

Cardinal Newman Catholic School

Holy Cross Catholic Multi Academy Company

Year 11 Spring Mock Examinations 2025



Name:



CARDINAL
NEWMAN
CATHOLIC SCHOOL

“Knowledge through the light of faith”

Assessment Booklet Introduction

January 2025

Dear Parent/Carer

Re: Mock Examinations – Aim High, Reach for the Sky, No Limits!

We hope that you and your family are well at this time.

To support Year 11 in continuing to prepare for their GCSE examinations in the summer, students will be participating in another mock examination: **Monday 10th February 2025 to Friday 28th February 2025.** Mock examinations are an important part of Year 11 as they help to identify student progress and understanding, identifying gaps for future learning 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:

- Topics covered in the assessments
- 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 resource. It will also be sent electronically to all students.

We want mock examinations to be a positive experience that supports and develops the skills and resilience in preparation for future examinations. If students are not successful in their mock examinations they will be selected to resit, after being provided with guidance on how to improve to ensure students have a positive experience. 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 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.

Yours faithfully



Mr J Abbott
Head of Year 11
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Ms E O'Connor
Headteacher
Email: Emma.French@hccmac.co.uk



Mock Examination Booklet

Mock Examination Timetable

Year 11 & 13 – Mock Examinations						
	Period 1	Period 2	Period 3		Period 4	Period 5
Monday 10 th February A	Year 11 GCSE English Literature (Component 1) 2 hours			Early Lunch	Year 11 GCSE RE (1 hour 30 mins)	
Y11 Normal Lesson	A – English B - PE	A – English B - RE	A – RE B - English		A – Maths B - Humanities	A – PE B - Science
Tuesday 11 th February A	Year 11 GCSE Maths (Paper 1) 1 hour 30 mins			Early Lunch	Year 11 GCSE Media Component 1 (1 hour 30) Year 11 iMedia (1 hour 30) Year 11 GCSE Computer Science Component 1 (1 hour 30) Year 11 GCSE Music (Listening) 1 hour Year 11 GCSE PE (1 hour 15 mins) Year 11 GCSE Timbers (1 hour 45 mins) Year 11 GCSE Food (1 hour 45 mins)	
Y11 Normal Lesson	A – Maths B - Science	A – RE B - Maths	A – PE B - Humanities		A/B – Block A	A/B – Block A
Wednesday 12 th February A	Year 11 GCSE History Component 1 (2 hours) Year 11 GCSE Geography Component 1 (1 hour 30 mins)			Early Lunch	Year 11 GCSE Physics Component 2 (1 hour 15/45)	
Y11 Normal Lesson	A – Maths B - Science	A – Science B - Maths	A – Science B - English		A/B – Block B	A/B – Block A
Thursday 13 th February A	Year 10 and Year 11 English Resit Lang (Component 1) 1 hour 45			Early Lunch	Year 11 GCSE Maths (Paper 2) 1 hour 30 mins	
Y11 Normal Lesson	A/B – Block A	A/B – Block B	A – Humanities B - Maths		A – English B - RE	A – RE B - Science
Friday 14 th February A	Year 11 GCSE Biology Component 2 (1-hour 15/45)			Early Lunch	Year 11 GCSE Business (Paper 1) 1 hour 30 mins Clash students*	
Y11 Normal Lesson	A – Humanities B – English	A – Humanities B - English	A – English B - PE		A – Science B - Maths	A – PE B - RE

Year 11 & 13 Assessments						
	Period 1	Period 2	Period 3		Period 4	Period 5
Monday 24 th February B	Year 11 English Literature (Component 2) 2 hours 30			Early Lunch	Year 11 Business Component 2 (1 hour 30)	
Y11 Normal Lesson	A – English B - PE	A – English B - RE	A – RE B - Science		A – Science B - Maths	A – Humanities B - English
Tuesday 25 th February B	Year 11 GCSE Chemistry Component 2 1hr15/1 hr 45			Early Lunch	GCSE Computer Science (Component 2) 1 hour 30 GCSE Media (Component 2) 1 hour 30	
Y11 Normal Lesson	A – Science B - Maths	A – Maths B - Science	A – Maths B - Science		A/B – Block B	A/B – Block B
Wednesday 26 th February B	Year 11 GCSE Maths Paper 3 (1 hour 30)			Early Lunch	Year 11 GCSE Geography Component 2 (1 hour 30 mins)	
Y11 Normal Lesson	A – Science B - Maths	A – Maths B - English	A – English B - Science		A – Science B - Humanities	A/B – Block A
Thursday 27 th February B	Year 11 - Spanish Writing (F 1 hour/H 1 hour 15 mins) Year 11 - French Writing (F 1 hour/H 1 hour 15 mins)			Early Lunch		
Y11 Normal Lesson	A – Science B - Maths	A/B – Block B	A – Maths B - Humanities		A – RE B - English	A – English B - RE

Students will an option subject examination clash can review their specific timetables/seating plans for further details



Mock Examination Booklet

Mock Examination Timetable

Using your school timetable and assessment timetable, create your mock schedule below:

Subject	Date & AM/PM	Topics Covered	Equipment Needed	Venue & Seat Number
English Literature			Pen Highlighter	
Maths				
Chemistry				
Physics				
Biology				
Religious Education				
Geography/ History				
Option A				
Option B				
English Language (Resit Only)				

Mock Examinations Booklet

What to Expect

These examinations are important and will help your teachers to support you through the stages of your final GCSE year.

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 topics will be covered in your examinations 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! Go and see Helenea 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 biros, 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.

Key Reminders:

- If you have a morning examination, you must be on school site for **8.15am**. You must then **sign-in outside the Sixth Form block** (opposite Student Reception)
- **Attendance is compulsory** to all examinations
- Check your **seating plans** (you should know your seat number/venue **before** arriving to the examination).
- You must **bring your equipment**: clear pencil case, water (label off), pens, pencils and subject specific equipment when necessary e.g. calculator, ruler etc.
- **Uniform**- same standards apply, no jewellery, blazer on.
- After an examination, you will **report immediately to the canteen** (unless you have extra time) where your teacher will collect you.

Assessment Information

For your mock examination, students will complete a section on Macbeth and a section on Poetry Anthology.

Exam Duration: 2 hours Exam Weighting: 40%

Section A: Macbeth – 40 marks

Students will respond to two questions. In the first question, you will only need to write about the extract. In the second question, you will need to write about the whole play.
Total time: 1 hour (20%).
AO1, AO2, AO4

Section B: Poetry Anthology – 40 marks

Students will respond to a poem from the anthology (20 mins) and then will write a comparative essay using another poem from the anthology. (40 mins)
Total Time: 1 hour (20%).
AO1, AO2

What revision material should I use?

Section A

Students will be provided with a 'Macbeth' revision guide and a task booklet to support their revision of plot, character, theme and context.
Students can also use Educake, SENECA and resources on Classcharts for additional preparation.

Section B

Students will be provided with a Poetry Anthology revision guide and a task booklet to support their revision.
Students can also use Educake, SENECA and resources on Classcharts for additional preparation.

Structured Revision Tasks

Your teacher will provide you with a Macbeth and a Poetry Anthology Revision Guide.

They will direct you on which tasks to complete.



WJEC Eduqas English Literature 9-1 Poetry Anthology Revision Guide



Name.....
Class.....
Teacher.....

1

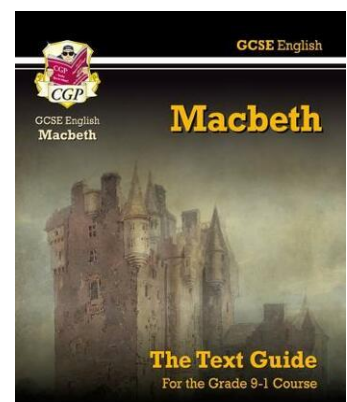
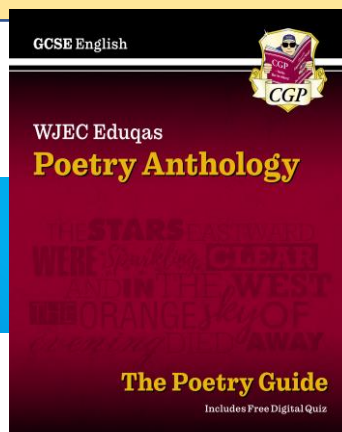
Challenge/Extension task:

Choose from the selection of practice essay questions in the revision guides and complete at least 3 of them.

