

Assessment Preparation

Subject: GCSE Art

Year Group: 11

The assessment will be in the form of: *AQA given Title*

Length of assessment: *11 weeks*

Date of assessment: 2nd Jan onwards

<p>What do we want the Pupils to Know or Master: Select a title from the exam paper and produce a personal response that thoroughly explores all the assessment objectives.</p>	<p>The student will demonstrate (success criteria): Confident working through all the assessment objectives AO1: Primary resources, photographer research, gallery visits AO2: Material experiments, photography principals AO3: Photoshop edits, refinement of ideas, manual manipulations AO4: Final outcomes</p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>AQA given titles to choose from: Flora and Fauna Erased Narrative Angles Humans Transformation Landmarks</p>	<p><i>Formal elements</i></p> <p><i>Art Annotation Guide.</i></p>		<p>Following the checklist handed out in class.</p>

<p>What prior learning does this link to? Confidence of working through the assessment objectives to produce a body of work that responds to your selected AQA title.</p>	<p>Links to future learning and/or provides foundation of knowledge for Pinterest - C Caesar teaching pinterest account that links to a variety of different themes, subjects and artists.</p>
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Resources to support your success

[Formal Elements of Art](#)

[12 Principles Of Design In Photography & Art](#)

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

The assessment will be in the form of: *Theme 1 & 2 Mock Exam (1 hr 45 minutes per exam)*

Date of assessment: As per mock timetable

<p>What do we want the Pupils to Know or Master: Theme 1 – Investigating Small Business Theme 2 – Growing a Business</p>	<p>The student will demonstrate (success criteria): ✓ AO1 - Demonstrate knowledge and understanding of business concepts and issues. ✓ AO2 - Apply knowledge and understanding of business concepts and issues to a variety of contexts. ✓ AO3 - Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.</p>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>Theme 1: Investigating Small Businesses Topic 1.1: Enterprise and entrepreneurship. Topic 1.2: Spotting opportunities (Market Research). Topic 1.3: Putting a business idea into practice. Topic 1.4: Making the business effective. Topic 1.5: Understanding external influences on business. Theme 2: Growing a Business Topic 2.1: Growing the business Topic 2.2: Making marketing decisions Topic 2.3: Making operational decisions Topic 2.4: Making financial decisions Topic 2.5: Making HR decisions</p>	<ul style="list-style-type: none"> - <i>Sole Trader, Partnership</i> - <i>Private (Ltd), Public (Plc)</i> - <i>Franchises, Franchisee, Franchisor</i> - <i>Liability (Limited and Unlimited)</i> - <i>Personal Assets</i> - <i>Entrepreneur</i> - <i>Customer Needs and Competitors</i> - <i>Primary and Secondary Research</i> - <i>Analysing Data (Quantitative and Qualitative)</i> 	<ol style="list-style-type: none"> 1. Revision Knowledge Organisers 2. Keyword Flashcards 3. Lessons Slide and Activities 4. Revision Booklet

<p>What prior learning does this link to? Year 9 & 10 Learning GCSE Theme 1</p>	<p>Links to future learning and/or provides foundation of knowledge for Links to all future GCSE content (Edexcel GCSE Business Theme 1 and 2)</p>
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Revision and Resources

Resources to support your success

[Knowledge Organisers](#) for Theme 1

[Knowledge Organisers](#) for Theme 2

[Content Organisers](#) for Theme 1

[Content Organisers](#) for Theme 2

Personal Revision Materials

Checkpoint Assessment Feedback

YouTube Playlist (Two Teachers)

BBC Bitesize

Exam Technique lesson materials

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

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 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Computer Science

Year Group: Year 11

The assessment will be in the form of: Written Paper

Length of assessment: *90 Minutes*

Date of Assessment: 3rd Feb 2025

<p>What do we want the Pupils to Know or Master:</p> <ul style="list-style-type: none"> • <i>Systems Architecture</i> • <i>Memory and Storage</i> • <i>Computer Networks</i> • <i>System Software</i> • <i>Algorithms</i> • <i>Boolean Logic</i> • <i>Programming Fundamentals.</i> 	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Knowledge of the Truth Tables for each logic gate ✓ Knowledge of drawing Logic diagrams for given scenarios ✓ Drawing flow charts and writing Pseudo code to solve a problem ✓ Converting number between Binary, Decimal and Hex number system ✓ Writing SQL commands ✓ Calculating files sizes for Images and Sound files ✓ Knowledge of compressing files ✓ Knowledge of Networks
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p><i>Embedded systems</i> <i>Architecture of CPU (Parts, processes, factors affecting performance)</i> <i>Data storage – Numbers (Binary, Decimal, Hex);</i> <i>Text (ASCII); Images; Sound</i> <i>Compression- Lossy, Lossless, RLE</i> <i>Boolean Logic - AND, OR, NOT gates; drawing Truth Tables; drawing Logic Diagrams</i> <i>SQL – Select From Where</i> <i>Data Types – Integer; Real; Boolean; Text; Casting</i> <i>Networks – Hardware; Factors affecting performance; Hosting; DNS; Modes of connections; IP and MAC addressing; Protocols; Layers.</i> <i>Python Programming – Sequence; Selection (IF-Else); Iteration (For-loop. While-loop);</i> <i>Utility Software</i></p>	<p><i>CPU- Fetch-Decode-Execute; Registers;</i> <i>ALU; CU; Cache; MAR;</i> <i>MDR; PC; Accumulator;</i> <i>Clock speed; Cache;</i> <i>Cores</i> <i>Bit; Byte; Nibble;</i> <i>KiloByte; MegaByte;</i> <i>GigaByte; TeraByte;</i> <i>PetaByte</i> <i>Number Conversion –</i> <i>Binary; Decimal; Hex;</i> <i>Adding Binary numbers;</i> <i>Binary Shift</i> <i>ASCII character set;</i> <i>Extended ASCII;</i> <i>Unicode</i></p>	<p><i>SQL – SELECT, FROM, WHERE</i> <i>Boolean Logic - AND, OR, NOT gates; drawing Truth Tables; drawing Logic Diagrams</i> <i>Binary and Linear Search</i> <i>Bubble Sort, Insertion Sort, Merge Sort</i> <i>Abstraction;</i> <i>Decomposition;</i> <i>Pseudocode; Flowchart;</i> <i>Trace Tables</i></p>	<p>1. Teams lessons/Notes 2. Revision Knowledge Organisers</p>

<i>Operating Systems</i>	<i>Image size, Resolution; Colour Depth; Meta Data Sound; Sampling; sample Rate; Bit depth</i>	<i>Sequence; Selection (IF- Else); Iteration (For- loop. While-loop); Functions. Data Types – Integer; Real; Boolean; Text; Casting; List/Array Arithmetic operators - + - * / Mod DIV ^</i>	
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What prior learning does this link to? Computer Systems Programming fundamentals	Links to future learning and/or provides foundation of knowledge for Reading and writing to files.
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<p>Resources to support your success</p> <p>Knowledge Organisers: Boolean Data types</p> <p>Teach-ict website username: hp52rg password: gateway5 TEAMs lessons</p> <p>https://student.craigndave.org/videos/slr1-2-memory-and-storage https://student.craigndave.org/videos/slr2-4-boolean-logic</p> <p>Study Skills Booklet (relevant for all year groups and subjects) Revision and Study Skills.pdf</p>
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Subject: Dance

Year Group: 11

The assessment will be in the form of: *practical exam and written mock*

Length of assessment: *1 hour 30 minutes*

Date of Assessment: practical will be 27th January (Duo/Trio exam). Written mock during the first two weeks of February.

