

North Oxfordshire Academy

Year 11 Christmas Information, Support and Revision Guide

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Points to note

Your March mock examinations are your '**second race**' of the year.

It is the next point that we can understand what level you are currently working at and is a result of the hard work you have been completing this term.

To prepare for your mocks, you should ensure that you have access to the following things:

- Any revision booklets that your subject teacher gives to you.
- Your 'Y11 Revision Guidance' booklet.
- Your knowledge organisers.
- Seneca/ Hegarty logins.
- Homework booklets.

Revision

It is important that you are revision correctly and smartly – this means planning your revision schedule and keeping to it, rather than revising at the last minute.

IT IS NOT ENOUGH TO JUST COMPLETE THE WORK WHICH IS GIVEN TO YOU IN CLASS

You should see your learning as follows:

- **Classwork** = the exam paper skills/ addressing any misconceptions.
- **Subject homework** = Helping you to recall skills from previous units and all skills.
- **Revision** = Ensuring you are exam ready.

Those who will achieve higher grades will complete all three waves of classwork, subject homework and revision.

How to use this guide

This booklet will be published in the Y11 Revision webpage – here you will have access to any links which appear in the document.

On the next page, you will find a knowledge organiser with all the key skills that you were shown by your class teacher.

Ensure that you use your Leitner cards, intervention book and the revision strategies to complete the tasks set by your subjects.

Furthermore, there is an example revision schedule and a blank guidance frame to space out your revision.

BE SELFISH FOR YOUR GRADE.

Revision Guide

The Basics

- Limit distractions.
- Create and use a revision plan.
- Find a nice quiet space to revise in.
- Set an alarm and start early!
- Revise. Repeat. Remember.
- Make sure you eat, sleep and take time out.
- Stay positive.

How can I revise effectively?

Three common revision techniques that are least effective in helping you revise are: ✓ Highlighting texts

Re-reading

Summarising text

These methods may make you *feel like* you are revising, but there are better ways to help you revise...

Flashcards

Create these with questions on one side and the answers on the other. You can colour code them for different topics and quiz yourself or others. You can also create flashcards on-line or on your phone using Quizlet.



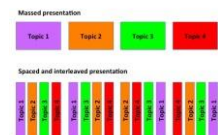
Retrieval Practice

Testing yourself for what you know is a really powerful tool in revision. The effort to remember something really strengthens your memory. Use your Knowledge Organisers to Self-Quiz and subject revision guides to help you.

Types: Multiple choice; True or false; odd one out; explanation questions.

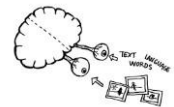
Interleaving & Spacing

Avoid trying to revise all your topics in one go (cramming). Instead, revise chunks of a topic for small amounts of time (15 mins) and then move onto another chunk. This will improve your memory.



Dual Coding

This is putting your knowledge into visual form alongside words. It increases your chances of remembering it.

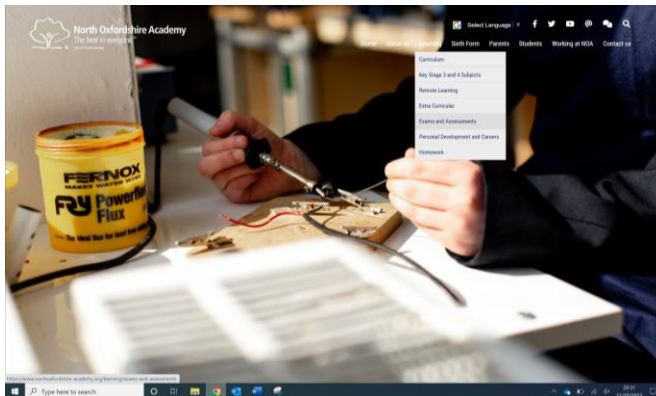


Deliberate Practice

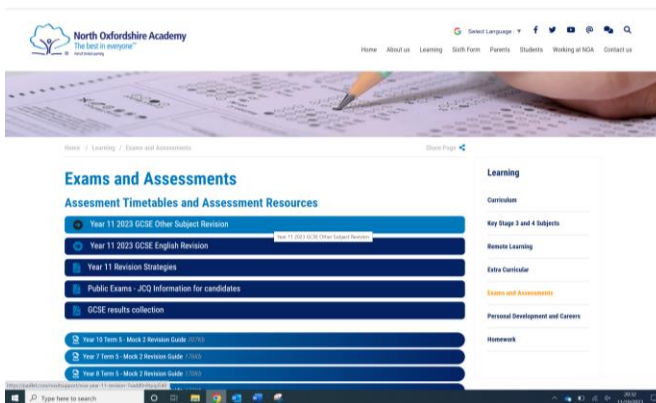
Set aside time to practice improving your knowledge. Choose what you need to do. It should be difficult enough to challenge you, and practice, practice, practice! Try to focus on something you are almost able to do but just not yet!

Revision Website

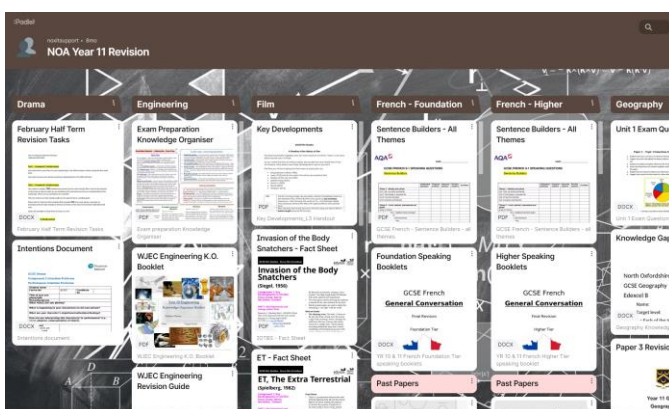
<https://padlet.com/noxitsupport/noa-year-11-revision-7xadd0n9tpipi540>



Go to the school homepage and select “learning -> exams and assessments”



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.

