

Y11 Mock Exam Subject Information



November 22

Four Step Plan to Success

Being in school and lessons on time, every time,
will support all aspects of your learning.

Engaging well in lessons and asking questions of your teachers
will support your understanding of key concepts.

Revising really well at home
will improve your retention of key information and improve your skill levels.

Practising exam questions
will help you apply your knowledge and skill in exam situations.

Organising effective revision

Resources

- Effective Revision booklet
- Culture of Success Evening
 - 3rd November 4.45-6pm
 - book via Eventbrite (see WEDUC)
- Revision guidance from each subject
- Exam timetable: see final page

What is good revision?

“I don’t know how to revise.”

“Revision doesn’t help me.”

“I read my book for an hour and nothing went in.”

These are some of the most common phrases heard by teachers when students are asked how their revision is going.

Please remember the following key points before you begin revising:

1. You are able to remember things!

You can remember your phone number. You can remember how to say thousands of phrases. You can remember the words and tunes to your favourite songs. You can remember the names of all of your friends, how to get to their houses, the names of their parents/carers and probably what they were wearing the last time that you saw them.

Some of you will be able to remember the names of the players in entire football teams, the names of everyone in your favourite TV programme, how to complete your favourite video game, the list goes on. The point is **you are able to remember** everything that you need to know for all of your exams – you just have to know some good ways to get your brain working and admit to yourself that **only lots and lots of hard work will make it happen**.

2. There simply is no substitute for hard work!

It is a tough message but one that it is better to learn early in life. The best personal successes in exams do not go to the cleverest, the luckiest or the most confident. They go to those who work the hardest. This is really good news because every single one of us can work hard: you simply make the choice to give up time that you might prefer to spend doing something else, roll up your sleeves and get on with it!

3. Reading your book is not revising!

It is reading, and reading is not an effective way of remembering things for exams (it is essential that you have read the texts for your English exams though!).

Refer to the accompanying Effective Revision booklet for lots of ways to revise successfully and with impact.

Subject content

Your teachers have provided this information to help you revise.
 Make sure you focus on these topics when planning your revision timetables.
 If you need additional support with their revision should arrange to see Ms Bell or
 Mr Lambourne *before* form time.

Core Subjects		
Subject	Topics to Revise	Ways to Revise
English Language	Paper 1 - Reading questions on an unseen fiction text - Descriptive OR narrative writing	<ul style="list-style-type: none"> Use your Paper 1 knowledge organiser to make revision cards and test yourself on: <ul style="list-style-type: none"> timings question order how to structure each answer Use practice extracts to develop reading stamina <i>and</i> train yourself in how to track what's happening in the plot. Use practice papers to time yourself Hand in your practice papers for feedback
English Literature (dual entry)	Paper 1 - Macbeth - A Christmas Carol	<ul style="list-style-type: none"> If necessary, watch a short video on the plot of texts you're unsure about Use your text knowledge organisers, and revision guides, to make revision cards and test yourself on: <ul style="list-style-type: none"> themes power quotations When you're learning key quotations always think about which key words you'd drill down into and why Use practice papers to time yourself Hand in your practice answers for feedback
Maths	Students will be given an overview of the topics they have covered for their GCSE scheme in Maths (Higher/Foundation). Teachers will go through this overview with students and highlight specific topics that they need to revise. These lists can also be found on the school website in the curriculum section for GCSE Maths – higher and foundation Maths schemes.	Revision/question cards with formulae/key words Hegarty Maths Websites such as www.examq.co.uk www.savemyexams.co.uk www.onmaths.com

Science Biology	<ul style="list-style-type: none"> • Cell Biology • Organisation • Infection & Response • Bioenergetics 	<ul style="list-style-type: none"> • Revision Guides – available from reception • BBC Bitesize – Combined Science Trilogy • Kay Science (Video's & quizzes to support revision) • Primrose Kitten (Youtube tutorials for GCSE Science)
Science Chemistry	<ul style="list-style-type: none"> • Atomic Structure and the Periodic Table • Bonding • Quantitative Chemistry • Energy Changes 	
Science Physics	<ul style="list-style-type: none"> • Energy • Electricity • Particle Model of Matter • Atomic Structure 	

