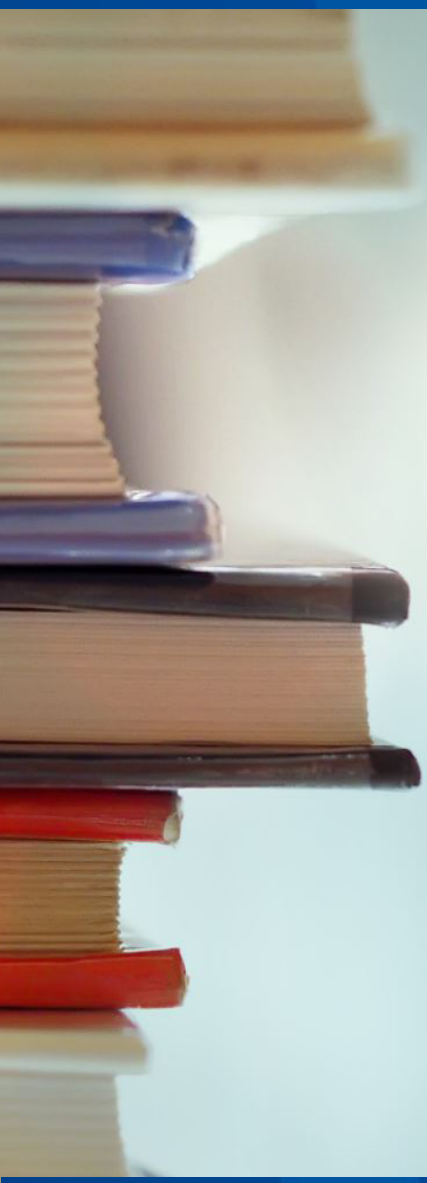
Saint Joseph's
CATHOLIC SCHOOL



Year 11 Mock Exams

September 2022

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

Saint Joseph's
CATHOLIC SCHOOL

Dear Year 10 pupils,

After the summer holidays, near the beginning of September, you will all be facing a series of formal examinations. These exams will test the progress you have made during your GCSE course and will give a good indication as to how you are performing against your target grades.

Once your teachers have marked the exams, they will look at your results and come to a judgement about how much (or how little!) 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 for the core subjects of RE, Science, English and Maths. Other options subjects are likely to remain unchanged. These exams will also determine whether we feel you would benefit from extra interventions to help you achieve in line with your potential.

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 be happening in the school hall and an exam timetable will be published prior to the summer break to help you prepare.

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!

Saint Joseph's
CATHOLIC SCHOOL

End of Year Exam Revision Strategy

Gather →	Filter →	Learn →	Test
Session 1 After the first time you have revised a topic, you should not need to do any further 'gathering'	**Session 2** After the 2nd or 3rd time you have revised a topic, you should not need to do any further 'filtering'	**Session 3** Give yourself a variety of activities and change where you work from time to time. Don't forget to revise with friends sometimes too.	**Session 4 onwards** As you approach your exam date you should be spending more and more time on the testing stage and making the tests more challenging.
20% of your time	**30% of your time**	**30% of your time**	**20% of your time**
You will need: • Exercise books • Revision guides/checklists (see the section on the school website) • Questions you have tackled during lessons • Old assessments you have completed Before you start, rank the topics you need to cover from most to least confidence. Begin with the topics lowest on the list. Read through and become familiar with the information that you need to know in order to be successful. Identify any bits of knowledge you have missing and go to see your teacher to help fill this gap.	Reduce the amount of information you have down to essential parts of the knowledge. You can do this by: Creating mind maps or flash cards. Creating Crib sheets – these are like pages from a revision guide with all the essential information. Writing 'perfect' exam answers from your notes. Making your own knowledge organiser or summary sheet of the topics.	Use these strategies to learn the information so that you can recall it easily. Look/cover/write/check Read and repeat information for 2–3 minutes, do something else for 10 minutes and then try to recreate from memory. 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.	**<u>Low stakes testing</u>** 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. **<u>High stakes testing</u>** These are longer exam style questions which apply knowledge as you would have to in the exam. These should be completed within 48–72 hours of revising a topic and then repeated regularly to keep your revision 'fresh'.
Gathering is **not revision**; don't spend ages on this stage.	Copying out information word for word is not filtering or learning.		Silent. No support. Timed.

In the Exam/Classroom

Follow the instructions to the letter. Read any instructions given on the paper and/or 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.

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.

The following pages contain revision information for each individual subject.

