

## GCSE Art, Craft & Design – Course Overview

**Exam board:** Edexcel

**Course Title:** GCSE Art, Craft & Design (1AD0)

### Component 1 : Personal Portfolio (Coursework: 60%)

Your portfolio of work will be internally and externally moderated. The portfolio is made up several project units across a range of internally set themes and project briefs. Over the course you will build your skills and knowledge of a wide range of media, techniques and processes. Artists work in both sketchbooks and larger work in portfolios. The coursework is developed through Years 10 and 11. Coursework will include a range of research, written analysis and practical responses which all build up to a series of refined final outcomes.

### Component 2: Externally Set Assignment (Exam: 40% 10hrs)

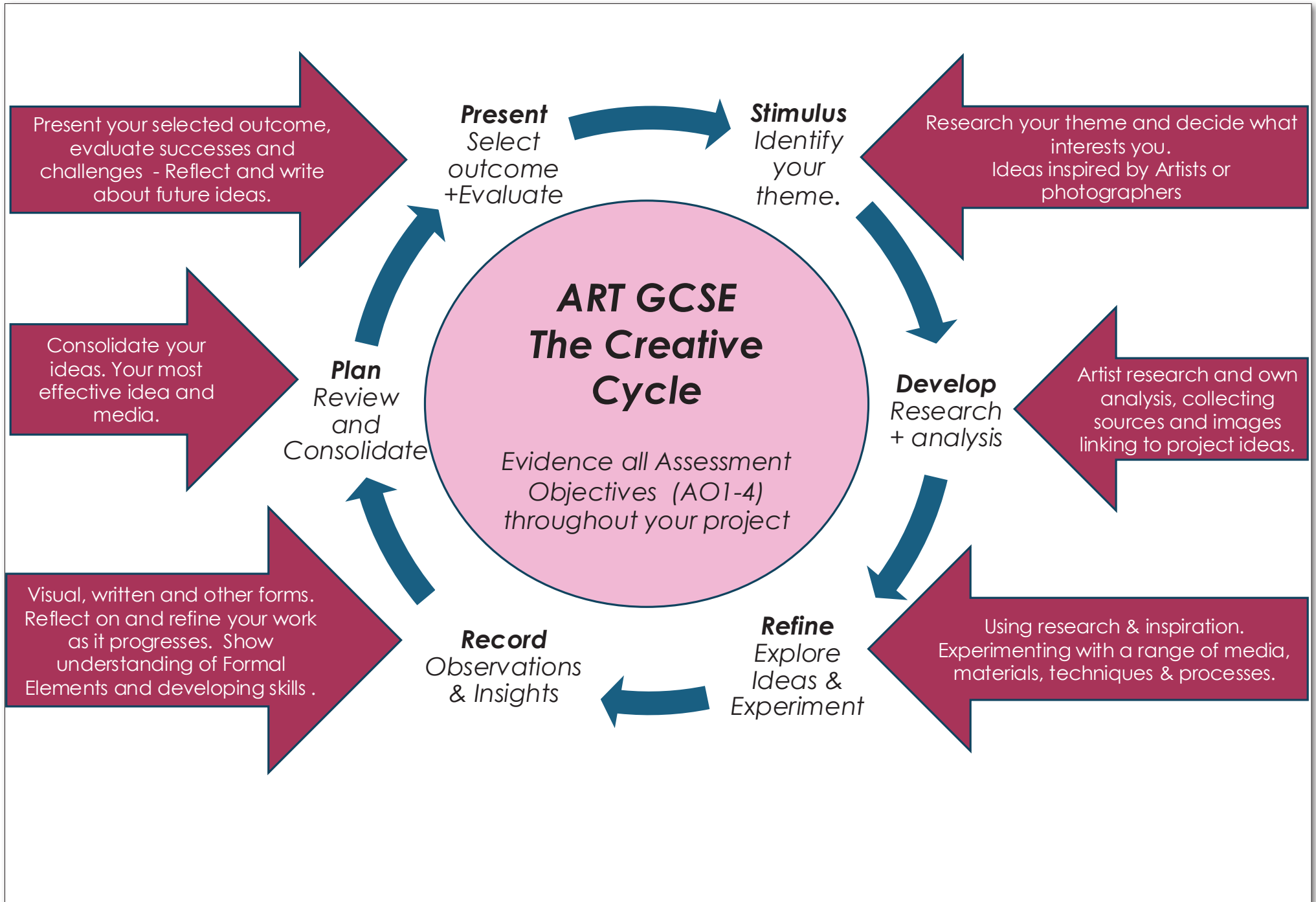
You will create an exam portfolio based on an externally set theme (set by the exam board). Through this you will explore more individual projects and begin to specialise in your chosen medias, techniques and processes. You will develop and prepare for your exam from January to April/ May in Year 11 and this preparation will lead to a final 10-hour exam.

### Key Dates for your diary:

Event:	Date:
Drop-down days	
Art & Photography Trip	
Autumn Term Mock exam	
Spring Term Mock Exam	
Final GCSE Exam	
Coursework Hand-in date:	

Assessment objective	Description	% in GCSE
<b>AO1</b>	Develop ideas through investigations, demonstrating critical understanding of sources.	<b>25</b>
<b>AO2</b>	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	<b>25</b>
<b>AO3</b>	Record ideas, observations and insights relevant to intentions as work progresses	<b>25</b>
<b>AO4</b>	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	<b>25</b>

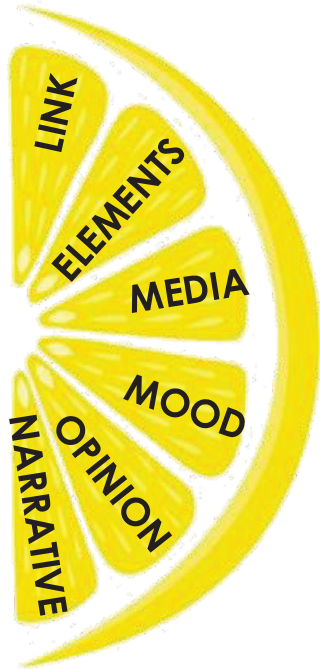
[Link to GCSE Art and Design assessment grid](#)





# Literacy in Art

A guide to analysing your own or others artwork



<b>Link</b>	I am interested in ?..... ?.....'s work because.... <b>(CONTEXT / LINK to your own artwork)</b>
<b>Elements</b>	I can see the most prominent <b>FORMAL ELEMENTS</b> the artist has used are .....
<b>Media</b>	I can see the media/materials/technique/ process the artist has used is .... <b>(PROCESS)</b>
<b>Mood</b>	I think that the work is about... <b>(CONTENT/MOOD ideas, feelings communicated)</b>
<b>Opinion</b>	I think the work is successful because....
<b>Narrative</b>	Relevant biographical information about the artist.

## DEVELOPING YOUR ANALYSIS:

Can you develop your explanation further? You will need to evaluate or justify your point and evidence

- What other sources/evidence supports your point? (Books, journals, articles, documentaries, gallery/exhibition guides etc.)
- Is there another source that is relevant to your point? - for example another artist that is similar or directly opposite that you can compare and contrast?
- Does your selected evidence illustrate similar ideas or an alternative viewpoint/opinion?
- To what extent does the source or evidence make a convincing argument? - Always fact check!

## FORMAL ELEMENTS:

The formal elements of art are the basic units of art, and the means artists use to create and design their work.

<b>LINE:</b> An artist's line is a drawn mark and has length & width. (Mark-making).	
<b>TONE:</b> Shading - The areas of light and dark within an image to create the illusion of depth.	
<b>COLOUR:</b> Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. Groups of Colour: PRIMARY, SECONDARY, TERTIARY. WARM/COLD.	
<b>COMPOSITION:</b> The positioning of elements within an area.	
<b>TEXTURE:</b> The surface quality - textures can be categorised as: VISUAL TEXTURE is a mere illusion & PHYSICAL TEXTURE refers to the tactile features.	
<b>FORM:</b> A shape that is 3D or looks 3D.	
<b>SHAPE:</b> Any area enclosed by a line. Geometric & Organic shapes.	
<b>PERSPECTIVE:</b> A way of showing distance in a drawing or painting.	
<b>SPACE:</b> a feeling of depth or three dimensions. Artist's use of the area within the picture plane. The area around the primary objects in a work of art is negative space, while the space occupied by the primary objects is positive space.	
<b>PATTERN:</b> A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular.	

# WWHQL // Annotating your own work

## Art

### WHAT?

**WHAT IS IT? Describe the piece of work you are annotating**

Here, I have been learning how to..... This is a practice.... This is a series of photographs inspired by..... This is collection of visual research, I have made an artist copy of... This is my first attempt at.....

### WHY?

**WHY DID YOU MAKE IT ? How does this piece link to your project ?**

I have made this piece to.... experiment with.... / to develop ideas about.... / to analyse the style of... To try out the technique of... To develop my skills in ..... I was inspired by..... To examine line / shape / tone / pattern / form / colour / texture / composition / .... ( formal elements)

### HOW?

**HOW DID YOU MAKE IT ? Explain your making process**

I started by.... I drew it using... I painted it with..... I first measured.....,then I ..... I drew/ painted this from my own photograph, I created a background using.... I built up the collage, I layered over my drawings.

### QUALITY

**HOW GOOD IS IT ? WWW / EBI**

I am pleased with the way I.... One good element of this work is.....The best feature of this work is.... I am not happy with.... One area that I can improve on is.... The least successful area is... I wish I had ....

### LEARNING

**WHAT HAVE YOU LEARNT ? What are your next steps ?**

I improved my skills in.... I got better at working in..... I feel more confident about.... To follow this up I will.... I now feel inspired to.... I now have a clearer understanding of... To build on this piece of work I hope to..... For my next development piece, I will...

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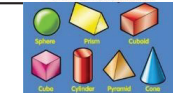
**COMPOSITION:** The positioning of elements within an area.



**TEXTURE:** The surface quality - textures can be categorised as: VISUAL TEXTURE is a mere illusion & PHYSICAL TEXTURE refers to the tactile features.



**FORM:** A shape that is 3D or looks 3D.



**SHAPE:** Any area enclosed by a line. Geometric & Organic shapes.



**PERSPECTIVE:** A way of showing distance in a drawing or painting.



**SPACE:** a feeling of depth or three dimensions. Artist's use of the area within the picture plane. The area around the primary objects in a work of art is negative space, while the space occupied by the primary objects is positive space.



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# A01 EXPLORE ANNOTATE BEGIN TO LINK A THEME IMAGES TO YOUR CHOSEN ARTISTS WORK WRITTEN ANALYSIS ARTISTS LINK ARTISTS WORK TO IDEAS AND ARTWORK RESEARCH

**Assessment Objective 1** is about developing ideas from a starting point to a final piece. This is done through mind-mapping, sketches and studies related to the work of other artists, designers and craftspeople.

You need to analyse and understand these contextual sources, and develop your ideas in a personal way. Don't just state facts that you have found out. Relate what you have found out to your own ideas and experience.

## Checklist

- Have you demonstrated what the starting point, theme or brief means to you personally?
- Have you established a link between the starting point and your chosen sources?
- Have you reflected your understanding of the social and cultural context?
- Is there a clear link between your sources and your own work?
- Is it clear what ideas or techniques from your sources you have developed?



## Use the prompt sheets and writing frames to help you structure your annotation and analysis – WWHQL & LEMMON

WWHQL // Annotating your own work		Art
<b>WHAT?</b>	<b>WHAT IS IT?</b> Describe the piece of work you are annotating	
<b>WHY?</b>	<b>WHY DID YOU MAKE IT?</b> How does this piece link to your project?	
<b>HOW?</b>	<b>HOW DID YOU MAKE IT?</b> Explain your making process	
<b>QUALITY</b>	<b>HOW GOOD IS IT?</b> WWW / EBI	
<b>LEARNING</b>	<b>WHAT HAVE YOU LEARNT?</b> What are your next steps?	



### Literacy in Art

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**DEVELOPING YOUR ANALYSIS:**  
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- What other sources/evidence supports your point? (Books, journals, articles, documentaries, gallery/exhibition guides etc.)
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<b>TOPE:</b> Shading - the areas of light and dark within an image to create the illusion of depth.	
<b>CLOUR:</b> Colour is the element of art that is perceived when light strikes an object. Colour: PRIMARY, SECONDARY, TERTIARY, MIXED/COLOR.	
<b>COMPOSITION:</b> The positioning of elements within an area.	
<b>TEXTURE:</b> The surface quality - textures can be categorised as VISUAL TEXTURE (a new texture) & PHYSICAL TEXTURE (refers to the tactile features).	
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<b>PATTERN:</b> A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular.	

**Link**  
I am interested in \_\_\_\_\_ 's  
because \_\_\_\_\_

**Media**  
I can see the media/materials/ technique/process the artist has used is \_\_\_\_\_

**Mood**  
I think the work is about \_\_\_\_\_

**Elements**  
FORMAL ELEMENTS

**ARTIST IMAGE**

**Opinion**  
I like/ dislike the work because \_\_\_\_\_

**Narrative**  
Relevant biographical information about the artist.

# A02 EXPERIMENT WITH A RANGE OF MEDIA

LINKING TECHNIQUES TO ARTISTS AND THEMES

DRAWING

TEXTILES

MIXED MEDIA PHOTOGRAPHS

WATERCOLOUR

CLAY OIL PASTEL PEN AND INK

## MEDIA CHECKLIST:

Pencil / graphite / Colour pencil  
 Ink drawings / pen – Biro, fine-liner, Charcoal,  
 Oil pastel / chalk pastels  
 Paint – Watercolours, Acrylics, Oils, Gouache  
 White on black – negative  
 Collage / Photomontage  
 Photography – approaches / compositional skills - Photoshop etc. Photomontage, Working into / scratching / drawing/ painting into photographs.  
 Film / animation  
 Printing - Relief printing - Adigraf / lino / polyblock / woodcuts. Intaglio printing - Drypoint print  
 Monoprint – positive / negative  
 Clay – Relief and Intaglio and 3 dimensional  
 3D construction - Withies / wire / tissue paper (wet strength), string and glue / paper straws / wood / papier mache. Plaster Casting – looking at positive / negative space and form.  
 Stencilling - Simplifying images, masking, building up layers. Screenprinting / spray paint / sponging / painting  
 Brusho / inks  
 Textiles - Batik / embroidery / tie-dye / Applique / embellishments / fashion  
 Assemblage / installation



**Assessment Objective 2** is about refining your ideas through selecting and experimenting with appropriate resources, media, materials, techniques and processes.

Your choice of resources should be linked to your understanding of the media and materials used by artists and designers. Practical experience and experimentation will help you understand the possibilities of various media and develop your technical skills.

You don't have to use all the different ideas and methods that you have explored, but your final work should be developed from or link with your studies in different media. It is important to show that you have experimented with processes and techniques, so you should present your samples and studies carefully in your workbook, journal or on mounted sheets.

You should make it clear how and why you have selected and used particular materials and working methods. For example, you could present examples of artists' work alongside your own studies. You could explain the connection in written annotations.

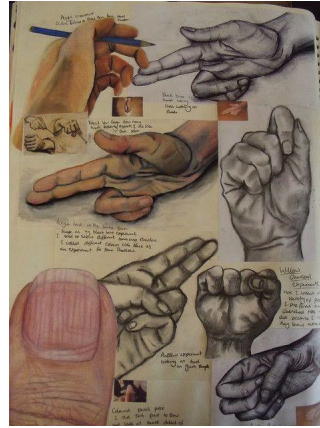
## Checklist

When using your discoveries in media, materials, techniques and processes have you:

- selected and presented your studies carefully?
- made use of your discoveries?
- made clear links between your work and that of other artists, designers and craftspeople?

# A03 IDEAS

IDEAS LINKING TO OBSERVATIONAL ARTISTS WORK DRAWINGS  
 ALL ARTWORK LINKING TOGETHER PLANS, DESIGNS IN A RANGE OF EXPLANATIONS  
 DIFFERENT MEDIA ANNOTATION

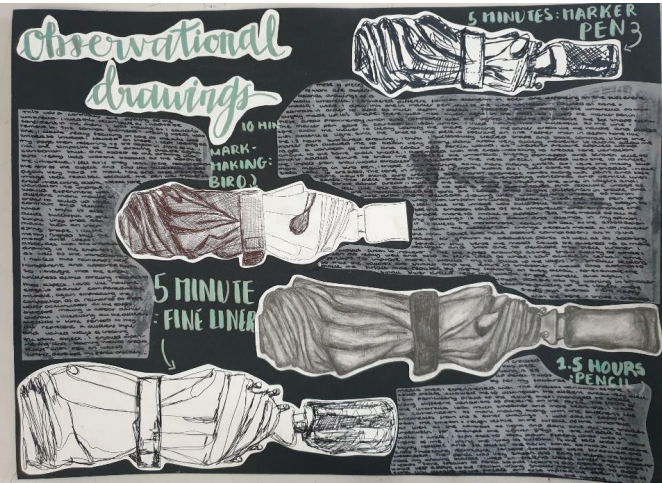


**Observational drawing:** Drawing from looking at an object or image.

**First-hand observation:** Directly observing what is in front of you rather than relying on photographs, memory, or imagination

**Second-hand observation:** Drawing from images or photos.

**Photography:** Using a range of approaches and compositional skills.



**Assessment Objective 3** is about recording your ideas, observations and insights. These can be visual, written and in other forms.

You should work from a range of experiences and stimulus materials, as each of these could lead you to different ways of developing your ideas. You should reflect upon your work, and consider what you have achieved at each stage and what you will do next.

Evidence of your understanding and intentions can be shown by the ways you use media, materials and processes, as well as in the ways that you develop your ideas, skills and techniques.

You should demonstrate that you have reflected on how you developed your ideas. This should be based on your selection of media, sources and contextual material. You need to show you have understood the formal elements in your own work and that of others. You should also consider how you could develop your ideas further on the set brief or theme.

## Checklist

When recording ideas have you:

- collected images to show your inspiration and stimuli?
- made use of drawings, sketches, jottings, photographs and experiments with different media?
- annotated images to explain how they fit into your development process?
- demonstrated your understanding through correct use of art and design vocabulary?
- shown experimentation and selection of the most successful results for your project?
- organised your recordings and presented them to show and explain your decisions?
- clearly linked all of your work to your starting point?

# AO4 FINAL

MEANINGFUL PIECE OF WORK  
INFORMED SHOW UNDERSTANDING  
RESPONSE LINKS  
LINK BETWEEN TO ARTISTS WORK  
VISUALS AND ARTISTS  
PRESENTATION RELEVANT

## PRESENTATION CHECKLIST:

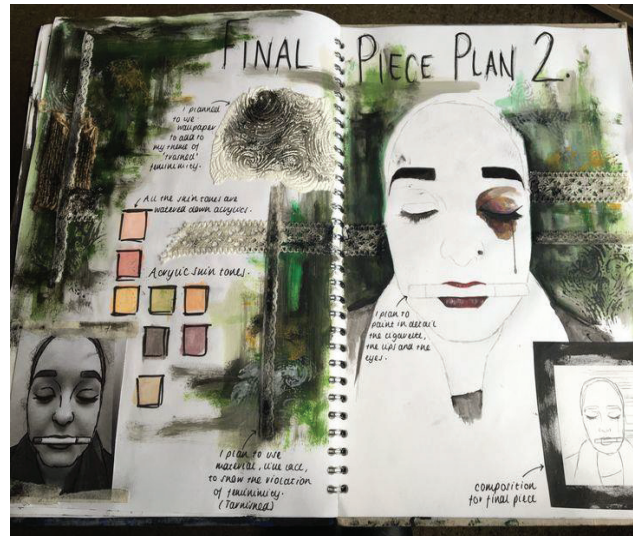
- Response is Personal / Meaningful to you
- Links between your starting point (theme) and source material / stimuli
- Artist inspiration – theme / media / technique
- Evidence of drawing (using sources and in various media)
- Successful media experiments showing skill development.
- Annotation – reflections and showing understanding
- Understanding and correct use of visual vocabulary
- Effective presentation – aesthetic, informative and coherent
- Final response is planned and links to prep work.
- Evaluation

**Assessment Objective 4** is about presenting a personal, informed and meaningful response, from your initial research through to the final piece. You need to demonstrate analytical and critical understanding as you respond to your theme.

You must show that you have understood the theme, and that you have an understanding of the way artists, designers or craftspeople work. You need to demonstrate this understanding in your research and development studies, as well as in your final piece.

To make a meaningful response it is important to demonstrate that you have selected suitable source material and media. You need to make connections between your work and suitable contextual sources. You should record your ideas as you develop them into a completed final piece.

Organise your projects so that the development of your ideas and the connections between all the elements of your work are made clear. There should be a visual 'journey' from your starting point through to your final piece that demonstrates your understanding of your particular area(s) of art and design.



## PLANNING CHECKLIST:

- Media / technique
- Scale (size)
- Composition
- Shape
- Colours
- Sources – primary imagery (own photos)
- Artist inspiration
- Link to theme
- Audience (how / where will you present)

# GCSE Business Studies – Course Overview

**Exam board:** OCR

**Course Title:** Business (9-1)

**Course code:** J204

**Exam length:** 1 hr 30

## Paper 1 Topics

Business Activity	<ul style="list-style-type: none"> <li>1.1 The role of business enterprise and entrepreneurship</li> <li>1.2 Business planning</li> <li>1.3 Business ownership</li> <li>1.4 Business aims and objectives</li> <li>1.5 Stakeholders in business</li> <li>1.6 Business growth</li> </ul>
Marketing	<ul style="list-style-type: none"> <li>2.1 The role of marketing</li> <li>2.2 Market research</li> <li>2.3 Market segmentation</li> <li>2.4 The marketing mix</li> </ul>
People	<ul style="list-style-type: none"> <li>3.1 The role of human resources</li> <li>3.2 Organisational structures and different ways of working</li> <li>3.3 Communication in business</li> <li>3.4 Recruitment and selection</li> <li>3.5 Motivation and retention</li> <li>3.6 Training and development</li> <li>3.7 Employment law</li> </ul>

## Paper 2 Topics

Operations	<ul style="list-style-type: none"> <li>4.1 Production processes</li> <li>4.2 Quality of goods and services</li> <li>4.3 The sales process and customer service</li> <li>4.4 Consumer law</li> <li>4.5 Business location</li> <li>4.6 Working with suppliers</li> </ul>
Finance	<ul style="list-style-type: none"> <li>5.1 The role of the finance function</li> <li>5.2 Sources of finance</li> <li>5.3 Revenue, costs, profit and loss</li> <li>5.4 Break-even</li> <li>5.5 Cash and cash flow</li> </ul>
Influence on business	<ul style="list-style-type: none"> <li>6.1 Ethical and environmental considerations</li> <li>6.2 The economic climate</li> <li>6.3 Globalisation</li> </ul>
The interdependent nature of businesses	<ul style="list-style-type: none"> <li>How do all functional areas link to one another?</li> <li>How can a business use financial information to aid decision making?</li> </ul>

Each paper is worth 50% of your overall grade

## GCSE Business Studies – Understanding the case study

In both paper 1 and paper 2 you will be given x3 real life business case studies. You must use the case study to **contextualise** your answers that follow each case study.

### Example Case study:

#### Walkers Snack Foods Ltd

Walkers Snack Foods Ltd (Walkers) manufactures well-known snacks, including Walkers crisps, Quavers and Wotsits. The company has a market share of more than 50% of the UK potato snack market. The company aims to maintain its market share and to increase profitability.

Walkers uses different marketing strategies as the snacks move through the stages of the product life cycle. Flavours are regularly added to Walkers' range of crisps, often trialling new flavours before launching them. Recent examples have included 'fish & chips' and 'chicken burrito' flavours.

Walkers have responded to concerns about healthy eating by adapting its product range, including:

- recipe changes to reduce added salt by 25% and saturated fats by up to 70%
- a reduction in bag size
- multipacks now containing 22 bags rather than 24, with no change in price.

These changes were supported by a marketing strategy which affected all elements of the marketing mix.

An independent market research company arranged focus groups in both 2017 and 2022 to look at healthy eating trends. It found that:

- 46% of people were concerned about healthy eating in 2017, compared with 60% in 2022.
- In 2022, 36% of people considered whether a snack was healthy before buying it.
- In 2017, 26% of people thought that snack companies were trying to produce more healthy products. By 2022 this figure had increased to 29%.

Every question that includes the business' name requires an answer that links back to the case study.

### MOPS

When reading your case studies, consider the following:

- **Market** – What market/industry is this business operating in?
- **Objectives** – What are the specific targets this business is trying to achieve?
- **Product** – What is this business selling?
- **Situation** – What is happening in the external environment of this business?

You are encouraged to use a highlighter and identify the MOPS elements.

### Example MOPS Annotation of the Walkers case study:

- **Market** – Walkers operates in the potato snack market
- **Objectives** – The company aims to maintain its market share and to increase profitability
- **Product** – Walkers are trialling new flavours "Fish & Chips" and "Chicken Burrito"
- **Situation** – Healthy eating is becoming increasingly popular & consumers are becoming more aware of the impacts food is having on their bodies.

(i) Analyse **one** advantage for Walkers of each promotion method.

Advertising in national newspapers for a four-week period

## GCSE Business Studies – Question structure break down

To gain full marks in each question you must understand what assessment objective you are being assessed on.

**Highlight** or underline the command word before you begin answering the question to ensure you are giving the examiner what they want.

AO	What should you show?	Associated command word
AO1	Knowledge and Understanding	Define / Explain / State
AO2	Application	Include a link/stat/quote from the case study
AO3(a)	Analysis	Analyse one / Analyse two
AO3(b)	Evaluation	Evaluate / Discuss

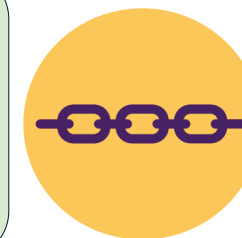
Question Type	AO	Advised structure	Example question	Model answer
Explain (2 Marker)	AO1 x 2	Make your point (AO1) Explain what it means (AO1)	<b>Explain</b> one way that a business can segment its market.	One way a business could segment its market is by age <b>(AO1)</b> , for example aiming to sell to elderly people <b>(AO1)</b> .
Analyse (3 Marker)	AO1 x 1 AO2 x 1 AO3a x 1	<b>PAPA</b> Point (AO1) Application (AO2) Analysis (AO3)	<b>Analyse one</b> likely reason why Nina sends a weekly update to her employees.	The weekly update will enable Nina to share the achievements <b>(AO1)</b> of some of the 80 employees <b>(AO2)</b> . This should help improve employee motivation <b>(AO3a)</b> .
Explain (6 Marker)	AO1 x 3 AO2 x 3	Point (AO1) & Application (AO2) Point (AO1) & Application (AO2) Point (AO1) & Application (AO2)	<b>Explain</b> how the objectives <b>of three</b> external stakeholder groups can be satisfied by Nina's Knitting Supplies	Customers want to pay low prices <b>(AO1)</b> when buying wool <b>(AO2)</b> .  Suppliers would like to receive large orders <b>(AO1)</b> . Since Nina has 10 shops her orders are likely to be relatively large <b>(AO2)</b> .  The Government will benefit from increased taxes from Nina's profits <b>(AO1)</b> as Nina expands in the next 5 years <b>(AO2)</b> .

## GCSE Business Studies – Question structure break down

AO	What should you show?	Associated command word
AO1	Knowledge and Understanding	Define / Explain / State
AO2	Application	Include a link/stat/quote from the case study
AO3(a)	Analysis	Analyse one / Analyse two
AO3(b)	Evaluation	Evaluate

### Analysis logical chains:

- "This is beneficial because..."
- "This will lead to..."
- "As a result.."
- "The impact of this is..."
- "This is a disadvantage because..."



Question Type	AO	Advised structure	Example question	Model answer
Analyse (6 Marker)	AO1 x 2 AO2 x 2 AO3a x 2	<b>PAPA X 2</b> Point (AO1) Application (AO2) Analysis (AO3a) Different Point (AO1) Different Application (AO2) Different Analysis (AO3a)	" <b>Analyse</b> two advantages for Walkers of trialling new products before launching them"	Reduces the risk of introducing an unsuccessful product ( <b>AO1</b> ) which may have led to a reduction in the firm's reputation ( <b>AO3a</b> ) and a fall in Walkers' 50% market share ( <b>AO2</b> ).  Sales figures will give an indication of which products will be successful ( <b>AO1</b> ). Walkers can then concentrate its resources on those particular flavours ( <b>AO2</b> ), increasing profit ( <b>AO3a</b> ).
Evaluate (7 Marker)	AO2 x 2 AO3a x 3 AO3b x 3	Argument 1 in context (AO2) Analysis (AO3a) Argument 2 in context (AO2) Analysis (AO3a) Conclusion (AO3b) Justification (AO3b) Further analysis (AO3b)	" <b>Evaluate</b> whether or not Nina's Knitting Supplies should continue to grow organically"	Organic growth would help her keep control in the same way she has done for 15 years ( <b>AO2</b> ). This means she does not have to share future profits with anyone ( <b>AO3a</b> ).  However, knitting is becoming very popular ( <b>AO2</b> ) so external growth may help her rapidly increase her market share by reducing the competition. This may lead to an increase in profit ( <b>AO3a</b> ).  Overall, I believe Nina should use external growth ( <b>AO3b</b> ). A merger with another knitting shop would help her increase her market share faster than if she grew organic organically ( <b>AO3b</b> )( <b>AO3b</b> )

## GCSE Business Studies – 9 Mark Question structure break down (\*) Paper 1

### Paper 1 - 9 Mark Questions

<b>REMEMBER</b>	9-mark questions in paper one will be labelled with "(*)" (*) You must quantifiably analyse the data in the case study EG. Calculate the difference, % increase, % decrease, average before you use the data.
<b>Question type</b>	Evaluate (9 Marker)
<b>AO</b>	AO1 x 2    AO2 x 2 AO3a x 2    AO3b x 3
<b>Advised structure</b>	Define the key concept (AO1) Define the impact of the key concept (AO1) Argument 1 in context (AO2) Analysis logical chain (AO3a) Argument 2 in context (AO2) Analysis logical chain (AO3a) Decide/Conclude (AO3b) Justify (AO3b) Further analyse the impact (AO3b)
<b>Example Question</b>	* Evaluate, with reference to the data in Text 3, whether Walkers' marketing department should consider introducing healthier products.
<b>Model Answer</b>	Marketing involves finding out what products people want (AO1) . Introducing healthier products would widen the company's target market (AO1) as 6 out of 10 people are now concerned about healthy eating (AO2), so this would increase Walkers' sales (AO3a) . As 14% more people are concerned about healthy eating (AO2), then the new snacks would appeal to more customers which would increase Walkers' market share (AO3a) . I think that Walkers should make its product ranges healthier (AO3b). Although more customers of snacks are less bothered about healthy eating, the trends is growing and to attract new customers healthier snacks may be needed (AO3b) (AO3b).

