

Cardinal Newman Catholic School

Holy Cross Catholic Multi Academy Company

YEAR 12



Spring Assessment Preparation Booklet

Name:

“Knowledge through the light of faith”



CARDINAL
NEWMAN
CATHOLIC SCHOOL

Introduction

Dear Parents/Carers and Students

Re: Spring Assessments

This year we will administer three assessment seasons within the school year. At the end of the Autumn term, students completed their Autumn assessments. Students will complete their Spring assessments before Easter 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. Students also have the opportunity to reflect on their progress and to set targets for moving forward.

As with the Autumn assessments, the results of the upcoming Spring 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 Spring assessments will begin on **Monday 26th February until Friday 8th March 2024**. 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



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Timetable

Step One: Highlight your assessments 

Spring Assessments: Week 1

Monday 26 th February (AM)	Tuesday 27 th February (AM)	Wednesday 28 th February (AM)	Thursday 29 th February (AM)	Friday 1 st March (AM)
Biology		Computer Science		Maths
Business		Chemistry		Psychology
History		Media		

Spring Assessments: Week 2

Monday 4 th March (AM)	Tuesday 5 th March (AM)	Wednesday 6 th March (AM)	Thursday 7 th March (AM)	Friday 8 th March (AM)
	English Lang/Lit		Law	
	English Literature		Religious Studies	
	Art & Photography		Physics	
			Product Design	

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

Date <i>(e.g. Mon 26th February)</i>	Period <i>E.g. P2</i>	Assessment <i>E.g. English</i>	Topic <i>E.g. Transactional Writing</i>

Assessment Booklet

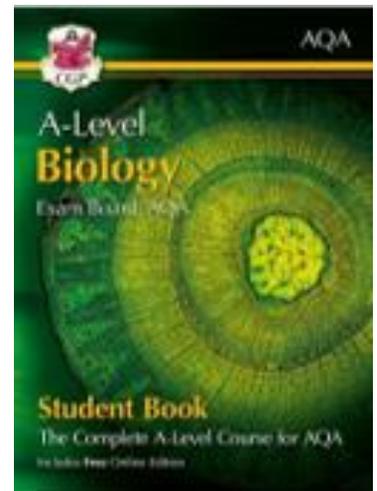
A Level Biology

What am I being assessed on?

- All content covered up to the exam including;
- Biological Molecules
- Cell structure and division
- Cell membranes
- Cells and the immune system
- Exchange and transport systems
- DNA, RNA and protein synthesis

What revision material should I revise from?

- Class notes and folders
- Textbook
- PIXL PowerPoints and KnowIT questions on ClassCharts
- Online revision videos
- Past exam questions and pitstops
- Online revision websites
- Homework booklets
- Up Learn



How can I revise?

- Make revision posters to summarise content
- Make revision cards with questions on the back to test yourself
- Answer the KnowIT/GraspIT PIXL questions
- Watch videos and summarise afterwards
- Review past exam questions

Assessment Booklet

A Level Biology

Additional Revision Tasks & Resources

General revision websites

<https://www.savemyexams.co.uk/a-level/biology/aqa/17/revision-notes/>

<https://www.savemyexams.co.uk/a-level/biology/aqa/17/revision-notes/>

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

Biological molecules

https://www.youtube.com/watch?v=QcdBiD2Icbs&list=RDLVQcdBiD2Icbs&start_radio=1&rv=QcdBiD2Icbs&t=0

Cells

<https://www.youtube.com/watch?v=ue01Vjvh6o4&list=RDLVQcdBiD2Icbs&index=2>

Exchange

<https://www.youtube.com/watch?v=J8MVOwbzW14>

Assessment Booklet

A level Business

Which topics will be assessed?

For the Spring Assessment you will be completing AS Paper 1 Marketing and People which covers all of the work for Theme 1 completed in class between September and January.

The topics to revise are as follows: -

1. Meeting customer needs: Introduction to marketing, the market, market research and market positioning
2. The Market: Demand, supply, markets and equilibrium, price elasticity of demand and income elasticity of demand
3. Marketing Mix and strategy: Product and service design, branding and promotion, pricing strategies, distribution, product life cycle and portfolio and marketing strategy
4. Managing People: introduction to managing people, approaches to staffing, recruitment, selection and training, organisational design, motivation in theory, motivation in practice and leadership
5. Entrepreneurs and Leaders: role of an entrepreneur, entrepreneurial motives and characteristics, business objectives, forms of business, business choices and moving from entrepreneur to leader

What revision materials should I use?

Class notes

Revision notes

Past exam questions provided by your teachers



Assessment Booklet

A Level Chemistry

What am I being assessed on?

