

North Oxfordshire Academy

# Year 11 Mock 1

## Information, Support and Revision Guide

# Contents Page

<b>Page numbers</b>	<b>Section heading</b>
<b>Page 2-3</b>	<b>BE SELFISH FOR YOUR GRADE</b> <i>(Points to note, revision, how to use this guide)</i>
<b>Page 3- 7</b>	<b>Revision Guidance</b> <i>(Strategies, school website and schedules)</i>
<b>Page 8</b>	<b>Mock Helpdesk</b>
<b>Page 9– 35</b>	<b>Mock Support Pages &amp; Revision Schedules</b>

## 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.
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## 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.

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## 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.
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### 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**:

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### 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.

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### 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.

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### 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.
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### 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.

## Revision Website

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

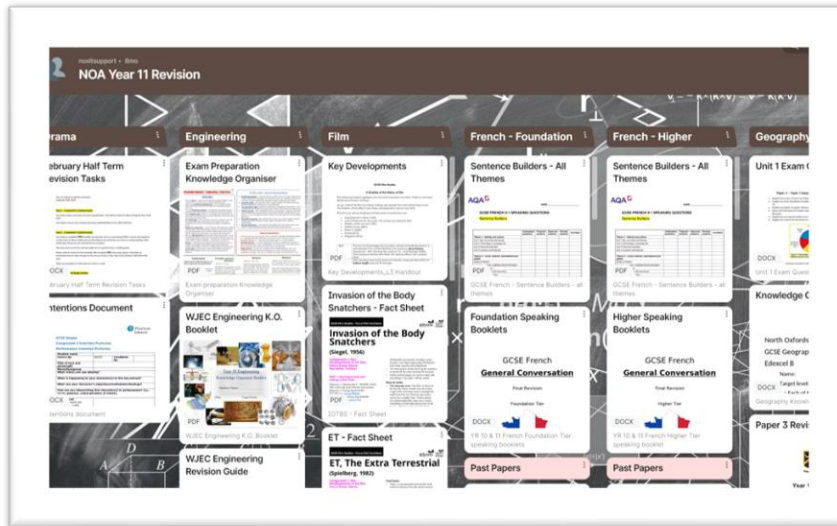
Go to the school homepage and select "learning -> Year 11"

The screenshot shows the North Oxfordshire Academy website. At the top, there is a navigation menu with links for Home, About us, Learning, Sixth Form, Parents, Students, Working at NOA, and Contact us. Below the navigation is a banner with the text "Year 11 Mantra 'Be selfish for my grade'". Underneath the banner is a "Year 11 Exam Countdown" timer showing 216 days, 10 hours, 30 minutes, and 16 seconds. To the right of the timer is a "Learning" sidebar with links for Curriculum, Key Stage 2 and 4 Subjects, Extra Curricular, Exams and Assessments, Personal Development and Careers, and Homework.

Scroll down until you see "GCSE Revision Resources"

The screenshot shows the North Oxfordshire Academy website with the "GCSE Revision Resources" link highlighted in a red circle. The page is divided into two columns: "Key Dates" and "Other Key Dates". The "Key Dates" column lists various events and assessments, including "09/10 Y11 Parents Event (17.30-18.30)", "23/10 6th Form Open Evening", "03/11-26/11 Mock 1 Assessments", "08/12 Mock 1 Results Event (17.30-18.30)", "08/01 Y11 Parents Evening", "01/02-06/03 Mock 2 Assessments", "26/03 Mock 2 Results Evening (17.30-18.00)", "04/05-17/06 GCSE Exam Period", "19/06 Y11 Leavers Assembly", and "02/07 Provisional Year 11 Prom". The "Other Key Dates" column lists "23/10 6th Form Open Evening", "12/11 NEC Careers Trip (All Year 11)", "04/12 Macbeth RSC Trip (Invite Only)", "08/12 Marijñ Van Der Spoel (Psychologist/ Inspirational Speaker)", "10/12 Ricardo Erasmus (Transformational coach)", and "16/04 6th Form Entry Interviews". The "GCSE Revision Resources" link is located in the right-hand column, below the "GCSE Exam Timetable" link.

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 4<sup>th</sup> of November**.

# What does effective and successful revision look like?

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- Revision should be organised.

	<b>MON A</b>	<b>TUES A</b>	<b>WEDS A</b>	<b>THURS A</b>	<b>FRI A</b>
<b>SUBJECT</b>	English	Maths	Science	Spanish	History
<b>FOCUS</b>	<i>Key quotes for Lady Macbeth</i>	<i>Shape</i>	<i>Energy</i>	<i>Regular present tense</i>	<i>Religion in Elizabethan society</i>
	<b>MON B</b>	<b>TUES B</b>	<b>WEDS B</b>	<b>THURS B</b>	<b>FRI B</b>
<b>SUBJECT</b>	English	Maths	Science	Design & Technology	Geography
<b>FOCUS</b>	<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

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	<b>MON A</b>	<b>TUES A</b>	<b>WEDS A</b>	<b>THURS A</b>	<b>FRI A</b>
<b>SUBJECT</b>	English	Maths	Science		
<b>FOCUS</b>					
	<b>MON B</b>	<b>TUES B</b>	<b>WEDS B</b>	<b>THURS B</b>	<b>FRI B</b>
<b>SUBJECT</b>	English	Maths	Science		
<b>FOCUS</b>					

## 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	<a href="mailto:david.murphy@northoxfordshire-academy.org">david.murphy@northoxfordshire-academy.org</a>
Katherine Graham	Assistant Principal Inclusion	<a href="mailto:katherine.graham@northoxfordshire-academy.org">katherine.graham@northoxfordshire-academy.org</a>
Beth Hall	Head of Sixth Form	<a href="mailto:beth.hall@northoxfordshire-academy.org">beth.hall@northoxfordshire-academy.org</a>
Dan Thomas	Head of Maths	<a href="mailto:daniel.thomas@northoxfordshire-academy.org">daniel.thomas@northoxfordshire-academy.org</a>
Natasha O' Hear	Head of English	<a href="mailto:natasha.ohear@northoxfordshire-academy.org">natasha.ohear@northoxfordshire-academy.org</a>
Vicki Yaxley	Head of Science	<a href="mailto:vicki.yaxley@northoxfordshire-academy.org">vicki.yaxley@northoxfordshire-academy.org</a>
Nicola Owen	Head of Humanities	<a href="mailto:nicola.owen@northoxfordshire-academy.org">nicola.owen@northoxfordshire-academy.org</a>
Attendance Leader	Cat Tyler	<a href="mailto:catherine.tyler@northoxfordshire-academy.org">catherine.tyler@northoxfordshire-academy.org</a>
Head of welfare and safeguarding	Donna Duffy	<a href="mailto:donna.duffy@northoxfordshire-academy.org">donna.duffy@northoxfordshire-academy.org</a>