Additional Resources:



*sparknotes



Assessment Information

For your mock exam, students will complete a full Component 2 mock on An Inspector Calls, A Christmas Carol & Unseen Poetry

Exam Duration: 2 hours 30 minutes

Exam Weighting: 60%

Section A: An Inspector Calls – 40 marks (45 minutes)

Students will respond to an essay question on the play and will be given an extract to support their analysis

AO1, AO2, AO4
(SPaG)

Section B: A Christmas Carol – 40 marks (45 minutes)

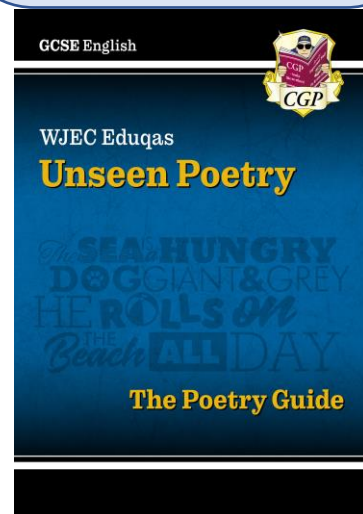
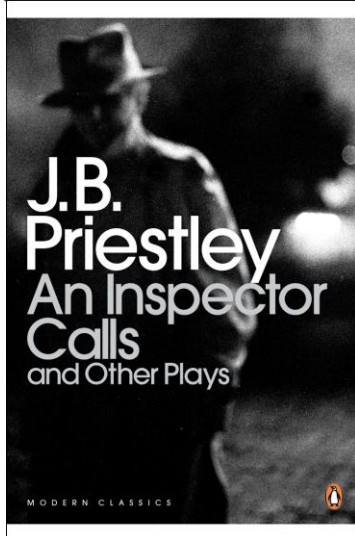
Students will respond to an essay question on the novella and will be given an extract to support their analysis

AO1, AO2, AO3
(Context)

Section C: Unseen Poetry – 40 marks (1 hour)

Students will respond to an unseen poem (20 mins) and then will compare with an additional unseen poem (40 mins)

AO1, AO2



Revision Materials

You have been provided with a number of resources to use for revision:

1. An Inspector Calls Revision Guide
2. A Christmas Carol Revision Guide
3. Unseen Poetry Revision Guide
4. Essay planning booklets
5. Quotation grids
6. Copies of AIC & ACC to re-read
7. GCSE English Literature OneDrive: Year 11 English Literature Resources (This contains lessons, revision materials, PPT & support documents)



YEAR 11



ENGLISH LITERATURE

EASTER 14-TASK REVISION
BOOKLET

NAME _____

CLASS/TEACHER _____

Exam Dates

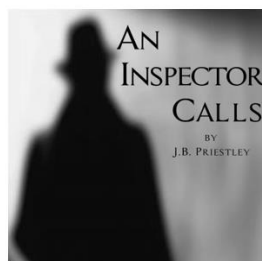
Comp 1 – Mon 13th May

Comp 2 – Mon 20th May

Lit 2a: An Inspector Calls

Revision Guide

WJEC EDUQAS EDUQAS ENGLISH LITERATURE 9-1



Name: _____

Class: _____

GCSE TARGET



English Literature 2b:

A Christmas Carol

Revision Guide



Year 11
English Literature Paper
2
Section C: Unseen Poetry
Revision



Name _____

Class _____

Teacher _____

Assessment Booklet English Language - Resit



What am I being assessed on?

eduqas
Part of WJEC

In your mock, you will complete a Component 1 mock exam which will test your AO1 – AO6 skills.

Section A: 20th Century Fiction Reading (1 hour)

Section B: Narrative Writing (45 minutes)

What revision material should I revise from?

You will be given a Component 1 Revision Guide by your teacher.

They will assign tasks for you to complete in the lead up to your mock exam.



English Language
Component 1

*20th Century Literature
Reading and Narrative
Writing*

Revision Guide

Name.....

Class/Teacher.....

How can I revise?

Tips for Success:

- Read the text twice and highlight key quotations as you read the second time
- In Q1 you do not need to write in full sentences
- Try to include 6 quotations or more in 10 mark questions
- Plan your narrative before you writing using the structure advised
- Check your SPAG once you've finished your story

Maths

Dates of mock exams

Tuesday 11th February AM – Paper 1 (Non-Calculator)

Thursday 13th February PM – Paper 2 (Calculator)

Wednesday 26th February AM – Paper 3 (Calculator)

Each paper will be 1 hour and 30 mins.

A1/A2/A3/B1/B3 will do the higher tier paper.

A4/A5/B3/B4 will do the foundation tier paper

Key Websites and Resources

Your teacher will give you 3 papers with solutions. The topics on these papers are similar to the topics that will appear in your mocks so it is important you practise them. Try the paper and check the solutions. When practising papers ensure you don't use a calculator if it's a paper 1 and make sure you do use a calculator if it is paper 2 or 3.

Your teacher will also set you mathswatch tasks that target calculator and non-calculator topics to help you prepare for the different papers.

All of the above will also be on classcharts.

Finally, we the study the **Edexcel** Exam board:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>



Pearson
Edexcel

What revision material should I revise from?

Go to the [Mathsgenie](https://www.mathsgenie.co.uk) website, and click on the revision tab. Pick a topic and try the questions from there. Then mark your answers with the solutions provided. You can also practise papers on Mathsgenie – there are worked solutions and video solutions so you can check your answers. Login to Mathswatch. It has helpful videos and questions on every topic you might be tested on. Ask your teacher to reset your password if you have forgotten your login details!

How can I revise?

Your class teacher will complete some revision lessons with you ahead of the assessment.

- Practise past papers. These are on Mathsgenie – there are written and video solutions.
- Make posters and revision cards about key methods and facts e.g. formula for the area of a triangle, how to factorise a quadratic.
- Answer questions from the revision section of Maths Genie
- Watch videos and complete tasks on Mathswatch.

Maths Genie

www.mathsgenie.co.uk



www.mathswatch.co.uk

Physics

Assessment Information

Which topics are covered?

P5 Forces
P6 Waves
P7 Magnetism
P8 Space (SEPERATES ONLY)

How long will my paper be?

11A1/11B1 1h45min
11B1/All other sets 1h15min

What will I need?

Calculator, ruler, pencil and black pen

What will the questions be like?

A01 (knowledge), A02 (application) & A03 (analysis and evaluation)
will include questions on the required practical investigations



Require practical investigations

Prac 6 : Force and extension

Prac 7 : $F = Ma$

Prac 8 : Waves

Prac 9 : IR Waves

Seperates

Prac 10 : Refraction

What revision material should I use?

- Science resources on the school website
<https://www.cncs.school/page/?title=Science&pid=17>
- BBC bitesize – AQA Biology
- Your exercise books and period 6 folder
- Pitstops you have already completed
- Educake and Seneca
- FreeSciencelessons.com, Cognito or Primrose kitten videos on Youtube



Chemistry

Assessment Information



Which topics are covered?

C6 Rates
C8 Analysis
C9 Atmosphere
C10 Resources

Require practical investigations

Trilogy:
5. Rates of reaction
6. Chromatography
7. Water purification

How long will my paper be?

11A1//11B1 1h45min
11B1/All other sets 1h15min

Separates:
8. Identifying ions

What will I need?

Calculator, ruler, pencil and black pen, periodic table

What will the questions be like?

A01 (knowledge), A02 (application) & A03 (evaluations). The papers will include questions on the required practical investigations

What revision material should I use?

- Science resources on the school website
<https://www.cncs.school/page/?title=Science&pid=17>
- BBC bitesize – AQA Biology
- Your exercise books and period 6 folder
- Pitstops you have already completed
- Educake and Seneca
- FreeSciencelessons.com, Cognito or Primrose kitten videos on Youtube



Biology

Assessment Information

Which topics are covered?

B5 Homeostasis

B6 Inheritance, variation and evolution

B7 Ecology



How long will my paper be?

11A1/11B1 1h45min

11B1/All other sets 1h15min

Require practical investigations

B5; reaction times, *11A1 only germination of seeds*

B7; sampling, *11A1 only decay*

What will I need?

