

# Cardinal Newman Catholic School

Holy Cross Catholic Multi Academy Company

## YEAR 12



## Autumn Assessment Preparation Booklet

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. One at the end of the Autumn term, the end of Spring and the final assessment season is towards the end of the summer term.

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 **Monday 20th November until Friday 1st December 2023**

All tests will take place within lessons under formal examination conditions. The purpose is to provide examination practise for your child and an opportunity for a formal summative assessment to take place. This will help your child and their teacher identify areas of strength and areas for improvement.

As you may be aware, with reformed A levels and BTECs, examinations are much more significant. The majority of courses are examined in full at the end of two years. We have therefore planned regular opportunities for your child to practise and refine their examination technique.

In this important year of study, it is essential that all students keep up to date with independent study through homework and revision. As a guide, all students should be completing 5 hours of homework for each subject every week. All homework is published on Class charts.

Should you have any concern about your child's progress, motivation or well-being, please do not hesitate to contact me.

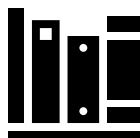
Yours faithfully



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# Timetable

## Step One: Highlight your assessments



### Autumn Assessments: Week 1

Monday 20 <sup>th</sup> November (AM)	Tuesday 21 <sup>st</sup> November (AM)	Wednesday 22 <sup>nd</sup> November (AM)	Thursday 23 <sup>rd</sup> November (AM)	Friday 24 <sup>th</sup> November (AM)
	English Lang/Lit		Law	
	English Literature		Religious Studies	
	Art & Photography		Physics	
			Product Design	

### Autumn Assessments: Week 2

Monday 27 <sup>th</sup> November (AM)	Tuesday 28 <sup>th</sup> November (AM)	Wednesday 29 <sup>th</sup> November (AM)	Thursday 30 <sup>th</sup> November (AM)	Friday 1 <sup>st</sup> December (AM)
Biology		Computer Science		Maths
Health and Social Care		Chemistry		Psychology
Business		Media		Applied Science
History				

## 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>

# Assessment Booklet

## BTEC Applied Science

### What am I being assessed on?

#### Biology

- Plant cells
- Animal cells
- Gram staining
- Prokaryotic cells

#### Physics

- Features of a wave (Amplitude, Time period)
- Wave Equation
- Transverse and Longitudinal waves
- Path Difference and Phase Difference

### What revision material should I revise from?

BTEC revision guides similar to shown at the bottom of this page, will be ordered by the Science department. **(See your teacher to order your copy)** Recommended Revision guide: BTEC First in Applied Science: Principles of Applied Science Unit 1 Revision Guide (REVISE BTEC Nationals in Applied Science)

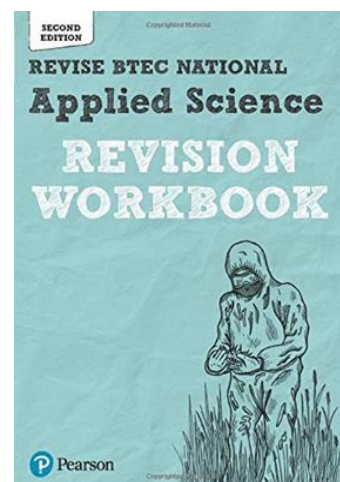
Class notes and homework. Get revising – this is really useful for revising key concepts:

<https://getrevising.co.uk/revision-cards/applied-science-unit-1-2>

Youtube: MyGCSE science videos are excellent for basic knowledge – type each subject covered into youtube and watch the video and make notes

### How can I revise?

Use your revision guide, notes and the websites to complete the tasks listed on the next page to prepare you for the different types of exam questions



# Assessment Booklet

## BTEC Applied Science

### Additional Revision Tasks & Resources

#### Assessment objectives

AO1 Demonstrate knowledge of scientific facts, terms, definitions and scientific formulae.

Command words: give, label, name.

**Tasks to revise this;** key word glossaries, mind maps, flash cards, past questions, label diagrams

AO2 Demonstrate understanding of scientific concepts, procedures, processes and techniques and their application.

Command words: calculate, compare, discuss, draw, explain, state, write.

**Tasks to revise this;** Flow charts of processes, draw key diagrams, practice calculations

AO3 Analyse, interpret and evaluate scientific information to make judgements and reach conclusions.

Command words: calculate, comment, compare, complete, describe, discuss, explain, state.

**Tasks to revise this;** practice calculations, interpreting data, past questions, analyse data on tables and graphs

AO4 Make connections, use and integrate different scientific concepts, procedures, processes or techniques.

Command words: comment, compare, complete, discuss, explain

**Tasks to revise this;** mind maps, flash cards, past questions, flow charts

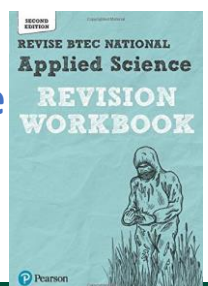
#### Unit 1 useful websites

**Past exam questions:** [BTEC Applied Science unit 1 Physics paper January 2020 – YouTube](#)

**Biology, Chemistry and Physics tutorial:**

[BTEC Applied Science: Unit 1 Physics Equations 1 – YouTube](#)

[BTEC Applied Science: Unit 1 Physics Equations 2 – YouTube](#)



# Assessment Booklet

## A Level Biology

### What am I being assessed on?

#### Biological Molecules

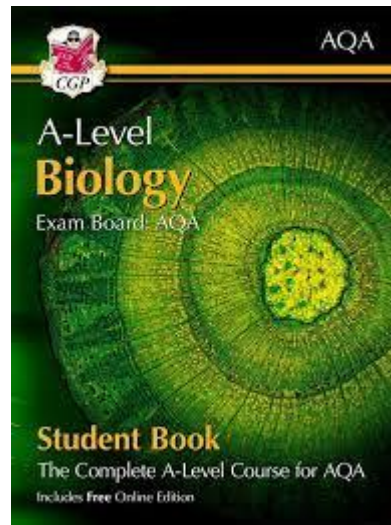
- Carbohydrates
- Lipids
- Proteins
- Enzymes
- Water
- Food tests

#### Cells

- Eukaryotic and Prokaryotic Cell Structure
- Organelle Functions
- Cell Fractionation and Ultracentrifugation
- Mitosis, the cell cycle & cancer
- Microscopy
- Osmosis & diffusion

### What revision material should I revise from?

- Class notes and handouts
- Biology A level textbook
- Seneca
- PMT Revision notes
- Teach me Biology Podcast
- BioRach YouTube videos
- Miss Estruch
- Revision PowerPoints
- Up Learn



### How can I revise?

- Create a revision resource for each topic e.g. mind map, poster, revision cards
- Vary your revision techniques e.g. explain concepts to another person, write notes, watch videos or listen to podcasts
- Work in pairs to ask and answer questions then swap over
- Answer practice exam questions and mark using the mark scheme

# Assessment Booklet

## A Level Biology

### Additional Revision Tasks & Resources

Teach Me Biology Podcast

<https://teachmescience.co.uk/>

Seneca Biology Revision

<https://senecalearning.com/en-GB/blog/a-level-biology-revision/>

S-cool Biology Revision

<https://www.s-cool.co.uk/a-level/biology>

BioRach Biology Revision Videos

<https://www.youtube.com/c/BioRach/videos>

SnapRevise Biology Podcast

<https://snaprevise.co.uk/free-page/14441/A-level-Biology-Revision-Bites>

PMT Biology Revision Notes

<https://www.physicsandmathstutor.com/biology-revision/a-level-aqa/>

Biology Revision Notes

[www.biologymad.co.uk/](http://www.biologymad.co.uk/)



### Which topics will be assessed?

#### Topics covered in the assessment

1. Markets – mass, niche, dynamic, impact of competition on markets and the difference between risk and uncertainty
2. Market research – product and market orientation, primary and secondary market research data, limitations of market research and market segmentation
3. Market positioning – market mapping, competitive advantage, product differentiation and adding value
4. Demand – factors leading to changes in demand
5. Supply – factors leading to changes in supply
6. Markets – the interaction of supply and demand, the drawing and interpretation of supply and demand diagrams

Your assessments will focus on the following exam skills:

- A01 - knowledge
- A02 – application
- A03 - analysis
- A04 - evaluation

### What revision materials should I use?

**All lessons have been covered for you to access both assessments. On our Business teams page in 'class files' you can access revision resources for all topics**

**Use these resources and the following to support with your revision:**

- Tutor2u website
- Revision materials completed in class
- Original lesson notes and activities
- PLC checklist as above
- Past Paper Questions
- Edexcel website (<https://qualifications.pearson.com/levels/business-2015.html>)





