St. John Henry Newman Catholic School

Holy Cross Catholic Multi Academy Company

YEAR 10

Autumn Assessments 2026



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 in addition to mock examinations taken for English Language in preparation for sitting their GCSE in the summer (2027). The first assessment season is at the end of the Autumn term, then the end of the Spring term and the final assessment season is towards the end of the Summer term. These assessments will be used by teachers to identify strengths and any areas where more support may be needed across all subjects.

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 on **Monday 16th November until Wednesday 25th November 2026**. Teachers will advise students on how to use this booklet in lessons. It can also be used to help students study at home to help remember and recall information. As such, it is vitally important that students bring this booklet into school every day to use in lessons as well as home.

We recognise that sometimes assessment season can cause some students to feel anxious or stressed. If you have any concerns or worries please contact the Head of Year via the school telephone or email below.

We want this to be a positive experience that supports and develops the skills and resilience in preparation for future examinations. If you need any further support, guidance or information please do not hesitate in contacting us.

Yours faithfully

Ms O Laight
Head of Year 10
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Ms E O'Connor
Headteacher
Email: Emma.OConnor@hccmac.co.uk

Timetable

Step One: Circle your assessments

Year 10 Autumn Assessments

Week A 16th to 20th November · Week B 23rd to 25th November 2026

YEAR 10	WEEK A · 16 to 20 NOVEMBER					WEEK B · 23 to 25 NOVEMBER				
	MON 16	TUE 17	WED 18	THU 19	FRI 20	MON 23	TUE 24	WED 25	THU 26	FRI 27
A SIDE	RE		OPTION A	SCIENCE	HISTORY / GEOGRAPHY		OPTION B	MATHS		
B SIDE	RE		OPTION A	SCIENCE	HISTORY / GEOGRAPHY		OPTION B	MATHS		

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

Date *(e.g. Mon 14th March)*	**Period** *E.g. P2*	**Assessment** E.g. English	**Topic** E.g. Transactional Writing
Maths			
Science			
RE			
Geography/History			
Option A:			
Option B:			

Assessment Booklet
Maths Higher

What am I being assessed on? (Higher 10a1,10a2,10a3,10b1,10b2,10b3)

Your Autumn assessment will be a CALCULATOR test based on the following topics:

- Reverse/combined mean
- Stem and leaf diagrams
- Frequency polygons
- Product rule for counting
- Converting units (including units of area and volume)
- Scale drawings
- Percentage change
- Currency problems
- Ratio
- Solving linear equations
- Area and circumference of circles
- Two-way tables
- Pie charts
- Estimation
- Error intervals
- Prime factorisation (including HCF&LCM)
- Index laws
- Expanding and factorising (single brackets)
- Plan and elevations

What revision material should I revise from?

- Use your exercise books to review the lessons you have had since September.
- Login to Mathswatch. It has helpful videos and questions on every topic you might be tested on. Ask your teacher to reset your password if you have forgotten your login details! Unless you've reset them, your password and username will both be pnumber@cncs e.g p1234@cncs

How can I revise?

- Your class teacher will set up a revision task on Maths Watch matching up the topics covered in the Learning Journey
- You can look back at old lessons in your books
- Make posters and revision cards about key methods and facts e.g method for expanding brackets
- Watch videos and complete tasks on Mathswatch.
- Check other revision sources on the internet. For example, Maths Genie or CorbettMaths

What am I being assessed on? (Foundation 10a4, 10b4)

Your Autumn assessment will be a NON-CALCULATOR test based on the following topics:

- Place value
- Time
- Negative numbers
- Powers and roots
- BIDMAS
- Factors, multiples, primes
- Writing and simplifying fractions
- Coordinates
- Pictograms
- Addition and subtraction (integers and decimals)
- Multiplication and division (integers and decimals)
- Rounding (to decimal places and significant figures)
- Listing outcomes
- Simplifying algebraic expressions
- Writing algebraic expressions
- Money calculations
- Fractions, decimals, percentages

What revision material should I revise from?

- Use your exercise books to review the lessons you have had since September.
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- You can look back at old lessons in your books
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- Check other revision sources on the internet. For example, Maths Genie or CorbettMaths

What am I being assessed on?

Paper 1: Biology, Chemistry and Physics

B1 Cell Biology Cell structure, Microscopy, Mitosis & cell cycle, Stem cells, Diffusion, Osmosis, Active transport

- ***C1 Atomic structure and the Periodic table***
- ***P1 Energy***

What revision material should I revise from?

You can use the following resources to revise:

- **PiXL PowerPoints on Class charts**
- **BBC bitesize – AQA Biology**
- **Your exercise books**
- **Pitstops you have already completed**
- **Educake**
- **FreeSciencelessons.com videos on Youtube**

Free science lessons – YouTube playlists

B1 Cell Biology - https://shorturl.at/jfJc8

C1 Atomic structure and the periodic table - https://shorturl.at/5tElE

P1 Energy - https://kntn.ly/88f81636

How can I revise?

- Make mind maps of the topics coming up in your assessment using your school book, revision guide or BBC Bitesize
- Make revision cards with information on one side and questions on the back to test yourself
- Answer the PiXL knowledge questions on each topic and check your answers
- Complete quizzes on BBC Bitesize, Educake & Seneca

Additional Revision Tasks

Watching videos might help you to hear things explained in a slightly different way.
Watch the revision video on the whole of B1, P6 and C7
Create a mind map/revision cards as you watch it.
https://youtu.be/sdpmVQooYS4?si=0jRvGD383EjEK9Xl
https://youtu.be/ZeUNWY7YDAo?si=S0do-OQ06U689xbh
The Whole of AQA - ENERGY. GCSE 9-1 Physics or Combined Science Revision Topic 1 for P1

B1: Make sure that you can answer these key questions:

- ❑ Draw and label examples of prokaryotic (bacteria) and eukaryotic (plant & animal) cells.
- ❑ Describe the functions of the sub cellular structures identified in your drawings.
- ❑ State how to calculate: 1) Total magnification and 2) Magnification if image and actual size is known.
- ❑ Describe what aseptic means and give examples of some techniques.
- ❑ Describe how cells divide by mitosis.
- ❑ Explain what differentiation means and when it occurs.
- ❑ Give an example of when diffusion, osmosis & active transport occur.
- ❑ Compare diffusion, osmosis & active transport.