## GCSE Business Studies – 9 Mark Question structure break down (Paper 2)

### Paper 2 - 9 Mark Questions

<b>REMEMBER</b>	9-mark questions in paper two will likely be linked to chapter 7 "The Interdependent nature of business" 9-mark questions in paper two will require you to evaluate between different functional areas of the business (EG. Marketing, Operations, Finance and HR) or between stakeholders (EG. The government, suppliers, customers, employees etc.)
<b>Question type</b>	Evaluate (9 Marker)
<b>AO</b>	AO1 x 2    AO2 x 2 AO3a x 2    AO3b x 3
<b>Advised structure</b>	Define the key concept (AO1) Define the impact of the key concept (AO1) Argument 1 in context (AO2) Analysis logical chain (AO3a) Argument 2 in context (AO2) Analysis logical chain (AO3a) Decide/Conclude (AO3b) Justify (AO3b) Further application / analysis of the impact (AO3b)
<b>Example Question</b>	Evaluate how Pukka Pies Ltd's environmental considerations might influence its marketing mix.
<b>Model Answer</b>	Environmental considerations are about the natural world (AO1) such as increased use of recycled products (AO1). If Pukka Pies is taking its environmental responsibilities seriously then it may have to increase prices (AO2) as it may use more expensive suppliers (AO3a). Pukka Pies may also ensure the distribution (AO2) of its pies have less of a carbon footprint by using electric transport (AO3a). Overall PP being more environmentally friendly may have a big impact (AO3b) as costs increase. This may particularly lead to higher prices to cover these costs (AO3b) although this may be offset by the lower costs now none of Pukka Pies' waste goes to landfill (AO3b).

## GCSE Business Studies – 9 Mark Question structure break down (Paper 2)

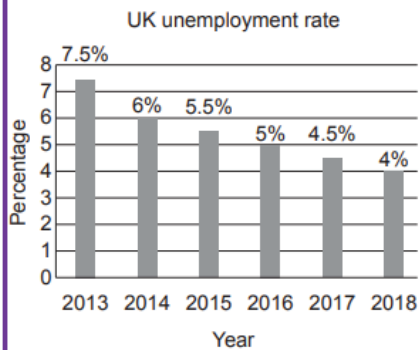
Evaluate how globalisation may bring risk and reward to the shareholders of AM plc

### Aston Martin plc

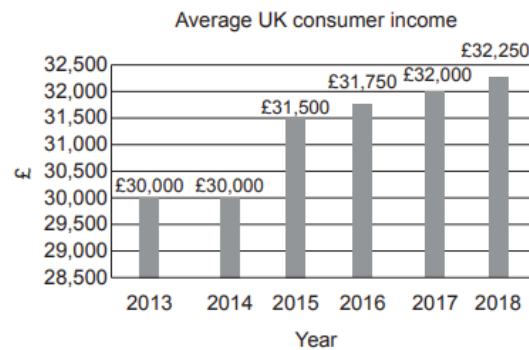
Aston Martin plc (AM plc) is a British manufacturer of luxury sports cars. It has more than 150 car dealerships in over 50 countries on six continents. Its globalised supply chain includes suppliers from the UK, EU and across the world. The company is also expanding its brand to include speed boats, submarines and property development.

Its headquarters and the main production site are centrally located in Warwickshire, England, on the site of a former RAF airbase. It employs over 3000 workers on this site, who are highly skilled engineers and who produce each car using the most up-to-date machinery. When the cars are finished, they are then transported from central England all over the UK and beyond. The demand for AM plc products is influenced by many factors, including UK unemployment rates and consumer income levels.

Bar chart 1



Bar chart 2



AM plc is proud of its commitment to the environment, which includes trying to produce goods sustainably. It also considers ethical issues in its decision making.

#### Definitions:

Globalisation is the process of businesses around the world becoming interconnected **(AO1)** which leads to greater trade of capital, money and people. Shareholders are individuals with a % of a business' equity who are entitled to decisions and a return on their investment in dividends **(AO1)**.

#### Argument 1: Globalisation will bring reward to the shareholders of AM PLC.

**Contextualised point:** Globalisation increases the size of the market, giving AM plc opportunities to sell more luxury sports cars to more customers **(AO2)**

**Analysis:** This may lead to more profits and increased dividends for shareholders **(AO3a)**

#### Argument 2: Globalisation will bring risk to the shareholders of AM PLC.

**Contextualised point:** However, being a global brand, AM plc will also face more competition **(AO2)**.

**Analysis:** This may force the business to cut costs or change the way in which the product is promoted in different countries which may affect profitability and a fall in its share price **(AN)**.

#### Conclusion:

The risks of globalisation are greater than the rewards to the shareholders of AM PLC **(AO3b)**.

AM plc will need to carefully monitor the legal, political and regulatory requirements in each of the countries they sell to **(AO3b)**.

Of course, the impact on shareholders will depend on which countries AM plc expands to **(EVAL)**.

## GCSE Business Studies – Top Tips & Formulas

Every question that includes a business' name requires an answer with a link to the case study!

A recommendation question will follow a 6 marker "Analyse" question

In a recommendation question you are awarded 1 mark simply for stating your opinion!

Answers for "Analyse" questions should follow the PAPA structure

PAPA stands for:  
**P**oint / **A**pplication / **A**nalysis

You are not awarded any AO1 marks in a 7-mark question so please do not waste your time providing definitions. Start your answer straight away with a point in context to the case study

Concept	Formula
Revenue	Price X Quantity
Gross Profit	Revenue – COGS
Net Profit	Gross Profit – Expenses
Gross Profit Margin	$\text{Gross Profit} / \text{Revenue} \times 100$
Net Profit Margin	$\text{Net Profit} / \text{Revenue} \times 100$
Break-Even	Fixed Costs / Contribution
Contribution	Selling Price – Variable costs
Net Cash Flow	Cash inflows – Cash outflows
Closing Balance	Net cash flow + Opening balance
Average rate of return	$\text{Average annual profit} / \text{cost of initial investment} \times 100$

# GCSE Design & Technology – Course Overview

**Exam Board:** Eduqas

**Course Title:** GCSE Design and Technology

## Component 1:

### Design and Technology in the 21<sup>st</sup> Century

**Written Examination: 2 Hours**

**50% of Qualification**

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:

- Technical principles
- Designing and making principles

Along with their ability to:

- Analyse and evaluate design decisions and wider issues in design and technology.

## Component 2:

### Design and make task

**Non-exam Assessment (NEA): Approx. 35 Hours**

**50% of Qualification**

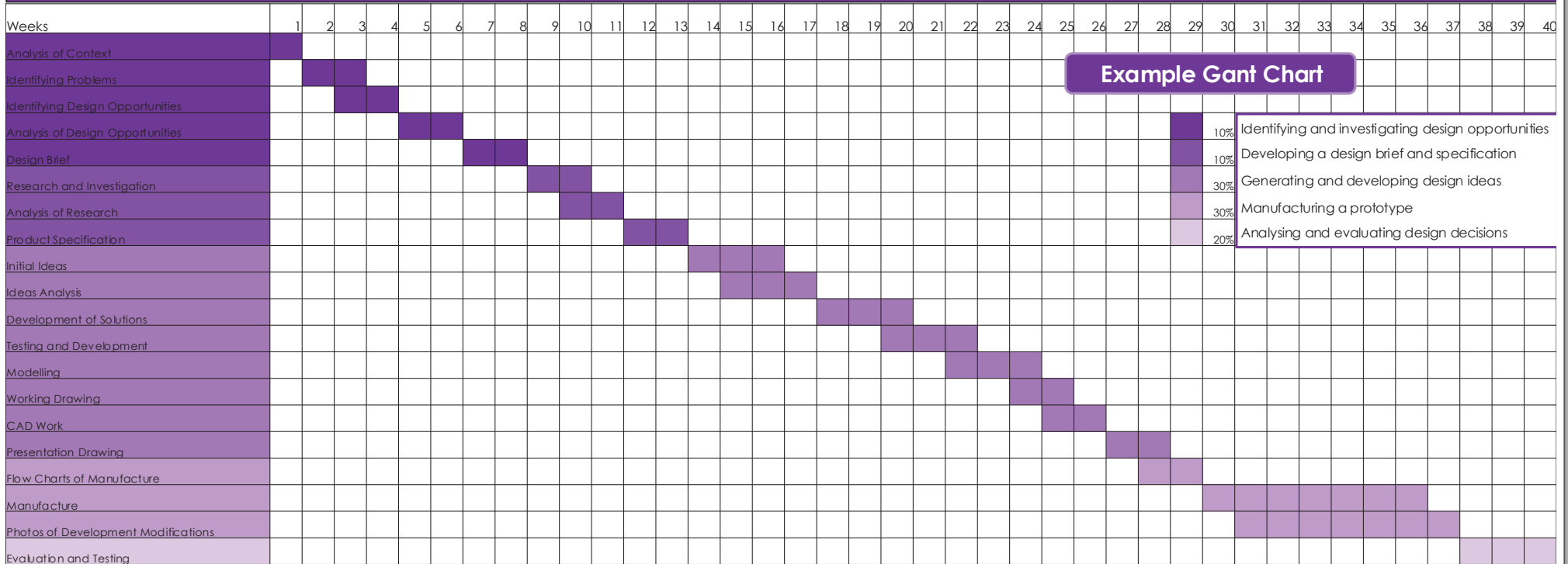
A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

- Identify, investigate and outline design possibilities
- Design and make prototypes
- Analyse and evaluate design decisions and wider issues in design and technology.

Assessment Objective	Description	Component 1 (Exam)	Component 2 (NEA)	Overall Weighting	
AO1	Identify, investigate and outline design possibilities to address needs and wants	-	10%	10%	
AO2	Design and make prototypes that are fit for purpose	-	30%	30%	
AO3	Analyse and evaluate: <ul style="list-style-type: none"> <li>• Design decision and outcomes including for prototypes made by themselves and others</li> <li>• Wider issues in design and technology</li> </ul>	10%	10%	20%	
AO4	Demonstrate and apply knowledge and understanding of: <ul style="list-style-type: none"> <li>• Technical principles</li> <li>• Designing and making principles</li> </ul>	40%	-	40%	
		<b>Total</b>	50%	50%	100%

# GCSE Design & Technology

## Component 2 Non-Exam Assessment (NEA) Timeline



Example Gant Chart



Top Tip! As soon as you know what you're going to make, start staying after school to start manufacture. The sooner you start, the sooner you finish and will be able to focus on your book work and revision. Students never regret this decision!

# GCSE Design & Technology

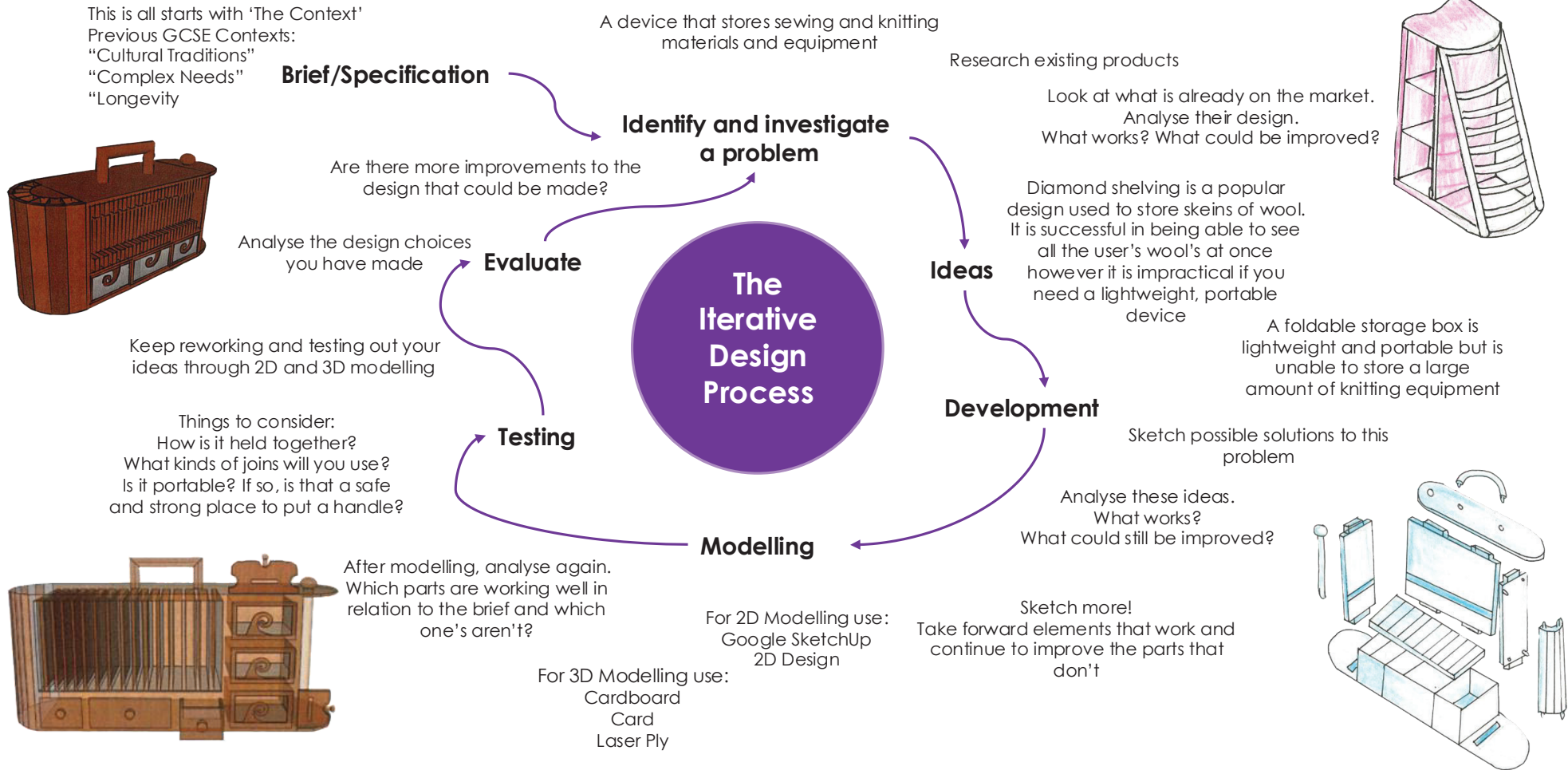
## Writing a Design Brief

### Example Technical Design Specification

Title	<b>What are you making?</b> A potato ricer
Function	<b>What is the main purpose of it?</b> To make smooth mash potatoes with average size potatoes, using minimal human strength
Quality Standards	<b>In what ways does it need to be safe?</b> The potato ricer must be designed to meet all relevant standards
Styling Aesthetics	<b>What look will it have?</b> Single colour, simple finish with a nod of futuristic space travel. The handle must be minimum 20cm long
Performance	<b>How will it work?</b> A hand-held device which mashes baking potatoes with the least amount of physical strain and with the least amount of waste
Intended Markets	<b>Who is it for?</b> Chefs and amateur/home cooks
Size	<b>What is the maximum height and width?</b> Maximum height: 15cm Maximum width: 10cm
Ergonomics	<b>What features will it have to make it user friendly?</b> Lightweight, only 1 type of action needed to operate it, easy to clean, long handle
Maintenance	<b>What features will it have to make it easy to look after?</b> Dishwasher safe, heat resistant up to 100C, made of plastic and stainless steel so no rusting
Production Methods	<b>What material is it made from and how is it held together?</b> Stainless steel held into place with plastic a frame
Cost	<b>What is the cost to make 1 unit?</b> £6
Regulations	<b>Does the design meet all UK regulations that relate to this type of project?</b> The design should meet all UK regulations that relate to this type of product.
Scale of Production	<b>Will this product be produced on mass or in small batches?</b> This design will be manufactured by a small-scale production, making only 30 products at a time.

# GCSE Design & Technology

## The Design Process



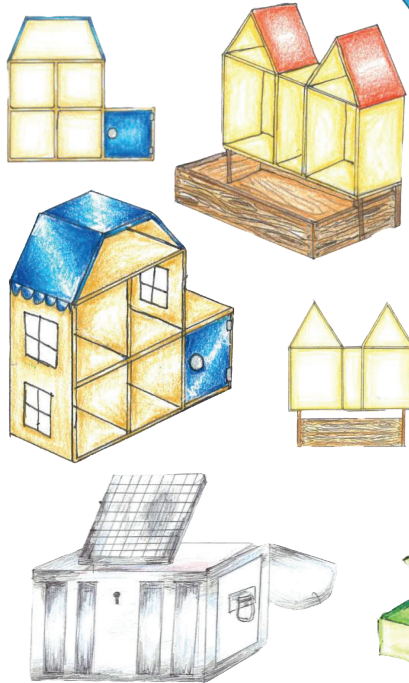
# GCSE Design & Technology

## Drawings

### 2D and 3D Drawing

Draw different views to clarify your decisions.

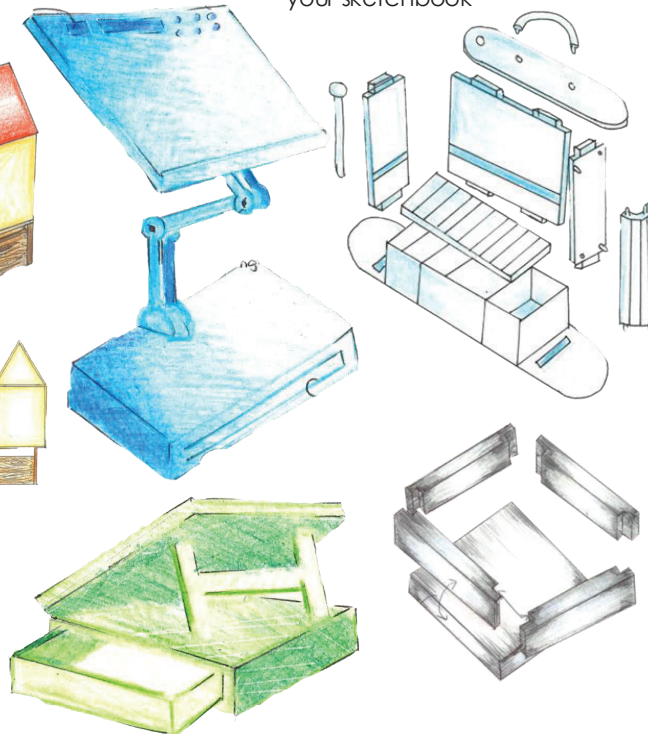
The most common style of drawing in your book. Use this style of drawing from 'Analysis of Ideas' all the way to 'Further Development'



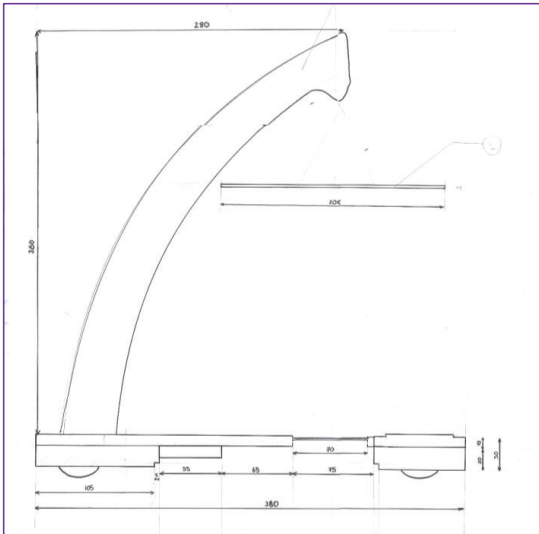
### Exploded Drawing

Draw the product taken apart showing assembly. This will clarify how the design is held together

Use this technique when developing more specific ideas during the 'Modelling' and 'Testing' sections of your sketchbook



### Working Drawing



A scaled drawing, with a cutting list, showing all the dimensions of the product. The cutting list must identify all the materials, and the amounts required.

You will only need to this style of drawing once you have completed all your development and testing. This will be an exact drawing of what you will make.

Working drawings are drawn on A1 paper and are crucial to understanding how you're going to make your project

#### Title: Child's Nightlight Mobile

Scale: 1:1		Dimensions in mm			
Part	Number Off	Length	Width	Thickness	Material
Side	2	380	320	15	Beech
End	2	380	380	15	Beech
Arm	1	280	360	20	Pine

# GCSE Design & Technology

## Word Bank

Word	Definition	Word	Definition
<b>Tension</b>	A stretching or pulling force	<b>Density</b>	A material's mass per unit volume.
<b>Compression</b>	Compression is a squashing or pushing force	<b>Absorbing</b>	The ability of a material to take in or soak up liquids.
<b>Bending</b>	To shape or force something into a curve or angle	<b>Fusibility</b>	The ability of a material to be warmed into a molten state and used to join materials together.
<b>Shearing</b>	A cutting force where the opposing forces are not directly opposite each other.	<b>Electrical Conductivity</b>	The ability of a material to conduct electricity
<b>Torsion</b>	A twisting force that attempts to rotate two ends of a piece of material in different directions.	<b>Thermal Conductivity</b>	The ability of a material to conduct heat.
<b>Strength</b>	The capacity of an object or substance to withstand great force or pressure.	<b>Ductile</b>	The ability of a material to be stretched or pulled into another form without breaking.
<b>Hardness</b>	The ability of a material to scratch another substance or be itself scratched.	<b>Malleability</b>	The ability of a material to be bent and shaped without breaking.
<b>Toughness</b>	The ability to withstand shock loading without fracture.	<b>Elasticity</b>	The ability of a material to be stretched and return to its original state.
<b>Seasoned Timber</b>	The process of drying out the water from "wet" or "green" timber is termed "seasoning", or more simply "drying".	<b>Synthetic</b>	Made artificially and not produced from natural substances:

### Use these words when analysing ideas

e.g. "The design brief states that the product must be easily portable; given the **density** of Beech, a less dense wood like Scott's Pine would work better"

"I will use clear acrylic as it is both stronger and cheaper than glass, however since it is a **synthetic** material, its manufacturing process is must less environmentally friendly than glass and it is a non-biodegradable material."

"By using the **tension** in the wires, the forces should counteract, making the project freestanding"

"Metal is a **thermal conductor** so making the frame out of steel would not be a good idea since the design brief is for a fridge storage solution so the cold metal could hurt the user"

Top Tip! Remember to use your GCSE Design and Technology Revision Guide for more words and definitions!

# GCSE Design & Technology

## How to Analyse Ideas and Evidence Decisions

### Analysis of Ideas

Idea	1	2	3	4
Function				
Quality Standards				
Styling Aesthetics				
Performance				
Intended Markets				
Size				
Ergonomics				
Maintenance				
Production Methods				
Cost				
Regulations				
Scale of Production				
Total Score				

Use your **Technical Design Specification** table to score how well each of your ideas perform in each category

Use this scoring system:  
 5 = Meets all standards  
 4 = Meets most standards  
 3 = Meets some standards  
 2 = Meets few standards  
 1 = Meets no standards

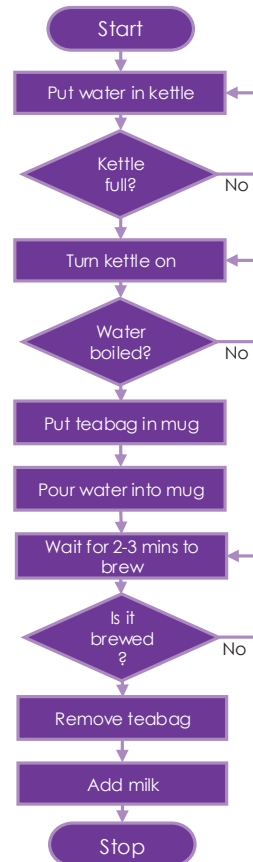
The highest scoring idea will be the one you take forward to 2D and 3D modelling

Look at the areas your highest scoring idea is lacking – is there a way to improve this aspect of the design? Do you have an idea which didn't score highest overall but solved this problem? Is there a way of combining the two?

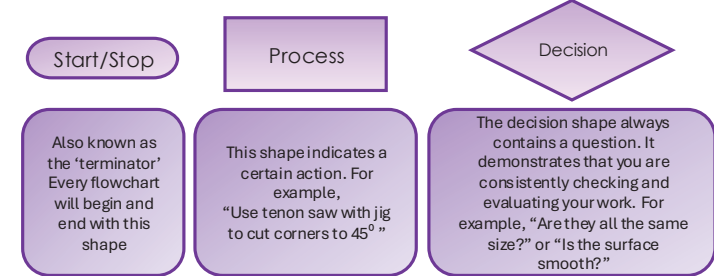
This kind of thinking elevates your design. Make sure you evidence it!

### Flowcharts

Example Flowchart: Making a Cup of Tea



Once you have completed the manufacture of your design, you will need to make a flowchart demonstrating how you made your final project. This is a crucial part of AO3 (worth 10% of Component 2).



You will make an individual flowchart for each element of the manufacture process. For example:



Use [www.drawio.com](http://www.drawio.com) to make your flowcharts

**Top Tip:** Even though the flowchart is one of the final elements of the book work, it is essential to make notes throughout the duration of the manufacture process. Write down what tools or machinery you used that day or issues that occurred and how you went about fixing them. It will make your life so much easier when you get to doing your Evaluation of Manufacture!

# GCSE Design & Technology

## Evaluating Your Work

### Evaluation of Manufacture

This evaluation must track all the stages of the manufacture process.

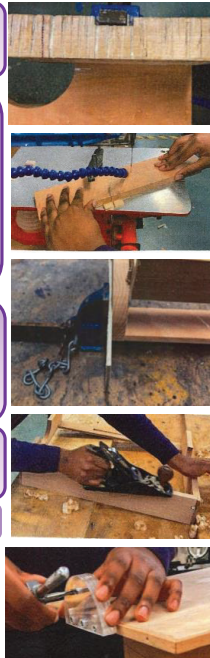
This will include photos of:

- Clamping
- Gluing Up
- Use of hand tools
- Use of machinery
- 2D Design work
  - Sanding
  - Finishing

Make sure to include photos of things going wrong! Explaining how you solved a problem shows you have a good understanding of design principles

Your images must be captioned, detailing what you're doing at each stage and why

Don't forget to include screenshots of your 2D Design!



### Finished Project Findings

	Score	Reason
Function		
Quality Standards		
Styling Aesthetics		
Performance		
Intended Markets		
Size		
Ergonomics		
Maintenance		
Production Methods		
Cost		
Regulations		
Scale of Production		
Total Score		<b>You must include the score key (found on the previous page)</b>

### Recommendations

Your recommendations should detail how you would improve your product

**Is it fit for purpose?**

Is it easy to operate?  
Is it sturdy?  
Is it easy to clean?  
Is it safe for your target market to use?  
Does it do what you intended it to do?

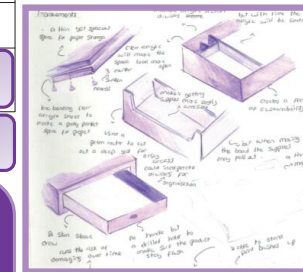
**Does it meet your intended market's needs?**

Conduct an interview with a client that fits the target market. Write down all positive and negative comments they make about the product

**Could it be a commercial product?**

Consider your client's feedback. Which parts of the product are ready for market and which parts need improving?

You must include sketches of possible ways to improve the product. These drawings and solutions should reflect your findings and client feedback



**Top Tip:** The Evaluation is one of the most difficult parts of the NEA. Do not fall behind on it. Keeping on top of the work is key to success!

### Introduction

A good place to start with the introduction is to follow this basic structure:

- **What design opportunity did you identify?**
  - **What did you aim to produce?**
  - **What did you make?**

Include a description and photos of your final piece

- **How will you evaluate its performance?**

Reference the Technical Design Specification

Evaluate your finished project. Score how well it performs in each category. Give **in-depth** reasons as to why you gave it this score

Make sure to use technical language in your reasonings Use the **Word Bank**

Do not score any category with a 5. There is **always** room for improvement

### Conclusion

Overall, **did your project meet the design brief?** Could it be a commercial product?

