St. John Henry Newman Catholic School

Holy Cross Catholic Multi Academy Company

YEAR 12



Autumn Assessment Preparation Booklet

Name:

"Knowledge through the light of faith"

Assessment Booklet Introduction

Dear Parents/Carers and Students

Re: Autumn Assessments

This year we will administer three assessment seasons within the school year. One at the end of the Autumn term, the end of Spring and the final assessment season is towards the end of the summer term.

The results of these assessments will be shared with students and parents in a progress review report at the end of the term. Students will receive a report which details the percentage outcome from each assessment alongside the average percentage outcome for the class. This will enable parents to assess progress alongside the average outcome for the class and to see if your child is progressing at the expected standard for the group following the learning covered. More information will be provided alongside the assessment outcome results later in the term.

We want students to have the opportunity to be fully prepared for their assessments and have organised this booklet to help support revision and organisation of time. The Autumn Assessments will begin **Monday 16th November until Wednesday 25th November 2026.**

All tests will take place within lessons under formal examination conditions. The purpose is to provide examination practise for your child and an opportunity for a formal summative assessment to take place. This will help your child and their teacher identify areas of strength and areas for improvement.

As you may be aware, with reformed A levels and BTECs, examinations are much more significant. The majority of courses are examined in full at the end of two years. We have therefore planned regular opportunities for your child to practise and refine their examination technique.

In this important year of study, it is essential that all students keep up to date with independent study through homework and revision. As a guide, all students should be completing 5 hours of homework for each subject every week. All homework is published on Class charts.

Should you have any concern about your child's progress, motivation or well-being, please do not hesitate to contact me.

Yours faithfully

Miss A Burn
Head of Sixth Form
Email: alice.burn@hccmac.co.uk

Ms E O'Connor
Headteacher
Email: Emma.Oconnor@hccmac.co.uk

Timetable

Step One: Highlight your assessments



Year 12 Autumn Assessments

All Year 12 assessments take place in the morning session · Week A 16th to 20th November · Week B 23rd to 25th November 2026

WEEK A · AM				
MONDAY 16th NOVEMBER	TUESDAY 17th NOVEMBER	WEDNESDAY 18th NOVEMBER	THURSDAY 19th NOVEMBER	FRIDAY 20th NOVEMBER
	Biology	History	Art and Photography	Business
	Computer Science		Chemistry	Philosophy and Ethics
	Sociology		English Language and Literature	Physics
			English Literature	

WEEK B · AM				
MONDAY 23rd NOVEMBER	TUESDAY 24th NOVEMBER	WEDNESDAY 25th NOVEMBER	THURSDAY 26th NO ASSESSMENTS	FRIDAY 27th NO ASSESSMENTS
Maths		Geography		
Media		Psychology		

Step Two: Using your school timetable and assessment timetable, create your assessment schedule below:

Date *(e.g. Mon 17th November)*	**Period** *E.g. P2*	**Assessment** E.g. English	**Topic** E.g. Transactional Writing

Assessment Booklet
A Level Biology

What am I being assessed on?

Biological Molecules

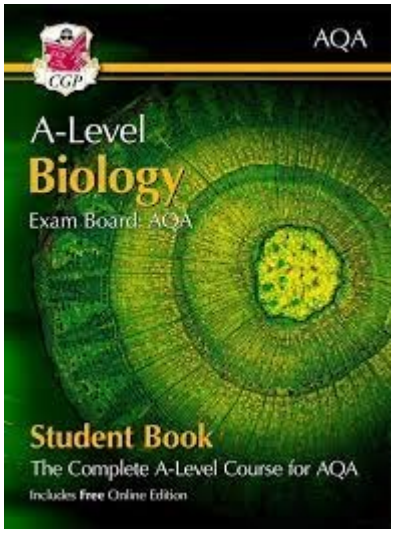
- Carbohydrates
- Lipids
- Proteins
- Enzymes
- Food tests

Cells

- Eukaryotic and Prokaryotic Cell Structure
- Organelle Functions
- Cell Fractionation and Ultracentrifugation
- Mitosis, the cell cycle & cancer
- Microscopy
- Osmosis & diffusion

What revision material should I revise from?

- Class notes and handouts
- Biology A level textbook
- Seneca
- PMT Revision notes
- Teach me Biology Podcast
- BioRach YouTube videos
- Miss Estruch
- Revision PowerPoints



How can I revise?

- Create a revision resource for each topic e.g. mind map, poster, revision cards
- Vary your revision techniques e.g. explain concepts to another person, write notes, watch videos or listen to podcasts
- Work in pairs to ask and answer questions then swap over
- Answer practice exam questions and mark using the mark scheme

Additional Revision Tasks & Resources

Teach Me Biology Podcast

https://teachmescience.co.uk/

Seneca Biology Revision

https://senecalearning.com/en-GB/blog/a-level-biology-revision/

S-cool Biology Revision

https://www.s-cool.co.uk/a-level/biology

BioRach Biology Revision Videos

https://www.youtube.com/c/BioRach/videos

SnapRevise Biology Podcast

https://snaprevise.co.uk/free-page/14441/A-level-Biology-Revision-Bites

PMT Biology Revision Notes

https://www.physicsandmathstutor.com/biology-revision/a-level-aqa/

Biology Revision Notes

www.biologymad.co.uk/

Assessment Booklet
A level Business

Pearson | Edexcel

Which topics will be assessed?

The focus will be on developing your understanding of Theme 1 and Theme 2 so far.

Theme 1 topics will be:

- ❑ Innovation / invention
- ❑ Marketing
- ❑ Entrepreneurial characteristics
- ❑ USP
- ❑ Design mix

Theme 2 topics will be

- ❑ Type of costs
- ❑ Sources of finance
- ❑ Business ownership

What revision materials should I use?

All lessons have been covered for you to access the assessments. On our Business teams page in 'class files' you can access revision resources for all topics

Use these resources and the following to support with your revision:

- Tutor2u website
- Revision materials completed in class
- Original lesson notes and activities
- PLC checklist as above
- Past Paper Questions
- Edexcel website (https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html)

BUSINESS

Exam technique sheet

How to answer A Level questions:
Using the Acronym PEACH will support you in 8, 12 and 20 mark questions.
Point
Effect
Apply
Circumstance of the business
However – the opposite impact

4 Mark questions = 2 x PEA

8 Mark questions = 2 x PEACH

10 Mark questions = 2 x PEACH and a conclusion

20 Mark questions = Option 1 PEACH, Option 2 PEACH and Conclusion

Assessment Booklet
A Level Chemistry

What am I being assessed on?

2 x 45 minute Papers on the following topics:

3.1.1 Atomic Structure

- Fundamental particles,
- Mass Number and isotopes (ToF Mass spectrometer
- Electronic configuration (inc. ionization)

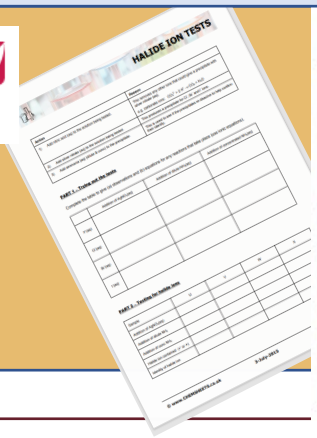
3.1.2 Amount of Substance

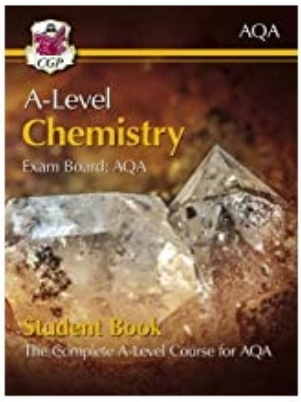
- A_r, M_r
- The Mole and Avogadro
- The ideal gas equation
- Empirical & molecular formulae
- Balanced equations

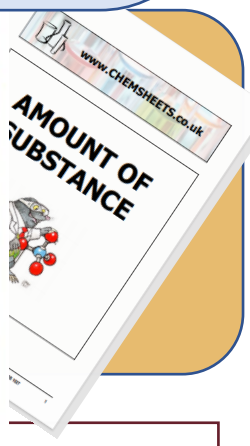
3.1.3 Bonding

- Ionic bonding
- Covalent & coordinate bonding
- Metallic bonding
- Properties
- Molecular shapes

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







How can I revise?

