



Year 11

GCSE Mock Examinations

Revision Guide

Examination Period: Week beginning 23 November 2020

NOTES FOR MOCK EXAMINATIONS - YEAR 11

EXAM DATES Week beginning 23 November

TIMETABLES **Prepare** Go through your timetable with a highlighter, identify any areas that you are unsure about. Speak with your subject teachers and ask for advice.

If you do not have an examination you will attend normal lessons. You must return to lessons once your exam has finished.

EXAMINATIONS

- You must be on time for all your examinations. **You must arrive 15 minutes before the start time.**
- Registration will take place during the exam. Please go straight to your exam room, you should not go to tutor time.
- You must not take into the examination any unauthorised material or equipment e.g. instruction leaflets for your calculator. Put your pens etc into a clear plastic bag.
- The minimum equipment you will be expected to bring is: 2 black pens, pencils, ruler, eraser, pencil sharpener, calculator, a pair of compasses and a protractor. **No equipment will be lent to you by staff invigilating the examination.** Make sure that you are ready for the first exam. You are only allowed to use BLACK ink. Correction fluid and ink erasers are not permitted. It may also be a good idea to have a selection of coloured pencils with you.
- Mobile phones are **NOT** allowed in the examination room (even if they are switched off).
- You must line up in silence, outside the examination room. For exams in the sports hall, please check the seating plan on the wall, to find your seat and line up in the row indicated. Listen to all instructions. You must enter the room in silence.
- You can only look at the paper when told to do so. Important notes or instructions will be read out at the beginning of the examination.
- You can put up your hand to ask a question if you are not sure what to do, but the invigilator cannot help you to answer the questions.
- If you require extra paper or if you have dropped anything onto the floor, you must put up your hand up and ask the invigilator to fetch it for you.
- If you finish early, you must sit in silence. You may not bring a reading book into the exam.
- Students who are caught cheating or deliberately disrupting an examination will be removed from the examination and sent to a member of the Leadership Team. They will then face a ban on social activities for the rest of the academic year.

Please note: All mock examinations will take place in examination rooms under formal examination conditions. External & Internal invigilators will be supervising the examinations.

What Should You Revise?

As these are your first examinations for some of your GCSE courses, many subjects will set you past GCSE questions. These could be on any aspect of the course you have studied so far. Check the revision list contained in this booklet for the topics you need to study.

In this guide you will find a specific revision sheet for every GCSE subject informing you of the examination requirements and telling you exactly what to revise.

These are important examinations for you. They will give you, your teachers and your parents a good picture of how well you are doing in your chosen GCSEs and will qualify you to sit the GCSE exams in the Summer. Make sure that you **prepare** well enough to do yourself justice and so they represent your very best efforts

How Should a Year 11 Student Revise?

We are all individuals. You will have probably developed your own techniques for revision. It is important that you update and refine these techniques to achieve your true potential. To help you prepare for your examinations, you should use the various revision techniques you have covered in tutor times, or any that suit you. Revise in short sessions of 20-30 minutes and then have a break before you return to your study.

When to Revise:

It is important that you manage your time carefully. Spread your work load so that you can reduce the stress that you are under. You will also achieve much more and have more time for other things!

How to Revise:

- Cover a range of subjects during the day.
- Allow more time for the difficult topics.
- List the topics you need to cover for each subject.
- Timetable your topics into manageable time slots.
- Take regular breaks
- Reward yourself when you achieve your goals.

Good Luck!

Art and Design Controlled Coursework Time Year 11 – Fine Art, Photography, 3D Design



You will have 2 days (10) hours to complete a planned piece of work under controlled conditions. You should come to the studio, fully prepared with a completed sketchbook or website, and a clear visual journey towards your planned controlled coursework piece.

How to prepare:

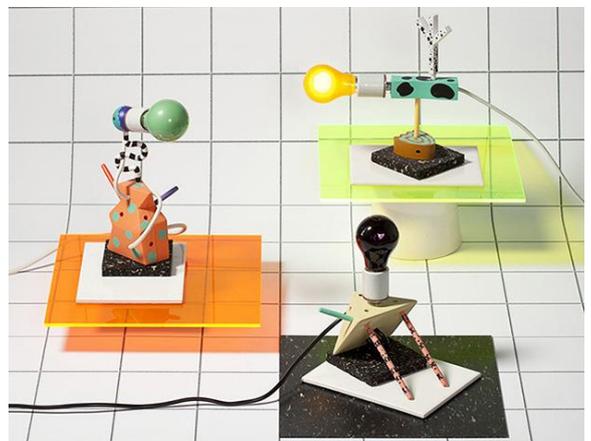
- Make sure all bookwork or website work is complete, and you have a clear journey through to your outcome.
- Experiment with at least two different ideas for your 10-hour piece
- Complete a mini version of your 10-hour piece
- Make absolutely sure that your piece has been inspired by an artist you have studied and that there is a clear link/synthesis of ideas.
- Experiment with different compositions/ models/samples to prepare for your 10-hour piece
- Come prepared with any materials you need in order to complete your piece

What to bring:

- Your sketchbooks and preparatory work
- Any materials you will use during the ten hours

Outcome:

You will hand in your sketchbook and your outcome(s) as well as photographs of the learning/making journey made throughout the duration of the controlled time.



Drama Mock Exam Revision Guide - OCR J316 GCSE

The Exam

The exam is 90 minutes (1 ½ hours) long. There is one paper, with two sections in it.

- **Section A (on Find Me by Olwen Wymark) will comprise of;**
 - 2 x 4-mark questions
 - 3 x 6-mark questions
 - 3 x 8-mark questions

You must answer all questions
- **Section B (an evaluation of live theatre) will comprise of;**
 - 1 x 30-mark question

You must answer this question.

Revision Resources:

- Your C4 exercise books on Sections A and B
- 'Find Me' by Olwen Wymark
- Your evaluation of live theatre notes
- CGP GCSE Drama revision guide.
- Past papers and mock papers
- **All of our shared revision resources, shared on our Teams group in 'files'.**

Please see RM if you are not able to access any of the resources above.

Revision techniques:

- Re-read Find Me and create a timeline for the plot of the play
- Create a character study for Verity, Jean, Edward, Mark looking at each character's motivation and potential for characterisation.
- Think about how semiotics could be communicated in Find Me, through stage, set and props, costume, lighting and sound. Mind map your ideas.
- Work through the 'Find Me' revision booklet and answer the exam style questions at the end of each section
- Identify the production that you are going to use for section B and compile detailed notes for the production, looking at the director's concept, acting and production values. Create mind maps for the live production.
- Complete past papers and hand it in for marking. Complete the improvements.

Useful websites:

Find Me by Olwen Wymark in production:

<https://www.youtube.com/watch?v=vW-oynmGC4o>

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

<https://www.youtube.com/watch?v=1LcCqJcYTKc>

Evaluation of live theatre:

<https://www.bbc.co.uk/bitesize/guides/zxs9xnb/revision/1>

A GUIDE TO YOUR AQA GCSE ENGLISH LANGUAGE MOCK

What is in the paper?

Both Paper 1 and Paper 2 are divided into two sections:

Section A: Reading (40 marks)

Section B: Writing (40 marks)

English Language Paper 1: Explorations in creative reading and writing

Section A

Read the fiction extract and answer the **four questions** in order:

1. Find four pieces of information (quote or paraphrase) (4 marks)
2. Analyse the writer's use of **language** (2 or 3 detailed paragraphs) (8 marks)
3. Analyse the writer's use of **structure** (2 or 3 detailed paragraphs) (8 marks)
4. Respond to a **statement** or idea using **evidence** and **analyse writer's methods** (4-5 paragraphs) (20 marks)

Section B (Q5):

Answer **one question** based on a **picture** or **theme**.

Choose to write **EITHER** a **description** or **narrative** (story)

There are **24 marks for content** and **16 for the accuracy** of your writing (SPAG). Memorise the checklists below so you gain as many marks as possible for both content and accuracy:

Checklist 1 (Content & Organisation)

Have you...

- **Hooked** the reader right from the start?
- Used interesting/sophisticated **vocabulary**?
- Made the reader **feel** something (intrigued/scared/sad/happy etc.)?
- **Described a character** to make them **interesting**?
- **Described a setting** using the **five senses**?
- **Used simile/metaphor/personification** in your description?
- **Linked your ideas together in clear paragraphs**?

Checklist 2 (Technical Accuracy)

Have you...

- Written in **full sentences** and used **different types** (e.g. long and short)?
- Used a range of **punctuation** correctly? (! ? ; ' :)
- **Spelled** everything correctly?
- Written in **Standard English** (i.e. not slang)?
- Written in **paragraphs**?

A GUIDE TO YOUR AQA GCSE ENGLISH LANGUAGE MOCK

English Language Paper 2: Writer's viewpoints and perspectives

Section A

Read the two non-fiction extracts (one modern extract and one from the 19th century) and answer the **four questions**:

1. Select four true statements (4 marks)
2. Write a summary of the similarities and differences (2 or 3 paragraphs) (8 marks)
3. Analyse the writer's use of **language** (3 or 4 detailed paragraphs) (12 marks)
4. Compare writer's perspectives, select evidence from the text and analyse writer's methods (16 marks)

For Section B (Q5):

Write a **newspaper article/speech/letter** on a topic or theme (you will not be given different options). (40 marks)

There are **24 marks for content** and **16 for the accuracy** of your writing (SPAG). Memorise the checklists below so you gain as many marks as possible for both content and accuracy:

Checklist 1 (Content & Organisation)

Have you...

- Given a **clear point of view** on the topic/statement?
- Used some **persuasive language/devices** to engage the reader?
- Used a **persona** to make your writing **credible** (optional)?
- Used **strong arguments**?
- Used some **evidence** (facts, statistics, anecdotes etc.)?
- **Laid out** your work correctly as a speech/article/letter (i.e. headline, "Dear...")?
- **Sequenced** your ideas in a logical way in paragraphs?

Checklist 2 (Technical Accuracy)

Have you...

- Written in **full sentences** and used **different types** (e.g. long and short)?
- Used a range of **punctuation** correctly? (! ? ; ' :)
- **Spelled** everything correctly?
- Written in **Standard English** (i.e. not slang)?
- Written in **paragraphs**?

How should I use my time?

Spend approximately **15 minutes** of the exam **reading, planning and checking** (PLEC).

Spend **45 minutes writing your answers to each section**. Top tip! Leave enough time to complete Q4 in Section A (worth 20 marks) and to plan and write an answer for Section B (this represents **75%** of the available marks).

A GUIDE TO YOUR AQA GCSE ENGLISH LANGUAGE MOCK

How can I revise for my Language exams?

It may seem more difficult to revise for English Language because there are no set texts but there are plenty of resources you can use to practise all the skills for the two papers. Below is a comprehensive list of things you can do to revise:

- 1) Read notes from your exercise book and any written feedback from your teacher. A well-presented exercise book should be your first port of call.
- 2) Go to BBC Bitesize and explore the English Language resources:
<https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>
- 3) Buy a copy of the CGP AQA English Language guide which also has lots of practice questions (there is also a CGP guide focusing on SPAG if you would like to improve the accuracy of your writing for Section B): https://www.amazon.co.uk/English-Language-Complete-Revision-Practice/dp/1782944141/ref=sr_1_1?dchild=1&keywords=gcse+english+language+revision&qid=1602087675&sr=8-1
- 4) Alternatively, buy the Collins guide: https://www.amazon.co.uk/English-Language-Literature-Revision-Practice/dp/0008112568/ref=sr_1_6?dchild=1&keywords=gcse+english+language+revision&qid=1602087722&sr=8-6
- 5) Watch Mr Bruff's English Language playlist on YouTube:
<https://www.youtube.com/watch?v=hMhQIX9DCcQ&list=PLqGFsWf-P-cAltMxkEvJXCxqT-ZzFqAN>
- 6) Visit Seneca and explore the different resources for English Language GCSE:
<https://senecalearning.com/en-GB/>
- 7) For an opportunity to complete a guided mock exam paper, check out the GCSE English Revision podcast and resources at <https://podtail.com/en/podcast/gcse-english-revisionpod/>
- 8) Finally, ask your teacher for a practice paper/question to complete at home. They can then give you some feedback (written or verbal) prior to your mock exam.

We wish you the very best of luck with your revision!

A GUIDE TO YOUR NOVEMBER AQA ENGLISH LITERATURE MOCK

As you know the English Literature exams for summer 2021 have changed due to school closures this year. This November, you will only sit **Paper 2** which focuses on compulsory core content (Shakespeare and unseen poetry). You will have a chance to answer questions on the other set texts (*A Christmas Carol* and *An Inspector Calls*) later in the year. You will **not** have to answer a question on the *Power & Conflict* poetry anthology.

