

Cardinal Newman Catholic School

Holy Cross Catholic Multi Academy Company

YEAR 12



Autumn Assessment Preparation Booklet

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

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

We want students to have the opportunity to be fully prepared for their assessments and have organised this booklet to help support revision and organisation of time. The Autumn Assessments will begin **Monday 17th November until Friday 28th November 2025.**

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

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

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

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

Yours faithfully



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Headteacher
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Timetable

Step One: Highlight your assessments



Autumn Assessments: Week A

Monday 17 th November (AM)	Tuesday 18th November (AM)	Wednesday 19th November (AM)	Thursday 20th November (AM)	Friday 21st November (AM)

Autumn Assessments: Week B

Monday 24 th November (AM)	Tuesday 25 ^h November (AM)	Wednesday 26 th November (AM)	Thursday 27 th November (AM)	Friday 28th November (AM)

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

Date <i>(e.g. Mon 17th November)</i>	Period <i>E.g. P2</i>	Assessment <i>E.g. English</i>	Topic <i>E.g. Transactional Writing</i>

Assessment Booklet

A Level Biology

What am I being assessed on?

Biological Molecules

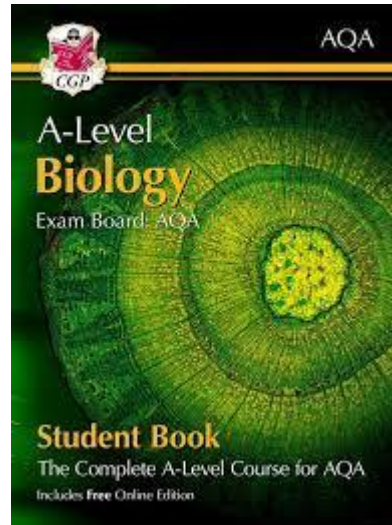
- Carbohydrates
- Lipids
- Proteins
- Enzymes
- Water
- Food tests

Cells

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

What revision material should I revise from?

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



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?

The focus will be on developing your understanding of Theme 1 and Theme 2 so far.

Theme 1 topics will be:

- Market research
- Market segmentation
- Market types
- Supply and Demand

Theme 2 topics will be

- Type of costs
- Types of profit and calculations of profit
- Sources of finance
- Business planning
- Sources of finance

Your assessments will focus on the following exam skills:

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

What revision materials should I use?

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

Use these resources and the following to support!



/isic

tutor2u 

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

Assessment Booklet

A Level Chemistry

What am I being assessed on?

2 x 45 minute Papers on the following topics:

3.1.1 Atomic Structure

Fundamental particles,
Mass Number and isotopes (ToF Mass spectrometer)
Electronic configuration (inc. ionization)

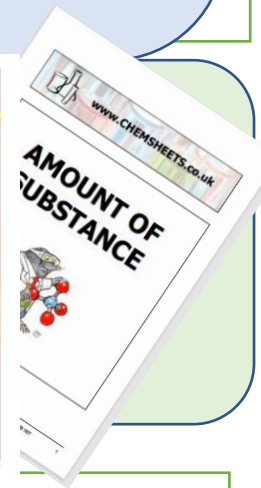
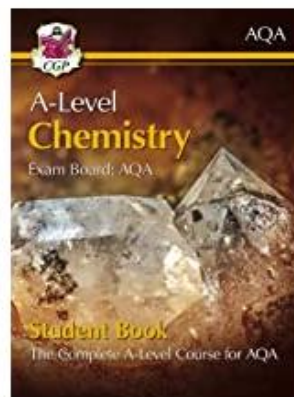
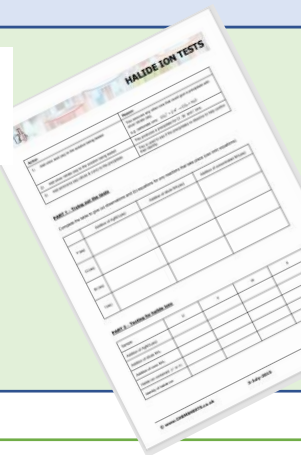
3.1.2 Amount of Substance

A_r , M_r
The Mole and Avogadro
The ideal gas equation
Empirical & molecular formulae
Balanced equations

3.1.3 Bonding

Ionic bonding
Covalent & coordinate bonding
Metallic bonding
Properties
Molecular shapes

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



How can I revise?

