

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

Assessment Booklet 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 3rd March until Friday 14th March 2025**. 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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Headteacher
Email: Emma.Oconnor@hccmac.co.uk



Timetable

Step One: Highlight your assessments



Spring Assessments: Week A

| Monday 3rd March (AM) | Tuesday 4th March (PM) | Wednesday 5th March (AM) | Thursday 6th March (AM) | Friday 7th March (AM) |
|-----------------------|------------------------|--------------------------|-------------------------|-----------------------|
| Maths | DCT | Psychology | Chemistry | Philosophy & Ethics |
| Media | | Geography | | Physics |
| | | History | | Business |
| | | | | Product Design |

Spring Assessments: Week B

| Monday 10th March (AM) | Tuesday 11th March (AM) | Wednesday 12th March (AM) | Thursday 13th March (AM) | Friday 14th March (AM) |
|------------------------|-------------------------|---------------------------|--------------------------|------------------------|
| | Sociology | | English Literature | |
| | Biology | | English Lang & Lit | |
| | Comp Science | | Art/ Photography | |
| | | | | |

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

| Date <i>(e.g. Mon 18th November)</i> | Period <i>E.g. P2</i> | Assessment <i>E.g. English</i> | Topic <i>E.g. Transactional Writing</i> |
|-----------------------------------------|--------------------------|-----------------------------------|--------------------------------------------|
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Assessment Booklet

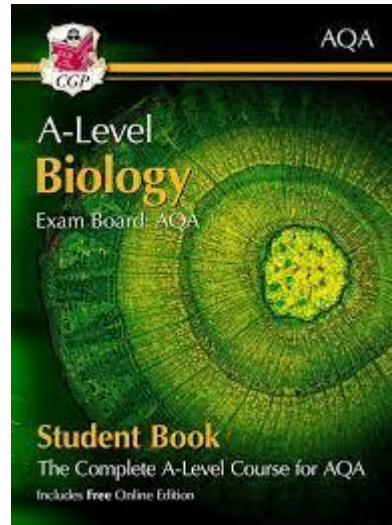
A Level Biology

What am I being assessed on?

- All content covered up to February half term including;
- Biological Molecules
- Cell structure and division
- Cell membranes
- Cells and the immune system
- Exchange and transport systems
- Mass transport

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



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/

Which topics will be assessed?

For the Spring Assessment you will be completing AS Paper 2 - Managing Business Activities which covers all the work for Theme 2 completed in class from September.

The topics to revise are as follows: -

1. Raising finance – internal finance, external finance, liability and planning
2. Financial planning – sales forecasting, sales, revenue and costs, break-even and budgets,
3. Managing Finance – profit, liquidity and business failure
4. Resource Management – production, productivity, efficiency, capacity utilisation, stock control and quality management
5. External Influences – economic influences, legislation and the competitive environment

What revision materials should I use?

Class notes

Revision notes

Past exam questions provided by your teachers

Use youtube videos from Bizconsesh - [Internal Finance and External Finance](#) there are videos linked for all topics for Theme 2.

Writing style

Remember when answering question to use **PEACH**

Point

Effect

Apply

Circumstance

However

This will help you to meet the criteria for all of the longer style questions. See handout provided by Miss Bassett to support you further



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

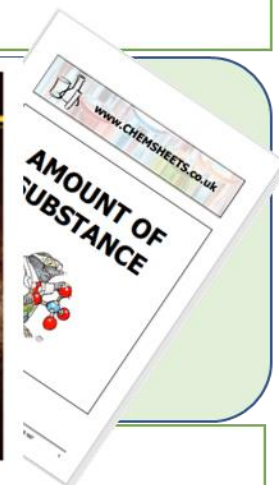
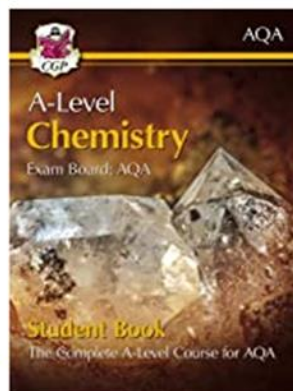
Long and short answer questions, and multiple-choice questions on:

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 Chemistry

What am I being assessed on?

Paper 1 – 50 minutes

Long and short answer questions and multiple choice questions on:

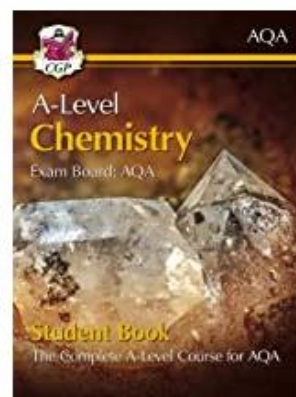
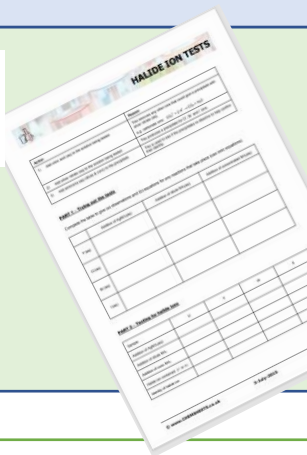
- Atomic structure
- Bonding
- REDOX
- Periodicity
- Group 2 Elements
- Group 7 elements
- RP4

