

North Oxfordshire Academy

Year 11 Mock 1

Information, Support and Revision Guide

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Points to note

Your November mock examinations are your '**first race**' of the year.

It is the first 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.

Your November mocks will be used to inform predictions (which will be what 6th forms will want to know for your admissions), for any set changes and allow you to see your progress.

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.



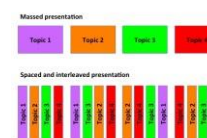
Retrieval Practice

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.

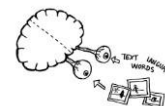
Interleaving & Spacing

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.

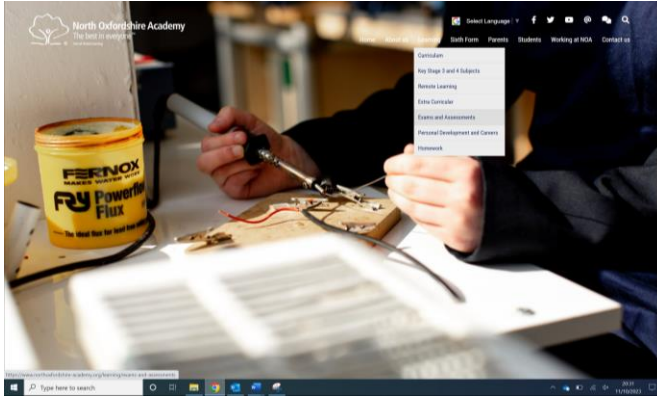


Deliberate Practice

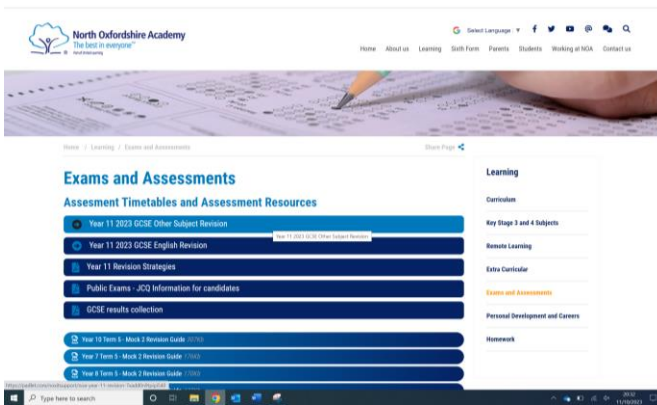
Set aside time to practice improving your knowledge. Choose what you need to do. It should be difficult enough to challenge you, and practice, practice, practice! Try to focus on something you are almost able to do but just not yet!

Revision Website

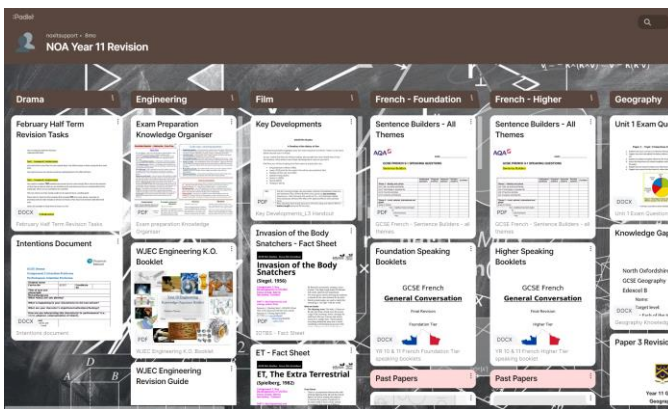
<https://padlet.com/noxitsupport/noa-year-11-revision-7xadd0n9tpipi540>



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 – use your time effectively and ensure that you are prepared to begin your exams on **Monday 4th of November**.

What does effective and successful revision look like?

- Revision should be organised.

