

North Oxfordshire Academy

Year 11 Mock 1 Information, Support and Revision Guide 2026

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Points to Note

Your November mock examinations are your **first milestone** of the year. They are the first opportunity to see the level you are currently working at, reflecting the hard work you've put in this term.

Your November mocks will be used to:

- Inform predictions (these are what sixth forms will look at for admissions).
- Support any set changes if needed.
- Help you understand your progress so far.

To prepare effectively for your mocks, make sure you have access to the following:

- Any revision booklets provided by your subject teachers.
- Your **Year 11 Revision Guidance** booklet.
- Your knowledge organisers.
- Your Seneca and Hegarty logins.
- Homework booklets.

Revision

It is important that you **revise effectively and strategically** – this means planning your revision schedule and sticking to it, rather than leaving everything to the last minute.

Remember: simply completing classwork is not enough. To achieve your best, you must combine classwork, homework, and independent revision.

Think of your learning in three parts:

- **Classwork** = building exam skills and addressing misconceptions.
- **Homework** = recalling knowledge and practising a range of skills.
- **Revision** = preparing yourself to be fully exam-ready.

Students who consistently complete all three waves – classwork, homework, and revision – put themselves in the strongest position to achieve higher grades.

How to Use This Guide

This booklet will also be published on the **Year 11 Revision webpage**, where you will find direct links to any resources mentioned.

On the next page, you will find a **knowledge organiser** with the key skills introduced by your class teacher.

Make sure you use:

- Your Leitner cards (to practise retrieval and recall).
- Your intervention book.
- The revision strategies in this guide.

These tools will help you complete the tasks set by your subjects.

Finally, you will also find an **example revision schedule** and a blank planning frame to help you structure your own revision.

“BE SELFISH FOR YOUR GRADE”

Revision Guide

The Basics

- Limit distractions (put your phone away!).
 - Create and stick to a revision plan.
 - Find a quiet, comfortable space to revise.
 - Start early – set an alarm and get into a good routine.
 - **Revise. Repeat. Remember.**
 - Look after yourself: eat well, sleep properly, and take regular breaks.
 - Stay positive – confidence grows with practice.
-

How Can I Revise Effectively?

Some revision techniques feel useful but don't help you remember in the long run:

- Highlighting text
- Re-reading notes
- Summarising large chunks of text

These methods can trick you into thinking you're revising. Instead, use strategies that **actively strengthen your memory and understanding**:

Flashcards

Create question-and-answer cards. Use colour coding for different topics and quiz yourself (or a friend).

💡 Top Tip: Use online tools like **Quizlet** to make digital flashcards on your phone.

Retrieval Practice

Testing yourself is one of the most powerful revision methods. The effort of recalling strengthens memory.

Ways to test yourself:

- Multiple choice questions
- True or false
- Odd one out
- Short explanation questions

💡 Use your **Knowledge Organisers** and subject revision guides to self-quiz.

Interleaving & Spacing

Don't cram! Revise in short bursts (e.g. 15–20 minutes), then switch to a different topic.

This helps you:

- Make stronger links between topics.
 - Improve long-term memory.
-

Dual Coding

Combine **words + visuals** to help ideas stick.

Examples:

- Diagrams
 - Mind maps
 - Flow charts
 - Infographics
-

Deliberate Practice

Focus on what you find difficult, not just what you already know.

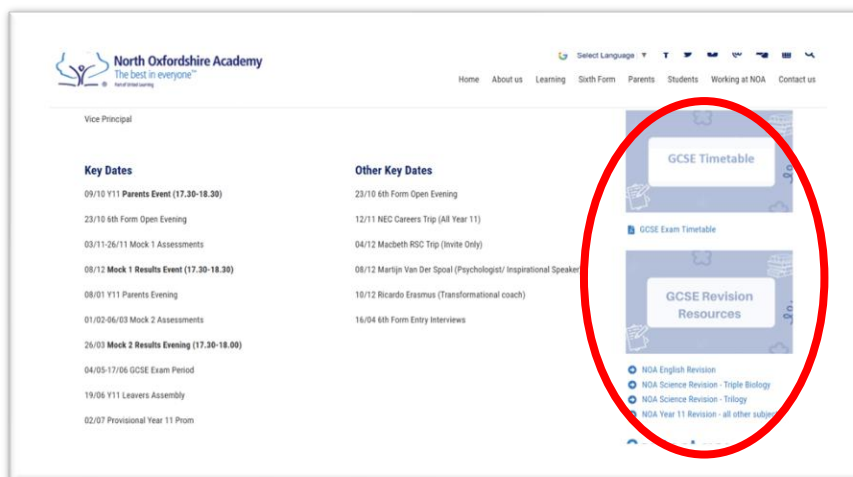
- Choose a challenging skill or topic.
 - Break it down into steps.
 - Practise repeatedly until it becomes easier.
- 💡 The best progress happens when you're working just outside your comfort zone.

<https://www.northoxfordshire-academy.org/learning/year-11>

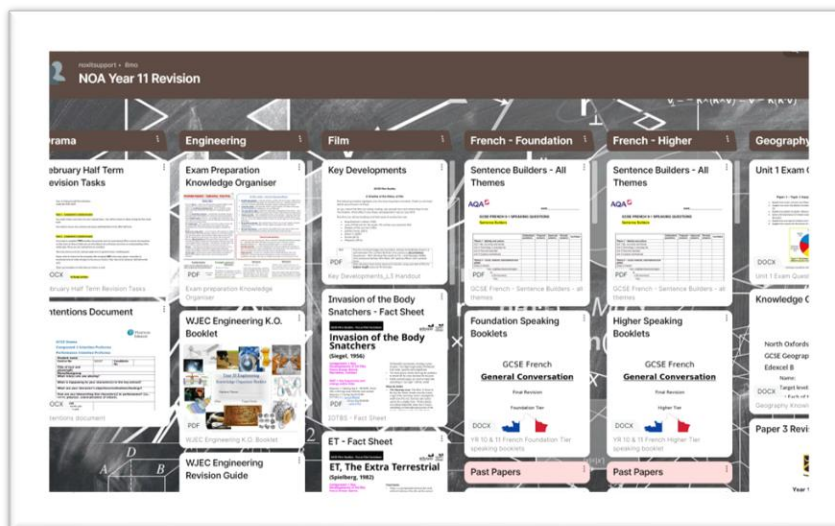
Go to the school homepage and select “learning -> Year 11”



Scroll down until you see “GCSE Revision Resources”



Here you can find a copy of your upcoming mock timetable and a link to our dedicated Y11 revision webpage



On the next two pages, there are examples of a two-week revision schedule. Plan your revision and then stick to your plan – use your time effectively and ensure that you are prepared to begin your exams on **Monday 2nd of November**.