Option Subjects

Subject	Topics to revise	Ways to revise
BTEC Enterprise	Component 3: promotion and finance for enterprise Promotion Elements of the promotional mix Targeting and segmenting the market Factors influencing the choice of promotional methods Financial records Financial documents Payment methods Sources of revenue and costs Terminology in financial statements Statement of comprehensive income Statement of financial position Profitability and liquidity Financial planning and forecasting Using cash flow data Financial forecasting Suggesting improvements to cash flow problems Break-even analysis and break-even point Sources of business finance	PastPapersand Mark Schemes https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.coursematerials.html#filterQuery=Pearson-UK:Category%2FExternal-assessments BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zv8gvk7 BeeBusinessBee Pearson Revise BTEC Tech Award Enterprise Revision Guide that is available via ParentPay

Child Development	<ul style="list-style-type: none"> -Antenatal Care -Reproductive System -Stages of labour 	<p>Teams</p> <p>Use all teaching powerpoints in Files on Teams to revise the content needed for the exam</p>
Computer Science	<p>Component/Paper 1 –Computer Systems</p> <ul style="list-style-type: none"> 1.1 Systems Architecture 1.2 Memory and Storage 1.3 Computer networks, connections and protocols 1.4 Network security 1.5 System software 1.6 Ethical, legal, cultural and environmental impacts of digital 	<p>Seneca Learning https://senecalearning.com/</p> <p>BBC Bitesize https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</p> <p>Online Text Book www.shorturl.at/wBDV9</p> <p>Pages 1-63 and 117-126 in the CGP GCSE OCR Computer Science Complete Revision & Practice book</p>
French	<ul style="list-style-type: none"> - Family, friends and relationships - Free time - Technology - School - Holidays - Food and drink - Town - Festivals - Jobs - Social issues and environment <p>Highlighted topics have not been covered in class yet but may feature in the reading and listening. We ask that you look over the key vocabulary in revision guides.</p>	<ul style="list-style-type: none"> -Use your revision guide to practise for the reading & listening exam -Go on Active Teach to practise reading for the reading & listening exam -Use your books and revision guides to learn vocabulary that you can't remember – Make flashcards to help test your memory. -Prepare and make sure you can answer questions for each of the general conversation questions -Record your answers to your general conversation questions and listen back to them to get an idea of what you can and can't do - Practise writing questions <ul style="list-style-type: none"> – ask your teacher for examples
Geography	<p>Paper 1 Living with the Physical Environment</p> <p>Section A Living with Natural Hazards • Tectonic Hazards</p> <ul style="list-style-type: none"> • Weather Hazards • Climate Change <p>Section B The Living World</p> <ul style="list-style-type: none"> • Ecosystems including small scale example – Rother Valley Woodland • Tropical Rainforests • Extreme environments: hot deserts <p>Section C Physical Landscapes of UK</p> <ul style="list-style-type: none"> • Coastal Landscapes • River Landscapes 	<p>Use the revision booklets completed during p6. These can be used in combination with the Internet Geography website where you will find interactive flash cards, quizzes and practice exam questions including model answers.</p> <p>Revision Guides that have already been purchased including:</p> <p>BBC Bitesize AQA GCSE Revision Guide CPG Geography AQA Revision Guide</p> <p>Websites BBC Bitesize website – remember to select the AQA section. timeforgeography.co.uk https://senecalearning.com/en-GB/ - check with your teacher for your class code.</p> <p>Materials from School – All available on TEAMS</p> <p>Knowledge organisers for all units. A case study booklet. A revision check list.</p>

Health and Social Care	<p>Factors that affect health and wellbeing:</p> <ul style="list-style-type: none"> · Substance Abuse · Housing and wealth · Environment · Illness and Genetic Inheritance · Healthy diet 	<p>Teams</p> <p>Use all teaching powerpoints in Files on Teams to revise the content needed for the exam</p>
History	<p>Medicine through time (Medieval, Renaissance, Industrial and Modern periods)</p> <p>The Historic Environment (the Trenches and the Western Front 1914 – 1918)</p> <p>You will be completing a full Medicine paper (Paper 1 – Edexcel) for the first time.</p>	<p>On Teams there are a lot of revision resources that have been uploaded with audio files attached too.</p> <ul style="list-style-type: none"> - Use these to make revision cards. - Find the revision channel on your History team and look in the files. <p>Also look at past questions locate there and plan answers.</p>
iMedia	<p>R081Pre-ProductionSkills</p> <p>Mood Boards</p> <p>Mind Maps</p> <p>Visualisation Diagrams</p> <p>Storyboards</p> <p>Scripts</p> <p>Client requirements</p> <p>Research</p> <p>Work plans</p> <p>Target Audience</p> <p>Hardware and Software</p> <p>Health and Safety</p> <p>Legislation</p> <p>File formats</p>	<p>Past papers</p> <p>https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/assessment/</p> <p>Pages 1-35 in the Revision Guide from ParentPay</p>
BTEC Music	<p>Learning aim A: Understand different types of organisations that make up the music industry</p> <ul style="list-style-type: none"> · Venues and live performance · Health, safety and security at venues · Production and promotion · Service companies and agencies · Unions · Service companies and agencies · PRS / PPL , MCPS , PLASA ,BECTU, MU, APRS 	<p>Please make revision cards for each of the organisations listed. Your revision cards should focus on recalling specific details and information about each organisation of the music industry (use your revision guide to help you).</p> <ul style="list-style-type: none"> - On one side of your revision card, ask a question related to the organisation in your revision guide. - On the other side write the answer to the question. <p>TEST YOURSELF! ASK FAMILY / FRIENDS TO TEST YOU!</p> <ul style="list-style-type: none"> - Make a pile of the cards you have memorised and a pile of cards you are still yet to memorise. - Work on closing the gap so all cards are memorised. <p>REVISION CARDS ONLY WORK IF YOU USE THE INFORMATION REPEATEDLY!</p>