English Literature Paper 2 (compulsory content)

Section A: *Macbeth* 30 marks (AO1, AO2, AO3) + 4 marks (SPAG)

Section B: *Unseen poetry*

- (i) Question on **one** unseen poem 24 marks (AO1, AO2) + 4 marks (SPAG)
- (ii) Question **comparing** the first unseen poem with a **second** unseen poem.
8 marks (AO2).

Total duration: 1 hour 45 minutes

Total marks: 70

In Section A, you will answer one question. In your essay you should refer to the printed extract from *Macbeth* and the play as a whole. You will not have a copy of the play in the exam.

There are 4 SPAG marks available for Section A and Section B (i) so make sure you **check your work carefully** at the end. In particular, try to spell **keywords** correctly (e.g. soliloquy, simile, Shakespeare, regicide) and write fluently and clearly.

Spend 40 minutes on Section A, 40 minutes on Section B (i) and 10 minutes on Section B (ii). Spend approximately 10-15 minutes of the exam reading, planning and checking.

What are the success criteria for Literature essays?

- **AO1:** Read, understand and respond to texts. Students should be able to:
 - maintain a critical style and develop an informed personal response
 - use textual references, including quotations, to support and illustrate interpretations
- **AO2:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- **AO3:** Show understanding of the relationships between texts and the contexts in which they were written.
- **AO4:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

What do I need to revise for this paper?

- Characters in *Macbeth* and their relationships with each other

- Themes and ideas (e.g. power)
- Context (e.g. witchcraft, Jacobean society, the Great Chain of Being)
- Structure of the play and key moments in the plot
- How Shakespeare uses language (e.g. imagery) as well as dramatic techniques (e.g. asides, soliloquys)
- Some key quotations, what they mean and how they link to characters and themes
- How to interpret and analyse an unseen poem
- How to plan and structure an essay
- What to include in your introduction, main paragraphs and conclusion
- Poetic language and structure terminology (see guide on pages 3-5)

How can I revise for my English Literature exam?

Below is a list of ten things you can do to revise for this paper. Remember to break up big tasks into smaller, more manageable ones, focus on your weakest areas when revising and give yourself enough time before mocks begin:

- 9) Read notes (including posters, handouts and essay examples) from your exercise book and/or revision folder and any written feedback from your teacher. A well-organised and presented exercise book should be your first port of call.
- 10) Go to BBC Bitesize and explore the English Literature resources for Macbeth:
<https://www.bbc.co.uk/bitesize/topics/zgg3dmn>
- 11) There are also some good BBC Bitesize resources for unseen poetry skills:
<https://www.bbc.co.uk/bitesize/topics/ztbsp39>
- 12) Buy a copy of the CGP AQA *Macbeth* guide: https://www.amazon.co.uk/Grade-GCSE-English-Shakespeare-Guide/dp/1841461164/ref=sr_1_1?crd=1QVCMX8G06K1&dchild=1&keywords=cgp+macbeth&qid=1602161320&prefix=cgp+m%2Caps%2C152&sr=8-1
- 13) There is also a good CGP *Macbeth* workbook with answers: https://www.amazon.co.uk/New-Grade-GCSE-English-Shakespeare/dp/1782947779/ref=sr_1_3?crd=1QVCMX8G06K1&dchild=1&keywords=cgp+m+acbeth&qid=1602161363&prefix=cgp+m%2Caps%2C152&sr=8-3
- 14) Alternatively, try the York Notes *Macbeth* revision guide:
https://www.amazon.co.uk/Macbeth-York-Notes-GCSE-9-1/dp/1447982207/ref=sr_1_2_sspa?dchild=1&keywords=macbeth+revision&qid=1602161394&sr=8-2-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEwNjg4OTMzM0UzU0dMSVRJRTdRviZ3aWRnZXROYW1IPXNwX2F0ZiZhY3Rpb249Y2xpY2tSZWRpcmVjdCZkb05vdExvZ0NsaWNRPXRYdWU=

15) Watch Mr Bruff's comprehensive *Macbeth* playlist on YouTube:

<https://www.youtube.com/playlist?list=PLqGFsWf-P-cMpg89C0yaU5scvuYiIKuL>

16) As you know, there are lots of revision resources for *Macbeth* on Seneca which will be part of your weekly homework tasks this year. Equally, SparkNotes is another good online resource.

17) *Macbeth* should ideally be seen in performance rather than just read in class. It is recommended that you watch a good film adaptation of the play, e.g. Polanski (1978) or Goold (2011). Both versions are available to buy or stream on Amazon.

18) Finally, ask your teacher for a practice paper/question to complete at home. They can then give you some essay feedback (written or verbal) prior to your mock exam.

Guide to poetry terminology

When analysing an unseen poem or an extract from *Macbeth*, **you should try to explain how the writer (the poet or Shakespeare) has used language and/or structure and what it makes us think, feel or imagine as a reader/audience.** You should also try to use language terminology accurately. Below is a list of key terms you should be familiar with and a column for you to fill in with quotes/references from *Macbeth* or poems you have read:

Terminology	Definition	Example (quote/reference)
Noun	Nouns are often described as referring to persons, places, things, states, or qualities	
Adjective	Describes a noun	
Verb	A word used to describe an action, state or occurrence (e.g. "I play football" or "I think therefore I am ")	
Adverb	Describes a verb. Usually ends in -ly. Answers how, in what way, when, where or to what extent.	
Pronoun	Stands in for a noun (i.e. "he" instead of "John").	
Metaphor	Comparison describing one thing as another.	

Simile	Comparing two things using like or as	
Personification	Giving human qualities or characteristics to something non-human	
Repetition	Saying the same word or phrase more than once	
Modal verb of certainty/ possibility	Must / will / could / might	
Imperative verb	A command (used by Lady Macbeth in Act 1 to control/manipulate Macbeth).	"Stay, you imperfect speakers. Tell me more!" (<i>Macbeth</i>)
Rhetorical questions	Questions to make the audience / reader think	
Emotive language	Language used to provoke a strong feeling	
Oxymoron	A figure of speech that juxtaposes elements that appear to be contradictory.	
Alliteration/ assonance /sibilance	Words starting with the same letter / repeated vowel sound / repeated "s" sound	
Semantic field	Collection of words in a pattern that share common connotations (i.e. a semantic field of death).	
Onomatopoeia	Words that sound like the sound (e.g. "boom!")	
Connotation	An idea or feeling suggested by a word or phrase.	
Dramatic irony	When the audience knows something but the character does not	Act 1 Scene 6 of <i>Macbeth</i> when Lady Macbeth is welcoming Duncan to the castle but we know she is plotting to kill him
Juxtaposition	The fact of two things being seen or placed together with contrasting effect	

Pathetic fallacy	When the weather reflects the characters' emotions and contributes to the atmosphere.	"Hover through the fog and filthy air!" (Scene 1 of <i>Macbeth</i>)
Hyperbole	Exaggeration	
Foreshadowing	Suggestions / clues to a later event in the story	
Mood	The feeling a poem or text creates in the reader	
Tone	The emotions of the speaker/narrator/writer	
Speaker/voice	The voice of the poem (not necessarily the poet)	
Aside	When a character speaks their thoughts/feelings aloud on stage but other characters cannot hear them	
Soliloquy	A speech given by a character when they are alone on stage	
Climax	The most dramatic/tense moment in a scene/the play.	
Motif	A repeated image or symbol that links to a key theme of the play	Blood in <i>Macbeth</i> represents guilt and darkness represents evil

We wish you the very best of luck with your revision!

GCSE French Mock Exam

Format of the exams

You will be tested in listening, reading and writing (including translation):

Higher Tier

Paper 1 **Listening** (45 mins) 25%

Paper 3 **Reading** (60 mins) 25%

Paper 4 **Writing** (75 mins) 25% - 3 questions on a choice of theme.

Question 1 (16 marks) – 90 words, Question 2 (32 marks) – 150 words, Question 3 (12 marks) translation into French.

Foundation Tier

Paper 1 **Listening** (35 mins) 25%

Paper 3 **Reading** (45 mins) 25%

Paper 4 **Writing** (60 mins) 25% - 4 questions based on topics you have studied so far.

Q1 (8 marks) 4 sentences describing a photo (il y a...), Q2 (16 marks) 40 words based on 4 bullet points, Q3 translation into French (10 marks), Q4 90 words (16 marks) – choice of 3 themes.

Questions in the Listening and Reading papers will be in English and French. You should use the same language as the question to answer.

What to revise:

Writing paper:

Choose 1 theme and practise writing paragraphs about each of the topics. Make sure you can write in 3 tenses (you will not be tested on a topic you have not yet covered in your mock).

Theme 1: Identity and culture

Me, my family and friends

relationships with family and friends

marriage/partnership

Technology

social media

mobile technology

Free time activities

music

cinema and TV

food and eating out

sport

Customs and festivals in French-speaking countries

research a festival eg Festival de la musique/Chandeleur/Fête Nationale (Bastille Day)

Theme 2: Local, national, international and global areas of interest

Home, town, neighbourhood and region

describing pros/cons of where you live

where you would like to live in the future

Social issues

charity/voluntary work

healthy/unhealthy living

Global issues

the environment

poverty/homelessness

Travel and tourism

holidays

Theme 3: Current and future study and employment

My studies

detailed opinions about subjects

how exams are going

Life at school/college

rules and uniform

problems

extra-curricular activities

Education post-16

plans and advantages/disadvantages

Jobs, career choices and ambitions

pros/cons of particular jobs eg being a teacher

Work experience

Top Tips

- Make sure you can write an accurate paragraph in the **present, past** and **future** tenses. Learn the verbs carefully – your work needs to be **clear**.
- Learn 4-5 wow phrases from the perfect answer checklist and use them in your writing answers.
- Learn the structures on the perfect answer checklist and use them.
- Use activelearn to practise listening and reading skills
- Use quizlet, join the GCSE class here: <https://quizlet.com/join/8Qc8AwDBh>
- Regularly practise and extend your range of vocabulary.
- Use your class notes from Years 10 and 11
- Practise translations in both directions – use old reading materials
- There are extension pages and revision pages at the back of your text book – use them!
- Listen to French music while you work
- Try watching a French series/film with subtitles. Pause the programme, rewind, switch of the subtitles and watch 5-10 minutes again – can you pick out some of the words now you know what's going on?

GCSE Business Revision Guide – Mock Examination

Examination Board:

AQA

Syllabus Number:

8132

Specification: <https://filestore.aqa.org.uk/resources/business/specifications/AQA-8132-SP-2017.PDF>

Assessments:

Paper 1: Influences of operations and HRM on business activity	+	Paper 2: Influences of marketing and finance on business activity
What's assessed <ul style="list-style-type: none">• Business in the real world• Influences on business• Business operations• Human resources		What's assessed <ul style="list-style-type: none">• Business in the real world• Influences on business• Marketing• Finance
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 90 marks• 50 % of GCSE		How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 90 marks• 50 % of GCSE
Questions <ul style="list-style-type: none">• Section A has multiple choice questions and short answer questions worth 20 marks.• Section B has one case study/data response stimuli with questions worth approximately 34 marks.• Section C has one case study/data response stimuli with questions worth approximately 36 marks.		Questions <ul style="list-style-type: none">• Section A has multiple choice questions and short answer questions worth 20 marks.• Section B has one case study/data response stimuli with questions worth approximately 34 marks.• Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Students will be sitting Paper 1 for their Mock Examination. They must revise the following units:

Business in the real world

Influences on Business

Business Operations

Human Resources

Students have been provided with a CGP revision guide, a revision pack, past papers and a revision schedule to help prepare for their mock and summer examinations

Assessment objectives for examination answers:

AO1: Demonstrate and apply knowledge and understanding of the specified subject content using appropriate terms, concepts, theories and methods to address problems and issues

MCQ and definition Questions – Maximum 2 marks available

AO2: Analysing relevant information and evidence. Fully explaining the knock on effects of points made to the business and its stakeholders.

Questions that are worth 3-6 marks

AO3: Evaluate evidence, make **reasoned judgements** and present conclusions. Students must be able to make decisions based on data from the case study.

9 and 12 Mark Questions. Model answers will be provided overleaf.

