

Cardinal Newman Catholic School

Holy Cross Catholic Multi Academy Company

Year 10 into Year 11 Summer Homework

MADE FOR GREATNESS



CARDINAL
NEWMAN
CATHOLIC SCHOOL

Baseline Assessment Preparation Booklet

Name:



CARDINAL
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“Knowledge through the light of faith”

Homework Booklet Introduction

Dear Parents/Carers and students

Re: Baseline Assessments

In September, students will be sitting baseline assessments in all their subjects. These assessments will be used by teachers to identify strengths and any areas where more support may be needed as they begin Year 11. The assessments will also support the students in embedding and reviewing the learning that has taken place during Year 10 and reflecting on gaps in learning identified in the recent summer assessments.

Departments have prepared structured homework for over the holidays which will support students with their forthcoming baseline assessments in September 2026.

This booklet will support students in completing their summer homework by :

- Outlining key content to revise ahead of their baseline assessments
- Signposting to revision tools and materials
- Offering extension and challenge activities

Please use this booklet as an overview to complete the homework in preparation for the September assessments. Keep it safe as it will be a useful tool to review at the start of the new term in 2026.

Deadlines for tasks will be set as usual via Class Charts, please do check student and parent accounts to keep on top of the homework set. If you need any support in accessing Class charts, please do contact your Head of Year. We can reissue log in details at any time for students via school email accounts.

If you need any further support, guidance or information please do not hesitate in contacting us. We would also like to take this opportunity to thank you for your continued support and we wish you a very happy Summer holiday.

Yours faithfully

Mr J McLintock
Head of Year 10
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Ms E O'Connor
Headteacher
Email: Emma.OConnor@hccmac.co.uk



Assessment Booklet

GCSE English Literature

What is am I being assessed on?

In your baseline assessment, you will be focusing on Macbeth.

You will have the complete:

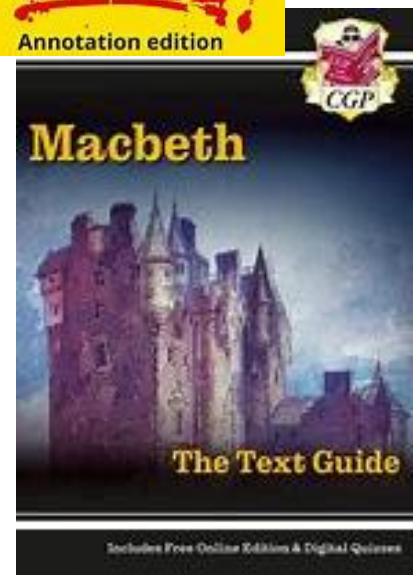
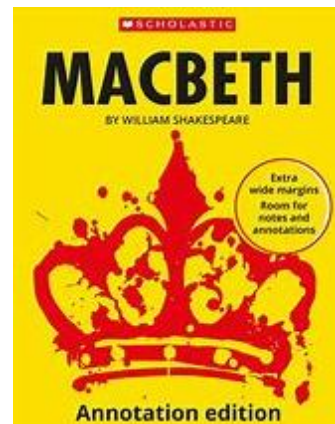
1. Quotation Test
2. Essay Question (AO1, AO2, AO4) - 40 minutes / 25 marks

What revision material should I revise from?

You may wish to purchase your own copy of the play or the CGP revision guide.

We will provide you with:

- Extract booklet
- A3 Essay Plans
- Quotation List
- CNCS Macbeth Revision Guide



Assessment Booklet

GCSE English Literature

Additional Homework Guidance & Revision Resources

Macbeth Key Quotations. You will need to learn all of these quotes for a quotation test when you return in September. Bonus points for those who know extras from the revision guide and essay planning documents.

Act 1	Act 2	Act 3
A151 The Witches "Fair is <u>low</u> and foul is fair" A152 Duncan "brave Macbeth" "what he hath lost noble Macbeth hath won" A153 Macbeth "so fair and foul a day I have not seen" Banquo "so withered and so wild" "beards" Witches "All hail Macbeth, thane of Glamis... thane of Cawdor... King hereafter!" Witches "Lesser than Macbeth but greater... thou shalt begot kings" "Instruments of darkness" A154 Macbeth "let not light see my black and deep desires" A155 LM "I do fear thy nature it is too full of the milk of human kindness" LM "Jugos me here and fill me from the crown to the toe top full of direst cruelty" LM "Tata! battlements" LM "Look like the innocent flower but be the serpent under it" "leave all the rest to me" A157 Macbeth "Here's here in double trust" "vaulting ambition" "We shall proceed no further in this business" LM "When you do it then you are a man" "Screw your courage to the sticking place"	A251 Banquo "I dream'd last night of the three weird sisters" Macbeth "I think not of them" Macbeth "Is this a dagger I see before me?" Macbeth "bloody business" A252 LM "Had he not resembled my father as he slept, I'd have done it" Macbeth "I have done the deed" "I could not say Amen" "Macbeth hath murdered sleep" LM "These deeds must not be thought of... it will make us mad" "give me the daggers" Macbeth "Will all great Neptune's ocean wash this blood clean from my hand?" LM "My hands are of your colour but I shame to wear a heart so white" "A little water clears us of this deed" A253 Macduff "Oh horror, horror, horror" "most sacrilegious murder" Donalbain "there's daggers in man's smiles" A254 Ross and Macduff "And Duncan's horses... turned wild in nature... as they would make war with mankind" "Will you to Scone... No I'll to Fife"	A351 Banquo "Thou hast it all now... and I fear thou played'st most foully for it" Macbeth "Upon my head they placed a fruitless crown" Macbeth "Know Banquo was your enemy" A352 LM "How now my Lord? Why do you keep alone?" Macbeth "We have scorched the snake but not killed it" "full of scorpions is my mind" "Be innocent of the knowledge dearest chuck" A353 Banquo "Fly Fieance Fly" A354 Macbeth "There's blood on thy face" Macbeth "Never shake thy gory locks at me" LM "Are you a man?" Macbeth "Blood will have blood" A355 Hecate "Shall draw him on to his confusion" A356 Lennox "Tyrant" Lennox "Some holy angel, fly to the court of England"

You will need to learn all of the quotes from the 2 page quotation list.

Add analysis to the A3 essay planning grids



Macbeth Revision Guide

Component 1: Section A
Shakespeare - 20%



One extract question and one essay question based on the reading of Shakespeare's Macbeth
Candidates are not permitted to take copies of the set texts into the examination

1. Read through the model responses in the Revision Guide
2. Plan practice essays for the themes in the Revision Guide
3. Read the 'how to structure a response' information.

Name: _____
Class: _____
Tutor group: _____

Assessment Booklet

GCSE Maths (Edexcel)

What will I be assessed on?

- You will sit a 1-hour calculator paper.
- The topics you will be assessed on can be found on the next page.
- There are 2 lists – please ensure you look at the right one. One is for higher and one is for foundation.

How can I revise?

- Your class teacher will give out a Summer homework booklet matching up the topics covered in the Baseline test at the beginning of Y11.
- You will be given solutions to these booklets so you can check your answers.
- If you complete this booklet, you will be really prepared for the baseline assessment.

Additional Homework Guidance & Revision Resources

Mathsgenie is a great website. You need a login but it's free to sign up. There are past papers on the website. You can input answers to check you're right as well as asking AI for hints.

1st class Maths and Corbett Maths are also really good websites. You can find practice booklets by topic along with solutions so that you can check your answers.

Assessment Booklet

GCSE Maths (Edexcel)

What is am I being assessed on?

