



*Saint Joseph's*  
CATHOLIC SCHOOL

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**Key Stage 3/4**  
**Revision Booklet**

**Year 9**

ST JOSEPH'S CATHOLIC SCHOOL  
CHURCH ROAD  
LAVERSTOCK  
SALISBURY  
SP1 1QY

Dear Year 9 pupils,

In a few weeks, you will all be facing a series of formal examinations. These exams will test the progress you have made in your first year of your GCSEs.

Once your teachers have marked the exams, they will look at your results and come to a judgement about how much you have learned. Based on your achievements in these exams and your assessments throughout the year, subject teachers will be reviewing sets for their subject areas.

Once we have this overall picture, we will look at whether we feel it is appropriate that you 'move up' or 'move down' sets. Decisions about this will be made within weeks of you sitting the exams. If you have done particularly well, a letter of congratulations may be on its way... on the other hand, if you have not performed according to your ability, your parents may be asked to come up to school for an interview to discuss your progress.

**As you can see, these exams are IMPORTANT for the school, for your parents, and (most importantly) for YOU.**

So, what do you do now? Well, **REVISE**, of course! To help you do your very best in the exams, your teachers have drawn up revision lists – you will find them all in this booklet, along with revision tips and a revision planner to help you organise and use your time wisely. Remember – there should be no need to panic! If you have always worked hard in class and continue to do so, revision will be a pleasure rather than a chore, as it will simply be a matter of checking and confirming what you already know!

Your exams will happen during your lesson time and your teachers will inform you which lesson will be used for your exam. All exams will be taking place during the week beginning the 10<sup>th</sup> June.

All the teachers at St Joseph's wish you success in the forthcoming exams!

Mr R Rooney

# How to Perform Well in Exams

This guide is intended to help you with your exam preparation, so that you can make the most of what you have learned. It does NOT offer you a way around the problem of lack of effort in the past, but it CAN help you make the best use of the time you have left!

The most important thing is to **LISTEN** and **PARTICIPATE** in class. Pay attention and ask for help if/when you need it. The harder you work in class **NOW**, the easier your revision and preparation will be later.

Revising isn't something that should be challenging or difficult at all. What revising is, unfortunately, is time consuming. It takes a while. That's why you might like to start early (nothing to do on a Sunday?)...

## Plan Your Revision

Work out how long you've got to revise before the exams, and plan how best to use that time. Prepare a revision timetable. Pace yourself, revisiting each subject area regularly in the weeks before the exams. Don't fool yourself that 'cramming' the night before an exam will do the trick!



## Preparation

- Be organised. Keep your folders, books etc tidy so that you don't have to waste time looking through clutter.
- Read the subject pages in this booklet carefully to find out what will be examined in each subject.
- Don't try to revise where there are distractions, like the TV or your games console.
- Eat well, sleep well and take physical exercise – cooping yourself up in one room day after day is unhealthy. You won't perform well if you've locked yourself up with books for weeks!
- Your brain can only concentrate for certain periods of time, so take regular breaks and treat yourself to a reward – go out for a walk, kick a ball about, listen to music.
- Don't let breaks take over though – stick to strict time limits, and don't slump for long periods in front of the TV.
- Make sure you know what equipment you will need for each exam.
- Make sure you know which exams are on which days. If you are ill on the day of an exam, make sure your parent/guardian telephones school immediately to explain.
- Make sure you are comfortable before you go into the exam room – (e.g. make sure you have been to the toilet)

## Strategies for Revising

There is no one correct way to revise, and each person will have their own approach. Below are a few strategies that you could use to help you revise:



Looking at the subject pages in this booklet identify what areas you need to concentrate on. When you have identified these areas go through your work for the year and create some revision resources (mindmaps, flashcards, lists) with the relevant information.

Once you have these revision resources, you can use them to revise by:

- Testing yourself – hide the resource away, can you remember all the information on the resource?
- Get others to test you
  - Give the resource to a family member or friend and ask them to ask you questions relating to the information.
  - Give the resource to a family member or friend and see if you can tell them the information on the resource.
- Look at some of the relevant questions you have done throughout the year in your exercise book – re-do the questions using your revision resources as help.