Calculator, ruler, pencil and black pen

What will the questions be like?

A01 (knowledge), A02 (application) & A03 (evaluations). The papers will include questions on the required practical investigations

What revision material should I use?

- Science resources on the school website

<https://www.cncs.school/page/?title=Science&pid=17>

- BBC bitesize – AQA Biology

- Your exercise books and period 6 folder

- Pitstops you have already completed

- Educake and Seneca

- FreeSciencelessons.com, Cognito or Primrose kitten videos on Youtube



Religious Education

Assessment Information



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

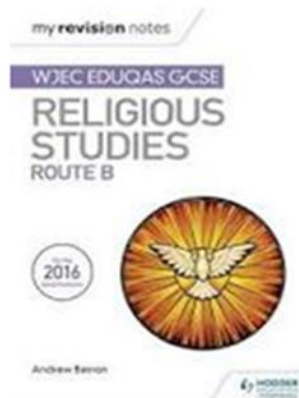
Sin and Forgiveness

- 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 use?



Resources uploaded to Teams by your teacher

EDUQAS
Sin and forgiveness
Revision Guide



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

Religious Education

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 .

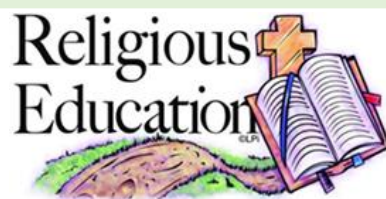
Top Tip – best way to practice is having a go at timed questions.

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)

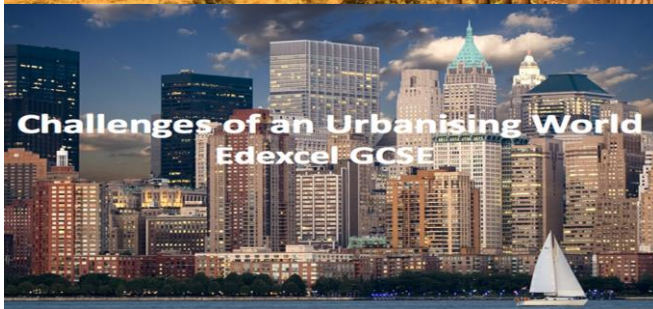
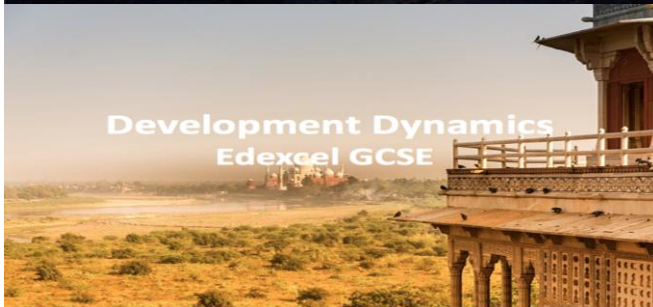
Exam Technique:

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

Geography

Assessment Information: GCSE Geography Spring Mocks

Paper One (7th Feb – AM)
Global Geographical Issues
Topics 1, 2 & 3



Paper Two (26th Feb – PM)
UK Geographical Issues
Topics 4, 5 & 6



Exam Details – Paper 1

94 Marks
90 Minutes (1hr 30mins)
Topic 1 - HE: 30 marks.
Topic 2 - DD: 34 marks
Topic 3 - CUW: 30 marks.
8 Markers: 3 (DD - SPaG)

Exam Details – Paper 2

94 Marks
90 Minutes (1hr 30mins)
Topic 4: 27 marks.
Topic 5: 31 marks
Topic 6 (Q8 & Q10): 36 marks.
8 Markers: 4 (1 – SPaG – Q7)

Geography

Specification Revision Focuses & Key Examiners Advice - LMR

Paper One: Global Geographical Issues (/94) (12th Feb - AM)

Topic One: Hazardous Earth

- Cells & High- & Low-Pressure Systems.
- Climate Change – Causes (VASOO), Evidence (HIT), Consequences & Methods Of Prediction.
- Global Warming – FITED (Activities), Effects & Mapping Predictions/Slowing GW Impacts.
- Storm Formation, Distribution, Dissipation & Case Studies **Katrina/Haiyan**.
- Tectonic Hazards – Causes & Measuring.
- **Haiti & Japan Earthquake Case Studies.**

Topic Two: Development Dynamics

- Development Indicators: GDP; GNI; HDI; PPP, Death Rate, Corruption etc.
- Reasons For Population Differences – Demographic Indicators e.g. Birth Rate, IMR.
- Rostow's Modernisation Theory (Capitalist) & Frank's Dependency Theory (Socialist).
- Top-Down & Bottom-Up – Costs vs. Benefits.
- Case Study **India** – Location, Growth, Economy, Globalisation, Costs, Benefits, Environment.

Topic Three: Challenges Of An Urbanising World

- Megacities & Primate Cities – Features, Examples & Distribution. Additional – Push & Pull Factors.
- Stages Of Urban Growth: Urbanization, Suburbanization, Counter-Urbanization, Regeneration.
 - Factors Influencing Urban Land Use – Accessibility, Availability, Cost & Planning Regulations.
- **Mumbai** – Site, Situation, History, Urban Layers/Features, Reasons For Population Growth, Opportunities vs. Challenges, Causes For Inequality, Top-Down (Mumbai Monorail/Gorai) vs. Bottom-Up (SPARC/HF/AM)

MATHS QUESTIONS/CALCULATIONS

- Mean, Range, Mode, Interquartile Range, Percentage Increase/Decrease, Ratio, Data Presentation.

Paper Two: UK Geographical Issues (/94) (26th Feb - PM)

Topic 4: UK Evolving Physical Landscapes – Geology, Coasts & Rivers.

- **Processes:** Types Of Erosion, Transportation, Weathering, Mass Movement etc.
- **Geology:** Rock Types, Distribution, Formation, Types, Glaciation, Tectonics..
- **Coasts:** Wave Type, Climate Change, Landforms, Concordant/Discordant etc.
- **Rivers:** Landforms, River Course Differences, Forms Of Transportation (SSST), Different Characteristics – Width, Depth, Velocity, Discharge etc.

Topic 5: UK Evolving Human Landscapes - UK Dynamic Cities

- **Economic Sectors:** Primary, Secondary, Tertiary & Quaternary – Include Types.
- **Urban Layers:** CBD, Inner City, Suburbs – Why Are They Different? (Buildings/Land).
- **Urban Processes:** Regeneration, Urbanisation, Studentification, Gentrification, Decentralisation etc.
- **Migration:** Causes & Consequences Across The UK - Positives & Negatives (Push vs. Pull Factors).

Topic 6: Fieldwork Investigations – Coasts (Q8) & Cities (Q10).

- **Enquiry Questions:** Coastal Processes & Management vs. Urban Quality Of Life.
- **Data Collection:** Primary (Firsthand) vs. Secondary Data (Previously Collected) For Coasts/Cities.
- **Quantitative vs. Qualitative Data:** Differences, Examples, Costs & Benefits.
- **Methodology:** Written Descriptions Or Diagrams Of Data Presentation In Birmingham & Hunstanton.

Assessment Booklet

GCSE Geography

Paper One Specification Criteria – Topics 1-3 (12th Feb AM)

Topic 1: Hazardous Earth: Climatic (Left) & Tectonic (Right)

Topic content			
I can describe and explain global atmospheric circulation and how circulation cells and ocean currents transfer and redistribute heat energy around the Earth.			
I can describe and explain how atmospheric circulation determines the location of arid and high rainfall areas.			
I can describe and explain the natural causes of climate change and how they explain past climate change events.			
I can describe and explain evidence that supports natural climate change, and how it is used to reconstruct glacial and interglacial climates during the Quaternary and UK climates since Roman times.			
I can describe and explain evidence for how human activity is causing climate change and the possible consequences on people.			
I can describe and explain the range of projections for global temperature change and sea level rise in the future, including physical processes and human reasons for an uncertainty about those projections.			
I can outline the characteristics and explain the seasonal global distribution of tropical cyclones including source areas and tracks and change over time.			
I can describe and explain how the global circulation of the atmosphere leads to tropical cyclones and source areas, and reasons why they intensify and dissipate.			
I can describe and explain the physical hazards of tropical cyclones and their impact on people and environments.			
I can explain why some countries are more vulnerable than others to the impact of tropical cyclones.			
I can describe and explain how countries can prepare for, and respond to, tropical cyclones.			
I can describe and explain the effectiveness of these methods of preparation and response in one developed country and in one developing or emerging country.			
Geographical skills			
I can use and interpret climate graphs.			
I can use and interpret line graphs/bar charts showing climate.			
I can use and interpret temperature and sea level projection graphs to 2100.			
I can use GIS to track the movement of tropical cyclones.			
I can use weather and storm surge data to calculate Saffir–Simpson magnitude.			
I can use social media sources, satellite images and socio-economic data to assess impact.			