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 | | | | | |



United Learning
The best in everyone™

- Ambition
- Confidence
- Creativity
- Respect
- Enthusiasm
- Determination

Christmas 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 tutor.
- Your Head of Departments.

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:

Contact

Email David.murphy@northoxfordshire-academy.org

Year 11 English Language

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| <p>Post Mock 1 Revision Areas</p> | <p>Language Paper 2: Key areas of focus:</p> <p>Question 1: Broadly well done-just remember to read all the options VERY carefully</p> <p>Question 2: Please go back over the demands of this question. This question requires you to SUMMARISE the differences (or similarities) between the two sources around a specific theme. In the case of the mock you have just done you needed to summarise the differences between the two different trains.</p> <ul style="list-style-type: none"> -You DO NOT need language analysis in this question -You DO NOT need to discuss the writers' perspectives -DO use the SQIDCSQID method in the document below <p>Question 3: This is a straightforward language analysis question. Just make sure that you are sticking to the question focus (in the case of the mock, it was the train crash in Source A only) and that you are analysing the CONNOTATIONS of the writer's vocabulary choices and the effects of the language METHODS that they use.</p> <p>Question 4:</p> <ul style="list-style-type: none"> -This requires you to COMPARE the PERSPECTIVES (viewpoints) of the two writers using comparative paragraphs joined in the middle with a CONNECTIVE (e.g, 'similarly', 'however' etc) -It was obvious that some of you had not read the sources properly-use the Reading time to IR code the texts in detail <p>Question 5:</p> <ul style="list-style-type: none"> -Make sure you are practising coming up with a persona and making plans using the ETHOS-LOGOS-PATHOS structure -Do NOT EVER say 'I agree with this statement'. You need to immerse yourself in your persona and the text type that you have been asked to write in (Letter, speech, article) -Make sure that you are checking SPAG more carefully and practice using a wider range of punctuation (colons, semi-colons, brackets, ellipses, dashes etc) -Use the 'Past Papers (Lang)' section on Padlet to practise Question 5 planning and writing <p>Please refer to this Language Paper 2 revision guide for tips on how to approach each of the questions and exemplars of good answers: Lang 2 Overview sheet for revision SQIDCSQID etc.docx</p> |
|---------------------------------------|---|

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!

<https://padlet.com/missbenson/noa-english-revision-c2a1omin855cloj5>

See also:

- CGP – GCSE AQA English Language Complete Revision and Practice
- GCSE AQA English Language Exam Practice Workbook
- Seneca – KS3 Grammar
- Marked mocks, CMGs and class feedback
- Your Homework Reading booklets
- Exercise Book and Yr. 10 Folder

Year 11 English Literature

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|---------------------------------------|--|
| <p>Post Mock 1 Revision Areas</p> | <p><u>Macbeth</u></p> <p>-Many of you simply do not know the text well enough. Improving your knowledge of the play is THE key thing you can do right now to improve your marks.</p> <p>-Please watch the Globe version of the play over Christmas with your text alongside you: https://northoxfordshireacademy.sharepoint.com/:v:/s/EnglishTeam280/EenLK7RypYtPsPoW9LoBSpYBwq1jzMRuzc5iHdo9rUbVzA?e=IRc7J0</p> <p>-Please go over/fill in with more detail/re-do the Macbeth theme tracker: Theme Tracking Macbeth.docx</p> <p>- Learn the Macbeth Key Quotes: 11E1 Sixteen Key Macbeth Quotes.docx</p> <p>-Complete outstanding Macbeth tasks from the half Term Mock revision pack: English Mock Revision Pack PDF.pdf</p> <p><u>Jekyll & Hyde</u></p> <p>-Many of you simply do not know the text well enough. Improving your knowledge of the novella is THE key thing you can do right now to improve your marks.</p> <p>-There is no reliable film version but there are some great versions on audible you could listen to following along with your text as you listen</p> <p>- Please go over/fill in with more detail/re-do the Jekyll & Hyde theme tracker: Theme Tracking Jekyll and Hyde LMI .docx</p> <p>-Learn the J&H key quotes: https://northoxfordshireacademy.sharepoint.com/:p:/s/EnglishTeam280/Eb0NBxVMBSROjthjSOhMPkcBI0Rt7ix12eYTMXtXblWu1A?e=GqAiQv</p> <p>- -Complete outstanding Jekyll tasks from the half Term Mock revision pack: English Mock Revision Pack PDF.pdf</p> <p><u>Animal Farm</u></p> <p>Please don't neglect this text!</p> <p>-fill in the AF theme tracker: https://northoxfordshireacademy.sharepoint.com/:w:/s/EnglishTeam280/EV-J0p-5tdZCvrepueuvG5MB9WloVseHjaxr0CYHD7DNJw?e=psKgkb</p> <p>-Learn the AF key quotes: Animal Farm 12 Key Quotes.docx</p> |
| <p>Resources required to revise</p> | <ul style="list-style-type: none"> • See the NOA English Revision website, which is pinned to the top of your class team-that has EVERYTHING you could need, divided by Paper and text! https://padlet.com/missbenison/noa-english-revision-c2a1omin855cloj5 <p>See also:</p> <ul style="list-style-type: none"> • CGP: Macbeth & Jekyll and Hyde • Seneca: Macbeth & Jekyll and Hyde • Oak Academy: Macbeth & Jekyll and Hyde • Marked mock papers and feedback from use in class • Exercise Book and Yr. 10 Folder |