Paper 2 – 50 minutes

Long and short answer questions and multiple choice questions on:

- Amount of substance
- Energetics
- Equilibria
- RP1 & 3

- 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. – UpLearn exam questions

Assessment Booklet

A Level Chemistry

Additional Resources

Websites



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

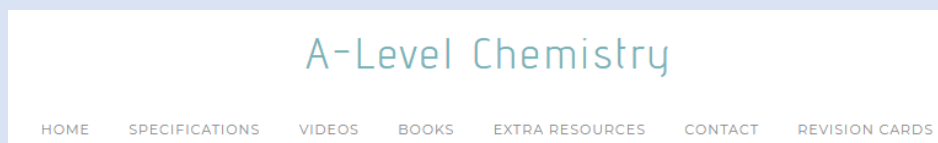


<https://chemrevise.org/revision-guides/>

chemrevise

Resources for A-level and GCSE Chemistry

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



<https://kuizical.com/>

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

chemguide

Helping you to understand
Chemistry



<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 Product Design

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?

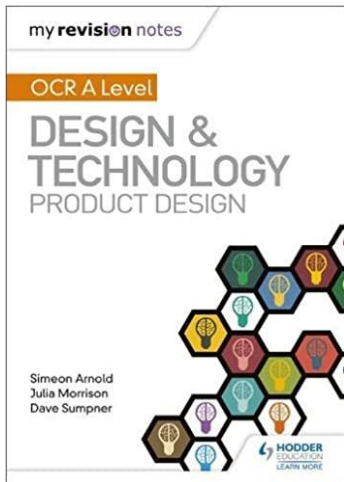
- Create revisions cards for each of the different materials and processes and use them to test yourself
- Create revision mind maps on the extended answer topics (EA)
- Make notes on the manufacturing videos and practice drawing diagrams for each of the manufacturing techniques.
- Use past papers to 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

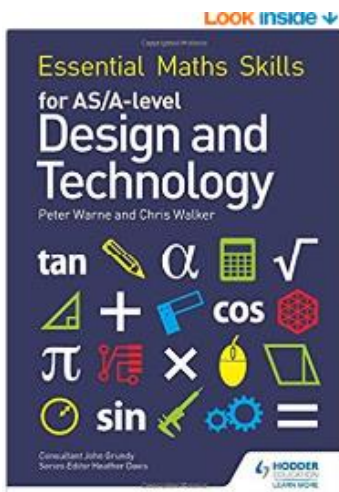
A Level Product Design

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-AO4) 30 marks
The Great Gatsby by F. Scott Fitzgerald
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 past

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)

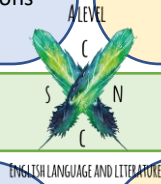
How can I revise?

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 Language & Literature

Additional Revision Tasks & Resources

VOICES IN SPEECH & WRITING



Assessment Preparation Grid

| Text | Purpose | Audience | Mode | Topicality | Context | Vocabulary & Evidence |
|----------|--------------------------------------------------------|-----------------------------|--------------------------|---------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | To explain an experience and its impact on the writer. | Family members and friends. | Non-fictional narrative. | Explores the experience of the writer and its impact on the writer. | Contextual factors: Historical context, cultural etc. | Identify the evidence per section of the text <ul style="list-style-type: none"> Write a brief note as to the voice this creates. |
| 2 | To entertain and inform. | General readers. | Non-fictional narrative. | Explores the experience of the writer and its impact on the writer. | Contextual factors: Historical context, cultural etc. | Identify the evidence per section of the text <ul style="list-style-type: none"> Write a brief note as to the voice this creates. |
| 3 | To entertain and inform. | General readers. | Non-fictional narrative. | Explores the experience of the writer and its impact on the writer. | Contextual factors: Historical context, cultural etc. | Identify the evidence per section of the text <ul style="list-style-type: none"> Write a brief note as to the voice this creates. |
| 4 | To entertain and inform. | General readers. | Non-fictional narrative. | Explores the experience of the writer and its impact on the writer. | Contextual factors: Historical context, cultural etc. | Identify the evidence per section of the text <ul style="list-style-type: none"> Write a brief note as to the voice this creates. |

Society and the Individual



Topic – 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 critique the language/structural choices of the writer and the images or ideas the reader can infer from them.
Link – Reference 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 named, literary forms and conventions, literary tradition or social/political or historical factors of the text and the time of writing.
Evaluate – Critically assess the writer's choice/methods and meanings. Begin to consider why the writer has presented the text this way, consider the subtleties and nuances within the interpretations offered.

English Lang 14 – Essay
 Comp 2 – Section B – Prose
 ID: To analyse plot, characters and themes in the novel and understand how to structure a response

Essay Planning

1. Evaluate the effectiveness of the methods used by the writers of your two studied texts to create a response.

Steps to plan:

1. Decide which events and characters from *TOG* you will use.

2. Identify the key contextual factors/writers influences surrounding your chosen essay question.

English Lang 14 – Essay
 Comp 2 – Section B – Prose
 ID: To analyse plot, characters and themes in the novel and understand how to structure a response

3. Begin to plan your language/structural analysis by identifying key quotations, devices, meanings, effect on the reader, alternative interpretations, links to context, critical evaluation/ reception, comparative links using the grid below.

| EVIDENCE | DEVICE/TECHNIQUE/SOUND CLASS/ SYNTAX/TYPE | MEANING/CONNOTATION | EFFECT ON READER | CHALLENGE 1: ALTERNATIVE INTERPRETATION | CHALLENGE 2: CONTEXT/ CONNOTATION/ CRITICAL EVALUATION |
|----------|-------------------------------------------|---------------------|------------------|-----------------------------------------|--------------------------------------------------------|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |

- 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 conventions**.