Topics to Revise:

Business in the real world	Influences on Business
<ul style="list-style-type: none"> • Business ownership • Business sectors • Factors of production • Business objectives • Calculating profit or loss • Franchising 	<ul style="list-style-type: none"> • Employment laws
Business Operations	Human Resources
<ul style="list-style-type: none"> • Lean production methods • Average unit costs • TQM • JIT • Customer service • Quality • Influence on choice of supplier • Job production 	<ul style="list-style-type: none"> • Recruitment process • Internal and external recruitment • Delayering • Delegation • Job description • Contracts of employment • Induction training • Methods of motivation

Exam Skills

6 Mark Question

6 mark questions require you to analyse your points. Read the question carefully and highlight if it is asking for just one point or two. Make sure you use the PEE framework – see below.

Explain one method JP Ltd could use to recruit high quality temps.

Model answer

- **P** – one method JP Ltd could use to recruit high quality temps would be to have them complete a role play
- **E** – **for example** JP could ask candidates to take part in a role play that allows them to demonstrate how they would deal with challenging phone calls or situations
- **E** – this would mean that the recruitment process is more thorough, thus ensuring that high quality staff are recruited resulting in JP's reputation improving leading to improved competitiveness.

Explain one advantage and one disadvantage to JP Ltd of operating from one central office. (6 marks)

- **P** – One benefit is that it would be easier to manage the firm
- **E** – **currently**, the firm is using the internet more to contact customers and temps.
- **E** – this means having one office in Warrington would make the firm more centralised resulting in better channels of communication with customers thus increased efficiency and reputation
- **P** – One drawback is that it would cause staff to become demotivated
- **E** – **For example**, the firm would no longer need employees in the smaller offices
- **E** – this means redundancies would have to take place, resulting in staff morale worsening, potentially leading to a poor service being provided to its customers.

You MUST apply your answers to the case study issued.

9 Mark Questions.

There are two of these in your paper. You must make sure that you use the following structure when answering these.

It is crucial that points are firmly rooted from the case issued and you have fully analysed/developed points.

1. Make an initial judgement		
2. This is because..... Give one reason why you have decided this and make sure you support your reasoning using data and applying points from the case. Use PEE to structure your points Aim for 4-5 knock on effects Use a range of key connectives		
Point	Example	Explain
3. However..... Give one reason against your argument, or for the other option this shows you have considered both sides of the argument Make sure you support your reasoning using data and applying points from the case. Again use PEE to structure your points Aim for 4-5 knock on effects Use a range of key connectives		
Point	Example	Explain
4. Overall..... Make an overall justification with reasoning. Weigh up the points you have made and decide which is the strongest argument and why that has made you decide on your final answer. Use the term...because - This helps you to ensure that you justify your opinion. Do not bring in another option – keep focused on the Q being asked You should use a short-term or long term factor but it must be well justified.		

Task 1 B: Should the Black Sheep Brewery go ahead with its plan to introduce flow production into its factory? Explain your decision (9 marks)

I think the Black Sheep Brewery should go ahead with its plan to introduce flow production.

This is because using flow production will allow the Black Sheep Brewery to manufacture increased volumes of beer. Currently the company is **expecting further rises in sales**, **therefore** increased output will be essential to meet this demand **and** up holding customer satisfaction. **This will lead** to the Black Sheep Brewery **maintaining their strong brand image resulting in** future orders being placed so their sales can continue to rise. **As a result** this may help with their current **cash flow position as recently they have been short of capital**.

However the firm is **currently experiencing a high labour turnover** as employees are leaving in **large numbers**, using flow production could make their work more tedious as their jobs will be broken down into small repetitive tasks so they become specialised, **this may** result in current workers becoming more demotivated **and** decide to leave the Black Sheep Brewery. **Consequently** this will cost the firm more money **which will** have further impact on their **current financial position**.

Overall I think the Black Sheep Brewery should go ahead with its plan to introduce flow production. **Although their financial position** is a major obstacle in the short term I feel that as the business is growing it is necessary in the long run to be able to meet the new **level of demand** and **therefore** maintain their existing image **of high quality and reliability**.

12 Mark Question

You will have one of these at the end of the paper. There **are two options to choose from**. You must provide a **reason for and against for both** and then a final overall judgement. The structure of your answer can be seen below:

In a 12 mark Q, the examiner is looking for:

- **Accurate use of key terms**; thorough **knowledge** and understanding of business which draws together different functional areas of business
- **An answer that relates to the Item - Application**
- **Detailed chains of argument in context**. There should be at least 3-4 steps in the chain of argument - **Analysis**
- **A detailed, valid and well supported judgement** that is answering the question and weighs up the information provided in the Item i.e. an answer that makes a decision that is best for the firm & explains the impacts of the functional areas

Below is an outline of a 12 mark structure. Similar to a 9 however you must provide a reason for and against for each option given to you. See below

12 Mark Structure

1. On One hand.....

Give **one argument that supports your concluding judgement**.

Application - Make sure you support your reasoning **using data** and **applying** points from the case.
Use PEE to structure your points

Analysis - Aim for 4-5 knock on effects, Use a range of key connectives, **including a counter point**
Links **should** be made to other functional areas and you should analyse the counter argument

Point Example Explain **However...** However Example Explain

2. However /on the other hand

Give **a second argument** that counters your first.

Application - Make sure you support your reasoning **using data** and **applying** points from the case.
Use PEE to structure your points

Analysis - Aim for 4-5 knock on effects, Use a range of key connectives, **including a counter point**
Links **should** be made to other functional areas and you should analyse the counter argument

Point Example Explain **However...** However Example Explain

4. Overall I think.....

D Make an **overall justification** with reasoning. Consider the points you have made and explain the most important reason why you have come to this judgement; this may include reasons why an alternative argument has been rejected

I Use the term **'because'** - This helps you to ensure that you **justify your opinion**; refer back to your prior argument and bring in additional evidence to support your judgement by linking different functional areas together and comparing the relative importance of one area against the other.

S Explain why; alternatively will the judgement differ in the **short-term/long-term** in relation to the area that will be most impacted

C What are the **cost implications** if any? **"It depends"** on factor; does your judgement depend upon anything? If so include it here. Explain why; remember to try and integrate/link different functional areas together

O

Revision & Materials:

- They have **revision guides**
- They have been issued **staff made revision packs** with the topics to cover, exam technique guidance, tasks and past papers
- Students have been issued notes and **literacy mats** with advice on good exam technique and how to write effective answers.

Past Papers:

Students have been given a booklet of past papers to work through in preparation for their mocks and external examination.

Converting 3/4 grades into 7 + grade in the examination unit

Students must ensure they use the exam skills content, application (AO1), analysis (AO2) and evaluation (AO3) when necessary in their answers to achieve top grades. The assessment objectives are described above.

Example Question:

Do you think that *Cool Collections Ltd* should take out a bank loan to fund the new premises? Justify your answer. **(9 marks)**

Teacher advice:

The student answer must have application to the company in the case study provided and analysis of the knock-on effects to the business of taking out a business loan. It must also have a decision supported by a good reason based on the information provided whether they should or should not use bank loans.

3 grade response

Cool Collections should obtain a loan from the bank as it means they will be able to access a large amount of finance to purchase the new premises and it means they will not have to pay it off in one large amount but over a longer period of time.

9 grade response

Cool Collections should obtain a loan from the bank to fund the purchase of the new premises as it means they do not have to use their own retained profit therefore leaving this in case the business has other unexpected costs. Although using retained profit would provide no additional costs, unlike the interest necessary when taking out a loan, it would be sensible for them to keep it as a contingency fund to deal with any unexpected costs whilst starting up which may not have been included in their business plan.

As the owner of Cool Collections wants to keep complete control of the business a bank loan is also better than releasing shares or using venture capitalists. Using bank loans will mean they have the extra costs of interest but they will have the added advantage of not having to pay it off in one large amount but over a longer period of time this will improve Cool Collections cash flow situation and will not need to give up a share of the firm.

Overall I believe a bank loan is the most suitable option as it is important for a small business like Cool Collections to obtain finance and grow without damaging their cash flow if they are to survive the difficult first few years of trading and maintain complete control of the business.

Teacher advice: *The second answer has two strong points that are applied to the business situation from the case study and analysed explaining the full knock on effect to the business of the points made. They are using the PEE paragraph structure. It also has evaluation in the form of supported judgements that answer the question asked with support from key points in the case study provided. They have used some of the DISCO evaluation structure.*

Useful Web sites

Exam board and Specification: www.aqa.org.uk

BBC Bite size business revision: <http://www.bbc.co.uk/schools/gcsebitesize/business/>

Tutor-2-U GCSE Revision Notes: http://tutor2u.net/revision_notes_business_gcse.htm

GCSE Mathematics Revision Guide

Examination Board:

Edexcel

Syllabus Number:

1MA1

Edexcel specification:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>

Examinations (provisional)

25 May 2021 AM	Mathematics Paper 1: Non-Calculator Foundation & Higher Tier 1h 30m (Pearson GCSE 1MA1 1F)
8 June 2021 AM	Mathematics Paper 2: Calculator Foundation & Higher Tier 1h 30m (Pearson GCSE 1MA1 2F)
15 June 2021 AM	Mathematics Paper 3: Calculator Foundation & Higher Tier 1h 30m (Pearson GCSE 1MA1 3F)

To achieve your potential you can do the following to help you on your way.

1. Find out how mathematics will be examined

You will sit three papers and calculators are allowed in the second and third. Find out as much as you can about the format and content of your exams and how they will be assessed. It is important to know what is required from you so there are no shocks on the day. The syllabus you are following is Mathematics, Linear with no coursework 1MA1. **Visit the Edexcel Website** to find out what information is available (<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>).

2. Revise for the exam by completing questions

Do as many **past papers** as you can. Your teacher will supply you with these in the weeks leading up to the exam; make sure you do every question and ask your teacher for help if you don't understand. Whilst doing past papers it is important that you work as far as possible on your own.

One of the major problems in mathematics exams is that students do not understand what the question is asking, so you need to get in the habit of deciding what is being asked for without hints from someone else.

Some students try to learn all the material in a marathon session the night before the exam. While this may be partially effective where you have a lot of facts to learn, most of maths is not memory work but recognising patterns and selecting and applying useful techniques to solve problems. In other words, you are being tested mostly on skills, not on memorised facts. The only way to **learn any skill is to practise, and in maths that means doing some problems almost every day** for the weeks and months before the examination. Your CGP workbooks and revision plan issued by your teacher is also an excellent way to gain the required practise.

3. Complete your revision schedule

You have been issued a **week by week revision schedule**. Complete the workbook, make notes and practice questions on the corresponding topics. Use your revision guide, MyMaths and websites such as CorbettMaths. Once this work is completed, revisit the topics at regular intervals to help your recall.

4. Use your revision guide

This is another source of exam style questions with solutions and hints as to how to approach your examination. If you do not have one purchase one from the department. Speak to your teacher. Read the explanation section then do the questions, this will give you more practice on deciphering what the question is asking.

5. Download extra past papers.

Search for Edexcel linear past papers 1MA1. The older 1MA0 specification papers are a good source of questions and the accompanying mark schemes can also be useful. You may also find specimen papers. These would have been produced when the specification was first made available to provide some guidance about the new examination.

Link: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials>

6. Make sure you know how to use your calculator.

All calculators work in different ways so it is important that you have your own one and know how to use it effectively. Do not forget to take it to your examination.

7. Use your notes to find out what you need to revise.

Look back at the notes that you have made during Year 9, 10 and 11 in your exercise books and theory/skills books. Since mathematics builds upon previous work you also need to know everything you have covered over the last five years. Don't panic, you will have been revising this work whilst covering the new topics in Year 11.

8. Know the concepts you need to be able to use to get the grade you want

Mymaths.co.uk has topics by grade and several booster packs. If you are keen to move up a grade, ask your teacher for a selection of topics that are all at the next grade up. Make use of this excellent resource by using your login details.

9. Show your work clearly and in order.

Discipline yourself to **show all the steps in your solution**. Show them one after the other, not little bits of maths written here, there, and everywhere.

First and most importantly, showing all the steps makes it **easier for you to check your work** as you go along. It is very easy to drop a minus sign or make some other careless mistake if you are writing down one step out of three. If you write down all the steps, one after the other, you are more likely to get each one right the first time and more likely to find any mistakes when you check your work.

Secondly, showing your work is **a good strategy for grading**. Examiners won't give full credit for a bare answer unless the problem was extremely simple. If you have made a minor error, but your work is clear, **you may get some credit for the correct method**.

10. Check your answers.

When you have solved a problem, put your answer back in the problem and make sure it works. At least check if it is reasonable: if the area is given as 50 sq metres and you get 680 metres for the length of one side, it is probably wrong.