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| | <ul style="list-style-type: none">• Teacher Revision Videos-on teams• Key Quote sheets |
|--|---|

Year 11 Maths

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|---|---|-----------------------|---|----------------------------------|----------------|----------------------|-------------------------------|----------------------|--------------------|---------------------|-------------------|--|-----------------------|---------------------|-------------------|-----------|------------------------|----------|-----------------|-------------------|---------------------------------------|-----------------|---------------------------|
| <p>Post Mock 1 Revision Areas</p> | <p>Each exam is worth 80 marks and each exam is 1hour 30 mins.</p> <p>‘Don’t count the days, make the days count.’</p> <p>Paper 1 Non-Calculator Thursday 16 May Paper 2 Calculator Monday 3 June Paper 3 Calculator Monday 10 June</p> <p>All students have been given a copy of their Maths Mock QLA’s to bring home so that they can work on their individual key that are highlighted in Red. Each topic has an assigned Sparx code.</p> <p>Students can use Sparx or Methodmaths to practise these key topics.</p> <p>On Methodmaths, Students can swap between the automatically marked Exam Paper mode and Topic Mode, giving students instant feedback and encouragement.</p> <p>Students in Set 1 will sit the Higher Tier papers and students in Set 2 and 3 will sit the Foundation Tier papers.</p> <p>Additionally, students should work on the topics that are assessed with the highest frequency. These are listed below:</p> <p>Higher Non-Calculator Top Ten Topics</p> <table border="1" data-bbox="416 1032 1102 1469"> <tr><td>EDEXCEL HIGHER</td></tr> <tr><td>Algebraic Fractions: Addition & Subtraction</td></tr> <tr><td>Indices: Multiplication/Division</td></tr> <tr><td>Ratio Problems</td></tr> <tr><td>Cumulative Frequency</td></tr> <tr><td>Direct and Inverse Proportion</td></tr> <tr><td>Functions: Composite</td></tr> <tr><td>Functions: Inverse</td></tr> <tr><td>Indices: Fractional</td></tr> <tr><td>Indices: Negative</td></tr> <tr><td>Indices: Write different bases as one base</td></tr> </table> <p>Higher Calculator Top Ten Topics</p> <table border="1" data-bbox="416 1547 1042 1984"> <tr><td>EDEXCEL HIGHER</td></tr> <tr><td>Bounds Calculations</td></tr> <tr><td>Compound Interest</td></tr> <tr><td>Iteration</td></tr> <tr><td>Trigonometry: Advanced</td></tr> <tr><td>Box Plot</td></tr> <tr><td>Circle Theorems</td></tr> <tr><td>Combinations Rule</td></tr> <tr><td>Compound Measures: Mixed Calculations</td></tr> <tr><td>Error Intervals</td></tr> <tr><td>Expanding Triple Brackets</td></tr> </table> | EDEXCEL HIGHER | Algebraic Fractions: Addition & Subtraction | Indices: Multiplication/Division | Ratio Problems | Cumulative Frequency | Direct and Inverse Proportion | Functions: Composite | Functions: Inverse | Indices: Fractional | Indices: Negative | Indices: Write different bases as one base | EDEXCEL HIGHER | Bounds Calculations | Compound Interest | Iteration | Trigonometry: Advanced | Box Plot | Circle Theorems | Combinations Rule | Compound Measures: Mixed Calculations | Error Intervals | Expanding Triple Brackets |
| EDEXCEL HIGHER | | | | | | | | | | | | | | | | | | | | | | | |
| Algebraic Fractions: Addition & Subtraction | | | | | | | | | | | | | | | | | | | | | | | |
| Indices: Multiplication/Division | | | | | | | | | | | | | | | | | | | | | | | |
| Ratio Problems | | | | | | | | | | | | | | | | | | | | | | | |
| Cumulative Frequency | | | | | | | | | | | | | | | | | | | | | | | |
| Direct and Inverse Proportion | | | | | | | | | | | | | | | | | | | | | | | |
| Functions: Composite | | | | | | | | | | | | | | | | | | | | | | | |
| Functions: Inverse | | | | | | | | | | | | | | | | | | | | | | | |
| Indices: Fractional | | | | | | | | | | | | | | | | | | | | | | | |
| Indices: Negative | | | | | | | | | | | | | | | | | | | | | | | |
| Indices: Write different bases as one base | | | | | | | | | | | | | | | | | | | | | | | |
| EDEXCEL HIGHER | | | | | | | | | | | | | | | | | | | | | | | |
| Bounds Calculations | | | | | | | | | | | | | | | | | | | | | | | |
| Compound Interest | | | | | | | | | | | | | | | | | | | | | | | |
| Iteration | | | | | | | | | | | | | | | | | | | | | | | |
| Trigonometry: Advanced | | | | | | | | | | | | | | | | | | | | | | | |
| Box Plot | | | | | | | | | | | | | | | | | | | | | | | |
| Circle Theorems | | | | | | | | | | | | | | | | | | | | | | | |
| Combinations Rule | | | | | | | | | | | | | | | | | | | | | | | |
| Compound Measures: Mixed Calculations | | | | | | | | | | | | | | | | | | | | | | | |
| Error Intervals | | | | | | | | | | | | | | | | | | | | | | | |
| Expanding Triple Brackets | | | | | | | | | | | | | | | | | | | | | | | |