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 based on voice, language or PAMTC) and justify their similarities and differences.

| | Neyland | Collins |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose | <ul style="list-style-type: none"> Exposes his readers to his personal experience as a 'ladger' engineer in WW1. Challenges preconceptions of his role. Reflect on experiences (retrospective outlook) | <ul style="list-style-type: none"> Motivate his regiment/soldiers before war. Expos/warn of the realities of war and their role. To convince/justify involvement. Knows his purpose. |
| Audience | <ul style="list-style-type: none"> Published wider audience Those interested in war/history/WW1 Those in the war. | <ul style="list-style-type: none"> Wider audience (soldiers/journalists) His UK friends. Royal Irish Regiment |
| Mode | <ul style="list-style-type: none"> Memoir (ten years after WW1) Look for memoir devices/purpose | <ul style="list-style-type: none"> Public, transcribed speech (right before invading Iraq [pre-war]) Look for speech devices/purpose |
| Topicality | <ul style="list-style-type: none"> Explores the beginning of his time serving as a sapper in WW1. | <ul style="list-style-type: none"> Colonel is preparing his regiment for war. |
| Context | <ul style="list-style-type: none"> Radio Engineer (1916) Conscription (WW1) 17-18 mill died Great War (for UK) | <ul style="list-style-type: none"> Colonel (war) Sense of choice (Not our war-controversy) Free people/live Iraq/sense of hostility |
| Beginning | <p>Voice informative but naive</p> <ul style="list-style-type: none"> 'at the age of eighteen' (of <i>naive</i>) 'only a vague idea of our duties' (of <i>naive</i>) | <p>Voice authoritative and assertive</p> <ul style="list-style-type: none"> 'we go to Balaclava, not to Cotesford' (of <i>assertive</i>) 'Imperious [?] 'ancient land' (sense of <i>edict</i>) (of <i>naive</i>) |

Terminology Revision

A LEVEL ENGLISH LANGUAGE AND LITERATURE

TERMINOLOGY

Name: _____

"KNOWLEDGE THROUGH THE LIGHT OF FAITH"

| TERMINOLOGY | | | | A LEVEL |
|-------------|-------------|-----------|-------------|-----------|
| Grammar | Semantics | Syntax | Non-Fiction | |
| Adverb | Connotation | Adjective | Non-Fiction | Adverb |
| Adjective | Denotation | Adjective | Non-Fiction | Adjective |
| Adverb | Connotation | Adjective | Non-Fiction | Adverb |
| Adjective | Denotation | Adjective | Non-Fiction | Adjective |
| Adverb | Connotation | Adjective | Non-Fiction | Adverb |
| Adjective | Denotation | Adjective | Non-Fiction | Adjective |
| Adverb | Connotation | Adjective | Non-Fiction | Adverb |
| Adjective | Denotation | Adjective | Non-Fiction | Adjective |
| Adverb | Connotation | Adjective | Non-Fiction | Adverb |
| Adjective | Denotation | Adjective | Non-Fiction | Adjective |
| Adverb | Connotation | Adjective | Non-Fiction | Adverb |
| Adjective | Denotation | Adjective | Non-Fiction | Adjective |

Collation

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 Cassio
- 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 gender
- Outsiders
- 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)

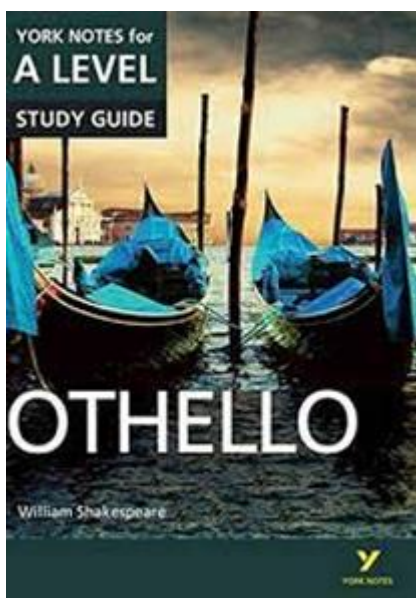
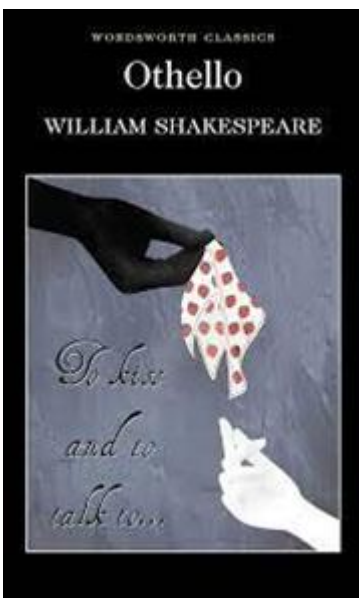
Dracula