# BUSINESS

## Exam technique sheet

Business A-Level Exam Technique Mat V 1.2 **Keep looking back at the question when answering**		Paper 1: Marketing, people and global business 100 marks (35% weighting) 2 hours 2 Questions:	Paper 2: Business activities, decisions and strategy 100 marks (35% weighting) 2 hours 2 Questions:	Paper 3: Investigating business in a competitive environment 100 marks (30% weighting) 2 hours 2 Questions:
<p>Calculate 4 marks</p> <p>Have you included...</p> <ul style="list-style-type: none"> <li>An identification of the formula needed?</li> <li>The data you need for the calculation from the question?</li> <li>A substitution of the data in the formula?</li> <li>A calculation?</li> </ul> <p>See the Calculate command word in the Taxonomy</p>	<p>Answering in context To help put an answer into context, think about the kind of product the business produces and who the competition is in the market place.</p> <p>Use evidence from the case study in your answer – what is the case study telling you about the business' objectives, product or environment that it operates in?</p>	<ul style="list-style-type: none"> <li>4 marks (either 'explain...' or 'calculate...')</li> <li>4 marks (either 'explain...' or 'calculate...')</li> <li>10 marks ('assess...')</li> <li>12 marks ('assess...')</li> <li>20 marks ('evaluate...')</li> </ul> <p>Themes:</p> <p>Theme 1: Marketing and people Theme 4: Global business</p>	<ul style="list-style-type: none"> <li>4 marks (either 'explain...' or 'calculate...')</li> <li>4 marks (either 'explain...' or 'calculate...')</li> <li>10 marks ('assess...')</li> <li>12 marks ('assess...')</li> <li>20 marks ('evaluate...')</li> </ul> <p>Themes:</p> <p>Theme 2: Managing business activities Theme 3: Business decisions and strategy</p>	<ul style="list-style-type: none"> <li>8 marks ('assess two possible...advantages/disadvantages/imPLICATIONS/consequences...')</li> <li>10 marks ('assess...')</li> <li>12 marks ('assess...')</li> <li>20 marks ('evaluate...')</li> </ul> <p>Themes:</p> <p>Theme 1: Marketing and people Theme 2: Managing business activities Theme 3: Business decisions and strategy Theme 4: Global business</p> <p>There will be a pre-released context document issued on Edexcel's website in November of the previous year. A new context will be given to centres each year.</p>
<p>Explain 4 marks</p> <p>Have you included...</p> <ul style="list-style-type: none"> <li>A definition?</li> <li>Two examples contextualised to the case study?</li> <li>A development explaining the reason/cause/consequence?</li> </ul> <p>See the Explain command word in the Taxonomy</p>	<p>Assess 8 or 10 or 12 marks</p> <p>These will be linked to a business or economic context. Most refer to a particular problem/benefit/opportunity faced by a business or an economy.</p> <p>Have you included:</p> <ul style="list-style-type: none"> <li>A definition of a key term?</li> <li>An example from the case study?</li> <li>At least two chains of reasoning explaining reason/cause/consequence?</li> <li>Examples from the case study to add weight to your reasoning?</li> <li>Arguments to help make judgements about the strength of your reasoning (again, using examples from the case study)?</li> <li>A conclusion</li> </ul> <p>Key connectives:</p> <p>This will... However... ...is more/less important because A better way would be...this is because In the short-term...In the longer term ...is most important because... The extent to which... depends on...</p>	<p>Assess</p> <p>Requires a contextualised and a balanced answer with connectives. Requires students to carefully consider factors or events that apply (awareness of competing argument) and identify which are the most important or relevant. Requires students to make an informed judgement on the importance of something.</p>	<p>Assess</p> <p>Requires an informed judgement and supported conclusion. Requires students to review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Requires students to come to a supported judgement of a subject's qualities in relation to its context.</p>	
<p>Explain 4 marks</p> <p>Have you included...</p> <ul style="list-style-type: none"> <li>A definition?</li> <li>Two examples contextualised to the case study?</li> <li>A development explaining the reason/cause/consequence?</li> </ul> <p>See the Explain command word in the Taxonomy</p>	<p>Evaluate 20 marks</p> <p>'Using' requires students to use a prescribed diagram, or formula. To answer the question you have to offer a balanced answer and/or attach value to your points, which show your ability to make a judgement about how important or significant it is.</p> <p>Have you included:</p> <ul style="list-style-type: none"> <li>Definitions of a key terms?</li> <li>Context from the case study (the market the business operates in, its objectives or product)?</li> <li>At least two chains of reasoning explaining a range reason/cause/consequence with examples from the case study?</li> <li>Arguments to help make judgements about the strength of your reasoning (again, using examples from the case study)?</li> <li>An examination of the validity of your arguments?</li> <li>Quantitative/Qualitative data in order to show the significance of your answer?</li> <li>A conclusion which includes a proposed solution or recommendation?</li> </ul> <p>Key connectives: ...however...therefore... ...is important because... ...is more/less important because... An alternative view is... ...is most important because...the consequence of this...</p>	<p>Evaluate</p> <p>Requires an informed judgement and supported conclusion. Requires students to review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Requires students to come to a supported judgement of a subject's qualities in relation to its context.</p>	<p>Evaluate</p> <p>Requires an informed judgement and supported conclusion. Requires students to review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Requires students to come to a supported judgement of a subject's qualities in relation to its context.</p>	
<p>Command</p> <p>Calculate / Using</p>	<p>Command</p> <p>Calculate / Using</p>	<p>Command</p> <p>Calculate / Using</p>	<p>Command</p> <p>Calculate / Using</p>	<p>Command</p> <p>Calculate / Using</p>
<p>Define</p> <p>Assesses quantitative skills. 'Calculate' requires a calculation comprising of at least our stages. For example, locating the data identifying the formula, substituting the data in the formula and performing the calculation.</p>	<p>Define</p> <p>Assesses quantitative skills. 'Calculate' requires a calculation comprising of at least our stages. For example, locating the data identifying the formula, substituting the data in the formula and performing the calculation.</p>	<p>Define</p> <p>Assesses quantitative skills. 'Calculate' requires a calculation comprising of at least our stages. For example, locating the data identifying the formula, substituting the data in the formula and performing the calculation.</p>	<p>Define</p> <p>Assesses quantitative skills. 'Calculate' requires a calculation comprising of at least our stages. For example, locating the data identifying the formula, substituting the data in the formula and performing the calculation.</p>	<p>Define</p> <p>Assesses quantitative skills. 'Calculate' requires a calculation comprising of at least our stages. For example, locating the data identifying the formula, substituting the data in the formula and performing the calculation.</p>

# Assessment Booklet

## A Level Chemistry

### What am I being assessed on?

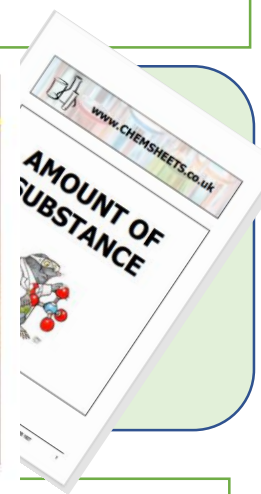
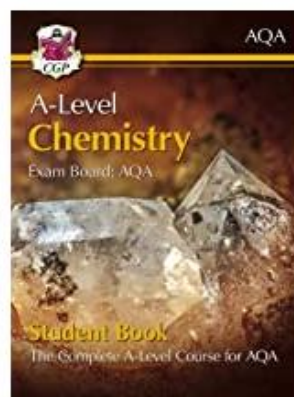
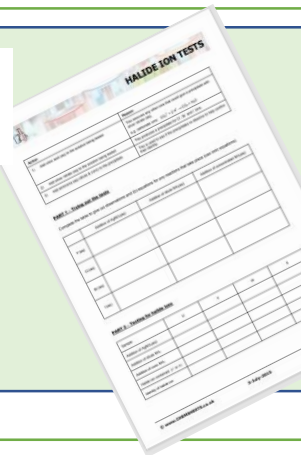
Paper 90 minutes

**Long and short answer questions & multiple-choice questions on the following topics:**

- Atomic structure – the constituents of the atom, atomic number, mass number, mass spectroscopy, electronic configuration & ionisation.
- Amount of substance – Moles, masses & the Avogadro number, reacting masses, empirical formulae, concentrations & titrations.
- Organic chemistry – homologous series, nomenclature, isomerism

### What revision material should I revise from?

- Text book
- Class notes
- Work booklets
- Exam questions
- Websites



### How can I revise?

1. **Revise** – make revision flash cards, mind maps and summary notes to revise the key concepts (e.g. reaction mechanisms).
2. **Test** – Use the flash cards and drill questions in your text book and work books to test your knowledge.
3. **Use UpLearn** videos, quizzes and summaries to consolidate your understanding & application.
4. **Apply** – Use past questions to help you to practice applying your knowledge. Use the mark schemes to help you check and improve your answers. – UpLearn exam questions

