

Cardinal Newman Catholic School

Holy Cross Catholic Multi Academy Company

Year 11

Mock Examinations Feb/March 2022



Assessment Preparation Booklet

Name:

“Knowledge through the light of faith”



CARDINAL
NEWMAN
CATHOLIC SCHOOL

Mock Examination Booklet Introduction

Dear Parents/Carers and students

Spring Mock Examinations will begin for Year 11 from 14th February 2022 for a period of 2 weeks.

This booklet will support students in preparing for these exams and will outline the following:

- Content to revise
- Which sections should be completed in the revision materials and workbooks
- How the books should be used
- What further revision can be completed

Please use this booklet and the revision materials provided on Class Charts and in lessons, to prepare for these exams. Keep them safe as this is a valuable resources. It will also be sent electronically to all students. Tasks will continue to be set as usual via Class charts and please do regularly check student and parent accounts to keep on top of the work. If you need any support in accessing Class charts, please contact Mr McLintock or Ms Goodwin to reissue log in details via school email accounts should you need to.

We will ensure that students are well supported in knowing the expectations of examinations, that they are well prepared and that revision sessions are provided to allow students to fully experience what it is like to prepare for the summer examinations.

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 also, say a huge well done to all those students who have started so well in Year 11 and have continued to work hard and demonstrate that they are truly made for greatness.

Good luck Year 11!

Yours faithfully

Mr J McLintock
Head of Year 11
Email: Joe.McLintock@cncs.school



IVS IVI G U U U W I I I
Deputy Headteacher
Email: michelle.goodwin@cncs.school

Mock Examinations Booklet

What to Expect

We want you to feel really prepared for these exams and have organised them so that you have had your baseline assessments first to identify areas for development and review.

This booklet will provide you with key information about your mock examinations:

1. What examinations you will be doing and what you should revise
2. Useful revision tools—websites/apps etc
3. Where you can find relevant information (revision materials and sessions)
4. Top Tips on how you can be successful
5. Please use this booklet to prepare for your examinations. There is a revision template included for the weeks running up to the exams.

WHAT TO BRING WITH YOU DURING THE EXAMINATIONS:

- 1) Uniform must be perfect! See Mrs Tabram in uniform support or your Head of Year if you have any issues before the examination.
- 2) Make sure that you are seated in the correct position in your exam location –seating plans will be shared in advance.
- 3) Do not speak when you enter the examination location and follow all the rules that are outlined to you.
- 4) You will need 2 black biro's, a pencil and a spare or sharpener, eraser, ruler, protractor, compass, scientific calculator and a clear pencil case. **YOU MUST BE PROACTIVE**, and make sure you gather this equipment before you go into the examinations. If you need anything, please see your tutor or HOY. We will distribute an exam kit to you with all this equipment prior to the examinations.

Revision Sessions

Attend as many as possible, they will be shared with you, and you can record them in your Mock Examination Booklet.

Results collection

Results will be issued to you as soon as possible, so you can use this to aid your revision.

Following this, your subject teachers will issue you with a PLC, indicating what your specific areas of development are from your mock exam. **USE THIS WISELY TO STRUCTURE YOUR REVISION. IF YOU NEED ANY SUPPORT—ASK!**

Mock Examinations Booklet

Planning and Preparation for revision

Use the guidelines below to help you prioritise your revision and fill in your revision timetable.

Fill in the table to show which subjects you are taking, whether you are on track to achieve your target and any **specific areas** you know you need to focus on for each subject:

| Subject | Target | On track? (✓ or X) | Areas for focus | Priority |
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Number your subjects in the priority column to prioritise them. **Core subjects** and subjects where you are **not** on track to hit your target grade should be your top priorities.

Review what you need to make your revision effective:

Teachers I need to speak to to get help with revision & what I need to ask them:

Resources I need to help my revision (revision guides, blank flash cards, highlighters, past papers etc):

Mock Examinations Booklet Revision Planner

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--------|---------|-----------|----------|--------|
| 4:00-4:40pm | | | | | |
| 4:45-5:25pm | | | | | |
| 5:30-6:10pm | | | | | |
| 6:15-6:55pm | | | | | |
| 7:00-7:40pm | | | | | |
| 7:45-8:25pm | | | | | |
| 8:30-9:15pm | | | | | |

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English Language

What am I being assessed on?

For your February mock examinations, students will complete an English Language Component 1 paper
Component 1: 20th Century fiction Reading & Creative Prose Writing
Exam Duration: 1hr 45 mins Exam Weighting: 40%

Section A: 19th and 21st Century Non-Fiction Reading – 40 marks

Students will read a fiction extracts (from 20th century literature) and complete 5 structured questions. You will be assessed for AO1 (understanding), AO2 (analysis) and AO4 (evaluation).

Section B: Creative Writing – 40 marks

Students will be given 4 writing prompts and be asked to produce a piece of narrative writing. They will be assessed for AO5 (content and organisation) and AO6 (SPaG and technical accuracy)

What revision material should I revise from?

Your teacher will provide you with a revision guide for Component 1, alongside a structured task sheet to support your revision.

Your teacher will guide you to which tasks you must complete to help to structure your revision effectively

You may also be directed to additional activities on Seneca or Educake to complete



All resources will be available via ClassCharts and Teams from your English Teacher



English Language Component 1

20th Century Literature Reading and Narrative Writing



Educake



| Section A | Task | Question | Resources required | Six when complete |
|--------------------------------|--|------------|----------------------------|-------------------|
| Section A: Revision Activities | 1. Use Pages 3-7 of your Component 1 Revision Guide. Create a 'Time to Agree' Component 1 Question or two and give your class the information about the topic to support their questions in the reading section. Use Pages 15-18 of your Component 1 Revision Guide. Create a 'Time to Agree' Component 1 Question or two and give your class the information about the topic to support their questions in the reading section. | 10 minutes | Component 1 Revision Guide | |
| | 2. Use Pages 11-12 of your Component 1 Revision Guide. Create a poem OR a story about the topic. Use Pages 15-18 of your Component 1 Revision Guide. | 10 minutes | Component 1 Revision Guide | |
| | 3. Read Extract 1 on page 10 and complete the AO1 and AO2 style questions on page 10. | 10 minutes | Component 1 Revision Guide | |
| | 4. Read Extract 2 on page 10 and complete the AO1 and AO2 style questions on page 10. | 10 minutes | Component 1 Revision Guide | |
| Section B: Revision Activities | 5. Read Extract 1 on page 10 and complete the AO1, AO2 and AO4 style questions on page 10. | 10 minutes | Component 1 Revision Guide | |
| | 6. Read Extract 2 on page 10 and complete the AO1, AO2 and AO4 style questions on page 10. | 10 minutes | Component 1 Revision Guide | |
| | 7. Read Extract 3 on page 10 and complete the AO1, AO2 and AO4 style questions on page 10. | 10 minutes | Component 1 Revision Guide | |
| | 8. Read Extract 4 on page 10 and complete the AO1, AO2 and AO4 style questions on page 10. | 10 minutes | Component 1 Revision Guide | |
| Section C: Revision Activities | 9. Complete the narrative planning grid on page 27 for the following scenarios: DUSTY writes about a time you were scared. DUSTY writes about a time you were angry. DUSTY writes about a time you were sad. DUSTY writes about a time you were happy. DUSTY writes about a time you were surprised. DUSTY writes about a time you were nervous. | 10 minutes | Component 1 Revision Guide | |
| | 10. Write a story starting with the words 'I'd been warned not to...' DUSTY writes about a time you were scared. DUSTY writes about a time you were angry. DUSTY writes about a time you were sad. DUSTY writes about a time you were happy. DUSTY writes about a time you were surprised. DUSTY writes about a time you were nervous. | 10 minutes | Component 1 Revision Guide | |
| | 11. Write a story starting with the words 'I'd been warned not to...' DUSTY writes about a time you were scared. DUSTY writes about a time you were angry. DUSTY writes about a time you were sad. DUSTY writes about a time you were happy. DUSTY writes about a time you were surprised. DUSTY writes about a time you were nervous. | 10 minutes | Component 1 Revision Guide | |
| | 12. Write a story starting with the words 'I'd been warned not to...' DUSTY writes about a time you were scared. DUSTY writes about a time you were angry. DUSTY writes about a time you were sad. DUSTY writes about a time you were happy. DUSTY writes about a time you were surprised. DUSTY writes about a time you were nervous. | 10 minutes | Component 1 Revision Guide | |

EXTENSION/CHALLENGE
 1. Complete additional extracts questions for Section A (Pages 21-24)
 2. Complete Component 1 Practice Paper (Pages 37-39)

English Language

Structured Revision Tasks



English Language Component 1

20th Century Literature
Reading and Narrative
Writing

Revision Guide

Name.....

