Saint Conor's College

Year 12 Revision Guide

Winter Examinations 2025

Monday 1st - Friday 5th December 2025

Name:_____

Class:_____

Living, Learning, Excelling Together

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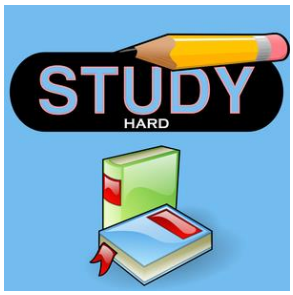


USE THIS STUDY GUIDE TO SECURE EXAM SUCCESS.

WORK HARD & GOOD LUCK!

YEAR 12 WINTER MOCKS EXAMINATION TIMETABLE
MONDAY 1ST DECEMBER-FRIDAY 5TH DECEMBER 2025

	Mon 1st	Tues 2nd	Wed 3rd	Thurs 4th	Fri 5th
Period 1	DAS Biology (SAS Revision)	STUDY DAY	REVISION	DAS Chemistry (SAS Revision) (PAL with NM)	12C-The Lyric Theatre Workshop
Period 2 & 3	Maths	STUDY DAY	**Option B** BACS Construction (CMG) Business Studies (SM) History Irish (Period 2 R&W. Period 3 Listening in C23)	DAS Physics (SAS Revision) (PAL with NM)	12C-The Lyric Theatre Workshop
Period 4	REVISION	STUDY DAY	REVISION	REVISION	REVISION
Period 5 & 6	**Option C** Agriculture Construction (DO'C) Child Development HE T&D Geography Art-Go to Art Room with Mrs Darragh	STUDY DAY	R.E. (OCN RE pupils Computer suite with MB & CG)	**Option A** Business Studies (JD) Child Development MVRUS PE IT (OCN IT pupils go to ICT Suite with JMcC)	12C-English Literature

Note: Tuesday 2nd December is a revision day, where pupils study at home

Year 12 pupils may also stay at home on Friday 5th December – except for 12C pupils who are involved in an English Literature exam & workshop. Pupils who attend the NRC should also attend on Friday 5th December as normal.

WEEKLY REVISION PLANNER
NOVEMBER

Date	Day	Subject	Revision Topics
17	MON		
18	TUE		
19	WED		
20	THUR		
21	FRI		
22	SAT		
23	SUN		

WEEKLY REVISION PLANNER
NOVEMBER

Date	Day	Subject	Revision Topics
24	MON		
25	TUE		
26	WED		
27	THUR		
28	FRI		
29	SAT		
30	SUN		

WEEKLY REVISION PLANNER
DECEMBER

Date	Day	Subject	Revision Topics
01	MON		
02	TUE		
03	WED		
04	THUR		
05	FRI		
06	SAT		
07	SUN		

St Conor's College
Top Tips for Revision

- **It's never too early, or too late** –
  students who revise know more than those who don't.
- **Turn your time over to revision** –
  switch off your phone, TV, music etc. Your education is worth your full attention.
- **Have a dedicated study place –**
  choose somewhere quiet and away from others were you can concentrate.
- **Have a revision timetable** –
  stick to it.
- **Spread your revision of your subjects out over time** –
  you can then cover each subject several times.
- **Do the harder things first** –
  your brain is fresher and you will absorb more than leaving it till last.
- **Try different study techniques** –
  using a variety of methods will help you learn.
- **Take regular, short breaks** –
  get some fresh air, go for a walk, do something else. A 10 minute break every 50 minutes is about right.
- **STOP: don't burn out** –
  if you're starting to feel frustrated, angry or overwhelmed. Make a note of what the problem is and take the problem to your next lesson to ask your teacher for help.
- **Reward yourself** –
  after a revision session do something you enjoy, you deserve it after your hard work!
- **Focus on what you have done** –
  not all the things you haven't.
- **Drink water and eat 'brain food'** –
  avoid sugar and have healthy snacks to keep your mental energy up.
- **Ask for help –**
  from your friends, family and teachers.

What is retrieval practice?

"**Retrieval practice** is a learning strategy where we focus on getting information out. Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful tool for improving learning."

Use your class notes & textbooks to make a list of the important information & content that you need to know across different subjects.

Then close your books & test yourself. You can create quizzes, use flashcards or complete past exam papers. **Make sure you don't use your notes!**

Retrieve as much information as you can then check your answers. It's important to know what you know and what you don't know … yet!

Use your answers to inform the next stage of your revision, focus on the areas that you struggled to recall from memory.

What is spaced practice?

"Start planning early for exams and set aside a little bit of time everyday. Five hours spread out over two weeks is better than the same five hours all at once."
This is **spaced practice** & it is regarded as one of the most effective revision strategies.

Divide up your revision into short manageable chunks of time . When revising aim for 20 - 30 minutes per session.

Mass practice or cramming is not effective & can be stressful. This is when you study for a very intense period of time just before the exam.

You need to plan your time carefully to ensure all subjects & topics are covered in shorter chunks over a longer period of time.

Dividing up your revision into smaller, manageable sections will benefit you in the long term - the revision you do for mocks will stick for the final exams!

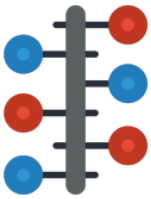
What is interleaving?