# GCSE French– Course Overview

**Exam board: Edexcel**

**Course Title: GCSE French 2024**

## Paper 1: Listening

- Responding to recordings in English
- Dictation task

25% of GCSE  
Foundation: 45 minutes  
Higher: 60 minutes

## Paper 2: Speaking

- Read aloud
- Role play
- Picture task with conversation

25% of GCSE  
Foundation: 7-9 minutes  
Higher 10-12 minutes

## Paper 3: Reading

- Responding to texts
- Translation into English

25% of GCSE  
Foundation: 45 minutes  
Higher: 60 minutes

## Paper 4: Writing

- Picture based task (Foundation only)
- Short writing task
- Longer writing task
- Translation into French

25% of GCSE  
Foundation: 1 hour 15 minutes  
Higher: 1 hour 20 minutes

## **Key themes:**

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

## GCSE French– Speaking exam

### Part 1: Read aloud

In this part of the exam you will be assessed on your pronunciation (sound-symbol correspondence). You should speak clearly and comprehensibly (so you are easy to understand). You will need to read aloud 5 sentences.

You will be asked 2 follow up questions where you need to express **opinions** (likes/dislikes/preferences). **These should be short answers only.**

### Part 3: Photo description

At the start of this task you will need to describe a photograph, focussing on the people, location and actions you can see.

You will then be asked 2 compulsory follow up opinion questions about the same topic followed by spontaneous questions. You will need to express your ideas with as much detail as possible including **opinions with reasons, a range of tenses, vocabulary and grammar** and **extended sentences**.

### Part 2: Role play

There are **10** possible settings.

- The teacher speaks first.
- You will say something for each of the **five** numbered e items in the same order as the task.
- Speak in the present tense, or use a conditional.
- You will need to ask **one/two** questions.
- You can choose between using the informal or formal you form (though you don't have to!) to ask your questions.
- You will answer **one question** about something in the **future (Higher only)**.

### Settings

- Cinema / Theatre / Concert hall
- Café or restaurant
- Hotel
- Campsite
- Doctor's surgery / Hospital
- In town
- Tourist office
- Sport / Leisure centre
- Shop / Market / Shopping centre
- Train station

# French- Key sounds for reading aloud and dictations

## French Vowels

IPA	Phonetic spelling	Sample words	General spellings
[i]	ee	<b>vie, midi, lit, riz</b>	i, y
[y]	ee rounded	<b>rue, jus, tissu, usine</b>	u
[e]	ay	<b>blé, nez, cahier, pied</b>	é, et, final er and ez
[ø]	ay rounded	<b>jeu, yeux, queue, bleu</b>	eu
[ɛ]	eh	<b>lait, aile, balai, reine</b>	e, è, ê, ai, ei, ais
[œ]	eh rounded	<b>sœur, œuf, fleur, beurre</b>	œu, eu
[a]	ah	<b>chat, ami, papa, salade</b>	a, à, â
[ɑ]	ah longer	<b>bas, âne, grâce, château</b>	a, â
[u]	oo	<b>loup, cou, caillou, outil</b>	ou
[o]	oh	<b>eau, dos, escargot, hôtel</b>	o, ô
[ɔ]	aw	<b>sol, pomme, cloche, horloge</b>	o
[ə]	uh	<b>fenêtre, genou, cheval, cerise</b>	e

## French Consonants

ex + vowel	egz	<b>examen, exercice</b>
ex + consonant	eks	<b>exceptionnel, expression</b>
ch (Latin origin)	sh	<b>architecte, archives</b>
ch (Greek origin)	k	<b>orchestre, archéologie</b>
ti + vowel (except è)	see	<b>démocratie, nation</b>
c + e, i, y; or ç	s	<b>cent, ceinture, maçon</b>
c + a, o, u	k	<b>caillou, car, cube</b>
g + e, i, y	zh	<b>genou, gingembre</b>
g + a, o, u	g	<b>gomme, ganglion</b>
th	t	<b>maths, thème, thym</b>
j	zh	<b>jambe, jus, jeune</b>
qu, final q	k	<b>que, quoi, grecque</b>
h	silent	<b>haricot, herbe, hasard</b>
vowel + s + vowel	z	<b>rose, falaise, casino</b>
x + vowel	z	<b>six ans, beaux arts</b>
final x	s	<b>six, dix, soixante</b> (these 3 only!)

## French semi-vowels

IPA	Phonetic spelling	Sample words	General spelling
[w]	w	<b>fois, oui, Louis</b>	oi, ou
[ɥ]	ew-ee	<b>lui, suisse</b>	ui
[j]	yuh	<b>oreille, Mireille</b>	ill, y

## Example read aloud activity:

- Au collège, je suis en troisième.
- Mon collège est assez grand, moderne et nous avons une piscine.
- La matière que je préfère maintenant, c'est la musique car c'est utile.
- Avant, je préférais l'anglais, mais je pense que c'est très difficile car il faut apprendre beaucoup de choses et on a trop de devoirs.

## French- Speaking - Role-play

Settings	Role-play Example Numbered Items	Example Questions
<b>Tourist office</b>	Ask a question about transport	Il y a des bus ici ? Où est la gare ? À quelle heure part le train ?
	Ask a question about other activities	Qu'est-ce qu'on peut faire ici ? Il y a un château près d'ici ?
<b>Cinema</b>	Ask a question about cost	C'est combien ? Ça coûte combien ?
	Ask the employee about food/drinks	Est-ce que vous vendez de l'eau ? Où est-ce que je peux acheter des fruits ?
<b>Shopping centre</b>	Ask a question about something else you want to buy	Vous avez une autre couleur ? Vous avez une autre taille ?
	Ask a question about places to eat and drink	Il y a un restaurant près d'ici ? Où est-ce que je peux manger ici ?
<b>Sports centre</b>	Ask the employee about buying a drink	Est-ce que je peux acheter de l'eau ici ? C'est combien une bouteille d'eau ?
	Ask the employee about opening times	Le centre ouvre quand ? À quelle heure est-ce que la piscine ferme ?
<b>Doctor's surgery</b>	Ask a question about seeing the doctor	Je peux parler à un docteur ? Quand est-ce que je peux voir un médecin ?
	Ask a question about opening times	À quelle heure est-ce que vous ouvrez ? Quand est-ce que vous fermez ?
<b>Hotel</b>	Ask about sport facilities in the hotel	Il y a une piscine ici ? On peut jouer au tennis à l'hôtel ?
	Ask about other facilities	Il y a un restaurant dans l'hôtel ? Est-ce que vous avez un magasin ?

# French- Describing photos

## CHAT MAT- GCSE PHOTOCARDS



### Pour commencer:-

- Dans la photo.... *In the photo*
- Il y a .... *There is*
- Je vois... *I see*
- Je peux voir.. *I can see*
- La photo montre.. *The photo shows*

### Les positions:-

- au premier plan... *in the foreground*
- en arrière plan.. *in the background*
- au centre... *in the centre*
- à gauche.. *on the left*
- à droite.. *on the right*
- près de... *near*
- devant... *in front of*
- derrière... *behind*
- à cote de... *next to*
- en face de... *opposite*

### Le temps :-

- il y a du soleil.. *it's sunny*
- il fait beau .. *it's nice*
- il fait mauvais .. *it's bad*
- il pleut .. *it's raining*
- il neige .. *it's snowing*
- il y a du vent .. *it's windy*

### Qui/quoi? :-

- Un homme/une femme *a man/woman*
- des enfants *children*
- une famille *a family*
- deux personnes *two people*
- des bâtiments *some buildings*
- des arbres *some trees*
- une scène de... *a scene of*
- un groupe de *a group of*

### Description des gens :-

- il/elle a l'air... *He/she seems*
- ils/Elles ont l'air *They seem*
- contente *happy*
- triste *sad*
- fatigué *tired*
- énervé *angry*

### Les actions

- ils/elles mangent *They're eating*
- ils/elles parlent *They're talking*
- ils/elles se disputent *They're arguing*
- ils/elles sourient *They're smiling*
- ils/elles travaillent *They're working*
- ils/elles jouent *They're playing*
- ils/elles s'assissent *They're sitting*
- ils/elles sont debout *They're standing up*

### Les opinions:-

- Je crois que... *I believe that*
- Je pense que.... *I think that*
- A mon avis.. *In my opinion*
- J'imagine que.... *I imagine that*
- Je suppose que.... *I suppose that*
- Je dirais que... *I would say that*
- Il me semble que... *It seems to me that*
- Cela me rappelle de... *It reminds me of*
- Peut être *perhaps/maybe*
- Probablement *probably*

### Les raisons:-

- parce que *because*
- car *because*
- mais *but*
- bien que *although*
- donc *so/therefore*
- Cependant *however*

### !!!REMEMBER PALMA!!!:-

- P - PEOPLE
- A - ACTION
- L - LOCATION
- M - MOOD
- A - ADD DETAIL



## GCSE French– Writing exam

### Foundation

#### **Question 1 (Describe a photo)**

- Write 4 short sentences to describe a photo

#### **Question 2 (40-50 words)**

- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Present and future tense only
- Opinions and reasons

#### **Question 3 (80-90 words)**

- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Past, present and future tense
- Opinions and reasons

#### **Question 4 (Translation into target language)**

- Translate 5 short sentences into the target language with accurate spelling and grammar.

### Higher

For questions 1 and 2 you should write something for every bullet point and in 4 clear paragraphs. You should aim to use a range of vocabulary and grammar with accuracy.

#### **Question 1 (80-90 words)**

- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Past, present and future tense
- Opinions and reasons

#### **Question 2 (130-150 words)**

- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Past, present and future tense
- Opinion specifically **pros and cons**

#### **Question (Translation into target language)**

- Translate a short paragraph into the target language with accurate spelling and grammar

# French verb table

Infinitive	Imperfect	Preterit (indefinite) Tense	Present	Near Future	Future simple/ conditional
<b>Être</b> (irregular)- to be	I/it was- <b>j'étais/ c'était</b>	11.I was- <b>j'ai été</b>	21. I am- <b>je suis</b>	41. I am going to be- <b>je vais être</b>	51. I would be- <b>je serais</b>
<b>Avoir</b> (irregular) – to have	I used to have- <b>j'avais</b>	12.I had- <b>j'ai eu</b>	22. I have- <b>j'ai</b>	42. I am going to have- <b>je vais avoir</b>	52. I will have- <b>j'aurai</b>
<b>Faire</b> (irregular) – to do	I used to do- <b>je faisais</b>	13.I did- <b>j'ai fait</b>	23. I do- <b>je fais</b>	43. I am going to do- <b>je vais faire</b>	53. I would do- <b>je ferais</b>
<b>Aller</b> (irregular) – to go	I used to go- <b>j'allais</b>	14. I went- <b>je suis allé</b>	24. I go- <b>je vais</b>	44. I am going to go- <b>je vais aller</b>	54. I will go- <b>j'irai</b>
<b>Vouloir</b> (irregular) To want	I used to want- <b>je voulais</b>	15. I wanted- <b>j'ai voulu</b>	25. I want- <b>je veux</b>	45. I am going to want- <b>je vais vouloir</b>	55. I would want- <b>je voudrais</b>
<b>Pouvoir</b> (irregular) To be able to /can	I used to be able to- <b>je pouvais</b>	16. I could- <b>j'ai pu</b>	26. I can- <b>je peux</b>	46. I am going to be able to- <b>je vais pouvoir</b>	56. I would be able be- <b>je pourrais</b>
<b>Aimer</b> (Regular ER verb) To like	I used to like- <b>j'aimais</b>	17. I liked- <b>j'ai aimé</b>	27. I like- <b>j'aime</b>	47. I am going to like- <b>je vais aimer</b>	57. I would like- <b>j'aimerais</b>
<b>Regarder</b> (regular ER verb) – To watch	I used to watch- <b>je regardais</b>	18. I watched- <b>j'ai regardé</b>	28. I watch- <b>je regarde</b>	48. I am going to watch- <b>je vais regarder</b>	58. I will watch- <b>je verrai</b>
<b>Jouer</b> (regular ER verb) To play	I used to play- <b>je jouais</b>	19. I played- <b>j'ai joué</b>	29. I play- <b>je joue</b>	49. I am going to play- <b>je vais jouer</b>	59. I would play- <b>je jouerais</b>
<b>Finir</b> (regular IR verb) To finish	I used to finish <b>Je finissais</b>	<i>I finished</i> <b>J'ai fini</b>	I finish <b>Je finis</b>	I am going to finish <b>Je vais finir</b>	I will finish <b>Je finirai</b>
<b>Attendre</b> (regular RE verb) to wait	I used to wait <b>J'attendais</b>	<i>I waited</i> <b>J'ai attendu</b>	I wait <b>J'attends</b>	I am going to wait <b>Je vais attendre</b>	I will wait <b>J'attendrai</b>

# French grammar list

## Complex language

### 1. Complex Tenses

**Imperfect tense:** e.g., *Quand j'étais petit(e)...* (When I was young...).

**Future tense:** e.g., *Je visiterai la France l'année prochaine* (I will visit France next year).

**Conditional tense:** e.g., *Si j'avais le choix, je voyagerais plus souvent* (If I had the choice, I would travel more often).

### 2. Subordinate Clauses

**Time clauses:** e.g., *Après être allé(e) au parc, j'ai décidé de rentrer* (After going to the park, I decided to go home).

**Conditional clauses:** e.g., *Si j'étais riche, je voyagerais dans le monde entier* (If I were rich, I would travel the world).- **Relative clauses:** e.g., *Le film que j'ai vu était incroyable* (The film I saw was incredible).

### 3. Infinitive Structures

**After prepositions:** e.g., *Avant de sortir, je finis mes devoirs* (Before going out, I finish my homework).

**Verbs followed by infinitives:** e.g., *J'aime faire du sport* (I like doing sports).

### 4. Advanced Connectives and Linking Words

*Cependant* (However), *Néanmoins* (Nevertheless), *En revanche* (On the other hand), *D'autant plus que* (Especially as), *Non seulement... mais aussi* (Not only... but also), *Alors que* (Whereas).

### 5. Comparative and Superlative Forms

**Comparatives:** e.g., *C'est plus intéressant que je ne pensais* (It's more interesting than I thought).

**Superlatives:** e.g., *c'est le meilleur jour de ma vie* (It's the best day of my life).

### 6. Negative Structures

**Complex negatives:** e.g., *Je ne mange ni viande ni poisson* (I eat neither meat nor fish), *Personne n'est venu* (Nobody came), *Je n'ai jamais vu un tel spectacle* (I have never seen such a show).

### 7. Intensifiers and Qualifiers

*Très, extrêmement, assez, un peu, incroyablement, vraiment* (very, extremely, quite, a bit, incredibly, really).

### 8. Pronouns

Y and en (j'y vais, j'en veux)

# GCSE Geography Exam Overview

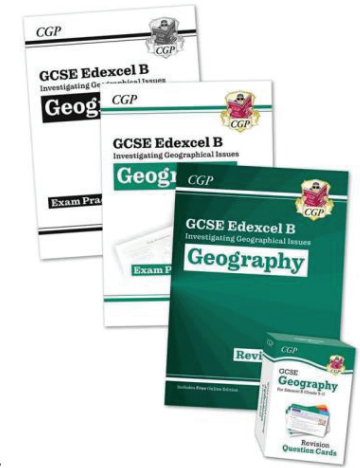
Exam board: Edexcel B

Number of papers: 3

GCSE Geography B exam structure	
<b>Paper 1: Global Geographical Issues</b> Total Marks: <b>94</b> Weighting: <b>37.5%</b> Optionality: <b>None</b> Exam time: <b>1 hour and 30 minutes</b>	<b>Section A: Hazardous Earth</b> Students answer all questions from Section A.
	<b>Section B: Development dynamics</b> Students answer all questions from Section B.
	<b>Section C: Challenges of an urbanising world</b> Students answer all questions from Section C.
<b>Paper 2: UK Geographical Issues</b> Total Marks: <b>94</b> Weighting: <b>37.5%</b> Optionality: <b>Section C</b> Exam time: <b>1 hour and 30 minutes</b>	<b>Section A: The UK's evolving physical landscapes</b> Students answer all questions from Section A.
	<b>Section B: The UK's evolving human landscapes</b> Students answer all questions from Section B.
	<b>Section C1 – Geographical Investigations – Fieldwork in a Physical Environment</b> Students answer either Question 8 (coastal fieldwork) or Question 9 (river fieldwork)
	<b>Section C2 – Geographical Investigations – Fieldwork in a Human Environment</b> Students answer either Question 10 (urban fieldwork) or Question 11 (rural fieldwork)
<b>Paper 3: People and Environment Issues – Making Geographical Decisions</b> Total Marks: <b>64</b> Weighting: <b>25%</b> Optionality: <b>None</b> Exam time: <b>1 hour and 30 minutes</b>	<b>Section A: People and the Biosphere</b> Students answer all questions from Section A
	<b>Section B: Forests under threat</b> Students answer all questions from Section A
	<b>Section C: Consuming energy resources</b> Students answer all questions from Section C.
	<b>Section D: Making a geographical decision</b> Students answer this single compulsory question.

## Where can I find revision resources?

- Your geography book
- The revision guide, question booklet, answer booklet and flashcards are all available on Parent Pay.
- Seneca
- BBC Bitesize
- Scholar's Guide
- Revision resources posted on Bromcom by your teacher.
- Edexcel website to access past papers
- Kerboodle (Login: initialsurname e.g. kjones, password: : initialsurname e.g. kjones, institution code: ybr5)



### Paper 1 and 2:

- Paper 1 and 2 are out of 94 marks (4 SPaG). This means it is a mark a minute.
- The questions will vary from 1 mark multiple choice to 8 markers.

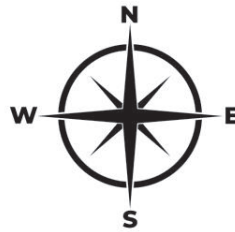
### Paper 3:

- Paper 3 is a resource booklet paper that is based upon a specific case study scenario.
- You are not expected to know any specifics about that location but you will need to know about the themes and content studied in topics 7-9.
- Although there is a resource booklet you MUST still revise the content.
- The whole paper is out of 64, but you still have 90 minutes. You should spend the extra time reading the resource booklet, and planning the 12 marker (you should spend 25 minutes planning and writing the 12 marker).

## Map Skills

### Compass points

Compass directions are vital for finding your way around a map and provide the easiest way of describing the distribution of different features.

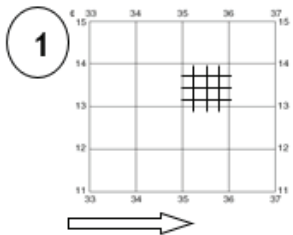


### Distance on a map

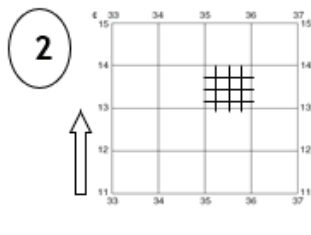
If you are required to work out the straight-line distance (as the crow flies) between 2 places, simply place your ruler over both points and measure the distance in-between, then convert into kilometres using the scale line or by multiplying your answer by 0.5, i.e. 7 cm on the map equals 3.5km in real life. .

### 4 and 6 figure grid references

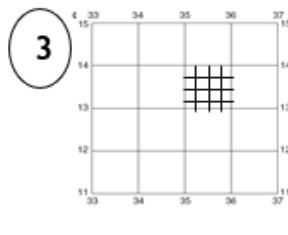
Ordnance Survey maps are covered in a series of blue grid lines. These grid lines can be used to pinpoint locations through a unique number known as a grid reference.



1  
Go along the bottom of the map until you reach the point which forms the left side of the square you're trying to locate e.g. 35

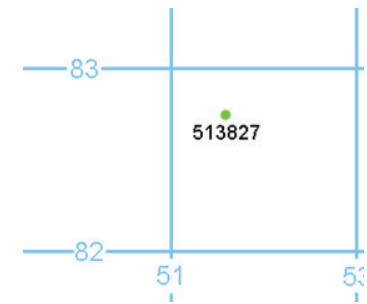


2  
Then, go up the side of the map until you reach the point that forms the bottom side of the square you're trying to locate e.g. 13



3  
Now put your two answers together e.g. 35 13.

If you want to pinpoint an exact place on a map, such as a church or farm building, then you will need to use a **six-figure grid reference**. The first step is to find the four-figure reference, now imagine this square is divided up into 100 tiny squares, with 10 squares along each side.



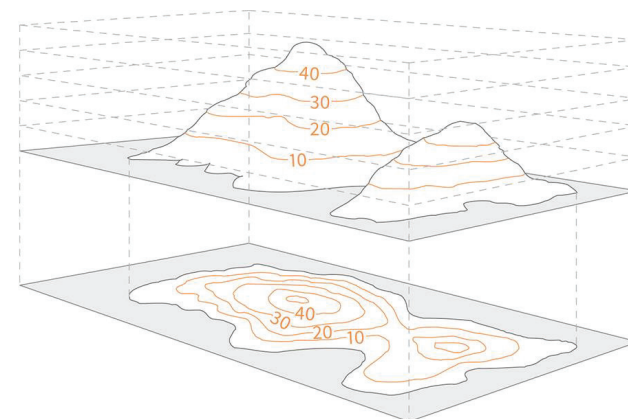
Still remembering to go along the corridor and then up the stairs, estimate how far across and then up the square the feature is.

### Contour lines

Hills, slopes and mountains are represented on a map using contour lines.

A contour is a line drawn on a map that joins points of equal height above sea level. We can see how high the land is by the number on the line.

The steeper the slope the closer together the contour lines will be



## Geography | Command words

To be able to answer the question well, you must understand what the command word means. Use the table below to check you understand the meaning of the command words.

*The command word is the word that tells you how to answer a question.*

Command word	Definition	No. of marks
<b>Identify/State/ Name</b>	Recall or select one or more pieces of information.	1 or 2 marks
<b>Define</b>	State the meaning of a term.	1 mark
<b>Calculate</b>	Produce a numerical answer, showing relevant working. Check how many decimal places it says!	1 or 2 marks
<b>Draw/plot</b>	Create a graphical representation of geographical information.	1, 2 or 3 marks
<b>Label</b>	Add a label/labels to a given resource, graphic or image.	1, 2 or 3 marks
<b>Explain</b>	Provide a reasoned explanation of how or why something occurs. An explanation requires a justification/exemplification of a point. Some questions will require the use of annotated diagrams to support explanation.	2, 3 or 4 marks
<b>Compare</b>	Find the similarities and differences of two elements given in a question. Each response must relate to <b>both</b> elements and must include a statement of their similarity/difference.	2 or 3 marks
<b>Describe</b>	Give an account of the main characteristics of something or the steps in a process. Statements in the response should be developed but do not need to include a justification or reason.	2, 3 or 4 marks
<b>Suggest</b>	Apply understanding to provide a reasoned explanation of how or why something may occur. A suggested explanation requires a justification/exemplification of a point.	2, 3 or 4 marks
<b>Assess</b>	<b>Rank importance.</b> Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important.	8 marks
<b>Evaluate</b>	<b>Weigh up pros and cons/agree or disagree.</b> Measure the value or success of something and ultimately provide a substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.	8 marks
<b>Select.... And justify</b>	Select one option from those given (usually three or four) and justify the choice, drawing across the resources provided and applying knowledge/understanding. The justification should include consideration of the alternative options in order to provide a supported argument in favour of the chosen option.	12 marks (paper 3 only)

# Geography | How to answer each question

## Answering **explain** questions:

### 2 mark explain question:

- Give a point (1 mark) and a reason (1 mark)
- It should always include **so, therefore, because or this means that**
- e.g. *Explain one benefit of hard engineering (2 marks)*

### 3 mark explain questions

- Give a point (1 mark), a reason (1 mark) and an example (1 mark)
- It should always include **so, therefore, because or this means that**
- e.g. *Explain one reason why some cities are growing (3 marks)*

### 4 mark explain question:

- Either it will say explain **two** reasons
  - Give two points (1 mark each) and a two reasons (1 mark each)
  - Per point, there should always be a **so, therefore, because or this means that**
  - e.g. *Explain two causes of tropical cyclones (4 marks)*
- Or, it will be an explain **one** reason
  - Give a point (1 mark), explain it (1 mark), give an example (1 mark) and develop it further (1 mark)
  - It should always include **so, therefore, because or this means that**
  - e.g. *Explain one reason why some cities are declining (4 marks)*

## Answering **compare** questions:

Compare questions are asking you to state differences and similarities between two things. You must NOT explain them.

Study Figure 3 which shows four projections about sea level rise from 2020 to 2100.

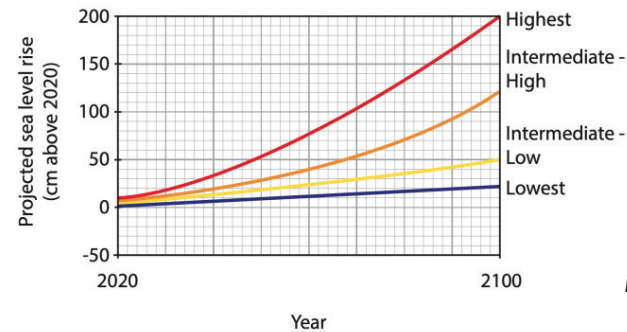


Figure 3

(i) Compare the highest and the lowest sea level projections.

*These questions will often be followed by explain questions. Do not mix them up!*

Award one mark for each comparative statement.

- The highest sea-level projections is 180 cm higher than the lowest projection in 2100 (1).
- In the years immediately after 2020, the highest and lowest projections are similar (1).
- The highest sea level projection increases more rapidly than the lowest projection (1).
- The difference between the highest and lowest projection increases with time (1).

**You must use data!**

**Use comparative language!**

**Note: Comparative comments can come from the use of data as is the case in the first bullet.**

# Geography | How to answer each question

## Answering **describe** questions:

It is common in all three papers to be asked to **describe the distribution** and link to a map.

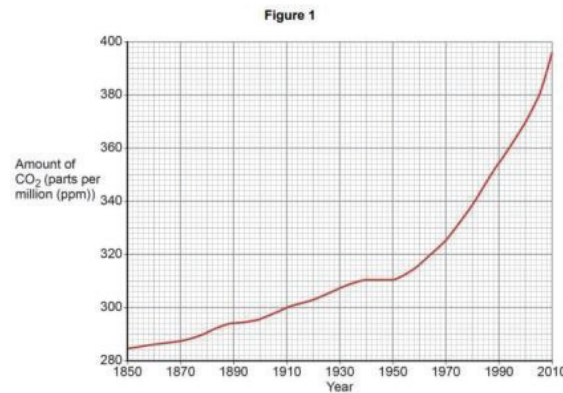
**Distribution** – how something is spread over an area.

To structure your response in relation to a map you should follow the steps here.

1. **Trends** – give the overall pattern
2. **Examples** – specific place examples to prove your point
3. **Anomalies** – any countries that do not fit the pattern you expect to see.

## TEA in action.

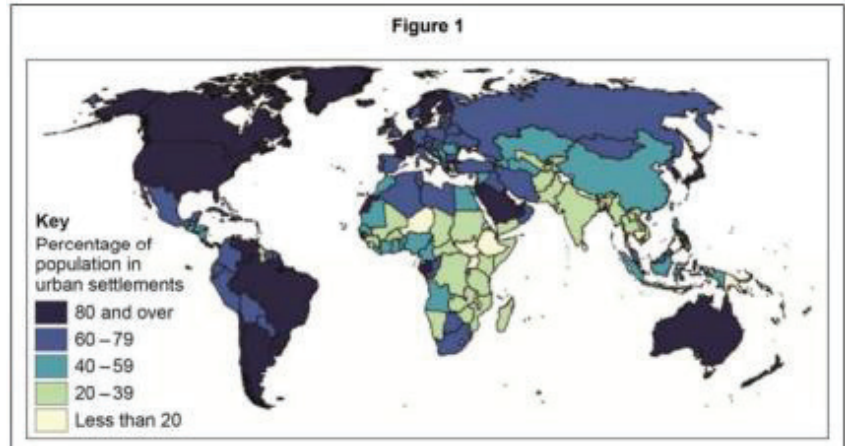
**Describe the change in the amount of carbon dioxide in the atmosphere shown in figure (3 marks)**



Overall, the graph shows an increase in the amount of carbon dioxide (CO<sub>2</sub>). In 1850 there was 284 ppm however the amount increases steadily until 1950 where there was 310 ppm but after that it increases rapidly 396 ppm in 2010. From 1940 to 1950 however, there was no significant increase in the amount of CO<sub>2</sub>.

## TEA in action.

Study **Figure 1**, a map showing the percentage of the population living in urban settlements in different parts of the world.



**Describe the differences in percentage of population living in urban settlements in Africa and South America (3 marks)**

Africa has a much larger difference of people living in urban settlements than South America. Some landlocked countries in central and eastern have less than 20% of people in urban areas whereas the majority has between 20 and 39%. South American countries are much more urbanised with nearly all the countries are 60% and over. However, some countries on the western coast of Africa are 80% and over and one country in northern part of South America is 20% - 39% urbanised.

# Geography | How to answer each question

## 8 mark questions

- 8 mark questions will either be assess or evaluate.
- In paper 2 they will ask you to use a resource to support your answer.

### Answering an **ASSESS 8 mark** question (Paper 1)

Assess means you must **rank importance**. It should be structured as followed.

The most important factor is...

For example... (use evidence or a fact)

This means that...

The second most important factor is...

For example... (use evidence or a fact)

This means that...

The least important factor is...

For example... (use evidence or a fact)

This means that...

In conclusion...

### Answering an **EVALUATE 8 mark** question (Paper 1)

**Evaluate means you should weigh up pros and cons.** It should be structured as followed.

On the one hand, an advantage is/positive impact is...

For example... (use evidence or a fact)

This means that...

A second advantage is/positive impact is...

For example... (use evidence or a fact)

This means that...

On the other hand, a disadvantage is/a negative impact is...

For example... (use evidence or a fact)

This means that...

A second disadvantage is/a negative impact...

For example... (use evidence or a fact)

This means that...

