

Cardinal Newman Catholic School

Holy Cross Catholic Multi Academy Company

YEAR 10

Autumn Assessments 2025



Name:

“Knowledge through the light of faith”



CARDINAL
NEWMAN
CATHOLIC SCHOOL

Assessment Booklet Introduction

Dear Parents/Carers and Students

Re: Autumn Assessments

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

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

We want students to have the opportunity to be fully prepared for their assessments and have organised this booklet to help support revision and organisation of time. The Autumn Assessments will begin on **Monday 17th November until Friday 28th November 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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Head of Year 10
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Ms E O'Connor
Headteacher
Email: Emma.OConnor@hccmac.co.uk



Timetable

Step One: Circle your assessments



Year 10

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

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

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

Assessment Booklet

Maths Higher

What am I being assessed on? (Higher 10a1,10a2,10a3,10b1,10b2,10b3)

Your Autumn assessment will be a CALCULATOR test based on the following topics:

- Reverse/combined mean
- Stem and leaf diagrams
- Frequency polygons
- Drawing straight line graphs
- Product rule for counting
- Converting units (including units of area and volume)
- Scale drawings
- Percentage change
- Currency problems
- Ratio
- Solving linear equations
- Area and circumference of circles
- Two-way tables
- Pie charts
- Estimation
- Error intervals
- Prime factorisation (including HCF&LCM)
- Index laws
- Expanding and factorising (single brackets)
- Plan and elevations
- Transformations
- Scatter diagrams
- Compound interest and depreciation

What revision material should I revise from?

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

How can I revise?

- Your class teacher will set up a revision task on Maths Watch matching up the topics covered in the Learning Journey
- You can look back at old lessons in your books
- Make posters and revision cards about key methods and facts e.g method for expanding brackets
- Watch videos and complete tasks on Mathswatch.
- Check other revision sources on the internet. For example, Maths Genie or CorbettMaths

Assessment Booklet

Maths Foundation

What am I being assessed on? (Foundation 10a4, 10b4)

Your Autumn assessment will be a NON-CALCULATOR test based on the following topics:

- Place value
- Time
- Negative numbers
- Powers and roots
- BIDMAS
- Factors, multiples, primes
- Writing and simplifying fractions
- Coordinates
- Pictograms
- Addition and subtraction (integers and decimals)
- Multiplication and division (integers and decimals)
- Rounding (to decimal places and significant figures)
- Listing outcomes
- Simplifying algebraic expressions
- Writing algebraic expressions
- Probability
- Money calculations
- Fractions, decimals, percentages

What revision material should I revise from?

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

How can I revise?

- Your class teacher will set up a revision task on Maths Watch matching up the topics covered in the Learning Journey
- You can look back at old lessons in your books
- Make posters and revision cards about key methods and facts e.g method for expanding brackets
- Watch videos and complete tasks on Mathswatch.
- Check other revision sources on the internet. For example, Maths Genie or CorbettMaths

Assessment Booklet Science

What am I being assessed on?

Paper 1: Biology, Chemistry and Physics

B1 Cell Biology Cell structure, Microscopy, Mitosis & cell cycle, Stem cells, Diffusion, Osmosis, Active transport, Set 1 only: Culturing bacteria

- **C1 Atomic structure and the Periodic table**
- **P1 Energy**

What revision material should I revise from?

You can use the following resources to revise:

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



Free science lessons – YouTube playlists

B1 Cell Biology - <https://shorturl.at/jfJc8>

C1 Atomic structure and the periodic table - <https://shorturl.at/5tEIE>

P1 Energy - <https://kntn.ly/88f81636>

How can I revise?

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

Assessment Booklet

Science

Additional Revision Tasks

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

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

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

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

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

[The Whole of AQA - ENERGY. GCSE 9-1 Physics or Combined Science Revision Topic 1 for P1](#)

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

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

P1: Energy: Make sure you can answer questions about the following ideas:

- Identify examples of each type of energy store
- Identify energy transfers
- Calculate kinetic, gravitational and elastic energy transfers
- Calculate work done and power
- Apply the conservation of energy
- Calculate the efficiency of energy transfers

C1: Atomic Structure: Make sure you can answer the following questions:

- State the mass and charge of the sub-atomic particles.
- Compare the plum pudding model and the nuclear model.
- Draw the electronic structure of the first 10 elements.
- Explain why Mendeleev left gaps in his periodic table.
- Calculate the isotope abundance.
- Explain displacement between Group 7 elements.
- Explain the reactivity of Group 1 elements.
- Set 1 only: Compare transition metals and Group 1 metals.

Assessment Booklet Religious Education

What am I being assessed on?

Component 1. Origins and Meanings

Topics to revise:

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

Exam style

Questions for this

paper:

2X a,

2X b,

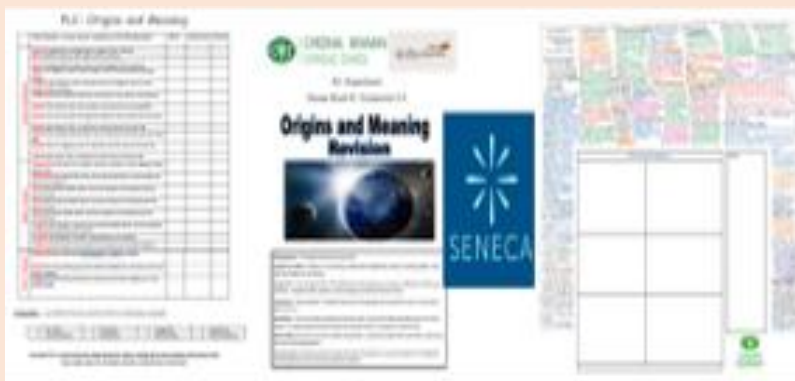
2x c,

1x d = Total 45 marks

45 minute assessment

What revision material should I revise from?

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



How can I revise?