TOPICS TO REVISE FOR THE Y11 BASELINE ASSESSMENT:

Higher Baseline Topics	Foundation Baseline Topics
Substitution	Recognise multiples/factors/squares
Expanding brackets	Order decimal numbers
Solving linear equations	Place value
Currency Conversions	Probability on a scale
Share into a ratio	Find median/mean/mode/range
Percentage/fractions of amounts	Simplify algebraic expressions
Scatter graphs	Angles in triangles/quadrilaterals
Frequency polygons	Frequency polygons
Finding modal class	Scatter graphs
Shape transformations	Finding modal class
Forming equations with shape	Substitution
Pythagoras	Expanding brackets
Compound interest	Solving linear equations
Area of circles	Shape Transformations
SOH CAH TOA - Trigonometry	LCM and HCF
Linear simultaneous equations	Currency conversions
Probability Trees	Share into a ratio
Factorise quadratics	Percentage/fractions of amounts
Volume of frustrum	Pythagoras
	Compound interest
	Area of circles

Assessment Booklet

GCSE Biology

What is am I being assessed on?

TOPIC:

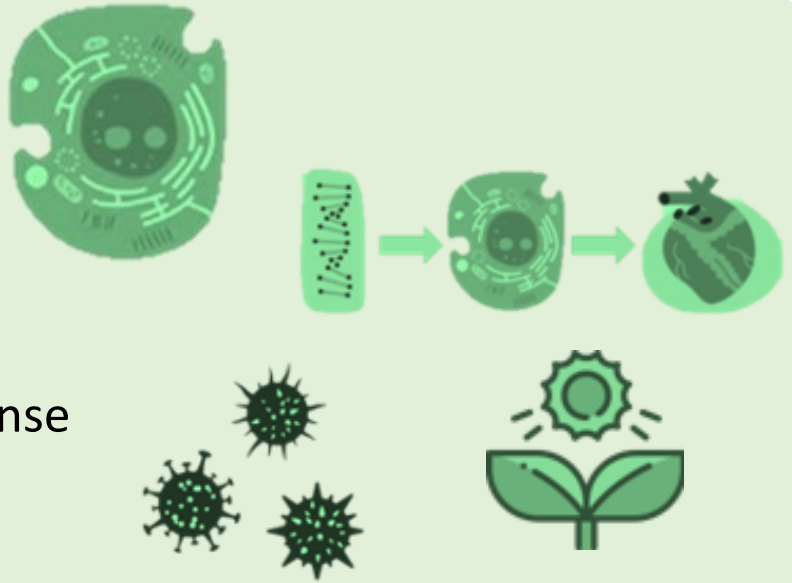
All paper one content;

B1 Cell Biology

B2 Organisation

B3 Infection and response

B4 Bioenergetics



What revision material should I revise from?

- Your exercise book
- BBC Bitesize
- YouTube videos
- School website
- Physics and maths tutor

How can I revise?

1. Scan the QR code
2. This will take you to the CNCS website that contains links to all the topics for Biology
3. Click on each sub-topic and watch the videos, making notes as you go along
4. Click on the exam questions link and complete exam question and then self-assess
5. Repeat this cycle for all topics



Assessment Booklet

GCSE Chemistry

What is am I being assessed on?

TOPIC: Paper 1 Chemistry

1. Atomic structure and periodic table
2. Bonding
3. Quantitative chemistry
4. Chemical changes
5. Energy changes

What revision material should I revise from?

- Your exercise book
- BBC Bitesize
- YouTube videos
- School website

How can I revise?

1. Scan the QR code
2. This will take you to the CNCS website that contains links to all the topics for chemistry
3. Click on each sub-topic and watch the videos, making notes as you go along
4. Click on the exam questions link and complete exam question and then self-assess
5. Repeat this cycle for all topics



Assessment Booklet

GCSE Physics

What is am I being assessed on?

TOPIC: Paper 1 Physics

1. Energy
2. Electricity
3. Particle Model of Matter
4. Atomic Structure

What revision material should I revise from?

- Your exercise book
- BBC Bitesize
- YouTube videos
- School website

How can I revise?

1. Scan the QR code
2. This will take you to the CNCS website that contains links to all the topics for Physics
3. Click on each sub-topic and watch the videos, making notes as you go along
4. Click on the exam questions link and complete exam question and then self-assess
5. Repeat this cycle for all topics



Assessment Booklet

GCSE RE

What is am I being assessed on?

At CNCS we follow the Exam board: Eduqas Route B

Specification:

Religious Studies Route B

(Catholic Christianity with the study of Judaism as a world religion)



Components:

Component 1: Foundational Catholic Theology
Origins and Meanings & Good and Evil

Component 2: Applied Catholic Theology
Life and Death & Sin and Forgiveness

Component 3: Study of world faith
Judaism beliefs & practices

We have almost completed all of the GCSE content. We will focus our Baseline Assessment on **Component 3: Judaism Beliefs and Practices**

What revision material should I revise from?

You can revise from the following:

In class booklet

Judaism revision guide (blue booklet)

You Tube - REBECK

G.C.S.E Bitesize

Summer revision homework booklet – **This must be handed in to your new teacher on the first lesson back.**

How can I revise?

Learn the keywords - key terminology will boost your grade!



Watch RE Beck videos

Practice exam questions

Know your sources of wisdom

Complete the guided Revision Homework on Classcharts



Assessment Booklet

GCSE History

What is am I being assessed on?

Early Elizabeth

- Family background
- Character
- Early problems



What revision material should I revise from?



History Learning site
Early Elizabeth



YouTube clip for
Early Elizabeth



BBC Bitesize
Elizabeth I

Complete the activities in the booklet set on class charts and sent via email, it has information and activities throughout.

How can I revise?

- Use Seneca & Educake Quizzes online
- Create Quizzes and test yourself
- Make Flash cards
- Create Mind maps



 SENECA

 Educake

Homework Booklet

Geography

Y11 GCSE Prep – Course Specification & Summer Assignments

WHAT THE COURSE INVOLVES

- Paper 1: Global Geographical Issues**
Hazardous Earth (Climatic & Tectonic Hazards) (USA, The Philippines, Japan, Haiti).
Development Dynamics – India
Challenges Of An Urbanising World – Megacity Mumbai
- Paper 2: UK Geographical Issues**
The UK's Evolving Physical Landscape – Geology, Glaciation, Coasts & Rivers.
The UK's Evolving Human Landscape – Dynamic Cities: Birmingham & London
Geographical Investigation – Fieldwork: Two **Compulsory** Geography Trips: **UK City:**
Birmingham or London. **UK Coastline:** Hunstanton or Skegness.
- Paper 3: People & Environment Issues—Making Geographical Decisions**
People & The Biosphere
Forests Under Threat – Tropical Rainforest vs. The Taiga
Consuming Energy Resources



Specification Details Above

Website Link: https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/Specification_GCSE_L1-L2_Geography_B.pdf

Summer Homework Assignments – Baseline Knowledge Preparation

Task One: Educake Quizzes (Check Student Email & ClassCharts For Links)

- Complete assigned knowledge quizzes on all 9 topics in GCSE Geography.
- **Target Scores:** Set 1: 85%. Set 2: 65-70%. Set 3: 50-60%.



Task Two: Exam Question Practice – Paper One & Two Knowledge Review

- Mr Miller has sent a range of practice Paper 1 & 2 knowledge questions to complete. This will be reviewed within the first fortnight in Y11. **(Emailed)**

LMR Email (Mon 14th July)

Mr. Miller (LMR) will provide revision materials via student email, including providing Educake quizzes, YouTube video clips and supporting resources for content revision.

Assessment Booklet

GCSE Computer Science

What is am I being assessed on?

J277/01: Computer systems

This component will assess:

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

J277/02: Computational thinking, algorithms and programming

This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

For the year 11 baseline assessment you will be assessed on all content covered in year 10. This will include questions from both components including some practical programming concepts.

What revision material should I revise from?

You should take your class books home for the summer to help revise, there is also a selection of revision guides available in LM11. You are already aware of the online content available for this course; however, details can be found on the next page.