### For out of hours support

Email [David.murphy@northoxfordshire-academy.org](mailto:David.murphy@northoxfordshire-academy.org)

Year 11 English Language

Length of Assessment	1 Hour 45 mins
Title of Assessment	Language Paper 1: Writers' Viewpoints and Perspectives
Success Criteria	<p><b><u>Section A: Reading (40 marks in total)</u></b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Approaching an extract (IR Code)</li> <li>• Analysis</li> <li>• Identifying language methods</li> <li>• Identifying structural methods</li> <li>• Coming to a judgement</li> <li>• Quotation selection</li> </ul> <p><b><u>Question Format &amp; Suggested Timings</u></b></p> <p><b>Read and IR code</b> the text <b>(15 mins)</b></p> <p><b>Question 1:</b> Tick the four correct answers about the first section of the text (line numbers are given), <b>(5 mins, 4 marks)</b></p> <p><b>Question 2:</b> Language analysis: How does the writer use language to describe..... (line numbers are given) <b>(10 mins, 8 marks)</b></p> <p><b>Question 3:</b> Structural analysis: How does the writer structure the text to create a particular mood (e.g. tension/mystery). You <b>MUST</b> write about the whole text, beginning, middle and end) <b>(10 mins, 8 marks)</b></p> <p><b>Question 4:</b> 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. <b>(20 mins, 20 marks)</b></p> <p><b><u>Section B: Writing (40 marks in total)</u></b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• Effective use of senses and language methods</li> <li>• SPAG – ensuring this is accurate and a variety can be applied</li> <li>• Using a range of vocabulary</li> <li>• Variety of sentence types</li> </ul> <p>➤ Suggested Timings for Section B:</p> <p>5 mins planning          35 mins writing          5 mins checking</p>

Resources required to revise	<ul style="list-style-type: none"><li>• See the NOA English Revision website, which is pinned to the top of your class team-that has EVERYTHING you could need!</li><li>• <b>Read as many unseen texts as you can and IR code them and check you can summarise them</b></li></ul> <p>See also:</p> <ul style="list-style-type: none"><li>• CGP – GCSE AQA English Language Complete Revision and Practice</li><li>• GCSE AQA English Language Exam Practice Workbook</li><li>• Seneca – KS3 Grammar</li><li>• Marked mocks, CMGs and class feedback</li><li>• Your Homework Reading booklets</li><li>• Exercise Book and Yr. 10 Folder</li></ul>
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**Year 11 English Literature**

Length of Assessment	2 hours 15 mins
Title of Assessment	<p><b>Hybrid Literature Paper (Macbeth, Power and Conflict Poetry &amp; Unseen Poetry)</b></p> <p>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.</p>
Success Criteria	<p>The written exam takes <b>2 hours and 15 minutes</b> in total and is worth <b>60%</b> of your entire English Literature GCSE.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%; border: 1px solid #ccc; padding: 10px; background-color: #f9f9f9;"> <p style="text-align: center;"><b>Section A</b></p> <p style="text-align: center;"><b>Macbeth</b></p> <ul style="list-style-type: none"> <li>-You have 45 minutes to write your Macbeth essay</li> <li>-Read and IR code the extract first</li> <li>-Then approach the question by working chronologically through the text.</li> <li>-10 mins planning, 33 mins writing and 2 minutes checking your essay</li> <li>-You <b>MUST</b> 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.</li> <li>-Check it for SPAG (4 SPAG marks available)</li> </ul> </div> <div style="width: 48%; border: 1px solid #ccc; padding: 10px; background-color: #f9f9f9;"> <p style="text-align: center;"><b>Section B</b></p> <p style="text-align: center;">Poetry</p> <p>Section B of paper 2 is worth <b>30 marks</b> as <b>A03 and AO4 is not assessed</b> in this section of the exam.</p> <p>You will be required to answer one <b>comparative question</b> on one <b>named poem</b> printed on the paper and one other poem from your <b>chosen anthology</b>.</p> <p>In this case, as there are less marks to be gained here, we would recommend that you spend <b>45 minutes</b> on this section, <b>including 5 to 10 minutes spent planning</b>.</p> </div> </div> <div style="margin-top: 20px; border: 1px solid #ccc; padding: 10px; background-color: #f9f9f9;"> <p style="text-align: center;"><b>Section C</b></p> <p style="text-align: center;">Unseen Poetry</p> <p>Section C of paper is worth <b>32 marks</b>.</p> <ul style="list-style-type: none"> <li>• You will be assessed on <b>AO1 and AO2</b> only as the poem is unseen.</li> </ul> <p>Firstly, you will be given a question worth <b>24 marks</b> where you will be expected to write an essay about an <b>unseen poem</b>. You should spend around <b>30 minutes on this section</b>.</p> <p>Then, you will be given <b>another unseen poem</b> that you will be asked to compare to the first unseen poem for <b>8 marks</b>, which you should spend about <b>10 minutes</b> on.</p> </div>
Resources required to revise	<ul style="list-style-type: none"> <li>• See the NOA English Revision website, which is pinned to the top of your class team-that has EVERYTHING you could need!</li> </ul> <p>See also:</p> <ul style="list-style-type: none"> <li>• Your Year 11 Lit Flashcards (Key Quotes from all FOUR Lit texts, including poetry)</li> <li>• Macbeth Consolidation Booklet and Macbeth Notes Booklet from Year 10</li> <li>• Re-read Macbeth on Sparx Reader</li> <li>• CGP Guides: Macbeth, Power and Conflict Poetry</li> <li>• Marked mock papers and feedback from use in class</li> <li>• Your Lit exercise Books and Yr. 10 Red Folder</li> <li>• Teacher Revision Video on all Lit texts-Padlet</li> </ul>

