

Cardinal Newman Catholic School

Holy Cross Catholic Multi Academy Company

YEAR 13

MADE FOR GREATNESS



Mock Examination Preparation Booklet

Name:



CARDINAL
NEWMAN
CATHOLIC SCHOOL

"Knowledge through the light of faith"

Assessment Booklet Introduction

Dear Parents/Carers and students

From **Monday 17th February 2023 until Friday 3rd March 2023** Year 13 will complete their final mock examinations ahead of the summer examination period.

These mock examinations will be crucial in supporting Year 13 as they come towards the end of their time at Cardinal Newman. They will help to identify student progress and understanding, identifying gaps for future learning in the final important months as well as providing students with further examination experience ahead of their summer examinations.

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

- Overview of examination content
- Key topics to revise ahead of the examinations
- Revisions resources and tips
- Additional revision that 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.

We recognise that sometimes the assessment season can cause some students to feel anxious or stressed. We want this to be a positive experience that supports and develops the skills and resilience in preparation for future examinations. If you need any further support, guidance or information please do not hesitate in contacting us.

May we take this opportunity to remind you that students must be wearing full dress code to enter the examination venue. Mobile phones, watches and Mp3 players/iPods should either be left at home or kept in students' school bags as they are not permitted in the examination room. Students will be able to check the seating plan prior to the examination which will be displayed in the Sixth Form Centre.

We look forward to working closely with you in these final months to ensure your child achieves their full potential.

Good luck Year 13!

Yours faithfully

Mr S McDonnell
Assistant Headteacher (Post 16)
Email: sam.mcdonnell@cncs.school



Ms E O'Connor
Headteacher
Email: Emma.French@cncs.school



Mock Examination Timetable

Year 13 Mock Examinations WC 13 th February 2023			
	Periods 1-Periods 2		Period 4 Period 5
Monday 13 th February A		Early Lunch	Y13 Business Paper 1 – 2h Y13 History Paper 1 – 2h 30
Tuesday 14 th February A		Early Lunch	
Wednesday 15 th February A		Early Lunch	Y13 English Literature Paper 1 – 2h 15
Thursday 16 th February A		Early Lunch	Y13 Product Design – 1h 30
Friday 17 th February A	Y13 English Language & Literature Paper 1 – 2h 30 Y13 Maths Paper 1 – 2h Y13 Psychology Paper 1 – 2h	Early Lunch	

Year 13 Mock Examinations WC 27 th February 2023			
	Periods 1 and 2		Period 4 and 5
Monday 27 th February B	Y13 Biology – 2h	Early Lunch	
Tuesday 28 th February B		Early Lunch	Y13 Sociology – 2h Y13 English Language & Literature Paper 2 – 2h 30 Y13 Maths Paper 2 – 2h Y13 Psychology Paper 2 – 2h
Wednesday 1 st March B	Y13 Chemistry – 2h Y13 RE – 2h	Early Lunch	Y13 Media – 1h 40 Y13 Physics – 2h Y13 English Literature Paper 2 – 1h 15
Thursday 2 nd March B		Early Lunch	Y13 Business Paper 2 – 2h Y13 History Paper 2 – 2h 30
Friday 3 rd March B		Early Lunch	

Assessment Timetable

Subject	Dates & AM/PM	Topics Covered	Equipment Needed	Venue & Seat Number

Exam Regulations

- You should **not attempt to communicate with any other students**. This includes turning around and look at other students once seated. Examination conditions remain until you had left the exam room.
- **All electronic devices** should be **switched off and placed in your bag** before you enter the room
- **Do not bring** any **pieces of paper** in your pockets.
- **Labels must be removed from water bottles** before entering the room.
- Any **watches** must be taken off and **are not allowed in the exam room**.
- You must be in **full school uniform**. Any student without the correct uniform will not be allowed into the examination hall.

Exam Season Timings

AM - Line Up 8:40am

PM - Line Up 1:10pm

Tuesdays only

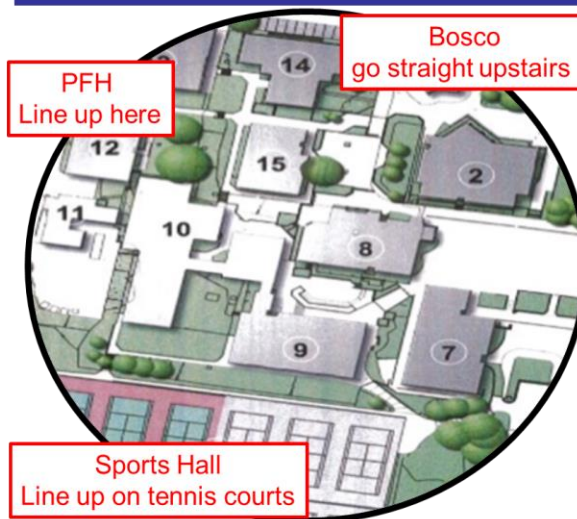
PM - Line Up 12:40pm

Examinations

Where are the Exams?

Sports Hall	Most examinations take place in the Sports Hall
PFH	Students who receive extra time or need a smaller environment
Exam Access	Upstairs Bosco classrooms

Where do we line up?



Line up in the correct row in seat order (normally alphabetical)

Wait in silence so that you can hear instructions.

When instructed you will be guided into the assessment venue

There should be no talking once you have entered the venue.

Move to your seat when instructed and remain there for further instructions.

What do we do with our bags?



Please take your bag and coat and place in the entrance to the sports hall

Those in the PFH will put their bags into the sports cupboard

Bosco student will be instructed when they arrive.

Assessment Booklet

A Level Biology

What am I being assessed on?

Year 13 Content but using A Level questions, this means that knowledge of year 12 content is expected, there will be questions that draw on year 12 subject material. These will not only test AO1 knowledge recall, but AO2 and AO3 which expect you to analyse and evaluate data

Topics include all year 13 material covered up to the end of January 2023

Photosynthesis

Respiration

Nutrient cycles, energy transfer and farming practice

Stimuli and response

Nervous control

Homeostasis

These questions will assess data handling and practical skills so make sure you review the required practical with the content from the topic

What revision material should I revise from and how can I revise?

CGP textbook

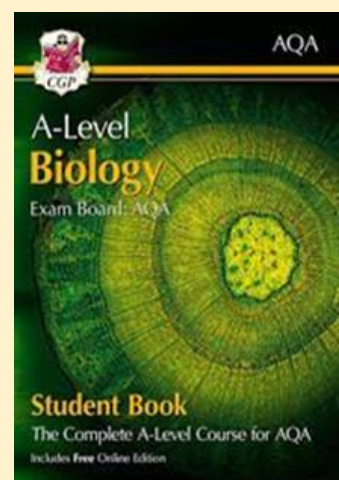
Use the book to make notes, answer questions and complete the practice questions of each relevant unit.

