



THE RIPLEY ACADEMY

# YEAR 11

## GCSE Exam Preparation

### Home Study



#### KEY DATES

GCSE  
EXAMINATION PERIOD

May – June 2025

\* Please note some GCSE examinations have been scheduled before the main exam period. Students received personalised exam timetables in February/March 2025.

## 2024-2025 School Holidays

August 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
31				1	2	3	4
32	5	6	7	8	9	10	11
33	12	13	14	15	16	17	18
34	19	20	21	22	23	24	25
35	26	27	28	29	30	31	

September 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
35							1
36	2	3	4	5	6	7	8
37	9	10	11	12	13	14	15
38	16	17	18	19	20	21	22
39	23	24	25	26	27	28	29
40	30						

October 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
40		1	2	3	4	5	6
41	7	8	9	10	11	12	13
42	14	15	16	17	18	19	20
43	21	22	23	24	25	26	27
44	28	29	30	31			
45							

November 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
44					1	2	3
45	4	5	6	7	8	9	10
46	11	12	13	14	15	16	17
47	18	19	20	21	22	23	24
48	25	26	27	28	29	30	

December 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
48							1
49	2	3	4	5	6	7	8
50	9	10	11	12	13	14	15
51	16	17	18	19	20	21	22
52	23	24	25	26	27	28	29
1	30	31					

January 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
1			1	2	3	4	5
2	6	7	8	9	10	11	12
3	13	14	15	16	17	18	19
4	20	21	22	23	24	25	26
5	27	28	29	30	31		

February 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
5						1	2
6	3	4	5	6	7	8	9
7	10	11	12	13	14	15	16
8	17	18	19	20	21	22	23
9	24	25	26	27	28		

March 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
9						1	2
10	3	4	5	6	7	8	9
11	10	11	12	13	14	15	16
12	17	18	19	20	21	22	23
13	24	25	26	27	28	29	30
14	31						

April 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
14		1	2	3	4	5	6
15	7	8	9	10	11	12	13
16	14	15	16	17	18	19	20
17	21	22	23	24	25	26	27
18	28	29	30				

May 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
18				1	2	3	4
19	5	6	7	8	9	10	11
20	12	13	14	15	16	17	18
21	19	20	21	22	23	24	25
22	26	27	28	29	30	31	

June 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
22							1
23	2	3	4	5	6	7	8
24	9	10	11	12	13	14	15
25	16	17	18	19	20	21	22
26	23	24	25	26	27	28	29
27	30						

July 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
27		1	2	3	4	5	6
28	7	8	9	10	11	12	13
29	14	15	16	17	18	19	20
30	21	22	23	24	25	26	27
31	28	29	30	31			

Denotes Bank holidays

Denotes School holiday dates



Dear Student

### Year 11 Exam Preparation – Home Study Workbook

As the start of the Year 11 examination season is fast approaching, we are working hard with you all to ensure that you have the best support and guidance you need to succeed.

Previous examination results have been extremely positive and this is due to the commitment of teaching staff in providing revision support sessions and the dedication of students to their revision and exam preparation. In order to provide additional support, the school holds revision classes which are open to all Year 11 students and aim to give you the best preparation for your exams. Sessions take place every day after school and focus on topics requiring further study as well as effective exam techniques. However, these sessions cannot replace the focus and commitment that must be maintained in every lesson and during your personal study at home. Only by challenging yourselves in every lesson and then consolidating and actively practising at home will you reach your full potential.

In order to support this, teaching staff have provided a series of subject specific tasks which are collated in this workbook and should be completed over the break.

These tasks have been created to allow you to develop the vital skills you will need to successfully prepare for your examinations, such as effectively answering extended writing style questions which often carry high marks.

If you require any support with this pack, please speak to your subject teachers.

Yours faithfully

Miss L A Murfin  
Head of Year 11

**We are AMBITIOUS...**



with our targets

**We are COMMITTED...**



to working hard

**We are PROUD...**



of our achievements

#nothingshortofremarkable

**We are AMBITIOUS. We are COMMITTED. We are PROUD.**

## Year 11 Revision and Exam Preparation Opportunities

Monday	Tuesday	Wednesday	Thursday
English D28	English D31	Design Technology A10	Drama D30
French A23	Geography A7 / A16	History A5	Food Technology A15 - Week 1 only
PE Suite classroom	Design Technology A11 <i>Lunch time and After School</i>	Food Technology A15 - Week 2 only	English D22
Maths D1	Further Maths D2	Art A19 - Lunch time only	Art A18
Science A1 - Week 1 only		Photography A18	Science D8
		Music D21 - Week 2 only	Health and Social Care Suite classroom
		Computer Science D17	Science A28 - Week 2 only
		Business D14	
		Spanish A22 / A24	
		Spanish D10	
		Maths D10 / D5 <i>D5 session 30 minutes</i>	



All intervention  
sessions run  
**3:10pm - 4:10pm**  
unless it is stated  
otherwise.



**Golden tickets are  
awarded for your  
attendance at  
intervention sessions!**



## Contents List



Page	Subject
6	English
7-10	Mathematics
11-15	Science (Core and Triple)

16	Art
17-18	Computer Science
19-22	Drama
23	French
24	Spanish
25-28	Health and Social care
29-30	History
31	Music
32	Photography
33	Physical Education (GCSE)
34	3D Design
35-36	Religious Education
37-38	Geography
39	Design and Technology

**You only need to  
complete the work  
for the subjects you  
study.**





Subject	ENGLISH
Teacher	Miss Bottomley, Mr Robinson, Miss Murfin, Mrs Robinson-Kent. Miss O’Dowd, Miss McLachlan, Mr Booth

For English, your class teacher has given you a language and literature booklet with clear, personalised tasks to complete over Easter.



