



Year 11

Mock Examinations Revision Booklet

Year 11 Mock Examinations

2025-2026

Week 1	Period 1 & 2	Break	Period 3 & 4	Lunch	Period 5
Monday 12 th January 2026	<u>English Language</u> (Paper 1)		<u>Option B</u> • Business (paper 1) • Drama • Geography (Paper 1) • German (Reading) • Health & Social Care • History (Paper 1) • Hospitality & Catering • Spanish (Reading) • Travel & Tourism		
Tuesday 13 th January 2026	<u>Physics</u>		<u>Option D</u> • Childcare • Citizenship (Paper 1) • Geography (Paper 1) • History (Paper 1) • IT • Sport (OCR)		
Wednesday 14 th January 2026	<u>English Literature</u> (Paper 1)		<u>Option C</u> • Business (paper 1) • Citizenship (Paper 1) • History (Paper 1) • Hospitality & Catering • Music • GCSE PE (Paper 1)		
Thursday 15 th January 2026	<u>Maths</u> (Paper 1)		<u>Option A</u> • Animal Care • Citizenship (Paper 1) • Geography (Paper 1) • German (Reading) • History (Paper 1) • Travel & Tourism		
Friday 16 th January 2026	<u>Chemistry</u>				
Week 2	Period 1 & 2	Break	Period 3 & 4	Lunch	Period 5
Monday 19 th January 2026	<u>English Language</u> (Paper 2)		<u>Option B</u> • Business (paper 2) • Geography (Paper 2) • German (Writing) • History (Paper 2) • Spanish (Writing)		
Tuesday 20 th January 2026	<u>Maths</u> (Paper 2)		<u>Option C</u> • Business (paper 2) • Citizenship (Paper 2) • History (Paper 2) • GCSE PE (Paper 2)		<u>German (Listening)</u>
Wednesday 21 st January 2026	<u>English Literature</u> (Paper 2)		<u>Option D</u> • Citizenship (Paper 2) • Geography (Paper 2) • History (Paper 2)		<u>Spanish (Listening)</u>
Thursday 22 nd January 2026	<u>Biology</u>		<u>Option A</u> • Citizenship (Paper 2) • Geography (Paper 2) • German (Writing) • History (Paper 2)		
Friday 23 rd January 2026	<u>Maths</u> (Paper 3)				

Study Planner



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							

To do list

* * * * *

- Remember to include breaks and make time to relax and do the things you enjoy

Study Planner



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							

To do list

- *
- *
- *
- *
- *
- *
- *
- *
- *
- *
- *

• Remember to include breaks and make time to relax and do the things you enjoy

Study Planner



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							

To do list

- *
- *
- *
- *
- *
- *
- *
- *
- *
- *
- *

• Remember to include breaks and make time to relax and do the things you enjoy

Study Planner



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							

To do list

* * * * *

- Remember to include breaks and make time to relax and do the things you enjoy

Study Planner



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							

To do list

- *
- *
- *
- *
- *
- *
- *
- *
- *
- *
- *

• Remember to include breaks and make time to relax and do the things you enjoy

Study Planner



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							

To do list

- *
- *
- *
- *
- *
- *
- *
- *
- *
- *
- *

• Remember to include breaks and make time to relax and do the things you enjoy

Study Planner

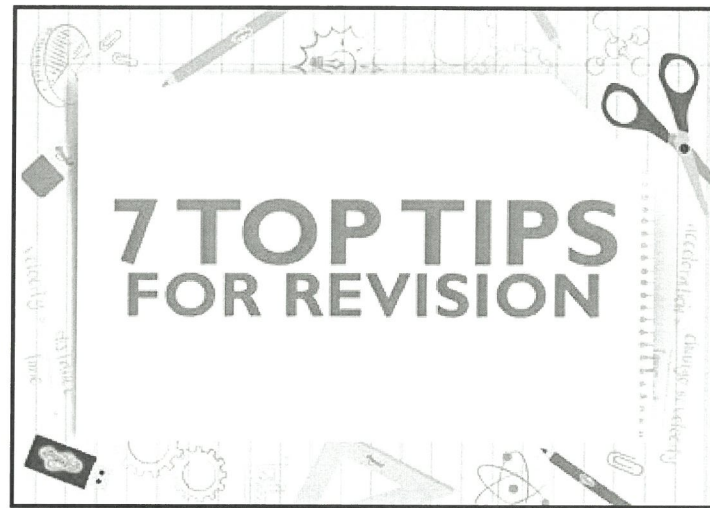


	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							

To do list

- *
- *
- *
- *
- *
- *
- *
- *
- *
- *
- *

• Remember to include breaks and make time to relax and do the things you enjoy



1. Find a quiet place to revise and turn off all distractions – phones, music, televisions etc.
2. Stick to your timetable – ensure you have regular breaks. 25 minutes of revision followed by a five minute break and don't revise for more than 2 hours in total in one go – the Pomodoro technique
3. Always create a product when you revise – use the Fantastic Four strategies you looked at in form and on the Revision Hub.
4. Always start the next session by testing yourself, regular tests and quizzes help your brain to remember more.
5. Focus on the things that you find difficult or cannot remember.
6. Little and often is key.
7. Try to find someone who you can teach what you have been revising. If you are able to explain it to someone else, you will remember it more effectively.