"**Interleaving** is a process where students mix & combine multiple subjects & topics while they study in order to improve their learning. Blocked practice on the other hand, involves studying one topic very thoroughly before moving to another. Interleaving has been shown to be more effective than blocked practice leading to better long-term retention."

Mon	Tues	Weds	Thurs	Fri
Algebra	Ratio	Statistics	Ratio	Algebra
Geometry	Statistics	Algebra	Geometry	Statistics

What is dual coding?

"**Dual coding** is the process of combining verbal materials with visual materials. There are many ways to visually represent materials, such as with infographics, timelines, cartoon/comic strips, diagrams and graphic organisers."



Dual coding involves you the learner drawing images, graphs, diagrams or timelines to support your revision notes.

When you are revising using your class materials find or create visuals that link with the information. Compare & combine the visuals with the words.

Don't worry if you don't consider yourself an artist - it isn't about the quality of your illustrations, the focus is to improve and deepen your understanding.

Make sure your images/diagrams are relevant. Becareful when using photos as too many background images can detract from the main points.

Exam vocabulary - Command words

There will be subject specific key terms that you need to learn for each subject. Below are a range of **command words** that could be used in your exams. Do you understand what the exam question is asking you? Command words can vary slightly across different subjects so it is important you understand the command words in the exam question & in the correct context.


Analyse - Examine something in detail and try to explain or interpret it.
Annotate - Add to a diagram, image or piece of text to illustrate or describe features rather than just identify them which is labelling.
Assess - Consider different options/arguments/factors and weigh them up to reach a conclusion about their effectiveness or validity.
Calculate - Work out the value of something.
Compare - Give a point by point identification of similarities and differences.
Define - This means *what is meant by* … give the precise meaning of a term or concept.
Describe - Provide an account in detail of an event/individual/concept etc.
Discuss - Set out both sides of an argument & reach a conclusion, including evidence.
Evaluate - Consider different options/factors & reach a conclusion about their importance/impact/value/worth.
Examine - Consider carefully & provide a detailed account of the topic.
Explain- Provide a detailed description or interpretation of a term/concept etc.
Identify - Point out & name from a number of possibilities.
Illustrate - Refer to a specific case study or example (not illustrate as in draw).
Label - Point out specific features on a diagram, image or piece of text.
Justify - Explain why your selected choice/judgement is better than other options.
Summarise - Sum up the main points/arguments this can be the similar to outline.

Well-being during exams

The exam period can be stressful that is why it's very important that you revise & prepare as this can help to reduce exam anxiety. In addition to revising there are other strategies you can do to look after your **mental & physical health**.

Eat. Diet is important so don't neglect it during the exam period. Don't skip meals, stay consistent with a healthy balance of meals & stay hydrated.

Sleep. Staying up late to revise is a bad idea! Sleep deprivation can have a very negative impact on concentration, performance & memory.

Exercise. Take regular breaks from revision with exercise. Take part in a sport you enjoy, go for a walk or any activity that is active & part of your daily routine.

Relax. Relax during the exam period? Yes! It is essential that you do make time to switch off & have a break. Watch Netflix, read or talk to friends.

AGRICULTURE & LAND USE

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

TOPIC	**KNOWLEDGE REQUIRED** **You will need to know and understand:**
1. **Livestock farming**	Name the five basic freedoms of farm animals • Outline five characteristics that can be used to assess the general health of an animal
2. **Breeding and reproduction**	Cows, Sheep and Pigs • Label a diagram of the male and female reproductive systems; • State appropriate gestation periods; • Describe different fertilisation methods: Natural fertilisation; artificial insemination (AI); and embryo transfer • Evaluate the advantages and disadvantages of each fertilisation method; Cows • Describe the benefits of colostrum compared to ordinary milk; • Describe the main features of a lactation curve; Poultry • Discuss the effects of artificial lighting on breeding and egg production in poultry; • Label a diagram of the inside of an egg, to include albumen, egg cell, vitelline membrane, yolk, air pocket, shell and chalazae • Know how to incubate an egg (with concern for health and welfare); Poultry and Cows • State the typical range of annual production for dairy cow milk and layer egg yield; • Discuss, with examples, how selectively breeding farm animals using traits such as growth rate, productivity, conformation, hardiness and longevity has led to the development of different breeds; • Give one example of a commercial breed and one example of a traditional breed; • Discuss the importance of rare breeds in preserving the gene pool;

Please use notes and past paper questions to fully revise for the exam.