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

Planning your Revision Schedule

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



United Learning
The best in everyone™

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

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 | | | | | |



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Mock Helpdesk

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

- Your class teacher.
- Your 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:

| Key Leader | Role | |
|----------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------|
| David Murphy | Vice Principal | david.murphy@northoxfordshire-academy.org |
| Katherine Graham | Assistant Principal Inclusion | katherine.graham@northoxfordshire-academy.org |
| Beth Hall | Head of Sixth Form | beth.hall@northoxfordshire-academy.org |
| Dan Thomas | Head of Maths | daniel.thomas@northoxfordshire-academy.org |
| Natasha O' Hear | Head of English | natasha.ohear@northoxfordshire-academy.org |
| Felicity Garland | Head of Science | felicity.garland@northoxfordshire-academy.org |
| Nicola Owen | Head of Humanities | nicola.owen@northoxfordshire-academy.org |
| Attendance Leader | Cat Tyler | catherine.tyler@northoxfordshire-academy.org |
| Head of welfare and safeguarding | Donna Duffy | donna.duffy@northoxfordshire-academy.org |

For out of hours support




Email David.murphy@northoxfordshire-academy.org

Year 11 English Language

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| Length of Assessment | 1 Hour 45 mins |
| Title of Assessment | Language Paper 1: Writers' Viewpoints and Perspectives |
| Success Criteria | <p><u>Section A: Reading (40 marks in total)</u></p> <p>Skills:</p> <ul style="list-style-type: none"> • Approaching an extract (IR Code) • Analysis • Identifying language methods • Identifying structural methods • Coming to a judgement • Quotation selection <p><u>Question Format & Suggested Timings</u></p> <p>Read and IR code the text (15 mins)</p> <p>Question 1: List four things about the first section of the text (line numbers are given), (5 mins, 4 marks)</p> <p>Question 2: Language analysis: How does the writer use language to describe..... (line numbers are given) (10 mins, 8 marks)</p> <p>Question 3: Structural analysis: How does the writer structure the text to interest you as a reader (you write about the whole text, beginning, middle and end) (10 mins, 8 marks)</p> <p>Question 4: This question invites you to critically evaluate a part of the text. You will be given a statement like: "A student reading this text said that: the writer really brought the characters to life. To what extent do you agree with this statement?" You need to answer using language and structural analysis to back up your judgements. (20 mins, 20 marks)</p> <p><u>Section B: Writing (40 marks in total)</u></p> <p>You will be asked to write either a description based on an image or a story. We strongly suggest that you do the description and use the Drop, Zoom, Flash, Echo structure.</p> <p>You are also being assessed on:</p> <ul style="list-style-type: none"> • Effective use of senses and language methods • SPAG – ensuring this is accurate and a variety can be applied • Using a range of vocabulary • Variety of sentence types <p>➤ Suggested Timings for Section B: 5 mins planning 35 mins writing 5 mins checking</p> |

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| Resources required to revise | <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!• Read as many unseen texts as you can and IR code them and check you can summarise them <p>See also:</p> <ul style="list-style-type: none">• 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 |
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Year 11 English Literature

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| Length of Assessment | 2 hours 15 mins |
| Title of Assessment | Lit Paper 2 (Animal Farm, Power and Conflict Poetry & Unseen Poetry) |
| Success Criteria | <p>The written exam takes 2 hours and 15 minutes in total and is worth 60% of your entire English Literature GCSE.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Section A Modern texts (drama or prose) </p> <p>Section A of paper 2 is worth 34 marks</p> <ul style="list-style-type: none"> • 4 of these marks account for accurate use of spelling, punctuation and grammar (AO4). <p>You will be given a choice of two questions to answer from your chosen text and you must pick one to respond to.</p> <p>It is recommended that you spend 45 minutes on this section, including 5 to 10 minutes spent planning, which leaves up to 50 minutes to write your essay.</p> <p>Remember that planning is essential as examiners found that a plan frequently led to a well-constructed answer and lack of planning proved an issue.</p> </div> <div style="width: 48%;"> <p>Section B Poetry </p> <p>Section B of paper 2 is worth 30 marks as A03 and AO4 is not assessed in this section of the exam.</p> <p>You will be required to answer one comparative question on one named poem printed on the paper and one other poem from your chosen anthology.</p> <p>In this case, as there are less marks to be gained here, we would recommend that you spend 45 minutes on this section, including 5 to 10 minutes spent planning.</p> </div> </div> <div style="margin-top: 20px;"> <p>Section C Unseen Poetry </p> <p>Section C of paper is worth 32 marks.</p> <ul style="list-style-type: none"> • You will be assessed on AO1 and AO2 only as the poem is unseen. <p>Firstly, you will be given a question worth 24 marks where you will be expected to write an essay about an unseen poem. You should spend around 30 minutes on this section.</p> <p>Then, you will be given another unseen poem that you will be asked to compare to the first unseen poem for 8 marks, which you should spend about 10 minutes on.</p> </div> |
| Resources required to revise | <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! • Use the revision packs you completed over the summer too-go over any tasks that you didn't get around to. <p>See also:</p> <ul style="list-style-type: none"> • CGP: Animal Farm, Power and Conflict Poetry • Seneca: Animal Farm, Power and Conflict Poetry • Oak Academy: Animal Farm, Power and Conflict Poetry • Marked mock papers and feedback from use in class • Exercise Book and Yr. 10 Folder • Teacher Revision Videos • Key Quote sheets |

