

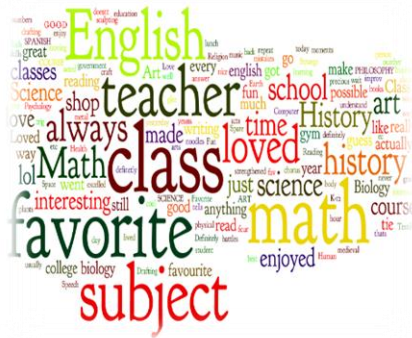


2026

# CAYMAN PREP & HIGH SCHOOL

## Year 7

# May Exams Study Guide



Name: \_\_\_\_\_



**CPHS  
HIGH SCHOOL  
YEARS 7 – 10**

• **INFORMATION ON EXAMINATIONS**

- It is your responsibility to have all the necessary equipment for examinations. In most cases this includes at least two pens, two pencils, coloured pencils, a ruler, and any maths equipment you are told to have. **You will not be allowed to borrow any of these items** once you are in the examination room unless it is something previously agreed with the teacher setting the paper.
- You should have been revising your work for some time. You will not be allowed to take notes into the examination room unless time has been specifically allocated for it.
- You will NOT be allowed to take bags into the hall, please leave them tidily where your form tutor tells you.
  - If you need to ask a question during the examination, silently put up your hand and an invigilator will come to you. **At no time should you leave your seat until told to do so at the end of the examination.** Please go to the bathroom before the exam.
  - The invigilator will give you any special instructions regarding the paper. It is up to you to read and follow the written instructions. Read these very carefully.
  - When you have finished, check your work carefully for errors and make sure that you have answered in the way you were instructed.
  - If a study period is scheduled in the examination room, ONLY studying may be done.
  - You should pace yourself so that you complete the paper in the time allocated. Do not rush through your work. If you do finish a little early, take the opportunity to check your work, using the question paper to guide you as to whether you have followed instructions carefully and done your best.
  - **Students who talk or seek to gain the attention of another, or in any way seek to gain an unfair advantage, will have their paper cancelled at the end of the examination and their parents will be informed.**

## Year 7 June 2025 exams

### LOCATION

- All exams will take place in a classroom.
- Students with exam accommodations will sit their exams in a separate classroom.

### INFORMATION ON EXAMINATIONS

- Prior to most exams taking place, students will have some time to study in classrooms. They should ensure that they have study materials with them. They will then be asked to put away all resources and will sit the exam in the classroom. Students with extra time will leave the classroom early and go to either room 43, 45 or the library. The specific room will be on their timetable in red.
- It is a students' responsibility to have all the necessary equipment for examinations. In most cases this includes at least two pens, two pencils, coloured pencils, a ruler, and any maths equipment they are told to have. These should be in a clear plastic bag and not in their usual pencil cases. As these exams will take place in classrooms (instead of the multi-Purpose Hall), **we cannot guarantee that they will be able to borrow essential equipment**, so it is important that they are prepared.
- Staff will be on hand during the exam to explain procedures and answer any questions, however, they are not able to help students with any content or explain what words mean. Students are expected to read any special instructions on the paper themselves.
- Students should pace themselves so that they complete the paper, to the best of their ability, in the time allocated. When they have finished their paper, they should spend any remaining time checking their work carefully for errors and make sure that they have completed all questions appropriately.
- **Students who talk or seek to gain the attention of another, or in any way seek to gain an unfair advantage, will have their paper cancelled at the end of the examination and their parents will be informed.**

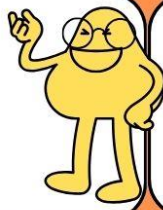
Date of policy: May 2024

# GENERAL REVISION ADVICE

Revising effectively isn't just about working hard—it's about working smart! Being organised, having the right environment, and following a structured plan will help you stay focused and make the most of your study time. A well-planned approach will reduce stress and boost your confidence for exam day! 💡📖

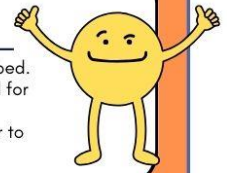
## GET ORGANISED

- Ensure you have all necessary equipment (pens, highlighters, calculator, etc.) in a clear plastic bag.
- Organise all your notes by subject and topic.
- Make sure you have a complete set of notes—borrow and photocopy anything missing.



