

MOSSLEY HOLLINS HIGH SCHOOL

THE CLASS OF 2026

YEAR 11

STUDY BOOKLET

Hard Work = Success

Contents

Page No.

2. Contents
3. PPE Timetable
5. Letter from Mrs Hammond
6. How to study at home
7. Planning for your revision
8. Revision Strategies
9. Weekly blank study plans

Year 11 PPE Timetable November 2025

Go straight to the exam after placing bags in lockers.

Go to your lesson first to be registered

Time	Examination Title	Duration
Monday 10th November (WEEK 2)		
8.50am- 10.35am (late break)	English Literature- P1 Shakespeare and 19th Century Novel	1 hour 45 mins
1.55pm-2.55pm	History- Health & People	1 hour
Tuesday 11th November		
8:55am – 10.05am Combined 8.55am- 10.40am Separate	Biology Paper 1	Combined 1hr 10 Separate 1hr 45
12.05pm- 13.15pm	Maths- paper 1 NON-Calculator	1 hour 10 mins
Wednesday 12th November		
8.55am- 10.40am	Computer Science- Paper 2- Computing Concepts	1 hour 45 mins
8.55am- 10.25am	Statistics- Paper 1 Calc	1 hour 30 mins
8.55am- 10.40am	Religion and World Views- Christianity and Buddhism: Beliefs and Practices	1 hour 45 mins
8.55am- 10.25am	Music- Understanding Music (listening exam)	1 hour 30 mins in 1.04
	Creative Imedia- RO97 – Interactive Digital Media Controlled Assessment	1 hour 30 mins in 4.07
11.30am- 1.15pm	English Language P2 Viewpoints and Perspectives	1 hour 45 mins
Thursday 13th November		
8.55am- 9.55am Foundation 8.55am- 10.10am Higher	Spanish Writing	Foundation 1 hour Higher 1 hour 15 mins
Combined 11.30am- 12.40pm Separate 11.30am-1.15pm	Chemistry	Combined 1hr 10 Separate 1hr 45
Friday 14th November		
8.55am- 10.05am	Maths Paper 2- Calculator	1 hour 10 mins
11.25am- 12.55pm	Geography Paper 2 – Challenges in Human Environment	1 hour 30 mins

Start Time	Examination Title	Duration
Monday 17th November (Week 1)		
8.50am- 10.35am (late break)	Business Studies Paper 1 – Ops & HRM in Business	1 hour 45 mins
8.50am- 10.20am	Drama Component 4 – Performance & Response	1 hour 30 mins
8.50am- 10.20am	Design and Technology- Paper 1	1 hour 30 mins
8.50am- 9.50am	GCSE PE- Paper 2	1 hour
8.50am-9.50am	BTEC Sport Components of Fitness	1 hour
11.45am- 12.55pm	Maths Paper 3- Calculator	1 hour 10 mins
2.30pm- 2.55pm	History- Conflict & Tension (Cold War)	25 mins
Tuesday 18th November		
8.55am- 10.05am Combined 8.55am- 10.40am Separate	Physics Paper 1	Combined 1hr10 Separate 1h 45
11.30am- 12.30pm	Computer Science-Paper 1 – Computational Thinking	1 hour
Wednesday 19th November		
8.55am- 10.40am	Food Preparation & Nutrition - Paper1	1 hour 45 mins
11.30am- 12.50pm F 11.30am- 1.15pm H	Spanish Listening & Reading	Foundation 1 hour 20 in Sports Hall Higher 1 hour 45 in Dance Studio
Thursday 20th November		
Periods 1, 2, 3	Art- practical exam CATCH UP EXAMS	3 hours in 4.01



**TAME RIVER
EDUCATIONAL
TRUST**

Great schools in which to learn, teach and belong.



October 2025

Dear Student,

The Pre-Public Examination Study Booklet contains all the essential information for all subjects you are taking to help you prepare thoroughly for your Pre-Public Examinations in November 2025.

The PPE exams begin on **Monday 10th November and end on Friday 21st November 2025**. Music practical exams and Spanish speaking exams will be by appointment, your teacher will confirm these times with you directly.

As stated in our Home/School Agreement it is the responsibility of students, parents and the school to work in “partnership” so that every student has the best possible chance of success with their GCSEs. Please read the advice carefully in this booklet and use the sheets provided to plan ahead so that you can be thoroughly prepared for your Exams. Colleges may use the results of Pre-Public Examinations to offer places. It is really important that you treat these exams as you would the real ones, ensuring that you thoroughly prepare.

If you need help planning your revision you can see your subject teachers, your Form Mentor, Mrs Burns or Mrs. Hammond.

Mrs. L Hammond

Assistant Headteacher

Mossley Hollins High School

Headteacher: Mrs A Din NPQH
Chief Executive: Mr P Wilson

Huddersfield Road, Mossley,
Ashton-Under-Lyne. OL5 9DP

01457 832491/833031
admin@mossleyhollins.com
www.mossleyhollins.com



HOW TO STUDY AT HOME

Find a suitable place to work where you feel comfortable (but not too comfortable that you will feel sleepy)

Stick your completed study timetable and exam dates beside you.

Have all your books, notes and practice papers beside you – bring them home from school.

Don't have any excuses for not getting started.

You may need to drop some of your activities for a while; remember it is only a few weeks and it will be worth it.

Divide each topic into manageable parts and try to cover more than one subject during revisions sessions

Work out your best time to study and try to stick to this time.

Study in 20-30 minute chunks.

Work out what you are going to do in advance – have a break and then do another chunk.

There should be an outcome from your revision - Make notes.....don't just read (flashcards, mindmaps, notes) you must write as you go.

Your teachers have been specific on the skills and knowledge required. Learn only what it says in the Study Booklet.....practise only the skills in the Study Booklet.

Find some time to relax – go out for a walk, play sport – recharge your (brain) batteries

Planning for your revision

Follow these simple steps.....

1. This timetable is one for home time. (At weekends and evenings you'll need 3-5 slots of 20-30 minutes per day).



2. Get all the materials (highlighters, pens, past papers, post it notes, revision cards etc.) that you need for revision for all your subjects.



3. For each subject find out what you need to study for the examination. (Details are in this booklet – read them. Get missing notes).



4. Remove the guidance documents from the revision guidance that are not relevant to you.



5. Work out the total hours that you have for revision.



6. Work out which are high priority, due to the amount to be studied, learning that you have missed or importance for college (e.g. Maths/ English)



7. Plan in time for different subjects each day, ensuring that you allocate appropriate time for each subject.



8. Fill in on your Study Timetable what **TOPICS** and **AREAS** you'll be studying at what times. Also fill in those times that you won't be studying (leisure time). **Remember to add in all your relevant exams.**



9. Then keep to your timetable. Force yourself to study at these times and in these topics and areas on these subjects.



10. Make sure you plan time to do TIMED past papers – to see how you will cope under exam conditions.

GET PLANNING, GET STUDYING, AND GET RESULTS!

Revision Strategies

On these pages are some ideas on how to revise, **there will be ideas that work for everyone**, and you will need to try them to see which are best for you:

Tried and tested

Past papers and mark schemes- particularly useful to help you understand how exams work, give you a chance to try out real questions, learn how to improve your answers and understand what examiners are looking for. It is essential that you get experience in interpreting exam questions and get used to the way the questions are asked.

Memory

First letter phrases – use the first letter of a list of things you need to remember to make a memorable phrase:

E.g. six types of hard-engineering coastal defences: rip-rap, seawalls, revetments, offshore reefs, groynes, gabions – Rip Saws Really Open Great Gaps.

Look, see, cover, write – read your notes, turn them over and see how much you can write down from memory. See if you can explain your notes to someone else; repeat this to see how much more that you can add.