Foundation Non-Calculator Top Topics

EDEXCEL FOUNDATION

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| Fractions of Amounts |
| Money Problems: Simple |
| Percentages of Amounts (Multiple of 10) |
| Unit Conversions: Singular |
| Decimals: Multiplication |
| Estimation |
| FDP Conversion: Ratio to Fraction |
| Form and Solve Equations |
| Graphs: Pictogram |
| Ratio: Sharing |
| Recipes: Scaling Up |
| Substitution |

Foundation Calculator Top Topics

EDEXCEL FOUNDATION

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|---|
| Percentages of Amounts (Calculator) |
| Angles: Straight Line |
| Area: Rectangle |
| Averages: Reverse Mean |
| Conversion Graphs |
| Time: Arithmetic |
| Using a Calculator |
| Angles: In a Triangle |
| Averages: List of Numbers: Mean, Median Mode and Range |
| FDP Conversion: Fraction to Percentage and Fraction to Percentage |

Resources required to revise

- QLA with Sparx Codes for each paper – complete Sparx task for each red topic. <https://www.sparxmaths.uk/student/>
- MethodMaths Exam Papers and Topic Revision <http://www.methodmaths.com>

| Topic | Progress | Score | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|------------------------------|-----------|-------|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| A01 Sequences Introduction | ✓ ? ? ? ? | 38 | 32% | | | | | | | | | | | | | | | | | | | | | | | | |
| A02 Simplifying Introduction | ✓ ? ? ? ? | 50 | 20% | | | | | | | | | | | | | | | | | | | | | | | | |

- Mathsgenie www.mathsgenie.co.uk
- Onmaths www.onmaths.com
- CGP GCSE Mathematics Complete Revision and Practice
Higher Tier for Set 1 Foundation for Sets 2 and 3
- Edexcel Grade Target Revision Guides
- Knowledge Organisers



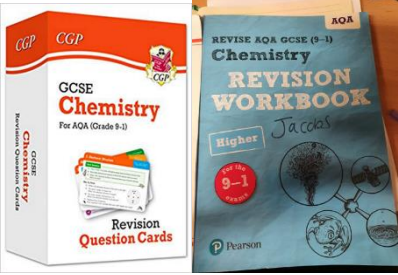
Year 11 Science Synergy

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|---------------------------------------|--|
| <p>Post Mock 1 Revision Areas</p> | <p>Life Science – Foundation</p> <ul style="list-style-type: none"> • Unit 1 focus – Atomic structure and density • Unit 2 focus – Respiration • Unit 3 focus – The human immune system and half-life • Unit 4 focus – The greenhouse effect <p>Life Science – Higher</p> <ul style="list-style-type: none"> • Unit 1 focus - The cell cycle, differentiation and specific heat capacity • Unit 2 focus – The endocrine system and plants (meristems, transpiration and translocation) • Unit 3 focus – Reproductive hormones and radioactive decay • Unit 4 focus – Atmospheric pollutants and the greenhouse effect <p>Physical Science - Foundation</p> <ul style="list-style-type: none"> • Unit 5 focus – explaining trends in reactivity • Unit 6 focus – features of each type of bonding and how they are drawn • Unit 7 focus – motion graphs, circuit diagrams and what effects reaction rate • Unit 8 will be completed in January <p>Physical Science - Higher</p> <ul style="list-style-type: none"> • Unit 5 focus – calculating moles and concentration • Unit 6 focus – resolving forces and the motor effect • Unit 7 focus – acceleration, momentum, circular motion and electrolysis half-equations • Unit 8 will be completed in January |
| <p>Resources required to revise</p> | <ul style="list-style-type: none"> • AQA Combined Science revision guide (available from Amazon) • Teams section under files --> Knowledge organisers • Teams section under files --> past papers • Seneca revision <p>Websites to use:</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zw488mn</p> <p>AQA GCSE Science Primrose Kitten</p> <p>AQA synergy past papers</p> <p>Malmesbury Education Required Practicals</p> |

Year 11 Triple Science- Biology

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| <p>Post Mock 1 Revision Areas</p> | <p>Mock 1 revision areas</p> <p>The main topic that students performed least well on was unit 3 'Infection and response'. You could do any of the following to help you revise this topic:</p> <ul style="list-style-type: none"> - Listen to the following podcast by bbc bitesize https://www.bbc.co.uk/bitesize/topics/zxdtywx/articles/zn4tywx#zf6p3qt1 - Use the look, cover, write, check method using the unit 3 knowledge organiser (you can find a copy on Teams). - Watch the following you tube video https://www.youtube.com/watch?v=m7pxdTJ9NPI - Try past paper questions (you can find these saved in the past paper section on Teams). <p>Other area you may want to revise:</p> <ul style="list-style-type: none"> - Mitosis - Sexual and asexual reproduction - Monoclonal antibodies - The required practical used to measure photosynthesis <p>Shortly after we return in 2024 we will be completing an end of topic test on unit 7 – ecology so you may want to use the resources below to revise.</p> |
| <p>Resources required to revise</p> | <ul style="list-style-type: none"> • 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 <p>Websites to use:</p> <p>AQA GCSE Science Primrose Kitten AQA GCSE BIOLOGY - Access Tuition https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/ https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7</p> |

