Work together; Succeed together

Year 11 November Mock Examinations Information Booklet



Year 11 Mock Examinations

16th-27th November 2026

During the next half term, pupils will have the first of two sets of mock examinations. We think it is important that pupils experience exams and assessments, so that they can be as prepared for external examinations when they come, while at the same time ensuring this is as stress free and as supportive as possible.

Success in assessments is a team effort which involves you, the school and pupils working together and so there are many things you can do to support your child at home.

As well as the subject specific support on the next few pages, we have put together some revision tips, an assessment schedule and a revision timetable. Which we will also be talking to pupils about in assemblies and form time.

Revision Support

Subject Teachers will begin preparing pupils for the Assessments over the next few weeks in lessons. Revision guidance and materials for each subject area is available on:

- **GoogleClassroom** As you will know, revision and support resources are also always available on Google Classroom which all pupils have a unique school-based login for. More information, including help videos, on how pupils can and should access this platform is available here.
- After school Subject Revision Sessions - Pupils can stay in the library to complete revision until 4pm each night.
- Helping pupils with their Mental Health during Exams - we will be running some support sessions on this to support healthy habits to reduce anxiety during exams. There are also lots of helpful resources on our website.
- We will be using the results and analysis of the end of year assessments to plan summer revision support and adapt and personalise our curriculum offer, next year, to ensure any gaps pupils have, are closed.

Subject Specific Assessment Information

Subject	Type of Assessment	What will my child be assessed on?	What can my child do to revise?
English	Three Written Exam Papers Eduqas Component 1 Language-Fiction Reading and Writing, Eduqas Component 2 - Language-Exploring non fiction, AQA Paper 1-Literature-Macbeth and a Christmas Carol	Component 1 Language: Exploring a piece of fiction answering 5 questions, writing a piece of fiction Component 2 Language: Exploring two non-fiction texts, creating two non-fiction texts. Paper 1 Lit-response to an extract from the text, one from Macbeth and one from A Christmas Carol	Pupils can use Tassomai, an online resource designed to support students with their revision. Pupils will be given past papers via their classroom teachers. Pupils should also take their class books and booklets home to use for revision.
Maths	Three Written Exam Papers all 1hr 30mins: Paper 1 Non calculator Paper 2 Calculator Paper 3 Calculator	Questions based on: Algebra Number Data handling Geometry and proportion Ratio. The questions will range from remembering knowledge to problem solving.	Past paper practice, pupils will be sent home with revision to help them in these assessments.
Science	One written paper that covers required practical and extended response skills. This will be based on year 10 paper 1 content. The exam will be 1 hour 30 min and include a mix of Biology, Chemistry and Physics.	Content: Photosynthesis, osmosis, electrolysis, exothermic reactions, specific heat capacity. Skills: required practicals linked to the knowledge and extended response	Use their tassomai to practice subject knowledge and understanding. Complete their weekly exam practice homework and review their answers when given the markscheme. Complete the mock exam paper over the half term break.
RE	Two written exam papers	Two papers. Paper 3 is first, a 50 minute paper on Arguments for and against God and Relationships in the 21st Century. Paper 1 is the second paper, 1hour45 minutes and is based on Catholic beliefs, practices, sources and forms of expression.	Revision packs have gone home. These contain revision booklets, past paper questions and revision summary sheets. There are also lots of brilliant resources on the Year 11 RE Google Classroom.

History	Two full papers. Paper 1 medicine through time. Paper 2 Cold War and Early Elizabethan England	Medicine on the Western Front, Medicine through time. Causes, preventions and treatments. Aspects of early Elizabethan England and episodes of the Cold War 1943-91	BBC Bitesize, exercise books on the topics, revision booklets and create flashcards
Geography	Full Paper 2	Evidence of climate change Causes of microclimates Characteristics of rainforests Human impacts on cycles in tropical rainforests Causes of uneven development in LICs Causes and consequences of inequality in the UK Impacts of MNCs on LICs/NICs Managing water supplies Global healthcare issues	Tassomai x 3 challenges a week, classwork book and independent revision materials, BBC BItesize, Seneca
DT	One written paper 2 hours	Theory Knowledge: New and emerging technologies Energy generation and storage Developments in new materials Systems approach to designing (input–process–output) Mechanical devices (forces, motion, levers, linkages) Materials and their properties (paper/board, timber, metals, polymers, textiles) Smart and modern materials Sustainability, life cycle analysis, and environmental impact Scales of production and manufacturing processes Industry and enterprise, people, culture, and society	Pupils have access to lesson powerpoints via Google Classroom. Pupils also have access to a revision guide for the course.
Engineering	Written Exam paper 1 hour 30 minutes	Unit 3 3.1 Understanding the effects of engineering achievements 3.2 Understanding properties of engineering materials 3.3 Understanding methods of preparation, forming, joining and finishing of engineering materials 3.4 Solving engineering problems	Revision in class Create mind maps on given topics Read information sheets on topics Revision session Thursday 3.10-4pm Exam Board Knowledge Organisers BBC Bitesize Engineering

Hospitality	Written Exam Paper 1 hour 20 minutes	Unit 1: Hospitality and catering provision How hospitality and catering provisions operate Health and safety in hospitality and catering Food safety in hospitality and catering	Use powerpoints on Google Classroom. Create mind maps on given topics Read information sheets on topics Revision session Friday 3.10-4pm Exam Board Knowledge Organisers BBC Bitesize Hospitality
French	Reading, Listening, Writing and Speaking	Their ability to respond to seen/unseen French material on all topics studied since the start of GCSE. They will be expected to write in all tenses and also be able to respond to oral questions from their speaking booklets.	Learn by heart all answers from the speaking booklet, back to front. Start using SENECA for Grammar Revision. Revise and carry on learning new vocabulary from sentence builders (year 10 books included) Come to all intervention on Thursday week B with Mr Le Normand.
Business Studies	Component 3 : Marketing and Finance for Enterprise - 2 hours	LOA Marketing Activities LOB Financial Documents and Statements LOC Financial Planning and Forecasting	Pupils have been provided with: Component 3 revision guide Component 3 knowledge organiser Component 3 practise assessment Revision videos for each topic are available in under the heading Revision Materials on Google Classroom
ICT	Unit 1 ICT in Society On-screen examination: 1 hour 20 minutes 40% of qualification	1.1 How IT can be used to fulfil the needs of organisations and individuals 1.2 How data and information is used and transferred 1.3 Legal, moral, ethical, cultural and environmental impacts of IT and the need for cybersecurity	Pupils will be provided with: Topic flash cards Unit 1 knowledge organiser Unit 1 practise assessment Revision guide Classwork materials and additional homeworks on Google Classroom.
Computer Science	Paper 1 - Principles of computer science Paper 2 - Application of computational thinking	Paper 1 - Computer science theory. Computational thinking Data representation Computers Networks Issues and impacts Paper 2 - Python programming. pupils will use problem solving skills to amend, alter and create python programs based on a set of problems	Google classroom Seneca ADA Computing BBC Bitesize Youtube Physical revision guides(Revision booklet,Flash cards, Knowledge organiser) Blog with code (Paper 2 revision) Intervention available on a Thursday after school.