Make unusual connections - try thinking of weird connections of things that you need to remember. E.g. if you had to remember that Patrick Manson discovered the spread of mosquitos you could imagine a man and his son being chased by a giant mosquito.

Flashcards – really good for testing your vocabulary – so particularly good for language/science

Getting Visual

Flowcharts - these are good for revising processes. For examples, the life of a product in Product Design.

Concept maps are a good way of revising how one thing connects to something else. A good technique is to start one as you start revising a new topic and map the connections as you go through. Once it is done, hide it and try to redraw it.

Revision posters – use images to help the content stick in your head.

YOUR PERSONAL HOME STUDY TIMETABLE

- Use the timetable on this and the next pages to help you (make more copies if necessary).
- Remember to plan in time for breaks/ meals
- Be realistic about how much time to revise for in each session, try to study more than one subject in each session
- Plan time away from your studies, around 1 hour per day, more at the weekend

October

			Tuesday 7 th
			Wednesday 8 th
			Thursday 9 th
			Friday 10 th
			Saturday 11 th
			Sunday 12 th

YOUR PERSONAL HOME STUDY TIMETABLE

- Use the timetable on this and the next pages to help you (make more copies if necessary).
- Remember to plan in time for breaks/ meals
- Be realistic about how much time to revise for in each session, try to study more than one subject in each session
- Plan time away from your studies, around 1 hour per day, more at the weekend

October

			Monday 13 th
			Tuesday 14 th
			Wednesday 15 th
			Thursday 16 th
			Friday 17 th
			Saturday 18 th
			Sunday 19 th

YOUR PERSONAL HOME STUDY TIMETABLE

- Use the timetable on this and the next pages to help you (make more copies if necessary).
- Remember to plan in time for breaks/ meals
- Be realistic about how much time to revise for in each session, try to study more than one subject in each session
- Plan time away from your studies, around 1 hour per day, more at the weekend

October

			Monday 20 th
			Tuesday 21 st
			Wednesday 22 nd
			Thursday 23 rd
			Friday 24 th
			Saturday 25 th
			Sunday 26 th

YOUR PERSONAL HOME STUDY TIMETABLE

- Use the timetable on this and the next pages to help you (make more copies if necessary).
- Remember to plan in time for breaks/ meals
- Be realistic about how much time to revise for in each session, try to study more than one subject in each session
- Plan time away from your studies, around 1 hour per day, more at the weekend

October/November

			Monday 27 th
			Tuesday 28 th
			Wednesday 29 th
			Thursday 30 th
			Friday 31 st
			Saturday 1 st
			Sunday 2 nd

YOUR PERSONAL HOME STUDY TIMETABLE

- Use the timetable on this and the next pages to help you (make more copies if necessary).
- Remember to plan in time for breaks/ meals
- Be realistic about how much time to revise for in each session, try to study more than one subject in each session
- Plan time away from your studies, around 1 hour per day, more at the weekend

November

			Monday 3 rd
			Tuesday 4 th
			Wednesday 5 th
			Thursday 6 th
			Friday 7 th
			Saturday 8 th
			Sunday 9 th

YOUR PERSONAL HOME STUDY TIMETABLE

- Use the timetable on this and the next pages to help you (make more copies if necessary).
- Remember to plan in time for breaks/ meals
- Be realistic about how much time to revise for in each session, try to study more than one subject in each session
- Plan time away from your studies, around 1 hour per day, more at the weekend

November

			Monday 10 th
			Tuesday 11 th
			Wednesday 12 th
			Thursday 13 th
			Friday 14 th
			Saturday 15 th
			Sunday 16 th

YOUR PERSONAL HOME STUDY TIMETABLE

- Use the timetable on this and the next pages to help you (make more copies if necessary).
- Remember to plan in time for breaks/ meals
- Be realistic about how much time to revise for in each session, try to study more than one subject in each session
- Plan time away from your studies, around 1 hour per day, more at the weekend

November

			Monday 17 th
			Tuesday 18 th
			Wednesday 19 th
			Thursday 20 th
			Friday 21 st

Subject: Art
Head of Faculty/Subject: KM/RHD Board: AQA
Subject Teachers: RHD

What to study for

Your PPE time will be spent working on independent parts of your coursework.

You will have time to complete Mind maps, mood boards, statements, research pages and ideas

If these sections are complete you must start to develop your ideas based on photographs taken.

It is vital you take 20-30 photographs to work from to develop your project. Your ideas will be instantly original if you work from photos.

You can trace or print from your photos then work on them/colour them in your artist's style. This will make your ideas personal and linked to your artist research. This means you will gain high marks for the idea stage of the project.

Subject: BTEC Sport
Head of Faculty/Subject: Mr Doodson **Board:** Pearsons
Subject Teachers: Mr Doodson and Mr Miller

Component 1 – Fitness and body systems

Topic 1= Components of fitness

6 components of Physical fitness – Aerobic Endurance, Muscular Endurance, Muscular Strength, Flexibility, Speed and Body Composition

5 components of Skill fitness – Agility, Balance, Coordination, Reaction time and Power

Need to know the definitions of the 11 components of fitness in full.

Need to be able to apply the knowledge to range of sport examples to explain how the component of fitness improves performance.

For example agility in basketball, reaction time in 100m sprint, power in long jump

Example answer for the exam

Agility is the ability to change direction at speed with control. Basketball players need speed when dribbling the ball and they need to change direction when they get to a defender. This improves performance because they can change direction to get past the defender with the ball and move up the court.

How to study for BTEC Sport

1. Your main revision source is your exercise book – make sure it is up to date and all work is completed – use study skills to revise thoroughly and add more notes and detail – **RELATE ALL WORK TO SPECIFIC SPORTING EXAMPLES.**
2. Flash Cards
3. Use your Revision Guide/Notes. If you do not have one of these they are available from the P.E. Office. Make additional notes.
4. Paper questions and revision checklists supplied by P.E. teachers.
5. Create a revision task card / posters using the components of fitness above.
6. BBC Bitesize website, remember to choose Edexcel as the exam board. GCSE Pod

Subject: GCSE Business Board: AQA
Head of Faculty: Mr McGuinness
Subject Teacher: Mrs Melfi/Mr Hugill/Mrs Din

What to study for

Your Business exam will be 1 hour 45 minutes long and is marked out of 90. Paper 1 is worth 50% of your total Business GCSE (paper 2 is also worth 50%). The units that are examined in paper 1 are:

Unit 1 – Business in the Real World

Unit 2 – Influences on Business

Unit 3 – Business Operations

Unit 4 – Human Resources

In paper 1 there will be three sections:

Section A – a mixture of multiple choice and short answer questions and is worth 20 marks.

Section B and C are both based around Business case studies. You will have to answer a mixture of short and long questions related to the information in each case study. Section B is worth 33 marks and section C is worth 37 marks.

Topics you need to know for section A

Public limited companies

Examples of variable costs

Job production

Full time employment vs job sharing

Delaying

Rise in interest rates

Examples of stakeholders

Quality and the cost to a business

Customer service

Characteristics of an entrepreneur

Induction training

Financial methods of motivation

Topics you need to know for section B

Off the job training

Profit, cost and selling price calculation

Competition

Internal recruitment

Delegation

Tall organisational structures

Analysis question (6 marks) – delegation

Recommend question (9 marks) – competition, tall organisational structures

Topics you need to know for section C

Sectors of production (business sectors)

Exchange rates

Just in Time production

Total Quality Management (TQM)

Levels of unemployment

e-commerce

New product development

Analysis question (6 marks) – Just in Time production, Total Quality Management (TQM)

Evaluate question (12 marks) – e-commerce, new product development

Answer structure

Make sure you write a plan for each of your 6, 9 and 12 mark questions.

Explain question (2, 3 or 4 marks)

Because, this means, this will lead to, as a consequence.