Topic content			
I can describe the Earth's layered structure (including the asthenosphere), and can explain how it links to plate tectonics.			
I can describe and explain how the core's internal heat source (through radioactive decay) generates convection currents, leading to plate movement.			
I can describe and explain the distribution and characteristics of the three plate boundaries and hotspots.			
I can describe and explain causes of volcanic (type, magma/type/lava flows and explosivity) hazards.			
I can describe the primary and secondary impacts of volcanoes on property and people in a developed and emerging country.			
I can describe and explain the management of volcanic hazards in a developed and emerging or developing country, including short-term relief and long-term planning.			
I can describe and explain causes of earthquake hazards, including tsunamis (shallow/deep, magnitude)			
I can describe the primary and secondary impacts of earthquakes on property and people in a developed and emerging country.			
I can describe and explain the management of earthquake hazards in a developed and emerging or developing country, including short-term relief and long-term planning.			
Geographical skills			
I can interpret a cross-section of the Earth.			
I can use and interpret a world map showing distribution of plate boundaries and plates.			
I can use the Richter Scale to compare magnitude of earthquake events.			
I can use social media sources, satellite images and socio-economic data to assess impact.			

Topic 2: Development Dynamics & Topic 3: Challenges Of An Urbanising World

Topic content			
I can describe the contrasting ways of defining and measuring development.			
I can explain how countries at different levels of development have differences in their demographic data e.g. Fertility rate, Infant mortality rate.			
I can explain the causes and consequences of global inequalities: social, historical, environmental, economic and political.			
I can explain how Rostow's modernisation theory and Frank's dependency theory can be used to explain how and why countries develop over time.			
I can describe the characteristics of top-down and bottom-up development strategies in terms of their scale, aims, funding and technology. The processes and players contributing to globalisation and why some countries have benefited more than others.			
I can describe and explain the advantages and disadvantages of different approaches to development: non-governmental organisation-led, intermediate technology, inter-governmental organisation-funded large infrastructure and investment by TNCs.			
How is one of the world's emerging countries managing to develop?			
I can describe the site, situation and connectivity of the country and its significance, in a national (environmental and cultural), regional and global context.			
I can describe the broad political, social, cultural and environmental context of the chosen country in its region and globally.			
I can describe the key economic trends since 1990.			
I can describe and explain the role of globalisation and government policy in the development of the chosen country.			
I can explain how rapid economic change has contributed to demographic change, caused urbanisation and created different regions with different socio-economic characteristics.			
I can explain the positive and negative impacts of economic development and globalisation on different age and gender groups.			
I can describe and explain the impacts of economic development and globalisation on the environment at a variety of scales.			
I can explain how rapid economic development has changed the geopolitical influence and relationships with the EU and USA.			
I can explain the conflicting views of the costs and benefits of changing international relations and the role of foreign investment in economic development.			
Geographical skills			
I can compare the relative ranking of countries using development measures.			
I can interpret population pyramid graphs for different development countries.			
I can use income quintiles to analyse global inequality.			
I can use numerical economic data to profile the chosen country.			
I can use proportional flow-line maps to visualise trade patterns and flows.			
I can use socio-economic data to calculate difference from the mean, for core and periphery regions.			

Topic content			
I can describe past and current global trends in urbanisation, explain how it varies between global regions, and outline future projections of global urbanisation.			
I can describe the global pattern of megacities and explain how in many countries some urban areas have disproportionate economic and/or political influence.			
I can explain how economic change and migration contributes to the growth and/or decline of cities in the developing, emerging and developed countries.			
I can explain why urban economies are different in the developing, emerging and developed countries.			
I can describe how urban population numbers and distribution change over time.			
I can describe the characteristics of different urban land uses and explain the factors that influence land-use type.			
I can explain the significance of site, situation and connectivity of the megacity in a national, regional and global context.			
I can describe the megacity's structure in terms of its functions and building age.			
I can give reasons for past & present trends in population growth for the megacity.			
I can describe how population growth has affected the pattern of spatial growth and changing urban functions and land use.			
I can identify the opportunities for people living in the megacity.			
I can describe and explain the challenges for people living in the megacity caused by rapid population growth.			
I can describe the pattern of residential areas of extreme wealth and contrasted with slums and squatter settlements, and give reasons for differences in the quality of life within the megacity and identify the political and economic challenges of managing the megacity.			
I can identify advantages and disadvantages of city-wide government (top-down) strategies for making the megacity more sustainable.			
I can identify the advantages and disadvantages of community and NGO-led bottom-up strategies for making the megacity more sustainable.			
Geographical skills			
I can use and interpret line graphs and calculate the rate of change/annual or decadal percentage growth.			
I can use satellite images to identify different land use zones in urban areas.			
I can use GIS/satellite images, historic images and maps to investigate growth.			
I can use quantitative and qualitative information to judge the scale of variations in quality of life.			

Assessment Booklet

GCSE Geography

Paper Two Specification Criteria – Topics 4-6 (26th Feb PM)

Topic 4: UK Evolving Physical Landscapes – Geology, Coasts & Rivers
 Topic 5: UK Evolving Human Landscapes (Cities) (Topic 6 Integrated)

Topic content			
I can describe the characteristics of the UK's main rock types: sedimentary, igneous and metamorphic.			
I can describe the distribution of the UK's main rock types: sedimentary, igneous and metamorphic.			
I can describe and explain the role of geology and past tectonic processes in the development of upland and lowland landscapes.			
I can describe and explain how distinctive upland and lowland landscapes result from the interaction of physical processes: glacial erosion and deposition, weathering and climatology, post-glacial river and slope processes).			
I can describe and explain how distinctive landscapes result from human activity (agriculture, forestry, settlement) over time.			
Geographical skills			
I can use geological maps to describe the distribution of the UK's main rock types.			
I can use simple geological cross-sections to show the relationship between geology and relief.			
I can locate key physical features (uplands, lowland basins, rivers) on outline UK maps.			
I can recognise physical and human features on 1:25,000 and 1:50,000 OS maps.			

Topic content			
I can describe and explain how geological structure and rock type influence erosional landforms in the formation of coastal landscapes of erosion.			
I can describe how UK climate, marine and sub-aerial processes are important in coastal landscapes of erosion as well as the rate of coastal retreat.			
I can explain how sediment transportation (longshore drift) and deposition processes influence coastal landforms on coastal landscapes of deposition.			
I can explain how human activities have direct or indirect effects on coastal landscapes.			
I can explain how the interaction of physical and human processes is causing change on one named coastal landscape, including the significance of its location.			
I can describe and explain why there are increasing risks from coastal flooding and the threats to people and environment.			
I can describe and explain why there are costs and benefits to, and conflicting views about, managing coastal processes by hard engineering and by soft engineering as well as more sustainable approaches.			
Geographical skills			
I can explore the kinds of questions capable of being investigated through fieldwork.			
I can calculate mean rates of erosion using a multi-year dataset.			
I can use BGS Geology maps to link coastal form to geology.			
I can recognise coastal landforms on 1:25,000 and 1:50,000 OS maps.			
I can use 1:25,000 and 1:50,000 OS maps, and GIS, to investigate what is threatened by rapid erosion.			
I can use a simple cost-benefit analysis to investigate coastal defence options.			
I can use 1:25,000 and 1:50,000 OS maps, and GIS, to investigate the impact of policy decisions.			