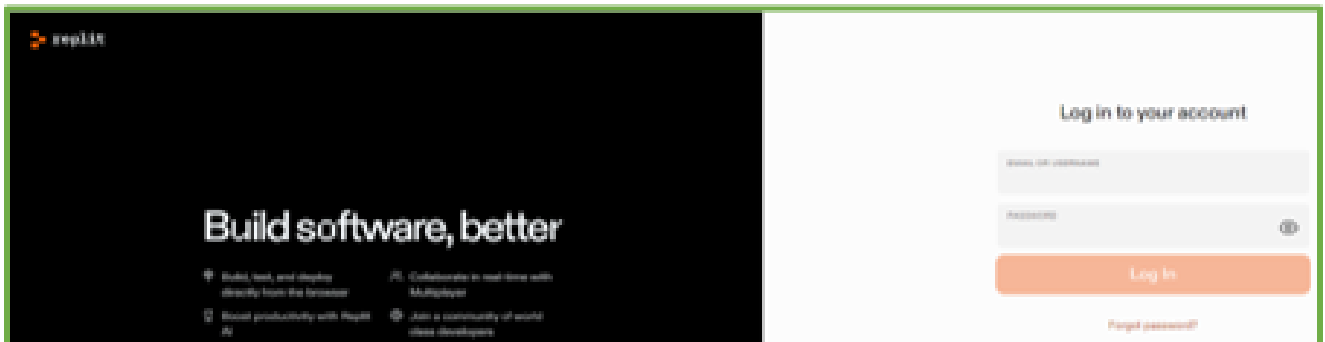
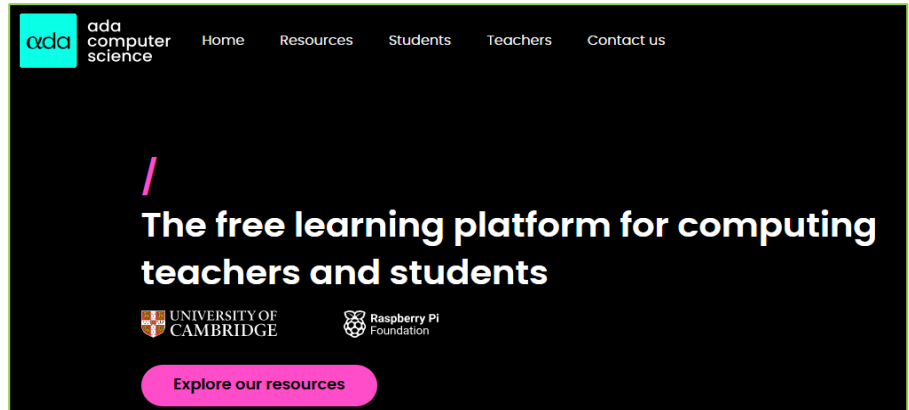
Assessment Booklet

GCSE Computer Science

Additional Homework Guidance & Revision Resources

The Ada computer science website has all content mapped to the course for you to read and make notes. The YouTube channel has all content in video lesson format.

Use an online IDE to practice your programming techniques!



Business

Assessment Information

For this base line assessment we will be focusing on Paper 1 content. This will include: Business Activity, Marketing and People.

As it is a full past paper that will be for 1 hour 30 minutes you need to ensure you understand your structures for completing exam questions. The paper will include a range of Multiple Choice, 1 mark, 2 mark, 3 mark, 6, mark, 7 mark and 9 mark questions.

If the name of the business is in the question you must use application from the relevant text.

What revision material should I use?

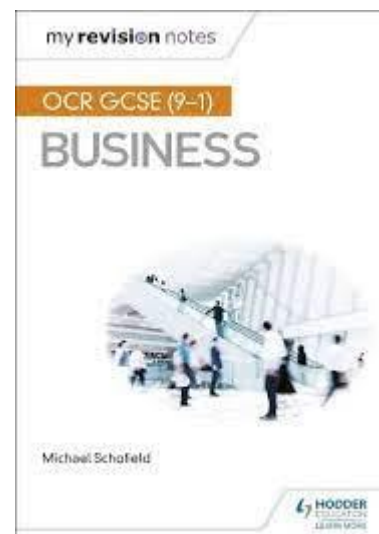
You have a range of revision materials to support you which includes: -

Year 10 summer assessment

Key terms

Past exercise books

Past exam Papers on TEAMS



Business

Structured Revision Tasks

- Use your past assessments to support you – at the start and the end to see how far your revision has developed
- Access the past exam papers on TEAMS for additional support and practice answering the questions – your teacher will be more than happy to mark them for you
- Use the revision cards to support you. Ask a friend or family member to test your understanding.
- Create mindmaps to support your understanding of each topic.
- For the last topic on interdependent nature of business – remember everything links together
- Use Educake to test your understanding – your teacher will set you the tasks to complete to help develop your understanding further
- Remember to write in detail when answering the 3 – 9 mark questions and time yourself in completing them. Remember timing will be crucial



Challenge/Extension task:

1. Explain all types of business growth
2. Provide advantages and disadvantages for each type of business ownership
3. Explain different types of market segmentation
4. Provide advantages and disadvantages of market research
5. Explain the importance of retention
6. Explain the recruitment process
7. Explain the advantages and disadvantages of induction, on the job and off the job training

Assessment Information

What will be in the exam?

Topics covered in the paper/papers - what should you revise?:

- 1. Use the PLCs to RAG rate yourself on topics
- 2. Complete the PLCs uploaded to Teams (this will help you get a better understanding of the areas you need to focus on)
- 3. Make revision cards/mind maps/notes on your areas of weakness focusing on Paper 1 topics below:

1. 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.

Muscle types: i.e. cardiac muscle, involuntary muscle, voluntary muscle. Where these can be found and their function during PA Also, Vascular shunting – Vasoconstriction/vasodilation.

Antagonistic pairs: Definition of agonist and antagonist and how these work together to produce movement – why are they in pairs?

Muscle fibre types: i.e. Type I, type IIa, type IIx Which muscle types are best suited to which activities/sports and why

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, including all main structures, and the route that blood takes through the heart. Main blood vessels in and out.

Blood vessels: i.e. Arteries, capillaries, veins and their role in PA. You should know their main features.

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

Respiratory system:

The mechanics of breathing: The main structures of the respiratory system and their role in breathing.

Gaseous exchange: Where this takes place, the main structures involved and how this takes place.

Cardiovascular fitness, Body composition, Coordination, Power, Reaction time, Speed, Balance, Agility, Flexibility, Muscular endurance, Strength.

Short term effects of exercise What are the 5 short term effects of exercise on the body.

Long term effects of exercise Work through all of the systems and ensure you can explain the key Long term effects of exercise on the systems and the effect improvements will have on performance.

Structured Revision Tasks

- Complete exam questions on the next page
- Create a knowledge organiser for Paper 1 topics
- Complete challenge/extension task

What revision material should I use?

- Exam board:
 - <https://qualifications.pearson.com/en/subjects/physical-education-and-sport.html>
- Revision websites:
 - <https://www.brianmac.co.uk/>
 - Advice on topics relating to athletic development, exercise physiology and successful coaching for athletes, sports science students and coaches
 - BBC Bitesize – GCSE PE
<https://sites.google.com/view/mrwnukpe/home>

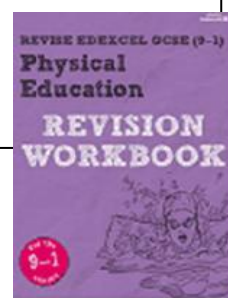
Where can I find the information - subject support e.g. revision materials, revision sessions etc:

Available from the pearson website and other stockists.

Use past papers and mark schemes available on the pearson website.

• Your book from last year and the one created so far this year is a valuable resource

• Look at the topic breakdown on previous page and ensure you are happy with all the information and have access to it in your books.



Challenge/Extension task:

Respond to one or all of the following questions.

1. Explain the importance of coordination, power and muscular endurance to the performance of a rugby player? (9 marks)
2. Explain the importance of agility to a tennis player. Give specific sporting examples of how it can affect performance? (9 marks)

GCSE PE

Main functions of the skeletal system:

- Movement
- Support
- Protection



2 For each image, identify a **different** role of the skeletal system and describe how the role is achieved in the image.

Use the images to help you answer the question.

Figure 1



Figure 1

Figure 2



Figure 2

Antagonistic pairs

Skeletal muscles work together to provide movement of the joints.

While one muscle contracts, another relaxes to create movement.

Muscles working together like this are called **antagonistic pairs**.