Calculate question (4 or 5 marks)

Make sure you show your working out. Even if your answer is incorrect, you may still get marks if your method is correct.

Analysis question (6 marks)

Point from the case study (*Item _ states...*).

'Talk about' using *because, this means, this will lead to, this will depend on, as a consequence.*

Recommend question (9 marks)

Paragraph 1 – option 1

Reasons for and against option 1 using points from the case study.

Item _ states ... this means, this will lead to, as a consequence.

Paragraph 2 – option 2

Reasons for and against option 2 using points from the case study.

Item _ states ... this means, this will lead to, as a consequence.

Paragraph 3 – conclusion

D – Decision *I think/recommend...*

I – It depends on...

M – Most important factor is...

Evaluate question (12 marks)

Paragraph 1 – option 1

Definition/explanation of option 1.

Reasons for and against option 1 using points from the case study.

Item _ states ... this means, this will lead to, as a consequence.

Paragraph 2 – option 2

Definition/ explanation of option 2.

Reasons for and against option 2 using points from the case study.

Item _ states ... this means, this will lead to, as a consequence.

Paragraph 3 – conclusion

D – Decision *I think/recommend...*

I – It depends on **(for option 1 and 2)**

M – Most important factor **(for option 1 and 2)**

In some questions you may be given some data or a graph. You **MUST** use that information and include it in your answer.

Paper 1: Computational thinking and programming skills 2 hours, 80 marks

Topic 1 – fundamentals of algorithms

What is an algorithm, decomposition and abstraction.

Systematic approach to problem solving and algorithms.

- Using: Pseudocode, Flowcharts or Program code.

Explain simple algorithms in terms of:

- Inputs, Processing and Outputs.

Topic 2 – programming | Programming concepts

Use, understand, and know how these statement types can be combined in programs:

- Variable declaration, CONSTANT declaration, Assignment, Iteration, Selection and Subroutine (procedure / function).

Use definite (count controlled) and indefinite (condition controlled) iteration.

Use nested selection and nested iteration structures.

Use meaningful identifier names and know why it is important to use them.

Arithmetic operations in a programming language

Be familiar with and be able to use:

- Addition, subtraction, multiplication, real division, integer division and remainders.

Relational operations in a programming language

Be familiar with and be able to use:

- equal to, not equal to, less than, greater than, less than or equal to & greater than or equal to.

Boolean operations in a programming language

- NOT, AND and OR

Data structures

- Understand the concepts of data structures
- Use arrays in the design of solutions to simple problems.

Use record in the design of solutions to simple problems.

Input/output

- Be able to obtain user input from the keyboard.
- Be able to output data and information from a program to the computer display

String handling operations in a programming language

- Understand and be able to use:
 - Length, position, substring, concatenation, convert character to character code,
 - convert character code to character and string conversion operations.

Random number generation in a programming language

- Be able to use random number generation.

Structured programming and subroutines (procedures and functions)

- Understand the concept of subroutines.
- Explain the advantages of using subroutines in programs.
- Describe the use of parameters to pass data within programs.
- Use subroutines that return values to the calling routine.
- Know that subroutines may declare their own variables, local variables, and local variables:

- only exist while the subroutine is executing / are only accessible within the subroutine
- Use local variables and explain why it is good practice to do so
- Explain the advantages of the structured approach.

Robust and secure programming

- Be able to write simple data validation routines.
- Be able to write simple authentication routines.
- Understand what is meant by testing in the context of algorithms and programs.
- Be able to correct errors within algorithms and programs.
- Understand what test data is and describe the following types of test data:
 - normal (typical), boundary (extreme) and erroneous data.
- Be able to select and justify the choice of suitable test data for a given problem.
- Understand that there are different types of error:
 - syntax error and logic error.
- Be able to identify and categorise errors within algorithms and programs.

Paper 2: Computing concepts, 1 hour 45 - 80 marks

Topic 3 – Fundamentals of data representation

- Number bases – decimal, binary, hexadecimal
- Converting number bases. Binary/decimal, decimal/binary, binary/hexadecimal
- Units of measurement, bit, nibble, byte, kilobyte, megabyte, gigabyte, terabyte
- Binary arithmetic. Add 3 binary numbers. Binary shifts.
- Character encoding. ASCII, Unicode
- Representing images. Bitmap, image size, colour depth. Width x height.
- Calculate image size. Width x height x colour depth in pixels
- Representing sound. Sample rate, sample resolution. Calculate file size (res x rate x seconds)
- Data compression. Know Huffman coding and Run Length Encoding (RLE)

Topic 4 – Computer Systems

- Construct truth tables. AND, NOT, OR, XOR
- Create and modify logic circuits
- Know systems and application software
- Understand function of Operation system (process, memory, input/output, apps, security)
- High level, low level and assembly languages
- Systems architecture. ALU, CU, Clock, Register, Bus
- Fetch Decode Execute Cycle. Clock speed, cores, cache size
- RAM, ROM, Cache, Registers
- Secondary storage. Optical, magnetic, solid state, cloud.

Topic 5 – Fundamentals of networks

- PAN, LAN, WAN. Wired / Wireless. Star / Bus topologies.
- Define protocol. Ethernet, WiFi, TCP, UDP, P, HTTP(s), FTP, SMTP/IMAP.
- Network security. Encryption, firewall, MAC address filtering, authentication.
- 4 layer TCP/IP Model. Application, Transport, Internet, Link layers

Resources:

CPG Revision guide/workbook, SmartRevise, SenecaLearning, Thonny, W3Schools, PythonSponge, Knowledge organiser, Craig'N'Dave, MrBrownCS, Bitesize

What to study for:

Mechanisms – Gears, Linkages, Forces and loads, movement paths.

Materials – Composite materials, modelling materials, selection over others, aesthetical gains.

Categories of materials –Soft and hard woods, source origins, materials and their uses in products.

Stock forms –Costing using unit prices

Costing – Calculating costing for buying and manufacturing products on different scales.

YOU WILL NEED A CALCULATOR FOR THE EXAM

Designing – Gathering research and comparing products when designing new products. Using anthropometrical data when designing, designers and their influences, CAD and computer-based design in the development of prototypes.

Environmental concerns –Renewable energy, Sustainability, examples of sustainable materials, planned product obsolescence, 6 R's, how to improve the design of products.

Manufacturing processes – Printing on fabrics and card, injection moulding, die cutting. Quality control and assurances. Scales of production – adv/dis over each other. Specific product are needed in your answers.

Production aids – Why are they used? Jigs, templates, moulds, formers, die cutters.

Energy – Finite and renewable energies, portable energy storage systems.

Finishing techniques – Applications, reasons for using finishes, modification of properties and materials.

Definitions – Suitability, how aesthetics influence design, manufacture and material selection. Ergonomics, material properties, crowd funding.

The paper is divided into 3 sections:

- 1) Multiple choice questions – Material properties and identification.
- 2) Short answer questions – Analysing existing products and material choices
- 3) Analysing and developing existing products – Mixture of length questions.

How to study for Design and Technology

- Make a Revision timetable and stick to it, taking exam dates into account.
- Use the Revision guide given in class.
- Use a variety of revision techniques – Make revision cards.
- Seneca learning or GCSE pods. (Search the topics listed above)
- Attend revision sessions where appropriate
- Ask your teacher when you need help or advice
- Use your blue and white revision books you have at home.

What to study for Drama

November's pre-public exam is in preparation for the written examination in 2026 .In this exam, you will be asked to write about preparing and performing a text (*Blood Brothers*) and a live performance you have seen (*Peter Pan Goes Wrong*). The questions will ask you to focus on the process of creating and developing a performance, working as a **director, performer and/or designer**.

Section A focuses on the play *Blood Brothers* and is worth **50 marks**.