- 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 1: Othello (revision Task booklet)

- Task 1: Create a context overview 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 response to how successfully this student has met the marking criteria (AO1, AO2, AO3)

Literary Context

Original Source – Citeable

Key Differences

- The only named character was Desdemona
- Othello is only called the Moor
- There is no exposition
- There is no Turkish threat
- The couple travel on the same
- Iago (the enemy) falls in love with Desdemona
- Iago's role motivates sexual jealousy
- Iago has no hatred for Othello
- The murder plot is against Desdemona
- There is no foreshadowing
- Cassio does not suffer from contempt
- Iago has a young daughter
- Iago steals the handkerchief himself
- Iago's wife crosses the whole story
- Iago and Othello kill Desdemona together
- The murder is presented as an accident
- The Moor is killed by Desdemona's bosom
- 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

Book Details

Book Details

The aim of tragedy, Aristotle writes, is to bring about a "catharsis" of the spectators – to arouse in them emotions of pity and fear, and to purge them of these emotions so that they leave the theatre feeling cleansed and uplifted, with a heightened understanding of the uses of good and evil. This catharsis is brought about by witnessing some disastrous and moving change in the fortunes of the drama's protagonist.

The tragic hero – Once 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.

Elements of Greek Tragedy

- Peripeteia – a reversal of circumstances, or turning point
- Anagnorisis – a fatal flaw leading to the downfall of a tragic hero or heroine
- Anagnorisis – a moment in a play or other work where a character makes a critical discovery. Anagnorisis originally meant recognition in 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 (especially pity or fear)
- Hubris – a quality that evokes pity or sadness. A tragedy should evoke pity from the audience

Shakespearean Tragedy

Aim: The essence of Shakespeare's tragedy is the expression of one of the great paradoxes of life: the pursuit of happiness, freedom, happiness, and ultimately death "face us all as human beings."

Elements

- Elements: Protagonist
- Tragic Hero: A main character, cursed by fate, who is doomed to a tragic fate
- Conflict Between Good and Evil: This struggle on the moral aspect of the plot is with another main character
- Hamlet: The hero character face of the tragic hero
- Tragic Flaw: The good being destroyed along with the fate of the protagonist of the play. Often identical with the hero's fatal flaw, especially of "tragic" characters
- Internal Conflict: This can be a problem facing the hero as a result of the plot or a "bad guy" character
- Internal Conflict: The struggle the hero engages in with his/her fate
- Catharsis: The release of the audience's emotions through empathy with the characters
- Supernatural Elements: Magic, oracles, ghosts etc.
- Lack of Public Justice: Protagonists for reasons, including the "good guy"
- Comic Relief: One or more humorous characters who participate in scenes intended to lighten the mood

We might call it the paradox of

The Macbethian Villain

A Macbethian 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 "power" "wielders" – they use others as tools to get what they want. Within theatre, the Macbethian villain became a popular character. He is one that is completely, unrelentingly, manipulative and shows a general lack of morals.

The Villain Character: Villain is a stock character of the medieval morality plays. While the main character of these plays was representative of every human being, the other characters were representatives of personified virtues or vices who sought to win control of man's soul. While the writers 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.

Knowledge Organizer: Dracula

Biographical Context: Bram Stoker

- Irish writer
- John Miller, who was raised by his mother in which she told his Irish folklore and stories of the supernatural
- Associated with writers such as Edgar Allan Poe and while many scenes of Dracula's events and atmosphere – important to the novel's mood
- Dracula was the first novel to be published in the United States (usually mentioned as important to the novel's mood)
- Published/Revised/Inspiration
- Published in 1897
- Main inspiration for Dracula was to be that the vampire in Transylvania where he became a vampire for most of his existence and before he left
- One of the key settings is the town of Whitby in the novel (the novel's being set in a historical setting for the first time in 1897)
- The novel was not particularly popular when it was initially published, but was acknowledged for its power to terrify and present the grotesque and the macabre
- Social Conventions
- Setting – dark, isolated, eerie, secret rooms, isolated towns
- The supernatural or the unexplained
- The personal protagonist
- Sexual Revolution
- Female Villains
- Key Themes
- Victorian Era
- Eastern European
- Supernatural