The muscle contracting is the **agonist** (prime mover).

The muscle relaxing is the **antagonist**.

Remember, muscles are connected to bones via tendons. When the muscles contract, they pull on the tendon which pulls on the bone. This creates the movement.

(4 marks)

(b) Name the muscle that works antagonistically with muscle A in Figure 1.

(1 mark)

(c) Analyse how these muscles act as an antagonistic pair.

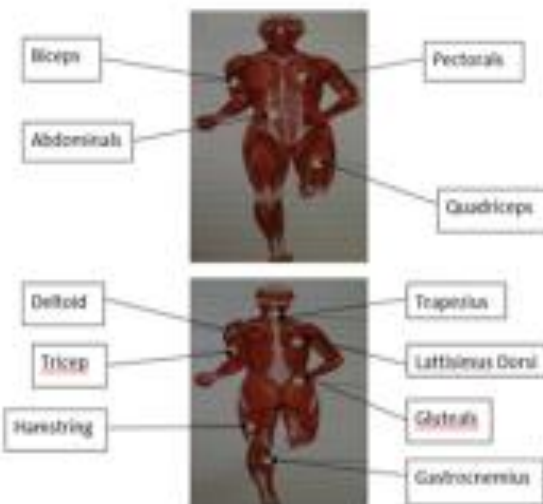
When the biceps contract the triceps

This allows the runner to

(2 marks)

(d) Explain how the ability to use antagonistic pairs of muscles in his arms helps the sprinter in his performance.

(2 marks)



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.

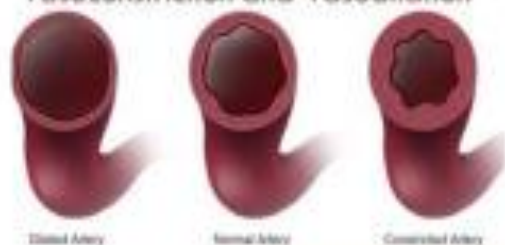
For example, when exercising

(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 **vase** relates to blood vessels.

Vasoconstriction and Vasodilation



Complete the practice exam questions.

Assessment Booklet

GCSE PE

Planes and Axis

Learning Objectives:

- To know the three movement planes and three axes (4-5) (AO1)
- To understand the possible movements in each plane/ axis (6-7) (AO2)
- To be able to analyse sporting movements with reference to the movement plane and axis (8-9) (AO3)

Key Terms

Some Food Fights Starts The Violence

Sagittal Plane Divides the body into _____ and _____ sides.

_____ Plane

_____ Plane

_____ Axis

Runs through the body horizontally from the _____ to the _____.

Sagittal Axis Runs through the body _____ from the _____ to the _____.

_____ Axis

Runs through the body _____ from the _____ to the _____.


(4-5) AO1

Planes and Axis in Action

Plane	Axis	Movements (Joints)	Sporting examples
		(E, K)	
		(S, H)	
		(S)	

(6-7) AO2

Exam Question (2 marks)
Here is a diagram of a forehand tennis stroke. Identify the plane and axis when the arm bends at the elbow




Plane: _____

Axis: _____

Exam Question (6 Marks)

i) The diagram shows a trampolinist performing a seat landing. Identify the **type of movement** that has taken place at the hip joint from **position A to position B**, the **agonist muscle** that has caused this movement and the plane this movement has taken place in (3 marks)

ii) Evaluate the importance of muscular endurance to a trampoliner performer when performing a routine (3 marks)



(8-9) AO3

Function of the skeleton	Overview of what happens	Why do we need this and links to sport	Sporting example
Blood cell production	<p>What does the marrow produce and where is it found?</p> <p>What are the components of blood cell production?</p>		<p>Red blood cells - This would be really important in long distance events which would rely on a steady oxygen supply, usually prolonged for example marathon running which is aerobic.</p> <p>White blood cells - If cut playing sport they help to destroy bacteria that has entered the cut. Also if a performer catches a cold they destroy the germs causing the cold allowing the player to continue to train/play</p> <p>Platelets - helps as if cuts heal quickly player can continue to play/ train</p>
Muscle attachment	<p>How are muscles attached to bones?</p> <p>What happens when the muscle contracts?</p>	<p>Muscle attachment: The bones provide points for muscle attachment/levers so that when the muscle contracts they pull the bone/cause the bone to move to perform in different activities. The skeleton provides support which means the performer can carry out movements required for their activity</p>	<p>Muscle attachment: e.g. the gastrocnemius causes the dancer to plantar flex/point their toes.</p>
Joints for movement		<p>Joints for Movement: The skeleton provides joints different joints allow different ranges of movement and a wide range of movement is needed to achieve different positions in sports</p>	<p>Joints for Movement - e.g. the knee allows the footballer to bend and straighten the leg to kick the ball</p>
Protection of vital organs	<p>Certain part of the skeleton provide protection for what?</p>		<p>E.g.</p>
Storage of minerals	<p>Where are the minerals calcium and phosphorus stored and what do they do?</p>		<p>E.g. having strong bones in rugby is important as players are hit hard and bones need to be strong so they do not break easily.</p>

Assessment Booklet

GCSE PE

GCSE PE Skeletal System homework quiz 2



GCSE PE muscular system homework quiz



GCSE Cardiovascular system (Copy)



GCSE PE Respiratory System



Health & Fitness homework quiz



GCSE Revision quiz 1 (Copy)



GCSE PE Principles of Training homework (Copy)



GCSE PE components of fitness



GCSE PE components of fitness



What am I being assessed on?

For your Year 11 Baseline Assessment, you will be completing a knowledge check on all of the set texts.

1. Quality Street
2. The Man with the Golden Gun
3. No Time to Die
4. The Guardian
5. The Sun
6. GQ
7. Vogue
8. Fortnite
9. Desert Island Discs
10. NHS111



You will have 10 questions for each text (100 marks in total).

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

On Google Classroom, you have the following resources under 'Year 10 into 11 Baseline'

1. Knowledge Organisers
2. Model Response Booklet
3. Revision Videos

SCAN THE QR CODE TO ACCESS THE GOOGLE CLASSROOM!




Revising effectively?

Create flashcards, mind-maps to help you remember key information about each set text!

What am I being assessed on?

In your baseline assessment you will be doing a Foundation writing paper

Paper	Exam type and Length	Section	Details
4	 Writing Foundation: writing in French 1 h 10 min 50 marks	<u>Question 1</u> 5 sentences in response to a photo (10 marks) <u>Question 2</u> Short passage to respond 5 bullets points to address 50 words (10 marks) <u>Question 3</u> Grammar Task (5 marks) <u>Question 3</u> Translation of 5 sentences English into French . Min. 35 words (10 marks) <u>Question 4</u> Structured writing, 90 words: 3 bullet points to write about. Choice from two questions (15 marks)	

Summer Homework Assignments?

- Memorise the model answers for the speaking/ writing questions on theme 1: identity & relationships, healthy living lifestyle and Education & work, and Theme 2: Free time, customs, festivals & celebrations and celebrity culture. All the vocabulary & model answers are in your books and Class Charts
- You also need to use your tenses booklet to revise 4 tenses for Foundation or 7 tenses for Higher level.

Assessment Booklet

French

What can I do to prepare myself well?


- Know well the key sentences about different topics that you have been memorising, they are one of the best tools you have. because you will be able to "recycle" (use and adapt) them in the writing exams, and later in year 11 in the speaking mock exam.
- 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 your own list with the main verbs in the different tenses. Also Use Seneca to practise and master the tenses.
- Write sentences in different tenses and using vocabulary from different topics.
- To improve writing, re-do writing tasks, translations and the drills done in class or as homework, this will help you with your sentence structure.
- Write the model answers from memory and then check with the original answer to see how you did.
- In languages is better to do short revision sessions, but very often.