1. Revise – make revision flash cards, mind maps and summary notes to revise the key concepts (e.g. reaction mechanisms).
2. Test – Use the flash cards and drill questions in your text book and work books to test your knowledge.
3. Use UpLearn videos, quizzes and summaries to consolidate your understanding & application.
4. Apply – Use past questions to help you to practice applying your knowledge. Use the mark schemes to help you check and improve your answers. – UpLearn exam questions

Additional Resources

Websites

A-level Chemistry 7405 | Specification | AQA

AQA A-level Chemistry Revision – PMT

PHYSICS & MATHS TUTOR

AQA A-Level Chemistry (2016) | Free Notes, Questions & Specification - Chemistry Resources (for A-level, Honors and AP courses)

A-Level Chemistry

HOME SPECIFICATIONS VIDEOS BOOKS EXTRA RESOURCES CONTACT REVISION CARDS

Tuition | Revision Courses | Past Paper Questions by Topic

Dalton A-Level Chemistry

Exam Prep Resources| Group Tuition| One-To-One Tuition| Revision Courses| Webinars

chemguide: helping you to understand Chemistry - Main Menu

1. AQA Revision Guides | chemrevise

chemguide

Helping you to understand Chemistry

chemrevise

Resources for A-level and GCSE Chemistry

Kuizlet

Seneca - Learn 2x faster

SENECA

Advanced Level Chemistry Revision Notes A level exams AQA A Level chemistry Edexcel A level chemistry OCR A level chemistry Salters A level chemistry WJEC CCEA US grade 11 grade 12 K12 AP honors IB WJEC IB AS examinations doc brown's chemistry

Doc Brown's Chemistry

Advanced Level Chemistry Study Revision Notes and Quizzes - worksheets

Assessment Booklet
A Level English Language & Literature

What am I being assessed on?



Voice in Speech & Writing
Component 1: Section A





Varieties in Language and Literature
Component 2: Section B

What topics should I revise?

Voices in Speech & Writing

You will be comparing one of the following anthology texts with an unseen non-fiction text.

1.1 Charlie Brooker: 'Too much talk for one planet: why I'm reducing my word emissions'
1.2 Ian Birrell: 'As gay people celebrate, the treatment of the disabled just gets worse'
2.2 Mom & Me & Mom by Maya Angelou
4.1 Blog by George Scott: A Ride of Two Halves
5.2 Jay Leno's interview with President Obama (transcript)
7.1 Chris Rainier 'Tsunami Account'

Society and the Individual

You will be considering one of the following themes in relation to The Great Gatsby:

- **Individuals who deviate from societal norms.**
- **Individuals who observe or experience significant change.**
- **Individuals who are ambitious.**
- **Individuals who are influenced by the people close to them.**

Exam style question:

Evaluate the effectiveness of the methods used by the writers of your studied text to present individuals who observe or experience significant change.

In your answer you must consider the use of linguistic and literary features and relevant contextual factors.
(30 marks)

How can I revise?

Voices in Speech & Writing

1. Ensure you have fully annotated the six texts in your anthology (PAMTC/Voices/Language Devices)
2. Complete the revision grid for the 6 texts and ensure you know the PAMTC, key evidence and voices across each text.
3. Review the 'Structuring a Response' PPT & Document to understand the features of a comparative assignment.
4. Revise key terminology from across the framework: Grammar, Syntax, Semantics, Cohesion, Spoken Language, Non-Fiction
5. Revise the key genre conventions (PPT)

Society and the Individual

1. Complete the Thematic Essay Planning Grid for the 4 potential questions above.
2. Review the HTSAR PPT to understand the expectations of essay writing.
3. Revise key characters, events, settings, motifs and themes.
4. Revise key terminology from across the framework.

Additional Revision Tasks & Resources

VOICES IN SPEECH & WRITING



Assessment Preparation Grid

Text	Purpose (What are the many different purposes of this text and why?)	Audience (Be as specific as possible, who are the intended audiences and why)	Mode (Note the text type and the conventions expected)	Topicality (Offer a summary of the key events & topics discussed across the text)	Context (Outline all relevant context- social, historical, personal, cultural etc)	Voices & Evidence • Identify 3x evidence per section of the text • Note key terminology in evidence • Make a brief note as to the voice this creates.
Charlie Brooker – 'Too much talk for one planet: why I'm reducing my fossil emissions'	• To express an opinion and inform • To amuse • To satirise conventions and use of social media/ other media such as TV and print and 'green issues' • To engage readers with the reasons for writing • To highlight a growing issue	• Fans of Brooker • Guardian readers • Broadsheet newspaper readers • Intelligent general readers • Left wing • Private eye magazine readers • Those with an interest in satire	• Newspaper article in print • Direct address • Generic conventions reflected in the headline/subheading structure giving a concise overview of the article • Rhetorical devices to persuade • Pull quote byline	• Explores the pervasive nature of the media, particularly with growing technological advances (twitter / social media.)	• Co-creator and writer of 'Black Mirror'. • Guardian columnist – known to be controversial. Issued an apology ad had article removed for apparently encouragement of the assassination of George Bush • English humourist, critic, author, screenwriter, producer, satirist, broadcaster known for talking about the negative impacts of technology • Guardian's readership is generally on the mainstream left of British political opinion • Private Eye - British fortnightly satirical and current affairs news magazine founded in 1961.	**Beginning:** • 'Word emissions' – Double entendre. Voice: wry, humorous • 'Vast cloud of blah' – jargon, phonetic spelling. Voice: informal, disdain, dismissive towards social media. • 'Eagle-eyed readers' – idiom, assonance. Voice: self-deprecating, mocking **Progresses:** • 'Intense flurry of action' – sarcasm, hyperbole. Voice: humorous, potentially over-compensating, lack of care • 'Private Eye' - intertextual reference. Voice: confrontational, frustrated, challenging • 'I might as well respond here instead, for money' – satirical, taboo, dry humour, brutally honest **Furthermore:** • 'Events and noise' – repetition, irony. Voice: cyclic, symbolic • 'Just like church and state' - simile. Voice: taboo, satirical, controversial • 'the ugly bitch' – expletive. Voice: mimicking of negative trolls, acknowledgement **Concludes:** • 'typed applause…it's just weird' – synaesthesia, opinion. Voice: judgmental • 'a foldable thing made of paper' – dysphemistic. Voice: patronising, sarcastic • 'Now get out' – imperative, staccato, monosyllabic. Voice: lack of care, selfish, humorous
Jon Bruce? – 'A very people problem, the treatment of the disabled just gets worse'	• To challenge discriminatory attitudes • Raise awareness towards treatment of the disabled • To express an opinion • Encourage people to give disabled people equal rights and treat them fairly • Persuade his readers to have the same opinion as him	• Readers of the I newspaper and The Independent • I newspaper' aimed at 'readers and lapsed readers' of all ages and commuters with limited time • LGBT community • Disabled people • Followers and fans of Birrell • Those with an interest in current affairs Those with an interest in identity, sexuality and/or disability issues Intelligent general readers	• Article • Published in the I newspaper • Headline • Subheading • Statistics • Newspaper article published online	• Treatment of disabled people/ flaws in society • Legalisation of same-sex marriage	• Speech writer for David Cameron up until his resignation • Daughter Iona suffers from a rare life-threatening condition; she cannot walk or talk. She is blind, endures daily epileptic fits and needs round-the-clock care • Former deputy editor of the Independent Newspaper • Columnist, foreign correspondent, campaigner • 2012, 46.3% of working-age disabled people are in employment compared to 76.4% of working-age non-disabled people • Same-sex marriage legalised July 2013, article wrote March 2014	**Beginning:** • 'locked out of society as second-class citizens?' – byline, rhetorical question, metaphor. Voice: sympathetic, disheartened, disappointed • 'cleaning up the confetti' – pejoration. Voice: patronising, bitter, resentment • 'jolted, mocked, and used as a political football' – triadic list. Voice: naïve, bittersweet, innocent intentions **Progresses:** • 'bigotry aboard' – ambiguous. Voice: indirect, depersonalising, sinister • 'similar rapid shift in attitudes on gender and race' – opinion as fact. Voice: biased, condescending • 'one minority remains stuck in the shadows' – quantifier, metaphor. Voice: hypocritical, emotive **Furthermore:** • 'growing fast in our ageing society…' – ellipsis, adverb. Voice: urgency, serious • 'despite being the most loyal' – superlative. Voice: factual (despite being an opinion), superficial • 'just imagine' – imperative. Voice: forceful, overpowering. **Concludes:** • 'befuddled British embarrassment at best' – bilabial plosive, superlative. Voice: uncomfortable, lack of empathy, agitated • 'hopes, fears and desires' – triadic list of abstract nouns. Voice: shallow, unsubstantial • 'might include you, whatever your colour, gender or sexuality' – direct address, triadic list. Voice: personal, persuasive