What does effective and successful revision look like?

- Revision should be organised.

	MON A	TUES A	WEDS A	THURS A	FRI A
SUBJECT	English	Maths	Science	Spanish	History
FOCUS	<i>Key quotes for Lady Macbeth</i>	<i>Shape</i>	<i>Energy</i>	<i>Regular present tense</i>	<i>Religion in Elizabethan society</i>
	MON B	TUES B	WEDS B	THURS B	FRI B
SUBJECT	English	Maths	Science	Design & Technology	Geography
FOCUS	<i>Historical context of AIC</i>	<i>Graphs</i>	<i>Human nervous system</i>	<i>Technical Principles</i>	<i>Erosion</i>

Planning your Revision Schedule

	MON A	TUES A	WEDS A	THURS A	FRI A
SUBJECT	English	Maths	Science		
FOCUS					
	MON B	TUES B	WEDS B	THURS B	FRI B
SUBJECT	English	Maths	Science		
FOCUS					

Mock Helpdesk

If you need further guidance or support, remember the layers of support which are on offer to you. You can talk to:

- Your class teacher.
- Your Head of Departments.
- Your Head of Year

If you are concerned, stuck or feeling unsure of **anything please get in contact with the school** – we want to be able to offer support to you. Please email the subject contact below:

Key Leader	Role	
David Murphy	Vice Principal	david.murphy@northoxfordshire-academy.org
Beth Hall	Head of Sixth Form	beth.hall@northoxfordshire-academy.org
Dan Thomas	Head of Maths	daniel.thomas@northoxfordshire-academy.org
Caroline Tustain	Head of English	caroline.tustain@northoxfordshire-academy.org
Vicki Yaxley	Head of Science	vicki.yaxley@northoxfordshire-academy.org
Nicola Owen	Head of Humanities	nicola.owen@northoxfordshire-academy.org
Attendance Leader	Cat Tyler	catherine.tyler@northoxfordshire-academy.org
Head of welfare and safeguarding	Donna Duffy	donna.duffy@northoxfordshire-academy.org

For out of hours support

Email David.murphy@northoxfordshire-academy.org

Year 11 English Language

Length of Assessment	1 Hour 45 mins
Title of Assessment	Language Paper 1: Explorations in Creative Reading and Writing
Success Criteria	<u>Section A: Reading (40 marks in total)</u> <u>Skills:</u> • Approaching an extract (IR Code) • Analysis • Identifying language methods • Identifying structural methods • Coming to a judgement • Quotation selection <u>Question Format & Suggested Timings</u> Read and IR code the text (15 mins) Question 1: Tick the four correct answers about the first section of the text (line numbers are given), (5 mins, 4 marks) Question 2: Language analysis: How does the writer use language to describe..... (line numbers are given) (10 mins, 8 marks) Question 3: Structural analysis: How does the writer structure the text to create a particular mood (e.g. tension/mystery). You MUST write about the whole text, beginning, middle and end) (10 mins, 8 marks) Question 4: This question invites you to critically evaluate a part of the text. You will be given a statement like: “The writer really brought the characters to life. To what extent do you agree with this statement?” You need to answer using language and structural analysis to back up your judgements. (20 mins, 20 marks) <u>Section B: Writing (40 marks in total)</u> You will be asked to write either a description based on an image or the beginning of a story. You are also being assessed on: • Effective use of senses and language methods • SPAG – ensuring this is accurate and a variety can be applied • Using a range of vocabulary • Variety of sentence types ➤ Suggested Timings for Section B: 5 mins planning 35 mins writing 5 mins checking

Resources
required to
revise

- See the NOA English Revision website, which is pinned to the top of your class team-that has EVERYTHING you could need!
- **Read as many unseen texts as you can and IR code them and check you can summarise them**

See also:

- CGP – GCSE AQA English Language Complete Revision and Practice
- GCSE AQA English Language Exam Practice Workbook
- Seneca tasks
- Marked mocks, CMGs and class feedback
- Reading booklets
- Exercise Book and Yr. 10 Folder

Year 11 English Literature

Length of Assessment	2 hours 15 mins
Title of Assessment	Hybrid Literature Paper (Macbeth, Power and Conflict Poetry & Unseen Poetry) We have created a hybrid Literature Paper for this mock so that you get to put your Macbeth knowledge and skills into practice. The Animal Farm essay on Lit Paper 2 has been replaced with a Macbeth essay. The rest of the paper (Power and Conflict poetry and Unseen poetry) is exactly the same.
Success Criteria	The written exam takes 2 hours and 15 minutes in total and is worth 60% of your entire English Literature GCSE. Section A Macbeth -You have 45 minutes to write your Macbeth essay -Read and IR code the extract first -Then approach the question by working chronologically through the text. -10 mins planning, 33 mins writing and 2 minutes checking your essay -You MUST cover the beginning, middle and end of the text and include at least one quote from the extract. If the extract is from the end of the text, you must get onto it. -Check it for SPAG (4 SPAG marks available) Section B Poetry Section B of paper 2 is worth 30 marks as A03 and AO4 is not assessed in this section of the exam. You will be required to answer one comparative question on one named poem printed on the paper and one other poem from your chosen anthology. In this case, as there are less marks to be gained here, we would recommend that you spend 45 minutes on this section, including 5 to 10 minutes spent planning. Section C Unseen Poetry Section C of paper is worth 32 marks. - You will be assessed on AO1 and AO2 only as the poem is unseen. Firstly, you will be given a question worth 24 marks where you will be expected to write an essay about an unseen poem. You should spend around 30 minutes on this section. Then, you will be given another unseen poem that you will be asked to compare to the first unseen poem for 8 marks, which you should spend about 10 minutes on.
Resources required to revise	- See the NOA English Revision website, which is pinned to the top of your class team-that has EVERYTHING you could need! See also: - Key quotations documents - Macbeth Consolidation Booklet and Macbeth Notes Booklet from Year 10 - CGP Guides: Macbeth, Power and Conflict Poetry - Power and Conflict anthology - Marked mock papers and feedback from use in class - Your Lit exercise books and Yr. 10 red folder - Teacher revision video on all Lit texts-Padlet

