on architecture and put no money into the economy. It was a time when wealthy people thrived. Typical fashion was formal wear (big dresses, hats, army uniform etc).



#### Media Language – Key points/examples

##### Images

1. Picture frame: Both characters are facing down, with a grin on their faces, clearly wanting the sweets.
2. Two women surrounding the man: Both women are positioned behind the man, highlighting the patriarchy of the time. They are kissing him on the cheek whilst reaching for the sweet, which could suggest they are using their sexual prowess to get the treat. Furthermore, the treats are positioned on his crotch, which could suggest the sexual thoughts the man is having, but again highlights the patriarchy of the era.

##### Colour palette

There are a range of colours used in the advert, but the predominant ones are red, purple and gold. These are all royal colours which suggest wealth. This links to the context of the time as chocolates were considered a luxury for wealthy people. Red connotes passion and love, which could further reinforce that the women are using their sexuality to get the sweets. Gold connotes wealth, again suggesting the wealth of the people in the advert, but could also suggest the luxury of the product. Purple similarly connotes wealth, which further reinforces the luxury of the product and wealth of the characters.

##### Language used

1. "Delicious dilemma" the alliteration highlights the naughtiness of having a chocolate (they were considered a luxurious item)
2. "Delightfully different" – superlative shows the quality of the product
3. "Quality" – literally highlight the 'quality' of the product. Remember chocolate was considered a luxury for the wealthy!
4. "Delicious, smooth, distinctive" – tricolon list again reinforces the quality of the product and that they are the best chocolates in the market

##### Costume & Make-up

1. All of the women are dressed like the sweet wrappers, especially the *Chocolate Strawberry Cup* and *Harrogate Toffee*, which could suggest that they are being overly sexualised and compared to sweets – a literal 'treat' for the man.
2. Their makeup is also very well done, which reflects the context of the time, as women were expected to look their best all the time. However, it must be noted that most of the women are not showing much skin, which reflects their modesty and links to context of the time.
3. The man is dressed in a blue suit which connotes wealth (links to context of time, as men were the 'breadwinners')
4. The man and woman in the frame are wearing clothes from the Regency Era, which again emphasises the wealth they had.

##### Setting/Props

The man is looking down at his lap where the product, he is holding is purposefully placed on his crotch. This is called a 'phallic' symbol, suggesting he is wanting 'more' of the women. The chocolates are being used a prop to entice the women into engage with him (perhaps sexually)

##### Typography

Typography is strong, forming the bottom third of the poster, and the strong purple colour stands out to draw the consumers' eyes to the name. Purple connotes wealth – a consistent theme within the advert.

##### Anchor/Anchorage

1. Anchorage of the gold frame has connotations of a halo effect around the man and the product (patriarchal society)
2. Typical triangular geometric composition of the poster to help secondary anchorage of the product, product takes central framing (it is the most important thing). The fact the man is holding is connotes his power and dominance over the women, emphasizing the hegemonic ideology in the 1950s.

##### Theories

**Propp's theory** = The male would be the hero according to Propp's theory, as he is giving the women sweets being the provider

##### Males

**Providers** = male is holding the product in his lap which suggests he is the provider for the family/women. IS a stereotypical representation as men were seen as the 'breadwinners' in the family set up due to gender roles/patriarchal society. Positions audiences to see men as providers, according to dominant ideology.

**Dominant** = male is in the centre third, suggesting his importance and dominance over the two women. IS a stereotypical representation as men were seen as the superior/dominant gender due to patriarchy. Positions audiences to see men as the dominant gender and accept that women are inferior.

**Manipulative** = the man has a smirk on his face and is holding the sweets in his lap which could suggest that he wants 'more than a kiss' from the women. IS a stereotypical representation as women were seen to be inferior to men and often perceived to be objects of desire for men to do as they please. Positions audiences to believe that males are allowed to do as they please, linking to dominant ideology.

##### Females

**Objecta prize** = both of the women are dressed as sweets (*Strawberry cup* & *Harrogate Toffee*) which suggests that they are being dehumanised and a prize to the man (they are kissing his cheek). IS a stereotypical representation of women

**Manipulative** = both women are wearing red which could suggest they are a femme fatale (a woman who seems nice, but is actually evil). They are also kissing the man which could suggest they are using their attractiveness to manipulate the man to give them the sweets. NOT a stereotypical representation as women were shown to be weak/simple minded in the 1950s due to patriarchy.

**Dehumanised** = the Quality Street icon "Miss Sweetie" is dehumanised as she is named after a sweet, suggesting she isn't worthy of a 'real name'. IS a stereotypical representation of women as the Regency Era (similar to the 1950s) was patriarchal, so women were not valued as equals to men. Positions audiences to believe women are inferior, as she is also dressed like a sweet (The Purple One).