Health and Social Care	Coursework Grades - Based on Yr 10 R033 and work they have competed towards R035 in yr 11.	R035 - Coursework based on understanding, planning, presenting and evaluating a health campaign	Use guidance on Google Classroom to research information for their chosen health campaign to help them create Presentations.
Child Care	Coursework Grades - Based on Yr 10 R059 and work they have competed towards R058 in yr 11.	R058 - Coursework based on keeping children safe in childcare settings and nutrition needs.	Use guidance on Google Classroom to research information required for key tasks set by their class teacher to support coursework completion.
Psychology	Paper 1 - Cognition & Behaviour	Memory Perception Development Research Methods The questions will range from remembering knowledge, application of key studies and theories.	Use guidance provided on Google Classroom, all pupils have been provided with revision booklets. Use practice questions. Create Mind Maps and Revision Cards for each topic.
Art	AO4 - Final Response	Pupils will be assessed on how successfully they develop and refine their ideas into a personal, creative and well-finished final piece, showing clear links to their research, experiments and development work.	Pupils can revise by looking back through their sketchbook, reviewing their artist research, experiments and previous ideas, and practising techniques, compositions and colour choices that they may use in their final piece.
Textiles	AO4 - Final Response	Pupils will need to demonstrate that they can bring together their ideas, research and practical skills to create a final outcome that responds clearly to the project theme.	Pupils should ensure they have all necessary materials and ideas prepared, revisit key techniques and practise any processes they plan to use before the mock exam.

Music	Component 2	Pupils will be completing their actual component 2 - this is a real exam and will be entered in December. Students will be assessed on the development of specific skills on their chosen instrument/voice as well as skills in using digital production. The theme for this component is Reflection	Students should be practicing their performance skills at home. If they have access to a computer, production work on Bandlab can also be accessed.
Dance	Comp 3 mock exam	Comp 3 activity 1 - pupils will be marked on their practical response to a brief set by the exam board 2025. They will respond to the brief, create an opening and then do activity one written work. pupils will also be doing this in lesson time.	Pupils can use the devising booklet to support their journal of practical work and inform their written responses.
Media	Component 3 Mock exam	Component 3	Pupils will be reviewing their final product within their mock. To support this they can revisit work in their book to help them prepare for the mock exam.
Drama	Comp 3 mock exam	Component 3 activity 1 - pupils will be marked on their practical response to a brief set by the exam board 2025. They will respond to the brief, create an opening and then do activity one written work. Pupils will also be doing this in lesson time.	Pupils can use the devising booklet to support their journal of practical work and inform their written responses.
Sport	Coursework- Unit 3 Sports Coaching Written Paper- Unit 1 Fitness for Sport	Unit 3- pupils will be assessed on their coaching session & their review of their session. Unit 1- Components of Fitness, Fitness Testing, Methods of Training, Why we warm up and cool down, Short & Long term effects of Exercise, Principles of Training and SMART Targets	Complete Everlearner assessments linked to each topic that your child will be assessed on. Their username is their school email address and password is Password1!

Revision Tips

There is no correct way to support learners when preparing for assessments. Choose the approaches that work best for you, your family, and your situation. Below are a few suggestions you may wish to trial.

- Talk to your child about their upcoming assessments.
- Ask them how you can help.
- Try to provide a quiet space for your child to complete homework/revision.
- Encourage your child to think creatively about revision e.g. Record facts/ revision notes on your phone/ laptop, make your revision notes into a podcast, listen to it a couple of times a day.
- Talk to your child about having their mobile phone in another room when completing homework/revision.
- Ensure learners get enough sleep. Regular bedtimes, and wake times, will help concentration spans.
- Set your child a challenge. For example, you could ask them to revise a short topic; using the revision resources, you could then 'test' them on what they have just revised.
- Talk to your child about the importance of trying to get their 5-a-day, enough exercise.
- Encourage your child to drink lots of water.
- Ensure they take adequate breaks.
- Stay positive. Look for ways in which you can help them to believe in themselves by reminding them of the successes they have had.
- If there are any revision sessions/intervention at school that your child has been invited to, encourage them to attend.
- Remember teachers will set homework tasks that will count towards preparation/revision for the assessment.
- Children should avoid 'just' reading a revision guide; always try and build some activity or interactivity e.g. summarise in their own words, draw and label diagrams, get someone to test them, use online resources that the school has to offer; Google Classroom; Sparx Maths, Seneca learning and Tassomai.

HOW TO PLAN A REVISION SESSION

Planning your revision helps you stay focused, avoid stress, and make real progress. Here's how to do it step by step..



Step 1: Set a time limit
Aim for 30 - 60 minutes per session.
Use a timer to stay on track.
Include short breaks (e.g. 5 - 10 minutes after 25 minutes of work).



Step 2: Choose a specific topic
Don't try to revise everything at once.
Pick one clear focus (e.g. "Physics: Forces" or "English: Macbeth themes").



Step 3: Pick your method
Choose one or two revision techniques: Flashcards, Mind maps or concept maps, Practice questions/Past Papers



Step 4: Set a goal
Decide what you want to achieve by the end: "Be able to explain how enzymes work", "Complete 3 exam-style questions", "Learn 10 key quotes from Macbeth"



Step 5: End with a quick review
Spend 5 minutes checking what you've learned. Use a checklist or quiz yourself. Note anything you still find tricky - that's your next target.



Bonus Tips
Mix subjects across the week.
Use a revision timetable to track your sessions. Reward yourself after a productive session!

REVISION METHODS

Effective revision isn't just about how long you study, but how you study. Using active techniques helps you understand information more deeply, remember it for longer, and recall it more easily in exams. This guide outlines three powerful revision methods: flashcards, mind maps, and concept maps with clear step-by-step instructions for each. By using these strategies, you can organise your knowledge, identify gaps in understanding, and revise in a more focused and efficient way.

HOW TO MAKE FLASHCARDS

Step 1 - Make Your Flashcards

- One question per card: Keep it simple. Write a question or keyword on one side, and the answer or explanation on the other.
- Use your own words: This helps you understand the topic better.
- Mix formats: Include diagrams, definitions, formulas, or short explanations.

Step 2 - Organise Your Decks

- Group cards by topic (e.g. Biology: Cells, Physics: Forces).
- Colour-code or label them to make sorting easier.