<p>What do we want the Pupils to Know or Master: <i>Perform with accuracy a performance phrase that clearly embodies all of the relevant skills: mental, physical, expressive and technical.</i> <i>Define, categorise and use dance terms correctly, applying this knowledge within written exam responses.</i> <i>Recall information about the 6 anthology works</i> <i>Answer exam questions about the 6 anthology works, discussing and evaluating the production features evidenced within the works.</i></p>		<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Apply and maintain their use of the mental, physical, expressive and technical skills clearly within their duet/trio performance. ✓ Use, apply and define dance terminology correctly. ✓ Use subject specific terminology within written examination responses ✓ Evaluate the production features evidenced within the anthology set works. ✓ Recall factual information about the anthology works. 	
Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Terminology: Section A Anthology works</p>	<p><i>Body actions</i> <i>Spatial components</i> <i>Dynamic qualities</i> <i>Relationship</i> <i>Physical skills</i> <i>Expressive skills</i> <i>Mental skills</i> <i>Technical skills</i> <i>Motif development</i> <i>Safe practice</i> <i>Choreographic devices</i> <i>Structures and structuring devices</i> <i>Choreograph process</i></p>	<p><i>Features of production</i> <i>Aural setting</i> <i>Performance environments</i> <i>A Linha Curva</i> <i>Emancipation of Expressionism</i> <i>Shadows</i> <i>Within Her Eyes</i> <i>Infra</i> <i>Artificial Things</i> <i>Choreographic intention</i> <i>Stimulus</i></p>	<ul style="list-style-type: none"> • Read, highlight and make notes from the revision packs you have been given. • Watch the 6 anthology dance videos and performances on YouTube. • Read/watch the interviews on the 6 anthology works. • Revise factual information about the anthology works, in particular the stimuli and choreographic intention • Revise terminology – flash cards/mind maps of terminology. • Rehearse duo/trio

<p>What prior learning does this link to? Building upon knowledge of dance terminology learnt at Key Stage 3. Continuing to develop choreographic creativity and complexity. Refining skills learnt and apply these within a performance. Developing ability to analyse dance performances, identifying how the production features enhance and contribute to a performance.</p>	<p>Links to future learning and/or provides foundation of knowledge for GCSE written paper – Section A and Section C. Choreography Performance in a duet/trio</p>
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Revision and Resources

<p>Resources to support your success Year 8 Knowledge Organiser Dance - OneDrive (sharepoint.com) Study Skills Booklet (relevant for all year groups and subjects) Revision and Study Skills.pdf</p>
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Student Checklist

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 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: DRAMA

Year Group: 11

The assessment will be in the form of: *Written mock*

Length of assessment: *1 hour 30 minutes*

Date of Assessment: *Written mock during the first two weeks of February.*

What do we want the Pupils to Know or Master:

SECTION A

Learners must consider how the text is constructed and how performances create meaning through:

- the characteristics of the performance text, including
 - o genre
 - o structure
 - o character (including interpretation and function within an extract)
 - o form and style
 - o language/dialogue
 - o stage directions
- the social, historical and cultural context including the theatrical conventions of the period in which the performance text was created
- how meaning is interpreted and communicated through
 - o performance conventions
 - o use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene
 - o relationships between performer and audience
 - o the design of lighting, sound, set (including props) and costume, hair and make-up
 - o the actor's vocal and physical interpretation of character.

The student will demonstrate (success criteria):

SECTION A

(DEPENDANT ON QUESTIONS)

- ✓ • A perceptive explanation of character motivation within the chosen extract
- ✓ • Detailed and discerning knowledge and understanding of how voice is used to communicate the character
- ✓ • Detailed and discerning knowledge and understanding of how movement and interaction are used to communicate the character • Highly detailed and appropriate references to the extract to support the vocal/movement/interaction suggestions
- ✓ • Highly relevant knowledge, understanding and use of drama terminology
- ✓ Reference to the type of LX/SFX used in the original production
- ✓ • Detailed and perceptive description of the atmosphere in the extract.
- ✓ • A perceptive description of suitable lighting effects used to communicate the atmosphere within the extract
- ✓ • A perceptive description of suitable sound effects used to communicate the atmosphere within the extract
- ✓ • Detailed and appropriate references to the extract to support the LX/SFX suggestions
- ✓ • Highly relevant knowledge, understanding and use of drama terminology.

<p><i>SECTION B</i></p> <p><i>Learners are required to analyse and evaluate one piece of live theatre viewed during the course.</i></p> <p>Learners will be expected to analyse and evaluate how meaning is communicated through the role of theatre makers in contemporary professional performance. Learners must consider the role of the:</p> <p>ACTOR</p> <ul style="list-style-type: none"> - interpretation of character - character interaction o vocal skills - movement skills <p>DIRECTOR</p> <ul style="list-style-type: none"> • interpretation and style • performance conventions • spatial relationships on stage • relationship between performer and audience <p>REACTION & RESPONSE</p> <ul style="list-style-type: none"> - individual - audience 	<p>SECTION B</p> <p>(DEPENDANT ON QUESTIONS)</p> <ul style="list-style-type: none"> ✓ Detailed and perceptive analysis of the movement and interaction for two actors including reference to the acting style <ul style="list-style-type: none"> • Detailed and focused discussion of how the movement and interaction for two actors created character and communicated meaning • Perceptive analysis and evaluation of their own response to the two actors’ movement and interaction in performance as a member of the audience • Detailed and focused examples from the chosen production ✓ • The answer is well organised and presented in a highly appropriate manner using accurate and appropriate subject terminology 	
Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>AN INSPECTOR CALLS</p> <ul style="list-style-type: none"> • the characteristics of the performance text, including <ul style="list-style-type: none"> o genre o structure o character (including interpretation and function within an extract) o form and style o language/dialogue o stage directions • the social, historical and cultural context including the theatrical conventions of the period in which the performance text was created 	<p><i>See knowledge organiser and personal learning checklist</i></p>	<ul style="list-style-type: none"> • Mock papers • Attending intervention • Attending revision • Watching guidance videos

<ul style="list-style-type: none"> • how meaning is interpreted and communicated through <ul style="list-style-type: none"> o performance conventions use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene o relationships between performer and audience o the design of lighting, sound, set (including props) and costume, hair and make-up o the actor's vocal and physical interpretation of character. <p>THE PLAY THAT GOES WRONG</p> <p>ACTOR</p> <ul style="list-style-type: none"> - interpretation of character - character interaction o vocal skills - movement skills <p>DIRECTOR</p> <ul style="list-style-type: none"> • interpretation and style • performance conventions • spatial relationships on stage • relationship between performer and audience <p>REACTION & RESPONSE</p> <ul style="list-style-type: none"> - individual - audience 		
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<p>What prior learning does this link to?</p> <p>Building upon knowledge of drama terminology learnt at Key Stage 3. Continuing to develop dramatic application in their creativity and complexity.</p> <p>Developing ability to analyse drama performances, identifying how the techniques enhance and contribute to a performance.</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>GCSE written paper – Section A and Section B.</p> <p>Devising</p> <p>Performance</p>
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Resources to support your success

Work through their personal learning checklist
YOUTUBE VIDEOS THEY HAVE BEEN GUIDED TO
REVISION BOOKS THEY HAVE BEEN GUIDED TO
EXEMPLAR THEY HAVE BEEN PROVIDED

Study Skills Booklet (relevant for all year groups and subjects)

Student Checklist

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Subject: English Language (paper 2 - Writers' Viewpoints and Perspectives) **Year Group:** 11

The assessment will be in the form of:

- ✓ *Written responses to analysis of two non fiction texts*
- ✓ *writing to present a viewpoint*

Length of assessment: *1 hour 45 minutes* Date of Assessment: *Week beginning Monday February 3rd*