Class/Teacher.....

General Exam Prep

- Use Pages 3-9 of your Component 1 Revision Guide. Create a 'How to Approach Component 1 Section A' mind-map or guide which details key information about how to approach each question in the reading section
- Use Pages 25-26 of your Component 1 Revision Guide. Create a 'How to Approach Component 1 Section B' mind-map or guide which details key information about how to approach the writing section of the exam
- Use Pages 11-12 of your Component 1 Revision Guide. Create a poster OR flashcards full of key subject terminology, definitions and examples.

Section A Revision Tasks

- Read Extract 1 on page 13 and complete the AO1 and AO2 style questions on page 13
- Read Extract 2 on page 15 and complete the AO2 and AO4 style questions on page 16
- Read Extract 3 on page 18 and complete the AO1 and AO2 style questions on page 19
- Read Extract 4 on page 20 and complete the AO1, AO2 and AO4 style questions on page 21.
- Read Extract 4 on page 23 and complete the AO1, AO2 and AO4 style questions on page 24



EXTENSION/CHALLENGE



Complete additional extracts questions for Section A (Pages 25-32)

Structured Revision Tasks



Section B Revision Tasks

- Complete the narrative planning grid on page 35 for the following topics/titles
 - EITHER Write about a time you were scared
 - OR write a story ending with the words 'I never saw it quite the same way again'
 - OR Write a story starting with the words 'I'd been warned not to...'
 - OR Write a story with the title 'The Birthday Present'
- Complete the table on pages 36-37 for the different titles/prompts for the narrative you would write.
- Choose one of the tasks Plan and write a story in the space provided on pages 38-42
 - Write about a time you learnt a lesson.
 - **OR** Write a story based on the title 'The Long Weekend.'
 - **OR** Write a story about a time you had an unexpected visitor.
 - **OR** Write a story which begins with the line: 'I did not want to be there...'
- Vocabulary Development
In order to help develop your vocabulary:
 1. Read through your story from task 11
 2. Highlight any words you would consider boring/unambitious
 3. Complete the table below by using a thesaurus to find alternative, more ambitious words to use in your stories.

EXTENSION/CHALLENGE

Complete Component 1 Practice Paper (Pages 45-47)

Foundation Mathematics

What am I being assessed on?

Foundation Paper 1 & 2 topics

| | |
|------------|---|
| Number | Fractions & decimals +, -, \times , \div |
| | Percentage calculations – Non-calculator methods |
| | Factors, multiples, primes, squares & cubes |
| | Powers and roots |
| | Standard form |
| | Rounding, estimating and error intervals |
| | Money and bank statements |
| Algebra | Algebra expressions |
| | Expanding, simplifying and factorising |
| | Plotting graphs |
| | Sequences |
| Ratio | Converting units |
| | Proportion |
| | Equivalent Ratio |
| | Ratio money problems |
| Geometry | Angles – basic rules, triangles, parallel lines, interior & exterior |
| | Transformations – Translate, rotate, reflect and enlargement |
| | Area of: rectangles, triangles, parallelograms, trapezia, compound shapes |
| Statistics | Averages |
| | Probability |
| | Charts & diagrams – Pictograms, bar charts, frequency tables |

Paper 1 is a non-calculator paper, you need to be able to: +, -, \times , \div integers, decimals and fractions without a calculator. You also need to do the percentage methods for non-calculator.

Paper 2 is a calculator paper, you need to use your calculator to do the percentage calculations as well as converting between fractions, decimals and percentages.

Higher Mathematics

What revision material should I revise from?

Higher Paper 1 & 2 topics

| | |
|------------|--|
| Number | Fractions & decimals +, -, \times , \div |
| | Percentage calculations – Non-calculator methods |
| | Factors, multiples, primes, squares & cubes |
| | Standard form |
| | Rounding, estimating and error intervals |
| | Indices & surds |
| Algebra | Algebra expressions – Indices and fractions |
| | Expanding, simplifying and factorising |
| | Graphs – Plotting, $y = mx + c$, quadratics & circles. |
| | Sequences |
| | Functions |
| | Iteration |
| Ratio | Solving linear, quadratic & simultaneous equations |
| | Converting units |
| | Proportion |
| | Ratio |
| Geometry | Ratio money problems |
| | Trigonometry |
| | Angles – basic rules, triangles, parallel lines, interior & exterior |
| | Transformations – Translate, rotate, reflect and enlargement |
| | Area of: rectangles, triangles, parallelograms, trapezia, compound shapes |
| | Volume & surface Area of 3d shapes |
| Statistics | Vectors |
| | Averages |
| | Probability – Basic, tree diagrams and Venn diagrams |
| | Charts & diagrams – frequency tables, cumulative frequency, box plots & histograms |

Paper 1 is a non-calculator paper, you need to be able to: +, -, \times , \div integers, decimals and fractions without a calculator. You also need to do the percentage methods for non-calculator.

Paper 2 is a calculator paper, you need to use your calculator for certain questions, especially trigonometry.

Mathematics

What additional sources can I use/purchase to revise from?

To support your preparation for the assessment, you should work through the tasks below (tick once complete):

- Complete your separate homework revision booklet. This contains questions on each of these topics.
- Attempt an online past paper that self marks on OnMaths.com pick an AQA Paper



- Attempt any other specimen or past papers from AQA GCSE Maths available here: [Past Papers](#)

Additional Resources:



Use the search bar in Hegarty Maths to revise each of these topics. **Watch the Hegarty videos and complete the tasks for the topics that you need to revise.**



Science

What am I being assessed on?

Biology Combined (Set 2-5)

- B1 Cell Biology
 - Use pages 17-39 in your revision guide
- B2 Organisation
 - Use pages 40-74 in your revision guide
- B3 Infection and Response
 - Use pages 75-88 in your revision guide
- B4 Bioenergetics
 - Use pages 89-103 in your revision guide

Biology Separate (Set 1)

- B1 Cell Biology
 - Use pages 16-44 in your revision guide
- B2 Organisation
 - Use pages 45-80 in your revision guide
- B3 Infection and Response
 - Use pages 81-100 in your revision guide
- B4 Bioenergetics
 - Use pages 101-115 in your revision guide

What revision material should I revise from?

- You can use online resources like Seneca, BBC Bitesize, Oak National Academy and Free Science Lessons on YouTube
- Use the website 'save my exams' to find revision notes and practice questions
- PiXL resources – PowerPoints, with questions and answers
- Your CGP revision guides

Physics Combined (Set 2-5)

- P1 Energy
 - Use pages 297-315 in your revision guide
- P3 Particles of matter
 - Use pages 334-340 in your revision guide
- P4 Atomic Structure
 - Use pages 341-352 in your revision guide
- P6 Waves
 - Use pages 381-396 in your revision guides
- P7 Magnets & electromagnets
 - Use pages 397-405 in your revision guide

Physics Separate (Set 1)

- P1 Energy
 - Use pages 17-39 in your revision guide
- P3 Particles of matter
 - Use pages 63-71 in your revision guide
- P4 Atomic Structure
 - Use pages 72-86 in your revision guide
- P6 Waves
 - Use pages 126-158 in your revision guides
- P7 Magnets & electromagnets
 - Use pages 159-173 in your revision guide
- P8 Space Physics
 - Use pages 174-179 in your revision guide

Science

How can I revise?

- Make posters and revision cards about key word definitions, processes, facts and equations that you need to learn. Write yourself questions on the back of these to test yourself.
- Watch videos using the online resources suggested above and try to summarise these after watching.
- Complete quizzes on Seneca to assess what you know and don't know.
- Use the PiXL PowerPoints slides from classcharts and your revision guides to make revision posters.
- Complete the KnowIT questions at the end of each section of the PowerPoints on ClassCharts. This will help you to check if you know the content, you'll then be ready to apply it to exam questions.
- Complete the questions in the relevant sections of your revision guides.

Useful links

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

<https://www.bbc.co.uk/bitesize/levels/z98jmp3>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4>

<https://www.savemyexams.co.uk/gcse/#AQA>

https://www.youtube.com/c/PrimroseKittenScience/playlists?view=50&sort=dd&shelf_id=22



What am I being assessed on?