Assessment Booklet

GCSE Geography

Paper Two Specification Criteria – Topics 4-6 (26th Feb PM)

Topic 4: UK Evolving Physical Landscapes – Geology, Coasts & Rivers

Topic 5: UK Evolving Human Landscapes (Cities) (Topic 6 Integrated)

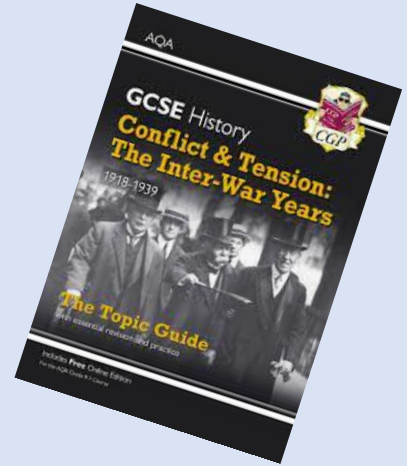
Topic content			
I can describe how river landscapes contrast between the upper courses, mid courses and lower courses of rivers.			
I can explain why the channel shape, valley profile, gradient, discharge, velocity and sediment size and shape change along the river course.			
I can describe and explain the interaction of erosion, transport and depositional processes in river landform formation.			
I can describe and explain the influence of climate, geology and slope processes on river landscapes and sediment load.			
I can explain how storm hydrographs and lag times can be explained by physical factors.			
I can explain how human activities change river landscapes which alter storm hydrographs.			
I can describe and explain how the interaction of physical and human processes is causing river flooding on one named river, including the significance of its location.			
I can explain how increasing risks from river flooding provides threats to people and environment.			
I can describe and explain the costs and benefits of managing flood risk by hard engineering and by soft engineering.			
Geographical skills			
I can explore the kinds of questions that can be investigated through fieldwork.			
I can use 1:25,000 and 1:50,000 OS maps to determine valley cross section from contour lines.			
I can use BGS Geology maps to link river long profiles to geology.			
I can recognise river landforms on 1:25,000 and 1:50,000 OS maps.			
I can draw simple storm hydrographs using rainfall and discharge data.			
I can use a simple cost-benefit analysis to investigate river management options.			
I can use 1:25,000 and 1:50,000 OS maps, and GIS, to investigate the impact of policy decisions.			

Topic content			
I can describe the differences between urban core and rural, and how UK and EU government policies have attempted to reduce them.			
I can explain why national and international migration over the past 50 years has altered the population geography of the UK and how UK and EU immigration policy has contributed to increasing ethnic and cultural diversity.			
I can explain why the decline in primary and secondary sectors and the rise of the tertiary and quaternary sectors in urban and rural areas has altered economic and employment structure in contrasting regions of the UK.			
I can explain why globalisation, free-trade policies and privatisation have increased foreign direct investment and the role of TNCs in the UK economy.			
How is one major UK city changing?			
I can describe the significance of site, situation and connectivity of the city in a national, regional and global context.			
I can describe the city's structure, in terms of its functions and variations in building age and density, land-use and environmental quality.			
I can explain the causes of national and international migration that influence growth and character of the different parts of the city.			
I can suggest reasons for different levels of inequality, in employment and services, education, and health in the different parts of the city.			
I can explain how parts of the city have experienced decline.			
I can explain how regeneration and rebranding of the city has positive and negative impacts on people.			
I can describe and explain strategies aimed at making urban living more sustainable and improving quality of life in the city.			
I can explain how the city and accessible rural areas are interdependent, which leads to economic, social and environmental costs and benefits for both.			
I can explain why a rural area has experienced economic and social changes due to its links with the city.			
I can identify and explain the challenges of availability and affordability of housing, decline in primary employment, provision of healthcare and education and how they affect quality of life (QoL) for some rural groups.			
I can explain how new income and economic opportunities are created by rural diversification and tourism projects, but these may have environmental impacts.			
Geographical skills			
I can interpret UK population pyramids from different time periods.			
I can use census data sets to understand changes in the UK's population.			
I can use Eurostat to investigate FDI and Immigration to the UK.			
I can explore the kinds of questions capable of being investigated through fieldwork.			
I can use census data sets to compare areas within inner cities.			

Assessment Information: GCSE History Spring Mock on Feb 12th Paper 1 – **USA 1920-73** & **Conflict and Tensions 1918-39**

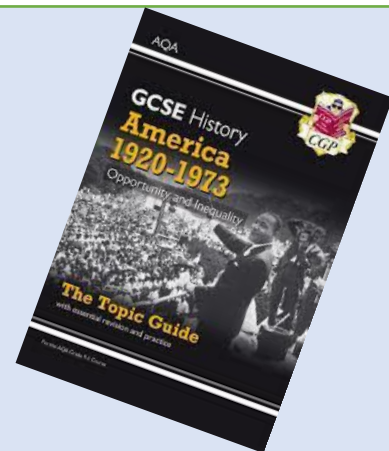
Conflict and Tensions 1918-39

- **Peace Making**
 - Treaty of Versailles
 - Reaction to the Versailles treaty
 - Other treaties (Neuilly, Sevres, St. Germain, Trianon)
- **League of Nations (LON)**
 - Creation & structure of LON
 - Success & Weaknesses of the LON (World health, Slavery, Aland Island, etc)
 - Manchurian Crisis
 - Abyssinian Crisis
 - Collapse of the LON
- **Origins & Outbreak of World War II**
 - Hitler's foreign pol aims
 - Saar, Rhineland, Anschluss
 - Appeasement
 - Sudetenland & Czechoslovakia
 - Nazi Soviet Pact & outbreak of War



USA 1920-73

- **American People & The Economic Boom**
 - The economic boom & factors that caused it
 - Social and Cultural developments
 - Intolerance and Prejudice



Structured Revision Tasks: Conflict & Tensions

Colour code the following into strengths & weaknesses of Versailles

<p>The Treaty of Versailles did bring peace at the end of the most devastating war that the world had seen. The League of Nations was also set up to keep peace in the future.</p>	<p>When the American government refused to sign the Treaty and did not join the League of Nations, the whole settlement was less secure.</p>
<p>The Germans thought the Treaty would be based on Wilson's Fourteen Points. If they had known that so few of these would make it through to the final Treaty, they may not have signed the armistice.</p>	<p>The Treaty punished Germany enough to want revenge, but not enough to stop her from recovering. Germany remained one country with a population of 60 million compared to 40 million of France.</p>
<p>The causes of the First World War were very complex, yet Germany was forced to accept full responsibility. Causes such as the arms race, where Britain and Germany competed to have the biggest navy and empires, were not Germany's fault alone.</p>	<p>It was normal for the losers of a war to agree to harsh terms. During the war Germany had made Russia sign a treaty that took away more than a quarter of its farmland and population. This shows if Germany had won the war they would have treated the Allies even harsher.</p>
<p>The Rhineland was demilitarised, so no German troops were allowed into this area near the French border. This made France feel more secure.</p>	<p>Many people across the world said that the Treaty was too harsh and that it would lead to another war. Lloyd George predicted there would be another war in just 25 years.</p>
<p>With its economy destroyed by the war, the reparations crippled Germany even more. German hatred of the treaty also created a general resistance to paying. In 1921 French, British and Belgium troops had to invade the Ruhr (an industrial area of Germany) to force the Germans to pay reparations.</p>	<p>Germany lost 10% of its land. German families were forced off land they had owned for generations as it was claimed by other countries under the terms of the Treaty. Other Germans found themselves under foreign control and feared persecution, especially as Germany had been forced to accept the 'War Guilt Clause.'</p>

Exam question: Source B supports the Locarno Treaties. How do you know?



Structured Revision Tasks: USA, Answer the following Q's in detail.

1. Why was there an economic Boom?
2. What role did Henry Ford have on the boom?
3. Who didn't benefit from the boom?
4. Why didn't farmers or old industries benefit during the boom years?
5. What was life like for people in the roaring twenties?
6. How did the lives of women change during the 1920s?

Which exams will be assessed?

Paper	Exam type and Length	Section	Details
1	Listening: done in class. -Foundation 35 min including 5 min reading time- 40 marks - Higher 45 min including 5 min reading time - 50 marks	A	Questions in English ; Answers in English or non-verbally (V/X- True or false - A/B/C...)
		B	Questions in French; Answers in French or non-verbally (V/X - True or false - A/B/C...)
2	Reading: done in class - Foundation 45 min - 60 marks - Higher 60 min - 60 marks	A	Questions in English ; Answers in English or non-verbally (V/X - True or false - A/B/C...)
		B	Questions in French; Answers in French and also non-verbally (V/X - True or false - A/B/C...)
		C	Translation French to English: Foundation: min. 35 words Higher: min. 50 words
3	Writing: done in the Sports Hall- invigilated Foundation 60 min - 50 marks Higher 1h 15 min - 60 marks		

What revision material should I use?