P1: Energy: Make sure you can answer questions about the following ideas:

- ❑ Identify examples of each type of energy store
- ❑ Identify energy transfers
- ❑ Calculate kinetic, gravitational and elastic energy transfers
- ❑ Calculate work done and power
- ❑ Apply the conservation of energy
- ❑ Calculate the efficiency of energy transfers

C1: Atomic Structure: Make sure you can answer the following questions:

- ❑ State the mass and charge of the sub-atomic particles.
- ❑ Compare the plum pudding model and the nuclear model.
- ❑ Draw the electronic structure of the first 10 elements.
- ❑ Explain why Mendeleev left gaps in his periodic table.
- ❑ Calculate the isotope abundance.
- ❑ Explain displacement between Group 7 elements.
- ❑ Explain the reactivity of Group 1 elements.
- ❑ Set 1 only: Compare transition metals and Group 1 metals.

Assessment Booklet
Religious Education

What am I being assessed on?

Component 1. Origins and Meanings

Topics to revise:

- ❑ Keywords
- ❑ Creation of the universe
- ❑ Sanctity of life/Imago dei
- ❑ Abortion
- ❑ Religious and non-religious views towards the creation of humans
- ❑ The Bible

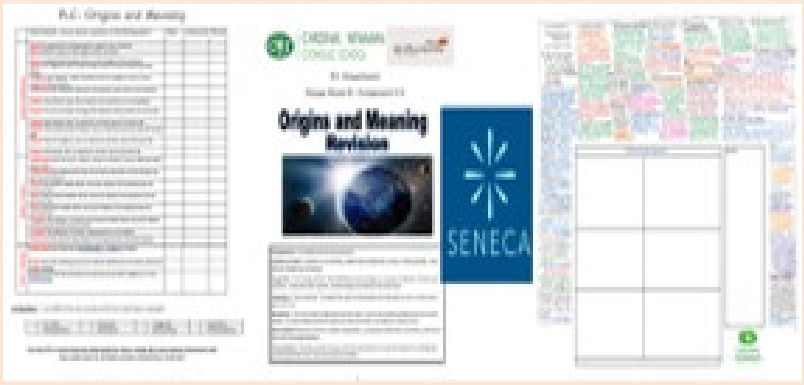
Exam style Questions for this paper:

2X a,
2X b,
2x c,
1x d = Total 45 marks

45 minute assessment

What revision material should I revise from?

- PLC
- Knowledge organiser
- Component 1 mind map
- Component 1 revision guide
- Seneca



How can I revise?

- ➢ PLC – Complete this at the start of your revision to see what you already know and then at the end to see the progress that you have made.
- ➢ Revision guide – Make notes/flash cards on all the topics listed above using the revision guide to help
- ➢ Seneca – Complete Origins and meanings topics online for more interactive revision
- ➢ A3 mindmap – use the mindmap to help you with areas that you are struggling with (remember not all areas are on this assessment though)
- ➢ Create Knowledge organisers – use these to help structure your revision more clearly.
- ➢ Practice timed exam questions using the exam question PPT for B, C and D style questions.

Additional Revision Tasks

Challenge/Extension tasks:

- ❑ Practice timed exam questions using the revision guide example questions for B, C and D style questions .

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

  Remember to aim for 'a mark - a minute'

  A D style question which is worth 15 marks should therefore take you around 15 minutes
- ❑ Don't forget to send any questions you complete to your class teacher either in person/via email for them to check and mark for you

B. Describe two symbols in the Tree of Life Apse Mosaic (5 marks)

C. Explain from either Catholics beliefs and Judaism, or two Christian traditions, beliefs about the creation(8 marks)

D. 'Caring for creation is the most important thing a Catholic can do' (15 marks)

Exam Technique will vary on what your teacher has encouraged you to attempt. The Challenge for exam technique is:
B) 2 x PEE C) 4 x PEE D) 4 x PEE + conclusion

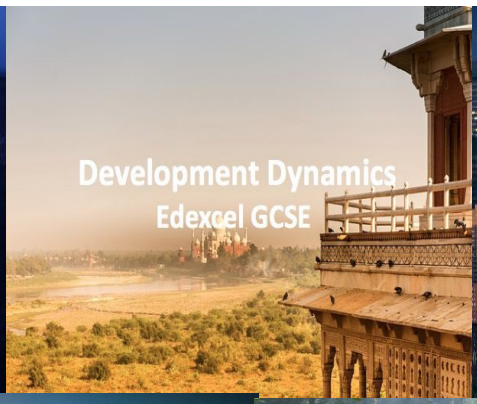
Revision checklist – Tick off the tasks when you have completed them:

- ❑ I have completed the PLC
- ❑ I have made flash cards/revision notes/mind maps using the revision guide
- ❑ I have completed origins and meanings topics on Seneca
- ❑ I have completed the knowledge organisers
- ❑ I have completed practice exam questions

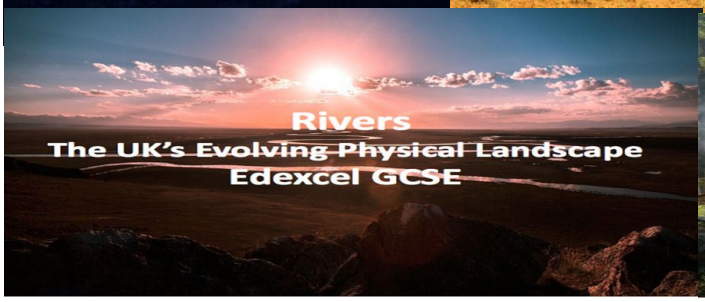
Assessment Booklet
Geography

Autumn Assessment Mock: Paper One Topics 1-3, Paper Two Topic 4B & Paper 3 Topic 8 – Friday 20th November 2026







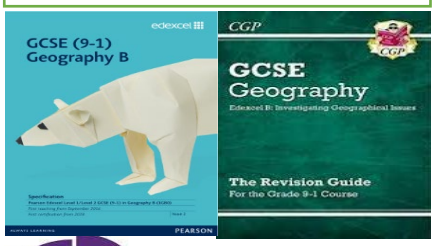




Assessment Mock Key Details:

1. 60 Marks – 60 Minutes.
2. Variety Of 1-2-3-4 Mark Questions.
3. Minimum Of 1 8 Mark Question Based On Any Of The Paper One Case Studies (Katrina/Haiyan/Haiti/Japan/India/Mumbai).
4. Will Include 3-5 Marks Of Maths Questions – Calculator Needed
5. Topic 8: Forests Under Threat Will Be An Unforeseen Element Of The Exam – No Knowledge Shared On Exam Focus/Themes.