	<p>Learning aim B: Understand job roles in the music industry</p> <ul style="list-style-type: none"> · Performance/creative roles · Management and promotion roles · Recording roles · Media and other roles · How and why workers are employed in the industry · Importance of individual roles and responsibilities · Getting a break and starting out · How individual roles and responsibilities work together · How to get paid and employment patterns 	<p>Also please use the revision questions within your revision guide to help put your knowledge into practice. Ask for help if you are not sure about anything .. We are here to help you !</p>
<p>PE (GCSE)</p>	<p>Health, exercise, fitness and performance:</p> <ul style="list-style-type: none"> · Health and skill related components · Fitness tests · Principles of trainings · Training methods <p>Skeletal system:</p> <ul style="list-style-type: none"> · Function of skeletal system · Bones · Joints <p>Muscular system:</p> <ul style="list-style-type: none"> · Muscles · Movement analysis · Antagonistic muscle pairs · Muscle Fibres · Long and short term effects <p>Cardiovascular system:</p> <ul style="list-style-type: none"> · Structure and function of CV system including; heart, blood vessels and blood. · Vascular shunting – vasodilation and vasoconstriction · Immediate and long term effects of exercise <p>Respiratory system:</p> <ul style="list-style-type: none"> · The structure and function of Respiratory system · Lung volumes and definitions · Gaseous exchange 	<p>Multi choice: if unsure eliminate the ones you definitely know it is not. Read the question: is it a how or why question. How question is looking for the process. Why question is looking for the impact.</p> <p>9 marker: AO1: Introduction; Read the question carefully and highlight the key terms, what is the question asking you to discuss. Demonstrating knowledge and understanding of the question through identification and description of information.</p> <p>Key words: AO1: State / Identify / Outline / Define AO2: Specific explanation of question. What are the strengths/weakness or advantages/disadvantages Key words: AO2: Explain / Describe / Suggest / Illustrate / Interpret / Apply / Consider AO3: Concluding comments, recommendations and justification of above areas, impact on performance. Which is the better preference. Could you suggest something better suited AO3: Discuss / Justify / Evaluate / Compare / Analyse. Ensure you read the questions carefully.</p> <p>Don't mix up your systems. If it is asking about cardiovascular system stick to discussing heart, blood, blood vessels.</p>