This section will be formed from a series of short, low mark questions.

You are advised to spend 55minutes on this section.

Key aspects

- Characterisation – use of physical and vocal skills to bring a character to life
- Staging configurations (the round, traverse, thrust, proscenium, promenade, site-specific)
- Use of stage directions to communicate a character
- Costume/set/lighting/sound designs
- Directing a performance – justifying responses
- Social, cultural and historic context

Section B focuses on your experience of viewing a **live performance** (*Peter Pan Goes Wrong*) and is worth **30 marks**.

This section will be assessed by one long essay style answer.

You are advised to spend 35 minutes on this section.

Key aspects

- Know how to CUE the question
- Where and when performed?
- The director's artistic intention. Comedy – Face- Slapstick – Meta-theatre
- How the play's genre and themes are shown in performance and design.
- Characterisation – use of physical and vocal skills to bring a character to life.
- Staging - technical and design aspects – configuration – sound and lighting.
- Semiotics of costume design
- Character relationships- proxemics
- Know how to use the PETER structure for each paragraph

IN NOVEMBER 2025 YOU WILL COMPLETE A FULL PAPER AND THEREFORE NEED TO REVISE BOTH SECTION A AND B. THE EXAM WILL LAST FOR 1 HOUR AND 30 MINUTES.

How to study for Drama

You will be asked to practice exam style questions during lessons and for homework/revision. Please use the extended revision guide that has been provided on MS Teams called "The Exam", and the lessons on Teams. These will have a more comprehensive outline of how to answer the questions plus examples of model answers. You will also be provided with a Blood Brothers revision book to help you with the practice questions.

The recording of 'Peter Pan Goes Wrong' will be on Teams and iplayer along with examples of how to structure answers on either performance or design/ technical questions.

Section A Blood Brothers:

- Make sure you have a full understanding of the **whole play** (You have each been issued with your own copy to revise from) and watch it on YouTube. Have a full understanding of the social/cultural/historical context of the play.
- Complete mind maps and revision clocks to assess key knowledge.
- Watch the **GCSE Pods** about Blood Brothers in the English Literature section.
- Use the revision guide on Teams to study areas on design, stage configuration, characterisation and technical aspects
- Complete the revision tasks in the revision guide "The Exam" on Teams or from the Blood Brother's Revision Guide issued to you.

Section B Live Theatre – Peter Pan Goes Wrong:

- Make sure you have made notes on the whole play
- Read reviews of the play from national newspapers
- Complete semiotics charts on acting, design and technical aspects.
- Have a full understanding of the themes and artistic intention.
- Complete mind maps and revision clocks to assess key knowledge.
- Make notes on key scenes about performance and design

Subject: GCSE English Language
Head of Faculty: Miss Osborne **Board:** AQA
Subject Teachers: Mrs O'Donnell, Miss Osborne, Miss Galvin, Miss Janjua
Mrs Goddard and Mrs Joynson

What to study for GCSE English Language

For your November PPE, you will be sitting English Language Paper 2, which is worth 50% of the GCSE. The exam is 1 hour and 45 minutes. There will be two extracts to read and five questions to answer. Both extracts will be non-fiction and will be linked by a theme.

Question 1 – True or False (4 marks)

This question will focus on a small section of the text. You must select 4 correct answers from a list of 8.

Question 2 – Inference (8 marks)

This question will ask you to select details and make inferences on a particular topic in the two texts. This question may ask about the similarities or the differences so make sure that you read the question carefully.

Question 3 – Analyse how the writer uses language for effect (16 marks)

This question will focus on a small section of the text (usually 10-15 lines). You need to select 3 details from the relevant section and explore why the writer has used this language. Try to use subject terminology and remember you must write about the effect of the language.

Question 4 – Comparison of viewpoints and perspectives (16 marks)

This question will ask you to write about both texts. You need to demonstrate that you understand the writer's opinions and analyse the methods they use in order to convey these ideas. You must compare the texts and aim to write three to four paragraphs.

Question 5 – Viewpoint Writing (40 marks)

You should spend 45 minutes on this section of the exam. You will be given a statement and then you will have to write a formal piece of writing (such as a letter, article, speech) on this given topic. You will be assessed for your ability to use sophisticated vocabulary, structure your argument and use a range of effective rhetorical or linguistic devices. You must plan your response before you start to write.

To support your revision for GCSE English Language you should:

- ❖ Use your Powerful Knowledge Organisers to help you to learn the structure and framework for each question.
- ❖ Re-read WAGOLLS and your own responses and feedback in your books.
- ❖ **Complete practice papers from your revision packs.**
- ❖ Use your vocabulary lists to ensure that you can use subject terminology to enhance your analysis.

Subject: GCSE English Literature
Head of Faculty: Miss Osborne **Board:** AQA
Subject Teachers: Mrs O'Donnell, Ms Willis, Miss Osborne,
Mrs Joynson, Mr Santana and Mrs Goddard

What to study for GCSE English Literature

For your November PPE, you will be assessed on your knowledge and understanding of the Shakespeare play that you have studied (Macbeth) and the 19th Century Novel (A Christmas Carol or Jekyll and Hyde). The exam is 1 hour and 45 minutes.

You will be assessed on the following skills:

- AO1: Read, understand and respond to texts. Students should be able to:
 - maintain a critical style and develop an informed personal response
 - use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.

Section A: Shakespeare – *Macbeth*

You will be given an extract from a key scene of *Macbeth*. The question will ask you to explore how Shakespeare presents a certain character/theme in this extract. You must then explain how this is also shown elsewhere in the play. You can write about points in the play which are similar or which show a contrasting idea. You need to write about the themes explored in the play; the methods used by Shakespeare; Shakespeare's ideas and the relevance of the context.

Section B: 19th Century Novel – *A Christmas Carol or Jekyll and Hyde*

You will be given an extract from a key moment from the novella. The question will ask you to explore how the writer (Dickens or Stevenson) presents a certain character/theme in this extract. You must then explain how this is also shown elsewhere in the novel. You can write about points in the novel which are similar or which show a contrasting idea. You need to write about the themes explored in the novel; the methods used by the writer; the writer's ideas and the relevance of the context.

To support your revision for GCSE English Literature you should:

- ❖ Use your Powerful Knowledge Organisers to help you to revise the key themes and ideas explored within the texts.
- ❖ Use your flashcards to help you to learn key quotations for each character in *Macbeth* and *A Christmas Carol/Jekyll and Hyde*
- ❖ Use GCSEpod to add to your knowledge and understanding.
- ❖ Re-read WAGOLLS and your own responses and feedback in your books.
- ❖ Complete practice papers.
- ❖ Use your vocabulary lists to ensure that you can use subject terminology to enhance your analysis.
- ❖ Use your revision guide (ACC and J&H) and your revision booklet to learn key themes and characters.

Subject: GCSE Food Preparation & Nutrition
Head of Faculty/Subject: Mr McGuinness **Board:** AQA
Subject Teachers: Mr McGuinness & Mr Beaumont

What to study for

Exam board information

AQA GCSE Food Preparation and Nutrition 8585

Structure of exam

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5

Written exam: 1 hour 45 minutes: 100 marks, 50% of GCSE

• Multiple choice questions (20 marks)

Topics include

- Micronutrients
- Coeliac
- Anaemia
- Carbohydrates
- Food safety & storage
- Cooking & heat transfer
- fortification

• Five questions each with a number of sub questions (80 marks)

Exam question subject content

Section 1 Food, nutrition and health

- Chapter 1 Carbohydrates
- Chapter 2 Dietary guidelines
- Chapter 2 Nutritional needs and health

Section 2 Food science

- Chapter 4 Carbohydrates & Fats functional properties
- Chapter 4 Raising agents

Section 3 Food safety

- Chapter 6 Food safety

Section 4 Food choice

- Chapter 10 Organic farming & GM food

Exam paper links

A range of past papers can be accessed
<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/assessmentresources2>

ON line book resource
 www.illuminate.digital/aqafood
 Username = SHOLL3
 Password = STUDENT3

Useful website/books/apps

Free education resources for teaching young people aged 3-16 years about where food comes from, cooking and healthy eating, and teacher training. -
 Food A Fact Of Life
 SENECA Learning
 The food groups - BBC Bitesize

How to revise

Use your knowledge from the Food investigation (NEA) to help recap the understanding of the working characteristics, functional and chemical properties of ingredients.