If you were given an equation to solve, put your answer(s) back in the equation and make sure they work.

11. Use the support

Attend any support sessions offered by staff. Speak to your teachers and seek help. Discuss with them topics you are unsure about from your revision so they can help.

12. Websites.

Make use of **mymaths.co.uk** (<https://www.mymaths.co.uk/>) if you are stuck on a particular topic. Your teachers will help with login details if you can't remember them. Ask your teacher for other useful websites such as **CorbettMaths** (<https://corbettmaths.com/>) and Dr Frost.

Good luck with the revision. The effort will be worth it.

Year 11 GCSE Maths Revision Homework Schedule 2020-21

You should complete the sections in your CGP workbook according to the schedule below in addition to any homework set. All labels are linked to the GCSE specification document attached. You should do the following for each subject area:

- Complete the sections in the workbook and mark using the answers at the back
- Complete past questions
- Complete practise questions from MyMaths and/or the textbook
- Revisit these topics at a later date re-reading notes made and completing additional questions
- Optional: Make theory notes from MyMaths, revision guides or textbooks on each section

Week Beginning	Topic area to revise deadlines	Sections completed in CGP workbook (Tick)	Area of weakness? <i>What do I find difficult? What will I do about it? Highlight the topic on your specification (short notes/actions)</i>	Subject area mastered <i>Do I know this subject well enough to be able to teach someone else? (Tick)</i>	Topics to revisit/revise
12/10/20	1. Number Structure and Calculation (N1-N9)				
19/10/20	1. Number Structure and Calculation (N1-N9)				
26/10/20	Half Term				
02/11/20	1. Number Fraction Decimals and Percentages (N10-N12)				Number
09/11/20	1. Number Fraction Decimals and Percentages (N10-N12)				Number
16/11/20	1. Number Measures and Accuracy (N13-N16)				Number
23/11/20	1. Number Measures and Accuracy (N13-N16)				Number
30/11/20	2. Algebra Graphs (A8-A14)				Number

07/12/20	2. Algebra Graphs (A8-A14)				Algebra
14/12/20	2. Algebra Solving equations and inequalities (A17-A22)				Number
21/12/20	Christmas				
05/01/21	3. Ratio, Proportion and Rates of Change R1-R8				Algebra
11/01/21	3. Ratio, Proportion and Rates of Change R1-R8				Number
18/01/21	3. Ratio, Proportion and Rates of Change R9-R16				Algebra
25/01/21	3. Ratio, Proportion and Rates of Change R9-R16				Ratio
01/02/21	4. Geometry and Measure Properties and Constructions (G1-G13)				Number
08/02/21	4. Geometry and Measure Properties and Constructions (G1-G13)				Ratio & Algebra
15/02/21	Half Term				
22/02/21	4. Geometry and Measure Mensuration and calculation (G14-G21)				Geometry
01/03/21	4. Geometry and Measure Mensuration and calculation (G14-G21)				Ratio
08/03/21	4. Geometry and Measure Vectors (G24-GG25)				Number & Algebra
15/03/21	4. Geometry and Measure Vectors (G24-GG25)				Geometry
22/03/21	Mixed Revision of sections 1-4. Complete any outstanding notes Revisit notes Past paper questions My Maths methods and questions				Ratio
29/03/21	5. Probability P1-P8				Number & Algebra

05/04/21	Easter				
19/04/21	5. Probability P1-P8				Probability
26/04/21	6. Statistics S1-S6				Geometry & Ratio
04/05/21	6. Statistics S1-S6				Number & Algebra
10/05/21	Mixed Revision of sections 1-6. Complete any outstanding notes Revisit notes Past paper questions My Maths methods and questions				Statistics
17/05/21	Mixed revision: Revisit notes Past paper questions My Maths methods and questions				All
24/05/21	Paper 1 (25/05/21) - provisional				All
31/05/21	Half Term				
07/06/21	Paper 2 (08/06/21) - provisional				All
14/06/21	Paper 3 (15/06/21) - provisional				All

Notes:

Topic mastered?	Colour each topic green only when extremely confident. This may not be till weeks later. Remember to still briefly revisit these topics closer to the final examination, particularly models and formulae.
Revisiting Topics	This will involve less time and re-reading notes and testing yourself on key terms, formulae and attempting exam style questions. This should be done as regularly as possible not just those listed above.

GCSE Edexcel Mathematics – Specification (Higher)

1. Number

Structure and calculation

N1 – Ordering positive and negative whole numbers, decimals and fractions and understanding of inequality and equals symbols

N2 – Addition, subtraction, multiplication and division with positive and negative whole numbers, decimals, fractions (improper/proper/mixed number), and understanding of place value

N3 – BIDMAS, reciprocals, and understanding of inverse operations to cancel e.g. fractions

N4 – Understanding of prime numbers, factors, multiples, HCF, LCM, how to write a number as product of prime factors, find HCF and LCM using listing method, product of prime factors, and prime factorisation and Venn Diagrams

N5 – Systematic listing and product rule

N6 – Rules of indices for multiplying, dividing, brackets and being able to find square and cubes including roots

N7- Fractional indices (and how this relates to finding roots). Negative indices.

N8 – Leaving answers in exact form e.g. as a fraction, in terms of Pi and as surds. Be able to simplify surds (use diamond method), add, subtract, multiply and divide with surds, and rationalise the denominator.

N9 – Converting between ordinary numbers and standard form, and being able to complete calculations with and without a calculator (add, subtract, multiply and divide).

Fractions, decimals and percentages

N10 – Convert between fractions and decimals including terminating and recurring

N11 –Work with fractions in ratio problems – be able to convert ratio in to fractions and vice versa

N12 – Fractions and percentages as operators – fractions of (means multiply fraction by amount), percentages as multipliers etc.

Measures and accuracy

N13 – Know basic metric conversions including cm^3 to ml. Know what units are appropriate as measures. Know compound measures (speed, density and pressure) – need to know the formulas and how to use them (use as triangles like SohCahToa). How to combine

compound measures (e.g. liquid A and B are mixed to make liquid C – find density of liquid C if given information about volume and density of liquid A and B).

N14 – Estimating answers by rounding to suitable degrees of accuracy first (e.g. 1 significant figure).

N15 – rounding to decimal places and significant figures. Writing error intervals (from rounding and truncation)

N16 – Calculations involving upper and lower bounds

2. Algebra

Notation, vocabulary and manipulation

A1 – Algebraic notation (e.g. number and letter next door to each other are multiplying, using indices to simplify, using fractions instead of division, coefficients as fractions as well as decimals)

A2 – Substitution in to expressions, equations, formulae including scientific formulae

A3 – Know the difference between terms, expression, equation, inequality, identity, formulae and factors

A4 – Simplify expressions by collecting like terms, expanding single and double brackets, factorising in to single brackets, factorising quadratics in to double brackets (including with coefficients greater than 1 such as $2x^2$)

A5 – Rearranging to change the subject of a formula (including when you have to expand and factorise)

A6 – Algebraic proofs

A7 – Functions, including composite/compound functions and inverse functions

Graphs

A8 – Be able to plot and interpret co-ordinates in 4 quadrants and draw axes accurately

A9 – Plot straight line graphs (use or construct table of values first). Understand $y=mx+c$. Be able to identify parallel lines (same gradient) and perpendicular lines ($m_1 \times m_2 = -1$). Be able to find the gradients and equations of lines from graphs. Be able to find the equation of a line through two given points, or one point and a gradient (including lines parallel and perpendicular to other lines)

A10 – Identify and interpret gradients and intercepts graphically and algebraically (link to real life graphs – e.g. Intercepts could be standing charges)

A11 – Be able to work out and interpret the roots, intercepts, turning points of quadratic graphs (functions) from a graph. To be able to work out the same things using algebra (roots by factorising, turning point by completing the square)

A12 – Be able to recognise, sketch and interpret the following graphs: straight line, quadratic, cubic, reciprocal, exponential, trig graphs (sin, cos, tan)

A13 – Graph transformations

A14 – Real life graphs – being able to plot all types of graphs (table of values) and interpret, such as finding distance, speed or acceleration from interpreting graph

A15 – Calculate or estimate gradients of graphs (e.g. gradient at a point using tangent). Area under graphs including under curved graphs using trapeziums. Be able to interpret distance-time graphs, velocity-time graphs and financial graphs

A16 – Equation of a circle with centre at origin (0, 0). Equation of tangent to circle.

Solving equations and inequalities

A17 – Solving one and two step equations. Solving equations involving brackets. Solving equations involving fractions. Solving equations with unknowns on both sides. Finding solutions from graphs.

A18- Solving quadratic equations including when you have to rearrange first, by factorising, completing the square and using quadratic formulae (you need to know when to use each of these). Solving quadratics from graphs.

A19 – Solving simultaneous equations, including when both linear, when one is linear and one is quadratic and graphically.

A20 – Iteration – ensure you can answer all 3 parts of the question.

A21 – Forming and solving equations from written problems, including simultaneous equations and be able to interpret the answers.

A22 – Solve linear inequalities (including when it is double sided), including being able to represent solutions on a number line and by graphing. Be able to solve quadratic inequalities (remember the little sketch at the end to help write the solution using inequality notation).

Sequences

A23 – Be able to generate/continue a sequence using term-to-term and position-to-term (nth term) rules

A24 – Know the different types of sequences – square and cube numbers, triangular numbers, difference between arithmetic, geometric and Fibonacci sequences. Know about simple geometric progressions, and sequences involving surds.

A25 – Be able to find the n th term rule for linear and quadratic sequences

3. Ratio, proportion and rates of change

R1 – Be able to convert easily between units (time, length, area, volume/capacity, mass) and compound units in numerical and algebraic contexts

R2- Scale factors, including for area and volume, scale diagrams and maps.

R3 – One number as a fraction of another

R4 – Be able to write and simplify ratio

R5 – Share/divide in to a ratio, and ratio in real life contexts

R6 – Express the relationship between two quantities as ratios and fractions

R7 – Understand and use proportion as equality of ratios (link between them)

R8 – Understand link between ratio and fractions and to linear functions

R9 – Percentages – define and interpret – be able to represent percentages as decimals and fractions and use this with multiplication. One number as a percentage of another. Compare using percentages (e.g. convert from fractions first). Be able to use percentages greater than 100% and in real world contexts. Be able to complete non-calculator and calculator (using multipliers) percentage of amounts, percentage increase/decrease, reverse percentages and compound percentages (including finding the missing timeframe or multiplier).

R10 – Direct and inverse proportion – equations and problems, and being able to graph/recognise graphs

R11 – Use compound units – speed/density/pressure/rates of pay/unit pricing

R12 – Compare lengths, area and volume using ratio. Be able to relate these to scale factors and similarity (including trig ratios).

R13 – Deeper understanding of inverse and direct proportion (if x is inversely proportional to y , this is the same as being directly proportional to $1/y$). Be able to construct and interpret equations that describe direct and inverse proportion.

R14 – Understanding gradients of lines as rate of change on graphs. Recognise graphs of inverse and direct proportion.

R15 – Gradient at a point on a curve as instantaneous rate of change and be able to apply this (e.g. gradients of chords and tangents), in numerical, algebraic and graphical contexts

R16 – Form, solve and interpret equations for growth and decay problems (including compound interest) and how these relate to iterative processes.

4. Geometry and measure

Properties and constructions

G1 – Understand the terminology: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons. Know polygons with reflection and/or rotational symmetry. Know the notation used to show lines/angles are equal in length and parallel lines. Know the notation for labelling and referring to sides and angles in triangles (e.g. three letter angle reference). Be able to draw diagrams from written descriptions.

G2 – Compass constructions – perpendicular bisector, angle bisector, construct perpendicular line from/at a given point, construct types of triangles. Know Loci and compass constructions in contextual problems. Know that perpendicular distance from a point to a line is the shortest distance to the line.

G3 – Angle rules – around a point, on a straight line, vertically opposite, parallel lines (alternate, corresponding, co-interior), in a triangle, interior and exterior angles in polygons (formal rule and how to relate to triangles)

G4 – Properties and definitions of: square, rectangle, parallelogram, trapezium, kite, rhombus and different types of triangles. Know other basic polygons.

G5 – Congruent triangles and proofs- - SSS, SAS, ASA, RHS

G6 – Apply angle rules, congruent triangles, similarity and shape properties to conjecture and apply to angles and sides, including Pythagoras, isosceles triangles and simple proofs.

G7 – Transformations – understand that shapes are similar or congruent depending on transformation that has been applied. Know how to reflect, rotate, translate and enlarge shapes (including with negative and fractional scale factors) on axes.