**On the next page is a suggestion on how you could organise your revision time!**



# End of Year Exam Revision Strategy

Gather →	Filter →	Learn →	Test
<p><b>Session 1</b> After the first time you have revised a topic, you should not need to do any further 'gathering'</p>	<p><b>Session 2</b> After the 2nd or 3rd time you have revised a topic, you should not need to do any further 'filtering'</p>	<p><b>Session 3</b> Give yourself a variety of activities and change where you work from time to time. Don't forget to revise with friends sometimes too.</p>	<p><b>Session 4 onwards</b> As you approach your exam date you should be spending more and more time on the testing stage and making the tests more challenging.</p>
<b>20% of your time</b>	<b>30% of your time</b>	<b>30% of your time</b>	<b>20% of your time</b>
<p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>• Exercise books</li> <li>• Revision guides/checklists (see the section on the school website)</li> <li>• Questions you have tackled during lessons</li> <li>• Old assessments you have completed</li> </ul> <p>Before you start, rank the topics you need to cover from most to least confidence. Begin with the topics lowest on the list.</p> <p>Read through and become familiar with the information that you need to know in order to be successful.</p> <p>Identify any bits of knowledge you have missing and go to see your teacher to help fill this gap.</p>	<p>Reduce the amount of information you have down to essential parts of the knowledge. You can do this by:</p> <p>Creating mind maps or flash cards.</p> <p>Creating Crib sheets – these are like pages from a revision guide with all the essential information.</p> <p>Writing 'perfect' exam answers from your notes.</p> <p>Making your own knowledge organiser or summary sheet of the topics.</p>	<p>Use these strategies to learn the information so that you can recall it easily.</p> <p>Look/cover/write/check</p> <p>Read and repeat information for 2–3 minutes, do something else for 10 minutes and then try to recreate from memory.</p> <p>Complete exam/assessment questions and then go back and self-mark. Fill in the gaps in a different coloured pen. Revise the bits you missed again.</p>	<p><b>Low stakes testing</b> Easy, quick quizzes which test small pieces of knowledge. This works well for simple facts, dates, key words or important formulae. You must complete some low stakes testing within 24 hours of revising a topic to anchor learning in your memory.</p> <p><b>High stakes testing</b> These are longer exam style questions which apply knowledge as you would have to in the exam.</p> <p>These should be completed within 48–72 hours of revising a topic and then repeated regularly to keep your revision 'fresh'.</p>
<p>Gathering is <b>not revision</b>; don't spend ages on this stage.</p>	<p>Copying out information word for word is not filtering or learning.</p>		<p>Silent. No support. Timed.</p>

Follow the instructions to the letter. Read any instructions given on the paper and listen carefully to the teacher who gives out the exam. Read the questions very carefully, and if there are examples given, study them carefully too. The clue as to how to answer the question will be in the example. Make sure you answer the question given – there isn't much point telling the examiner what you know if it has nothing to do with the question!

Plan your time well in the exam – if you only manage to attempt half of the questions, the best mark you can possibly get is only 50%! Make sure your answers are well-presented. Write clearly and neatly and label diagrams or pictures if this helps your answer.



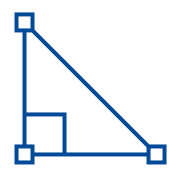
## **DON'T PANIC!**

Remember, exams are NOT designed to catch you out – rather, to allow you to show what you have learned. Being calm and thoughtful in the exam will help you get the most out of your preparation.

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## **Message to all parents**

Please make sure that your son/daughter is properly equipped for the forthcoming exams.



As a minimum, they should have several black pens, pencils, a rubber, ruler and pencil-sharpener, mathematical equipment (protractor, compass, and a working calculator) all stored in a clear pencil case.