Paper 1 – 1hour

Long and short answer questions, and multiple-choice questions on:

Physical Chemistry

- Atomic structure
- Amount of substance
- Bonding
- Energetics
- Kinetics

Paper 1 – 30 minutes

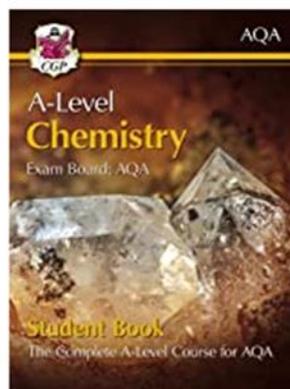
Long and short answer questions, and multiple-choice questions on:

Organic Chemistry

- Nomenclature
- Isomerism
- Alkanes
- Halogenoalkanes

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. **Apply** – Use past questions to help you to practice applying your knowledge. Use the mark schemes to help you check and improve your answers

Assessment Booklet

A Level Chemistry

Additional Resources

Websites

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



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

chemrevise

Resources for A-level and GCSE Chemistry

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

chemguide

Helping you to understand
Chemistry

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

A-Level Chemistry

HOME SPECIFICATIONS VIDEOS BOOKS EXTRA RESOURCES CONTACT REVISION CARDS

<https://kuizical.com/>



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



<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?

You will be assessed on a paper 1 – Principles of Product Design
This paper is set out through four sets of questions. You will be required to:

- Analyse existing products
- Demonstrate applied mathematical skills
- Demonstrate your technical knowledge of materials, product functionality, manufacturing processes and techniques
- Demonstrate your understanding of wider social, moral and environmental issues that impact on the design and manufacturing industries.

What revision material should I revise from?

- www.youtube.com – search how it's made and then the name of the product you want to understand
- See revision PowerPoints and information sheets on class charts.
- Essential maths skills for AS/A-level design technology text book.
- OCR AS/A level Design & Technology Product Design revision notes text book.

How can I revise?

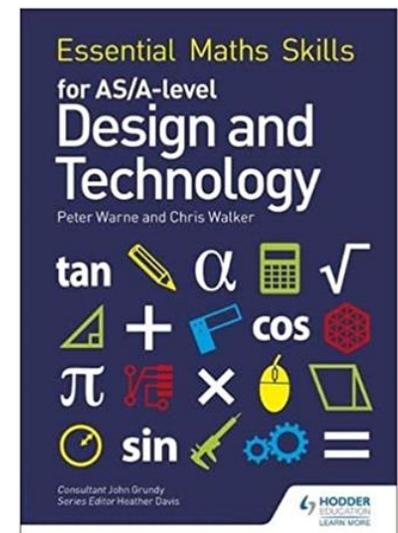
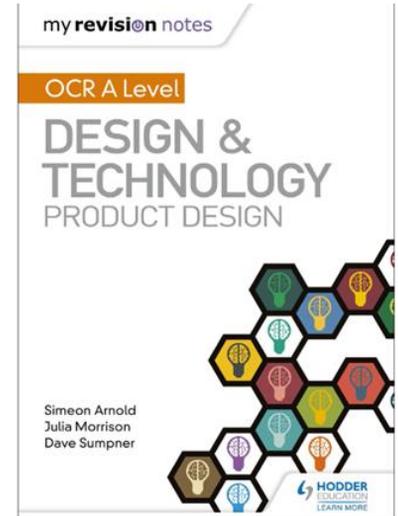
- Create revisions cards for each of the different materials and processes and use them to test yourself
- Create revision mind maps on the extended answer topics (EA)
- Make notes on the manufacturing videos and practice drawing diagrams for each of the manufacturing techniques.
- Use past papers to understand the question styles and apply them to the topics covered in this assessment.
- Use maths genie to practice answering the maths questions

Assessment Booklet

A Level Design Technology

Additional Revision Tasks & Resources

- Design features
- Metals
- Calculating length
- Advantages of modelling designs
- Optimisation
- Past and present technologies & design thinking
- Upper bound
- Probability
- Ergonomic factors
- Calculating an arc
- Lifecycle assessment (LCA)
- Manufacturing plastics in batches
- Injection moulding
- Design for manufacture (DFM)
- Calculating average speed
- Applying legislative and standards requirements to commercial products



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

Maths Genie

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-AO4) 30 marks

The Great Gatsby by F. Scott Fitzgerald
Great Expectations by Charles Dickens
You will complete an exam-style question 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'
- 3.2 Eye-witness account written by a young radio operator in the First World War
- 5.1 BBC1 Panorama interview between Martin Bashir and Princess Diana
- 5.2 Jay Leno's interview with President Obama (transcript)
- 9.2 Colonel Tim Collins to 1st Battalion, Royal Irish Regiment, in Iraq in 2003

Society and the Individual

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

- Individuals who struggle.
- Individuals who are impacted by their environment.
- Individuals who are involved in romantic relationships.
- Individuals who are impacted by the significance of possessions.

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. Ensure you have fully annotated the texts and supporting extract booklets.
2. Complete the Thematic Essay Planning Grid for the 4 potential questions above.
3. Review the HTSAR PPT to understand the expectations of essay writing.
4. Revise key characters, events, settings, motifs and themes.
5. Revise key terminology from across the framework.

Assessment Booklet

A Level English Literature

What am I being assessed on?

Component 1, Section A - Othello:

1 hr 15 mins - AO1-3 and AO5.

You will be asked a full A Level Othello question which requires you to weave in your critical and contextual knowledge.

Component 2 - Dracula

1 hour – AO1-3

You will be asked a question on the text which will require you to analyse and embed contextual knowledge.

n.b. in full A Level exam, you would usually be asked to compare Dracula to Dorian Gray

What topics should I revise?