For your PE Mock you will be asked to complete a Paper 1 GCSE PE exam paper.

This will include questions on the following topics covered this year in your GCSE PE lessons:

Applied Anatomy & Physiology

Students should develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport.

The Structure & Functions of the Musculoskeletal System

- Bones
- Structure of the skeleton
- Function of the Skeleton
- Muscles of the body
- Structure of a synovial joint
- Types of freely movable joints that allow different movements
- How joints differ in design to allow certain types of movement at a joint
- How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints.

The Structure and Functions of the Cardio–Respiratory System

- The pathway of air
- Gaseous exchange
- Blood vessels
- Structure of the heart
- The cardiac cycle and the pathway of the blood
- Cardiac Output, Stroke Volume & Heart Rate
- Mechanics of breathing – the interaction of the intercostal muscles, ribs and diagram in breathing.
- Interpretation of the spirometer trace

Anaerobic & Aerobic Exercise

- Understand the terms aerobic exercise (in the presence of oxygen) and anaerobic exercise (in the absence of enough oxygen)
- The use of aerobic and anaerobic exercise in practical examples of differing intensities

- Excess post-exercise oxygen consumption (EPOC)/ Oxygen debt as the result of muscles respiring anaerobically during vigorous exercise and producing lactic acid.
- The recovery process from vigorous exercise

The short- & long-term effects of exercise

- Immediate effects of exercise (during exercise)
- Short-term effects of exercise (up to 36 hours after exercise)
- Long-term effects of exercise (months and years of exercising)

Movement Analysis

Students should develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport.

Lever systems, examples of their use in activity and the mechanical advantage they provide in movement

- First, second- and third-class lever systems within sporting examples
- Mechanical advantage – an understanding of mechanical advantage in relation to the three lever systems
- Analysis of basic movements in sporting examples

Planes and axes of movement

- Identification of the relevant planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement used whilst performing sporting actions.

Physical Training

Students should develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes.

The relationship between health and fitness and the role that exercise plays in both

- Health & Fitness
- The relationship between health and fitness

The components of fitness, benefits for sport and how fitness is measured and improved

- The components of fitness
- Linking sports and physical activity to the required components of fitness

- Reasons for and limitations of fitness testing
- Measuring the components of fitness
- Demonstration of how data is collected for fitness testing

The principles of training and their application to personal exercise/training programmes

- The principles of training and overload
- Application of the principles of training
- Types of training
- Identification of the advantages and disadvantages (the effects on the body) of training types linked to specific aims.

How to optimise training and prevent injury

- Calculating intensities to optimise training effectiveness
- Considerations to prevent injury
- Specific training techniques – High altitude training as a form of aerobic training
- Seasonal aspects

Effective use of warm up and cool down

- Warming up and cooling down

Your mock exam for dance will be a full mock paper. You will be completing section A and C of this paper which will include the following areas:

Section A – 2 Parts:

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

Section C:

Professional works (the 6 dance works):

- Arthificial Things
- A Linha Curve
- E of E
- Infra
- Shadows
- Within Her Eyes

Some 1, 2, 3, 4, 6 marks
2 x 12 marks

You can give your own opinions and interpretations but use subject specific terms and justify / evidence your point.

Example questions:

- Name a choreographic device used on Artificial Things
- Explain how the choreographic device above helps the audience understand the theme.
- Name the performance environment in 'Within her Eyes'
- Discuss how the staging/set and the lighting in Shadows contribute to the mood of the work.
- Using your knowledge of the similarities and differences in the costumes used in Infra and A Linha Curva, discuss how costume is used to enhance our appreciation of these two works.

12 markers:
One 12–mark question will ask about 2 features in 1 work the other 12 mark question will ask about 1 feature in 2 works (similarities and differences).

Your paper in September will be a full **Paper 1 exam**, lasting **1hr 45 minutes**. Units include in the exam:

1. Introducing Sociology – Key Concepts

Key concepts and processes of cultural transmission	**Required content**
1.1 Key sociological concepts	culture, norms, values, roles, status, identity, sanctions, cultural diversity
1.2 Debates over the acquisition of identity	nature/nurture including examples of feral children and cultural diversity
1.3 The process of socialisation	agents of socialisation: family, education, media, peer group. How agents of socialisation pass on culture and identity, for example: gender, class, and ethnic identity. Informal and formal social control