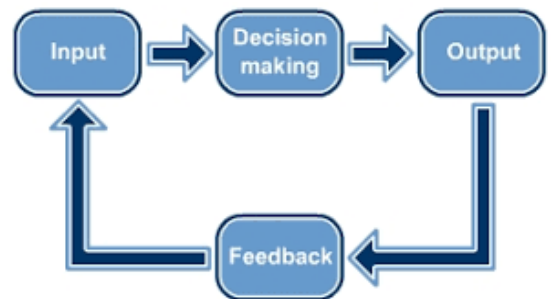
## WHAT YOU NEED TO REVISE:

### Physical Training

- Health and fitness
- Components of fitness and their measures
- Fitness testing and their limitations
- Principles of training
- Types of training – linked to sports
- Warmups and cool downs

### Sports Psychology

- Classification of skill
- Arousal and techniques to control
- Goal setting and SMART targets
- Information processing model
- Guidance and feedback





## CREATION

For your exam you should be able to explain:

- What is stewardship and example of CAFODs work towards it?
- How does CAFOD support sustainability?
- What does the Bible say about the creation of the world and the creation of human beings? What other ideas might contradict these?

## INCARNATION

For your exam you should be able to explain:

- How does the Bible show that Jesus is the incarnate son?
- What does the religious artwork (including statues) show about the nature of Jesus?
- What is the importance of Jesus being the divine word?

## TRIUNE GOD

For your exam you should be able to explain:

- What are the 2 types of Baptism and why are they important?
- What things happens during Baptism?
- Why is music important in Catholic worship?





You will answer 10 Multiple Choice Questions on your Shakespeare text and an extended GCSE style question based on Macbeth.



## What should I revise? How should I revise?

### Knowledge Organisers:

- Your teacher will give you a knowledge organiser for your Shakespeare text in the next couple of weeks. You should use this to revise quotations and key aspects of the play. Try the method of look, cover, write and check and then get someone at home to test you on the facts.

### Other Idea:

- Revise the overall plot (ask your teacher for help with this or look online)
- Revise characters (what do they represent? What are they like? How do they behave? )
- Revision of language analysis (What could you look for? What techniques do you know? Which words could you zoom in on?)
- Revision of context (How could you link this to the themes/ characters?)

### How can I do this?

- Look back through your book. What have you done in lessons?
- Go onto a website like BBC Bitesize: <https://www.bbc.co.uk/bitesize>
- Use revision resources given to you by your teacher.
- Watch 'Mr Bruff' short videos on YouTube.

## Module 1 – El instituto

- Describing your school, teachers, school subjects and after school activities.
- Giving opinions, using the near future, and talking about school rules.

## Module 2 – Ganarse la vida

- How to earn money and spend it.
- What would you like to do in the future, Job titles and reason for learning a language

## Module 3 – Hispanoamerica

- Hispanoamerican countries
- Daily routine and environment
- Famous people and fair trade


## Module 4 – Mi casa es tu casa


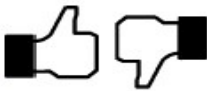



- Introducing your parents and your home.
- At the station and doing an excursion

## Module 5 – Grammar

- Adjectives agreement
- Present, past, future and conditional tense
- Sentence starters, time phrases, connectors.
- Complex structures

## 1-9 grade descriptors for years 7 to 11: Spanish



<p style="text-align: center;"><b>Grade 1</b></p> <p>Produce and understand <b>simple sentences</b> in Spanish.</p> <p><b>Translate</b> short sentences from English → Spanish &amp; Spanish → English.</p> 	<p style="text-align: center;"><b>Grade 2</b></p> <p><b>Grade 1 +</b> Produce, understand &amp; translate <b>short paragraphs</b> in the present tense.</p> <p>Give <b>opinions</b>, use <b>connectives</b> &amp; <b>intensifiers</b>.</p> 	<p style="text-align: center;"><b>Grade 3</b></p> <p><b>Grades 1 &amp; 2 +</b> Produce, understand &amp; translate <b>longer paragraphs</b>.</p> <p>Use <b>two tenses</b>.</p> <p><b>Justify</b> your <b>opinions</b> and use <b>descriptions</b>. Use <b>time phrases</b>.</p> 
<p style="text-align: center;"><b>Grade 4</b></p> <p><b>Grades 1, 2 &amp; 3 +</b> Use <b>three tenses</b> in the 'I' form.</p> <p>Use correct <b>word order</b> (think: where do adjectives go?)</p> <p>Use <b>complex opinion phrases</b> &amp; speak <b>spontaneously!</b></p> 	<p style="text-align: center;"><b>Grade 5</b></p> <p><b>Grades 1, 2, 3 &amp; 4 +</b> Produce, understand and translate <b>longer, detailed texts</b>.</p> <p>Use <b>four tenses</b> in the 'I' form.</p> <p>Use <b>formal</b> and <b>informal</b> language.</p> <p>Use <b>complex structures</b> such as modal verbs, negatives, comparatives and superlatives</p> 	