Revision Resources



Educake

Links & Guidance

- GCSE Geography Edexcel B Specification (Paper 1 Topics – Pages 11-18): https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/Specification_GCSE_L1-L2_Geography_B.pdf
- GCSE Geography Edexcel B Past Papers (2019-2023): https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials
- **Extra**: Complete assigned weekly/fortnightly Educake quizzes, review key revision guide material, check emails from Mr. Miller for case study packs.

Paper One – Exam Topics, Case Studies & Key Themes







Topic One: Hazardous Earth – Climatic & Tectonic

- **Atmospheric Cells –** Hadley/Ferrel/Polar: Longitude, Latitude & Effects.
- **Pressure Systems** - High vs. Low.
- **Evidence Of Climate Change** - HIT: Historical Sources, Ice Cores & Tree Rings.
- **Climate Change & Global Warming**: Causes & Effects (VASOO/FITED).
- **Tropical Storms**: Formation, Distribution, Dissipation.
- **Tectonic Hazard Formation**: Earthquakes, Volcanic Eruptions & Tsunamis.
- **Plate Boundary Movements**: Convergent, Divergent & Conservative.
- **Volcano Types**: Composite vs. Shield - Plate Boundaries & Lava Type/Composition.

Possible Case Study/8 Marker Focus:
- Tropical Storms: Hurricane Katrina vs. Typhoon Haiyan.
- Earthquakes: Haiti vs. Japan.

Topic Two: Development Dynamics

- **Development Indicators –** GDP, GNI, FDI, Infant Mortality Rate, Life Expectancy, Corruption, Literacy Rate, HDI etc.
- **Development** – Causes & Effects Of Inequalities e.g. Education.
- **Top-Down vs. Bottom-Up Strategies** - Benefits/Challenges.
- **Development** - Causes & Effects Of Changing Economic Sectors & Greenhouse Gas Emissions.

Case Study: India (Topic & 8 Marker):
- **History** – Colonialism, Government, Caste System & Diaspora.
- **Globalisation** – Outsourcing, Remittances, TNC's, Transport.
- **Location** - Oceans, Economic Liberalisation, Kashmir Issue, Trade, FDI, Biomes.
- **Political Organisations** – BRICS, ASEAN, G20 & USA/EU Alliances.

Topic Three: Challenges Of An Urbanising World

- **Megacities** - Reasons For Growth, Features, Positives & Negatives, Formal/Informal Jobs.
- **City Changes** – Urbanisation, Suburbanisation, Deindustrialisation, Counter-Urbanisation, Regeneration.
- **Urban Layers** – CBD, Inner City, Suburbs & Rural-Urban Fringe.
- **Factors Influencing Urban Space** – Accessibility, Planning, Availability, Costs, Topography.

Case Study: Mumbai (Topic & 8 Marker):
- **Site & Situation** – Location & Surrounding Features.
- **Reasons For Quality Of Life Differences** - Government, Property, FDI etc.
- **Top-Down Development** - Mumbai Monorail, Gorai Garbage Site Closure Project & Vision Mumbai.
- **Bottom-Up Development** – SPARC Community Toilets, Hamara Foundation & Agora Microfinance.



Topic 4B: River Processes & Pressures

- **Processes –** Erosion (HACA), Transportation (SSST), Weathering, Mass Movement.
- **Landforms –** Upper/Middle/Lower Course - Formations/River Course Location.
- **Geology –** Rock Groups, Types, Formation & Reasons For UK Distribution.
- **Storm Hydrographs** – Calculations (Peak Rainfall, Peak Discharge, Lag-Time).
- **Flooding: River Severn Floods** – Causes & Consequences.

Extra's: London 1928 Floods, Boscastle 2014, Lynmouth 1952, Coventry 2017 etc.

Assessment Booklet
History

What am I being assessed on?

You will be assessed on the following topics; however, all of this has been covered in class.

- **Medieval Medicine** – Public Health, Surgeons / Doctors, Beliefs, Causes & Treatments
- **Renaissance Medicine** – Public Health, Surgeons/Doctors, Beliefs, Causes & Treatments

What revision material should I revise from?

Medieval Medicine

Renaissance medicine

You can also use:

1. Your exercise books
2. Knowledge organisers on Class Charts
3. Seneca and Educake.

How can I revise?

- ✓ **Quizzing**: create a mini text or quiz on a topic with a friend and swap
- ✓ **Example Questions**: test yourself on the skills by practicing example questions
- ✓ **Mindmaps:** A mind map is a diagram used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole.
- ✓ **Flashcards:** to write keywords or notes on cards and test yourself on the meaning.

Additional Revision Tasks



Cornell Notes: Medieval Medicine

Use this Cornell Notes page to summarise your learning on medicine in Medieval England. Use your notes and activities from the previous pages. Use the titles for each section to help you organise your ideas.

Key words and questions Write them out here and test yourself	**Note taking** Make notes/diagrams on the key features of medicine in Medieval England

Summary

Summarise your key points into essential bullet points

Assessment Booklet
Spanish

What am I being assessed on?

Topics: identity: physical and personality descriptions, and relationships with others.

For your Spanish assessment you need to revise:

- The rules for the present, past and future tenses. I am going to….). The rules to form these tenses are in your exercise book.
- Personality: use of masculine and feminine adjectives.
- Physical description: hair and eyes.
- Verbs: Tener, Ser and Estar. Rules on when to use Ser and Estar.
- Possessive adjectives : mi (s) = my; tu(s) = your/ su(s) his/ her; nuestro/a(s) = our; vuestro/a(s) = your plural; su(s) = their.
- Modern families: family members and types of families.
- Relationships with family and friends.
- Connectives: using “que” = which/ that/ who, “cuando” = when & “donde” = where to make complex sentences.
- Use extended sentences in your writing

- All the vocabulary from seen this term. You will find a copy of all the vocabulary in your book.