### 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	<p>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:</p> <p><b>Paper 1 – Non-calculator</b></p> <ul style="list-style-type: none"> <li>• Fraction operations (F &amp; H)</li> <li>• Proportionality (F &amp; H)</li> <li>• Converting between Fractions, Decimals and Percentages (F)</li> <li>• Fraction of an amount (F)</li> <li>• Direct Proportion</li> <li>• Write as a ratio (F)</li> <li>• Application of Ratio (F)</li> <li>• Solve Linear Equations (F)</li> <li>• Index Laws (H)</li> <li>• Surds (H)</li> <li>• Algebraic Fractions (H)</li> <li>• Probability (H)</li> </ul> <p><b>Papers 2 and 3 – Calculator</b></p> <ul style="list-style-type: none"> <li>• Pythagoras (F &amp; H)</li> <li>• Trigonometry (F &amp; H)</li> <li>• Transformations (F &amp; H)</li> <li>• Compound interest (F &amp; H)</li> <li>• Circles and sectors (F &amp; H)</li> <li>• Sine rule, cosine rule and <math>\frac{1}{2}ab\sin C</math> (H)</li> <li>• Histograms (H)</li> </ul> <p>Students in sets 1 and 2 will sit the higher tier papers whilst students in sets 3 and 4 will sit the foundation tier papers.</p>
Resources required to revise	<ul style="list-style-type: none"> <li>• CGP GCSE Mathematics Complete Revision and Practice (Higher Tier for Set 1) (Foundation for Sets 2 and 3)</li> <li>• Method Maths</li> <li>• Sparx</li> <li>• 1<sup>st</sup> Class Maths</li> <li>• Mathsgenie</li> <li>• Knowledge Organisers</li> </ul>

### 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	<p>All Students will be given three mock papers.</p> <p><b>Paper 1: Biology</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Cell biology <a href="https://www.bbc.co.uk/bitesize/topics/z2mttv4">https://www.bbc.co.uk/bitesize/topics/z2mttv4</a></li> <li>Unit 2 – Organisation <a href="https://www.bbc.co.uk/bitesize/topics/zwj22nb">https://www.bbc.co.uk/bitesize/topics/zwj22nb</a></li> <li>Unit 3 – Infection and response <a href="https://www.bbc.co.uk/bitesize/topics/z9kww6f">https://www.bbc.co.uk/bitesize/topics/z9kww6f</a></li> <li>Unit 4 – Bioenergetics <a href="https://www.bbc.co.uk/bitesize/topics/zgr997h">https://www.bbc.co.uk/bitesize/topics/zgr997h</a></li> </ul> <p><b>Paper 2: Chemistry</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Atomic structure and the periodic table <a href="https://www.bbc.co.uk/bitesize/topics/zcckk2p">https://www.bbc.co.uk/bitesize/topics/zcckk2p</a></li> <li>Unit 2 – Bonding, structure and the properties of matter <a href="https://www.bbc.co.uk/bitesize/topics/z33rrwx">https://www.bbc.co.uk/bitesize/topics/z33rrwx</a></li> <li>Unit 3 – Quantitative chemistry <a href="https://www.bbc.co.uk/bitesize/topics/zsnyy4j">https://www.bbc.co.uk/bitesize/topics/zsnyy4j</a></li> <li>Unit 4 – Chemical changes <a href="https://www.bbc.co.uk/bitesize/topics/zt6ppbk">https://www.bbc.co.uk/bitesize/topics/zt6ppbk</a></li> <li>Unit 5 – Energy changes <a href="https://www.bbc.co.uk/bitesize/topics/z27xxfr">https://www.bbc.co.uk/bitesize/topics/z27xxfr</a></li> </ul> <p><b>Paper 3: Physics</b></p> <ul style="list-style-type: none"> <li>Unit 1 – Energy <a href="https://www.bbc.co.uk/bitesize/topics/z89ddxs">https://www.bbc.co.uk/bitesize/topics/z89ddxs</a></li> <li>Unit 2 – Electricity <a href="https://www.bbc.co.uk/bitesize/topics/zcg44qt">https://www.bbc.co.uk/bitesize/topics/zcg44qt</a></li> <li>Unit 3 – Particle model of matter <a href="https://www.bbc.co.uk/bitesize/topics/z3ybb82">https://www.bbc.co.uk/bitesize/topics/z3ybb82</a></li> <li>Unit 4 – Atomic structure <a href="https://www.bbc.co.uk/bitesize/topics/zshssrd">https://www.bbc.co.uk/bitesize/topics/zshssrd</a></li> </ul>
Resources required to revise	<ul style="list-style-type: none"> <li>AQA Combined Science revision guide (available from Amazon)</li> <li>Teams section under files --&gt; Knowledge organisers</li> <li>Teams section under files --&gt; past papers</li> <li>Seneca revision</li> </ul> <p>Websites to use:</p> <p><a href="#">Padlet</a></p> <p><a href="#">BBC Bitesize</a></p> <p><a href="#">Required practical videos</a></p> <p><a href="#">Free Science Lessons Videos</a></p> <p><a href="#">AQA GCSE Science   Primrose Kitten</a></p> <p><a href="#">AQA Trilogy past papers</a></p>