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

Assessment Booklet

Religious Education

Additional Revision Tasks

Challenge/Extension tasks:



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

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

Remember to aim for 'a mark - a minute'

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

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

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

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

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

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

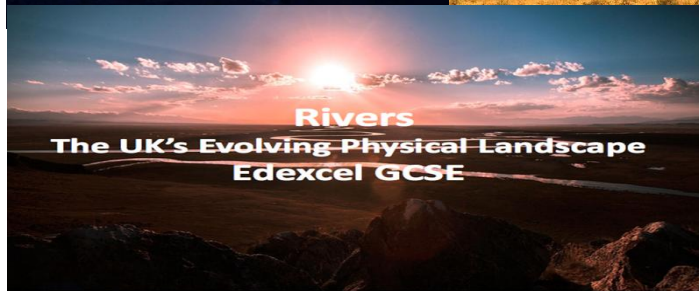
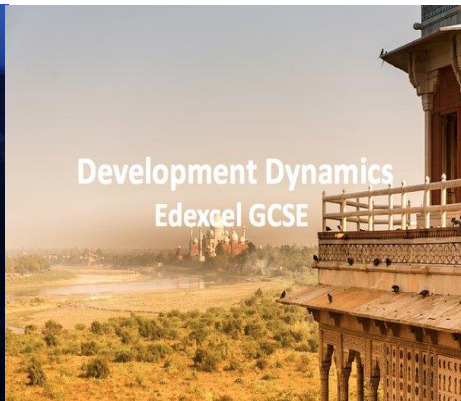
B) 2 x PEE C) 4 x PEE D) 4 x PEE + conclusion

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

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

Assessment Booklet Geography

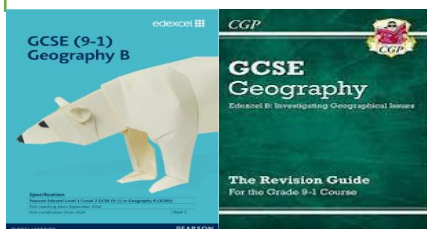
Autumn Assessment Mock: Paper One Topics 1-3, Paper Two Topic 4B & Paper 3 Topic 8 – **Thursday 28th November**



Assessment Mock Key Details:

1. 60 Marks – 60 Minutes.
2. Variety Of 1-2-3-4 Mark Questions.
3. Minimum Of 1 8 Mark Question Based On Any Of The Paper One Case Studies (Katrina/Haiyan/Haiti/Japan/India/Mumbai).
4. Will Include 3-5 Marks Of Maths Questions – Calculator Needed
5. **Topic 8: Forests Under Threat** Will Be An Unforeseen Element Of The Exam – No Knowledge Shared On Exam Focus/Themes.

Revision Resources



Links & Guidance

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

Assessment Booklet Geography

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

Paper One – Exam Topics, Case Studies & Key Themes



Hazardous Earth Edexcel GCSE



Development Dynamics Edexcel GCSE



Challenges of an Urbanising World Edexcel GCSE

Topic One: Hazardous Earth – Climatic & Tectonic

- **Atmospheric Cells** – Hadley/Ferrel/Polar: Longitude, Latitude & Effects.
 - **Pressure Systems** - High vs. Low.
 - **Evidence Of Climate Change** - HIT: Historical Sources, Ice Cores & Tree Rings.
 - **Climate Change & Global Warming:** Causes & Effects (VASOO/FITED).
 - **Tropical Storms:** Formation, Distribution, Dissipation.
 - **Tectonic Hazard**
Formation: Earthquakes, Volcanic Eruptions & Tsunamis.
 - **Plate Boundary Movements:** Convergent, Divergent & Conservative.
 - **Volcano Types:** Composite vs. Shield - Plate Boundaries & Lava Type/Composition.
- Possible Case Study/8 Marker Focus:**
- Tropical Storms: Hurricane Katrina vs. Typhoon Haiyan.
 - Earthquakes: Haiti vs. Japan.

Topic Two: Development Dynamics

- **Development Indicators** – GDP, GNI, FDI, Infant Mortality Rate, Life Expectancy, Corruption, Literacy Rate, HDI etc.
 - **Development** – Causes & Effects Of Inequalities e.g. Education.
 - **Top-Down vs. Bottom-Up Strategies** - Benefits/Challenges.
 - **Development** - Causes & Effects Of Changing Economic Sectors & Greenhouse Gas Emissions.
- Case Study: India (Topic & 8 Marker):**
- **History** – Colonialism, Government, Caste System & Diaspora.
 - **Globalisation** – Outsourcing, Remittances, TNC's, Transport.
 - **Location** - Oceans, Economic Liberalisation, Kashmir Issue, Trade, FDI, Biomes.
 - **Political Organisations** – BRICS, ASEAN, G20 & USA/EU Alliances.

Topic Three: Challenges Of An Urbanising World

- **Megacities** - Reasons For Growth, Features, Positives & Negatives, Formal/Informal Jobs.
 - **City Changes** – Urbanisation, Suburbanisation, De industrialisation, Counter-Urbanisation, Regeneration.
 - **Urban Layers** – CBD, Inner City, Suburbs & Rural-Urban Fringe.
 - **Factors Influencing Urban Space** – Accessibility, Planning, Availability, Costs, Topography.
- Case Study: Mumbai (Topic & 8 Marker):**
- **Site & Situation** – Location & Surrounding Features.
 - **Reasons For Quality Of Life Differences** - Government, Property, FDI etc.
 - **Top-Down Development** - Mumbai Monorail, Gorai Garbage Site Closure Project & Vision Mumbai.
 - **Bottom-Up Development** – SPARC Community Toilets, Hamara Foundation & Agora Microfinance.



Rivers The UK's Evolving Physical Landscape Edexcel GCSE

Topic 4B: River Processes & Pressures

- **Processes** – Erosion (HACA), Transportation (SSST), Weathering, Mass Movement.
 - **Landforms** – Upper/Middle/Lower Course - Formations/River Course Location.
 - **Geology** – Rock Groups, Types, Formation & Reasons For UK Distribution.
 - **Storm Hydrographs** – Calculations (Peak Rainfall, Peak Discharge, Lag-Time).
 - **Flooding: River Severn Floods** – Causes & Consequences.
- Extra's: London 1928 Floods, Boscastle 2014, Lynmouth 1952, Coventry 2017 etc.

Assessment Booklet History

What am I being assessed on?

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

- **Medieval Medicine** – Public Health, Surgeons / Doctors, Beliefs, Causes & Treatments
- **Renaissance Medicine** – Public Health, Surgeons/Doctors, Beliefs, Causes & Treatments

What revision material should I revise from?



Medieval
Medicine



Renaissance
medicine

You can also use:

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

How can I revise?