# Assessment Booklet

## A Level Chemistry

### Additional Resources

#### Websites



<https://uplearn.co.uk/>

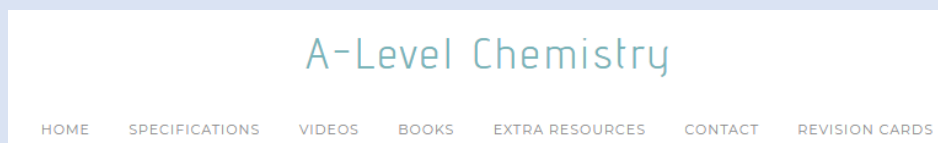


<https://chemrevise.org/revision-guides/>

**chemrevise**

Resources for A-level and GCSE Chemistry

<https://www.a-levelchemistry.co.uk/aqa-a-level-chemistry.html>



<https://www.chemguide.co.uk/>

**chemguide**

Helping you to understand  
Chemistry

<https://kuizical.com/>



<https://app.senecalearning.com/courses?Price=Free&Age+Group=A+Level&Subject=Chemistry>

 SENECA

<https://www.docbrown.info/page13/page13.htm>

**Doc Brown's Chemistry**

**Advanced Level Chemistry Study Revision Notes and Quizzes -  
worksheets**

# Assessment Booklet

## A Level Design Technology

### What am I being assessed on?

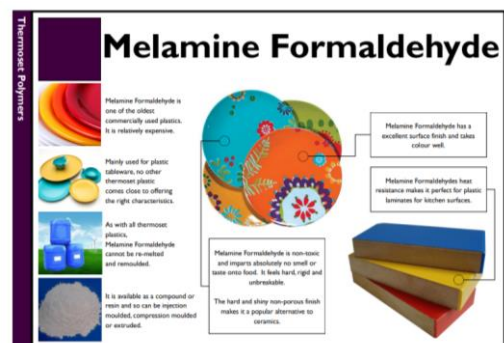
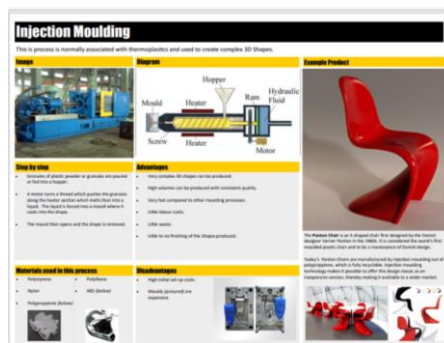
Your assessment is based on your knowledge and understanding of:

- Polymers
- Polymer manufacturing processes
- Maths – solving a problem using a step-by-step process

### What revision material should I revise from?

You will need to use your materials and processes notes and revision cards as well as your practice Festival Maths question.

Examples:



### How can I revise?

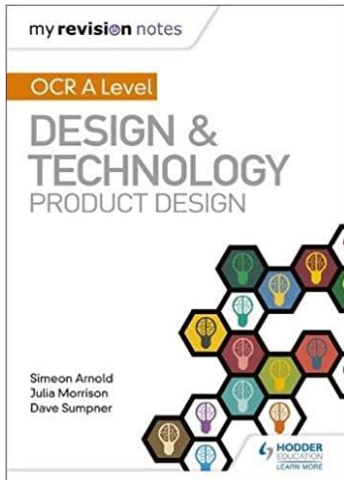
- Create a revision card for each of the polymers and polymer processes.
- Use the practice festival exam question and change the number of participants or number of tents, roll mats, sleeping bags and airbeds to help you practice the steps involved in the solution.

# Assessment Booklet

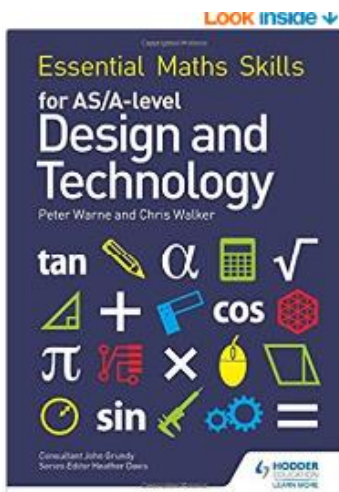
## A Level Design Technology

### Additional Revision Tasks & Resources

You may find it beneficial to buy a text book that complements this A Level course -  
**My Revision Notes: OCR AS/A Level Design and Technology: Product Design**



An additional book to support the Maths content is also due to be released called  
**Essential Maths Skills for AS/A Level Design and Technology**



Use YouTube to search for 'How it's made' videos that show each of the polymer manufacturing processes. Use the lesson PowerPoints on Teams to help create your revision cards.





# Assessment Booklet

## A Level English Language & Literature

### What am I being assessed on?

#### VOICES IN SPEECH & WRITING

**Component 1: Section A**  
Voices in Speech & Writing  
AO1-AO4  
25 marks

'Compare how the speakers/writers create sense of voice. In your answer you must consider linguistic and literary features, drawing upon your knowledge of genre conventions and context.'



#### Varieties in Language and Literature

**Component 2: Section B**  
Society and the Individual  
(AO1-AO3)  
30 marks

The Great Gatsby by F. Scott Fitzgerald  
You will complete an exam-style question (no comparison) based on 'Society and the Individual'.



### What topics should I revise?

#### Voices in Speech & Writing

You will be comparing one of the following anthology texts with an unseen non-fiction text.

- 1.1 Charlie Brooker: 'Too much talk for one planet: why I'm reducing my word emissions'
- 1.2 Ian Birrell: 'As gay people celebrate, the treatment of the disabled just gets worse'
- 2.2 Mom & Me & Mom by Maya Angelou
- 4.1 Blog by George Scott: A Ride of Two Halves
- 5.1 BBC1 Panorama interview between Martin Bashir and Princess Diana
- 5.2 Jay Leno's interview with President Obama (transcript)
- 7.1 Chris Rainier 'Tsunami Account'

#### Society and the Individual

You will be considering one of the following themes in relation to The Great Gatsby:

- Individuals who deviate from societal norms.
- Individuals who observe or experience significant change.
- Individuals who are ambitious.
- Individuals who are influenced by the people close to them.

#### Exam style question:

Evaluate the effectiveness of the methods used by the writers of your studied text to present individuals who observe or experience significant change. In your answer you must consider the use of linguistic and literary features and relevant contextual factors. (30 marks)

### How can I revise?

#### Voices in Speech & Writing

1. Ensure you have fully annotated the six texts in your anthology (PAMTC/Voices/Language Devices)
2. Complete the revision grid for the 6 texts and ensure you know the PAMTC, key evidence and voices across each text.
3. Review the 'Structuring a Response' PPT & Document to understand the features of a comparative assignment.
4. Revise key terminology from across the framework: Grammar, Syntax, Semantics, Cohesion, Spoken Language, Non-Fiction
5. Revise the key genre conventions (PPT)

#### Society and the Individual

1. Complete the Thematic Essay Planning Grid for the 4 potential questions above.
2. Review the HTSAR PPT to understand the expectations of essay writing.
3. Revise key characters, events, settings, motifs and themes.
4. Revise key terminology from across the framework.

# Assessment Booklet

## A Level English Language & Literature

### Additional Revision Tasks & Resources

#### VOICES IN SPEECH & WRITING



#### Assessment Preparation Grid

Text	Purpose	Audience	Mode	Topicality	Context	Voices & Evidence
<b>Text 1</b>	To explain an opinion and inform	A general audience	News article	Current events	Political/social issues	Identify 5 pieces of evidence per section of the text
<b>Text 2</b>	To entertain	General readers	Columnist's piece	Current events	Political/social issues	Identify 5 pieces of evidence per section of the text
<b>Text 3</b>	To inform	General readers	Journalist's piece	Current events	Political/social issues	Identify 5 pieces of evidence per section of the text
<b>Text 4</b>	To challenge	General readers	Opinion piece	Current events	Political/social issues	Identify 5 pieces of evidence per section of the text
<b>Text 5</b>	To challenge	General readers	Opinion piece	Current events	Political/social issues	Identify 5 pieces of evidence per section of the text

#### Society and the Individual



**Point** – Introduce your topic sentence, linked clearly to the question.  
**Evidence** – Embed your evidence within your quotation (you may use evidence elsewhere within the paragraph to strengthen or sustain your argument).  
**Explain** – Clarify how your evidence justifies your idea, identify any techniques that have been used to present this view.  
**Analysis** – Close to begin to criticise the language/structural choices of the writer and the images or ideas the reader can infer from them.  
**Link** – Reinforce your argument and how your analysis sustains your central point. You may also offer a point of comparison and how this too links to your overall topic.  
**Interpretation** – Offer alternative readings of the evidence or sustain your idea through further analysis.  
**Context** – Consider how the contextual factors may have influenced the writer's choices. This may be the time period, literary form and conventions, literary tradition or social/political/historical factors of the text and the time of writing.  
**Evaluate** – Critically assess the writer's choices/methods and meanings. Begin to consider why the writer has presented the text this way, consider the subtleties and nuances within the interpretations offered.