**Year 11 Triple Science- Biology**

Length of Assessment	1 hour 45 minutes
Title of Assessment	Biology Paper 1
Success Criteria	<p>All Students will be given a full paper 1.</p> <p>Paper 1 covers the first four Biology topics:</p> <p><b>B1 Cell Biology</b></p> <ul style="list-style-type: none"> <li>• Cell structure, cell division, transport in cells</li> </ul> <p><b>B2 Organisation</b></p> <ul style="list-style-type: none"> <li>• Animal gas exchange systems</li> <li>• The digestive system</li> <li>• Animal transport systems</li> <li>• Plant organisation</li> <li>• Non-communicable diseases</li> </ul> <p><b>B3 Infection and response</b></p> <ul style="list-style-type: none"> <li>• Communicable diseases</li> <li>• Treating, curing and preventing disease</li> <li>• Monoclonal antibodies</li> <li>• Plant disease</li> </ul> <p><b>B4 Bioenergetics</b></p> <ul style="list-style-type: none"> <li>• Photosynthesis</li> <li>• Respiration</li> </ul>
Resources required to revise	<ul style="list-style-type: none"> <li>• AQA GCSE Biology revision guide (available from Amazon)</li> <li>• Teams section under files --&gt; Knowledge organisers have been added</li> <li>• Teams section under files --&gt; Past papers have been added</li> <li>• Seneca revision</li> </ul> <p>Websites to use:</p> <p><a href="#">Padlet</a></p> <p><a href="#">BBC Bitesize link</a></p> <p><a href="#">Required practical videos</a></p> <p><a href="#">Free Science Lessons Videos</a></p> <p><a href="#">AQA GCSE Science   Primrose Kitten</a></p> <p><a href="#">AQA GCSE BIOLOGY - Access Tuition</a></p> <p><a href="https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/">https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/</a></p>



### Year 11 Triple Science- Chemistry

Length of Assessment	1 hour 45 minutes
Title of Assessment	Chemistry Paper 1
Success Criteria	<p>All students will be given a full paper 1.</p> <p><b>Paper 1 covers the first four Chemistry topics:</b></p> <p>C1 Atomic structure and the periodic table</p> <ul style="list-style-type: none"> <li>• Atoms, elements and compounds, mixtures, atomic structure, the periodic table</li> </ul> <p>C2 Bonding, structure, and the properties of matter</p> <ul style="list-style-type: none"> <li>• States of matter, ionic compounds, small molecules, giant covalent molecules, metals and alloys, nanoscience</li> </ul> <p>C3 Quantitative chemistry</p> <ul style="list-style-type: none"> <li>• Calculations in chemistry, atom economy, percentage yields, gas calculations</li> </ul> <p>C4 Chemical changes</p> <ul style="list-style-type: none"> <li>• Reactions of metals, acids, alkalis, salts, titrations, electrolysis</li> </ul> <p>C5 Energy changes</p> <ul style="list-style-type: none"> <li>• Exothermic reactions, endothermic reactions, chemical cells</li> </ul>
Resources required to revise	<ul style="list-style-type: none"> <li>• AQA GCSE Physics revision guide (available from Amazon)</li> <li>• Teams section under files --&gt; Knowledge organisers have been added</li> <li>• Teams section under files --&gt; Past papers have been added</li> <li>• Seneca revision</li> </ul> <p>Websites to use:</p> <p><a href="#">AQA GCSE Science   Primrose Kitten</a></p> <p><a href="#">Required practical videos</a></p> <p><a href="#">Free Science Lessons Videos</a></p> <p><a href="#">AQA GCSE Chemistry Topic Questions - Access Tuition</a></p> <p><a href="https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/">https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/</a></p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb">https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb</a></p>

### Year 11 Triple Science- Physics

Length of Assessment	1 hour 45 minutes
Title of Assessment	Physics: Paper 1
Success Criteria	<p>All Students will be given a full paper 1.</p> <p><b>Paper 1 covers the first four Physics topics:</b></p> <p>P1 Energy</p> <ul style="list-style-type: none"> <li>• Changes in energy stores, work, power, efficiency, energy and heating, energy demands</li> </ul> <p>P2 Electricity</p> <ul style="list-style-type: none"> <li>• Electric circuits, mains electricity, static electricity</li> </ul> <p>P3 Particle model of matter</p> <ul style="list-style-type: none"> <li>• Density, temperature changes and energy, particles in gases</li> </ul> <p>P4 Atomic structure</p> <ul style="list-style-type: none"> <li>• Models of the atom, isotopes and ions, radioactive decay, uses and dangers of radiation, nuclear fission and fusion</li> </ul>
Resources required to revise	<ul style="list-style-type: none"> <li>• AQA GCSE Physics revision guide (available from Amazon)</li> <li>• Teams section under files --&gt; Knowledge organisers have been added</li> <li>• Teams section under files --&gt; Past papers have been added</li> <li>• Seneca revision</li> </ul> <p>Websites to use:</p> <p><a href="#">AQA GCSE Science   Primrose Kitten</a></p> <p><a href="#">AQA GCSE Physics - Access tuition</a></p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm">https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm</a></p> <p><a href="#">Required practical videos</a></p> <p><a href="#">Free Science Lessons Videos</a></p>

### 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	<p><b>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.</b></p> <p>Students will cover content from Section A – Challenge of Natural Hazards; Section B – Living world</p> <ul style="list-style-type: none"> <li>• Section A: <ul style="list-style-type: none"> <li>○ Tectonic hazards - Familiarise yourself with tectonic theory, what happens at each margin, effects and responses, Chile and Nepal case studies.</li> <li>○ Weather hazards – familiarise yourself with the Global Atmospheric circulation model, how tropical storms form, features and location, effects and responses, Somerset case study</li> <li>○ Climate hazards – natural and human causes, the natural vs enhanced greenhouse effect, mitigation and adaptation.</li> </ul> </li> <li>• Section B: <ul style="list-style-type: none"> <li>○ Ecosystems and biomes – changing components, nutrient cycle, distribution and characteristics of the biomes.</li> <li>○ Tropical rainforests – characteristics, plant and animal adaptations, Amazon Case study.</li> <li>○ Hot Deserts – characteristics, plant and animal adaptations, Sahara Case study</li> <li>○ In this section use the hot desert as the case study</li> </ul> </li> <li>• Fieldwork <ul style="list-style-type: none"> <li>○ 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</li> <li>○ 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</li> </ul> </li> </ul> <p><b>Paper 2 – Challenges of the Human Environment</b></p> <ul style="list-style-type: none"> <li>• Section A: Urban issues <ul style="list-style-type: none"> <li>○ Trends and location of megacities, opportunities, challenges, and regeneration project in Lagos and Liverpool, transport strategies, sustainable living.</li> </ul> </li> <li>• Section B: Changing economic world <ul style="list-style-type: none"> <li>○ Measuring development, cause and consequence of uneven development, strategies to close the development gap, Kenyan tourism, India case study, UK case study.</li> </ul> </li> <li>• Section C: Resource Management <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ul> <p>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.</p>