Othello:

You should be revising the following characters/topics:

- The theme of jealousy
- The character of Emilia
- The theme of prejudice
- Female characters

Exam style question:

Explore how Shakespeare presents X in Othello. You must relate your discussion to relevant contextual factors and ideas from your critical reading (35 marks).

Dracula

You should revise the following topics:

- The theme of the supernatural
- The theme of fear
- Corruption
- Death

Exam style question:

Examine how Stoker presents X in Dracula. You must relate your discussion to relevant contextual factors. (30 Marks)



How can I revise?

Drama exam:

- Re-read the play and your notes
- Watch the play to ensure plot knowledge is strong
- Review essay structure PPTs
- Re-read example essays
- Memorise critical theories
- Memorise contextual ideas
- Plan and write essays (LSH will mark)

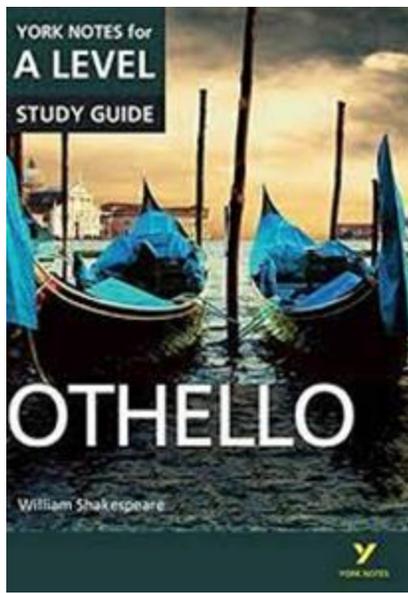
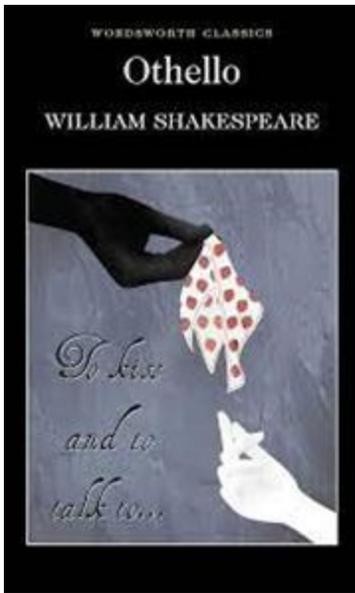
Dracula

- Re-read the text
- Review the contextual A3 sheets and memorise key ideas
- Plan and write essays (SRO will mark)
- Review the essay structure PPT

Assessment Booklet

A Level English Literature

Additional Revision Tasks & Resources



Othello – Revision Booklet

CNCS

A Level English Literature

Othello – Revision Booklet



Task Overview

Section 3: Othello (Revision Task Booklet)

Task 1: Create a content analysis mind map ensuring you are clear on the historical, world, political, cultural and literary influences of the play

Task 2: Close Reading Practice

Using the short extracts complete the close reading revision plans

Task 3: Model Analysis

Annotate the model responses to how successfully this student has met the marking criteria (AO1, AO2, AO3)

Literary Context
Original Source – Othello
Key Differences

- The only named character was Desdemona
- Othello is only called 'The Moor'
- There is no engagement
- There is no Turkish threat
- The couple travel on the same
- Desdemona
- Iago (the enemy) falls in love with Desdemona
- Iago's role within is crucial
- Iago has no hatred for Othello
- The murder plot is against Desdemona
- There is no foreshadowing
- Cassio does not suffer from drunkenness
- Iago has a young daughter
- Iago steals the handkerchief himself
- Iago's wife knows the whole story
- Iago and Othello kill Desdemona together
- The murder is presented as an accident
- The Moor is killed by Desdemona's brother
- Iago is sentenced to death for another crime

Questions to Ask & Answer: Consider the main changes to the original narrative and why Shakespeare may have done this! What other aspects of context (social, historical, political) influence this?

Literary Context
Othello, Study Source
Othello, Study Source

The aim of tragedy, Aristotle writes, is to bring about a "catharsis" of the spectators – to arouse in them sensations of pity and fear, and to purge them of these emotions so that their souls are heightened and purified, with a heightened understanding of the uses of gods and men. This catharsis is brought about by witnessing some disastrous and moving change in the fortunes of the drama's protagonist.

- The tragic hero – since the aim of a tragedy is to arouse pity and fear through an alteration in the fortune of the central character, he must be a figure with whom the audience can identify and whose fate can trigger these emotions
- Paragonia – is a reversal of circumstances, or turning point
 - Hammer – is a fatal flaw leading to the downfall of a tragic hero/villain
 - Anagnorisis – is a moment in a play or other work where a character makes a critical discovery. Anagnorisis originally meant recognition in its Greek context, not only of a person but also of what that person stood for
 - Catharsis – the process of releasing, and thereby providing relief from, strong or repressed emotions (usually pity or fear)
 - Foreshadowing – a quality that evokes pity or sadness. A tragedy should evoke pity from the audience

