Pre-Public Examination Timetable

Friday 25th November to Thursday 1st December 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Session 1</th>
<th>Session 2</th>
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<tbody>
<tr>
<td></td>
<td>Between 8.30-10.30am (1B 10.45-11.45am)</td>
<td>Between 1.20-3.00pm (up to 1hr 40 minutes)</td>
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<tr>
<td>Friday 25th November</td>
<td>Art Practical (all day)</td>
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<tr>
<td>Monday 28th November</td>
<td>Option A subjects</td>
<td>Science – core resit Biology</td>
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<td>Religious Studies</td>
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<tr>
<td>Tuesday 29th November</td>
<td>English Literature</td>
<td>Welsh</td>
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<tr>
<td>Wednesday 30th November</td>
<td>Science – core resits Chemistry and Physics</td>
<td>Option B subjects</td>
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<tr>
<td>Thursday 1st December</td>
<td>English Language</td>
<td>Option C subjects</td>
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- Students will sit their PPEs in the Gym or in the Marion Centre Hall
- If students do not have a PPE they will attend their usual timetabled lessons

**Amendments for students entitled to exam concessions**
- PPEs will take place either in F Block, The Marion Centre or the LRC
- Where necessary, students will have a delayed break after session 1 and a lunch pass to attend session 2 exams early
PREPARING FOR PPEs

Manage your time - develop a regular work schedule
- Arrange your revision into short blocks of time - work in regular, short blocks rather than one long session
- Give yourself a reward after each session. This will help you to stay motivated
- Remember! Revising each day is much better than one day every week

How to concentrate - avoid distractions and practise regularly
- Don't try to revise too many subjects in the same session - switching between subjects may cause confusion. One subject in each session may be enough - may help you to concentrate
- Leave your phone in another room
- It's better to do one small thing well, rather than several things badly
- A series of small successes will make you feel more confident

Take short breaks - you can have fun too!
- If you start to feel tired or fed up, have a short break.
- Do something relaxing - but don't use this as an excuse to escape hard topics
- Some topics will be harder than others - so be prepared
- The secret to this approach - have a bit of fun, then get back to work!

Your best time - revise at a time which suits you
- Some people work best earlier in the day, because they feel more alert. Others might prefer to work after school, in the library. You might like to work at home in the evening. Decide on your best routine, and then stick to it
- Working late at night isn't usually a good idea

Making notes
- Find your exercise book then the topics to revise
- Read the notes, highlight any key information. The aim is to condense the information
- Try a different colour for different topics
- Transfer the information onto prompt cards or mind maps

Quick revision tips – prompt cards
- You can sometimes use very short periods for revision. Five or ten minutes may be enough to remind yourself of a course overview. Short periods are also useful for revising word lists, dates, or formulas. Carry small revision cards and prompt lists for this purpose. You can check through a list whilst you are on a bus, for instance.

Quick revision tips – mind maps
- Write the key topic in the middle of the page
- Draw lines out of the centre and write key information on the lines
- Smaller lines can be added with extra information

Other ideas
- Technology – find an app which suits you. Online revision sites can be really helpful for content information, games and exam question examples. Ask your subject teachers what they can recommend
- Ask your teacher to suggest a revision text book - you may like to vary your revision
- Teach a friend. This can be a very effective way to prepare for exams
- Make a film! (it’s easy – I know!) or put your revision to music
- Record notes onto an ipad or iphone and play back to yourself
- Revise with friends – this may work for you

Share
If you have a good revision tip or find a good revision site, let your teacher know and let your friends know

Ask
Your teachers will help you – just ask!
Take a look at these: https://www.youtube.com/watch?v=wjh10kJ9Y64 (Top 10 Tips for Exam Revision) https://www.youtube.com/watch?v=hpQrMqD0qE (Managing Stress)
REVISION TOPICS

Art
Length of examination: 5 hours
Option Column: B Teacher: Ms Lamont
Option Column: C Teacher: Mr Wicks
Topics/skills to be assessed:
- Contextual research
- Development of ideas
- Drawing and reflective recording
- Personal presentation

Biology
Length of examination: 1 hour
Topics/skills to be assessed:
Foundation tier:
- Adaptations and classification
- Food chains and energy flow with % calculation
- Graph processing and competition
- DNA
- Natural selection with reference to rats
- Sense organs and reaction time processing
- Pyramids of biomass
- Benefits of factory farming
- Skin and temperature regulation
- Plant growth responses (light)
- Pyramids of biomass
Higher tier:
- Benefits of factory farming
- Skin and temperature regulation
- Plant growth responses (light)
- Inheritance and use of punnet squares
- Bioaccumulation and % calculations
- Regulation of blood glucose levels
- Inheritance of cystic fibrosis and genetic profiling
- Nitrogen cycle
- Natural selection and effect on gene frequency