Resources required to revise	<ul style="list-style-type: none"><li>• AQA Geography revision guide – loaned to each student. If lost speak with LDU (also available through the school)</li><li>• Teams section under files --&gt; lessons</li><li>• All students have Geog your memory booklets and revision timetables with resources created.</li><li>• Seneca revision.</li><li>• Oak academy (available at continuity Oak)</li></ul>
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### Year 11 History

<b>Length of Assessment</b>	Paper 1 – 1hr20; Paper 2 – 55 mins; Paper 3 – 1hr30
<b>Title of Assessment</b>	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
<b>Success Criteria</b>	<p><b>Paper 1: Medicine in Britain &amp; Medicine on the Western Front - <a href="#">YouTube</a></b> For each time period (medieval, renaissance, industrial revolution, modern) you need to know:</p> <ul style="list-style-type: none"> <li>• Explanations for causes of disease (supernatural, rational, scientific)</li> <li>• Treatments</li> <li>• Prevention</li> <li>• Case studies (Black Death, Great Plague, cholera, lung cancer)</li> </ul> <p>And remember to revise the <a href="#">Historic Environment</a></p> <p><b>Paper 2: Superpower relations - <a href="#">YouTube</a></b> 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></p> <ul style="list-style-type: none"> <li>• Grand Alliance, wartime conferences, telegrams, satellite states</li> <li>• Economic, political and military alliances</li> <li>• Berlin Crisis &amp; Hungarian Uprising</li> </ul> <p><u>KT2: Cold War crises, 1958-1970</u></p> <ul style="list-style-type: none"> <li>• ‘Brain drain’, Berlin Ultimatum and the construction of the Berlin Wall.</li> <li>• Cuban Revolution, Bay of Pigs &amp; Cuban Missile Crisis</li> <li>• Prague Spring</li> </ul> <p><u>KT2: End of the Cold War</u></p> <ul style="list-style-type: none"> <li>• Détente period: SALT 1, Helsinki Accords, SALT 2</li> <li>• Invasion of Afghanistan and the Second Cold War – including the creation of SDI.</li> <li>• Gorbachev’s ‘new thinking’ and the collapse of the Soviet Union.</li> </ul> <p><b>Paper 3: Weimar and Nazi Germany - <a href="#">YouTube</a></b> <u>KT1: The Weimar Republic</u></p> <ul style="list-style-type: none"> <li>• Impact of WW1 – Kaiser’s abdication, political unrest, signing the Treaty of Versailles &amp; armistice</li> <li>• Political and economic challenges: Kapp/Spartacists/Munich; hyperinflation &amp; occupation of the Ruhr</li> <li>• Political and economic recovery: Locarno Pact/League of Nations; Rentenmark/Dawes/Young Plan.</li> </ul> <p><u>KT2: Hitler’s rise to power, 1919-33</u></p> <ul style="list-style-type: none"> <li>• Early development of the Nazi Party: DAP to NSDAP; Twenty-Five Point Programme.</li> <li>• Consequences of the Munich Putsch; reorganisation during the Bamberg Conference</li> <li>• Reasons for Hitler becoming Chancellor: Great Depression; Hitler’s promises; political scheming; Nazi propaganda; work of the SA</li> </ul>

	<p><u>KT3: Nazi control and dictatorship, 1933-39</u></p> <ul style="list-style-type: none"> <li>• Hitler becoming dictator: RENDO (Reichstag Fire, Enabling Act, Night of the Long Knives, death of Hindenberg, oath from the army).</li> <li>• Police state: role of the SS, concentration camps and control of the legal system.</li> <li>• Propaganda: role of Goebbels, Nazi Olympics, control of culture and the arts.</li> <li>• Opposition and resistance: from the Church; from the youth groups (Swing Youth, Edelweiss Pirates).</li> </ul>
<p><b>Resources required to revise</b></p>	<p>You have been given <u>physical copies</u> of:</p> <ul style="list-style-type: none"> <li>• Specifications – R/A/G to prioritise gaps to revise</li> <li>• Past papers – attempt these and check your answers against the mark schemes / examiner reports (find on Teams).</li> <li>• Cold War flashcards</li> <li>• Medicine revision booklet</li> </ul> <p>On <u>Teams</u> you have access to:</p> <ul style="list-style-type: none"> <li>• Past papers</li> <li>• Revision resources</li> <li>• Lesson resources</li> </ul> <p><u>Websites to use:</u></p> <ul style="list-style-type: none"> <li>• YouTube – <a href="#">MrCloeHistory</a> for content and exam skills. <b>Highly recommend!</b></li> <li>• <a href="#">Free online revision guide</a> - use your school login.</li> <li>• <a href="#">BBC Bitesize</a></li> <li>• <a href="#">Continuity Oak</a> &gt; History &gt; videos</li> </ul>

### Year 11 Spanish

Length of Assessment	<p>Foundation Speaking = 24 minutes            Foundation Listening = 45 minutes            Foundation Reading = 45 minutes            Foundation Writing = 1 Hour and 15 minutes.</p> <p>Higher Speaking = 27 minutes.            Higher Listening = 60 minutes.            Foundation Reading = 60 minutes            Higher Writing = 1 hour and 20 minutes.</p>
Title of Assessment	Listening, Reading, Writing, and Speaking
Success Criteria	<ul style="list-style-type: none"> <li>• Express and develop thoughts and ideas spontaneously and fluently</li> <li>• Listen to and understand clearly articulated, standard speech at near normal speed</li> <li>• Respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts</li> <li>• Develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken</li> <li>• Make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge</li> </ul>
Resources required to revise	<ul style="list-style-type: none"> <li>• Knowledge Organisers (Page 1 of your Class Folder/On Teams Class)</li> <li>• Describing a picture: (Page 3 of your Class Folder/On Teams Class)</li> <li>• Conjugating Verbs: (Page 4 of your Class Folder/On Teams Class)</li> <li>• Extended Writing: (Page 5 of your Class Folder/On Teams Class)</li> <li>• Speaking Booklet (Page 6 of your Class Folder/On Teams Class)</li> <li>• Vocab Booklet (Page 7 of your Class Folder/On Teams Class)</li> <li>• Exercise Book (Page 9 of your Class Folder)</li> <li>• Past Paper Examples for new Specification (Teams Class/Files/Past Papers).</li> <li>• BBC bitesize: <a href="#">GCSE Spanish - Edexcel (for exams from 2026) - BBC Bitesize</a></li> <li>•</li> </ul>