# The Ripley Academy

## Year 11 Exam Preparation Tasks

**“Before anything else, preparation is the key to success”** Alexander Graham Bell

Subject	MATHS (FOUNDATION TIER)
Teacher	Mrs Broom, Miss Taylor, Mr Evans, Mrs Ansari

### TASK 1 - EXAM QUESTION

An examination has three papers.  
Paper 1 is marked out of 60.  
Paper 2 is marked out of 40.  
Paper 3 is marked out of 100.  
The three marks are added together to form the total mark out of 200.

A student scored 65% on Paper 1 and 70% on Paper 2.

Find the mark they need to get on Paper 3 to achieve 64% of the total marks.  
You must show your working.

..... [5]

## TASK 2 - ONLINE REVISION TASK

Complete A Bit of Maths Each Day worksheet aiming to do a question a day through the holiday. If you cannot answer a question use Corbett Maths, Dr Frost Maths or MyMaths to help you learn how to answer the question.

The worksheet and answers are in Sharepoint, accessed via the Student Hub or linked here: [Easter Homework](https://johnflamsteed.sharepoint.com/sites/mathsresources/ra/SitePages/Year-11.aspx)  
<https://johnflamsteed.sharepoint.com/sites/mathsresources/ra/SitePages/Year-11.aspx>

In addition, you also have Past Papers handed out in class and Pinpoint Learning booklets to complete. All answers are accessible online via Sharepoint or on [www.pinpointlearning.co.uk](http://www.pinpointlearning.co.uk)

USE THE SPACE BELOW TO MAKE A LIST OF TOPICS YOU NEED FURTHER SUPPORT ON:

## MARK SCHEME FOR EXAM QUESTION

Question	Answer	Mark	Part Marks and Guidance
23	61 with correct working	5	<p>"Correct working" requires evidence of at least <b>M1M1</b>.  For <b>5</b> marks allow for answer <math>\frac{61}{100}</math> or 61%</p> <p>Do not lose the first two M1 marks if further work does not include these</p> <p><b>M1</b> for <math>[0].65 \times 60</math> or 39  <b>M1</b> for <math>[0].7 \times 40</math> or 28  <b>M1</b> for <math>[0].64 \times 200</math> or 128  <b>M1</b> for <i>their</i> <math>128 - \text{their } 28 - \text{their } 39</math></p> <p>If <b>0</b> or <b>M1</b> scored, instead award  <b>SC3</b> for answer 61 with no or insufficient working</p> <p>If <b>0</b> scored, instead award  <b>SC1</b> for answer 67 with no or insufficient working</p>

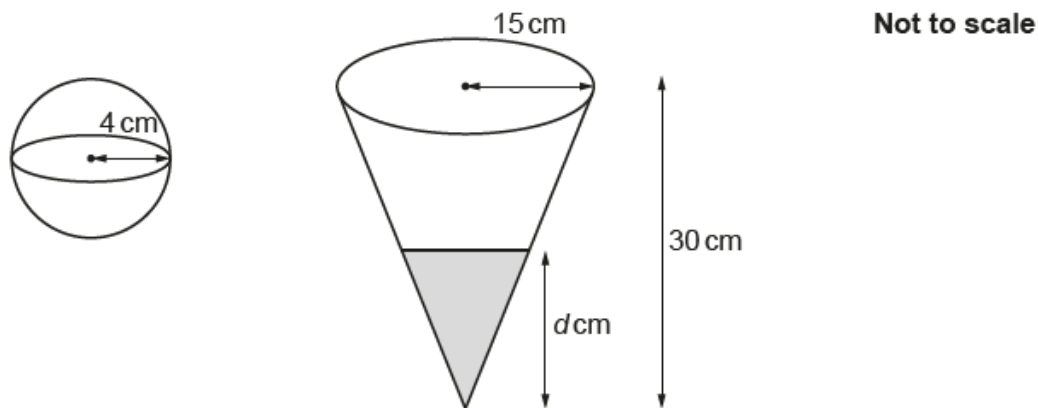


“Before anything else, preparation is the key to success” Alexander Graham Bell

Subject	MATHS (HIGHER TIER)
Teacher	Ms Townend and Mr Pearson

**TASK 1 - EXAM QUESTION**

- 12 The diagram shows a sphere and a cone.



The sphere has radius 4 cm.  
The cone has radius 15 cm and height 30 cm.

The sphere is completely filled with water.  
The same amount of water is poured into the cone.

Work out the depth,  $d$  cm, of the water in the cone.  
You must show your working.

[The volume  $V$  of a sphere with radius  $r$  is  $V = \frac{4}{3}\pi r^3$ .

The volume  $V$  of a cone with radius  $r$  and height  $h$  is  $V = \frac{1}{3}\pi r^2 h$ .]

(6 marks)

## TASK 2 - ONLINE REVISION TASK

Complete A Bit of Maths Each Day worksheet aiming to do a question a day through the holiday. If you cannot answer a question use Corbett Maths, Dr Frost Maths or MyMaths to help you learn how to answer the question.