SENECA

Use the revision resources to test your knowledge

PIXL notes

Use PowerPoints to test your knowledge

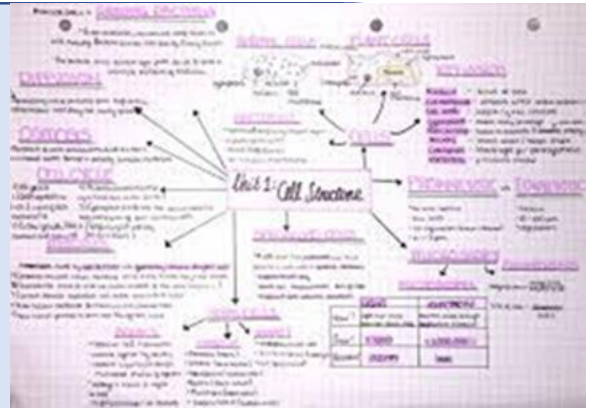


Assessment Booklet

A Level Biology

Additional Revision Tasks & Resources

Produce mind maps to condense content to 1 topic per page



Produce revision cards with information/content on one side and questions to test knowledge on the other side



PiXL knowledge question packs for each unit

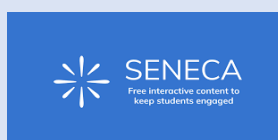
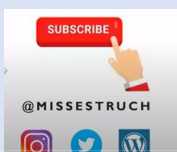
Practice past papers and mark schemes

Useful web links:

<https://www.youtube.com/watch?v=QcdBiD2lcbS>

<http://www.a-levelnotes.co.uk/biology-aqa-as-level-notes-new-spec.html>

<http://astarbiology.com/a-level/aqa/notes/>



What am I being assessed on?

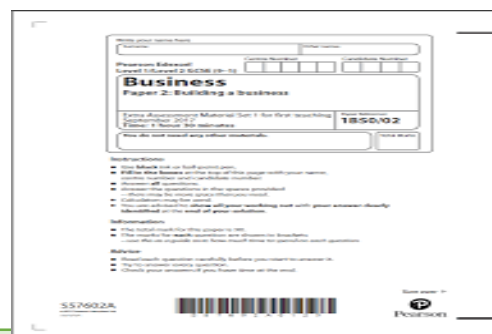
For this mock exam you will be completing a Paper 1 and Paper 2. Both examinations will be for 2 hours and are full A Level papers.

This covers all of Themes 1, 2, 3 and 4

What revision material should I revise from?

You should use the following to help aid your revision:

- ❖ Class notes
- ❖ Past exam papers
- ❖ Revision materials created in class and at home



How can I revise?

You need to ensure you understand all of the key concepts and use flash cards and mind maps to support you.

You will also benefit from completing past exam papers which have been emailed out previously. By completing the past papers in the allocated time also helps prepare you for the speed you need to complete questions in.

Also use the mark schemes provided to further enhance your understanding

Assessment Booklet

A Level Business

Useful websites

www.edexcel.co.uk



www.tutor2u.co.uk



https://www.youtube.com/@Bizconsesh/playlists?view=50&sort=dd&shelf_id=9



<https://www.youtube.com/@TakingTheBiz>



Assessment Booklet

A Level Chemistry

What am I being assessed on?

1 x Paper (Combined Paper 1 & Paper 2)– 2 Hours 105 marks

Long and short answer questions on A Level Chemistry topics covered so far in the course:

Physical

- 3.1.1 [Atomic structure](#)
- 3.1.2 [Amount of substance](#)
- 3.1.3 [Bonding](#)
- 3.1.4 [Energetics](#)
- 3.1.5 [Kinetics](#)
- 3.1.6 [Chemical equilibria, Le Chatelier's principle and \$K_c\$](#)
- 3.1.7 [Oxidation, reduction and redox equations](#)
- 3.1.8 [Thermodynamics \(A-level only\)](#)
- 3.1.9 [Rate equations \(A-level only\)](#)
- 3.1.10 [Equilibrium constant \$K_p\$ for homogeneous systems \(A-level only\)](#)

Inorganic Chemistry

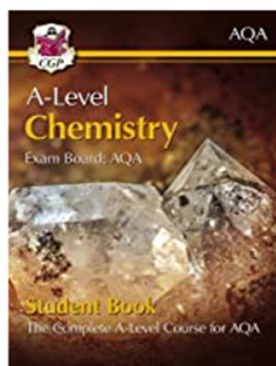
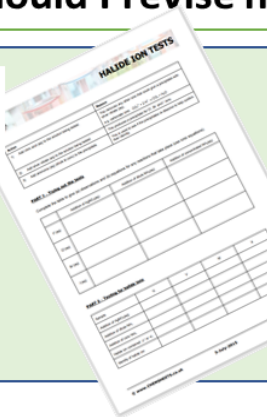
- 3.2.1 [Periodicity](#)
- 3.2.2 [Group 2, the alkaline earth metals](#)
- 3.2.3 [Group 7\(17\), the halogens](#)

Organic Chemistry

- 3.3.1 [Introduction to organic chemistry](#)
- 3.3.2 [Alkanes](#)
- 3.3.3 [Halogenoalkanes](#)
- 3.3.4 [Alkenes](#)
- 3.3.5 [Alcohols](#)
- 3.3.6 [Organic analysis](#)
- 3.3.7 [Optical isomerism \(A-level only\)](#)
- 3.3.8 [Aldehydes and ketones \(A-level only\)](#)
- 3.3.9 [Carboxylic acids and derivatives \(A-level only\)](#)

What revision material should I revise from?

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



Assessment Booklet

A Level Chemistry

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Inorganic Chemistry

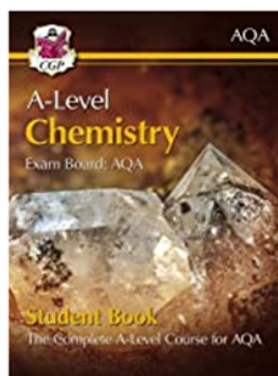
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- Work booklets
- Exam questions
- Websites



Assessment Booklet

A Level Design Technology

What am I being assessed on?

You will be assessed on a paper 1 – Principles of Product Design
This paper is set out through four sets of questions. You will be required to:

- Analyse existing products
- Demonstrate applied mathematical skills
- Demonstrate your technical knowledge of materials, product functionality, manufacturing processes and techniques
- Demonstrate your understanding of wider social, moral and environmental issues that impact on the design and manufacturing industries.

What revision material should I revise from?

- www.youtube.com – search how it's made and then the name of the product you want to understand
- See revision PowerPoints and information sheets on class charts.
- Essential maths skills for AS/A-level design technology text book.
- OCR AS/A level Design & Technology Product Design revision notes text book.

How can I revise?

- Create revisions cards for each of the different materials and processes and use them to test yourself
- Create revision mind maps on the extended answer topics (EA)
- Make notes on the manufacturing videos and practice drawing diagrams for each of the manufacturing techniques.
- Use past papers to understand the question styles and apply them to the topics covered in this assessment.
- Use maths genie to practice answering the maths questions.