<p>What do we want the Pupils to Know or Master:</p> <p>Analytic skill in studying two unseen non fiction texts Comparative skills when looking at theme/ language /perspective Writing a personal viewpoint</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ <i>critical reading and comprehension</i> ✓ <i>perceptive inferences from both texts</i> ✓ <i>summary and synthesis</i> ✓ <i>evaluation of a writer’s choice of vocabulary, form, grammatical and structural features</i> <ul style="list-style-type: none"> ✓ <i>ability to compare texts</i> ✓ <i>writing for impact</i>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>Section A: Reading</p> <ul style="list-style-type: none"> • one non-fiction text and one literary non-fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> • writing to present a viewpoint 	<p><i>You could include the writer's choice of:</i></p> <ul style="list-style-type: none"> • <i>words and phrases</i> • <i>language features and techniques</i> • <i>sentence forms.</i> 	<p><u>READING:</u></p> <ul style="list-style-type: none"> ✓ <i>Clear, explained response to task</i> ✓ <i>Effective use of references to support explanation</i> ✓ <i>Clear explanation of writer’s methods with appropriate use of relevant subject terminology.</i> ✓ <i>Understanding of effects of writer’s methods to create meanings.</i> ✓ <i>Clear understanding of ideas/perspectives/ contextual factors</i> ✓ <i>Critical, exploratory comparison</i>

			<p><u>WRITING</u></p> <ul style="list-style-type: none"> ✓ <i>Writing is convincing and compelling.</i> ✓ <i>Tone, style and register are assuredly matched to purpose and audience.</i> ✓ <i>Extensive and ambitious vocabulary with sustained crafting of linguistic devices.</i> ✓ <i>Varied and inventive use of structural features.</i> ✓ <i>Fluently linked paragraphs with seamlessly integrated discourse markers.</i>
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<p>What prior learning does this link to?</p> <p><i>Analytic skills developed from KS3</i></p> <p><i>Writing for audience and purpose developed from KS3</i></p>	<p>Links to future learning and/or provides foundation of knowledge for GCSE requirements:</p> <p><i>reading critically through:</i></p> <ul style="list-style-type: none"> • <i>knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</i> • <i>studying setting, plot, and characterisation, and the effects of these</i> • <i>making inferences and referring to evidence in the text</i> <p><i>Writing:</i></p> <ul style="list-style-type: none"> • <i>Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</i> • <i>Organising information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</i>
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Resources to support your success

[Analysing non-fiction - GCSE English Language - BBC Bitesize](#)

[Comparing texts - GCSE English Language - BBC Bitesize](#)

[Literary techniques: Writing to persuade - Writing skills: Video playlist - BBC Bitesize](#)

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: English Literature (paper 2 - Modern texts and poetry)

Year Group: 11

The assessment will be in the form of:

- *A written response to a question based on An Inspector Calls*
- *A written comparison of two poems from the Power and Conflict Anthology*
- *A comparative response to two unseen poems*

Length of assessment: *2 hour 15 minutes*

Date of Assessment: *Week beginning Monday February 3rd*

<p>What do we want the Pupils to Know or Master: Knowledge of the play An Inspector Calls by JB Priestley Knowledge of the poems from the Power and Conflict poems Analytic skill in understanding unseen poetry</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ <i>literal and inferential comprehension</i> ✓ <i>critical reading</i> ✓ <i>ability to evaluate a writer's choice of vocabulary, grammatical and structural features</i> ✓ <i>ability to compare texts</i> ✓ <i>writing clear and coherent texts</i>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>An Inspector Calls Exploring: Character Theme Context Language for specific effect (e.g. tension / dramatic effect) Poetry Exploring: Theme Context Poetic techniques</p>	<p><i>You could include the writer's choice of:</i></p> <ul style="list-style-type: none"> • <i>words and phrases</i> • <i>language features and techniques</i> • <i>sentence forms. (short, compound, complex</i> 	<p><i>Metaphor</i> <i>Simile</i> <i>Personification</i> <i>Alliteration</i> <i>Verbs</i> <i>Adjectives</i> <i>Noun phrases</i> <i>Alliteration</i> <i>Caesura</i> <i>Enjambment</i></p>	<ul style="list-style-type: none"> ✓ <i>Clear, explained response to task</i> ✓ <i>Effective use of references to support explanation</i> ✓ <i>Clear explanation of writer's methods with appropriate use of relevant subject terminology.</i> ✓ <i>Understanding of effects of writer's methods to create meanings.</i> ✓ <i>Clear understanding of ideas/perspectives/ contextual factors</i> ✓ <i>Critical, exploratory comparison.</i>

<p>What prior learning does this link to?</p> <p><i>Victorian context from KS3</i> <i>Analytic skills developed from KS3</i> <i>Poetry study from KS3</i></p>	<p>Links to future learning and/or provides foundation of knowledge for GCSE requirements:</p> <p><i>reading critically through:</i></p> <ul style="list-style-type: none"> • <i>knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</i> • <i>studying setting, plot, and characterisation, and the effects of these</i> • <i>making inferences and referring to evidence in the text</i>
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<p>Resources to support your success</p> <p>Revision booklet supplied via class teacher (An Inspector Calls)</p> <p>An Inspector Calls - GCSE English Literature - BBC Bitesize</p> <p>Annotated poetry anthology</p> <p>AQA poetry anthology - GCSE English Literature - BBC Bitesize</p> <p>Overview - Responding to poetry - AQA - GCSE English Literature Revision - AQA - BBC Bitesize</p> <p>Study Skills Booklet (relevant for all year groups and subjects)</p> <p>Revision and Study Skills.pdf</p>

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Subject: French Year Group: 11

The assessment will be in the form of: **For your PC2 mock you will sit a Listening, Reading and Writing paper. Speaking mock In class** Date: of Assessment: **w/c 27/1/25**

<p>What do we want the Pupils to Know or Master:</p> <ul style="list-style-type: none"> ✓ Enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. ✓ Listening: Understanding spoken French in various contexts (e.g., conversations, interviews, announcements). ✓ Speaking: Engaging in conversations, expressing opinions, describing past events, talking about future plans. ✓ Reading: Understanding written French, including articles, emails, and literary texts, and answering questions based on texts. Translating into English ✓ Writing: Writing short pieces in French in response to a variety of tasks and translating from English into French 	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ AO1: understand and respond to spoken language in speaking and in writing ✓ AO2: understand and respond to written language in speaking and in writing ✓ AO3: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Your mock will include elements from all 3 themes. Items marked in red relate to the Writing paper content:-</p> <p>Theme 1 Identity and Culture</p> <p>Unit 1 Me, my family and friends</p> <ol style="list-style-type: none"> 1. Relationships with family and friends (WH 150 words) 2. Marriage and partnership <p>Unit 2 Technology in everyday life (WF/H 90 words)</p> <ol style="list-style-type: none"> 2.1 Social media 2.2 Mobile technology <p>Unit 3 Free time activities (WF/H 90 words)</p>	<ul style="list-style-type: none"> • <u>French-vocab-book</u> 	<ul style="list-style-type: none"> • 	<p>Use lyricstraining.com to improve listening skills.</p> <p>Practise grammar exercises on languagesonline.org</p> <p>Consolidate grammar knowledge by completing exercises in your Grammar and Translation workbooks.</p> <p>Improve your reading and listening skills by completing languages activities on teachvid.com. Use kerboodle to improve your reading and listening skills.</p>

<p>3.1 Music, Cinema and TV 3.2 Food and eating out 3.3 Sport Unit 4 Customs and Festivals 4.1 Spain and customs 4.2 Festivals in France and Francophone Countries</p> <p>Theme 2 Local, national, international and global areas of interest</p> <p>Unit 5 Home town, neighbourhood and region (WF 40 words) 5.1 Home 5.2 Where I live</p> <p>Unit 6 Social issues 6.1 Charity and voluntary work 6.2 Healthy and unhealthy living</p> <p>Unit 7 Global issues 7.1 Environment 7.2 Poverty and Homelessness</p> <p>Unit 8 Travel and Tourism 8.1 Holidays and Travel (WH 150 words) 8.2 Holiday activities and regions of France</p> <p>Theme 3 Current and future study and employment (WF/H 90 words)</p> <p>Unit 9 My studies 9.1 School and subjects</p> <p>Unit 10 Life at school and at college 10.1 Life at school and at college</p> <p>Unit 11 Education post 16 11.1 University or work</p> <p>Unit 12 Jobs, career choices and ambitions 12.1 Choice of career</p>			<p>Practise translating, writing key phrases in different tenses, using time phrases and opinion phrases.</p>
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Resources to support your success

Regular vocabulary revision is absolutely key to success in this mock!