The worksheet and answers are in Sharepoint, accessed via the Student Hub or linked here: [Easter Homework](https://johnflamsteed.sharepoint.com/sites/mathsresources_ra/SitePages/Year-11.aspx)  
[https://johnflamsteed.sharepoint.com/sites/mathsresources\\_ra/SitePages/Year-11.aspx](https://johnflamsteed.sharepoint.com/sites/mathsresources_ra/SitePages/Year-11.aspx)

In addition, you also have Past Papers handed out in class and Pinpoint Learning booklets to complete. All answers are accessible online via Sharepoint or on [www.pinpointlearning.co.uk](http://www.pinpointlearning.co.uk)

USE THE SPACE BELOW TO MAKE A LIST OF TOPICS YOU NEED FURTHER SUPPORT ON:

## MARK SCHEME FOR EXAM QUESTION

Question	Answer	Mark	Part Marks and Guidance
12	10.1 or 10.07 to 10.08 with correct working	6	<p><b>M4</b> for <math>\frac{4}{3} \times \pi \times 4^3 = \frac{4}{3} \times \pi \times (\frac{1}{2}d)^2 \times d</math> oe  <b>M1</b> for rearranging <i>their</i> equation  OR  <b>M1</b> for <math>\frac{4}{3} \times \pi \times 4^3</math> implied by 268.[08...] or 268.1  <b>B1</b> for [radius of water =] <math>\frac{1}{2}d</math>  <b>M2</b> for <math>\frac{1}{3} \times \pi \times (\frac{1}{2}d)^2 \times d =</math> <i>their</i> 268.08... or <b>M1</b> for <math>\frac{1}{3} \times \pi \times (\frac{1}{2}d)^2 \times d</math> condone one error  <b>M1</b> for rearranging <i>their</i> equation e.g.  <math>d^3 = \frac{\text{their } 268.08... \times 12}{\pi}</math> implied by <math>[d^3 =] 1024</math></p> <p>Alternative method</p> <p><b>M4</b> for <math>\frac{256\pi}{3} = \left(\frac{d}{20}\right)^3</math> oe  OR  <b>M1</b> for rearranging <i>their</i> equation  OR  <b>M1</b> for <math>\frac{4}{3} \times \pi \times 4^3</math> implied by 268.[08...], 268.1 or <math>\frac{256\pi}{3}</math>  <b>M1</b> for <math>\frac{1}{3} \times \pi \times 15^2 \times 30</math> implied by <math>2250\pi</math> or 7068[.58...] or 7069 or 7068.6  <b>M2</b> for [sf=] <math>\sqrt[3]{\frac{256\pi}{\frac{1}{3} \times \pi \times 15^2 \times 30}}</math> oe or 0.33597... rot  or <b>M1</b> for <math>\frac{256\pi}{\frac{1}{3} \times \pi \times 15^2 \times 30}</math> oe or 0.0379...  <b>M1</b> for <i>their</i> sf <math>\times 30</math></p> <p>If 0 or 1 scored, instead award  <b>SC3</b> for answer 10.1 or 10.07 to 10.08 with no or insufficient working</p> <p>allow 10 only if working supports it  "Correct working" requires evidence of at least <b>M2</b> or <b>M1 M1</b>  <b>M1</b> implied by <math>\frac{256\pi}{3}</math></p> <p>Note they can use <math>h = 2r</math> so apply the scheme accordingly, 1024 will become 256</p> <p>Complete method with trials giving the correct answer can score 6 marks  <b>M1</b> for each correct trial up to a maximum of <b>M3</b></p>



Subject	SCIENCE (HIGHER TIER)
Teacher	Mr Barnes, Mr Brown, Mr Cox, Mr Page, Mr Ritchie, Miss Waddington

**TASK 1 - EXAM QUESTION**

A scientist does two tests on four white solids. The solids are labelled **A**, **B**, **C** and **D**.

**Test 1** Adds the sample of the solid to distilled water and stirs.

**Test 2** Measures the pH of the solution after **Test 1**

**Table 1** shows the results.

**Table 1**

Solid	Appearance after stirring	pH
<b>A</b>	colourless solution, no solid	14
<b>B</b>	colourless solution, no solid	3
<b>C</b>	colourless solution, solid remains	9
<b>D</b>	colourless liquid, solid remains	7

These four solids are:

- magnesium oxide
- phosphorus oxide
- silicon dioxide
- sodium oxide.

**Table 2** shows the solubility of these four solids in water.

**Table 2**

Solid	Solubility in grams per 100 cm <sup>3</sup> of water
Magnesium oxide	0.01
Phosphorus oxide	52
Silicon dioxide	0
Sodium oxide	109

## TASK 1 - EXAM QUESTION

Identify the solids **A**, **B**, **C** and **D**:

(6 marks)

**A –** \_\_\_\_\_

**B – \_\_\_\_\_**

C- \_\_\_\_\_

**D –** \_\_\_\_\_

Explain you answers.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## **TASK 2 - ONLINE REVISION TASK**

- Review the following topics on GCSE Pod and complete practice questions:
  - Biology: 4.1 (Cell Biology) and 4.2 (Organisation)
  - Chemistry: 4.1 (Atomic Structure) and 4.2 (Bonding...)
  - Physics: 4.1 (Energy) and 4.2 (Electricity)
- Make sure you watch the pods for these topics before completing the questions.

## **MARK SCHEME FOR EXAM QUESTION**

**Level 3:** Relevant points (reasons / causes) are identified, given in detail and logically linked to form a clear account.

5-6

**Level 2:** Relevant points (reasons / causes) are identified, and there are attempts at logical linking. The resulting account is not fully clear.