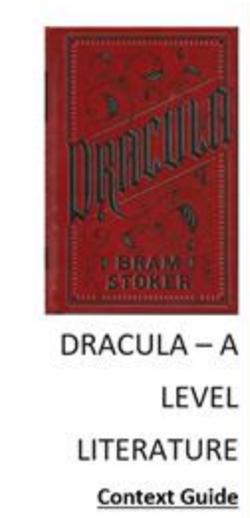
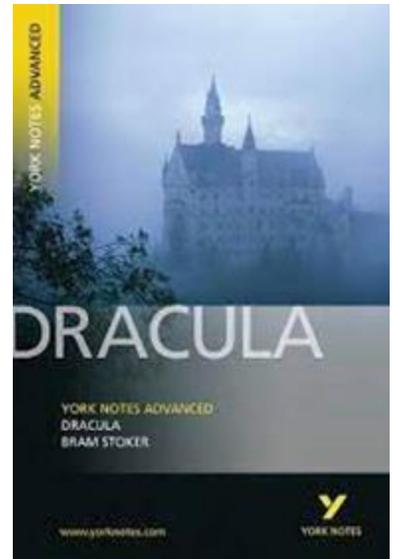
Shakespeare, Othello

Aim: The essence of Shakespeare's Othello is the expression of one of the great paradoxes of life. We might call it the paradox of **The Macbethian Villain**

A Macbethian Villain is a term used to describe someone whose sole purpose is to manipulate and corrupt others for their own gain. They are often seen as "evil" or "evil" – they use others as tools to get what they want. Within theatre, the Macbethian Villain became a popular character. He is one that is complicated, deceitful, manipulative and shows a general lack of morals.

The Moor, Othello: Villain is a dark character of the medieval morality plays. While the main character of these plays was representative of every human, being the other character's representative of personified virtues or vices who sought to win control of the man's soul, both the villain in a morality play can be seen as messengers of God, the villain was viewed as messengers of the Devil, the Villain character developed into the villain in Renaissance Drama.

Elements	Explanation
Tragic Hero	A main character, usually a free and nobleman of average fate
A Single Villain	This struggle can be seen as a quest for the hero to win against the main character
Hammer	The fatal character flaw of the tragic hero
Tragic Flaw	The good being destroyed along with the hero as a result of the hero's or "bad guy" character flaw that is the villain's necessary tool of his specialty of "evil" or "evil"
Internal Conflict	The struggle the hero engages in with his/her "bad guy"
External Conflict	The struggle the hero engages in with his/her "bad guy"
Catharsis	The release of the audience's emotions through empathy with the characters
Supernatural Elements	Magical, religious, ghosts etc.
Lack of Public Virtue	Things and people for whom, including the "good guy"
Comic Relief	One or more humorous characters who participate in scenes intended to lighten the mood