2. Family

Families	**Required content**
2.1 Family diversity and different family forms in the UK and within a global context	• what is a family? • nuclear family, extended family, reconstituted family, lone parent family, single sex family, cohabiting family, • beanpole family • ethnic minority family forms • global family forms including polygamy, arranged marriages • one-child family policy in China
2.2 Social changes and family structures	changes in social norms, secularisation, values and laws, feminism, economic factors, technology and immigration and their impact on: • family diversity, including the work of Rapoports • divorce rates and serial monogamy • cohabitation, single parent families, later age of marriage • singlehood • family size

2.3 Social changes and family relationships	• changes in social norms, secularisation, values and laws, feminism
	• economic factors, technology, and their impact on:
	  ○ segregated and joint conjugal roles, symmetrical families, domestic division of labour
	  ○ New Man
	  ○ decision making / money management

	○ dual career families ○ leisure activities ○ theory of symmetrical family and principle of stratified diffusion, developed from the functionalist perspective of Willmott and Young • child-rearing patterns and child-centred families, 'boomerang' children, 'sandwich' generation
2.4 Sociological theories of the role of the family	conflict versus consensus debate on the role of the family • consensus view of Functionalism • Functionalist theory of the role and functions of family, such as Parsons and primary socialisation and stabilisation of adult personalities • conflict view of Marxism • Marxist theory of families serving the interests of capitalism, including the work of Zaretsky • conflict view of Feminism • Feminist critique of family as a patriarchal institution, including the work of Delphy and Leonard, and Oakley and the conventional family
2.5 Criticisms of family	• loss of traditional functions • lack of contact with wider kinship network • dysfunctional families • status and role of women • isolation and unrealistic expectations • marital breakdown and divorce • the dark side of family life including domestic violence • decline of the traditional family

3. Education

Education	**Required content**
3.1 Sociological theories of the role of education	• conflict versus consensus debate on the role of education • consensus view of Functionalism • Functionalist theory of education ○ serving the needs of society and the economy, facilitating social mobility and fostering social cohesion including the work of Durkheim on education as the transmission of norms and values ○ achieved status and education operating on meritocratic principles, with reference to the work of Parsons • conflict view of Marxism

	• Marxist theory of education serving the needs of capitalism ○ education maintaining inequality, including the work of Bowles and Gintis on the correspondence theory • conflict view of Feminism • Feminist theory of education perpetuating patriarchy, including the work of Becky Francis on the patriarchal nature of schools
3.2 Processes inside schools	processes within schools affecting educational achievement • labelling, including the work of Hargreaves • hidden curriculum • streaming, banding • anti-school sub-cultures including the work of Willis • teacher expectations, including the work of Ball and the self-fulfilling prophecy
3.3 Patterns of educational achievement	patterns of attainment by • gender • social class • ethnicity

3.4 Factors affecting educational achievement	• social class
	  ○ contribution of material factors, including the work of Halsey on class-based inequalities
	  ○ cultural factors
	  ○ labelling
	  ○ catchment areas
	  ○ types of school, including the work of Ball on streaming, choice, and competition between schools
	  ○ counter school cultures, including the work of Willis
	• ethnicity
	  ○ contribution of material and cultural factors
	  ○ curriculum
	  ○ labelling

3.5 Factors affecting educational achievement	• gender
	  ○ contribution of more employment opportunities for females
	  ○ feminism
	  ○ feminisation of schools
	  ○ crisis of masculinity
	  ○ peer pressure and subcultures

This is the link to the Sociologists we have looked at in lessons. Use this to check you have an understanding of all the sociologists highlighted above!
https://stjosephssalisbury.sharepoint.com/:b:/s/Section_7718/EXzDaLO0ecNKotaSTQKI_YMBd1n7XI8yHXJGdeSj_r6OCA?e=oIcviK

The topics that you'll be assessed on will be Creation, Incarnation, Kingdom of God & Eschatology.

Content

You'll have 1 hour and 45 minutes to complete the paper and the following are areas within those topics that would be good for you to focus your revision on:

Creation	**Incarnation**
Stewardship Types of writing in the Bible Scientific and religious views about creation Two pieces of Christian art relating to Creation	Christian symbols Parable of Sheep and Goats and caring for others Religious art and beliefs about Jesus Importance of sacraments for Christians
Kingdom of God	**Eschatology**
Pilgrimage Meaning of the Magnificat Second Vatican Council documents like Gaudium et Spes and Lumen Gentium Importance of Priestly Vocation for the Catholics	Michelangelo's 'The Last Judgment' Christian beliefs about life after death The Last rites Euthanasia – what is it and arguments for and against.