3-4

**Level 1:** Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical linking.

1-2

**No relevant content**

0

### **Indicative content**

A is sodium oxide  
B is phosphorus oxide  
C is magnesium oxide  
D is silicon dioxide

### **linked statements:**

A is sodium oxide  
because it has highest pH **or** pH = 14 **or** is a strong alkali

B is phosphorus oxide  
because it has lowest pH **or** pH = 3 **or** is an acid

C is magnesium oxide  
because it has 2nd highest pH **or** pH = 9 **or** is a (weak) alkali

D is silicon dioxide  
because it is neutral **or** pH = 7

**or**

A and B are sodium oxide **or** phosphorus oxide  
because both soluble **or** no solid remains

C is magnesium oxide  
because it will be the colourless solution with solid remaining

D is silicon dioxide  
because it will be the colourless liquid with solid remaining

for **level 3** the solids must be correctly identified



Subject	SCIENCE (FOUNDATION TIER)
Teacher	Mr Barnes, Mr Page, Mr Ritchie, Miss Waddington

**TASK 1 - EXAM QUESTION**

Explain how the percentage of nitrogen, oxygen and carbon dioxide in the Earth’s atmosphere today have changed from the Earth’s early atmosphere. (6 marks)

## TASK 2 - ONLINE REVISION TASK

- Review the following topics on GCSE Pod:
  - Biology: 4.1 (Cell Biology) and 4.2 (Organisation)
  - Chemistry: 4.1 (Atomic Structure) and 4.2 (Bonding...)
  - Physics: 4.1 (Energy) and 4.2 (Electricity)
- Make sure you review the videos for these topics before completing the questions.

## MARK SCHEME FOR EXAM QUESTION

**Level 3:** Relevant points (reasons / causes) are identified, given in detail and logically linked to give a clear account.

5–6

**Level 2:** Relevant points (reasons / causes) are identified, and there are attempts at logically linking. The resulting account is not fully clear.

3–4

**Level 1:** Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical linking.

1–2

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### **Indicative content**

nitrogen increased

- because volcanoes produced nitrogen
- because (denitrifying) bacteria produced nitrogen
- because ammonia was converted to nitrogen

oxygen increased

- because algae and plants produced oxygen
- by photosynthesis

carbon dioxide decreased

- because algae and plants used carbon dioxide
  - by photosynthesis
  - because oceans formed and carbon dioxide dissolved in the water
  - because carbon dioxide formed carbonates, which precipitate as sediments or formed sedimentary limestone rocks
  - because algae / plants and animals formed fossil fuels / coal / crude oil / natural gas
-



Subject	ART
Teacher	Miss Hardwick

**EXAM PREPARTION**

**Completing all sheet work.**

After Easter you will be completing your Exam. From the first day back, sheets will be handed to me and you cannot work back into these. Therefore, all you Exam preparation needs to be completed and in school on **Tuesday 22<sup>nd</sup> April**.

You need to ensure the following sheets are completed and in school:

1. Theme mind map and mood board
2. Artist 1 analysis, copy and evaluation
3. Artist 2 analysis, copy and evaluation
4. My photos including write up
5. Final piece thumbnail with annotations
6. 2x A4 copies of experimentation. Working towards what your final piece will look like.



The Ripley Academy  
Year 11 Exam Preparation Tasks

**“Before anything else, preparation is the key to success”** Alexander Graham Bell

Subject	COMPUTER SCIENCE
Teacher	Mr Hudson

**TASK 1 - EXAM QUESTION**

A supermarket is reducing its number of checkout operators in favour of self-service terminals. Explain the impact of this for the customer, company and workers. (8 marks)

## **TASK 2 - ONLINE REVISION TASK**

- Please go the following web address and watch the playlist on ethical, legal, cultural and environmental concerns

[Https://tinyurl.com/ripleylegal](https://tinyurl.com/ripleylegal)

## **MARK SCHEME FOR EXAM QUESTION**

### **Customers**

- Less queuing.
- Increased privacy.
- When items require approval or do not scan, the customer must wait.
- Less sociable.

### **Company**

- Less staff to employ – one employee can cover multiple self-service checkouts.
- Terminals take up less space.
- Possible increase in theft.
- Lack of personal interaction with customers.

### **Workers**

- Could lead to redundancies or less jobs available.
- Retraining/redeploying staff into different roles.



**“Before anything else, preparation is the key to success”** Alexander Graham Bell

Subject	DRAMA
Teacher	Mrs O’Dowd

### **TASK 1**

In light of the performance that you have seen (Life of Pi) complete a page of notes (no more than 500 words) which you can take into your performance. (This is only if you didn’t have notes in your mocks or you would like to edit/update your notes)

#### **Include:**

- Date we went to see the performance.
- The actors of main characters
- Production designers
- 3 moments in detail to describe. For example: the first hospital scene, the boat in the storm, India at the zoo. Ensure you explain in these moments what the lighting, set, sound, staging and costume were doing, as well as any acting techniques (vocal and physical) in that scene.

#### **USE THE NOTES WE MADE AS A CLASS TO HELP YOU CREATE YOUR OWN SHEET.**

I will be checking these notes to ensure they are suitable for use in an examination.

**DATE:**

**CHARACTER 1:**

**CHARACTER 2:**

**CHARACTER 3:**

**CHARACTER 4:**

**PRODUCTION DESIGNERS:**

**MOMENT 1 IN DETAIL:**

**MOMENT 2 IN DETAIL:**

**MOMENT 3 IN DETAIL:**

## TASK 2 - EXAM QUESTION

In light of the performance that you have seen (Life of Pi) answer the following questions, using the PEEL format (point, example, effect on audience, link to question)

- Analyse how physical skills were used to engage the audience at one key moment in the performance.
- Evaluate how the set design created impact within the performance. (15 marks)

### Analyse – Describe and Effect on audience

### Evaluate – Describe, Effect on audience and Personal response

[illegible]

## TASK 2 - REVISION TASK

- Using the sheet I've given you, complete "Revision Extract 3" which is pages 22-31. Practise the questions and use extra paper if needed!