Year 11 Maths

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| Length of Assessment | 3 Papers (1 hour 30 minutes each) |
| Title of Assessment | Paper 1 Non-calculator Paper 2 Calculator Paper 3 Calculator |
| Success Criteria | <p>Every topic is examinable across all 3 papers. However, some topics historically appear more frequently on non-calculator or calculator papers for both Foundation (F) and Higher (H) tiers:</p> <p>Paper 1 – Non-calculator</p> <ul style="list-style-type: none"> • Fraction operations (F & H) • Proportionality (F & H) • Converting between Fractions, Decimals and Percentages (F) • Fraction of an amount (F) • Direct Proportion • Write as a ratio (F) • Application of Ratio (F) • Solve Linear Equations (F) • Index Laws (H) • Surds (H) • Algebraic Fractions (H) • Probability (H) <p>Papers 2 and 3 – Calculator</p> <ul style="list-style-type: none"> • Pythagoras (F & H) • Trigonometry (F & H) • Transformations (F & H) • Compound interest (F & H) • Circles and sectors (F & H) • Sine rule, cosine rule and $\frac{1}{2}ab\sin C$ (H) • Histograms (H) <p>Students in 11xMa1 and 11yMa1 will sit the higher tier papers whilst students in other groups will sit the foundation tier papers.</p> |

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| Resources required to revise | <ul style="list-style-type: none">• CGP GCSE Mathematics Complete Revision and Practice (Higher Tier for Set 1) (Foundation for Sets 2 and 3)• Edexcel Grade Target Revision Guides• Sparx• Maths genie• Onmaths• Knowledge Organisers• Termly Knowledge Quiz data and feedback from lesson |
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Year 11 Combined Science (Trilogy)

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| Length of Assessment | 3 Papers 1 hour 15 minutes each |
| Title of Assessment | Paper 1: Biology units 1 - 4 Paper 2: Chemistry units 1 – 5 Paper 3: Physics units 1 – 4 |
| Success Criteria | <p>All Students will be given three mock papers.</p> <p>Paper 1: Biology</p> <ul style="list-style-type: none"> Unit 1 – Cell biology https://www.bbc.co.uk/bitesize/topics/z2mttv4 Unit 2 – Organisation https://www.bbc.co.uk/bitesize/topics/zwj22nb Unit 3 – Infection and response https://www.bbc.co.uk/bitesize/topics/z9kww6f Unit 4 – Bioenergetics https://www.bbc.co.uk/bitesize/topics/zgr997h <p>Paper 2: Chemistry</p> <ul style="list-style-type: none"> Unit 1 – Atomic structure and the periodic table https://www.bbc.co.uk/bitesize/topics/zcckk2p Unit 2 – Bonding, structure and the properties of matter https://www.bbc.co.uk/bitesize/topics/z33rrwx Unit 3 – Quantitative chemistry https://www.bbc.co.uk/bitesize/topics/zsnyy4j Unit 4 – Chemical changes https://www.bbc.co.uk/bitesize/topics/zt6ppbk Unit 5 – Energy changes https://www.bbc.co.uk/bitesize/topics/z27xxfr <p>Paper 3: Physics</p> <ul style="list-style-type: none"> Unit 1 – Energy https://www.bbc.co.uk/bitesize/topics/z89ddxs Unit 2 – Electricity https://www.bbc.co.uk/bitesize/topics/zcg44qt Unit 3 – Particle model of matter https://www.bbc.co.uk/bitesize/topics/z3ybb82 Unit 4 – Atomic structure https://www.bbc.co.uk/bitesize/topics/zshssrd |
| Resources required to revise | <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>BBC Bitesize</p> <p>Required practical videos</p> <p>Free Science Lessons Videos</p> <p>AQA GCSE Science Primrose Kitten</p> <p>AQA Trilogy past papers</p> |