Step 3 - Revise Actively

- Quiz yourself: Look at the question side and try to answer before flipping.
- Say it out loud: Speaking helps memory stick.
- Shuffle regularly: Avoid memorising the order instead of the content.

Step 4 - Track Your Progress

- Make three piles:
  - ✅ Got it right
  - ❓ Not sure
  - ❌ Got it wrong
- Focus more on the ❌ and ❓ piles next time.

Step 5 - Use Spaced Practice

- Don't cram! Review your flashcards over several days or weeks.
- Revisit tricky cards more often.

HOW TO MAKE A MIND MAP

Step 1 - Start in the centre
Write your main topic (e.g. "Photosynthesis") in the middle of the page.

Step 2 - Add branches
Draw lines outwards for key subtopics (e.g. "Light", "Chloroplasts", "Glucose").

Step 3 - Add detail
Off each branch, add facts, definitions, diagrams, or examples.

Step 4 - Use colour and images
Highlight key terms, draw symbols, or use colour to group ideas.

Step 5 - Keep it clear
Don't cram too much — aim for clarity over clutter.

HOW TO MAKE A CONCEPT MAP

Step 1 - List key ideas
Write down the main concepts you need to understand.

Step 2 - Draw boxes or circles
Put each idea in its own shape.

Step 3 - Connect with arrows
Use arrows to show how ideas link (e.g. "Carbon dioxide → used in → Photosynthesis").

Step 4 - Label the arrows
Write short phrases on the arrows to explain the relationship.

Step 5 - Review and refine
Rearrange if needed to make the flow clearer.

Mock Exam Timetable

Week of TT	**Monday 16th November**	**Tuesday 17th November**	**Wednesday 18th November**	**Thursday 19th November**	**Friday 20th November**
AM Exam Start time	09:00	09:00	09:00	09:00	09:00
	C1 English Language 1hr 45mins	Maths Paper 1 non calculator 1hr 30mins	English Language Component 2 2hrs	Maths Paper 2 Calculator 1hr 30mins	English Literature Component 1 1hr 45mins
PM Exam Start time	13:00	13:00	13:00	13:00	14:10
	History Paper 1 1hr 20mins Geography 1hr 30mins	Sport 1hr 20mins Computer Science Paper 1 1hr 30mins	Psychology 1hr 45mins Hospitality 1hr 20mins	Science 1hr 30mins	RE Paper 3 50mins
	Monday 23rd November	**Tuesday 24th November**	**Wednesday 25th November**	**Thursday 26th November**	**Friday 27th November**
AM Exam Start time	09:00	09:00	09:00	09:00	09:00
	Maths Paper 3 1hr 30mins	Computer Science Paper 2 2hrs French Reading and listening 1hr 20mins	RE Paper 1 1hr 45mins		DT 2hrs Dance All day Textiles All day
PM Exam Start time	13:00	13:00/14:10	13:00		
	History Paper 2 1hr 50mins	Engineering 1hr 30mins French Writing 1hr 10mins	ICT Unit 1 1hr 20mins Business Unit 3 2hrs		
	Monday 30th November	**Tuesday 1st December**	**Wednesday 2nd December**	**Thursday 3rd December**	**Friday 4th December**
Exam	Art All day	Music All day	Media All day	Drama All day	

Revision Timetable

Use the revision timetable on the next page to plan your revision. You should be revising your core subjects of English, Maths, Science and RE at least three times per week. Your other subjects you should be revising at least twice per week.

Use a coloured dot system to plan your revision for example:

Blue = Maths
Yellow = English

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							

Maths Foundation list

Number

Topic	Topic code	R	A	G
Ordering positive integers	U600			
Ordering decimals	U435			
Ordering negative numbers	U947			
Adding and subtracting positive integers	U417			
Multiplying and dividing positive integers	U127, U453			
Adding and subtracting negative numbers	U742			
Multiplying and dividing negative numbers	U548			
Adding and subtracting decimals	U478			
Multiplying and dividing with place value	U735			
Multiplying and dividing with decimals	U293, U868			
Order of operations	U976			
Prime numbers, prime factorisation	U236, U739			
Factors, multiples, HCF and LCM	U211, U751, U529			
Powers and roots	U851			
Using standard form	U330, U534			
Calculating with standard form	U264, U290, U161			
Equivalent fractions and simplifying fractions	U704, U646			
Mixed numbers and improper fractions	U692			
Ordering fractions	U746			
Addition and subtraction of fractions	U736, U793			
Multiplication and division of fractions	U475, U544			
Converting and ordering fractions, decimals and percentages	U888, U594			
Fractions of amounts	U881, U916			
Percentages of amounts	U554, U349			
Percentage change	U773, U671			
Reverse percentages	U286, U278			
Simple interest	U533			
Rounding	U480, U298			
Rounding to significant figures	U731, U965			
Estimating answers	U225			
Value for money	M681			

Algebra

Topic	Topic code	R	A	G
Algebraic expressions	U613			
Collecting like terms	U105			
Substitution	U201, U585, U144			
Expanding brackets	U179, U768			
Factorising expressions	U365			
Index laws	U235, U694, U662, U103			
Changing the subject	U556			
Coordinates	U789, U889			
Midpoints	U933			
Plotting straight line graphs	U741			
Equations of straight line graphs	U315, U669			
Parallel lines	U377			
Distance-time graphs	U403, U914, U462, U966			
Quadratic graphs	U989, U667			
Linear equations	U755, U325, U870, U505, U599			
Quadratic expressions and equations	U178, U228			
Linear sequences	U213, U530, U498, U978			
Other sequences	U958, U680			

Ratio and proportion

Topic	Topic code	R	A	G
Simplifying ratios	U687			
Sharing amounts in a ratio	U753, U577			
Converting between ratios, fractions and percentages	U176			
Direct proportion	U721, U640			
Inverse proportion	U357, U364			
Proportion graphs	U238			
Units of measure: Length, Mass and Capacity	U102, U388			
Units of measure: Time	U902			
Units of measure: Area	U248			
Currency conversion	U610			
Conversion graphs	U652, U638, U862			
Compound units: Speed	U151			

Probability

Topic	Topic code	R	A	G
Probability scale	U803			
Probability of single events	U408, U510, U683			
Experimental probability	U580			
Expected outcomes	U166			
Listing elements in a set	U748, U296			
Probability from Venn diagrams	U476			
Frequency trees	U280			
Sample space diagrams	U104			
Tree diagrams	U558, U729			

Statistics

Topic	Topic code	R	A	G
Collecting data, frequency tables	U322, U120			
Two-way tables	U981			
Bar charts	U363, U557			
Pictograms	U506			
Pie charts	U508, U172			
Stem and leaf diagrams	U200, U909			
Mode	U260			
Mean	U291			
Median	U456			
Range	U526			
Choosing averages	U717			
Scatter graphs	U199, U277, U128			