### Year 11 Drama

Length of Assessment	1 hour 30 minutes
Title of Assessment	Component 3 written exam
Success Criteria	<p><b>Section A – Noughts and Crosses</b></p> <ul style="list-style-type: none"> <li>• Questions as performer, director and designer.</li> <li>• One extract from Noughts and Crosses will be in the exam. You will need to choose another extract you can write about.</li> </ul> <p>You will be expected to:</p> <ul style="list-style-type: none"> <li>• <b>Describe</b> and <b>justify</b> your choices of performance skills, design elements and director choices.</li> <li>• Use the correct terminology.</li> <li>• Refer to the text extract to show a deeper understanding.</li> </ul> <p><b>Section B – Live Theatre Evaluation:</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• The focus will be on characters and the technical elements.</li> </ul> <p>You will be expected to:</p> <ul style="list-style-type: none"> <li>• Describe and justify your thoughts about what you have seen.</li> <li>• Use the correct terminology.</li> <li>• Refer to key moments to show a deeper understanding.</li> </ul>
Resources required to revise	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Students will be issued with a reminder of the key terminology (Knowledge organisers). These can also be found on Teams.</li> <li>• CGP Drama revision guide.</li> <li>• Focus on key terminology.</li> </ul>



### Year 11 Engineering

Length of Assessment	3 Hours
Title of Assessment	Unit 2 Controlled Assessment (Formal Coursework Element)
Success Criteria	<p><b>Part A:</b> Students should be able to understand engineering drawings, and identify parts and/or components that will enable them to plan a final manufactured product, and should be able to:</p> <ol style="list-style-type: none"> <li>1. Interpret standard engineering symbols, such as: diameter, radius, surface, angle, offset and tolerances.</li> <li>2. Read information, such as: third angle projection, isometric views, exploded views, sectional views, orthographic projection and detail views.</li> <li>3. Interpret drawings to obtain information on finishes, title blocks, calculations (linear dimensions and dimensions from a datum).</li> <li>4. Understand sketches, such as: simple sketches giving clarification or information on construction details, sketched engineering drawings of the manufactured parts produced to recognised standards.</li> <li>5. Interpret specific requirements provided in a manufacturing specification.</li> </ol> <p><b>Part B:</b> Students should be able to interpret key engineering information about manufacturing requirements from:</p> <ol style="list-style-type: none"> <li>1. Data sheets, providing information such as feed and speed rates, tapping drill sizes, and finishes.</li> <li>2. Job sheets, including information about basic details of the parts to be made such as quantity, equipment and tooling.</li> <li>3. Specifications, including specific requirements of the proposed engineered product.</li> <li>4. Tolerances, providing acceptable levels of accuracy for individual parts.</li> </ol> <p><b>Part C:</b> Students will need to be able to identify materials, equipment/tool selection plan and sequence the production of a given product.</p>
Resources required to revise	<ul style="list-style-type: none"> <li>• Knowledge Organisers: <a href="#">Part A Part B &amp; C</a></li> <li>• YouTube Channel: <a href="#">Helpful Videos</a></li> <li>• Textbooks &amp; Course Materials</li> <li>• Key Words/Terms Flash Cards</li> <li>• Course Notes</li> <li>• Study Guides on teams</li> <li>• Past Papers all on Teams</li> </ul>

### 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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e6f2ff;"><b>Paper 1: Principles of Computer Science (*Paper code: 1CP2/01)</b></td> </tr> <tr> <td><b>Written examination: 1 hour and 30 minutes</b></td> </tr> <tr> <td><b>50% of the qualification</b></td> </tr> <tr> <td><b>75 marks</b></td> </tr> <tr> <td><b>Content overview</b></td> </tr> <tr> <td>This paper will assess Topics 1 to 5.</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Topic 2: Data – understanding of binary, data representation, data storage and compression.</li> <li>• Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.</li> <li>• Topic 4: Networks – understanding of computer networks and network security.</li> <li>• 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.</li> </ul> </td> </tr> <tr> <td><b>Assessment overview</b></td> </tr> <tr> <td>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.</td> </tr> <tr> <td style="background-color: #e6f2ff;"><b>Paper 2: Application of Computational Thinking (*Paper code: 1CP2/02)</b></td> </tr> <tr> <td><b>Onscreen examination: 2 hours</b></td> </tr> <tr> <td><b>50% of the qualification</b></td> </tr> <tr> <td><b>75 marks</b></td> </tr> <tr> <td><b>Content overview</b></td> </tr> <tr> <td>This paper will assess Topic 6: Problem solving with programming.</td> </tr> <tr> <td>The main focus of this paper is:</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• understanding what algorithms are, what they are used for and how they work in relation to creating programs</li> <li>• understanding how to decompose and analyse problems</li> <li>• ability to read, write, refine and evaluate programs.</li> </ul> </td> </tr> <tr> <td><b>Assessment overview</b></td> </tr> <tr> <td>This practical paper requires students to design, write, test and refine programs in order to solve problems.</td> </tr> <tr> <td>Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice.</td> </tr> <tr> <td>They will be provided with:</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• coding files</li> <li>• a hard copy of the question paper</li> <li>• the Programming Language Subset (PLS) – as an insert in the question paper and in electronic format.</li> </ul> </td> </tr> <tr> <td>Students should then answer the questions onscreen using Python 3.</td> </tr> <tr> <td>This assessment consists of six compulsory questions.</td> </tr> </table>	<b>Paper 1: Principles of Computer Science (*Paper code: 1CP2/01)</b>	<b>Written examination: 1 hour and 30 minutes</b>	<b>50% of the qualification</b>	<b>75 marks</b>	<b>Content overview</b>	This paper will assess Topics 1 to 5.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Topic 2: Data – understanding of binary, data representation, data storage and compression.</li> <li>• Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.</li> <li>• Topic 4: Networks – understanding of computer networks and network security.</li> <li>• 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.</li> </ul>	<b>Assessment overview</b>	This paper consists of five compulsory questions, each one focused on one of the topic areas. 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Resources required to revise

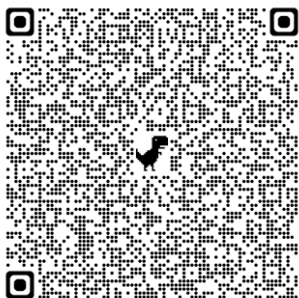
All students were issued a copy of the **ClearRevise** book during Year 10. This is your go-to resource for focused, exam-style revision.