Component 2. Applied Catholic Theology

Topics to revise:

Life and death

- Death and the afterlife
- Quality & Sanctity of life
- Catholic beliefs about LAD
- Eschatology
- Magisterium,
- Vatican II
- Artefacts
- Music & Funeral rites
- Prayer

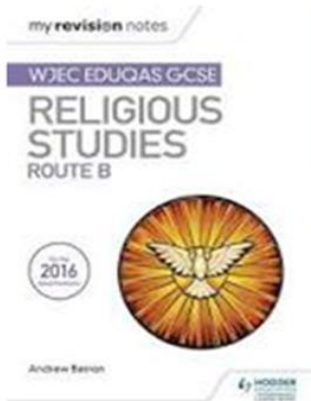
Sin and Forgiveness

- Forgiveness
- Crime and sin
- Capital punishment
- Salvation
- Redemption
- Paschal mystery
- Absolute and relative morality

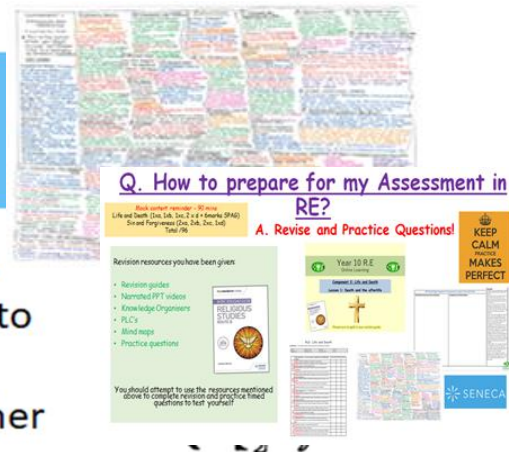
Exam style Questions for this paper:

- Life and death - 1 X a, 1 X b, 1x c, 2xd + SPAG
- Sin and Forgiveness -2 X a, 2 X b, 2 x c, 1xd
- Total /90 + SPAG /6 (90 minutes)

What revision material should I revise from?



Resources uploaded to Teams by your teacher



How can I use these resources effectively?

All resources will be uploaded to Teams by your class teacher. You should use them to:

- ✓ Complete the PLC
- ✓ Test yourself on each topic
- ✓ Write definitions for all topic key words
- ✓ Complete practice B, C and D questions

Structured Revision Tasks



- PLCs** – Complete this at the start of your revision to see what you already know and then at the end to see the progress that you have made.
- Revision guide** – Test yourself questions for each topic
- Seneca** – Complete both topics online for more interactive revision
- A3 mindmaps** – use the mindmap to help you with areas that you are struggling with (remember not all areas are on this assessment though)
- Knowledge organisers** – use these to help structure your revision more clearly.
- Practice timed exam questions using the revision guide example questions for B, C and D style questions .

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

Remember to aim for ‘a mark - a minute’

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

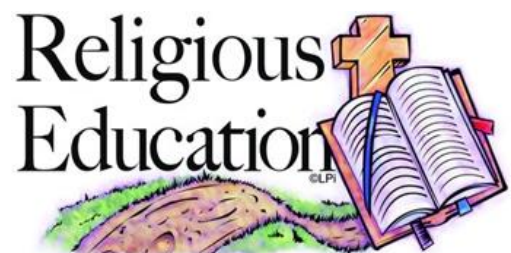
- Don't forget to send any questions you complete to your class teacher either in person/via email for them to check and mark for you

Challenge/Extension tasks:

- B) Describe how the Sarcophagus reflects Catholic belief on life and death (5 marks)
- B) Describe Catholic teaching on forgiveness (5 marks)
- C) Explain Catholic teachings on Judgement (8 marks)
- C) Explain what Catholics learn about redemption from the Paschal Mystery (8 marks)
- D) "Euthanasia should be legalised". Discuss (15 marks)
- D) "Murder is always wrong". Discuss (15 marks)

Exam Technique:

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



History

What am I being assessed on?

PART 1 – MEDIEVAL MEDICINE – MEDICINE STANDS STILL

- What did a Medieval doctor know?
- How did Christianity affect Medieval medicine?
- How did Islam affect Medieval medicine?
- How good was Medieval surgery?
- Where was Public health worse in the Medieval period?
- Where was public health better in the Medieval period?
- Consequences of poor public health: the Black Death.

PART 2 – RENAISSANCE – A TIME OF MEDICAL CHANGE

- What was the Renaissance?
- The impact of the Renaissance on Britain: the work of Vesalius
- How important were Pare's discoveries?
- What was Harvey's contribution to medical progress?
- How scientific was seventeenth-and eighteenth-century medicine?
- How did doctors deal with the Great Plague?
- How did hospitals change in the eighteenth century?
- Why should we remember John Hunter?

PART 3 – 18TH & 19TH CENTURY MEDICINE – A REVOLUTION IN MEDICINE

- How did Edward Jenner help defeat smallpox?
- How was pain conquered?
- How did doctors in Britain find out that germs caused diseases?
- How important was Joseph Lister?
- The debate continues in Britain: accepting Pasteur's Germ Theory.
- How did scientists discover that germs caused human diseases?
- The search for vaccines and cures in Europe and Britain
- How dirty were Britain's towns in the early 1800s?
- Fighting one of Britain's deadliest diseases: cholera
- The Great Stink

PART 4 – 20TH CENTURY MEDICINE – MODERN MEDICINE

- What can a study of penicillin tell us about the development of modern medicine?
- How have drugs and treatments developed since 1945?
- Beyond mainstream medicine.
- The impact of war and technology on surgery and health.
- Why did the government try to improve the nation's health after 1900?
- Into the twenty-first century.
- The development of the welfare state & NHS

History

What am I being assessed on?

PART 1 – ROARING TWENTIES – AMERICAN PEOPLE & THE 'BOOM'

- Who were the Americans?
- Why was there an economic boom in the 1920s?
- Why was Henry Ford so important?
- Why didn't everyone benefit from the Boom?
- Playing the stock market
- The Roaring Twenties
- How was life changing for American women in the 1920s?
- What was Prohibition and why did it fail?
- The Al Capone story
- A land of opportunity?
- The experience of African-Americans in the 1920s
- What was the Ku Klux Klan?
- The 'Red Scare'
- Why were Sacco and Vanzetti executed?

What revision material should I revise from?

- PLCs** – Complete this at the start of your revision to see what you already know and then at the end to see the progress that you have made.
- Revision guide** – Test yourself questions for each topic
- Seneca** – Complete both topics online for more interactive revision
- A3 mindmaps** – use the mindmap to help you with areas that you are struggling with (remember not all areas are on this assessment though)
- Knowledge organisers** – use these to help structure your revision more clearly.
- Practice timed exam questions using the revision guide example questions on Medicine & USA
- Don't forget to send any questions you complete to your class teacher either in person/via email for them to check and mark for you!

History

Exam Command Words – learn what these words mean and what you should do when you see them

- ❑ **Analyse:** Look closely at the detail; explain in detail why and how something is done and the effect or impact of this. Support your points with specific, detailed and relevant evidence.
- ❑ **Compare:** Explain in detail what is similar or different between two texts. Support your ideas with specific evidence from each text.
- ❑ **Describe:** Write about something in your own words. Give varied and relevant detail, and use precise, clear language.
- ❑ **Evaluate:** Make a personal judgement about how good/bad or successful/unsuccessful something is. Explain your opinion and support with specific, detailed and evidence.
- ❑ **Explain:** Give reasons why a text is written in a particular way. Describe in the detail the effects or impact or meanings it creates. Give specific, detailed and relevant evidence to support your ideas.
- ❑ **Account:** Tell a story in detail. Organise your ideas clearly and logically using paragraphs and clear, precise language.
- ❑ **Summarise:** Bring main ideas of a text together. Ensure that your account is shorter than the original and use your own words.
- ❑ **Remember to use PEE paragraphs in every history essay.**
 - *P – Point: state the point/argument that you want to make*
 - *E – Evidence: provide specific evidence to support the point that you have made*
 - *E – Explain: explain how your point and evidence help you to answer the question*

What additional sources can I use/purchase to revise from?



<https://www.bbc.co.uk/bitesize/topics/zttypbk>

<https://www.bbc.co.uk/bitesize/guides/zxg6wxs/revision/1>



History

Revision Tasks - Give an explanation of **how** that factor is shown in the particular time period

| | Event | War | Religion | Chance | Government | Communication | Science and technology | individual |
|--|------------------------|-----|----------|--------|------------|---------------|------------------------|------------|
| Part 2 – Renaissance medicine – The beginnings of change | Renaissance surgeons | | | | | | | |
| | Renaissance treatments | | | | | | | |
| | Renaissance hospitals | | | | | | | |
| | Public health | | | | | | | |
| | Great Plague (1665) | | | | | | | |
| | Jenner and Smallpox | | | | | | | |

| | Event | War | Religion | Chance | Government | Communication | Science and technology | individual |
|---|----------------------------------|-----|----------|--------|------------|---------------|------------------------|------------|
| Part 3 – industrial medicine – A revolution in medicine | Germ theory | | | | | | | |
| | “Magic bullet” treatments | | | | | | | |
| | Industrial hospitals | | | | | | | |
| | Lister and antiseptics | | | | | | | |
| | Simpson and anaesthetics | | | | | | | |
| | Public Health – Cholera and Snow | | | | | | | |

What am I being assessed on?