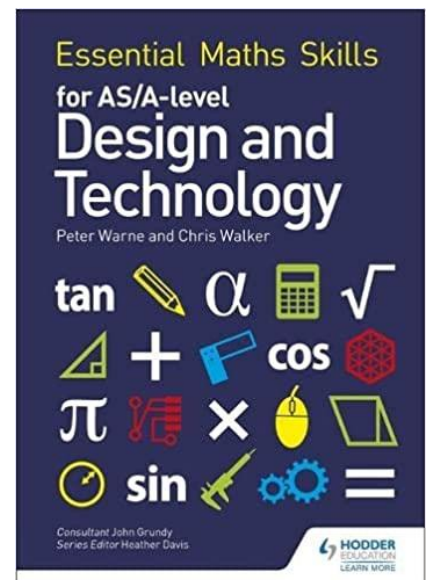
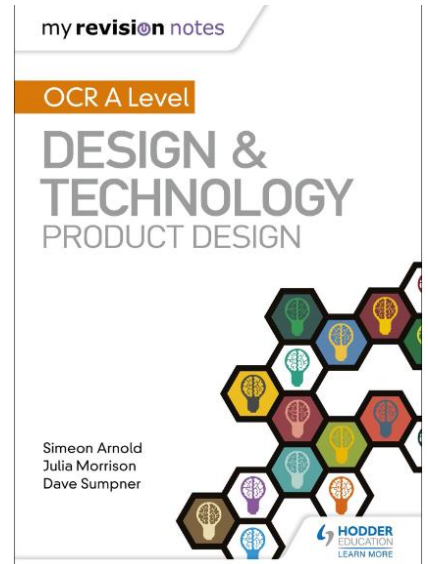
Assessment Booklet

A Level Design Technology

Additional Revision Tasks & Resources

Topics to consider:

- Smart materials
- MATHS: Relative frequency
- Business enterprise
- Modern materials - bio-plastics
- Orthographic projection (3rd angle)
- MATHS: Trigonometry
- MATHS: Ratio
- MATHS: Calculating volume
- Safety labelling
- HASAW
- Functionality
- Non-ferrous metals
- Metal manufacturing processes
- Product testing
- Digital design software



<https://www.mathsgenie.co.uk/gcse.html>

Maths Genie

Assessment Booklet

A Level English Language and Literature

Component 1: Voices in Speech & Writing (2 hours 30 minutes) (SML)

Component 1: Voices in Speech & Writing
2hr 30-minute examination
50 marks

Section A

Voices in Speech & Writing: An Anthology
(25 marks)

You will compare one of the anthology texts to an unseen text that shares a similar theme.



Section B

A Streetcar Named Desire
(25 marks)



You will complete an examination question that addresses key themes and/or characters across the play.



Revision Tips: Voices in Speech & Writing: An Anthology

- YouTube: English_Newman
- PPTs on Anthology texts
- How to Structure a Response
- Anthology Revision Grid
- Non-Fiction- Key Conventions Guide
- Anthology (annotations/PAMTC)
- Anthology Record Booklet
- Exam Preparation Booklet

Revision Tips: A Streetcar Named Desire

The following materials are available via our Microsoft Teams channel:

- ASND Record Booklet
- ASND Evidence Spreadsheet
- ASND Revision Pack
- ASND How to Structure a Response
- ASND Key Context
- ASND- Plot & Context Summary Grid
- ASND- Extract Planning Grids

Additional Resources include:

- ASND York Notes
- ASND Lit Charts (Available via Teams)

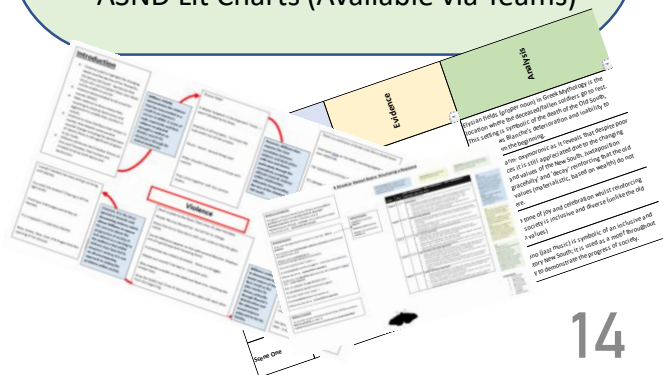
Component 1: Section A

- Do I know the PAMTC for each anthology text?
- Do I know the voices created in each text, how they change and why they are evident?
- Do I know the specific evidence from each text that I will select to analyse/demonstrate voice.
- Do I know the genre conventions and how/why they are used?
- Do I know how to structure a response?
- Can I identify/apply appropriate subject terminology?



Component 1: Section B

- Do I know the plot and key events across each scene?
- Do I know the contextual factors that have influenced Williams?
- Do I know the key evidence/analysis for each character/theme?
- Do I know how to structure a response-making links to the extract?



Assessment Booklet

A Level English Language and Literature

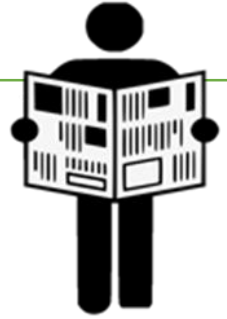
Component 2: Varieties in Language and Literature (2 hours 30 minutes) (KAN)

Component 2: Section A

Society & The Individual: Unseen Non-Fiction Prose
(20 marks)

You will complete an essay question on an unseen non-fiction text. (AO1-3)

You will spend 1 hour on this section.



A LEVEL



ENGLISH LANGUAGE AND LITERATURE

Component 2: Section B

Society & The Individual: The Great Gatsby & Great Expectations (30 marks)

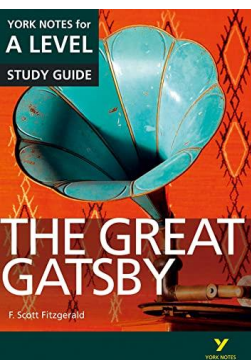
You will complete a comparative essay question on TGG & GE (AO1-4)

You will spend 1 hour 30 minutes on this section.



Revision Materials:

- TGG Excel Grid, Booklets: Extract, Comprehension, Context
- GE Excel Grid, Booklets: Extract, Comprehension, Context
- Lessons: HTSAR, literary theory, critical reception of TGG/ GE
- Subject terminology grid
- Exemplar responses
- Unseen Non-Fiction Prose booklet and lessons



Section A: Unseen Non-Fiction Prose

A Level: English Language and Literature

Name: _____

Teacher: _____

Class: _____



Assessment Booklet

A Level English Literature

What am I being assessed on?

Paper 1 - Drama – 2hrs 15 mins
Paper 2 – Prose - 1 hr 15 mins

Component 1: Section A

Othello (35 marks)

You will be assessed on AO1, AO2, AO3 and AO5

Component 1: Section B

A Streetcar Named Desire (25 marks)

You will be assessed on AO1, AO2, and AO3

Component 2

The Supernatural: The Picture of Dorian Gray and Dracula
(40 marks)

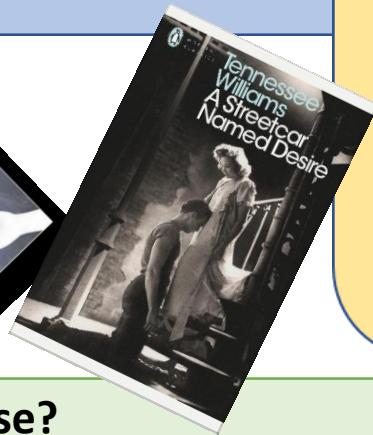
You will complete a comparative assignment
(AO1-AO4)

What revision material should I revise from?