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

Assessment Booklet

A Level Chemistry

Additional Resources

Websites



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

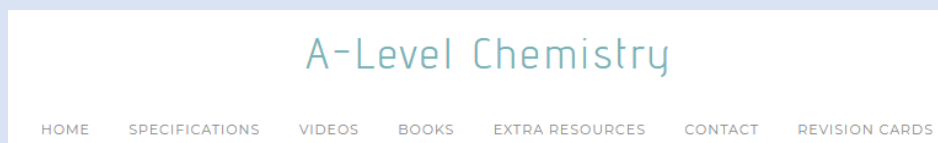


<https://chemrevise.org/revision-guides/>

chemrevise

Resources for A-level and GCSE Chemistry

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



<https://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 English Language & Literature

What am I being assessed on?



Voice in Speech & Writing

Component 1: Section A



Varieties in Language and Literature

Component 2: Section B

What topics should I revise?

Voices in Speech & Writing

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

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

Society and the Individual

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

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

Exam style question:

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

How can I revise?

Voices in Speech & Writing

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

Society and the Individual

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

Assessment Booklet

A Level English Literature

What am I being assessed on?

Prose – Component 2

You are going to be assessed on your analytical and contextual knowledge of Dorian Gray. Writing an argument on one of the questions given.

(40 marks)*

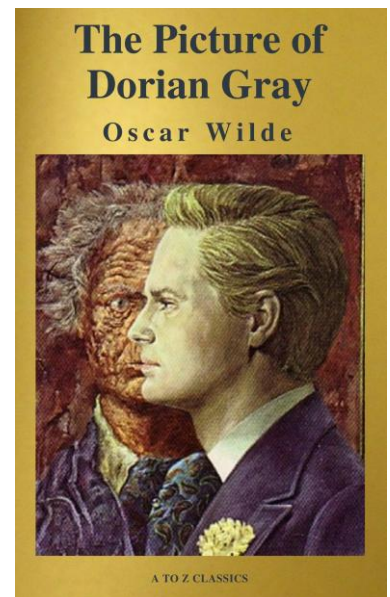
You cannot be marked on the comparative element of the Prose paper at this time.

What should I revise?

Themes:

Beauty
Women
Influence
Supernatural
Youth

Ensure contextual information for the text has been considered for the themes also



How can I revise?

1. Create detailed essay plans for the above themes
2. Re-read Dorian Gray
3. Write practice essays
4. Analyse extracts from your booklet searching for the key themes
5. Revise Dracula context using your booklet and the PowerPoint on the One Drive.

Assessment Booklet

A Level Computer Science

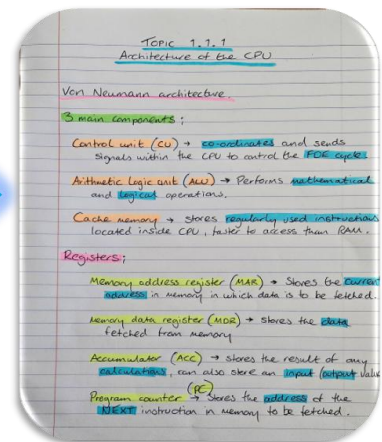
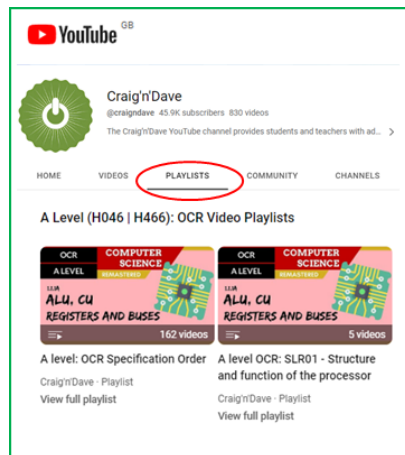
What am I being assessed on?

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
- 1.4.1 Data Types

What revision material should I revise from?

Use your books and our online resources



How can I revise?

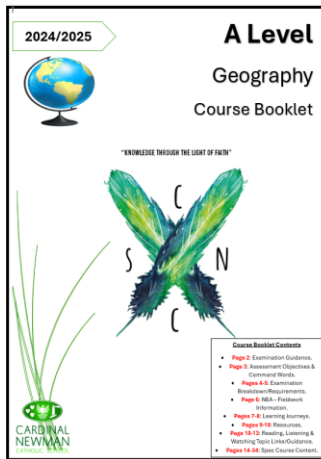
Use the resources available to you to create revision documents such as; mind-maps, spider-diagrams etc. You could use the 'Read, Cover, Write' method to check knowledge recall. The types of questions you will see will be in the same format as your pitstop assessments.