If you haven't brought a copy of the script home for revision, use the link here: [dna.pdf \(weebly.com\)](http://dna.pdf.weebly.com)

## MARK SCHEME FOR EXAM QUESTION

### Section B: Live Theatre Evaluation

Question Number	Analyse how physical skills were used to engage the audience at one key moment in the performance.
<b>9(a)</b>	<b>AO4 = 6 marks</b>  A number of examples may be presented or a single extended example but these will be rooted in the specifics of the chosen moment.  This may be engagement created by moments of tension or of comedy; engagement created by the relationship between characters on stage at that moment and / or engagement created by ensemble or choral use of physical skills.  There may be evidence of an understanding of physical terms such as, e.g. pace, tempo, stillness, movement, gesture, action, facial expression, ensemble, choral or audience address.  The response must show how one or more performers used physical skills to engage the audience within the key moment chosen.

Level	Mark	Descriptor (AO4)
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"><li>Limited and uneven analysis demonstrating basic knowledge and understanding of the named elements.</li><li>Basic response which tends to be mainly narrative and reported. Examples are used but are underdeveloped and do not fully support analysis.</li><li>Demonstrates an overall lack of engagement with performance and focus in relation to the specifics of the question. Examples are used but are underdeveloped, with the chosen key moment not sufficiently defined.</li><li>Basic use of technical and subject-specific language which may not always be appropriate.</li></ul>
Level 2	3–4	<ul style="list-style-type: none"><li>Competent and generally balanced analysis demonstrating appropriate knowledge and understanding of the named elements.</li><li>Response is clearly expressed in some detail. Examples used to clearly support analysis.</li><li>Demonstrates a competent level of engagement with the performance and focus in relation to the specifics of the question.</li><li>Appropriate use of technical and subject-specific language.</li></ul>
Level 3	5–6	<ul style="list-style-type: none"><li>Confident, balanced and thorough analysis that demonstrates assured knowledge and understanding of the named elements.</li><li>Response is comprehensive and detailed. Examples used are well-developed and fully support analysis.</li><li>Demonstrates a comprehensive level of engagement with the performance and focus relation to the specifics of the question.</li><li>Confident use of technical and subject-specific language.</li></ul>

Question Number	Evaluate how the set design created impact within the performance.
<b>9(b)</b>	<p><b>AO4 = 9 marks</b></p> <p>The question is about set design and the creation of impact, and the focus of the response should demonstrate this. Candidates may refer to the following in their answers:</p> <ul style="list-style-type: none"> <li>• an evaluation of the use of set in creating for example time period, atmosphere, or location</li> <li>• an overall positive or negative view of the set design in the production, or a balanced view offering both positive and negative examples</li> <li>• examples will demonstrate the effectiveness of specific elements within the set design in creating impact e.g. stage furniture, cyclorama, flats or constructed set, revolve, etc.</li> <li>• the use of set items, colours or styles to create specific impact</li> <li>• an understanding of specific stylistic set design terms e.g. naturalistic, representational, formal, informal, fourth wall, etc.</li> </ul>

Level	Mark	Descriptor (AO4)
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Basic analysis and uneven evaluation demonstrating basic knowledge and understanding.</li> <li>• Basic response which tends to be mainly narrative and reported. Examples are used but are underdeveloped and do not fully support the evaluation.</li> <li>• Demonstrates an overall lack of engagement with the performance and focus in relation to the specifics of the question.</li> <li>• Basic use of technical and subject-specific language which may not always be appropriate.</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Competent and generally balanced evaluation based on adequate analysis which presents personal conclusions with some justification, demonstrating appropriate knowledge and understanding.</li> <li>• Response is clearly expressed in some detail. Examples used clearly support evaluation and conclusions.</li> <li>• Demonstrates a competent level of engagement with the performance and focus in relation to the specifics of the question.</li> <li>• Appropriate use of technical and subject-specific language.</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Confident, balanced and thorough evaluation based on effective analysis which presents considered personal conclusions that are fully justified, demonstrating comprehensive knowledge and understanding.</li> <li>• Response is assured and detailed. Examples used are well developed and fully support evaluation and conclusions.</li> <li>• Demonstrates a comprehensive level of engagement with the production and focus in relation to the specifics of the question.</li> <li>• Confident use of technical and subject-specific language.</li> </ul>



### Work requiring completion in preparation for speaking exam questions (Exam 6<sup>th</sup> to 16<sup>th</sup> May 2025)

#### ➤ Prepare and work on speaking exam (use booklets from class):

- Develop your 6 chosen questions from all 3 themes
- Thinking about your QLA analysis done in class. Develop your answers with improvements from your QLA and feedback from your teacher. Include:
  - AVACADO and questions to ask
- WRITE YOUR ANSWERS ON YOUR REVISION CARDS AND LEARN THEM

#### ➤ Work through revision on Active Learn

- Login to Active Learn: [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com)
- Then click on ‘Library’ and then click on Studio AQA GCSE Spanish. Then click on Exercises and select your tier (Foundation or Higher) starting at Module 1, complete any exercises in grey or red.
- When modules 1-8 completed, go back and improve any in orange.

Work requiring completion in preparation for the speaking exam (6th to 16th May 2025):

#### 1. Refine and Memorise Speaking Exam Answers:

- Choose 6 key questions from all 3 themes.
- Use teacher feedback and QLA analysis to improve your answers.
- Apply AVOCADO to boost your language quality.
- Write improved answers on revision cards and practise aloud regularly.

#### 2. Active Learn Revision:

- Login to: [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com)
- Go to 'Library' > Studio AQA GCSE French.
- Select your tier (Foundation or Higher). Complete all grey/red exercises from Modules 1–8.
- Return to improve any orange-marked tasks for extra confidence.

#### 3. Boost Vocabulary and Grammar:

- Use [www.language-gym.com](http://www.language-gym.com) or [www.quizlet.com](http://www.quizlet.com) to practise key topic vocab.
- Focus on tenses: present, past, future, and conditional.
- Create and test yourself using flashcards or voice notes.