Your assessment will include exam style reading, listening and writing tasks.

What revision material should I revise from?

- Your exercise book.
- The grammar booklet given to you by your teacher.
- The Revision Powerpoint presentation that it is in Class Charts.
- The websites you will find in the next page.
- Revise vocabulary using the links below:
  - AQA Spanish GCSE - UNIT 1 - character descriptions - Match up
  - AQA Spanish GCSE - UNIT 1 - Marriage and partnership - Match up
  - AQA GCSE Spanish: Unit 1 - Grammar Immediate future sentences - Complete the sentence
  - AQA GCSE Spanish Unit 1.1 F Hablando de los amigos - Match up

What can I do to prepare myself well?

- Learn the vocabulary of every topic: How? revising, look at the Spanish, cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the Spanish, and write/ say the meaning.
- Make flashcards.
- Use the grammar booklet to revise the tenses: present of regular and irregular verbs, pretérito (past) and future tense: going to…
- The key vocabulary, structures and rules, and how to put them together to produce sentences. Re-do any writing, grammar or vocabulary tasks you have done in class.
- Make sure you use the websites we recommended you practise the vocabulary and the grammar. It will be very useful to learn them.

Use the **websites** below to help you with revision

- **BBC Bitesize GCSE MFLSpanish:** for vocabulary, grammar practice, quizzes, listening and reading tasks, choose the tasks of the topic you are doing.
  GCSE Spanish - AQA (for exams from 2026) - BBC Bitesize

- **Quizlet:** to practise vocabulary, tenses and grammar.

GCSE Spanish AQA Theme 1 Flashcards | Quizlet
AQA NEW GCSE Spanish Unit 1.1F Flashcards | Quizlet
Vocabulary on Personality and Family in Spanish Study Guide | Quizlet
GCSE AQA Spanish Tenses Flashcards | Quizlet

- **SENECA**: for grammar and vocabulary

What am I being assessed on?

All topics (including sub-topics) covered in theory lessons so far;

- 1.1 CPU architecture, performance and embedded systems
- 1.2 Memory and storage
- 1.3 Networks

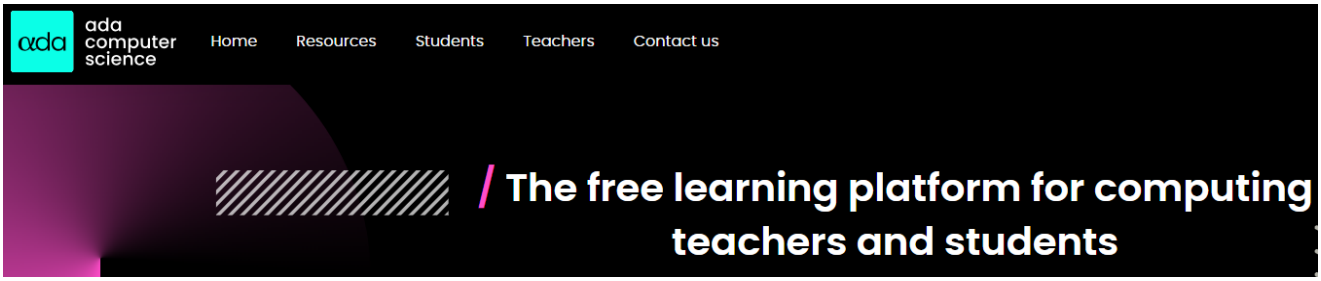
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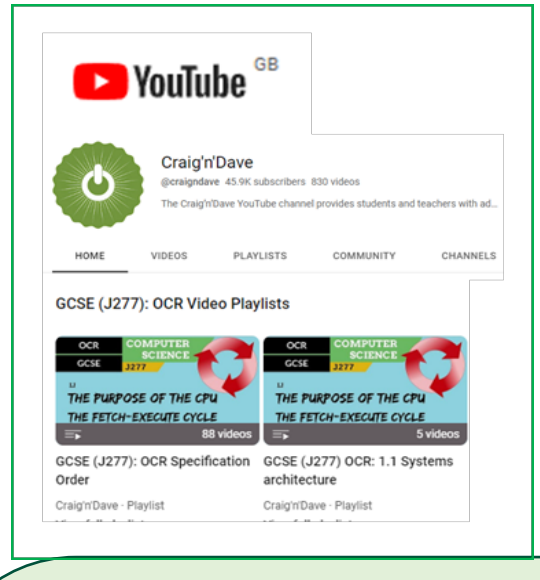
You can use your classwork in your books to make revision notes. The Craig 'n' Dave YouTube channel and Ada computer science website are excellent resources that cover all aspects of your GCSE course (see next page).

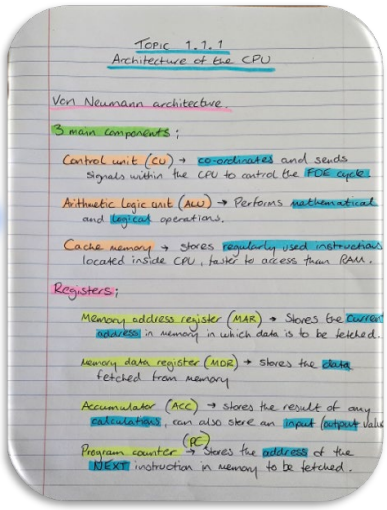
How can I revise?

You can read the materials you have and make notes, use the 'Read, Cover, Write' method to check your knowledge recall.
You could make flash cards or other revision materials such as mind-maps or spider-diagrams.