Year 11 Maths

Length of Assessment	3 Papers (1 hour 30 minutes each)
Title of Assessment	Paper 1 Non-calculator Paper 2 Calculator Paper 3 Calculator
Success Criteria	Every topic is examinable across all 3 papers. However, some topics historically appear more frequently on non-calculator or calculator papers for both Foundation (F) and Higher (H) tiers: Paper 1 – Non-calculator • Fraction operations (F & H) • Proportionality (F & H) • Converting between Fractions, Decimals and Percentages (F) • Fraction of an amount (F) • Direct Proportion • Write as a ratio (F) • Application of Ratio (F) • Solve Linear Equations (F) • Index Laws (H) • Surds (H) • Algebraic Fractions (H) • Probability (H) Papers 2 and 3 – Calculator • Pythagoras (F & H) • Trigonometry (F & H) • Transformations (F & H) • Compound interest (F & H) • Circles and sectors (F & H) • Sine rule, cosine rule and $\frac{1}{2}ab\sin C$ (H) Students in 11x Ma1, 11x Ma2 and 11x Ma3 will sit the higher tier papers whilst students in 11x Ma4, 11y Ma1, 11y Ma2 and 11y Ma3 will sit the foundation tier papers.
Resources required to revise	• CGP GCSE Mathematics Complete Revision and Practice • Method Maths • Sparx • 1st Class Maths • Mathsgenie

Year 11 Combined Science (Trilogy)

Length of Assessment	3 Papers 1 hour 15 minutes each
Title of Assessment	Paper 1: Biology units 1 - 4 Paper 2: Chemistry units 1 – 5 Paper 3: Physics units 1 – 4
Success Criteria	All Students will be given three mock papers. Paper 1: Biology - Unit 1 – Cell biology https://www.bbc.co.uk/bitesize/topics/z2mttv4 - Unit 2 – Organisation https://www.bbc.co.uk/bitesize/topics/zwj22nb - Unit 3 – Infection and response https://www.bbc.co.uk/bitesize/topics/z9kww6f - Unit 4 – Bioenergetics https://www.bbc.co.uk/bitesize/topics/zgr997h Paper 2: Chemistry - Unit 1 – Atomic structure and the periodic table https://www.bbc.co.uk/bitesize/topics/zcckk2p - Unit 2 – Bonding, structure and the properties of matter https://www.bbc.co.uk/bitesize/topics/z33rrwx - Unit 3 – Quantitative chemistry https://www.bbc.co.uk/bitesize/topics/zsnyy4j - Unit 4 – Chemical changes https://www.bbc.co.uk/bitesize/topics/zt6ppbk - Unit 5 – Energy changes https://www.bbc.co.uk/bitesize/topics/z27xxfr Paper 3: Physics - Unit 1 – Energy https://www.bbc.co.uk/bitesize/topics/z89ddxs - Unit 2 – Electricity https://www.bbc.co.uk/bitesize/topics/zcg44qt - Unit 3 – Particle model of matter https://www.bbc.co.uk/bitesize/topics/z3ybb82 - Unit 4 – Atomic structure https://www.bbc.co.uk/bitesize/topics/zshssrd
Resources required to revise	- AQA Combined Science revision guide (available from Amazon) - Teams section under files --> Knowledge organisers - Teams section under files --> past papers - Seneca revision Websites to use: Padlet BBC Bitesize Required practical videos Free Science Lessons Videos AQA GCSE Science Primrose Kitten AQA Trilogy past papers

Year 11 Triple Science- Biology

Length of Assessment	1 hour 45 minutes
Title of Assessment	Biology Paper 1
Success Criteria	All Students will be given a full paper 1. Paper 1 covers the first four Biology topics: B1 Cell Biology - Cell structure, cell division, transport in cells B2 Organisation - Animal gas exchange systems - The digestive system - Animal transport systems - Plant organisation - Non-communicable diseases B3 Infection and response - Communicable diseases - Treating, curing and preventing disease - Monoclonal antibodies - Plant disease B4 Bioenergetics - Photosynthesis - Respiration
Resources required to revise	- AQA GCSE Biology revision guide (available from Amazon) - Teams section under files --> Knowledge organisers have been added - Teams section under files --> Past papers have been added - Seneca revision Websites to use: Padlet BBC Bitesize link Required practical videos Free Science Lessons Videos AQA GCSE Science Primrose Kitten AQA GCSE BIOLOGY - Access Tuition https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/

Year 11 Triple Science- Chemistry

Length of Assessment	1 hour 45 minutes
Title of Assessment	Chemistry Paper 1
Success Criteria	All students will be given a full paper 1. Paper 1 covers the first four Chemistry topics: C1 Atomic structure and the periodic table - Atoms, elements and compounds, mixtures, atomic structure, the periodic table C2 Bonding, structure, and the properties of matter - States of matter, ionic compounds, small molecules, giant covalent molecules, metals and alloys, nanoscience C3 Quantitative chemistry - Calculations in chemistry, atom economy, percentage yields, gas calculations C4 Chemical changes - Reactions of metals, acids, alkalis, salts, titrations, electrolysis C5 Energy changes - Exothermic reactions, endothermic reactions, chemical cells
Resources required to revise	- AQA GCSE Physics revision guide (available from Amazon) - Teams section under files --> Knowledge organisers have been added - Teams section under files --> Past papers have been added - Seneca revision Websites to use: AQA GCSE Science Primrose Kitten Required practical videos Free Science Lessons Videos AQA GCSE Chemistry Topic Questions - Access Tuition https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/ https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb

Year 11 Triple Science- Physics

Length of Assessment	1 hour 45 minutes
Title of Assessment	Physics: Paper 1
Success Criteria	All Students will be given a full paper 1. Paper 1 covers the first four Physics topics: P1 Energy - Changes in energy stores, work, power, efficiency, energy and heating, energy demands P2 Electricity - Electric circuits, mains electricity, static electricity P3 Particle model of matter - Density, temperature changes and energy, particles in gases P4 Atomic structure - Models of the atom, isotopes and ions, radioactive decay, uses and dangers of radiation, nuclear fission and fusion
Resources required to revise	- AQA GCSE Physics revision guide (available from Amazon) - Teams section under files --> Knowledge organisers have been added - Teams section under files --> Past papers have been added - Seneca revision Websites to use: AQA GCSE Science Primrose Kitten AQA GCSE Physics - Access tuition https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm Required practical videos Free Science Lessons Videos

Year 11 Geography

Length of Assessment	Paper 1 – 90 minutes Paper 2 – 90 minutes
Title of Assessment	Paper 1 – Living with the Physical Environment and Fieldwork Paper 2 – Challenges of the Human Environment
Success Criteria	Paper 1 – Living with the Physical Environment – this will be an adjusted paper as groups have not finished the final section of the paper. Fieldwork will be assessed in this paper for this mock only. Students will cover content from Section A – Challenge of Natural Hazards; Section B – Living world - Section A: - Tectonic hazards - Familiarise yourself with tectonic theory, what happens at each margin, effects and responses, Chile and Nepal case studies. - Weather hazards – familiarise yourself with the Global Atmospheric circulation model, how tropical storms form, features and location, effects and responses, Somerset case study - Climate hazards – natural and human causes, the natural vs enhanced greenhouse effect, mitigation and adaptation. - Section B: - Ecosystems and biomes – changing components, nutrient cycle, distribution and characteristics of the biomes. - Tropical rainforests – characteristics, plant and animal adaptations, Amazon Case study. - Fieldwork - Physical investigation at the River Evenlode: River gets wider as you move downstream, why it was suitable as a location, risks involved, mitigation, analysis of the results - Human investigation in Banbury: Tourism has a negative impact on the town, why it was suitable as a location, risks involved, mitigation, analysis of the results Paper 2 – Challenges of the Human Environment - Section A: Urban issues - Trends and location of megacities, opportunities, challenges, and regeneration prjoect in Lagos and Liverpool, transport strategies, sustainable living. - Section B: Changing economic world - Measuring development, cause and consequence of uneven development, strategies to close the development gap, Kenyan tourism, India case study, UK case study. - Section C: Resource Management - Provision of food, water, and energy in the UK; global patterns of water surplus and deficit, Chinese water transfer scheme, Kenyan sand dams. In this section answer question 3 and question 5. Throughout both papers, students will be required to describe, explain and assess. All key skills taught throughout the course. Students will also be asked to complete at least one mathematical calculation in each paper – usually a percentage difference.

**Resources
required to
revise**

You have been given physical copies of:

- Specifications – R/A/G to prioritise gaps to revise
- Past papers – attempt these and check your answers against the mark schemes / examiner reports (find on Teams).
- AQA Geography revision guide – loaned to each student. If lost speak with Miss Whittaker

Websites to use

- Continuity Oak – video lessons for every unit
- Seneca



Year 11 History

Length of Assessment	Paper 1 – 1hr20; Paper 2 – 55 mins; Paper 3 – 1hr30
Title of Assessment	Paper 1: Medicine in Britain & Historic Environment Paper 2 – Superpower relations and the Cold War, 1941–91 Paper 3 – Weimar and Nazi Germany, 1918-39
Success Criteria	Paper 1: Medicine in Britain & Medicine on the Western Front - YouTube For each time period (medieval, renaissance, industrial revolution, modern) you need to know: • Explanations for causes of disease (supernatural, rational, scientific) • Treatments • Prevention • Case studies (Black Death, Great Plague, cholera, lung cancer) And remember to revise the Historic Environment Paper 2: Superpower relations - YouTube This paper is all about <u>causes</u> and <u>consequences</u>. Please revise key topics through this. <u>KT1: Origins of the Cold War</u> • Grand Alliance, wartime conferences, telegrams, satellite states • Economic, political and military alliances • Berlin Crisis & Hungarian Uprising <u>KT2: Cold War crises, 1958-1970</u> • ‘Brain drain’, Berlin Ultimatum and the construction of the Berlin Wall. • Cuban Revolution, Bay of Pigs & Cuban Missile Crisis • Prague Spring <u>KT2: End of the Cold War</u> • Détente period: SALT 1, Helsinki Accords, SALT 2 • Invasion of Afghanistan and the Second Cold War – including the creation of SDI. • Gorbachev’s ‘new thinking’ and the collapse of the Soviet Union. Paper 3: Weimar and Nazi Germany - YouTube <u>KT1: The Weimar Republic</u> • Impact of WW1 – Kaiser’s abdication, political unrest, signing the Treaty of Versailles & armistice • Political and economic challenges: Kapp/Spartacists/Munich; hyperinflation & occupation of the Ruhr • Political and economic recovery: Locarno Pact/League of Nations; Rentenmark/Dawes/Young Plan. <u>KT2: Hitler’s rise to power, 1919-33</u> • Early development of the Nazi Party: DAP to NSDAP; Twenty-Five Point Programme. • Consequences of the Munich Putsch; reorganisation during the Bamberg Conference