Historical Context: The Film Dracula

- The film which means, the end of the century is typically used to describe the period at the end of the 19th century (when both Stoker and Wilde were writing)
- 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 times often refers to the cultural factors that were recognized as prominent in the 1890s and 1900s, including nature, religion, patriotism, and "a widespread belief that civilization was being disrupted"
- There is a growing sense of instability and unease, 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. Anxieties about the city and its future are also a feature, in the recurring image of a threatening cityscape that is almost possessed of a dark, unrelenting capability of hiding characters like Victorian Britain and Stoker's world. The foreign threat appears in Dracula, who not only threatens the life of the city, and culture being but also the women, so that the very future of the city is in jeopardy. The novel's setting here is thus not only that of a distant, exotic location, but also of a time when the culture of the city is in the throes of change.
- Dracula can be viewed against the social and political currents of the Victorian period in English society, which existed during the reign of Queen Victoria from 1837 to 1901. During this time, England experienced a great deal of economic, social, and political change.
- As the Victorian era progressed, the British Empire expanded to control holdings to form an empire "for which the sun never set" – this empire extended from India to parts of China, to islands in the Caribbean, to portions 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 created a greater exchange of information, stories, and legends from around the world. The legends of the Cape of Good Hope in southern Africa, form the basis of the novel Dracula.
- However, Stoker also has the 19th century anxieties and uncertainties – his novel is written at the end of Victorian's reign and at the golden age of the British Empire. Dracula is a work of fantasy (Stoker), its more fantastical comes from its ability to play on the traditional fear of a woman's side in Victorian society was published by Collins's Penguin's edition. The legend of the Black Death published in 1928. The novel describes the author's "fantasy" of a being who devoured his husband, a mother devoted to her children. William Acton's observation regarding female sexuality, published in 1862, summed up the medical view of the time: "the ideal woman's sexual desire, in other words herself. As a general rule a modest woman seldom displays any sexual gratification for herself. The subject to her husband, but only to please him and, but for the desire of maternity, would far rather be released from his attention."
- The New Woman was a feminist ideal that emerged in the late nineteenth century and had a profound influence on fiction and into the twentieth century in 1894, Irish author Sarah Grand 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

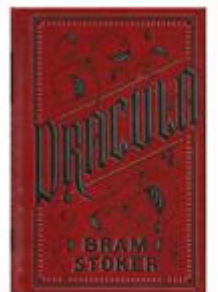
Social Context

In 1881, Darwin published Origin of Species. A hugely influential text, Darwin's theory promoted the idea that all organisms – humans included – had evolved from primitive forms. The notion of evolution being 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 humans as just another animal, rather than a creature created in the divine image of God. Darwin's theory, which promoted the idea of evolution, was a challenge to Victorian standards of behaviour.

In Darwinism is the "darker" fear of a woman 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 British progress and enlightenment.

In the face of western expansion and of competition of the genre and is highlighted through Stoker's portrayal of the East (Transylvania) and his characterization of Dracula and his brides. The figure of the vampire itself, consuming the life of others and forcing them to consume, "vampiric" blood can be seen as a metaphor for the contamination of race and bloodlines – "toughening" fears of degeneration and alienation.

In the form of the century, the idea of a woman was reinforced by new fears about the inside, the contents of the human mind. The late nineteenth century saw the birth of modern psychology and psychiatry. Sigmund Freud's Interpretation of Dreams (1900) and the discovery of 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 Freud was one of the founders of the new way of thinking about the mind.



DRACULA – A LEVEL LITERATURE Context Guide

Name: _____
Teacher: _____

Assessment Booklet

A Level Computer Science

What am I being assessed on?

The following topics have been covered in lessons and may appear on the assessment.

- 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
- 1.2.2 Applications Generation
- 1.2.4 Types of Programming Language
- 1.3.2 Databases
- 1.4.1 Data Types
- 1.4.2 Data Structures
- 1.4.3 Boolean Algebra
- 2.2.1 Programming techniques (OOP)

What revision material should I revise from?

Use your books and our online resources

The image shows a YouTube channel page for 'Craig'n'Dave' with the 'PLAYLISTS' tab selected. Two playlists are listed: 'A level: OCR Specification Order' (162 videos) and 'A level OCR: SLR01 - Structure and function of the processor' (5 videos). To the right is a banner for 'ada computer science' with the text 'The free learning platform for computing teachers and students' and logos for the University of Cambridge and Raspberry Pi Foundation.

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 pitstops and previous assessments.

Assessment Booklet A Level Geography

A Level Geography – Assessment Details

- Term 1.1: Topic One – Tectonic Processes & Hazards (16 Marks).
- Term 1.2: Topic Four A – Regenerating Places (35 Marks).
- Term 2.1: Topic Three – Globalisation (16 Marks).
- Unforeseen Element (Any Of Topics 2B/5/6/7/8A) (23 Marks)
- Marks/Timings Estimation: 90 Marks (2 Hours Minimum)

Revision Material & Focus (LMR Will Be Setting Targeted Revision)



A Level: Geography Overview

2 Year A Level Course

Exam Board: Edexcel (Pearson)



| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Exam One: Dynamic Landscapes, Physical Systems & Sustainability (90/60/90)</p> <p>30% OF A Level</p> <p>Examinations: 2 hours 15 minutes</p> <p>Marks: 30</p> <p>2024 Grade Boundaries: A*: 73/105 (70%), A: 65/105 (62%), B: 55/105 (52%), C: 47/105 (45%)</p> <p>Modules/Topics:</p> <ul style="list-style-type: none"> • Topic One: Tectonic Processes & Hazards (16) • Topic Two B: Coastal Landscapes & Change (14) • Topic Five: The Water Cycle & Water Resources & Topic Six: The Carbon Cycle & Energy Security (14) | <p>Exam Two: Dynamic Places, Human Systems & Geopolitics (90/60/90)</p> <p>30% OF A Level</p> <p>Examinations: 2 hours 15 minutes</p> <p>Marks: 30</p> <p>2024 Grade Boundaries: A*: 77/105 (73%), A: 69/105 (66%), B: 59/105 (56%), C: 49/105 (47%)</p> <p>Modules/Topics:</p> <ul style="list-style-type: none"> • Topic Three: Globalisation & Topic Seven: Superpowers (32) • Topic Four A: Regenerating Places (32) • Topic Eight A: Health, Human Rights & Intervention (32) |
| <p>Exam Three: Synoptic Investigation Of A Geographical Issue (90/60/90)</p> <p>20% OF A Level</p> <p>Examinations: 2 hours 15 minutes</p> <p>Marks: 70</p> <p>2024 Grade Boundaries: A*: 53/70 (81%), A: 51/70 (79%), B: 47/70 (68%), C: 39/70 (56%)</p> <p>Content Overview (Routed Across Papers 1/2)</p> <ul style="list-style-type: none"> • Places • Attitudes & Actions • Futures & Uncertainties | <p>Exam Four: Synoptic Investigation: Independent Investigation (90/60/90)</p> <p>20% OF A Level</p> <p>Examinations: 1 1/2 hours</p> <p>Marks: 70</p> <p>2024 Grade Boundaries: A*: 55/70 (86%), A: 53/70 (79%), B: 49/70 (80%), C: 41/70 (59%)</p> <p>Content Overview</p> <ul style="list-style-type: none"> • Internally Assessed & Externally Moderated • 3000-4000 Word Written Report • Individual Investigation |