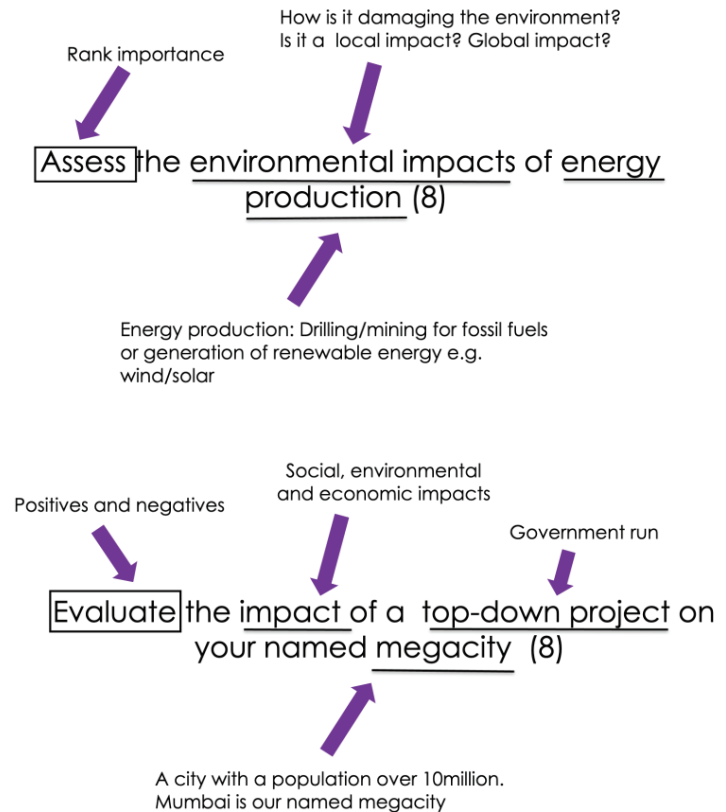
In conclusion, there are more advantages or disadvantages

When you see an 8 mark question, you must **BUG** it!

**B** – Box the command word

**U** – Underline key words

**G** – Glance over it again to check you understand



# Geography | How to answer each question

## Answering a **resource based assess 8 mark** question (Paper 2/3)

Assess means you must **rank importance**. It should be structured in the same way as a non resource based question, but half of the marks will be from using the resource.

You should do the following

1. BUG the question
2. Jot down any ideas from your own knowledge in a plan
3. Use the resource booklet to find evidence to support your point/any trends or patterns.

## Answering a **resource based evaluate 8 mark** question (Paper 2/3)

Assess means you must weigh up positives and negatives. It should be structured in the same way as a non resource based question, but half of the marks will be from using the resource.

You should do the following

1. BUG the question
2. Jot down any ideas from your own knowledge in a plan
3. Use the resource booklet to find evidence to support your point/any trends or patterns.

### Assess the influence of geology on the landscape of the UK (8 marks)

The most influence of geology on the landscape of the UK is the impact it has on relief. For example, you can see that in fig 4a/b areas of metamorphic and igneous rocks are generally much higher relief (e.g. Scottish highlands). This is because hard rocks erode much slower than sedimentary rocks, so mountainous areas have formed.

The second most important factor is the impact geology has on urbanisation. For example, upland areas in the Scottish highlands and Lake district are often above 600m asl. This means it is much harder for humans to settle the area, resulting in lower population densities compared to lower relief areas (below 100m asl) in the south east.

The least important factor is the resulting landuse. For example, the south east of England is made of 'other rocks' (presumably sedimentary rocks), which result in lower, flatter ground. This means that this area will be perfect for agriculture due to the relief and also the fertility of the soil, which is not the case in areas of igneous and metamorphic rocks.

In conclusion the biggest impact is the correlation between rock type and relief, as this has a direct impact on urbanisation and landuse.

4 Analyse Figure 4a and Figure 4b, which show data about the distribution of igneous and metamorphic rocks in the British Isles and its relief.

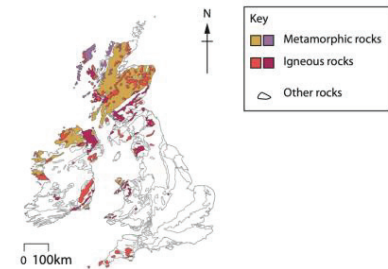


Figure 4a

Figure 4a shows the distribution of igneous and metamorphic rocks in the British Isles.

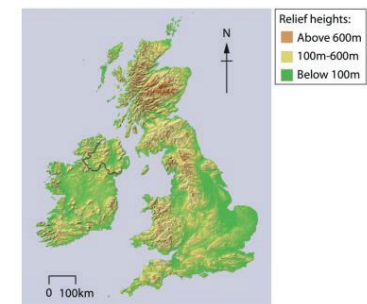


Figure 4b

Figure 4b shows the relief of the British Isles.

# Geography | How to answer each question

## Evaluate the reliability of this conclusion (8 marks)

On the one hand, the conclusion is reliable because you could assume that areas with a high home ownership, the residents will look after their properties.

For example, in area B 77.2% of homes are owned not rented.

This means that owners will be more likely to invest in their property upkeep, therefore improving the environmental quality.

On the other hand, the conclusion isn't very reliable because the data used was out of date. For example, the census data was from 2011 which is over 10 years out of date now. This means that the environmental quality could have changed since 2011 e.g had further investment.

A second reason why the conclusion is not reliable is because there is no information on the quality of the areas. For example, even though there is a much higher percentage of large houses in Area B, there is no indication of their quality. This means that the conclusion that has been drawn has no evidence base. Additionally, the word **always** has been used in the conclusion. This assumes there are no exceptions which is not true.

In conclusion, the conclusion is unreliable because it is not supported by recent data and the data that is used does not give the relevant information.

### Investigating Dynamic Urban Areas.

10 A group of students carried out an environmental quality survey in two contrasting areas of their local city, Area A and Area B, in order to investigate their enquiry question:

#### Why does environmental quality vary in a city?

They measured litter, traffic noise, graffiti, amount of open space and the quality of the buildings.

Area A is an inner-city suburb on the edge of the CBD (Central Business District); it has mixed land-use including some former industrial sites, a university, offices and housing, most of which is 19th century.

Area B is on the edge of the built-up area and is dominated by modern 20th and 21st century housing with very little other land-use.

The students found that the environmental quality of Area B was better in all five categories. To help them explain the differences they used the 2011 census, selecting five categories of data. The results of that research are shown on Figure 10 below.

Census category	Area A	Area B	UK average
% of homes owned by the occupier(s)	26.2	77.2	67.8
% of households with 4 bedrooms	5.2	28.6	16.5
% of population aged 16–24	31.2	18.5	12.9
% of adult population with a university degree	28.2	17.5	16.2
% of working population in professional jobs	24.5	31.2	16.8

The students concluded the following;

**Environmental quality will always be better in those urban areas that are occupied by higher income people who can afford to look after their environment.**

Evaluate the reliability of this conclusion.

(8)

## 12 mark questions: Select.... and justify

In paper 3, the last question will be a 12 mark question. This question will give you a scenario, and ask you to select the best option. You will need to then use the resource booklet to justify your point and explain why they other options are not suitable. It is structured...

The most suitable option is... because  
 For example (resource booklet evidence)  
 This means that  
 A second benefit is  
 For example (resource booklet evidence)  
 This means that  
 A disadvantage is... but it can be overcome by...

The second best solution is... because...  
 For example (resource booklet evidence)  
 This means that  
 However, a disadvantage is...  
 This is therefore not as good as option X  
 because....

The worst solution is... because...  
 For example (resource booklet evidence)  
 This means that  
 A second reason it is not suitable is...  
 For example...  
 This means that

In conclusion, option X is the best because.... It is better than Y and Z because.....

# GCSE German– Course Overview

**Exam board: Edexcel**

**Course Title: GCSE German 2024**

## **Paper 1: Listening**

- Responding to recordings in English
- Dictation task

25% of GCSE

Foundation: 45 minutes

Higher: 60 minutes

## **Paper 2: Speaking**

- Read aloud
- Role play
- Picture task with conversation

25% of GCSE

Foundation: 7-9 minutes

Higher 10-12 minutes

## **Paper 3: Reading**

- Responding to texts
- Translation into English

25% of GCSE

Foundation: 45 minutes

Higher: 60 minutes

## **Paper 4: Writing**

- Picture based task (Foundation only)
- Short writing task
- Longer writing task
- Translation into German

25% of GCSE

Foundation: 1 hour 15 minutes

Higher: 1 hour 20 minutes

## **Key themes:**

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

## German- Speaking exams

### Part 1: Read aloud

In this part of the exam you will be assessed on your pronunciation (sound-symbol correspondence). You should speak clearly and comprehensibly (so you are easy to understand). You will need to read aloud 5 sentences.

You will be asked 2 follow up questions where you need to express **opinions** (likes/dislikes/preferences). **These should be short answers only.**

### Part 3: Photo description

At the start of this task you will need to describe a photograph, focussing on the people, location and actions you can see.

You will then be asked 2 compulsory follow up opinion questions about the same topic followed by spontaneous questions. You will need to express your ideas with as much detail as possible including **opinions with reasons, a range of tenses, vocabulary and grammar** and **extended sentences**.

### Part 2: Role play

There are **10** possible settings.

- The teacher speaks first.
- You will say something for each of the **five** numbered e items in the same order as the task.
- Speak in the present tense, or use a conditional.
- You will need to ask **one/two** questions.
- You can choose between using the informal or formal you form (though you don't have to!) to ask your questions.
- You will answer **one question** about something in the **future (Higher only)**.

### Settings

- Cinema / Theatre / Concert hall
- Café or restaurant
- Hotel
- Campsite
- Doctor's surgery / Hospital
- In town
- Tourist office
- Sport / Leisure centre
- Shop / Market / Shopping centre
- Train station

## German- Writing exams

### Foundation

#### **Question 1 (Describe a photo)**

- Write 4 short sentences to describe a photo

#### **Question 2 (40-50 words)**

- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Present and future tense only
- Opinions and reasons

#### **Question 3 (80-90 words)**

- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Past, present and future tense
- Opinions and reasons

#### **Question 4 (Translation into target language)**

- Translate 5 short sentences into the target language with accurate spelling and grammar.

### Higher

For questions 1 and 2 you should write something for every bullet point and in 4 clear paragraphs. You should aim to use a range of vocabulary and grammar with accuracy.

#### **Question 1 (80-90 words)**

- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Past, present and future tense
- Opinions and reasons

#### **Question 2 (130-150 words)**

- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Past, present and future tense
- Opinion specifically **pros and cons**

#### **Question (Translation into target language)**

- Translate a short paragraph into the target language with accurate spelling and grammar

## German- Key grammar

### Higher level complex grammar to include in your writing:

#### **Relative pronouns (including wo and was)**

Ich habe eine Schwester, die blonde Haare hat.

#### **Modal verbs in imperfect**

Wir mussten/sollten...

#### **Infinitive constructions with zu**

Ich habe vor,...zu machen.

#### **Accusative and dative reflexive pronouns**

Wir verstehen uns gut.

Das ist ihm wichtig.

#### **Imperfect subjunctive**

Es wäre...

Wir hätten...

#### **Subordinating conjunctions (in past and future sentences)**

Wenn, weil, dass, obwohl

#### **Superlatives**

Der/die/das Beste or am besten

Infinitive	ich (Präsens)	Präteritum	Partizip II	English
sein	ich <b>bin</b>	war	gewesen	to be
haben	ich <b>habe</b>	hatte	gehabt	to have
werden	ich <b>werde</b>	wurde	geworden	to become
können	ich <b>kann</b>	konnte	gekonnt	can / to be able to
müssen	ich <b>muss</b>	musste	gemusst	must / to have to
sagen	ich <b>sage</b>	sagte	gesagt	to say
geben	ich <b>gebe</b>	gab	gegeben	to give
gehen	ich <b>gehe</b>	ging	gegangen	to go
wissen	ich <b>weiß</b>	wusste	gewusst	to know (a fact)
sehen	ich <b>sehe</b>	sah	gesehen	to see

# German- Describing photos

## Describing a photo

<p><b>Auf dem Foto</b> (in the photo)  <b>Im Hintergrund</b> (in the background)  <b>Im Vordergrund</b> (in the foreground)  <b>In der Nähe</b> (close by)  <b>Davor</b> (in front of it)</p>	<p><b>gibt es</b> (there is)  <b>sehe ich</b> (I see)</p>	<p><b>viele Leute / Personen</b> (a lot of people)  <b>Jungen</b> (boys)  <b>Mädchen</b> (girls)  <b>Freunde</b> (friends)  <b>Schüler</b> (students)</p>	<p><b>Die Leute/ Personen</b> (the people)  <b>Die Jungen</b> (the boys)  <b>Die Mädchen</b> (the girls)  <b>Die Männer</b> (the men)  <b>Die Frauen</b> (the women)  <b>Die Kinder</b> (the children)  <b>Die Schüler</b> (the students)</p>	<p><b>reden</b> (talk)  <b>spielen</b> (play)  <b>sitzen</b> (sit)  <b>stehen</b> (stand)  <b>tragen</b> (wear)  <b>arbeiten</b> (work)  <b>benutzen</b> (use)  <b>essen</b> (eat)  <b>trinken</b> (drink)  <b>kaufen</b> (buy)  <b>sammeln</b> (collect)</p>
<p><b>Es gibt</b> (There is)  <b>Ich kann ... sehen</b> (I can see...)</p>				
<p><b>Es ist</b> It is</p>	<p><b>gutes Wetter</b> good weather  <b>schlechtes Wetter</b> bad weather  <b>sonnig</b> sunny  <b>kalt</b> cold  <b>heiß</b> hot  <b>wolkig</b> cloudy</p> <p><b>regnet</b> rains  <b>schneit</b> snows</p>	<p><b>eine Familie</b> (a family)  <b>ein Mädchen</b> (a girl)  <b>einen Jungen</b> (a boy)  <b>eine Frau</b> (a woman)  <b>einen Mann</b> (a man)</p> <p><b>Gebäude</b> (buildings)  <b>Bäume</b> (trees)</p>	<p><b>Er/Sie/Es</b> (He/She/It)  <b>Die Person</b> (the person)  <b>Der Junge</b> (the boy)  <b>Das Mädchen</b> (the girl)  <b>Der Freund</b> (the friend)  <b>Die Freundin</b> (the friend)  <b>Die Familie</b> (the family)  <b>Die Frau</b> (the woman)  <b>Der Mann</b> (the man)</p>	<p><b>redet</b> (talks)  <b>spielt</b> (plays)  <b>sitzt</b> (sits)  <b>steht</b> (stands)  <b>trägt</b> (wears)  <b>arbeitet</b> (works)  <b>benutzt</b> (uses)  <b>isst</b> (eats)  <b>trinkt</b> (drinks)  <b>kauft</b> (buys)  <b>sammelt</b> (collects)</p>
<p><b>Es ist</b> It is</p>	<p><b>im Wald</b> (in the forest)  <b>auf der Straße</b> (in the street)  <b>in der Stadt</b> (in town)  <b>am Strand</b> (on the beach)  <b>in den Bergen</b> (in the mountains)  <b>zu Hause</b> (at home)  <b>in der Schule</b> (in school)  <b>auf Arbeit</b> (at work)  <b>im Urlaub</b> (on holidays)  <b>im Freien/draußen</b> (outside)  <b>drinnen</b> (inside)</p>	<p><b>Ich glaube</b> (I believe)  <b>Ich würde sagen</b> (I would say)  <b>Ich denke</b> (I think)  <b>Es scheint mir</b> (It seems to me)</p> <p><b>Er/sie sieht... aus</b> He/she looks  <b>Sie sehen... aus</b>                  They look</p>	<p><b>er ist</b> (he is)  <b>sie sind</b> (they are)</p>	<p><b>vielleicht</b> (maybe)  <b>glücklich</b> (happy)  <b>genervt</b> (annoyed)  <b>begeistert</b> (elated)  <b>traurig</b> (sad)  <b>müde</b> (tired)  <b>wütend</b> (angry)  <b>interessiert</b> (interested)  <b>gelangweilt</b> (bored)</p>



## German- Key sounds

1  <u>J</u> o- <u>J</u> o	2  <u>V</u> ogel	3  <u>W</u> ild <u>w</u> assersport	4  <u>Z</u> ick <u>z</u> ack
5  <u>H</u> aus	6  <u>F</u> re <u>u</u> nd	7  <u>E</u> is	8  <u>B</u> iene
9  <u>B</u> är	10  <u>L</u> ö <u>w</u> e	11  <u>T</u> ür	12  <u>M</u> ä <u>u</u> se
13  <u>B</u> uch	14  <u>S</u> chl <u>a</u> nge	15  <u>S</u> pitz <u>b</u> art	16  <u>S</u> ter <u>n</u> e

### Reading aloud

The read aloud task will be the first task in your speaking exam. You will have 14 minutes' preparation time for the whole speaking exam, including this task and a further minute in the exam room. The task will contain four sentences (50–55 words) from a specific thematic context.

### Dictation

The dictation task will form part of your listening paper. You will have to transcribe **30 words** (in six sentences). Three of the words will not be on the vocabulary lists. Practising the sounds on these pages will help with both the **read aloud** and **dictation** tasks.

# GCSE Hospitality and Catering – Course Overview

**Exam Board:** Eduqas WJEC

**Course Title:** Level 1/2 Hospitality and Catering (Vocational Award)

**Unit 1: The Hospitality and Catering Industry**  
**Written Examination: 1 hour 20 minutes**  
**40% of Qualification**

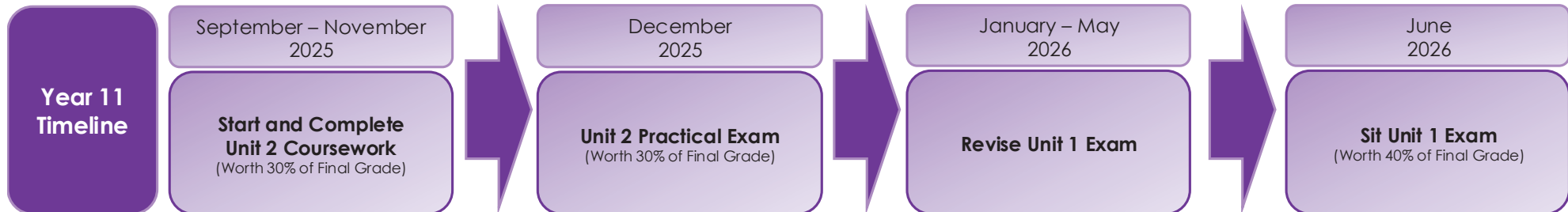
- 1.1 Hospitality and catering provision
- 1.2 How hospitality and catering providers operate
- 1.3 Health and safety in hospitality and catering
- 1.4 Food safety in hospitality and catering

**Unit 2: Hospitality and Catering in Action**  
**Coursework: 12 Hours**  
**60% of Qualification**

- 2.1 The importance of nutrition
- 2.2 Menu planning
- 2.3 The skills and techniques of preparation, cooking and presentation of dishes (practical exam)
- 2.4 Evaluating cooking skills

## Assessment Objectives

AO1	Demonstrate knowledge and understanding from across the specification		AO1	AO2	AO3	Total
		<b>Unit 1</b>	17%	14%	9%	40%
<b>AO2</b>	Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks	<b>Unit 2</b>	8%	36%	16%	60%
<b>AO3</b>	Analyse and evaluate information, making reasoned judgements and presenting conclusions	<b>Overall Weighting</b>	25%	50%	25%	100%



# GCSE Hospitality and Catering

## Unit 1 Exam Overview: The Hospitality and Catering Industry

### 1.1 Hospitality and Catering Provisions

<b>1.1.1 Hospitality and Catering Providers</b>	<ul style="list-style-type: none"> <li>Two different types of provisions: commercial (cafés/ fast food) or residential (hotels/ Airbnb)</li> <li>Hotel facilities: conference rooms, en-suite rooms, leisure facilities (spa, gym, swimming pool)</li> <li>5-star hotel ratings, AA Rosette Award and Michelin stars</li> </ul>
<b>1.1.2 Working in the Hospitality and Catering Industry</b>	<ul style="list-style-type: none"> <li>Employment roles and responsibilities of:  <u>Front of house:</u> manager, waiting staff, concierge, receptionist  <u>Back of house:</u> executive chef, sous-chef, chef de partie, commis chef, pastry chef, kitchen porter</li> <li>Personal attributes: organised, hardworking, hygienic, friendly, communicative</li> </ul>
<b>1.1.3 Working Conditions in the Hospitality and Catering Industry</b>	<ul style="list-style-type: none"> <li>Employment contracts and working hours: Full time permanent / part-time/ seasonal/ casual/ zero hours contract</li> <li>Remuneration and benefits in the industry: a salary, a wage (hourly), holiday entitlement, pension, sickness pay</li> </ul>
<b>1.1.4 Contributing Factors to the Success of Hospitality and Catering Provision</b>	<ul style="list-style-type: none"> <li>Basic costs incurred within the industry: labour, material, overheads.</li> <li>The awareness of environmental impact and sustainability: reduce, reuse and recycle.</li> <li>How new technology enhances customers' experience: cashless systems, digital technology (apps, web-booking, key card access, digital menu)</li> <li>The positive and negative impacts of media: printed media (newspaper, magazines) broadcast (television, radio), internet (social media, websites)</li> </ul>

### 1.2 How Hospitality and Catering Providers Operate

<b>1.2.1 The Operation of the Front and Back of House</b>	<ul style="list-style-type: none"> <li>Workflow of the front of house – reception, seating area, counter service, bar</li> <li>Workflow of the catering kitchen – delivery, staffing area, wash area, storage area, preparation and cooking area, serving area, washing/cleaning area.</li> </ul>
<b>1.2.2 Customer Requirements in Hospitality and Catering</b>	<p><b>How to meet the requirements of:</b></p> <ul style="list-style-type: none"> <li>customer needs (catering, equipment, accommodation)</li> <li>customer rights and inclusion (disability)</li> <li>equality.</li> </ul>
<b>1.2.3 Hospitality and Catering Provision to Meet Specific Requirements</b>	<p><b>How to adapt to satisfy the following ever-changing customer climate:</b></p> <ul style="list-style-type: none"> <li>customer requirements/needs: lifestyle, nutritional needs, dietary needs</li> <li>customer expectations: service, value for money, trends, awareness of competition from other providers, media influence/interest, environmental concerns</li> <li>customer demographics: age, location, accessibility</li> </ul>

# GCSE Hospitality and Catering

## Unit 1 Exam Overview: The Hospitality and Catering Industry

### 1.3 Health and Safety in Hospitality and Catering

<b>1.3.1</b> <b>Health and Safety in Hospitality and Catering Provision</b>	<ul style="list-style-type: none"> <li>Control of Substances Hazardous to Health Regulations (COSHH) 2002</li> <li>Health and Safety at Work Act 1974</li> <li>Manual Handling Operations Regulations 1992</li> <li>Personal Protective Equipment at Work Regulations (PPER) 1992</li> <li>Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers.</li> </ul>
<b>1.3.2</b> <b>Food Safety</b>	<b>Hazard Analysis and Critical Control Points (HACCP)</b> This document identifies any critical control points and ensure that risks are removed or reduced to safe levels <ul style="list-style-type: none"> <li>decide on what actions to take if something goes wrong</li> <li>complete a HACCP document</li> <li>complete records to show that procedures are working.</li> </ul>

### 1.4 Food Safety in Hospitality and Catering

<b>1.4.1 Food Related Causes of Ill Health</b>	<ul style="list-style-type: none"> <li>Bacteria that cause food poisoning: Salmonella, Listeria, E.coli</li> <li>Common food allergens: wheat, dairy, eggs, nuts, fish and seafood</li> </ul>
<b>1.4.2 Symptoms and Signs of Food-Induced Ill Health</b>	Visible symptoms (food poisoning) : vomiting, diarrhoea, pale Invisible symptoms (food poisoning) : feeling sick, stomach-ache, weakness  Visible symptoms (allergies) : rash, face swelling Invisible symptoms (allergies) : weakness, breathing difficulties, tightened airway
<b>1.4.3 Preventative Control Measures of Food-Induced Ill Health</b>	<ul style="list-style-type: none"> <li>cross contamination</li> <li>correct temperature in delivery, storage, preparation and service</li> <li>physical contamination.</li> </ul>
<b>1.4.4 The Environmental Health Officer (EHO)</b>	<ul style="list-style-type: none"> <li>collecting evidence including samples for testing, photographs, interviews</li> <li>enforcing environmental health laws follow up complaints</li> <li>follow up outbreaks of food poisoning</li> <li>inspecting business for food safety standards</li> <li>giving evidence in prosecutions</li> <li>maintaining evidence</li> <li>submitting reports.</li> </ul>

# GCSE Hospitality and Catering

## Command Words

Command Words	Definition	Example Exam Question
<b>Analyse</b>	Examine an issue in detail to examine and interpret information and relationships	<b>Analyse</b> the current trends in the hospitality industry related to sustainable practices and eco-friendly initiatives
<b>Assess</b>	To make an informed judgement	<b>Assess</b> the challenges faced by the current health promotion scheme
<b>Examine</b>	Investigate closely in detail	<b>Examine</b> the factors influencing customer satisfaction in a fine dining restaurant
<b>Discuss</b>	Examine an issue in detail in a structured way, taking into account different ideas	<b>Discuss</b> how Misiba could be supported in taking more accountability for her actions
<b>Evaluate</b>	Make judgements against a criteria	<b>Evaluate</b> the impact of Sameer's work life balance may have on his health and wellbeing
<b>Justify</b>	Show or prove something to be right or reasonable	<b>Justify</b> the decision to implement a prix fixe menu for a high-end restaurant during peak dining hours
<b>Review</b>	To consider something with the intention of making changes if necessary	<b>Review</b> the performance of a newly opened restaurant within its first six months of operation
<b>Recommend</b>	To suggest as appropriate	<b>Recommend</b> strategies for a catering business to expand its clientele and increase revenue in a competitive market
<b>Define</b>	Describe the meaning of a key term	<b>Define</b> the term 'hospitality'
<b>Describe</b>	Provide characteristics/main features or a brief account	<b>Describe</b> how a residential establishment provides its services
<b>Outline</b>	Set out the main points/provide a brief description or main characteristics	<b>Outline</b> the role of Environmental Health Officer
<b>Identify</b>	Recognise, distinguish and establish what something is	<b>Identify</b> two symptoms of food poisoning
<b>State</b>	Express clearly and briefly	<b>State</b> three ways in which negative posts on social media can affect a businesses success
<b>Demonstrate</b>	Describe with reference to examples	<b>Demonstrate</b> your ability to create an aesthetically pleasing and well-balanced platter suitable for a cocktail party
<b>Name/List/Give</b>	To provide brief facts or examples.	<b>Give</b> two examples of factors that affect the success of a business.
<b>Match</b>	To choose the correct answer or link two piece of information together	<b>Match</b> the type of food poisoning to the symptoms that occur.



**Example brief:** The Thirsty Camel (TTC) is a hospitality and catering establishment based in a busy city centre. It attracts a large variety of people during evenings and weekends but is struggling to attract customers during weekdays. TTC want to increase sales during weekdays and decide to revamp the lunch menu to attract families with pre-school aged children. The dishes must be suitable to meet the nutritional needs of pregnant women and young children. TTC has a small team of chefs who cook from a wide-ranging menu of dishes that represent the multicultural city centre. Ingredients are sourced locally where possible. TTC has excellent sustainable practices such as reducing waste, recycling, and reusing. The kitchen itself is limited in size but has a variety of specialist, hand-held and electrical equipment available.

### Design Brief/Specification

### Analyse the brief

- Where are they situated?
- Who do they cater for?
- When are they open?
- Who works there?
- Do they have a big or small team of chefs?
- What kind of food do they make?
- Where do they source their ingredients?
- What kind of kitchen do they have?
- What is their goal?

### Research existing dishes that meet the brief

### Examine which of these dishes could show off your complex skills when cooking

### Consider which of these dishes best meet your customers individual needs

Go to the **Skills Table**.  
Make sure your dishes involve using as many complex skills as possible

- Think about who you are catering for. What are their specific needs?
- Think about cost. How expensive are the ingredients?
- Think about equipment and space. Is it possible to make a dish with the available equipment?

### 2.4 Performance Review

- Assess how well the practical exam went.
- What went well?
- What could have gone better?
- What would you do differently next time?