DRACULA – A LEVEL LITERATURE Context Guide

Name: _____
Teacher: _____

Knowledge Organizer: Dracula

<p>Biographical Context: Bram Stoker</p> <ul style="list-style-type: none"> Irish author Wrote <i>Dracula</i>, who was raised by his mother in which she told his Irish heritage and stories of the supernatural Acquainted with writers such as Conan Doyle and Wilde (early scenes of <i>Dracula</i>'s narrative and atmosphere – important to narrative reading of <i>Dracula</i>) Specialized in the area of death, but it is considered that <i>Dracula</i> is a contribution to the horror genre (usually remembered as a horror novel) <p>Publications/Reception/Significance</p> <ul style="list-style-type: none"> Published in 1897 Main inspiration for <i>Dracula</i> was to be that the vampire in Transylvania who became evidence for natural scientific of evolution and fantasy on his setting One of the key settings in the novel (most of <i>Dracula</i>'s setting is a reference to the fact the Russian Revolution in 1905) The novel was not particularly popular when it was initially published, but was acknowledged to be a success by both and gained the attention and the attention <p>Genre/Conventions</p> <ul style="list-style-type: none"> Horror, Gothic, Victorian, secret rooms, isolated setting The supernatural or the unexplained The personal protagonist Secret in form More historical Female Victim <p>Key Items</p> <ul style="list-style-type: none"> File On Bible Eastern Expansion Depression 	<p>Historical Context (The Victorian Period)</p> <ul style="list-style-type: none"> The late 19th century, the end of the century is typically used to describe the period at the end of the 19th century (when both <i>Dracula</i> and <i>Dracula</i> were written) The period was widely thought to be a period of stagnation, but at the same time a period of hope for a new beginning, the "spirit" of the time often refers to the cultural "habits" that were recognized as prominent in the 1880s and 1890s, including science, optimism, patriotism, and "a widespread belief that civilization was to dominate" There is a growing sense of individualism and science, an age was coming to an end and things would change, not necessarily for the better. This is reflected in the idea of human evolution or degeneration. Scientists about the city and its future was also a feature, in the recurring theme of a "darkening" (the idea of a "darkening" of the future) which is a dark character of the medieval morality plays. While the main character of these plays was representative of every human, being the other character's representative of personified virtues or vices who sought to win control of the man's soul, both the villain in a morality play can be seen as messengers of God, the villain was viewed as messengers of the Devil, the Villain character developed into the villain in Renaissance Drama. Victory, England expanded its colonial holdings to form an empire "in which the last word was" – this empire extended from India to parts of China, to islands in the Caribbean, to parts of Africa as well as England had trading and other financial interests British imperialism during this time caused not only a great influx of money into London, the capital of the empire, but also caused a greater exchange of information, stories, and legends from around the world. The legends of the <i>Dracula</i> monsters in present-day Romania, form the basis of the novel <i>Dracula</i> However, Stoker also has the 19th Century scientific and medical – his novel is written at the end of Victorian's reign and of the golden age of the British Empire. <i>Dracula</i> is a work of fiction (fiction), its main characters come from his ability to play on common human fears. Moreover, Stoker's novel also reflects the scientific which treated the idea of the figure of Count Dracula as both a complex issue of evil and the expansion of form of the century's England's strongest form. Throughout the novel, scientific rationality is set against folklore and superstition. All Europe is set against modern London, and traditional values of <i>Dracula</i> contrast and play to the tension of the period of the Victorian period. <p>Social Context (Victorian)</p> <ul style="list-style-type: none"> During the Victorian period men and women's roles became more clearly defined than at any time in history. As the 19th century progressed men increasingly committed to their jobs at work – the factory, shop or office. Women were assumed to desire marriage because it allowed them to become mothers rather than to pursue social or employment objectives. One doctor, William Acton, famously declared that "The majority of women (Dracula) for them) are not very much troubled with usual feeling of any kind" This traditional view of a woman's role in Victorian society was published by Coventry Parnell's journal "The Angel in the House", first published in 1850. The poem describes the author's "ideal" of domesticity. A work which described her husband, a mother devoted to her husband, William Acton's observation regarding female domesticity, published in 1862, summarized as the medical era's eye of the ideal woman's usual desire, or rather the lack thereof. As a general rule a modest woman without domesticity was viewed as a sign of her own. The subject to her husband, but only to please him and, but for the duty of domesticity, would be rather be released from his attention. Highly feminine was a feminist ideal that emerged in the late nineteenth century and had a profound influence on feminism and into the twentieth century in 1848, Irish writer Sarah Bradwell used the term "new woman" in an influential article, to refer to independent women seeking radical change. Autonomy was a radical goal for women at the end of the 19th century. It was historically a British that 	<p>Social Context</p> <ul style="list-style-type: none"> In 1881, Darwin published <i>Origin of Species</i>. A highly influential text, Darwin's theory promoted the idea that all organisms – humans included – had evolved from primitive forms. The notion of <i>Dracula</i> being into the biological continuum meant that, for Darwin, humans were part of nature rather than above it. Many thought Darwin's theory undermined the Christian explanation of human origins, as it represented living beings such as monkeys and apes which shared the same evolutionary, moral framework governing Victorian standards of behaviour In <i>Dracula</i> is the "darker" fear of anyone perceived as foreign or "other" – during the 19th Century, there was a resurgence of xenophobic attitudes that particularly saw those from Eastern Europe as people to fear – due to their "backward" or primitive thinking and opposition to companion to British progress and enlightenment In the face of rapid scientific and/or confirmation of the gene and is highlighted through Stoker's portrayal of the East (Transylvania) and his characterization of <i>Dracula</i> and his brides. The figure of the vampire itself, consuming the life of others and having them to "consume" himself to be seen as a metaphor for the combination of race and domesticity – "highlighting fears of degeneration and alienation" In the face of the century, fear of outsiders was renewed by new fears about the inside, the contents of the human mind. The late nineteenth century was the birth of modern psychology and psychiatry. Sigmund Freud began publishing his theories of mental illness and the unconscious in 1895, but he was only one of hundreds of writers in Europe and North America who suggested that the human mind is a much darker and more mysterious place than we might suppose. Dr. Sigmund and Dr. Freud were practitioners of the new science of the human mind.
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Assessment Booklet

A Level History

What am I being assessed on?

Tudor Paper 1C

You will need to revise the following;

- Henry VIII Early years
- Henry VIII & Wolsey Foreign Policy
- Henry VIII Government
- Henry VIII Reformation & Dissolution
- Henry VIII Cromwell

USA Revision:

1. RAG your confidence on our presidents so far using the Knowledge guides that are on Teams
2. Ensure the throw the Kitchen Sink activities are completed.
3. Use the structure guides to plan each essay.
4. Go over class PowerPoints to check understanding.
5. Revise: The presidency of Eisenhower

What revision material should I revise from?



Use the Knowledge organisers, Revision Grid document and Essay Planning sheets to help you

Assessment Booklet

A Level History

Additional Revision Tasks & Resources: Complete the key words task for Eisenhower & Essay plans for H8

Dwight D. Eisenhower

Adlai Stevenson

Richard Nixon

1956 Hungarian crisis

1955 Suez crisis

'I Like Ike'

dynamic conservatism

minimum wage

management of the economy

recession

big government

space race

minimum wage

GOP

'the Checkers Speech'

conservative Republicans

Barry Goldwater

Create a plan for the possible Questions

How successful was English Foreign Policy in the 1510s and 1520s?

Do you agree with the view that Henry VIII's foreign policy in the years 1514–25 failed because he lacked the resources to fulfil his aims?

How far do you agree that English Foreign Policy was largely driven by Wolsey's own personal ambitions and interests?

How successful were Wolsey's domestic policies?

How far do you agree that it was Wolsey not Henry who was in charge of government?

Do you agree that the main reason for Wolsey's fall from power was his failure to secure the annulment?

Do you agree with the view that the main reason for Henry's failure to obtain the annulment of his marriage in the years 1525–29 was the determined opposition of Katherine of Aragon?