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

Assessment Booklet History

Additional Revision Tasks



Cornell Notes: Medieval Medicine

Page 7

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

Key words and questions

Write them out here and test yourself

Note taking

Make notes/diagrams on the key features of medicine in Medieval England

Summary

Summarise your key points into essential bullet points

Assessment Booklet French

What am I being assessed on?

Topics: Families, health choices, problems and addictions. Plans to stay healthy

For your French assessment you need to revise:

- The rules for the present, passé composé (past), future tense: both near future (I am going to....) and simple future (I will....). The rules to form these tenses are in your exercise book.
- Personality: use of masculine and feminine adjectives.
- Plans for the future.
- Negative structures: ne..aucun(e) = not any...
- Modern families: family members and types of families.

- Comparatives:

Comparative adjectives

Use comparative adjectives to make comparisons:

<i>plus ... que</i>	more ... than / ...er than
<i>moins ... que</i>	less ... than
<i>aussi ... que</i>	as ... as

- Relationships with family and friends.
- Health problems and addictions, and healthy choices.
- What you are going to do to stay healthy.
- All the vocabulary from Module 1. You will find a copy of all the vocabulary in your book.

Your assessment will include: a writing paper with different tasks. You will also do in class listening and reading exam styles questions.

What revision material should I revise from?

- Your exercise book.
- The tenses booklet given to you by your teacher with all the rules of how to form and use the different tenses.
- The A3 copy of the vocabulary..

Assessment Booklet

French

What can I do to prepare myself well?

- Learn the vocabulary of every topic: How? revising, look at the French, cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the French, and write/ say the meaning.
- Make flashcards.
- Use the grammar booklet to revise the tenses: passé composé, present, near future and simple future. : complete (again if you have already done them) all the grammar tasks from the booklet.
- Go through all the work done in your book, look at the key vocabulary, structures and rules, and how to put them together to produce sentences. Re-do any writing, grammar or vocabulary tasks you have done in class.
- Make sure you use the websites we recommend you (see below) to practise the vocabulary and the grammar. It will be very useful to learn them.

Use the websites below to help you with revision

- **BBC Bitesize GCSE MFL French:** for vocabulary, grammar practice, quizzes, listening and reading tasks, choose the tasks of the topic you are doing.

[GCSE French - AQA \(for exams from 2026\) - BBC Bitesize](#)

- **Quizlet:** to practise vocabulary, tenses and grammar.

[AQA New GCSE French personality adjectives Flashcards | Quizlet](#)

[GCSE French - French Tenses Flashcards | Quizlet](#)

[French GCSE Grammar Flashcards | Quizlet](#)

- **SENECA:** for grammar and vocabulary

Assessment Booklet

Spanish

What am I being assessed on?

Topics: identity: physical and personality descriptions, and relationships with others.

For your Spanish assessment you need to revise:

- The rules for the present, past and future tenses. (I am going to....). The rules to form these tenses are in your exercise book.
- Personality: use of masculine and feminine adjectives.
- Physical description: hair and eyes.
- Verbs: Tener, Ser and Estar. Rules on when to use Ser and Estar.
- Possessive adjectives : mi (s) = my; tu(s) = your/ su(s) his/ her; nuestro/a(s) = our; vuestro/a(s) = your plural; su(s) = their.
- Modern families: family members and types of families.
- Relationships with family and friends.
- Connectives: using “que” = which/ that/ who, “cuando” = when & “donde” = where to make complex sentences.
- What you do to keep fit.
- Looking after your health
- What you are going to do to stay healthy.

- All the vocabulary from seen this term. You will find a copy of all the vocabulary in your book.

Your assessment will include exam style reading, listening and writing tasks.

What revision material should I revise from?

- Your exercise book.
- The grammar booklet given to you by your teacher.
- The Revision Powerpoint presentation that it is in Class Charts.
- The websites you will find in the next page.

Assessment Booklet

Spanish

What can I do to prepare myself well?

- Learn the vocabulary of every topic: How? revising, look at the Spanish, cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the Spanish, and write/ say the meaning.
- Make flashcards.
- Use the grammar booklet to revise the tenses: present of regular and irregular verbs, pretérito (past) and future tense: going to...
- The key vocabulary, structures and rules, and how to put them together to produce sentences. Re-do any writing, grammar or vocabulary tasks you have done in class.
- Make sure you use the websites we recommended you to practise the vocabulary and the grammar. It will be very useful to learn them.

Use the websites below to help you with revision

- **BBC Bitesize GCSE MFLSpanish:** for vocabulary, grammar practice, quizzes, listening and reading tasks, choose the tasks of the topic you are doing.

[GCSE Spanish - AQA \(for exams from 2026\) - BBC Bitesize](#)

- **Quizlet:** to practise vocabulary, tenses and grammar.

[GCSE Spanish AQA Theme 1 Flashcards | Quizlet](#)

[AQA NEW GCSE Spanish Unit 1.1F Flashcards | Quizlet](#)

[Vocabulary on Personality and Family in Spanish Study Guide | Quizlet](#)

- **SENECA:** for grammar and vocabulary

Assessment Booklet

Art

What am I being assessed on?

Creating a **tonal pencil drawing** from a secondary source (an image you didn't photograph). We are looking for accurate outlines and proportion, a range of dark to light tones and different marks and patterns that describe the textures in the image.

What revision material should I revise from?

SUCCESS CRITERIA

- ✓ Accurate outlines and drawn details.
- ✓ Objects are in proportion, not stretched.
- ✓ A mix of light, medium and dark tones are added to the drawing.
- ✓ Tone / shading is smooth - using a blended down pencil, small oval shapes or using a cotton bud.
- ✓ Highlight areas are left pure white.
- ✓ Contact shadows are applied to surfaces the objects are sitting on.
- ✓ Marks and patterns are used to create the appearance of texture.



How can I revise?

Draw the outline before your assessment lesson/s, this could be freehand, traced, using a lightbox – it doesn't matter how its drawn out.

Practice adding soft shading by blunting off your pencil and shading in small oval shapes the size of a grain of rice. Practice using cotton buds to smooth out tone.