Maths Higher list

Number

Topic	Topic code	R	A	G
Calculating with roots and fractional indices	U851, U985, U772, U299			
Converting recurring decimals to fractions	U689			
Surds	U338, U663, U872, U499			
Rationalising the denominator	U707, U281			
Error intervals	U657, U301, U587			

Algebra

Topic	Topic code	R	A	G
Expanding triple brackets	U606			
Operations with algebraic fractions	U685, U457, U824			
Factorising quadratic expressions: ax^2+bx+c	U858			
Simplifying algebraic fractions	U294			
Factorising to solve quadratics equations	U228, U960			
Using the quadratic formula	U665			
Completing the square to solve quadratics	U397, U589			
Quadratic equations in context	U150			
Quadratic simultaneous equations	U547			
Index laws	U235, U694, U662			
Equation of a straight line: Perpendicular lines	U898			
Quadratic graphs: Turning points	U769			
Quadratic simultaneous equations on graphs	U875			
Exponential graphs	U229			
Exponential growth and decay problems	U988			
Trigonometric graphs	U450			
Graph transformations	U598, U487, U455			
Velocity-time graphs	U937, U562, U611			
Rate of change graphs	U638, U652, U862			
Estimating gradient from a curve	U800			
Estimating area under a curve	U882			
Equation of a circles and tangents	U567			
Linear inequalities as graph regions	U747			
Quadratic inequalities	U133			
Functions	U637, U895, U448, U996			
Recurrence relations	U171			
Quadratic sequences	U206			
Iteration and numerical methods	U434, U168			
Algebraic proof	U582			

Topic	Topic code	R	A	G
Algebraic direct and inverse proportion	U407, U138			
Compound units: Density problem solving	U910			

Geometry

Topic	Topic code	R	A	G
Congruence proofs	U866, U887			
Enlargements	U134			
Describe combined transformations	U766			
Circle theorems: Angles inside a circle	U459, U251			
Circle theorems: Tangents and chords	U489, U130			
Circle theorems problems	U808			
Prove circle theorems	U807			
Volume of frustums	U350			
Volume: Problem solving	U543, U426			
Similar Shapes: Area and volume	U630, U110			
Pythagoras' Theorem in 2D and 3D	U385, U541			
Right-angled trigonometry: Problem solving	U319, U283, U545, U967			
3D trigonometry	U170			
The area rule	U592			
Sine rule	U952			
Cosine rule	U591			
Trigonometry and bearings	U164			
Vectors problems	U781, U560			

Probability

Topic	Topic code	R	A	G
Product rule for counting	U369			
Conditional probability	U246, U821, U806			
Probability from Venn diagrams	U476, U748, U699			

Statistics

Topic	Topic code	R	A	G
Averages	U877, U717			
Cumulative frequency diagrams	U182, U642			
Box plots	U879, U837, U507			
Frequency polygons	U840			
Histograms	U814, U983, U267			
Capture-recapture	U328			

Maths Crossover topics

Number

Topic	Topic code	R	A	G
Calculating with roots and fractional indices	U851, U985, U772, U299			
Converting recurring decimals to fractions	U689			
Surds	U338, U663, U872, U499			
Rationalising the denominator	U707, U281			
Error intervals	U657, U301, U587			

Algebra

Topic	Topic code	R	A	G
Expanding triple brackets	U606			
Operations with algebraic fractions	U685, U457, U824			
Factorising quadratic expressions: ax^2+bx+c	U858			
Simplifying algebraic fractions	U294			
Factorising to solve quadratics equations	U228, U960			
Using the quadratic formula	U665			
Completing the square to solve quadratics	U397, U589			
Quadratic equations in context	U150			
Quadratic simultaneous equations	U547			
Index laws	U235, U694, U662			
Equation of a straight line: Perpendicular lines	U898			
Quadratic graphs: Turning points	U769			
Quadratic simultaneous equations on graphs	U875			
Exponential graphs	U229			
Exponential growth and decay problems	U988			
Trigonometric graphs	U450			
Graph transformations	U598, U487, U455			
Velocity-time graphs	U937, U562, U611			
Rate of change graphs	U638, U652, U862			
Estimating gradient from a curve	U800			
Estimating area under a curve	U882			
Equation of a circles and tangents	U567			
Linear inequalities as graph regions	U747			
Quadratic inequalities	U133			
Functions	U637, U895, U448, U996			
Recurrence relations	U171			
Quadratic sequences	U206			
Iteration and numerical methods	U434, U168			
Algebraic proof	U582			

Topic	Topic code	R	A	G
Algebraic direct and inverse proportion	U407, U138			
Compound units: Density problem solving	U910			

Geometry

Topic	Topic code	R	A	G
Congruence proofs	U866, U887			
Enlargements	U134			
Describe combined transformations	U766			
Circle theorems: Angles inside a circle	U459, U251			
Circle theorems: Tangents and chords	U489, U130			
Circle theorems problems	U808			
Prove circle theorems	U807			
Volume of frustums	U350			
Volume: Problem solving	U543, U426			
Similar Shapes: Area and volume	U630, U110			
Pythagoras' Theorem in 2D and 3D	U385, U541			
Right-angled trigonometry: Problem solving	U319, U283, U545, U967			
3D trigonometry	U170			
The area rule	U592			
Sine rule	U952			
Cosine rule	U591			
Trigonometry and bearings	U164			
Vectors problems	U781, U560			

Probability

Topic	Topic code	R	A	G
Product rule for counting	U369			
Conditional probability	U246, U821, U806			
Probability from Venn diagrams	U476, U748, U699			

Statistics

Topic	Topic code	R	A	G
Averages	U877, U717			
Cumulative frequency diagrams	U182, U642			
Box plots	U879, U837, U507			
Frequency polygons	U840			
Histograms	U814, U983, U267			
Capture-recapture	U328			

Science

🔬 Required Practical Skills

☐ Identifying variables

☐ Drawing graphs

☐ Analysing data

☐ Improving a method

🧬 Biology

B1 – Cell Biology

☐ Osmosis

B2 – Organisation

☐ Food Tests

B4 – Bioenergetics

☐ Photosynthesis

🧪 Chemistry

C4 – Chemical Changes

☐ Electrolysis

☐ Neutralisation Reactions

⚡ Physics

P3 – Particle Model of Matter

☐ Specific Heat Capacity

⭐ Final Revision Check

☐ I have revised every topic.

☐ I have practised exam questions for each topic.

☐ I have checked and corrected my mistakes.

☐ I feel confident with all the topics.