Skills

The format of the exam is as follows:

Question A – Always multiple-choice relating to a key term
(1 mark)

Question B – Asking you to give 2 details or facts – just recall the correct knowledge
(2 marks)

Question C – You'll need to explain two points – give a point and develop it!
(4 marks)

Question D – You'll need to explain two points with reference to religious teaching / evidence
(5 marks)

Question E – You'll consider two points of view and come to a justified conclusion – aim to write 3 –5 well developed paragraphs with a justified conclusion
(12 marks)

Good luck!

Year 10 RE Year 10 Mock Exam

You will be sitting a past Britain: Health and the people: c1000 to the present day.

(Paper 2 Section A/A)

Content

You'll have an hour to complete the paper. The following areas within the topics above would be good for you to focus your revision on:

- Nineteenth century public health (remember the nineteenth century is the 1800's)
- The impact of Hippocrates and Galen's ideas after 1000; the influence of their ideas in medieval times and after
- Surgery and anatomy over time
- The treatment of disease and the factors affecting them

Skills

The format of the exam is as follows:

Question 1 – How useful is this source to an historian studying…
(8 marks)

Question 2 –Explain the significance of…
(8 marks)

Question 3 –Compare….during (for example) the Renaissance and the 19th century; what were the similarities?
(8 marks)

Question 4 – Has…been the main factor in developing…
Use a range of examples from across your study of Health and the people.
(16 marks and 4 SPaG)

Good luck!

Year 10 Geography Autumn 1 Mock Exam

What to revise:

Unit 1: Living with the Physical Environment

Section A– The Challenge of Natural Hazards

Tectonic Hazards
Weather Hazards
Climate Change

Section B – The Living World

Ecosystems
Tropical Rainforests
Hot Deserts

Section C – Physical Landscapes in the UK

Coastal Landscapes
River Landscapes

Skills:

- Grid references
- Recognising features from maps and photographs.
- Sequencing the formation of a feature and linking appropriate processes.
- Evaluation

Content

You'll have a 1 hr 45 min written paper and the following are areas within those topics that would be good for you to focus your revision on:

- **Food safety:** Safe working in and around the food room and with food.
- **Micro and macro nutrients:** The function and sources of key food groups in cooking.
- **Food science:** The functions of ingredients in bread and pastry making. The functions of eggs in cooking
- **Food provenance:** where food is from.
- **Food choices:** Choices by age, income and intolerance.
- **Diet nutrition and health:** Analysing a diet for a specific user. Nutritional analysis of food(s)

Skills

Remember, the format of the exam is as follows and is out of 100 marks:

Section A – Always multiple-choice relating to general food knowledge (20 marks)
It includes multiple choice questions on food nutrition, food safety, food science and bread making, food provenance and food choices.

Section B – Asks about extended answer questions. To support your answers, look at the key words in the question. Words such as:

- **Explain:** Set out purposes or reasons.
- **Assess:** Look at the facts or figures displayed and explain them in relation to the question or answer provided.
- **Describe:** Set out characteristics
- **Suggest:** Present a possible case/solution
- **Reference:** Refer to the facts or points laid out in the question to support your answer.
- **Analyse:** To separate information into components and identify their characteristics.

Good luck!

1 hr 30 mins written paper in the hall plus a practical paper in lesson

The topics that you'll be assessed on will be areas of the curriculum that we have covered in year 9 and year 10. Ethics of Computing in the Digital Society, Legislation, Cyber Security, Computer Systems and Data representation.

Content

You will have 1 hour to complete the paper and the following are areas within those topics that would be good for you to focus your revision on:

Ethics: Ethical issues surrounding technology today:

- What are the ethical and cultural implications of using robots / Technology in society?
- What are the implications of using more technology for personal reasons, security of devises?

Computers in the Modern World: The implications of using more technology for personal reasons; privacy issues, security issues and environmental impacts.

Legislation: Know about the laws regarding:

- **Data protection** (The Data Protection Act 1998), Specific rules about collecting and holding data.
- **Computer Misuse** (Computer Misuse Act 1990) specifically, the offences recognised under the Act.
- **Copyright** (Copy, Designs and Patents Act 1988), who and what does the law protect?

Cyber Security: Threats created using technology:

- Define the term 'Cyber Security'.
- Be able to explain: Know what makes a strong / weak password, different types of Hackers, how to keep system secure, name types of Malware.