- Course Booklet ([Links](#)).
- Weekly/Fortnightly Assignments Sent By LMR.
- Educake Knowledge Quizzes.
- Additional Case Study Reading Around Topic 1.
- Past Papers – Edexcel Pearson A Level (LMR can send links and past papers to practice).
- Folder resources for case studies. Prepare 6-8 per topic for AO2/AO3 marks.



Assessment Booklet

A Level History

What am I being assessed on?

Tudor Paper 1C

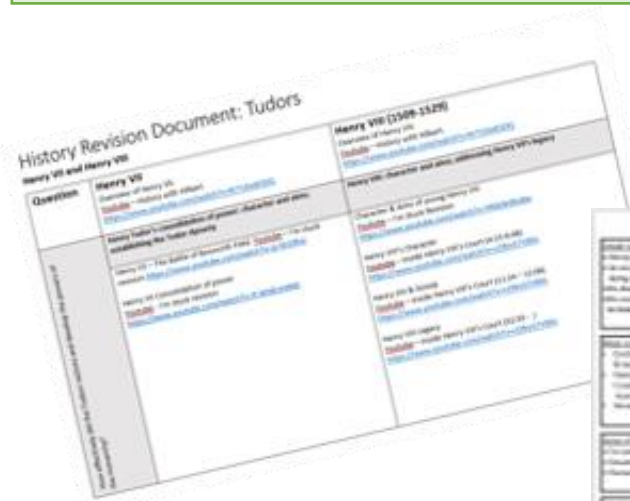
You will need to revise the following;

- Henry VII Control & Rebellions
- Henry VII Foreign policy & trade
- Henry VII economy
- Henry VIII Early years
- Henry VIII & Wolsey Foreign Policy
- Henry VIII Government

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: What detail can you add to each section below?

Artemis



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?

Local issues were the most significant reasons for rebellion in the reign of Henry VII

'Ending support for rival claimants to the throne was the greatest success of Henry VII's foreign policy.'



Religion



Society



Succession



Rebellions



Government

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
Kerboodle
Integralmaths.org
Examsolutions.net
Physics and Maths tutor
Drfrost.org
Mathsgenie



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**
- **Work through the relevant powerpoints on www.drfrostmaths.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

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

What am I being assessed on?

For your **Spring Assessment**, you are going to be completing a full **Component 1 exam (2 hour, 15 minutes / 90 marks)**. You will be assessed on the following areas:

1. **Unseen Media Language** – Audiovisual Advert [15 marks]
2. **Representation** – The Daily Mirror and unseen newspaper [30 marks]
3. **Industry** – The Times and I, Daniel Blake [25 marks]
4. **Audience** – Assassin's Creed and Tide [20 marks]

What revision material should I revise from / how can I revise effectively?

In the Google Classroom, you have the following:

1. Structured revision tasks (these will be set as guided home learning)
2. Knowledge organisers for each set text
3. Model responses for exam questions
4. Revision videos
5. Terminology glossary
6. Links to set texts
7. Theory revision links/videos



SCAN THE QR CODE TO ACCESS THE GOOGLE CLASSROOM!

Assessment Booklet

What am I being assessed on?

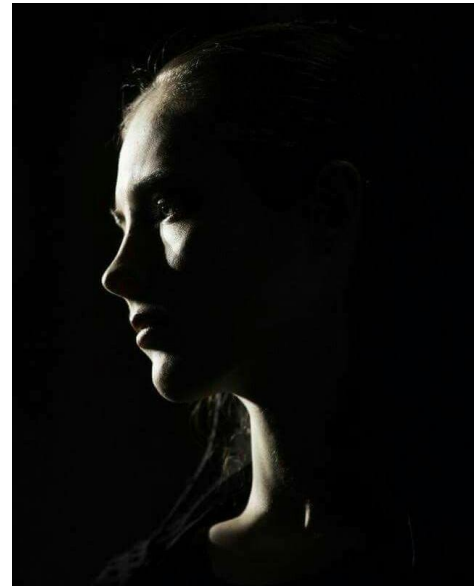
YOU ARE BEING ASSESSED ON THE SUBMISSION OF YOUR PORTRAITURE PORTFOLIO.