Assessment Booklet A Level Geography

A Level Geography – Assessment Details

- 70% Content – Term 1.1: Topic One – Tectonic Processes & Hazards.
- 30% Content – Y12/Y13 Topics (2B/3/4A/5/6/7/8A).
- Topic One questions will focus on A Level realism questions, prolifically 6/8/12 markers.
- Topics 2B/3/4A/5/6/7/8A will primarily focus on knowledge of key terms, topic themes and some 4/6/8 markers based on assigned independent revision/homework.
- The exam will take place over 2 lessons. **Minimum Marks: 150.**
- **Assessment Date:** Wednesday 20th November (AM).

Revision Material & Focus



A Level: Geography Overview

2 Year A Level Course

Exam Board: Edexcel (Pearson)



<p>Topic One: Dynamic Landscapes, Physical Systems & Sustainability (100%:70)</p> <p>30% Of A Level</p> <p>Examination: Short Answer Questions</p> <p>Mark: 100</p> <p>2024 Grade Boundaries: A*: 73/100 (73%), A: 65/100 (65%), B: 55/100 (55%), C: 47/100 (47%)</p> <p>Module Topics</p> <ul style="list-style-type: none"> • Topic One: Tectonic Processes & Hazards (70) • Topic Two: Coastal Landscapes & Change (40) • Topic Five: The Water Cycle & Water Resources & Topic Six: The Carbon Cycle & Energy Security (40) 	
<p>Topic Two: Dynamic Places, Human Systems & Geopolitics (100%:70)</p> <p>30% Of A Level</p> <p>Examination: Short Answer Questions</p> <p>Mark: 100</p> <p>2024 Grade Boundaries: A*: 73/100 (73%), A: 65/100 (65%), B: 55/100 (55%), C: 47/100 (47%)</p> <p>Module Topics</p> <ul style="list-style-type: none"> • Topic Three: Distribution & Trade Systems: Superpowers (70) • Topic Four: Migration & Regionalisation (70) • Topic Eight: Health, Human Rights & Intervention (70) 	
<p>Topic Three: Synoptic Investigation Of A Geographical Issue (100%:70)</p> <p>20% Of A Level</p> <p>Examination: Short Answer Questions</p> <p>Mark: 70</p> <p>2024 Grade Boundaries: A*: 57/70 (81%), A: 53/70 (76%), B: 47/70 (67%), C: 39/70 (56%)</p> <p>Content Overview (Marked Across Papers 1/2)</p> <ul style="list-style-type: none"> • Regions • Activities & Analysis • Policies & Uncertainties 	<p>Topic Six: Synoptic Investigation: Independent Investigation (100%:70)</p> <p>20% Of A Level</p> <p>Examination: 70%</p> <p>Mark: 70</p> <p>2024 Grade Boundaries: A*: 62/70 (89%), A: 57/70 (81%), B: 48/70 (69%), C: 41/70 (59%)</p> <p>Content Overview</p> <ul style="list-style-type: none"> • Internationally 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).