Othello + ASND

The following materials have been sent to you via email and printed for you:

- Knowledge organisers
- Plot Organisers
- Context grids
- Key quotations with analysis
- Example A* essays
- All lessons have been emailed
- Recorded lessons have been given to you



The Picture of Dorian Gray and Dracula
The following materials have been sent to you via email and printed for you:

- Context document
- Example Assignments
- Essay planning grids
- Key quote analysis grids
- How to Structure a Response PPT

How can I revise?

Drama Exam

1. Re-read the two plays including all of your notes
2. Create revision cards detailing what occurs in each act/ scene.
3. Re-read example essays
4. Plan and write essays (LSH will mark/ support)

Prose Exam

1. Re-read key 'texts'
2. Review the 'Key Context' documents
3. Write your responses using these planning grids.
4. Create terminology revision cards

Assessment Booklet

A Level English Literature

Additional Revision Tasks & Resources



How to Structure a Response

Guidance & Exemplars

Essay Structure

Introduction: Establish argument and comparative focus
Sentence starters/ Writing Frame

Within both of de Sille novels, Wilde and Stoker presents (link to q) as to be... Within his conventional gothic novel, Stoker (how does he show this? Characters / Events / Methods) to highlight/ expose (link to intentions/contextual factors). Whereas Wilde, (how does he show this? Characters / Events / Methods) to challenge/ show (link to intentions / contextual factors).

Main Body Paragraphs: Comparative focus maintained throughout

Sentence starters/ Writing Frame
Firstly, both Wilde and Stoker portray (link to q) through (comparative link – theme / characters / events / setting...). Within Dracula, this is evident when/ through (character / event / method) "... the use of (word class/ device / gothic convention) emphasises / challenges / highlights... which contextually links to (intentions) Furthermore, the (word class/ device) "...new evidence" also supports the idea that... which would make a reader feel... Similarly / Differently Wilde demonstrates the notion that (link to point) through (character / event / method) "... the use of (word class/ device / gothic convention) emphasises / challenges / highlights... which contextually links to (intentions) Additionally, the (word class/ device) "...new evidence" also supports the idea that... which would make a reader feel... Therefore, whilst Stoker suggests that (link to point),

Conclusion: reiterate argument and evaluate final intentions/ effect
Sentence starters/ Writing Frame
Overall, Wilde and Stoker portray (link to question) in order to highlight / challenge / question (links to context and intentions). Whilst Stoker's traditional gothic narrative offers moral resolution for his readers, reaffirming British strength and solidarity at the end of the novel, Wilde's ambiguous social commentary offers no discernible philosophy on morality and leaves

Key Plot Moments - Othello

PLOT	Tragedy / Genre	KEY QUOTES
Act 1 Venice-Iago and Roderigo discuss 'The Moor'. Othello and Desdemona have secretly married. Othello has promoted Cassio which makes Iago jealous. Roderigo is in love with Desdemona. Roderigo and Iago plot revenge on Othello. They tell Desdemona's father. He accuses Othello of stealing her through witchcraft. Desdemona defends them saying her loyalty is now with her husband not her father and wants to go to Cyprus too. Iago decides he will convince Othello Cassio is having an affair with his wife so he can get Cassio's position as lieutenant.	File acts The first is possible high persuasion of Othello Antonia's pursuit I must needs play my part in the audience Reveries Tragic hero's free flow, plots, ultimately, too leading Death Tragic hero's action ultimately causes their death and that of many other characters Catharsis The playwright creates a pathos of emotion for the audience, a sense of justice. This might not be what the class is 'Othello' Pathos Extreme pity and sadness High status hero Othello is a General of the army THEMES AND SYMBOLS Hero's error leads to their reversal of fortune	Act 3 pg 3 Iago O beware my lord of jealousy, it is the green-eyed monster which doth mock the meat it feeds on Act 1 Iago I am not what I am Act 1 pg 3 Desdemona My noble father, I do perceive here a divided duty Act 3 pg 3 Othello Happy for am back, And have not those soft parts of conversation That chop-queens have, or for I am dejected into the veil of years—yet that's not much—She's gone Act 5 pg 2 Othello Like the base Indian, threw a pearl away Act 1 pg 1 Iago now, very now, an old black ram is to hump your white one Act 1 pg 1 Othello Put out the light, and then put out the light Act 1 pg 3 Othello Most potent, grave, and renowned senators, That have Iago away this old man's daughter, It is most true, true, I have married her Act 3 pg 3 Othello Excellent wretch! Perdition catch my soul, You do love her, and I love not her, O, she is gone, she is gone Act 5 pg 2 Iago From this time forth I never will speak word Act 3 pg 4 Desdemona Nobody, myself Act 3 pg 4 Emilia They put us hurriedly, and when they are dead, They beat us
Act 2 Cypriot a Turkish ship is detained. They wait for Othello to return. Cassio tells Montano how well he thinks of Desdemona. Iago tells Montano about women and wives. Othello arrives and declares his love for her. Iago tells Roderigo Desdemona is free of Othello and wants Cassio. Iago tries to earn revenge on the brother Othello slept with his wife. They celebrate the victory and marriage. Iago persuades Cassio to drink which ends up in Roderigo attacking Cassio and Cassio attacking Montano. Othello demands Cassio Iago advises Cassio to speak to Desdemona to get his job back.	Peripeteia of women At the time people do not stray for love. Women were the property of their father and transferred to the husband in marriage. Desdemona at the start does not fit this mould. She is strong, intelligent, her choices and her husband. As the play continues her wife descends. At the end Emilia more experienced woman, gives her view on men. Iago speaks strongly about women e.g. 'Venetian women cheat on their husbands' Revenge on Cassio and Othello by Iago; he feels marginalised and not getting the position of lieutenant Catharsis The play opens with conflict. It is presented with a conflicting view of Othello. There are conflicting views of the 'good' and 'honour' and of characters themselves. Othello's error catches and the conflict of war itself Appearance = Reality Iago is not what he seems to be at all. He is a manipulator. He is a villain. He is a man who is evil in a world of whatever else The handkerchief symbolises love. Symbolises a sign of virginity and their love. Othello is told Othello sees that he is a fool. It is his husband's gift to her by his father and is said to have provenance Revelation Iago often uses animal imagery to describe Othello/Desdemona as wrong and evil. Othello describes Desdemona as 'creature' and 'falcon'. Imagery of light/dark/heat/cold evokes the conflict between good and evil	
Act 3 Desdemona speaks to Othello about Cassio and Iago. Iago draws Othello's attention to this moment. He uses this scene to successfully plant seeds of doubt and mistrust into Othello's mind about his wife having an affair. Desdemona drops her handkerchief which Emilia finds and gives to Iago, who requested it. Iago demands Othello put on a show of anger. Iago tells Othello that the handkerchief Othello gave to kill Cassio and appoints him his lieutenant. Othello speaks about the provenance of the handkerchief to Desdemona and asks her where it is. As a distraction she tells him about Cassio which makes her angrier. Bianca asks for Cassio's love. She gives her the handkerchief, which makes her cross since it isn't hers.	Peripeteia The play opens with conflict. It is presented with a conflicting view of Othello. There are conflicting views of the 'good' and 'honour' and of characters themselves. Othello's error catches and the conflict of war itself Appearance = Reality Iago is not what he seems to be at all. He is a manipulator. He is a villain. He is a man who is evil in a world of whatever else The handkerchief symbolises love. Symbolises a sign of virginity and their love. Othello is told Othello sees that he is a fool. It is his husband's gift to her by his father and is said to have provenance Revelation Iago often uses animal imagery to describe Othello/Desdemona as wrong and evil. Othello describes Desdemona as 'creature' and 'falcon'. Imagery of light/dark/heat/cold evokes the conflict between good and evil	
Act 4 Iago continues to poison Othello's mind. He tells him he heard Cassio talking about sleeping with Desdemona. This causes him to have a fit. Iago and Cassio have a conversation about Bianca while Othello watches, thinking they are talking about Desdemona. Othello accuses Desdemona of being a whore. He tells Desdemona in public, which shocks Lodovico. Desdemona confirms to Emilia that she cannot understand Othello's behavior and Emilia suggests a villain but thought it was her.	Peripeteia The play opens with conflict. It is presented with a conflicting view of Othello. There are conflicting views of the 'good' and 'honour' and of characters themselves. Othello's error catches and the conflict of war itself Appearance = Reality Iago is not what he seems to be at all. He is a manipulator. He is a villain. He is a man who is evil in a world of whatever else The handkerchief symbolises love. Symbolises a sign of virginity and their love. Othello is told Othello sees that he is a fool. It is his husband's gift to her by his father and is said to have provenance Revelation Iago often uses animal imagery to describe Othello/Desdemona as wrong and evil. Othello describes Desdemona as 'creature' and 'falcon'. Imagery of light/dark/heat/cold evokes the conflict between good and evil	
Act 5 Iago persuades Roderigo to kill Cassio but he only wounds him. Othello thinks Cassio is dead and goes to kill Desdemona. After hearing about the handkerchief Emilia says out Iago to the villain and reveals him to the other characters. Othello strangles Desdemona. Iago kills Emilia and turns evildoer. Othello, realizing what has happened, kills himself. Iago is arrested and refuses to talk and Cassio is appointed Governor of Cyprus.	Peripeteia The play opens with conflict. It is presented with a conflicting view of Othello. There are conflicting views of the 'good' and 'honour' and of characters themselves. Othello's error catches and the conflict of war itself Appearance = Reality Iago is not what he seems to be at all. He is a manipulator. He is a villain. He is a man who is evil in a world of whatever else The handkerchief symbolises love. Symbolises a sign of virginity and their love. Othello is told Othello sees that he is a fool. It is his husband's gift to her by his father and is said to have provenance Revelation Iago often uses animal imagery to describe Othello/Desdemona as wrong and evil. Othello describes Desdemona as 'creature' and 'falcon'. Imagery of light/dark/heat/cold evokes the conflict between good and evil	