Computer Systems: Know the internal components of a computer device and what they do (be able to describe). the CPU, RAM, Types and preference of storage devices.

The role of the **Operating System**.

Know the **3 Logic Gates** and be able to complete a trace table using a basic logic gate system, hint: gates = ['AND', 'OR', 'NOT']

Data: Understand the following:

- **Units of Measurement** used for storage and representing data: nibbles, bits, bytes
- **Analogue to digital conversion**: Sampling
- **Expression to calculate** the file size of an image.
- Expression to calculate data transmission.

- **Binary** numbering, conversion, addition, multiplication, and division.
- **Addition** with overflow error
- **Flowcharts**, the correct use of shapes and decision making.
- **How many Bytes in a KiB, MiB, TiB**
- Why do we use **Hexadecimal**?

Networks: Know the basic formats, uses and advantages / disadvantages:

- Network topologies, what do they look like (might be asked to draw one. Hint networks = ['Star', 'Bus', '**Mesh**', 'Ring'}
- What are the advantages and disadvantages of using a network.
- What do LAN and WAN stand for and know some examples.
- What is the job of the router and what data does a 'packet' contain?
- The roll of the TCP?

Skills

- The format of the exam is as follows and is marked out of 50 marks:
- Most of the questions set will ask you to either Explain, Assess and / or describe your answer so read them carefully.
- Some of the questions will ask you to make simple multiplication, addition and divide calculations using binary. Know your 2, 4, 8 times tables.

GCSE Product Design

Content

You'll have a **2 hr 45 mins written paper** and it will include the ability to re call specific knowledge, to apply learning to practical situations, to be able to draw items using design techniques and to be able to solve deign based maths questions. **You will therefore need to bring a calculator to the exam.** The following are areas within those topics that would be good for you to focus your revision on:

- Energy sources.
- Materials and their properties including card, wood (natural and manufactured boards and plastics.
- CAMS including rotary and linear motion.
- Just in time (JIT) production techniques
- Forces such as Tension, Compression, Sheer, Bending and Torsion.
- Prototyping, why we do it, the benefits in the design process, the different methods to do it, e.g. card, paper, laser cutting.
- Quality control
- Analysing products for a specific user.
- Health and safely
- Surface finishes for wood and metal (2 for each)
- Orthographic drawings

Skills

Remember, the format of the exam is as follows and is out of 100 marks:

There are 20 marks for Section A, 30 marks for Section B and 50 marks for Section C.

Section A – multiple-choice relating to general food knowledge (20 marks)
It includes multiple choice questions on all design topics and specific factual information.

Section B – Asks about extended answer questions. To support your answers, look at the key words in the question. (30 marks). Words such as:

- **Explain,** Set out purposes or reasons.
- **Assess,** look at the facts or figures displayed and explain them in relation to the question or answer provided.
- **Describe,** set out characteristics
- **Suggest,** present a possible case/solution
- **Reference,** refer to the facts or points laid out in the question to support your answer.
- **Analyse,** to separate information into components and identify their characteristics.

Section C – Application of knowledge to practical situations. (50 marks)

Good luck!

Biology – 1 hour 15 minutes

Topics B1 to B4:

- B1: Cell Biology
- B2: Organisation
- B3: Infection and Response
- B4: Bioenergetics

Pay particular attention to the following:

BIOLOGY FOUNDATION PAPER

1. Photosynthesis including the required practical.
2. Surface area to volume ratio and exchange surfaces such as alveoli and villi.
3. Diffusion, osmosis, and active transport.
4. Specialised cells. How have they adapted and how do they develop?
5. Transpiration required practical, structure of leaf. How have plants adapted for photosynthesis?
6. Use of microscope,
7. Communicable disease.
8. Exercise: Structure of heart, Effects on heart rate and breathing.
9. Lifestyle effects on Chronic Heart Disease.
10. Digestion body structure, use of enzymes and required practical testing enzymes.