### 2.3 The Practical Exam

- Consider:
- Cost
  - Skill level of chef needed
  - Time available
  - Environmental issues

### 2.2 Justify the customers needs

- Create a production plan
- Equipment list
  - Ingredient list
  - Health and Safety notes
  - Quality points
  - Contingency plans

### 2.1 Nutritional analysis

#### Narrow it down to 2 final dishes

- Macronutrients:
- Carbohydrates
  - Protein
  - Fat

- Choose 2 of the following:
- Starter
  - Main
  - Dessert

- Micronutrients:
- Vitamins
  - Minerals

- Fat soluble vitamin A and vitamin D
- Water soluble: vitamin B group and vitamin C

Calcium, iron, sodium, potassium, magnesium

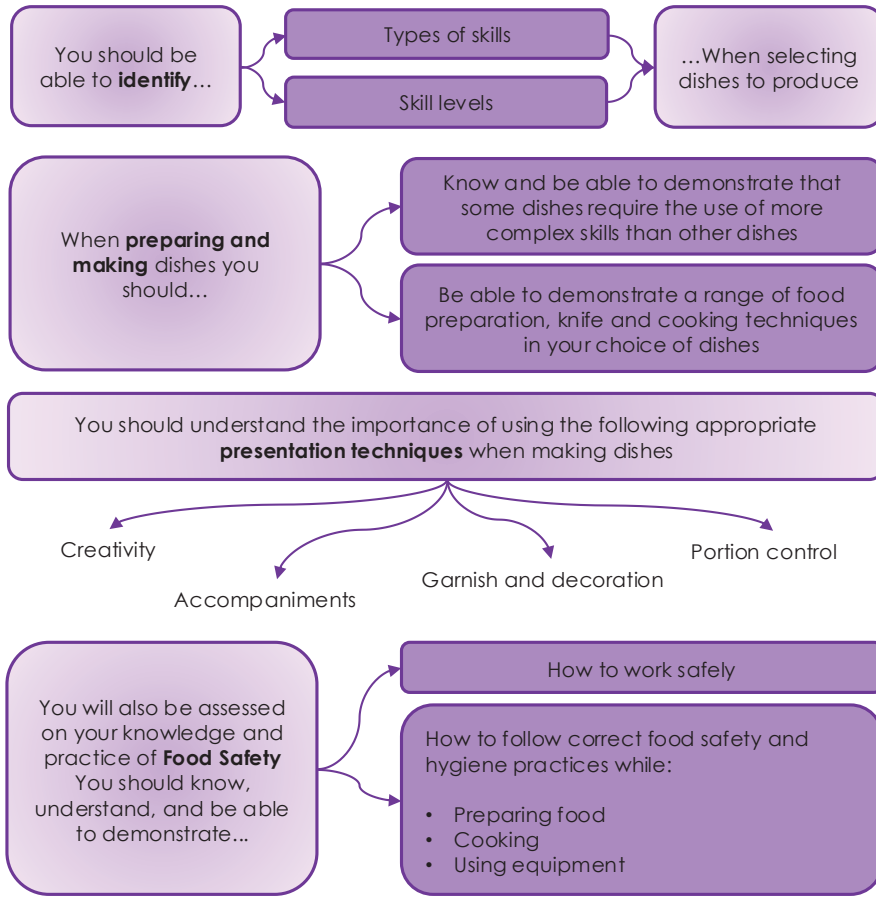
- A customers needs could include:
- Age
  - Medical problems
  - Allergies
  - Venue
  - Occasion

What is a contingency plan?  
It is a plan you will make ahead of making your dishes, anticipating what could go wrong and how you will fix it in the moment. Making sure you have plans in place will reduce stress and shows a high level of professionalism!

# GCSE Hospitality and Catering

## Unit 2: Practical Exam Preparation

### The Skills and Techniques of Preparation, Cooking and Presentation of Dishes



	Preparation Techniques	Knife Skills	Cooking Skills
<b>Complex Skills</b>	<ul style="list-style-type: none"> <li>• Crimping</li> <li>• Laminating (pastry)</li> <li>• Melting using bain-marie</li> <li>• Piping</li> <li>• Shaping</li> <li>• Unmoulding</li> <li>• Whisking</li> </ul>	<ul style="list-style-type: none"> <li>• Brunoises</li> <li>• Julienne</li> <li>• Mincing</li> <li>• Deboning</li> <li>• Filleting</li> <li>• Segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• Baking blind</li> <li>• Caramelising</li> <li>• Deep fat frying</li> <li>• Emulsifying</li> <li>• Poaching</li> <li>• Tempering</li> </ul>
<b>Medium Skills</b>	<ul style="list-style-type: none"> <li>• Creaming</li> <li>• Dehydrating</li> <li>• Folding</li> <li>• Kneading</li> <li>• Measuring</li> <li>• Mixing</li> <li>• Pureeing</li> <li>• Rub-in</li> <li>• Rolling</li> <li>• Skinning</li> <li>• Toasting (seeds/nuts)</li> <li>• Weighing</li> </ul>	<ul style="list-style-type: none"> <li>• Baton</li> <li>• Chiffonade</li> <li>• Dicing</li> <li>• Slicing</li> <li>• Deseeding</li> <li>• Spatchcock</li> </ul>	<ul style="list-style-type: none"> <li>• Baking</li> <li>• Blanching</li> <li>• Braising</li> <li>• Deglazing</li> <li>• Frying</li> <li>• Griddling</li> <li>• Pickling</li> <li>• Reduction</li> <li>• Roasting</li> <li>• Sauteing</li> <li>• Setting</li> <li>• Steaming</li> <li>• Stir-frying</li> <li>• Water-bath (sous-vide)</li> </ul>
<b>Basic Skills</b>	<ul style="list-style-type: none"> <li>• Blending</li> <li>• Beating</li> <li>• Grating</li> <li>• Hydrating</li> <li>• Juicing</li> <li>• Marinating</li> <li>• Mashing</li> <li>• Melting</li> <li>• Proving</li> <li>• Shredding</li> <li>• Sieving</li> <li>• Tenderising</li> <li>• Zesting</li> </ul>	<ul style="list-style-type: none"> <li>• Chopping</li> <li>• Peeling</li> <li>• Trimming</li> </ul>	<ul style="list-style-type: none"> <li>• Basting</li> <li>• Boiling</li> <li>• Chilling/cooling</li> <li>• Dehydrating</li> <li>• Freezing</li> <li>• Grilling</li> <li>• Toasting</li> </ul>

# GCSE History – Course Overview



**CHOPAR**

**C**ontent  
**H**istorical  
**c**ontext  
**O**rigin  
**P**urpose  
**A**udience  
**R**eliability

**Exam board:** Eduqas

**Course Title:** GCSE History



**5 Bums on a Bench**  
**Who**  
**What**  
**Where**  
**When**  
**Why**  
**How**

**Paper 1: 2 hours (1 hour for each)**

**Elizabethan Age and Germany 1919-1939**

- Source and Interpretation analysis.
- Use of CHOPAR to help with analysis.

Worth 50% of your course, each section out of 53 marks.

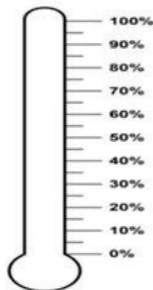
**Paper 2: 2 hours (45 mins USA, 1 hour 15 C+P)**

**USA 1929-2000 & Crime and Punishment c.500-Present.**

- Knowledge based.
- Continuity and Change
  - Case Study

Worth 50% of your course, USA marked out of 40, C+P marked out of 64.

**Extent-o-meter** – what criteria will you use to make a judgement?



How much?	How far do you agree?	How important?	What impact?
100%	totally	extremely	huge
75%	strongly	very	significant
50%	undecided	quite	moderate
25%	slightly	minor	partial
0%	not at all	irrelevant	none

## History skills – Elizabeth Q1&2

### **Q1: What can be learnt from source A and B about...? [4]**

Write a point for each source. Make sure you give a detailed explanation of each point.

Source A shows that ...

Source A also shows that (develop observation with your own knowledge)

Source B shows that ...

Source B also shows that ... (develop observation with your own knowledge)

### **Q1 Top Tips; (4-5 minutes)**

The number of lines gives you an indication of how much you should write. 3 per mark.

ONLY talk about what you can see in the source

Make sure you write the same amount of detail for each source

### **Q2: To what extent does this source accurately reflect...? [8]**

The source tells us that ...

The author is ... It was written in ... because ...

I know from my own knowledge that ...

The main audience of this source is ...

This source is reliable / not reliable because ...

A limitation of this source is... This might impact upon the and accuracy because...

In conclusion , I think that the source does/does not/to some extent/accurately reflect...



### **Q2 Top Tips; (8-10 minutes)**

Every word in the provenance is important. If they were a JP...how would that affect the accuracy? Look at who they were writing to.

Comment on WHO wrote it, WHEN and WHY to see if this has an impact on the accuracy of the source :use CHOPAR

Make a clear judgement on how accurate it is, linking back to the question e.g. somewhat accurate, not at all, extremely accurate

## History skills – Elizabeth Q3&4

### **Q3: Why was ... a significant factor in... [12]**

Write 3 reasons why and explain them.



One reason why... was significant to... was ... this was significant because...

Another significant reason was... this was significant because...

A final reason was... this was significant because...

Overall...

### **Q3 Top Tips; (12 minutes)**

Use words to show significance = led to, therefore, consequently, catalyst, hindered, exacerbated, pivotal, vital, accelerated, aggravated, triggered, sparked, created, inadvertently, indirectly, crucial, important, substantial.

Use your knowledge to place the issue in the question into historical context (give background info! – dates, facts, names, keywords)

Keep using the phrase 'This was significant because'

Write each reason as a separate paragraph.

### **Q4: Explain the connections between TWO of the following...[10]**

Explain what the first issue is about using Historical context.

Explain a connection between that and the other issue.

Explain the second issue using Historical context.

Try and explain another connection between the two or develop a previous connection.

Connections can be simple, e.g. they were both Catholic plots

The first issue is ...

This is connected to ... because ...

The second issue is ...

This is connected to ... because...

A final connection between the two issues is ...

### **Q4 Top Tips; (10 minutes)**

From the possible 4 select 2 factors which you think show 3 clear connections.

Use your own knowledge to explain the factors., making links between them

## History skills – Elizabeth/Germany Q5 & Germany Q1/2

### **Q5: How far do you agree with this interpretation? [16 + 3]**



Introduce: The interpretation clearly states that...

Content: One point which supports this interpretation is...

Another point which supports this interpretation is ...

Wider Historical Context: This interpretation is correct as ...

Origin : The author could have based his interpretation on...

The author is...and writing for ....

The author has formed this opinion because ...

The author is writing from a particular perspective ...

Other interpretations: However, there are other interpretations of this issue ...

This is because ...

Wider Historical Context: However, considering the political / religious /social situation at the time, it is not surprising that ...

Reasoned Judgement: Overall, it is true that ....

However, such a view would be challenged by ...

### **Q5 Top Tips: (20-25 minutes)**

Explain that historians have different viewpoints on this & WHY they have different interpretations. Don't use the word BIAS!

The Origin = WHO ,WHEN and WHY – should impact how accurate the source is! CHOPAR!

Check your spelling and grammar – they are worth 3 marks!

Use the extentometer to answer the question!

### **Q1: Use source a and your own knowledge to describe... [5]**

Source A shows... [Use the caption]

I can see ... [point out a detail]

This tells me that ... [explain what you can learn from this]

In addition, from my own knowledge know that firstly... secondly... thirdly...

### **Q1: top tips [5 mins]**

Say what you see and link it directly to the question.

Provide at least 2, preferably 3, pieces of your own knowledge to support.

You **DO NOT** need CHOPAR for this question.

### **Q2: What was the purpose of Source B? [8]**



Source B shows... [what can you see.]

Source B was made by.. In.. It is a ... [Use the caption]

Source B was made for the purpose of ... and to be seen by ... This is because at the time...

In Conclusion, the purpose of Source B was to...

### **Q2: top tips [8-10 mins]**

Be clear in naming the specific purpose. Was it intended to sell something? Was it meant to make someone vote for a party or stop them voting for another?

## History skills –Germany Q3/4 & C+P Q1&2

**Q3/4: Do the interpretations support the View that... [10]**



**&  
Which of the sources is more useful to a historian studying...**

**[11]**

Source/Interpretation... says that ... [Quote] .However in contrast Source/interpretation... shows ... [Quote/Observation] meaning that... [answer the question]

Source/interpretation... was made by ... in.. about... However, in contrast Source D was made by...in...about.. Meaning that... [answer the question]

Source/Interpretation... was made for ... However, in contrast Source/Interpretation... was made for... Meaning that... [answer the question]

Source/Interpretation... was made for the purpose of .... However, Source/Interpretation... was made for the purpose of ... meaning that... [answer the question]

In conclusion, the Sources/Interpretations differ as ... they are both useful however for telling historians different things about...

**Q3/4 Top Tips: [10 minutes]**

Make sure to link each of your points back to the question.  
Be clear how the authorship of the source/interpretation impacts its reliability.  
You only have 10 minutes so be concise.

**Q1: Use Sources A, B and C to identify one similarity and one difference in... [4]**

One similarity/difference between sources... and... is that they both show...

In source... we can see... Whilst in source... we see...

**Q1: top tips [4 mins]**

Across your 2 points [similarity/difference] you need to use all 3 sources in some way.

You must use a specific detail from the sources to support your answer.

**Q2: Which of the two sources is more reliable to a historian studying... [6]**



Source... is reliable to an extent because it discusses... which is accurate because I know from my own knowledge that...

Source... is/is not truly reliable because it was made by/in/for... meaning that... [repeat once].

[Repeat whole thing for second source]

Overall, source... is the more reliable as...

**Q2: top tips [6-8 mins]**

Make sure to include a small amount of your own knowledge in your answer.

Be brief, the question is only worth 6 marks.

## History skills –C+P Q3/USA Q1, C+P/USA Q4, C+P Q5 & C+P Q6a/b

### **Q3/Q1: Describe... [5] [5 mins]**

Define the term or concept in the question.  
Provide some historical context.  
Give at least 2 examples/pieces of historical knowledge to support your answer.

### **Q4: Explain why... [9 marks C+P/8 marks USA]**

The first reason why... was... this was where...  
Another reason why... was... this was where...  
.



### **Q3/4 Top Tips; [10 minutes]**

Make sure to fully explain your points with specific detail to support.  
Be careful to stay focused on the specific period/topic/idea that they give you.

### **Q5: Outline how... have changed from c.500 to present. [16 + 4 SPAG]**

In my opinion there are many reasons for... [write the focus of the question]. One reasons for this was... However there are also other reasons such as... [provide 2 more].  
The first/second/third reason for... [focus of the question] was... this was a reason as... [give specific facts/figures/historical knowledge to explain your point].  
In conclusion there were many reasons for...



### **Q5: top tips [20-25 mins]**

You must use all 4 time periods in your answer, otherwise you are not fully answering the question.  
Keep your answer chronological to the best of your ability.  
Think about the major factors you could use to explain change, i.e. economic, political, religious, social, warfare, changing attitudes, etc.

### **Q6a: Describe two features of... [8 marks] [8 mins]**

The First main feature of... [write the focus of the question] was...  
This involved... [provide specific knowledge of your case study]  
A second main feature of...  
This involved...

### **Q6b: Explain why... [12 marks] [12 mins]**

The First/second/third reason why... [write focus of the question] was significant was because... [explain with specific details to your case study]  
Overall there were many reasons why... was important such as... [summarise your argument]

### **Q6a/b: top tips**

This is your case study, and so the level of knowledge required is much higher. You will need to be specific, and link your answer repeatedly to the case study.

## History skills – USA Q2, 3 & 5

### **Q2: How far did... [6 marks]**

Thesis – [factor from question] was a major/minor factor in...  
First point & detail – We can see this where... evidence that supports this is that...

Second point & detail – However it could be argued that... was a more important factor as...

Conclusion – Overall therefore, [factor from question] was important/not so important in... because...

### **Q2 Top Tips: [6-8 minutes]**

Make sure to talk about more than just the factor provided.

Give another example to counter.

Compare the 2 factors you have chosen against the overall focus of the question.

### **Q3: Arrange these factors in order of their significance... [9 marks]**

With regards to [focus of the question] the most important factor is... [pick your factor]. This is important because... This was a major factor as... This was more important than the other two factors as...

The second most important was... this was important because... it was less important than the other factor as...

The least important of these factors was... This was less important as... it was less important than the other two factors because...

### **Q3: top tips [10 mins]**

Make sure to compare your factors throughout. It isn't enough to just say it was important or not. You need to explain why it was more/less important than others.

Be clear in providing your own knowledge to support your answer.

### **Q2: How important was... for the development/emergence of... in the USA [12 marks]**



[First factor] was massively important too... [focus of the question] as... this led to/improved/caused... this meant that...

Another reason why [first factor] was important was... this led to/improved/caused... this meant that...

However, other factors such as... were also important as... this meant that...

A third factor that was important was... this was important because... and meant that...

Overall [first factor] was important to... because... but other factors played important roles such as...

### **Q5: top tips [12-15 mins]**

You must compare the different factors that you have outlined. Your first factor, i.e. the one provided to you, must be your main focus, and take up the same amount of space as the other 2 factors combined.

## History Skills – Key knowledge

### **Crime and Punishment – Time periods**

Era 1 – The Medieval era c.500-1500; 5<sup>th</sup>-15<sup>th</sup> century

- Anglo-Saxon period (c.449-1066) 5<sup>th</sup>-11<sup>th</sup> century
- Norman/Angevin period (1066- 1216) 11<sup>th</sup>-13<sup>th</sup> century
- Plantagenet period (1216-1485) 13<sup>th</sup> -15<sup>th</sup> century

Era 2 – The Early Modern era 1500-1700; 15<sup>th</sup> – 18<sup>th</sup> century

- Tudor period (1485-1603) 15<sup>th</sup> – 17<sup>th</sup> century
- Interregnum (1649-1660) 17<sup>th</sup> century
- Stuart period (1603-1649 & 1660-1714) 17<sup>th</sup> – 18<sup>th</sup> century

Era 3 – The Industrial era 1700-1900; 18<sup>th</sup> -20<sup>th</sup> century

- Georgian period (1714 – 1795) 18<sup>th</sup> century
- Regency period (1795 - 1837) 18<sup>th</sup> – 19<sup>th</sup> century
- Victorian period (1837-1901) 19<sup>th</sup> – 20<sup>th</sup> century

Era 4 – The Modern era 1900-present; 20<sup>th</sup> and 21<sup>st</sup> century

- Edwardian period (1901-1914) 20<sup>th</sup> century
- The World Wars (1914-1945) 20<sup>th</sup> century
- The Post-War period (1945-present) 20<sup>th</sup> – 21<sup>st</sup> century

### **Source work – Bias vs. Focus**

You might decide to dismiss a source because it is 'biased'. This is bad history! All sources are biased. What we care about is their focus. If a source focuses on one factor to the expense of others it might be less useful to us, whilst if it considers lots of factors before reaching a judgement then it will be more useful.

### **Source work – Reliability**

There are 2 major ways that we can establish reliability;

- 1) Checking the origin of the source (who wrote it, when they wrote it, where they wrote it)
- 2) Comparing its content to our own knowledge and seeing if it matches.

## GCSE Media Studies – Course Overview

### Component 1: 40%

Section A (Quality Street, This Girl Can, The Man with the Golden Gun, No Time to Die, The Guardian, The Sun, Vogue and GQ)

Section B (Fortnite, The Archers, No Time to Die, The Sun)

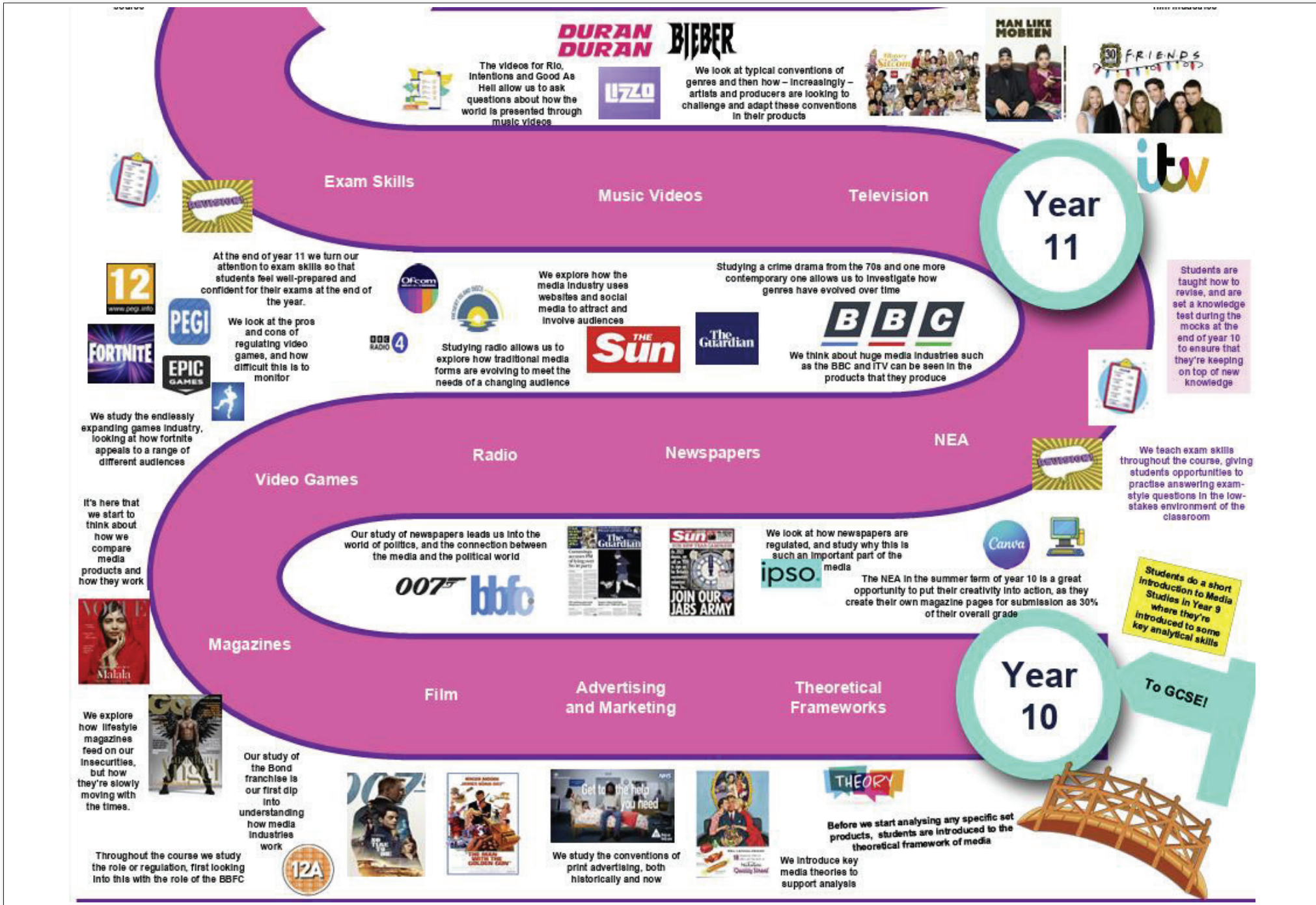
### Component 2: 30%

Section A (Man Like Mobeen, Friends)

Section B (Duran Duran – Rio, Lizzo – Good as Hell, Justin Bieber – Intentions)

### Component 3: 30%

Creating Media Products (magazine,)



## SECTION A

**Q1 MEDIA LANGUAGE****15 MARKS**
 **15 minutes**  
(5 per bullet point)

- You will need to comment on the use of areas of media language in **ONE** of the set texts.
- You should answer each bullet point separately.
- Use **DENOTES CONNOTES WHY** to structure.

**EXAMPLE QUESTION:** Explore how this front cover of *Pride* magazine uses media language to communicate meanings:

- images
- text/written language
- layout and design

**Q2a CONTEXT****5 MARKS**
 **5 minutes**

- A single paragraph explaining how the suggested context has impacted on the set text.
- Use **WHAT/WHERE/WHY**

**EXAMPLE QUESTION:** Explain how historical context influences print advertisements. Refer to the print advertisement for *This Girl Can* from the set products to support your points.

**Q2b REPRESENTATION****25 MARKS**
 **35 minutes**  
10 min plan,  
25 mins writing

- Comparing a representation between **ONE** of the set texts and an unseen text.
- Use the bullet points in the question to help you plan your answer.
- Answer should be written in detailed paragraphs using **WHAT/WHERE/WHY** and **CARIING**.

**EXAMPLE QUESTION:** Compare the representations of gender in the *This Girl Can* and *Protein World* advertisements.

In your answer, you must consider:

- how representations of gender are constructed
- how far the representations of gender are similar in the two advertisements
- how far the representations of gender are different in the two advertisements

**2 WILL APPEAR IN SECTION A.  
1 IN QUESTION 1 AND 1 IN  
QUESTION 2 COMPARED WITH  
AN UNSEEN.**



## SECTION B

**Q3 INDUSTRY**1 mark per  
minute

- 3-4 questions between 1 and 12 marks. Relate to ONE industry.

**EXAMPLE QUESTIONS:**

- Name the industry regulator for the Newspaper Industry in Britain. [1]
- Briefly explain the differences between tabloid and broadsheet. [4]
- With reference to The Sun, explain what the impact of new and digital media is on the Newspaper industry. [12]

**Q4 AUDIENCE**1 mark per  
minute

- 3-4 questions between 1 and 12 marks. Relate to ONE set product and its audience.

**EXAMPLE QUESTIONS:**

- Identify two different audiences for The Archers. [2]
- Briefly explain two different ways that audiences can listen to The Archers. [4]
- Explain how audiences use radio programmes to meet their needs. Refer to the Archers to support your points. [11]

CAN APPEAR IN INDUSTRY  
OR AUDIENCE SECTION

INDUSTRY ONLY



# SECTION A

## – Television sit-com

**Q1a, 1b MEDIA LANGUAGE**

OR

**REPRESENTATION**

**20  
MARKS**

- 2 questions with a combined total of 20 marks
- WHAT/WHERE/WHY to structure paragraphs
- Evidence (WHERE) should come from the Luther clip in the exam



**15 minutes**  
(viewing and note making)

**5-minute plan**  
**1 mark per minute writing**

**EXAMPLE QUESTIONS:**

- Explore how the settings in this extract construct a representation of reality [10]
- How stereotypical are the representations of men in this extract? [10]

**Q2 CONTEXT**

OR

**AUDIENCE**

OR

**INDUSTRY**

**10 MARKS**

- WHAT/WHERE/WHY to structure paragraphs
- There may be the opportunity to talk about how Man like Mobeen compares to Friends and other sit-coms that you have seen in this question.



**5 minute plan**  
**1 mark per minute writing**

**EXAMPLE QUESTION:**

Why might audience responses to sit-coms change over time?  
Refer to the sit-coms you have studied to support your points. [10]

MLM, series 1, episode 2



Friends, series 1, episode 1



You should have studied a n  
The episode. This 10-minute clip  
from anywhere it will NOT be  
shown in the exam.

# SECTION B

## - Music videos

### Q3 MEDIA LANGUAGE

OR

### REPRESENTATION

20 MARKS

- WHAT/WHERE/WHY to structure paragraphs and CARIING to explain why.
- Can ask you to focus on any of the music videos or music websites you have studied



5 minute plan

1 mark per minute writing

**EXAMPLE QUESTION:** How typical are the narratives of the two music videos that you have studied. In your response you must:

- Explore the narratives of the two music videos you have studied
- Make links to relevant media contexts
- Make judgements and draw conclusions

### Q4 CONTEXT

OR

### AUDIENCE

OR

### INDUSTRY

10 MARKS

- WHAT/WHERE/WHY to structure paragraphs and CARIING to explain why.
- Can ask you to focus on any of the music videos or music websites you have studied.



5 minute plan

1 mark per minute writing

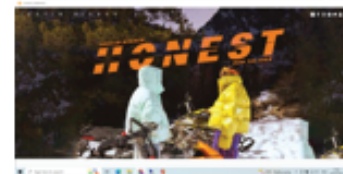
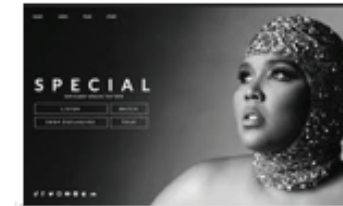
**EXAMPLE QUESTION:**

Explain how music websites reflect the social and cultural contexts in which they were produced.

### Music videos



### Websites



## The Theoretical Framework of Media – Language and Representation

**Media language** focusses on codes and conventions (what you would typically see in a media product). What can you denote (see) and what might it connote (mean)? What are the technical codes you can see? (camera work, lighting, camera angles, costume (what they are wearing), editing, colour choices). What are the symbolic codes you can see? For example, a red rose may be used symbolically to convey romance, or a clenched fist may be used to communicate anger. The choices of media language communicate meaning to the audience.

**Context** focusses on the time a media product was made (what was going on in society, in politics, in history) and the culture at the time (what people's thoughts, views and opinions were).

**Representation** focusses on how subgroups of the population are portrayed in media products, such as women and black males, and whether the portrayal is positive or negative. Some representations are based on prejudice (an attitude, meaning to judge someone before knowing them) and some on stereotypes (is a set way of viewing certain people based on their race, religion, age etc.)

## The Theoretical Framework of Media – Audience and Industry

**Industries** focusses on the organisations that share the production, distribution and circulation of media products. Organisations within the media industries produce content with the aim of making money from our consumption. All media organisations market and promote their content to develop and maintain an audience. It also includes the regulatory bodies that exist with the media industry.

**Audiences** focusses on the target audience of the media product. All media texts are made with an audience in mind, i.e. a group of people who will receive it and **engage** with it. And generally, but not always, the producers make some money out of that audience. Producers want to know the audience's **demographics**. Once they know this they can begin to shape their text to appeal to a group with known reading/viewing/listening habits. They also consider very carefully how that audience might **react** to, or engage with, their text. Once a media text has been made, its producers need to ensure that it **reaches the audience** it is intended for. All media texts will have some sort of **marketing campaign** attached to them.

# Y11 GCSE MUSIC EDEXEL What will I be assessed on in Music?



## Component 1 Performing

This is your opportunity to show that you can **sing/play** a solo piece and an ensemble piece. These must total 4 minutes.



## Component 2 Composing

This is your opportunity to show that you can **compose** two pieces of music related to a professional brief and a **FREE** composition of your choice.



## Listening and appraising

You will study 8 set works in detail and will be asked to answer questions on them in a written exam. This will help you take inspiration from other composers.



## How will I be marked?

Performance: 30% marked by your teacher  
 Composition: 30% marked by your teacher  
 Written Exam: 40% marked by the examiners

### PRACTICAL SKILLS involving performing and composing/creating music

#### Things to consider:

- Working hard to practice your instrument or sing regularly and seriously. Top marks in Performance go to students with good technique and expressive skills.
- You should carefully consider the difficulty level of your chosen pieces. Anything Grade 5 and above receives bonus marks, so it is well worth working hard to raise your standard during the course. The recording takes place at the end of Cycle 1 of Year 11.
- Your Ensemble performance will test skills such as playing in time with a sense of pulse and sensitivity to others.