Assessment Booklet

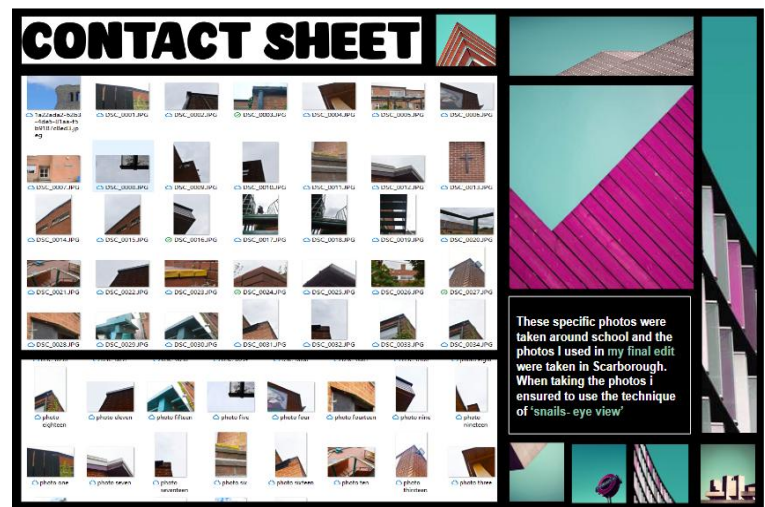
GCSE Photography

What am I being assessed on?

We want to see how well you can create a **CONTACT SHEET** slide in your portfolio. Taking photographs and evidencing your camera skills is 25% of the GCSE course, we want to see that you can present this slide with excellent visual layout skills.

SUCCESS CRITERIA

- ✓ Screen shot of the photos are no more than 9 images wide.
- ✓ Titles & keywords created using 1001fonts.com.
- ✓ Your best photo inserted and larger on the slide.
- ✓ Image from the artist you are researching or a secondary source image from the internet if you aren't referring to an artist.
- ✓ Slices of artist images or other similar photos used to fill small blank spaces.
- ✓ Small box of annotations to explain what the photos are of, why you took them, how you took them and how they link to the artist / theme chosen by the teacher.
- ✓ Photos kept the right size – aspect ratio, not stretched.



How can I revise?

Practice making a slide like the examples on this page; use photographs that you have taken so far on the course.

Assessment Booklet

Computer Science

What am I being assessed on?

1.1.1 Architecture of the CPU

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

1.1.2 CPU performance

- How common characteristics of CPUs affect their performance:

1.1.3 Embedded systems

- The purpose and characteristics of embedded systems
- Examples of embedded systems

1.2.1 Primary storage (memory)

- The need for primary storage
- The difference between RAM and ROM
- The purpose of ROM in a computer system
- The purpose of RAM in a computer system
- Virtual memory

1.2.2 Secondary storage

- The need for secondary storage
- Common types of storage:
- Suitable storage devices and storage media for a given application
- The advantages and disadvantages of different storage devices and storage media relating to these characteristics

1.2.3 Units

- Conversions

1.2.4 Data storage

- Text, Images, Sound

What revision material should I revise from?

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

How can I revise?

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

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

Assessment Booklet Computer Science

Additional Revision Tasks

ada computer science

Home Resources Students Teachers Contact us

The free learning platform for computing teachers and students

YouTube GB

Craig'n'Dave
@craigndave 45.9K subscribers 830 videos
The Craig'n'Dave YouTube channel provides students and teachers with ad...

HOME VIDEOS PLAYLISTS COMMUNITY CHANNELS

GCSE (J277): OCR Video Playlists

OCR COMPUTER SCIENCE GCSE 3277
THE PURPOSE OF THE CPU THE FETCH-EXECUTE CYCLE 88 videos

OCR COMPUTER SCIENCE GCSE 3277
THE PURPOSE OF THE CPU THE FETCH-EXECUTE CYCLE 5 videos

GCSE (J277): OCR Specification Order
Craig'n'Dave - Playlist

GCSE (J277) OCR: 1.1 Systems architecture
Craig'n'Dave - Playlist



Topic 1.1.1
Architecture of the CPU

Von Neumann architecture

3 main components:

Control unit (CU) → coordinates and sends signals within the CPU to control the **FDE cycle**

Arithmetic Logic unit (ALU) → Performs **mathematical** and **logical** operations.

Cache memory → stores **regularly used instructions** located inside CPU, faster to access than RAM.

Registers:

Memory address register (MAR) → Stores the **current address** in memory in which data is to be fetched.

Memory data register (MDR) → stores the **data** fetched from memory

Accumulator (ACC) → stores the result of any **calculations**, can also store an **input/output** value

Program counter (PC) → Stores the **address** of the **NEXT** instruction in memory to be fetched.

Keywords & Questions

Accumulator

Binary

Bit

Nibble

Byte

ASCII

ALU

Address bus

Data bus

Flash memory

Cache

RAM

ROM

Memory

Input

Output

Storage

Virtual memory

Registers

Fetch

Decode

Execute

Solid state

MAR

MDR

Non-volatile

Volatile

Overclocking

Peripheral

Primary storage

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

Assessment Booklet

Music

What am I being assessed on?

- **MADTSHIRT** – *accurately recognising and appraising the use of the musical elements in music through a series of short listening exercises.*
- **COMPOSITION** – *on your ability to compose a short melody AND accompaniment demonstrating application of musical devices explored in class.*

[GCSE Music - Eduqas - BBC Bitesize](#) - website for revision

TEXTURE

Monophonic

Homophonic

Polyphonic

2, 3 or 4 part textures

Unison

Chordal

Imitation

Layered

Melody and accompaniment

Counter melody

Descant

Round

Canon

Drone

Alberti Bass

Stab chords

Walking bass



TIMBRE (SONORITY)

Instruments, voices and groupings

Technology

Performance techniques

Articulation

Assessment Booklet Music

Across the four areas of study, these are the 'must-know' musical terms for **MELODY**:

Anacrusis	Sequence	Leitmotif/motif	Ornamentation/ decoration
Conjunct (stepwise)	Imitation	Chromatic movement	Counter melody
Disjunct (angular)	Repetition	Pentatonic	Answering phrase
Arpeggio (broken chord)	Contrast	Blue notes	Thematic
Scalic (ascending + descending)	Range (Low/high pitch)	Intervals: microtone; semitone; tone/major 2nd; major 3rd; perfect 4th; perfect 5th; major 6th major 7th; octave	Fanfare

Texture

Texture describes how melodies, rhythms and harmonies are layered in a piece of music.