RE

Paper 1: Catholic Christianity 1hr45

Beliefs and Teachings:

The Trinity	
Biblical Understanding of God as Trinity	
Creation	
The nature of Humanity	
The Incarnation	
The events of the Paschal Mystery	
The nature of Salvation and Grace	
Eschatology	

Practices:

The Sacraments	
Catholic Liturgical Worship	
The Catholic Funeral Rite	
Prayer	
Forms of Popular Piety	
Pilgrimage	
Catholic Social Teaching	
Catholic Mission and Evangelisation	

Sources of Wisdom:

The Bible	
Different Interpretations of the Bible	
Scripture, Tradition and the Magisterium	
The Second Vatican Council	
The Church as the Body of Christ and people of God	
The Four Marks of the Church	
Mary as a Model of the Church	
Sources of Personal and Ethical Decision Making	

Forms of Expression

Design of the Church	
Internal features of the Church	
Symbols	
Statues	
Paintings	
Sacred Objects	
Music	
Drama	

Paper 3: Philosophy and Ethics 50 Mins

Arguments for and against God:

Revelation	
Visions	
Miracles	
Religious Experience	
Design Argument	
Cosmological Argument	
Problem of Evil	
Solutions to the problem of evil	

Relationships in the 21st Century:

Marriage	
Sexual Relationships	
Importance of Family	
How the Parish support families	
Contraception	
Divorce and Remarriage	
Gender Quality in the Home	
Gender prejudice and discrimination	

English Language

Year 10 Component 1 English Language: Key Topics for Revision

Key reading skills

You will need to know how to analyse two non-fiction texts, so make sure you revise:

- how to select evidence and comment on it
- how to explain the effect of your evidence on the reader
- how to identify tone and register in a text
- the impact that literary devices and techniques have on the reader

Key writing skills:

Revise how to use and practise using:

- Description and detail
- Paragraphs
- A range of sentence types: simple, compound and complex
- Powerful vocabulary
- A range of literary devices: similes/ metaphors/ rhetorical devices/ emotive language/ anecdotes/ tricolons/ statistics/ facts/ opinions etc.
- A range of punctuation: commas, question marks, exclamation marks, speech, semi-colons, brackets, ellipsis, dashes

This assessment preparation booklet includes the writing task you will have to complete so you can plan and practise it before the assessment. It also contains some examples of how to use sentence and punctuation variety effectively.

The C1 Language Exam: Practice Section A: read the extract and answer the questions.

SECTION A: 40 marks

Read carefully the passage below.

The narrator of this story is a friend of two brothers called Tom and George Ramsay.

Tom Ramsay had been a problem to his family for twenty years. He had begun life decently enough. He went into business. He married and had two children. The Ramsays were perfectly respectable and there was every reason to think that Tom Ramsay would have a useful and successful life. However, one day, without warning, he announced that he didn't like work and he didn't like marriage. He wanted to enjoy himself. He left his wife and his office and he spent two happy years travelling around Europe.

The other day I saw his brother, George Ramsay, lunching by himself in a restaurant. He was wearing an expression of deep gloom. He was staring into space. He looked as though the whole world sat on his shoulders. I suspected that his brother had been causing trouble again. I went up to him and held out my hand.

'How are you?' I asked.

'I'm not in great spirits,' he answered.

'Is it Tom again?'

He sighed.

'Yes, it's Tom again,' he replied, miserably.

'Why don't you forget him?' I asked. 'You've done everything in the world for him. You must know by now that he is quite hopeless.'

Rumours of Tom's activities reached his family from time to time, and they were profoundly shocked. He had certainly had a very good time. His family wondered what he would do when the money ran out. They soon found out. He borrowed. He was charming and I have never met anyone to whom it was more difficult to refuse a loan. He always said the money you spent on necessities was boring; the money that was amusing to spend was the money you spent on luxuries. For this he depended on his brother George. Tom did not waste his charm on him. George was a serious and respectable man but once or twice he believed Tom's promises to change his ways and loaned him considerable sums of money. Tom used the money to buy jewellery and a nice car.

When George realised that his brother would never settle down, he washed his hands of him. Tom, without a twinge of conscience, began to blackmail him. He pointed out that it would be embarrassing for a highly respectable lawyer like George to find his brother working as a lowly waiter in George's favourite restaurant. Tom said that there was nothing wrong with working as a waiter but, if George could oblige with a couple of hundred pounds, he didn't mind giving it up for the reputation of the family. George paid.

Once, Tom nearly went to prison. George was terribly upset and again concerned about the honour of the family. Tom had gone too far this time. He had been selfish, thoughtless and wild but he had never done anything illegal before. If he were prosecuted, he would definitely go to prison. The man Tom had cheated, a man called Cronshaw, was vindictive and determined to take the matter to court. He said Tom was a scoundrel and should be punished. George could not allow his brother to go to prison and he paid five thousand pounds to settle the matter. I have never seen George in such a rage as when he heard that Tom and Cronshaw had gone off to Monte Carlo the moment they cashed the cheque. They spent a happy month there.

For twenty years Tom gambled, ate in the most expensive restaurants, danced with the prettiest girls and dressed beautifully. He always looked as if he had just stepped out of a glamorous movie. He was forty-six but you would never have taken him for more than thirty-five. He was a most amusing companion and though you knew he was perfectly worthless you could not but enjoy spending time with him. He had high spirits and incredible

charm, and I never loaned him money without feeling that I was in his debt. Tom Ramsay knew everyone and everyone knew Tom Ramsay. You could not approve of him, but you could not help liking him.

Poor George was only a year older than his brother, but he looked sixty. He never took more than a fortnight's holiday. He was in his office at nine o'clock every day and never left it until six in the evening. He was honest and industrious. He was a faithful husband and a good father to his four daughters. He saved a third of his income and planned to retire at fifty-five to the country where he would tend his garden and play golf. He said more than once that he was glad that he was growing older because Tom was growing older too. George rubbed his hands and said: 'It was all very well when Tom was young and handsome but he's only a year younger than me. In four years he'll be fifty. He won't find life so easy then. I'll have my pension and Tom will end in the gutter. And we shall see how he likes that. We shall see if it really pays best to work or be idle.'

As I sat next to George in the restaurant, I wondered what Tom had done now. I sympathised with George. He was clearly upset and could hardly bring himself to speak.

'You're not going to deny that all my life I've been hardworking, decent and respectable.'

'True,' I said.

'And you can't deny that Tom has been an idle, worthless rogue. If there were any justice he'd be living on the streets.'

'True.'

George grew red in the face.

'A few weeks ago he became engaged to a woman old enough to be his mother. And now she has died and left him everything she had. A million pounds, a yacht, a house in London and a house in the country.'

George beat his clenched fist on the table.

'It's not fair, I tell you, it's not fair. Damn it, it's not fair.'

I could not help it. I burst into a shout of laughter as I looked at George's angry face. I rolled in my chair. I very nearly fell on the floor.

George never forgave me, but Tom often asks me to excellent dinners in his charming house in London.