Eng Lang 01 – 80%	Eng Lang 02 – 80%
Comp 2 – Section B – Prose	Comp 2 – Section B – Prose
10. To revise plot, characters and themes in the novel and understand how to structure a response	10. To revise plot, characters and themes in the novel and understand how to structure a response
<b>Essay Planning:</b>	
1. Evaluate the effectiveness of the methods used by the writers of your two studied texts to succeed.	1. Evaluate the effectiveness of the methods used by the writers of your two studied texts to succeed.
<b>Steps to plan:</b>	
1. Decide which events and characters from T05 you will use	1. Decide which events and characters from T05 you will use
2. Identify the key contextual factors / writers' influences surrounding your chosen essay question	2. Identify the key contextual factors / writers' influences surrounding your chosen essay question
3. Begin to plan your language/ structural analysis by identifying key quotations, devices, meaning, effect on the reader, alternative interpretations, links to context, critical evaluation/ reception, comparative links using the grid below	3. Begin to plan your language/ structural analysis by identifying key quotations, devices, meaning, effect on the reader, alternative interpretations, links to context, critical evaluation/ reception, comparative links using the grid below

- PAMTC each text: Are there further contextual factors that you can find?
- Identify x3 evidence from the beginning, middle and concluding moments in each text that best portray the speaker/writer's 'sense of voice.'
- What key language devices are used?

#### Structuring a Response & Planning Guidance

##### STRUCTURING A RESPONSE

Compare the ways in which the speaker and writer create a **sense of voice**. In your answers, drawing upon your knowledge of **genre convention**

10 minutes (Reading & Planning)		
	Text A	Text B
Purpose		
Audience		
Mode		
Topicality		
Context		
Beginning		
Progresses		
Furthermore		
Concludes		
Tip:	Divide both texts into four: Beg, Pro, Fur, Con Aim for 3 evidence from each text per section. Embed further evidence where possible. PAMTC both texts- ensure you address all elements across your response. Maintain a clear focus on the question (voice) Ensure you make meaningful comparisons (can be hinted on voice, language or PAMTC) and justify their similarities and differences.	

	Neyland	Collins
<b>Purpose</b>	Expose his readers to his personal experience as a 'lager' engineer in WW1. Challenge preconceptions of his role. Reflect on experiences (retrospective outlook)	Motivate his regiment/soldiers before war. Expose/warn of the realities of war and their role. To convince/justify involvement. Know his purpose.
<b>Audience</b>	Wider audience (soldiers in war/history/WW1) Those in the war.	Wider audience (soldiers/journalists) (the UK/foreign) Royal Irish Regiment
<b>Mode</b>	Memor (ten years after WW1) Look for memoir devices/purpose	Public, transcribed speech the night before invading Iraq (present) Look for speech devices/purpose
<b>Topicality</b>	Explores the beginning of his time serving as a sapper in WW1.	Colonel is preparing his regiment for war.
<b>Context</b>	Radio Engineer (1930) Conscription (WW1) 17-18 mill died Great War (for UK)	Colonel (1918) Sense of choice (Not our war-controversy) Free people/live Iraq/sense of hostility
<b>Beginning</b>	<i>Voice informative but naive</i> At the age of eighteen (or later) Only a vague idea of our tasks ahead (rhetoric of idealism)	<i>Voice authoritative and assertive</i> I've got to liberate, not to conquer (confident) Impetuous (1918) 'accident laden' (speak of edict) (rhetoric of idealism)

#### Terminology Revision

### A LEVEL ENGLISH LANGUAGE AND LITERATURE

TERMINOLOGY

Grammar	Semantics	Syntax	Non-Fiction
Adjective	Connotation	Appositive	Argumentation
Adverb	Denotation	Asyndeton	Characterisation
Article	Imagery	Climax	Comparison
Clause	Metonymy	Collocation	Contrast
Comma	Onomatopoeia	Consonance	Convergence
Conjunction	Oxymoron	Coherence	Contextualisation
Countable	Panegyric	Coherence	Contextualisation
Countable	Panegyric	Coherence	Contextualisation
Countable	Panegyric	Coherence	Contextualisation
Countable	Panegyric	Coherence	Contextualisation
Countable	Panegyric	Coherence	Contextualisation
Countable	Panegyric	Coherence	Contextualisation
Countable	Panegyric	Coherence	Contextualisation
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Countable	Panegyric	Coherence	Contextualisation
Countable	Panegyric	Coherence	Contextualisation
Countable	Panegyric	Coherence	Contextualisation
Countable	Panegyric	Coherence	Contextualisation
Countable	Panegyric	Coherence	Contextualisation

Phonology

Spoken Language

Colophon

Name: \_\_\_\_\_

CARDINAL NEWMAN

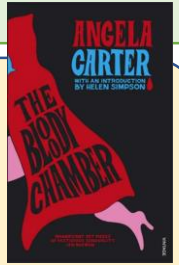
"KNOWLEDGE THROUGH THE LIGHT OF FAITH"



# Assessment Booklet

## A Level English Literature

### What am I being assessed on?



**Component 4 - NEA**  
**The Bloody Chamber**  
(AO1-AO4) No critical theory required (AO5)  
40 marks

The Bloody Chamber by Angela Carter

You will complete an exam-style question, comparing a number of her stories on a given theme.

### What should I revise?

#### The Bloody Chamber – Studied texts

You will be comparing two of the following  
Carter stories

The Snow Child  
The Tiger's Bride  
The Werewolf  
The Bloody Chamber  
The Courtship of Mr Lyon  
The Lady of the House of Love  
The Erl King



#### Themes to revise

You will be considering one of the following  
themes in relation to The Bloody Chamber

- The destructive nature of desire
- Entrapment
- Power Dynamics
- Transformation

#### Exam style question:

Socrates states "From the deepest desires often come the deadliest hate." Compare how Carter presents the destructive nature of male desire in The Bloody Chamber  
*In your answer you must consider relevant contextual factors. (30 marks)*

### How can I revise?

#### The Bloody Chamber

1. Ensure you have fully annotated the studied stories in your texts
2. Complete the revision grid relating each text to a given themes
3. Review the 'Structuring a Response' PPT & Document to understand the features of a comparative essay
4. Revise key characters, events, settings, motifs and themes.
5. Revise key contextual factors that impact Carter's writing

# Assessment Booklet

## A Level English Literature

### Additional Revision Tasks & Resources



### The Bloody Chamber Essay Structure Overview

<p><b>Introduction: Establish argument and comparative focus</b></p> <p>Sentence starters/ Writing Frame Within <b>story 1</b> and <b>story 2</b>, Carter presents <b>theme</b> to...</p> <p>In <b>story 1</b>, <b>theme</b> is shown through.... Carter changes the traditional story of <b>xxx</b> and focuses on...</p> <p>(how does she show this? Characters / Events / Methods) to highlight/ expose (link to intentions/ contextual factors).</p> <p><b>COMPARATIVE DISCOURSE MARKER</b></p> <p>In <b>story 2</b>, Carter subverts the narrative of <b>xxx</b> to explore how <b>theme</b> is shown through....</p> <p>(how does she show this? Characters / Events / Methods) to highlight/ expose (link to intentions/ contextual factors).</p> <p>Ultimately, Carter uses these tales to demonstrate.... (link to overall message and intentions)</p>	<p><b>Main Body Paragraphs: Comparative focus maintained throughout</b></p> <p><b>Sentence starters/ Writing Frame</b> x3</p> <p>Firstly, both stories portray (link to q) through (comparative link - theme / characters / events/ settings...). Within <b>story 1</b>, this is evident when/through (character / event / method) "... the use of (word class/ device / gothic convention) emphasises/ challenges/ highlights... which contextually links to (intentions) Furthermore, (the word class/ device) "...new evidence" also supports the idea that...which would make a reader feel...</p> <p>Similarly / Differently/ Comparative Discourse Marker</p> <p>Story 2 demonstrates the notion that (link to point) through (character / event / method) "... the use of (word class/ device / gothic convention) emphasises/ challenges/ highlights...which contextually links to (intentions) Additionally, (the word class/ device) "...new evidence" also supports the idea that... which would make a reader feel...</p> <p>Therefore, whilst story 1 suggests that (link to point), story 2 suggests that (link to intentions) to expose...</p>	<p><b>Conclusion: reiterate argument and evaluate final intentions/ effect</b></p> <p>Sentence starters/ Writing Frame</p> <p>Overall, both stories portray (link to question) in order to highlight / challenge / question (links to context and intentions). Carter uses these tales to expose... and to suggest to her reader that...</p>
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### Structuring a Response & Planning Guidance

Compare how Carter presents XXXX in XXXX and XXXXX. You must relate your discussion to relevant contextual factors