BIOLOGY HIGHER PAPER

1. Exercise: Structure of heart, Effects on heart rate and breathing.
2. Digestion body structure, use of enzymes and required practical testing enzymes.
3. Transpiration required practical, structure of leaf. How have plants adapted for photosynthesis?
4. Communicable disease.
5. Bacteria and respiration.
6. Surface area to volume ratio and exchange surfaces such as alveoli and for prokaryotes.
7. Cells: Specialised cells, diffusion, osmosis, and active transport. Plant nutrients. Use of microscope,

Chemistry – 1 hour 15 minutes

Topics C1 to C5:

- C1: Atomic Structure
- C2: Bonding and Structure
- C3: Quantitative Chemistry,
- C4: Chemical Changes
- C5: Energy Changes

Pay particular attention to the following:

CHEMISTRY FOUNDATION PAPER

1. Structure and bonding including structure of diamond, graphite and fullerenes, covalent and ionic bonding, intermolecular bonding.
2. Chemical reactions: thermal decomposition, displacement, neutralisation, precipitation
3. Acids and Bases
4. Electrolysis
5. Group 7 Halogens and group 2 Alkaline metals
6. Energy changes in chemical reactions.
7. Measuring rates of reaction.
8. Preparing pure copper sulphate crystals – Required Practical

CHEMISTRY HIGHER PAPER

- As for foundation paper plus Molar Masses and Molar Volumes.

Physics – 1 hour 15 minutes

Topics P1, P2, P3, P4

- P1: Energy
- P2: Electricity
- P3: Particle Model of Matter
- P4: Atomic Structure

Pay particular attention to the following:

PHYSICS FOUNDATION PAPER

1. Energy resources – renewable and non–renewable
2. Electricity – power equations
3. Conservation of energy: GPE and kinetic
4. Electricty in the home – wiring, ohms law and charge – Resistance in a wire –
5. Radioactive nuclei – alpha, beta gamma. decay of uranium,
6. Models of the atom; plum pudding model – Rutherford scattering experiment; comparative size of atoms
7. Density required practical
8. Specific Heat of Fusion: E=ml, Specific Heat Capacity E= ....

PHYSICS HIGHER PAPER

1. Models of the atom = plum pudding – Rutherford scattering experiment, comparative size of atoms
2. Density required practical
3. Particles and gas pressure,
4. Radiation alpha, beta, radiation risks
5. Energy transfer: insulation; power equations.
6. Electricity – resistance in a filament lamp
7. Circuits – parallel and series, charge flow,
8. Electrical circuits with LDR – sharing potential difference.

The topics that you'll be assessed on will be Module 1 – Desconéctate, Module 2 – Mi vida en el insti, Module 3 – Mi Gente.

Content

You'll have an hour to complete the writing paper and 1h 15 to complete the reading paper. The following are areas within those topics that would be good for you to focus your revision on:

Module 1	Module 2	Module 3
Saying what you do in the Summer	Giving opinions on school and teachers	Talking about socialising and family
Using the Present tense	Describing facilities	Describing people
Talking about holiday preferences	Using comparatives and superlatives	Using adjective agreements
Giving other people's opinions	Justifying opinions	Talking about social networks
Saying what you did on holiday	Describing your School	Using para with an infinitive
The preterite tense	Using negatives	Talking about others
Using a range of opinions structures	Comparing then and now	Making arrangements
Describing where you stayed	Talking about rules and problems	The present continuous tense
Using the imperfect	Using phrases followed by the infinitive	Talking about reading
Booking accommodation	Talking about plans for a school exchange	Using ser and estar
Using question words	Using object pronouns	Using a range of relationship verbs
Describing a disastrous holiday	Using the near future tense	
	Talking about activities and achievements	
	Saying how long you have been doing something	

Skills

Higher Writing

- 90 words
- (4 bullet points 16 marks)
- 150 words
- (2 bullet points – 32 marks)
- English to Spanish Translation
- 12 marks

Foundation Writing

- Photo task (8 marks)
- 40 words (4 bullet points, 16 marks)
- 90 words
- (4 bullet points, 16 marks)
- English to Spanish Translation
- 10 marks

Reading

- Part A – Questions and Answers in English
- Part B – Questions and answers in French
- Part C – Spanish to English translation

The topics that you'll be assessed on will be Module 1 – Qui Je suis, Module 2 – Le temps de loisirs, Module 3 Jours ordinaires, jours de fête, Module 4 de la ville à la campagne.