- Suggested resources to use for independent revision:
 1. <https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr>
 2. <https://quizlet.com/search?query=French-AQA-gcse&type=all>
 3. Quizlet
 4. CGP revision: Exam practice workbooks

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Geography

Year Group: 11

The assessment will be in the form of: Written Paper
2025

Length of assessment: 1 hour 30 minutes

Date of Assessment: Week beginning February 03,

What do we want the Pupils to Know or Master:

Challenges in Human Environment

- 3.2.1 Section A: Urban issues and challenges
- 3.2.2 Section B: The changing economic world
- 3.2.3 Section C: The challenge of resource management

Use AQA for all the objectives

https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification/subject-content/challenges-in-the-human-environment#Resource_management

The student will demonstrate an ability to understand (success criteria):

- The global pattern of urban change.
- Urban trends in different parts of the world including HICs and LICs.
- Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase.
- The emergence of megacities.
- A case study of a major city in an LIC or NEE (Rio De Janeiro)
- The distribution of population and the major cities in the UK.
- A case study of a major city in the UK (London)
- Features of sustainable urban living
- How urban transport strategies are used to reduce traffic congestion.
- Different economic and social measures of development:
- Limitations of economic and social measures.
- Link between stages of the Demographic Transition Model and the level of development.
- Causes and consequences of uneven development: physical, economic and historical.
- An case study on how the growth of tourism in an LIC or NEE helps to reduce the development gap (Jamaica).
- A case study of an LICs and NEEs that is experiencing rapid economic development which leads to significant social, environmental and cultural change (Nigeria).
- Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.
- The significance of food, water and energy to economic and social well-being.
- The changing demand and provision of resources in the UK create opportunities and challenges.
- Demand for water resources is rising globally but supply can be insecure, which may lead to conflict.
- Different strategies can be used to increase water supply.

Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>KEY IDEAS</p> <ul style="list-style-type: none"> 3.2.1 Section A: Urban issues and challenges 3.2.2 Section B: The changing economic world 3.2.3 Section C: The challenge of resource management 	<p>Demographic Transition Model, Urbanisation, Megacities, Sustainable urban living, waterborne disease and water pollution, food production, industrial output, pollution management, carbon footprints, food miles, post-industrial economy, service industries, finance, research, science and business parks, favelas</p>	<ul style="list-style-type: none"> Comprehensive revision of topics – use flash cards/revision cards, knowledge organisers, case study sheets, lists of questions for each topic. Constant questioning – write out lists of questions on each topic Use PEEE paragraphs – point, example (for example... case study fact or figure), explain (this means that...), extend (another reason/consequence))

<p>What prior learning does this link to? PC2 will be based on the Human Geography topics.</p>	<p>Links to future learning and/or provides foundation of knowledge for: Preparation for Final Examination</p>
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Revision and Resources

Resources to support your success

For Graph interpretation questions, use TEA- Trend, Example and Anomaly

AQA GCSE geography 9-1 Textbook

Bitesize - <https://www.bbc.co.uk/bitesize/topics/zpypgdm>

Tutor2U - <https://www.tutor2u.net/geography/reference>

Quizlet - <https://quizlet.com/gb/496634858/unit-2-urban-challenges-key-terms-aqa-gcse-flash-cards/?x=1jqt>

<https://quizlet.com/gb/496635725/unit-2-development-key-terms-aqa-gcse-flash-cards/?x=1jqt>

<https://quizlet.com/gb/496637217/unit-2-economic-change-key-terms-aqa-gcse-flash-cards/?x=1jqt>

Internet Geography

<https://www.internetgeography.net/aqa-gcse-geography/>

<https://www.internetgeography.net/geography-case-studies/>

Watch Youtube to support with content learning.

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Subject: History

Year Group: 11

The assessment will be in the form of:

Length of assessment: *2x 2 hour exams*

Date of Assessment: 3/2/25

<p>What do we want the Pupils to Know or Master: <i>The skills required for all 4 exam papers</i></p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Subject specific knowledge ✓ Requirements of exam technique
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Comp 1B The Elizabethan Age: 1558-1603</p> <p>Chapter 1: Elizabethan government Chapter 2: Lifestyles of the rich and poor Chapter 3: Popular entertainment Chapter 4: The problem of religion Chapter 5: The Catholic threat Chapter 6: The Spanish Armada Chapter 7: The Puritan threat</p> <p>Comp 2F Changes in health and medicine: c.500 to the present</p> <p>Chapter 1: Causes of illness and disease Chapter 2: Attempts to prevent illness and disease Chapter 3: Attempts to treat and cure illness and disease Chapter 4: Advances in medical knowledge Chapter 5: Developments in patient care Chapter 6: Developments in public health and welfare over time Environment study: Ancoats</p>	<ul style="list-style-type: none"> • Nazi Germany • Weimar Constitution • Consolidation • Third Reich • Treaty of Versailles • Propaganda • Elizabethan Age • Poor Laws • Popular entertainment • Privy Council • Puritanism • Catholicism • Religious settlement • Armada 	<ul style="list-style-type: none"> • Hippocrates • Galen • Vesalius • Harvey • Koch • Pasteur • Ehrlich • Soothsayers • Barber surgeon • Apothecary • World War Two • The Wall Street Crash • Great Depression • Affluence and consumerism • Civil rights movement • Republican • Democrat 	<p>Complete all 4 knowledge questions booklets (can be collected from 1C8)</p> <p>Practice exam questions (On SMHW and Eduqas website listed below)</p> <p>SMHW knowledge quizzes</p> <p>If you email practice exam questions to me at amarris@chacademy.co.uk then I will mark them for you</p> <p>In this mock you will sit all 4 papers over 2 exams.</p> <p>First exam: Medicine (1 hr 15 min) and USA (45 min) = TOTAL 2 hours</p> <p>Second exam: Germany (1 hr) and Elizabeth (1 hr) = TOTAL 2 hours</p>

<p>Comp 1G Germany in transition, 1919-1939</p> <p>Chapter 1: The impact of World War I Chapter 2: The recovery of Weimar Chapter 3: The Nazi rise to power Chapter 4: Consolidation of power</p> <p>Comp 2A The development of the USA, 1929-2000</p> <p>Chapter 1: The Great Depression and recovery Chapter 2: Economic impact of World War II Chapter 3: The civil rights movement 1941-70 Chapter 4: Political change 1960-2000</p>			
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<p>What prior learning does this link to?</p> <p>All of the course so far</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>After these assessments we have 2 chapters left for each unit which we will teach to you before Easter.</p>
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Resources to support your success

The exam board is Eduqas and past papers and mark schemes can be found here:

https://www.eduqas.co.uk/qualifications/history-gcse/#tab_pastpapers (You can check it is the exact right paper by putting in the paper code e.g. Elizabeth is Comp 1B)

Elizabeth paper

Chapter 1: <https://www.bbc.co.uk/bitesize/guides/zppbtv4/revision/1>

Chapter 2: <https://www.bbc.co.uk/bitesize/guides/zwjtdxs/revision/1>

<https://www.bbc.co.uk/bitesize/guides/z3nqsg8/revision/1>

Chapter 3: <https://www.bbc.co.uk/bitesize/guides/z3nqsg8/revision/5>

Chapter 4: <https://www.bbc.co.uk/bitesize/guides/z8qpjty/revision/1>

Chapter 5: <https://www.bbc.co.uk/bitesize/guides/zgw3wxs/revision/2>

Chapter 6: <https://www.bbc.co.uk/bitesize/guides/zqcn4j6/revision/5>

Chapter 7: <https://www.bbc.co.uk/bitesize/guides/zgw3wxs/revision/4>

Revision guide for entire unit: <https://www.mosslands.co.uk/attachments/download.asp?file=1619&type=pdf>