	<ul style="list-style-type: none"> · Immediate and long term effects of exercise 	
PE (OCR Sport)	<p>LO1: Understand the issues which affect participation</p> <ul style="list-style-type: none"> · The different user groups who may participate in sport · The barriers these groups face to participation · Solutions to these barriers · The factors which can impact upon the popularity of sport within the UK · How factors which can impact upon the popularity of sport in the UK relate to specific sporting examples · Current trends in the popularity of different sports in the UK · Growth of new/emerging sports and activities <p>LO2: Know the role of the sport in promoting values</p> <ul style="list-style-type: none"> · Values which can be promoted through sport · The Olympic and Paralympic movements · Other initiatives and events which promote values through sport · The importance of etiquette and sporting behaviour of both performers and spectators · The use of performance-enhancing drugs in sports <p>LO3: Understanding the importance of hosting major sporting events</p> <ul style="list-style-type: none"> · The features of major sporting events · The potential benefits and drawbacks of cities/countries hosting major sporting events · The links between potential benefits and drawbacks and legacy 	<p>Multi choice: if unsure eliminate the ones you definitely know it is not. Read the question: is it a how or why question. How question is looking for the process. Why question is looking for the impact. Be clear on examples and key terms.</p> <p>For State / Identify / Outline / Define Questions: Read the question carefully and highlight the key terms, what is the question asking you to discuss. Demonstrating knowledge and understanding of the question through identification and description of information.</p> <p>For Explain / Describe / Suggest / Illustrate / Interpret / Apply / Consider Questions: What are the strengths/weakness or advantages/disadvantages</p> <p>For Discuss / Justify / Evaluate / Compare / Analyse Questions: Think about concluding comments, recommendations and justification of above areas, impact on performance. Which is the better preference. Could you suggest something better suited?</p> <p>Always provide clear examples to support any of the above question.</p> <p>Visit www.ocr.org.uk/qualifications/ca,bridge-nationals/sport-studeis-level-1-2-j803-j813/assessment for past papers</p> <p>National governing bodies: The Football Association: www.thefa.com/ The Rugby Football Union: www.englandnetball.co.uk England Hockey www.englishockey.co.uk British Gymnastics www.british-gymnastics.org</p>

	<p>LO4: Know about the role of national governing bodies in sport</p> <ul style="list-style-type: none"> · What sport governing bodies do · Governing body promotion, development, infrastructure, policies and initiatives, funding and support 	
<p>RE</p>	<p>Section A: Beliefs, Teachings and Practices</p> <p>1. <u>Christian Practices:</u></p> <ul style="list-style-type: none"> • Prayer and worship • Sacraments – Baptism and Holy communion • Pilgrimage • Festivals • Role of the Church (Food banks and street Pastors) • Church growth • Christian persecution • Responses to poverty <p>2. <u>Christian Beliefs and Teachings:</u></p> <ul style="list-style-type: none"> · The nature of God · The oneness of God and the Trinity · Creation · The Incarnation of Jesus · The crucifixion · The resurrection and ascension · Life after death and judgement · Heaven & Hell · Sin & salvation · The role of Christ in salvation <p>3. <u>Muslim Beliefs and teachings:</u></p> <ul style="list-style-type: none"> · The oneness of God and the supremacy of God’s will · Key beliefs of Sunni & Shi’a Islam · The nature of God · Angels · Predestination · Life after death · Prophethood (Adam & Ibrihim) · Muhammad & the Imamate · Holy books in Islam 	<p>The following resources will help you to revise for the Y11 mock in this subject:</p> <ul style="list-style-type: none"> - Notes in your exercise books - Oxford university press AQA Religious Studies revision guide (This is a fantastic revision book which sets things out in a very student friendly layout) <p>BBC Bitesize</p> <ul style="list-style-type: none"> - Will help with some of the key beliefs - Student information booklets for each unit. (These are the booklets that we use for each topic in lessons.) Copies of these can be found in the files section on our class channel on Microsoft teams) <p>Top Tip</p> <ul style="list-style-type: none"> – do not just read your notes / revision guides and watch videos – be active in your revision: - Look, cover, write and check to learn quotes and content - read the section in your revision guide and complete the questions at the bottom of the page to check understanding - make revision cards or mind maps - plan practice responses to all types of questions (1 markers, 2 markers, 4 markers, 5 markers and the 12 marker.)

	<p>Section B: Thematic Studies:</p> <p>4. <u>Religion & Life:</u></p> <ul style="list-style-type: none"> · Origins of the universe · Value of the world · Use & abuse of environment · Use & abuse of animals · Origins of human life · Abortion · Euthanasia · Death & the afterlife <p>5. <u>Religion, peace & conflict:</u></p> <ul style="list-style-type: none"> · Violence, violent protest & terrorism · Reasons for war · Nuclear war & weapons of mass destruction · Just war · Holy war · Pacifism & peace-making · Victims of war <p>6. <u>Religion, crime & punishment:</u></p> <ul style="list-style-type: none"> · Reasons for crime · Attitudes to law breakers & the different types of crime · Aims of punishment · Attitudes to suffering · The treatment of criminals · Forgiveness · Attitudes to the death 	
<p>Spanish</p>	<ul style="list-style-type: none"> - Family, friends and relationships - Free time - Technology - School - Holidays - Food and drink - Town - Festivals - Jobs - Social issues and environment <p>Highlighted topics have not been covered in class yet but may feature in the reading and listening. We ask that you look over the key vocabulary in revision guides.</p>	<ul style="list-style-type: none"> -Use your revision guide to practise for the reading & listening exam -Go on Active Teach to practise reading for the reading & listening exam -Use your books and revision guides to learn vocabulary that you can't remember <ul style="list-style-type: none"> – Make flashcards to help test your memory. -Prepare and make sure you can answer questions for each of the general conversation questions -Record your answers to your general conversation questions and listen back to them to get an idea of what you can and can't do - - Practise writing questions <ul style="list-style-type: none"> – ask your teacher for examples