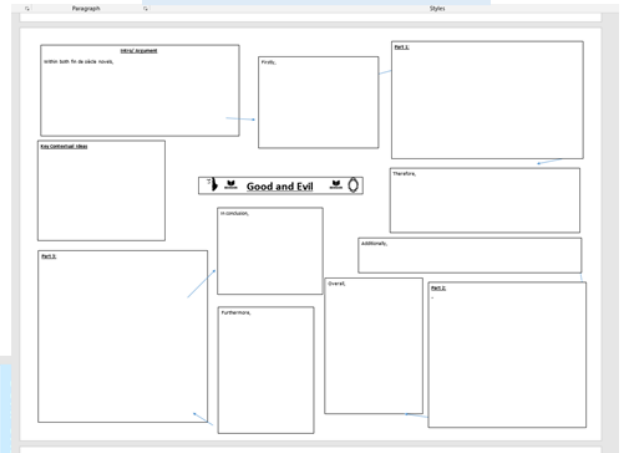
Key Terminology

Key Vocabulary and Terminology Dramatic Form/ Conventions

Term	Definition
Tragic Genre	A play that typically features a protagonist of high standing who experiences a change in circumstances/ a downfall which evokes pity and catharsis from the audience
Tragic hero	The protagonist of the tragedy who plays the play as a person of high standing (king / nobleman...) and experiences a downfall
Hamartia	The fatal flaw or error within the tragic hero
Anagnorisis	is a moment in a plot or story, specifically a tragedy, wherein the tragic hero either recognizes or identifies his/her true nature, recognizes the other character's true identity, discovers the true nature of his situation, or that of the others – leading to the resolution of the story.
Peripeteia	Peripeteia is a reversal of circumstances, or turning point.
Catharsis	The release of the audience's emotions through empathy with the characters
Pathos	A feeling of pity or sympathy with the characters / tragic events
Machiavellian Villain	Machiavellian is a term used to describe someone whose sole purpose is to manipulate corrupt others for the individual's personal gain.
Vice Character	Vice is a stock character of the medieval morality plays. While the main character of plays was representative of every human being the other characters were represent (and usually named after) personified virtues or vices who sought to win control of the soul. While the virtues in a morality play can be seen as messengers of God, the vices viewed as messengers of the Devil.