Tips to answer common/extended questions

Ensure you can explain, describe and give examples of dishes or techniques asked for in the question. It is important to understand what depth is required for each question, so look at the number of

Use the knowledge organisers prepared for you – paper copies given out in class along, with your own notes to enhance the key topics.

Use revision guides to watch videos and complete tests within the specific topics Protein - Macronutrients – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize

Continue to practice your practical skills in the everyday setting. As you are preparing ingredients recite the process eg whisking for aeration.

Practice exam style questions and check against the mark scheme.

Check you have your vocabulary and terminology secure
<https://www.aqa.org.uk/resources/food/gcse/food-preparation-and-nutrition/teach/subjects-specific-vocabulary>

marks on offer to see how many examples you may need to include.

Consider the food science background to the question. Work through the topics in 3.3
<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/subject-content/food-science>

Use your knowledge from all the practical's you have covered at King's. Be prepared to discuss the skill level of

the dishes and the complexity

<https://filestore.aqa.org.uk/resources/food/AQA-8585-NGSL.PDF>

Use the AQA skills checklist and make sure that you can

comfortably use the command words

<https://www.aqa.org.uk/resources/food/gcse/food-preparation-and-nutrition/teach/command-words>

To check knowledge, use the SENECA website for practice questions and quizzes.

What to study for

This exam is for ALL Y11 pupils studying GEOGRAPHY.

Your February PPE will consist of ONE 1 hour 30 minute exam for Paper 2: Challenges in the Human environment.

- Your revision guide, keyword lists & flashcards, case study summaries and exam question booklets have all the information you need.
- Use your specification checklists to ensure you learn everything in each topic thoroughly.
- You will need to revise the content below thoroughly and in detail.
- Ensure you know and learn what each command word means – describe, outline, explain, assess, evaluate, discuss, justify.
- Keywords – it is essential you understand and include all of these.

Paper 2 –Challenges in the Human Environment - 1 hour 30 min exam paper

SECTION A: The Changing Economic World

This section will assess your knowledge of measuring development, the DTM (demo-graphic transition model), changing population structures, uneven development (wealth/health/migration), reducing the gap (fair trade/tourism/debt relief).

Case study: Nigeria – Lagos (Economic development and TNC's)

- **Nigeria's Changing Economy.**
- **Impacts of TNC's (Shell).**
- **Impacts of International Aid.**
- **Managing Environmental Issues.**

Case study: The UK Economy

- **Post-Industrial Economy**
- **Environmental Impacts of Industry**
- **How Rural Landscapes Change**
- **Changing Transport Infrastructure**
- **North-South Divide**
- **UK in the Wider World**

SECTION B: Urban Issues and Challenges

This section will assess your knowledge of urbanisation, mega cities, challenges and opportunities in both HIC and LIC cities, land use planning, sustainability.

Case study: Nigeria – Lagos (Challenges and Opportunities)

- **Opportunities in Lagos**
- **Challenges in Lagos**
- **Makoko – Squatter settlements**

- Makoko – Urban planning

Case study: UK - Manchester (Challenges and Opportunities)

- Opportunities in Manchester
- Challenges in Manchester
- Salford Quays – Regeneration
- Manchester Sustainability

Case study: Brazil - Curitiba (sustainability)

- Social, economic and environmental sustainability

SECTION C: The Challenge of Resource Management

This section will assess your knowledge of the significance of food/water/energy, the global distribution of these resources, food miles and carbon footprints, Challenges of food production in UK, water demand, energy use in the UK, future energy in the UK, global water supply, water availability and impacts, water supply strategies, water transfer schemes, sustainable water supplies and Wakel River Basin Project.

Case study: Large Scale Water Transfer – Lesotho Highland Water Project

- Water transfer from Lesotho to South Africa.
- Benefits and costs of the scheme.

Case Study: Small sustainable Water Scheme – Thar Desert

- Small scale schemes to increase water availability
- Johads, Taankas and water collectors.



How to revise

Tips for Geography revision

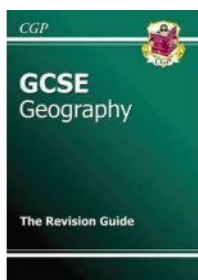


‘Reading through’ your notes is NOT revision! Revision must be active; i.e. you must DO something. Here are some ways you can revise:

Use the Revision Guide

Read it, make notes, get someone to test you and **answer the questions at the end of every section.** These are very useful!

AQA



Keywords book



There are many key words & terms to learn in geography! Make a keywords book and keep it up to date. Write the word and a definition- fold the page and **test yourself or get someone else to test you.** Keep revisiting past topics. Do **short, sharp, regular revision sessions.**

Make Flashcards

Useful for keywords and case studies – put word(s) or term on **one side and a description and image on the other** – use to **test yourself** (face down & flip them over) or get someone else to test you. Put into piles – those you know & those you don’t – and revise the one’s you are unsure of.



Create mindmaps or Revision Clocks

Useful for whole topics but especially useful for case studies. Make sure it has all the **correct sections/headings** and includes detail and **images** to help you remember. Pin it up on your wall.

Past exam papers/questions

The best way of preparing yourself for the exam! Practise the longer (e.g. 8 mark) exam questions. **ALWAYS BUG your questions.** If you can't answer one, leave it and go back at the end.



Mnemonics/ rhymes

Useful for remembering long or complex processes/models.



e.g. How tropical storms are formed

Websites

The following websites are useful for the topics on the exam (there are **clips** you can watch and **games & tests** you can take)...

[BBC GCSE bitesize](#)

[Cool geography.co.uk](#)

Make Revision posters/ characters

Use **images** or **create a character** to help the content stick in your head.

Example - Montserrat Ken



How NOT to revise:

- X** *Only the night/week before the exam (it's too late!)*
- X** *'Reading through my notes' (do this - but only alongside **other** things! Few people have a photographic memory!)*
- X** *For 3 hours at a time (you can't concentrate that long). Try 30 min-1hr sessions.*



Subject: History
Head of Faculty/Subject: Mr King Board: AQA
Subject Teachers: Mr King, Miss Bradbury, Mr Irving

What to study for History

This exam is for all Y11 pupils studying History

Your exams will have two-hour examination. Paper one will be on Conflict and Tension in the East (Cold War) and Health and the People (Paper 2)

- Your unit booklets, GCSE Pod and revision books have all the information you need
- Email your history teacher for any additional exam questions or queries about the topics involved.
- Use your flashcards/knowledge organisers/BBC Bitesize to assist you with your revision

Paper 2 – Britain: Health and the People – (One hour)

Part one: Medicine stands still

- Medieval medicine:
 - ✓ approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments;
 - ✓ the medieval doctor; training, beliefs about cause of illness.
- Medical progress:
 - ✓ the contribution of Christianity to medical progress and treatment;
 - ✓ hospitals;
 - ✓ the nature and importance of Islamic medicine and surgery;
 - ✓ surgery in medieval times, ideas and techniques.
- Public health in the Middle Ages:
 - ✓ towns and monasteries;
 - ✓ the Black Death in Britain, beliefs about its causes, treatment and prevention.