Year 11 Mocks Monday 14 Nov - Friday 19 Nov 2022 - FINAL

Date	Period 1 - 09:00am	Period 2 - 10:00am	Period 3 - 11:10am	Period 4 - 12:40pm	Period 5 - 13:40pm	Period 6 - 14:40pm
Friday 11 Nov	GCSE Science Paper 1 (Biology) (Full Y11 Cohort) Combined Trilogy - 1h 15m Triple - 1h 45m		No exams	No exams	No exams	No exams
Monday 14 Nov	GCSE English Language (Full Y11 Cohort) 1hr 45m		No exams	Option C (Partial Y11 Cohort) - No Chemistry 11C/Cm1, Dance 11C/Da1, WJEC Engineering 11C/Eg1, 2 or WJEC Catering 11C/Fc1 OCRN iMedia (11C/It1) 1hr 15m OCRN Child Development (11C/Cd1) 1hr 15m BTEC Health & Social Care (11C/Hs1) 1hr 15m GCSE RE (11C/Re1) 1hr 45m GCSE Art (11C/Ar1) 2hrs in class BTEC Enterprise (11C/Bu1) 2hrs	No exams	
Tues 15 Nov	GCSE Maths Paper 1 (Full Y11 Cohort) Non- calculator 1h 30m		Option A (Partial Cohort) GCSE Spanish Writing Foundation 1hr Higher 1hr 15m		Option B (Partial Y11 Cohort) - No 11B/En1 OCRN Sport Studies (11B/St1) 1hr OCRN iMedia (11B/It1) 1hr 15m GCSE PE (11B/Pe1) 1hr 15m GCSE History (11B/Hi1 & 2) 1hr 15m GCSE Geography (11B/Gg1) 1hr 30m BTEC Health & Social Care 1hr 30m GCSE French Reading & Listening - (11B/Fr1 & 2) 1hr 20m (Foundation) GCSE French Reading & Listening - (11B/Fr1 & 2) 1hr 45m (Higher) GCSE Art (11B/Ar1) 2hrs in class	No exams
Wed 16 Nov	GCSE Science Paper 2 (Chemistry) (Full Y11 Cohort) Combined Trilogy 1h 15m Triple 1h 45m		Option B (Partial Cohort) GCSE French Writing Foundation 1hr Higher 1hr 15m	Option A (Partial Y11 Cohort) - No 11A/En1, 11H/En1 GCSE History (11A/Hi1, 2 & 3) 1hr 15m GCSE Geography (11A/Gg1, 2 & 3) 1hr 30m GCSE Spanish Reading & Listening (11A/Sp1 & 2) 1hr 20m (Foundation) GCSE Spanish Reading & Listening (11A/Sp1 & 2) 1hr 45m (Higher)	No exams	
Thurs 17 Nov	GCSE English Literature (Partial Y11 Cohort - No 11x4, 11y4 and 11y5) 1hr 45m		No exams	GCSE Science Paper 3 (Physics) (Full Y11 Cohort) Combined Trilogy 1h 15m Triple 1h 45m	No exams	
Fri 18 Nov	GCSE Maths Paper 2 (Full Y11 Cohort) Calculator 1h 30m		No exams	Option D (Partial Y11 Cohort) - No WJEC Catering (11D/Fc1, 2), WJEC Engineering (11D/Eg1), OCRN Sport (11D/Pe3) BTEC Music (11D/Mu1) 1hr GCSE Computer Science Paper 1 (11D/Co1) 1hr 30m BTEC Health & Social Care (11D/Hs1) 1hr 30m GCSE PE (11D/Pe1, 2, 3) 1hr 30m BTEC Enterprise (11D/Bu1) 2hrs GCSE Art (11D/Ar1) 2hrs in class GCSE Photographic Comm (11D/Pc1) 2hrs in class GCSE Photography (11D/Ph1) 2 hrs in class	No exams	
Monday 22 Nov 2021 - Friday 26 Nov 2021	GCSE French and Spanish Speaking tests					