Assessment Booklet

A Level Geography

Topic One: Tectonic Processes & Hazards – Edexcel Specification

Enquiry question 1: Why are some locations more at risk from tectonic hazards?		Enquiry question 2: Why do some tectonic hazards develop into disasters?			
Key idea	Detailed content	Key idea	Detailed content		
1.1 The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes.	a. The global distribution and causes of earthquakes, volcanic eruptions and tsunamis. (1) b. The distribution of plate boundaries resulting from divergent, convergent and conservative plate movements (oceanic, continental and combined situations). c. The causes of intra-plate earthquakes, and volcanoes associated with hot spots from mantle plumes.	1.4 Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster.	a. Definition of a natural hazard and a disaster, the importance of vulnerability and a community's threshold for resilience, the hazard risk equation. b. The Pressure and Release model (PAR) and the complex inter-relationships between the hazard and its wider context. c. The social and economic impacts of tectonic hazards (volcanic eruptions, earthquakes and tsunamis) on the people, economy and environment of contrasting locations in developed, emerging and developing countries.		
				1.2 There are theoretical frameworks that attempt to explain plate movements.	1.5 Tectonic hazard profiles are important to an understanding of contrasting hazard impacts, vulnerability and resilience.
				1.3 Physical processes explain the causes of tectonic hazards.	1.6 Development and governance are important in understanding disaster impact and vulnerability and resilience.
	a. The theory of plate tectonics and its key elements (the earth's internal structure, convection, subduction, ridge push, slab pull, sea floor spreading and palaeomagnetism). b. The operation of these processes at different plate margins (destructive, constructive, collision and transform). (2) c. Physical processes impact on the magnitude and type of volcanic eruption, and earthquake magnitude and focal depth (Benioff zone).	a. The magnitude and intensity of tectonic hazards is measured using different scales (Mercalli, Moment Magnitude Scale (MMS) and Volcanic Explosivity Index (VEI)). b. Comparing the characteristics of earthquakes, volcanoes and tsunamis (magnitude, speed of onset and areal extent, duration, frequency, spatial predictability) through hazard profiles. c. Profiles of earthquake, volcano and tsunami events showing the severity of social and economic impact in developed, emerging and developing countries. (4)			
a. Earthquake waves (P, S and L waves) cause crustal fracturing, ground shaking and secondary hazards (liquefaction and landslides). b. Volcanoes cause lava flows, pyroclastic flows, ash falls, gas eruptions, and secondary hazards (lahars, jökulhlaups). c. Tsunamis can be caused by sub-marine earthquakes at subduction zones as a result of sea-bed and water column displacement. (3)	a. Inequality of access to education, housing, healthcare and income opportunities can influence vulnerability and resilience. b. Governance (P: local and national government) and geographical factors (population density, isolation/accessibility, degree of urbanisation) influence vulnerability and a community's resilience. c. Contrasting hazard events in developed, emerging and developing countries to show the interaction of physical and human factors, and the importance of locational context in influencing the scale of disaster. (5)				

Assessment Booklet

A Level Geography

Topic One: Tectonic Processes & Hazards – Edexcel Specification

Enquiry question 3: How successful is the management of tectonic hazards and disasters?

Key idea	Detailed content
<p>1.7 Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.</p>	<p>a. Tectonic disaster trends since 1960 (number of deaths, numbers affected, level of economic damage) in the context of overall disaster trends. (6); research into the accuracy and reliability of the data to interpret complex trends.</p> <p>b. Tectonic mega-disasters can have regional or even global significance in terms of economic and human impacts. (↗ 2004 Asian tsunami, 2010 Eyafjallajökull eruption in Iceland (global interdependence) and 2011 Japanese tsunami (energy policy))</p> <p>c. The concept of a multiple-hazard zone and how linked hydrometeorological hazards sometimes contribute to a tectonic disaster (↗ the Philippines).</p>
<p>1.8 Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards.</p>	<p>a. Prediction and forecasting (P: role of scientists) accuracy depend on the type and location of the tectonic hazard.</p> <p>b. The importance of different stages in the hazard management cycle (response, recovery, mitigation, preparedness). (P: role of emergency planners)</p> <p>c. Use of Park's Model to compare the response curve of hazard events, comparing areas at different stages of development.</p>
<p>1.9 Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness.</p>	<p>a. Strategies to modify the event include land-use zoning, hazard – resistant design and engineering defences as well as diversion of lava flows. (P: role of planners, engineers) (7)</p> <p>b. Strategies to modify vulnerability and resilience include hi-tech monitoring, prediction, education, community preparedness and adaptation. (F: models forecasting disaster impacts with and without modification)</p> <p>c. Strategies to modify loss include emergency, short and longer term aid and insurance (P: role of NGOs and Insurers) and the actions of affected communities themselves.</p>

Earthquake Case Studies

- USA 1906 (San Francisco - California).
- Chile 1960 (Valdivia).
- Great Alaska 1964 (USA)
- Japan 1995 (Kobe).
- Iran 2003 (Bam).
- Haiti 2010 (Port-Au-Prince).
- Japan 2011 (Tohoku).
- Nepal 2015 (Gorkha).
- Japan 2016 (Kumamoto).

Tsunami Case Studies

- Chile 1960 (Valdivia).
- Indian Ocean 2004 (Asia/Oceania).
- Japan 2011 (Tohoku).