#### Things to consider:

- Starting points and stimuli (both musical and non-musical)
  - Repetition and contrast
  - Developing and extending musical ideas
- Impact of the music for the purpose and intended audience it was created for.
- Types of music product:
- composition for media, such as film, TV, adverts and computer games
  - original song or composition
  - Digital Audio Workstation (DAW) project.

### ACADEMIC SKILLS involving research and writing about lots of different genres and styles of music

#### Things to consider for each style:

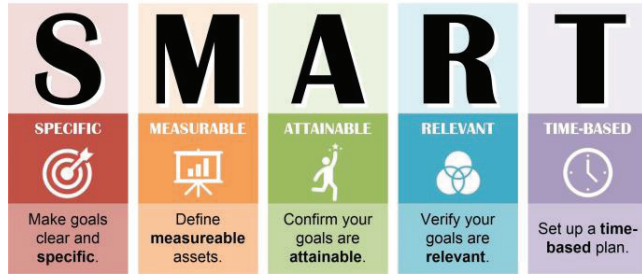
- Compositional features such as melody, harmony, tonality, rhythm and structure
- Sonic features such as instrumentation, timbre, texture and production
- How each feature is used in each style
- The effect of the music on the audience
- Further exploration of the use of features with audio/video examples

#### Things to consider:

- Iconic composers, artists, bands and producers who have influenced and impacted musical styles
- Impact of technology on musical styles, instruments, production and recording
- Further exploration of stylistic features of:
  - Style 1: Instrumental Music 1720-1800
  - Style 2: Vocal Music
  - Style 3: Music for Stage and Screen
  - Style 4: Fusions
- How you have demonstrated understanding through analysis and practical workshops

# Knowledge Organiser: How to approach the Performance, Composition and Written Exam.

**1** Set 2 SMART Targets for composition and performance.



**4** What techniques are you going to use in your performance and composition?

**★ Top Tips:**

- **Musical elements:** Dynamics, Tempo, Pitch, Rhythm should all be carefully planned and **accurate**
- **Musical style:** Your performance should be in keeping with the style e.g. Britpop, Reggae
- **Musical expression:** You should use your voice/instrument expressively, considering tone, articulation and phrasing
- **Musical experimentation:** In your practice log you should describe at least TWO different ways of performing your music to show that you have experimented with different ideas
- **Composition Commentary** How does your composition link to the brief set by the examination board? You should explain your thinking clearly in your 500-word commentary or score. How successful is your composition and how do you want your audience to feel when hearing it?

**2** Plan your chords: Here are numbers used to label chords in a chord progression.

Number	Roman Numeral
1	I
2	II
3	III
4	IV
5	V
6	VI
7	VII
8	VIII










**Musical development checklist:**  
**Does your composition have:**  
**Melody**, including passing notes, leaps, steps, imitation, doubling, variation  
**Chords**, including added notes, major, minor, diminished, change of key  
**Rhythmic features**. Including syncopation, cross-rhythm, dotted notes, triplets  
**Structure**, including introduction, main section, development section and end

**3** Know your key! Chords in the key of C Major



- **Structure of Written Exam (40%)**  
 Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)
- Six questions related to six of the eight set works.
- One short melody/rhythm completion exercise.
- Audio files with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.
- One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language. Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)
- One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with another related work that has not been studied.

## Glossary of Compositional and Sonic Features

Image	Musical term	Definition	Where we might find it
	<b>harmony</b>	How chords are used	<u>Compositional feature</u> In West African traditional vocal music people often sing in <b>harmony</b>
	<b>melody</b>	The combination of pitch and rhythm (tune)	<u>Compositional feature</u> <b>Melody</b> can be disjunct (moving in leaps) or conjunct (moving in steps)
	<b>tonality</b>	The key/main scales of a piece and how (if) it changes	<u>Compositional feature</u> The <b>tonality</b> of the Exorcist theme is minor, whereas the tonality of "One Love" by Bob Marley is major
	<b>rhythm</b>	The combination of different note durations	<u>Compositional feature</u> <b>Rhythm</b> is an important feature of West African Djembe music
	<b>structure</b>	The different sections of music and how they are laid out	<u>Compositional feature</u> The structure of most Britpop songs is intro/Verse/Chorus
	<b>instrumentation</b>	The instruments playing and how they are playing	<u>Sonic feature</u> The <b>instrumentation</b> of the famous Jaws theme is Double Bass/Low Strings
	<b>production</b>	How sound is manipulated with technology	<u>Sonic feature</u> Britpop <b>production</b> techniques were basic compared to nowadays because they did not rely on computers
	<b>texture</b>	How the layers of sound are arranged (Thick=many layers/Thin-one or few layers)	<u>Sonic feature</u> The <b>texture</b> of Bob Marley's "Three Little Birds" is melody plus accompaniment
	<b>timbre</b>	The specific quality of a sound	<u>Sonic feature</u> The Marimba has a wooden, mellow <b>timbre</b>

# Performance Mark Scheme (30%)

Technique		Expression and Interpretation		Accuracy and Fluency	
<b>7-8</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The performance demonstrates convincing technical control, as heard in convincing coordination, breath control, diction, and/or pedaling.</li> <li><input type="checkbox"/> The demands of the music are within the ability of the performer.</li> </ul>	<b>7-8</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The use of tempo is appropriate and consistent throughout.</li> <li><input type="checkbox"/> Appropriate use of dynamics, phrasing and articulation to shape the performance.</li> <li><input type="checkbox"/> The performance communicates very well, with no more than one or two less successful moments.</li> </ul>	<b>7-8</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The performance is largely accurate with no more than one or two minor errors in pitch and/or rhythm. These errors have no impact on its success overall</li> <li><input type="checkbox"/> The performance is coherent and fluent despite the occasional slight hesitation and/or omission</li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The performance demonstrates basic technical control, as heard in basic coordination, breath control, diction, and/or pedaling.</li> <li><input type="checkbox"/> There are one or two moments where the demands of the piece are beyond the current ability of the performer.</li> </ul>	<b>5-6</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The use of tempo is usually appropriate and consistent</li> <li><input type="checkbox"/> Some use of dynamics, phrasing and articulation to shape the performance, but several opportunities, notated or otherwise, are</li> </ul>	<b>5-6</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The performance has no more than one or two noticeable/obtrusive errors or omissions in pitch and/or rhythm, that have minimal impact on its success overall.</li> <li><input type="checkbox"/> The performance is mostly coherent and</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There are a few places where the demands of the music are beyond the current ability of the performer.</li> </ul>	<b>3-4</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Limited use of dynamics, phrasing and articulation to shape the performance.</li> <li><input type="checkbox"/> In ensemble performances there is occasional awareness of balance.</li> <li><input type="checkbox"/> The performance struggles to communicate and may sound mechanical.</li> </ul>	<b>3-4</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The performance has noticeable/obtrusive errors or omissions in pitch and/or rhythm, that have little or no impact on its success overall.</li> <li><input type="checkbox"/> There are moments where coherence is lost</li> </ul>
<b>1-2</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The performance overall demonstrates poor technical control, as heard in poor coordination, breath control, diction, and/or pedaling.</li> </ul>	<b>1-2</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> . Inappropriate or inconsistent tempo throughout.</li> <li><input type="checkbox"/> Little or no appropriate dynamic contrast, and little or no attention given to phrasing and articulation.</li> </ul>	<b>1-2</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The performance has several noticeable/obtrusive errors in pitch and/or rhythm that impact on its success overall.</li> <li><input type="checkbox"/> Coherence and fluency are frequently compromised by breakdowns and/or omissions.</li> </ul>

# Composition Mark Scheme (30%)

## Developing Musical Ideas

<b>9-10</b>	<input type="checkbox"/> Musical ideas are developed and extended successfully and with assurance, meeting the intended purpose and/or audience appropriately
<b>7-8</b>	<input type="checkbox"/> Musical ideas are developed and extended effectively, with good relevance to the intended purpose and/or audience.
<b>5-6</b>	<input type="checkbox"/> Musical ideas are developed and extended, with relevance to the intended purpose and/or audience but there are one or two misjudgments.
<b>3-4</b>	<input type="checkbox"/> . Musical ideas are somewhat developed, with some relevance to the intended purpose and/or audience.
<b>1-2</b>	<input type="checkbox"/> Musical ideas are limited, undeveloped and have little relevance to the intended purpose and/or audience. <input type="checkbox"/> Unimaginative and inappropriate response to the brief

## Technical control

<b>9-10</b>	<input type="checkbox"/> The control of appropriate musical elements is secure and imaginative. <input type="checkbox"/> Textures are varied, complex, and/or clear as appropriate to the style
<b>7-8</b>	<input type="checkbox"/> The instrumental and/or vocal forces show some contrast and exploitation. <input type="checkbox"/> Textures are varied and clear as appropriate to the style.
<b>5-6</b>	<input type="checkbox"/> The control of appropriate musical elements is mostly secure. <input type="checkbox"/> There is some attempt to write idiomatically for the instrumental and/or vocals.
<b>3-4</b>	<input type="checkbox"/> The handling of instrumental and/or vocal forces is functional and basic. <input type="checkbox"/> The handling of textures may be misjudged and/or unvaried.
<b>1-2</b>	<input type="checkbox"/> The control of appropriate musical elements is insecure. <input type="checkbox"/> The instrumental and/or vocal forces are handled unidiomatically, possibly with passages that cannot be played/sung.

## Musical Coherence

<b>9-10</b>	<input type="checkbox"/> A sense of coherence and wholeness is achieved throughout. <input type="checkbox"/> There is a consistent sense of fluency, direction and contrast throughout
<b>7-8</b>	<input type="checkbox"/> The piece demonstrates some sense of wholeness and balance between the sections. <input type="checkbox"/> here is good sense of fluency and contrast.
<b>5-6</b>	<input type="checkbox"/> The piece demonstrates a satisfactory use of basic structures, but these may be formulaic or standard forms. <input type="checkbox"/> There is a sense of direction in the piece.
<b>3-4</b>	<input type="checkbox"/> An attempt at basic, balanced structures but perhaps repetitive, predictable or showing too great a diversity of ideas. <input type="checkbox"/> There are attempts made at achieving a sense of direction in the piece
<b>1-2</b>	<input type="checkbox"/> Little sense of structure, design or balance between the sections. <input type="checkbox"/> The piece may be incomplete or missing significant passages

## GCSE Music – Section B exemplars: 12 Mark Essay Question: Full Mark Example

Star Wars is a bold, epic space adventure. Cinema Paradiso is a sad, nostalgic story of unrequited love. Evaluate how effectively Williams and Morricone use **orchestration** and **tonality** to capture these different atmospheres in these two extracts.

*I am going to write about the Main Titles from Star Wars and the Love Theme from Cinema Paradiso and how the two composers have used orchestration and tonality to capture different atmospheres. As Star Wars is a big, action-packed film, Williams has used a big symphony orchestra to create a big opening at the very beginning of the film and piece to grab the viewer's attention and prep them for what is to come. In Bar 1 there is an ff marking which means fortissimo and this when used in conjunction with all instruments in the orchestra creates a massive opening and captures the adventure that is to come. In bars 3-10 there is a brass fanfare with use of triplets and dotted rhythms (see bar 9) which suggests that this is a heroic, bold film and so Williams has captured the atmosphere in this sense too. Towards the end of the piece in bars 24-30 Williams has used the whole orchestra again in a chordal homophony way and used dissonance to suggest that there is a bad side and the hero will need to fight them. So again Williams is capturing an epic space adventure atmosphere.*

*However, Morricone is trying to capture a sad atmosphere and has done so by using a smaller orchestra than Williams. In bar 1 there is just a clarinet playing the melody line with a string accompaniment which gives a feeling of sadness. In bar 10 the melody instrument changes to a flute and these two woodwind instruments amongst the strings gives the feeling that they are both lonely as they have no other woodwind 'friends' and so Morricone has captured a melancholy feeling through this. This completely contrasts to Star Wars as the opening in Star Wars is a very loud full orchestral start but Cinema Paradiso has a very quiet limited instrument start.*

*Williams has used a major tonality at the beginning of this piece (bar 1) which adds to the bold space adventure even more as major keys are generally very happy like in this piece, this however, changes in bar 11 to C minor but overall it isn't clear, which creates the feeling that the film is going to be exciting as the bitonality and dissonance used (see bars 29-end) suggests fights will be carried out and so Williams has captured this atmosphere.*

*Morricone however has used G minor (see bar 1) to create this melancholy atmosphere and it is effective as minor keys are generally sad like this piece is. However, the end (bar 48) ends with a Bb in the bass which is the relative major of G minor which suggests that this film is going to have a happy ending and it ends well.*

*In conclusion both composers have captured their different atmospheres effectively through both the instrumentation and tonality. Williams has used a large symphony orchestra and a major key at the beginning for a grand opening of a bold film which is very effective. Morricone has done the opposite to Williams but created the melancholy effect that the film needs to have.*

# NCFE Health and Fitness – Course Overview

**Exam board: NCFE**

**Course Title: NCFE Health and Fitness**

**Key questions:**

- What are the different body systems?
- What are the components of fitness?
- How do we complete fitness testing and what components of fitness do they measure?
- How do we design a training programme?

**Key points:**

- The body has many systems, these are: skeletal, muscular, respiratory, cardiovascular, energy.
- Exercise has short-term and long-term effects on the body
- Components of fitness can be measured by testing them and can be improved by training them

**Examination Specification:**

1. Skeletal System
2. Muscular System
3. Respiratory System
4. Cardiovascular System
5. Energy Systems
6. Effects of Exercise
7. Components of fitness
8. Principles of training
9. Fitness testing
10. Lifestyle Factors
11. Analysis Tools
12. Training programme

**90 Minutes 80 Marks 40%**

Key Points for exam:

Three sections in the exam:  
 Section 1; mainly multiple choice and short answers,  
 section 2; mainly written short answers and section 3; long answer exam questions.  
 The last 3 questions are worth 6 and/or 9 marks each

**Coursework/NEA specification**

- Designing a training programme for a client
- Testing the client's fitness levels
- Distributing and collecting answers from analysis tools
- Creating food diary
- Planning training sessions

**MAX 24-hours 88 Marks 60%**

Key Points for coursework:

- Keep up to date
- Apply subject knowledge and terminology
- Demonstrate strong knowledge and understanding

**Key questions:**

- What are the analysis tools and why are they completed?
- What are the components of fitness the client wants to improve?
- What methods of training improve those specific components of fitness?
- What do the fitness test results show?

**Key points:**

- Strong analysis throughout – analysis tools, fitness test results, training methods chosen
- Importance of healthy, active lifestyles
- Demonstrating knowledge and confidence in a practical assessment element leading your client

# Health and Fitness– Planning a 9-mark question

Exam = 80 marks and worth 40% of overall grade > 1.5 hours

Grade	Grade Band Descriptor	Mark
Level 2 Distinction	<p>A wide range of relevant knowledge and understanding is shown</p> <p>Knowledge and understanding is accurate and detailed</p> <p>Subject specific terminology is used consistently throughout</p> <p>Sporting/physical activity examples provided are accurate and relevant</p>	8-9

Follow the layout of a 9-mark question (repeat AO1-3 3x) →

**AO1:** recall knowledge and show understanding (describe, define, identify, state)

**AO2:** Applying knowledge and understanding (for example, explain, apply)

**AO3:** Analyse and evaluate knowledge and understanding (analyse, evaluate, compare and contrast, discuss)

**Evaluation sentence starters as an example**  
*I believe that flexibility is more important than cardiovascular endurance because...*  
*Another component of fitness that would be more important would be...*  
*You can be healthy but unfit because...*  
*The principles of training can be applied in the following ways...*

**AO1: Definition of keywords or identifying the correct keyword** (examples to follow)...

*Type 1 muscle fibres are ..... in colour and have a high resistance to .....*

*Flexibility is the range of .... possible at a joint*

*A joint is where two or more ..... meet*

**AO2: Applying knowledge and understanding** (examples to follow)...

*Type 1 muscle fibres are recruited when performing .... distance activities*

*Flexibility is used in sports such as .... when performing the ...*

*An example of a joint is the ..... Because the bones that make up that joint are ....., ....., .....*

**AO3: Analyse and evaluate knowledge** (examples to follow)...

*Type 1 muscle fibres would be used more than type 2 muscle fibres because...*

*There for different types of joints that create different types of movement, these are....*

**Conclusion** - summarise the strongest supporting points. Summarise your answer/reasoning to the question

## Health and Fitness– Model example of 9-mark question

**Question:** Evaluate the components of **skill-related** fitness that are important for a tennis player. (9 marks)

**AO1**

See bold below



Learners will recall knowledge and understanding of the components of skill-related fitness that are important for a tennis player that may include the following: **Agility, Balance, Co-ordination, Power, Reaction Time, Speed**. Can you include definitions?

**AO2**

See blue below



AO2: Learners will apply knowledge and understanding of the components of skill-related fitness that are important for a tennis player. **Apply the importance of the following skill-related components to a tennis player. What would each component allow the tennis player do?**

**AO3**

See purple below



AO3: Learners will evaluate the components of skill-related fitness that are important for a tennis player. **Evaluate the effect of having high levels of chosen skill-related components of fitness has on a tennis player's performance. What advantage would this give the tennis player in a match?**

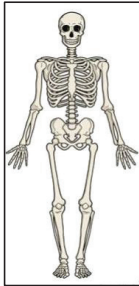
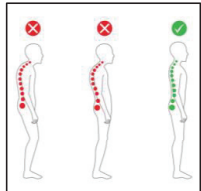
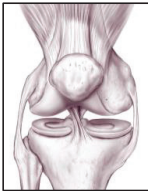
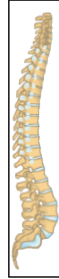
### Model answer:

Some skill-related components of fitness that would be important as a tennis player would be **agility, balance, coordination, power, reaction time and speed**. The reason **agility** would be important in tennis is to improve the players speed when changing direction and moving around court with full control. Agility would help a tennis player reach an opponent's shot by being able to change direction quickly which would put them at a high advantage at returning the shot to not drop any points. Another component would be **reaction time**, this is because it would enable the tennis player to react/respond quickly to the opponents' shots. Having good reaction time would enable a player to be in a better position to play the return shot or reach a fast serve from their opponent. **Speed** is the how quickly a person can put their body parts into action, speed is important in tennis as it would allow the player to move their body quickly to cover the whole court. Speed would enable the tennis player to move quickly around the court to reach and return their opponents shots. **Balance** is another important component of fitness for a tennis player as they would use this when turning/moving around the court. Balance would allow them to keep them upright on their feet this will enable them to reach their opponents' shots or be in a better position to play their own shots. **Coordination** is also important as this would be used to move many body parts at the same time meaning the player can play shots on the move or effectively serve at potentially a higher and more accurate speed during a match. Lastly, **power** would be important as the tennis player could generate rapid force which could make their shots faster and harder meaning they would be more difficult to return especially when serving. All of these components are important and give the player an advantage to win the game.

# Health and Fitness– Topic Revision Information

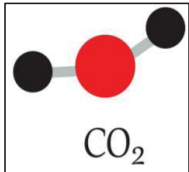
## 1 - Skeletal System

- Structure of the skeleton
- Functions of the skeleton
- Types of bones
- Types of joints
- Joint actions/movement
- Structure of a synovial joint
- Structure of the spine
- Posture



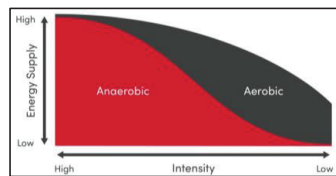
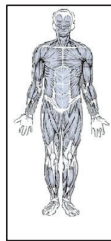
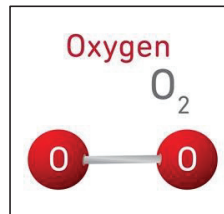
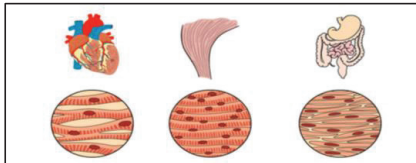
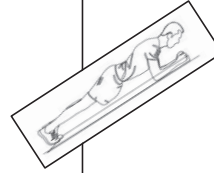
## 5 - Energy Systems

- Aerobic energy
- Anaerobic energy
- Training zones



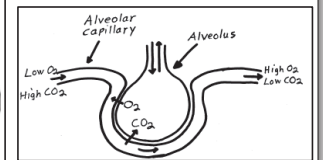
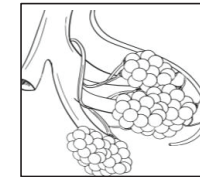
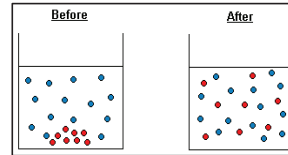
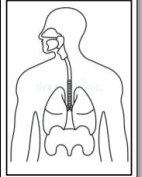
## 2 - Muscular System

- Types of muscles
- Structure of the muscular system
- Muscle movement
- Muscle contractions
- Muscle fibre types
- Performance of muscle fibres



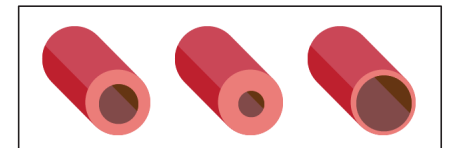
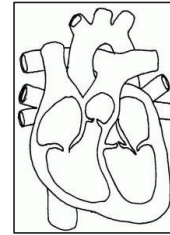
## 3 - Respiratory System

- Structure of the respiratory system
- Functions of the respiratory system
- Diffusion and gaseous exchange
- Respiratory measurements
- Respiratory changes



## 4 - Cardiovascular System

- Structure and function of the blood vessels
- Blood redistribution (vascular shunt mechanism)
- Structure of the heart
- The cardiac cycle
- Cardiovascular measurements
- Blood pressure

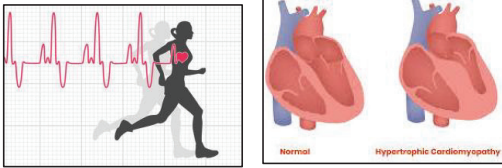


BLOOD PRESSURE CATEGORY	SYSTOLIC mm Hg (upper number)		DIASTOLIC mm Hg (lower number)
NORMAL	LESS THAN 120	and	LESS THAN 80
ELEVATED	120 - 129	and	LESS THAN 80
HIGH BLOOD PRESSURE (HYPERTENSION) STAGE 1	130 - 139	or	80 - 89
HIGH BLOOD PRESSURE (HYPERTENSION) STAGE 2	140 OR HIGHER	or	90 OR HIGHER
HYPERTENSIVE CRISIS (consult your doctor immediately)	HIGHER THAN 180	and/or	HIGHER THAN 120

# Health and Fitness– Topic Revision Information

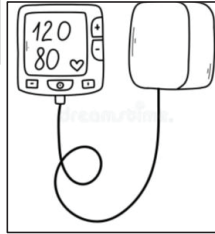
## 6 – Effects of exercise

- Short-term effects of exercise
- Long-term effects of exercise



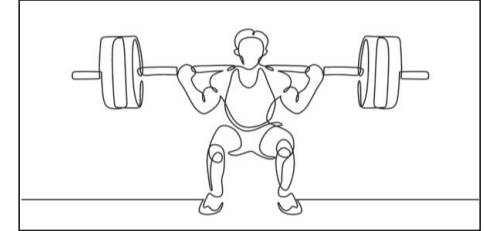
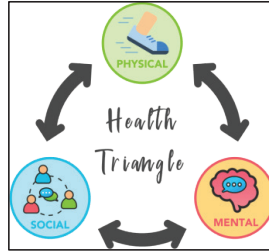
## 8 – Principles of training

- Understanding the principles of training (SPORT)
- Understanding the principles of overload (FITT)



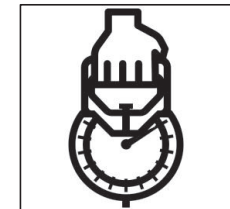
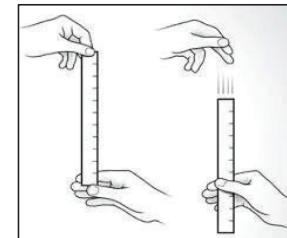
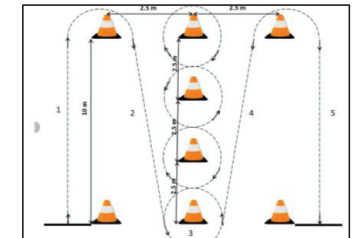
## 7 – Health and fitness and the components of fitness

- Understanding health and fitness
- Components of fitness
- Health-related: *body composition, flexibility, cardiovascular endurance, muscular strength and muscular endurance*
- Skill-related: *Speed, agility, reaction time, coordination, balance and power*



## 9 – Fitness testing

- Fitness testing
- Health-related fitness tests
- Skill-related fitness tests
- Using data
- Normative data
- Validity and reliability



**FREQUENCY**



**INTENSITY**



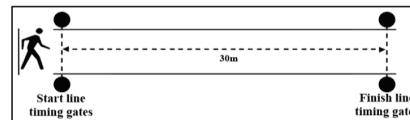
**TIME**



**TYPE**



**S**pecificity  
**P**rogression  
**O**verload  
**R**eversibility  
**T**edium avoidance



# Health and Fitness– Topic Revision Information

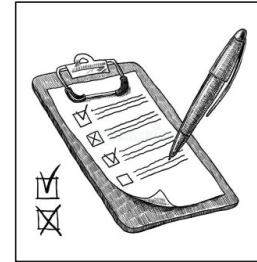
## 10 – Lifestyle factors

- Activity levels
- Diet
- Rest and recovery
- Other factors



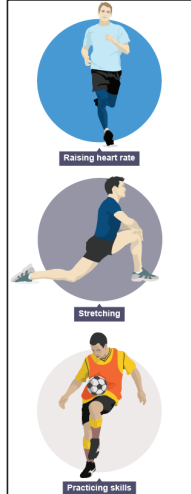
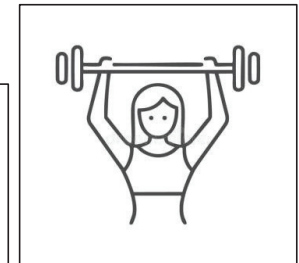
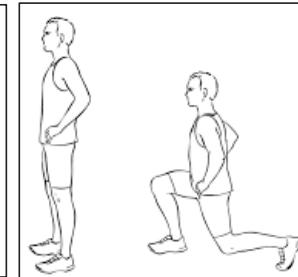
## 11 – Analysis Tools

- Health and fitness analysis tools
- Collecting, using, analysing and evaluating data
- Goal setting



## 12 – Training programme

- Components of a health and fitness programme
- Health and safety
- Session plans
- Warm-up/cool-down
- Main activity
- Reviewing the activity session
- Timescales and goal setting



**Six Week Training Overview**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1		Circuit Training		Football Training		Football Match	Rest
Week 2	Football Training		Circuit Training			Football Match	Rest
Week 3		Circuit Training		Football Training		Football Match	Rest
Week 4	Football Training		Circuit Training			Football Match	Rest
Week 5	Football Training	Circuit Training		Football Training		Football Match	Rest
Week 6	Football Training		Circuit Training			Football Match	Rest



# Health and Fitness– Revision Resources

## Revision Websites:

1. NCFE Health and Fitness VCERT Flash Cards



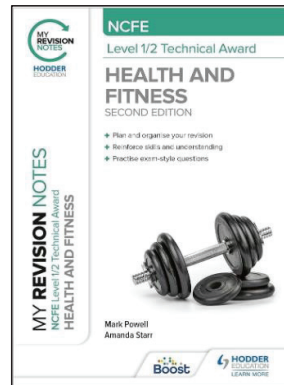
2. The EverLearner: YouTube Revision



3. The EverLearner: YouTube Revision Worksheet



The NCFE Technical Award in Health and Fitness VCERT Video (1:21:26)



Revision guide: approx. £11



## Past papers to access:

1. NCFE Level ½ Technical Award in Health and Fitness **(2022)**
2. NCFE Level ½ Technical Award in Health and Fitness Mark Scheme **(2022)**
3. NCFE Level ½ Technical Award in Health and Fitness **(2021)**
4. NCFE Level ½ Technical Award in Health and Fitness Mark Scheme **(2021)**

1

2

3

4

# Health and Fitness– Glossary of command words

**AO1**



Name or otherwise characterise.



Set out characteristics.

**AO2**

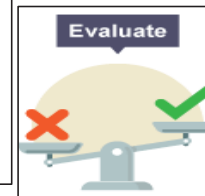


Set out purpose or reasons.

**AO3**



Separate information and identify their characteristics.



Judge from available evidence.

**Other command words:**

- **Apply:** Put into effect in a recognised way.
- **Interpret:** Translate information into recognisable form.
- **Justify:** Support a case with evidence.

**Other command words:**

- **Define:** Specify meaning.
- **Discuss:** Present key points about different ideas or strengths and weaknesses of an idea.
- **Give:** Produce an answer from recall.
- **Label:** Provide appropriate names on a diagram.
- **Name:** Identify using a recognised technical term.
- **Outline:** Set out main characteristics.
- **State:** Express clearly and briefly.
- **Suggest:** Present a possible case/solution.