### Contextual Knowledge Organiser

<p><b>Textual Knowledge Organisation: Angela Carter and The Bloody Chamber</b></p> <p><b>Text:</b> The text is a collection of short stories by Angela Carter, published in 1979. It is a collection of gothic horror stories set in a Victorian world. The stories are: 'The Bloody Chamber', 'The Company Men', 'The Insult', 'The Love-Rite', 'The Werewolf', 'The Yellow Wallpaper', 'The Tiger', 'The Great Work of Time', 'The Fall of Mankind', 'The Tiger's Bride', 'The Company Men', 'The Insult', 'The Love-Rite', 'The Werewolf', 'The Yellow Wallpaper', 'The Tiger', 'The Great Work of Time', 'The Fall of Mankind', 'The Tiger's Bride'.</p> <p><b>Context:</b> Angela Carter was born in 1940 in London. She was a writer, journalist, and broadcaster. She was known for her gothic horror stories and her feminist perspective. She was a member of the Bloomsbury Group and was influenced by Virginia Woolf and E.M. Forster. She was also a member of the Fabian Society and was involved in the anti-apartheid struggle. She was a feminist and was known for her feminist perspective. She was a member of the Bloomsbury Group and was influenced by Virginia Woolf and E.M. Forster. She was also a member of the Fabian Society and was involved in the anti-apartheid struggle. She was a feminist and was known for her feminist perspective.</p> <p><b>Authorial Intent:</b> Carter's intention was to subvert the traditional gothic horror story and to explore the female experience. She was a feminist and was known for her feminist perspective. She was a member of the Bloomsbury Group and was influenced by Virginia Woolf and E.M. Forster. She was also a member of the Fabian Society and was involved in the anti-apartheid struggle. She was a feminist and was known for her feminist perspective.</p>	<p><b>Structural Context:</b></p> <p><b>Setting:</b> The stories are set in a Victorian world, with a focus on the domestic sphere. The setting is a key element of the gothic horror genre, as it is a place of confinement and oppression. Carter uses the setting to explore the female experience and to subvert the traditional gothic horror story.</p> <p><b>Characterisation:</b> The characters are often female, and they are often portrayed as victims of patriarchal oppression. Carter uses characterisation to explore the female experience and to subvert the traditional gothic horror story.</p> <p><b>Language:</b> Carter's language is highly stylised and is often described as 'feminine'. She uses a rich vocabulary and a complex sentence structure. Her language is a key element of her gothic horror stories and is used to explore the female experience and to subvert the traditional gothic horror story.</p> <p><b>Form:</b> The stories are written in a gothic horror style, with a focus on the domestic sphere. Carter uses form to explore the female experience and to subvert the traditional gothic horror story.</p>
<p><b>Authorial Context of the Stories:</b></p> <p>The text, originally and as a collection, reveals crucial dimensions of Carter's gothic horror and feminist perspectives and subverts the traditional gothic horror story. Carter's intention was to subvert the traditional gothic horror story and to explore the female experience. She was a feminist and was known for her feminist perspective. She was a member of the Bloomsbury Group and was influenced by Virginia Woolf and E.M. Forster. She was also a member of the Fabian Society and was involved in the anti-apartheid struggle. She was a feminist and was known for her feminist perspective.</p> <p><b>Authorial and Sociocultural Context:</b></p> <p>Angela Carter's gothic horror stories are a subversion of the traditional gothic horror story. She was a feminist and was known for her feminist perspective. She was a member of the Bloomsbury Group and was influenced by Virginia Woolf and E.M. Forster. She was also a member of the Fabian Society and was involved in the anti-apartheid struggle. She was a feminist and was known for her feminist perspective.</p>	<p><b>Authorial and Sociocultural Context:</b></p> <p>Angela Carter's gothic horror stories are a subversion of the traditional gothic horror story. She was a feminist and was known for her feminist perspective. She was a member of the Bloomsbury Group and was influenced by Virginia Woolf and E.M. Forster. She was also a member of the Fabian Society and was involved in the anti-apartheid struggle. She was a feminist and was known for her feminist perspective.</p>

### Example Paragraph

In both **story 1** and **story 2**, Carter uses ... to demonstrate the **theme**

**Comparative opening statement**

In **story 1**, this is initially shown through "... where the word class/ device suggests ... furthermore, ..." implies that ... which would make the reader feel / think... Alternatively, the image "... highlights ...

**Evidence, analysis, effect, alternative interpretation**

Similarly, differently, in contrast, comparatively...

In **story 2**, this is initially shown through "... where the word class/ device suggests ... furthermore, ..." implies that ... which would make the reader feel / think... Alternatively, the image "... highlights ...

**Evidence, analysis, effect, alternative interpretation**

Therefore, whilst in story 1 theme results in... which suggests... In story 2, there is a more ... response which could link to...

**Link to message and evaluate intentions**

Aim to fully analyse 2-3 quotations from each story per paragraph

**LO: to analyse the key themes in Carter's collection and understand how to construct an analytical essay**

# Assessment Booklet

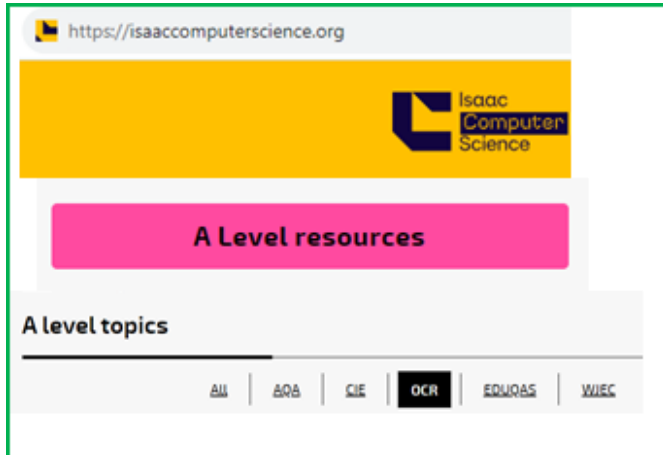
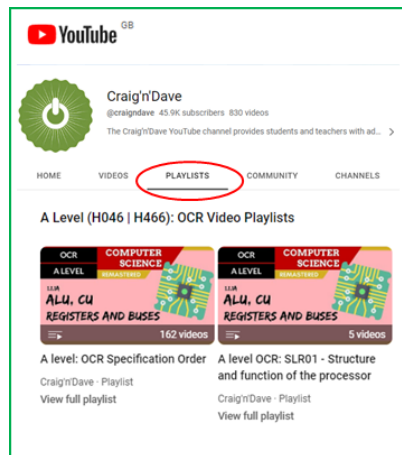
## A Level Computer Science

### What am I being assessed on?

- 1.1.1 Structure and function of the processor
- 1.1.2 Types of processor
- 1.1.3 Input, output and storage
- 1.2.1 Systems software (a, e, f and g only)
- 1.2.2 Applications generation (a and b only)
- 2.1.2 Thinking ahead
- 2.1.4 Thinking logically
- 2.2.1 Programming techniques (a and b only)

### What revision material should I revise from?

Use your books and our online resources



### How can I revise?

Use the resources available to you to create revision documents such as; mind-maps, spider-diagrams etc. You could use the 'Read, Cover, Write' method to check knowledge recall. The types of questions you will see will be in the same format as your pitstop assessments.

# Assessment Booklet BTEC Health & Social Care

## What am I being assessed on?

### Unit 1: Human Life span development



### Human growth and development through the life stages

- A1 Physical development across the life stages
- A2 Intellectual development across the life stages
- A3 Emotional development across the life stages
- A4 Social development across the life stages

### Factors affecting human growth and development

- B1 The nature/nurture debate related to factors
- B2 Genetic factors that affect development
- B3 Environmental factors that affect development
- B4 Social factors that affect development
- B5 Economic factors that affect development
- B6 Major life events that affect development

### Effects of ageing

- C1 The physical changes of ageing
- C2 The psychological changes of ageing
- C3 The societal effects of an ageing population

AO	Description	Command Verbs	Marks
A01	Demonstrate <b>knowledge</b> of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing	Describe, discuss, evaluate, identify, justify, to what extent	3 to 6
A02	Demonstrate <b>understanding</b> of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing	Describe, discuss, evaluate, explain, justify, outline, to what extent, which	1 to 6
A03	Analyse and evaluate information related to human development theories/models and factors affecting human growth and development	Evaluate	10
A04	Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing	Discuss, evaluate, justify, to what extent	10 to 12

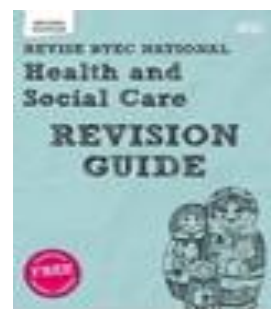
## What revision materials can I revise from ?