#### 4. Listening & Pronunciation Practice:

- Watch short videos on YouTube channels such as 'Learn French with Alexa' or 'Señor Jordan'.
- Repeat phrases aloud and practise role-plays or photo card prompts.

Stay consistent. Little and often wins the race – aim for 20–30 mins each day. Bonne Chance!



## Work requiring completion in preparation for speaking exam questions (Exam 6<sup>th</sup> to 16<sup>th</sup> May 2025)

### ➤ Prepare and work on speaking exam (use booklets from class):

- Develop your 6 chosen questions from all 3 themes
- Thinking about your QLA analysis done in class. Develop your answers with improvements from your QLA and feedback from your teacher. Include:
  - Ms García’s class: AVACADO and questions to ask
  - Mr Pardo Roques’s class: TRACTOR (Foundation) or TRACTOR RIDES (Higher) and questions to ask
- WRITE YOUR ANSWERS ON YOUR REVISION CARDS AND LEARN THEM

### ➤ Work through revision on Active Learn

- Login to Active Learn: [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com)
- Then click on ‘Library’ and then click on Viva! AQA GCSE Spanish. Then click on Exercises and select your tier (Foundation or Higher) starting at Module 1, complete any exercises in grey or red.
- When modules 1-8 completed, go back and improve any in orange.

Work requiring completion in preparation for the speaking exam (6th to 16th May 2025):

#### 1. Refine and Memorise Speaking Exam Answers:

- Choose 6 key questions from all 3 themes.
- Use teacher feedback and QLA analysis to improve your answers.
- Apply AVOCADO (Ms García) or TRACTOR RIDES (Mr Pardo Roques) to boost your language quality.
- Write improved answers on revision cards and practise aloud regularly.

#### 2. Active Learn Revision:

- Login to: [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com)
- Go to 'Library' > Viva! AQA GCSE Spanish.
- Select your tier (Foundation or Higher). Complete all grey/red exercises from Modules 1–8.
- Return to improve any orange-marked tasks for extra confidence.

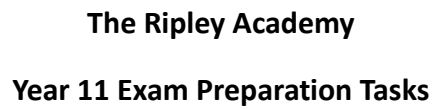
#### 3. Boost Vocabulary and Grammar:

- Use [www.seneca.com](http://www.seneca.com) or [www.quizlet.com](http://www.quizlet.com) to practise key topic vocab.
- Focus on tenses: present, past, future, and conditional.
- Create and test yourself using flashcards or voice notes.

#### 4. Listening & Pronunciation Practice:

- Watch short videos on YouTube channels such as 'Learn French with Alexa' or 'Señor Jordan'.
- Repeat phrases aloud and practise role-plays or photo card prompts.

Stay consistent. Little and often wins the race – aim for 20–30 mins each day. ¡Buena suerte!



This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Elizabeth has high blood pressure and eats cake every day. The nurse wants to provide Elizabeth with some information and support to improve her health and wellbeing. Elizabeth has a demanding job that requires shift work, overtime and responding to emergencies. Elizabeth is well paid. She lives with one other adult. The practice nurse suggests that Elizabeth eats a healthy diet every day.

Discuss how Elizabeth's circumstances could affect her ability to eat a healthy diet (6 marks)

[illegible]

[illegible]

## **TASK 2 - ONLINE REVISION TASK**

BTEC Tech Award (2022) Health and Social Care- Preparing for External Assessment (youtube.com)

Access the above video for a walkthrough of the component 3 exam.

60 minutes

Log onto e-Revision and complete any tasks set on there



Subject	HISTORY
Teacher	Mrs Kenway

**TASK 1 - EXAM QUESTION**

‘Providing access to care and treatment has been the most important development in the role of government in medicine in the years c1800-present.’ How far do you agree? Explain your answer. (16 marks + 4 SPaG marks)

You may use the following in your answer:

- National Health Service (NHS), 1948
- Public Health Act, 1875

- You **must** also use information of your own.

## **TASK 2 - ONLINE REVISION TASK**

1. Your revision guides 'Clear Revise' x 4 books
2. GCSE Pod
3. BBC Bitesize - [HTTPS://WWW.BBC.CO.UK/BITESIZE/EXAMSPECS/ZW4BV4J](https://www.bbc.co.uk/bitesize/examspecs/zw4bv4j)

- Look up the exam topics 'Elizabeth I', 'Germany', 'The American West' and 'Medicine in Britain'

## **MARK SCHEME FOR EXAM QUESTION**

### **Level 1 1–4 marks**

- A simple or general answer is given. It is not written in paragraphs and is poorly organised. [AO2]
- Limited knowledge and understanding of the topic is shown. [AO1]
- The conclusion is missing or unsupported. [AO2]

### **Level 2 5–8 marks**

- An explanation is given showing limited analysis and with implicit or infrequent links to the focus of the question. [AO2]
- Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]
- A conclusion is given but its justification is unsupported or insecure. [AO2]

### **Level 3 9–12 marks**

- An explanation is given, showing some analysis, which is mainly directed at the focus of the question. [AO2]
- Accurate and relevant information is included, showing good knowledge and understanding of the period. [AO1]
- A conclusion is given with some justification. [AO2]

### **Level 4 13–16 marks**

- An analytical explanation is given which is directed consistently at the conceptual focus of the question. [AO2]
- Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]
- The conclusion is justified and applied in the process of reaching the overall judgement. [AO2]

**Indicative content guidance** – this is what you could include in your answer:

#### **Relevant points that support the statement may include:**

- The creation of the NHS by the government was a major development since treatment was funded from taxes and free at the point of delivery and therefore accessible to all.
- The government-funded NHS provides specialised treatment from highly trained personnel and high-tech equipment, which otherwise might not be available.
- The government has expanded its role in medicine by providing funding for training, research and experimental treatments.