	- Reasons for Hitler becoming Chancellor: Great Depression; Hitler's promises; political scheming; Nazi propaganda; work of the SA <u>KT3: Nazi control and dictatorship, 1933-39</u> - Hitler becoming dictator: RENO (Reichstag Fire, Enabling Act, Night of the Long Knives, death of Hindenberg, oath from the army). - Police state: role of the SS, concentration camps and control of the legal system. - Propaganda: role of Goebbels, Nazi Olympics, control of culture and the arts. - Opposition and resistance: from the Church; from the youth groups (Swing Youth, Edelweiss Pirates).
Resources required to revise	You have been given <u>physical copies</u> of: - Specifications – R/A/G to prioritise gaps to revise - Past papers – attempt these and check your answers against the mark schemes / examiner reports (find on Teams). - Cold War flashcards - Medicine revision booklet On <u>Teams</u> you have access to: - Past papers - Revision resources - Lesson resources <u>Websites to use:</u> - YouTube – MrClopeHistory for content and exam skills. Highly recommend! Free online revision guide - use your school login. BBC Bitesize Continuity Oak > History > videos

Year 11 Spanish (Edexcel)

Length of Assessment	Foundation Speaking = 24 minutes Foundation Listening = 45 minutes Foundation Reading = 45 minutes Foundation Writing = 1 Hour and 15 minutes. Higher Speaking = 27 minutes. Higher Listening = 60 minutes. Higher Reading = 60 minutes Higher Writing = 1 hour and 20 minutes.
Assessment	Listening, Reading, Writing, and Speaking
Success Criteria	<u>Paper 1: Speaking Exam</u> Task 1. Read-Aloud Task Phonic Accuracy: I can pronounce distinct Spanish vowel sounds (a, e, i, o, u) and consonant combinations (ll, ñ, j, z) correctly. Task 2. Role Play Task Completion: I answer every prompt directly and fulfil all instructions given in the scenario. Linguistic Accuracy: I use appropriate register (formal or informal) and accurate high-frequency vocabulary. Task 3. Picture-Based Task & General Conversation Spontaneous Expansion: I expand my answers with descriptions, opinions, and justifications without relying on the examiner to prompt me. Time-Frame Variety: I accurately use at least three distinct time frames (past, present, and future/conditional). <u>Paper 2: Listening and Understanding Exam</u> 1. General Listening Comprehension Key Detail Extraction: I can identify core pieces of information, such as names, dates, times, prices, and specific activities. Gist & Context: I can understand the main point of a dialogue or monologue, even if I do not recognize every single word. Distractor Awareness: I listen to the entire sentence to spot trap words (like <i>pero</i>, <i>sin embargo</i>, or tense changes) that alter the final meaning. Nuance & Emotion: I can identify the speaker's point of view, attitudes, emotions, and subtle opinions.

2. The Dictation Task

- **Accents & Punctuation:** I include vital spelling markers like accent marks (*café, está*), tildes (*ñ*), and upside-down punctuation (*¿, ¡*) where required.
- **Grammatical Logic:** I check my written words for grammatical agreement (e.g., matching masculine/feminine endings and singular/plural verbs).

Paper 3: Reading and Understanding Exam

1. Reading Text Comprehension & Analysis

- **Core Info Extraction:** I can find specific facts, figures, dates, and names hidden within longer passages.
- **Contextual Guessing:** I use surrounding words and cognates to accurately predict the meaning of unfamiliar vocabulary.
- **Distractor Detection:** I spot structural traps like negatives (*no, tampoco*), limitations (*solo*), or qualifier words that change the meaning of a sentence.
- **Opinion Tracking:** I can identify multiple viewpoints, distinguishing between positive, negative, and mixed opinions.

2. Translation into English

- **Tense Precision:** I translate verbs accurately to reflect the exact time frame used in the Spanish text (e.g., distinguishing future from past tenses).

Paper 4: Writing and Translating Exam

1. Task Completion & Relevance

- **Bullet Point Coverage:** I address and expand on every single required bullet point in the prompt.
- **Content Relevance:** I keep my ideas strictly relevant to the topic.
- **Length Target:** I write roughly within the recommended word count to ensure my ideas are sufficiently developed.

2. Linguistic Variety & Range

- **Time-Frame Flipping:** I accurately weave in past, present, and future or conditional tenses.
- **Adjective Variety:** I avoid basic descriptions (like *bueno* or *divertido*) in favour of precise, high-level vocabulary.

3. Accuracy & Flow

	• Verb Agreements: I ensure all verbs match the correct subject person (e.g., <i>yo, nosotros, ellos</i>). • Noun-Adjective Harmony: I check that every adjective matches the gender and number of the noun it describes. • Logical Cohesion: I use a variety of linking words (e.g., <i>por lo tanto, además, ya que</i>) to make paragraphs flow naturally. • Spelling & Accents: I double-check essential spelling rules and vital accent marks that change verb meanings (like <i>hablo</i> vs <i>habló</i>).
Resources required to revise	<u>Paper 1: Speaking Exam</u> - Task 1: Read Aloud: https://www.youtube.com/watch?v=K_pMHAK3w2s - Task 2: Role Play: https://www.youtube.com/watch?v=AP1culOr5XQ - Task 3a: Photocard: https://qualifications.pearson.com/content/dam/pdf/GCSE/Spanish/2024/teaching-and-learning-materials/gcse-spanish-speaking-mats.pdf - Task 3b: General Conversation: In your real GCSE exam, you will get to choose between two different themes. To help you prepare, we are doing the exact same thing for Mock 1. You will choose one of these two themes: • Lifestyle and Wellbeing • Media and Technology Just like the real exam, your general conversation questions will only be about the theme you choose. <u>Paper 2: Listening and Understanding Exam</u> Task 1: Listening Comprehension: https://www.youtube.com/watch?v=9qvXOfDmYrM&list=PL6o0h5mgHmGXN743kTPdhuVtMh9ljNqB6&index=55 Task 2: Dictation: https://www.youtube.com/watch?v=uHZmNHHfjpA <u>Paper 3: Reading and Understanding Exam</u> https://www.youtube.com/watch?v=4Ezyb9Ax5iU <u>Paper 4: Writing and Translating Exam</u> <u>Higher Writing Paper Walkthrough:</u> https://www.youtube.com/watch?v=WEr_Bp_jQpk&list=PL6o0h5mgHmGUoINdPRvJHY6G3HgTIZpC&index=1