G8 – Be able to describe a series of transformations as a single transformation

G9 – Circles – know the different parts and properties (centre, radius, diameter, chord, circumference, tangent, arc, sector, segment).

G10 – Know and be able to prove circle theorems

G11 – Geometric problems on axes (e.g. plot missing point based on shape properties)

G12 – Know properties of 3D shapes e.g. faces, surfaces, edge, vertices (cube, cuboid, prisms, cylinders, pyramid, cones and spheres)

G13 – Construct and interpret plans and elevations (isometric drawings)

Mensuration and calculation

G14 – Use standard units of measurement (length, time etc.)

G15 – Measure accurately line segments and angles, including maps and scale drawings. Know how to find and use bearings.

G16 – Know the formulae and how to use it for: area of triangles, parallelograms, trapezia; volume of cuboids and prisms (including cylinders).

G17 – Know the formulae for: circumference and area of circles. Be able to calculate perimeter and area of 2D shapes including circles and composite shapes. Be able to calculate surface area and volume of 3D shapes, including spheres, pyramids, cones and composite solids.

G18 – Calculate arc length (and perimeter), missing angles and area of sectors of circles

G19- Be able to understand and apply congruence and similarity (including length, area and volume) in similar shapes

G20 – Right-angled triangles - Pythagoras, Trigonometry (SohCahToa), to be able to find missing lengths/angles in 2 and 3 dimensions.

G21 – Exact trig values/ratio (sin/cos/tan of 0, 30, 45, 60 and 90 degrees)

G22 – Non- right angled triangles – sine and cosine rule for missing sides and angles

G23 – Area of non-right angled triangles – using $\frac{1}{2}ab\sin(c)$ and be able to find missing sides/angles when given the area.

Vectors

G24 – Describe translations as 2D vectors

G25 – Be able to add/subtract and multiply column vectors. Be able to use and apply vectors on diagrams. Use vectors to construct geometric arguments and proofs.

5. Probability

P1 – Record/describe/analyse frequency of outcomes from probability experiments using **tables and frequency trees**

P2 – Understand terminology – randomness, fairness, bias and equally likely. Be able to apply concepts to calculate **expected outcomes** of future experiments/events

P3 – Relative frequency and theoretical probability – know what these are and how to use them. Use appropriate language and know probability scale 0-1.

P4 – Probability adds to 1, mutually exclusive and independent events.

P5 – Know the impact of repeating trials/experiments on accuracy of probability, and how it gets closer to theoretical probability

P6 – Enumerate sets and combinations of sets systematically, using tables, grids, Venn diagrams and tree diagrams

P7 – Sample space diagrams and finding probabilities

P8 - Independent and dependent events – tree diagrams with and without replacement using numbers and algebra. Know how to construct and use and underlying assumptions.

P9 – Conditional probabilities using expected frequencies with two-way tables, tree diagrams and Venn diagrams (know all the set notation)

6. Statistics

S1 – Know about populations and samples. Know problems with types of sampling. Capture recapture.

S2 – Know types of data. Interpret and construct:

Categorical data – Tables, bar charts, pie charts, pictograms

Ungrouped discrete numerical data – vertical line charts

Tables and line graphs for time series data

Know when to use each of them

Frequency polygon

S3 – Construct and interpret diagrams for discrete grouped data and continuous data

Histograms with equal and unequal class widths

Cumulative frequency graphs

Know when and how to use these

S4 – Interpret/analyse/compare the distributions of univariate data sets using:

Graphical representations - appropriate graphs for the different types of data and box plots

Measure of central tendency (median, mean, mode and modal class) and measures of spread (range, inter-quartile range and consideration of outliers).

S5 – Apply statistics to describe populations (e.g. comparing means, medians, ranges etc.)

S6 – Scatter graphs – use and interpret them for bivariate data. Correlation and that this is not causation. Lines of best fit. Predict from lines of best fit, and interpolation and extrapolation including the strengths/weakness of interpolating/extrapolating.

GCSE Edexcel Mathematics – Specification (Foundation)

1. Number

Structure and calculation

N1 – Ordering positive and negative whole numbers, decimals and fractions and understanding of inequality and equals symbols

N2 – Addition, subtraction, multiplication and division with positive and negative whole numbers, decimals, fractions (improper/proper/mixed number), and understanding of place value

N3 – BIDMAS, reciprocals, and understanding of inverse operations to cancel e.g. fractions

N4 – Understanding of prime numbers, factors, multiples, HCF, LCM, How to write a number as product of prime factors, find HCF and LCM using listing method, product of prime factors, and prime factorisation and Venn Diagrams

N5 – Systematic listing

N6 – Rules of indices for multiplying, dividing, brackets and being able to find square and cubes

N7- Indices (and how this relates to finding roots). Negative indices.

N8 – Leaving answers in exact form e.g. as a fraction, in terms of Pi.

N9 – Converting between ordinary numbers and standard form, and being able to complete calculations with and without a calculator (add, subtract, multiply and divide).

Fractions, decimals and percentages

N10 – Convert between fractions and decimals including terminating and recurring

N11 –Work with fractions in ratio problems – be able to convert ratio in to fractions and vice versa

N12 – Fractions and percentages as operators – fractions of (means multiply fraction by amount), percentages as multipliers etc.

Measures and accuracy

N13 – Know basic metric conversions including cm^3 to ml. Know what units are appropriate as measures. Know compound measures (speed, density and pressure) – need to know the formulas and how to use them (use as triangles like SohCahToa). How to combine compound measures (e.g. liquid A and B are mixed to make liquid C – find density of liquid C if given information about volume and density of liquid A and B).

N14 – Estimating answers by rounding to suitable degrees of accuracy first (e.g. 1 significant figure).

N15 – rounding to decimal places and significant figures. Writing error intervals (from rounding and truncation)

N16 – Calculations involving upper and lower bounds

2. Algebra

Notation, vocabulary and manipulation

A1 – Algebraic notation (e.g. number and letter next door to each other are multiplying, using indices to simplify, using fractions instead of division, coefficients as fractions as well as decimals)

A2 – Substitution in to expressions, equations, formulae including scientific formulae

A3 – Know the difference between terms, expression, equation, inequality, identity, formulae and factors

A4 – Simplify expressions by collecting like terms, expanding single and double brackets, factorising in to single brackets, factorising quadratics in to double brackets (including with coefficients greater than 1 such as $2x^2$)

A5 – Rearranging to change the subject of a formula (including when you have to expand and factorise)

A6 – Algebraic proofs

A7 – Functions

Graphs

A8 – Be able to plot and interpret co-ordinates in 4 quadrants and draw axes accurately

A9 – Plot straight line graphs (use or construct table of values first). Understand $y=mx +c$. Be able to identify parallel lines (same gradient). Be able to find the gradients and equations of lines from graphs. Be able to find the equation of a line through two given points, or one point and a gradient (including lines parallel)

A10 – Identify and interpret gradients and intercepts graphically and algebraically (link to real life graphs – e.g. intercepts could be standing charges)

A11 – Be able to work out and interpret the roots, intercepts, quadratic graphs (functions) from a graph. To be able to work out the same things using algebra (roots by factorising)

A12 – Be able to recognise, sketch and interpret the following graphs: straight line, quadratic, cubic, reciprocal

A14 – Real life graphs – being able to plot all types of graphs (table of values) and interpret, such as finding distance, speed or acceleration from interpreting graph

Solving equations and inequalities

A17 – Solving one and two step equations. Solving equations involving brackets. Solving equations involving fractions. Solving equations with unknowns on both sides. Finding solutions from graphs.

A18- Solving quadratic equations algebraically by factorising. Solving quadratics from graphs.

A19 – Solving simultaneous equations, including when both linear and graphically.

A21 – Forming and solving equations from written problems, including simultaneous equations and be able to interpret the answers.

A22 – Solve linear inequalities, including being able to represent solutions on a number line.

Sequences

A23 – Be able to generate/continue a sequence using term-to-term and position-to-term (nth term) rules

A24 – Know the different types of sequences – square and cube numbers, triangular numbers, difference between arithmetic, geometric and Fibonacci sequences. Know about simple geometric progressions.

A25 – Be able to find the nth term rule for linear sequences

3. Ratio, proportion and rates of change

R1 – Be able to convert easily between units (time, length, area, volume/capacity, mass) and compound units in numerical and algebraic contexts

R2- Scale factors, including for area and volume, scale diagrams and maps.

R3 – One number as a fraction of another

R4 – Be able to write and simplify ratio

R5 – Share/divide in to a ratio, and ratio in real life contexts

R6 – Express the relationship between two quantities as ratios and fractions

R7 – Understand and use proportion as equality of ratios (link between them)

R8 – Understand link between ratio and fractions and to linear functions

R9 – Percentages – define and interpret – be able to represent percentages as decimals and fractions and use this with multiplication. One number as a percentage of another. Compare using percentages (e.g. convert from fractions first). Be able to use percentages greater than 100% and in real world contexts. Be able to complete non-calculator and calculator (using multipliers) percentage of amounts, percentage increase/decrease, reverse percentages and compound percentages (including finding the missing timeframe or multiplier).

R10 – Direct and inverse proportion – equations and problems, and being able to graph/recognise graphs

R11 – Use compound units – speed/density/pressure/rates of pay/unit pricing

R12 – Compare lengths, area and volume using ratio. Be able to relate these to scale factors and similarity (including trig ratios).

R13 – Deeper understanding of inverse and direct proportion (if x is inversely proportional to y , this is the same as being directly proportional to $1/y$). Be able to interpret equations that describe direct and inverse proportion.

R14 – Understanding gradients of lines as rate of change on graphs. Recognise graphs of inverse and direct proportion.

R16 – Form, solve and interpret equations for growth and decay problems (including compound interest).

4. Geometry and measure

Properties and constructions

G1 – Understand the terminology: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons. Know polygons with reflection and/or rotational symmetry. Know the notation used to show lines/angles are equal in length and parallel lines. Know the notation for labelling and referring to sides and angles in triangles (e.g. three letter angle reference). Be able to draw diagrams from written descriptions.

G2 – Compass constructions – perpendicular bisector, angle bisector, construct perpendicular line from/at a given point, construct types of triangles. Know Loci and compass constructions in contextual problems. Know that perpendicular distance from a point to a line is the shortest distance to the line.

G3 – Angle rules – around a point, on a straight line, vertically opposite, parallel lines (alternate, corresponding, co-interior), in a triangle, interior and exterior angles in polygons (formal rule and how to relate to triangles)

G4 – Properties and definitions of: square, rectangle, parallelogram, trapezium, kite, rhombus and different types of triangles. Know other basic polygons.

G5 – Congruent triangles and proofs- - SSS, SAS, ASA, RHS

G6 – Apply angle rules, congruent triangles, similarity and shape properties to conjecture and apply to angles and sides, including Pythagoras, isosceles triangles and simple proofs.

G7 – Transformations – understand that shapes are similar or congruent depending on transformation that has been applied. Know how to reflect, rotate, translate and enlarge shapes (including with fractional scale factors) on axes.

G9 – Circles – know the different parts and properties (centre, radius, diameter, chord, circumference, tangent, arc, sector, segment).

G11 – Geometric problems on axes (e.g. plot missing point based on shape properties)

G12 – Know properties of 3D shapes e.g. faces, surfaces, edge, vertices (cube, cuboid, prisms, cylinders, pyramid, cones and spheres)

G13 – Construct and interpret plans and elevations (isometric drawings)

Mensuration and calculation

G14 – Use standard units of measurement (length, time etc.)

G15 – Measure accurately line segments and angles, including maps and scale drawings. Know how to find and use bearings.

G16 – Know the formulae and how to use it for: area of triangles, parallelograms, trapezia; volume of cuboids and prisms (including cylinders).

G17 – Know the formulae for: circumference and area of circles. Be able to calculate perimeter and area of 2D shapes including circles and composite shapes. Be able to calculate surface area and volume of 3D shapes, including spheres, pyramids, cones and composite solids.

G18 – Calculate arc length (and perimeter), missing angles and area of sectors of circles

G19- Be able to understand and apply congruence and similarity (including length) in similar shapes

G20 – Right-angled triangles - Pythagoras, Trigonometry (SohCahToa), to be able to find missing lengths/angles in 2 dimensions.

G21 – Exact trig values/ratio (sin/cos/tan of 0, 30, 45, 60 and 90 degrees)

Vectors

G24 – Describe translations as 2D vectors

G25 – Be able to add/subtract and multiply column vectors. Be able to use and apply vectors on diagrams.