Ensure you refer to the wide range of revision resources provided to support you

Read the guidance within your revision resources , revision mats and knowledge booklets . The practice assessment paper will enable you to revise the essential content. And can be used alongside your revision guide . This will also help you understand how the essential content is applied to different contexts when assessed

Examine the practice questions so you can review ways of applying your skills

Revise key command words that are associated to each question and how many marks these are worth





# Assessment Booklet BTEC Health and Social Care

## Additional Revision Tasks & Resources

To support your revision, you should use the following resources:

Unit 1 : Human life span development revision guide

Notes in your class book /independent research

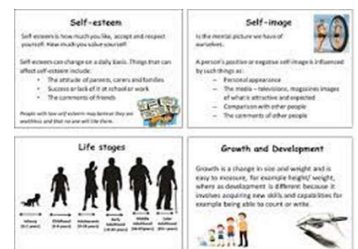
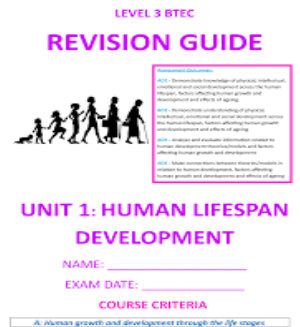
Practice assessment papers to compliment your revision

Health and social care revision booklet , learning mats, key terms glossary and resources located in the student area

Create flashcards, revision maps and complete 'Now Try this questions ' in the revision guide

Use the knowledge organizers and PLC

Speak to Mrs Donohue for extra help/support!



- Key Terms**
- Growth
    - An increase in size or mass
  - Development:
    - When a person's skills, abilities and emotions become more sophisticated
    - There are 4 types of development
      - Physical
      - Intellectual
      - Emotional
      - Social



# Assessment Booklet

## A Level History

### What am I being assessed on?

You will be assessed on Your study of Truman and his domestic and foreign policy. This will be assessed on:

**A01:** Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

**A02:** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

You will be assessed on your study of Henry VII and his consolidation of power. This will be assessed on:

**A01:** Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

**A03:** Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

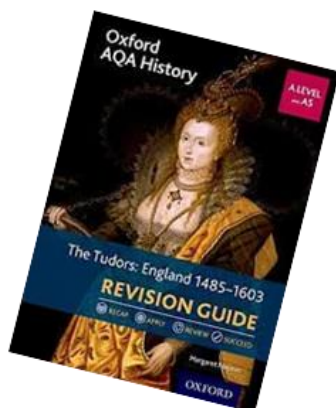
### What revision material should I revise from?

#### You should revise from:

- Knowledge organiser
- Truman Knowledge information sheets.
- Lesson resources
- Your notes from class



Henry VII  
Overview



#### You should revise from:

- Henry VII Knowledge organiser
- Henry VII Knowledge information sheets.
- Lesson resources
- Your notes from class

# Assessment Booklet

## A Level History

**Additional Revision Tasks & Resources: What can you add to each section below?**

<b>Problems</b>	<b>Actions</b>
Establishing Control (Government)	
Threats / Pretenders	
Maintenance of Order and Justice	
Foreign policy	
Economy	

### **Extract A**

The nobility needed the King's power, and needed to make it work to protect their own land, an easily damaged commodity, on which their wealth and their power depended...they were unlikely to undermine or attack a system that made them what they were. The King had neither to force nor to buy their loyalty; he had it automatically by virtue of being King. Only a usurper, whose continued tenure of the throne was uncertain, needed to use threats or blandishments.

From C. Carpenter (1995), *The Reign of Henry VII*

### **Artemis**

How convincing is the interpretation about Henry VII's relationship with the nobility?



# Assessment Booklet

## A Level History

**Additional Revision Tasks & Resources: What can you add to each section below?**

America in 1945: Divisions across the country	Truman and his Fair Deal
Rise of McCarthyism	Civil Rights 1945-52
Foreign policy success	Foreign Policy failure

# Assessment Booklet

## A Level Law

### What am I being assessed on?

#### Parliamentary law making

including Green and White Papers; the legislative process; the composition and role of Parliament; the influences on Parliament; the advantages and disadvantages of influences on law making. Concept and application of Parliamentary sovereignty

The UK constitution including sovereignty, separation of powers and the rule of law; Royal Prerogative Law reform; role of official law reform agencies, including the Law Commission and the role of pressure groups and judicial influences

#### Delegated legislation,

including types of delegated legislation: statutory instruments, by-laws, orders in council

Controls on delegated legislation

Reasons for the use of delegated legislation, rule of law and advantages and disadvantages of delegated legislation

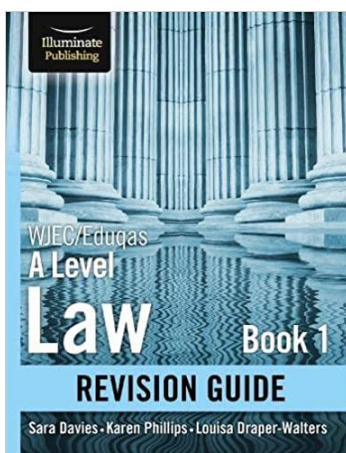
#### Judicial precedent

Including the doctrine of precedent, identification of ratio decidendi and obiter dicta and types of precedent to include persuasive and binding

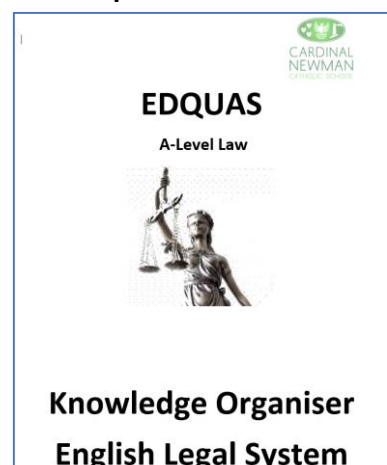
The hierarchy of the courts, including the Supreme Court. Use of the Practice Statement 1966 and the exceptions in *Young v Bristol Aeroplane Co* Avoidance techniques to include overruling, reversing and distinguishing Advantages and disadvantages of precedent

**Statutory interpretation,**  
Including the rules of  
statutory interpretation  
(literal, golden, mischief and  
purposive)

### What revision material should I revise from?



- Create a revision resource for each topic e.g. mind map, poster, revision cards
- Vary your revision techniques e.g. explain concepts to another person, write notes, watch videos or listen to podcasts
- Work in pairs to ask and Answer questions then swap over
- Answer practice exam questions and mark using the mark scheme



# Assessment Booklet

## A Level Law

### Additional Revision Tasks & Resources:

All law students have access to the law SharePoint website, this The website has all the materials and resources they will need for the entire year.

**Welcome! To A Level Law**  
Click here for more information →

This A Level Law Course includes the study of the nature of law and the English legal system (25%), one area of private law, law of tort (25%), one area of public law [criminal law (25%)] and one further area of law, Law of contract, (25%).

**Legal skills are an intrinsic part of this specification.**

This Course requires learners to construct clear, concise and logical legal arguments which are **substantiated by legal authority, using appropriate legal terminology**. In addition, learners are required to construct a persuasive argument including instances where they have recognised that there are no clear legal precedents or conflicting precedents to solve a problem.

This specification requires learners to analyse and **critically evaluate** legal issues by identifying different perspectives, being able to support their identification of the strongest viewpoint and demonstrating the ability to counter **alternative viewpoints**.

Assessment Law Feedback...

elawStudent - AS/A2 English ...

Past Papers and Marking...

AS and A Level Law | Eduqas

#### Login Details for Elawstudents

email: [august@e-lawstudent.com](mailto:august@e-lawstudent.com)

password: lazydays (one word)

A\* to E

A159QS	LAW	200	166	148	126	104	82	60
Component 1	The Nature of Law and the English Legal System	50	43	38	34	30	25	19
Component 2	Substantive Law in Practice	75	64	57	49	39	31	23
Component 3	Perspectives of Substantive Law	75	59	53	44	35	28	18

Grade Boundaries

### Assessment objectives and weightings

Below are the assessment objectives for this specification.

**AO1** Demonstrate knowledge and understanding of the English legal system and legal rules and principles

**AO2** Apply legal rules and principles to given scenarios in order to present a legal argument using appropriate legal terminology

**AO3** Analyse and evaluate legal rules, principles, concepts and issues The table below shows the weighting of each assessment objective for each component and for the qualification as a whole.

# Assessment Booklet

## A Level Maths

### What am I being assessed on?

#### As Maths Pure

- Number Skills
- Quadratic Functions
- Simultaneous Equations
- Algebraic Manipulation
- Straight Line Graphs
- Circles

#### As Maths Statistics

- Probability
- Discrete Distributions
- Binomial Distribution
- Hypothesis Testing

### What revision material should I revise from?

- Past Papers
- Textbook
- [www.aqa.org.uk](http://www.aqa.org.uk)
- [www.kerboodle.com](http://www.kerboodle.com)
- [www.integralmaths.org](http://www.integralmaths.org)
- [www.examsolutions.net](http://www.examsolutions.net)
- [www.drfrstmaths.com](http://www.drfrstmaths.com)



### How can I revise?

- Make notes from the summary sections at the end of each chapter.
- Complete a past exam questions then mark it using the mark scheme.
- Practice questions from the exercises in the book, use the worked solutions on Kerboodle.