BUSINESS & COMMUNICATION SYSTEMS (BACS)

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

TOPIC	**KNOWLEDGE REQUIRED** **You will need to know and understand:**
Types of Business Ownership	• Explain why and how a business starts; • Identify and describe the following main types of business ownership in the private sector: – sole trader; – partnership; – private limited company; and – public limited company; • Be familiar with terms and keywords for these types of ownership; • Analyse and evaluate (advantages and disadvantages) the main types of business ownership in the private sector;

Spelling, punctuation and grammar will be assessed, and marks awarded in the examination

BIOLOGY-DOUBLE AWARD SCIENCE

Unit2- The Circulatory System

By the end of this topic I should be able to:
Blood Components 2.2.1 use a microscope to examine a blood smear, identify the component parts and demonstrate understanding of their function: • red cells are a specialised cell adapted to oxygen transport – biconcave shape, absence of nucleus and haemoglobin containing iron; • white cells are a defence against disease; • platelets have a role in converting fibrinogen to fibrin, causing blood clotting and scab formation; • plasma transports cells, food molecules, carbon dioxide, hormones and urea; **Cell Lysis** **2.2.2 demonstrate knowledge and understanding of the effect of placing red blood cells in water, causing cell lysis (linked to 1.1.2 and 1.6.9);** **Blood Vessels** 2.2.3 describe the structure of blood vessels (arteries, veins and capillaries) and relate their structures to their functions, including: • wall thickness; • presence of muscle and elastic fibres; • lumen diameter; and • presence of valves; and 2.2.4 demonstrate knowledge and understanding of the role of the different types of blood vessel, including: • arteries carrying blood under high pressure away from the heart (usually oxygenated blood); • veins carry (usually deoxygenated) blood under low pressure towards the heart with valves that maintain the direction of flow; • capillaries allowing the exchange of material with tissues through permeable walls. • 2.2.5 name and demonstrate knowledge and understanding of the functions of blood vessels entering and leaving the heart, lungs, liver, kidneys and intestine, describing the sequence and direction of flow in double circulation of oxygenated and deoxygenated blood; **Effects of Exercise** 2.2.6 investigate the effects of exercise on the pulse rate and describe how the circulatory system benefits from regular exercise – strengthened heart muscle and increased cardiac output when at rest;

The heart
2.2.7 examine the heart and relate its structures to the function of a unidirectional pump, including identifying the four chambers, valves, thickness of muscle wall and coronary blood vessels.

Unit 3:Reproduction, Fertility and Contraception

By the end of this topic I should be able to:

Reproduction, fertility and contraception
2.3.1 demonstrate knowledge and understanding of the structure and function of the male reproductive system, including the testes, urethra, scrotum, penis, sperm tube and prostate gland;

2.3.2 demonstrate knowledge and understanding of the structure and function of the female reproductive system, including the ovaries, oviducts, uterus, cervix and vagina;

Sperm formation and pregnancy
2.3.3 sperm cells are specialised cells (linked to 1.1.5) formed by meiosis and are adapted to their function by having a haploid nucleus, **mitochondria for energy production** (linked to 1.1.2) and a flagellum for swimming;

- fertilisation takes place in the oviducts when the haploid sperm and egg nuclei fuse to give a diploid zygote;
- the zygote divides by mitosis many times to form a ball of cells as it travels down the oviduct to the uterus;
- after implantation in the uterus lining, the embryo then differentiates to produce a variety of tissues and organs;
- the placenta is adapted for diffusion by having a large surface area for exchanging dissolved nutrients, oxygen, carbon dioxide and urea and **explain the role of villi in providing these adaptations;**
- these substances are carried to or from the foetus in the blood vessels in the umbilical cord; and
- the amnion and amniotic fluid cushion the foetus.

Sex Hormones
2.3.4 demonstrate knowledge and understanding that testosterone, produced by the testes, and oestrogen, produced by the ovaries, are sex hormones (linked to 1.6.6) and recall the secondary sexual characteristics they cause to develop;

Menstrual Cycle
2.3.5 describe the events of the menstrual cycle, including menstruation, ovulation, the time when fertilisation is most likely to occur and the roles of oestrogen and progesterone;

Infertility
2.3.6 explain some of the causes of infertility and the following developments in fertility treatment:

- **the use of hormones to produce multiple ova;**
- **in vitro fertilisation; and**
- **the transfer of several embryos into the uterus;**

Contraception
2.3.7 examine how different methods of contraception work and evaluate the advantages and disadvantages of each, including:
Mechanical – the condom (male and female) as a barrier to prevent the passage of sperm and also prevent the spread of sexually transmitted infections (such as HIV leading to AIDS) some of which can lead to infertility if left untreated, for example chlamydia;
Chemical – the contraceptive pill and implants, which change hormone levels and stop the development of the ovum;
Surgical – male and female sterilisation to prevent the passage of sperm and ova respectively; and
an awareness that contraception can raise ethical issues for some people

Unit 4: Genome, Chromosomes, Genes and Genetics

By the end of this topic I should be able to:
2.4.1 describe the genome as the entire genetic material of an organism;
Chromosomes **2.4.2** identify and describe chromosomes as genetic structures occurring in functional pairs in the nucleus of cells, except gametes and bacteria (linked to 1.1.2 and 1.1.4);
Genes and alleles **2.4.3** identify and describe genes and alleles as sections of chromosomes made up of short lengths of DNA that operate as functional units to control characteristics and demonstrate understanding that alleles are different forms of the same gene;
DNA Structure **2.4.4** demonstrate knowledge and understanding of the structure of DNA, including: • a phosphate and sugar (deoxyribose) backbone with interlinking bases to form a double helix; • base pairing rules and the unique nature of an individual's DNA; **and**

- **the link between the DNA code and the build-up of amino acids in the correct sequence to form protein: the base triplet hypothesis (transcription and translation not required);**

Cell Division
2.4.5
demonstrate knowledge and understanding of mitosis as part of the cell cycle, limited to cell growth and cell division, which allows organisms to:

- grow;
- replace worn out cells; and
- repair damaged tissue.