Essay Planning Grids



INT 1 OTHELLO

Additional Task Documents

Year 13 Literature Additional Learning Tasks - Drama			
Page 1: Drama	Section A: Othello and critical anthology Section B: A Streetcar Named Desire	Exam Date	
Duration	2 hours 15 minutes	Percentage	30%
Revision checklist:			
Tick off as and when you are confident with the following for each section of the exam:			
Othello Checklist	A Streetcar Named Desire Checklist	General	
<ul style="list-style-type: none"> Content – do I know the literary context surrounding Othello and the tragic genre? Content – do I know the historical context surrounding Othello? Content – do I know the social and cultural context surrounding Othello, such as attitudes towards race, gender, the supernatural, reputation, courtesy Content – do I feel confident discussing the contextual factors of Othello within my work? Plot – do I know the overall play? Plot – do I know what happens in Act 1? Plot – do I know what happens in Act 2? Plot – do I know what happens in Act 3? Plot – do I know what happens in Act 4? Plot – do I know what happens in Act 5? Character – Othello. Do I know how he is presented at the start, middle and end of the play? Do I know at least 10 quotations for his character? Character – Iago. Do I know how he is presented at the start, middle and end of the play? Do I know at least 10 quotations for his character? Character – Desdemona. Do I know how she is presented at the start, middle and end of the play? Do I know at least 10 quotations for her character? Character – Cassio. Do I know how he is presented at the start, middle and end of the play? Do I know at least 7 quotations for his character? Character – Emilia. Do I know how she is presented at the start, middle and end of the play? Do I know at least 7 quotations for her character? 	<ul style="list-style-type: none"> Content – do I know historical context surrounding A Streetcar and how to apply it to the text? Content – do I know political context surrounding A Streetcar and how to apply it to the text? Content – do I know social and cultural context surrounding A Streetcar and how to apply it to the text? Plot – do I know the overall play? Time – am I confident when the events of the play occurs and how much time is covered throughout the play? Character – Blanche. Do I know how she is presented at the start, middle and end of the play? Do I know at least 10 quotations for her character? Character – Stanley. Do I know how he is presented at the start, middle and end of the play? Do I know at least 10 quotations for his character? Character – Mitch. Do I know how he is presented at the start, middle and end of the play? Do I know at least 7 quotations for his character? Character – Ewing. Do I know how he is presented at the start, middle and end of the play? Do I know at least 7 quotations for his character? Character – Minor Characters. Do I know the purpose and role of the minor characters within the play? Can I confidently discuss them and link to key moments within the text? 	<ul style="list-style-type: none"> Terminology – do I know how to identify a range of dramatic conventions? Dramatic Structure – am I confident with the structure of Othello and how to apply this to dramatic text? Genre – am I confident when discussing conventions within great tragedy such as cathos, anagnorisis, hamartia and applying them to Othello and A Streetcar? Essay Planning – am I confident how to approach an exam question and work out what I am expected to do? Essay Writing – do I know how to structure an exam response and what my answer should include? Essay Planning – do I know which moments from the text to select to approach my question? Essay Writing – am I confident in finding a central line of argument for my response? Essay Writing – Do I know how to identify techniques the writer has used? Essay Writing – Do I know how to evaluate writer's craft and discuss the meaning and effect? Essay Writing – Do I know how to apply relevant contextual factors to my ideas? Essay Writing – Do I know how to engage with critical texts and discuss alternative interpretations? Essay Writing – Do I know how to structure a conclusion? 	

Assessment Booklet A Level History

What am I being assessed on?

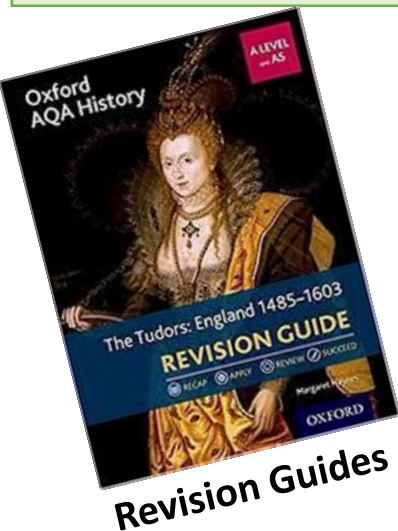
Paper 1C – Tudors

- Henry VII
- Henry VIII
- Mid Tudor Crisis
- Early Elizabeth

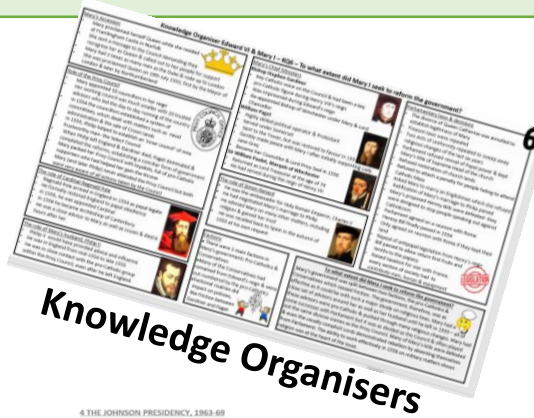
Paper 2Q – USA

- Truman
- JFK
- Johnson
- Nixon

What revision material should I revise from?



Revision Guides



Knowledge Organisers

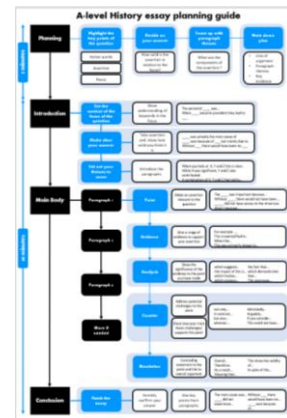
Maintaining American World Power

Escalation of the war in Vietnam

When Johnson became President, there were nearly 17,000 American 'advisers' in South Vietnam. By 1968, America had 535,000 ground troops there but was no closer to defeating the Communists.

Johnson continued the US involvement in Vietnam because:

- he believed in containment and the domino theory
- The United States had staked its image and prestige on support of the 'state' of South Vietnam that Eisenhower had created and promised to sustain through SEATO
- the Kennedy administration had colluded in the assassination of the South Vietnamese leader Diem and Johnson rightly said this morally locked America in Vietnam
- Johnson felt constitutionally and emotionally bound to continue the policies of the late elected President and to keep Kennedy's advisers, all of whom urged continuation of the involvement, e.g. McNamara and Rusk
- Diem's successors were still not defeating the Communists



Essay Structures

Knowledge Packs

How can I revise?

1. RAG Knowledge of the monarchs
2. Create Essay plan for possible Questions
3. Create revision cards from knowledge organisers and booklets

1. RAG knowledge of on Presidents
2. Create Essay plans for possible questions
3. Use knowledge Booklets.

Assessment Booklet

A Level History

Additional Revision Tasks & Resources

"Henry VIII's actions as King destroyed Henry VII's legacy."

Assess the validity of this view of the years 1485 to 1514

INTRODUCTION- establish thread of argument

Agree / Valid

Disagree / Not valid

1

1

2

2

3- LINKING FACTOR

3-LINK TO JUDGEMENT

JUDGEMENT- return to thread of argument

Task:

Use past questions from class charts to plan answers.

Assessment Booklet

A Level Maths

What am I being assessed on?

Pure Maths

Chapter 12 Algebra 2
Chapter 13 Sequences
Chapter 14 Trigonometric Identities
Chapter 15 Differentiation 2

Applied Maths

Chapter 18 Motion in 2 Dimensions
Chapter 20 Probability + CRV's
Chapter 21 Hypothesis Testing 2

What revision material should I revise from?

- Past Papers
- Textbook
- www.aqa.org.uk
- www.kerboodle.com
- www.integralmaths.org
- www.examsolutions.net
- www.drfrostmaths.com



The logo for Kerboodle, featuring the word 'kerboodle' in a green, lowercase, sans-serif font inside a white speech bubble shape.



How can I revise?