Content

You'll have an hour to complete the writing paper and 1h 15 to complete the reading paper. The following are areas within those topics that would be good for you to focus your revision on:

Module 1 – Qui Je suis	**Module 2 – Le temps de loisirs**
Talking about friends The present tense Talking about family relationships Reflexive verbs The near future tense Arranging to go out Describing a night out Using the perfect tense Talking about when you were younger The imperfect tense Discussing roles models Using the present, perfect and imperfect together	Talking about sport Using depuis + the present tense Talking about your life online Using the comparative Talking about books and reading Talking about TV Using direct object pronouns (le/la/les) Talking about actors and films Using Superlatives
Module 3 – Jours ordinaires, jours de fête	**Module 4 – de la ville à la campagne**
Describing your daily life Using pouvoir and devoir Talking about special occasions Using the pronoun en Using polite language Asking questions in the vous and tu form Describing family celebrations Using venir de + inf Describing festivals and traditions Combining tense	Describing a region Using the pronoun en Talking about your area Using negatives Discussing what to see and do Asking questions using quell/quelle/quels/quelles Discussing plans and the weather Using the future tense Describing community projects Using the present, perfect and future tense

Skills

Higher Writing

- 90 words
- (4 bullet points 16 marks)
- 150 words
- (2 bullet points – 32 marks)
- English to French Translation
- 12 marks

Reading

- Part A – Questions and Answers in English
- Part B – Questions and answers in French
- Part C – Spanish to English translation

English Language Paper 1

Remember, the format of the exam is as follows (it is the same format as the End of Year exam just completed):

Section A

Question 1 – List 4 things you learn …
(4 marks)

Question 2 – How does the writer use language to describe…
(8 marks – language analysis)

Question 3 – How does the writer structure the text to interest the reader?
(8 marks – structure analysis)

Question 4 – You will be given a statement and asked how far you agree with that statement. It's an evaluation question which combines both language and structural features from the text.
(20 marks – evaluation)

Section B

You will be given a photo and asked to write either a description based on the image OR a story.

(40 marks – 24 for content and 16 SPaG)

The whole paper is out of 80 marks and will be 1hr 45 minutes long.

English Literature Paper 2

Remember, the format of the exam is as follows (it is the same format as the End of Year exam just completed):

This paper will be based on An Inspector Calls and the Power and Conflict poetry. There will also be two questions on unseen poetry.

An Inspector Calls

You will be given a choice of two questions. There will be **no extract** for this question so you will need to remember quotes from the entire play. You only need to answer **one** of the questions printed. You should revise all characters and themes for this section.

(30 marks + 4 SPaG)

Power and Conflict Poetry

For this question, **one** of the poems from the Power and Conflict anthology will be printed on the exam paper. The question will ask you to **compare** this poem and one other of your choice from the same anthology. The second poem will **not be** printed so you will need to remember quotes and context for the poem you choose to write about.

(30 marks)

Unseen Poetry

For the next part of the exam, there will be a poem printed that you will not have studied. The question will ask you how **something (for example, the theme of love)** is presented within the poem. You will need to write about language and structural features of the poem and how they are used to present the theme.

(24 marks)

Unseen Poetry pt. 2

For this part of the exam, another unseen poem will be printed, and you will have to compare this new unseen poem with the poem from the previous question. It is a very quick question and requires you to look at how the poems are similar and different in their presentations of a certain theme.

(8 marks)

This whole paper is 2hr 45minutes long. It is out of 96 marks. It is closed book.

Saint Joseph's
CATHOLIC SCHOOL

GCSE Maths

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 login, ask your teacher.
- 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.

Please see below the topic lists for each paper, H = higher sets (HA/BX) and F = Foundation sets (BY–E).

Paper 1 – Higher

Number (*See Ratio – Some overlap topic areas)	
Arithmetic	Estimation
	Fractions of an amount
Standard form	Converting
	Ordering
Recurring decimals	Write as a fraction
Surds	Rationalise the denominator
Algebra	
Manipulation	Rearrange formula
Equations and inequalities	Write on a number line
Sequences	Proof
Graphs	Plot a curve
	Equation of a line

Paper 1 – Foundation

Number (*See Ratio – Some overlap topic areas)	
Properties	Place value
	Multiples
	Product of Prime Factors
	Division
Arithmetic	Error intervals
Approximation and Estimation	Estimation
Fraction	Convert decimal to fraction
	Write as a fraction
	Fraction of an amount
	Ordering fractions, decimals and percentages
Powers	Powers

Formula	Iteration
	Speed, Distance, and time
Ratio, proportion, and rates of change (*see Number – some overlap topic areas)	
Percentages	Percentage of an amount
	Reverse percentages
Ratio	Share into a ratio
Proportion	Inverse proportion
Geometry and Measures	
Shape	Describe transformation
	Circle Theorems
Length, Area, Volume	Sector
	Area of a triangle
Statistics and Probability	
Diagrams	Cumulative frequency
Probability	Single probability