Year 11 Triple Science- Biology

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

Year 11 Triple Science- Chemistry

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| Length of Assessment | 1 hour 45 minutes |
| Title of Assessment | Chemistry Paper 1 |
| Success Criteria | <p>All students will be given a full paper 1.</p> <p>Paper 1 covers the first four Chemistry topics:</p> <p>C1 Atomic structure and the periodic table</p> <ul style="list-style-type: none"> • Atoms, elements and compounds, mixtures, atomic structure, the periodic table <p>C2 Bonding, structure, and the properties of matter</p> <ul style="list-style-type: none"> • States of matter, ionic compounds, small molecules, giant covalent molecules, metals and alloys, nanoscience <p>C3 Quantitative chemistry</p> <ul style="list-style-type: none"> • Calculations in chemistry, atom economy, percentage yields, gas calculations <p>C4 Chemical changes</p> <ul style="list-style-type: none"> • Reactions of metals, acids, alkalis, salts, titrations, electrolysis <p>C5 Energy changes</p> <ul style="list-style-type: none"> • Exothermic reactions, endothermic reactions, chemical cells |
| Resources required to revise | <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>Required practical videos</p> <p>Free Science Lessons Videos</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> |

Year 11 Triple Science- Physics

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| Length of Assessment | 1 hour 45 minutes |
| Title of Assessment | Physics: Paper 1 |
| Success Criteria | <p>All Students will be given a full paper 1.</p> <p>Paper 1 covers the first four Physics topics:</p> <p>P1 Energy</p> <ul style="list-style-type: none"> Changes in energy stores, work, power, efficiency, energy and heating, energy demands <p>P2 Electricity</p> <ul style="list-style-type: none"> Electric circuits, mains electricity, static electricity <p>P3 Particle model of matter</p> <ul style="list-style-type: none"> Density, temperature changes and energy, particles in gases <p>P4 Atomic structure</p> <ul style="list-style-type: none"> Models of the atom, isotopes and ions, radioactive decay, uses and dangers of radiation, nuclear fission and fusion |
| Resources required to revise | <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>Required practical videos</p> <p>Free Science Lessons Videos</p> |

Year 11 Geography

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| Length of Assessment | Paper 1 – 90 minutes Paper 2 – 50 minutes |
| Title of Assessment | Paper 1 – Global Geographical Issues Paper 2 – (Adjusted) UK Geographical Issues |
| Success Criteria | <p>Paper 1 – Global Geographical issues Students will cover content from Topics 1, 2 & 3 as detailed below.</p> <ul style="list-style-type: none"> • Topic 1 – Hazardous Earth • Topic 2 – Development Dynamics • Topic 3 – Challenges of an Urbanising World <p>Students are expected to display a range of core knowledge of the wider world in Paper 1 including in depth case study knowledge as follows:</p> <ul style="list-style-type: none"> • Topic 1: Nepal earthquake, Japan earthquake, Bangladesh – cyclone Aila, USA – Hurricane Katrina • Topic 2 – India • Topic 3 – Lagos <p>Paper 2 – UK Geographical Issues – this will be an adjusted paper as some groups will not quite have finished the paper 2 content. Students will be tested on a range of UK based challenges including content from Topics 4, 5 & 6 as detailed below.</p> <ul style="list-style-type: none"> • Topic 4 – UK’s Physical landscape • Topic 5 – UK’s Urban landscape • Topic 6 – Geographical Fieldwork <p>Throughout both papers, students will be required to describe, explain and assess. All key skills taught throughout the course. Students will also be asked to complete at least one mathematical calculation in each paper – usually a percentage difference.</p> |
| Resources required to revise | <ul style="list-style-type: none"> • 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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| Length of Assessment | Paper 1: 1 hour Paper 2: 1 hour 40 (can push to 30) |
| Title of Assessment | Paper 1: Germany 1890-1945 (1 hour) Paper 2: Britain: Health and the People & Elizabethan England (1 hour 40) |
| Success Criteria | <p>Use the following big questions to work out your areas to prioritise revision.</p> <p>Paper 1: Germany 1890-1945</p> <ul style="list-style-type: none"> • Growth of democracy: Kaiser Wilhelm and the difficulties of ruling; impact of the First World War; Weimar democracy – political unrest and recovery. • Germany and the Depression: impact of the Depression, the failure of Weimar democracy, and the establishment of Hitler’s dictatorship. <p>Paper 2: <u>Britain: Health and the People</u></p> <ul style="list-style-type: none"> • A knowledge of the key events during the four time periods. • A knowledge of how the different themes changed over time (Public Health, Surgery, Disease) • A knowledge of how the seven factors impacted development. <p><u>Elizabethan England</u></p> <ul style="list-style-type: none"> • Elizabeth’s court and Parliament: key privy council members, important of parliament, marriage and succession, Essex’s rebellion. • Life in Elizabethan times: Golden Age – fashion, Great Rebuilding, theatre, rise of gentry; Poverty: attitudes and responses to; explorers – Drake, Raleigh, Hawkins. • Troubles at home and abroad: her religious settlement (compromises and responses), plots and rebellions against Elizabeth, the arrival of Mary, Queen of Scots and its threat, and the Spanish Armada. |
| Resources required to revise | <p>General:</p> <ul style="list-style-type: none"> • Self-quizzing booklet using LOOK, COVER, RIGHT, CHECK <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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| Length of Assessment | <p>Foundation Listening = 35mins Foundation Reading = 45mins Foundation Writing = 1 hour</p> <p>Higher Listening = 45mins Higher Reading = 1 hour Higher Writing = 1-hour 20mins</p> |
| Title of Assessment | Listening, Reading and Writing. |
| Success Criteria | <ul style="list-style-type: none"> • Express and develop thoughts and ideas spontaneously and fluently • Listen to and understand clearly articulated, standard speech at near normal speed • Respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts • Develop awareness and understanding of the culture and identity of the countries and communities where French is spoken • Make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge |
| Resources required to revise | <ul style="list-style-type: none"> • Knowledge Organisers – sentence builders • UL pupil curriculum: https://curriculum.unitedlearning.org.uk/Pupil • BBC bitesize: https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr |

Year 11 Spanish

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| Length of Assessment | <p>Foundation Listening = 35mins Foundation Reading = 45mins Foundation Writing = 1 hour</p> <p>Higher Listening = 45mins Higher Reading = 1 hour Higher Writing = 1-hour 20mins</p> |
| Title of Assessment | Listening, Reading and Writing |
| Success Criteria | <ul style="list-style-type: none"> • Express and develop thoughts and ideas spontaneously and fluently • Listen to and understand clearly articulated, standard speech at near normal speed • Respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts • Develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken • Make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge |
| Resources required to revise | <ul style="list-style-type: none"> • Knowledge Organisers – sentence builders • UL pupil curriculum: https://curriculum.unitedlearning.org.uk/Pupil • BBC bitesize: https://www.bbc.co.uk/bitesize/examspecs/z4yyjhv • Spanish with Antonio: https://www.youtube.com/c/SpanishWithAntonio/videos |

Year 11 Drama

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| Length of Assessment | 1 hour 30 minutes |
| Title of Assessment | Component 3 written exam |
| Success Criteria | <p>Section A – Noughts and Crosses</p> <ul style="list-style-type: none"> • Questions as performer, director and designer. • One extract from Noughts and Crosses will be in the exam. You will need to choose another extract you can write about. <p>You will be expected to:</p> <ul style="list-style-type: none"> • Describe and justify your choices of performance skills, design elements and director choices. • Use the correct terminology. • Refer to the text extract to show a deeper understanding. <p>Section B – Live Theatre Evaluation:</p> <ul style="list-style-type: none"> • You will need to be able to analyse and evaluate a piece of theatre (this will be one that we have seen and analysed together) • The focus will be on characters and the technical elements. <p>You will be expected to:</p> <ul style="list-style-type: none"> • Describe and justify your thoughts about what you have seen. • Use the correct terminology. • Refer to key moments to show a deeper understanding. |
| Resources required to revise | <ul style="list-style-type: none"> • Students will watch a performance in class which we will discuss. This will be available for them to watch at home as well to help re-cap what they have seen. • Students will be issued with a reminder of the key terminology (Knowledge organisers). These can also be found on Teams. • CGP Drama revision guide. • Focus on key terminology. |