SECTION A: 40 marks

Read carefully the passage in the **separate Resource Material** for use with **Section A**. Then answer **all** the questions below.

0 1 **Read lines 1–6.**

List **five** things you learn about Tom Ramsay in these lines. [5]

0 2 **Read lines 7–17.**

How does the writer show that George is unhappy in these lines? [5]

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

0 3 **Read lines 18–32.**

What impressions does the writer create of Tom Ramsay in these lines? How does the writer create these impressions? [10]

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

0 4 **Read lines 33–58.**

What are the differences between Tom and George Ramsay in these lines? How does the writer show these differences? [10]

You must refer to the language and structure used in the text to support your answer, using relevant subject terminology where appropriate.

0 5 **To answer this question you must read lines 59–75 and consider the passage as a whole.**

"The writer presents George as a decent man and a victim, and yet we do not feel much sympathy for him."

To what extent do you agree with this view? [10]

You should write about:

- your own thoughts and feelings about how George is presented in lines 59–75 and in the passage as a whole
- how the writer has created these thoughts and feelings

You must refer to the text to support your answer.

How to answer the questions: **Remember,** only get your answers from the lines the question tells you to get them from.

How many marks is Section A? This section is worth 40 marks in total. It is broken down like this:
Q1: a 5 mark 'List' question: You must use sentences to answer this question. You may start each sentence with 'I learn…' You can also use some inference here. Try to do 6 so you are sure you have covered everything.

Q2: a 5 mark 'Impressions' question: An 'impression' is just an opinion. You must give an opinion of the husband, use an example from the extract which supports your opinion, and then say how the example supports your opinion. Think PEE. You need 5 PEE examples to get full marks. *I get the impression that…*
EXAMPLE: I get the impression that the narrator is naive because he says that he felt 'flattered' that she had agreed to have lunch with him.

Q3: a 10 mark 'How' question: This question is asking you how the writer uses language and structure to show how the character might feel, and what they may be thinking. You must choose a range of very short examples to help you to answer the question. Embed your examples to save time. You should be saying *'The writer says '_____' this suggests… this reveals… this makes me think… this shows… this creates the idea that… this connotes…'* **DO NOT** ignore the bullet points, they're trying to help you. **You need to create 10 of these sentences to get full marks.**

Q4: a 10 mark 'How' question: This question will always give you one or two words to help you to answer the question. The word given to help you in this question is 'differences.' Write like this: *The brothers are very different because it says '_____' which shows …* **You need to create 10 of these sentences to get full marks.**

Q5: a 10 mark 'How far do agree…' evaluate question: "Evaluate" means to judge something carefully. It's not just about saying what it is — it's about weighing it up, looking at the pros and cons, and coming to a conclusion. Write like this: Open your answer with the words: I largely agree with this statement because it says '_____' which shows… You do not need to agree again, just track through the text trying to find examples which support the statement.

Answer each question using the advice and guidance provided

Section B: Find the prompt which most closely fits the story you have been writing in class.

SECTION B: 40 marks

In this section you will be assessed for the quality of your **creative prose writing** skills.

24 marks are awarded for communication and organisation; 16 marks are awarded for vocabulary, sentence structure, spelling and punctuation.

You should aim to write about 450–600 words.

Choose **one** of the following titles for your writing: [40]

Either,

1 1 **a)** Write a story that begins:

It was going to be a special day out with the family.

Or,

1 1 **b)** Write about an occasion when you went to a live performance such as a concert, theatre visit or sporting event.

Or,

1 1 **c)** The Rescue.

Or,

1 1 **d)** Write a story that ends: Mum just looked at me, and I knew that if I did it again I was in big trouble.

The space below can be used to plan your work.

Year 10 Component 2 English Language: Key Topics for Revision

Key reading skills

You will need to know how to analyse a text, so make sure you revise:

- how to select evidence and comment
- how to explain the effect of your evidence on the reader
- how to identify tone and register in a text
- the impact that literary devices and techniques have on the reader

Key writing skills:

Revise how to use and practise using:

- Description and detail
- Paragraphs
- A range of sentence types: simple, compound and complex
- Powerful vocabulary
- A range of literary devices: similes/ metaphors/ alliteration/ personification etc.
- A range of punctuation: commas, question marks, exclamation marks, speech, semi-colons, brackets, ellipsis, dashes

This assessment preparation booklet includes the writing task you will have to complete so you can plan and practise it before the assessment.

The C2 Language Exam: Practice Section A: read the extracts below and answer the questions.

How to answer the questions:

How many marks is Section A? This section is worth 40 marks in total. It is broken down like this:

Questions 1 and 2 are about the first text.

Questions 3 and 4 are about the second text.

Questions 4 and 5 are about both texts.

England beat Germany 2–1 in Women's Euro 2022 final

By Alan Garry

Amidst extraordinary scenes of celebration at Wembley, England's women's team, the Lionesses, won their first major trophy in heart-pounding style, as Chloe Kelly's extra-time goal defeated Germany in a dramatic final, witnessed by a record-breaking crowd for a women's football fixture in the UK.

Fifty years after England's first international women's match, it was Manchester City winger Chloe Kelly who firmly etched her name into English football folklore. She scored the winning goal with just ten minutes of additional time remaining to clinch the nation's first major senior international football honour of any kind since 1966.



In a sea of England shirts, supporters noisily cheered on their team by blowing horns and waving flags. Everyone lucky enough to have a ticket roared on every England attack and loudly booed every refereeing decision they didn't like. For those without tickets the choice was whether to back the team at one of the big screen venues across the country, from Trafalgar Square in London to Lincoln, catch it with some mates in a pub or watch from the edge of the sofa at home. Craig Stephens and his wife Julie, visiting from Birmingham said, "We just wanted to be around Wembley while the game was on; it really is historic."

Buoyed by the excited roar of the capacity crowd, England, in their familiar home kit of white shirts and white shorts, made the strongest start when Ellen White nearly beat the German goalkeeper early on. The England Lionesses then survived a desperate goalmouth scramble which saw them have a lucky escape as replays appeared to show the ball strike captain Leah Williamson on the arm barely a yard from the goal-line.

There were few chances at either end in the first half and England were on the back foot at the start of the second half, when the German team in their dark green shirts and shorts, put pressure on the England goal with Lina Magull, firing just wide. Manchester United's midfielder Ella Toone then put England in front in the second half of the normal 90 minutes with a moment of magic, expertly lifting the ball into the top corner to send the crowd wild. Suddenly, England were 28 minutes from glory, but Germany had other ideas. Magull fired a warning shot first, which fiercely smacked against the goalpost, and soon afterwards Magull, the 27-year-old Bayern Munich midfielder, scored a dramatic equaliser giving Germany hope and forcing the nerve-wrenching contest into extra time.