- The model answers for the speaking/ writing questions on all the topics done up to now. You have a copy in your books
- The vocabulary of all the topics we have done, you have in your book.
- The rules on how to form and use the different tenses that are in your books.
- You can also use SENECA to practice vocabulary and grammar

Other IMPORTANT resources

- **Use the Exam board- AQA website** to download Reading & listening 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/

Mock Examinations Booklet

French

Topics covered in the papers – What to revise?

Any topic can turn up in every exam, therefore make sure you revise all the vocabulary of every topic: Holidays, family & friends and relationships, school, free time, work & future plans, environment, town and festivals.

You need to be aware that in the reading and listening exam, there will be topics you do not know very well or words we have not seen yet, do not worry about it, remember we need to learn to deal with new vocabulary (use exam skills: find similar words in English & French, understand by the context, make a sensible guess based on the topic and your knowledge).

You have all the vocabulary you need for your GCSE in your book, use it.

What can I do to prepare myself well?

- Know well the key sentences about different topics that you have been memorising, they are one of the best tools you have.
- Learn the vocabulary of every topic: How? revising, look at the French, cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the French, and write/ say the meaning.
- Do as many reading past papers as possible (you will find them in the AQA website, if not ask your teacher).
- Once you have done the papers, mark them (the marking schemes are also in the AQA website), and write down any new vocabulary. Then learn it.
- Listening papers: **download the transcripts**, and once you have done the paper, listen to the paper again with the transcripts. This is a SUPER useful technique that will improve not only your knowledge, but also help you recognise words.

Which exams will be assessed?

Paper	Exam type and Length	Section	Details
1	Listening: done in class. -Foundation 35 min including 5 min reading time- 40 marks - Higher 45 min including 5 min reading time - 50 marks	A	Questions in English ; Answers in English or non-verbally (√/X- True or false - A/B/C...)
		B	Questions in Spanish; Answers in Spanish or non-verbally (√/X - True or false - A/B/C...)
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		B	Questions in Spanish; Answers in Spanish and also non-verbally (√/X - True or false - A/B/C...)
		C	Translation Spanish to English: Foundation: min. 35 words Higher: min. 50 words
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- You can also use SENECA to practice vocabulary and grammar

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- **BBC Bitesize MFL**
- **Memrise:** to practise vocabulary, expressions and grammar. Choose the AQA spec section. <https://www.memrise.com/courses/english/spanish-spain/>

Mock Examinations Booklet

Spanish

Topics covered in the papers – What to revise?

Any topic can turn up in every exam, therefore make sure you revise all the vocabulary of every topic: Holidays, family & friends and relationships, school, free time, work & future plans, environment, town and festivals.

You need to be aware that in the reading and listening exam, there will be topics you do not know very well or words we have not seen yet, do not worry about it, remember we need to learn to deal with new vocabulary (use exam skills: find similar words in English & Spanish, understand by the context, make a sensible guess based on the topic and your knowledge). You have all the vocabulary you need for your GCSE in your book, use it.

What can I do to prepare myself well?

- Know well the key sentences about different topics that you have been memorising, they are one of the best tools you have.
- Learn the vocabulary of every topic: How? revising, look at the Spanish, cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the Spanish, and write/ say the meaning.
- Do as many reading past papers as possible (you will find them in the AQA website, if not ask your teacher).
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- Listening papers: **download the transcripts**, and once you have done the paper, listen to the paper again with the transcripts. This is a SUPER useful technique that will improve not only your knowledge, but also help you recognise words.

Music

Assessment Information

Full 1hr 15minute Appraising Exam.

All Areas of Study.

Harmony:

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

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

Metre and rhythm:

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

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

Background details:

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

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

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

Tonality:

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

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

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

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

JS Bach: Badinerie

Form and structure:

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

Section A is 16 bars long.

Section B is 24 bars long.

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

Dynamics:

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

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

Instrumentation:

Flute, string orchestra and harpsichord.

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

Tempo:

The tempo is **Allegro** (quick, lively, bright), although not marked on the score.

Music

Musical forms and devices

Area of study 1 - Eduqas GCSE Music

Scales and chords

A **CHORD** is a group of two or more notes played at the same time. A **TRIAD** has three notes. A **CHORD SEQUENCE/PATTERN** is a series of chords. **DIATONIC HARMONY** is based on the chords of major/minor scales.

Primary chords I, IV, V

Secondary chords ii, iii, vi, vii

Cadences

The two chords at the end of a phrase

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

Melody:

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



Both motifs begin with an **anacrusis**. Motif X is entirely **disjunct** whilst motif Y **combines disjunct and conjunct** movement.

Typical **ornaments and compositional devices** of the period are used including **trills, appoggiaturas** and **sequences**.

Texture:

Homophonic: melody and accompaniment.

The flute and cello provide the main musical material; however, the 1st violin participates occasionally.

The 2nd violin and viola provide harmony with less busy musical lines.

Musical forms and devices

Area of study 1 - Eduqas GCSE Music

Baroque era (1600-1750)

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

Classical era (1750-1810)

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

Romantic era (1810-1910)

- Lyrical, expressive melodies
- Large orchestra
- Wider range of dynamics
- Richer harmonies and use of chromatic chords
- Programme music
- Opera symphony
- Tchaikovsky, Grieg, Schumann, Dvorak, Brahms, Verdi, Wagner

Form and structure

BINARY

A B

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

TERNARY

A B A

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

STROPHIC

A A A

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

Devices

Repetition	A musical idea is repeated exactly.
Imitation	An idea is copied in another part.
Sequence	Repetition of an idea in the same part at a higher/lower pitch.
Ostinato	A short, repeated pattern or phrase.
Drone	A long held or constantly repeated note(s).
Arpeggio/broken chord	The notes of a chord played individually.
Alberti bass	A broken chord accompaniment (I,V,iii,V) common in the Classical era.

Musical forms and devices

Area of study 1 - Eduqas GCSE Music




Anacrusis	An 'up-beat' or pick-up before the first strong beat.
Dotted rhythms	A rhythm using dotted notes (gives a 'jagged' or 'bouncy' type of effect).
Syncopation	Off beat accents.
Conjunct	Notes that move in steps.
Disjunct	Notes that move in leaps/intervals.
Regular phrasing	Balanced parts of a melody (like the phrases in a sentence) e.g. four bar phrases.

Music

Music for ensemble

Area of study 2 - Eduqas GCSE Music

Texture

MONOPHONIC	A single melodic line. 
HOMOPHONIC	A chordal style or melody and accompaniment: moving together. 
POLYPHONIC	A more complex (contrapuntal) texture with a number of different lines. 
Melody and accompaniment	A tune with accompaniment (e.g. chords).
Unison	All parts play/sing the same music at the same time.
Chordal	The music moves in chords (e.g. like a hymn/chorale).
Descant	A decorative, higher pitched line.
Counter melody	A new melody, combined with the theme.
Round	A short (vocal) canon.

Voices

Soprano
Alto
Tenor
Bass

Canon	The melody is repeated exactly in different parts but starting at different times, with parts overlapping.
Drone	Long held notes.
2-3-4 part texture	Textures which have 2/3/4 different lines.

Film Music

Area of study 3 - Eduqas GCSE Music

Musical elements

Film composers use the **MUSICAL ELEMENTS** (tempo, texture, dynamics, timbre, tonality, rhythm, melody, harmony) to create mood and atmosphere to help to tell the story and enhance the action.

For example:

In a **sad, reflective scene**, a composer might use slow tempo, minor tonality, soft dynamics, legato, homophonic texture, long sustained notes, and a conjunct melody.

An **exciting car chase scene** in a thriller might have a fast tempo, busy, polyphonic texture, dissonant chords, loud dynamics, syncopated rhythms, a disjunct melody and short riffs.

A scene where the **superhero 'saves the day'** might use a major tonality, brass fanfares, loud dynamics, accents, 4^{ths} and 5^{ths} (intervals).

Composers will often use **CONTRASTS** to create effect (e.g. using a wide range of pitch from very high to very low).