Paper 2 – The UK's Geographical Issues

The UK's Evolving Physical Landscape (CGP Page 44-48)

- The UK Physical Landscape – Geology, rock types Landscape processes, Physical – Past processes, Glaciation, upland and lowland areas
- The UK Human processes- Agriculture, forestry and settlements

Coastal change and conflict (CGP Page 49-58)

- Weathering and erosion
- Types of coast – Concordant and discordant
- Erosional landforms – Cave, arch etc.
- Depositional landforms- Spit, bar etc.
- Human activity at the coast
- Coastal flooding's- Christchurch Bay
- Coastal management – Hard and soft engineering

River Processes and Pressures (CGP Page 59-71)

- River Landscapes- Long and cross profiles
- River processes- Erosion, transportation and deposition
- River landforms- Erosion and deposition
- River Discharge- Hydrographs
- River flooding- Sheffield
- River Management

The UK's Evolving Human landscape (CGP Page 72-83)

- Migration
- The UK Economy
- UK links to the wider world
- Dynamic cities – Birmingham

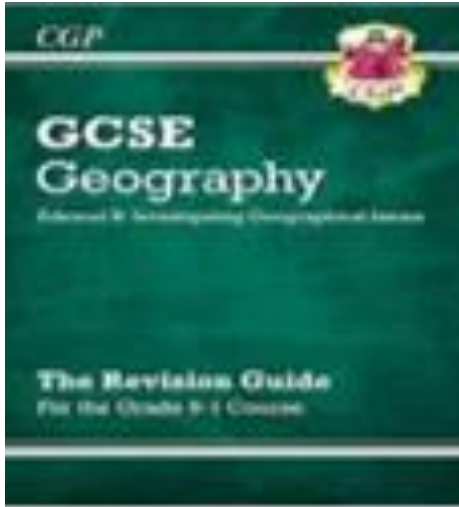
Fieldwork (CGP Page 84-86)

- Analysing, concluding and evaluating unseen fieldwork

Geography

What revision material should I revise from?

Make revision cards/mind maps/notes on your areas of weakness using the revision guide and websites listed



Weblinks:

<http://www.coolgeography.co.uk/>
<https://www.bbc.com/bitesize/subjects>
<http://www.pearsonschools.co.uk/revise>
<https://geographycat.co.uk/>
<https://mrshumanities.com/2018/03/03/resource-how-to-revise-in-geography/>
<https://senecalearning.com/en-GB/>

- Geography Christmas revision booklet
- How to achieve grade 8-9s revision booklet
- Paper 2 revision booklet
- CGP revision guide and workbook
- Past papers
- Additional revision material on Teams webpage labelled mock paper 2

What additional sources can I use/purchase to revise from?

If you require further assistance or would like feedback on practice exam questions please email your class teacher or Miss Eggison

Assessment Information: Combined Paper 1 & 2

J277/01 Computer Systems:

1.1 Systems architecture

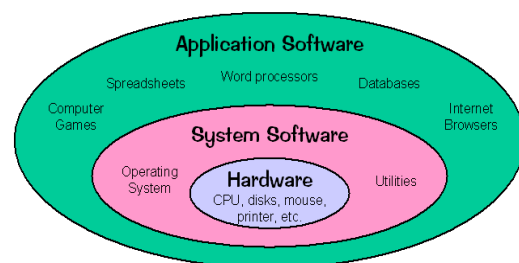
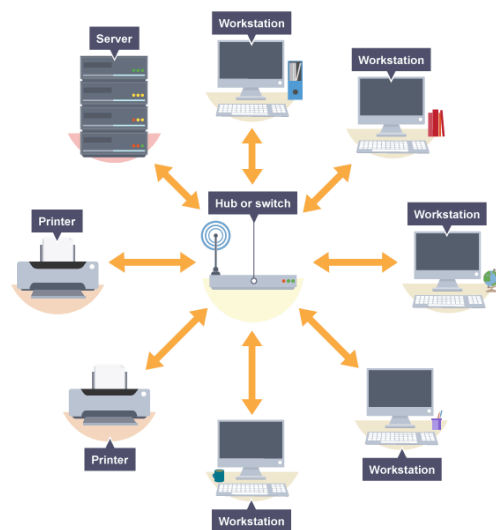
- The purpose of the CPU
- Von Neumann architecture: RAM/ ROM/ CPU
- Cache, Registers, ALU, & CU
- Types of registers
- Common characteristics of CPUs affect their performance

1.3 Computer networks, connections and protocols

- Network topologies – star & mesh
- Network hardware
- Network types – advantages & disadvantages
- Network layers
- Network protocols – SMTP, IMAP, POP3, TCP/IP, HTTP(S)

1.4 Network security

- Threats to computer systems and networks
- Identifying and preventing vulnerabilities
- The Internet as a worldwide collection of computer networks:
 - DNS (Domain Name Server)
 - Hosting
 - The Cloud and Web servers and clients



J277/02 Computational thinking, algorithms and programming

2.1 Algorithms

- Principles of computational thinking: Abstraction, Decomposition, Algorithmic thinking
- Create, interpret, correct, complete, and refine algorithms using: Pseudocode or structured english
- Identify common errors in algorithms

2.2 Programming fundamentals

- The use of variables, constants, operators, inputs, outputs and assignments
- The use of the three basic programming constructs used to control the flow of a program: Sequence, Selection & Iteration

2.3 Producing robust programs

- Defensive design considerations: Anticipating misuse and Authentication
- Input validation " Maintainability- Use of sub programs, Naming conventions , Indentation and Commenting
- Identify syntax and logic errors

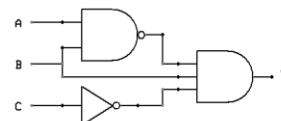
2.4 Boolean logic

- The common Boolean operators AND, OR and NOT

2.5 Programming languages and Integrated Development Environments

- Characteristics and purpose of different levels of programming language: High-level languages and Low-level languages

Paper 2 will assess your Practical Programming skills and ability to design, write, test and refine program. *Please ensure that you pick up a copy of the OCR Exam Reference Language guide from you teacher in LM11 in preparation for this exam.*



Computer Science

Structured Revision Tasks

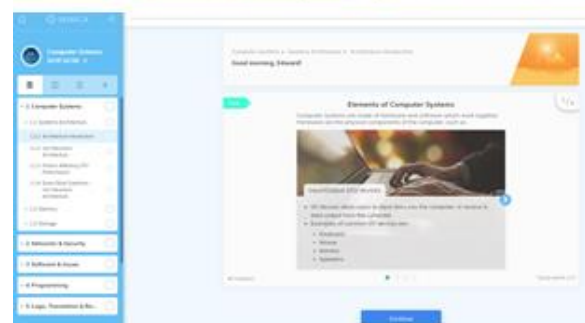


| To support your preparation for the assessment, you should work through the tasks below | (tick once complete) |
|--|----------------------|
| Each image has a fixed size of 4 MB, storage device has a maximum capacity of 2GB, Calculate how many images can be saved on the storage device. Show your working | |
| Explain why it is advisable to compress images and videos before uploading them. | |
| <p>You must use either: OCR Exam Reference Language, or a high-level programming language that you have studied</p> <p>OCR town are holding an election with three candidates (A, B and C). An electronic voting booth will be used to allow people to vote. Write an algorithm that:</p> <ul style="list-style-type: none"> ✓ Allows voters to enter either A, B or C. ✓ Keeps track of how many times each candidate has been voted for. ✓ As soon as one person has finished voting, allows the next person to vote. ✓ At any point allows the official to type in "END", which will print out the number of votes for each candidate and the total number of votes overall. | |
| Explain how encryption helps to protect files. | |
| Explain how defragmentation software could overcome the issue of the slow computer system. | |
| What are difference between high level language and machine language | |
| Explain how sound is digitalized | |
| Define the following keywords bit rate, color dept and true color | |
| Define the following terms: system software, utility software, propriety software and open-source software | |
| What is the term given to the ability to run more than one program simultaneously? | |

Challenge/Extension tasks:

To support your revision, you should use the following resources:

- OCR Exam Reference Language guide
- Past papers will be made available in your Teams virtual classroom
- Computer science revision booklet
- Create flashcards and revision maps
- Create knowledge organizers
- Watch Computer Science videos on YouTube (search for "revisecomputerscience")
- Speak to your teacher for extra help/support!