Business Studies
Length of examination: 1 hour 30 minutes
Topics/skills to be assessed:
- Segmenting markets
- Marketing mix – The 4 P’s
- Market research
- Cost, Sales and Break-even analysis
- Cashflow forecasts
- Profit and Loss accounts
- Balance sheets
- Sources of finance
- Sole traders
- Limited companies
- Stakeholders
- Methods of Production

Chemistry
Length of examination: 1 hour
Topics/skills to be assessed:
- Trends in properties of elements within groups
- The physical properties and uses of metals and non-metals
- Interpret chemical formulae by identifying the elements present and the number of atoms of each element present
- Particle pictures and space-filler diagrams
- Chemical formulae
- The blast furnace
- The extraction of aluminium by electrolysis
- Nano-scale particles and their uses
- The electrolysis of water
- Carry out and describe tests to identify hydrogen and oxygen gases
- Uses of non-metals
- Fluoridation of the water supply
- Neutralization of acids. Make predictions and plan procedures to distinguish between bases, carbonates and salts
- Carry out and describe the test for carbon dioxide gas
• Preparation of crystals of soluble salts from bases and carbonates
• Describe the reactions of metals, bases, alkalis and carbonates with hydrochloric, sulfuric and nitric acids
• Refining crude oil and the process of cracking
• The properties of plastics and their uses
• Global warming, causes, effects and solutions

**Child Development**  
Option Column: C  Teacher: Miss Gregory  
Length of examination: 1 hour 30 minutes  
Topics/skills to be assessed:  
• Food and nutrition for babies and toddlers
• Weaning
• Pregnancy
• Infertility
• Premature babies
• Childhood illnesses
• Contraception
• Breast feeding
• Stages of social play
• Safety in the home and garden
• Intellectual development
• Childcare provisions
• Food hygiene

**Computing**  
Option Column: B  Teacher: Mr Hunt  
Length of examination: 1 hour 30 minutes  
Topics/skills to be assessed:  
• CPU
• Memory
• Binary logic
• Input + Output devices
• Secondary storage
• Flowcharts
• Pseudocode
• Data types
• Variables
• Arrays
• Network hardware
• Types of network
• Network topologies
• Network security

**Drama**  
Option Column: C  Teacher: Mr Smith  
Length of examination: 1 hour 30 minutes  
Topics/skills to be assessed:  
Students will complete 2 sections of an hour and a half paper. In these two sections they will explain, analyse and evaluate the rehearsal process and performance of two different pieces they have contributed to

**Section A - Devised Piece**  
• Description of the piece identifying dramatic features
• Explaining and justifying the development of acting skills to create a play
• Analysing the rehearsal process and improvement of the piece
• Evaluating final performance and the use of acting skills

**Section B - Scripted Play**  
• Explaining development of character and skills appropriate to needs of a specific scripted play through rehearsal and research
• Analyse and evaluate performance of scripted play and the portrayal of your character
**English Language**
Length of examination: 1 hour 45 minutes
Topics/skills to be assessed:
Unit 3 paper
- Retrieval and multiple choice questions
- 'How does...' question. This will require you to respond with 7 or 8 P.E.E
- Summarise part of a text. You must use your own words when completing this task
- Compare and contrast question
- Writing a formal letter and a persuasive leaflet

**English Literature**
Length of examination: 1 hour 40 minutes
Topics/skills to be assessed:
- Extract question (20 minutes)
- Essay: 'Show how John Steinbeck uses the character of Crooks to highlight some aspects of American society in the 1930s'
  **Or**
  'There are no heroes in Of Mice and Men. How far do you agree with this statement?' Remember to refer to the novel's social, cultural and historical context in your answer (40 minutes)
- Un-seen poetry (1 hour)

**French**  
Option Column: A  
Teacher: Mr Downs  
Length of examination: 1 hour 30 minutes  
(2 Reading comprehension papers of 45 minutes each)  
(2 Reading comprehension papers of 45 minutes each)
Topics/skills to be assessed:
- Work experience
- Sport and leisure
- Healthy living
- Home and area
- School
- Holidays

**Geography**  
Option Column: A  
Teacher: Miss Evans  
Length of examination: 1 hour 30 minutes  
(2 Reading comprehension papers of 45 minutes each)
Topics/skills to be assessed if retaking Unit 1:
- Rivers
  - Map skills
  - Describing relief
  - Causes of flooding
  - Flood management in the future
- Climate change
  - Skill: Describing graphs
  - Evidence for climate change
  - Describing distribution on maps
  - Government and individual action to reduce climate change
- Tectonics
  - Describing location on map
  - Volcanic hazards
  - Benefits of living near volcanoes
  - Reducing effects of volcanoes
- Population
  - Comparing population pyramids
  - Problems with MEDC populations in the future
  - Comparisons on a map
    - Explaining changes in birth rates in South Asia
- Globalisation
  - Benefits of migrant workers
  - Trade blocs
  - Benefits of trade blocs
  - Trade blocs hindering development
- Development
  - Longitude and latitude
- Describing distribution
- Government aid
- Comparing development in South Asia with sub-Saharan Africa