Use the websites below to help you with revision

- **BBC Bitesize GCSE MFL French:** to practice vocabulary, grammar, do quizzes, as well as listening and reading tasks. Choose the tasks of the topic you want to revise.
 - [GCSE French - AQA \(for exams from 2026\) - BBC Bitesize](#)
- **Quizlet:** to practise vocabulary, tenses and grammar.
Type "New AQA GCSE French"
 - [Search Quizlet › new GCSE French AQA | Quizlet](#)
 - [AQA New GCSE French personality adjectives Flashcards | Quizlet](#)
 - [GCSE French - French Tenses Flashcards | Quizlet](#)
 - [French GCSE Grammar Flashcards | Quizlet](#)
- **SENECA:** for grammar and vocabulary

What am I being assessed on?

In your baseline assessment you will be doing

Paper	Exam type and Length	Section	Details
4	 Writing Foundation: writing in Spanish 1 h 10 min 50 marks	<u>Question 1</u> 5 sentences in response to a photo (10 marks) <u>Question 2</u> Short passage to respond 5 bullets points to address 50 words (10 marks) <u>Question 3</u> Grammar Task (5 marks) <u>Question 3</u> Translation of 5 sentences English into Spanish . Min. 35 words (10 marks) <u>Question 4</u> Structured writing, 90 words: 3 bullet points to write about. Choice from two questions (15 marks)	

Summer Homework Assignments?

- Memorise the model answers for the speaking/ writing questions on theme 1: identity & relationships, healthy living lifestyle and Education & work, and Theme 2: Free time, celebrations & celebrity culture All the vocabulary & model answers are in your books and Class Charts
- You also need to use your tenses booklet to revise & practise the 5 tenses: present, preterite (past), imperfect, future 1: ir + a + infinitive and future 2: infinitive + é (I will)

Assessment Booklet

Spanish

What can I do to prepare myself well?

- Know well the key sentences about different topics that you have been memorising, they are one of the best tools you have because you will be able to "recycle" (use and adapt) them in the writing exams, and later in year 11 in the speaking mock exam.
- 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. Use the Quizlet links to practise the key words.
- Make your own list with the main verbs in the different tenses. Also Use Seneca to practise and master the tenses.
- Write sentences in different tenses and using vocabulary from different topics.
- To improve writing, re-do writing tasks, translations and the drills done in class or as homework, this will help you with your sentence structure.
- Write the model answers from memory and then check with the original answer to see how you did.
- In languages is better to do short revision sessions, but very often.

Use the websites below to help you with revision

- **BBC Bitesize GCSE MFL Spanish:** to practice vocabulary, grammar, do quizzes, as well as listening and reading tasks. Choose the tasks of the topic you want to revise.
[GCSE Spanish - AQA \(for exams from 2026\) - BBC Bitesize](#)
- **Quizlet:** to practise vocabulary, tenses and grammar. Type "New GCSE AQA Spanish"
 - [New AQA GCSE Spanish - El Instituto Flashcards | Quizlet](#)
 - [Theme 1 NEW AQA SPANISH GCSE Flashcards | Quizlet](#)
 - [Spanish Present tense : Irregular verbs Flashcards | Quizlet](#)
 - [GCSE Spanish - Preterite tense Flashcards | Quizlet](#)
 - [New AQA GCSE Spanish Theme 2 Topic 2 Customs, Festivals and Celebrations FOUNDATION Flashcards | Quizlet](#)
 - [New AQA GCSE Spanish Theme 2 Topic 1 Free Time Activities FOUNDATION Flashcards | Quizlet](#)
- **SENECA:** for grammar and vocabulary

Assessment Booklet

OCR Creative iMedia

What is am I being assessed on?

R093: Creative iMedia in the media industry

Topic Area 1: The Media Industry

- Media industry sectors and products
- Types of media products (advertising, websites, games, films, etc.)
- Job roles in the media industry
- How different job roles contribute to production stages

Topic Area 2: Factors Influencing Product Design

- How style, content, and layout link to purpose
- Client requirements
- Audience demographics & segmentation
- Research methods
- Media codes used to create meaning

Topic Area 3: Pre-production Planning

- Workplans and production planning components
- Idea generation documents
- Design and planning documents
- Legal issues in media
- Intellectual property
- Regulation & classification
- Health & safety

What revision material should I revise from?

The CNCS Creative iMedia website - All lessons are available

[iMedia Site](#)

[R093](#)

Full OCR module spec break down

[OCR Creative iMedia Specification](#)

Assessment Booklet

MUSIC GCSE

What am I being assessed on?

In your baseline assessment, you will sit an exam question based on two Areas Of Study.

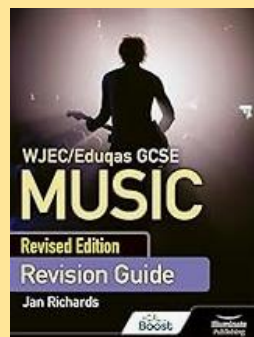
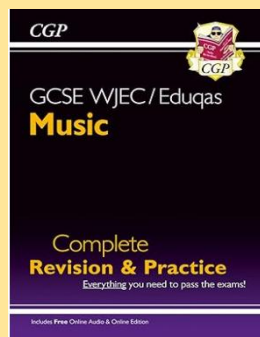
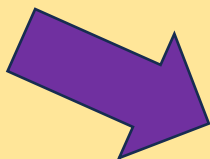
You will need to be demonstrating your knowledge on:

- **M - Melody:** The tune, how it moves (stepwise or leaps), and any decorative features (trills, ornaments).
- **A - Articulation:** How individual notes are played (e.g., smooth and connected like *legato*, or short and detached like *staccato*).
- **D - Dynamics:** The volume of the music and any changes (loud/soft, *crescendo* getting louder, *diminuendo* getting quieter).
- **T - Texture:** The layers of sound and how they interact (e.g., *monophonic* single line, *homophonic* melody and accompaniment, *polyphonic* independent lines).
- **S - Structure:** The overall layout or form of the piece (e.g., Verse-Chorus, Ternary ABA, Rondo, or Sonata Form).
- **H - Harmony & Tonality:** How chords fit together and the overall key (major, minor, modal, or atonal).
- **I - Instrumentation:** The specific instruments or voices used in the performance.
- **R - Rhythm & Metre:** The length of notes, the pulse, and the time signature (e.g., syncopation, 3/4, 4/4 time).
- **T - Tempo:** The speed of the music (e.g., slow like *Adagio*, fast like *Allegro*, or speeding up like *accelerando*).

What revision material should I revise from?

You can buy books for the course which will give you all the information you need. We would highly recommend the following:


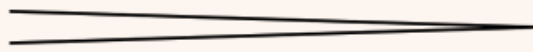
Especially this one!



Assessment Booklet

MUSIC GCSE – links for revision

Dynamics

<i>pp</i>	<i>p</i>	<i>mp</i>	<i>mf</i>	<i>f</i>	<i>ff</i>
PIANISSIMO	PIANO	MEZZO PIANO	MEZZO FORTE	FORTE	FORTISSIMO
very soft (v.quiet)	soft (quiet)	moderately soft	moderately loud	loud	very loud
					
crescendo (cresc.)			diminuendo (dim.)		
gradually getting louder			gradually getting quieter		

Tempo

LARGO	LENTO/ ADAGIO	ANDANTE/ MODERATO	ALLGRETTO	ALLEGRO/ VIVACE	PRESTO
v.slow	slow	walking pace/ moderate	quite fast	quick/lively	very quick

- **Accelerando:** gradually getting faster
- **Rallentando/ritardando:** gradually getting slower
- **A tempo:** return to the original speed
- **Ritenuto:** in slower time
- **Rubato:** rhythms are played in a more free/flexible way ('robbed time').

An **interval** is the distance between two notes.



5

















semitone major 2nd/1st major 3rd perfect 4th

perfect 5th major 6th major 7th octave perfect 8th





Assessment Booklet

MUSIC GCSE – links for revision

Time values

NOTE	NAME	LENGTH (duration)	REST
	Semibreve	4 beats	
	Minim	2 beats	
	Crotchet	1 beats	
	Quaver	½ beats	
	Semiquaver	¼ beats	
A dot after the note increases its length by half:			
	Dotted minim		
	Dotted crotchet		
Groups of quavers/semiquavers are usually beamed together:			
			

Terms and signs

#	Sharp	Raises a note by a semitone.
b	Flat	Lowers a note by a semitone.
	Natural	Cancels a previous sharp or flat for a note.
	Staccato	Detached.
	Slur	Play smoothly.
	Tie	Hold the notes for the full value of the tied notes.
	Accent	Emphasize the note (play forcefully).
	Pause	Hold the note longer.
<i>sfz</i>	Sforzando	Sudden stress/ accent.