## CREATE THE RIGHT STUDY ENVIRONMENT

- Find a quiet place where you won't be disturbed.
- Ideally, use a dedicated space that isn't used for anything else.
- Ensure good lighting and a comfortable chair to avoid distractions.



## PLAN YOUR REVISION TIME

- Use a weekly timetable to schedule when you will revise.
- Identify the best time of day when you work most effectively.
- Break subjects into manageable chunks to avoid overload.



## BALANCE STUDY & BREAKS

- Stick to your schedule but don't overwork yourself.
- Use techniques like the Pomodoro Method (25 mins study, 5 mins break).
- Stay active—take short walks or stretch during breaks.



## STAY HEALTHY

- Get enough sleep—avoid cramming late at night.
- Eat well—brain food like nuts, fruit, and water keep you focused.
- Exercise regularly to boost energy and concentration.

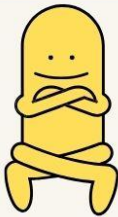


## KEEP UP WITH HOBBIES & FUN

- Continue doing things you enjoy—sports, music, gaming, or socialising.
- Reward yourself for productive study sessions!
- Use rewards wisely—treat yourself after completing tasks (e.g., watching a show, calling a friend). Rewards should be earned, ensuring productivity and long-term success.

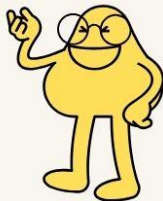


## STAY POSITIVE & MOTIVATED



- Set clear goals for each session (e.g., "I will learn 4 key case studies today").
- Visualise success—imagine walking into the exam feeling confident.
- Remind yourself: **You've got this!**

## TIME MANAGEMENT & EFFECTIVE STUDY



- Limit revision to 2-2.5 hours per day while still at school for better retention.
- Balance study with relaxation, exercise, healthy eating, and sleep.
- Avoid long sessions, as information in the middle is easily forgotten. Try buddy revision—teach a friend to reinforce learning.

# STUDY TIPS FOR EXAM REVISION

By incorporating these evidence-based strategies into your exam revision, you're more likely to understand the material deeply and remember it during the exams.

Keep it active! If you revise something tonight, by this time tomorrow you'll have forgotten at least some of it. So, take another quick look at it tomorrow, to "top up" your memory. Take another quick look next week and keep "topping up" until the night before the exam.

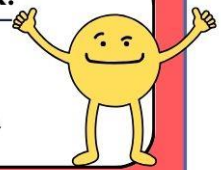
## QUIZ YOURSELF AND OTHERS

- Instead of just reading, test yourself on what you've learned.
- Try a mini-quiz every day on different topics.
- Explain topics to a friend, or family member.
- If you can teach it, you understand it.



## LOOK, COVER, WRITE, CHECK!

- Read a piece of information.
- Cover it up.
- Write it down from memory.
- Check if you got it right and correct mistakes.



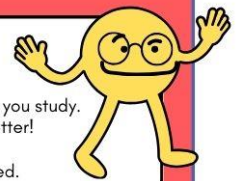
## HIGHLIGHTING & ANNOTATION!

- Use color-coding to emphasize key points.
- Write brief notes or questions in the margins



## WORDS AND PICTURES!

- Use both notes and diagrams when you study. Drawing can help you remember better!
- Once a week, draw what you learned.



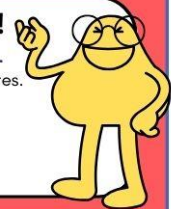
## ASK "WHY?"

- Whenever you study something, ask yourself, "Why is this true?" or "How does this work?"
- This helps make sure you don't just memorise it.



## SUMMARISING INFORMATION!

- Condense notes into key points even post-it notes.
- Use bullet points, lists, or quick explanations.
- Create acronym or acrostic



## FLASHCARDS & MIND MAPS!

- Write key terms on one side and definitions on the other.
- Test yourself regularly.
- Create visual diagrams to connect ideas.
- Use colors and images to aid memory.



## PAST PAPERS & PRACTICE QUESTIONS

- Familiarise yourself with exam formats.
- Use specifications/revision guides to check that you have knowledge on all content
- Identify gaps in knowledge.