- Make notes from the summary sections at the end of each chapter.
- Complete a past exam questions then mark it using the mark scheme.
- Practice questions from the exercises in the book, use the worked solutions on Kerboodle.
- Use the additional notes and exercises on integral maths to consolidate.
- Watch the videos going through exam questions on www.examsolutions.net
- Work through the relevant powerpoints on www.drfrostmaths.com

Assessment Booklet

A Level Maths

Additional Revision Tasks & Resources

Binomial series

$$(a + b)^n = a^n + \binom{n}{1}a^{n-1}b + \binom{n}{2}a^{n-2}b^2 + \dots + \binom{n}{r}a^{n-r}b^r + \dots + b^n \quad (n \in \mathbb{N})$$

$$\text{where } \binom{n}{r} = {}^n C_r = \frac{n!}{r!(n-r)!}$$

$$(1+x)^n = 1 + nx + \frac{n(n-1)}{1.2}x^2 + \dots + \frac{n(n-1)\dots(n-r+1)}{1.2\dots r}x^r + \dots \quad (|x| < 1, n \in \mathbb{Q})$$

Arithmetic series

$$S_n = \frac{1}{2}n(a + l) = \frac{1}{2}n[2a + (n-1)d]$$

Geometric series

$$S_n = \frac{a(1-r^n)}{1-r}$$

$$S_\infty = \frac{a}{1-r} \quad \text{for } |r| < 1$$

Trigonometry: small angles

For small angle θ , measured in radians:

$$\sin \theta \approx \theta$$

$$\cos \theta \approx 1 - \frac{\theta^2}{2}$$

$$\tan \theta \approx \theta$$

Trigonometric identities

$$\sin(A \pm B) = \sin A \cos B \pm \cos A \sin B$$

$$\cos(A \pm B) = \cos A \cos B \mp \sin A \sin B$$

$$\tan(A \pm B) = \frac{\tan A \pm \tan B}{1 \mp \tan A \tan B} \quad (A \pm B \neq (k + \frac{1}{2})\pi)$$

Differentiation

$f(x)$	$f'(x)$
$\tan x$	$\sec^2 x$
$\operatorname{cosec} x$	$-\operatorname{cosec} x \cot x$
$\sec x$	$\sec x \tan x$
$\cot x$	$-\operatorname{cosec}^2 x$
$\frac{f(x)}{g(x)}$	$\frac{f'(x)g(x) - f(x)g'(x)}{(g(x))^2}$

Differentiation from first principles

$$f'(x) = \lim_{h \rightarrow 0} \frac{f(x+h) - f(x)}{h}$$

Mechanics

Constant acceleration

$$s = ut + \frac{1}{2}at^2 \quad \mathbf{s} = \mathbf{u}t + \frac{1}{2}\mathbf{a}t^2$$

$$s = vt - \frac{1}{2}at^2 \quad \mathbf{s} = \mathbf{v}t - \frac{1}{2}\mathbf{a}t^2$$

$$v = u + at \quad \mathbf{v} = \mathbf{u} + \mathbf{a}t$$

$$s = \frac{1}{2}(u + v)t \quad \mathbf{s} = \frac{1}{2}(\mathbf{u} + \mathbf{v})t$$

$$v^2 = u^2 + 2as$$

Probability and statistics

Probability

$$P(A \cup B) = P(A) + P(B) - P(A \cap B)$$

$$P(A \cap B) = P(A) \times P(B|A)$$

What will I be assessed on?

Component 2 – Section A and B (60 marks) - 1 hour 40 minutes

Section A – Television

Humans and The Returned (2 x 15-mark questions)



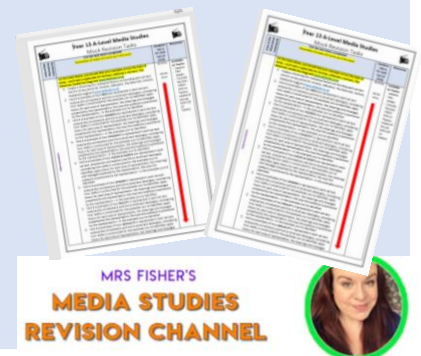
Section B – Magazines

Adbusters and Woman– (1 x 30-mark comparison question)



What material should I revise from?

1. Class Notes
2. Structured revision tasks
3. Mrs Fisher's YouTube channel:
<https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg>
4. Past papers – Eduqas website



How should I revise?

1. Complete structured revision tasks
2. Revision flashcards with key terminology, key facts etc
3. Examples questions – time yourself!
4. Create knowledge organisers for each set text

Assessment Booklet

A Level Media Studies

Additional Revision Resources

1. Mrs Fisher's YouTube

channel: <https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg>



2. The Media Insider YouTube

channel: <https://www.youtube.com/c/TheMediaInsider/videos>



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!



Assessment Booklet

A Level Physics

What am I being assessed on?

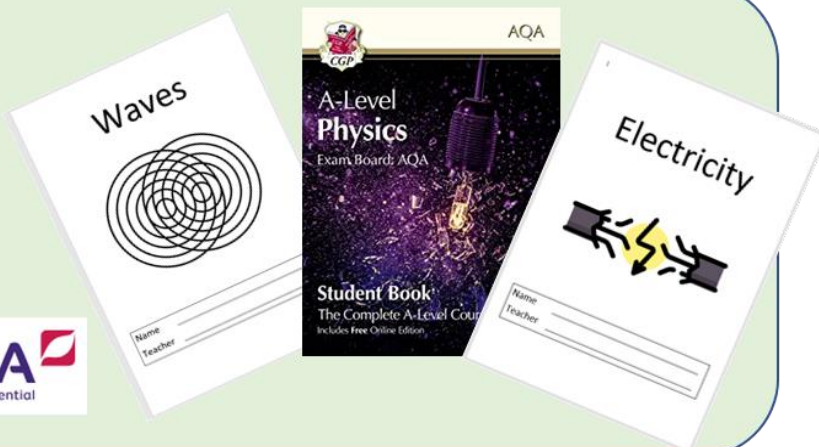
1 x Paper – 2 hours

60 marks of short and long answer questions and 25 multiple choice questions on the following content:

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity
6. Further Mechanics

What revision material should I revise from?

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



How can I revise?

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

Assessment Booklet

A Level Physics

Additional Resources

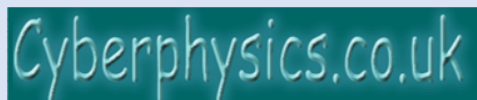
Websites



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



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



<https://www.alevelphysicsonline.com/students>



<https://kuizical.com/>



<https://app.senecalearning.com/courses?Price=Free&Age+Group=A+Level&Subject=Physics>



Assessment Booklet

A Level Psychology

What am I being assessed on?

CONTENT

Paper 1: Social Influence, Memory, Attachment, Psychopathology.

Paper 2: Approaches, Biopsychology and Research Methods.

SKILLS

The test will include assessment on all skills:

A01 – Description

A02 – Application

A03 - Evaluation

What revision material should I revise from?

TEXTBOOKS AND CLASS BOOKLETS:

- 1) AQA Psychology for A level textbook – Year 1 and 2
- 2) Revision Guide - AQA Psychology for A level – Year 1 and 2
- 3) Class Booklets and notes
- 4) Tutor2U revision guides
- 5) Tutor2U perfecting exam technique, student guide
- 6) Revision mind maps
- 7) Past paper questions and mark schemes booklets, also found on AQA website.

WEBSITES:

- 1) Online textbook: AQA Psychology for A level – Year 1 and AS (2nd Ed) (Use log in and password given to you).
 - 2) Revision apps – go to the website below
For links to the app store
www.illuminatepublishing.com/psychapp
- OTHER WEBSITES:**
- 3) <https://www.tutor2u.net/psychology>
 - 4) <https://senecalearning.com>
 - 5) <https://www.aqa.org.uk>

How can I revise?