 [smartrevise.online](https://smartrevise.online)

SmartRevise helps you:

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

[Pearson Revise](#) - Use school email address and password to login



[Youtube series](#)



### Year 11 Music

Length of Assessment	1h 10m
Title of Assessment	Component 3: Appraising
Success Criteria	<p>Students will be assessed on their understanding of all eight set works, including:</p> <ul style="list-style-type: none"> <li>• Harmony</li> <li>• Melody</li> <li>• Rhythm</li> <li>• Instrumentation</li> <li>• Tonality</li> <li>• Metre (time signature)</li> </ul> <p>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.</p>
Resources required to revise	<ul style="list-style-type: none"> <li>• Edexcel Official GCSE Revision book: <a href="#">Edexcel book</a></li> <li>• CGP Revision Book: <a href="#">CGP Book</a></li> <li>• Set Work videos: <a href="#">YouTube</a></li> <li>• Focus On Sound: <a href="#">Link</a></li> </ul>

### 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	<p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>To be able to make a judgement on the influence of the beliefs, teachings and practices studied on individuals, communities and societies.</li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>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).</li> <li>To be able to make judgements based on evaluative arguments put forward in essay style answers on ethical issues.</li> <li>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.</li> </ul>
Resources required to revise	<ul style="list-style-type: none"> <li>KOs / self-quizzing booklets / comprehension booklets / past papers all on Teams <a href="#">On Teams but can access here</a></li> <li>Seneca</li> <li>Ms Owen’s Every Resource Document <a href="#">On Teams but can access here</a></li> <li>Ben Wardle <a href="#">Ben Wardle - RE AQA Revision Overviews</a></li> <li>Mr McMillan <a href="#">Mr McMillan - How to Revise</a></li> <li>BBC Bitesize <a href="#">GCSE Religious Studies - AQA - BBC Bitesize</a></li> <li>Oak Academy <a href="#">Religious Education lessons for Key Stage 4 students - Oak National Academy (thenational.academy)</a></li> </ul>

**Year 11 Business**

Length of Assessment	1 hour 45 minutes														
Title of Assessment	Theme 2: Building a business (Paper code: 1BS0/02)														
Success Criteria	<table border="1" data-bbox="359 481 922 1025"> <tr> <td><b>Theme 2: Building a business (Paper code: 1BS0/02)</b></td> </tr> <tr> <td><b>Written examination: 1 hour and 45 minutes</b></td> </tr> <tr> <td><b>50% of the qualification</b></td> </tr> <tr> <td><b>90 marks</b></td> </tr> <tr> <td><b>Content overview</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Topic 2.1 Growing the business</li> <li>• Topic 2.2 Making marketing decisions</li> <li>• Topic 2.3 Making operational decisions</li> <li>• Topic 2.4 Making financial decisions</li> <li>• Topic 2.5 Making human resource decisions</li> </ul> </td> </tr> <tr> <td><b>Assessment overview</b></td> </tr> <tr> <td>The paper is divided into three sections:</td> </tr> <tr> <td>Section A: 35 marks</td> </tr> <tr> <td>Section B: 30 marks</td> </tr> <tr> <td>Section C: 25 marks.</td> </tr> <tr> <td>The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.</td> </tr> <tr> <td>Questions in Sections B and C will be based on business contexts given in the paper.</td> </tr> <tr> <td>Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in <i>Appendix 4: Calculators</i>.</td> </tr> </table> <p>Your questions will focus on topics 2.1, 2.2 and 2.3. With a variety of finance questions as well.</p>	<b>Theme 2: Building a business (Paper code: 1BS0/02)</b>	<b>Written examination: 1 hour and 45 minutes</b>	<b>50% of the qualification</b>	<b>90 marks</b>	<b>Content overview</b>	<ul style="list-style-type: none"> <li>• Topic 2.1 Growing the business</li> <li>• Topic 2.2 Making marketing decisions</li> <li>• Topic 2.3 Making operational decisions</li> <li>• Topic 2.4 Making financial decisions</li> <li>• Topic 2.5 Making human resource decisions</li> </ul>	<b>Assessment overview</b>	The paper is divided into three sections:	Section A: 35 marks	Section B: 30 marks	Section C: 25 marks.	The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.	Questions in Sections B and C will be based on business contexts given in the paper.	Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in <i>Appendix 4: Calculators</i> .
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Resources required to revise	<p>Specification:  <a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/gcse-business-spec-2017.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/gcse-business-spec-2017.pdf</a></p> <p>Online:  Two Teachers  Seneca  BBC Bitesize</p> <p>All links are on your Teams page</p>														

Year 11 Art

Length of Assessment	10 hours (over 2 days)
Title of Assessment	Externally Set Assignment (Unit 2)
Success Criteria	<p><b>Unit 1 (worth 60% of the GCSE)</b> - 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.</p> <p><b>Unit 2 (worth 40% of the GCSE)</b> - The exam board releases the paper January 1<sup>st</sup> 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.</p> <p>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.</p> <p>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.</p>
Resources required to revise	<ul style="list-style-type: none"> <li>• GCSE Assessment Objectives Booklet – this details how each of the AO’s should be evidenced and gives clear examples of how to do so</li> <li>• 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</li> <li>• AQA Website</li> <li>• GCSE Bitesize – Art and Design</li> </ul>