7 TIPS FOR MANAGING EXAM STRESS

REACH
OUT.COM

FOR YOUNG PEOPLE

FOR PARENTS/CARERS

Stay organised with to-do lists and study timetables



Give them time off chores and non-urgent family stuff

Take regular study breaks



Encourage them to keep doing the activities they did before exams

Have a dedicated study space



Help them set up a study space and make sure the rest of the family understands

Have a long term goal



Chat with them about what they want to do after exams

Get as much sleep as possible



Remind them to go to bed at a regular time each night

Remember your health: eat well and stay active



Go on study break walks with them and try to cook wholesome meals

Talk to the people around you



Make a time to chat to them and let them vent

maths: Foundation Tier

Paper 1 Topic	Sparx Code
Term-to-term rules	U213
Multiplying and dividing with negative numbers	U548
Finding the lowest common multiple (LCM)	U751
Finding factors and using divisibility tests	U211
Finding prime numbers	U236
Calculating with roots and powers	U851
Drawing and interpreting pictograms	U506
Using and finding equations of linear real-life graphs	U862
Using a written method to multiply and divide integers	U127, U453
Solving direct proportion word problems	U721
Writing and simplifying ratios	U687
Writing probabilities as fractions	U408
Substituting into expressions	U201
Using a pair of compasses	U678
Finding fractions of amounts without a calculator	U881
Sharing amounts in a given ratio	U577
Angles on a line and about a point	U390
Estimating calculations	U225
Properties of 3D shapes	U719
Finding the volume of spheres	U617
Substituting into real-life formulae	U144
Identifying parts of circles	U767
Calculating with density	U910
Choosing suitable averages and solving problems	U717
Using standard form with negative indices	U534
Multiplying and dividing numbers in standard form	U264
Nets of 3D shapes	U761
Frequency trees, Sharing amounts in a given ratio	U280, U577
Adding and subtracting fractions, Dividing fractions	U736, U544
Ordering fractions, Reciprocals	U746, M216
Using the exact values of trigonometric ratios	U627
Expanding double brackets, Factorising to solve quadratic equations	U768, U228

<u>Paper 2 Topic</u>	<u>Sparx Code</u>
Solving equations with one step	U755
Solving equations with two or more steps	U325
Writing and simplifying ratios	U687
Using equivalent ratios to find unknown amounts	U753
Measuring and drawing bearings	U525
Drawing and interpreting scale diagrams	U257
Using algebraic notation	U613
Simplifying expressions by collecting like terms	U105
Algebraic notation, Simplifying algebraic fractions by cancelling common factors	U613,U103
Converting units of length, mass and capacity	U388
Interpreting bar charts, Drawing bar charts	U557,U363
Constructing fractions, Simplifying fractions	U163,U646
Reading, converting and calculating with time	U902
Converting units of length, mass and capacity	U388
Reading, converting and calculating with time	U902
Finding fractions of amounts with a calculator	U916
Understanding similarity	U551
Finding unknown sides in similar shapes	U578
Expanding single brackets	U179
Solving direct proportion word problems	U721
Calculating the range	U526
Calculating the mean	U291
Mixed problems: Finding the area and perimeter of simple shapes	U993
Changing the subjects of formulae with one step	U675
Solving direct proportion word problems	U721
Converting between ratios, fractions and percentages	U176
Writing and simplifying ratios	U687
Calculating with ratios and algebra	U676
Tree diagrams for independent events	U558
Drawing line graphs	U590
Using lines of best fit	U128
Finding percentages of amounts with a calculator	U349
Solving direct proportion word problems	U721
Finding error intervals	U657
Factorising into one bracket	U365
Finding the circumference of circles, Finding the area of sectors	U604,U373
Finding the area of sectors	U373
Finding unknown sides in right-angled triangles	U283

<u>Paper 3 Topic</u>	<u>Sparx Code</u>
Position-to-term rules for sequences of patterns	U978
Reading and plotting coordinates	U789
Calculating midpoints	U933
Sample space diagrams	U104
Function machines with numbers	M175
Converting between fractions, decimals and percentages	U888
Using appropriate units	U497
Substituting into real-life formulae	U144
Solving direct proportion word problems	U721
Constructing and solving equations	U599
Calculating with roots and powers	U851
Finding the mode	U260
Calculating the median	U456
Percentage change with a calculator	U671
Interpreting scatter graphs, Using lines of best fit	U277,U128
Area and perimeter of simple shapes, Writing and simplifying ratios	U993,U687
Probabilities of mutually exclusive events	U683
Expected results from repeated experiments	U166
Understanding congruence, Congruent triangles	U790,U866
Constructing and solving equations	U599
Calculating experimental probabilities	U580
Interpreting pie charts	U172
Drawing and interpreting scale diagrams	U257
Measuring and drawing bearings	U525
Position-to-term rules for arithmetic sequences	U498
Finding fractions of amounts, Using equivalent ratios to find unknown amounts	U916,U753
Venn diagrams	U476
Using Pythagoras' theorem in 2D	U385
Equations of parallel lines	U377
Finding the equation of a straight line from its gradient and a point	U477

maths : Higher Tier

<u>Paper 1 Topic</u>	<u>Sparx Code</u>
Solving simultaneous equations using elimination	U760
Solving double inequalities	U145
Calculating with density	U910
Interpreting box plots	U837
Choosing suitable averages and solving problems	U717
Using standard form with negative indices	U534
Multiplying and dividing numbers in standard form	U264
Frequency trees, Sharing amounts in a given ratio	U280, U577
Adding and subtracting fractions, Dividing fractions	U736, U544
Ordering fractions, Reciprocals	U746, M216
Expanding double brackets, Factorising to solve quadratic equations	U768, U228
Translation	U196
Rotation	U696
Using equivalent ratios to find unknown amounts	U753
Calculating with roots and powers	U851
Graphs of exponential functions	U229
Angles subtended at the circumference of a circle, Angles in triangles	U459, U628
Venn diagrams with set notation	U748
Tree diagrams for dependent events	U729
Using exact values of trigonometric ratios, Rationalising denominators	U319, U707
Indices of the form a/b	U772
Adding and subtracting surds	U872
Reflecting graphs	U487
Translating graphs	U598
Solving shape problems involving coordinates	U889
Completing the square	U397
Finding the turning point of a quadratic graph by completing the square	U769
Writing algebraic proofs	U582
Tree diagrams for dependent events, Constructing and solving quadratic equations	U729, U150

<u>Paper 2 Topic</u>	<u>Sparx Code</u>
Finding the highest common factor (HCF)	U529
Finding the lowest common multiple (LCM)	U751
Prime factor decomposition	U739
Finding equations of straight line graphs	U315
Drawing line graphs	U590
Using lines of best fit	U128
Finding percentages of amounts with a calculator	U349
Finding error intervals	U657
Factorising into one bracket	U365
Probabilities of mutually exclusive events	U683
Finding the circumference of circles, Finding the area of sectors	U604,U373
Finding the area of sectors	U373
Finding the percentage an amount has been changed by	U278
Finding unknown sides in right-angled triangles	U283
Angles in polygons	U427
Sampling and bias	U162
Finding original values in percentage calculations	U286
Calculating with speed	U151
Expanding single brackets	U179
Solving quadratic equations using the quadratic formula	U665
Growth and decay	U988
Tree diagrams for independent events	U558
The cosine rule	U591
Interpreting histograms	U983
Solving quadratic inequalities	U133
Equations of circles and tangents	U567
Enlargement by a positive or negative scale factor	U134
Solving geometric problems using vectors	U781
Constructing direct proportion equations	U407
Finding composite and inverse functions, Algebraic proof	U448,U996,U582