Additional Revision Tasks







Keywords & Questions

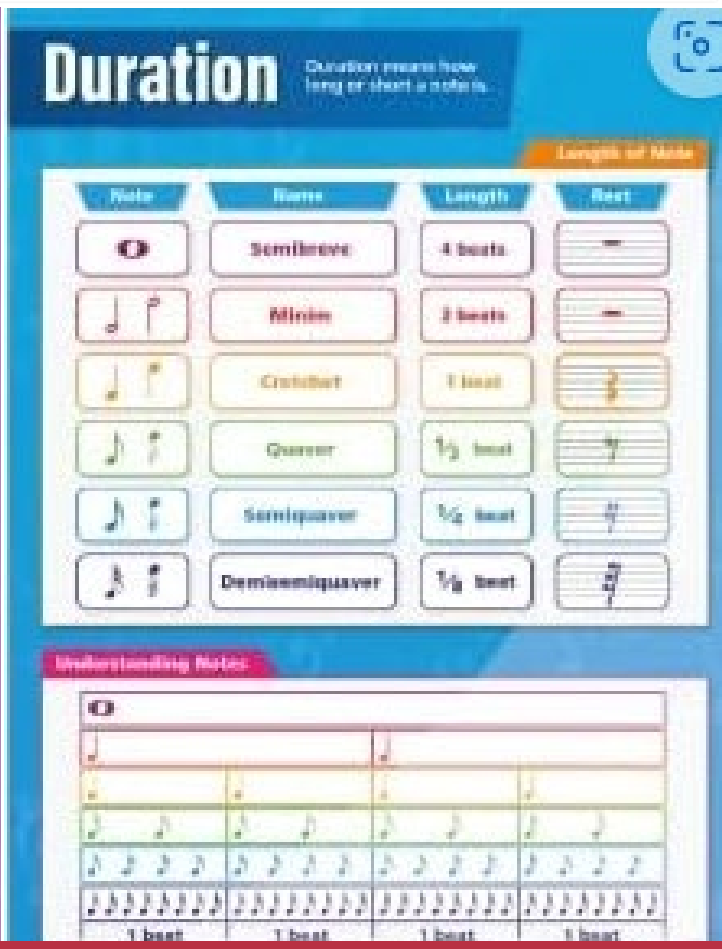
Accumulator
Binary
Bit
Nibble
Byte
ASCII
ALU
Address bus
Data bus
Flash memory
Cache
RAM
ROM
Memory
Input
Output
Storage
Virtual memory
Registers
Fetch
Decode
Execute
Solid state
MAR
MDR
Non-volatile
Volatile
Overclocking
Peripheral
Primary storage

- ❑ What is the purpose of a binary shift?
- ❑ What is a check digit?
- ❑ What is metadata?
- ❑ What are the limitations of the 8-bit extended ASCII character set?
- ❑ What is Unicode?
- ❑ What does it mean when an overflow occurs?
- ❑ What is the difference between lossy and lossless compression?
- ❑ What is ROM?
- ❑ What is the function of RAM?
- ❑ What does sound resolution mean?
- ❑ What does picture resolution mean?
- ❑ List 3 examples of metadata

Across the four areas of study, these are the 'must-know' musical terms for **MELODY**:

Anacrusis	Sequence	Leitmotif/motif	Ornamentation/ decoration
Conjunct (stepwise)	Imitation	Chromatic movement	Countermelody
Disjunct (angular)	Repetition	Pentatonic	Answering phrase
Arpeggio (broken chord)	Contrast	Blue notes	Thematic
Scalic (ascending + descending	Range (Low/high pitch)	Intervals: microtone; semitone; tone/major 2nd; major 3rd; perfect 4th; perfect 5th; major 6th major 7th; octave	Fanfare





RHYTHM	TEMPO	METRE
Semibreve		
Minim	Allegro	
Crotchet	Vivace	Regular
Semiquaver	Allegretto	Irregular
Dotted	Moderato	Accent
Syncopation	Andante	Simple time: 2/4
Swing rhythms	Adagio	Simple time: 3/4
On the beat	Lento	Simple time: 4/4
Off beat	Accelerando	Duple time
Triplet	Ritardando	Triple time
Associated rests	Rallentando	Quadruple time
Driving rhythms	Rubato	Compound time: 6/8
Dance rhythms	Pause	
Rock rhythms		





What am I being assessed on?

You will create a short performance using Brechtian techniques demonstrating you have understood how to:

- Respond to a stimulus
- Apply Brechtian techniques (narration, placards, stereotypes)
- Work as a group
- Perform using competent vocal, physical and movement skills
- Translate your ideas into creative material

What should I revise?

- Your initial response to the stimulus
- Conduct further research into the context of your stimulus
- Research theatre practitioners and identify your inspiration
- Revise notes on workshop participation, what happened and how did you use the skills?
- Revise notes on creation process, identifying key roles of everyone in your group
- Practice your analysis by watching theatre and reviewing the intention of the performance
- Practice your evaluation skills by considering what affect a performance had on you as an audience member and how you could improve it if you were director

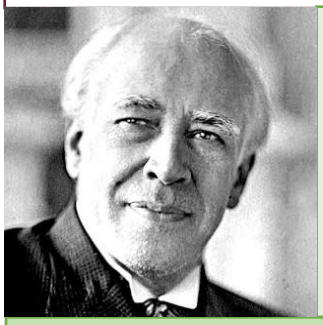
How can I revise?

- Make notes on all workshops completed to date
- Watch and analyse/ evaluate live theatre/ recorded live theatre
- Run lines for your performance

Where can I go for help?

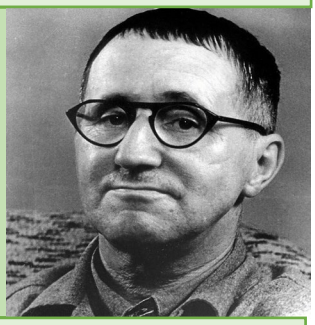
- Using stimuli to develop ideas - Responding to a stimulus - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize
- Exploring different theatrical genres and styles - Selecting a genre or performance style - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize
- What is a theatre practitioner? - Selecting a practitioner - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize
- Stimulus, initial response and ideas - Creating a portfolio or devising log - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize

Key Practitioners



Name: Stanislavski
Style: Naturalism
Key features: Acting system/ emotional memory/ magic-if/ objectives/ given circumstances/ subtext/ fourth wall

Name: Bertolt Brecht
Style: Epic Theatre
Key features: Social issues/ episodic structure/ non-linear performance/ multi-rolling/ placards/ gestus/ direct address





Name: Frantic Assembly
Style: Physical Theatre
Key features: Frantic Method/ building blocks/ chair duet/ round-by-through/ 7-points of contact/ story through movement

What am I being assessed on?

During the assessment you are focusing on the topic of Business Activity. During the assessment you will answer multiple choice questions, definition questions as well as longer style questions such as 3, 6, 7 and 9 mark questions.

Remember when answering questions to use the format:
Point (knowledge and understanding)
Because (applying to text about the business)
Leads to (what will happen if point occurs)
Therefore (will the business increase revenue / profit / market share)

What topics should I revise?