Mitosis
2.4.6
outline mitosis as the exact duplication of chromosomes producing daughter cells that are genetically identical to parent cells and clones (names of phases and details of DNA replication not required);

Meiosis
2.4.7
demonstrate knowledge and understanding of meiosis as reduction division (one cell producing four genetically different, haploid daughter cells) **and as a process that, through independent assortment, reassorts the chromosomes to provide variation (crossing over and the stages of meiosis are not required)**;

Genetic diagrams and terminology
2.4.8
demonstrate knowledge and understanding of and interpret genetic diagrams consisting of a single characteristic controlled by a single gene with two alleles (monohybrid cross) in plants, animals and humans, including:

- dominant and recessive alleles;
- genotype, phenotype, gamete and offspring ratios, percentages and probabilities;
- homozygous and heterozygous genotypes;
- Punnett squares to determine genotype frequencies;
- **test (back) crosses to determine an unknown genotype; and**
- **pedigree diagrams**;

The X and Y chromosomes
2.4.9
demonstrate knowledge and understanding of how sex is determined in humans;

Genetic Conditions
2.4.10
demonstrate knowledge and understanding of and explain the inheritance of these genetic conditions:

- **haemophilia;**
- cystic fibrosis;
- Huntington's disease; and
- Down's syndrome.

Genetic Screening
2.4.11

explore the increasing understanding of the human genome and evaluate associated ethical issues of genetic screening, including:

- who decides who will be tested;
- benefits and risks of amniocentesis compared to blood tests;
- the dilemma for carriers of genetic conditions after a test that diagnoses abnormalities; and
- making genetic information available to wider society, for example insurance companies;

Genetic engineering

2.4.12

demonstrate knowledge and understanding of genetic engineering as a process that modifies the genome of an organism to introduce desirable characteristics**, including:**

- **the basic techniques used to produce human insulin for treatment of diabetes (transfer of a human insulin gene into a plasmid of a bacterial cell to form a genetically modified bacterium that can then be cultured in a fermenter to produce human insulin);**
- **using restriction enzymes to produce 'sticky ends';**
- **the need for down streaming (extraction, purification and packaging) to produce a pure form of insulin that can be used to treat diabetes; and**
- **the advantages of producing human insulin and other products by this method**.

BUSINESS STUDIES

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

Unit 2 – Developing a Business - Human Resources

Topic	You will need to know and understand
Recruitment	Students should be able to: • describe and explain the purpose and content of: o job descriptions; o person specifications; and o contracts of employment; • discuss the advantages and disadvantages of internal and external recruitment; • discuss the role of social media in recruitment; • evaluate internal and external methods of recruitment; • demonstrate knowledge of the legal controls that govern recruitment, as well as the ethical issues that underpin legislation, in relation to: o race; o religion; o disability; o gender; o marital status; and o sexual orientation; and • demonstrate knowledge of the role of the Equality Commission for Northern Ireland in relation to recruitment (students do not have to address specific legislation but should be aware that legislation exists to ensure fairness in recruitment).

Topic	You will need to know and understand
Selection	Students should be able to: • describe the main methods of selection: ○ application form; ○ application letter; ○ curriculum vitae (CV); ○ testing; ○ interview; and ○ presentation; • evaluate different selection methods in different circumstances; • discuss responsibilities of both employer and prospective employees in the selection process: ○ honesty; ○ objectivity; ○ fairness; and ○ confidentiality;
Appraisal	• explain the reasons for, and the importance of, staff appraisal; • analyse the advantages of appraisal for employers and employees; • identify and evaluate the following methods of appraisal: ○ observation; ○ self-evaluation; and ○ interview;
Training	• explain the following reasons for staff training: ○ induction; ○ change in procedures; and ○ for businesses to become more competitive; • describe the advantages and disadvantages of training to businesses and to employees; and • describe and evaluate on-the-job training and off-the-job training and justify the more appropriate method of training for particular circumstances.

Topic	You will need to know and understand
Motivation	Students should be able to: • explain the importance of motivation for employees, referring to: ○ lower labour turnover; ○ higher quality work; ○ fewer accidents; and ○ less absenteeism; • identify and evaluate the suitability in various circumstances of these methods of financial motivation: ○ bonus; ○ commission; ○ fringe benefits; and ○ profit sharing; • identify and evaluate the suitability in various circumstances of these methods of non-financial motivation: ○ job rotation; ○ team working; ○ quality circles; and ○ flexible working; and • analyse the following factors affecting job satisfaction: ○ wages/salaries; ○ responsibility; ○ success; ○ enjoyment; ○ working conditions; and ○ praise.