<u>Paper 3 Topic</u>	<u>Sparx Code</u>
Converting units of length, mass and capacity	U388
Presenting data and making conclusions	U571
Identifying parts of circles	U767
Constructing and solving equations	U599
Interpreting pie charts	U172
Drawing and interpreting scale diagrams	U257
Measuring and drawing bearings	U525
Constructing fractions, Simplifying fractions	U163,U646
Writing and simplifying ratios	U687
Converting between ratios, fractions and percentages	U176
Position-to-term rules for arithmetic sequences	U498
Finding fractions of amounts, Using equivalent ratios to find unknown amounts	U916,U753
Venn diagrams	U476
Equations of parallel lines	U377
Finding the equation of a straight line from its gradient and a point	U477
Averages from grouped data, Find the percentage an amount has been changed by	U877,U278
Drawing cumulative frequency graphs	U182
Interpreting cumulative frequency graphs	U642
Finding bounds for calculations	U587
Plotting velocity-time graphs	U937
Using the product rule for counting	U369
Writing algebraic proofs	U582
The sine rule	U952
Position-to-term rules for quadratic sequences	U206
Graphs of linear inequalities	U747
Factorising quadratic expressions of the form ax^2+bx+c	U858
Writing algebraic proofs	U582
Finding the volume of spheres, Finding the volume of cylinders	U617,U915
Solving quadratic inequalities	U133
Sketching quadratic graphs	U310
Finding the perimeter and area of similar shapes, The area rule	U630,U592

Subject: Science
Class Teacher/Head of Department: Mr Charles

Overview of assessment:

- Combined Science Foundation and Higher– 3 x 1 hour 15 minute papers on Biology, Chemistry and Physics
- Separate Science – 3 x 1 hour 45 minute papers on Biology, Chemistry and Physics

Question paper:

All three exam papers are worth 70 marks each and make up 50% of the overall double grade you will receive from science at the end of year 11. These exams will be real past papers and we will use real mark schemes and grade boundaries so we can give you the best prediction of how you will perform in your GCSE.

You will be completing mock exams in paper 2 content from year 11 as you are taught it. The mocks in January are paper 1 which is the content from year 10. We need to ensure you are retaining this information from year 10 and you can use it alongside the paper 2 content; both papers combined to give you your overall grade.

What to study for Science

This component will assess:

Biology – Cell Biology, Organisation, Infection & response and Bioenergetics

Chemistry – Atomic structure & the periodic table, Bonding, Quantitative chemistry, Chemical changes and Energy changes

Physics – Energy, Electricity, Particle model of matter and Atomic structure

All papers will include 40% knowledge recall, 40% application to new ideas and 20% maths eg calculations, graphs etc

You will be given a periodic table in the chemistry exam and a physics equations sheet in the physics paper

How to study for Science

SPARX science should be your first visit for revision. The topics can be chosen in addition to the homework you are given every two weeks. This will allow you to identify your areas of focus that you are struggling with. Then you can visit sites such as Cognito and BBC bitesize to find some re-teach videos and resources. If you need further support, S3 is open every lunchtime for revision and support.

Every student should have a revision guide, this will give all the content for both years of your GCSE Science course. You can purchase these on parentpay if you don't already have one.

Google classroom contains knowledge organisers and revision mats for you to use to support your revision. There is also a selection of practice questions on Google Classroom with mark schemes. Knowledge organisers contain all the information in a condensed form with clear details of the most important aspects you need to learn. Revision mats look similar to knowledge organisers, but have gaps and questions in for you to complete and test what you know. You should be using knowledge organisers from the very start of your revision alongside your revision guide, but should begin to bring in revision mats about half way through; once you are feeling confident with what you know this will allow you to identify gaps in knowledge. Come along to S3 at lunch time to ask for resources printing.

Subject: English
Head of Department: Ms MacLeod
Exam board: AQA

Overview of assessment:

You will be completing all papers for both GCSEs

English Language:

- Paper 1 – Explorations in creative reading and writing: 1 hour 45 minutes
- Paper 2 – Writer's viewpoints and perspectives: 1 hour 45 minutes

English Literature

- Paper 1 – Shakespeare and the 19th Century Novel (*Macbeth* and *A Christmas Carol*): 1 hour 45 minutes
- Paper 2 – Modern Prose and Poetry (*An Inspector Calls*, Anthology poetry, unseen poetry): 2 hours 15 minutes

Question paper:

Language:

For both Language papers, you have a reading section and a writing section. Paper 1, you are given one fiction source to answer 4 questions on. You then write creatively (a story). Paper 2 is non-fiction; you have two sources for the reading section and 4 questions, you then write a piece of non-fiction.

For the creative writing, you will be given a stimulus and a choice of two tasks and you will write a story. For the transactional writing, you will be given a topic and a style of writing and will need to produce a non-fiction piece of writing.

Literature:

For *Macbeth* and *A Christmas Carol*, you will be given an extract and a question. You need to answer about the extract and the text as a whole.

For *An Inspector Calls*, you will be given a choice of two questions only; you need to talk about the whole play in your answer.

For anthology poetry, you will be given one named poem and you will compare to another you have studied in the anthology. For unseen poetry, you will be given two poems you have not studied before and will answer two questions.

How to study for English

Knowledge organisers are already on google classroom, however, specific ones geared towards this assessment will be uploaded. Read them carefully and use them to bridge any gaps in knowledge you may have.

Find different methods to learn quotations. You could consider: flashcards; dual coded flash cards (using images to match the quotes); regular self and peer testing. You can use quotations from knowledge organisers, or use YouTube videos to support. Remember, this is in line with AQA GCSE requirements.

Practise – extended writing in timed conditions is the best way to practice the application of the knowledge and skills!