1 mark

2marks

3marks

4marks

6marks

9marks

**Simple**

**Complex**



- Check the number of marks the question is worth, if it is 3 marks+ you can follow AO1, AO2 and AO3 respectively (if the question is 9-marks you repeat the process 3 times).
- Underline/highlight the command words, if the question is 4 marks but it asks you to explain, you will need to make sure you explain (AO2) as opposed to define or state (AO1) > common misconception in exam papers).
- Circle any key information the question is providing you with – any facts or keywords

# GCSE Photography – Course Overview

**Exam board:** Edexcel

**Course Title:** GCSE Photography(1PY0)

## Component 1 : Personal Portfolio (Coursework: 60%)

Your portfolio of work will be internally and externally moderated. The portfolio is made up several project units across a range of internally set themes and project briefs. Over the course you will build your skills and knowledge of a wide range of media, techniques and processes. Photographers work in both digital online portfolios and physical work in portfolios. The coursework is developed through Years 10 and 11. Coursework will include a range of research, written analysis and practical responses which all build up to a series of refined final outcomes.

## Component 2: Externally Set Assignment (Exam: 40% 10hrs)

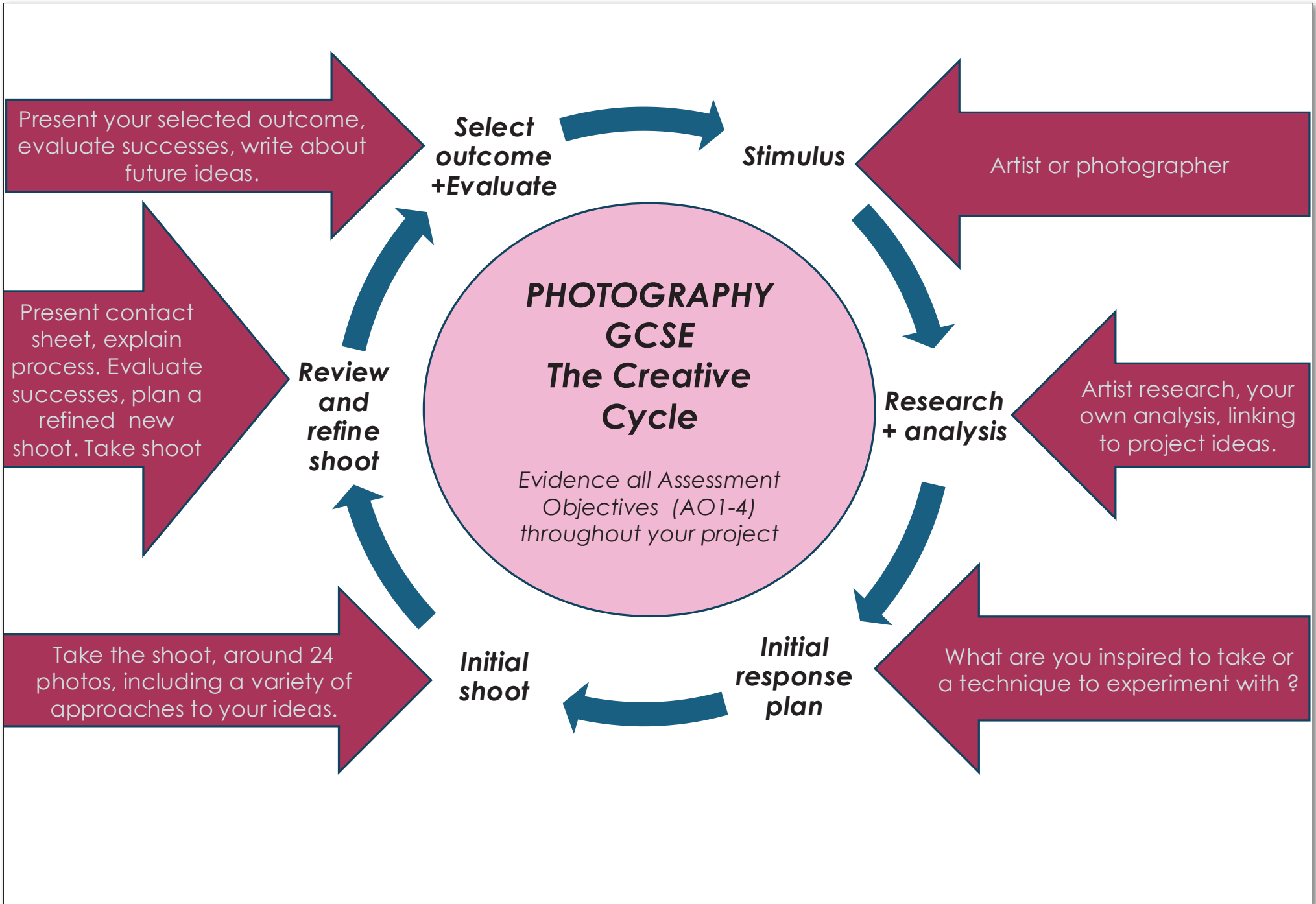
You will create an exam portfolio based on an externally set theme (set by the exam board). Through this you will explore more individual projects and begin to specialise in your chosen medias, techniques and processes. You will develop and prepare for your exam from January to April/ May in Year 11 and this preparation will lead to a final 10-hour exam.

### Key Dates for your diary:

Event:	Date:
Drop-down days	
Art & Photography Trip	
Autumn Term Mock exam	
Spring Term Mock Exam	
Final GCSE Exam	
Coursework Hand-in date:	

Assessment objective	Description	% in GCSE
AO1	Develop ideas through investigations, demonstrating critical understanding of sources.	25
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	25
AO3	Record ideas, observations and insights relevant to intentions as work progresses	25
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	25

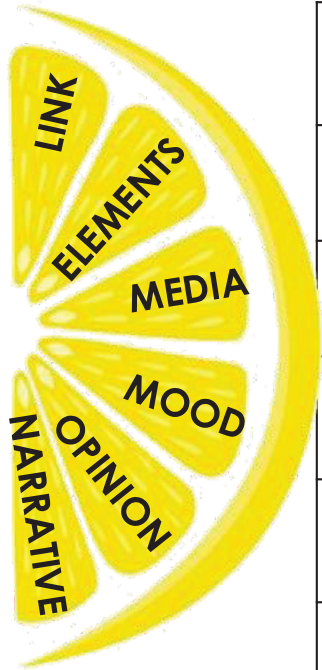
[Link to GCSE Art and Design assessment grid](#)





# Literacy in Photography

A guide to analysing your own or others Photographic artwork



<b>Link</b>	I am interested in ?..... ?.....'s work because....( <b>CONTEXT / LINK</b> to your own artwork)
<b>Elements</b>	I can see the most prominent <b>FORMAL ELEMENTS</b> the artist has used are .....
<b>Media</b>	I can see the media/materials/technique/ process the artist has used is ....( <b>PROCESS</b> )
<b>Mood</b>	I think that the work is about... ( <b>CONTENT/MOOD</b> ideas, feelings communicated)
<b>Opinion</b>	I think the work is interesting / successful because....
<b>Narrative</b>	Relevant biographical information about the artist.

## DEVELOPING YOUR ANALYSIS:

Can you develop your explanation further? You will need to evaluate or justify your point and evidence

- What other sources/evidence supports your point? (Books, journals, articles, documentaries, gallery/exhibition guides etc.)
- Is there another source that is relevant to your point? - for example another artist that is similar or directly opposite that you can compare and contrast?
- Does your selected evidence illustrate similar ideas or an alternative viewpoint/opinion?
- To what extent does the source or evidence make a convincing argument? - Always fact check!

## FORMAL ELEMENTS

**Focus** Which areas appear clearest or sharpest in the photograph? Which do not?

**Light** Which areas of the photograph are brightest? Are there any shadows? Does the photograph allow you to guess the time of day? Is the light natural or artificial?

**Line** Are there objects in the photograph that act as lines? Are they straight, curvy, thin, thick? Do the lines create direction in the photograph? Do they outline? Do the lines show movement or energy?

**Repetition** Are there any objects, shapes or lines which repeat and create a pattern?

**Shape** Do you see geometric (straight edged) or organic (curvy) shapes? Which are they?

**Form** How are three dimensional objects represented? Do they appear flattened? Do they cast a shadow?

**Space** Is there depth to the photograph or does it seem shallow? What creates this appearance? Are there important negative (empty) spaces in addition to positive (solid) spaces? Is there depth created by spatial illusions i.e. perspective?

**Texture** If you could touch the surface of the photograph how would it feel? How do the objects in the picture look like they would feel?

**Tone** / Is there a range of tones from dark to light? Where is the darkest value? Where is the lightest?

## WWHQL // Annotating your own work

## Photography

### WHAT?

#### WHAT IS IT? Describe the piece of work you are annotating

Here, I have been learning how to..... This is a technique.... This is a series of photographs inspired by..... This is a collection of visual research, I have responded to ... This is my first attempt at.....

### WHY?

#### WHY DID YOU MAKE IT ? How does this piece link to your project?

I have made this piece to experiment with.... This photoshoot was inspired by ..... I am hoping to develop the technique of ..... This shoot will communicate the idea of .... To develop my skills in ..... I chose to take this refined photoshoot because.... I am interested in this topic / process / artist / photographer because.....

### HOW?

#### HOW DID YOU MAKE IT ? Explain your making process

I started by.... My plan for this photoshoot was to .... I directed my model to ..... I used natural / artificial lighting ....., then I ..... I used photoshop to edit, I used ( composition) technique.... I built up the collage by...

### QUALITY

#### HOW GOOD IS IT ? WWW / EBI

I am pleased with the way I.... One good element of this photoshoot is.... The best feature of this edit is.... I am not happy with.... One area that I can improve on is.... The least successful area is... I wish I had ....

### LEARNING

#### WHAT HAVE YOU LEARNT ? What are your next steps ?

I got better at using ..... Camera setting, / editing tools. I feel more confident about... I now feel inspired to take a photoshoot exploring .... I now have a clearer understanding of.... To build on this refinement, I hope to.... For my next development piece, I will.... I do not like this media because....

### FORMAL ELEMENTS

**Focus** Which areas appear clearest or sharpest in the photograph? Which do not?

**Light** Which areas of the photograph are brightest? Are there any shadows? Does the photograph allow you to guess the time of day? Is the light natural or artificial?

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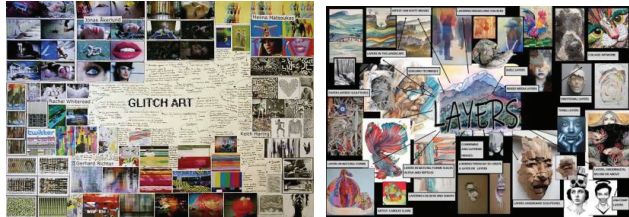
# A01 EXPLORE ANNOTATE BEGIN TO LINK A THEME IMAGES TO YOUR CHOSEN ARTISTS WORK WRITTEN ANALYSIS ARTISTS LINK ARTISTS WORK TO IDEAS AND ARTWORK RESEARCH

**Assessment Objective 1** is about developing ideas from a starting point to a final piece. This is done through mind-mapping, sketches and photoshoots related to the work of other photographers, artists and designers.

You need to analyse and understand these contextual sources, and develop your ideas in a personal way. Don't just state facts that you have found out. Relate what you have found out to your own ideas and experience.

## Checklist

- Have you demonstrated what the starting point, theme or brief means to you personally?
- Have you established a link between the starting point and your chosen sources?
- Have you reflected your understanding of the social and cultural context?
- Is there a clear link between your sources and your own work?
- Is it clear what ideas, techniques or processes from your sources you have developed?



## Use the prompt sheets and writing frames to help you structure your annotation and analysis – WWHQL & LEMMON

WWHQL // Annotating your own work		Photography
<b>WHAT?</b>	<b>WHAT IS IT?</b> Describe the piece of work you are annotating	Here, I have been learning how to..... This is a series of photographs inspired by..... This is a collection of visual research, I have responded to ... This is my first attempt at.....
<b>WHY?</b>	<b>WHY DID YOU MAKE IT ?</b> How does this piece link to your project?	I have made this piece to experiment with..... This photoshoot was inspired by..... I am hoping to develop the technique of .... This shoot will communicate the idea of .... To develop my skills in .... I chose to take this refined photoshoot because..... I am interested in this topic / process / artist / photographer because.....
<b>HOW?</b>	<b>HOW DID YOU MAKE IT ?</b> Explain your making process	I started by..... My plan for this photoshoot was to ... I directed my model to .... I used natural / artificial lighting .... then I .... I used photoshop to edit, I used ( composition) technique.... I built up the collage by.....
<b>QUALITY</b>	<b>HOW GOOD IS IT ? WWW / EBI</b>	I am pleased with the way I..... One good element of this photoshoot is..... The best feature of this edit is.... I am not happy with..... One area that I can improve on is..... The least successful area is.... I wish I had .....
<b>LEARNING</b>	<b>WHAT HAVE YOU LEARNT ?</b> What are your next steps ?	I got better at using ..... Camera setting / editing tools. I feel more confident about..... I now feel inspired to take a photoshoot exploring..... I now have a clearer understanding of..... To build on this refinement, I hope to..... For my next development piece, I will..... I do not like this media because.....

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**Tone** / Is there a range of tones from dark to light? Where is the darkest value? Where is the lightest?

**Link**

I am interested in \_\_\_\_\_ 's  
because \_\_\_\_\_

**Media**

I can see the media/materials/ technique/process the artist has used is \_\_\_\_\_

**Mood**

I think the work is about \_\_\_\_\_

**Elements**

FORMAL ELEMENTS

**ARTIST IMAGE**

**Opinion**

I like/ dislike the work because \_\_\_\_\_

**Narrative**

Relevant biographical information about the artist.

# A02 EXPERIMENT WITH A RANGE OF MEDIA

LINKING TECHNIQUES TO ARTISTS AND THEMES

TEXTILES WATERCOLOUR  
CLAY MIXED MEDIA PHOTOGRAPHS OIL PASTEL PEN AND INK



## MEDIA / PROCESS CHECKLIST:

Composition  
 Angle/viewpoint  
 Eye level / worms eye / birds eye  
 Leading Lines  
 Becoming the subject  
 Different subjects / locations  
 Rule of thirds  
 Exposure – short / long  
 Time lapse  
 Natural & artificial light; the time of day  
 Shadows  
 Perspective / depth of field  
 Focus / Focal point  
 Type of lens  
 Filters  
 Contrast  
 Colour balance  
 Textured, glossy photo paper

Cropping  
 Special effects  
 Test strips for the above § Joiner pictures §  
 Multiple exposures § Sandwiching  
 transparencies § Painting out or in, detail §  
 Merging several pictures  
 Cyanotypes  
 Collage / Photomontage  
 Photography – approaches / compositional skills  
 - Photoshop etc. Photomontage, Working into /  
 scratching / drawing/ painting into  
 photographs.  
 Film / animation  
 Printing from photos- Relief printing - Adigraf /  
 lino / polyblock / woodcuts. Intaglio printing -  
 Drypoint print  
 Monoprint – positive / negative  
 Stencilling - Simplifying images, masking, building  
 up layers. Screenprinting / spray paint /  
 sponging / painting  
 Assemblage / installation

**Assessment Objective 2** is about refining your ideas through selecting and experimenting with appropriate resources, media, materials, techniques and processes.

Your choice of resources should be linked to your understanding of the media, techniques and processes used by photographers and artists. Practical experience and experimentation will help you understand the possibilities of various photographic approaches and processes and develop your technical skills.

You don't have to use all the different ideas and methods that you have explored, but your final work should be developed from or link with your explorations of photographic processes and media. It is important to show that you have experimented with a wide range of processes and techniques, so you should present your photoshoots and practical outcomes carefully in your online portfolio.

You should make it clear how and why you have selected and used particular processes and working methods. For example, you could present examples of photographers' work alongside your own outcomes. Consider how photography relates to other art and design disciplines, such as graphics. You could explain the connection in written annotations.

## Checklist

When using your discoveries in media, materials, techniques and processes have you:

- selected and presented your studies carefully?
- made use of your discoveries?
- made clear links between your work and that of other photographers, artists and designers?

# A03 IDEAS

IDEAS LINKING TO OBSERVATIONAL ARTISTS WORK DRAWINGS  
 ALL ARTWORK LINKING TOGETHER PLANS  
 IN A RANGE OF EXPLANATIONS DIFFERENT MEDIA ANNOTATION



**Assessment Objective 3** is about recording your ideas, observations and insights. These can be visual, written and in other forms.

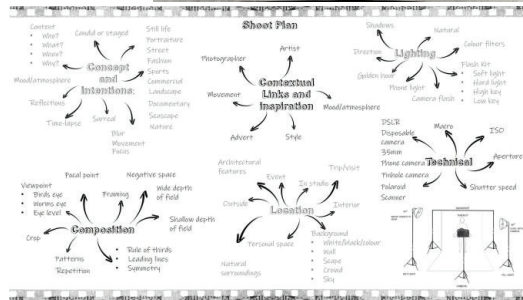
You should work from a range of experiences and stimulus materials, as each of these could lead you to different ways of developing your ideas. You should reflect upon your work, and consider what you have achieved at each stage and what you will do next.

Evidence of your understanding and intentions can be shown by the ways you use media, materials and processes, as well as in the ways that you develop your ideas, skills and techniques.

You should demonstrate that you have reflected on how you developed your ideas. This should be based on your selection of media, processes, sources and contextual material. You need to show you have understood the formal elements in your own work and that of others. You should also consider how you could develop your ideas further on the set brief or theme.

**APPROACHES TO RECORDING:**

- Mindmaps
- Photoshoots
- Contact sheets
- Storyboards
- Drawings
- Photoshoot plans
- Annotations, notes & evaluations



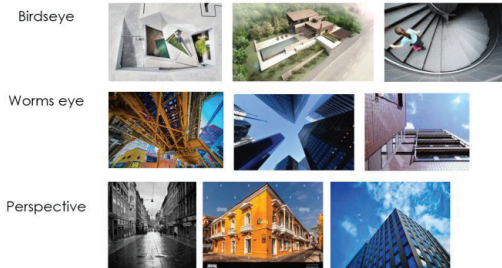
## Checklist

When recording ideas have you:

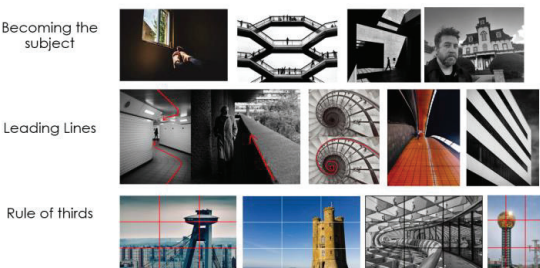
- collected images to show your inspiration and stimuli?
- made use of various photoshoots, drawings, sketches, jottings, and experiments with different media and processes?
- annotated images and contact sheets to explain how they fit into your development process?
- demonstrated your understanding through correct use of art and design (photographic) vocabulary?
- shown experimentation and selection of the most successful results for your project?
- organised your recordings and presented them to show and explain your decisions?
- clearly linked all of your work to your starting point?

## Using a range of approaches and compositional skills.

**Points of View Architecture Photoshoot 1**



**Points of View Architecture Photoshoot 2**



# A04 FINAL MEANINGFUL PIECE OF WORK INFORMED SHOW UNDERSTANDING RESPONSE LINKS LINK BETWEEN VISUALS AND ARTISTS TO ARTISTS WORK PRESENTATION RELEVANT

**Assessment Objective 4** is about presenting a personal, informed and meaningful response, from your initial research through to the final piece. You need to demonstrate analytical and critical understanding as you respond to your theme.

You must show that you have understood the theme, and that you have an understanding of the way photographers, artists or designers work. You need to demonstrate this understanding in your research and development studies, as well as in your final piece.

To make a meaningful response it is important to demonstrate that you have selected suitable source material and media. You need to make connections between your work and suitable contextual sources. You should record your ideas as you develop them into a completed final piece.

Organise your projects so that the development of your ideas and the connections between all the elements of your work are made clear. There should be a visual 'journey' from your starting point through to your final piece that demonstrates your understanding of photography.

### PRESENTATION CHECKLIST:

- Response is Personal / Meaningful to you
- Links between your starting point (theme) and source material / stimuli
- Photographer inspiration – theme / media / technique
- Evidence of drawing (using sources and in various media)
- Successful process / media experiments showing skill development.
- Annotation – reflections and showing understanding
- Understanding and correct use of visual vocabulary
- Effective presentation – aesthetic, informative and coherent
- Final response is planned and links to prep work.
- Evaluation



### PLANNING CHECKLIST:

- Process / media / technique
- Digital / Physical
- Scale (size) / Shape
- Composition
- Colour / monochrome
- Sources – primary imagery (own photos)
- Photographer / Artist inspiration
- Link to theme
- Audience (how / where will you present)

# GCSE Spanish– Course Overview

**Exam board: Edexcel**

**Course Title: GCSE Spanish 2024**

## **Paper 1: Listening**

- Responding to recordings in English
- Dictation task

25% of GCSE

Foundation: 45 minutes

Higher: 60 minutes

## **Paper 2: Speaking**

- Read aloud
- Role play
- Picture task with conversation

25% of GCSE

Foundation: 7-9 minutes

Higher 10-12 minutes

## **Paper 3: Reading**

- Responding to texts
- Translation into English

25% of GCSE

Foundation: 45 minutes

Higher: 60 minutes

## **Paper 4: Writing**

- Picture based task (Foundation only)
- Short writing task
- Longer writing task
- Translation into Spanish

25% of GCSE

Foundation: 1 hour 15 minutes

Higher: 1 hour 20 minutes

## **Key themes:**

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

## Spanish- Speaking exams

### Part 1: Read aloud

In this part of the exam you will be assessed on your pronunciation (sound-symbol correspondence). You should speak clearly and comprehensibly (so you are easy to understand). You will need to read aloud 5 sentences.

You will be asked 2 follow up questions where you need to express **opinions** (likes/dislikes/preferences). **These should be short answers only.**

### Part 3: Photo description

At the start of this task you will need to describe a photograph, focussing on the people, location and actions you can see.

You will then be asked 2 compulsory follow up opinion questions about the same topic followed by spontaneous questions. You will need to express your ideas with as much detail as possible including **opinions with reasons, a range of tenses, vocabulary and grammar** and **extended sentences**.

### Part 2: Role play

There are **10** possible settings.

- The teacher speaks first.
- You will say something for each of the **five** numbered e items in the same order as the task.
- Speak in the present tense, or use a conditional.
- You will need to ask **one/two** questions.
- You can choose between using the informal or formal you form (though you don't have to!) to ask your questions.
- You will answer **one question** about something in the **future (Higher only)**.

### Settings

- Cinema / Theatre / Concert hall
- Café or restaurant
- Hotel
- Campsite
- Doctor's surgery / Hospital
- In town
- Tourist office
- Sport / Leisure centre
- Shop / Market / Shopping centre
- Train station

## Spanish- Writing exams

### Foundation

#### **Question 1 (Describe a photo)**

- Write 4 short sentences to describe a photo

#### **Question 2 (40-50 words)**

- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Present and future tense only
- Opinions and reasons

#### **Question 3 (80-90 words)**

- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Past, present and future tense
- Opinions and reasons

#### **Question 4 (Translation into target language)**

- Translate 5 short sentences into the target language with accurate spelling and grammar.

### Higher

For questions 1 and 2 you should write something for every bullet point and in 4 clear paragraphs. You should aim to use a range of vocabulary and grammar with accuracy.

#### **Question 1 (80-90 words)**

- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Past, present and future tense
- Opinions and reasons

#### **Question 2 (130-150 words)**

- Choice of 2 questions- choose only 1 of these!
- 4 bullet points
- Past, present and future tense
- Opinion specifically **pros and cons**

#### **Question (Translation into target language)**

- Translate a short paragraph into the target language with accurate spelling and grammar

## Spanish- Describing photos

### To start off:

- Para empezar – to start off with
- En la imagen – in the image
- En la foto – in the photo
- Hay – there is/are
- Puedo ver – I can see
- Se puede ver – you can see
- La foto muestra – the photo shows
- La foto fue sacada en – the photo was taken in

### Weather / Activity

- Hace sol – it's sunny
- Hace buen tiempo – it's nice weather
- Hace mal tiempo – it's bad weather
- Está lloviendo – it's raining
- Está nublado – it's cloudy
- Hay mucho que ver – there's lots to see
- Hay mucha actividad – there's lots of activity
- Hay mucha acción – there's lots of action

### Describing people

- Parece(n) – he/she seems/they seem
- Está(n) – he/she is/they are
- Contento/a(s) – happy
- Triste(s) – sad
- Cansado/a(s) – tired
- Enfadado/a(s) – angry
- Emocionado/a(s) – excited

### Be specific!

- En primer plano – in the foreground
- Al fondo – in the background
- A la izquierda – to the left
- A la derecha – to the right
- Cerca de... – close to
- Delante de... – in front of
- enfrente de – opposite
- Detrás de – behind

### What's there?

- Un hombre/una mujer – a man/woman
- Unas personas – some people
- Mucha gente – lots of people
- Unos edificios – some buildings
- Unos árboles – some trees
- Una escena de – a scene of
- Un grupo de – a group of
- Estudiantes/jóvenes – students/young people

### What are they doing?

- Está(n) comiendo – They are eating
- Está(n) hablando – They are talking
- Está(n) discutiendo – They are arguing
- Está(n) sonriendo – They are smiling
- Está(n) riendo – They are laughing
- Está(n) trabajando – They are working
- Está(n) jugando – They are playing
- Está(n) celebrando – They are celebrating
- Está(n) descansando – They are relaxing

## Spanish- Grammar examples

### • Preterite tense

Ejemplos:

1. La semana pasada **visité** mis padres en Escocia.
2. Ayer **comí** pollo con patatas.

### • Imperfect tense

Ejemplos:

1. Cuando **era** pequeña **iba** al parque cada día
2. Mi escuela primaria **tenía** un patio bonito

### • Immediate future

Ejemplos:

1. Mañana **voy a ir** a las piscina
2. Con mis padres **vamos a celebrar** Eid.

### • Future simple

Ejemplos:

1. En verano **iré** a Barcelona para practicar el español.
2. **Comeremos** pasteles más tarde.

### • Direct Object pronouns: (lo/la/los/las)

Ejemplos:

1. No me gustan nada las galletas. Nunca **las** como
2. Odio estudiar. No **lo** quiero hacer hoy

### • Soler + infinitive: Ejemplos:

1. **Suelo** relajar despues del insti
2. **Solía** leer libros cuando era más joven

### • Si clauses

Ejemplos:

1. Si hace sol mañana iré a la playa
2. Si puedo, estudiaré ciencias en la universidad

### • Desde hace + present tense (since)

Ejemplos:

1. **Estudio** el Español **desde hace** 5 años (I have been studying Spanish for 5 years)

## Spanish- Grammar examples

- **Lo + adjective**

Ejemplos:

1. **Lo bueno de** mi insti es el uniforme
2. **Lo peor de la vacaciones** fue cuando perdí a mi hermana

- **The perfect tense (more and more varied)**

Ejemplos:

1. Yo y mi familia **hemos viajado** a muchos países en el pasado
2. ¿**Has** hecho deportes de riesgo **una vez?** (have you ever...?)
3. Mi madre **ha comido** todas las galletas

- **Imperfect subjunctive**

Ejemplos:

1. Si tuviera mucho dinero, **ayudaría** a los sin hogares/sin techos
2. **Si pudiera** estudiar en cualquier país del mundo, **estudiaría** en Japón

- **Gerund**

Ejemplos:

1. **Estudiando** mucho, tendremos éxito (**By studying hard**, we will be successful)
2. Podemos ahorrar energía **usando** bicicletas. (We can save energy **by using** bike)
3. Mi amigo salió **corriendo/sonriendo/llorando** (My friend left **running/smiling/crying**)

### Idioms!

**Ser pan comido:** to be a piece of cake

**Estar como una cabra:** to be crazy

**Estar más sano que una pera:** to be as fit as a fiddle

**Tener un humor de perros:** to be in a bad mood

**Estar en el quinto pino:** to be really far away

**Estar en la edad del pavo:** to be at that awkward/silly age

**¡No hay color!** There's no comparison

**Llover a cántaros:** to rain cats and dogs

**Estar como un ají:** to be angry

# Spanish- Phonics



## Reading aloud

The read aloud task will be the first task in your speaking exam. You will have 14 minutes' preparation time for the whole speaking exam, including this task and a further minute in the exam room. The task will contain four sentences (50–55 words) from a specific thematic context.

## Dictation

The dictation task will form part of your listening paper. You will have to transcribe **30 words** (in six sentences). Three of the words will not be on the vocabulary lists. Practising the sounds on these pages will help with both the **read aloud** and **dictation** tasks.

## Spanish- Listening and reading strategies and revision resources

### Listening and reading strategies

- Listen/look for cognates (be aware of false friends)
- Listen/look for key words (not every single detail)
- Read the instructions carefully
- Predict what you will hear before the recording starts
- Guess if you need to!
- Look out for meaning changers (but...)
- Look at pictures for clues
- Break words down into smaller parts
- Use general knowledge and common sense
- Do the questions you can do first then do the rest later
- Listen/read for gist (the general idea)
- Listen to/read words around the word in the sentence you are stuck on
- Listen/read on to see if a word is repeated
- Don't give up!
- Listen/look for words you do know
- Use the spelling or sound of the word to work out what it could mean
- If you're not in an exam look up the word you are unsure of!

### Useful revision websites

<https://www.bbc.co.uk/bitesize/examspecs/zwbhb7h>

<https://www.spanishdict.com/guide>

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

<https://www.tiktok.com/@abbiewhynotlanguages>

<https://studyspanish.com/grammar>



# GCSE Religious Studies – Course Overview

**Exam board:** Eduqas

**Course Title:** GCSE Religious Studies Route A

**Key questions:**

- What is the value of human life?
- Why is there evil and suffering
- How should we understand relationships?