- Use the additional notes and exercises on integral maths to consolidate.
- Watch the videos going through exam questions on [www.examsolutions.net](http://www.examsolutions.net)
- Work through the relevant powerpoints on [www.drfrstmaths.com](http://www.drfrstmaths.com)

# Assessment Booklet

## A Level Maths

### Additional Revision Tasks & Resources

#### Discrete distributions

Distribution of $X$	$P(X = x)$	Mean	Variance
Binomial $B(n, p)$	$\binom{n}{x} p^x (1 - p)^{n-x}$	$np$	$np(1 - p)$

# Assessment Booklet

## A Level Media Studies

### What am I being assessed on?

#### Component 1, Section A [30 marks]

You will be completing a partial Component 1, Section A response, focusing of **gender representation**. You will be assessed on either **Kiss of the Vampire** OR **Tide**. This type of question requires you to compare elements of gender representation to an **unseen text**.



### 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. **Class notes/ PowerPoints** – use your notes from in class and the PowerPoints/notes will be resent to you
3. **Mrs Fisher's Youtube videos:**  
KOTV: <https://www.youtube.com/watch?v=LI3iaK0yAPM>  
Tide: <https://www.youtube.com/watch?v=ITUicJNSID4>

### 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
- ✓ Annotate clean copies of the set texts and memorise key examples, as you **WILL NOT** have access to the text in the assessment (A-Level Media requires you to know the texts inside out).



# Assessment Booklet

## A Level Media Studies

### Structured Revision Tasks (revising wisely and efficiently)

Tick off these tasks as you complete them:

- Create a mind-map/bullet point list/flashcards of key contextual factors surrounding **Tide** – focus on 1950s gender roles, dominant ideologies, adverts, technologies, Rosie the Riveter etc
- Create a mind-map/bullet point list/flashcards of key contextual factors surrounding **Kiss of the Vampire** – focus on 1960s gender roles, women's liberation movement etc
- Memorise 6 key examples of how gender is represented in **Tide** – use your media language notes to help you
- Memorise 6 key examples of how gender is represented in **Kiss of the Vampire** – use your media language notes to help you
  
- Practice writing exam style responses in timed conditions (***use the unseen texts on the next pages and compare the similarities and differences***)
  - a) Compare the representation of gender in Tide & Budweiser. [30]
  - b) Compare the representation of gender in Kiss of the Vampire & Van Helsing [30]

### Apollo – fancy a challenge?



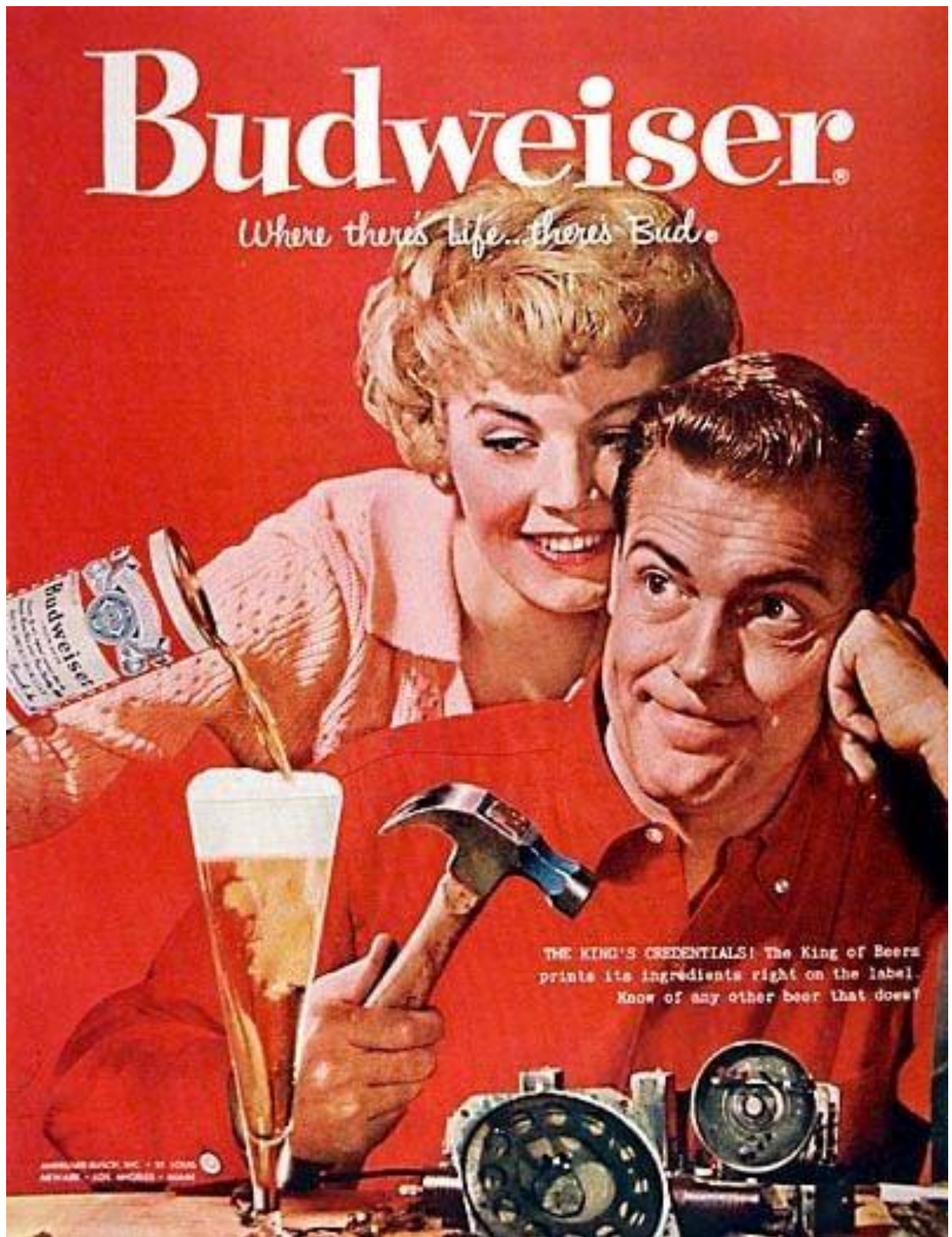
- Recap relevant theories for Tide and Kiss of the Vampire e.g. Stuart Hall, Van Zoonen and come up with examples from the texts that you can apply them too!



# Assessment Booklet

## A Level Media Studies

Compare the representation of gender in Tide & Budweiser. [30]



# Assessment Booklet

## A Level Media Studies

Compare the representation of gender in Kiss of the Vampire & Van Helsing [30]





# Assessment Booklet

## A Level Art and Photography

### What am I being assessed on?

In Art and Photography you will be asked to analyse a piece of artwork or photography. 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 work's '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., in 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>



Photography/Art Key Words

#### Describing Colour

Think about your overall impression of the colours used in the photograph, how they look and feel, how the colours work together (or not), how they fit with the subject of the picture, how the photographer has arranged these (or not). Are there any specific colours you can identify?

Natural, clear, compatible, distinctive, interesting, lively, stimulating, subtle, sympathetic.  
 Artificial, clashing, depressing, discordant, garish, gaudy, jarring, unfriendly, violent.  
 Bright, brilliant, deep, earthy, harmonious, intense, rich, saturated, strong, vibrant, vivid.  
 Dull, flat, insipid, pale, mellow, muted, subdued, quiet, weak.  
 Cool, cold. Warm, hot. Light, dark.  
 Blended, broken, mixed, muddled, pure.  
 Complementary, contrasting, harmonious, monochrome, saturated.

#### Describing Texture

Can you see any different textures within the photograph? Do the textures help to create a mood or effect? Does the lighting help to highlight these textures? Don't guess; if you don't see any texture, don't try to talk about it in that particular photograph.

Flat, polished, smooth.  
 Raised, rough, coarse. Cut, incised,  
 pitted, scratched, uneven,  
 Hairy, sticky.  
 Soft, hard.  
 Shiny, glossy, reflective. Satin, silk,  
 frosted, matte.

#### Describing Atmosphere

What is the mood or atmosphere of the subject of the photograph and how it is taken? What emotions do you experience looking at it?

Calm, content, peaceful, relaxed,  
 tranquil.  
 Cheerful, happy, joyful, romantic.  
 Depressed, gloomy, miserable, sad,  
 sombre, tearful, unhappy.  
 Aggressive, angry, chilling, dark,  
 distressing, frightening, violent.  
 Energetic, exciting, stimulating,  
 thought-provoking.  
 Boring, dull, lifeless, insipid.

#### Describing Composition

Look at how the elements in the photograph are arranged, the underlying structure (shapes) and relationships between the different parts, how your eye moves around the composition.

Arrangement, layout, structure, position.  
 Landscape format, portrait format, square format,  
 circular, triangular. Rule of thirds.  
 Horizontal, vertical, diagonal, angled.  
 Foreground, background, middle ground.  
 Centred, asymmetrical, symmetrical. Balanced,  
 unbalanced, lopsided, space.  
 Overlapping, cluttered, chaotic. Separate, spacious,  
 empty, repetitive, repetition.  
 Free, flowing, fragmented. Formal, rigid, upright,  
 confined.  
 Negative space, positive space.