What to study

Literature:

- Quotes
- Characters
- Themes
- Plot

Language

- Conventions of different writing types
- What Ethos, Pathos and Logos mean and how to embed them in writing
- The success criteria and mark scheme for the questions
- How to use time
- Structures for responses (e.g. Drop, Zoom, Flash, End)

Subject: Animal Care
Class Teacher/Head of Department: Mr Sullivan
Exam board: BTEC Edexcel

Overview of assessment:

Assessment will be on the content from Components 1 and 2 which you have completed in your coursework. You will be taught the final content of Component 3 in the first term of year 11 and so only some of this will not be in the exam.

Component 1 – Animal Handling including when, how, restraints, and risks

Component 2 – Animal Welfare including welfare needs and freedoms, Animal Welfare Act 2006

Component 3 – Animal Health and Welfare

What to study for animal care:

Topics to ensure you focus on:

- Risks when working with animals
- When to handle or not handle animals
- Animal handling and restraint
- Animal needs and Freedoms
- Animal welfare and legislation
- Responsibility of owning and working with animals
- Animal housing and accommodation
- Suitability of Animal housing
- Animal Welfare
- Animal Health and Diseases

Marks:

The questions will be split into the following:

- Multiple choice questions
- 2/3 mark questions
- 5-8 mark questions

How to study for animal care:

Your teacher has provided you with resource materials to support your revision and you are able to use your BTEC assignments for revision and information.

Use of mock papers to revise what you know and need to know

Use the power point presentations uploaded on google classroom to support your revision.

If there's a topic or question you're struggling on ask in lesson! As of this week leading up to the mocks there will be a 10 minute question and answer session at the end of every animal care lesson, make the most of this!

Revise not only content but the structure of your exam questions such as 10 and 20 mark questions.

Subject: Business
Class Teacher: Mrs Drury & Mr Miskell

Overview of assessment:

Your assessment will cover theme 1 and what you have covered in theme 2 so far. There will be a range of multiple choice, short and long answer questions covering explain, discuss, analyse, justify and analyse command words. The paper will consist of 3 parts:

Part A – Knowledge and understanding	Part B – Based around a case study, testing knowledge, understanding and application
Part C – Based around a case study, testing knowledge, understanding and application	

What to study for Business – CC = Course Companion found on Google classroom

Paper 1			Paper 2		
Topic	Unit	CC page	Topic	Unit	CC page
Risks of business	1.1	6	Goods and Services	1.1	9
Reasons for business ideas	1.1	4	Internal / Organic growth	2.1	72
Adding value	1.2	9	Trade bloc	2.1	82
USP	1.2	9	Environmental impact	2.1	85-88
Market research	1.2	13 - 17	Design mix	2.3	90
Calculations - Formula Sheet					
Competitive environment	1.2	21-22	Documents for Human resources	2.5	131-137
Market mapping	1.2	20	Organisational structures	2.5	124-129
Cash inflows and outflows	1.3	36	Training and development	2.5	138-139
How to increase profit	1.3	37	Different types of working	2.5	131-133
Cash flow forecast	1.3	35-38	Motivation	2.5	140-142
Business ownership	1.4	45-49	Sources of finance	1.3 & 2.1	39-43
Sources of finance	1.4	39-43	Marketing mix	1.4 & 2.3	101-102
Marketing mix	1.4	51-52	Differentiating products	1.4 & 2.3	
Factors affecting location	1.4	49-50			
E-commerce	1.5	57-58			
Government taxation	1.5	65-66			
Inflation	1.5	66-67			
Technology	1.5	57-58			
Employment law	1.5	62-65			

How to study for Business

- Use your work from lessons as your first point of revision
- The knowledge organisers have all the key knowledge you need
- On Google Classroom you will find materials for revision
- Make revision cards, mind maps or question cards
- Make a quiz and get someone at home/a friend to test you
- Quizlet
- Course Companion on Google classroom
- Online resources: Seneca / <https://www.youtube.com/@Bizconsesh> / <https://www.youtube.com/playlist?list=PLftmziinjwVQCnLC4WZlrm5y2d6ILD96p>

Child
Development
Class Teacher: Miss Yuille
Exam board: OCR

Overview of Assessment:

Your assessment will consist of a full past exam paper worth 70 marks.
You will have 1 hour 15 minutes for the exam.

What to study:

Your mock examination will cover R057 Exam lessons

Topic Area 1: Pre-conception health and reproduction	• Factors affecting pre-conception health for women and men • Other factors affecting the pre-conception health for women • Types of contraception methods and their advantages and disadvantages • The structure and function of the reproductive systems • How reproduction takes place • The signs and symptoms of pregnancy
Topic Area 2: Antenatal care and preparation for birth	• The purpose and importance of antenatal clinics • Screening and diagnostic tests • The purpose and importance of antenatal (parenting) classes • The choices available for delivery • The role of the birth partner in supporting the mother through pregnancy and birth • The methods of pain relief when in labour • The signs that labour has started • The three stages of labour and their physiological changes • The methods of assisted birth
Topic Area 3: Postnatal checks, postnatal care and the conditions for development	• Postnatal checks - Postnatal care of the mother and baby • The developmental needs of children from birth to five years
Topic Area 4: Childhood illnesses and a child safe environment	• Recognise general signs and symptoms of illness in children • How to meet the needs of an ill child • How to ensure a child-friendly safe environment

How to study:

- Log on to Google classroom for knowledge organisers & R057 lessons
- Complete practice paper questions found online
- Use your exercise book, quizlet, to recap the topics listed above
- Create revision cards, flash cards with key information
- Create content mind maps for topics

Subject: Citizenship (EDEXEL)
Head of Department: Miss F Rocky

Overview of assessment:

Paper 1: You will be sitting a full paper 1 mock which will cover theme A, B & C content.

Paper 2: You will sit a full paper 2 mock which will cover theme E and what you have learnt so far in theme D.