Do you agree with the view that the most significant changes of the 1530s were political rather than religious?

Do you agree with the view that, in 1536–37, opposition to religious changes posed a serious threat to Henry VIII's rule?

Do you agree with the view that the dissolution of the greater monasteries was largely driven by financial motives?

Assessment Booklet

A Level Law

What am I being assessed on? The Entire Paper on English Legal system

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

statutory interpretation,

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

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

Funding

- Sources of funding: Civil Legal Aid
- Sources of funding: Criminal Legal Aid and Public Defender Services
- Funding of civil and criminal cases, including advice schemes and role of Legal Aid Agency
- Alternative methods of funding
- Conditional fee arrangements

Legal personal.

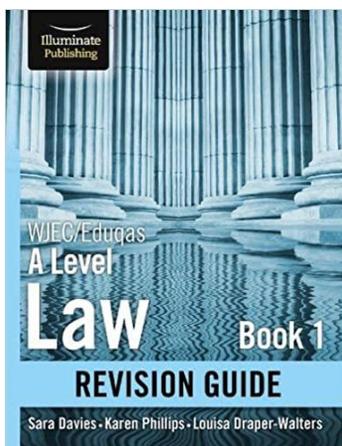
- Barristers and solicitors: education, training and role. Structure of the legal professions; fusion, appointment, training and social background
- Role of the legal executive and paralegal personnel
- Judiciary: role, hierarchy, selection, training, composition, Magistracy and district judges in the magistrates' courts: role, selection, appointment and training

Criminal process

Criminal courts: structure, powers and appellate functions
Powers of the magistrates' courts and Crown Court. Court of Appeal guidelines
Crown Prosecution Service: powers and duties
Bail: police and court, problems
General principles of sentencing of adults and youths under appropriate legislation; theories and objectives of sentencing
The role of lay people: role of magistrates, jury trial: operation of the jury system, criticisms and alternatives
(NB Covered in Legal Personnel)

Please see SharePoint for the complete List

- 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.

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

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	48	39	31	23
Component 3	Perspectives of Substantive Law	75	59	53	44	35	26	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 Media

What am I being assessed on?

Your Spring Assessment will test you on key skills required for your Component 1 examination. You will be tested on two areas of the theoretical framework:

1. Representation – 30-mark comparison essay to an unseen text (Superhuman)
2. Industry – stepped questions totaling 15 marks (I, Daniel Blake)



What revision material should I revise from?



Youtube – Mrs Fisher

Mrs Fisher's videos are really comprehensive and go into lots of detail regarding set texts:

<https://youtu.be/fVAFTluCBgI>

Superhuman

<https://youtu.be/dhQKelzvSzU>

I, Daniel Blake



Teams and ClassCharts

Miss Cunningham has uploaded all the PowerPoints, knowledge organisers and class notes for SuperHuman and I, Daniel Blake onto these platforms. Use these to make revision mind-maps, flash cards etc!

Assessment Booklet

A Level Media

Additional Revision Tasks & Resources

Complete all of these tasks to help you prepare for the Spring Assessment! Tick them off as you complete them:

- Create flashcards for key context, dominant ideologies etc for Superhuman
- Analyse the representation of social groups within the Superhuman advert and gathered 3-5 examples
- Find 3 similarities of the representation of social groups in the 'Unstoppable' advert: <https://www.youtube.com/watch?v=6mPnS8sPqvY>
- Find 3 differences of the representation of social groups in the 'Unstoppable' advert: <https://www.youtube.com/watch?v=6mPnS8sPqvY>
- Plan a 30-mark essay for the following question: "Compare the representations of social groups in Superhuman and Unstoppable."
- Create flashcards summarising key representation theories e.g. Stuart Hall
- Create flashcards/knowledge organisers/mindmaps for key areas of I, Daniel Blake's industry:
 - Regulation
 - Conventions of independent/mainstream films



Assessment Booklet

A Level Maths

What am I being assessed on?

As Maths Pure

- Chapter 1: Algebra
- Chapter 2: Polynomials and Binomial Theorem
- Chapter 3: Trigonometry
- Chapter 4: Differentiation and Integration
- Chapter 5: Exponentials + Logarithms

As Maths Statistics

- Chapter 9: Collecting, Representing and Interpreting Data
- Chapter 10: Probability and Discrete Random Variables
- Chapter 11: Hypothesis Testing 1

What revision material should I revise from?

- Past Papers
- Textbook
- www.aqa.org.uk
- www.kerboodle.com
- www.integralmaths.org
- www.examsolutions.net
- www.drfrstmaths.com



How can I revise?

- Make notes from the summary sections at the end of each chapter.
- Complete a past paper 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
- Work through the relevant powerpoints on 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	$np(1 - p)$

Differentiation from first principles

$$f'(x) = \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}$$

Standard deviation

$$\sqrt{\frac{\sum(x - \bar{x})^2}{n}} = \sqrt{\frac{\sum x^2}{n} - \bar{x}^2}$$

Assessment Booklet

A Level ART

YOU WILL BE ASSESSED ON THE SUBMISSION OF YOUR PORTRAIT PROJECT.