Useful Business Studies resources and videos to aid revision

- **Bee Business Bee (YouTube)**
- **Tutor2You (YouTube)**
- **BBC Bitesize www.bbc.co.uk**
- **Two Teachers Business Studies www.twoteachers.co.uk**
- **Superprof Business Studies www.superprof.co.uk**

CHEMISTRY-DOUBLE AWARD SCIENCE

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

TOPIC	**KNOWLEDGE REQUIRED** **You will need to know and understand:**
Metals and the reactivity series	• Reactivity series of metals and their reactions with water, steam and oxygen • Tendency of a metal to form a positive ion • Displacement reactions • Place metals of an unfamiliar element • Extraction of a metal (electrolysis and reduction)
Redox, rusting and iron	• Rusting practical • Barrier methods and sacrificial protection • Oxidation, reduction and redox • Extraction of iron and its use - Blast furnace
Rates of reaction and Dynamic Equilibrium	• Rate equation (RoR = 1/Time) • Practical methods for named experiments • Drawing and interpreting graphs • Effects of reaction rates on temperature, concentration, collision energy and particle size • Catalysts • Equilibrium and dynamic equilibrium

NB: Please use notes, specification and questions to complete your own revision notes to fully prepare for the exam.

CHILD DEVELOPMENT

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

TOPIC	**KNOWLEDGE REQUIRED** **You will need to know and understand:**
Dietary needs of a child	• 9 nutrients and their functions • Current dietary recommendations for 0-5 years (nutritional bodies) • How to **evaluate** a range of foods • Stages of weaning • Obesity/food refusal/allergies • Factors to consider when planning meals eg budget/labels etc
Child Health and Education	• How to make a child's environment safe • Types of accidents which may occur • Symptoms of infectious diseases • Importance of immunisation • Childcare options

CONSTRUCTION & THE BUILT ENVIRONMENT

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen
- Pencil and ruler

TOPIC	KNOWLEDGE REQUIRED You will need to know and understand:
The main elements and component parts of low-rise buildings	• Strip foundations, including setting out • Pile foundations • Walls, including head and sill (block, brick, timber and Stud) • Floors (solid and suspended) • Roofs (pitched and flat) • Doors (timber, uPVC, flush, panelled, framed, legged, • Windows (uPVC and hardwood) • Construction details that comply with the building • Damp-proof course (DPC) or membrane; • Insulation (wall, roof and floor);

Spelling, punctuation and grammar will be assessed and marks awarded in the examination

DIGITAL TECHNOLOGY (ICT)

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

TOPIC	KNOWLEDGE REQUIRED You will need to know and understand:
CHAPTER 11 – Designing Solutions	•describe an end user's role when developing a prototype for a digital system; • demonstrate knowledge and understanding of the purpose of the following elements of multimedia design documentation: – target audience and user requirements; – navigation structure design; – storyboard; – image sources; – movie timeline; and • demonstrate knowledge and understanding of the purpose of the following elements of database design documentation: – data dictionary; – entity-relationship diagram (ERD);
CHAPTER 12 – Digital Development Considerations	• describe and evaluate the following interfaces for operating digitally developed packages: – graphical user interface (GUI); – natural language interface; – motion tracking interface; and – touchscreen; • describe issues associated with accessible design when developing a digital application; and • describe issues associated with developing digital packages that are compatible across a variety of platforms. • describe how each of the following improves cross-platform compatibility: plugins, portable document formats (PDFs) and optimised file formats;
CHAPTER 13 - Multimedia applications	• identify and evaluate key multimedia and interactive features used in: – websites supporting e-commerce; – social media; and – gaming;
CHAPTER 17 - Testing and developing appropriate test plans	• explain the role of testing in the development process, including an iterative approach; and • describe the features of an effective test plan. • explain the following approaches to testing: – white box; – black box; – system; – alpha; – beta; and – A/B; • describe how to test the following in a multimedia package: navigation, multimedia asset operation, load times and script testing.

ENGLISH

Section A

- **Task 1, 88 marks, 55 minutes**
- **Personal or Creative Writing**

You will be given an A3 revision sheet with past paper questions and a checklist to practise from. Read the following points carefully.

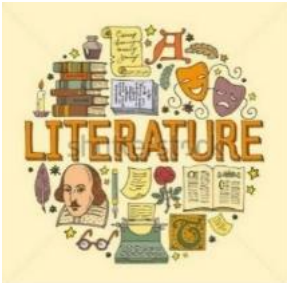
Up to **58** marks are available for producing an **organised** and **interesting** piece of writing which matches **form** with **purpose** to **engage the interest** of a reader. Up to **30** marks are available for using a range of **sentence structures** and accurate **spelling, punctuation and grammar**

This section tests your **creative or personal writing skills**. You will have 55 minutes to complete this section. You should spend**:** 10 – 15 minutes **planning;** 30 minutes **writing; and** 5 – 10 minutes **checking** your work.

Use your sample task sheet for revision. Aim to practice at least **four pieces** in **timed conditions** in preparation for Unit 4, Section A. Use the creative / personal writing assessment checklist on your revision sheet to help you to improve your response. You should also peer assess at least one of your practice responses with a friend. We can learn a lot from each other!