What to study for Citizenship:

Paper 1: Theme A

The changing UK population

Migration and its impact

Respect and understanding

Identity

Rights, duties and values that underpin democracy

Development of human rights

Citizens and local government

Paying for local services

Paper 1: Theme B

Parties and candidates

Elections and voting systems

Forming and organising the work of government

The Westminster Parliament

Making and shaping law

The Constitution

Government in constituent parts of the UK

Taxation and government spending

Paper 1: Theme C

The role of law in everyday life in dealing with complex problems

Principles and sources of law

Civil and criminal law

The justice system in England and Wales

Courts and tribunals

Youth justice

Crime and society

Sentences and punishment

Paper 2: Theme E

Identify an issue, form a team and carry out initial research

Undertake primary research

Represent their own and different points of view

Plan the action

Apply skills of collaboration, negotiation and influence as they deliver the activity

Critically evaluate their learning and the impact of the action

How to study for Citizenship:

- Use of google classroom and SENECA
- Flash cards with key words
- Knowledge organisers
- Key information revision booklets
- Practice exam questions
- Mind maps of sub topics
- Use notes from your current & old books (get these from your teacher)
- All lessons are also uploaded on to google classroom
- Resources from your homework folders

Drama
Class Teacher: Miss Sharples
Exam board: EDUQAS

Overview of Assessment:

Your assessment will consist of a full exam paper for Component three both Section A and Section B.

<u>Section A</u>	<u>Section B</u>
Given extract from a key moment of the play Low Tariff questions referring to the given extract 12 mark question referring to the given extract 15 mark question referring to elsewhere in the play (not the extract) 45 marks	Multiple choice question based on your chosen piece of live theatre. One based on performer One based on design elements 15 marks

What to study:

Section A: Noughts and Crosses	Characters and Themes Key moments and sequencing of events Vocal and Physical skills Design elements Question structures
Section B: Frankenstein	Style and themes Vocal and Physical skills Design elements

How to study:

Section A:

- Use your revision guide to recap key themes, characters, skills and design elements
- Memorise and practice using the writing structure for both 12 and 15 mark questions – practice questions found on Google Classroom
- Re-read the text and explore character motivation, relationships and sequencing of events

Section B

- Re-watch key scenes from Frankenstein on Drama Online with login details on Google Classroom
- Memorise and practice using writing structure for both performer and design questions – practice questions found on Google Classroom
- Use revision resources such as revision clocks to memorise and condense ideas for key scenes and characters

Subject: Geography
Class Teacher: Mrs Meakin and Mr Currie

Overview of assessment: Living with the Physical Environment Paper 1

Question paper:

Paper 1: 1 hour 30 minutes worth 88 marks in total

What to study for (Geography):

This component will assess:

Paper 1: The challenges of natural hazards, volcanoes, earthquakes and tropical storms in LIC and HIC countries.

River environments, processes, landforms, management and physical/human interactions.

Coastal environments, processes, landforms, management and physical/human interactions.

How to study for (Geography):

- Create quote banks and case study banks for each unit
- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms, certain topics or verbally practice answering example questions
- Create revision cards
- Create content posters in your bedroom to visualise your revision
- Dual coding
- Flow diagrams
- Revision grids
- Exam questions
- Use of revision guides and cards.
- GCSE Pod videos or;
- Online based videos for the AQA specification.
- Come to any day lunch time drop-ins with class teacher for specific support on revision.
- Complete all SENECA homework
- Speak to teachers about revision support and attend any sessions offered to you.

Subject: Geography
Class Teacher: Mrs Meakin and Mr Currie

Overview of assessment: Challenges in the Human Environment paper 2.

Question paper:

Paper 2: 1 hour 30 minutes worth 88 marks in total

What to study for (Geography):

This component will assess:

Paper 2: Urban issues and challenge; NEE (Rio) and HIC (Manchester) case studies. Challenge of resource management; UK food, water and energy, global energy.

Changing economic world, development, Nigeria and UK changing economy

How to study for (Geography):

- Create quote banks and case study banks for each unit
- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms, certain topics or verbally practice answering example questions
- Create revision cards
- Create content posters in your bedroom to visualise your revision
- Dual coding
- Flow diagrams
- Revision grids
- Exam questions
- Use of revision guides and cards.
- GCSE Pod videos or;
- Online based videos for the AQA specification.
- Come to any day lunch time drop-ins with class teacher for specific support on revision.
- Complete all SENECA homework
- Speak to teachers about revision support and attend any sessions offered to you.

German
Class Teacher: Mrs Martin, Mrs Batzios
Exam board: AQA 8662

Overview of Assessment:

Your assessment will consist of three of the four areas from the GCSE examination – Writing, Reading, Listening. You will complete a mock Speaking examination at a later date in the Spring term.

You will be entered at either Higher or Foundation Tier, each examination paper will account for 1/3 of your grade.

<u>Foundation Writing</u>	<u>Foundation Reading</u>	<u>Foundation Listening</u>
A photo card A 50 word written task A grammar gap fill Translation from English to German A 90 word written task (choice of two)	Multiple choice and short answers Translation from German → English	Multiple choice and short answers Dictation
<u>Higher Writing</u>	<u>Higher Reading</u>	<u>Higher Listening</u>
Translation of sentences into German A 90 word written task (choice of two) A 150 word written task (choice of two)	Multiple choice and short answers Translation from German → English	Multiple choice and short answers Dictation

What to study:

Your mock examination will cover all three themes from the GCSE course.

Theme 1: People & Lifestyle	Identity Relationships with others Healthy Living & Lifestyle Education & work
Theme 2: Popular Culture	Free Time Customs, festivals & Celebrations Celebrity Culture
Theme 3: Communication & the world around us	Travel & Tourism Media & Technology The environment Where people live

Grammar	
Nouns, Cases, prepositions	Separable verbs
Verbs and tenses	Word order
Modal verbs	Complex clauses
Reflexive verbs	Comparative & Superlative adjectives
Expressing opinions	Justification of opinions

How to study:

- Log on to Google classroom for knowledge organisers & vocabulary lists – ensure you know set GCSE vocabulary
- Complete practice paper questions from AQA Website (German 8662)
- Use your exercise book, quizlet, blooket to master vocabulary on the topics listed above
- Create revision cards, flash cards with key expressions for written examination responses
- Create content mind maps for topics/ with writing phrases for examination tasks
- Listen to German music or radio to improve listening skills
- Watch films and TV in German with English subtitles to further listening skills and vocabulary