	Assessment Objective
AO1	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
AO2	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
AO3	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
AO4	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Explore, research and acquire techniques and develop their skills, knowledge and understanding in a range of Fine Art media.

- Drawing skills should be understood and developed as appropriate to the ways of recording and communicating intentions, ideas and emotions in the context of Fine Art



Check list of what you must complete

Year 12 portrait ART January 2024

Week	Tasks	Due
Week 1 Research	<ul style="list-style-type: none"> Internet Image research Mood-board Own photographs Recording 1 from own photographs 	Due 12 th Jan
Week 2 Recordings	<ul style="list-style-type: none"> Artist research Recording 2 artist copy Written artist evaluation Recording 3 from internet source different media 	Due 13 th Jan
Weeks 3 Artist 2	<ul style="list-style-type: none"> Written artist evaluation Artist copy A series of ideas drawings with explanations, linked to your artist research. Artist response Annotate 	Due 24 th Jan
Week 4 Artist 3	<ul style="list-style-type: none"> Recordings from own images Complete ideas in two different medias 	Due 31 st Jan
Week 5 Media experiments	<ul style="list-style-type: none"> Complete ideas in two different medias Experiments with paint or materials for the final piece. Experiment with scale. 	Due 6 th Feb
Week 6 Idea development	<ul style="list-style-type: none"> Merge artists/ recordings to create own ideas. 	Due 23 rd Feb
Week 7 Presenting work	<ul style="list-style-type: none"> Present work on sheets Final outcome planning 	Due 18 th Feb
Week 9 Final Outcome	Working on final outcome	Due 28 th FEBRU 2024

When drawing don't immediately pick up a pencil..... try.....

- different media – biro/fine liner/felt pen/gel pen/small sticks dipped in ink/ charcoal/chalk pastel/oil pastel/watercolour wash
- different techniques - continuous line/non dominant hand, two handed/felt pen wash/scribble /stippling/hatching/cross hatching/cross contour/wax resist

Don't immediately draw on plain white paper.....try.....

- different background papers - brown/dictionary, text pages/sheet music/maps/wrapping paper/tracing paper/old exercise books /cardboard /newspaper

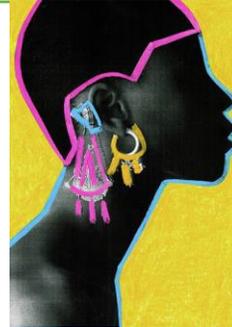


Assessment Booklet

A Level Photography

YOU WILL BE ASSESSED ON THE SUBMISSION OF YOUR PORTRAIT PROJECT.

	Assessment Objective
AO1	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
AO2	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
AO3	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
AO4	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.



You must demonstrate knowledge and understanding in:

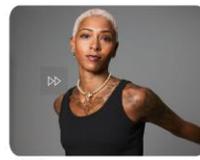
- Composition in Photography
 - Use of appropriate visual language and terminology within Image analysis
 - Application of scale appropriate to the chosen work
 - Application of formal elements such as colour, tone, texture, shape and form in relation to Photography
 - The ability to select, edit and highlight photographic images
 - Photoshop skills
 - Manipulating imagery
- Using a variety of tools when experimenting
Demonstration of the ability to use the DSLR camera on manual mode



© Rankin
1/4



© Rankin
1/125



© Rankin
1/400

Check list of what you must complete

1. 8 Jan	Rankin research and response
2. 15 Jan	Joe Cruz & Barbara Kruger research and response
1. 22 Jan	Thinking – Mind map – Mood board Artists links – Statement – Shoot plan Shoot 1
2. 29 Jan	Shoot 1 – Contact sheet, edits, final images, evaluation
3. 5 Feb	Artists links – Statement – Shoot plan Shoot 2 – Contact sheet, edits, final images, evaluation
HALF TERM	
4. 19 Feb	Artists links – Statement – Shoot plan Shoot 3 Artemis Aim shoot 4
5. 26 Feb (29 th Jan)	In Assessment lessons you will create Contact sheet, edits, final images, evaluation



How to analyse a piece of work

Within this piece you can see...
The most important part of the piece is...
I like/dislike this piece because...
To reproduce this piece I could...
This piece makes me feel... because...
I think this piece has been made by...
This piece has inspired me to...

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 topics covered in Mrs Mason's lessons, including:

- Particles
- Quantum Phenomena
- Electricity

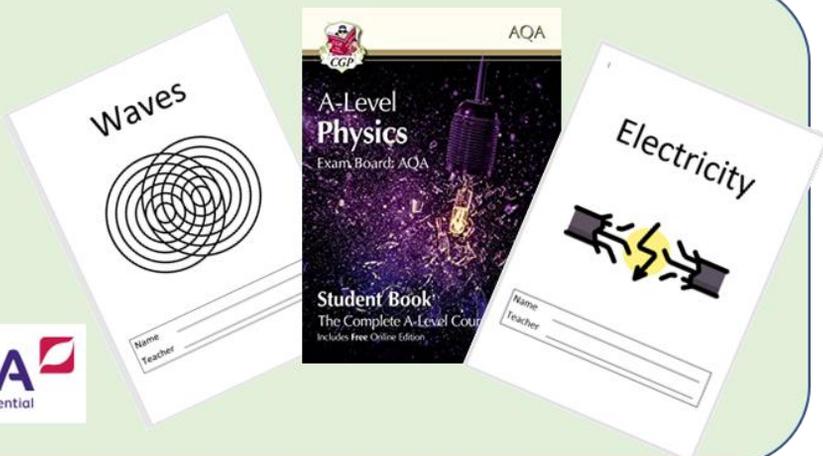
Paper 2 – 45 minutes

Long and short answer questions and multiple-choice questions on topics covered in Mr Gordons lessons, including:

- Waves
- Mechanics

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. **Apply** – Use past questions to help you to practice applying your knowledge. Use the mark schemes to help you check and improve your answers

Assessment Booklet

A Level Physics

Additional Resources

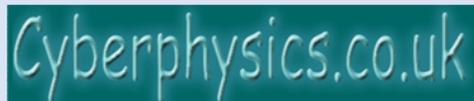
Websites



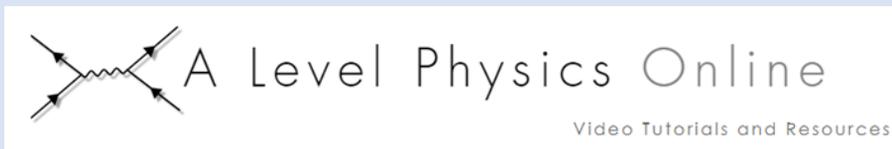
<https://www.physicsandmathstutor.com/physics-revision/a-level-aqa/>



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:

Research Methods
Social Influence

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) 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

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 checklists given out in class, 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 identify the key components of the topic, and understand how the topic 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:

REVISION TIP EXTRA: Practice your skills.

WHAT AM I BEING ASSESSED ON?

• Assessment Objectives (AO)

Assessment Objective	Formal specification language	Student friendly language
AO1	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.	Basic descriptions of studies and theories. This includes figures and facts. (Aim, procedure, findings and conclusion)
AO2	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data. 	Essentially, you're becoming a psychologist and explaining how a situation works with your knowledge. These can be single questions or several linking questions.
AO3	Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> • make judgements and reach conclusions • develop and refine practical design and procedures. 	The evaluation of your essay. The positive/negative aspects of the theory, supporting or opposing evidence, links to any psychological debates.

REVISION TIPS EXTRA: What does the AQA say?

Fast revision tips for GCSE and A-level Geography **AQA**

Become familiar with command words.

- Engage with the command words in questions. For example, responses to questions that ask 'to what extent should make it clear how much you agree or disagree with the question or statement posed (eg 'I agree to a large extent that...')

Do's and Don'ts for AS/A-level Psychology **AQA**

Engage with the material in the scenario in application questions - it's important to make the link between the theory or concept and the actual content of the scenario.

Elaborate on evaluation points as much as possible.

Assessment Booklet

A Level Religious Studies

What am I being assessed on?

Philosophy and Ethics

What am I being assessed on?

1. Philosophy

2. Ethics

Answer **ONE** from each component

Exam Board:

OCR



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

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

Topic Revision Checklist

Ethics	Philosophy
All topics studied so far this year	All topics studied so far this year

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



Assessment Booklet

A Level Religious Studies

How can I revise? Specific tasks to complete

Organise your revision notes

Complete PLCs

Complete BrainDump tasks

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 playlist:

https://www.youtube.com/channel/UCf3Ve0LB9Z_CM5jMg7LIQmg

Ben Wardle playlist:

<https://www.youtube.com/channel/UCIUIAXAtjckFB1hMC-thooQ>

Charlotte Vardy:

<https://divinityphilosophy.net/a-level-model-essays/>

Challenge tasks:

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

Assessment Booklet

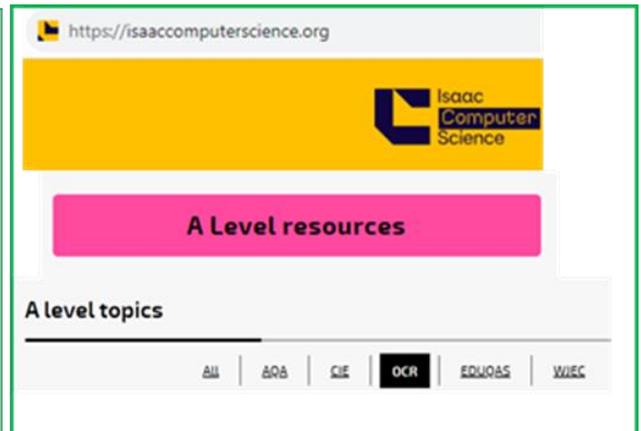
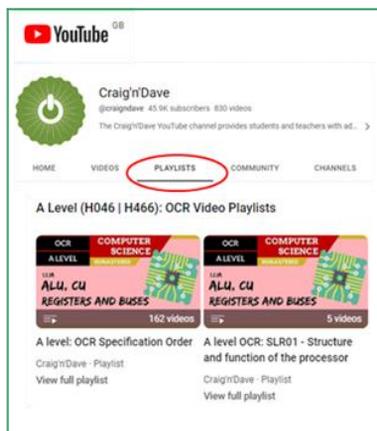
A Level Computer Science

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
- 1.4.1 Data types
- 1.4.3 Boolean algebra
- 1.4.2 Data structures

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.