Foundation Writing Paper Walkthrough:

<https://www.youtube.com/watch?v=-h1pVP5-meE&list=PL6o0h5mgHmGUoINdPRvJHY6G3HgTIZzpC&index=2>

Extra Revision

- Knowledge Organisers (On Teams Class)
- Describing a picture: (On Teams Class)
- Conjugating Verbs:(On Teams Class)
- Extended Writing: (On Teams Class)
- Speaking Booklet (On Teams Class)
- Vocab Booklet (On Teams Class)
- Exercise Book (On Teams Class)
- Past Paper Examples for new Specification(On Teams Class)
- BBC bitesize: [GCSE Spanish - Edexcel \(for exams from 2026\) - BBC Bitesize](#)

Year 11 Drama

Length of Assessment	1 hour 30 minutes
Title of Assessment	Component 3 written exam
Success Criteria	Section A – Noughts and Crosses • Questions as performer, director and designer. • One extract from Noughts and Crosses will be in the exam. You will need to choose another extract you can write about. You will be expected to: • Describe and justify your choices of performance skills, design elements and director choices. • Use the correct terminology. • Refer to the text extract to show a deeper understanding. Section B – Live Theatre Evaluation: • You will need to be able to analyse and evaluate a piece of theatre (this will be one that we have seen and analysed together) • The focus will be on characters and the technical elements. You will be expected to: • Describe and justify your thoughts about what you have seen. • Use the correct terminology. • Refer to key moments to show a deeper understanding.
Resources required to revise	• Students will watch a performance in class which we will discuss. This will be available for them to watch at home as well to help re-cap what they have seen. • Students will be issued with a reminder of the key terminology (Knowledge organisers). These can also be found on Teams. • CGP Drama revision guide. • Focus on key terminology.

Year 11 Engineering

Length of Assessment	1 Day
Title of Assessment	Unit 2 Controlled Assessment (Formal Coursework Element)
Success Criteria	To prepare for the Unit 2 Controlled Assessment drop-down day, students should arrive with a clear idea of how their final design will meet the requirements of the brief. Before the day, they should review their existing product research, design ideas and evaluations, identifying the strongest features they want to take forward. Students should make sure they are ready to: • Review their existing product research and identify useful features they could transfer into their own design. • Revisit their design ideas and evaluations and decide which features have been most successful. • Be clear about why each chosen feature is suitable. • Check that their final design meets all of the key requirements in the design specification. • Decide on suitable materials and explain why their properties are appropriate. • Consider the dimensions and overall size of the design. • Decide how the parts will be fixed, attached or assembled. • Develop a suitable quick-release method. • Make sure the design will provide enough stability when the craft roller is being used. • Ensure the stabilising legs will not damage the surface they are placed on. • Check that the new features will not restrict the operation of the craft roller. • Think about how individual components will look and work before starting the CAD model. • Be confident using key CAD tools such as sketching, dimensioning, extruding, creating holes, adding fillets and assembling components. • Arrive ready to turn their developed idea into an accurate and detailed final CAD model, rather than spending the day deciding what the design should be. The more decisions students can make before the drop-down day, the more time they will have to produce a high-quality final design, CAD model and supporting engineering drawings.
Resources required to revise	• Knowledge Organisers: Part A Part B & C • YouTube Channel: Helpful Videos • Textbooks & Course Materials • Key Words/Terms Flash Cards • Course Notes • Study Guides on teams • Past Papers all on Teams

Year 11 Computer Science

Length of Assessment	Paper 1 (1hr 30mins) Paper 2 (2hr)
Title of Assessment	Paper 1 – Principles of Computer Science Paper 2 – Application of Computational Thinking
Success Criteria	Paper 1: Principles of Computer Science (*Paper code: 1CP2/01) Written examination: 1 hour and 30 minutes 50% of the qualification 75 marks Content overview This paper will assess Topics 1 to 5. • Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables. • Topic 2: Data – understanding of binary, data representation, data storage and compression. • Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages. • Topic 4: Networks – understanding of computer networks and network security. • Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues. Assessment overview This paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended-open-response, tabular and diagrammatic items. Paper 2: Application of Computational Thinking (*Paper code: 1CP2/02) Onscreen examination: 2 hours 50% of the qualification 75 marks Content overview This paper will assess Topic 6: Problem solving with programming. The main focus of this paper is: • understanding what algorithms are, what they are used for and how they work in relation to creating programs • understanding how to decompose and analyse problems • ability to read, write, refine and evaluate programs. Assessment overview This practical paper requires students to design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice. They will be provided with: • coding files • a hard copy of the question paper • the Programming Language Subset (PLS) – as an insert in the question paper and in electronic format. Students should then answer the questions onscreen using Python 3. This assessment consists of six compulsory questions.

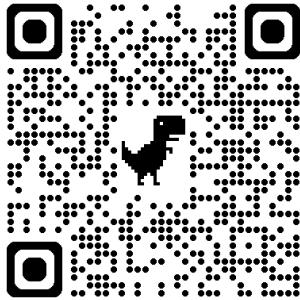
All students were issued a copy of the **ClearRevise** book during Year 10. This is your go-to resource for focused, exam-style revision.

 smartrevise.online

SmartRevise helps you:

- Practise questions tailored to your course
- Track your progress
- Get instant feedback

[Youtube series](#)



For help with Paper 2 and Programming
Questions look at the following link

[https://code.smashyourexams.com/edexcel.ht
ml](https://code.smashyourexams.com/edexcel.html)

Year 11 Music

Length of Assessment	1h 10m
Title of Assessment	Component 3: Appraising
Success Criteria	Students will be assessed on their understanding of all eight set works, including: • Harmony • Melody • Rhythm • Instrumentation • Tonality • Metre (time signature) They will also complete an extended writing task in which they compare a familiar set work to an unfamiliar piece, and complete a musical dictation (writing music from a played extract) task.
Resources required to revise	• Edexcel Official GCSE Revision book: Edexcel book • CGP Revision Book: CGP Book • Set Work videos: YouTube • Focus On Sound: Link