- **PAMTC each text: Are there further contextual factors that you can find?**
- **Identify x3 evidence from the beginning, middle and concluding moments in each text that best portray the speaker/writer's 'sense of voice.'**
- **What key language devices are used?**

Structuring a Response & Planning Guida

STRUCTURING A RESPONSE

Compare the ways in which the speaker and writer create a **sense of voice**. In your answ
features, drawing upon your knowledge of **genre conventio**

10 minutes (Reading & Planning)

	Text A	Text B
Purpose		
Audience		
Mode		
Topicality		
Context		
Beginning		
Progresses		
Furthermore		
Concludes		

Tips:
- Divide both texts into four: Beg, Pro, Fur, Con
- Aim for x3 evidence from each text per section. Embed further evidence where possible.
- PAMTC both texts- ensure you address all elements across your response.
- Maintain a clear focus on the question (voice)
- Ensure you make meaningful comparisons (can be hinged on voice, language or PAMTC) and justify their similarities and differences.

	Neyland	Collins
Purpose	• Expose his readers to his personal experience as a 'sapper' engineer in WW1. • Challenge preconceptions of his role. • Reflect on experiences (retrospective outlook) • Looking for purpose	• Motivate his regiment/soldiers before war. • Expose/warn of the realities of war and their role. • To convince/justify involvement. • Knows his purpose.
Audience	• Published wider audience • Those interested in war/history/WW1 • Those in the war. • Himself!	• Wider audience (soldiers/journalists) (the UK/Ireland) • Royal Irish Regiment
Mode	• Memoir (ten years after WW1) • Look for memoir devices/purpose	• Public, transcribed speech the night before invading Iraq. (prepared) • Look for speech devices/purpose
Topicality	• Explores the beginning of his time serving as a sapper in WW1.	• Colonel is preparing his regiment for war.
Context	• Radio Engineer (inexp) • Conscription (WW1) • 17-18 mill died • Great War (for UK)	• Colonel (exp) • Sense of choice • (Not our war- controversy) • Free people/save Iraq/sense of hostility
Beginning	*Voice informative but naive* • 'at the age of eighteen' (ref (now)) • 'only a vague idea of our likely duties' (archaic (now))	*Voice authoritative and assertive* • 'we go to liberate, not to conquer' (confident, imperative (now)) • 'ancient land' 'garden of eden' (Biblical (now))

Society and the Individual



Point – Introduce your topic sentence, linked clearly to the question
Evidence – Embed your evidence within your quotation (you may use evidence elsewhere within the paragraph to strengthen or sustain your argument)
Explain – Clarify how your evidence justifies your idea, identify any techniques that have been used to present this view
Analysis – Closely begin to critique the language/structural choices of the writer and the images or ideas the reader can infer from there
Link – Reinforce your argument and how you analysis sustains your central point. You may also offer a point of comparison and how this too links to your overall topic
Interpretation – Offer alternative readings of the evidence or sustain your idea through further analysis
Context – Consider how the contextual factors may have influenced the writer's choices, this may be time period, literary form and conventions, literary tradition or social/political or historical factors of the text and the time of writing
Evaluate – Critically assess the writer's choices/methods and meanings. Begin to consider why the writer has presented the text this way, consider the subtleties and nuances within the interpretations offered

English Lang/Lit – KAN
Comp 2 – Section B – Prose
LO: To recap plot, characters and themes in the novel and understand how to structure a response

Essay Planning.

1. ***'Evaluate the effectiveness of the methods used by the writers of your two studied texts to present'***

Steps to plan:

1. **Decide which events and characters from TGG you will use**

2. **Identify the key contextual factors/ writers' influences surrounding your chosen essay question**

English Lang/Lit – KAN
Comp 2 – Section B – Prose
LO: To recap plot, characters and themes in the novel and understand how to structure a response

3. **Begin to plan your language/ structural analysis by identifying key quotations, devices, meanings, effect on the reader, alternative interpretations, links to context, critical evaluation/ reception, comparative links using the grid below**

EVIDENCE	DEVICE/ TERMINOLOGY/ WORD CLASS/ SENTENCE TYPE	MEANING OF THE QUOTATION	EFFECT ON THE READER	CHALLENGE 1 – ALTERNATIVE INTERPRETATION	CHALLENGE 2 – CONTEXT COMMENT/ CRITICAL EVALUATION
1.					
2.					
3.					

Terminology Revision

TERMINOLOGY — A LEVEL ENGLISH LANGUAGE AND LITERATURE

Grammar
- Noun
- Proper Noun
- Collective Noun
- Abstract Noun
- Concrete Noun
- Pronoun
- First Person Pronoun
- Second Person Pronoun
- Third Person Pronoun
- Preposition
- Determiner
- Quantifier
- Verb
- Modal Verb
- Adverb
- Mental verb process
- Dynamic verb
- Adjective
- Superlative
- Comparative

Phonology
- Sibilance
- Assonance
- Consonance
- Onomatopoeia
- Alliteration
- Bilabial Plosive
- Fricatives

Semantics
- Simile
- Metaphor
- Personification
- Semantic Field
- Hyperbole
- Symbolism
- Connotations
- Denotation
- Religious imagery
- Animalistic Lang
- Pathetic Fallacy
- Imagery
- Oxymoron
- Antithesis
- Juxtaposition
- Irony
- Allusion
- Euphemism
- Dysphemism
- Cliché
- Ambiguity
- Synesthesia
- Satire
- Humour
- Catharsis
- Pathos
- Hamartia