### 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	<p><b>Unit 1 (worth 40% of the GCSE).</b> Students will need to show understanding of the following topics:</p> <p><b><u>UNIT 1 - External examination (in June of Y11)</u></b></p> <p>1.1 Hospitality and Catering Provision</p> <ul style="list-style-type: none"> <li>1.1.1. Hospitality and Catering providers</li> <li>1.1.2. Working in the Hospitality and Catering Industry</li> <li>1.1.3. Working conditions in the Hospitality and Catering industry</li> <li>1.1.4. Contributing factors to the success of Hospitality and Catering Provision</li> </ul> <p>1.2 How the Hospitality and Catering provisions operate</p> <ul style="list-style-type: none"> <li>1.2.1. The operation of the front and the back of house</li> <li>1.2.2. Customer requirements in Hospitality and Catering</li> <li>1.2.3. Hospitality and Catering Provision to meet different requirements</li> </ul> <p>1.3 Health &amp; Safety in Hospitality and Catering</p> <ul style="list-style-type: none"> <li>1.3.1. Health and Safety in Hospitality and Catering provision</li> <li>1.3.2. Food safety</li> </ul> <p>1.4 Food safety in Hospitality and Catering</p> <ul style="list-style-type: none"> <li>1.4.1. Food related causes of ill health</li> <li>1.4.2. Symptoms and signs of food induced ill health</li> <li>1.4.3. Preventative control measures</li> <li>1.4.4. The Environmental Health Officer (EHO)</li> </ul> <p><b>Unit 2 (worth 60% of the GCSE)</b> - The exam board releases a brief on September 1<sup>st</sup>. 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:</p> <p><b><u>UNIT 2 – Coursework and practical exam (in Feb-May of Y11)</u></b></p> <p>2.1 The importance of nutrition</p> <ul style="list-style-type: none"> <li>2.1.1. Understanding the importance of nutrition</li> <li>2.1.2. How cooking methods can impact nutritional value</li> </ul> <p>2.2 Menu planning</p> <ul style="list-style-type: none"> <li>2.2.1. Factors affecting menu planning</li> <li>2.2.2. How to plan production.</li> </ul> <p>2.3 Skills and techniques of preparation, cooking and presentation</p>



	<p>2.3.1. How to prepare and make dishes. Preparation, knife and cooking skills graded as basic, medium and complex.</p> <p>2.3.2. Presentation techniques</p> <p>2.3.3. Food safety practices</p> <p>2.4 Evaluation of cooking skills</p> <p>2.4.1. Reviewing your dishes</p> <p>2.4.2. Reviewing your own performance</p>
Resources required to revise	<ul style="list-style-type: none"> <li>• Revision guide (departmental source in Teams)</li> <li>• KOs (in Teams)</li> <li>• CGP Revision guide Unit 1 ISBN 9781837741441</li> <li>• CGP Revision guide Unit 2 ISBN 9781782946496</li> <li>• Hodder Education revision guide ISBN 9781398361263</li> </ul>

**Year 11 HSC**

Length of Assessment	2 hours on May 6 <sup>th</sup> for the real exam Mock exam 1 hour 30 minutes
Title of Assessment	Component 3: Health and Wellbeing
Success Criteria	<p>This external component builds on knowledge and understanding acquired and developed in Components 1 and 2 and includes synoptic assessment.</p> <p>Learners will need to <b>apply their knowledge</b> 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.</p> <p>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.</p>
Resources required to revise	<p>Component 3 Knowledge organiser Component 3 key vocabulary sheet Revision sheets we have created in lessons. Create flash cards Revision guide (on teams if not purchased)</p> 

**Year 11 Sport**

Length of Assessment	Mock exam 1 hour
Title of Assessment	Topics Areas 1, 2, 4 & 5
Success Criteria	<p>Topic Area 1: Factors affecting participation in sport</p> <p>1.1 User groups 1.2 Possible barriers 1.3 Possible solutions 1.4 Popularity of sport 1.5 Emerging &amp; new sports</p> <p>Topic Area 2: The role of sport in promoting values</p> <p>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</p> <p>Topic Area 4: The role of National Governing Bodies</p> <p>4.1 NGBS</p> <p>Topic Area 5: The role of technology in sport</p> <p>5.1 Technology in sport</p>
Resources required to revise	<p>Knowledge Organiser for R184</p> <p>CGP Cambridge National Sports Studies Revision Guide</p> <p>Revision Task Packs</p>

# Y11 Mock 1 Timetable 25/26

Week 2	AM		PM
22-Oct	Engineering (P1 - P3) 11B MFL Speaking		MFL Speaking
23-Oct	Engineering (P1 - P3) 11A MFL Speaking		MFL Speaking
Half Term			
Week 1	AM		PM
03-Nov	Y11 Art		Y11 Art
04-Nov	English Literature (2.15)		Computer Science Paper 1 (1.30)
05-Nov	Biology (1.45/1.15)		HSC (1.00)
06-Nov	Math Paper 1 Non Calc (1.30)		Business (1.45)
07-Nov	Geography Paper 1 (1.30) & History Paper 1 (1.20)		Hospitality (1.30)
Week 2	AM		PM
10-Nov	English Language (1.45)		RE Paper 1 (1.45) & Music (1.15) & FS English (2.00)
11-Nov	Chemistry (1.45/1.15)		Spanish Reading (1.00/0.45)
12-Nov	Whole Year Careers Trip		Whole Year Careers Trip
13-Nov	Math Paper 2 (1.30)		History Paper 2 (1.30) & Geography Paper 2 (1.30)
14-Nov	Computer Science Paper 2 (2.00)		Physics (1.45/1.15)
Week 1	AM		PM
17-Nov	Catch up 1		Catch up 2 <b>Spanish Listening (1.00/0.45)</b> <b>After school - 3.20 pm start</b>
18-Nov	Math Paper 3 (1.30)		History Paper 3 (0.55)
19-Nov	Sport (1.00)		Spanish Writing (1.20/1.15)
20-Nov	Drama (1.45)		RE Paper 2 (1.45) & FS Math (??)
21-Nov	Catch up 3		Catch up 4

*"Be selfish for my own grade"*