Year 11 Triple Science- Chemistry

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| <p>Post Mock 1 Revision Areas</p> | <p>17th May 2024 Paper 1 am</p> <p>11th June 2024 Paper 2 am</p> <ul style="list-style-type: none"> •Electrolysis of solutions •Titration questions •Fuel cells •Gas volumes •Bond enthalpies including enthalpy diagrams •Dynamic equilibrium including Haber process (this is paper 2) •Required practical work •Graph analysis <p><u>Topics that trip students up</u></p> <ul style="list-style-type: none"> *Chemical analysis and not learning the tests for cations and anions in detail *Application of moles= mass/ RMM/ % yield/ atom economy •Organic chemistry especially alcohols, carboxylic acids and esters •Condensation V addition polymers •Composites and plastics •Ionic and covalent bonding |
| <p>Resources required to revise</p> | <ul style="list-style-type: none"> • 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  <p>Websites to use:</p> <p>AQA GCSE Science Primrose Kitten</p> <p>AQA GCSE Chemistry Topic Questions - Access Tuition</p> <p>https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/</p> <p>https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb</p> |

- Describe `say what you see`
 - DON'T FORGET TO USE DATA TO BACK IT UP
- Explain this means use some science and should contain the word 'because'
- EVALUATE . Look at both the positive and negatives. Data normally involved . Use the data to build your argument. Needs a concluding remark `Overall,`
- Compare and contrast- what is the same? What is different?
- Justify- use evidence to say why you think something

Year 11 Triple Science- Physics

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| <p>Post Mock 1 Revision Areas</p> | <ul style="list-style-type: none"> - Specific Heat Capacity - Parallel Circuits - Changes of state/Kinetic theory - Energy resources - Half life - Energy transfers <p>Challenging Areas from Paper 1</p> <ul style="list-style-type: none"> - Transfers between GPE & KE stores - Specific Heat Capacity/Latent Heat - Internal Energy - Electrical Charge & Fields |
| <p>Resources required to revise</p> | <ul style="list-style-type: none"> • 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 <p>Websites to use:</p> <p>AQA GCSE Science Primrose Kitten</p> <p>AQA GCSE Physics - Access tuition</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm</p> <p>https://www.physicsandmathstutor.com/physics-revision/gcse-aqa/</p> |

Year 11 Geography

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| <p>Post Mock 1 Revision Areas</p> | <p>Students should focus on core concepts from topics 1-6 as follows:</p> <p>Topic 1 – global atmospheric circulation model / formation of tropical storms / how different volcano types form.</p> <p>Topic 2 – India differences between urban core regions (Maharashtra) and the rural periphery (Bihar).</p> <p>Topic 3 – top down and bottom up projects in Lagos as well as the advantages and disadvantages of Makoko and Banana Island.</p> <p>Topic 4 – the formation of coastal and river features e.g. spits, headlands, meanders etc.</p> <p>Topic 5 – key developmental areas of London including the London Docklands regeneration project.</p> <p>Topic 6 – the processes of conducting independent fieldwork – this relates to the Swanage fieldtrip directly!</p> <p>Students should also focus on moving key knowledge to long term memory about each of the case studies involved in each topic as detailed below.</p> <p>Topic 1 – Nepal, Japan, USA – Hurricane Katrina, Bangladesh – Cyclone Aila</p> <p>Topic 2 – India</p> <p>Topic 3 – Lagos, Nigeria</p> <p>Topic 4 – Coasts = Holderness / Rivers = Sheffield</p> <p>Topic 5 – London</p> <p>Topic 6 – field trip to Swanage</p> |
| <p>Resources required to revise</p> | <ul style="list-style-type: none"> • Edexcel B Geography revision guide (available on amazon) • Teams section under files --> Self quizzing document • All students have knowledge organisers • Seneca revision. • Oak academy (available at continuity Oak) |

Year 11 History

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| <p>Post Mock 1 Revision Areas</p> | <p>Paper 1: Germany 1890-1945:</p> <ul style="list-style-type: none"> • Kaiser Wilhelm and the difficulties ruling Germany: growth of parliamentary power; influence of Prussian militarism; industrialisation; social reform and the growth of socialism; Navy Laws • Political unrest 1919-23: Spartacists, Kapp Putsch, Munich Putsch • Failure of Weimar democracy: election results; the role of Papen & Hindenburg. <p>Paper 2: Britain: Health and the People:</p> <ul style="list-style-type: none"> • Public Health reformers: Chadwick, Booth & Rowntree, Snow, Beveridge • Importance of Islamic medicine and surgery. • Industrial surgeons: James Simpson (anaesthetic) & Joseph Lister (antiseptic). • Issues of healthcare in the 21st century – ‘age of pills’, lifestyle campaigns etc. <p>Paper 2: Elizabethan England, c1568-1603</p> <ul style="list-style-type: none"> • Reasons for the increase in poverty • Attitudes and responses to poverty • Conflict with Spain: causes and defeat of the Armada • Challenges to Elizabeth’s religious settlement (Catholics and Puritans) |
| <p>Resources required to revise</p> | <p>General:</p> <ul style="list-style-type: none"> • Self-quizzing booklet using LOOK, COVER, RIGHT, CHECK. • Teams – all lessons should be on there for gaps in knowledge. • PLCs <p>Paper 1:</p> <ul style="list-style-type: none"> • Knowledge outcomes • Exam starters (see Teams) • Oak (found on Continuity Oak) <p>Paper 2:</p> <ul style="list-style-type: none"> • Knowledge organiser and self-quizzing booklet • Exam drill packs (see Teams) • TKQ – prioritise gaps. • Oak (found on Continuity Oak): https://continuityoak.org.uk/Lessons <p>Be careful, Oak is designed for the Edexcel exam board, we use AQA. Avoid answering any of their exam questions.</p> |