STEPS FOR SUCCESS:

STEP 1 – Using the checklists given to you in class, ensure that you have made detailed revision cards/notes on each section of the assessment. Ensure that you understand everything, if not, clarify the content using your textbook, a website, ask a classmate or ask me.

STEP 2 - Create a mind map/complete mind map template for each of the specification's bullet points (in the green box at the top left corner of each double spread of the textbook) - ensure key terminology is included. This will enable you to see the key components of the topic, and how it fits together.

STEP 3 – Learn the detail for each sub- section of the topic area by reading the revision cards, writing out the content, verbally explaining it to a classmate and then test yourself by writing out the content. Check your accuracy and detail. Put those revision cards where your knowledge is less secure at the top of the pile and review them more often. Repeat this process until you know everything!

STEP 4 – Once you believe you know a subsection, complete the relevant exam questions section in your exam question booklet. Then check your answers against the mark scheme. Ensure that you have included the appropriate detailed content and have used the skills required.

STEP 5 – Practise writing answers under timed conditions.

STEP 6 – Review your revision cards regularly. Always start with the least secure topics/parts.

Assessment Booklet

A Level Psychology

REVISION TIP EXTRA: Make a timetable

REVISION TIMETABLE

WEEK	Subject	Subject	Subject	Subject	Subject	Subject	TOTAL
Monday	Topic (1 hour)				Topic (1 hour)		2 hours
Tuesday		Topic (1 hour)	Topic (1 hour)			Topic (1 hour)	3 hours
Wednesday				Topic (1 hour)	Topic (1 hour)		2 hours
Thursday		Topic (1 hour)				Topic (1 hour)	2 hours
Friday			Topic (1 hour)				1 hour
Saturday			Topic (1 hour)			Topic (1 hour)	2 hours
Sunday		Topic (1 hour)		Topic (1 hour)			2 hours
TOTAL	1 hour	3 hours	3 hours	2 hours	2 hours	3 hours	14 hours

REVISION TIP EXTRA: SKILLS EXPLAINED

WHAT AM I BEING ASSESSED ON?

- Assessment Objectives (AO)

Assessment Objective	Formal specification language	Student friendly language
AO1	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.	Basic descriptions of studies and theories. This includes figures and facts. (Aim, procedure, findings and conclusion)
AO2	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data. 	Essentially, you're becoming a psychologist and explaining how a situation works with your knowledge. These can be single questions or several linking questions.
AO3	Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> • make judgements and reach conclusions • develop and refine practical design and procedures. 	The evaluation of your essay. The positive/negative aspects of the theory, supporting or opposing evidence, links to any psychological debates.

Assessment Booklet A Level Psychology

REVISION TIP EXTRA: EVALUATION AND APPLICATION

Dos and Don'ts for AS/A-level Psychology

AQA



**KEEP CALM AND ENJOY YOUR
PSYCHOLOGY!**
Good Luck!

What am I being assessed on?

- Component 1 Philosophy (year 12/13)
- Component 2 Ethics (year 12/13)
- Component 3 Developments in Christian Thought (year 12 topics only)

AO1 – 40%

Demonstrate knowledge and understanding of religion and belief, including:

- religious, philosophical and/or ethical thought and teaching
- influence of beliefs, teachings and practices on individuals, communities and societies
- cause and significance of similarities and differences in belief, teaching and practice
- approaches to the study of religion and belief

AO2- 60%

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

Exam board: OCR
1 paper 120 mins
Answer Three exam questions out of a choice of 2 for each component
(45 mins each)

What revision material should I revise from? The following resources available on TEAMS

- ✓ PLCs for both topics to be assessed
- ✓ Exam questions for independent revision
- ✓ Key terms and definitions glossary
- ✓ Revision clock
- ✓ Essay planning and Lines of Argument revision support
- ✓ Workbooks for all topics
- ✓ Seneca revision quizzes for all topics



How can I revise?

- Ensure folder is organised
- Create mindmap/brain dump for both topics
- Complete essay plans for all past paper questions using LOAs and essay planning template
- Complete AO1 and 2 tasks from the revision guide

Assessment Booklet

A Level Religious Studies

Additional Revision Tasks & Resources

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

Revision webinars on YouTube:

Philosophy:

<https://www.youtube.com/watch?v=ZVq7UTNnsUA>

<https://www.youtube.com/watch?v=0hB8GJ4ynOw>

Ethics:

<https://www.youtube.com/watch?v=VQm18iz9gq4>

<https://www.youtube.com/watch?v=-PxAo4Lmgf0>

DCT:

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

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



Assessment Booklet

A Level Sociology

What am I being assessed on?

Paper 3: Crime and deviance with Theory and Methods (2 hours)

Topics to revise:

- All of Crime and deviance
- All of theory and methods

CRIME AND DEVIANCE (50)

Q1 Outline two ways... (4 marks)

Q2 Outline three reasons.... (6 marks)

Q3 Item: Analyse two reasons why...(10 marks)

Q4 Item: Evaluate the usefulness of (e.g. functionalist approach)... (30 marks)

What revision material should I revise from?

THEORY AND METHODS (30)

Q5 Outline and explain two...(10 marks)

Q6 Item: Evaluate the usefulness (20 marks)

You will have been given a revision pack which contains:

- PLC
- Barebones revision guide
- Exam questions for independent revision
- Key terms and definitions/ glossary
- Empty keywords/concept A3 sheet
- Revision checklist for topics
- Workbooks



How can I revise?

- Ensure revision is organised
- Create revision mindmaps on each topic
- Create flashcards for sociologists and their theories
- Ensure you are completing self timed essays.
- Use the structure sheet guidance to help with how to develop and structure your answers
- Complete practice questions
- Use the revision booklet that has been provided
- Use hectic teacher knowledge organiser (see example)
- Complete seneca tasks

Assessment Booklet

A Level Sociology

Additional Revision Tasks & Resources

Useful Revision websites:

Napier Press Workbooks www.napierpress.com/book-one-workbooks

Workbooks for all topics which can be used alongside the Napier textbook which majority of you have.

• **S-Cool** <http://www.s-cool.co.uk/a-level/sociology>

Excellent for revision. Lots of essay-style questions to practice and chapter summaries which are helpful for recapping.

• **Sociology Revise** www.sociology.org.uk/drevise.htm

Another great revision site that provides lots of helpful resources for students, such as revision cards, maps and diagrams.

• **Sociology Stuff** www.sociologystuff.com

A website of resources written and created by Steve Chapman (one of the authors from the textbook used in lessons)

• **Rachael's Sociology** www.rachelsociology.synthasite.com

A home-made site, but still contains a lot of useful resources (mostly in Word format). Concentrates mainly on crime and education.

• **Sociology.org** www.sociology.org.uk

A site that provides a very useful collection of links, which are helpfully organised by topic.

• **Sociology Online** www.sociologyonline.co.uk

A site that is less formal and contains lots of facts, quizzes and crosswords to aid sociology revision

• **Get Revising** <http://getrevising.co.uk/>

Although not sociological-specific, and it takes a minute to subscribe, this site is really good if you want to create your own revision resources