French

What am I being assessed on?

| Exam type and Length | Section/ Question | Details |
|---|-------------------|--|
| Writing Foundation 60 min 50 marks In Sports Hall Invigilated | <u>Question 1</u> | Four sentences in response to a photo (8 marks) |
| | <u>Question 2</u> | Short passage to respond 4 bullets points, approx. 40 words (16 marks) |
| | <u>Question 3</u> | Translation English into French . Min. 35 words (10 marks) |
| | <u>Question 4</u> | Structured writing, 90 words. Choice from 2 questions (16 marks) |
| Writing Higher 1h 15 min 60 marks In Sports Hall Invigilated | <u>Question 1</u> | Short passage to respond 4 bullets points, 90 words. Choice from 2 questions. (16 marks) |
| | <u>Question 2</u> | Longer writing responding to two detailed bullet points, 150 words. Choice from 2 questions. (32 marks) |
| | <u>Question 3</u> | Translation English into French. Min 50 words. (12 marks) Make sure you translate every word and do not write any English words by mistake. CHECK at the end. |
| Listening: done in class. -Foundation 35 min including 5 min reading time- 40 marks - Higher 45 min including 5 min reading time - 50 marks | Section A | Questions in English ; Answers in English or non-verbally (✓/X- True or false - A/B/C...) |
| | Section B | Questions in French; Answers in French or non-verbally (✓/X - True or false - A/B/C...) |

Structured Revision Tasks



1. Learn the model answers for the speaking exam for all the topics.
2. Make flash cards with the French answers one side, English at the back.
3. Complete the table with the basic verbs in the different tenses. The table was done in class, but you will find a blank copy in Class chart to practise the tenses and learn key verbs in present, past, future and imperfect.
4. Do the revision listening papers/ questions from the AQA website

French

What revision material should I revise from?

ANY TOPIC CAN TURN UP IN THE EXAM, Therefore, revise all topics You have a copy of all the vocabulary you need in your book, but you will also find a copy in Class Charts

- * Holidays
- * Free time
- * School
- * Work and future plans
- Town.
- * Family and friends and relationships
- * Technology
- * Environment

What to revise for Writing:

- The main advice: re-use the answers you have learned for the speaking. **LEARN THE ANSWERS for your speaking**, so you know them well. Make flash cards with your answers.
- Know well the different tenses: present, past, future, imperfect, conditional and any other tense done in class. The rules for the tenses are in your books, and also in Class Charts.
- Ask somebody at home to test you on your answers (that you will use in the writing)

What to revise for Listening:

- Vocabulary: create a list of basic key words per topic and learn them. Once you know them, add other ones.
- How to learn words: 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 flash cards.
- Ask somebody at home to test you to see if you remember the words

What additional sources can I use/purchase to revise from?

- **Use the Exam board- AQA website** to download past papers to help you practise. <http://www.aqa.org.uk/subjects/languages/gcse/french-8658>
- **BBC Bitesize MFL**
- **Memrise**: to practise vocabulary, expressions and grammar. Choose the AQA spec section. www.memrise.com/courses/english/french/
- **CGP guides: GCSE French AQA Exam Practice Workbook - for the Grade 9-1 Course (includes Answers)**
- **AQA grammar and translation booklets**: you can use them to revise in school, ask your teacher.

Spanish

What am I being assessed on?

| Exam type and Length | Section/ Question | Details |
|---|-------------------|---|
| Writing Foundation 60 min 50 marks <u>In Sports Hall</u> <u>Invigilated</u> | <u>Question 1</u> | Four sentences in response to a photo (8 marks) |
| | <u>Question 2</u> | Short passage to respond 4 bullets points, approx. 40 words (16 marks) |
| | <u>Question 3</u> | Translation English into Spanish. Min. 35 words (10 marks) |
| | <u>Question 4</u> | Structured writing, 90 words. Choice from 3 questions (16 marks) |
| Writing Higher 1h 15 min 60 marks <u>In Sports Hall</u> <u>Invigilated</u> | <u>Question 1</u> | Short passage to respond 4 bullets points, 90 words. Choice from 3 questions. (16 marks) |
| | <u>Question 2</u> | Longer writing responding to two detailed bullet points, 150 words. Choice from 3 questions. (32 marks) |
| | <u>Question 3</u> | Translation English into Spanish. Min 50 words. (12 marks) Make sure you translate every word and do not write any English words by mistake. CHECK at the end. |
| Listening: done in class. -Foundation 35 min including 5 min reading time- 40 marks - Higher 45 min including 5 min reading time - 50 marks | Section A | Questions in English ; Answers in English or non-verbally (✓/X- True or false - A/B/C...) |
| | Section B | Questions in Spanish; Answers in Spanish or non-verbally (✓/X - True or false - A/B/C...) |

Structured Revision Tasks



1. Learn the model answers for the speaking exam for all the topics.
2. Make flash cards with the Spanish answers one side, English at the back.
3. Complete the table with the basic verbs in the different tenses. The table was done in class, but you will find a blank copy in Class chart to practise the tenses and learn key verbs in present, past, future and imperfect.
4. Do the revision listening papers/ questions you will find in class chart to practise and improve listening skills.

Spanish

What revision material should I revise from?

ANY TOPIC CAN TURN UP IN THE EXAM. Therefore, revise all topics

You have a copy of all the vocabulary you need in your book, but you will also find a copy in Class Charts

- * Holidays
- * Free time
- * School
- * Work and future plans
- * Town.
- * Family and friends and relationships
- * Technology
- * Environment

What to revise for Writing:

- The main advice: re-use the answers you have learned for the speaking. **LEARN THE ANSWERS for your speaking**, so you know them well. Make flash cards with your answers.
- Know well the different tenses: present, past, future, imperfect, conditional and any other tense done in class. The rules for the tenses are in your books, and also in Class Charts.
- Ask somebody at home to test you on your answers (that you will use in the writing)

What to revise for Listening:

- Vocabulary: create a list of basic key words per topic and learn them. Once you know them, add other ones.
- How to learn words: look at the Spanish, cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the Spanish, and write/ say the meaning. Make flash cards.
- Ask somebody at home to test you to see if you remember the words

What additional sources can I use/purchase to revise from?

- **Exam board website- AQA website** to download past papers to help you practise <http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>
- **BBC Bitesize MFL**
- **Memrise**: to practise vocabulary, expressions and grammar. Choose the AQA spec section. <https://www.memrise.com/courses/english/spanish-spain/>
- **CGP guides: GCSE Spanish AQA Exam Practice Workbook - for the Grade 9-1 Course (includes Answers)**
- **AQA grammar and translation booklets**: you can use them to revise in school, ask your teacher

What am I being assessed on?

Paper 1 – Business Activity, Marketing and People

The paper has 2 sections, and it is important you familiarise yourself with the layout.

Section A – Multiple choice questions

Section B – Data response questions based on texts provided

Content covered in the exam paper will be as follows: -

Business activity

1.1 The role of business enterprise and entrepreneurship

1.2 Business planning

1.3 Business ownership

1.4 Business aims and objectives

1.5 Stakeholders in business

1.6 Business growth

Marketing

2.1 The role of marketing

2.2 Market research

2.3 Market segmentation

2.4 The marketing mix

People

3.1 The role of human resources

3.2 Organisational structures and different ways of working

3.3 Communication in business

3.4 Recruitment and selection

3.5 Motivation and retention

3.6 Training and development

3.7 Employment law

What revision material should I revise from?

Past multiple choice question packs – as used in lessons

TEAMS notes

Class notes

Revision materials from your class teacher

Structured Revision Tasks

Section A

Complete Multiple Choice question papers – remember some questions are repeated so practice the questions in the time conditions – 1 mark per minute

Section B

Boohoo was started in 2006 by two entrepreneurs who had the idea of starting a business where customers could buy the latest fashions online. Boohoo has expanded using organic growth, and has become a global online retailer of its own brand clothes, shoes and accessories. It now sells in over 100 countries. Boohoo charge for delivery. It has millions of website users per month. The target market for the Boohoo brand is men and women who are 16 to 24 years old and are fashion conscious. To reach this market, Boohoo uses social media. The business is active on Facebook, Twitter, YouTube and Instagram. Boohoo has also introduced apps for smartphones and tablets that allow customers to browse and buy products very easily.