Year 11 French

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| <p>Post Mock 1 Revision Areas</p> | <p>A) <u>Writing Paper</u></p> <p>Q1 Foundation: Photocard – Remember, there are four phrases that you can learn by heart, and you can use these phrases for most photos and gain maximum marks for this question:</p> <ul style="list-style-type: none"> - Ils sont en train de parler/travailler/manger (They are talking/working/eating) - Ils ont l’air contents/trists (they seem happy/sad) - Il y a des gens (there are people) - Il y a une voiture/un parc/un velo (there is a car/park/bike) <p>Q2 Higher/Q4 Foundation: For this question, you must follow these steps:</p> <ul style="list-style-type: none"> - Translate each bullet point into English - For your plan, write down the verb table (Past/Present and Future) - During your plan, you must also write down a variety of adjectives/verbal phrases that you are going to use to justify your opinions. - When finished, reread your answer and make sure that you have not used the same word more than twice. You will be marked down for too much repetition. For example, if you have used “J’aime tellement” 5 times, cross out three of them and replace them with “J’apprécie”, “Je suis fan de” or “Je me passionne pour”. <p>B) <u>Reading Paper</u></p> <ul style="list-style-type: none"> - Preparation is key! You must annotate the reading texts before answering the questions. Pick out those key words and translate them into English. - Read the question carefully – What is the theme? If the theme is global issues, for example, this will tell you which key words to look out for! - Give as much information as you can! If the question is open ended, one word will not suffice. <p>C) <u>Listening Paper</u></p> <ul style="list-style-type: none"> - Preparation is key! Before the listening exam begins, you will have time to read through the paper. It is absolutely vital that you make the most of this time. This time should be spent annotating anything in French, writing down possible answers, and understanding each question in full. This way, the only thing that you will need to focus on, once the listening clips begins, is what the listening clip is actually saying! <p>D) <u>Speaking Paper</u></p> <ul style="list-style-type: none"> - The photo card and role play were done very well by students, plenty of information was given. |
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| | <p>- We now must begin to learn our general conversation answers off by heart. You all have your general conversation booklets at home.</p> |
| <p>Resources required to revise</p> | <p>A) General Conversation Booklets: As you are aware, the questions in your general conversation booklets will prepare you for your GCSE Speaking exam. Continue to learn your answers to these questions.</p> <p>B) Teams Folder Revision On your Teams class, you will see a folder called “Year 11 December 2023 Revision” – There are 4 folders (Listening/Reading/Writing/Speaking). All folders contain past exam questions for each paper, mark schemes, and listening clips (For both Higher and Foundation). Please use these materials to help you with your revision. If you have any questions, or would like anything marking, please send your work to paul.donnelly@northoxfordshire-academy.org.</p> <p>C) Knowledge Organisers Your Knowledge Organisers contain every word that you will need to know for your Listening and Reading Exams (which count for 50% of your final grade). Use your KO to do look/cover/write/check. We will continue to use your KO’s for homework after half term.</p> <p>D) GCSE French - BBC Bitesize https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr</p> |

Year 11 Spanish

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| <p>Post Mock 1 Revision Areas</p> | <p>A) <u>Writing Paper</u></p> <p>Q1 Foundation: Photocard – Remember, there are four phrases that you can learn by heart, and you can use these phrases for most photos and gain maximum marks for this question:</p> <ul style="list-style-type: none"> - Hacer sol/hacer mal tiempo = it's nice weather - Están comiendo/hablando/trabajando (They are eating/talking/working) - Están contentos/tristes (They are happy/sad) - Hay unos edificios/arboles/mucha gente (There are buildings/trees/many people) <p>Q2 Higher/Q4 Foundation: For this question, you must follow these steps:</p> <ul style="list-style-type: none"> - Translate each bullet point into English - For your plan, write down the verb table (Past/Present and Future) - During your plan, you must also write down a variety of adjectives/verbal phrases that you are going to use to justify your opinions. - When finished, reread your answer and make sure that you have not used the same word more than twice. You will be marked down for too much repetition. For example, if you have used "Me gusta" 5 times, cross out three of them and replace them with "Prefiero", "Me encanta" or "Me apasiona". <p>B) <u>Reading Paper</u></p> <ul style="list-style-type: none"> - Preparation is key! You must annotate the reading texts before answering the questions. Pick out those key words and translate them into English. - Read the question carefully – What is the theme? If the theme is global issues, for example, this will tell you which key words to look out for! - Give as much information as you can! If the question is open ended, one word will not suffice. <p>C) <u>Listening Paper</u></p> <ul style="list-style-type: none"> - Preparation is key! Before the listening exam begins, you will have time to read through the paper. It is absolutely vital that you make the most of this time. This time should be spent annotating anything in Spanish, writing down possible answers, and understanding each question in full. This way, the only thing that you will need to focus on, once the listening clips begins, is what the listening clip is actually saying! <p>D) <u>Speaking Paper</u></p> <ul style="list-style-type: none"> - The photo card and role play were done very well by students, plenty of information was given. - We now must begin to learn our general conversation answers off by heart. You all have your general conversation booklets at home. |
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| Resources required to revise | <p>A) General Conversation Booklets: As you are aware, the questions in your general conversation booklets will prepare you for your GCSE Speaking exam. Continue to learn your answers to these questions.</p> <p>B) Teams Folder Revision On your Teams class, you will see a folder called “Year 11 December 2023 Revision” – There are 4 folders (Listening/Reading/Writing/Speaking). All folders contain past exam questions for each paper, mark schemes, and listening clips (For both Higher and Foundation). Please use these materials to help you with your revision. If you have any questions, or would like anything marking, please send your work to paul.donnelly@northoxfordshire-academy.org.</p> <p>C) Knowledge Organisers Your Knowledge Organisers contain every word that you will need to know for your Listening and Reading Exams (which count for 50% of your final grade). Use your KO to do look/cover/write/check. We will continue to use your KO’s for homework after half term.</p> <p>D) GCSE Spanish - AQA - BBC Bitesize</p> <p>https://www.bbc.co.uk/bitesize/examspecs/z4yyjihv</p> |
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Year 11 Drama