5. Probability

P1 – Record/describe/analyse frequency of outcomes from probability experiments using **tables and frequency trees**

P2 – Understand terminology – randomness, fairness, bias and equally likely. Be able to apply concepts to calculate **expected outcomes** of future experiments/events

P3 – Relative frequency and theoretical probability – know what these are and how to use them. Use appropriate language and know probability scale 0-1.

P4 – Probability adds to 1, mutually exclusive and independent events.

P5 – Know the impact of repeating trials/experiments on accuracy of probability, and how it gets closer to theoretical probability

P6 – Enumerate sets and combinations of sets systematically, using tables, grids, Venn diagrams and tree diagrams

P7 – Sample space diagrams and finding probabilities

P8 - Independent and dependent events – tree diagrams with and without replacement using numbers and algebra. Know how to construct and use and underlying assumptions.

6. Statistics

S1 – Know about populations and samples. Know problems with types of sampling. Capture recapture.

S2 – Know types of data. Interpret and construct:

 Categorical data – Tables, bar charts, pie charts, pictograms

 Ungrouped discrete numerical data – vertical line charts

 Tables and line graphs for time series data

 Know when to use each of them

 Frequency polygon

S4 – Interpret/analyse/compare the distributions of univariate data sets using:
Graphical representations - appropriate graphs for the different times of data
Measure of central tendency (median, mean, mode and modal class) and measures of spread (range and consideration of outliers).

S5 – Apply statistics to describe populations (e.g. comparing means, medians, ranges etc.)

S6 – Scatter graphs – use and interpret them for bivariate data. Correlation and that this is not causation. Lines of best fit. Predict from lines of best fit, and interpolation and extrapolation including the strengths/weakness of interpolating/extrapolating.

GCSE Geography Mock Exam

Format of the exam

- You will be given a single 1 hour 30-minute exam (paper 1)
- Paper 1 will have 3 sections
- The challenges of natural hazards
- Physical landscapes in the UK – Rivers & Coasts
- The living world – Tropical rainforests & Deserts
- Within the exam paper there will be a range of question styles including multiple choice, extended writing on case studies and figure based questions.

What to revise

Paper 1 – 1hr 30 mins.

The challenges of natural hazards

- The global distribution of hazards
- What happens at different plate boundaries (causes of tectonic events)
- Measuring and monitoring tectonic hazards
- Reducing the impact of tectonic hazards
- **Earthquake case studies – HIC & LIC**
- Global distribution of weather hazards
- **Tropical storm case study**
- How tropical storms form
- Where they form
- The effects and responses
- Prediction, protection and planning methods to deal with Tropical storms
- **UK weather and extreme weather case study**
- Climate change
 - Causes (natural & human)
 - Effects
 - Mitigation of climate change

Physical landscapes in the UK

- 4 and 6 figure grid references
- Scale
- Processes of erosion and transportation (both rivers and coasts)
- **Coastal management and case study**
- Formation of coastal landforms and river landforms
- **Case study of a river**
- River characteristics
 - Cross profile and long profile
- Processes found along a river
- Formation of features along the rivers long profile
- Flooding case study
- Storm hydrographs

The Living world

- Components of an ecosystem
- Global ecosystems
- Characteristics of a tropical rainforest
- Adaptation of plants and animals in a tropical rainforest
- **Impact of deforestation case study**
- Management of a tropical rainforest
- Characteristics of a hot deserts
- Adaptation of plants and animals in a hot deserts
- **Opportunity and challenges of development in a hot desert case study**
- Causes and solutions to desertification.

Top Tips

- 1) Watch the time. There is one minute per mark. Do not spend too long on the early low mark questions because you will not have time to do the higher mark questions at the end.
- 2) Read the question carefully. Does it ask you to describe or explain or both?
- 3) Look at the marks awarded; Is it a 4x1, 4x2, 2x1, etc?
- 4) Make your answers precise. The examiner can only mark what you write down and will not mark correct anything that is ambiguous.
- 5) Use data whenever possible to support your answer.
- 6) In each section there will be a map, graph or photo. You will need to be able to describe patterns on maps, trends on graphs and interpret photographic evidence. Make sure you know how to do these things.
- 7) When describing the location of a place give direction (using the scale) and direction from another place (N, S, SE, etc).
- 8) In the case study make sure that you write about a real place using real facts

History Revision

Paper 1

Section A – Germany, 1890 – 1945

Part one: Germany and the growth of democracy

- Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.
- Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.
- Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; **the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.**

Part two: Germany and the Depression

- **The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler’s appeal.**
- The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler’s appointment as Chancellor.
- The establishment of Hitler’s dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.

Part three: The experiences of Germans under the Nazis

- Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.
- Social policy and practice: reasons for policies, practices and their impact on women, **young people and youth groups; education**; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.
- **Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.**

History Revision

Paper 2

Section B – Conflict and Tension, 1918 – 1939

Part one: Peacemaking

- The armistice: **aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims.**
- **The Versailles Settlement: Diktat; territorial changes; military restrictions; war guilt and reparations.**
- Impact of the treaty and wider settlement: reactions of the Allies; German objections; strengths and weaknesses of the settlement, including the problems faced by new states.

Part two: The League of Nations and international peace

- The League of Nations: its formation and covenant; organisation; membership and how it changed; the powers of the League; the work of the League's agencies; **the contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria.**
- Diplomacy outside the League: Locarno treaties and the Kellogg-Briand Pact.
- The collapse of the League: the effects of the Depression; **the Manchurian and Abyssinian crises** and their consequences; the failure of the League to avert war in 1939.

Part three: The origins and outbreak of the Second World War

- The development of tension: Hitler's aims and Allied reactions; the Dollfuss Affair; **the Saar**; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement.
- Escalation of tension: remilitarisation of the Rhineland; Mussolini, the Axis and the Anti-Comintern Pact; Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement.
- **The outbreak of war: the occupation of Czechoslovakia; the role of the USSR and the Nazi-Soviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain.**

GCSE Media Mock Exam 2020/21

Exploring the Media:

This component provides a foundation for analysing media products, introducing learners to media language and representation through the study of print media forms. Learners will develop their ability to analyse media language, representations and meanings in a range of media products. In addition, learners will study products from specific media industries and audiences to develop their knowledge and understanding of those areas of the theoretical framework. Learners will also begin to explore how media products reflect, and are influenced by, the social, cultural, historical and political contexts in which they are produced. The following media forms will be studied.

- **Magazine front covers: Pride (November 2015) GQ (July 2016)**
- **Film posters (marketing) The Man with the Golden Gun (1974) Spectre (2015)**
- **Print Advertisements: Quality Street (1956) This Girl Can (2015)**
- **Video games: *Fortnite***

A set of informative factsheets that provide an introduction to the set products and their contexts are available to download on the Eduqas website. The resources offer starting points for analysis and for developing knowledge and understanding of the relevant areas of the theoretical framework, including theorists and theoretical perspectives.

<http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=950>

In addition to this the school VLE has student friendly resources and images required for revision: <https://burgatehantsschuk.sharepoint.com/sites/MediaVLE>



Understanding Media Forms and Products

This component builds on the introduction to key areas of the theoretical framework provided in Component 1. In Component 2, learners will gain a deeper knowledge and understanding of media language and representation, as well as extending their appreciation of these areas through the study of media industries and audiences.

Learners will also develop knowledge and understanding of how relevant social, cultural, political and historical contexts of media influence media products. In this component learners will explore particular media forms in depth through both of the following topics: Television Crime Drama and Music Video.

Section A

Luther, Series 1, Episode 1 (2010), 15 Original broadcaster: BBC Plus a ten minute extract from: The Sweeney, Series 1, Episode (1975)

A set of resources to support the component two section A is available to download on the Eduqas website. The resources explore the set products in relation to all areas of the theoretical framework and include interactive activities to develop learners' knowledge, understanding, and analytical skills.

<http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1054>

Section B

- **Katy Perry, Roar (2013)**
- **Pharrell Williams, Freedom (2015) 2014)**
- **Duran Duran, Rio (1982)**

A set of resources to support the component two section B is available to download on the Eduqas website. The resources explore the set products in relation to all areas of the theoretical framework and include interactive activities to develop learners' knowledge, understanding, and analytical skills.

<http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1053>

Glossary

A SIGN/CODE – something which communicates meaning, e.g, colours, sounds. The meaning of the sign changes according to the context, e.g, the colour red can mean passion, love, danger or speed depending on how and where it is used.

ACTION CODE – something that happens in the narrative that tells the audience that some action will follow, for example in a scene from a soap opera, a couple are intimate in a bedroom and the camera shows the audience the husband's car pulling up at the front of the house.

ANCHORAGE – the words that accompany an image (still or moving) give the meaning associated with that image. If the caption or voice-over are changed then so is the way in which the audience interprets the image. An image with an anchor is a closed text; the audience are given a preferred reading. A text without an anchor is an open text as the audience can interpret it as they wish. The same image of a local school in a local newspaper could run a negative or a positive headline, which would change the way in which the same image is viewed by the reader.

ARC OF TRANSFORMATION – the emotional changes a character goes through in the process of the narrative. The events in the story mean that they will 'transform' by the end of the story.

ASPIRATIONAL – in terms of a media text one that encourages the audience to want more money, up market consumer items and a higher social position.

AUDIENCE SEGMENTATION – where a target audience is divided up due to the diversity and range of programmes and channels. This makes it difficult for one programme to attract a large target audience.

AVATAR – the player's representation of themselves within the game.

BACK STORY – part of a narrative and may be the experiences of a character or the circumstances of an event that occur before the action or narrative of a media text. It is a device that gives the audience more information and makes the main story more credible.

BINARY OPPOSITES – where texts incorporate examples of opposite values; for example, good vs evil, villain vs hero. These can be apparent in the characters or the narrative themes.

BRAND IDENTITY – the association the audience make with the brand, for example Chanel or Nike, built up over time and reinforced by the advertising campaigns and their placement.

BROADSHEET – a larger newspaper that publishes more serious news, for example The Daily Telegraph has maintained its broadsheet format.

CAPTION – words that accompany an image that explain its meaning.

CHANNEL IDENTITY – that which makes the channel recognisable to audiences and different from any other channel. Presenters, stars, programme genres and specific programmes all help to contribute to a channel's identity.

CONNOTATION – the meanings attached to that description, e.g. the red car in the advert suggests speed and power.

CONVENTIONS – what the audience expects to see in a particular media text, for example the conventions of science fiction films may include: aliens, scientists, other worlds, gadgets, representations of good and-evil, etc. Useful headings to discuss conventions are: characters, setting, iconography, narrative, technical codes and representation.

CONVERGENCE – the coming together of previously separate media industries; often the result of advances in technology whereby one device contains a range of different features. The mobile phone, for example, allows the user to download and listen to music, view videos, tweet artists etc. All this can be done through one portable device.

COVER LINES – these suggest the content to the reader and often contain teasers and rhetorical questions. These relate to the genre of the magazine.

CROSS-PLATFORM MARKETING – In media terms, a text that is distributed and exhibited across a range of media formats or platforms. This may include film, television, print, radio and the Internet.

DEMOGRAPHIC CATEGORY – a group in which consumers are placed according to their age, sex, income, profession, etc. The categories range from A to E where categories A and B are the wealthiest and most influential members of society. **DENOTATION** – the description of what you can see/hear in a media text, e.g. the car in the advert is red.

DIEGETIC SOUND – sound that can be seen, for example the sound of a gun firing, the cereal being poured into the bowl in an advert, etc.

ENIGMA CODE – a narrative device which increases tension and audience interest by only releasing bits of information, for example teasers in a film trailer. Narrative strands that are set up at the beginning of a drama/film that makes the audience ask questions; part of a restricted narrative.

ETHNOCENTRIC – this means that the newspaper will be more concerned to cover stories that are closely related to the reader and their concerns. Tabloid and local papers only tend to cover international news stories if they can relate them specifically to their readers.

ETHOS – what the channel believes in and what it sees as its role. The ethos is usually set out in the channel's charter.

FLEXI NARRATIVE – a more complex narrative structure with layers of interweaving storylines. This challenges the audience and keeps them watching.

FOUR Cs – this stands for Cross Cultural Consumer Characteristics and was a way of categorising consumers into groups through their motivational needs. The main groups were mainstreamers, aspirers, explorers, succeeders and reformers.

FRANCHISE – an entire series of the film including the original film and all those that follow.