Year 11 Religious Studies

Length of Assessment	2 X 1 hour 45 minutes exams
Title of Assessment	Paper 1 – Christianity and Islam Paper 2 – Thematic Studies: Theme A – Relationships and Families Theme B – Religion and Life Theme D – Peace and Conflict Theme E – Crime and Punishment (Christianity and Islam)
Success Criteria	Paper 1 - To be able to demonstrate knowledge on Christianity and Islam’s diversity, religious traditions, and beliefs in Great Britain today and demonstrate understanding that the main religious tradition in Great Britain is Christianity. - To be able to explain and make judgements on the teachings and practices of Christianity and Islam and their basis in Christian and Muslim sources of wisdom and authority. All students will be able to refer to scripture and/or sacred texts confidently. - To be able to make a judgement on the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Paper 2 - To be able to demonstrate knowledge on ethical issues on relationships and families, religion and life, peace and conflict, and crime and punishment and use a range of arguments, including religious ones (Christianity and Islam). - To be able to make judgements based on evaluative arguments put forward in essay style answers on ethical issues. - To be able to explain why Christians and Muslims have views on different modern day ethical issues and how this links to core Christian / Islamic beliefs.
Resources required to revise	- KOs / self-quizzing booklets / comprehension booklets / past papers all on Teams On Teams but can access here - Seneca - Ms Owen’s Every Resource Document On Teams but can access here - Ben Wardle Ben Wardle - RE AQA Revision Overviews - Mr McMillan Mr McMillan - How to Revise - BBC Bitesize GCSE Religious Studies - AQA - BBC Bitesize

Year 11 Business

Length of Assessment	1 hour 45 minutes
Title of Assessment	Theme 1: (Paper code: 1BS0/01)
Success Criteria	Paper 1 (worth 50% of the GCSE) – This paper assesses students' knowledge and understanding of Theme 1: Investigating Small Business. The examination is worth 90 marks and is divided into three sections: Section A – 35 marks, Section B – 30 marks and Section C – 25 marks. Questions include multiple-choice, calculations, short-answer questions and extended-writing questions. Sections B and C use business contexts that students must apply their answers to. Students need to revise the following five areas: • 1.1 Enterprise and entrepreneurship • 1.2 Spotting a business opportunity • 1.3 Putting a business idea into practice • 1.4 Making the business effective • 1.5 Understanding external influences on business Students should have a secure understanding of key business terminology, concepts, calculations and formulae and be able to apply these accurately to unfamiliar business scenarios. Students must pay particular attention to the command words used in questions: • 1 mark – Multiple choice, Define, Give, State, Identify • 2 marks – Calculate, Outline • 3 marks – Explain • 6 marks – Discuss / Analyse • 9 marks – Justify • 12 marks – Evaluate For the longer questions, students should develop clear chains of reasoning, explaining how and why an issue affects the business. Where a business is given in the question, answers should be specifically applied to that business and the information provided in the case study. For Justify and Evaluate questions, students should consider different viewpoints or options and reach a supported judgement or conclusion. Simply repeating information from the case study will not achieve the highest marks. Students should also practise all required business calculations and show their working clearly, as calculators are permitted in the examination.
Resources required to revise	• Theme 1 Revision Booklet / Knowledge Organiser – use this to systematically revise each of the five Theme 1 topics. • Student exercise book – revisit lesson notes, key terminology, worked examples and previous assessments. • Past Papers and Mark Schemes – complete Paper 1 questions under timed conditions and use the mark schemes to identify where marks have been lost.

- **Pearson Edexcel GCSE Business website** – use past examination papers, sample assessment materials and examiner guidance.
- **Business Calculation and Formula Sheet** – regularly practise calculations including revenue, costs, profit, interest, break-even and cash flow.
- **GCSE Business revision resources** such as BBC Bitesize and Seneca Learning.
- **Command Word Guide** – practise the different structures required for Explain, Analyse, Justify and Evaluate questions.
Seneca
BBC Bitesize

All links are on your Teams page



Year 11 Art

Length of Assessment	10 hours (over 2 days)
Title of Assessment	Externally Set Assignment (Unit 2)
Success Criteria	Unit 1 (worth 60% of the GCSE) - The portfolio must be complete with research, development, experimentation, annotation and a final piece. Students must ensure that the Assessment Objectives have been fully covered and are evidenced in their sketchbooks. The quality and standard of this coverage will determine the marks they receive. Unit 2 (worth 40% of the GCSE) - The exam board releases the paper January 1st and these will be sent to the school directly. Students will be given the paper and required to select from a choice of titles. This will be the focus of their theme, and they will create and design a project around this theme. In the same manner as Unit 1, students must ensure that the Assessment Objectives have been fully covered and are evidenced in their sketchbooks. The quality and standard of this coverage will determine the marks they receive. This Unit will culminate in a 10-hour exam, over 2 days whereby students will produce a final piece in response to their chosen theme.
Resources required to revise	• GCSE Assessment Objectives Booklet – this details how each of the AO's should be evidenced and gives clear examples of how to do so • Student Mark book – This gives a comprehensive list of items that need to be completed, deadlines, <i>the Assessment Objectives explained</i> and space for marking and feedback • AQA Website • GCSE Bitesize – Art and Design