STRINGS

- Violin
- Cello
- Viola
- Double bass
- Harp

WOODWIND

- Flute
- Clarinet
- Oboe
- Bassoon
- Saxophone

BRASS

- Trumpet
- Trombone
- French horn
- Tuba

KEYBOARDS

- Piano
- Electronic keyboard
- Harpsichord

PERCUSSION

- Bass drum
- Snare drum
- Triangle
- Cymbal
- Drum kit (untuned)
- Timpani
- Glockenspiel
- Xylophone (tuned)

OTHER

- Organ
- Synthesizer
- Electric guitar
- Bass guitar
- Spanish/classical guitar
- Traditional world instruments

10 Mark questions are usually based on answers such as these examples given here! State **HOW** the Musical Elements makes the scene come to life.

Music

Specific instrumental terms		Composers also use:	
Pizzicato	Plucking the strings.	Theme	The main tune/melody.
Divisi	Two parts sharing the same musical line.	Motif	A short musical idea (melodic or rhythmic).
Double stopping	Playing two strings at the same time.	Leitmotif	A recurring musical idea linked to a character/object or place (e.g. Darth Vader's motif in Star Wars).
Arco	Using a bow to play a stringed instrument.	Underscoring	Music playing underneath the dialogue.
Tremolo	A 'trembling' effect, moving rapidly on the same note or between two chords (e.g. using the bow rapidly back and forth).	Scalar	Melody follows the notes of a scale.
Tongued	A technique to make the notes sound separated (woodwind/brass).	Triadic	Melody moves around the notes of a triad.
Slurred	Notes are played smoothly.	Fanfare	Short tune often played by brass instruments, to announce someone/something important; based on the pitches of a chord.
Muted	Using a mute to change/dampen the sound (brass/strings)	Pedal note	A long, sustained note, usually in the bass/lower notes.
Drum roll	Notes/beats in rapid succession.	Ostinato/riff	A short, repeated pattern.
Glissando	A rapid glide over the notes.	Conjunct	The melody moves by step.
Trill	Alternating rapidly between two notes.	Disjunct	The melody moves with leaps/intervals.
Vibrato	Making the notes 'wobble' up and down for expression.	Consonant harmony	Sounds 'good' together.
		Dissonant harmony	Sounds 'clashy'.
		Chromatic harmony	Uses lots of semitones/accidentals that's not in the home key.
		Minimalism	A style of music using repetition of short phrases which change gradually over time.

Popular Music

Area of study 4 - Eduqas GCSE Music

Features and techniques found in popular music

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

Technology

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

Toto: Africa

Soft rock

Form and structure:

The piece is in **strophic** or **verse-chorus** form.

Intro	Verse 1 / Verse 2	Chorus 1 / Chorus 2	Link 1 / Link 2	Instrumental	Chorus 3	Outro
1 - 4	5 - 39 / 14 - 39	40 - 57	58 - 65	66 - 82	40 - 92	93 - 96
4 bars	35 bars / 26 bars	18 bars	8 bars	17 bars	22 bars	4 bars

Melody:

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

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



Vocal improvisations occur towards the end of the song.

Texture:

Homophonic: melody and accompaniment.

Tonality:

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

Tempo:

The tempo is **moderately fast**.

Metre and rhythm:

Simple duple time - 2/2 (split: common time) - with two minim beats in every bar.

Uses distinctive **ostinato rhythms** for both riffs, consisting almost totally of **quavers**, with constant use of **syncopation**.

Vocal rhythm looks complex but follows the natural rhythm of the lyrics.

Music

Dynamics

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

Tempo

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

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

Time values

NOTE	NAME	LENGTH (duration)	REST
	Semibreve	4 beats	
	Minim	2 beats	
	Crotchet	1 beats	
	Quaver	½ beats	
	Semiquaver	¼ beats	

A dot after the note increases its length by half:

	Dotted minim	
	Dotted crotchet	

Groups of quavers/semiquavers are usually beamed together:



Terms and signs

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

Computer Science

What am I being assessed on?

Assessment Information: Paper 1 & Paper 2

Paper 1 Computer systems [80 marks, 1 hour 30 minutes]

- Data representation (binary & hexadecimal conversion, addition, units)
- Networks (LAN, WAN, protocols, security risks and prevention methods)
- Character sets
- Image representation (binary information, metadata, compression)
- Memory & storage
- Hardware & software
- Ethical, legal & privacy issues

Paper 2 Computational thinking, algorithms and programming [80 marks, 1 hour 30 minutes]

- Programming languages (high – low level)
- Writing algorithms (Pseudocode & flowcharts)
- Programming techniques (Declaring variables, taking inputs, creating for & while loops, creating functions/procedures, using arrays)
- Using trace tables
- Detecting logic and syntax errors
- Features of IDEs
- Sorting (merge, insertion) & searching (binary & linear) algorithms
- Logic gates and diagrams
- Databases and SQL
- Testing tables (normal, boundary, erroneous)

How can I revise?

1. Revision guide
2. Exam practice work book
3. Use your notes from lesson
4. www.adacomputerscience.org
5. YouTube channel – 'Craig n Dave' GCSE OCR playlist

Creative iMedia

What am I being assessed on?

Assessment Information: R093 Creative iMedia in the media industry

R093 [80 marks, 1 hour 30 minutes]

Topic Area 1: The media industry

- 1.1 Media industry sectors and products
- 1.2 Job roles in the media industry

Topic Area 2: Factors influencing product design

- 2.1 How style, content and layout are linked to the purpose
- 2.2 Client requirements and how they are defined
- 2.3 Audience demographics and segmentation
- 2.4 Research methods, sources and types of data
- 2.5 Media codes used to convey meaning, create impact and/or engage audiences

Topic Area 3: Pre-production planning

- 3.1 Work planning
- 3.2 Documents used to support ideas generation
- 3.3 Documents used to design and plan media products
- 3.4 The legal issues that affect media

Topic Area 4: Distribution considerations

- 4.1 Distribution platforms and media to reach audiences
- 4.2 Properties and formats of media files

How can I revise?

1. Revision guide
2. Use your notes from lesson
3. Google Classroom revision webpage

Assessment Information

You will be completing a Paper 1 and part of a Paper 2 for your mock exam. This paper covers the following topic areas:

- Business Activity
- Marketing
- People
- Operations
- Finance

Both exam papers will be full papers of 1 hour 30 minutes each.

What revision material should I use?

There are a range of materials which we have provided you with as a department which includes:

- Past exam papers
- Mark schemes
- Revision Guides
- Key Term Cards
- Key term definition sheets
- Structures for completing longer style answers

You can also access revision materials through the following websites

- www.BBCBitesize.co.uk
- www.educake.co.uk
- www.youtube.com/@Bizconsesh
- www.youtube.com/@takingthebiz

Remember you need to use the format sheets provided in lessons to help you answer the longer style questions



Structured Revision Tasks

- Complete the revision activities to check your understanding and knowledge on Seneca – these will be provided by your class teacher
- Complete past exam papers 1 and 2 provided on classcharts by your class teacher
- Complete revision booklets provided by your class teacher in lesson
- Create linked mind maps for each topic area to see how they interlink – use examples provided in class to help organise your thoughts
- Watch videos from either @Bizconsesh or @takingthebiz based on operations and finance. Make notes on the videos you have watched
- Complete revision activities from the revision guide based on the topics covered in paper 1 and paper 2.

Challenge/Extension task:

- Complete additional finance questions provided by your class teacher
- Complete additional papers 1 and 2 to support your understanding further

Remember you will need the following items for the exam:

- Black pens
- Pencils
- Ruler
- Calculator

What am I being assessed on?

You will be completing a **FULL Component 1 AND FULL Component 2** mock exam.

Component 1 – 80 marks (11th February)

1. **Media Language** – Vogue or No Time to Die [15 marks]
2. **Representation/ Context** - Vogue or No Time to Die [5 + 25 marks]
3. **Industry** – Fortnite or The Sun [18 marks]
4. **Audience** - Fortnite or The Sun [17 marks]

Component 2 – 60 marks (25th February)

- 1a) Luther (**Media Language**) - camera shots **or** costume **or** sound [8 marks]
- 1b) Luther (**Media Language**) - genre typicality of location **or** gender **or** costume [12 marks]
2. Luther AND The Sweeney – **contexts** [10 marks]
3. TLC AND Stormzy (**Representation**) - ethnicity **or** gender [20 marks]
4. Taylor Swift Website (**Industry**) – funding or global audiences [10 marks]

What revision material should I revise from?