**Key points:**

- You can use sources from any religion on this paper – we will learn about sources from Christianity and Islam in our lessons
- You must use Humanist / atheist views for the 15-mark question for Issues of Life and Death
- You must not use Humanist / atheist views for any of the 8-mark questions

**Paper 1: Religious, Philosophical and Ethical Studies in the Modern World from a Christian perspective**

- Issues of life and death
- Issues of relationships
- Good and evil
- Issues of human rights

2 hour written exam – 50%

Humanism sources  
Utilitarianism  
The Theory of Evolution / The Big Bang  
Quotes from key thinkers

Christianity sources  
The Old Testament  
The Gospel stories  
Quotes from key thinkers

Islam sources  
The Qur'an  
The Sunnah (or Hadith)  
Ijma (Consensus of scholars)

**Paper 2: Study of Christianity**

- Beliefs, teachings
- Christian practices

1 hour written exam – 25%

**Paper 3: Study of Islam**

- Beliefs, teachings
- Islam practices

1 hour written exam – 25%

**Key questions:**

- How should we understand the nature of God?
- What is Jesus' role in salvation?
- How should Christians practice their faith?



**Key points:**

- You must only use arguments and sources from Christianity on the Christianity paper
- You must only use arguments and sources from Islam on the Islam paper

**Key questions:**

- How should we understand the nature of Allah?
- What is the role of the prophets?
- How should Muslims practice their faith?



## Religious Studies Skills – Exam question overview

Each unit on the exam will have the same question structure



a) Define (2 marks)

b) Describe (5 marks)

c) Explain diverse views (8 marks)

d) Argue (15 marks)

E.g. What is meant by the term 'Omnipotent' (2 marks)

E.g. Describe the articles of faith in Sunni Islam. (5 marks)

E.g. Explain how Christians pray. (8 marks)

'Religious believers should never use contraception.' (15 marks)

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

### Top tips for the exam

- The paper has been designed to support students in their knowledge recall to build up to the evaluation 15-mark question so you should answer the questions in order set out on the paper.
- Questions 1-3 test AO1 skills – describing and explaining religious / philosophical beliefs
- Question tests AO2 skills – using your knowledge to form a convincing argument in which you must reach a conclusion

### Exam technique (2 marks):

#### Definition + example

#### Model answer

Omnipotent means all-powerful. Christians and Muslims believe God is all-powerful because he created the world

### Exam technique (5 marks):

#### Topic sentence, supporting detail, explanation, concluding sentence

#### Model answer

The six articles of faith in Sunni Islam are the main beliefs that every Muslim must accept. These include belief in Allah, His angels, His books, His messengers, the Day of Judgment, and destiny (Qadar). The Qur'an mentions these in Surah Al-Baqarah (2:285): "The Messenger has believed in what was revealed to him from his Lord, and so have the believers. All of them have believed in Allah, His angels, His books, and His messengers." This verse shows that these beliefs are the foundation of Islam. These beliefs help Muslims understand their purpose in life and their relationship with God, guiding them in how they live and make decisions.

## Religious Studies Skills – A model 8-mark answer

Grade	Grade Band Descriptor	Mark		
8-9	<p>An excellent, highly detailed explanation showing knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept.</p> <p>An excellent understanding of how belief influences individuals, communities and societies.</p> <p>Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	7-8	<p>Follow the same structure of a 5-mark question for each paragraph</p> <p>You must show an understanding of both similar and different views</p> <p><b>Exam technique (8 marks):</b>  <b>Explain diverse views</b>  <b>Paragraph 1: General views</b>  <b>Paragraph 2: Diverse view</b>  <b>Paragraph 3: Contrasting view</b></p>	<p>Specific examples of how people think / act because of their beliefs</p> <p>Each point should be supported by a quote to avoid being capped at 50%</p> <p><b>Top tips for the exam</b></p> <ul style="list-style-type: none"> <li>Remember, the question will not always tell you that you must talk about diverse views – you have to remember!</li> </ul>

### Model answer

Most Christians believe that prayer is a way to communicate with God and seek His guidance. Jesus taught his followers how to pray in Matthew 6:9-13, saying, "Our Father in heaven, hallowed be your name." This shows that prayer is a way to honour God and ask for His help. Many Christians pray daily, whether alone, with family, or in church, as a way to strengthen their relationship with God.

Different Christian traditions have unique ways of praying, reflecting their beliefs and practices. Catholics, for example, often use the Hail Mary and pray with rosary beads, while Pentecostals practice charismatic prayer, sometimes speaking in tongues, as seen in Acts 2:4: "All of them were filled with the Holy Spirit and began to speak in other tongues." These diverse practices show how Christians adapt prayer to their spiritual experiences.

Some Christian groups have a more meditative or silent approach to prayer. Quakers, for instance, believe in waiting silently for God's presence rather than using spoken words. This reflects Psalm 46:10, which says, "Be still, and know that I am God." Instead of structured prayers, they focus on inner reflection and divine inspiration. This view contrasts with more traditional Christian practices but still emphasizes a deep connection with God.

# Religious Studies Skills – Planning a 15-mark question

Grade	Grade Band Descriptor	Mark
8-9	<p>An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning</p> <p>To formulate judgements and present alternative or different viewpoints.</p> <p>An excellent understanding of how belief influences individuals, communities and societies.</p> <p>(Paper 1 Issues of Life and Death only!) An excellent, highly detailed consideration of non-religious beliefs, such as those held by</p> <p>Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.</p>	13-15

Follow the thesis statement structure outlined here --->

Each point should be supported by a quote to avoid being capped at 50%

Specific examples of how people think / act because of their beliefs

Use your evaluation sentences starters to make sure you have explicit evaluation

### Evaluation sentence starters

One of the strengths of this argument is...

This argument is weak, however, because...

One of the issues with this argument is...

This belief has a positive impact on believers because...

If we universalise this principle, however, we would see that...

### Introduction: what are the issues to debate?

When discussing ..... there are several philosophical/ ethical issues to debate. These include....

### Thesis statement

Overall I think... because.....

### Supporting arguments

TS One point to support my argument is...

SE This is because in.... it says "....."

Exp This means...

CS Because of this.... (how do people act / what do they believe?)

### Judgements – why is this point strong? How does it support your thesis statement?

E.g.

- This argument is logical because...
- This fits with the teachings of the religion because

### Arguments that go against your thesis statement

### Judgements – why is this point weak?

**Conclusion** - summarise the strongest supporting points

## Religious Studies Skills – A model 15-mark answer

### 'Religious believers should never use contraception.' ( 15 marks)

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

#### Exam technique (5 marks):

#### Thesis statement, supporting paragraphs, explicit judgements

The debate over contraception raises ethical issues about religious beliefs, morality, and family planning. In Christianity, Roman Catholics generally oppose it, believing it goes against God's plan for having children, while many Protestants see it as a responsible choice. In Islam, some scholars allow temporary contraception for valid reasons, like financial hardship, but others believe it shows a lack of trust in Allah's provision. Both religions struggle with balancing tradition and modern life.

I think that contraception should be allowed, but only when it is in the context of a loving relationship.

A point to support my argument is seen in Christianity, many Protestant groups accept contraception as a way for couples to plan their families and maintain a stable relationship. The Church of England, for example, stated in 1930 that contraception is acceptable when used "in light of Christian principles." Similarly, in Islam, some scholars permit contraception in marriage if both partners agree and it does not cause harm. One of the strengths of this approach is that by allowing contraception within a loving relationship, couples can plan their families responsibly, reducing financial and emotional strain, which strengthens relationships.

#### Top tips for the exam

- For Paper 1 15-mark question you receive credit for religious arguments from any religious / non-religious perspective
- For the topic 'Issues of Life and Death' you must include non-religious arguments
- For Paper 2 and 3 you must only discuss arguments from within that religion

#### Introduction: what are the issues to debate?

When discussing ..... there are several philosophical/ ethical issues to debate. These include....

#### Thesis statement

Overall I think... because.....

#### Supporting arguments

TS One point to support my argument is...  
SE This is because in.... it says "....."

#### Judgements – why is this point strong? How does it support your thesis statement?

E.g.

- This argument is logical because...
- This fits with the teachings of the religion because

## Religious Studies Skills – A model 15-mark answer

Humanists argue that contraception should be allowed in a loving relationship because it supports individual choice, well-being, and responsible family planning. Humanists believe in personal autonomy and the right to make decisions based on reason and compassion rather than religious rules. The British Humanist Association supports contraception as a way for individuals to plan their futures and avoid unwanted pregnancies. Because Humanists reject the idea of a life purpose for all individuals or religious duties that govern moral behaviour, they would reject the idea that all religious people, or any people should rigidly follow a rule without considering evidence or rational arguments surrounding the issue.

Some religious believers argue that contraception should never be allowed, even in a loving relationship, because it goes against God's plan for procreation. In Catholicism, *Humanae Vitae* (1968) states that every sexual act should remain open to the possibility of life, meaning contraception is morally wrong. Similarly, some Islamic scholars believe that preventing pregnancy, even temporarily, interferes with Allah's divine will and natural order. From this perspective, using contraception, even within marriage, shows a lack of trust in God's plan and the blessings that children bring. It may also encourage a focus on personal convenience rather than fulfilling religious duties to procreate and raise a family in faith. A weakness of this argument, however, is that if contraception is completely banned, it could lead to unintended pregnancies that place stress on families and harm the well-being of both parents and children.

In conclusion, allowing contraception within a loving relationship is a responsible and ethical choice. It helps couples plan their families, reducing financial and emotional stress while strengthening relationships. Allowing contraception supports personal choice and well-being, ensuring that children are born into stable, caring environments. Therefore, contraception in a loving relationship promotes both moral responsibility and a better quality of life.

### Top tips for the exam

- Aim for 2 supporting paragraphs and one that goes against your thesis – but make judgements against this argument!

### Supporting arguments

TS One point to support my argument is...

SE This is because in.... it says "....."

**Judgements – why is this point strong? How does it support your thesis statement?**

### Arguments against your thesis statement

TS One point against my argument is...

SE This is because in.... it says "....."

**Judgements – why is this point weak? How does it support your thesis statement?**

E.g.

- This argument is not logical because...
- This does not produce a good effect on society because...

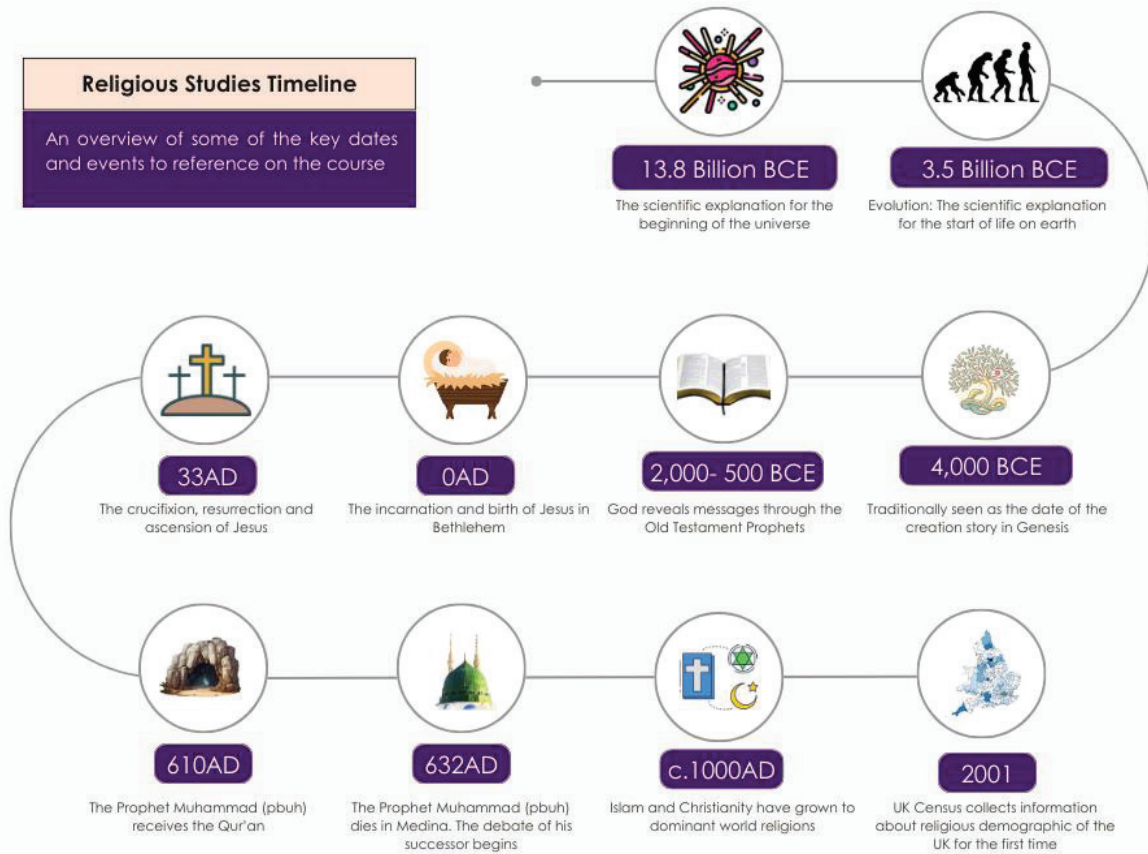
### Conclusion

Summarise the strongest supporting points  
Restate your thesis statement

# Religious Studies Skills – Key dates and events

## Religious Studies Timeline

An overview of some of the key dates and events to reference on the course



### Paper 1

**1948 – Universal Declaration of Human Rights (UDHR)** Established fundamental human rights globally, influencing discussions on social justice and equality.

**1967 – UK Abortion Act** Legalized abortion under certain conditions in England, Scotland, and Wales, linking to debates on the sanctity of life and medical ethics.

**2004 – Civil Partnership Act (UK)** Allowed same-sex couples to enter legally recognized partnerships, influencing discussions on marriage and relationships.

### Paper 2

**313 AD – Edict of Milan** Roman Emperor Constantine legalised Christianity, leading to its spread throughout the Roman Empire.

**1054 – The Great Schism** Christianity split into the Roman Catholic Church and the Eastern Orthodox Church, marking a major division in Christian history.

**1517 – The Protestant Reformation** Martin Luther's 95 Theses sparked a movement against corruption in the Catholic Church, leading to Protestantism.

### Paper 3

**622 CE – The Hijrah (Migration to Medina)** Muhammad and his followers migrated to Medina, establishing the first Islamic community and marking the start of the Islamic calendar.

**661 CE – The Assassination of Ali & the Sunni-Shia Split** The death of the fourth caliph, Ali, deepened the divide between Sunni and Shia Islam.

**750 CE – The Rise of the Abbasid Caliphate** A golden age for Islamic civilisation, marked by advancements in science, medicine, and philosophy.

## Religious Studies Skills – Exam question bank

### **Paper 1: Religious, Philosophical and Ethical Studies in the Modern World from a Christian perspective**



Part a) (2 marks – Define)

- What is meant by the term 'divorce'
- What is meant by 'environmental responsibility'
- What is meant by the term 'capital punishment'

Part b) (5 marks – Describe questions)

- Describe one religious marriage ceremony
- Describe different religious attitudes towards euthanasia.
- Describe how religious believers respond to poverty.

Part c) (8 marks – Explain questions)

- Explain religious attitudes towards contraception.
- Explain why some religious believers are against capital punishment.
- Explain different religious views on the use of animals in medical research.

Part d) (15 marks – Discuss/Evaluate questions)

- "Marriage is no longer important in modern society." Discuss this statement.
- "Suffering proves that God does not exist." Discuss this statement.
- "Wealth should be shared equally." Discuss this statement.
- "Abortion is always wrong". Discuss this statement
- "We need religious stories to help us understand the creation of the world". Discuss this statement

### **Paper 2: Study of Christianity**



- What is meant by the term Omnibenevolent (2 marks)
- What is the meaning of the term prayer (2 marks)
- Describe how Christians use the Bible in worship (5 marks)
- Describe Christian teaching about the role of humans (5 marks)
- Explain Christian belief about the causes of evil (8 marks)
- Explain the importance of the Eucharist for Christians. (8 marks)
- Explain why pilgrimage is important for some Christians. (8)
- "The resurrection of Jesus is the most important Christian belief." Discuss this statement. (15 marks)
- "Baptism is essential for being a true Christian." Discuss this statement. (15 marks)

### **Paper 3: Study of Islam**



- What is meant by the term Zakat (2 marks)
- What is meant by Salat? (2 marks)
- Describe how Muslims perform wudu (ablution) before prayer. (5 marks)
- Describe the importance of the Qur'an for Muslims. (5 marks)
- Explain why the belief in Tawhid is important for Muslims. (8 marks)
- Explain the significance of Hajj (pilgrimage) for Muslims. (8 marks)
- Explain why fasting during Ramadan is important for Muslims. (8 marks)
- "Following the Five Pillars is the best way to be a good Muslim." Discuss this statement. (15 marks)
- "Predestination (Al-Qadr) means humans have no free will." Discuss this statement. (15 marks)

# GCSE Drama – Exam overview

**Exam board:** Edexcel

**Component 3:** Theatre Makers in Practice

**GCSE total:** 40%

## About the exam...

- 1 hour 45 minutes
- 60 marks altogether
- 40% of overall GCSE
- You can bring in a page of notes for Section B (we will type these up in lesson in April)

## Why do we do it?

- Demonstrate an understanding of 21st century theatre making
- Understand theatre practices and technical conventions
- Consider how the meaning of a text might be interpreted and communicated to an audience

## Section A: Bringing Texts to Life (The Crucible)

5ai – As an actor... (4)  
 5aia – As an actor... (6)  
 5bi – As a director... (9)  
 5bia – As a director... (12)  
 5c – As a designer... (14)  
 Total marks – 45

### The role of an actor

To use specific performance skills to demonstrate an **understanding of character**

### The role of a director

To make specific design and acting skills to appropriately **communicate the key themes of the play**

### The role of a designer

To create unique ideas for stage, costume, sound or lighting which successfully **match the style of the performance and work realistically on stage**

## Section B: Live Theatre Evaluation (Run, Rebel)

7a – Analyse how... (6)  
 7b – Evaluate how... (9)  
 Total marks - 15

### To analyse (WWW)

To explore each aspect of a production with the intention of understanding the meaning that can be interpreted from it.

### To evaluate (EBI)

To make independent critical judgements (either positive or negative) and always make a suggestion of how it could be even better.

## GCSE Drama – Section A: 'The Crucible', Arthur Miller

### Remember!

- Only ever write about The Crucible (Q5)
- Always mark which question you are responding to with an X
- No book, respond to an extract given
- Answer all sub-questions (a, b, c)
- Write in specific pages for each question – they are labelled

### "As an actor..." questions (ai/ii)

- Bullet point answers, no quotations needed
- 1x example, followed by 1x reason WHY

### "As a director..." production question (bi)

- Choose **one** production element
- Identify your staging choice – realistic or symbolic – and describe in detail what this would involve
- Link your production choices to the key message and theme you will be communicating in the extract

Chosen question number:    **Question 1**         **Question 2**         **Question 3**   
    **Question 4**         **Question 5**         **Question 6**

### "As a director..." performance question (bii)

- Refer to **all** performance skills identified, there will be 3
- Give 2-3 suggestions for each performance skill
- Back up each performance suggestion with a quote/reference from the extract
- Demonstrate an understanding of the character overall (How do they develop in the story? What is their relationship to other characters?)

### "As a designer..." question (c)

- Select **one** production element to write about (the one you are most confident in your technical ability of)
- Always look at the extract and **highlight** any reference to design elements in the script, there may be specific things you should be describing
- Give 5-6 suggestions
- Describe your design in full detail using the What/How/Why structure:
  - **What** effect do you want to create?
  - **How** will you create this?
  - **Why** is this important to your overall design interpretation?

## GCSE Drama – Section A exemplars: 'The Crucible', Arthur Miller

### **As a director, how would you use the production element of set to bring this scene to life? (9)**

As a director, I would use the production element of set to highlight the theme of religious intolerance that is central to the scene.

Fitting with an appropriate 17th century Puritan setting, I would place a large wooden dining table with 6 wooden chairs around, facing out to the audience. This would indicate that the Proctors live in a humble family household, which has now been disrupted by Hale's high-status presence. Proctor should sit at this table and Hale should pace around behind him, the use of different levels showing Hale is at a higher-status and intimidating Proctor when questioning his devotion to the Church.

Juxtaposing Hale's suspicion over the Proctors' religious commitment, I would place several religious symbols across the stage – for example, a crucifix hanging on the wall which Proctor could glance at when saying his commandments. This would imply that Hale's suspicion is unjust, mirroring the unjust persecution of McCarthyism that Arthur Miller was inspired by when he wrote the play in 1953.

Upstage right, against the back wall of the end-on stage, there would be a stone fireplace with an iron pot on. This is a reminder of Elizabeth's domestic responsibilities – she is stirring food on it at the start of the scene – and highlights the limited authority a domestic wife would have in Salem. Elizabeth could go back to the stove when John talks about his interaction with Abigail Williams, to show she is still uncomfortable discussing the impact of their affair.

### **As a designer, how would you use the element of lighting to bring this scene to life? (12)**

As a designer, I would make specific choices for the lighting of this extract in order to present the Proctor home as a cold, working-class and humble space. By creating the illusion of a realistic Puritan household, the audience would feel tension as this usually modest house has been disrupted by the sudden appearance of a high-status religious figure such as Hale.

This extract takes place in the evening after the habitants of Salem have been in court. To demonstrate this to an audience, I would choose to create a cold dark blue wash across the stage, mirroring the night sky. This would be created by using an LED flood light, facing upstage and at a 60% brightness. At the start of the act, it would be a warm orange shade, and slowly throughout the scene lose its colour. As this extract starts it should fade into a cold dark blue shade as the sun goes down – building a sense of tension as the evening gets later.

To enhance this tension, I would use a bright white parcan lantern upstage which would beam towards the audience. By placing it behind the actors, a soft edged white light hitting Hale would create intimidating shadows in front of him; mirroring the intimidating presence he has.

As there was no electricity in 1692, the scene would naturally be dimmer. However, this wouldn't be enough to light the characters on stage for the audience to see the action. Therefore, I would place 2-3 fresnel lanterns with a wide beam, at a 30% brightness, facing the audience. These would be built into the floor (well away from the actors to eliminate health and safety risk), lighting the actors above. This would recreate the lighting of a simple candle burning – the only source of lighting during these times.

This illusion of fire as a source of light would also be recreated by flickering LED warm white lights hidden in candles, placed around the stage and also carried by Hale as he enters the house. I would also use flickering orange LED lighting hidden within the fireplace. It would not be appropriate to use real fire; this would be a health and safety hazard and real fire has unpredictable movement.

# GCSE Drama – Section A: 'The Crucible', Arthur Miller (design resources)

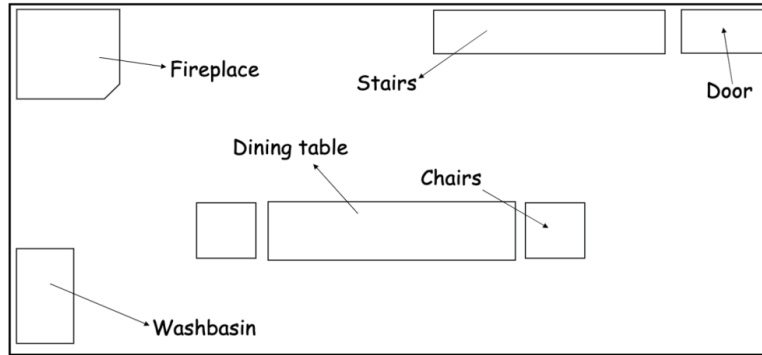


A **realistic** or **naturalistic** interpretation



A **symbolic** or **abstract** interpretation

Act 2 - The Proctor Household



Audience seated opposite stage (end on staging)

Labelled sketches can be used in your answers but must always be backed up by detailed explanation of **why** you have made these choices, what they **communicate** to the audience.

Designs should always match the descriptions from the script.

## Top band design answers will always...

Level 4	12-14	<ul style="list-style-type: none"> <li>Demonstrates <b>assured and balanced knowledge</b> and understanding of the ways a designer might explore and develop the chosen element. <ul style="list-style-type: none"> <li>Shows confident and balanced knowledge and understanding of how the chosen element is used in performance to <b>enhance the production for the audience</b>.</li> </ul> </li> <li>Response is assured with comprehensive detail and sustained focus throughout. <b>Examples</b> are well developed and fully support response.</li> <li>Confident use of <b>technical and subject-specific</b> language.</li> </ul>
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## GCSE Drama – Section B: 'Run, Rebel', Pilot Theatre

### SECTION B

#### Live Theatre Evaluation

Answer both questions in this section on the performance you have seen.

Write the title, venue and date of the performance you have seen in the space below.

You must use the Questions and Extracts Booklet (page 44).

Performance details

Title:

Run, Rebel

Venue:

Oxford Playhouse

Date seen:

19th October 2024

### Remember!

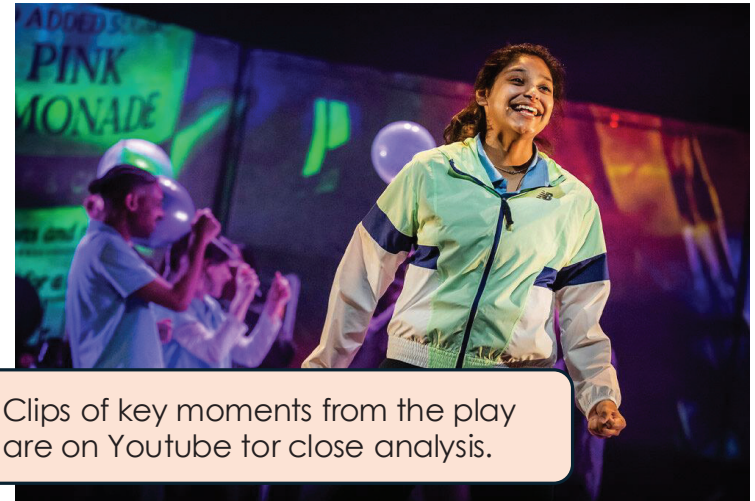
- You will have a page of notes (not a memory test)
- An opportunity for you to demonstrate that you can see how deeper meaning is communicated by creative decisions and then identify areas for improvement as a theatre critic using specific terminology.
- You will need to fill in these basic details before responding to the Section B questions. These questions are always 'Q9'.
- The dramatic intention of the performance was to urge teenagers to find bravery using their own voice. The key themes of rebellion, identity and freedom teach the audience that, despite the social and cultural pressures Amber, it is the acts of individual people that make a difference in the world. Your answers should always refer to this.

### Analyse how... (9a)

- Select a key moment in the performance that demonstrates specific focus asked of the question
- Describe it in full detail
- Explain what the impact was for the audience
- Link it to the dramatic intention of the performance

### Evaluate how... (9b)

- Select a key moment in the performance that demonstrates specific focus asked of the question
- Describe it in full detail
- Explain what the impact was for the audience (*what went well*)
- Identify a way in which you could enhance this effect even further if you were director (*even better if*)
- Link it to the dramatic intention of the performance



Clips of key moments from the play are on Youtube for close analysis.

## GCSE Drama – Section B exemplars: 'Run, Rebel', Pilot Theatre

### Analyse how lighting design was used to engage the audience. (6)

The lighting design in 'Run, Rebel' was effectively used to engage the audience; one particular moment that sticks out was the opening of the play. During this scene, Amber (the protagonist, played by Jessica Kaur) directly addresses the audience and introduces them to her day-to-day life in Birmingham.

For the majority of the scene, a simple white light was directed across the entirety of the stage – most likely created by a floodlight at 80-90%. The bright, clinical light, emulated the simple, boring life that Amber experiences day-to-day, as described in her narration.

This is contrasted entirely when Amber is hugged by David (played by Kiran Raywilliams). To demonstrate that Amber has romantic feelings towards David, the lighting suddenly changed to a pink-purple shade, suggesting the lighting effect was created by an LED rather than a gel. The use of purple suggested the audience were living in a personal 'fantasy' moment; the colour being associated with dreams and femininity. This was further shown by the repeated flicking between white and pink light, as Amber non-chronologically repeated the hug between her and David.

By representing a non-realistic, repeated memory through an abstract change in, the audience quickly realised that we were learning the story through Amber's very specific memories; making the performance even more personal and inspiring.

### Evaluate how vocal skills were used to create tension at one specific moment in the performance. (9)

One key moment where vocal skills were used to create tension in 'Run, Rebel' was when Amber is confronted by the realisation that her father, Harbans, is an alcoholic.

In order to create this rising sense of tension, Amber and Harbans' vocal qualities contrasted each other to demonstrate their obvious differences, despite their family connection. Amber spoke in a well-pronounced, steady voice, meanwhile Harbans, played by Pushpinder Chani, slurred his words until he was mumbling and spoke in a variety of pitches to demonstrate the effect of alcohol on his coherency.

This sense of tension was further enhanced by an ongoing sense of chaos that was created when Amber's mum, Surinder (played by Asha Kingsley) entered the stage and started speaking loudly into a microphone. By repeating the lines "THIS is your father" with clear emphasis on the first word, it showed the audience this was a revelatory moment in Amber's maturity.

The layering of voices also created a sense of disarray that mean the audience experienced a similar ongoing panic that Amber was also feeling. Although I understand the intention behind this as it is a climactic moment in the performance, I think the addition of a sudden few seconds of absolute silence midway through this scene would've given the audience an opportunity to absorb the key information they just heard in the scene. This would also signify a key moment of sudden change, from loud to quiet, just like Amber's opinion of her father is changing.