Medicine paper

Chapter 1: <https://www.bbc.co.uk/bitesize/guides/zq9m2v4/revision/1>

Chapter 2: <https://www.bbc.co.uk/bitesize/guides/zxbqjsg/revision/8>

Chapter 3: <https://www.bbc.co.uk/bitesize/guides/zh63vwx/revision/1>

Chapter 4: <https://www.bbc.co.uk/bitesize/guides/zsprg7h/revision/1>

Chapter 5: <https://www.bbc.co.uk/bitesize/guides/zb3d8hv/revision/1>

Chapter 6: <https://www.bbc.co.uk/bitesize/guides/zcrqjsg/revision/1>

Environment study: Ancoats <https://www.bbc.co.uk/bitesize/guides/zcrqjsg/revision/4>

These youtube channels are also useful for revision:

- Medicine: <https://www.youtube.com/playlist?list=PLeJXSG2T57m1GaOcb52UgZMapKiyagJiP> (this is for AQA but there is a lot of overlap in the content – only revise the items you have studied!)
- <https://www.youtube.com/watch?v=eHJ9X8Pv-8U>
- Elizabeth: <https://www.youtube.com/watch?v=QW8KW40zN2k&list=PL0ifbTeFrUEsQs--NeJ3FNZgzTdTgs7S7>

- https://www.youtube.com/playlist?list=PL9bgSdxfgbwpsrcUayiSupU1tvMGU_6zM

Comp 1G Germany in transition, 1919-1939

Chapter 1: The impact of World War I

Chapter 2: The recovery of Weimar

Chapter 3: The Nazi rise to power

Chapter 4: Consolidation of power

Exam board content for entire unit: https://resource.download.wjec.co.uk/vtc/2016-17/16-17_2-45/website/pdf/germany-in-transition-1919-1939.pdf

Youtube playlist for this unit: <https://www.youtube.com/playlist?list=PLtBYtsUgP-nqrG3BiNGsrpkpZL9rsLGrK>

Comp 2A The development of the USA, 1929-2000

Chapter 1: The Great Depression and recovery

https://resource.download.wjec.co.uk/vtc/2019-20/KO19-20_1-18/pdf/Eduqas/01-usa-knowledge-organiser-eduqas.pdf

Chapter 2: Economic impact of World War II

https://resource.download.wjec.co.uk/vtc/2019-20/KO19-20_1-18/pdf/Eduqas/02-usa-knowledge-organiser-eduqas.pdf

Chapter 3: The civil rights movement 1941-70

https://resource.download.wjec.co.uk/vtc/2019-20/KO19-20_1-18/pdf/Eduqas/03-usa-knowledge-organiser-eduqas.pdf

Chapter 4: Political change 1960-2000

https://resource.download.wjec.co.uk/vtc/2019-20/KO19-20_1-18/pdf/Eduqas/04-usa-knowledge-organiser-eduqas.pdf

This is a Youtube playlist focused on this unit: <https://www.youtube.com/playlist?list=PLMSZiA-YIsoPAMo583SVWaN4NlyKGMQyH>

You also have four documents of key facts for each of the four papers which are attached to SMHW along with a variety of additional resources.

Your exercise book and notes are your best resource!

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Assessment Preparation

Subject: Maths

Year Group: Year 11

The assessment will be in the form of: *Written paper*

Length of assessment: *2 papers 90 mins each*

Date of Assessment: January 2025

<p>What do we want the Pupils to Know or Master: The 2 Maths papers will cover All or most of the curriculum.</p> <p>For The Foundation tier, the papers will cover the whole Foundation Curriculum.</p> <p>For the Higher tier, this will cover the whole curriculum excluding Vectors and the other topics highlighted in red</p> <p>Know how to use your calculator.</p>	<p>The student will demonstrate (success criteria):</p> <p>A variety of skills from:</p> <ol style="list-style-type: none"> 1. Number 2. Algebra 3. Ratio, proportion and rates of change 4. Geometry and Measures 5. Probability and Statistics
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Topic List		SPaG and Vocabulary		Recommended skill practice for this assessment
Unit	Title Higher			<p>www.kerboodle.com</p> <p>Videos and Worksheets – Corbettmaths</p>
1	a	Calculations, checking and rounding		
	b	Indices, roots, reciprocals and hierarchy of operations		
	c	Factors, multiples and primes		
	d	Standard form and surds		
2	a	Algebra: the basics		
	b	Setting up, rearranging and solving equations		
	c	Sequences		
3	a	Averages and range		
	b	Representing and interpreting data		

	c	Scatter graphs			
4	a	Fractions			
	b	Percentages			
	c	Ratio and proportion			
5	a	Polygons, angles and parallel lines			
	b	Pythagoras' Theorem and trigonometry			
6	a	Graphs: the basics and real-life graphs			
	b	Linear graphs and coordinate geometry			
	c	Quadratic, cubic and other graphs			
7	a	Perimeter, area and 3D forms			
	b	Circles, cylinders, cones and spheres			
	c	Accuracy and bounds			
8	a	Transformations			
	b	Constructions, loci and bearings			
9	a	Solving quadratic and simultaneous equations			
	b	Inequalities			
10		Probability			
11		Multiplicative reasoning			
12		Similarity and congruence in 2D and 3D			
13	a	Graphs of trigonometric functions			
	b	Further trigonometry			
14	a	Collecting data			
	b	Cumulative frequency, box plots and histograms			
15		Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics			
16	a	Circle theorems			
	b	Circle geometry			
17		Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof			
18		Vectors and geometric proof			
19	a	Reciprocal and exponential graphs; Gradient and area under graphs			
	b	Direct and inverse proportion			

Unit	Title - Foundation			
a	Integers and place value			
b	Decimals			
c	Indices, powers and roots			
d	Factors, multiples and primes			
a	Algebra: the basics			
b	Expanding and factorising single brackets			
c	Expressions and substitution into formulae			
a	Tables			
b	Charts and graphs			
c	Pie charts			
d	Scatter graphs			
a	Fractions			
b	Fractions, decimals and percentages			
c	Percentages			
a	Statistics and questionnaires			
b	The averages			
a	Angles, lines and symmetry			
b	Polygons and parallel lines			
c	Interior and exterior angles of polygons			
a	Equations			
b	Inequalities			
c	Sequences			
a	Perimeter and area			
b	3D forms and volume			
a	Real-life graphs			
b	Straight-line graphs			
a	Transformations I: rotations and translations			
b	Transformations II: reflections and enlargements			
a	Ratio			
b	Proportion			
	Right-angled triangles: Pythagoras and trigonometry			

a	Probability I			
b	Probability II			
	Multiplicative reasoning			
a	Plans, elevations and nets			
b	Constructions, loci and bearings			
a	Quadratic equations: expanding and factorising			
b	Quadratic equations: graphs			
	Circles, cylinders, cones and spheres			
a	Fractions and reciprocals			
b	Indices and standard form			
a	Similarity and congruence in 2D			
b	Vectors			
	Rearranging equations, graphs of cubic and reciprocal functions			

<p>What prior learning does this link to? This is everything you have learned in years 9, 10 and most of 11.</p>	<p>Links to future learning and/or provides foundation of knowledge for Your GCSE's in May/June</p>
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Revision and Resources

<p>Resources to support your success Revision Maths - Maths GCSE and A-Level Revision How to revise for maths: Key tips for student success - Casio Calculators Best places online for maths revision The Student Room Study Skills Booklet (relevant for all year groups and subjects) Revision and Study Skills.pdf</p>