The nail-biting intensified around the stands but 24-year-old Chloe Kelly was in the right place at the right time to stamp her name in English sporting history. Exactly 56 years and one day since England won the World Cup at this same venue, she poked in the scrappiest of winning goals, but not a single England fan would care about the manner by which the ball hit the net. It sent the raucous record crowd of 87,192 into a frenzy with ten minutes of extra time remaining.

Within seconds of the final whistle sounding, 'Football's Coming Home' began playing from Wembley's sound system as the country's long, long wait for football glory finally ended. There were scenes of jubilation in the stands and an outpouring of emotion by players on the pitch at full-time as the magnitude of their achievement sank in. The England players fell to the ground with tears of joy, in scenes which will be remembered and replayed for years to come on one of the greatest nights in English sport.

"It's the proudest moment of my life," England captain Leah Williamson said, "so I'm going to lap it up and take every single second in."

Even head coach Sarina Wiegman, usually the calmest of personalities, began to dance with happiness, as her team sprinted around the pitch.

The victory set off raucous celebrations not just on the field and in the stands but also in pubs and at watch parties across England. Up North, locals had flocked into Newcastle's Central fan zone to watch the game. Anna Benham, 30, said, "I've watched every single game leading to the final. It's really great to see the support and how the country has got behind them. I came into the fan zone because it's a fantastic atmosphere and we can all celebrate the win together."



Q1: is a 3 mark question: for this question you should retrieve only the answer. **EXAMPLE:** If the question asks 'How many girls took part in the race?' Your answer should look like this: '142'

Q2: is a 10 mark question asking you <u>how</u> the writer uses language and structure to do something. Highlight the <u>two adjectives</u> in the question. You must choose a range of very short examples to help you to answer the question. Embed your examples to save time. You should be saying 'this suggests… this reveals… this makes me think… this shows… this creates the idea that… this connotes…' **DO NOT** ignore the bullet points, they're trying to help you.

EXAMPLE: The writer describes the sea as 'threatening' which makes it seem as though it is purposely trying to cause harm. **You need to do 10 of these for full marks**

Answer questions 1 and 2 using the extract

SECTION A: 40 marks

Answer **all** the following questions.

The **separate Resource Material for use with Section A** is a newspaper article, 'England beat Germany 2–1 in Women's Euro 2022 final'.

The extract on the opposite page is from a report of the first official women's football match that took place in 1895.

Read the newspaper article in the separate Resource Material.

1 1 **a)** Who scored the winning goal for England in the Women's Euro 2022 final? [1]

b) Who scored Germany's equaliser? [1]

c) How did England's head coach react at the end of the game? [1]

1 2 How does the writer, Alan Garry, try to capture the drama and excitement of the Women's Euro 2022 final? [10]

You should comment on:

- what he says
- his use of language, tone and structure
- other ways the article tries to show the drama and excitement of the occasion

You must refer to the text to support your comments, using relevant subject terminology where appropriate.

The first official women's football match took place in March 1895. This was how the match was reported in one newspaper.

There was an astonishing sight at the Crouch End Athletic Ground on Saturday afternoon. All through the afternoon, train-loads of people journeyed from all parts to mark a record in the history of football. Yet all this huge throng of ten thousand had gathered to see was the opening match of the British Ladies Football Club, with the teams respectively called North and South. There was a great curiosity as to the ability of females to play football but let me say at once that, viewed from the athletic standpoint, the whole affair was a huge disappointment.

When the two teams of ladies came running briskly out of the pavilion they were greeted with cheers and good-humoured laughter. Their costumes, of course, came in for a good deal of attention. The ladies of the North team wore red blouses and black knickerbockers fastened below the knee, black stockings, red caps and brown leather boots. The South team wore blouses of light and dark blue in large squares, and blue caps, with the same black stockings and leather boots as that of the other team. They certainly made a pretty picture.

This, however, is all that can be said in favour of the members of the British Ladies Football Club, for they had not the slightest qualification to take the field. As a display of football, it was dreadful. A school team could outplay the ladies at every point and spectators who were tempted to the event by their love of football must have sadly felt that they had wasted their time and money. As it was, the efforts of the performers were watched with supreme pity, and people began leaving before the game was half-way through.



Altogether, the 'game' lasted sixty minutes, and in the end the North were adjudged 'victorious' by seven goals to one but it would be idle to attempt any description of the play. The first few minutes were sufficient to show that football by women is totally out of the question. A footballer requires speed, judgment, skill and pluck. Not one of these four qualities was apparent on Saturday. For the most part, the ladies wandered aimlessly over the field and they danced around the ball when they reached it, as if uncertain what to do with it. A smaller ball than usual was used, but the strongest among them could not propel it further than a few yards.

The British Ladies should not misconstrue the enormous attendance into a sign of public approval. These people had attended purely out of curiosity. Now that the novelty has worn off – its only charm – ladies' football matches will not attract crowds. While there seems no reason why the game should not be used by women as a new and healthful form of recreation, as a public entertainment it is to be deplored.

Q3: is a 3 mark question: You do not need to use sentences to answer this question. Find and copy the answer to each question using information from the questions to quickly locate the answer. Answer this question in the same way that you answered question 1.

Q4: a 10 mark 'How far do agree…' evaluate question: "Evaluate" means to judge something carefully. It's not just about saying what it is — it's about weighing it up, looking at the pros and cons, and coming to a conclusion. Write like this: Open your answer with the words: I largely agree with this statement because it says '_____' which shows… You do not need to agree again, just track through the text trying to find examples which support the statement.
You need to create 10 of these sentences to get full marks.

Answer questions 3 and 4

To answer the following questions you must read the passage on the opposite page, taken from the report of the first official women's football match in March 1895.

1	3	**a)** How many spectators were reported to be at the match?	[1]
		b) What was the final score in the game?	[1]
		c) What was different about the ball used in the game?	[1]
1	4	"The writer gives an entirely negative view of the first women's official football match and women playing football."	
		To what extent do you agree with this statement?	[10]
		You should comment on:	
		• what the writer says • how the writer says it.	
		You must refer to the text to support your comments.	

Q5: Is a 4 mark 'synthesise' question. For this question you're being asked to synthesise. To synthesise means to bring together. **Do not** analyse, **do not** comment on language, **do not** say how it is effective. Simply find two pieces of information from each text to answer the question. Focus on **what the question is asking you to do.** The information you provide **must link** in some way, and it must **relate to the question.**

Q6 is a 10 mark 'compare' question. You will be asked to compare similar things from both texts. You do not need to discuss both things at the same time but you will need to try and make 5 points about each of the things you have been asked to discuss.

To answer the following questions you must use both texts.

15 Using information from both texts, give the details of the football kit worn by each of the teams in the two football games. [4]

You should make it clear which text you are referring to.