1. State two characteristics of an entrepreneur (2)
2. Explain how Boohoo may have expanded using 'organic growth' (2)
3. Explain one advantage to Boohoo of using market segmentation (2)
4. Explain how Boohoo's objectives may have changed since 2006. (2)
5. Analyse one disadvantage to a customer of Boohoo's distribution channel (3)
6. State one advantage and one disadvantage to a business of using social media to promote its products (2)
7. Evaluate whether or not Boohoo should continue to use social media when promoting its products (7)

Music

Assessment Information- listening exam- 1 hour 10 minutes

96 Marks

8 questions

2 for each area of study (12 marks per AOS)

| | |
|-------------------------------------|------------------------------------|
| AOS1- Musical devices | Badinerie 1 unheard |
| AOS2- Music for ensemble | Unheard listening X2 |
| AOS3- Film music | Unheard listening X2 |
| AOS4- Popular Music | Toto's Africa 1 unheard |

What will I be tested on?

Elements

Key signatures

Musical symbols

Describe: melody, rhythm, purpose of music

Musical styles

Texture and instruments

BADINERIE- you need to know

Key signatures

Cadences

Melodic movement

Texture

Basso continuo

AFRICA- you need to know

Structure

Keys

Tempo

Rhythmic devices

Features of rock music

To support your revision, you should use the following resources:

Your revision booklets from lessons

The annotated scores you have hard copies, they are on Teams, ClassCharts and have been emailed to you

Complete the listening activities of the next page

Useful websites:

Activities that include listening

<https://musicplayonline.com/games/>

BBC bitesize

<https://www.bbc.co.uk/bitesize/subjects/zpf3cdm>

Badinerie analysis

<https://www.youtube.com/watch?v=DN05VB5qFf>

[w](#)

TOP TIP:

Listen to as much different music as possible and describe the different elements (examples on next page)

Music

Structured Revision Tasks

Music

Describe:

Classical:

<https://www.youtube.com/watch?v=0sGqkMU-mGQ>

Jazz:

<https://www.youtube.com/watch?v=ZxP0cf1bpTM>

Musicals:

<https://www.youtube.com/watch?v=URWa0rbB1Kw>

Pop:

<https://www.youtube.com/watch?v=bx1Bh8ZvH84>

Blues:

<https://www.youtube.com/watch?v=5jcGY7NbaQw>

Baroque:

https://www.youtube.com/watch?v=rz_KFLHjqc

Dynamics: Forte, piano, pianissimo, mezzo forte, crescendo

Rhythm: On beat, off beat, triplets, syncopated

Structure: Binary form, ternary form, 12 bar blues

Melody: Conjunct, disjunct, ascending, descending

Instruments: Strings, woodwind, brass, percussion

Texture: Homophonic, Polyphonic and Monophonic melody and accompaniment

Harmony: Major, minor

- **Interactive theory websites:**
- <https://www.musictheory.net/>
- <https://www.mymusictheory.com/>

Listen to as much different music as possible and describe the above elements

Drama

Assessment information – Full past paper – 1 hour 30 minutes

Section A – 'DNA'
45 marks

Performance skills

Vocal – pitch, pace, clarity, accent, pause, volume, tone

Physical posture, body language, facial expressions, gestures

Acting/Performer questions will be on:

Use of performance skills – vocal and/or physical skills

Director questions will be on:

Use of performance skills – vocal and physical skills plus the use of stage space and stage directions

Designer questions will be on:

Use of set, staging, lighting, costume, sound, props/ stage furniture

Characters

Leah
Adam
Phil
Brian
John Tate
Cathy
Jan
Danny
Richard
Lou

Assessment information – Full past paper – 1 hour 30 minutes

Section B – 'One Man Two Guvnors'
15 marks

Performance skills

Vocal – pitch, pace, clarity, accent, pause, volume, tone

Physical posture, body language, facial expressions, gestures

Acting/Performer questions will be on:

on:
Use of performance skills – vocal and/or physical skills

Characters

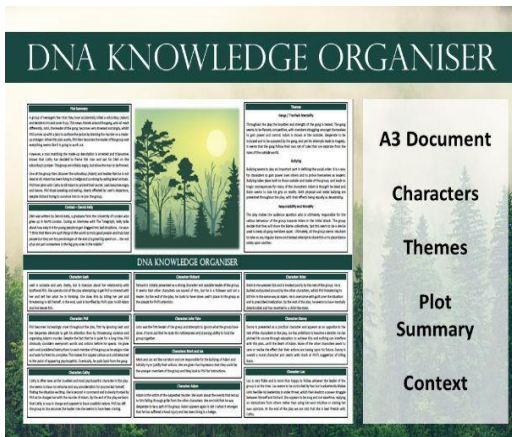
Francis Henshall
Rachel Crabbe
Stanley Stubbers
Alan Dangle
Harry Dangle
Lloyd Boateng
Dolly
Charlie 'The Duck' Clench
Pauline Clench

Designer questions will be on:

Use of set, staging, lighting, costume, sound, props/ stage furniture

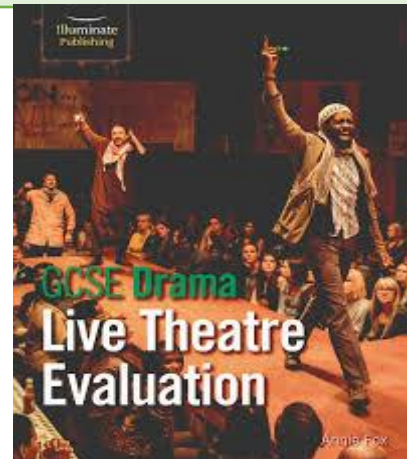
Drama

What revision material should I revise from?

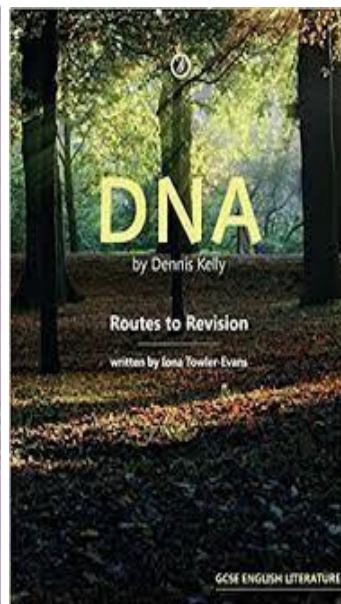
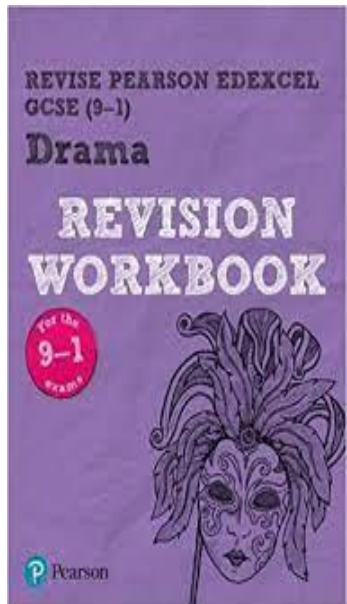
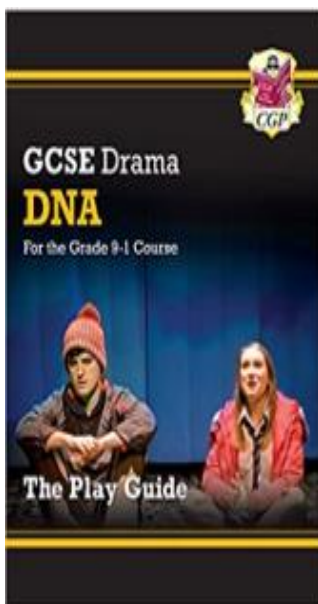


The knowledge organiser you have been given

In your exam you will have your completed Live Theatre Review notes



What additional sources can I use/purchase to revise from?



Useful websites:

BBC:

shorturl.at/nzEK

∨

Revision guide:

shorturl.at/pCFV

∩

Knowledge organiser

shorturl.at/cijzT

Structured Revision Tasks

| Task | Description |
|---------------------|---|
| DNA vocal skills | Pick 3 characters and describe how they would use 3 vocal skills. |
| DNA physical skills | Pick 3 characters and describe how they would use 3 physical skills. |
| Design Elements | Write 3 ways you would use set. Write 3 ways you would use costume. Write 3 ways you would use lighting. Write 3 ways you would use props/ stage furniture. Write 3 ways you would use sound. |

Performing Arts

What am I being assessed on? Component 3 – Responding to a Brief

Set Task Information -

*A local charity is launching a new project to promote the benefits of engaging with arts and culture. The research the charity has done suggests that when people engage with the arts there is a positive effect on their wellbeing. The launch event is an opportunity for the charity to raise awareness of the new project. The event will also promote the value of the performing arts in society. You have been commissioned by the charity to take part in the launch event. The charity has set the stimulus for the performance as: **'Better Together'**.*

- In groups of 5, you will create a performance (7 to 15 minutes) using the stimulus title **'Better Together'** and the given information in the brief.
- Your performance will communicate ideas and creative intentions to a specific target audience that is suitable for the launch event.
- The aim of your performance is to promote the new project and to engage people with the performing arts.
- You can include acting, singing and dancing in your performance – these can be from professional works or original.
- You must all be a performer but also take on a creative/design role within your group.