Assessment Preparation

Subject: Music

Year Group: 11

The assessment will be in the form of: *Exam and NEA submission*

Length of assessment: *Exam = 1hour 45*

Date of Assessment:

<p>What do we want the Pupils to Know or Master:</p> <p>Exam – Every question</p> <p>Composition – Completed free composition, first draft brief.</p> <p>Performance – Final draft group performance</p>	<p>The student will demonstrate (success criteria):</p> <p>Application of all DRTSMITH elements (AO3) to set study and unfamiliar pieces</p> <p>Description of affect of all elements in set study and unfamiliar pieces on audience and occasion (AO4)</p> <p>Perform accurately, with expression.</p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Dr T Smith elements</p>	<ul style="list-style-type: none"> • Dynamics • Rhythm • Texture • Structure • Melody and Metre • Instrumentation • Tonality • Harmony 	<ul style="list-style-type: none"> • Piano/Forte and all inbetween • Straight/syncopated/dotted....etc • Homo/Mono/Polyphonic, contrapuntal...etc • Ternary/Sonata/Verse and Chorus etc • Conjunct, disjunct, ascending, descending, scalar, triadic etc • Time signatures, duple, simple time • Families of instruments • Major/Minor/Atonal/Bitonal/Modal etc • Cadences, chords (Tonic, dominant etc..extended, substitution), pedal, etc 	<p>Listen to set studies and unfamiliar pieces to describe.</p>

<p>What prior learning does this link to?</p> <p>All set studies and listening</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Further exam practice and application</p>
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Resources to support your success

<https://www.youtube.com/@MusicHelpGuy>

Revision

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: GCSE Photography

Year Group: 11

The assessment will be in the form of: *ESA Exam*

Length of assessment: *12 weeks*

Date of assessment: 2nd Jan

<p>What do we want the Pupils to Know or Master: Use the ESA paper to select a title for your final exam that is worth 40%. Use the framework guidelines from your class teacher to work through the project and</p>	<p>The student will demonstrate (success criteria): Confident working through all the assessment objectives AO1: Primary resources, photographer research, gallery visits AO2: Material experiments, photography principals AO3: Photoshop edits, refinement of ideas, manual manipulations AO4: Final outcomes</p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
ESA Exam title	<i>Formal elements</i>	<i>Photography principals</i>	Following the checklist handed out in class.

<p>What prior learning does this link to? Confidence of working through the assessment objectives to produce a body of work in response to your personal selection of the ESA titles.</p>	<p>Links to future learning and/or provides foundation of knowledge for GCSE Photography</p>
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Resources to support your success

[Adobe Creative Cloud](#)

[Formal Elements of Art](#)

[12 Principles Of Design In Photography & Art](#)

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: PRE-Religious Studies **Year Group: 11** Length of assessment: *Component 1: 2HRS , Component 2= 1hr, Component 3= 1hr*

<p>What do we want the Pupils to Know or Master:</p> <p>Component 1- Religious, philosophical and ethical studies in the modern world.</p> <p>Issues of relationships: Relationships What is the family Roles of men and women in the family The Nature and purpose of Marriage Religious Attitudes towards: Marriage, Adultery, Cohabitation, Divorce and Separation, Arranged Marriages, Remarriage, Sexual Relationships, Purpose of Sex, Contraception, Gender and Gender Equality,</p> <p>Life and Death The Origin of the World- Religious and Scientific Perspectives The Big Bang Theory The Theory of Evolution How the World began Muslims and Christians attitude towards: Creation, Stewardship, The Sanctity of Life, The Quality of Life, Abortion, Euthanasia, The Right to Die, Beliefs about Life and the Afterlife, The Soul.</p> <p>The concept of Heaven and Hell, The beliefs about Judgement (Islam and Christianity) Humanist approach on the above.</p> <p>Issues of good and evil Crime and Punishment Aims of Punishment</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Overall knowledge of all the topics explored since year 9 ✓ Demonstrate knowledge and understanding of: Religions and beliefs including self-belief, practices and sources of authority. ✓ The Influence on individuals, communities and societies ✓ Similarities and differences between religions and belief. Students should be able to: <p>State- What is?</p> <ul style="list-style-type: none"> • Define • Describe • Explain
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Religious attitude towards Punishment and Justice.

Prison Reformers

The Death Penalty, Forgiveness, Good and Evil, Suffering,

Human Rights

Social Justice. Campaign for Human Rights

Censorship

Freedom and Religious Expression

Prejudice and Discrimination

Religious Discrimination

Racism

Poverty

Component 2 -Christianity

The nature of God- The O words

The Trinity

The Apostles Creed

Creation

The Fall

Crucifixion

Salvation and Atonement

Resurrection

The After Life

Heaven and Hell

Christian Practices

Types of Worship

The Sacraments

Pilgrimages and Celebrations

Christmas

Easter

Pilgrimages

The role of the Church in the local Community

Evangelism

Component 3- Islam –

Beliefs

The Quran as a source of Authority

Sunni and Shia Islam

The Foundations of Fath Sunni Islam

The Five roots of religion Usua ad- Din in Shia Islam

The nature of Allah

Rasilah- Prophet hood –

Muhammad – The last and greatest prophet

The revelation of the Quran

The prophet Muhammad

Judgement Heaven and Hell in Islam

Al Qudar- Predestination

Islam-Practices

The Five Pillars of Islam- Hajj, Zakah, Shahadah, Salah, Sawm

The Rakahs

Festivals and Celebrations in Islam

Ramadan/ Fasting in Islam

Muslims Payer- Five times daily

Jihad

Id-ul the festival of fast breaking

Id- ul – Adha- festial of sacrifice.

SPaG and Vocabulary			Recommended skill practice for this assessment
<p>Christian and Islamic key words such as:</p> <ul style="list-style-type: none"> • Good and Evil • Forgiveness • Free will • Justice • Morality • Punishment • Sin • Suffering • Crime and Punishment/Types of Punishment • Types of Morality • Causes of Crime • Aims of Punishment • What is justice and the relationship between justice and punishment • Christian attitude towards punishment and justice • Islam attitude towards punishment and justice 	<ul style="list-style-type: none"> • How are criminals treated in the modern prisons • Prison Reformers • The Death Penalty • Attitude Towards the Death Penalty (Islam, • Humanists and Christianity) • Forgiveness and teachings about forgiveness Islam • and Christianity and Humanist • The Nature of God- What is good and what do • Muslims, Christians and Humanist say about it. • Suffering and what do Muslims, Christians, Jews and • Humanist say about Suffering • Human Rights • Attitudes towards Human Rights and Justice • Censorship • Freedom of Religious Expression • Discrimination and religious attitudes towards • discrimination • Racism • Muslims Christian attitude towards Racial rejudice • Religious attitude towards Wealth and Poverty 	<ul style="list-style-type: none"> • Christianity • Christian Practices • The Nature of God- omnibenevolent, omnipotent, • The Trinity • Creed • Creation • Incarnation • Crucifixion of Christ • Salvation and Atonement Resurrection Acesnion Sin Sin and Salvation Teachings on Heaven and Hell Judgement • Islam • Id- ul – Adha • Id-ul • Jihad • Rakahs • Fath Sunni • Al Qudar- Predestination • Rasilah • Usua ad- Din in Shia • Hajj, Zakah, Shahadah, Salah, Sawm 	<p>Make use of the following resources listed below: WJEC EDUQAS GCSE (9-1) Religious Studies Route A Text book (updated) WJEC EDUQAS GCSE (9-1) Religious Studies Route A Revision text Welcome to the WJEC homepage</p> <p>Use last year’s folder alongside your exercise books to revise key points. Use the key vocabulary of key words and quotes provided by your teacher to revise</p> <p>Practice the past paper questions that your teacher has provided for you.</p> <p>Write essay styled responses to questions. Follow the abbreviator WDED:</p> <p>What is?</p> <p>Define</p> <p>Describe</p> <p>Explain State</p>