Thick texture

If there are many layers of melodies, rhythms or harmonies playing at once it is called a thick texture.



Thin texture

If there are only a few layers of melodies, rhythms or harmonies playing at once it is called a thin texture.



Musical Textures

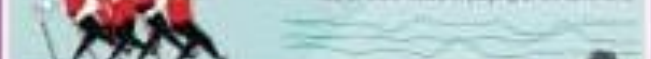
Monophonic texture

Contains one melody with no harmonies, although there may be a rhythmic accompaniment.



Polyphonic or Contrapuntal texture

Two or more melodies playing at the same time.



Heterophonic texture

Two or more instruments play the same melody at the same time.



Duration

Duration means how long or short a note is.

Length of Note

Note	Name	Length	Beats
	Semibreve	4 beats	
	Minim	2 beats	
	Crotchet	1 beat	
	Quaver	1/2 beat	
	Semiquaver	1/4 beat	
	Demisemiquaver	1/8 beat	

Understanding Notes

C			
1 beat	1 beat	1 beat	1 beat

RHYTHM	TEMPO	METRE
Semibreve		
Minim	Allegro	
Crotchet	Vivace	Regular
Semiquaver	Allegretto	Irregular
Dotted	Moderato	Accent
Syncopation	Andante	Simple time: 2/4
Swing rhythms	Adagio	Simple time: 3/4
On the beat	Lento	Simple time: 4/4
Off beat	Accelerando	Duple time
Triplet	Ritardando	Triple time
Associated rests	Rallentando	Quadruple time
Driving rhythms	Rubato	Compound time: 6/8
Dance rhythms	Pause	
Rock rhythms		

Dynamics

Dynamics are how loud or quiet music is played.

Dynamic Symbols

Symbols and Italian terms are used to describe how a piece of music should be played.



- <** **Crescendo**
Becoming gradually louder
- ff** **Fortissimo**
Very loud
- f** **Forte**
Loud
- mf** **Mezzoforte**
Moderately loud
- mp** **Mezopiano**
Moderately soft
- p** **Piano**
Soft
- pp** **Pianissimo**
Very soft
- >** **Diminuendo**
Becoming gradually softer



Tempo

Tempo is how fast or slow a piece of music is played.

- Lento** → Slowly → 
- Largo** → Slow and stately → 
- Adagio** → Leisurely → 
- Andante** → At a walking pace → 
- Allegro** → Fast → 
- Vivace** → Lively → 
- Presto** → Very quickly → 

Assessment Booklet

Drama

What am I being assessed on?

Component 1: Devising from a Stimulus (40% of overall GCSE grade)
(will be completed in February 2026)

- **PERFORMANCE:** 10–15-minute performance. Create and develop a devised piece from a stimulus. Performance of this devised piece or design realisation for this performance.
- **PORTFOLIO:** (2000-2500 words written) Covering the creating and developing process and analysis and evaluation of this process.

What should I revise?

- Your initial response to the stimulus
- Conduct further research into the context of your stimulus
- Research theatre practitioners and identify your inspiration
- Revise notes on workshop participation, what happened and how did you use the skills?
- Revise notes on creation process, identifying key roles of everyone in your group
- Practice your analysis by watching theatre and reviewing the intention of the performance
- Practice your evaluation skills by considering what affect a performance had on you as an audience member and how you could improve it if you were director

How can I revise?

- Make notes on all workshops completed to date
- Watch and analyse/ evaluate live theatre/ recorded live theatre
- Run lines for your performance

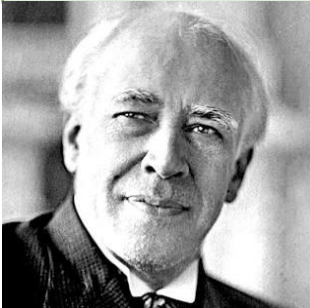
Assessment Booklet

Drama

Where can I go for help?

- [Using stimuli to develop ideas - Responding to a stimulus - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize](#)
- [Exploring different theatrical genres and styles - Selecting a genre or performance style - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize](#)
- [What is a theatre practitioner? - Selecting a practitioner - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize](#)
- [Stimulus, initial response and ideas - Creating a portfolio or devising log - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize](#)

Key Practitioners



Name: Stanislavski

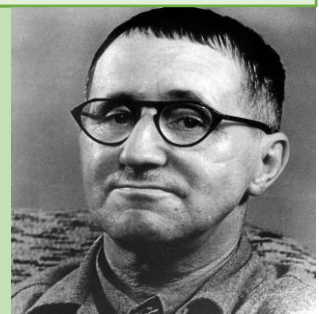
Style: Naturalism

Key features: Acting system/ emotional memory/ magic-if/ objectives/ given circumstances/ subtext/ fourth wall

Name: Bertolt Brecht

Style: Epic Theatre

Key features: Social issues/ episodic structure/ non-linear performance/ multi-rolling/ placards/ gestus/ direct address



Name: Frantic Assembly

Style: Physical Theatre

Key features: Frantic Method/ building blocks/ chair duet/ round-by-through/ 7-points of contact/ story through movement

What am I being assessed on?

During the assessment you are focusing on the topic of Business Activity. During the assessment you will answer multiple choice questions, definition questions as well as longer style questions such as 3, 6, 7 and 9 mark questions.

Remember when answering questions to use the format:

Point (knowledge and understanding)

Because (applying to text about the business)

Leads to (what will happen if point occurs)

Therefore (will the business increase revenue / profit / market share)

What topics should I revise?

Business Activity topic includes:

- Business Activity
- Entrepreneurs and Enterprise
- Risk and Rewards
- Business plans
- Business ownership – sole traders, partnerships, LTD's and PLC's
- Stakeholders
- Business Aims and Objectives
- Business growth



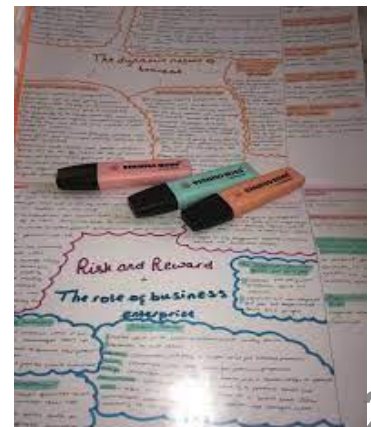
Additional Revision Tasks

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

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

Supporting materials:

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



Assessment Booklet

BTEC Tech Award in HSC

What am I being assessed on?