Features and techniques found in popular music

Riff	A short, repeated pattern.
Hammer on	Finger brought sharply down onto the string.
Pitch bend	Altering (bending) the pitch slightly.
Power chords	A guitar chord using the root and 5 th note (no 3 rd).
Distortion	An effect which distorts the sound (creates a 'grungy' sound).
Slap bass	A percussive sound on the bass guitar made by bouncing the strings on the fret board.
Fill	A short, improvised drum solo.
Rim shot	Rim and head of drum hit at same time.
Belt	A bright, powerful vocal sound, high in the chest voice.
Falsetto	Male voice in a higher than usual range.
Syllabic	One note sung per syllable.
Melismatic	Each syllable sung to a number of different notes.
A cappella	Voices singing without instrumental accompaniment.




Assessment Booklet

MUSIC GCSE – links for revision

Devices

Repetition	A musical idea is repeated exactly.
Imitation	An idea is copied in another part.
Sequence	Repetition of an idea in the same part at a higher/lower pitch.
Ostinato	A short, repeated pattern or phrase.
Drone	A long held or constantly repeated note(s).
Arpeggio/ broken chord	The notes of a chord played individually.
Alberti bass	A broken chord accompaniment (I,V,iii,V) common in the Classical era.
Anacrusis	An 'up-beat' or pick-up before the first strong beat.
Dotted rhythms	A rhythm using dotted notes (gives a 'jagged' or 'bouncy' type of effect).
Syncopation	Off beat accents.
Conjunct	Notes that move in steps.
Disjunct	Notes that move in leaps/ intervals.
Regular phrasing	Balanced parts of a melody (like the phrases in a sentence) e.g. four bar phrases.

Texture

MONOPHONIC	A single melodic line. 
HOMOPHONIC	A chordal style or melody and accompaniment: moving together. 
POLYPHONIC	A more complex (contrapuntal) texture with a number of different lines. 

- Intro
- Verse 1
- Chorus
- Verse 2
- Chorus
- MiddleEight
- Chorus
- Outro

Technology

Amplified	Made louder (with an amplifier).
Synthesized	Sounds created electronically.
Panning	Moving the sound between left and right speakers.
Phasing	A delay effect.
Sample	A short section of music that is reused (e.g. looped, layered).
Reverb	An electronic echo effect.

Assessment Booklet

MUSIC GCSE – links for revision

Theme	The main tune/melody.
Motif	A short musical idea (melodic or rhythmic).
Leitmotif	A recurring musical idea linked to a character/object or place (e.g. Darth Vader's motif in Star Wars).
Underscoring	Music playing underneath the dialogue.
Scalic	Melody follows the notes of a scale.
Triadic	Melody moves around the notes of a triad.
Fanfare	Short tune often played by brass instruments, to announce someone/something important; based on the pitches of a chord.
Pedal note	A long, sustained note, usually in the bass/lower notes.
Ostinato/riff	A short, repeated pattern.
Conjunct	The melody moves by step.
Disjunct	The melody moves with leaps/intervals.
Consonant harmony	Sounds 'good' together.
Dissonant harmony	Sounds 'clashy'.
Chromatic harmony	Uses lots of semitones/accidentals that's not in the home key.
Minimalism	A style of music using repetition of short phrases which change gradually over time.

Pizzicato	Plucking the strings.
Divisi	Two parts sharing the same musical line.
Double stopping	Playing two strings at the same time.
Arco	Using a bow to play a stringed instrument.
Tremolo	A 'trembling' effect, moving rapidly on the same note or between two chords (e.g. using the bow rapidly back and forth).
Tongued	A technique to make the notes sound separated (woodwind/brass).
Slurred	Notes are played smoothly.
Muted	Using a mute to change/dampen the sound (brass/strings).
Drum roll	Notes/beats in rapid succession.
Glissando	A rapid glide over the notes.
Trill	Alternating rapidly between two notes.
Vibrato	Making the notes 'wobble' up and down for expression.

Assessment Booklet

MUSIC GCSE – links for revision

Form and structure

BINARY

A B

Two sections: A usually ends in a related key (e.g. dominant or relative minor), but B returns to the tonic. B will contain with some change/contrast.

TERNARY

A B A

Three sections: section B provides a contrast (e.g. new tune key change). A may return exactly or with some slight changes.

RONDO

A B A C A

A longer form: A returns throughout the piece, with contrasting sections called 'episodes', containing new ideas and using different keys.

MINUET AND TRIO

II: AB: II II:CD :II AB

The minuet was a type of graceful dance from the 17-18th century, and was often used as the 3rd movement in symphonies in the Classical era. The minuet had two repeated sections, the trio had two new repeated sections, with a return to the minuet at the end (no repeat).

VARIATIONS

A a A A *f*

The main theme (tune) is repeated and developed a number of times in a variety of different ways.

STROPHIC

A A A

A simple form where the song uses the same melody over and over.

Cadences

The two chords at the end of a phrase

Perfect	V-I	Strong ending – sounds 'finished'; a musical full stop.
Plagal	IV-I	Sounds finished but 'softer'; Amen.
Imperfect	I-V, ii-V, vi-V	Sounds unfinished.
Interrupted	V-vi	Moves to an unexpected chord; 'surprise'.

Baroque era

(1600-1750)

- Harpsichord
- Ornaments
- Terraced dynamics
- Basso continuo
- Small orchestra (mostly strings, plus some wind)
- Suite, sonata, oratorio, chorales, trio sonata
- **Bach, Handel, Vivaldi**

Classical era

(1750-1810)

- Slightly larger orchestra
- Piano introduced
- Alberti bass
- String quartets
- Symphony, solo sonata, solo concerto
- Balanced, regular phrases
- **Haydn, Mozart, Beethoven**

Assessment Booklet

MUSIC GCSE – links for revision

Harmony:

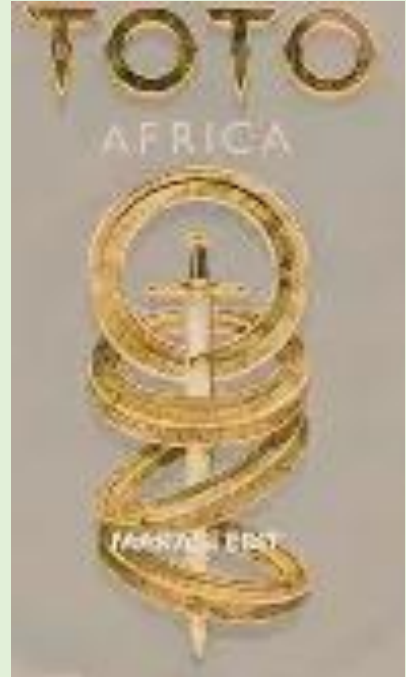
Diatonic; mixture of root position and inverted chords.

Riff a can be heard during the intro, verses, link sections, instrumental and outro. This riff uses a three-chord pattern: **A – G#m – C#m**.



Choruses use a standard chord pattern: **vi (F#m) – IV (D) – I (A) – V (E)**.

The **harmonic rhythm** (the rate of chord change) is mostly once per bar.



Melody:

Mostly **conjunct** (moving in step) with a **wide vocal range**.

Riff b uses the **pentatonic scale** (interpreted through E major):



Vocal improvisations occur towards the end of the song.

Texture:

Homophonic: melody and accompaniment.

Tonality:

The majority of the song is in **B major** whilst the choruses are all in **A major**.

Tempo:

The tempo is **moderately fast**.

Instrumentation:

Rock band: drum kit with additional percussion, lead and bass guitars, synthesisers, male lead vocals and male backing vocals.