Year 11 Engineering

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| Length of Assessment | 3 Hours |
| Title of Assessment | Unit 2 Controlled Assessment (Formal Coursework Element) |
| Success Criteria | <p>Part A: Students should be able to understand engineering drawings, and identify parts and/or components that will enable them to plan a final manufactured product, and should be able to:</p> <ol style="list-style-type: none"> 1. Interpret standard engineering symbols, such as: diameter, radius, surface, angle, offset and tolerances. 2. Read information, such as: third angle projection, isometric views, exploded views, sectional views, orthographic projection and detail views. 3. Interpret drawings to obtain information on finishes, title blocks, calculations (linear dimensions and dimensions from a datum). 4. Understand sketches, such as: simple sketches giving clarification or information on construction details, sketched engineering drawings of the manufactured parts produced to recognised standards. 5. interpret specific requirements provided in a manufacturing specification. <p>Part B: Students should be able to interpret key engineering information about manufacturing requirements from:</p> <ol style="list-style-type: none"> 1. Data sheets, providing information such as feed and speed rates, tapping drill sizes, and finishes. 2. Job sheets, including information about basic details of the parts to be made such as quantity, equipment and tooling. 3. Specifications, including specific requirements of the proposed engineered product. 4. Tolerances, providing acceptable levels of accuracy for individual parts. <p>Part C: Students will need to be able to identify materials, equipment/tool selection plan and sequence the production of a given product.</p> |
| Resources required to revise | <ul style="list-style-type: none"> • 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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| Length of Assessment | Comp 1 – 1 hour 10 minutes Comp 2 – 1 hour |
| Title of Assessment | Component 1 – US Film and Component 2 UK and Non-English Language |
| Success Criteria | <p>The GCSE Film components are split across the two exam papers.</p> <p>Component 1 will cover: Invasion of The Body Snatchers and Key Developments in Film</p> <p>Component 2 will cover: Attack the Block, Girlhood, District 9</p> <ul style="list-style-type: none"> • Students should be able to analyse key sequences of film they have seen and analysed in class together and apply to an exam question which will require a focus on one or more areas of the theoretical framework (<i>Cinematography, mise en scene, sound and editing</i>). • Students are expected to use explicit examples from the text and explain how the cinematography, mise en scene, sound or editing example is used to convey meaning – this is the analysis • Students should be able to interpret film form using terminology and explain why these choices have been made by the director, linking in relevant contexts (social, cultural, political, economic, and historical). • Students are expected to write in full sentences and for extended mark answers (15 marks) they need to write in essay format using PEAR. |
| Resources required to revise | <ul style="list-style-type: none"> • Mr Bartlett’s revision Padlet: • Knowledge organiser for each set text and Term 1 • 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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| Length of Assessment | 1h 10m |
| Title of Assessment | Component 3: Appraising |
| Success Criteria | <p>Students will be assessed on their understanding of all eight set works, including:</p> <ul style="list-style-type: none"> • Harmony • Melody • Rhythm • Instrumentation • Tonality • Metre (time signature) <p>They will also complete an extended writing task in which they compare a familiar set work to an unfamiliar piece, and complete a musical dictation (writing music from a played extract) task.</p> |
| Resources required to revise | <ul style="list-style-type: none"> • Edexcel Official GCSE Revision book: Edexcel book • CGP Revision Book: CGP Book • Set Work videos: YouTube • Focus On Sound: Link |

Year 11 Religious Studies

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| Length of Assessment | 2 X 1 hour 45 minutes exams |
| Title of Assessment | Paper 1 – Christianity and Islam Paper 2 – Thematic Studies: Theme A – Relationships and Families Theme B – Religion and Life Theme D – Peace and Conflict Theme E – Crime and Punishment (Christianity and Islam) |
| Success Criteria | <p>Paper 1</p> <ul style="list-style-type: none"> To be able to demonstrate knowledge on Christianity and Islam’s diversity, religious traditions, and beliefs in Great Britain today and demonstrate understanding that the main religious tradition in Great Britain is Christianity. To be able to explain and make judgements on the teachings and practices of Christianity and Islam and their basis in Christian and Muslim sources of wisdom and authority. All students will be able to refer to scripture and/or sacred texts confidently. To be able to make a judgement on the influence of the beliefs, teachings and practices studied on individuals, communities and societies. <p>Paper 2</p> <ul style="list-style-type: none"> To be able to demonstrate knowledge on ethical issues on relationships and families, religion and life, peace and conflict, and crime and punishment and use a range of arguments, including religious ones (Christianity and Islam). To be able to make judgements based on evaluative arguments put forward in essay style answers on ethical issues. To be able to explain why Christians and Muslims have views on different modern day ethical issues and how this links to core Christian / Islamic beliefs. |
| Resources required to revise | <ul style="list-style-type: none"> KOs / self-quizzing booklets / comprehension booklets / past papers all on Teams On Teams but can access here Seneca Ms Owen’s Every Resource Document On Teams but can access here Ben Wardle Ben Wardle - RE AQA Revision Overviews Mr McMillan Mr McMillan - How to Revise BBC Bitesize GCSE Religious Studies - AQA - BBC Bitesize Oak Academy Religious Education lessons for Key Stage 4 students - Oak National Academy (thenational.academy) |