Part two: The beginnings of change

- The impact of the Renaissance on Britain:
 - ✓ challenge to medical authority in anatomy, physiology and surgery;
 - ✓ the work of Vesalius
 - ✓ the work of Paré
 - ✓ the work of William Harvey;
 - ✓ opposition to change.
- Dealing with disease:
 - ✓ traditional and new methods of treatments;
 - ✓ quackery;
 - ✓ methods of treating disease;
 - ✓ the Great Plague;
 - ✓ the growth of hospitals;
 - ✓ changes to the training and status of surgeons and physicians;
 - ✓ the work of John Hunter.
- Prevention of disease:
 - ✓ inoculation;
 - ✓ Edward Jenner, vaccination and opposition to change.

Part three: A revolution in medicine

- The development of Germ Theory and its impact on the treatment of disease in Britain:
 - ✓ the importance of Pasteur, Robert Koch and microbe hunting;
 - ✓ Pasteur and vaccination;
 - ✓ Paul Ehrlich and magic bullets;

- ✓ everyday medical treatments and remedies.
- A revolution in surgery:
 - ✓ anaesthetics, including Simpson and chloroform;
 - ✓ antiseptics, including Lister and carbolic acid;
 - ✓ aseptic surgery.

Part four: Modern Medicine

- The creation of the NHS
 - ✓ Modern Treatment of disease
 - ✓ The impact of war and technology on surgery
 - ✓ Modern public health

Exam 2: Conflict and Tension between the West and the East 1945-72 (Cold War)

This exam will be based around 4 questions. The first question will be based around a source that will either agree or disagree with an event that has happened and you will need to explain your own knowledge on why you know this. The second question will be based around two different sources and your job is to argue why these sources would be useful to an historian. The third question will be based around knowledge, asking about the cause and consequences of a certain event. The final question will be an essay based where it will give you a statement and you will need to write 3 paragraphs and a conclusion on why you agree or disagree. Below is a guidance on what you need to know for the exam.

Part one: The origins of the Cold War

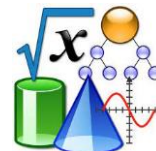
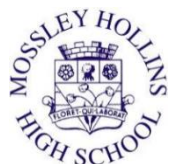
- The end of the Second World War: Yalta and Potsdam Conferences; the division of Germany; contrasting attitudes and ideologies of the USA and the USSR, including the aims of Stalin, Churchill, Roosevelt, Attlee and Truman; effect of the dropping of the atom bomb on post-war superpower relations.
- The Iron Curtain and the evolution of East-West rivalry: Soviet expansion in East Europe; US policies; the Truman Doctrine and Marshall Plan, their purpose and Stalin's reaction; Cominform; Comecon; Yugoslavia; the Berlin Blockade and Airlift.

Part two: The development of the Cold War

- The significance of events in Asia for superpower relations: USSR's support for Mao Tse-tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA.
- Military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo.
- The 'Thaw': Hungary, the protest movement and the reforms of Nagy; Soviet fears, how they reacted and the effects on the Cold War; the U2 Crisis and its effects on the Paris Peace Summit and the peace process.

Part three: Transformation of the Cold War

- Berlin Wall: reasons for its construction and Kennedy's response.
- Tensions over Cuba: Castro's revolution, the Bay of Pigs and the missile crisis: the roles of Castro, Khrushchev, Kennedy; fears of the USA and reaction to missiles on Cuba; dangers and results of crisis.
- Czechoslovakia: Dubcek and the Prague Spring movement; USSR's response to the reforms; the effects the Prague Spring had on East-West relations, including the Warsaw Pact; the Brezhnev Doctrine.
- Easing of tension: sources of tension, including the Soviets' record on human rights; the reasons for Détente and for SALT 1; the part played by key individuals Brezhnev and Nixon.



Subject: Maths

Head of Faculty/Subject: Mr Frost **Board:** Edexcel

Subject Teachers: Mr Frost, Mr Bynon, Mr Moore, Mrs Hammond, Miss Byrom,
Mrs Higginson, Mr Casey

What to study for Maths:

You will sit 3 PPE papers:

- Paper 1 non calculator
- Paper 2/3 calculator

Each paper is 1 hour 10 minutes

The list of topics within each paper are listed below:

Foundation

Paper 1	
Topic	Sparx Code
Rounding integers	U480
Converting between fractions, decimals and percentages	U888
Understanding, measuring and drawing angles	U447
Understanding and ordering decimals	U435
Calculating with roots and powers	U851
Add & subtract decimals, Use a written method to multiply & divide with decimals	U478,U293,U868
Drawing bar charts	U363
Angles on a line and about a point	U390
Function machines with numbers	M175
Function machines with letters, Constructing and solving equations	M428,U599
Writing and simplifying ratios	U687
Multiplying and dividing with negative numbers	U548
Calculating with roots and powers	U851
Using the correct order of operations	U976
Finding the area and perimeter of simple shapes	U993
Writing probabilities as fractions	U408
Using a written method to multiply integers	U127
Interpreting stem-and-leaf diagrams	U909
Solving direct proportion word problems	U721
Solving equations with two or more steps	U325
Calculating with roots and powers	U851
Translation	U196
Position-to-term rules for arithmetic sequences	U498
Adding and subtracting mixed numbers	U793
Multiply with mixed numbers, Convert mixed numbers & improper fractions	U224,U692
Finding the area of compound shapes, Solving direct proportion word problems	U970,U721
Solving direct proportion word problems	U721
Venn diagrams with set notation	U748
Estimating calculations	U225
Finding equations of straight line graphs	U315
Equations of parallel lines	U377
Fractions of amounts, Combining ratios, Convert between fractions & percentages	U881,U921,U888
Finding original values in percentage calculations	U286
Solving inequalities with the unknown on both sides	U738

Paper 2	
Topic	Sparx Code
Ordering negative numbers	U947
Converting units of length, mass and capacity	U388
Converting between fractions, decimals and percentages	U888
Finding the lowest common multiple (LCM)	U751
Using algebraic notation	U613
Drawing and interpreting pictograms	U506
Using a ruler	M985
Understanding, measuring and drawing angles	U447
Line and shape properties	U121
Reading and plotting coordinates	U789
Calculating midpoints	U933
Reading and plotting coordinates	U789
Solving direct proportion word problems	U721
Sample space diagrams	U104
Writing probabilities as fractions	U408
Finding fractions of amounts with a calculator	U916
Using algebraic notation	U613
Substituting into algebraic formulae	U585
Calculating with speed	U151
Simple interest calculations	U533
Using and interpreting linear real-life graphs	U638
Use and interpret linear real-life graphs, Convert units of length, mass & capacity	U638,U388
Constructing loci	U820
Finding percentages of amounts with a calculator	U349
Using a calculator	U926
Rounding decimals using significant figures	U965
Using Pythagoras' theorem in 2D, Rounding decimals using significant figures	U385,U965
Prime factor decomposition	U739
Finding the HCF and LCM using prime factor decomposition	U250
Substituting into real-life formulae	U144
Probabilities as fractions, decimals and percentages, Share amounts in a ratio	U510,U577
Plotting graphs of quadratic functions	U989
Solving quadratic equations graphically	U601
Fractions of amounts, Percentages of amounts, Writing and simplifying ratios	U916,U349,U687
Line & shape properties, Angles on parallel lines, Construct and solve equations	U121,U826,U599
Finding unknown sides in similar shapes	U578
Finding averages from grouped data	U877