Syntax
- Declarative Sentence
- Imperative Sentence
- Exclamatory Sentence
- Interrogative Sentence
- Rhetorical Question
- Conjunction
- Short Sentence
- Syntactic Parallelism
- Asyndetic Listing
- Syndetic Listing
- Tripling/Triadic List
- Staccato sentence
- Parenthesis

Spoken Language
- Idiolect
- Adjacency pairs
- Dialect
- Ellipsis
- Elision
- Register
- Expressive Talk
- Deictic word
- Tag Question
- Prosodic Features
- Paralinguistic Features
- Back channeling
- High Frequency lexis
- Low frequency lexis
- Overlapping
- Hedging
- False Start
- Filler
- Sociolect
- Phonetic Spelling

Non-Fiction
- Facts
- Opinion
- Statistics
- Anecdote
- Analogy
- Humour
- Satire
- Authoritative figure
- Reported Speech
- Dialogue
- Tone
- Personal
- Pun
- Heading
- Subheading/byline
- Formal/informal register
- Esoteric (reference)
- Archaism (archaic language

Cohesion
- Anaphoric Reference
- Cataphoric Reference
- Intertextual Reference
- Foreshadowing
- Repetition
- Juxtaposition
- Discourse Markers

What am I being assessed on?

Carter's – The Bloody Chamber and Other Stories
Your analysis of Carter's writing and how you interpret key themes within the stories. You will be assessed on AO1 (understanding), AO2 (analysis) , AO3 (context) and AO4 (comparison). It is important that your writing is clear, detailed and ambitious.

What should I revise?

Themes:

Entrapment
Power
Identity
Desire

Ensure contextual information for the stories has been considered for the themes also



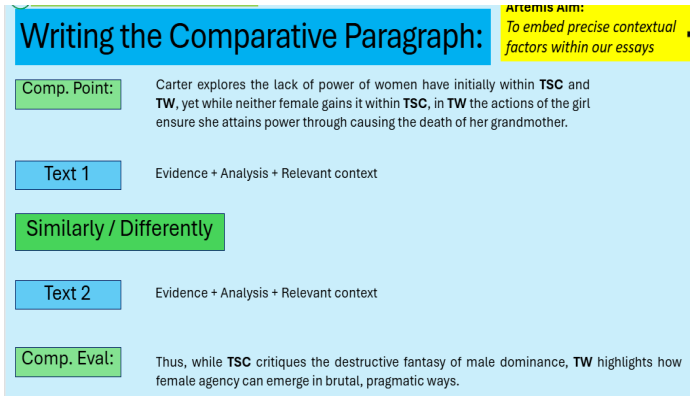
How can I revise?

1. Create detailed essay plans for the above themes
2. Re-read Carter's short stories
3. Write practice essays
4. Analyse extracts in your book searching for the key themes
5. Revise Carter's context using your booklet and the PowerPoint on the SharePoint

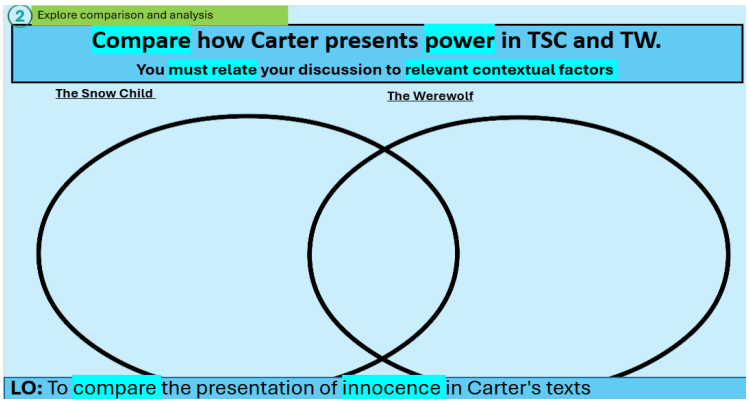
Additional Revision Tasks & Resources

Resources available to you:

- **Angela Carter Context Notes**
- **Lesson on the One Drive**
- **Carter story annotations**
- **Essay Planning Grids**







Term	Definition
Second Wave Feminism	A period of feminist activity that began in the 1960s. second-wave feminism broadened the debate to include a wider range of issues: sexuality, family, the workplace, reproductive rights and official legal inequalities. It was a movement that was focused on critiquing the patriarchal, or male-dominated, institutions, and cultural practices throughout society.
Fairy Tale Tradition	Stories that original in folklore / myth and legend typically with a moralistic outlook
The Male Gaze	In feminist theory, the male gaze is the act of depicting women and the world, in the visual arts and in literature, from a masculine, heterosexual perspective that presents and represents women as sexual objects for the pleasure of the male viewer
Patriarchy	Patriarchy is a social system in which men hold primary power and predominate in roles of political leadership, moral authority, social privilege and control of property.
Subversion	to challenge something in order to transform the established social order and its structures of power, authority, hierarchy.
Gender	Gender is the range of characteristics pertaining to, and differentiating between, masculinity and femininity.
Heteronormative	Heteronormativity is the belief that heterosexuality, predicated on the gender binary, is the norm or default sexual orientation

Assessment Booklet
A Level Computer Science

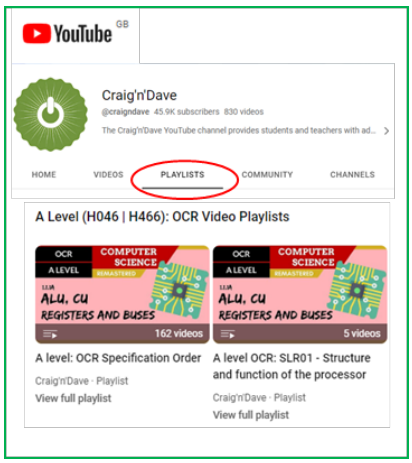
What am I being assessed on?

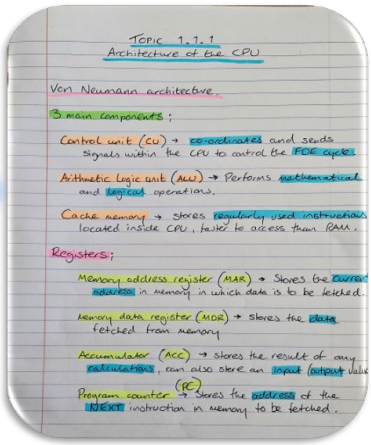
All topics covered in theory lessons so far;

- 1.1.1 Structure and function of the processor
- 1.1.2 Types of processors
- 1.1.3 Input, Output & Storage
- 1.2.1 Systems software
- 1.2.2 Applications generation
- 1.2.4 Types of programming languages
- 1.4.1 Data types

What revision material should I revise from?

Use your books and our online resources





How can I revise?

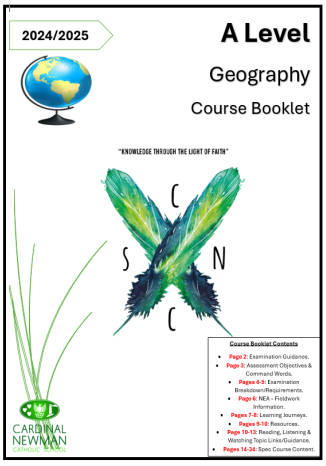
Use the resources available to you to create revision documents such as; mind-maps, spider-diagrams etc. You could use the 'Read, Cover, Write' method to check knowledge recall.
The types of questions you will see will be in the same format as your pitstop assessments.