## Module 1 – Ma vie sociale ado

- Talking about Facebook
- Giving your opinion about someone
- Arranging to go out
- Describing a date

## Module 2 – Chez moi chez toi

- Describing where you live and comparative adjectives
- Describing your home and preps
- Talking about food prendre and boire
- Quantities and speaking
- Talking about and event using 3 tenses

## Module 3 – Spéciales vacances

- Discussing holidays
- Asking questions using inversion
- Imagining adventure holidays
- Using the conditional
- Talking about what you take with you on holiday
- Using reflexive verbs
- Describing what happened on holiday
- Combining different tenses
- Visiting a tourist attraction
- Using emphatic pronouns

## Module 4 – moi dans le monde

- Discussing what you are allowed to do
- Using expressions with avoir
- Explaining what's important to you
- Using direct object pronouns
- Talking about things you buy
- Using si in complex sentences
- Describing what makes you happy
- Using complex structures

1-9 grade descriptors for years 7 to 11:  
**French**

<p><b>Grade 1</b></p> <p>Produce and understand <b>simple sentences</b> in French.</p> <p><b>Translate</b> short sentences from English → French &amp; French → English.</p>	<p><b>Grade 2</b></p> <p><b>Grade 1+</b> Produce, understand &amp; translate <b>short paragraphs</b> in the present tense.</p> <p>Give <b>opinions</b>, use <b>connectives</b> &amp; <b>intensifiers</b>.</p>
<p><b>Grade 3</b></p> <p><b>Grades 1 &amp; 2+</b> Produce, understand &amp; translate <b>longer paragraphs</b>.</p> <p>Use <b>two tenses</b>. <b>Justify your opinions</b> and use <b>descriptions</b>. Use <b>time phrases</b>.</p>	<p><b>Grade 4</b></p> <p><b>Grades 1, 2 &amp; 3+</b> Use <b>three tenses</b> in the 'I' form.</p> <p>Use correct <b>word order</b> and <b>adjective endings</b>.</p> <p>Use <b>complex opinion phrases</b> &amp; speak <b>spontaneously!</b></p>
<p><b>Grade 6</b></p> <p>Produce, understand and translate <b>longer, detailed texts</b> with good accuracy &amp; a range of grammar rules.</p> <p>Use <b>four tenses</b> From 'I' to 'They'.</p> <p>Use a <b>variety</b> of structures.</p> <p><b>Grades 1, 2, 3, 4 &amp; 5+</b></p>	<p><b>Grade 5</b></p> <p><b>Grades 1, 2, 3 &amp; 4+</b> Produce, understand and translate <b>longer, detailed texts</b>.</p> <p>Use <b>four tenses</b> in the 'I' form.</p> <p>Use <b>formal</b> and <b>informal</b> language.</p> <p>Use <b>complex structures</b> such as modal verbs, negatives, emphatic pronouns.</p>
<p><b>Grade 8</b></p> <p>Use <b>relative clauses</b>.</p> <p>Use <b>infinitive</b> and <b>various verb constructions</b>.</p> <p><b>Grades 1, 2, 3, 4, 5, 6, 7+</b></p>	<p><b>Grade 7</b></p> <p><b>Grades 1, 2, 3, 4, 5 &amp; 6+</b> Use <b>five tenses</b> with a range of pronouns.</p> <p><b>manipulate</b> language to suit your own needs and purpose.</p> <p>Use <b>idioms</b>, <b>superlatives</b> and <b>comparatives</b>.</p>
	<p><b>Grade 9</b></p> <p><b>Grades 1, 2, 3, 4, 5, 6, 7, 8+</b> Use and understand a range of <b>grammatical structures</b>.</p> <p>Use <b>six tenses</b>.</p> <p>Use the <b>passive</b> voice.</p>



Topics that will be tested in the summer exam:

Year 9 HIGHER TOPICS				
Algebra	Geometry	Number	Data	Ratio/Proportion
Solve quadratic	Volume of 3D shapes	Fractions	Scatter graphs	Percentage change
Form an equation	Area of 2D shapes	Indices		Use of ratio
Algebraic fractions	Similar triangles	Multiplication and division with decimals		
Graphing Inequalities	Angles in Polygons	Standard form		
Inequalities	Transformations	Bounds		
Drawing quadratic graphs		Error intervals		
Rearranging		HCF and LCM		
Equation of a straight line				

Year 9 FOUNDATION TOPICS				
Algebra	Geometry	Number	Data	Ratio/Proportion
Linear sequence	Name 2D and 3D shapes	Convert between % , decimals and fractions	Interpret a bar chart	Money problem
Expanding / factorising	Use of Scale drawing	Order numbers by size	Interpret pictogram	Use of ratio
Solve two step equation	Enlargement	Rounding	List possible outcomes	Speed calculation
Simplify	Convert units of length	Square numbers	Use a two-way table	Real life graphs
Indices	Order decimals	Fraction of an amount	Line graph	
Inequalities on a number line	Reflection	Triangular numbers	Interpret a pie chart	
	Angle facts	Factors and multiples		
		BIDMAS		
		Write one quantity as a fraction of another		
		Use a calculator		
		Compare fractions		

For more detail on the topics above, ask your teacher.

## How do I revise for Maths?

- Use the notes in your exercise book. Take note of the 'working out' methods.
- Use the questions in your homework book to practice answering questions.
- Use MyMaths (lessons and online tasks). If you can't remember your personal login, ask your teacher.
- Use MathsWatch to support your revision. There are fantastic one-minute clips on all topics.



To revise Maths, you MUST 'do' Maths. You can't just read from your exercise book.

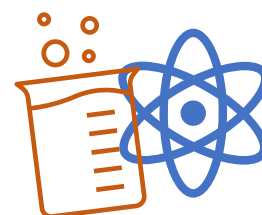
### **Equipment needed:**

Pen, pencil, eraser, pencil sharpener, ruler, compass, protractor, calculator.



## REVISION TOPICS:

- The following list provides the revision topics for Biology, Chemistry, Physics and Combined Science.
- These are the page titles from the CGP revision guides.
- There will also be targeted questions on Seneca Learning and on Show My Homework.
- The topics include essential topics covered in Year 7 and Year 8.



<b>B1</b>	<b>Cell Biology – 16</b>
B1	Cells, Microscopy, Diffusion, Osmosis and Active Transport
B1	Exchange surfaces (All about surface area)
<b>B2</b>	<b>Organisation</b>
B2	Cell Organisation – The Lungs and Heart
B2	Circulatory System – Blood vessels
B2	Risk Factors for Non-Communicable Diseases
B2	Plant Cell Organisation
B2	Transpiration and Translocation and Stomata
<b>B3</b>	<b>Infection and Response – 21</b>
B3	Communicable Disease
B3	Viral, Fungal and Protist Diseases
B3	Bacterial Diseases and Preventing Disease
<b>B4</b>	<b>Bioenergetics – 13</b>
B4	Photosynthesis and Limiting Factors
B4	The Rate of Photosynthesis <b>(Required Practical)</b>
B4	Respiration and Metabolism <b>(8B Respiration)</b>
B4	Aerobic and Anaerobic Respiration
<b>B6</b>	<b>Inheritance, Variation and Evolution – 25</b>
B6	DNA, Reproduction, Variation, Evolution
B6	Fossils
<b>B7</b>	<b>Ecology – 29</b>
B7	Competition
B7	Abiotic and Biotic Factors
B7	Adaptations, Food Chains
<b>C1</b>	<b>Atomic Structure and the Periodic Table – 18</b>
C1	Atoms, Elements, Compounds
C1	Chemical Equations