Assessment preparation

Please come prepared with at least 1 strong idea for what your performance could be about based on the given stimulus and brief. You also need to think about any songs, plays and dances you could add into your performance that link to the given stimulus.

Help with devising from a stimulus -

<https://www.bbc.co.uk/bitesize/examspecs/z4bfscw>



What am I being assessed on?

Paper 1 and 2 combined paper: Mock paper = 1hr 30mins. Covering all aspects taught for Paper 1 and the topics taught so far in paper 2. Please see below for possible content.

Component 2: Health and Performance. (Paper 2 = 24% of whole GCSE)

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

Health fitness and well-being:

Physical, emotional and social health: How to achieve well-being through physical activity

Lifestyle choices: **Diet, activity levels, recreational drugs**

Sedentary lifestyle: **Overweight, overfat, obese. Long term health effects.**

A balanced diet: **Carbohydrates, proteins, fats, vitamins, minerals, fibre.**

Factors effecting optimum weight; **gender, height, muscle girth, bone structure.**

Specific sports nutrition: **Different sports place different demands on the body. How do you adapt your diet to suit?**

Levers and movement analysis (Paper 1, but useful to include in revision)

Levers: **Fulcrum, Load and Effort; 1, 2, 3, - F, L, E, Be able to name types of lever and their use in sport. Mechanical advantage and disadvantage.**

Sport psychology:

Classification of skills: **Environmental influence (closed/open), difficulty (basic/complex), organisation level (Low/high)**

Practice structures: **Fixed practice, variable practice, massed practice, distributed practice**

Goal setting: **Motivation and S.M.A.R.T. targets**

Types of guidance: **Verbal, manual and mechanical guidance**

Types of feedback: **intrinsic and extrinsic, concurrent and terminal feedback**

Mental preparation for performance: **Psychological warm up, mental rehearsal**



Socio-cultural influences: (We will try to cover as much as this as possible before the mock. Any areas not covered will not be included in the mock):

Participation rates in PA and sport: **gender, ethnicity, age, socio-economic group and disability.**

Commercialisation of PA and sport: **Sport – business – media influences on/links with each other.**

Advantages and disadvantages of commercialisation and media: **For Sport, player/performer, spectator, sponsor.**

Different types of sporting behaviour: **gamesmanship, sportsmanship, deviant behaviour**

What revision material should I revise from?

Exam board:

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

Revision websites:

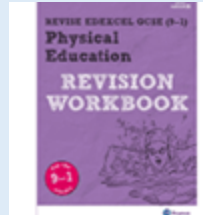
<https://www.brianmac.co.uk/>

Advice on topics relating to athletic development, exercise physiology and successful coaching for athletes, sports science students and coaches

BBC Bitesize – GCSE PE

Revision workbook

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



What additional sources can I use/purchase to revise from?

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
- The revision guide it is specifically linked to the SOW and this qualification.
- Look at the topic breakdown opposite and ensure you are happy with all the information and have access to it in your books.
- Utilize additional study time after school on Fridays.

Structured Revision Tasks – complete the Essay questions handed out in class. Apply the following to exam questions:

When answering questions with 3 or more marks

- State a fact
- Give a reason to support it
- Given an example RELATED to the question

E.G : What is Co-operation?

Co-operation is working together

Co-operation is working together to achieve a common goal

The above plus; example when you have to change a play in basketball if you are losing.

Always link your answer to the question

Question: Sam is doing his GCSE PE course. He wants to improve his cardiovascular fitness. Explain what tests he could use and why

Answer: Mention SAM in your answer, mention he is a GCSE STUDENT – is there something related to his age?



Timbers

What am I being assessed on?

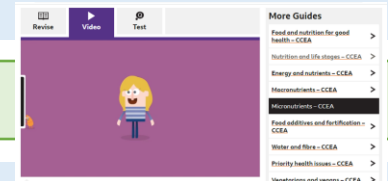
In this exam, you will complete a full exam paper that cover both Core and Timbers knowledge and understanding. The paper is split into 2 sections as follows:

Section A: Core

This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of calculation questions in Section A.

Section B: Timbers

This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 5 marks of calculation questions in Section B.



What revision material should I revise from?

You should use the notes from your year 9, 10 and 11 exercise books as well as the revision PowerPoints shared by your teacher on Teams and Class charts.

You can revise through the SENECA revision quizzes using the EDEXCEL Design Technology link completing the sections on both Core and Timbers.

Use the Maths Genie booklets to practice your basic Maths skills e.g. surface area, graphs, percentage etc.



Timbers

What revision material should I revise from?

You can also use the revision booklet given to you in your lesson:

Natural Timbers

Wood is an organic material that is the main substance in the trunk and branches of a tree. Wood prepared for use in building and carpentry is known as timber.

Most hardwoods come from broad-leaved, deciduous trees (trees that shed their leaves annually). They are generally slow growing and are therefore usually more scarce and expensive than softwoods.

| Oak | Birch | Walnut | Beech |
|--|---|--|--|
| <ul style="list-style-type: none"> hard, tough, strong & finishes well resists easily close, straight grain expensive pinkish brown | <ul style="list-style-type: none"> very strong, heavy, durable & hard grain varies but is generally open light brown | <ul style="list-style-type: none"> hard, strong, easy to work & resistant to rot fine, straight grain some species are protected reddish brown | <ul style="list-style-type: none"> very light & soft, but has great strength-to-weight ratio straight grain with distinct wavy feel pale cream to white |

Other hardwoods include ash, birch, maple and willow.

Softwoods come from coniferous trees that have long needle-like leaves and are generally found in cold climates. They are quick growing and can therefore be replaced quicker than hardwoods.

| Cedar | Scots Pine | Larch | Spruce |
|--|--|---|---|
| <ul style="list-style-type: none"> contains chemical that makes it durable resistant to weather short, needle grain light cream to reddish-brown | <ul style="list-style-type: none"> easy to work with, reasonably strong straight grain with lots of knots pale to reddish-brown | <ul style="list-style-type: none"> tough & strong, but easy to work resistant to rot, but prone to splitting yellow to reddish-brown | <ul style="list-style-type: none"> good strength-to-weight ratio can contain small knots creamy white to pinkish-brown |

Other softwoods include Douglas fir, yew and western hemlock.

Remember that all hardwoods are hard, and not all softwoods are soft.

Manufactured Boards

Manufactured boards are made from fibres, chips, shavings or sheets of wood bonded together with adhesives.

Medium-Density Fibreboard (MDF)

Woodchips are broken down into a pulp (small fibres), mixed with glue and compressed.

- Has a smooth surface, which makes it easy to paint and finish (often with a higher quality veneer)
- Denser than other manufactured boards
- Produces a bit of hazardous dust so mask must be worn when working with it.
- Used for flat panel furniture, kitchen units and interior panelling (comes in moisture and fire-resistant varieties)

Plywood

Alternate layers of wood (veneers) are glued together at 90 degrees to each other.

- Very strong in all directions; often stronger than solid wood
- Outside layers are finished with a higher quality veneer
- Must always include an odd number of layers and the grain always runs in the same direction on the outside layers
- Used in construction (roofing and cladding) and furniture
- Common in water-resistant marine grades for use in boats

Chipboard

Small chips of wood are compressed and glued together.

- Has a rough surface and texture so is often covered with veneers to improve its appearance
- Low-cost but not as strong or durable as other manufactured timber, such as MDF
- Easily damaged by moisture but comes in water-resistant varieties
- Used for low-cost furniture, kitchen worktops and shelving

Material Properties

During the design process, it is important to know the physical and working properties of potential materials.

Physical Properties

Physical properties relate to the actual material.

- Absorbency** The ability of a material to take in or soak up something (usually a liquid, but sometimes heat and light). Papers, boards and natural fibres are generally good absorbers of liquids.
- Density** A material's mass per unit volume (how compact it is). It is commonly measured in g/cm³ or kg/cm³. Metals are usually dense.
- Fusibility** The ability of a material to be converted into a molten or liquid state through heating. Materials that convert into their molten state at a low melting point, such as solder, have a high fusibility. Solder is used to fuse together other metals because it melts before the metals being joined melt.
- Electrical Conductivity** The ability of a material to conduct electricity. Metals are generally good electrical conductors, and plastics tend to be poor electrical conductors (insulators). As a result, electrical wiring is often made from copper and encased in a flexible plastic.
- Thermal Conductivity** The ability of a material to conduct heat. Metals are generally good thermal conductors, and plastics tend to be poor thermal conductors (insulators). As a result, frying pans are often made from aluminium with plastic handles.