16 Both of these texts are about women playing in football matches in front of large crowds of spectators.

Compare:

- the impressions the writers create of the spectators who watched the games at Wembley and the Crouch End Athletic Ground
- how the writers create these impressions. [10]

You must use the text to support your answers and make it clear which text you are referring to.

Answer each question using the advice and guidance provided.
In Section B you have to produce TWO non fiction texts. It is likely (but not guaranteed) that you will have to produce one formal text and one informal text.

Each text **MUST be at least 300 words** which is a side and a half.

SECTION B: 40 marks

Answer Question **21** **and** Question **22**.

In this section you will be assessed for the quality of your writing skills.

For each question, 12 marks are awarded for communication and organisation; 8 marks are awarded for vocabulary, sentence structure, punctuation and spelling.

Think about the purpose and audience for your writing.

You should aim to write about 300–400 words for each task.

21 The following is an extract from a letter to a national newspaper:

'…schools these days just spend far too much time on exams. There are so many other important things all pupils should be learning about and getting involved in, such as voluntary work, learning to manage money and learning more practical skills…'

Write a letter to the newspaper giving your views on this. [20]

22 Your school/college is holding an election for a student president who will make sure students' views and ideas are shared with the headteacher and governors. Candidates have been asked to give a speech to persuade students to vote for them, saying why they would make a good student president and give details of one or two issues they would want to work on with the headteacher.

You decide to be a candidate.

Write what you would say in your speech. [20]

Any work that you complete before your mock exams can be returned to school and marked by your teacher. If you would prefer a hard copy of the English information, please come and see Mrs Hessey in En2

Section B: Find the prompt which most closely fits the story you have been writing in class.

SECTION B: 40 marks

In this section you will be assessed for the quality of your **creative prose writing** skills.

24 marks are awarded for communication and organisation; 16 marks are awarded for vocabulary, sentence structure, spelling and punctuation.

You should aim to write about 450–600 words.

Choose **one** of the following titles for your writing: [40]

Either,

1 1 **a)** Write a story that begins:

It was going to be a special day out with the family.

Or,

1 1 **b)** Write about an occasion when you went to a live performance such as a concert, theatre visit or sporting event.

Or,

1 1 **c)** The Rescue.

Or,

1 1 **d)** Write a story that ends: Mum just looked at me, and I knew that if I did it again I was in big trouble.

The space below can be used to plan your work.

English Literature

Pupils will sit **AQA Paper 1 Literature** where they will have to answer two questions. The first question will ask them to answer a question on Shakespeare's Macbeth.

This is a past paper, please encourage your child to answer the question and their teacher will be happy to mark this for them:

0 1 ***Macbeth***

Read the following extract from Act 5 Scene 3 of *Macbeth* and then answer the question that follows.

At this point in the play, Macbeth hears that the English army is approaching and asks the Doctor for a report about Lady Macbeth.

MACBETH Seyton! – I am sick at heart,
When I behold – Seyton, I say! – this push
Will cheer me ever or disseat me now.
I have lived long enough. My way of life
Is fall'n into the sere, the yellow leaf,
And that which should accompany old age,
As honour, love, obedience, troops of friends,
I must not look to have; but in their stead,
Curses, not loud but deep, mouth-honour, breath
Which the poor heart would fain deny, and dare not.
Seyton!
Enter SEYTON
SEYTON What's your gracious pleasure?
MACBETH What news more?
SEYTON All is confirmed, my lord, which was reported.
MACBETH I'll fight till from my bones my flesh be hacked.
Give me my armour.
SEYTON 'Tis not needed yet.
MACBETH I'll put it on;
Send out more horses; skirr the country round.
Hang those that talk of fear. Give me mine armour.
How does your patient, doctor?
DOCTOR Not so sick, my lord,
As she is troubled with thick-coming fancies
That keep her from her rest.
MACBETH Cure her of that.
Canst thou not minister to a mind diseased,
Pluck from the memory a rooted sorrow,
Raze out the written troubles of the brain,
And with some sweet oblivious antidote
Cleanse the stuffed bosom of that perilous stuff
Which weighs upon the heart?

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0 1 Starting with this conversation, explore how far Shakespeare presents Macbeth as a male character who changes during the play.

Write about:

- how Shakespeare presents Macbeth in this conversation
- how far Shakespeare presents Macbeth as a male character who changes in the play as a whole.

[30 marks]
AO4 [4 marks]

They will then answer a question on Dickens' A Christmas Carol:

0 8 **Charles Dickens: *A Christmas Carol***

Read the following extract from Chapter 2 of *A Christmas Carol* and then answer the question that follows.

In this extract, the Ghost of Christmas Past shows Scrooge his last meeting with Belle.

This was not addressed to Scrooge, or to any one whom he could see, but it produced an immediate effect. For again Scrooge saw himself. He was older now; a man in the prime of life. His face had not the harsh and rigid lines of later years; but it had begun to wear the signs of care and avarice. There was an eager, greedy, restless motion in the eye, which showed the passion that had taken root, and where the shadow of the growing tree would fall.

He was not alone, but sat by the side of a fair young girl in a mourning-dress: in whose eyes there were tears, which sparkled in the light that shone out of the Ghost of Christmas Past.

"It matters little," she said, softly. "To you, very little. Another idol has displaced me; and if it can cheer and comfort you in time to come, as I would have tried to do, I have no just cause to grieve."

"What Idol has displaced you?" he rejoined.

"A golden one."

"This is the even-handed dealing of the world!" he said. "There is nothing on which it is so hard as poverty; and there is nothing it professes to condemn with such severity as the pursuit of wealth!"

"You fear the world too much," she answered, gently. "All your other hopes have merged into the hope of being beyond the chance of its sordid reproach. I have seen your nobler aspirations fall off one by one, until the master-passion, Gain, engrosses you. Have I not?"

"What then?" he retorted. "Even if I have grown so much wiser, what then? I am not changed towards you."

She shook her head.

"Am I?"

"Our contract is an old one. It was made when we were both poor and content to be so, until, in good season, we could improve our worldly fortune by our patient industry. You are changed. When it was made, you were another man."

"I was a boy," he said impatiently.

"Your own feeling tells you that you were not what you are," she returned. "I am. That which promised happiness when we were one in heart, is fraught with misery now that we are two. How often and how keenly I have thought of this, I will not say. It is enough that I have thought of it, and can release you."

0 8 Starting with this extract, explore how Dickens presents the effects of greed in *A Christmas Carol*.

Write about:

- how Dickens presents the effects of greed in this extract
- how Dickens presents the effects of greed in the novel as a whole.

[30 marks]

Your child has been studying these texts in Year 10 and Year 11. Please encourage them to bring their books home to revise.

They also have access to Tassomai, an online revision tool which will help them to maximise their success in their upcoming examinations.