Paper 3	
Topic	Sparx Code
Converting between fractions, decimals and percentages	U888
Converting units of length, mass and capacity	U388
Understanding and ordering integers	U600
Simplifying expressions by collecting like terms	U105
Ordering fractions	U746
Drawing and interpreting scale diagrams	U257
Interpreting bar charts	U557
Adding and subtracting integers	U417
Calculating with rates	U256
Identifying parts of circles	U767
Reading, converting and calculating with time	U902
Finding prime numbers	U236
Interpreting frequency tables and two-way tables	U981
Drawing pie charts	U508
Finding percentages of amounts with a calculator	U349
Simplifying expressions using index laws	U662
Using algebraic notation	U613
Solving direct proportion word problems	U721
Rotation	U696
Reflection	U799
Plotting straight line graphs	U741
Angles in triangles, Writing and simplifying ratios	U628,U687
Factorising into one bracket	U365
Finding the highest common factor	U529
Using standard form with positive indices	U330
Adding and subtracting numbers in standard form	U290
Plans and elevations	U743
Growth and decay	U988
Calculating with density	U910
Tree diagrams for independent events	U558
Finding the volume of cylinders, Calculating with rates	U915,U256
Substituting into algebraic formulae	U585
Changing the subject of formulae with two or more steps	U181

Higher

Paper 1	
Topic	Sparx Code
Position-to-term rules for arithmetic sequences	U498
Adding and subtracting mixed numbers	U793
Multiply with mixed numbers, Convert mixed numbers & improper fractions	U224,U692
Finding the area of compound shapes, Solving direct proportion word problems	U970,U721
Solving direct proportion word problems	U721
Venn diagrams with set notation	U748

Estimating calculations	U225
Finding equations of straight line graphs	U315
Equations of parallel lines	U377
Fractions of amounts, Combine ratios, Convert between fractions & percentages	U881,U921,U888
Calculating the mean	U291
Finding the percentage an amount has been changed by	U278
Solving simultaneous equations using elimination	U760
Combining transformations	U766
Interpreting graphs of quadratic functions	U667
Graphs of cubic functions	U980
Graphs of reciprocal functions	U593
Drawing histograms with unequal class widths	U814
Interpreting histograms	U983
Expanding triple brackets	U606
Finding the arc length of sectors, Finding the area of sectors	U221,U373
Tree diagrams for dependent events, Multiplying algebraic fractions	U729,U457
Rationalising denominators containing a single term	U707
Adding and subtracting surds	U872
Converting recurring decimals to fractions	U689
Finding unknown sides in similar shapes, Writing and simplifying ratios	U578,U687
Index rules with positive indices, Indices of the form a/b	U235,U772
Surface area and volume of cuboids, Simultaneous equations involving quadratics	U929,U786,U547
Graphs of trigonometric functions	U450
Graphs of trigonometric functions, Using the exact values of trigonometric ratios	U450,U627
Equations of circles & tangents, Find the equation of a straight line from 2 points	U567,U848


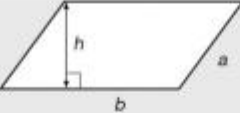
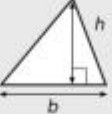
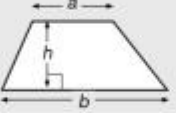
Paper 2	
Topic	Sparx Code
Using Pythagoras' theorem in 2D, Rounding decimals using significant figures	U385,U965
Prime factor decomposition	U739
Finding the HCF and LCM using prime factor decomposition	U250
Substituting into real-life formulae	U144
Probabilities as fractions, decimals and percentages, Share amounts in a ratio	U510,U577
Plotting graphs of quadratic functions	U989
Solving quadratic equations graphically	U601
Fractions of amounts, Percentages of amounts, Writing and simplifying ratios	U916,U349,U687
Line & shape properties, Angles on parallel lines, Construct and solve equations	U121,U826,U599
Drawing and interpreting scale diagrams, Finding the areas of triangles	U257,U945
Finding error intervals	U657
Understanding sin,cos and tan, Constructing and solving equations	U605,U599
Drawing cumulative frequency graphs	U182
Interpreting cumulative frequency graphs	U642
Constructing inverse proportion equations	U138
Graphs of linear inequalities	U747
Acceleration from velocity-time graphs, Estimate gradients of non-linear graphs	U562,U800
Distance from velocity-time graphs, Estimate areas under non-linear graphs	U611,U882
Rationalising denominators containing two terms	U281
Solving quadratic inequalities	U133

Finding the surface area and volume of similar shapes, Combining ratios	U110,U921
Tree diagrams for dependent events	U729
Solving geometric problems using vectors	U781
Identifying parallel vectors	U660
Finding the turning point of a quadratic graph by completing the square	U769
Transforming graphs	U455
Proving the circle theorems	U807

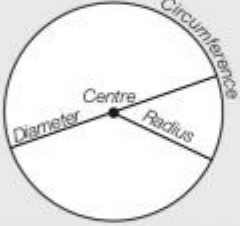
Paper 3	
Topic	Sparx Code
Finding the highest common factor	U529
Using standard form with positive indices	U330
Adding and subtracting numbers in standard form	U290
Plans and elevations	U743
Growth and decay	U988
Calculating with density	U910
Tree diagrams for independent events	U558
Finding the volume of cylinders, Calculating with rates	U915,U256
Multiplying column vectors by a scalar, Understanding column vectors	U564,U632
Finding the volume of cubes and cuboids, Finding the volume of pyramids	U786,U484
Calculating with ratios and algebra	U676
Drawing box plots	U879
Comparing populations using box plots and cumulative frequency graphs	U507
Enlargement by a positive or negative scale factor	U134
Using the product rule for counting	U369
Compound interest calculations	U332
Simplifying algebraic fractions by cancelling common factors	U103
Factorising quadratic expressions of the form ax^2+bx+c	U858
Dividing algebraic fractions	U824
Substituting into functions	U637
Substituting into composite functions	U895
Finding inverse functions	U996
Substituting into iterative formulae	U434
The area rule, The sine rule	U592,U952
Finding bounds for calculations, Standard form with a calculator	U587,U161
Term-to-term rules, Constructing and solving equations	U213, U599
Geometric sequences, Factorise to solve quadratics of the form $ax^2+bx+c=0$	U958, U960
Circumference of circles, Using the exact values of trigonometric ratios (Higher)	U604,U319

Here are the formulae that you will need to know for **Maths**:


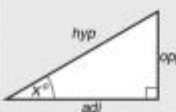
Areas

Rectangle = $l \times w$	
Parallelogram = $b \times h$	
Triangle = $\frac{1}{2} b \times h$	
Trapezium = $\frac{1}{2} (a + b)h$	

Circles

Circumference = $\pi \times \text{diameter}$, $C = \pi d$	
Circumference = $2 \times \pi \times \text{radius}$, $C = 2\pi r$	
Area of a circle = $\pi \times \text{radius squared}$, $A = \pi r^2$	

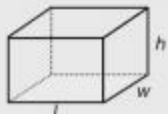
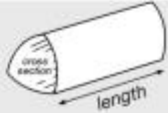


Pythagoras

Pythagoras' Theorem For a right-angled triangle, $a^2 + b^2 = c^2$	
Trigonometric ratios (new to F) $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$	




Quadratic equations

The Quadratic Equation The solutions of $ax^2 + bx + c = 0$, where $a \neq 0$, are given by $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

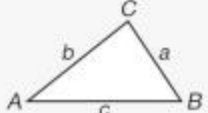
Volumes

Cuboid = $l \times w \times h$	
Prism = area of cross section \times length	
Cylinder = $\pi r^2 h$	
Pyramid = $\frac{1}{3} \times \text{area of base} \times h$	

Compound measures

Speed $\text{speed} = \frac{\text{distance}}{\text{time}}$	
Density $\text{density} = \frac{\text{mass}}{\text{volume}}$	
Pressure $\text{pressure} = \frac{\text{force}}{\text{area}}$	

Trigonometric formulae

Sine Rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$	
Cosine Rule $a^2 = b^2 + c^2 - 2bc \cos A$	
Area of triangle = $\frac{1}{2} ab \sin C$	

Foundation tier formulae

Higher tier formulae

How to study for Maths

- Use the following websites

www.sparxmaths.uk

www.vle.mathswatch.com

Username – 21, surname, first 2 letters of first name@mossleyhollins

EG Ben Smith = 21smithbe@mossleyhollins

➤ Password – mossley

www.justmaths.co.uk

➤ Username – mossleystudent

➤ Password – Mossley

www.corbettmaths.com

- Highlight the topics you are going to revise first
- Watch the relevant clips from the websites above and complete practice questions
- Tick off the topics once you feel confident with them
- DO NOT just read notes
- Work through any practice papers you have
- Use your classwork book for worked examples
- Ask your Maths teacher when you need help or advice
- Practice, Practice, Practice!