Use your notes to revise the following for Section A:

- Purpose, audience, form
- Planning your writing
- Structuring your writing
- Narrative perspective
- Openings
- Adding interest (connecting with your reader, show don't zoom in on details, inward and outward reactions of your character)
- Endings
- Creating a character
- Creating setting
- Creating atmosphere
- Crafting for effect
- Sentence structures
- Sentence types
- Sentence lengths
- Vocabulary for effect
- Making selections of verbs, adjectives and adverbs
- Describing feelings
- Imagery



ENGLISH LITERATURE

You will be asked to write an essay comparing and contrasting how two poets use language, structure and form to contribute to the presentation of their ideas, characters, themes and settings.
Assessment Objectives
AO1 – argument
AO2 – stylistic devices and poetic techniques (see below)
AO3 – comparison
AO4 - context

Follow these steps in each of your practice tasks:

1. Read

2. Highlight and annotate the poetic and stylistic devices. Consider the following linguistic and stylistic devices and narrative techniques:
   - Versification and structure (quatrain, couplet, octave, metre, iambic rhythm)
   - Specific forms, e.g. ode, sonnet, monologue, lyric
   - Similes and metaphors
   - Imagery and use of the senses
   - Alliteration and other sound devices e.g. assonance, consonance, repetition, rhyme, rhythm
   - Vocabulary choices
   - Repetition of words and ideas
   - Punctuation
   - Visual impact of the poem on the page

3. Form your response into a series of PEAK paragraphs as shown in the examples in class. Use the structure strips given to ensure you are always answering the question appropriately.

FOOD AND NUTRITION (HE)

In your mock exam you will answer a range of short questions worth **1, 2, 3 & 4 marks** and longer questions worth **6, 9 & 12 marks** - very similar to the review questions at the end of each chapter in your textbook.

Topics (As numbered in textbook)	**KNOWLEDGE REQUIRED You will need to know and understand:**
1. **Food provenance**	• Examples of foods which are grown. • Difference in intensive and organic farming.
2. **Food processing and production**	• The secondary processing of wheat into bread. • Food additives (preservatives).
3. **Food & nutrition for good health**	• Eatwell Guide.
5. **Macronutrients**	• The function & main food sources of: **carbohydrates** (simple & complex) and **protein**.
6. **Micronutrients**	• The function, main food sources & deficiencies &/or excess of: **Vitamin D, C.** • The function, main food sources & deficiencies &/or excess of: **Calcium**.
7. **Fibre**	• **Fibre** types (soluble & insoluble) and its function.
8. **Water**	• The importance of hydration for an adolescent and how water intake can be increased.
9. **Nutritional & dietary needs**	• Coeliac Disease.
10. **Priority health issues**	• Iron Deficiency Anaemia.
11. **The effective consumer**	• Evaluate shopping apps for older adults.
12. **Factors affecting food choice**	• Information provided by law on a food label. • Why is voluntary information important.
13. **Food Safety**	• Focus on Salmonella – how it affects the body/how to prevent/food sources

GEOGRAPHY

In order to complete this exam, you will need to bring the following materials/equipment:

- Black pen
- Ruler

TOPIC	**KNOWLEDGE REQUIRED** **You will need to know and understand:**
Population & Migration	Define the following terms: – crude birth rate; – crude death rate; and – natural change (natural increase and natural decrease); • demonstrate detailed knowledge and understanding of the five stages of the demographic transition model as it relates to the following: – changing birth rates; – changing death rates; and – population change; and • compare and contrast the population structure of an MEDC with an LEDC, using the following: – a population pyramid for an MEDC showing an aged dependent population; and – a population pyramid for an LEDC showing a youth dependent population assess the social and economic implications of aged and youth dependency; • demonstrate knowledge and understanding of the push and pull factors leading to migration; • demonstrate knowledge and understanding of the following barriers to migration: – human barriers, for example visas; and – physical barriers, for example topography; • distinguish between an economic migrant and a refugee; Discuss the challenges faced by both refugees and the destination country, using one case study – Syrian refuges to Greece

Changing Urban Areas **Issues facing inner city areas in MEDCs**	Identify the characteristics and location of the following: – CBD; – inner city; – suburbs; and – rural–urban fringe; • interpret aerial photographs and maps, including OS maps, to identify the following: – the general functions of a range of settlements; and – the land use zones of the settlements; • demonstrate knowledge and understanding of the following issues facing many MEDC inner city areas – **housing:** poor-quality housing; and gentrification; – **traffic:** congestion (air quality and journey time); public transport (cost and efficiency); and parking (cost and availability); and – **cultural mix:** ethnic tensions, religious tensions and language barriers. Evaluate one MEDC urban planning scheme (for example Titanic Quarter, Belfast) that aims to regenerate and improve the following in the inner city zone: – housing; – employment opportunities; – transport; and – the environment; • Describe and explain the location, rapid growth and characteristics of shanty town areas, using one case study of an LEDC city – KOLKATA, INDIA

Spelling, punctuation and grammar will be assessed, and marks awarded in the examination

HISTORY

In order to complete this exam, you will need to bring the following materials/equipment:

- A black pen

TOPIC	KNOWLEDGE REQUIRED You will need to know and understand:
Co-operation ends and the Cold War begins	Breakdown of the wartime alliance between the USA and USSR in 1945: - Yalta - Potsdam - Hiroshima, Nagasaki and the start of the Cold War - the ideological differences between the USA and the USSR: the superpowers
Emerging superpower rivalry and its consequences, 1945–49	The Soviet takeover of Eastern Europe: - actions of the USSR in Eastern Europe, 1945–49 - the response of the USA and its allies The emergence of the Cold War and the impact on relations, 1946–47: - Iron Curtain speech - Truman Doctrine and Marshall Plan
Flashpoints in Europe and the impact on international relations	The actions of the USSR in Eastern Europe and the impact on international relations: - the Berlin Blockade and Airlift, 1948–49: causes, events, and the consequences and impact on relations - Hungary, 1956: causes of the uprising, crushing of dissent by the USSR, the response of the West, and the consequences and impact on relations - Berlin, 1959–61: reasons for growing tension over Berlin, the response of the West, the building of the Berlin Wall, and the consequences and impact on relations - Czechoslovakia, 1968: the causes of the Prague Spring, the Soviet response, the response of the West, and the consequences and impact on relations
Flashpoints outside Europe and the impact on international relations	The actions of the USA and USSR outside Europe and the impact on international relations: - Korean War, 1950–53: the reasons for USA involvement in the Korean War, the role of China and the USSR, the key events and consequences of the war and its impact on relations - the conflict in Vietnam, 1950–73: the reasons for USA involvement, 1950–64, the actions of the USA, 1965–73, the role of China and the USSR, and the key events and consequences of the war and its impact on relations - Cuban Missile Crisis, 1959–62: the causes of the Cuban Missile Crisis, the actions of the USA and USSR, the key events and consequences of the crisis and its impact on relations.

**Spelling, punctuation and grammar will be assessed and marks awarded in the examination*

IRISH

In order to complete this exam, you will need to bring the following materials/equipment:

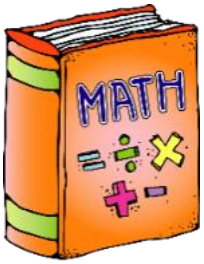
- A blue or black pen

TOPIC	KNOWLEDGE REQUIRED You will need to know and understand:
UNIT 1 **Myself, Family & Friends**	• **Myself** • **Relatives** • **Adjectives to describe self, family & friends** • **Jobs** • **Days, Months, Years** • **Relationships with my family & friends** • **Hobbies** • **Description of friend**
UNIT 2 **School Life, Part-time Jobs & Future Plans**	• **School Types** • **Details about my School** • **Subjects** • **Likes & Dislikes** • **Justifying Opinions** • **Time** • **School Day** • **School Uniform** • **School Facilities** • **School Clubs/Extra Curricular Activities** • **Part-time Jobs** • **Work Experience** • **Future Plans**
UNIT 3 **Leisure Activities**	• **Sports & Hobbies** • **Sports Equipment** • **Frequency-gach lá, ag an deireadh seachtaine etc** • **Description of weekend**
UNIT 4 **Health & Lifestyle**	• **The Body** • **Illnesses** • **Types of Treatment** • **Feelings & Emotions** • **Healthy Eating**
UNIT 5 **Daily Routine**	• **Verbs-** **múscail, éirigh, ith, ól, rith, déan, feic, téigh, scuab etc** • **Past Tense** • **Present Tense** • **Future Tense**

UNIT 6 **The Local Environment**	• **The House** • **Village, Town, City** • **Features of the Countryside** • **Features of the City** • **Countrylife v City Life-Advantages & Disadvantages**
Unit 7 **Travel & Tourism** **Holidays & the Gaeltacht**	• **Counties** • **Countries** • **Modes of travel** • **Adjectives to describe journey** • **Types of Accommodation** • **Holiday Durations** • **Holiday Activities** • **Weather** • **Opinions about holidays & justification**

Use notes, topic booklets and past paper questions to revise.

Ádh Mór Ort!



MATHS
M6, M7 and M8 Pupils

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen
- Highlighter
- Calculator (you must bring your own)

You will have 2 exams one calculator and one non-calculator

TOPIC	**KNOWLEDGE REQUIRED** **You will need to know and understand:**
Number	• Binary (M6/M7/M8) • Estimating (M6/M7/M8) • Estimating square roots (M6/M7/M8) • Inverse operations (M6/M7/M8) • Ratios (M6/M7/M8) • Direct proportion – recipes (M6/M7/M8) • Best buys (M6/M7/M8) • Exchange rates (M6/M7/M8) • Standard form (M7/M8) • Surds (M7/M8)
Algebra	• Sequences (M6/M7/M8) • nth term (M6/ M7/M8) • Conversion Graphs (M7/M8 also Miss McGuigan's M6) • Travel Graphs (M7/M8 also Miss McGuigan's M6) • Laws of Indices (M7/M8 also Miss McGuigan's M6) • Trial and Improvement (M7/M8 also Miss McGuigan's M6) • Solving inequalities (M7/M8) • Inequalities on a number line (M7/M8) • Graphing inequalities (M7/M8) • nth term of linear sequences (M7/M8) • Indices – fractional and negative powers (M8)

Marks will be awarded for working out, therefore show working out for ALL questions

MOTOR VEHICLE & ROAD USERS STUDIES

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

TOPIC	**KNOWLEDGE REQUIRED** **You will need to know and understand:**
Motor Vehicle and Road User Theory	• The Highway Code • Driving and riding under adverse conditions • Physical and mental fitness of the driver • Causes and prevention of road collisions • Methods to reduce road and traffic collisions
Legal Requirements	• Motor insurance – including terminology used and documentation • The vehicle • Helmets • Components checked at the MOT etc
Road Transport and its Effect on Society	• Development of the Modern Road System and Traffic Management • Development of the Internal Combustion Engine • Development of Transport: Motor Cars Pre–1914, Horseless Carriages, Motorcars Post–1914, Mass Production and Modern Motor Cars • Motoring Laws • Social and Environmental Effects of Pollution
Motoring Mathematics	• Buying a vehicle • Standing/running costs • Additional costs • Other – such as fuel consumption, stopping distances, speed, travel graphs etc