## REVISION POWER HOUR!

- 60 minutes of focused revision.
- Break it into smaller tasks (e.g., 20-minute chunks with a 5 min break in between).



## POMODORO TECHNIQUE!

- Study hard for 25 minutes, then take a 5-minute break. That's one "Pomodoro."
- After 4 "Pomodoros," take a longer break (15-30 minutes).
- This helps stop you getting too tired.



## AI TOOLS & APPS FOR REVISION!



- Quizlet - Make digital flashcards & play games.
- Anki - Spaced repetition flashcard system.
- Seneca Learning - Interactive quizzes and revision notes.
- Brainscape - Adaptive flashcards for efficient learning.
- Forest / Flora - Stay focused by growing virtual trees.
- Google Keep / Notion - Organize revision notes digitally.
- YouTube (e.g., BBC Bitesize, CrashCourse) - Educational videos.
- NotebookLM - create podcasts from notes/content



# **THIS WEEK!**

*Which topics will you study each day?*

**Monday**

**Tuesday**

**Wednesday**


**Thursday**

**Friday**

**Saturday &  
Sunday**


## 5 Steps to Effective Revision

### Step 1 Read and Understand




You won't be able to learn what you don't understand, so the first step in successful revision is to read the information and make sure it all makes complete sense. You should understand every word *and* all the detail. If there is anything you don't understand, now is the time to look it up or ask someone to explain it to you – before you start to try to learn it! At exam time use the syllabus or study guide to identify the topics which you need to cover.

### Step 2 Highlight Important Information



Read the text again, but this time use your highlighters to shrink the information down, by picking out only the information you need to learn and ignoring the rest. Make sure you also pick out any **Key Words** for the topic you are studying

### Step 3 Active Learning




You've found out *what* you need to know, so now you need to begin the learning process. Find out what works for you for different subjects. The important thing is that you are actively involved in the process. If all you do is read your notes, you will only remember approximately 10% of the information the following day. Be creative; this step is about beginning to **encode the information in your brain**. Take your highlighted information and **make study materials** for use in Step 4 by creating any of the following:

- Mind Maps
- Linear Notes
- Study Cards
- Online Study Cards
- MP3 Recordings
- etc...


There are so many ways to study!

### Step 4 Frequent Review – to Memorise the Information



Once you understand the topic and you've created your study materials, you need to memorise the information. Review all the study materials in short frequent bursts. You might find useful websites to help you. The more times you repeat your review the more effective your learning will be. The aim is to move the information from your short-term memory into your long-term memory, so it becomes *knowledge*.

### Step 5 Test Yourself



Once you've learnt the information, it's important to test that you can recall it quickly when you need to. Ask friends, parents, or siblings to test you, use online testing tools or, when you are studying for I/GSCEs and A levels, use past papers with mark schemes to test your knowledge. Check, that you can recall all the necessary detail. Completing past papers and using mark schemes to check them will allow you to better understand what is expected by the examiner, so the more past papers you complete the better prepared you will be. Don't be tempted to use past papers as your only form of revision. You need to cover the whole syllabus, not just the areas that have come up in previous exams.

**Take breaks** During your break, do something that does not require too much concentration or do something which is physical to get more oxygen to your brain. While you take a break, your brain will process what you've just learned, so it has time to move the information into your long-term memory.

#### Exam Week

Your subject teachers and this Study Guide will explain the exam format – sections, compulsory questions, short answers, multiple choice, essays, and diagrams. **Make sure you are clear about this before the exams.**

# English

## Assessment Overview

Students will complete **two papers**, each lasting **45 minutes**:

### Paper 1: Reading

- Students will read an **unseen text**
- They will answer:
  - **Comprehension questions** (understanding what the text says)
  - **Language analysis questions** using:
    - **PEE / PEEL / PETAL paragraphs**

### Paper 2: Writing

- Students will complete a **creative writing task**
- They will choose between:
  - **Descriptive writing** (describing a setting or scene)
  - **Narrative writing** (telling a story)

## How to Prepare

### Reading Skills

Students should practise:

- Reading carefully and **finding evidence in the text**
- Explaining **what words/phrases suggest**
- Writing structured paragraphs:
  - **Point** – answer the question
  - **Evidence** – short quotation
  - **Explain** – what it shows
  - **Analyse** – effect on reader

### Writing Skills

Students should practise:

- Using **imaginative ideas**
- Including **descriptive language** (similes, metaphors, senses)
- Writing in clear paragraphs
- Using accurate **spelling, punctuation, and grammar**

#### TOP TIPS

- Read the questions and instructions carefully before you begin.
- Read the passage carefully, picking out key ideas as indicated by the questions. You may highlight and/or annotate the passage if it helps you.
- Be very precise and accurate in your responses.
- Use the number of marks and the space provided for your answer to tell you how long you should spend on each question.
- You do not need to write in full sentences if the question is asking for a short answer.

**Key Vocabulary** - You should know the following key words and phrases before the exam:

- Word classes (parts of speech): noun, verb, adjective, adverb, conjunction, article, etc.
- Language techniques: word choice/vocabulary, metaphor, simile, alliteration, etc.
- ‘Quotation’ (noun) and ‘Quote’ (verb) – words copied directly from the passage and placed within speech marks. Quotations might only be one or two words long, though they can be longer.

#### How can I prepare?

- Pay attention in your classwork and homework assignments, particularly to advice your teacher gives you.
- Study your [progress grids for English](#). These success criteria show you exactly what you need to do to achieve your target grade.
- Practise completing reading and writing tasks in 45 minutes.
- Keep reading. Read a wide range of books and articles, testing yourself using Accelerated Reader (including Accelerated Reader articles).
- Complete practice comprehensions on [ReadTheory |](#)





# Mathematics

**Examinations:** 1 x 45 minute non calculator paper

**Equipment needed:** Geometrical instruments, pen, pencil, eraser, ruler

**Revision websites:**

<https://www.drfrostmaths.com/>

<https://corbettmaths.com/contents/>

Topics to be tested: All work taught in Year 7

## **Term 1**

- order positive and negative integers, decimals
- use the symbols =, ≠, <, >, ≤, ≥
- understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals)
- apply the four operations, including formal written methods, to integers and decimals
- use conventional notation for priority of operations, including brackets
- recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions)
- use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor and lowest common multiple, prime factorisation
- use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5
- use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor and lowest common multiple, prime factorisation
- use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5
- understand and use the concepts and vocabulary of expressions, equations, formulae and terms
- use and interpret algebraic notation, including:  $ab$  in place of  $a \times b$ ,  $3y$  in place of  $y + y + y$  and  $3 \times y$ ,  $a^2$  in place of  $a \times a$ ,  $a^3$  in place of  $a \times a \times a$ ,  $a/b$  in place of  $a \div b$ , brackets
- simplify and manipulate algebraic expressions by collecting like terms and multiplying a single term over a bracket
- where appropriate, interpret simple expressions as functions with inputs and outputs
- substitute numerical values into formulae and expressions
- use conventional notation for priority of operations, including brackets
- use and interpret algebraic notation, including:  $a^2b$  in place of  $a \times a \times b$ , coefficients written as fractions rather than as decimals
- understand and use the concepts and vocabulary of factors
- simplify and manipulate algebraic expressions by taking out common factors and simplifying expressions involving sums, products and powers, including the laws of indices
- substitute numerical values into scientific formulae
- recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions)
- rearrange formulae to change the subject



# Religious Education

## Exam

- **Your end of year exam will be 45 minutes.**
- You should answer every question on your exam.
- Questions will be worth from 2 – 8 marks.
- Read the question CAREFULLY.
- You should look at the number of marks each question is worth as a guide for how much you should write.
- High level answers will contain correct key words and refer to religious teachings.
- For an 8 mark question you will need to write an ABCD paragraph.
- You should refer to the notes in your exercise book and revision booklet to help you revise.
- Revision should be active and include study cards/mind maps and practicing exam questions.