<p>What prior learning does this link to?</p> <p>Students studied topics in year 9 and 10 then build on them in year 11. Islam and Christianity explored in year 9 onwards.</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>All topics are linked to what students are now completing. Topics are been revisited to plug gaps where applicable.</p>
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Revision and Resources

<p>Resources to support your success</p> <p>WJEC EDUQAS GCSE (9-1) Religious Studies Route A Text book (updated) WJEC EDUQAS GCSE (9-1) Religious Studies Route A Revision text Welcome to the WJEC homepage Study Skills Booklet (relevant for all year groups and subjects) Revision and Study Skills.pdf</p>

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

The assessment will be in the form of: *Biology, Chemistry and Physics Mock Exam papers (1 hr 15 minutes per exam)*

Date of assessment: As per mock timetable

<p>What do we want the Pupils to Know or Master: We want students to be able to answer a variety of question types such as multiple-choice, link boxes, sentence completion, labelling diagrams, labelling/drawing diagrams, filling in short answers, carry out calculations and master writing extended answers in response to questions.</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ AO1 - Demonstrate knowledge and understanding of business concepts and issues. ✓ AO2 - Apply knowledge and understanding of business concepts and issues to a variety of contexts. ✓ AO3 - Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>Biology: Reproduction and Inheritance, Hormones (glucose) Reaction rate, Cells, Cell division and Communicable diseases</p> <p>Chemistry: Reaction rates, Hydrocarbons, Separating techniques (Chromatography), Electrolysis and Energy changes</p> <p>Physics: Forces and Springs, Waves, Forces, Springs and Motion, Conservation and Dissipation of energy and Energy transfer by heating</p>	<p><i>All words associated with the units on the left and</i></p> <p><i>Describe</i></p> <p><i>Explain</i></p> <p><i>Calculate</i></p>	<ol style="list-style-type: none"> 5. Revision Knowledge Organisers 6. Keyword Flashcards 7. Revision guides 8. AQA exam paper practise 9. Clear, explained response to task

<p>What prior learning does this link to?</p> <p>AQA exam paper 1 and 2 content taught so far in lessons</p> <p>You will be provided with a Periodic table for the Chemistry exam and the Equations sheet for the Physics exam</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Links to all future AQA Trilogy Science GCSE content</p>
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Resources to support your success

Personal Revision Materials

You can use the Kerboodle website to access the textbooks and use your exercise books.

Also use the bbcbitesize pages in the links below, search the correct topic from the list above:

<https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

Knowledge organisers and Seneca Learning tasks on SMHW

Videos: use the search bar to research the topic to watch and use for revision

<https://www.youtube.com/@Freesciencelessons/search?query=GCSE%20Double%20Science>

[Revision and Study Skills.pdf](#)

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 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Spanish Year Group: 11. The assessment will be in the form of: 3 Written Exam Papers and one Speaking exam. **For your PC2 mock you will sit a Listening, Reading and Writing paper. Speaking mock In class** Date of Assessment: **w/c 27/1/25**

<p>What do we want the Pupils to Know or Master:</p> <ul style="list-style-type: none"> ✓ The knowledge and skills students are expected to master are divided into main themes, along with specific language skills and grammar ✓ Listening: Comprehending spoken Spanish in different contexts, such as conversations, interviews, and announcements. ✓ Speaking: Engaging in conversations, expressing opinions, giving detailed descriptions, talking about past and future events. Reading: Understanding written Spanish, including comprehension of short texts, articles, advertisements, and literary texts. Translating from Spanish into English. ✓ Writing: Writing short pieces in Spanish in response to a variety of tasks and translating from English into Spanish. 	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ AO1: Listening – understand and respond to different types of spoken language. ✓ AO2: Speaking – communicate and interact effectively in speech. ✓ AO3: Reading – understand and respond to different types of written language
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Your mock will include elements from all 3 themes. Items marked in red relate to the Writing paper content:-</p> <p>Theme 1 Identity and Culture</p> <p>Unit 1 Me, my family and friends</p> <ol style="list-style-type: none"> 1. Relationships with family and friends 2. Marriage and partnership <p>Unit 2 Technology in everyday life (WH 150 words)</p> <ol style="list-style-type: none"> 2.1 Social media 2.2 Mobile technology <p>Unit 3 Free time activities</p>	<ul style="list-style-type: none"> • <u>Spanish-Vocabulary-Booklet</u> 	<ul style="list-style-type: none"> • 	<p>Use lyricstraining.com to improve listening skills.</p> <p>Practise grammar exercises on languagesonline.org Consolidate grammar knowledge by completing exercises in your Grammar and Translation workbooks.</p> <p>Improve your reading and listening skills by completing languages activities on teachvid.com. Use kerboodle to improve your reading and listening skills.</p>

<p>3.1 Music, Cinema and TV 3.2 Food and eating out 3.3 Sport Unit 4 Customs and Festivals 4.1 Spain and customs 4.2 Festivals in Spain and Hispanic Countries</p> <p>Theme 2 Local, national, international and global areas of interest</p> <p>Unit 5 Home town, neighbourhood and region (WF/H 90 words) 5.1 Home 5.2 Where I live Unit 6 Social issues 6.1 Charity and voluntary work 6.2 Healthy and unhealthy living (WF 40 words) (WH 150 words) Unit 7 Global issues 7.1 Environment 7.2 Poverty and Homelessness Unit 8 Travel and Tourism 8.1 Holidays and Travel 8.2 Regions of Spain</p> <p>Theme 3 Current and future study and employment (WF/H 90 words) Unit 9 My studies 9.1 School and subjects Unit 10 Life at school and at college 10.1 Life at school and at college Unit 11 Education post 16 11.1 University or work Unit 12 Jobs, career choices and ambitions 12.1 Choice of career</p>			<p>Practise translating, writing key phrases in different tenses, using time phrases and opinion phrases.</p>
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Resources to support your success

Regular vocabulary revision is absolutely key to success in this mock!

Suggested resources to use for independent revision:

1. <https://www.bbc.co.uk/bitesize/examspecs/z4yyjhv>
2. [Seneca AQA Spanish Vocabulary Foundation](#)
3. [Seneca AQA GCSE Spanish Higher vocabulary](#)
4. <https://padlet.com/njones38211/spanish-gcse-revision-summer-2024-ei3dt5dpk5o0p9ph>
5. <https://quizlet.com/class/23399116/materials>

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

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- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

The assessment will be in the form of: *Biology Mock Exam Paper (1 hr 45 minutes)*

Date of assessment: As per mock timetable

<p>What do we want the Pupils to Know or Master: We want students to be able to answer a variety of question types such as multiple-choice, link boxes, sentence completion, labelling diagrams, labelling/drawing diagrams, filling in short answers, carry out calculations and master writing extended answers in response to questions.</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ AO1 - Demonstrate knowledge and understanding of business concepts and issues. ✓ AO2 - Apply knowledge and understanding of business concepts and issues to a variety of contexts. ✓ AO3 - Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>Biology: Reproduction and Inheritance, Hormones (glucose) Reaction rate, Cells, Cell division and Communicable diseases</p>	<p><i>All words associated with the units on the left and</i> <i>Describe</i> <i>Explain</i> <i>Calculate</i></p>	<ul style="list-style-type: none"> 10. Revision Knowledge Organisers 11. Keyword Flashcards 12. Revision guides 13. AQA exam paper practise 14. Clear, explained response to task

<p>What prior learning does this link to?</p> <p>AQA exam paper 1 and 2 content taught so far in lessons</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Links to all future AQA Biology GCSE content</p>
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Resources to support your success

Personal Revision Materials

You can use the Kerboodle website to access the textbooks and use your exercise books.