C1	Mixtures and Chromatography
C1	Distillation
C1	The History of the Atom, Electronic Structure
C1	Development of the Periodic Table, The Modern Periodic Table
C1	Metals and Non-Metals
C1	Group 1 Elements, Group 7 Elements, Group 0 Elements
<b>C2</b>	<b>Bonding Structure and Properties of Matter – 16</b>
C2	Formation of Ions, Ionic Bonding, Ionic Compounds
C2	Covalent Bonding
C2	Allotropes of Carbon
C2	States of Matter
C2	Changing State
<b>C3</b>	<b>Quantitative Chemistry – 14</b>
C3	Relative Formula Mass
C3	Conservation of Mass
<b>C4</b>	<b>Chemical Changes – 23</b>
C4	Acids and Bases
C4	Reactions of Acids
C4	The Reactivity Series
<b>C5</b>	<b>Energy Changes – 8</b>
C5	Candle Chemistry (Separate Heading)
<b>C7</b>	<b>Organic Chemistry – 20</b>
C7	Hydrocarbons
<b>C8</b>	<b>Chemical Analysis – 17</b>
C8	Tests for Gases
<b>C9</b>	<b>Chemistry of the Atmosphere – 12</b>
C9	The Evolution of the Atmosphere (Composition of Air)
<b>C10</b>	<b>Using Resources – 19</b>
C10	Finite and Renewable Resources
<b>P1</b>	<b>Energy – 13</b>
P1	Energy Stores and Systems, Kinetic and Potential Energy Stores
P1	Specific Heat Capacity <b>(Required Practical)</b>
P1	Conservation of Energy and Power
<b>P2</b>	<b>Electricity – 24</b>
P2	Current and Circuit Symbols

P2	Resistance and $V=IR$ ( $I=V/R$ is easier to understand)
P2	Resistance and I–V Characteristics <b>(Required Practical)</b>
P2	Series Circuits
P2	Parallel Circuits
P2	Investigating Resistance <b>(Required Practical)</b>
P2	Electricity in the Home
P2	Power of Electrical Appliances
P2	More on Power
<b>P3</b>	<b>Particle Model of Matter – 16</b>
P3	The particle model and motion of gases
P3	Density of Materials <b>(Required Practical)</b>
P3	Internal Energy and Changes of State
P3	Specific Latent Heat
<b>P5</b>	<b>Forces – 40 (7K Forces) (9J Gravity &amp; Space) (9K Speeding Up)</b>
P5	Contact and Non–Contact Forces
P5	Weight Mass and Gravity
P5	Resultant Forces and Work Done
P5	Calculating Forces
P5	Distance, Displacement, Speed and Velocity
P5	Distance–Time and Velocity–Time Graphs, Terminal Velocity
<b>P6</b>	<b>Waves – 20</b>
P6	Transverse and Longitudinal Waves
<b>P7</b>	<b>Magnetism and Electromagnetism – 15</b>
P7	Permanent and Induced Magnets
P7	Electromagnetism



## WHAT YOU NEED TO REVISE:



### BRITAIN: Migration, Empires, and the People

#### The Impact of the Vikings on Britain including both positive and negative impact

For example:

- Death and destruction caused through raids – learn some examples
- Danelaw
- Forcing Anglo Saxons to become second-class citizens. Learn specific dates, people and detail.
- Introducing new ways of making things (farming, crafts, amber, different foods, slavery). Learn examples.
- Introducing a new language, many words of which we still use today. Give examples such as 'Thursday' and 'Dirt'

#### Impact of the British on 17th century North America

For example, the impact on indigenous tribes, including:

- Intermarriages
- Raids and massacres
- European diseases
- Displaced tribes
- Decrease in the population of indigenous people

#### The significance of the slave trade, including:

- The economic and social impact of the slave trade on Britain
- Jobs created
- Involvement of Monarchs
- Growth of British ports such as Bristol and Liverpool

#### Why the British fell out with the American colonists, including:

- Taxation and the stamp Act of 1765
- The Boston Massacre of 1770

**The exam will consist of 3 questions. The question stems will be as below:**

1. How useful is Source A to a historian studying ...?  
**(8 marks)**
2. Explain the significance of...  
**(8 marks)**
3. Compare .... In what ways are they similar? ...  
**(8 marks)**

## PHYSICAL LANDSCAPES IN THE UK – COASTS:

### Landforms

- Spits, beaches, arch, cave, stack, stump, sand dunes
- Case study – Old Harry Rocks



### Processes

- Erosion (hydraulic action, abrasion, attrition, solution)
- Transportation (longshore-drift, saltation, traction, solution, suspension)
- Deposition
- Coastal management strategies – soft and hard engineering. How effective are they?
- Case studies – Lyme Regis and Medmerry. Coastal defence strategies. Examine and compare hard and soft engineering and managed retreat strategies.