## Revision

You will be tested on these topics:

### 1. Christianity

- Pentecost
- The Parables and Miracles of Jesus
- The Life of Jesus

### 2. Human Rights

- Human Rights
- Martin Luther King
- Malala Yousafzai

### 3. Sikhism

- The Khalsa
- The 5 Ks
- The Langar

### 4. Islam

- The Five Pillars of Islam –
- Shahadah (declaration of faith),
- Salat (prayer),
- Zakat (charity),
- Sawm (fasting)
- Hajj (pilgrimage)



# Geography

## Exam

- **Your end of year exam will be 45 minutes.**
- You should answer every question on your exam.
- The exam will include questions that ask for short and long answers. You should be prepared to write key words and definitions and write in greater detail using key terms. It will test your knowledge, understanding and thinking skills.
- You should refer to the notes in your exercise book to help you revise.
- Please bring to the exam: a pen or two, pencils, an eraser and a ruler. You are allowed to use a calculator.

## Revision

### **1. Map reading**

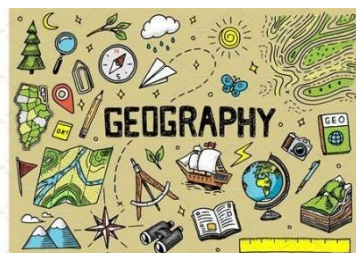
- Label a compass rose (8 and 16 point).
- State direction between places (using an 8-point compass)
- Use 4 and 6 figure grid references
- Identify simple symbols on an OS map using a key.
- Measure distances on a map using a line scale (straight line and real life)
- Name and identify different ways of showing height of land on an OS map (spot height/ triangulation pillars, colour shading and contour lines). Know what contour interval means.
- Identify patterns of relief on a map using contour patterns (high/low land, gentle/steep slope, valleys and cone-shaped hills)
- Identify, describe and explain settlement patterns (linear, dispersed, nucleated).

### **2. Extreme flooding**

- Define and describe the hydrological cycle and the different parts of the hydrological cycle.
- Label and define the features of a drainage basin (source, mouth, tributary, confluence, channel, watershed, drainage basin, floodplain).
- Describe how rainfall reaches a river, including key words such as infiltration, permeable, throughflow, surface runoff, groundwater flow.
- Explain human and physical reasons why floods happen.
- Explain the social, environmental and economic impacts of floods.

### **3. Coral reefs**

- Describe the location of coral reefs around the world.
- Label the parts of a coral polyp.
- Describe the parts of a coral polyp and state the function of each part.
- Identify the characteristics of each type of reef (fringe, barrier and atoll).
- Explain the formation of coral atolls.
- Describe the uses of coral reefs.
- Explain the threats facing coral reefs.



# History

## Content

**The 45 minute exam** will cover all content since September and will involve skills that have been developed throughout the school year such as reliability and utility of sources, causation and interpretation. Students are expected to be familiar with historical language and use this in their answers.

### Unit 1: Roman Britain

*Students should be able to recall all the content around the topic including;*

1. Why the Romans came?
2. How did the Romans live?
3. What was the Roman army like?
4. What did the Romans do for entertainment?
5. What did the Romans bring to Britain?

### Unit 2: Medieval England

*Students should be able to recall all the content around the topic including;*

1. Who were the contenders for the English throne in 1066 and why?
2. What happened in the two major battles of 1066?
3. How did William control England?
4. What was Medieval life like?

### Unit 3: Tudors

*Students should be able to recall all the content around the topic including about the following individuals;*

1. Henry VIII
2. Edward VI
3. Bloody Mary
4. Elizabeth I

### Unit 4: Medicine through time

*Students should be able to understand the causes/ prevention methods/ treatments which different groups believed in:*

1. Medicine in the pre-historic period.
2. Medicine in Ancient Egypt and Ancient Rome.
3. Medicine in the Middle Ages. (Case Study of the Black Death)
4. Medicine in the Renaissance Period.
5. Medicine in the Industrial Period

<https://www.bbc.co.uk/bitesize/subjects/zk26n39> - Recommended link

### Tips

- Read all questions carefully
- If you get stuck miss out the question and come back to it at the end
- Plan your time. Don't just revise facts; you need to know how to write a good answer. Look back at the comments and targets on your classwork.
- Make sure your paragraphs PEEL – Point, Evidence, Explain, Link
- It should be noted that the primary focus of the assessment is the use historical skills rather than just content.
- Revision materials will be provided in class. Teachers will also help you practise writing answers to exam style questions.