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| <p>Post Mock 1 Revision Areas</p> | <p>Section A Component 3: Key areas of focus:</p> <p>15-mark question (Lots of you struggled to develop this question in depth). Please go back over the demands of this question, using the assessment criteria and the exemplar to help you. The extract that you use needs to be different to the one that is used in the previous questions. You must refer to the original staging for this production (most of you have seen this, if you have not then use the images on Teams to help with this). Choose an extract of your choice to write an answer to this question. Do not spent more than 20 minutes answering it.</p> <p>Preparation of extracts The last question requires you to discuss an extract of your choosing. You are going to prepare ideas for the following areas for pages 7-10 (up to '<i>They need to say goodbye...</i>'): Traverse stage / in the round stage Set Costume Lighting Please ensure that you are using technical language for this (which can be found in the green CGP Drama revision book you have all been given).</p> <p>Seneca You will need to access Seneca and work on revision the key terminology as many of you are still getting basic skills mixed up. This will be set as an assignment. Key terminology is also in the CGP revision book.</p> |
| <p>Resources required to revise</p> | <ul style="list-style-type: none"> • Images on Teams of the Noughts and Crosses production. • 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

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| <p>Post Mock 1 Revision Areas</p> | <p>Task 2 Initial ideas (Please use your student guidebook to support)</p> <p>This stage of the design process involves brainstorming ideas based on what you have learned about the situation from analysing the brief.</p> <p>Your design specifications can be useful here to guide your ideas, but this stage can be done before or during the process of developing your specs – sometimes it can help you to be more creative if you don't lay out too many restrictions and requirements.</p> <p>You can always tweak your creative ideas later to try and make them align with the specifications.</p> <p>This is where your communications skills become very important.</p> <ul style="list-style-type: none"> • Design sketches can be in 2D or 3D – the most important thing is for the reader to be able to easily understand what they are looking at. • Your initial ideas do not need to be perfect; you will develop one or more later, but for now this stage is about brainstorming and playing with ideas. • For this course we must produce a minimum of 3 initial ideas, but you can start with more if you are feeling creative. <p>Some tips for ensuring good communication here:</p> <ul style="list-style-type: none"> • Make your sketches detailed – if there are certain features you want to include, be sure they can be seen, and take time to produce a good quality sketch. There is nothing more obvious than a rushed sketch. • This might involve producing a second or third small sketch focussing on a particular detail/feature you think is worth explaining. • Use faint construction lines to help you lay out the rough shape and size of your sketch so that you can easily adjust before committing to heavier lines and commit to the shapes and features you want to include • You should never sketch in pen unless you are particularly skilled at this. Generally, always use pencil • Using shading and colour – even shading with colouring pencils – can be a useful tool to help make your idea pop and add depth to a 3D drawing • Always use labelling and annotation to explain your idea clearly. What key features need to be communicated. A picture paints a thousand words but adding words to the picture makes sure that the reader interprets the image the way you have intended. • Adding images can help here too – an easy win for attaching branding can be to simply stick it onto the drawing. • Similarly, if there are features or components which you think would be useful to include and you have found an image of what you're implying in your sketch, then include little thumbnail images around the page; • for example, you could show different images of various clamping systems you are considering for holding the bike frame. |
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| | <ul style="list-style-type: none">• Evaluate your ideas as you go – criticise bad ideas and take note of good ones for later. |
| Resources required to revise | <ul style="list-style-type: none">• 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 Film Studies

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| <p>Post Mock 1 Revision Areas</p> | <p>Section A: <i>District 9</i></p> <ul style="list-style-type: none"> • Characters and how they have developed throughout the film • Narrative and the narrative structure of the film <p>Section B: <i>Attack The Block</i></p> <ul style="list-style-type: none"> • Camera angles • Cinematography and how it is used • Key sequence and how it 'looks' (aesthetic) <p>Section C</p> <ul style="list-style-type: none"> • Film Technology • Key dates of film technology |
| <p>Resources required to revise</p> | <ul style="list-style-type: none"> • Mr Bartlett's revision Padlet: • Knowledge organiser for each set text and Term 1 • Homework booklets for these set texts • Knowledge organiser for Attack the Block, Girlhood, District 9, • Film Terminology (KOs) • Link to the key scene they need to watch (this will be assessed in the exam which is on Teams) <i>NB: there is some swearing and violence in clip (set by exam board)</i> • <i>GCSE Film Padlet has further guidance and examples with model answers and past papers.</i> |