Topics/skills to be assessed for Unit 2:

- Coasts
  - Describing from data tables
  - Describing locations
  - Explaining from photographs
  - Longshore drift
  - Groynes
  - Processes creating landforms
- Living things
  - Describing distribution and trends on graphs
  - Annotating locations on OS maps
  - Annotating peoples uses of ecosystems
  - Causes of flooding
  - Flood management in the future

**History**

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<th>Option Column: A</th>
<th>Teacher: Mr Hart</th>
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<td>Length of examination: 1 hour 30 minutes</td>
<td>Option Column: B Teacher: Mr Morgan</td>
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<tr>
<td>Option Column: C</td>
<td>Teacher: Mrs Lamrick</td>
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Students will sit an examination based on content studied for Unit 2 – ‘Depression, War, and Recovery in England and Wales, 1930-1951’.

Topics/skills to be assessed:

- The impact of the Depression on women
- The movement of Welsh people to London and the south of England in the 1930s
- Impact of the Great Depression on key industrial areas, such as South Wales
- Britain’s preparation for war
- Welsh and English peoples’ experiences of life during the Second World War
- Labour’s housing policies after 1945
- The reasons for Labour’s victory in the 1945 General Election
- The successes and failures of the National Health Service established by Attlee’s government

**IT**

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<th>Option Column: B</th>
<th>Teacher: Mrs Densely Adams</th>
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Topics/skills to be assessed:

- Data validation
- Verification (passwords and online data entry forms)
- Interactive TV
- Gaming
- Basic digital photography
- Email
- Online shopping and search for and on websites
- Booking online
- Understanding the desktop environment
- Learning devices to support disabilities
- DTP
- Presentation and multimedia software
- Database
- Spreadsheet
- Computer control
- Online/distance learning services
- Online
- Health issues
- Issues concerning data protection
- Copyright Act: Issues concerning copyright misuse
- LANs WANs
- Ring and Star topologies
- Internet / Extranet / Intranet
- Employment patterns
- Homeworking
- Teleworking
- Videoconferencing
• Environmental impact
• Impact upon rich and poor communities
• Banking
• E-commerce systems (business view)
• Payroll
• Emerging Technologies

**Music**  
Option Column: A  
Teacher: Mrs Lloyd

Length of examination: 1 hour 30 minutes  
Topics/skills to be assessed:
• Types of vocal works/tonality
• Comparison
• Jazz/instruments
• Periods of musical history/rhythm/tempo/instruments/devices
• Dictation - melody/cadences/keys/time signature/instruments
• Song analysis - musical
• Evaluation of an ensemble performance

**Physical Education**  
Option Column: C  
Teacher: Mr Elliot/Miss Jones

Length of examination: 1 hour 30 minutes  
Topics/skills to be assessed:
• Components of Fitness - Health & Skill Related
• Factors affecting Participation
• Factors affecting Provision
• Types of guidance - visual/verbal/manual/mechanical
• Types of practice - whole/part/whole-part-whole/fixed/variable
• Information processing - explaining the model & types of feedback
• Learning, ability & skill - definitions
• Types of skill - open/closed/simple/complex
• The 3 stages of learning - cognitive/associative/autonomous
• Characteristics of a skilled performance
• Technological developments
• Motivation
• Goal setting and adherence to an active lifestyle

**Physics**

Length of examination: 1 hour  
Topics/skills to be assessed:
• Renewable and non-renewable power
• National grid
• Cost of electricity
• Density
• Energy transfers
• Efficiency
• Conduction, convection and radiation
• Characteristics of waves
• Calculating the speed of a wave
• Electromagnetic spectrum
• Satellites
• Radioactive decay
• Background radiation
• Protecting against nuclear waste and radiation
• The scale of the universe
• Spectra from stars and how they are made
• Red shift
• Big bang
Religious Studies
Length of examination: 1 hour 40 minutes
Each unit will have questions A-E. You will be expected to use key terminology and refer to religious teachings and theories.
Topics/skills to be assessed:
• Relationships
  - Love
  - Responsibilities and Commitment
  - Marriage
  - Divorce
  - Sex and Contraception
• Looking for Meaning
  - Nature of God in Christianity and Islam
  - Does God exist?
  - Classical theories on the existence of God
  - Experiencing God
  - Responding to God
• Our World
  - Creation accounts
  - Why and how should religious believers care for the planet?
  - Stewardship and dominion
  - Animal Rights
  - Organisations that promote stewardship
• Religion and Conflict
  - Ethical decision making
  - The problem of evil
  - Source of moral authority
  - Religious attitudes to war

Welsh
Length of examination: 1 hour
The examination will have 2 Reading comprehension questions and 2 Writing questions.
Topics/skills to be assessed:
• The computer - new technology
• The house – home
• Keeping fit
• Healthy eating