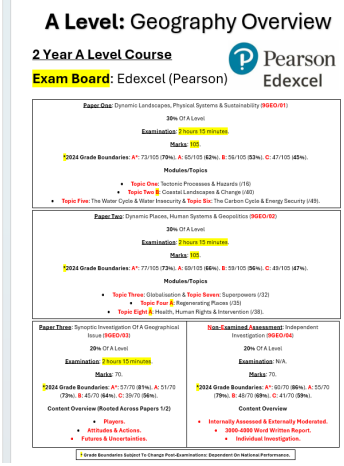
Assessment Booklet
A Level Geography

A Level Geography – Assessment Details

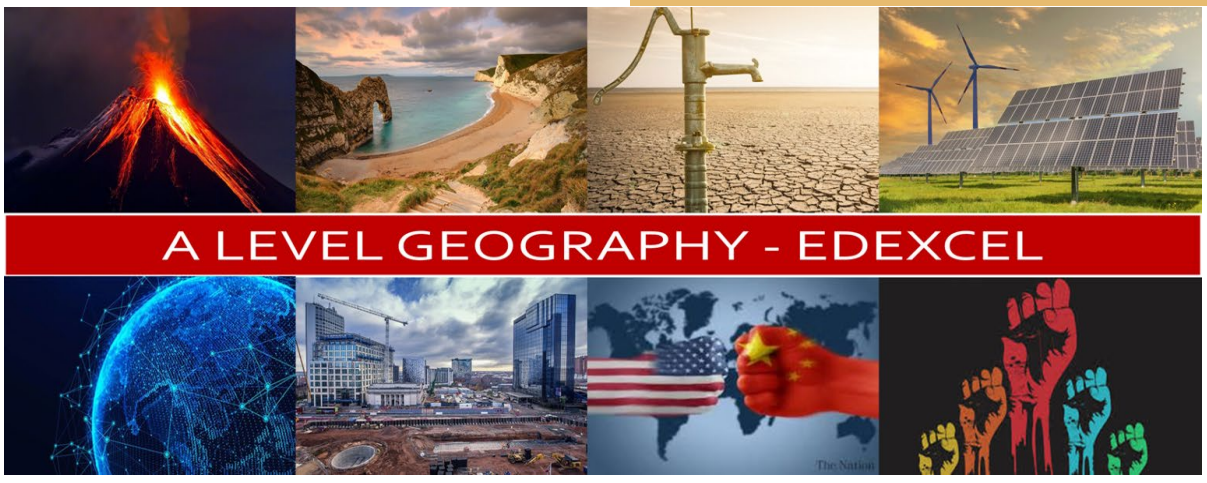
- **70% Content – Term 1.1: Topic One – Tectonic Processes & Hazards.**
- **30% Content – Y12/Y13 Topics (2B/3/4A/5/6/7/8A).**
- **Topic One questions will focus on A Level realism questions, prolifically 6/8/12 markers.**
- **Topics 2B/3/4A/5/6/7/8A will primarily focus on knowledge of key terms, topic themes and some 4/6/8 markers based on assigned independent revision/homework.**
- **The exam will take place over 3 lessons. Approx Marks: 250.**
- **Assessment Date: Wednesday 25th November (AM).**

Revision Material & Focus





- **Course Booklet (Links).**
- **Weekly/Fortnightly Assignments Sent By LMR.**
- **Educake Knowledge Quizzes.**
- **Additional Case Study Reading Around Topic 1.**
- **Past Papers – Edexcel Pearson A Level (LMR can send links and past papers to practice).**



Enquiry question 1: Why are some locations more at risk from tectonic hazards?	
Key idea	**Detailed content**
1.1 The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes.	a. The global distribution and causes of earthquakes, volcanic eruptions and tsunamis. (1)
	b. The distribution of plate boundaries resulting from divergent, convergent and conservative plate movements (oceanic, continental and combined situations).
	c. The causes of intra-plate earthquakes, and volcanoes associated with hot spots from mantle plumes.
1.2 There are theoretical frameworks that attempt to explain plate movements.	a. The theory of plate tectonics and its key elements (the earth's internal structure, convection, subduction, ridge push, slab pull, sea floor spreading and palaeomagnetism).
	b. The operation of these processes at different plate margins (destructive, constructive, collision and transform). (2)
	c. Physical processes impact on the magnitude and type of volcanic eruption, and earthquake magnitude and focal depth (Benioff zone).
1.3 Physical processes explain the causes of tectonic hazards.	a. Earthquake waves (P, S and L waves) cause crustal fracturing, ground shaking and secondary hazards (liquefaction and landslides).
	b. Volcanoes cause lava flows, pyroclastic flows, ash falls, gas eruptions, and secondary hazards (lahars, jökulhlaups).
	c. Tsunamis can be caused by sub-marine earthquakes at subduction zones as a result of sea-bed and water column displacement. (3)

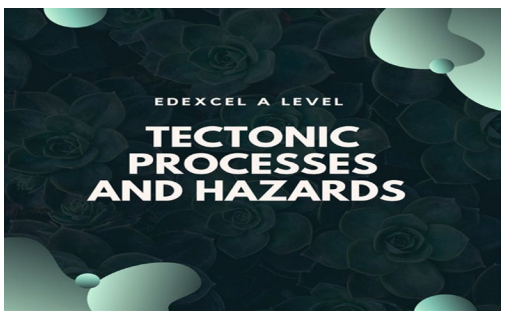
Enquiry question 2: Why do some tectonic hazards develop into disasters?	
Key idea	**Detailed content**
1.4 Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster.	a. Definition of a natural hazard and a disaster, the importance of vulnerability and a community's threshold for resilience, the hazard risk equation.
	b. The Pressure and Release model (PAR) and the complex inter-relationships between the hazard and its wider context.
	c. The social and economic impacts of tectonic hazards (volcanic eruptions, earthquakes and tsunamis) on the people, economy and environment of contrasting locations in developed, emerging and developing countries.
1.5 Tectonic hazard profiles are important to an understanding of contrasting hazard impacts, vulnerability and resilience.	a. The magnitude and intensity of tectonic hazards is measured using different scales (Mercalli, Moment Magnitude Scale (MMS) and Volcanic Explosivity Index (VEI)).
	b. Comparing the characteristics of earthquakes, volcanoes and tsunamis (magnitude, speed of onset and areal extent, duration, frequency, spatial predictability) through hazard profiles.
	c. Profiles of earthquake, volcano and tsunami events showing the severity of social and economic impact in developed, emerging and developing countries. (4)
1.6 Development and governance are important in understanding disaster impact and vulnerability and resilience.	a. Inequality of access to education, housing, healthcare and income opportunities can influence vulnerability and resilience.
	b. Governance (***P: local and national government***) and geographical factors (population density, isolation/accessibility, degree of urbanisation) influence vulnerability and a community's resilience.
	c. Contrasting hazard events in developed, emerging and developing countries to show the interaction of physical and human factors, and the importance of locational context in influencing the scale of disaster. (5)

Topic One: Tectonic Processes & Hazards – Edexcel Specification

Enquiry question 3: How successful is the management of tectonic hazards and disasters?	
Key idea	**Detailed content**
1.7 Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.	a. Tectonic disaster trends since 1960 (number of deaths, numbers affected, level of economic damage) in the context of overall disaster trends. (6); research into the accuracy and reliability of the data to interpret complex trends.
	b. Tectonic mega-disasters can have regional or even global significance in terms of economic and human impacts. (🌍 2004 Asian tsunami, 2010 Eyafjallajokull eruption in Iceland (global interdependence) and 2011 Japanese tsunami (energy policy))
	c. The concept of a multiple-hazard zone and how linked hydrometeorological hazards sometimes contribute to a tectonic disaster (🌍 the Philippines).
1.8 Theoretical frameworks can be used to understand the prediction, impact and management of tectonic hazards.	a. Prediction and forecasting (***P: role of scientists***) accuracy depend on the type and location of the tectonic hazard.
	b. The importance of different stages in the hazard management cycle (response, recovery, mitigation, preparedness). (***P: role of emergency planners***)
	c. Use of Park's Model to compare the response curve of hazard events, comparing areas at different stages of development.
1.9 Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness.	a. Strategies to modify the event include land-use zoning, hazard – resistant design and engineering defences as well as diversion of lava flows. (***P: role of planners, engineers***) (7)
	b. Strategies to modify vulnerability and resilience include hi-tech monitoring, prediction, education, community preparedness and adaptation. (**F: models forecasting disaster impacts with and without modification**)
	c. Strategies to modify loss include emergency, short and longer term aid and insurance (***P: role of NGOs and insurers***) and the actions of affected communities themselves.