Component 1: Human Lifespan Development

Learning outcomes

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

PIES growth and development through the life stages

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

Your report must include:

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



What topics should I revise?

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



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

Intellectual: complex and abstract thinking develops

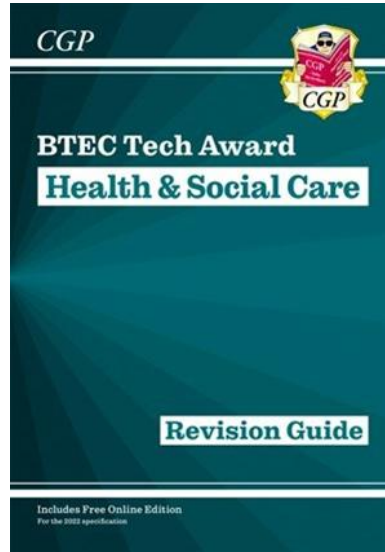
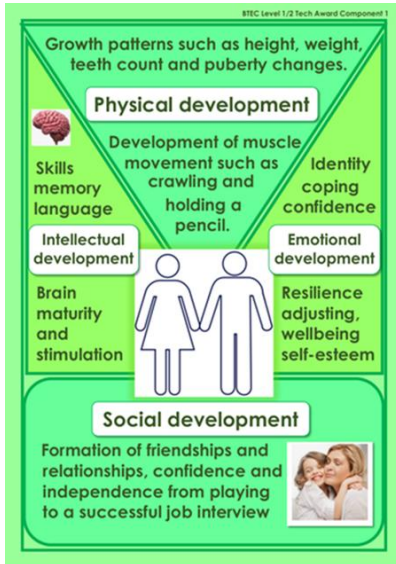
Emotional: independence increases further, more freedom to make own decisions, concerns over self-image and self-esteem may increase, emotional wellbeing is based on attachment, security and contentment

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

Assessment Booklet

BTEC Tech Award in HSC

Additional Revision Tasks



Supporting materials:

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

Marking grid

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

Assessment Booklet

GCSE Food Preparation & Nutrition

What am I being assessed on?

You are being assessed on your Food Preparation & Nutrition Knowledge that you have been learning since the start of Year 10.

You will sit a 40 minute paper.

What topics should I revise:

Health & Safety;

- **Micro-Nutrients**
- **Macro-Nutrients**
- **Spread of Bacteria**

Diet & Nutrition;

- **Function of Nutrients**
- **Vitamins & Minerals**

Sensory Qualities;

- **Enzymic Browning**



Useful Websites;



Assessment Booklet

GCSE Design & Technology Timbers

Year 10

Stock forms, Metals and 1.10 Polymers Revision Guide

Wood	Advantages	Disadvantages	Common Uses
Oak Hardwood	Strong and durable Attractive grain pattern	Expensive Becoming rarer Harder to work than many other woods Corrodes iron and steel	High end furniture Wine and whiskey barrels. Used in the past for houses and boats.
Mahogany Hardwood	Has an attractive finish Quite easy to work	Expensive Environmentally problematic as sourced from the tropical forests. Oils in the wood can affect some people	High quality furniture, jewellery boxes, window frames.
Beech Hardwood	A tough wood Does not crack or splinter easily, hard	Expensive Not very resistant to moisture Not suitable for exterior use.	Toys, cooking implements, solid and laminated furniture.
Balsa hardwood	Very lightweight Easy to cut	Much too soft and weak for most products.	Model making, school projects.
Pine Softwood	Very durable Easy to work Quite cheap as it grows quickly enough to be forested. Reasonably strong, lightweight and easy to work with.	Can warp, crack and splinter more than some other woods.	House construction, roof joists, floorboards. Furniture, doors, interior woodwork.
Cedar softwood	Natural oils make it resistant to water and fungal growth.	More expensive than pine and not as strong.	Outdoor furniture, fences, sheds, boats
Plywood	Flat and structurally strong Surface looks like wood Resistant to warping, cracking and twisting.	Quite expensive Edges can look rough. Susceptible to water damage if wrong grade is used.	Building and Furniture panels that need some strength
MDF	Cheap (can be made from waste wood) Smooth ungrained surface is good for painting/ staining. Easy to machine	Does not look good so needs coating. Weak compared to real wood or plywood Blunts tools quickly due to the glue.	Cheap flat-pack furniture, wall panels, display cabinets, storage units.
Chipboard	Uses waste materials so is cheap to produce.	Not much structural strength, especially in damp conditions. Surface is rough, so usually plastic coated.	Desktops, kitchen worktops, cheap flat-pack furniture.

Assessment Booklet

GCSE Design & Technology Timbers

Metal	Properties
Mild Steel	Tough, ductile, malleable, magnetic, high tensile strength, easily joined, poor corrosion resistance (rusts).
Stainless Steel	Corrosion resistant, hard, tough, sometimes magnetic, resists wear, difficult to cut. Specific properties can be altered by varying the alloyed metals.
Cast Iron	Hard skin, brittle, soft core, good in compression, self-lubricating, magnetic.

Metal	Properties
Aluminium	Greyish white: corrosion resistant, malleable, ductile, easily machined, good heat/ electrical conductor, excellent strength to weight ratio, polishes well.
Copper	Reddish brown: corrosion resistant, malleable, ductile, tough, easily machined, good heat/ electrical conductor, good hot or cold working, polishes well.
Brass	Yellow: corrosion resistant, easily machined, good heat/ electrical conductor, casts well, harder than copper, polishes well.