Year 11 Business

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| Length of Assessment | |
| Title of Assessment | <p>Be ready for your assessed Business Pitch! Task 3 – Develop a pitch for your proposal Topic Area 3 is assessed in this task.</p> |
| Success Criteria | <p>You have been asked to prepare a pitch to explain why you think your product proposal will be successful if introduced to the market. Your pitch will last 5–10 minutes. You must justify the following:</p> <ul style="list-style-type: none"> • Your product design. • Your brand personality. • Your pricing recommendation. • Your proposed promotional campaign. • Any other relevant information. <p>As the pitch is important to the future success of your product proposal, you need to plan and carry out a practice pitch in front of an audience of your peers.</p> <p>Part One – An explanation of the factors you must consider when planning for the pitch.</p> <p>You must: Explain the factors that you need to consider when planning to deliver the pitch for your design:</p> <ul style="list-style-type: none"> • Objectives of the pitch. • Venue. • Audience. • Use of appropriate media. • Personal appearance. <p>Produce a pitch and resources/supporting material to show that your business proposal will be successful. This should include:</p> <ul style="list-style-type: none"> • A visual aid to help deliver your pitch e.g. presentation slides, flip chart. • A second visual aid to hand out to your audience e.g. handouts, props, mood board from R068, advert storyboard/mock-ups. • Speaker notes/prompt cards. • Identification of possible questions from the audience and suitable responses that you could give to the questions. • Any other relevant information. <p>Part Two – Carry out a practice pitch.</p> <p>You must: Carry out a practice pitch in front of at least two of your peers. They should provide you with some support, ask you relevant questions, and offer feedback on your pitch. They must provide you with evidence of the feedback given on the OCR Practice Pitch Feedback form.</p> |

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| | <p>Watch the practice pitch of at least one of your peers to provide support, ask relevant questions, and offer feedback. You will need to provide evidence of the feedback you have given on the OCR Practice Pitch Feedback form.</p> <p>Following the practice pitch, you must:</p> <ul style="list-style-type: none"> • Use the feedback received from your peers and your own judgement to: <input type="checkbox"/> Reflect on, review and refine your personal pitching skills, your pitch plan and supporting materials. • Demonstrate the changes that you have made following the feedback from the practice pitch, e.g. annotate the visual aids, handouts and other support materials prepared for the practice pitch to show the changes made. <p>Task 3 Tips</p> <ul style="list-style-type: none"> • Make sure you include some reference to your work from R068 (market research findings, customer profile, product design and financial overview). • Practise your pitch out loud to yourself to make sure it makes sense and you can keep to the correct timings. • Make sure you produce two supporting visual aids. A printout of the presentation slides can be provided as a visual aid, but it will not count as a visual aid to hand out. The visual aid to hand out could include props, a mood board from R068, advert storyboard/mock-ups. • Annotate your practice pitch materials to show the changes that you have made. • |
| Resources required to revise | |

Year 11 Art

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| Length of Assessment | 10 hours (over 2 days) |
| Title of Assessment | Externally Set Assignment (Unit 2) |
| Success Criteria | <p>Unit 1 (worth 60% of the GCSE) - The portfolio must be complete with research, development, experimentation, annotation and a final piece. Students must ensure that the Assessment Objectives have been fully covered and are evidenced in their sketchbooks. The quality and standard of this coverage will determine the marks they receive.</p> <p>Unit 2 (worth 40% of the GCSE) - The exam board releases the paper January 1st and these will be sent to the school directly. Students will be given the paper and required to select from a choice of titles. This will be the focus of their theme, and they will create and design a project around this theme.</p> <p>In the same manner as Unit 1, students must ensure that the Assessment Objectives have been fully covered and are evidenced in their sketchbooks. The quality and standard of this coverage will determine the marks they receive.</p> <p>This Unit will culminate in a 10-hour exam, over 2 days whereby students will produce a final piece in response to their chosen theme.</p> |
| Resources required to revise | <ul style="list-style-type: none"> • GCSE Assessment Objectives Booklet – this details how each of the AO’s should be evidenced and gives clear examples of how to do so • Student Mark book – This gives a comprehensive list of items that need to be completed, deadlines, <i>the Assessment Objectives explained</i> and space for marking and feedback • AQA Website • GCSE Bitesize – Art and Design |