Standard Form	Conversion
	Ordering
Algebra	
Manipulation	Simplification
Equations and inequalities	Inequality on a number line
	Solving inequality
Sequences	Linear sequence
Graphs	Straight Line Graph
Ratio, proportion, and rates of change (*see Number – some overlap topic areas)	
Percentages	Percentage of an amount
	Reverse Percentage
Geometry and Measures	
Angles	Angles in a polygon
Shape	Area of a square
	Area of a triangle
	Drawing a quadrilateral shape
	Enlargement
Statistics and Probability	
Probability	Tree Diagram
Diagrams	Bar Chart
	Frequency Table
	Travel Graph
	Frequency Polygon

Paper 2 – Higher

Number (*See Ratio – Some overlap topic areas)	
Properties	Reciprocal
Arithmetic	Bounds
Approximations	Iterations
Other	Use of a calculator
Algebra	
Manipulation	Expand brackets
	Complete the square
Equations and inequalities	Solve equation
	Quadratic formula
Graphs	Gradient
	Equation of a line
	Plot inequalities
Formula	Density, mass, and volume
Ratio, proportion, and rates of change (*see Number – some overlap topic areas)	
Percentages	Compound percentages
Geometry and Measures	
Length, Area, Volume	Area of a rectangle
	Surface area
	Volume
Vectors	Vectors
Pythagoras and Trigonometry	Pythagoras
	Right angled trigonometry

Paper 2 – Foundation

Number (*See Ratio – Some overlap topic areas)	
Arithmetic	Ordering numbers
	Money
	Reciprocal
Properties	Even number
	Odd number
	Factors
	Prime numbers
	Square numbers
Fractions	Fractions of shapes
	Convert Fraction to Decimal
	Convert Fraction to Percentage
Other	Use of a calculator
Algebra	
Manipulation	Write as an expression
	Simplification
	Indices
Equations and inequalities	Solving equations
	Substitution
	Simultaneous equations
Graphs	Equation of a line
	Gradient
	Parallel lines

	Sine rule
Statistics and Probability	
Diagrams	Scatter graph
	Histogram
Probability	Experimental probability

Ratio, proportion, and rates of change (*see Number – some overlap topic areas)	
Percentages	Convert Decimal to Percentage
Proportion	Recipe
	Currency conversion
Compound Measures	Density
Geometry and Measures	
Units of lengths	Conversion
Shape	Properties of triangles
	Perimeter of a rectangle
	Area of a rectangle
Angles	Bearings
Statistics and Probability	
Measures	Median
Probability	Probability
Diagrams	Pie Chart
	Scatter Graph

Paper 3 – Higher

Number (*See Ratio – Some overlap topic areas)	
Properties	Highest common Factors
	Lowest Common Multiples
Arithmetic	Error intervals
Algebra	
Manipulation	Algebraic fractions
Formula	Iterations
Graphs	Turning point
	Area under a curve
Sequence	Quadratic sequence
Ratio, proportion, and rates of change (*see Number – some overlap topic areas)	
Percentages	Percentage profit
	Percentage of an amount
	Reverse percentages
Proportion	Inverse proportion
Geometry and Measures	
Shape	Similar shape proof
Length, Area, Volume	Volume of a cylinder
	Compound volume
Transformations	Graphs
Vector	Arithmetic
Trigonometry	Cosine rule
	3D Pythagoras and trigonometry

Paper 3 – Foundation

Number (*See Ratio – Some overlap topic areas)	
Arithmetic	Division
	Money problems
Ordering	Decimals
Rounding	Nearest 100
	Error intervals
Properties	Highest common Factor
	Lowest Common Multiple
Algebra	
Manipulation	Expand single brackets
	Expand double brackets
	Factorise
	Rearrange formula
Equations and inequalities	Solve equation
	Substitution
	Simplify indices
Graphs	Read co-ordinates
	Draw an equation of the line
Ratio, proportion, and rates of change (*see Number – some overlap topic areas)	
Percentages	Convert to a decimal
	Percentage of amount
	Compound percentages
	Percentage profit

Geometry and Measures	
Diagrams	Box plot
Probability	Venn diagram
Averages	Estimate the mean

Ratio	Write fraction as a fraction
Proportion	Inverse proportion
Geometry and Measures	
Shape	Angles in a kite
Length, Area, Volume	Volume of a cuboid
	Volume of a cylinder
Statistics and Probability	
Averages	Calculate the mean from a list
Probability	Estimate the mean from a table
Diagrams	Frequency table
	Sample space
	Stem and leaf