Polymer	Form	Properties	Common Uses
Acrylic (PMMA: polymethyl methacrylate) Thermoplastic	<ul style="list-style-type: none"> Sheets, rods and tubes. Available in a range of opaque and transparent colours. Available in a range of sizes. 	Tough, easily finished, easily cleaned, food safe and can easily be scratched.	Shop signs, rear car lights, baths, fish tanks and menu holders.
HIP's Thermoplastic	<ul style="list-style-type: none"> Sheets, rods and tubes. Available in a range of opaque and transparent colours. Available in a range of sizes. 	Lightweight, high stiffness, impact resistant, but can easily be scratched.	Toys, television parts, fridge linings.
Biopol Thermoplastic	<ul style="list-style-type: none"> Fibre, granules and sheets. 	Lightweight, good electrical insulator, degrades over time when in contact with soil, so can safely be disposed of in landfill.	Disposable cups, razors, cutlery and packaging, surgical stitches and pins.
Polyester resin Thermosetting plastic	<ul style="list-style-type: none"> Thick liquid for casting and layup. Usually used with a catalyst to harden resin. Can be coloured using pigments. 	Rigid, brittle (unless laminated), good electrical and heat insulator, good chemical resistance.	Boat hulls and sports cars bodies, normally formed in conjunction with glass fibre, can also be cast to form decorative items.
Urea formaldehyde Thermosetting plastic	<ul style="list-style-type: none"> Powder, granules, preforms. 	Rigid, hard, brittle excellent electrical insulator, heat resistant.	Electrical fittings-plugs, sockets and switches, used as an adhesive in man made boards such as MDF.

Stock forms of wood and manufactured boards.

- Lots of different sizes, planks and strips
- PSE (planed square edge) smooth all round
- Rough sawn – not smooth
- Mouldings – skirting boards, frames
- Veneers – Thin cuts of wood glued onto other materials



Useful websites:

www.senecalearning.com

[www.https://www.technologystudent.com/](https://www.technologystudent.com/)

Assessment Booklet

GCSE PE

What am I being assessed on?

Paper 1: Assessment = 45mins. Covering all aspects taught for Paper 1:

Component 1: Fitness and Body Systems (Skeletal and Muscular systems since Sept)

What topics should I revise?

Applied Anatomy and Physiology

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

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

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

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

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

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

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

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

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

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

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

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

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

By the time of your assessment, we will have covered the Skeletal system, Muscular system and hopefully moved on to the Cardiovascular system.

Assessment Booklet GCSE PE

Useful revision tools - websites/apps etc:

Exam board:

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

Revision websites:

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

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

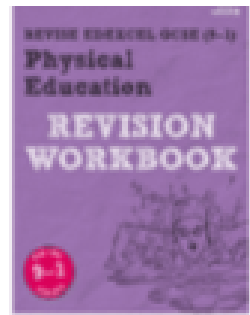
[BBC Bitesize – GCSE PE](#)

Where can I find the information - subject support e.g. revision materials, revision sessions etc:

Revision workbook

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

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



Additional Revision Tasks

When answering questions with 3 or more marks

Identify - AO1

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

Given a sporting example RELATED to the question

- AO3

Q4 State the classification of the joint at the hip.

(1)

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

(2)

Questions

Q1.

Bones have different classifications and functions.

Complete Table 2 by:

- Stating the classification of each bone.
- Stating a different function for each classification of bone.

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

Table 2

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

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

(3 marks)

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

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

(4 marks)

Vasoconstriction and Vasodilation



Dilated Artery

Normal Artery

Constricted Artery

Assessment Booklet

Media Studies

What am I being assessed on?

1. Terminology [15 marks]

You will be assessed on key subject terminology that we have learnt so far (see on next page)

2. Media Language Analysis [15 marks]

You will be assessed on analysing media language for either **Quality Street** or **No Time to Die**. You will have a 10-mark question and a 5-mark question.



What revision material should I revise from?

1. **Knowledge Organisers** – these will be available on Google Classroom. Scan the QR code to access.

2. Revision Videos

QS: https://www.youtube.com/watch?v=0om_glXb0ck&t=6s

NTTD: <https://www.youtube.com/watch?v=Pn60surD2wQ>

3. **Terminology Glossary** – these will be available on the next page and Google Classroom. Scan the QR code to access.



How can I revise?

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

Assessment Booklet

Media Studies

Terminology to Learn

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

Additional Revision Tasks

- Review key context points for **No Time to Die** – create a mind-map, flash cards, use post-its
- Review key context points for **Quality Street**– create a mind-map, flash cards, use post-its
- Review key media language points for **No Time to Die** aim for 4-5 points and 3-4 examples of each area - create a mind-map, flash cards, use post-its, create a poster etc.
- Review key media language points for **Quality Street** aim for 4-5 points and 3-4 examples of each area - create a mind-map, flash cards, use post-its, create a poster etc.
- Identify 3 ways images are used to create meanings in **No Time to Die**
- Identify 3 ways images are used to create meanings in **Quality Street**
- Identify 3 ways layout and design is used to create meanings in **No Time to Die**
- Identify 3 ways layout and design is used to create meanings in **Quality Street**

Apollo – fancy a challenge?

- Identify Propp's character theory within **Quality Street**
- Identify Propp's character theory within **No Time to Die**
- Identify the Male Gaze theory within **Quality Street**
- Identify the Male Gaze theory within **No Time to Die**



Assessment Booklet

Media Studies

Quality Street (1956) – Knowledge Organiser

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

Key Context

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

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

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

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

Queen Elizabeth II's Coronation in 1952 was the first televised coronation – people became very hopeful and excited in the 1950s

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

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

Images

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

Colour palette

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

Language used

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

Costume & Make-up

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

Setting/Props

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

Typography

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

Anchorages/Layout

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

Theories

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

Media Language – Key points/examples

Representation of gender – key points/examples

Males

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

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

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

Females

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

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

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



Assessment Booklet

Media Studies

No Time to Die (2021) – Knowledge Organiser

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

Key Context

No Time to Die is a James Bond film that was released in the UK on 30 September 2021, after a global premiere at the Royal Albert Hall on 28 September 2021. Starring Daniel Craig as 007, this is his fifth and final performance as the fictional MI6 agent.

The release was significantly delayed from April 2020, following a change in director and the COVID-19 pandemic. James Bond is an action hero who, since the 1960s, has been constructed to embody historical masculine stereotypes such as strength, skill, independence, etc.

The representation of women in the franchise has also historically been stereotypical: 'Bond Girls' who are the beautiful 'love interest' for Bond, are often insignificant to the narrative and ultimately disposable (Propp's 'princess').

The representation of gender in the Bond franchise has evolved over time, to an extent, in a bid to reflect the changing social context.