# French

The end of year exam will be on all **4 modules** which have been covered since the start of year 7.

- **Speaking exam (in class):** Students will complete a reading-aloud task followed by three additional questions. A detailed speaking exam guide, including specific preparation resources, has been shared with students.
- **Listening exam (in class):** pupils will tick boxes, match letters, names, and sentences according to the French they hear.
- **Reading & Writing exam (1 hour):** for the reading section of the paper, pupils will tick boxes, fill in letters and write single-word answers. They will have to read in order to match phrases to pictures and decide whether statements are true or false. For the writing part of the exam pupils will be required to write an 80-90 words composition, covering 5 different bullet points on the topics covered this year. (A variety of verbs in the present tense, opinions, justifications, connectives, negatives, and intensifiers will be required).

Topic	Page nos.	Key Ideas
Module 1: La rentrée	8- 22	Introducing yourself, brothers and sisters, describing what is in your classroom, describing yourself, your likes and dislikes and what do you do. Use –er verbs and opinions
Module 2: En classe	34 - 46	Describing your school, your school day and what clothes you wear Use correct adjectives agreements, time and colours
Module 3: Mon temps libre	58- 70	Talk about weather and what sport you play/do depending on weather. Using opinions, jouer and faire + accurate prepositions
Module 4: Ma vie de famille	84 – 94	Say where you live, describe your family, your pet. Talk about food and a party Accurate use of possessive adjectives my/your/his/her
Grammar practice	End of each module	All of the grammar from this year
Extra vocabulary	End of each module	All of the vocabulary from this year

We recommend that students use [www.quizlet.com](http://www.quizlet.com), [www.seneca.com](http://www.seneca.com) and [www.languagesonline.org.uk](http://www.languagesonline.org.uk) to practise vocabulary in the lead-up to the examinations. Students should also construct practice responses for speaking, a specific guide has already been shared with students, and writing using the vocabulary pages.

Students should check their grade descriptors from their progress grids in their books to see what they need to do to achieve the top grade.



# Spanish

The end of year exam will be on all **4 modules** which have been covered since the start of year 7.

- **Speaking exam (in class):** Students will complete a reading-aloud task followed by three additional questions. A detailed speaking exam guide, including specific preparation resources, has been shared with students.
- **Listening exam (in class):** pupils will tick boxes, match letters, names, and sentences according to the French they hear.
- **Reading & Writing exam (1 hour):** for the reading section of the paper, pupils will tick boxes, fill in letters and write single-word answers. They will have to read in order to match phrases to pictures and decide whether statements are true or false. For the writing part of the exam pupils will be required to write an 80-90 words composition, covering 5 different bullet points on the topics covered this year. (A variety of verbs in the present tense, opinions, justifications, connectives, negatives, and intensifiers will be required).

Topic	Page nos.	Key Ideas
Module 1: Mi vida	8– 20	Introducing yourself, say your age, the type of person that you are, talk about your brothers and sisters, your birthday and your animal. Understanding agreement of adjectives
Module 2: Mi tiempo libre	30– 42	Explaining what activities you like to do, talk about the weather and sports Use – ar verbs in the present. Use jugar and hacer
Module 3: Mi insti	54 – 66	Describing the school subjects you study and use opinions to say what you like/don't like. Say what is there in your school and what you do during break Use me gusta VS me gustan Use –er and –ir verbs in the present
Module 4: Mi familia y mis amigos	76– 88	Describing your family, what you look like, describe your house Use Ser, Tener and Estar in the present
Grammar	End of each module	All the grammar from year 7
Vocabulary	End of each module	All the vocabulary from year 7

We recommend that students use [www.quizlet.com](http://www.quizlet.com) , [www.seneca.com](http://www.seneca.com) and [www.languagesonline.org.uk](http://www.languagesonline.org.uk) to practise vocabulary in the lead-up to the examinations. Students should also construct practice responses for speaking, a specific guide has already been shared with students, and writing using the vocabulary pages.

Students should check their grade descriptors from their progress grids in their books to see what they need to do to achieve the top grade.