Subject: History

Class Teacher/Head of Department: Miss Lees and Miss Burleigh

Overview of assessment:

You will be completing the following papers

1. **Crime and Punishment Paper (1hr 20)**
2. **Cold War paper (55 mins)**
3. **Half of a Weimar & Nazi Germany paper (sources and interpretations Q3-4) (55 mins)**

What to study for History

Crime and Punishment

- Medieval Crime, Punishment, Law Enforcement (1000-1500)
- Early Modern Crime, Punishment, Law Enforcement (1500-1700)
- Industrial 18th & 19th century Crime, Punishment, Law Enforcement (1700-1900)
- Modern Crime, Punishment, Law Enforcement (1900-present)
- Whitechapel

Cold War

- Origins of the Cold War 1941-58 e.g. conferences, 1st Berlin crisis, Containment etc.
- Cold War Crisis 1958-70 e.g. Hungarian Uprising, Cuban Missile Crisis, Prague Spring etc.
- The end of the Cold War 1970-91 e.g. détente, Reagan, Gorbachev, collapse of the USSR etc.

Weimar and Nazi Germany

- Hitlers rise to power 1923-33
- Nazi Control & Dictatorship 1933-39
- Life in Nazi Germany 1933-39

How to study for History

- History revision hub = link to videos, past papers, example answers, how to answer questions, revision tasks & sheets (if you need any printing, ask your teacher)
<https://drive.google.com/drive/folders/1LeylChKoqZUbmRkQz3THorWxxbgEwS76?usp=sharing>
- Your books are your first point of revision – use these
- Use the knowledge organisers booklet given to you by your teacher
- Complete the Christmas revision work book
- Seneca - You can complete Seneca topics without them being set as an assignment. Seneca is excellent for History revision
- If you have purchased revision guides, use them! They are still available to purchase on Parent Pay
- Revision clocks, revision cards, practice questions, timelines, quizzes

Subject: Music

Class Teacher/Head of Department: Mr Galley

Overview of assessment: Paper 1 Understanding Music – Section A Unfamiliar music

Question paper: Paper 1: Section A - 1hr 30 mins worth 96 marks. 8 listening questions on the 4 Areas of Study. Section B - 2 essay questions on each area of study Queen and Beethoven.

What to study for (Music):

This component will assess:

Section A

Area of Study 1 Western classical Music - The Coronation Anthems and Oratorios of Handel / The Orchestra Music of Haydn, Mozart and Beethoven / The piano music of Chopin and Schumann / The Requiem of the late Romantic period)

Area of study 2 Popular Music - music of Broadway 1950s to 1990s / rock music of 1960s and 1970s / film and computer gaming music 1990s to present / pop music 1990s to present)

Area of study 3 Traditional Music - Blues music from 1920–1950 / Fusion music incorporating African and/or Caribbean music / Contemporary Latin music / Contemporary Folk music of the British Isles)

Area of study 4 Traditional Music - The orchestral music of Copland / British music of Arnold, Britten, Maxwell-Davies and Tavener / The orchestral music of Zoltán Kodály and Béla Bartók / Minimalist music of John Adams, Steve Reich and Terry Riley.

Section B

Queen Bohemian Rhapsody, Seven Seas of Rhye and Love of my Life
Beethoven Symphony No. 1 in C major

How to study for Music:

- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms, a certain topics or verbally practice answering example questions
- Log on to **Google classroom** for **knowledge organisers** on each set work and area of study
- Use **quizlet** to master vocabulary on the topics listed above
- Create **revision cards, flash cards** with key vocab and definitions
- Create **content mind maps** for topics

Spanish
Class Teacher: Miss Ruane
Exam board: AQA 8692

Overview of Assessment:

Your assessment will consist of three of the four areas from the GCSE examination – Writing, Reading, Listening. You will complete a mock Speaking examination at a later date in the Spring term.

You will be entered at either Higher or Foundation Tier, each examination paper will account for 1/3 of your grade.

<u>Foundation Writing</u>	<u>Foundation Reading</u>	<u>Foundation Listening</u>
A photo card A 50 word written task A grammar gap fill Translation from English to Spanish A 90 word written task (choice of two)	Multiple choice and short answers Translation from Spanish → English	Multiple choice and short answers Dictation
<u>Higher Writing</u>	<u>Higher Reading</u>	<u>Higher Listening</u>
Translation of sentences into Spanish A 90 word written task (choice of two) A 150 word written task (choice of two)	Multiple choice and short answers Translation from Spanish → English	Multiple choice and short answers Dictation

What to study:

Your mock examination will cover all three themes from the GCSE course.

Theme 1: People & Lifestyle	Identity Relationships with others Healthy Living & Lifestyle Education & work
Theme 2: Popular Culture	Free Time Customs, festivals & Celebrations Celebrity Culture
Theme 3: Communication & the world around us	Travel & Tourism Media & Technology The environment Where people live

Key Grammar	
Nouns, adjectives, prepositions	Reflexive verbs
Word order	Modal verbs
Expressing opinions	Complex clauses
Justification of opinions	Comparative & Superlative adjectives
Verbs and tenses	if clauses

How to study:

- Log on to Google classroom for knowledge organisers & vocabulary lists – ensure you know set GCSE vocabulary
- Complete practice paper questions from AQA Website (Spanish 8692)
- Use your exercise book, quizlet, blooket to master vocabulary on the topics listed above
- Create revision cards, flash cards with key expressions for written examination responses
- Create content mind maps / revision clocks for topics or with writing phrases for examination tasks
- Listen to Spanish music or radio to improve listening skills
- Watch films and TV in Spanish with English subtitles to further listening skills and build vocabulary

Unit 1 Hospitality and Catering Revision List

1.1 Hospitality and catering provision

1.1.1 Hospitality and catering provision

- Commercial (residential)
- Commercial (non-residential)
- Non-commercial (residential)
- Non-commercial (non-residential)
- Food service
- Residential service
- Standards and ratings: Hotel and guest house standards (star ratings), restaurant standards, AA Rosette Award, Good Food Guide, Michelin stars.
- 1.1.2 Working in the hospitality and catering industry
- Roles and responsibilities within the industry
- Personal attributes
- Qualifications

1.1.3 Working conditions in the hospitality and catering industry

- Types of employment contracts and working hours
- Remuneration and benefits in the industry
- Supply and demand