Business Activity topic includes:

- ❑ Business Activity
- ❑ Entrepreneurs and Enterprise
- ❑ Risk and Rewards
- ❑ Business plans
- ❑ Business ownership – sole traders, partnerships, LTD's and PLC's
- ❑ Stakeholders
- ❑ Business Aims and Objectives
- ❑ Business growth





Additional Revision Tasks

As part of your revision you are to complete the following:

- ❑ Educake tasks linked by your class teachers
- ❑ Revision posters on each of the areas stated for assessment
- ❑ Revision key term cards for each of the areas stated
- ❑ Knowledge organisers to support your understanding of the topic
- ❑ Key terms sheet revision – in your exercise books and also on classcharts
- ❑ Complete past questions using the PBLT method used in class as there will be a range of questions to answer
- ❑ Test yourself on key terms and application methods

Supporting materials:

- ❑ Exercise books and class notes
- ❑ Teacher presentations available on classcharts
- ❑ Knowledge organisers blank to support your understanding
- ❑ Key term and definition sheets
- ❑ Past exam questions as provided by your class teacher
- ❑ Multiple choice past question booklet to support your understanding on Topic 1 in Unit 1




OCR

Tuesday 10 June 2014 – Morning

GCSE APPLIED BUSINESS



What am I being assessed on?

During the assessment you are focusing on the topics listed below. You will answer definition questions as well as sentence style questions ranging from 1-9 mark questions.

Remember when answering the sentence style questions,

- Add a different point for each mark.
- Avoid general works like healthy, instead be specific about the point you are making.
- Write words in full rather than abbreviating them, e.g carbohydrates not carbs.

What topics should I revise:

Health & Safety;

- **Micro-Nutrients**
- **Macro-Nutrients**
- **Spread of Bacteria**

Diet & Nutrition;

- **Function of Nutrients**
- **Vitamins & Minerals**

Sensory Qualities;

- **Enzymic Browning**



Useful Websites;

SENECA

FOOD a fact of life

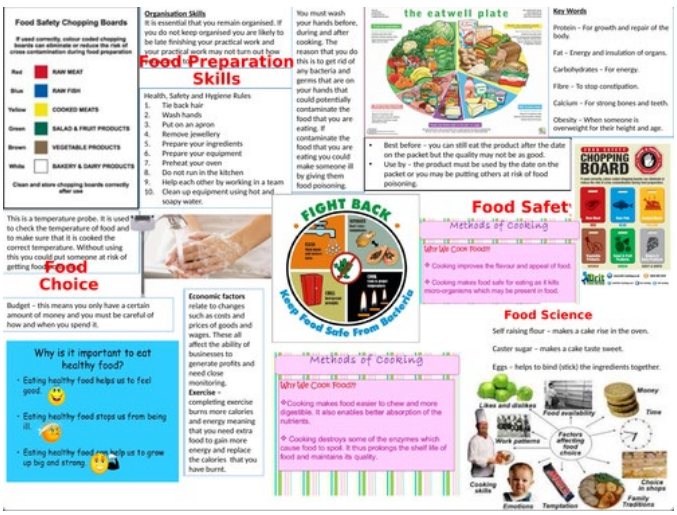
Additional Revision Tasks

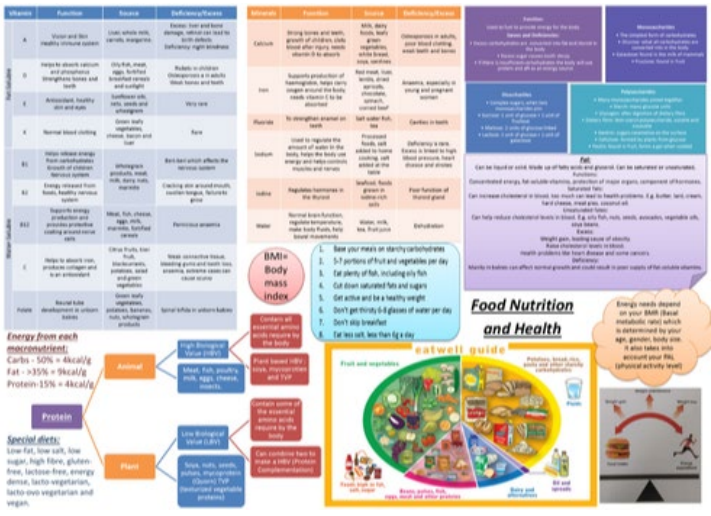
As part of your revision you are to complete the following:

- ❑ Seneca tasks linked by your class teachers
- ❑ Revision posters on each of the areas stated for assessment
- ❑ Revision key term cards for each of the areas stated
- ❑ Knowledge organisers to support your understanding of the topic
- ❑ Key terms sheet revision – in your exercise books and also on classcharts
- ❑ Complete past questions look at complete past papers to give you experience of the range of questions styles to answer
- ❑ Test yourself on key terms and application methods

Supporting materials:

- ❑ Exercise books and class notes
- ❑ Knowledge organisers blank to support your understanding
- ❑ Key term and definition sheets
- ❑ Past exam questions as provided by your class teacher
- ❑ Revision guides and exam practice workbooks





What am I being assessed on?

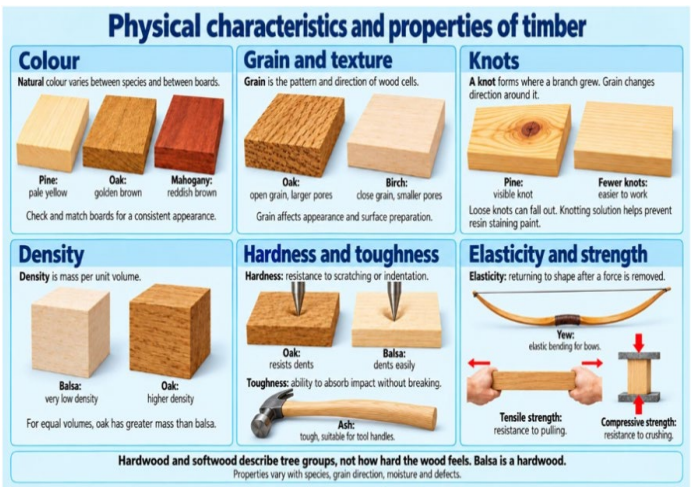
During the assessment you are focusing on the topics listed below. You will answer sentence style questions, definition questions, need to annotate designs as well as complete design drawings. The questions will range from 2-6 marks per question.