Year 11 Music

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| <p>Post Mock 1 Revision Areas</p> | <p>Unfamiliar listening – listen to and write about as much music as possible. Choose two elements of music and write a paragraph on each.</p> <p>Baroque time period – revise instrumentation, structures and musical techniques</p> <p>Beethoven – Pathetique. Rewatch Mr Stevenson’s video and make a page of notes.</p> <p>Melody and harmony – list of keywords and definitions relating to each element.</p> |
| <p>Resources required to revise</p> | <ul style="list-style-type: none"> • Edexcel Official GCSE Revision book: Edexcel book • CGP Revision Book: CGP Book • Set Work videos: Youtube |

Year 11 Religious Studies

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| <p>Post Mock 1 Revision Areas</p> | <ul style="list-style-type: none"> - Quotes (AO1). You have look, cover, write, check quotes booklets to support with this. - Baptism Click Here - Worship Click Here - Incarnation Click Here - Six Articles of Faith Click Here - Five Roots of Usul-ad-Din Click Here - Eid-ul-Adha / Eid-ul-Fitr Click Here - Past Papers Click Here |
| <p>Resources required to revise</p> | <ul style="list-style-type: none"> • KOs / self-quizzing booklets / comprehension booklets / past papers all on Teams • 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 • Oak Academy Religious Education lessons for Key Stage 4 students - Oak National Academy (thenational.academy) |

Year 11 HSC

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| <p>Post Mock 1 Revision Areas</p> | <p>In January we will look at the exam component (component 3) in HSC. C3 has elements of C1 and C2 so we will need to go over those and recap but there are also some new elements, it would be ideal for you to do some pre reading on these so you know what they are...</p> <p>What can we get do to help us improve health and wellbeing for the below list, how does it help?</p> <ol style="list-style-type: none"> 1) improving resting heart rate and recovery rate after exercise 2) improving blood pressure 3) maintaining a healthy weight 4) eating a balanced diet 5) getting enough physical activity 6) quitting smoking 7) sensible alcohol consumption 8) stopping substance misuse. |
| <p>Resources required to revise</p> | <p>Revision guide Internet search E-revision C1 & C2 notes</p> |

Year 11 Sport

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| <p>Post Mock 1 Revision Areas</p> | <p>R184 – Contemporary Issues in Sport Topic Area 1: Issues Affecting Participation Topic Area 4: National Governing Bodies Topic Area 5: The Use of Technology in Sport</p> |
| <p>Resources required to revise</p> | <p>KO's, Workbooks & exam questions https://northoxfordshireacademy-my.sharepoint.com/:f:/g/personal/laura_hemmings_northoxfordshire-academy_org/EkC3XJCTROdOh6Q_L_VJ9XkBL8gNnkJuqut7orIL4IhT2A?e=P1sgA1 CGP New OCR Cambridge Sports Studies Revision Guide</p> <p>Topic Area 1</p> <p>https://youtu.be/0yvenYSXGS0?si=KccYwoDm4QB1l0K6 (1.1 User Groups) https://youtu.be/K0L2oAKfu5E?si=q88ljglVI3Pta2CR (1.2 Possible Barriers) https://youtu.be/7iiaPcbFBws?si=BHTk-oxWfmjpMu1H (1.3 solutions to Barriers) https://youtu.be/PN_GvIUwppw?si=mTTol9Ap9t-7NP4M (1.4 Popularity of Sport) https://youtu.be/uHPzlk-GYZA?si=UYcWhF2_NvMo_hUn (1.5 Emerging Sports)</p> |

Year 11 Hospitality

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| <p>Post Mock 1 Revision Areas</p> | <p>Unit 2 Coursework and practical exam</p> <p>2.1. The importance of nutrition</p> <p>2.1.1. Understanding the importance of nutrition -> how your selected dishes meet the nutritional needs of the customers (toddlers and parents)</p> <p>2.1.2. Cooking methods -> How different cooking methods can impact the nutritional values of ingredients.</p> |
| <p>Resources required to revise</p> | <ul style="list-style-type: none"> • Contents required to revise for UNIT 1 Exam https://northoxfordshireacademy-my.sharepoint.com/:w:/g/person/natalia_andreu_northoxfordshire-academy_org/ETH_VWxFI81GjOxqHH3HQUQBWYUcd0pmDYJXLit3pMyTNQ?e=NARuuz • Unit 1 Knowledge Organizers (can also be found in Teams / Class Materials) <p>Module 1.1 https://northoxfordshireacademy-my.sharepoint.com/:b:/g/person/natalia_andreu_northoxfordshire-academy_org/EecGfI8-eeBEhICJwc8yNBcB09GfmTmT1Igh21U0Qp2YnA?e=KzVVfm</p> <p>Module 1.2 https://northoxfordshireacademy-my.sharepoint.com/:b:/g/person/natalia_andreu_northoxfordshire-academy_org/ESMIAAfoLkxFpmzGKLuWSMoBcFYKTSYZkbr12J_tYmXGQ?e=EZysYf</p> <p>Module 1.3 https://northoxfordshireacademy-my.sharepoint.com/:b:/g/person/natalia_andreu_northoxfordshire-academy_org/EYXhCIIgM5tCtdZb22eqoNMBRpDOB7JsJ9khUzMIuNG7Qg?e=g2EjGh</p> <p>Module 1.4 https://northoxfordshireacademy-my.sharepoint.com/:b:/g/person/natalia_andreu_northoxfordshire-academy_org/EbavOBi0fFdDqdUpopaCO0kBD9IeGeLdLK-yiT61P9x-Cg?e=0CnkZQ</p> |