#### **Relevant points to disagree with the statement may include:**

- The introduction of the 1875 Public Health Act showed the government taking responsibility for public health on a nationwide scale. The Act made it compulsory for local authorities to provide clean water and improve sanitation, showing an extension of government responsibility.
- The government made it compulsory for people to be vaccinated against smallpox during the nineteenth century.
- The government provided funding for prevention of illness through vaccinations campaigns such as vaccination against smallpox during the nineteenth century and against diphtheria in the twentieth century.
- Governments during the twentieth century introduced measures to improve public health such as providing free school meals, the school medical inspection to keep children healthy and campaigns such as 'five a day' and 'stop smoking'.



**“Before anything else, preparation is the key to success”** Graham Alexander Bell

Subject	MUSIC
Teacher / class	Miss Byrne
Revision & support websites	<ul style="list-style-type: none"><li>• GCSE bitesize music</li></ul>

**TASK 1 – Revision.**

Use the following link to watch the revision videos on YouTube for GCSE music OCR.

[OCR GCSE Music Virtual Textbook AoS 3 - 1. Indian Music](#)

Or, go onto YouTube and search for:

OCR GCSE Music Rhythms of the world.

You need to watch the videos on the following:

- AoS3 Indian classical
- AoS3 Bhangra
- AoS3 Greek, Israeli and Palestinian
- AoS3 African Music
- AoS3 Calypso
- AoS3 Samba

Then there should be some revision videos listed that you should watch on AoS3 Rhythms of the world.

Task complete Parent / carers signature	
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Subject	PHOTOGRAPHY
Teacher	Miss Hart

**PRACTICAL EXAM PREPARATION**

**Continue with Component 1 Project.**

You will have 4 weeks after the Easter holidays to complete your component 1 project. This includes completing your final piece.

1. Final outcome planning.
  - Make sure you have planned your final outcome.
  - Think about how you will present your work and what you will need.
2. What experiments can you run for your final piece?
  - Think about techniques you can use, or different subjects.
3. If you have already started your final piece:
  - What can you do to improve it?
  - Can you make it a series of images?
  - Add more detail or techniques?
  - Or produce a second outcome on the same theme?
4. Review the whole project.
  - Is there anything you can add to your artist research or experiments?
5. Title page.
  - Make sure your PowerPoint has a title page that is relevant to your project.



## The Ripley Academy

### Year 11 Exam Preparation Tasks

**“Before anything else, preparation is the key to success”** Alexander Graham Bell

<b>Subject</b>	GCSE PE
<b>Teacher</b>	Mr McTaggart / Mrs Grainger

Log into your E REVISION ACCOUNT and complete the revision tasks that have been set on there.

Use your revision guide to support and revise key topics focused on Paper 1 as your exam is on the 19<sup>th</sup> June



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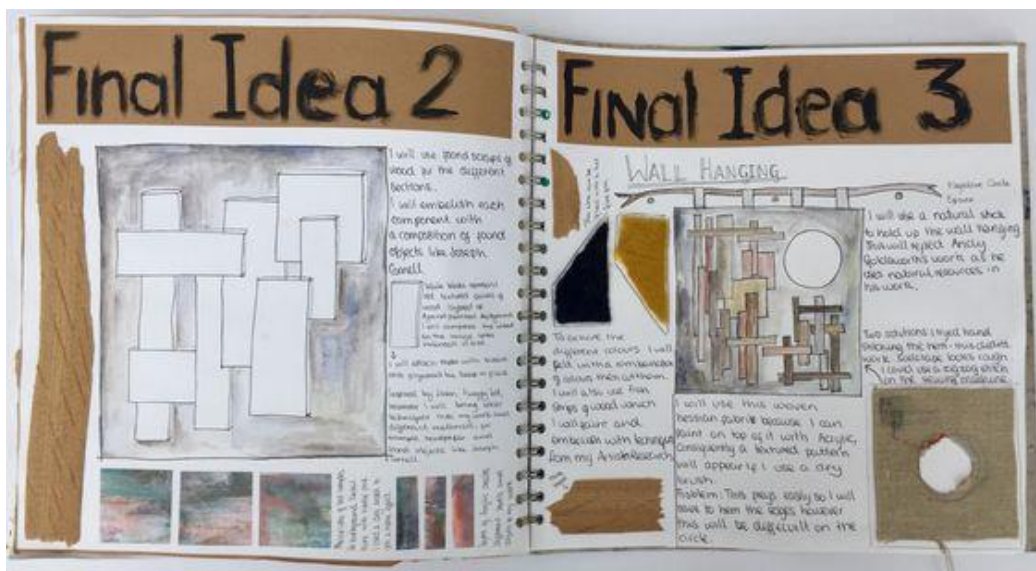
Subject	3D DESIGN (ART, CRAFT & DESIGN)
Teacher	Mrs Tollervey and Miss Barton

### PRACTICAL EXAM PREPARATION

Please can you ensure that you have completed your final design ideas page for your final product. This should be a detailed drawing of what you are making for your final piece. Please try to draw in 3D and use coloured pencils to add tone.

**This should include the following:**

- Try to draw in 3D
- Add colour, tone and texture using pencil crayon
- Include annotations that detail the following:
  - How does your design link with your chosen designer?
  - How have you taken inspiration from your chosen designer?
  - How do you intend to make the product? (processes)
  - What materials will you use?
  - What are the measurements of your final piece?