Resources to be used for revision:

- Past Paper Question Booklet
- Mind Maps for each chapter
- Revision Booklet

GCSE PE

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

TOPIC	KNOWLEDGE REQUIRED You will need to know and understand:
1A - Health, Fitness and Training	• Definitions for health and fitness. • Consequences of a sedentary lifestyle. • Positive lifestyle choices.
1B – Diet and Nutrition	• Main nutrients and their functions.
1C – Components of Fitness	• Components and their definitions. • Appropriate fitness tests used for each component.
1D – Methods of Training	• Identify methods of stretching. • Explain methods of training suitable for developing cardiovascular endurance.
1F – Warm Up and Cool Down	• Know the three stages of a warmup.
2A – Muscular Skeletal System	• Know the bones of the body. • Know the main muscle groups.
3A – Muscular Contractions	• Identify and explain the characteristics of an isometric muscle contraction.
3C – Planes and Axis	• Identify planes and axis of movements.
3D – Sports technology	• Advantages of using technology to help improve sporting performance.
4A – Goal Setting	• How a sports person could use goal setting in their training and reasons why we use goal setting.
4B – Information processing	• Know the information processing model. • Explain why feedback is important when learning a new skill.

Spelling, punctuation and grammar will be assessed, and marks awarded in the examination

PHYSICS – DOUBLE AWARD SCIENCE

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen
- A ruler, protractor, pencil and rubber
- A calculator

TOPIC	**KNOWLEDGE REQUIRED** **You will need to know and understand:**
Waves	· that waves transfer energy through vibrations · The difference between transverse waves and longitudinal waves and give examples · frequency, wavelength and amplitude of waves · graphs of displacement of the particles against time and displacement of the particles against distance · Wave equation calculations: v= fʌ · Echoes (SONAR, RADAR) and echo calculations · Ultrasound-definition and uses · Electromagnetic Spectrum- order, uses and dangers
Light	· Reflection of light by a plane mirror (angle of incidence and angle of reflection) · Properties of images seen in a plane mirror · Refraction of light through a glass block · Dispersion · Lenses
Electricity	· Charge equations · Conduction and insulators in electrical circuits · Series & Parallel circuit rules including current, voltage and resistance

Spelling, punctuation and grammar will be assessed, and marks awarded in the examination

RELIGION

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen

TOPIC	KNOWLEDGE REQUIRED You will need to know, understand and be able to critically evaluate:
Personal And Family Issues	**Sexual Relationships** Christian views on the meaning and purpose of sexual relationships, taking account of the diversity of ethical positions within Christianity, including the role and importance of celibacy, attitudes towards same-sex relationships, considering the range of Christian views **Marriage and Divorce** Christian teachings about the benefits and challenges of marriage and divorce, taking account of the diversity of ethical positions within Christianity **Types of Family** different types of family and the importance of the family unit in society **Alternatives to Marriage** alternatives to marriage, including civil partnerships and cohabitation
Matters of Life and Death	**Abortion** The debate about abortion, taking account of social, political, biblical, church and other ethical viewpoints, the views of pro-life and pro-choice groups, the status of the embryo, sanctity of life and alternatives to abortion **Euthanasia** the debate about euthanasia, taking account of social, political, biblical, church and other ethical viewpoints, and the distinction between the different types of euthanasia (passive and active, voluntary and involuntary), the contribution of the Hospice movement **Death Penalty** the debate about capital punishment, taking account of social, political, biblical, church and other ethical viewpoints, the aims of

	punishment, including deterrence, protection, reform, vindication and retribution **<u>Repentance, Forgiveness, Restorative Justice</u>** the issues of repentance, forgiveness, justice and restorative justice.

Spelling, punctuation and grammar will be assessed and marks awarded in the examination

TECHNOLOGY & DESIGN

In order to complete this exam, you will need to bring the following materials/equipment:

- A blue or black pen
- a pencil
- a ruler
- a rubber
- a sharpener.

TOPIC	KNOWLEDGE REQUIRED You will need to know and understand:
Tools and Equipment	• the names and functions of all tools and equipment
Hazard Symbols	• all hazard symbols including precautions
Manufacturing	• the various manufacturing stages for multi- material products
Material Properties	• specific woods, metals and plastics • Know the properties of specific woods, metals and plastics
Sustainability and the Environment	• what makes products sustainable • the environmental impact of products and materials • the importance of product maintenance
Quality Control	• about the use of jigs, moulds and templates to ensure quality control and speed up production

Spelling will be assessed, and marks awarded in the examination

EXAMINATION PRAYER

Dear Lord,

Help me approach my exams

with a clear head and a calm mind.

Give me your strength

and your peace

and let me do justice to

all that I have learned.

Thank you Lord,

for all my talents and gifts.

AMEN