GATEKEEPERS – the people responsible for deciding the most appropriate stories to appear in the newspapers. They may be the owner, editor or senior journalists. They will only let the stories most appropriate for the ideology of the paper 'through the gate'. **GENRE** – media texts can be grouped into genres that all share similar conventions. Science fiction is a genre, as are teenage magazines, etc.

HEGEMONIC MALE REPRESENTATION – this derives from the theory of cultural hegemony by Antonio Gramsci. Simply put, it asserts that the dominant social position in society is taken by men and the subordinate one by women.

HORIZONTAL INTEGRATION – where the conglomerate is made up of different companies that produce and sell similar products. For example a film producer, a TV company, a magazine and a newspaper.

HOUSE STYLE – what makes the magazine recognisable to its readers every issue. The house style is established through the choice of colour, the layout and design, the font style, the content and the general 'look' of the publication.

HYBRID GENRE – media texts that incorporate elements of more than one genre and are therefore more difficult to classify. Dr Who is a science fiction/fantasy television drama.

HYPER REALITY – a state where what is real and what is fiction are blended together and become indistinguishable. It may be, particularly in the case of computer games that some gamers may feel more in touch with the hyper-real world than the physical one.

HYPODERMIC NEEDLE MODEL – generally acknowledged to be an out of date theory which suggests that an audience will have a mass response to a media text. The idea is that the media injects an idea into the mind of an audience who are assumed to be passive and as a result they will all respond in the same way.

ICONOGRAPHY – the props, costumes, objects and backgrounds associated with a particular genre; for example, in a police series you would expect to see, uniforms, blue flashing lights, scene of crime tape and police radios.

INDEPENDENT FILM – a film made outside of the financial and artistic control of a large film company. A truly independent film should be privately conceived and funded. However, few films made are really 'independent'. This more commonly refers to a film that is made by a smaller film company on a low budget.

INDEPENDENT RECORD LABEL – a record label that operates without the funding of and is not necessarily linked to a major record label.

INTELLECTUAL PROPERTY – a legal concept which refers to creations of the mind for which the owner's rights are recognised. These rights cover such intangible assets as music, literary and artistic works; discoveries and inventions; and words, phrases, symbols, and designs.

INTERTEXTUAL – where one media text makes reference to aspects of another text within it. For example, reconstructing a short scene from a film in a television advertisement. The text chosen will usually appeal to the target audience.

LAYOUT – the way in which a page has been designed to attract the target audience. This includes the font styles used, the positioning of text and images and the use of colour.

LINEAR NARRATIVE – where the narrative unfolds in chronological order from beginning to end.

LUDOLOGY – the study of games and those who play them.

MALE NARCISSISM – this literally means 'self-love' and its derivation is from the Greek god Narcissus who mistakenly fell in love with his own reflection. In media terms it suggests an obsession with body image and looking good.

MASCULINITY – the perceived characteristics generally considered to define what it is to be a man. These can adapt according to sociological variations and cultural changes.

MEDIA CONGLOMERATE – a company that owns other companies across a range of media platforms. This increases their domination of the market and their ability to distribute and exhibit their product.

MEDIA PLATFORM – the range of different ways of communicating with an audience, for example newspapers, the Internet, and television.

MEDIATION – the way in which a media text is constructed in order to represent the producer of the text's version of reality; constructed through selection, organisation and focus.

METROSEXUAL MAN – an urban male who is narcissistically concerned with his physical appearance and fashion. He would acknowledge being sensitive, romantic and in touch with his feminine side. He first appeared in the pages of men's lifestyle magazines like GQ and a good example is David Beckham.

MISE-EN-SCÈNE – in analysis of moving image – how the combination of images in the frame creates meaning. How individual shots in a film or photograph have been composed.

MMORPG – massively multi-player online role-playing game.

MODE OF ADDRESS – the way in which a media text 'speaks to' its target audience. For example, teenage magazines have a chatty informal mode of address; the news has a more formal mode of address.

NARRATIVE – the 'story' that is told by the media text. All media texts, not just fictional texts, have a narrative. For example, magazines have a clear beginning, middle, and end. Most narratives are linear and follow a specific structure (Todorov).

NARROW CAST – where a text, for example a magazine about sea fishing, will target a very specific, narrow audience.

NEWS AGENDA – the list of stories that may appear in a particular paper. The items on the news agenda will reflect the style and ethos of the paper.

NICHE AUDIENCE – a relatively small audience with specialised interests, tastes, and backgrounds.

NON-DIEGETIC SOUND – sound that is out of the shot, for example a voice-over/romantic mood music.

NON-LINEAR NARRATIVE – here the narrative manipulates time and space. It may begin in the middle and then include flashbacks and other narrative devices.

OPEN WORLD – in an open world computer game the player can move freely though the virtual world and is not restricted by levels and other barriers to free roaming. **OPINION LEADERS** – people in society who may affect the way in which others interpret a particular media text. With regard to advertising, this may be a celebrity or other endorser recommending a product.

PICK AND MIX THEORY – suggested by British sociologist and media theorist, David Gauntlett. He asserted the autonomy of the audience and challenged the notion that audiences are immediately affected by what they read. He maintains that audiences are more sophisticated than this and will select aspects of the media texts that best suit their needs and ignore the rest.

PLURALITY – in a media context, this refers to a range of content to suit many people.

POLITICAL BIAS – where a newspaper may show support for a political party through its choice of stories, style of coverage, cartoons, etc. It may be subtle and implicit or explicit as in the case of the tabloids on election day.

PRIVILEGED SPECTATOR POSITION – where the camera places the audience in a superior position within the narrative. The audience can then anticipate what will follow.

PUBLIC SERVICE BROADCASTER – a radio and television broadcaster that is independent of government, financed by public money and is seen to offer a public service by catering for a range of tastes.

RED TOP – a British newspaper that has its name in red at the top of the front page. Redtops have a lot of readers, but are not considered to be as serious as other newspapers.

REGULATOR – a person or body that supervises a particular industry.

REPertoire OF ELEMENTS – key features that distinguish one genre from another.

REPRESENTATION – the way in which key sections of society are presented by the media, e.g. gender, race, age, the family, etc. One important example in the media is how women are represented in magazines.

RHETORICAL QUESTION – a question asked for effect where no answer is expected. For example, in magazines the focus of the question may encourage the reader to engage in self-reflection.

SEXUAL OBJECTIFICATION – the practice of regarding a person as an object to be viewed only in terms of their sexual appeal and with no consideration of any other aspect of their character or personality. **SIMULCAST** – the streaming of live radio programmes from the website at the same time as they are broadcast on the radio.

SPLASH – the story that is given the most prominence on the front page of a newspaper.

STEREOTYPE – an exaggerated representation of someone or something. It is also where a certain group are associated with a certain set of characteristics, for example all Scotsmen are mean, blondes are dumb, etc. However, stereotypes can also be quick ways of communicating information in adverts and dramas, e.g. the rebellious teenager in a soap opera, as they are easily recognisable to audiences.

STRIPPED – a technique used in radio and television whereby a certain programme is broadcast at the same time every day. In radio this attracts an audience who associate a particular programme with their daily routine, for example driving home from work.

STUART HALL'S AUDIENCE RESPONSE THEORY – Stuart Hall is a cultural theorist who researched how audiences respond to media texts. He suggested that producers encode texts, and audiences may take on the preferred meaning, have a negotiated response where they accept some aspects of the text and disagree with others, or have an oppositional response where they reject the ideology of the text.

SUB-GENRE – where a large 'umbrella' genre is sub-divided into smaller genres each of which has their own set of conventions. For example, the television genre can be subdivided into teen drama, hospital drama, costume drama, etc.

SUBJECT-SPECIFIC LEXIS – the specific language and vocabulary used to engage the audience. Subject-specific lexis used on the front cover of the magazine will make the reader feel part of the group who belong to the world of that magazine. For example, terminology used on the front covers of gaming magazines.

SUSPEND DISBELIEF – here, an audience may be aware that where they are positioned by the camera, for example, is impossible, but they do not challenge this and instead believe it because it enhances their involvement in the story.

SYNERGY – the interaction and co-operation of two or more media organisations in order to produce mutually beneficial outcomes. For example, the combination of the artist and the recording company.

TABLOID – refers to the dimensions of a newspaper, a tabloid is smaller and more compact in size. However, there are further connotations attached to the term and it also tends to refer to a newspaper whose content focuses on lighter news, for example celebrity gossip, sport and television.

TARGET AUDIENCE – the people at whom the media text is aimed.

TECHNICAL CODES – these are the way in which the text has been produced to communicate meanings and include:

- Camera shots – for example, close-up shots are often used to express emotion.
- Camera angles – a shot of a character from above makes them appear more vulnerable.
- Editing – the way in which the shots move from one to the other (transitions), e.g. fade, cut, etc. This may increase the pace and therefore the tension of the text.
- Audio – how is the sound used to communicate meaning - voice-over, dialogue, music, SFX, etc.?

USES AND GRATIFICATIONS THEORY – suggests that active audiences seek out and use different media texts in order to satisfy a need and experience different pleasures.

VERTICAL INTEGRATION – vertically integrated companies own all or most of the chain of production for the product. For example a film company that also owns a chain of multiplex cinemas to exhibit the film and merchandise outlets.

VIRAL MARKETING – where the awareness of the product or the advertising campaign is spread through less conventional ways including social networks and the Internet. Viral marketing is so named because many of the messages use 'hosts' to spread themselves rapidly, like a biological virus.

VISUAL CODES – the clues in the text to help the audience analyse and understand it. Visual codes are split into:

- Code of clothing – what is worn says something about the character and makes them easier to understand, e.g. uniforms, followers of football teams and bands, etc.
- Code of expression – facial expressions give clues to emotions, e.g. a smile, a frown, etc.
- Code of gesture – the way that bodies are moved communicates messages, e.g. a wave, thumbs up.

GCSE Music Mock Exam

The examination will be based upon the Listening and Appraising aspect of the course and you will sit an hour listening paper just as you will in the final exam.

The Listening Paper

The paper will comprise **seven questions** in total. Six of these will be closed questions (short answers and multiple choice style).

One question will be the extended answer question. You will be expected to write about **melody, harmony and tonality, structure and form, instrumentation, dynamics and texture, along with any other features you feel are relevant**. You are able to gain full marks by writing in prose and linking your points. A list of features or musical elements will not access more than half marks. You must demonstrate 'a good range of points that show a strong level of understanding, including links. A clearly expressed response with **appropriate terminology** and accurate written English'.

One question will involve melodic dictation. The rhythms are usually provided. Ensure you add the notes clearly below the rhythms. You will get credit for melodic shape as well as correct notes, so always attempt this question. Most of the time the melody will move by step with only occasional leaps.

Revision

It is essential that you revise **all areas of study learnt so far (not Rhythms of the World)** thoroughly and actively **LISTEN** to them as often as you can to familiarise yourself with the music. To focus your revision, I suggest the following –

- **Revise keywords** – write down all keywords from your glossary, cut them up and pop them all in a cup. In the weeks leading up to the exam, pick out a few keywords each day. If you can confidently explain what the keyword means it may stay out of the cup. If you are unsure, find out the meaning from your notes and/or glossary, then put it back into the cup to revise again another day. Do this until you have no keywords left in the cup, then you know they have all been revised.

For your own practice, you can **use the following questions** when listening to the areas of study to test your knowledge, understanding and appraising skills and consider how they are typical (or not!) of the style:

- 1) Name three **instruments** playing
- 2) How would you describe the **tonality** of this piece? (Major, minor, atonal, pentatonic etc.)
- 3) What **key** is this piece in and can you name any of the **chords** used?
- 4) How would you describe the **melody** of the piece?
- 5) What **rhythmic** features are in the piece?
- 6) What is the overall **form and structure** of the piece? Name the **larger work** it is taken from if applicable (i.e. symphony, Oratorio etc)
- 7) Describe the **texture** of the piece and how it is used throughout the piece.
- 8) Describe the **dynamics** of the piece and how they are used in the piece.
- 9) What term best describes the **tempo** of the piece?
- 10) Name one other **key feature** that really stands out within this piece.

GCSE PE Mock Exam

The exam will take the format of:

- 2 exam papers both are 60 minutes in duration.

It will include:

- Multiple choice questions
- Short answer questions
- Higher mark questions (to be answered with continuous prose, marks for spelling, punctuation and grammar will be awarded)

Questions will be taken from the following topic areas:

PAPER 1:

- Applied anatomy and physiology (Skeletal & Muscular systems only)
- Physical training
- Use of data

PAPER 2:

- Sports psychology
- Health, fitness and well-being
- Use of data

Revision:

Students should make use of their class books as well as their homework books. They should also use their text book and the exercise book which contains their work on movement analysis.