Dynamics:

Most of the song is **mezzo-forte** (moderately loud) whilst the choruses are **forte**.

Assessment Booklet

MUSIC GCSE – links for revision

Form and structure:

The piece is in **Binary** form (**AB**).

Section A is 16 bars long.

Section B is 24 bars long.

Each section is repeated (**AABB**).

Harmony:

Diatonic; mixture of root position and inverted chords; uses V7 chords and a Neapolitan sixth chord.

Imperfect and perfect cadences are clearly presented throughout. Both sections end with a **perfect cadence**.

Dynamics:

Mostly **forte** throughout, although no markings appear on the score.

On some recordings, **terraced dynamics** (sudden changes) are included.

Metre and rhythm:

Simple duple time – 2/4 – with two crotchet beats in every bar.

Uses **ostinato rhythms** which form the basis of two short musical ideas (X and Y), consisting almost totally of **quavers and semi-quavers**.

Background details:

Composed by **Johann Sebastian Bach** (1685 – 1750), one of the main composers of the **Baroque** era in music.

Badinerie is the last of seven movements from a larger piece called **Orchestral Suite No.2**.

The piece was composed between **1738-1739**.

Instrumentation:

Flute, string orchestra and harpsichord.

The score has five parts (flute, violin 1, violin 2, viola and cello). The harpsichord player reads from the cello line and plays the notes with their left hand whilst filling in the chords with their right hand.

Melody:

The movement is based on **two musical motifs**.



Tonality:

Section A begins in **B minor** (tonic) and ends in **F# minor** (dominant minor).

Section B begins in **F# minor** (dominant minor) and ends in **B minor** (tonic).

Section A modulates from B minor through **A major** before arriving at F# minor.

Section B modulates from F# minor through **E minor, D major, G major** and **D major** before arriving at B minor.

Homework Booklet

Health and Social Care

Component 2 : Health and Social Care Services

Component 2

Task 2 – How social care services meet the needs of an individual

Produce a report on how **social care services** can meet the needs of a **21-year-old** who has a **long-term mental health issue** caused by **substance misuse**. They need help with **building their confidence** and **resilience**.

Your report must include:

- how **social care services** could meet the specific needs of the specified individual page 44-45
- how **voluntary care services** could meet the specific needs of the specified individual page 46
- how **informal care options** could meet the specific needs of the specified individual. Page 46

Learning outcome covered Outcome A: Understand the different types of health and social care services and barriers to accessing them



YOUNGMINDS
fighting for young people's mental health



Independent task – create your plan for Task 2 to demonstrate how social care services meet the needs of an individual



- Using your class notes , step by step plan , assignment brief , revision guide and exemplar materials to further support you with this task
- Think about the individual in the case study . (Age) Are they vulnerable ? What needs to the have ? What extra support would they need ?
- Describe how can the individual needs of the service user needs be met by the social care services that are available, what services will they need ? /why?
- Provides examples of how voluntary care services could meet the specific needs of the specified individual
- Include ways how informal care options could meet the specific needs of the specified individual
- Remember you need to write up a detailed account and can use sub headings and ensure that all key information required is included and the work must be hand written
- Remember to add any key words and definitions linked to this task



Independent Learning



0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p>Limited application of knowledge and understanding of how social care services meet the needs of a specified individual.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • a superficial account of how the social care services selected could meet the needs of the specified individual; the information given has little relevance to the age and needs of the individual • a superficial account of how voluntary care services could meet the needs of the specified individual; the information given has little relevance to the age and needs of the individual • a superficial account of how informal care options could meet the needs of the specified individual; the information given has little relevance to the age and needs of the individual. 	<p>Adequate application of knowledge and understanding of how social care services meet the needs of a specified individual.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • a partially detailed account of how the social care services selected could meet the needs of the specified individual; the information given has some relevance to the age and needs of the individual • a partially detailed account of how voluntary care services could meet the needs of the specified individual; the information given has some relevance to the age and needs of the individual • a partially detailed account of how informal care options could meet the needs of the specified individual; the information given has some relevance to the age and needs of the individual. 	<p>Good application of knowledge and understanding of how social care services meet the needs of a specified individual.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • a mostly detailed account of how the social care services selected could meet the needs of the specified individual; the information given is mostly relevant to the age and needs of the individual • a mostly detailed account of how voluntary care services could meet the needs of the specified individual; the information given is mostly relevant to the age and needs of the individual • a mostly detailed account of how informal care options could meet the needs of the specified individual; the information given is mostly relevant to the age and needs of the individual. 	<p>Comprehensive application of knowledge and understanding of how social care services meet the needs of a specified individual.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> • a fully detailed account of how the social care services selected could meet the needs of the specified individual; the information given is fully relevant to the age and needs of the individual • a fully detailed account of how voluntary care services could meet the needs of the specified individual; the information given is fully relevant to the age and needs of the individual • a fully detailed account of how informal care options could meet the needs of the specified individual; the information given is fully relevant to the age and needs of the individual.

Health and Social Care

Component 2 : Health and Social Care Services



Useful websites

<https://www.youngminds.org.uk/young-person/>
<https://www.youngminds.org.uk/young-person/coping-with-life/drugs-and-alcohol/>
<https://www.changegrowlive.org/service/coventry-drug-alcohol/info>
<https://www.catch-22.org.uk/what-we-do/health-and-wellbeing/substance-misuse/>
<https://www.nhs.uk/social-care-and-support/help-from-social-services-and-charities/care-for-people-with-mental-health-problems-care-programme-approach/>
<https://www.positiveyouthfoundation.org/>



Useful you tube clips

What is social care?

<https://www.youtube.com/watch?v=b9YMP7wpyC0>

What is social care ?

<https://www.youtube.com/watch?v=tAtKHh056wg->

What is mental health ?

<https://www.youtube.com/playlist?list=PL62EAF16B2ED4E14A>

Building Resilience — with Substance Use and Misuse Prevention

https://www.youtube.com/watch?v=3Aa4jVj6_vs

Youth service in Coventry

<https://www.youtube.com/watch?v=Boelttd21Q>



Assessment Booklet

GCSE Photography

Assessment Information

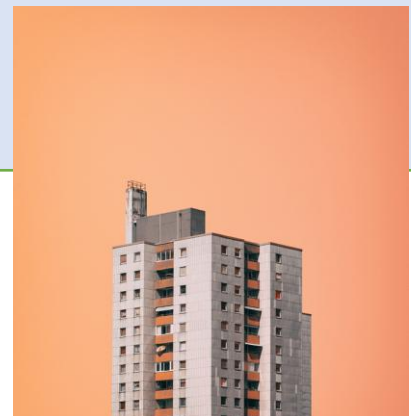
You will be assessed against the OCR assessment criteria:

Assessment Objectives	
AO1	Develop ideas through investigations, demonstrating critical understanding of sources.
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3	Record ideas, observations and insights relevant to intentions as work progresses.
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

You will be assessed on your URBAN CITY portfolio so far, including the Summer Homework tasks.

You will be required to submit your full portfolio to date, this should include:

- ✓ Urban City Mood Board
 - ✓ Nicholas Goodden artist research slide
 - ✓ Nicholas Goodden artist analysis slide
 - ✓ Nicholas Goodden contact sheet - shoot in school and in Coventry City Centre
 - ✓ Nicholas Goodden Photoshop edits
 - ✓ Nick Frank artist research slide
 - ✓ Nick Frank artist analysis slide
 - ✓ Nick Frank contact sheet - shoot in school and in Coventry City Centre
 - ✓ Nick Frank Photoshop edits
 - ✓ **Sven Pfrommer** research and analysis slide
 - ✓ **Sven Pfrommer** photoshoot & contact sheet slide - Coventry City Centre
- Photos



Assessment Booklet

GCSE Art

Assessment Information

You will be assessed against the OCR assessment criteria:

Assessment Objectives	
AO1	Develop ideas through investigations, demonstrating critical understanding of sources.
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3	Record ideas, observations and insights relevant to intentions as work progresses.
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

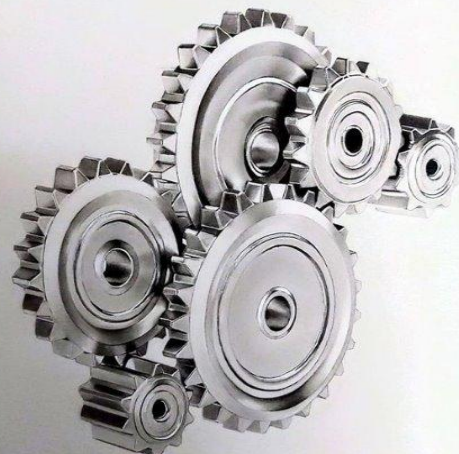
You will be assessed on your 60% Nature Man-Made Project, including assessment work and the Summer Home Learning.