# Computing

The Computing exam will be a 45-minute written paper based on the topics covered during lessons for the year. The exam will comprise multiple-choice and short-answer questions during the exam week.

## Topics to study for this exam:

- E-Safety (Internet Threats, Safety and Social Networking)
- HTML and Webpage Designing
- Hardware and Software
- Sound Editing

## Revision Help

Students should revise theory and practical components using the relevant lesson website and resources shared on their Teams pages. The following website resources are useful for revision:

- Revise online safety using **BBC Bitesize – E-Safety and Cyber Security** and write down 3 ways to stay safe online: <https://www.bbc.co.uk/bitesize/topics/zs7s4wx>
- Use **ThinkUKnow** to learn about cyberbullying, phishing, and protecting personal information online: <https://www.thinkuknow.co.uk/>
- Test your knowledge of scams and fake emails using the **National Cyber Security Centre** advice pages: <https://www.ncsc.gov.uk/section/information-for/individuals-families>
- Use **W3Schools HTML** to practise basic webpage tags like <p>, <h1>, <b>, and <img>: <https://www.w3schools.com/html/>
- Create and test simple HTML pages using **Notepad++ tutorials** and open them in your browser: [https://www.youtube.com/results?search\\_query=notepad%2B%2B+html+tutorial+for+beginners](https://www.youtube.com/results?search_query=notepad%2B%2B+html+tutorial+for+beginners)
- Revise computer hardware and software using **BBC Bitesize – Computer Systems** and identify input, output, and storage devices: <https://www.bbc.co.uk/bitesize/topics/zf2f9j6>
- Use **GCF Learn Free – Computer Basics** to revise operating systems, utility software, and common hardware devices: <https://edu.gcfglobal.org/en/computerbasics/>
- Watch beginner **Audacity tutorials** and practise cutting, trimming, and editing audio clips: [https://www.youtube.com/results?search\\_query=audacity+beginner+tutorial](https://www.youtube.com/results?search_query=audacity+beginner+tutorial)
- Download and use **Audacity** to create a short 30-second audio advert using multiple tracks and sound effects: <https://www.audacityteam.org/>

# Music

**Exam:** In class

**Duration:** 1 hour

**Exam Format:**

The exam will be an **in-class assessment** where students will do a Multiple Choice test based on curriculum covered, as well as a playing test on their instrument

**Revision/Preparation:** Students prepare for the exam by practising during the lesson(s) and/or at home and revising The Elements of Music and The Instruments of the Orchestra.

**Assessment criteria:**

1. Knowledge of The Elements of Music i.e. Pitch, Rhythm, Timbre, Texture, Instrumentation, Dynamics
2. Recognition of the instruments of the orchestra.
3. Playing test covering tone, posture, rhythm, intonation and musicality through concert band material.



# Drama

**Duration: 1 hour**

**Exam Format:**

The exam will be a practical, **in-class assessment** where students will have chance to rehearse, perform and write a written response to peer feedback using the grading criteria.

They will work in small groups to perform a devised piece. As students are given the lessons in advance of the assessment, they will have time to rehearse and will perform in their exam, without a script. Students should ensure they are confident using the following skills:

- Focus
- Vocal skills
- Characterization
- Status
- Tension / Suspense

**Assessment Criteria:**

Students will be assessed on:

- Rehearsing: Developing their characterisation, working as a group, using drama techniques.
- Performing: staying in role, vocal and physical skills and supporting others on stage.
- Evaluating: use grading criteria, appropriate Drama terminology and peer/ teacher feedback.

**Revision/Preparation:**

All of the preparation and revision of dramatic techniques will take place in class leading up to the assessment. Groups will be allowed to use the Drama Studio to rehearse at lunchtimes during the week leading up to the exam, if they wish.



# Art

**Exam:** In class.

**Duration:** 1 hour.

**Task:** A drawing using skills we have practised in class this year.

**Subject:** Pop Art

**Revision/Preparation:** Students prepare for the exam by practising during the lesson(s) in the week(s) leading up to the exam.

**Assessment criteria:**

4. Evidence of sustained and careful observation
2. Evidence of skilled and sensitive use of line, tone, colour & texture.
3. Evidence of spatial understanding in the use of shape, proportion and scale.