Present your work on the digital portfolio (PowerPoint) you have been completing. Work to submit includes:

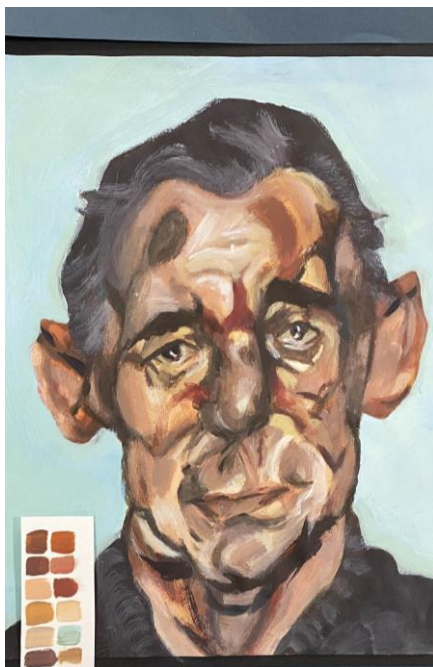
- Portrait lighting – natural light and studio lighting
- David Hockney joiners
- Picasso abstract portraits
- Ulric Collette
- David Samuel - Weaving
- Physical edits
- Merging artist ideas .
- Final outcome edits

ARTEMIS AIM (A/A*):

Professionally lit portrait photographs, sophisticated digital and physical editing.



ARTEMIS AIM (A/A*):
Sophisticated



PORTRAITURE

Present your research and artwork on A1 boards or in a sketchbook.

Artwork should include:

- Skin tones swatches
- Lucian Freud artist study (copy)
- Oil paint portrait
- Collaged portraits
- Painted collage portrait
- Personal artwork response to project

How am I marked?

AO1 – Develop (25%) Researching artists, developing ideas for the project.

AO2 - Refine (25%) Refine ideas by making artwork / creating edits, showing skills.

AO3 - Record(25%) Take photographs, draw, sketch, annotate, explain ideas.

AO4 – Present(25%) Final outcome, the overall cohesion of the project and the presentation.

Assessment Booklet

A Level Physics

What am I being assessed on?

Paper 1 – 50 minutes

Long and short answer questions and multiple choice questions on:

- Mechanics
- Materials
- RP3
- RP4

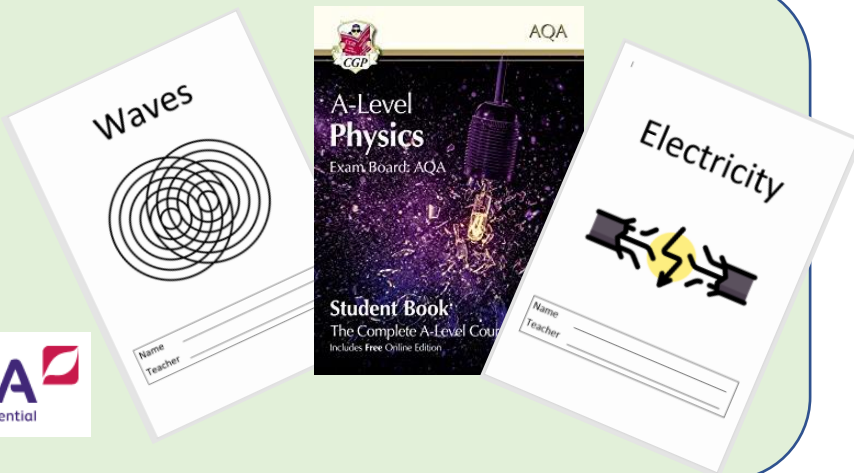
Paper 2 – 50 minutes

Long and short answer questions and multiple choice questions on:

- Particles & quantum
- Waves
- Electricity
- RP1
- RP2

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. UpLearn exam questions.

Assessment Booklet

A Level Physics

Additional Resources

Websites



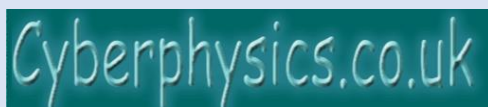
<https://uplearn.co.uk/>



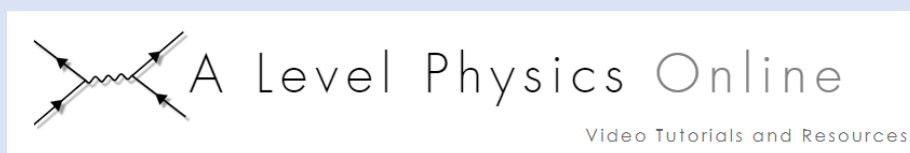
<https://www.physicsandmathstutor.com/physics-revision/a-level-aqa/>



https://www.cyberphysics.co.uk/key_stage/KS5.htm



<https://www.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?

You will be completing a section A from a past AQA Psychology A level Paper 1 - Social Influence (24 marks – 30 minutes + extra time)

You will also be completing a topic test on Memory (36 marks) - this will be a hybrid of past paper questions from AQA Psychology A level Paper 1 – section B – Memory. It will include a 16 mark essay question

What revision material should I revise from?