You will be required to submit your full portfolio to date, this should include:

- ✓ Skull or shell Y10 Summer assessment drawing - completed
- ✓ Summer homework drawings
- ✓ Summer homework image research - printed
- ✓ Summer homework photoshoot of natural forms and man-made objects

You will also be assessed on a second drawing working from an image. 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 drama

What am I being assessed on?

You will have two parts to your Baseline Assessment.

- ✓ Component 2: Practical performance – Monologue (ADCD)
- ✓ Component 3: Section A – Director of Design

How am I being assessed?

You will be assessed in line with Edexcel GCSE Drama marking criteria

- ✓ **AO2:** Apply theatrical skills to realise artistic intentions in live performance (performers)
- ✓ **AO3:** Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

What can I do to support revision?

Investing in the following material will allow you to deepen your understanding of both An Inspector Calls and Section B exam materials. It will allow you to further test your knowledge of the play text and the context. In addition, preparing for Component 2 exam by reading and preparing your monologue: Adult Child Dead Child by Clare Dowie.



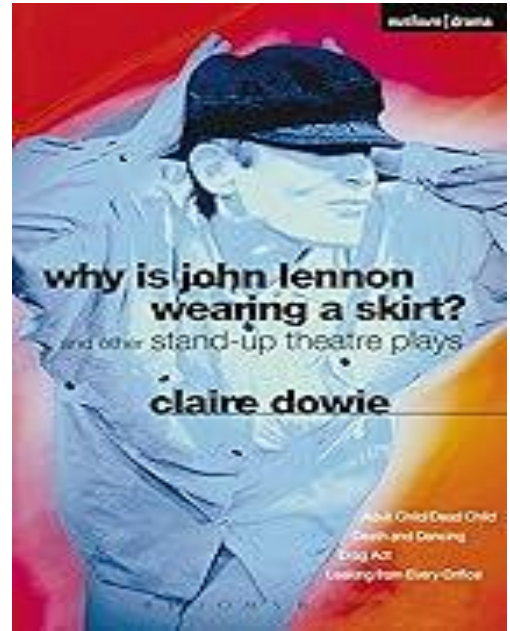
Assessment Booklet

GCSE drama

Component 2 – Part 1

Adult Child Dead Child by Clare Dowie

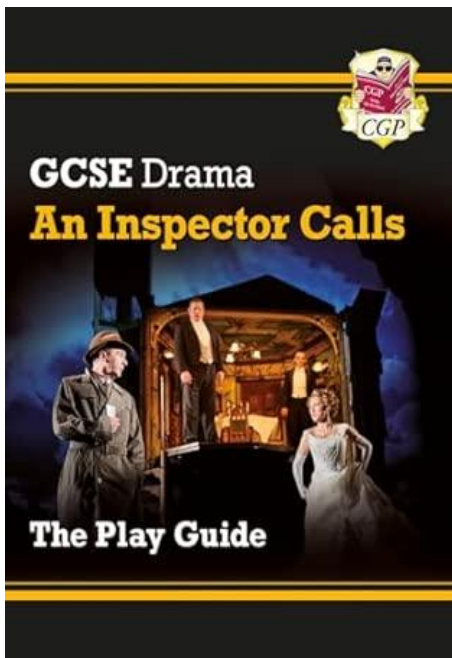
- ✓ Research Clare Dowie
- ✓ Research the play: Adult Child Dead Child
- ✓ Decide what style you wish to perform in (e.g. naturalistic/ non-naturalistic)
- ✓ Watch performances of Adult Child Dead Child on YouTube
- ✓ Prepare your own monologue performance of ACDC using the script provided



Component 3 – Part 2

An Inspector Calls

- ✓ Revise structure of 9 and 12 marker questions
- ✓ Consider vision of the play as a director
- ✓ Create vision boards for creative designers
 - Lighting
 - Sound
 - Costume
 - Props/ Stage furniture
 - Staging
 - Set



Assessment Booklet

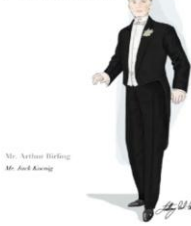
GCSE drama

Vision Boards



Creating a vision board will allow you to have an overall idea of how you would both direct and design for performance, key skills and knowledge for Section A Director and Designer questions.

An Inspector Calls by J. B. Priestly
Pretborough Playern, Summer 2018
Directed by Keith Brown
Costume Design by Anthony Paul Cavonius



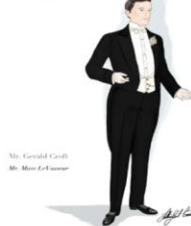
Mr. Arthur Birling
Mr. David Aronoff

An Inspector Calls by J. B. Priestly
Pretborough Playern, Summer 2018
Directed by Keith Brown
Costume Design by Anthony Paul Cavonius



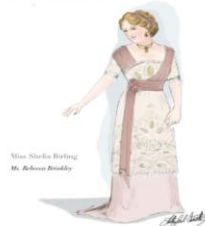
Mrs. Sybil Birling
Ms. Olive Salome

An Inspector Calls by J. B. Priestly
Pretborough Playern, Summer 2018
Directed by Keith Brown
Costume Design by Anthony Paul Cavonius



Mr. Gerald Croft
Mr. Marco Ed Connor

An Inspector Calls by J. B. Priestly
Pretborough Playern, Summer 2018
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Costume Design by Anthony Paul Cavonius



Miss Sheila Birling
Ms. Rebecca Amabile

An Inspector Calls by J. B. Priestly
Pretborough Playern, Summer 2018
Directed by Keith Brown
Costume Design by Anthony Paul Cavonius



Mr. Eric Birling
Mr. Max Carr

An Inspector Calls by J. B. Priestly
Pretborough Playern, Summer 2018
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Costume Design by Anthony Paul Cavonius



Inspector Goole
Ms. Ole Kallhaus

An Inspector Calls by J. B. Priestly
Pretborough Playern, Summer 2018
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Ethel
Mr. Amos Bird



Stage Lights

Fresnel
The fresnel (pronounced fru-nel) is a soft-edged spotlight that allows for a variable beam spread from SPOT to FLOOD. The layered concentric rings on the lens reduce the amount of glass needed to spread the light.

Ellipsoidal Reflector Spotlight
Often called just an ellipsoidal or referred to by their size (6 x 9, etc.), this is a more focused light than the fresnel. It allows for greater control and shaping the edges of the beam of light by using shutters.

PARnel
A combination of Fresnel and PARcan instruments. It is more efficient in shaping light and uses less electricity.

Follow Spot
A narrow spotlight, used to 'follow' a performer on a stage. Consists of a 'movable', high power fixture mounted on a stand, with an attendant operator.

Gel
A Color Gel is a transparent colored sheet that is used to color light and for color correction.

Automated or Moving Lights
These lights can pan and tilt remotely as well as change color. Some automated lights are now using GPS technology—an actor will wear a sensor that the light is programmed to follow at all times.

GOBO
Derived from "Go Between" or "Goes Before Optics" is a template slotted inside, or placed in front of, a lighting source, used to control the shape of emitted light.

Strip Light
Floodlights, Scoops, Strip Lights, PARcans (Parabolic Aluminized Reflector), and Border lights are all lights that provide a large wash of light but can't be focused.

Flood Light
Scoop Light

Border Light
PARcan

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