## WHAT SKILLS YOU NEED TO FOCUS ON:

### Map skills:

- 4 and 6-Figure Grid References
- Contour lines
- Ordnance survey maps

### Exam skills:

- Command words e.g. 'List', 'Describe', 'Compare', 'Explain', 'Sequence'

### Geographical vocabulary:

- Key words for processes of erosion and transportation.

### Structuring an answer:

- Logical sequencing (firstly, secondly, finally...)
- Appropriate use and annotation of diagrams
- Use key words and terminology, e.g. named processes, named examples.

## GCSE DESIGN TECHNOLOGY REVISION

### Materials: Paper, Boards, Timbers, and Polymers

- Properties
- Life Cycle
- Uses
- Environmental impacts
- Sustainability



### Forces and Structures – Practical Skills:

#### Design Sketching

- 2D: working technical drawings
- 3D: Isometric and tonal rendering
- Annotations: CAFEQUE

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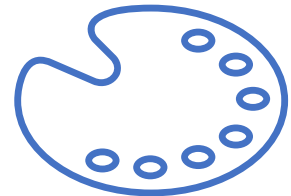
## ART REVISION

### Aquatic Life final response

In the 10 hours provided (during lesson time), produce your independent final response for the title Aquatic Life.

This should reflect your experimentation and ideas that have been produced throughout this year's portfolio.

Ensure all the materials you may need are available in school prior to you starting your exam. You are free to bring in additional resources.



The ICT exam will focus on areas that we have covered so far this year:

## Chapter 1 – Problem Solving



- **Representing Algorithms**
  - What are the 4 concepts that make up Computational Thinking?
- **Understanding Algorithms**
  - What is an algorithm?
  - What makes an Algorithm work?
- **Searching Algorithms**
  - What are the 2 types of 'search algorithms' that we looked at?
  - How do they work?
- **Sorting Algorithms**
  - What are the 2 types of 'sorting algorithms' that we looked at?
  - How do they work?
- **Truth Tables**
  - Be able to complete a 2 / 3 combination gate truth table.

There may also be questions on the current subject of:

## Chapter 2 – Data

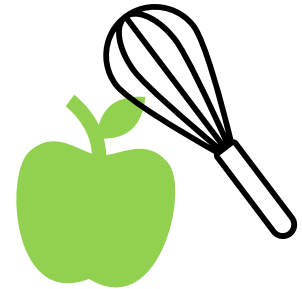
- **Use of storage**

Questions will be based / taken from the 'End of Chapter' Questions that we have been completing for each section of the chapters.

We will give more information on specific areas closer to the time of the exam, so keep an eye on SMHW!

## WHAT YOU NEED TO REVISE:

You will be asking a mock GCSE question paper. This will consist of 20 multiple choice questions followed by a series of longer, exam style questions. Some will involve one-word answers, some will involve longer answers that involve you constructing a response worth up to 8 marks.



All of the questions that will be in the test will be based on information that can be found in your project booklets or that you will have covered in homework tasks. To revise please read your project booklets and ensure you have a good knowledge of the following topics we have covered this year.

- Health and safety in the food room
- Food science including Raising agents, Gelatinisation, Denaturation of proteins etc
- Food provenance (where food comes from)
- The Eatwell guide and nutrition
- Food and religion
- Dietary guidelines
- Obesity
- Vitamins, including fat and water soluble
- Staple foods

## WHAT SKILLS YOU NEED TO FOCUS ON:

- **Knowledge** – Do you know the keywords & terminology of the topics listed above?
- **Describe** – Can you describe the topics listed above and place them into context of your cooking or feeding yourself?
- **Explaining** – Can you explain your answers using specific PEE chains when necessary?
- **Analyse** – Can you analyse your answers to suggest improvements?



Your paper will focus on Stratification only and the different theoretical approaches to this. Ensure you have revised the key grammar used within the topic.

Be able to use the different views and perspectives of how society is divided up by class. Be able to quote the names of sociologists and what they believe is right and wrong about how society is divided



Be confident at least with Marxism and Functionalism. Now the similarity and difference of these two theory groups.