In the Google Classroom, you have the following:

1. Structured revision tasks (these will be set as guided home learning)
2. Knowledge organisers for each set text
3. Model responses for exam questions
4. Revision videos
5. Terminology glossary
6. Links to set texts
7. Theory revision links/videos



SCAN THE QR CODE TO ACCESS THE GOOGLE CLASSROOM!



Assessment Information

Paper 2: Mock paper = 1hr 15mins. Covering all aspects taught for Paper 2. Please see below for possible content.

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

What revision material should I use? What will I be tested on?

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?

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:

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



Useful revision tools

Exam board:

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

Revision websites:

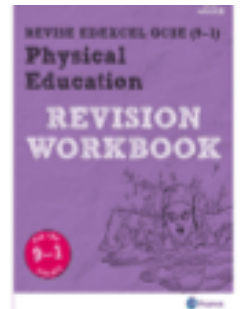
<https://www.brianmac.co.uk/>

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



Other useful resources:

- Use past papers and mark schemes available in B013
- Your book, 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.

How to structure 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?



Assessment Booklet

GCSE PE



A skier would use Intrinsic Feedback to correct their position if they **feel** off balance. They would need to get this information from themselves as it would be very quick.



During a swimming lesson, a coach will use Extrinsic Feedback as the **beginner** may not know when to kick their feet.



A basketball coach may use Concurrent Feedback during a dribbling drill, to correct the players technique as they do the movements.



A golf coach will watch the shot before providing Terminal Feedback to the performer; as a golf shot is often **too quick** to correct during the movement.

Visit: <https://sites.google.com/view/mrwnukpe/home>

How can I revise?

Sport Psychology Quiz Yr11 GCSE
PE (Copy)



GCSE PE Lifestyle Choices Yr11
(Copy)



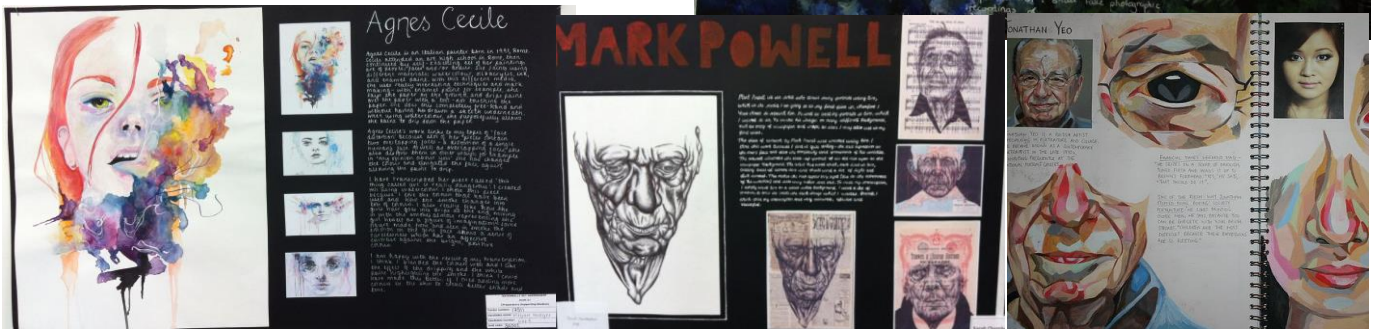
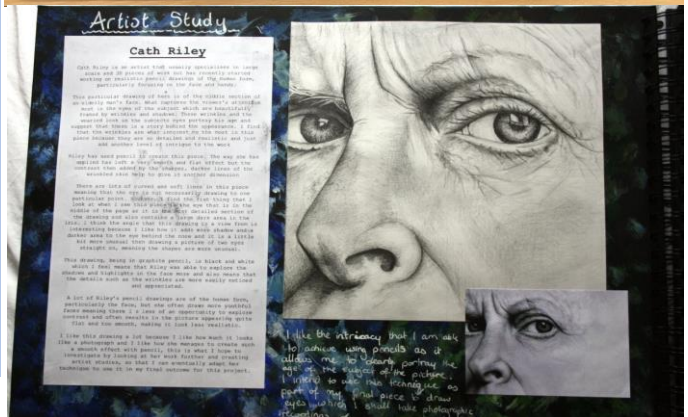
Assessment Booklet GCSE Art

What am I being assessed on?

How you create a **direct copy of the artist's work**. You do this to learn the how to use the materials and techniques the artist used when creating their work and improve your skills.

SUCCESS CRITERIA

- ✓ High quality artist image chosen.
- ✓ Artist image clearly links to your chosen theme.
- ✓ Draw out the entire image or a smaller/zoomed in section of the image.
- ✓ You choose similar materials to the one used by the artist to create your work – it doesn't have to just be a pencil drawing.
- ✓ Excellent skills used to create the artwork.
- ✓ You copy the minute details in the artwork – a shade of colour, intensity of colour used etc.



How can I revise?

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

Practice with the materials you plan to use in the assessment lessons.

Assessment Booklet

GCSE Photography

What am I being assessed on?

How you create an edit (digital or physical) in the style of an artist.

What revision material should I revise from?

SUCCESS CRITERIA

- ✓ Take high quality photographs for the edits.
- ✓ Take the photographs in good light – bright day light or use the lighting studio.
- ✓ Use your photographs.
- ✓ Demonstrate excellent cutting skills – quick select tool / magic wand.
- ✓ Use blending modes to merge layers tastefully.
- ✓ Think about image placement, what story is the edit telling?
- ✓ Use colour tastefully and show that you have looked at the artist who inspired the edit.



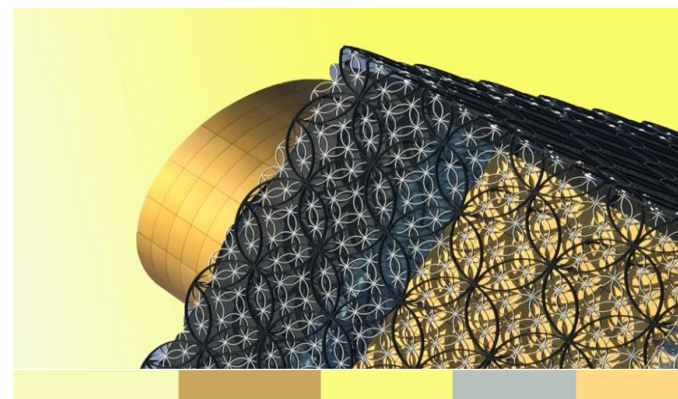
DINING ROOM

MOVIES

HAIR

MUSIC

CONSTRUCTION



How can I revise?

Use the above success criteria and example slides to help you create successful edits in your assessment.

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

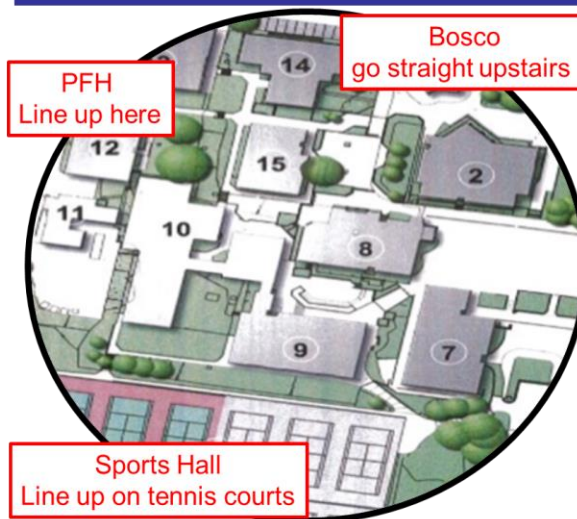
PM - Line Up 12:40pm

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.



What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased



How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!

How do I make sure I don't misuse AI?



1 Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

2 Reference reference reference!

- If you're allowed to use AI tools, you must reference them clearly
- Name the AI tool you used
 - Add the date you generated the content
 - Explain how you used it
 - Save a screenshot of the questions you asked and the answers you got

3 Declare it's all your own work

– When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references



What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!



REMEMBER
Misusing AI is cheating!

Know the rules
Talk to your teachers
Reference clearly