Year 11 Food Technology

Length of Assessment	Unit 1 – 1h 20 min (externally assessed) Unit 2 – 12 h (internally assessed, includes 3 hr practical exam)
Title of Assessment	WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)
Success Criteria	Unit 1 (worth 40% of the GCSE). Students will need to show understanding of the following topics: <u>UNIT 1 - External examination (June of Y11)</u> 1.1 Hospitality and Catering Provision 1.1.1. Hospitality and Catering providers 1.1.2. Working in the Hospitality and Catering Industry 1.1.3. Working conditions in the Hospitality and Catering industry 1.1.4. Contributing factors to the success of Hospitality and Catering Provision 1.2 How the Hospitality and Catering provisions operate 1.2.1. The operation of the front and the back of house 1.2.2. Customer requirements in Hospitality and Catering 1.2.3. Hospitality and Catering Provision to meet different requirements 1.3 Health & Safety in Hospitality and Catering 1.3.1. Health and Safety in Hospitality and Catering provision 1.3.2. Food safety 1.4 Food safety in Hospitality and Catering 1.4.1. Food related causes of ill health 1.4.2. Symptoms and signs of food induced ill health 1.4.3. Preventative control measures 1.4.4. The Environmental Health Officer (EHO) Unit 2 (worth 60% of the GCSE) - The exam board releases a brief on September 1st. Students will have access to the brief and will need to complete coursework and practical exam based on the scenario set up in the brief. Students will need to show understanding of the following topics: <u>UNIT 2 – Coursework and practical exam (Feb-May of Y11)</u> 2.1 The importance of nutrition 2.1.1. Understanding the importance of nutrition 2.1.2. How cooking methods can impact nutritional value 2.2 Menu planning 2.2.1. Factors affecting menu planning 2.2.2. How to plan production. 2.3 Skills and techniques of preparation, cooking and presentation 2.3.1. How to prepare and make dishes. Preparation, knife and cooking skills graded as basic, medium and complex. 2.3.2. Presentation techniques 2.3.3. Food safety practices

	2.4 Evaluation of cooking skills 2.4.1. Reviewing your dishes 2.4.2. Reviewing your own performance
Resources required to revise	• Revision guide (departmental source in Teams) • KOs (in Teams) • CGP Revision guide Unit 1 and 2 ISBN 9781837741441 • CGP Exam practice workbook Unit 1 ISBN 9781837741458 • It would also be really beneficial if students could time practice their teenager and adults recipes (main + side) over the Xmas season in preparation for their coming practical exam on February (dates to be confirmed closer to the time). Students have been given paper copies of recipes. In case they are lost, students can google their recipes and follow the preparation instructions. Total time of setting up, preparation, cooking and cleaning should be 3hrs (add 45 min for students with extra time)

Year 11 HSC

Length of Assessment	2 hours in early May for the real exam
Title of Assessment	Component 3: Health and Wellbeing
Success Criteria	This external component builds on knowledge and understanding acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will need to apply their knowledge and understanding of human lifespan development and life events, sources and types of support, health and social care services, the skills, attributes and values that contribute to care and the barriers and personal obstacles to accessing services. Students will need to think about Component 1 and 2 and apply their knowledge to case studies for the bigger mark questions in this exam. Look over areas such as barriers, obstacles, 'factors' e.g. lifestyle factors and know the difference between them. Start to look at areas such as blood pressure readings & BMI readings and what are 'normal'.
Resources required to revise	Component 3 Knowledge organiser - on teams Component 3 key vocabulary sheet - on folders E-revision Create flash cards Revision guide (on teams if not purchased) 

Year 11 Sport

Length of Assessment	1 hour 15 minutes
Title of Assessment	Topics Areas 1, 2, 3, 4 & 5
Success Criteria	Topic Area 1: Factors affecting participation in sport 1.1 User groups 1.2 Possible barriers 1.3 Possible solutions 1.4 Popularity of sport 1.5 Emerging & new sports Topic Area 2: The role of sport in promoting values 2.1 Sport values 2.2 the Olympic and Paralympic movement 2.3 Initiatives and campaigns 2.4 Sporting etiquette and behaviour 2.5 The use of PEDs Topic Area 3: The implications of hosting a major sporting event 3.1 The Features of a Major Sporting Event 3.2 Positive and Negative Pre-Event Aspects of Hosting a Major Sporting Event 3.3 Potential Positive and Negative Aspects of Hosting a Major Sporting Event Topic Area 4: The role of National Governing Bodies 4.1 NGBS Topic Area 5: The role of technology in sport 5.1 Technology in sport
Resources required to revise	Knowledge Organiser for R184 CGP Cambridge National Sports Studies Revision Guide Video content will be accessible via the Ever Learner Questions will be accessible via the ever learner

PREPARE
PRACTISE
PROGRESS
SUCCEED

Year 11 Mock 1 Timetable 2026/27

Plan ahead. Revise smart. Own your grades.

Be selfish
for my own
grade

Week A
02 – 06 Nov

Date	AM	PM
02-Nov	Y11 Art (P1 - P5) Y11 Spanish Speaking (10 min slot)	Y11 Art (P1 - P5) Y11 Spanish Speaking (10 min slot)
03-Nov	Y11 Engineering A (P1-P5) Y11 Spanish Speaking (10 min slot)	Y11 Engineering A (P1-P5) Y11 Spanish Speaking (10 min slot)
04-Nov	Y11 Hospitality (P1 - P5) Y11 Engineering B (P1-P5)	Y11 Hospitality (P1 - P5) Y11 Engineering B (P1-P5)
05-Nov	English Literature (2.15)	Drama (1.15) Computer Science Paper 1 (1.30)
06-Nov	Biology (1.45) Combined Biology (1.15)	HSC (1.00)

Week B
09 – 13 Nov

09-Nov	Math non calc (1.30)	Business Paper 1 (1.45)
10-Nov	Geography Paper 1 (1.30) History Paper 1 (1.20)	Sport (1.00)
11-Nov	English Language (1.45)	RE Paper 1 (1.45)
12-Nov	Chemistry (1.45) Combined Chemistry (1.15)	Spanish Reading (0.45/1.00)
13-Nov	Math Paper 2 (1.30)	History Paper 2 (0.55)

Week A
16 – 20 Nov

16-Nov	Spanish Listening (0.45/1.00)	Physics (1.45) Combined Physics (1.15)
17-Nov	Catch up 1	Computer Science Paper 2 (2.00)
18-Nov	Math Paper 3 (1.30)	History Paper 3 (1.30) Geography Paper 2 (1.30)
19-Nov	RE Paper 2 (1.45)	Spanish Writing (1.15/1.20)
20-Nov	Catch up 2	—

Revision
today
a brighter
tomorrow

- Be organised
- Do your best
- Believe in yourself
- You've got this!



SMALL STEPS
BIG RESULTS

Be selfish for my own grade