Earthquake Case Studies	Tsunami Case Studies	Volcano Case Studies
1. USA 1906 (San Francisco - California). 2. Chile 1960 (Valdivia). 3. Great Alaska 1964 (USA) 4. Japan 1995 (Kobe). 5. Iran 2003 (Bam). 6. Haiti 2010 (Port-Au-Prince). 7. Japan 2011 (Tohoku). 8. Nepal 2015 (Gorkha). 9. Japan 2016 (Kumamoto).	1. Chile 1960 (Valdivia). 2. Indian Ocean 2004 (Asia/Oceania). 3. Japan 2011 (Tohoku).	1. Mount St. Helens 1980 Eruption (USA) 2. Mt. Soufriere 1995 (Monserrat). 3. Eyjafjallajökull 2010 (Iceland).

Case Studies (So Far)



Topic One A Level Autumn Focus

- **You will have a series of 2 marks related to maths/tectonics focus.**
- **Following this, questions will consist of 4, 6, 8 and 12 markers primarily centralised around your case studies.**

Assessment Booklet
A Level History

What am I being assessed on?

You will need to ensure that you have revised over the following topics.

- USA IN 1945
- Regional, Ethnic, Social Divisions
- Foreign Policy in Europe and Asia
- The emergence of the Civil Rights movement

You will need to ensure that you have revised over the following topics.

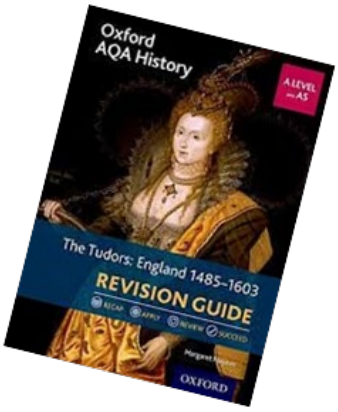
- Henry VII accension to the Throne
- Henry VII Character & Aims
- Henry VII control of the nobility
- How Henry VII established Government
- Henry VII early threats to the throne – rebellions (Perkin Warbeck, Stafford, Simnel, etc)

What revision material should I revise from?

You should revise from:

- Knowledge organiser
- Truman Knowledge information sheets.
- Lesson resources
- Your notes from class

Henry VII Overview



You should revise from:

- Henry VII Knowledge organiser
- Henry VII Knowledge information sheets.
- Lesson resources
- Your notes from class

Additional Revision Tasks & Resources: What can you add to each section below? Henry VII & Truman

Problems	Actions

Extract A

The nobility needed the King's power, and needed to make it work to protect their own land, an easily damaged commodity, on which their wealth and their power depended…they were unlikely to undermine or attack a system that made them what they were. The King had neither to force nor to buy their loyalty; he had it automatically by virtue of being King. Only a usurper, whose continued tenure of the throne was uncertain, needed to use threats or blandishments.

From C. Carpenter (1995), The Reign of Henry VII

Artemis

How convincing is the interpretation about Henry VII's relationship with the nobility?

What am I being assessed on?

As Maths Pure

- Number Skills
- Quadratic Functions
- Simultaneous Equations
- Algebraic Manipulation
- Straight Line Graphs
- Circles

As Maths Statistics

- Probability
- Discrete Distributions
- Binomial Distribution
- Hypothesis Testing

What revision material should I revise from?

Past Papers
Kerboodle
Integralmaths.org
Examsolutions.net
Physics and Maths tutor
Drfrost.org
Mathsgenie

How can I revise?

- Make notes from the summary sections at the end of each chapter.
- Complete a past exam questions then mark it using the mark scheme.
- Practice questions from the exercises in the book, use the worked solutions on Kerboodle.

- Use the additional notes and exercises on integral maths to consolidate.
- Watch the videos going through exam questions on www.examsolutions.net
- Work through the relevant powerpoints on www.drfrostmaths.com

Additional Revision Tasks & Resources

Discrete distributions

Distribution of X	$P(X = x)$	Mean	Variance
Binomial $B(n, p)$	$\binom{n}{x} p^x (1-p)^{n-x}$	np	$np(1-p)$

Assessment Booklet
A Level Media Studies

What am I being assessed on?

1. **Terminology [15 marks]**
You will be assessed on 15 key terms you have learnt so far (see on next page)
2. **Representation Comparison [30 marks]**
You will be required to analyse the representations of **gender** in either **Kiss of the Vampire** or **Tide** with an unseen text.





What revision material should I revise from?

1. **Knowledge Organisers/Model Responses –** these are available on Google Classroom. Scan the QR code to access.
2. **Terminology Glossary –** this is available on Google Classroom. Scan the QR codes to access.
3. **Class notes/PowerPoints –** use your notes/ teacher PPTs from in class (all available on Google Classroom)
4. **Revision Videos:**

KOTV: https://www.youtube.com/watch?v=LI3iaK0yAPM
Tide: https://www.youtube.com/watch?v=lTUicJNSID4

How can I revise effectively and wisely?

- ✓ Use the **knowledge organisers**, **revision videos, terminology glossary** and your **notes** to make notes on flashcards/mind-maps/bullet point lists to remind yourself of key examples from the set texts
- ✓ Annotate clean copies of the set texts and memorise key examples, as you **WILL NOT** have access to the text in the assessment (A-Level Media requires you to know the texts inside out).

Assessment Booklet
A Level Media Studies

Terminology to learn – you will be assessed on 15 of these

You will find the definitions in the terminology glossary on Google Classroom!

1. Mise-en-scene
2. Stereotype
3. Archetype
4. Hegemonic ideology
5. Intersectionality
6. Audience positioning
7. Anchorage
8. Intertextuality
9. Encoding
10. Decoding
11. Convention
12. Rule of thirds
13. Iconography
14. Dress code
15. Gesture code
16. Second wave feminism
17. Gender performativity
18. Patriarchal discourse
19. Slogan
20. Z-Line
21. Sexual objectification
22. Sexual liberation
23. Endorsement
24. Visual codes
25. Mode of address
26. Binary oppositions
27. Social conformity
28. Mediation
29. Discourse
30. Zeitgeist

Structured Revision Tasks (revising wisely and effectively)

Tick off these tasks as you complete them:

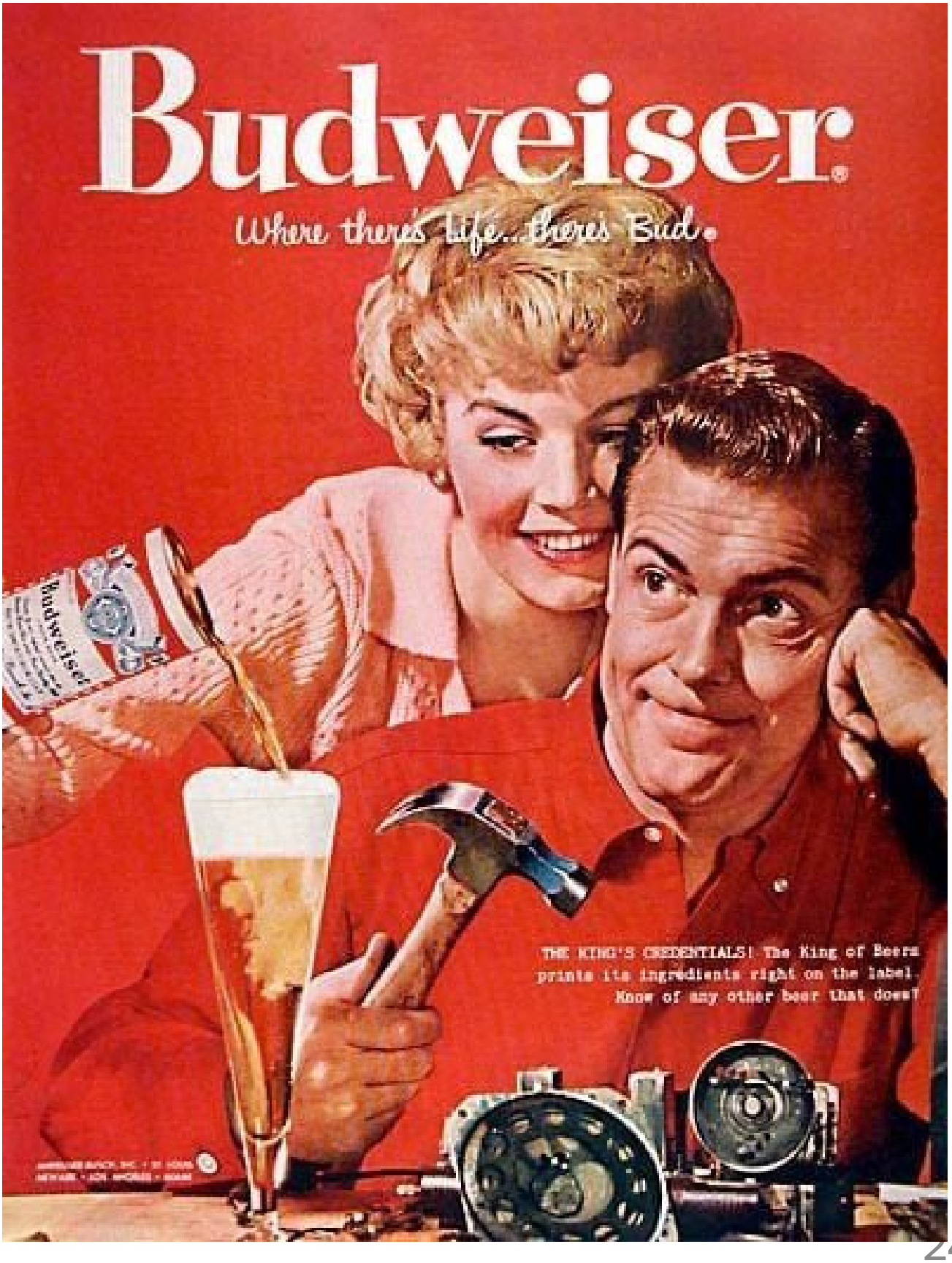
- ❑ Create a mind-map/bullet point list/flashcards of key contextual factors surrounding **Tide –** focus on 1950s gender roles, dominant ideologies, adverts, technologies, Rosie the Riveter etc
- ❑ Create a mind-map/bullet point list/flashcards of key contextual factors surrounding **Kiss of the Vampire –** focus on 1960s gender roles, women's liberation movement etc
- ❑ Memorise 6 key examples of how gender is represented in **Tide –** use your media language notes to help you
- ❑ Memorise 6 key examples of how gender is represented in **Kiss of the Vampire –** use your media language notes to help you
- ❑ Practice writing exam style responses in timed conditions ***(use the unseen texts on the next pages and compare the similarities and differences)***
- ❑ Compare the representation of gender in Tide & Budweiser. [30]
- ❑ Compare the representation of gender in Kiss of the Vampire & Van Helsing [30]

Apollo – fancy a challenge?



- ❑ Recap relevant theories for Tide and Kiss of the Vampire e.g. Stuart Hall, Van Zoonen and come up with examples from the texts that you can apply them too!

Compare the representation of gender in Tide & Budweiser. [30]



Compare the representation of gender in Kiss of the Vampire & Van Helsing [30]



What am I being assessed on?

DETAIL



There are two aspects to this assessment:

1: Create a final piece that combines the ideas and techniques you have explored as part of the DETAIL Project.

Artists: Create a large-scale final piece related to the images and drawing techniques you explored earlier in this project.

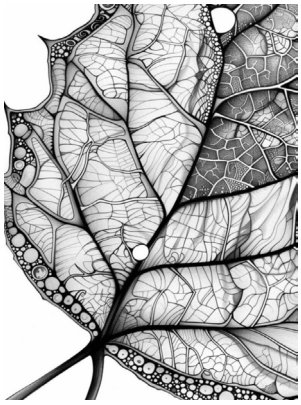
Photographers: Create final piece digital edits using the techniques explored in this project so far.

2: Complete and submit your DETAIL portfolio, ready for assessment.

Artists: Submit black board/s and final piece.

Photographers: Submit the DETAIL digital portfolio & final piece edits.









How can I revise?

Spend time focusing on your presentation (digital portfolio & A1 boards). Create more artwork / digital edits for the artists you have explored to master the techniques you have developed this term.

Assessment Booklet
A Level Physics

What am I being assessed on?

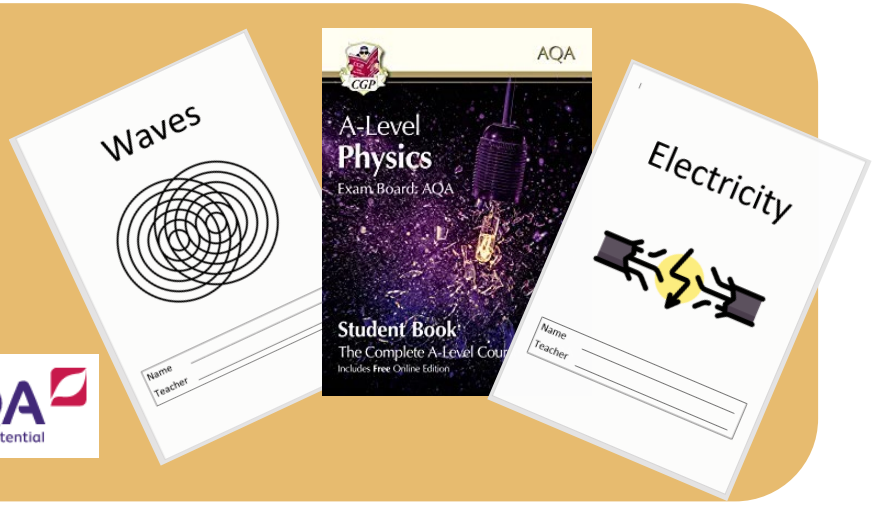
2 x 45 minute papers on the following topics:

3.2 Particles and Radiation & Quantum phenomena

3.4 Mechanics

What revision material should I revise from?

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



AQA Realising potential

How can I revise?

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

Additional Resources

Websites

[A-level Physics 7408 | Specification | AQA]

[AQA Physics Revision - Physics & Maths Tutor]

[KS5 Physics Revision - AS/A2 Level Standard]

[Students | A Level Physics Online]

[Kuizical]

[Seneca - Learn 2x Faster]

Assessment Booklet
A Level Psychology

What am I being assessed on?