1.1.4 Contributing factors to the success of hospitality and catering provision

- Economy including basic costs incurred within the hospitality and catering industry: labour, materials, overheads. Profit and loss.
- Environment
- New technologies
- Impact of the media

1.2 How hospitality and catering provisions operate

1.2.1 The operation of the front and back of house

- Workflow
- Equipment
- Materials for cleaning, first aid kit and safety materials
- Documentation and administration

1.2.2 Customer requirements in hospitality and catering

- Unit 1 Hospitality and Catering Revision List
- Customer needs (catering, equipment, accommodation)
- Customer rights and inclusion (disability)
- Equality

1.2.3 Hospitality and catering provision to meet specific requirements

- Customer requirements, expectations and demographics

1.3 Health and safety in hospitality and catering

1.3.1 Health and safety in hospitality and catering provision

- Responsibilities for personal safety in the workplace of employers and of employees
- Accident forms and risk assessments

1.3.2 Food Safety

- HACCP

1.4 Food safety in hospitality and catering

1.4.1 Food related causes of ill health

- Allergies, bacteria, chemicals and intolerances
- Types of food poisoning bacteria

1.4.2 Symptoms and signs of food-induced ill health

- Visible and non-visible symptoms

1.4.3 Preventative control measures of food-induced ill health

- The control measures to prevent food-induced ill health – cross contamination, correct temperatures, physical contamination.

1.4.4 The Environmental Health Officer (EHO)

- Understand the role and responsibilities of the EHO:
- collecting evidence including samples for testing, photographs, interviews
- enforcing environmental health laws follow up complaints
- follow up outbreaks of food poisoning
- inspecting business for food safety standards
- giving evidence in prosecutions
- maintaining evidence
- submitting reports

Subject: ICT
Class Teacher: Mrs Drury

Overview of assessment:

Your assessment will cover theory covered so far. There will be a range of multiple choice, short and long answer questions completed on the PC.

What to study for ICT

- Network topologies
- Networks
- Hardware & software
- Tablets v PC
- NFC Technology
- Internet terminology
- Software
 - CAD
 - CAM
 - CRM
 - DTP
 - Spreadsheets
 - Screen monitoring software
- Copyright, Designs and Patents Act
- Data – Information – Knowledge
- Data Validation
 - Range Check
 - Format check
 - Type check
 - Length check
 - Presence check
 - Lookup check
- Use of ICT to store data
 - Advantages & Disadvantages
- Connectivity methods
- IT Services
- Malware
- Implications of a cyber attack
- How to protect against a cyber attack
- Logical data protection
- Physical protection
- Self-driving cars
- Assembly lines
- Health & Safety legislation

How to study for ICT

- Use your work from lessons & booklets as your first point of revision
- On Google Classroom you will find materials for revision – Knowledge organisers
- Make revision cards, mind maps or question cards
- Make a quiz and get someone at home/a friend to test you
- Quizlet

Subject: GCSE PE
Class Teacher/Head of Department: Mr Simpson

Overview of assessment: Paper 1

Question paper: The human body and movement in physical activity and sport

Paper 1: 1 hour 15c minutes' worth 78 marks – full paper

What to study for (PE):

Paper 1 will assess:

Structure and Function of the musculoskeletal system

Bones. Structure and function of skeleton. Muscles. Types of contraction. Joints – types and structure. Types of movement. Antagonist pairs of muscles.

Structure and functions of the cardio-respiratory system

The pathway of air. Gaseous exchange. Blood vessels. Structure of heart. Cardiac cycle. Cardiac output, stroke volume and heart rate. Mechanics of breathing.

Anaerobic and aerobic exercise

Anaerobic and aerobic exercise definitions. EPOC. DOMS

Short- and long-term effects of exercise

Immediate effects. Short term effects. Long term effects.

Movement analysis

Levers. Planes and axes.

Physical training

Health and Fitness. Components of fitness. Fitness testing. Methods of training. Principles of training. Optimal training zones. Prevention of injury. Seasonal aspects. Warm ups and cool downs

How to study for PE:

- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms, a certain topic or verbally practice answering example questions
- Create revision cards
- Create content posters in your bedroom to visualise your revision
- Use the key words PowerPoint in Google classroom to test yourself on all key words
- Use the revision PowerPoints in office 365 to revise each area of study
- Use quizlet to test your knowledge on all key words.
- Speak to teachers about revision support and attend any sessions offered to you.

Subject: GCSE PE
Class Teacher/Head of Department: Mr Simpson

Overview of assessment: Paper 2

Question paper: Social-cultural influences and well being in physical activity and sport

Paper 1: 1 hour 15 minutes' worth 65 marks – 4 questions taken out as content will not have been covered.

What to study for (PE):

Paper 2 will assess:

Classification of skills

Skill and ability. Types of goals.

SMART targets

Basic information processing model

Guidance and feedback

Mental preparation for performance

Arousal. Inverted U-theory. Stress management. Aggression. Personality. Motivation.

Engagement patterns

Social groups. Factors affecting participation.

Commercialisation of physical activity and sport

Sponsorship and media. Positive and negative impacts. Technology.

Ethical and socio-cultural issues

Conduct. PEDS. Blood doping. Spectator behaviour. Hooliganism.

Physical, emotional and social health, fitness and wellbeing

How to study for PE:

- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms, a certain topic or verbally practice answering example questions
- Create revision cards
- Create content posters in your bedroom to visualise your revision
- Use the key words PowerPoint in Google classroom to test yourself on all key words
- Use the revision PowerPoints in office 365 to revise each area of study
- Use quizlet to test your knowledge on all key words.
- Speak to teachers about revision support and attend any sessions offered to you.