Remember when answering the sentence style questions,

- The sentence style questions have twice as many marks as points you need to make. So for each point give the example and then explain why that point is relevant to the specific question.

What topics should I revise:

Isometric drawings
Orthographic drawings
Types of timbers: properties, uses and characteristics
Seasoning
Sustainability
Effects of Deforestation
Production methods and scales of production





Metal	Properties
Mild Steel	Tough, ductile, malleable, magnetic, high tensile strength, easily joined, poor corrosion resistance (rusts).
Stainless Steel	Corrosion resistant, hard, tough, sometimes magnetic, resists wear, difficult to cut. Specific properties can be altered by varying the alloyed metals.
Cast Iron	Hard skin, brittle, soft core, good in compression, self-lubricating, magnetic.

Metal	Properties
Aluminium	Greyish white: corrosion resistant, malleable, ductile, easily machined, good heat/ electrical conductor, excellent strength to weight ratio, polishes well.
Copper	Reddish brown: corrosion resistant, malleable, ductile, tough, easily machined, good heat/ electrical conductor, good hot or cold working, polishes well.
Brass	Yellow: corrosion resistant, easily machined, good heat/ electrical conductor, casts well, harder than copper, polishes well.

Polymer	Form	Properties	Common Uses
Acrylic (PMMA: polymethyl methacrylate) Thermoplastic	• Sheets, rods and tubes. • Available in a range of opaque and transparent colours. • Available in a range of sizes.	Tough, easily finished, easily cleaned, food safe and can easily be scratched.	Shop signs, rear car lights, baths, fish tanks and menu holders.
HIP's Thermoplastic	• Sheets, rods and tubes. •Available in a range of opaque and transparent colours. •Available in a range of sizes.	Lightweight, high stiffness, impact resistant, but can easily be scratched.	Toys, television parts, fridge linings.
Biopol Thermoplastic	• Fibre, granules and sheets.	Lightweight, good electrical insulator, degrades over time when in contact with soil, so can safely be disposed of in landfill.	Disposable cups, razors, cutlery and packaging, surgical stitches and pins.
Polyester resin Thermosettingplastic	• Thick liquid for casting and layup. • Usually used with a catalyst to harden resin. • Can be coloured using pigments.	Rigid, brittle (unless laminated), good electrical and heat insulator, good chemical resistance.	Boat hulls and sports cars bodies, normally formed in conjunction with glass fibre, can also be cast to form decorative items.
Urea formaldehyde Thermosettingplastic	• Powder, granules, preforms.	Rigid, hard, brittle excellent electrical insulator, heat resistant.	Electrical fittings- plugs, sockets and switches, used as an adhesive in man made boards such as MDF.

Stock forms of wood and manufactured boards.

- Lots of different sizes, planks and strips
- PSE (planed square edge) smooth all round
- Rough sawn – not smooth
- Mouldings – skirting boards, frames
- Veneers – Thin cuts of wood glued onto other materials






Useful websites:

www.senecalearning.com

www.https://www.technologystudent.com/

What am I being assessed on?

Paper 1 - Assessment = 45mins. Covering all aspects taught for Paper 1:
Component 1: Fitness and Body Systems (Skeletal and Muscular systems since Sept)

What topics should I revise?

Applied Anatomy and Physiology
Musculoskeletal system: 5 main functions and their role in Sport and Physical Activity (PA)
Bone classifications: I.e. **long bone, short bone, flat bone, irregular bone.** Their functions, appearance and names of the bones in each category.
Joint classifications: i.e. **pivot joint, hinge joint, ball and socket joint, condyloid joint.** Examples of where each type can be found on the body – name of joint e.g. Elbow is a hinge joint
Types of movement and joints : i.e. **flexion/extension, abduction/adduction, rotation, circumduction, dorsi-flexion/plantar-flexion.** Which type of joint allows which type of movement, at which joint those movements take place. Should be applied to sporting actions (movement analysis).
Muscle types: I.e. **cardiac muscle, involuntary muscle, voluntary muscle.** Where these can be found and their function during PA
Also in relation to this: **Vascular shunting – Vasoconstriction/vasodilation. HR – heart rate** and **SV – stroke volume**
Antagonistic pairs: Definition of **agonist** and **antagonist** and how these work together to produce movement – why are they in pairs? You must know the antagonistic pairs for the bodies main muscle groups, examples of sporting movements for the muscles and the movements they cause at the joint.
Muscle fibre types: I.e. **Type I, type IIa, type IIx** Which muscle types are best suited to which activities/sports and why – characteristics of each type e.g. **aerobic/anaerobic**, intensity of activity
See below: Cardiovascular system Functions of the CV system: i.e. **Transport, clotting, temperature regulation.** How these relate to sport and PA.
The Heart: Structure of the heart and the route that blood takes through the heart. Main blood vessels in and out, which areas deal with **oxygenated/deoxygenated** blood.
Blood vessels: i.e. **Arteries, capillaries, veins** and their role in PA. You should know their main features and differences, which carry **oxygenated/deoxygenated** blood and how their features assist their function.
Blood: Main components, i.e. **red blood cells, white blood cells, platelets** and **plasma** and their role in PA.

By the time of your assessment, we will have covered the Skeletal system, Muscular system and hopefully moved on to the Cardiovascular system.

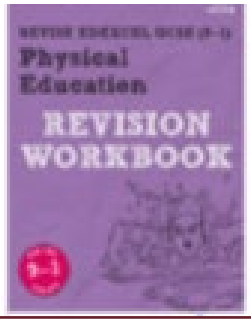
Assessment Booklet
GCSE PE

Useful revision tools - websites/apps etc:

Exam board:
https://qualifications.pearson.com/en/subjects/physical-education-and-sport.html
Revision websites:
https://sites.google.com/view/mrwnukpe/gcse-pe/component-1-fitness-and-body-systems
Revision tools, exam questions and videos related to different topic areas.
BBC Bitesize – GCSE PE

Where can I find the information - subject support e.g. revision materials, revision sessions etc:

Revision workbook
Available from the Pearson website and other stockists. You can use this alongside the revision booklet.
· Use past papers and mark schemes available on the Pearson website.
· Your book that you have created so far is a valuable resource.
· Knowledge Organisers
· Look at the topic breakdown opposite and ensure you are happy with all the information and have access to it in your books.
· Utilise additional study time after school on Fridays.