#### Describing Focus

Many photos use focus to highlight certain areas or aspects of the image.

Visible, blurred, depth of field.  
 Background, foreground, highlighted.  
 Soft, sharp.  
 Motion blur, focus blur, Gaussian blur.

Ensure you feel confident in how to analyse images using appropriate key words.

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

# Assessment Booklet

## A Level Physics

### What am I being assessed on?

#### Paper 1 – 45 minutes

*Long and short answer questions and multiple-choice questions on Waves including:*

- Basic waves concepts – definitions, the wave equation, phase and phase difference.
- Stationary waves
- Diffraction

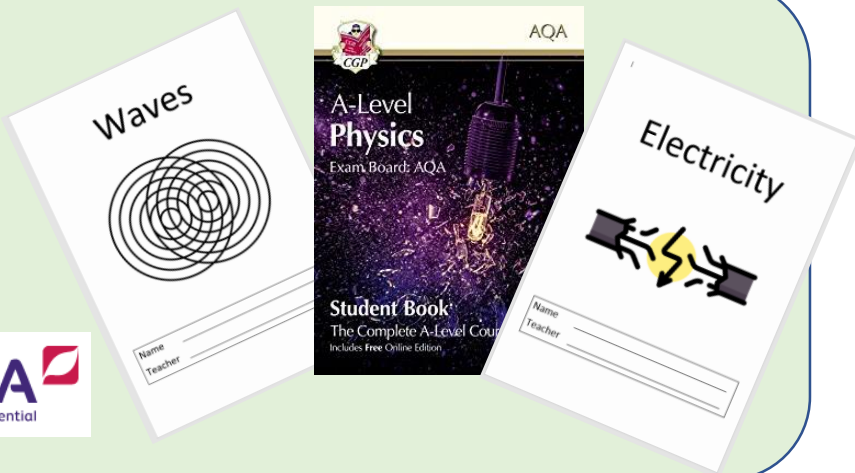
#### Paper 2 – 45 minutes

*Long and short answer questions and multiple-choice questions covering the whole of Y12 Physics course, including:*

- The structure of the atom
- Specific charge
- Unstable nuclei
- Photons
- Fundamental forces & Feynman diagrams
- Particle families
- Quark compositions
- Conservation laws

### What revision material should I revise from?

- Text book
- Class notes
- Work booklets
- Exam questions
- Websites



### How can I revise?

1. **Revise** – make revision flash cards, mind maps and summary notes to revise the key concepts.
2. **Test** – Use the flash cards and drill questions in your text book and work books to test your knowledge.
3. **Use UpLearn** videos, quizzes and summaries to consolidate your understanding & application.
4. **Apply** – Use past questions to help you to practice applying your knowledge. Use the mark schemes to help you check and improve your answers. UpLearn exam questions.

# Assessment Booklet

## A Level Physics

### Additional Resources

#### Websites



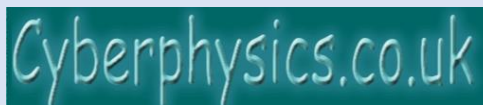
<https://uplearn.co.uk/>



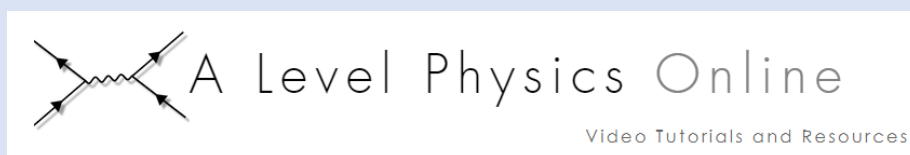
<https://www.physicsandmathstutor.com/physics-revision/a-level-aqa/>



[https://www.cyberphysics.co.uk/key\\_stage/KS5.htm](https://www.cyberphysics.co.uk/key_stage/KS5.htm)



<https://www.alevelphysicsonline.com/students>



<https://kuizical.com/>



<https://app.senecalearning.com/courses?Price=Free&Age+Group=A+Level&Subject=Physics>



# Assessment Booklet

## A Level Psychology

### What am I being assessed on?

#### CONTENT:

Memory

45 minutes - 33 marks

#### SKILLS

The test will include assessment on all skills:

A01 – Description

A02 – Application

A03 - Evaluation

### What revision material should I revise from?

#### TEXTBOOKS AND CLASS BOOKLETS:

- 1) AQA Psychology for A level textbook – Year 1 and AS
- 2) Revision Guide - AQA Psychology for A level – Year 1 and AS
- 3) Class Booklets and notes
- 4) Memory revision mind maps
- 5) Past paper questions and mark schemes booklet

#### WEBSITES:

- 1) Online textbook: AQA Psychology for A level – Year 1 and AS (2nd Ed) (Use log in and password given to you).
  - 2) Revision apps – go to the website below  
For links to the app store  
[www.illuminatepublishing.com/psychapp](http://www.illuminatepublishing.com/psychapp)
- OTHER WEBSITES:**
- 3) <https://www.tutor2u.net/psychology>
  - 4) <https://senecalearning.com>
  - 5) <https://www.aqa.org.uk>

### How can I revise?

#### STEPS FOR SUCCESS:

**STEP 1** – Using the checklist (see next page) ensure that you have made detailed revision cards/notes on each section of the assessment. Ensure that you understand everything, if not, clarify the content using your textbook, a website, ask a classmate or ask me.

**STEP 2**- Create a mind map/complete mind map template of each of the specification's bullet points (in the green box at the top left corner of each double spread of the textbook) - ensure key terminology is included. This will enable you to see the key components of the topic, and how it fits together.

**STEP 3** – Learn the detail for each sub- section of the topic area by reading the revision cards, writing out the content, verbally explaining it to a classmate and then test yourself by writing out the content. Check your accuracy and detail. Put those revision cards where your knowledge is less secure at the top of the pile and review them more often. Repeat this process until you know everything!

**STEP 4** – Once you believe you know a subsection, complete the relevant exam questions section in your exam question booklet. Then check your answers against the mark scheme. Ensure that you have included the appropriate detailed content and have used the skills required.

**STEP 5** – Practise writing answers under timed conditions.

**STEP 6** – Review your revision cards regularly. Always start with the least secure topics/parts.

# Assessment Booklet

## A Level Psychology

### Additional Revision Tasks & Resources

#### PAPER 1 - MEMORY CHECKLIST

Memory	Page no.	Revision notes	Revised	RAG
Capacity of STM and LTM	46			
Evaluation of capacity	47			
Duration of STM and LTM	46			
Evaluation of duration	47			
Coding of STM and LTM	46			
Evaluation of coding	47			
<u>Multi-store model</u> of memory	48			
Evaluation of multi store model	49			
<u>Working memory model</u>	52			
Evaluation of the working memory model	53			
Types of long- term memory (episodic, procedural, semantic)	50			
Evaluation of long- term memory types	51			
Explanations for forgetting (interference)	54			
Evaluation of interference	55			
Explanations for forgetting (retrieval failure)	56			
Evaluation for retrieval failure	57			



# Assessment Booklet

## A Level Religious Studies

### What am I being assessed on?

#### Philosophy and Ethics

##### **AO1 (/16) (40%)**

Demonstrate knowledge and understanding of religion and belief, including:

- Religious, philosophical and/or ethical thought and teaching
- Approaches to the study of religion and belief

##### **AO2 (/24) (60%)**

Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study

Exam Board:

OCR



Answer **two** exam questions  
(45 mins each)

#### Topic Revision Checklist

Topic Revision Checklist			
<b>Ethics</b>		<b>Philosophy</b>	
Situation Ethics		Ancient Philosophical Influences	

### What revision material should I revise from?

The following resources will be uploaded to Teams:

- ✓ PLC for both topics to be assessed
- ✓ Exam questions for independent revision
- ✓ Key terms and definitions glossary
- ✓ Empty keywords/concept A3 sheet
- ✓ Revision clock
- ✓ Revision checklist for topics
- ✓ Workbooks for each component
- ✓ Seneca revision tasks
- ✓ AO1 and 2 revision tasks in the Ahluwalia and Bowie revision guide



# Assessment Booklet

## A Level Religious Studies

### How can I revise? Specific tasks to complete

- ✓ Organise your revision notes
- ✓ Complete PLCs
- ✓ Complete topics on Seneca
- ✓ Create flash cards with key terms/scholars on
- ✓ Create mind maps of topic areas
- ✓ Complete a revision clock for each topic timing yourself 5 minutes per section
- ✓ Complete the workbooks for each topic

### Additional Revision Tasks & Resources

I think therefore I teach

<https://youtu.be/cvRKTmleZsk>

<https://www.youtube.com/watch?v=aEoRh4wzq38>

Ben Wardle: A-level revision playlist:

<https://www.youtube.com/watch?v=TaeG8dMybPA>

<https://www.youtube.com/watch?v=6uaKgr1TBxY>

### Challenge tasks:

Use the question bank uploaded to Teams and complete an essay question for Ethics and Philosophy.