Subject	RE
Teacher	Miss Eatoe

**TASK 1 - EXAM QUESTION**

‘The best way for Christians to reach an understanding of God is by practising prayer.’

(12 marks)

Evaluate this statement. In your answer you should:

- refer to Christian teaching
- give developed arguments to support this statement
- give developed arguments to support a different point of view
- reach a justified conclusion.

## **TASK 2 - ONLINE REVISION TASK**

[Prayer - Practices in Christianity - GCSE Religious Studies Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/2)

<https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/2> - website address

1. Use the above website to recap your knowledge on Christian views on prayer. You should find the difference between:
  - Formal/Informal
  - Set/ Spontaneous
2. What are the 5 forms of prayer?
3. Why is the Lord's Prayer one of the most well-known set prayers in Christianity?

### **MARK SCHEME FOR EXAM QUESTION**

- **Arguments in support**

- some forms of prayer are a direct contact between the individual and God, so their understanding of God is personal to them and not based on other people's ideas which could be wrong
- the believer focuses on the feeling of being in God's presence/this is sometimes described as a feeling of 'awe and wonder' at the greatness of God
- God is beyond description because the words get their meaning from the human and natural world around us/so God cannot be understood by reading about him or hearing other people talk about him.

- **Arguments in support of other views**

- not everyone can have this kind of prayer experience so they do not feel the presence of God through prayer
- the Bible as the inspired word of God is his presentation of himself to human beings, so an understanding of God can come from reading what he says about himself/for example,
- the creator of the world and Father in heaven study of nature can also lead to an understanding of God, because it is God's creation and God expresses himself through it.

Levels	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

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<b>Subject</b>	GEOGRAPHY
<b>Teacher</b>	Mrs Richmond & Miss Hollingsworth

### TASK 1 - EXAM QUESTION

Study **Figure 19**, information about Cockermouth and the impact of Storm Desmond in December 2015.

**Figure 19**



### Flood risk factors

- 340 millimetres of rain fell in the area in 24 hours.
- Cockermouth is located at the confluence (meeting point) of two rivers.
- The surrounding landscape consists of steep hills.
- Many homes and businesses are built on the flood plains of the local rivers.

**0 4 . 6** Explain how physical and human factors may affect flood risk.

Use **Figure 19** and your own understanding.

**[6 marks]**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## TASK 2 - ONLINE REVISION TASK

- Complete the Seneca learning tasks for paper 1 and paper 2 [Geography: AQA GCSE \(senecalearning.com\)](https://www.senecalearning.com)
- Revise the GCSE case studies on Internet Geography and make flashcards on these [Geography Case Studies - Internet Geography](#)
- Complete the geography quizzes on the relevant tasks [Quizzes | Geography Education Online](#)
- Revise fieldwork skills using this link [Geography - Introduction to fieldwork \(AQA\) test questions - AQA - GCSE Geography Revision - BBC Bitesize](#)

## MARK SCHEME FOR EXAM QUESTION

Level	Marks	Description
3 (Detailed)	5–6	AO2 Shows thorough geographical understanding of physical and human factors affecting the risk of flooding.  AO3 Demonstrates thorough application of knowledge and understanding in analysing the physical and human factors affecting the risk of flooding.
2 (Clear)	3–4	AO2 Shows clear geographical understanding of physical and/or human factors affecting the risk of flooding.  AO3 Demonstrates reasonable application of knowledge and understanding in analysing the physical and/or human factors affecting the risk of flooding.
1 (Basic)	1–2	AO2 Shows basic geographical understanding of physical and/or human factor(s) affecting the risk of flooding.  AO3 Demonstrates limited application of knowledge and understanding in analysing the physical and/or human factor(s) affecting the risk of flooding.
	0	No relevant content.

### Physical factors affecting the flood risk include:

**Geology.** Impermeable rocks (eg granite) and soil (eg clay) will not allow water to pass through, resulting in large amounts of surface runoff and a higher risk of flooding.

**Relief.** A drainage basin with steep slopes will result in greater overland flow and a shorter lag time than where the gradient is less steep, allowing more time for infiltration to occur.

**Precipitation.** Heavy rain results in rapid saturation of the upper soil layers and the excess water therefore reaches streams quickly as surface runoff (short lag time). Slow light rain can be absorbed by infiltration and the river takes longer to respond to rainfall as water takes longer to pass through the drainage basin via throughflow and groundwater flow. Levels of previous rainfall may also be relevant.

**Vegetation.** Vegetated areas help to reduce the risk of flooding by increasing the time it takes for water to reach a river (longer lag time) by encouraging infiltration, intercepting water by their leaves and taking up water in their roots.

### Human factors include:

**Land use.** Surfaces such as concrete and tarmac are impermeable therefore rivers in urban drainage basins tend to have higher risk of flooding due to higher amounts of surface runoff and drainage systems taking water to rivers quickly. The increase of house building in towns and villages, especially on river floodplains has meant that rivers respond more quickly to storms.

**Deforestation** may result in greater flood risk as interception and infiltration are reduced and runoff increases.

**Agricultural practices** – such as ploughing up and down slopes – can increase surface runoff and produce higher flood risk.



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Subject	DESIGN AND TECHNOLOGY
Teacher	Mr Goddard

### **TASK 1 - EXAM QUESTION**

Complete the Revise and Practice section in the Collins Design and Technology revision books.

**Complete ‘Approaches to Designing’.**

Design Strategies – Page 8 & 18.

Electric Systems – Pages 10 & 18

The Work of Others: Designers – Pages 12 & 19

The Work of Others: Companies – Pages 14 & 20

Ecological, Environmental and Social Issues – Pages 16 & 21

**Watch the videos on GCSE Pod to support the above questions on ‘Approaches to Designing’.**