The new BBC bitesize website is a good place for revision tips and techniques as well.

www.bbc.co.uk/gcsebitesize/pe

Good Luck,

The PE Department



GCSE RS (Philosophy and Ethics) Mock Exam

You will have one 90-minute exam, which will include questions on religions and themes of philosophy and ethics.

You will need to answer three questions in total. There will, as normal, be five sub-questions for each question:

Question 1: (1 mark)	Multiple choice, definition question
Question 2: (2 marks)	“State two...”
Question 3: (4 marks)	“Explain two...”
Question 4: (5 marks)	“Explain two... using religious teachings”
Question 5: (12 marks)	“Evaluate this statement.”

Exam tips: To do well in this exam, you should:

- 1) Learn the key words;
- 2) Use the list below as a revision guide – highlight in different colours how well you know each topic;
- 3) Make mindmaps and summary pages for every topic;
- 4) Make sure that you know two different ideas, contrasting and similar, for everything you can. Remember 4-mark and 5-mark questions ask for two perspectives;
- 5) You can use the powerpoints (they are all available on Teams) to help you revise;
- 6) Practise answering different types of question.

You should be able to explain the following ideas, not just list them.

Buddhism (Beliefs and Teachings)

The Dhamma (Dharma)

- The concept of Dhamma (Dharma).
- The concept of dependent arising (paticcasamupada).
- The Three Marks of Existence:
 - anicca (impermanence)
 - anatta (no fixed self)
 - dukkha (unsatisfactoriness of life, suffering).
- The human personality, in the Theravada and Mahayana traditions:
 - Theravada: the Five Aggregates (skandhas) of form, sensation, perception, mental formations, consciousness
 - Mahayana: sunyata, the possibility of attaining Buddhahood and Buddha-nature.
- Human destiny:
 - different ideals in Theravada and Mahayana traditions: Arhat (a ‘perfected person’) and Bodhisattva ideals

The Buddha and the Four Noble Truths

- The Buddha’s life and its significance:
 - the birth of the Buddha and his life of luxury

- the Four Sights: illness, old age, death, holy man (Jataka 075)
- the Buddha's ascetic life
- the Buddha's Enlightenment
- The Four Noble Truths:
 - 1) suffering (dukkha) including different types of suffering
 - 2) the causes of suffering (samudaya); the Three Poisons, ignorance, greed and hate
 - 3) the end of craving (tanha), interpretations of nibbana (nirvana) and Enlightenment
 - 4) the Eightfold Path (magga) to nibbana/nirvana; the path as the Threefold Way: ethics (sila), meditation (samadhi) and wisdom (panna).

Christianity (Beliefs and Teachings)

Key beliefs

- The nature of God:
- God as omnipotent, loving and just, and the problem of evil and suffering
- the oneness of God and the Trinity: Father, Son and Holy Spirit.
- Different Christian beliefs about creation including the role of Word and Spirit (John 1:1–3 and Genesis 1:1–3).
- Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.

Jesus Christ and salvation

- Beliefs and teachings about:
- the incarnation and Jesus as the Son of God
- the crucifixion, resurrection and ascension
- sin, including original sin
- the means of salvation, including law, grace and Spirit
- the role of Christ in salvation including the idea of atonement.

Philosophy & Ethics (Religion, Human Rights and Social Justice)

Human rights

- Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.
- Issues of equality, freedom of religion and belief including freedom of religious expression.
- Human rights and the responsibilities that come with rights, including the responsibility to respect
- the rights of others.
- Social justice.

- Racial prejudice and discrimination.
- Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice.

Wealth and poverty

- Wealth, including:
 - the right attitude to wealth
 - the uses of wealth.
- The responsibilities of wealth, including the duty to tackle poverty and its causes.
- Exploitation of the poor including issues relating to:
 - fair pay
 - excessive interest on loans
 - people-trafficking.
- The responsibilities of those living in poverty to help themselves

Below are some statements to practice evaluation for the 12-mark questions:

Buddhism (Beliefs and Teachings)

- 1) 'For Buddhists, The Sangha is the most important refuge in Buddhism' (could replace Buddha or Dhamma for Sangha)
- 2) 'Dukkha is the most important concept in Buddhism'
- 3) 'Anicca is the most important of the three marks of existence'
- 4) 'You cannot understand dukkha without understanding Anicca'
- 5) 'Magga is the most important of the four noble truths'
- 6) 'Becoming an arhat is more achievable than becoming a Bodhisattva'
- 7) 'The stories of the Buddha's birth give no relevance today'.

Christianity (Beliefs and Teachings)

- 1) 'Giving God human characteristics is helpful to Christians'
- 2) 'The trinity is a helpful way of explaining the oneness of God'
- 3) 'The human mind cannot fully comprehend the greatness of God'
- 4) 'Christians should read the creation story as a literal truth'
- 5) 'The Crucifixion is the most important Christian teaching'
- 6) 'The Bible teaches that Heaven is a physical place'
- 7) 'God will judge Christians on their actions when they die'
- 8) 'Salvation can be found through grace alone'.

Philosophy & Ethics (Religion, Human Rights and Social Justice)

- 1) 'Christians should fight for social justice'
- 2) 'Christian denominations that oppose homosexuality need to get up to date with modern Britain'
- 3) 'Women should not be allowed to speak in church'
- 4) 'People should be free to worship however they like'
- 5) 'Christians should tithe'
- 6) 'It is impossible to get rid of poverty'
- 7) 'Sexism is the worst form of prejudice'

GCSE Science Mock exam

Types of assessment objectives (questions):

AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures. Put simply this is recall.

AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures. Put simply you need to use knowledge to explain new situations.

AO3: Analyse information (tables, graphs) and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures. Put simply this is looking at and using data and applying what you know about practical science.

All students will be taking the same 3 mock examination papers. Each paper will be 1 hour and 15 minutes. The papers have stretch and challenge questions.

The Kerboodle text book and Senecalearning.com references and revision video links are listed below.

Biology

1 hour 15 minutes

Revision topic	Kerboodle text book chapter	Seneca section
Cells	B1	1 Cell biology
Cell division	B2	1 Cell biology
Organisation	B3 /B4	2 Organisation
Communicable diseases	B5	3 Infection and response
Preventing and treating disease	B6	3 Infection and response
Non communicable diseases	B7	2.4 Organisation
Photosynthesis	B8	4 Bioenergetics
Respiration	B9	4 Bioenergetics

Biology Revision videos:

<https://www.freesciencelessons.co.uk/gcse-biology-paper-1/cell-biology/>

<https://www.freesciencelessons.co.uk/gcse-biology-paper-1/organisation/>

<https://www.freesciencelessons.co.uk/gcse-biology-paper-1/infection-and-response/>

<https://www.freesciencelessons.co.uk/gcse-biology-paper-1/bioenergetics/>

Chemistry

1 hour 15 minutes

Revision topic	Kerboodle text book chapter	Seneca section
Atoms, bonding and moles	C1	1 Atomic structure
The Periodic Table	C2	1 Atomic structure
Structure and bonding	C3	2 Chemical bonding
Chemical calculations	C4	3 Quantitative chemistry
Chemical changes	C5	4 Chemical changes
Electrolysis	C6	4 Chemical changes
Energy changes	C7	5 Energy changes

Chemistry Revision videos:

<https://www.freesciencelessons.co.uk/gcse-chemistry-paper-1/atomic-structure-and-the-periodic-table/>

<https://www.freesciencelessons.co.uk/gcse-chemistry-paper-1/structure-and-bonding/>

<https://www.freesciencelessons.co.uk/gcse-chemistry-paper-1/quantitative-chemistry/>

<https://www.freesciencelessons.co.uk/gcse-chemistry-paper-1/chemical-changes/>

<https://www.freesciencelessons.co.uk/gcse-chemistry-paper-1/energy-changes-2/>

Physics

1 hour 15 minutes

Revision topic	Kerboodle text book chapter	Seneca section
Energy	P1	1 Energy
Energy transfer by heating	P2	1 Energy
Energy resources	P3	1 Energy
Electrical circuits	P4	2 Electricity
Electricity in the home	P5	2 Electricity
Molecules and matter	P6	3 The particle model.
Radioactivity	P7	4 Atoms and radiation

Physics Revision videos:

<https://www.freesciencelessons.co.uk/gcse-physics-paper-1/energy/>

<https://www.freesciencelessons.co.uk/gcse-physics-paper-1/electricity/>

<https://www.freesciencelessons.co.uk/gcse-physics-paper-1/particle-model-of-matter/>

<https://www.freesciencelessons.co.uk/gcse-physics-paper-1/atomic-structure-and-radioactivity/>

GCSE Spanish Mock Exam

Format of the exams

You will be tested in listening, reading and writing (including translation):

Higher Tier

Paper 1 **Listening** (45 mins) 25%

Paper 3 **Reading** (60 mins) 25%

Paper 4 **Writing** (75 mins) 25% - 3 questions on a choice of theme.

Question 1 (16 marks) – 90 words, Question 2 (32 marks) – 150 words, Question 3 (12 marks) translation into Spanish.

Foundation Tier

Paper 1 **Listening** (35 mins) 25%

Paper 3 **Reading** (45 mins) 25%

Paper 4 **Writing** (60 mins) 25% - 4 questions based on topics you have studied so far.

Q1 (8 marks) 4 sentences describing a photo (hay...), Q2 (16 marks) 40 words based on 4 bullet points, Q3 translation into Spanish (10 marks), Q4 90 words (16 marks) – choice of 3 themes.

Questions in the Listening and Reading papers will be in English and Spanish. You should use the same language as the question to answer.

What to revise:

Writing paper:

Choose 1 theme and practise writing paragraphs about each of the topics. Make sure you can write in 3 tenses (you will not be tested on a topic you have not yet covered in your mock).

Theme 1: Identity and culture

Me, my family and friends

relationships with family and friends

marriage/partnership

Technology

social media

mobile technology

Free time activities

music

cinema and TV

food and eating out

sport

Customs and festivals in Spanish-speaking countries

research a festival eg San Fermines/Day of the Dead/Las Fallas

Theme 2: Local, national, international and global areas of interest

Home, town, neighbourhood and region

describing pros/cons of where you live

where you would like to live in the future

Social issues

charity/voluntary work

healthy/unhealthy living

Global issues

the environment

poverty/homelessness

Travel and tourism

holidays

Theme 3: Current and future study and employment

My studies

detailed opinions about subjects

how exams are going

Life at school/college

rules and uniform

problems

extra-curricular activities

Education post-16

plans and advantages/disadvantages

Jobs, career choices and ambitions

pros/cons of particular jobs e.g. being a teacher

Work experience

Top Tips

- Make sure you can write an accurate paragraph in the **present, past** and **future** tenses. Learn the verbs carefully – your work needs to be **clear**.
- Learn 4-5 wow phrases from the perfect answer checklist and use them in your writing answers.
- Learn the structures on the perfect answer checklist and use them.
- Use activelearn to practise listening and reading skills
- Use quizlet, join the GCSE class here: <https://quizlet.com/join/9H9Mdw7eQ>
- Regularly practise and extend your range of vocabulary.
- Use your class notes from Years 10 and 11
- Practise translations in both directions – use old reading materials
- There are extension pages and revision pages at the back of your text book – use them!
- Listen to Spanish music while you work
- Try watching a Spanish series/film with subtitles. Pause the programme, rewind, switch of the subtitles and watch 5-10 minutes again – can you pick out some of the words now you know what's going on?

Mock Exam Timetable

Date	Time	Subject
Week 1		
Monday 16th November		Hospitality and Catering
Week 2		
Monday 23rd November	08:30	English Language
	12:30	Mathematics Calculator Paper
Tuesday 24th November	08:30	English Language
	12:30	Mathematics Non Calculator Paper
Wednesday 25th November	08:30	History
	12:30	Geography
Thursday 26th November	08:30	English Literature
	12:30	Biology
Friday 27th November	08:30	Chemistry
	12:30	Physics
Week 3		
Monday 30th November	08:30	Business
	12:30	RE
Tuesday 1st December	08:30	Media
	12:30	Drama
Wednesday 2nd December	08:30	PE
	12:30	Computer Science
Thursday 3rd December	08:30	Music
	12:30	French Reading & Listening
Friday 4th December	08:30	Spanish Reading & Listening
	12:30	French Writing
		Spanish Writing
Week 4		
Tuesday 8th December		Art
		3D Design
Wednesday 9th December		Art
		3D Design
Thursday 10th December		Photography
		Art
Friday 11 December		Photography
		Art