Subject: OCR Sport
Class Teacher/Head of Department: Mr Hurst/Mr Simpson

R184 – Contemporary issues in sport – Exam Unit

Topic Area 1 – Issues which affect participation

Topic Area 2 – The role of sport in promoting values

What to study for (OCR Sport):

Topic Area 1 – Issues which affect participation

1. Different User Groups

Gender. People from different ethnic groups. Retired people/people over 60 . Families with children. Carers. People with family commitments. Young children. Teenagers. People with disabilities. Parents (singles or couples). People who work. Unemployed/economically disadvantaged people

2. Possible Barriers

Employment and unemployment. Family commitments. Lack of disposable income. Lack of transport. Lack of positive sporting role models. Lack of positive family role models or family support. Lack of appropriate activity provision. Lack of awareness of appropriate activity provision. The lack of equal coverage in media in terms of gender and ethnicity by the media

3. Possible Solutions to Barriers

Provision of: Appropriate programmes. Sessions. Activities. Times for the different user groups. Promotion strategies: The use of targeted promotion. Role models. Initiatives. Increased and appropriate transport availability. Availability of appropriate user group facilities and equipment. Improved access to facilities for all user groups. Appropriate pricing for all user groups

4. Factors which can positively and negatively impact the popularity of sport in the UK

The number of people participating. The provision of facilities. Environment/climate activity influences. Live spectator opportunities. The amount and range of media coverage. The high-level success of both individuals and teams. The number and range of positive role models available in a sport. Social acceptability.

5. Emerging/new sports in the UK

Examples of current emerging sports. The development and opportunities to participate in emerging sports.

How to study for PE:

- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms, a certain topic or verbally practice answering example questions
- Create revision cards
- Create content posters in your bedroom to visualise your revision
- Use the key words PowerPoint in Google classroom to test yourself on all key words
- Use the revision PowerPoints in office 365 to revise each area of study
- Use quizlet to test your knowledge on all key words.
- Speak to teachers about revision support and attend any sessions offered to you.

Subject: OCR Sport
Class Teacher/Head of Department: Mr Hurst/Mr Simpson

R184 – Contemporary issues in sport – Exam Unit

Topic Area 1 – Issues which affect participation

Topic Area 2 – The role of sport in promoting values

What to study for (OCR Sport):

Topic Area 2 – The role of sport in promoting values

2.1 Sport Values that can be promoted through sport e.g. fair play, tolerance and respect.

Team spirit- refers to the support given to fellow team/squad members and being able to work together to reach a collective goal. Fair play - where performers adhere to the rules and do not cheat whilst performing. Citizenship - relates to how people create community links and community spirit by getting involved in local sports clubs and teams. Tolerance AND Respect - one sporting value not two separate values, and relates to how sport can generate a greater understanding of other cultures. Inclusion - refers to the fact that in order that all social groups can participate in sport, there should be equal opportunities for all social groups in society to play sport. National pride - support for your national team/ squad in a sport creates national pride by uniting the whole population in their support of for the team/sport. Excellence - can be evident in sport at all level when performers strive to be the very best that they can in their activity and work with maximum effort.

2.2 The Olympic and Paralympic movement

The Creed. The Symbol. The Olympic and Paralympic values: The Olympic values of Excellence, Friendship and Respect. The Paralympic values of Courage, Determination, Inspiration and Equality.

2.3 Sporting values initiatives and campaigns

Local. Regional. National

2.4 The importance of Etiquette and sporting behaviour

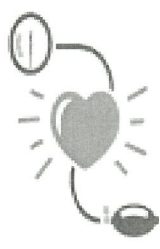
The reasons for observing etiquette and sporting behaviour. Sportsmanship. Examples from sport. Appropriate behaviour when spectating. Safety

2.5 The use of performance enhancing drugs.

The reasons why sports performers use PEDs. The reasons why performers should not use PEDs. The role of WADA (World Anti-Doping Agency) in eradicating the use of PEDs. WADA's Whereabouts Rule. WADA testing methods. Sanctions to prevent the use of PEDs. Educational strategies to prevent the use of PEDs. Impact of the use of PEDs on the sport.

How to study for PE:

- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms, a certain topic or verbally practice answering example questions
- Create revision cards
- Create content posters in your bedroom to visualise your revision
- Use the key words PowerPoint in Google classroom to test yourself on all key words
- Use the revision PowerPoints in office 365 to revise each area of study
- Use quizlet to test your knowledge on all key words.
- Speak to teachers about revision support and attend any sessions offered to you.

Health and Social Care			Component 3 Health and Wellbeing		
LAA Factors that affect health and wellbeing		LAB Interpreting health indicators		LAC Person centred health and wellbeing improvement plans	
A1 Factors affecting health and wellbeing 1. Definition of health and wellbeing a. A combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness 2. Physical and lifestyle factors that can have positive or negative effects on health and wellbeing: a. Genetic inheritance, including inherited conditions and predisposition to other conditions b. Ill health (acute and chronic) c. Diet (balance, quality and amount) d. Amount of exercise e. Substance user, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs f. Personal hygiene 3. Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing: a. Social interactions, e.g. supportive/unsupportive relationships, social integration/ isolation b. Stress, e.g. work-related c. Willingness to seek help or access services, e.g. influenced by culture, gender, education 4. Economic factors that have a positive or negative effect on health and well-being a. Financial resources 5. Environmental factors that can have a positive or negative effect on health and well-being: a. Environmental conditions, e.g. levels of pollution, noise b. Housing, e.g. conditions, location 6. The impact of life events relating to relationship changes and changes in life circumstances		B1 Physiological indicators 1. Physiological indicators that are used to measure health: a. Pulse (resting and recovery rate after exercise) b. Blood c. Peak flow d. Body mass index (BMI) 2. Using published guidance to interpret data relating to these physiological indicators 3. The potential significance of abnormal readings: risks to physical health 		C1 Health and wellbeing improvement plans 1. The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances 2. Information to be included in plan: a. Recommended actions to improve health and wellbeing b. Short term (less than 6 months) and long term targets c. Appropriate sources of support (Formal and/ or informal)	
		B2 Lifestyle indicators 1. Interpretation of lifestyle data, specifically risks to physical health associated with: a. Smoking b. Alcohol consumption c. Inactive lifestyles 		C2 Obstacles to implementing plans 1. Potential obstacles a. Emotional/ psychological – lack of motivation, low self-esteem, acceptance of current state b. Time constraints – work and family commitments c. Availability of resources – financial, physical, e.g. equipment d. Unachievable targets – unachievable for the individual or unrealistic timescale e. Lack of support, e.g. from family and friends f. Other factors specific to individual – ability/ disability, addiction g. Barriers to accessing identified services 	