Section A – Social Influence – 24 marks
Section B – Approaches – 36 marks

What revision material should I revise from?

TEXTBOOKS AND CLASSBOOKS:
1) AQA Psychology for A level textbooks – Year 1
2) Revision guides – AQA Psychology for A level – Year 1
3) Class Booklets and notes
4) Tutor2U revision guides for each topic
6) Past paper questions and mark schemes - AQA | Psychology | AS Level | AS Psychology

WEBSITES:
1) Online textbook – AQA Psychology for A level – Year 1 and Year 2 (use usernames and passwords I've given you) . https://www.illuminatepublishing.com/psychapp
2) https://www.tutor2u.net/live/aqa-a-level-psychology-revision-blast biopsychology
3) https://senecalearning.com/en-GB/blog/psychology-a-level-podcasts-by-seneca/
4)https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182

How can I revise?

Step 1) Using the checklists you receive from me please ensure that you have detailed revision notes/cards for each section of the assessment.
Step 2) Ensure that you understand everything, if not, clarify the content by using a book, website, ask a friend or me.
Step 3) Create a mind map for each of the specification bullet points (see specification or green boxes in top left- hand corner of each double page spread of your textbook) - ensure key terminology is included. This will ensure that you understand how each of the key components of the topic fits together.
Step 4) Learn the detail for each sub-section of the topic area. You could do this by reading the revision cards, explaining it to a classmate and testing yourself by writing out the content and checking it for accuracy and detail. Put the revision cards where your knowledge is less secure at the top of the pile and test yourself until you know everything.
Step 5) Once you believe you know a subsection, test your skills and knowledge by completing exam questions and checking your answers using the mark schemes. Eventually, practice writing your answers under timed conditions.
Step 6) Review your knowledge regularly. Always start with the least secure topics.

Additional Revision Tasks & Resources

Here are some common 16-mark questions you might encounter in AQA A-Level Psychology Paper 1:

Social Influence

- Discuss explanations for conformity, including informational social influence and normative social influence.
- Discuss research into obedience, including Milgram's study.
- Discuss the role of situational factors in explaining obedience
- Discuss the role of social influence processes in social change.

Here are some common questions you might encounter in AQA A-Level Psychology Paper 2 in the Approaches section;

Outline the way in which Pavlov studied classical conditioning. [4 marks) (Nov 2021)

Lily and Jemima have a pet rat, which usually hides in a corner when they try to take itut box of its cage. They have tried different ways to stop the rat hiding, but so far without success.
→Use your knowledge of two types of reinforcement to suggest how Lily and Jemima could train their rat to come to the cage door when they open it. [6 marks] (Nov 2021)

Alison is a Psychology teacher who is keen to reduce plastic waste in her school. She box puts a sticker showing an ocean full of plastic waste on each plastic bottle of water sold in the canteen. Alison asks canteen staff to increase the price of bottled water by 20 pence and offer free refills of water to any student taking in their own bottle. Finally, Alison sets up a bottle return desk, where students can get 20 pence back for any plastic bottle they hand in for recycling.
→Describe and evaluate operant conditioning as a way of explaining people's behaviour. Refer to Alison's approach to reducing plastic waste in your answer. [16 marks) (Nov 2020)

he following webasite is also good for testing your knowledge and understanding;

A-Level AQA Psychology Questions by Topic - Revisely

Psychology Revision - PMT (physicsandmathstutor.com)

A-level Psychology AQA Revision Notes (simplypsychology.org)

Assessment Booklet
A Level Religious Studies

What am I being assessed on?

Component 1 – Ancient Philosophical Influences
Component 2 – Situation Ethics
Component 3 – Person of Jesus

AO1 (/16) (40%)
Demonstrate knowledge and understanding of religion and belief, including:
- Religious, philosophical and/or ethical thought and teaching
- Approaches to the study of religion and belief

AO2 (/24) (60%)
Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study

Exam Board:
OCR

Answer **three** exam questions (45 mins each)

What revision material should I revise from?

The following resources will be uploaded to Sharepoint and Classcharts and also shared via email

- ✓ PLC for all three topics to be assessed
- ✓ Exam questions for independent revision
- ✓ Key terms and definitions glossary
- ✓ Empty keywords/concept A3 sheet
- ✓ Revision clock
- ✓ Revision checklist for topics
- ✓ Workbooks for each component
- ✓ Seneca revision tasks

Assessment Booklet
A Level Religious Studies

How can I revise? Specific tasks to complete

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

Additional Revision Tasks & Resources

I think therefore I teach
https://youtu.be/cvRKTmleZsk
https://www.youtube.com/watch?v=aEoRh4wzq38

Ben Wardle: A-level revision playlist:
https://www.youtube.com/watch?v=TaeG8dMybPA

https://www.youtube.com/watch?v=6uaKgr1TBxY

Past Papers here:
Past papers materials finder - OCR

Challenge tasks:

Use the question bank from Essay Practice booklet and complete an essay question for all three areas

Assessment Booklet
A Level Religious Studies

How can I revise? Specific tasks to complete

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

Additional Revision Tasks & Resources

I think therefore I teach
https://youtu.be/cvRKTmleZsk
https://www.youtube.com/watch?v=aEoRh4wzq38

Ben Wardle: A-level revision playlist:
https://www.youtube.com/watch?v=TaeG8dMybPA

https://www.youtube.com/watch?v=6uaKgr1TBxY

Past Papers here:
Past papers materials finder - OCR

Challenge tasks:

Use the question bank from Essay Practice booklet and complete an essay question for all three areas

Assessment Booklet
A Level Sociology

What am I being assessed on?

- Education (Topics 1-6) - 50 marks – 1 hour and 15 minutes

- A four mark question will ask you to 'Outline' two ways in which/reasons why/ criticisms of….
- A six mark question will ask you to outline three ways/ reasons/criticisms.
- A ten mark question (on papers 1 and 3) will ask you to analyse two reasons (applying material from a very short item). You need to give a reason, develop it and analyse it, and then repeat for the next reason. You should spend about 15 minutes on this question. Each reason MUST come from the item!
- A 30-mark essay - Allow yourself enough time – 1.5 minutes per mark = 45 minutes. Read the Question and the item, what is it asking you to do? Do a rough plan - initially this should be 'arguments and evidence' for and 'against' the views in the question, and a few thoughts on overall evaluations/ a conclusion. If you are being asked to look at two things, you'll have to do this twice/ your conclusion should bring the two aspects of the essay together. Overall evaluations – don't repeat yourself, and don't overdo this, but it's useful t tag this in before a conclusion. Conclusion - an easy way to do this is to refer to the item – do you agree with the view or not, or say which of the points you've made is the strongest/ weakest and on balance is the view in the question sensible or not?

What revision material should I revise from?

- All the PowerPoints and workbooks are in the files section of teams
- Class textbook
- Revision guides

How can I revise?

- Practice exam questions
- Completing revision fill-ins
- Flash cards of key concepts and name drops

Additional Revision Tasks & Resources

There are plenty of revision activities for you to use in the following websites;

Sociology | tutor2u

Education / SOCIOLOGY SUPPORT | Hectic Teacher Resources (hectic-teacher.co.uk)

Education | AQA A-level Sociology | The Sociology Teacher

Additionally you can watch these revision videos from Tutor2U which are separated out into the different topic areas;

Durkheim on Education | A Level Sociology - Education (youtube.com)

Education Topic Videos for AQA A-Level Sociology | Collections | Sociology | tutor2u