Year 11 - Mock 1 Timetable

| Week 1 | 9am start | Times | 1.15pm start | Times |
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| 04-Nov | English Language (1.45) | 9.00 - 10.45 (ET 11.12) | Film Studies (1.00) | 1.15 - 2.15 (ET 2.30) |
| 05-Nov | Triple Biology (1.45) Combined Biology (1.15) | 9.00 - 10.45 (ET 11.12) 9.00 - 10.15 (ET 10.34) | Hospitality (1.20) Drama (1.30) | 1.15 - 2.35 (ET 2.55) 1.15 - 2.45 (ET 3.08) |
| 06-Nov | Math paper 1 (1.30) | 9.00 - 10.30 (ET 10.53) | HSC (1.00) | 1.15 - 2.15 (ET 2.30) |
| 07-Nov | Triple Chemistry (1.45) Combined Chemistry (1.15) | 9.00 - 10.45 (ET 11.12) 9.00 - 10.15 (ET 10.34) | Geography 1 (1.30) History Paper 3 (1.30) | 1.15 - 2.45 (ET 3.08) 1.15 - 2.45 (ET 3.08) |
| 08-Nov | English Literature (2.15) | 9.00 - 11.15 (ET 11.49) | Re Paper 1 (1.45) Music (1.45) AV Required | 1.15 - 3.00 (ET 3.12) 1.15 - 3.00 (No ET) |
| Week 2 | 9am start | Times | 1.15pm start | Times |
| 11-Nov | Math Paper 2 (1.30) | 9.00 - 10.30 (ET 10.53) | History Paper 2 (0.55) | 1.15 - 2.10 (ET 2.24) |
| 12-Nov | French Listening P2 H(0.45)/F(0.35) Spanish Listening P3 H(0.45)/F(0.35) Business presentations P1/P2/P3/P5 | 10.30 - 11.05/11.15 (ET 11.14/NA) 11.50 - 12.25/12.35 (ET 12.34/NA) | MFL Reading F(0.45)/H(01.00) Business presentations P1/P2/P3/P5 | 1.15 - 2.00/2.15 (ET 2.12/2.30) |
| 13-Nov | Triple Physics (1.45) Combined Physics (1.15) | 9.00 - 10.45 (ET 11.12) 9.00 - 10.15 (ET 10.34) | RE Paper 2 (1.15) 17 | 1.15 - 2.30 (ET 2.49) |
| 14-Nov | Math Paper 3 (1.30) | 9.00 - 10.30 (ET 10.53) | Y11 Mock catch ups Business presentations P4 | |
| 15-Nov | Geography 2 (1.30) History Paper 1 (1.20) Business presentations P3 & 5 | 9.00 - 10.30 (ET 10.53) 9.00 - 10.20 (ET 10.40) | MFL Writing F(1.00)/H(1.15) | 1.15 - 2.15/2.30 (ET 2.30/2.49) |
| Week 3 | 9.25am start | Times - No ET for practicals | 3.15pm finish | Times - No ET for practicals |
| 18-Nov | Art B & C MFL Speaking Y11 Mock catch ups | 9.25 - 3.15 9.25 - 3.15 | Art B & C MFL Speaking | |
| 19-Nov | Engineering A MFL Speaking | 9.25 - 3.15 9.25 - 3.15 | Engineering A MFL Speaking | |
| 20-Nov | Engineering B Music Practice CA MFL Speaking | 9.25 - 3.15 9.25 - 3.15 | Engineering B Music Practice CA MFL Speaking | |
| 21-Nov | Music Practice CA Y11 Mock catch ups | 9.25 - 3.15 | Music Practice CA | |
| 22-Nov | MFL Speaking | 9.25 - 12.45 | | |

"Be selfish for my own grade"