How and where does class still exist in the UK or does it not exist, how are people affected and grouped in the UK?

There will be two 9 marker questions, these need detailed P.E.E.L. and an overview conclusion. Even though the question will ask DO YOU AGREE – do not write in first person singular, such as I or me. You must write as 'some sociologists', 'sociologists argue'.

The test will be 40 minutes with 10 minutes for those who require extra time.



You will be assessed on your Component 1 Mock Exam Devised Performance and Portfolio of Evidence. 40% of the GCSE.

To revise for this, you should ensure you know all your lines and movements you will achieve this through rehearsing with your group frequently. You should also ensure that you have consistently used the practitioner or genre techniques in each scene.

You will also be assessed on your Portfolio of Evidence which makes up 50% of the marks for this Component. You will be given writing scaffolds like the one below and examples to support you with this in lesson time.

POINT	
This is where you make it clear to the examiner that you are aware of what the question is asking of you. Make sure your point links to the wording of the question.	<ul style="list-style-type: none"> <li>• One idea that was researched and developed in response to the stimulus 'behind the door' was...</li> <li>• Another idea I personally had was...</li> <li>• One Rehearsal technique we explored was...</li> <li>• One way I developed my physical skills was...</li> <li>• An idea we refined during the rehearsal process was...</li> <li>• I communicated the meaning of our chosen genre by...</li> </ul>
EVIDENCE	
This is where you include evidence to support the arguments you make. This evidence can usually be your illustrative material.	<ul style="list-style-type: none"> <li>• The reason for this is that...</li> <li>• One way I researched/developed this idea was by...</li> <li>• This is shown in my photo of...</li> <li>• YouTube</li> <li>• Films/Books</li> <li>• Facts</li> <li>• Professional Productions</li> <li>• Script</li> <li>• Rehearsal</li> </ul>
EXPLAIN	
This is where you explain how the evidence you have used links to the question asked. It is best practice to use the wording in the question again to show the examiner that you have clearly understood the question and that you can justify why you have used your chosen piece of evidence.	<ul style="list-style-type: none"> <li>• This helped to develop the piece by...</li> <li>• This clearly shows that....because...</li> <li>• This helped us develop the stimulus by...</li> <li>• This helped us to incorporate the genre of TIE/Physical Theatre by... due to this, we amended our piece, and it was improved by...</li> </ul>



For your exam you will be filmed and assessed on the set phrases. You will also sit an exam on the following skills which reflects section A of your official exam.



## Safe working practices

Warmups / cool downs / hazards / nutrition and hydration

## Physical Skills

Posture / alignment / co-ordination / balance / flexibility / extension / isolation / mobility / elevation / stamina / strength / control

## Technical skills

Actions / dynamics / space / relationships / choreographic devices

## Expressive skills

Projection / focus / spatial awareness / facial expression / phrasing / musicality / sensitivity / communication of choreography

## Mental Skills

Movement memory / commitment / concentration / confidence

## GCSE DANCE:

You will be assessed on Section A of a mock paper. This will include the following:

### Part 1

**You will be given a stimulus and you must answer questions on your ideas based on that stimulus.**

Example questions:

- Outline a dance idea/theme
- How would you structure your dance?
- Give 2 ways relationships could be used to show your theme
- Describe a motif you could use to show your theme
- Describe an ending to the dance
- Describe an aural setting



## **Part 2**

### **Testing knowledge and understanding of performance skills**

#### **Performance skills include:**

- Physical skills: Posture / Alignment / Extension / Balance / Coordination / Control / Flexibility / Strength / Stamina / Mobility / Isolation
- Technical skills: Actions / Dynamics / Space / Relationships
- Expressive skills: Focus / Musicality / Projection / Emphasis / Spatial Awareness / Facial expression / Phrasing / Sensitivity to other dancers / Communication of intent

#### **Example questions:**

- Define 'elevation'
- Give advice for a dancer moving safely from standing to floor work
- Tick the correct definition of focus

**There will be only 1, 2, 3 marks in this section.**

**Good luck –  
you'll be great!**

Please remember to ask your  
teachers if you need any help.



*Saint Joseph's*  
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