Working Properties

Working properties relate to how a material responds to external forces and/or conditions.

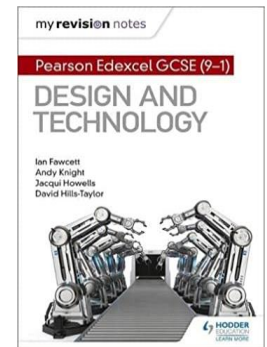
- Strength** The ability of a material to withstand force without breaking. Examples of forces include pressure, tension, compression, shear and torsion. Materials may be strong in one force but weak in another (e.g. concrete is strong in compression but weak in tension).
- Hardness** The ability of a material to resist wear, abrasion, scratching or denting. Diamond is the hardest naturally occurring substance found on Earth.
- Toughness** The ability of a material to absorb energy without fracturing.
- Malleability** The ability of a material to be bent and shaped without breaking.
- Ductility** The ability of a material to be stretched or pulled into a strand without breaking.
- Elasticity** The ability of a material to return to its original shape after being stretched, bent or compressed.

What additional sources can I use/purchase to revise from?

You can purchase a Design & Technology Revision guide:

My Revision Notes: Pearson Edexcel GCSE (9-1) Design and Technology

ISBN: 978-1510480506



Structured Revision Tasks

- Complete a family tree for each of the material groups, so you can identify the groups and materials within them.
- Create a revision card for each of the physical and working properties of materials.
- Select 6 different timber products found in your home and explain the materials they are made from and how they are constructed.
- Create a revision card adding an image of specific tools on one side e.g. coping saw, tenon saw, rasp, chisel, marking gauge etc. and their name and description on the other.

What am I being assessed on?

Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes (100 marks)

Students should focus on the 6 areas of content.

Areas of Content

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

What revision material should I revise from?

You should use the notes from your year 9, 10 and 11 exercise books as well as the revision PowerPoints shared by your teacher on Teams and Class charts.

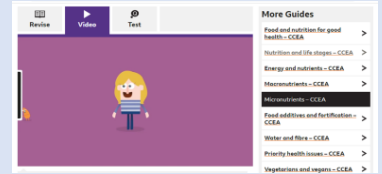
You can revise through the SENECA revision quizzes using the BBC bitesize link completing the sections on all topics.



What revision material should I revise from?

There are some fantastic video clips on the following website;

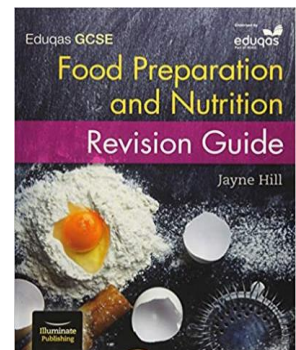
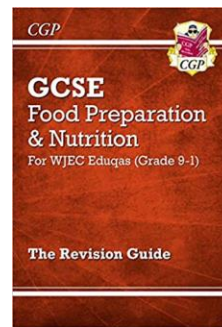
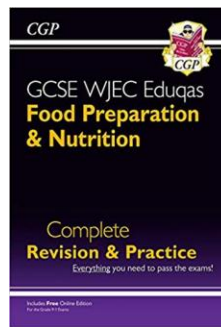
<https://www.bbc.co.uk/bitesize/subjects/zdn9jhw>



Ms Byrne Will hand out the revision guide to help.

What additional sources can I use/purchase to revise from?

The following exercise books have all the information you will need to know. You can borrow these from Ms Byrne in Technology.



Structured Revision Tasks

- Complete a family tree for each of the areas of content, so you can identify areas of weakness.
- Create a revision card for each of the dietary requirements
- Create knowledge guides on Bread making
- Micro and Macro nutrients.
- Questions and ask a friend or family member to test your knowledge.
- Use the 10mark question examples to practice gaining more marks in these style questions.

What am I being assessed on?

Exam: Component 2

Timings: 1 hour and 30 minutes

Marks Available: 60 marks – 30% of overall grade

- Section A: TV Crime Dramas (Luther and The Sweeney) - 30 marks
- Section B: Music and Online Media (TLC, Taylor Swift and Bruno Mars) - 30 marks

- Section A will cover **Representations** and **Audiences**. This section will consist of two 10-mark questions.
- Section B will cover **Media Language** and **Contexts**. This section will consist of one 20-mark question and one 10-mark question.

What revision material should I revise from?

Your teacher will provide you with a revision guide for Component 2, alongside a structured task sheet to support your revision.

Your teacher will guide you to which tasks you must complete to help to structure your revision effectively.

All resources will be printed for you and accessible via Teams, ClassCharts and email!

| Area of Framework | Task – tick when completed! | Duration | Resources |
|--|---|------------|--|
| Representations Luther, The Sweeney, and Blood and Wine | <input type="checkbox"/> Create a mind-map for contextual factors surrounding each set text. Aim for 5 key points for Luther, The Sweeney, Blood and Wine and themselves. | 20 minutes | Available on Teams |
| | <input type="checkbox"/> Find 5-5 examples of how MEN are represented in each set text. Analyse the connotations and link to dominant ideologies. | 10 minutes | Teams Fact album YouTube |
| | <input type="checkbox"/> Find 5-5 examples of how WOMEN are represented in each set text. Analyse the connotations and link to dominant ideologies. | 10 minutes | Revision videos (link on Teams) Copies of the set texts (all on Teams) |
| | <input type="checkbox"/> Find 5-5 examples of how ETHNICITY is represented in each set text. Analyse the connotations and link to dominant ideologies. | 10 minutes | |
| Language Luther & The Sweeney | <input type="checkbox"/> Find 2 examples of conventional settings used in a crime drama. Analyse the connotations. | 5 minutes | Available on Teams |
| | <input type="checkbox"/> Find 2 examples of conventional costumes used in a crime drama. Analyse the connotations. | 5 minutes | Teams |
| | <input type="checkbox"/> Find 2 examples of conventional sound used in a crime drama. Analyse the connotations. | 5 minutes | YouTube |
| | <input type="checkbox"/> Find 2 examples of interesting writing used in a crime drama. Analyse the connotations. | 5 minutes | Revision videos (link on Teams) |
| | <input type="checkbox"/> Find 2 examples of interesting editing used in a crime drama. Analyse the connotations. This should include setting, sound, editing, characters and narrative. | 5 minutes | Copies of the set texts (all on Teams) |
| | <input type="checkbox"/> Find at least 2 examples of engine code/narration | 10 minutes | |



Structured Revision Tasks – more will be available in other resources provided!

- Create a mind-map for contextual factors surrounding each set text. Aim for 5 key points for Luther, The Sweeney, Bad Blood and Waterfalls.
- Find 3-5 examples of how **MEN** are represented in each set text. Analyse the connotations and link to dominant ideologies.
- Find 3-5 examples of how **WOMEN** are represented in each set text. Analyse the connotations and link to dominant ideologies.
- Find 3-5 examples of how **ETHNICITY** is represented in each set text. Analyse the connotations and link to dominant ideologies.

Luther & The Sweeney

- Find 2 examples of conventional settings used in a crime drama. Analyse the connotations.
- Find 2 examples of conventional costumes used in a crime drama. Analyse the connotations.
- Find 2 examples of conventional sound use in a crime drama. Analyse the connotations.
- Find 2 examples of interesting camera shots used in a crime drama. Analyse the connotations.
- Find 2 examples of interesting editing used in a crime drama. Analyse the connotations.
- Find 2 examples of interesting lighting used in a crime drama. Analyse the connotations.
- Find 5 examples EACH of how Luther AND The Sweeney conforms to genre conventions. This should include: setting, sound, editing, characters and narrative.
- Find at least 2 examples of engima codes/action codes created in Luther AND The Sweeney.
- Create a timeline of the narrative for Luther. Can you identify Todorov's narrative theory of equilibrium?

Bad Blood & Waterfalls

- Find 2 examples of interesting camera shots used in the music videos. Analyse the connotations.
- Find 2 examples of interesting editing used in the music videos. Analyse the connotations.
- Find 3 examples from **BAD BLOOD** that conforms to pop music genre conventions. Analyse the connotations.
- Find 3 examples from **WATERFALLS** that conforms to pop music genre conventions. Analyse the connotations.
- Find 3 examples of intertextuality from **BAD BLOOD**.
- Create a timeline of the narrative for Bad Blood. Can you identify Todorov's narrative theory of equilibrium?
- Create a timeline of the narrative for Waterfalls. Can you identify Todorov's narrative theory of equilibrium?