TEXTBOOKS AND CLASSBOOKS:

- 1) AQA Psychology for A level textbooks – Year 1
- 2) Revision guides – AQA Psychology for A level – Year 1
- 3) Class Booklets and notes
- 4) Tutor2U revision guides for each topic
- 6) Past paper questions and mark schemes - [AQA | Psychology | AS Level | AS Psychology](#)

WEBSITES:

- 1) Online textbook – AQA Psychology for A level – Year 1 and Year 2 (use usernames and passwords I've given you) .
<https://www.illuminatepublishing.com/psychhapp>
- 2) <https://www.tutor2u.net/live/aqa-a-level-psychology-revision-blast> biopsychology
- 3) <https://senecalearning.com/en-GB/blog/psychology-a-level-podcasts-by-seneca/>
- 4) <https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182>

How can I revise?

- Step 1) Using the checklists you receive from me please ensure that you have detailed revision notes/cards for each section of the assessment.
- Step 2) Ensure that you understand everything, if not, clarify the content by using a book, website, ask a friend or me.
- Step 3) Create a mind map for each of the specification bullet points (see specification or green boxes in top left- hand corner of each double page spread of your textbook) - ensure key terminology is included. This will ensure that you understand how each of the key components of the topic fits together.
- Step 4) Learn the detail for each sub-section of the topic area. You could do this by reading the revision cards, explaining it to a classmate and testing yourself by writing out the content and checking it for accuracy and detail. Put the revision cards where your knowledge is less secure at the top of the pile and test yourself until you know everything.
- Step 5) Once you believe you know a subsection, test your skills and knowledge by completing exam questions and checking your answers using the mark schemes. Eventually, practice writing your answers under timed conditions.
- Step 6) Review your knowledge regularly. Always start with the least secure topics.

Assessment Booklet

A Level Psychology

Additional Revision Tasks & Resources

There are plenty of revision activities for you to use in the following websites;

Social Influence

[AQA A-Level Psychology Revision Blast | Social Influence | 3 Mar 2021 - YouTube](#)

[Social Influence | Live Revision for AQA A Level Psychology 2024](#)

[Social Influence | AQA A-Level Psychology Live Revision |](#)

[Livestreams | tutor2u](#)

[Social Influence: MCQ Revision Test 1 for AQA A Level Psychology |](#)

[Reference Library | Psychology | tutor2u](#)

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Click to add text

Memory;

[Memory | Collections | Psychology | tutor2u](#)

[Memory: MCQ Revision Test 2 for AQA A Level Psychology |](#)

[Reference Library | Psychology | tutor2u](#)

[AQA A-Level Psychology Revision Blast | Memory | 10 Mar 2021](#)

[A-level Psychology Resources — ...](#)

Assessment Booklet

A Level Religious Studies

What am I being assessed on?
Philosophy, Ethics and DCT

Exam Board:

OCR



RECOGNISING ACHIEVEMENT

ASSESSMENT OBJECTIVES

There are two assessment objectives:

| | Assessment Objective | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| AO1 | Demonstrate knowledge and understanding of religion and belief, including: <ul style="list-style-type: none">religious, philosophical and/or ethical thought and teachinginfluence of beliefs, teachings and practices on individuals, communities and societiescause and significance of similarities and differences in belief, teaching and practiceapproaches to the study of religion and belief | 40% |
| AO2 | Analyse and evaluate aspects of, and approaches to, religion and belief including their significance, influence and study | 60% |

| Comp 1 Philosophy | Comp 2 Ethics | Comp 3 DCT |
|----------------------|---------------|-------------------------------------|
| Soul, Mind and body | Euthanasia | Christian Moral Action (Bonhoeffer) |

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 Sharepoint and complete an essay question for each component being assessed.

Assessment Booklet

A Level Sociology

What am I being assessed on? -

You will be completing a 20 mark 'Methods in context' essay question (30 minutes + extra time for access arrangements)

You will also be completing a hybrid question paper on Families and Households, taken from AQA Sociology – Paper 2 – Section A – Families and Households past papers

What revision material should I revise from?

All the PowerPoints and workbooks are in the files section of teams

Class textbook

Revision guides

Click to add text
Click to add text

Click to add text
Click to add text

Practice exam questions

Completing revision fill-ins

Flash cards of key concepts and name drops

How can I revise?

Complete flash cards on all key studies

Plan out MIC 20 mark essays for each of the six research methods (Experiments / Questionnaires / Observations / Observations / Official Statistics / Documents)

Complete Napier press workbook on Methods in Context

Complete Napier Press workbook on first four topics in Families and Households

Assessment Booklet

A Level Sociology

Additional Revision Tasks & Resources

There are plenty of revision activities for you to use in the following websites;

[Sociology | tutor2u](#)

[Methods in Context: Tackling the Paper 1 MIC Question \(Online Lesson\) | Reference Library | Sociology | tutor2u](#)

[Family and Households / SOCIOLOGY SUPPORT | Hectic Teacher Resources](#)

R

[Theory and Methods / SOCIOLOGY SUPPORT | Hectic Teacher Resources](#)

Click to add text
Click to add text

Additionally you can watch these revision videos from Tutor2U which are separated out into the different topic areas;

[Families and Households Topic Videos | Collections | Sociology | tutor2u](#)

[Methods in Context | Live Revision for AQA A Level Sociology | Livestreams | tutor2u](#)