Volcano Case Studies

- Mount St. Helens 1980 Eruption (USA)
- Mt. Soufriere 1995 (Montserrat).
- Eyafjallajökull 2010 (Iceland).

Case Studies (So Far)



EDXCEL A LEVEL
TECTONIC PROCESSES AND HAZARDS

Topic One A Level Autumn Focus

- You will have a series of 2 marks related to maths/tectonics focus.
- Following this, questions will consist of 4, 6, 8 and 12 markers primarily centralised around your case studies.

Assessment Booklet

A Level History

What am I being assessed on?

You will need to ensure that you have revised over the following topics.

- USA IN 1945
- Regional, Ethnic, Social Divisions
- Foreign Policy in Europe and Asia
- The emergence of the Civil Rights movement

You will need to ensure that you have revised over the following topics.

- Henry VII accension to the Throne
- Henry VII Character & Aims
- Henry VII control of the nobility
- How Henry VII established Government
- Henry VII early threats to the throne – rebellions (Perkin Warbeck, Stafford, Simnel, etc)

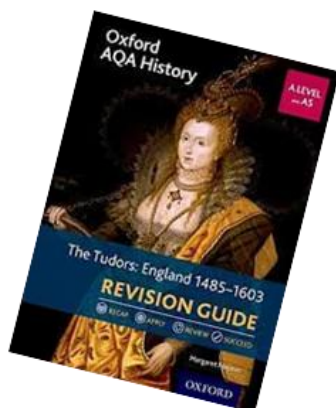
What revision material should I revise from?

You should revise from:

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



Henry VII Overview



You should revise from:

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

Assessment Booklet

A Level History

Additional Revision Tasks & Resources: What can you add to each section below? Henry VII & Truman

Problems	Actions

Extract A

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

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

Artemis

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

Assessment Booklet

A Level Maths

What am I being assessed on?

As Maths Pure

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

As Maths Statistics

- Probability
- Discrete Distributions
- Binomial Distribution
- Hypothesis Testing

What revision material should I revise from?

Past Papers
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	$np(1 - p)$

Assessment Booklet

A Level Media Studies

What am I being assessed on?

1. Terminology [15 marks]

You will be assessed on 15 key terms you have learnt so far (see on next page)

2. Representation Comparison [30 marks]

You will be required to analyse the representations of **gender** in either **Kiss of the Vampire** or **Tide** with an unseen text.



What revision material should I revise from?

1. **Knowledge Organisers/Model Responses** – these are available on Google Classroom. Scan the QR code to access.
2. **Terminology Glossary** – this is available on Google Classroom. Scan the QR codes to access.
3. **Class notes/PowerPoints** – use your notes/ teacher PPTs from in class (all available on Google Classroom)
4. **Revision Videos:**

KOTV: <https://www.youtube.com/watch?v=LI3iaK0yAPM>

Tide: <https://www.youtube.com/watch?v=lTUicJNSID4>



How can I revise effectively and wisely?

- ✓ Use the **knowledge organisers, revision videos, terminology glossary** and your **notes** to make notes on flashcards/mind-maps/bullet point lists to remind yourself of key examples from the set texts
- ✓ Annotate clean copies of the set texts and memorise key examples, as you **WILL NOT** have access to the text in the assessment (A-Level Media requires you to know the texts inside out).

Assessment Booklet

A Level Media Studies

Terminology to learn – you will be assessed on 15 of these

You will find the definitions in the terminology glossary on Google Classroom!

1. Mise-en-scene
2. Stereotype
3. Archetype
4. Hegemonic ideology
5. Intersectionality
6. Audience positioning
7. Anchorage
8. Intertextuality
9. Encoding
10. Decoding
11. Convention
12. Rule of thirds
13. Iconography
14. Dress code
15. Gesture code
16. Second wave feminism
17. Gender performativity
18. Patriarchal discourse
19. Slogan
20. Z-Line
21. Sexual objectification
22. Sexual liberation
23. Endorsement
24. Visual codes
25. Mode of address
26. Binary oppositions
27. Social conformity
28. Mediation
29. Discourse
30. Zeitgeist

Structured Revision Tasks (revising wisely and effectively)

Tick off these tasks as you complete them:

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

Apollo – fancy a challenge?



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

Assessment Booklet

A Level Media Studies

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



Assessment Booklet

A Level Media Studies

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



Assessment Booklet

A Level Art and Photography

What am I being assessed on?