Craig's Bond is not as sexist and overly stereotypical as the earlier incarnations of the character and reflects some contemporary notions of masculinity as his Bond is older, more thoughtful and shows signs of vulnerability. The poster, however, needing to communicate the genre and franchise quickly, only lightly reflects some of these character developments and continues to represent Bond as the familiar action hero.

James Bond has retired to Jamaica in *No Time to Die*, and his 007 title is reassigned to a new MI6 agent, Nomi (Lashana Lynch). This was widely reported before the launch of the film and the announcement of a black female 007 led to a minority of racists trolling the actor Lashana Lynch online. On being cast, Lynch stated 'We [Black women] know how it feels to be mis and underrepresented and we know how it feels to yearn for someone, anyone in the world to speak our truth for us when we feel like we don't have a voice. And I'm hoping that my career and my choice in roles and me just being me, authentically, is shining a light on our power.'

Media Language – Key points/examples

Protagonist (James Bond)
Bond's costume has connotations of professionalism and wealth – typical of a James Bond character. The backwards glance of Bond suggests his confidence but also creates an enigma code as the audience wonder why he is watching his back. Bond is in the centre third of the poster and is the dominant image on the poster, suggesting his importance to the film and reinforcing that he is the protagonist/hero. His facial expression is very serious and collected, suggesting he is a professional but could also suggest he is concerned about his past catching up with him.

Females
Nomi is wearing a military costume with an earpiece, which connotes her role as an active agent. Like Bond, as a 00 agent, she is a trained assassin. Her calm and focused facial expression connotes that she is in control. This reflects the shift in the Bond narrative towards more contemporary depictions of women. However, Paloma's (Ana De Armas) costume is a glamorous, revealing, navy-blue evening dress cut to her waist. This type of dress would be historically more typical of how 'Bond Girls' have been depicted by the franchise.

Antagonist (Safin)
Safin is wearing a suit which has connotations of professionalism and wealth. An enigma code is created through his facial disfigurements. How did he get those scars? Is he the man in the mask? He is placed in the centre of the centre third of the film poster, suggesting his importance. Why is he so important though? The use of direct address creates a personal feel to the poster and 'softens' the antagonist debate for Safin. It also suggests his confidence and power.

Connotations of film posters
A common convention for film posters is to have the names of the actors placed in quite a prominent position as another way to entice the audience, but this poster does not do that. This may be because the producers are confident that the audiences will recognise Daniel Craig and any text may detract from the visuals.

Text (007)
The large iconic 007 logo at the top of the poster is eye-catching and bold. The choice of a worn, aged, blue tone for the typography hints at the content of the film, which shows a more experienced Bond. The colour also creates a sense of cohesion with the blue tones of the Et Nido bar, the villain's suit, and the glamorous dress of CIA agent (Paloma).

Title
The title *No Time to Die* can be read in several ways – either that Bond could be so active that he doesn't even have the time to die, suggesting that the film will be fast paced and exciting, or it could be read as a bad time to die, suggesting a more somber tone to the film. It also suggests there are going to be some significant deaths in the narrative.

Colour
Blue – has connotations of sadness/creates a somber tone. Could suggest the film is going to be 'sad' for audiences. Blue also represents trust, loyalty, sincerity, wisdom and confidence which could link to the themes of the film.

Colour
Gold has connotations of wealth and prosperity. James Bond is notorious for his gadgets and expensive suits/cars etc and this is something Bond fans will be used to. The gold font for 007 represents luxury, wealth, aspiration, and exclusivity – all traits that are associated with the Bond franchise. The capitalised title suggests power and strength.

Action Codes
The use of guns, cars, motorbike and explosions all create action codes within the film poster. These props are conventional of the action genre and suggests that the film will be action packed.

Enigma Codes
There is an image of a man wearing a mask and carrying a gun – this character would be Propp's 'villain'. There are connotations of death and danger here. The mask is covering up his identity, suggesting that he wishes to remain hidden. This acts as an enigma code for the audience (Roland Barthes) as we want to find out who this character is and his role in the plot.

- Theories:**
- Propp's theory
 - James Bond would be the hero
 - Safin would be the villain
 - Paloma would be the princess

Representation of gender and ethnicity – key points/examples

Gender
• Bond is pictured three times in the poster and in all instances, he provides an image of masculinity that connotes skill, intelligence, and strength. In the larger image, although facing side on, Bond's posture is strong, relaxed, and dominant, acting as a frame for the rest of the characters. His facial expression is thoughtful and care-worn, reflecting more contemporary ideas of masculinity. In the smaller images, he is represented as calm, skilled and determined while driving at speed – all traits that we would expect in a hero and a spy. Interestingly, he is not represented with a weapon, which is unconventional for masculine representations in spy thrillers.

• The second most dominant character on the poster is also a male – Rami Malek as Safin. His size in the poster could reflect the male-dominated nature of the franchise – the main protagonist and antagonist who drive the narrative are both male. The use of key light and make-up on all three women on the poster represents them as beautiful, which is what we would expect for a Hollywood blockbuster. Two women on the poster are given agency through their use of weapons – the guns suggest danger, but their posture connotes confidence with a relaxed attitude toward such dangers. Arguably, Nomi and Swann are more than the 'Bond Girls' of the past within the film. Nomi's military costume and earpiece suggest her actions are central to the plot, and her presence is not merely for the development of the male characters. Each woman is independent and not shown as a 'damsel in distress' or 'Proppian princess', reflecting the shift in Hollywood to represent women more equally to meet the expectations of a modern mainstream audience.

Ethnicity
• The cast is predominantly white, which is typical of both Hollywood movies and the Bond franchise. Lashana Lynch as Nomi is British/Jamaican and is represented as skilled and determined by using the military costume, earpiece, and gun. Very few people of colour have been represented on Bond posters in the past and the majority have been cast as villains or 'Bond Girls', therefore a black woman taking on the role of 007 is a significant piece of Hollywood and franchise history.

• Safin, the centrally pictured villain, is played by Rami Malek, an American actor of Egyptian heritage. Bond villains typically stand in opposition to Bond, and not just morally, as this often extends to ethnicity too. Safin is represented as having facial scarring with disfigurement makeup conforming to the historical (and widely criticised) Hollywood stereotype of villains having some form of physical difference.

• There is a villain pictured in a parka jacket wearing a Japanese Noh mask, which are often used for ghostly or demonic characters in Japanese theatre.