Additional Revision Tasks

When answering questions with 3 or more marks
Identify - AO1
Explain- how to it will aid a sports performer - AO2
Given a sporting example RELATED to the question - AO3

(Q4) State the classification of the joint at the hip.
(1)
.....

Q4b Explain the importance of the short bones in the gymnast's wrists during the movement shown in **Figure 5**.
(2)
.....
.....
.....
.....
.....
.....

Questions

Q1.

Bones have different **classifications** and **functions**.

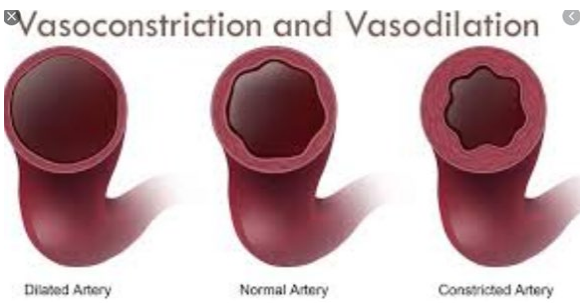
Complete **Table 2** by:

(a) Stating the **classification** of each bone.

(b) Stating a **different function** for each classification of bone.

Bone	(a) Classification of bone	(b) Function of each classification of bone
Femur	(1)	(1)
Vertebra	(1)	(1)
Scapula	(1)	(1)

Table 2



1 Using examples, describe what is meant by **vascular shunting**.

Vascular shunting is the term for the process when blood flow to different parts of the body is altered depending on demand for oxygen. For example, when exercising .....
.....
.....
(3 marks)

2 (a) As demands on the body increase due to exercise, blood flow to different parts of the body alters. Explain how vasodilation and vasoconstriction allow redistribution of blood flow to the digestive system during exercise.

Use your knowledge of the words **constriction** and **dilation** to help, and remember **vaso** relates to blood vessels.

.....
.....
.....
.....
(4 marks)

Assessment Booklet
Media Studies

What am I being assessed on?

1. Terminology [15 marks]
You will be assessed on key subject terminology that we have learnt so far (see on next page)

2. Media Language Analysis [15 marks]
You will be assessed on analysing media language for either **Quality Street** or **No Time to Die.** You will have a 10-mark question and a 5-mark question.





What revision material should I revise from?

1. **Knowledge Organisers** – these will be available on Google Classroom. Scan the QR code to access.
2. **Revision Videos**

QS: https://www.youtube.com/watch?v=0om_gIXb0ck&t=6s
NTTD: https://www.youtube.com/watch?v=Pn60surD2wQ

3. **Terminology Glossary** – these will be available on the next page and Google Classroom. Scan the QR code to access.

How can I revise?

- ✓ Use the **knowledge organisers, revision videos** and the **terminology glossary** to make notes on flashcards/mind-maps/bullet point lists to remind yourself of key examples from the set texts
- ✓ Use the **terminology** on the next page (you'll be assessed on 15 of them) and make flash cards to test yourself e.g. writing the terminology on one flashcard and the definition on another and testing yourself or with friends!

Terminology to Learn

1. **Demographic** = how media producers categorise audiences
2. **Conglomerate** = a big company that owns lots of smaller companies
3. **Distribution** = how a media product is made available for audiences to consume
4. **Media franchise =** a series of films/books/TV programmes that focus on the same characters etc
5. **Political Bias** = when a media product favours a political party e.g., Conservatives
6. **Ideology** = beliefs and values of a media product
7. **Enigma Code** = mysteries or questions created in a media text
8. **Audience interpretation** = The way in which audiences 'read' the meanings in, and make sense of, media products.
9. **Connotation** = personal meaning created from an element of media language
10. **Conventions** = elements of a media text that the audience always expects to see e.g., guns in an action film
11. **Denotation** = the literal meaning of a media text
12. **Diegetic sound** = sound that can be heard in a media text that isn't falsified e.g., speaking, clicking of pens
13. **Circulation** = how many audience members access a media product
14. **Encoding and decoding =** Media producers add messages and meanings in products that are interpreted by audiences
15. **Iconography =** The props, costumes, objects and backgrounds associated with a particular genre
16. **Layout and design = t**he way in which a page has been designed to attract the target audience
17. **Target audience =** who the media text is aimed at
18. **Representation =** how a social group is presented to the audience
19. **Marketing =** how a media product is promoted and teased to the audience before release
20. **Media language =** combination of elements that create meaning in a media text e.g., colour, language etc
21. **Regulation =** rules that a media industry has to follow
22. **Mise-en-scene =** how the combination of images in the frame creates meaning
23. **Mode of address =** how a media text addresses the audience
24. **Subvert =** does not follow the expected values/ideologies etc
25. **Non-diegetic sound =** sound that is added in post-production e.g., backing track
26. **Stereotype =** an exaggerated portrayal of a social group e.g., teenagers are lazy

Additional Revision Tasks

- ❑ Review key context points for **No Time to Die** – create a mind-map, flash cards, use post-its
- ❑ Review key context points for **Quality Street**– create a mind-map, flash cards, use post-its
- ❑ Review key media language points for **No Time to Die** aim for 4-5 points and 3-4 examples of each area - create a mind-map, flash cards, use post-its, create a poster etc.
- ❑ Review key media language points for **Quality Street** aim for 4-5 points and 3-4 examples of each area - create a mind-map, flash cards, use post-its, create a poster etc.
- ❑ Identify 3 ways images are used to create meanings in **No Time to Die**
- ❑ Identify 3 ways images are used to create meanings in **Quality Street**
- ❑ Identify 3 ways layout and design is used to create meanings in **No Time to Die**
- ❑ Identify 3 ways layout and design is used to create meanings in **Quality Street**

Apollo – fancy a challenge?

- ❑ Identify Propp's character theory within **Quality Street**
- ❑ Identify Propp's character theory within **No Time to Die**
- ❑ Identify the Male Gaze theory within **Quality Street**
- ❑ Identify the Male Gaze theory within **No Time to Die**