DETAIL

There are two aspects to this assessment:

1: Create a final piece that combines the ideas and techniques you have explored as part of the DETAIL Project.

Artists: Create a large-scale final

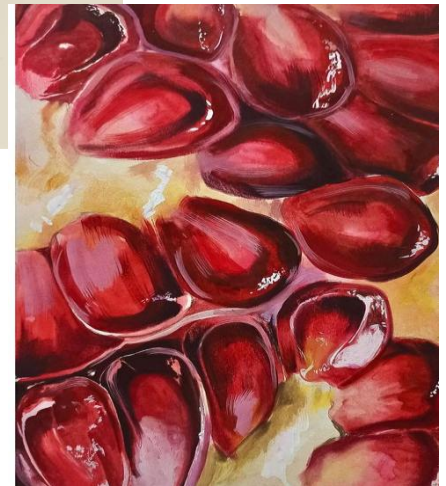
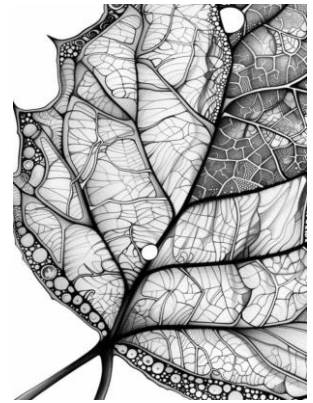
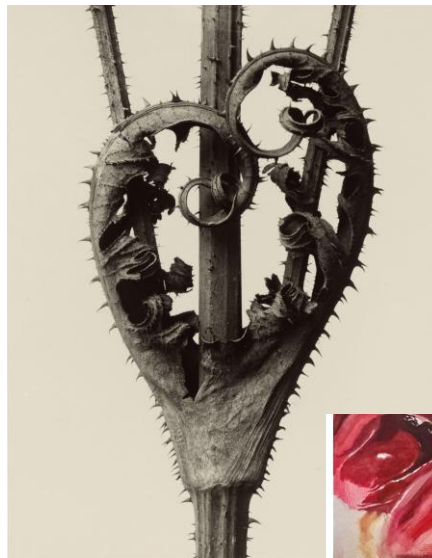
piece related to the images and drawing techniques you explored earlier in this project.

Photographers: Create final piece digital edits using the techniques explored in this project so far.

2: Complete and submit your DETAIL portfolio, ready for assessment.

Artists: Submit black board/s and final piece.

Photographers: Submit the DETAIL digital portfolio & final piece edits.



How can I revise?

Spend time focusing on your presentation (digital portfolio & A1 boards). Create more artwork / digital edits for the artists you have explored to master the techniques you have developed this term.

Assessment Booklet

A Level Physics

What am I being assessed on?

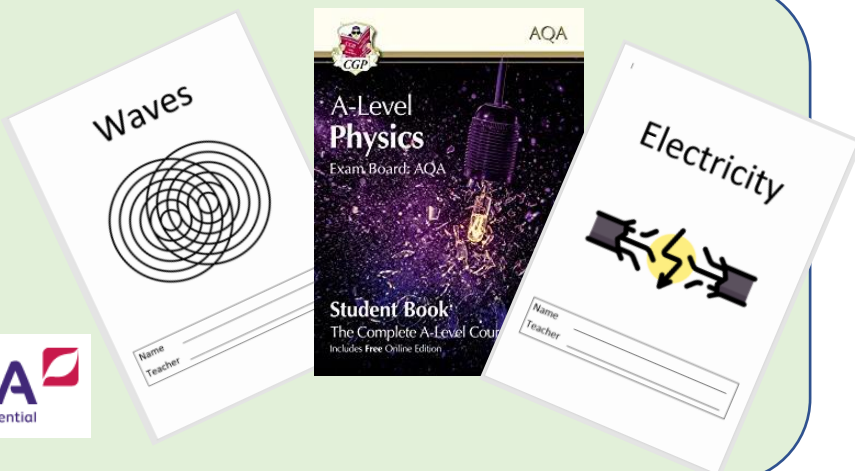
2 x 45 minute papers on the following topics:

3.2 Particles and Radiation & Quantum phenomena

3.4 Mechanics

What revision material should I revise from?

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



How can I revise?

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

Assessment Booklet

A Level Physics

Additional Resources

Websites



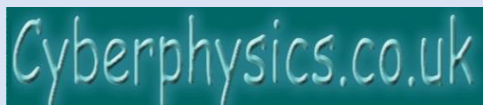
<https://uplearn.co.uk/>



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



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



<https://www.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?