Also use the bbcbitesize pages in the links below, search the correct topic from the list above:

<https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7>

Knowledge organisers and Seneca Learning tasks on SMHW

Videos: use the search bar to research the topic to watch and use for revision (Biology was at the top of all the videos)

<https://www.youtube.com/@Freesciencelessons>

[Revision and Study Skills.pdf](#)

Student Checklist

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- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Chemistry Triple Science

Year Group: 11

The assessment will be in the form of: *exam papers* Length of assessment: *1hr 45 mins each* Date of Assessment: see timetable

<p>What do we want the Pupils to Know or Master:</p> <ul style="list-style-type: none"> ✓ <i>develop scientific knowledge and conceptual understanding through chemistry</i> ✓ <i>develop understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer scientific questions about the world around them</i> ✓ <i>develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments</i> ✓ <i>develop their ability to evaluate claims based on chemistry through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.</i> 	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures. ✓ AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures. ✓ AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p><u>Chemistry Paper 2 Topics</u></p> <ul style="list-style-type: none"> • C6 The Rate and Extend of Chemical Change • C7 Organic Chemistry • C8 Chemical Analysis <p>Required Practical to revise</p> <ul style="list-style-type: none"> • Investigating the effect of concentration on the rate of reaction. 	<p>See knowledge organisers linked under the resources section</p>	<p>1. Use Past Papers and Mark Schemes</p> <p>Why: Practicing with past exam papers helps you become familiar with the question format and the type of content that may be tested.</p> <p>How: Try to complete past papers under timed conditions to simulate the exam environment. Afterward, use the mark schemes to assess your answers, identify any areas of weakness, and understand how to improve your responses.</p> <p>Where: You can find past papers on the AQA website or through revision guides.</p> <p>2. Create Flashcards for Key Terms and Definitions</p> <p>Why: Building a strong understanding of the key vocabulary (e.g., reaction rate, catalyst, functional groups) is essential for mastering the subject.</p>

		<p>How: Write the term on one side and the definition or example on the other. You can use physical cards or digital platforms like Anki or Quizlet, which allow you to practice them regularly.</p> <p>Bonus: Include diagrams where necessary, such as showing reaction pathways or molecular structures.</p> <p>3. Mind Maps and Concept Maps</p> <p>Why: These visual tools help you organize and connect different topics, making it easier to understand complex relationships between concepts.</p> <p>How: Create mind maps for each key topic, linking ideas together. For example, you can map out “The Rate of Reaction” and link concepts like temperature, concentration, surface area, and catalysts.</p> <p>Where: You can draw them on paper or use digital tools like MindMeister or XMind.</p> <p>4. Practice Calculation-Based Questions</p> <p>Why: Chemistry often involves calculations such as molar ratios, concentration, and gas laws. Practice helps you improve your problem-solving skills.</p> <p>How: Work through questions that require you to calculate:</p> <ul style="list-style-type: none"> Relative formula mass Moles and molar volume Concentration and titration calculations Rates of reaction (e.g., using concentration and time data) <p>Where: Use past exam questions, revision textbooks, or online resources.</p>
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Revision and Resources

Resources to support your success

All resources are on Show My Homework

[Resources links on SMHW](#)

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Subject: Physics Triple Science

Year Group: 11

The assessment will be in the form of: *exam papers*

Length of assessment: *1hr 45 mins each*

Date of Assessment: see timetable

<p>What do we want the Pupils to Know or Master:</p> <ul style="list-style-type: none"> <i>the use of models, as in the particle model of matter or the wave models of light and of sound</i> <i>the concept of cause and effect in explaining such links as those between force and acceleration, or between changes in atomic nuclei and radioactive emissions</i> <i>the phenomena of ‘action at a distance’ and the related concept of the field as the key to analysing electrical, magnetic and gravitational effects</i> <i>that differences, for example between pressures or temperatures or electrical potentials, are the drivers of change</i> <i>that proportionality, for example between weight and mass of an object or between force and extension in a spring, is an important aspect of many models in science</i> <i>that physical laws and models are expressed in mathematical form</i> 	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures. ✓ AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures. ✓ AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p><u>Physics Paper 2 Topics</u></p> <ul style="list-style-type: none"> P5 Forces P6 Waves <p>Required Practical to revise</p> <ul style="list-style-type: none"> Investigating the relationship between force and the extension of a spring. 	<p>See knowledge organisers linked under the resources section</p>	<p>1. Use Past Papers and Mark Schemes</p> <ul style="list-style-type: none"> Why: Past exam papers allow you to familiarize yourself with the exam format, types of questions, and time constraints. How: Work through past papers under timed conditions. Afterward, review your answers using the mark schemes to see where you can improve. Where: AQA’s official website or revision guides often contain a wide range of past papers.

- Investigating the relationship between force and acceleration.
- Investigating plane waves in a ripple tank and waves in a solid.
- Investigating the reflection and refraction of light.

2. Mastering Problem-Solving Skills

- **Why:** Physics often involves calculations, so developing strong problem-solving skills is essential.
- **How:** Practice solving problems on topics like:
 - Motion (e.g., speed, velocity, acceleration)
 - Forces (e.g., Newton's laws, resultant forces)
 - Energy (e.g., work, power, energy transfers)
 - Electricity (e.g., Ohm's law, circuits, power)
 - Waves (e.g., frequency, wavelength, and the speed of waves)
- **Where:** Use textbooks, online resources, or apps like Physics & Maths Tutor for additional practice questions.

3. Create Flashcards for Key Formulas

- **Why:** Physics involves a lot of formulas, and knowing them is key to solving problems quickly and accurately.
- **How:** Create flashcards with formulas on one side and their meanings or example applications on the other.
- **Bonus:** Try to memorize important constants (like $g = 9.8 \text{ m/s}^2$ for acceleration due to gravity) and units for each quantity (e.g., meters, seconds, joules).
- **Where:** Use physical flashcards or digital platforms like Anki or Quizlet to organize your formulas and test yourself.

4. Focus on Units, Prefixes, and Conversions

- **Why:** Correctly using and converting units is essential in physics.
- **How:** Practice converting between different units (e.g., millimeters to meters, joules to kilojoules, and seconds to hours).
- **Bonus:** Memorize prefixes like kilo-, centi-, milli-, and micro- and their associated powers of 10.
- **Where:** Use revision guides or online resources like Physics & Maths Tutor for questions focused on units.

5. Revise Key Diagrams

- **Why:** Physics often requires drawing and interpreting diagrams, such as force diagrams, circuit diagrams, and wave diagrams.
- **How:** Practice drawing accurate diagrams for key topics, such as:
 - Free-body diagrams showing forces acting on objects
 - Circuit diagrams for series and parallel circuits
 - Wave diagrams for longitudinal and transverse waves
 - Energy diagrams for conservation of energy
- **Bonus:** Label the diagrams and explain their components.
- **Where:** Textbooks or revision books often have practice questions that ask you to draw or interpret diagrams.

6. Practice with Multiple-Choice and Short-Answer Questions

- **Why:** MCQs and short-answer questions help you test your understanding of key concepts and recall important details.
- **How:** Test yourself with multiple-choice questions on different topics and answer short-answer questions from past exams or revision guides.
- **Where:** Online resources like Quizlet, Seneca Learning, and GCSE Bitesize offer multiple-choice questions.

7. Mind Mapping and Concept Mapping

- **Why:** Mind maps help you visualize connections between concepts, which is crucial in understanding how topics relate to one another.
- **How:** Create mind maps for key topics such as energy, forces, waves, and electricity. Show the connections between them, for example:
 - Energy: kinetic energy, potential energy, conservation of energy.
 - Forces: contact forces, non-contact forces, Newton's laws.
- **Where:** You can draw them on paper or use digital tools like MindMeister or XMind.

Revision and Resources

Resources to support your success

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