Section A – Social Influence – 24 marks

Section B – Approaches – 36 marks

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

Here are some common 16-mark questions you might encounter in AQA A-Level Psychology Paper 1:

Social Influence

- Discuss explanations for conformity, including informational social influence and normative social influence.
- Discuss research into obedience, including Milgram's study.
- Discuss the role of situational factors in explaining obedience
- Discuss the role of social influence processes in social change.

Here are some common questions you might encounter in AQA A-Level Psychology Paper 2 in the Approaches section;

Outline the way in which Pavlov studied classical conditioning. [4 marks] (Nov 2021)

Lily and Jemima have a pet rat, which usually hides in a corner when they try to take it out of its cage. They have tried different ways to stop the rat hiding, but so far without success.

→ Use your knowledge of two types of reinforcement to suggest how Lily and Jemima could train their rat to come to the cage door when they open it. [6 marks] (Nov 2021)

Alison is a Psychology teacher who is keen to reduce plastic waste in her school. She puts a sticker showing an ocean full of plastic waste on each plastic bottle of water sold in the canteen. Alison asks canteen staff to increase the price of bottled water by 20 pence and offer free refills of water to any student taking in their own bottle. Finally, Alison sets up a bottle return desk, where students can get 20 pence back for any plastic bottle they hand in for recycling.

→ Describe and evaluate operant conditioning as a way of explaining people's behaviour. Refer to Alison's approach to reducing plastic waste in your answer. [16 marks] (Nov 2020)

the following website is also good for testing your knowledge and understanding;

[A-Level AQA Psychology Questions by Topic - Revisely](#)

[Psychology Revision - PMT \(physicsandmathstutor.com\)](#)

[A-level Psychology AQA Revision Notes \(simplypsychology.org\)](#)

Assessment Booklet

A Level Religious Studies

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

AO1 (/16) (40%)

Demonstrate knowledge and understanding of religion and belief, including:

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

AO2 (/24) (60%)

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

Exam Board:

OCR



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

What revision material should I revise from?

The following resources will be uploaded to Teams:

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



Assessment Booklet

A Level Religious Studies

How can I revise? Specific tasks to complete

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

Additional Revision Tasks & Resources

I think therefore I teach

<https://youtu.be/cvRKTmleZsk>

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

Ben Wardle: A-level revision playlist:

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

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

Challenge tasks:

Use the question bank uploaded to Teams and complete an essay question for all three areas

Assessment Booklet

A Level Sociology

What am I being assessed on?

- Education (Topics 1-6) - 50 marks – 1 hour and 15 minutes

- A four mark question will ask you to 'Outline' two ways in which/ reasons why/ criticisms of....
- A six mark question will ask you to outline three ways/ reasons/ criticisms.
- A ten mark question (on papers 1 and 3) will ask you to analyse two reasons (applying material from a very short item). You need to give a reason, develop it and analyse it, and then repeat for the next reason. You should spend about 15 minutes on this question. Each reason **MUST** come from the item!
- A 30-mark essay - Allow yourself enough time – 1.5 minutes per mark = 45 minutes. Read the Question and the item, what is it asking you to do? Do a rough plan - initially this should be 'arguments and evidence' for and 'against' the views in the question, and a few thoughts on overall evaluations/ a conclusion. If you are being asked to look at two things, you'll have to do this twice/ your conclusion should bring the two aspects of the essay together. Add evaluations – don't repeat yourself, and don't overdo this, but it's useful to tag this in before a conclusion. Conclusion - an easy way to do this is to refer to the item – do you agree with the view or not, or say which of the points you've made is the strongest/ weakest and on balance is the view in the question sensible or not?

What revision material should I revise from?

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

Class textbook

Revision guides

How can I revise?

Practice exam questions

Completing revision fill-ins

Flash cards of key concepts and name drops

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](#)

[Education / SOCIOLOGY SUPPORT | Hectic Teacher Resources \(hectic-teacher.co.uk\)](#)

[Education | AQA A-level Sociology | The Sociology Teacher](#)

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

[Durkheim on Education | A Level Sociology - Education \(youtube.com\)](#)

[Education Topic Videos for AQA A-Level Sociology | Collections | Sociology | tutor2u](#)