What to study for

For the **Understanding Music Listening Exam** you will be answering questions related to each of the areas of study. Revision – lots of it is required and here is what you must know for this exam;

- Everything on your long list of exam subject content in your folder.
- Rhythm & Metre
- Timbre/ Sonority
 - Instrumental / voice recognition
 - Instrumental / vocal playing techniques
- Dynamics
- Texture
- Melody
- Harmony
- Tonality
- Articulation & phrasing
- Recognising Cadences
- Recognising Intervals
- Musical period features
 - Western Classical Tradition 1650-1910
 - Popular Music
 - Traditional Music
 - Western Classical Tradition since 1910
- Knowledge and understanding of the Set Works
 - Queen – three songs: *Bohemian Rhapsody*, *Seven Seas of Rye*, *Love of My Life*

For the practical exam you will be required to perform a **solo** performance of music with an accompaniment – where an accompaniment is written. The solo performance should be a **minimum of 3 minutes**. (This may require you to perform more than one piece)

Thorough detailed practise will be required for this performance which should be of high quality with attention to the performance directions of particular importance to secure a high mark.

How to study

- Revision of the above bullet points
- Use flash cards and mind maps
- Get someone to test you
- Test yourself by writing down the facts you need to know
- Use YouTube for instrumental recognition
- Regularly listen to the set works (Queen), both with and without your score
- Use your scores when listening to the set works to help you with recognising the features of the music in relation to the elements of music.
- Use YouTube for listening to musical periods and comparing musical features
- Use musictheory.net for aural and visual recognition of chords, intervals, scales, cadences.
- Revision Booklets (issued by Miss Lundberg)
- Pomodoro Technique – focused revision sessions
- Interleave Areas of Study when revising

- **DAILY PRACTISE IS ESSENTIAL TO PERFORM WITH ACCURACY AND CONFIDENCE**
- Record yourself performing your pieces and listen back to them with a critical ear.
- Make sure you have timed your performances as failure to meet the time will result in penalties and marks deducted

Subject: Physical Education
Head of Faculty/Subject: Mr Miller **Board:** Edexcel
Subject Teachers: Mr Miller, Mr Doodson

Component 2-

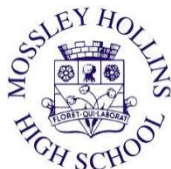
Topic 1= Health and Performance – Health, fitness, exercise, lifestyle choices, effects of a sedentary lifestyle, diet and diet manipulation.

Topic 2= Sports Psychology – Classifications of skill, types of guidance, types of feedback practice structures and goal setting.

Topic 3 = Socio-cultural influences – Socio economic groups, gender age, sports behaviour and commercialisation.

How to study for P.E.

1. Your main revision source is your exercise book – make sure it is up to date and all work is completed – use study skills to revise thoroughly and add more notes and detail – **RELATE ALL WORK TO SPECIFIC SPORTING EXAMPLES.**
2. Flash Cards
3. Use your Revision Guide/Notes. If you do not have one of these they are available from the P.E. Office. Make additional notes
6. Paper questions and revision checklists supplied by P.E. teachers.
7. Create a revision task cards/posters using the topics above.
8. Knowledge organisers.



What to study for Religious Studies:

You will sit 2 PPE papers:

- Christianity one paper (Beliefs and Practices)
- Buddhism two papers (Beliefs and Practices)

1 hour 45 minutes

96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)

50% of GCSE

6:

Christianity (Beliefs)	Christianity (Practices)	Buddhism (Beliefs)	Buddhism (Practices)
Key concepts in Christianity		Key concepts in Buddhism	
Ascension	Pilgrimage	Three Marks of existence	Metta
Crucifixion	Prayer	Dependent Arising	meditation
Creation	Food Banks	The Dhamma	Six Perfections
Sin	Persecution	Five Aggregates	Festivals
Nature of God	Eucharist	Eightfold path	Five Moral Precepts
Trinity	Church Growth	Buddhas Enlightenment	Karuna

CHRISTIANITY

Beliefs

- The nature of God:
 - God as omnipotent, loving and just, and the problem of evil and suffering
 - the oneness of God and the Trinity: Father, Son and Holy Spirit.
- Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).
- Different Christian beliefs about the afterlife and their importance, including resurrection and life after death; judgement, heaven and hell.

Jesus Christ and salvation

- Beliefs and teachings about:
 - the incarnation and Jesus as the Son of God
 - the crucifixion, resurrection and ascension
 - sin, including original sin
 - the means of salvation, including law, grace and Spirit
 - the role of Christ in salvation including the idea of atonement.

Practices

Worship and festivals

- Different forms of worship and their significance:
 - liturgical, non-liturgical and informal, including the use of the Bible
 - private worship.

- Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.
- The role and meaning of the sacraments:
 - the meaning of sacrament
 - the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism
 - the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.
- The role and importance of pilgrimage and celebrations including:
 - two contrasting examples of Christian pilgrimage: Lourdes and Iona
 - the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.

The role of the church in the local and worldwide community

- The role of the Church in the local community, including food banks and street pastors.
- The place of mission, evangelism and Church growth.
- The importance of the worldwide Church including:
 - working for reconciliation
 - how Christian churches respond to persecution
 - the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.

BUDDHISM

Beliefs

The Dhamma (Dharma)

- The concept of Dhamma (Dharma).
- The concept of dependent arising (paticcasamupada).
- The Three Marks of Existence:
 - anicca (impermanence)
 - anatta (no fixed self)
 - dukkha (unsatisfactoriness of life, suffering).
- The human personality, in the Theravada and Mahayana traditions:
 - Theravada: the Five Aggregates (skandhas) of form, sensation, perception, mental formations, consciousness
 - Mahayana: sunyata, the possibility of attaining Buddhahood and Buddha-nature.
- Human destiny:
 - different ideals in Theravada and Mahayana traditions: Arhat (a 'perfected person') and Bodhisattva ideals
 - Buddhahood and the Pure Land.

The Buddha and the Four Noble Truths

- The Buddha's life and its significance:
 - the birth of the Buddha and his life of luxury
 - the Four Sights: illness, old age, death, holy man (Jataka 075)
 - the Buddha's ascetic life
 - the Buddha's Enlightenment.
- The Four Noble Truths:
 - suffering (dukkha) including different types of suffering
 - the causes of suffering (samudaya); the Three Poisons, ignorance, greed and hate
 - the end of craving (tanha), interpretations of nibbana (nirvana) and Enlightenment
 - the Eightfold Path (magga) to nibbana/nirvana; the pathas the Threefold Way: ethics (sila), meditation (samadhi) and wisdom (panna). Dhammapada 190–191.

- The nature, use and importance of Buddhist places of worship including temples, shrines, monasteries (viharas), halls for meditation or learning (gompas) and their key features including Buddha rupa, artefacts and offerings.
- Pu ja, the significance and role of puja/devotional ritual in the home and in the temple, including chanting, both as a devotional practice and as an aid to mental concentration, mantra recitation, use of malas.
- Meditation, the different aims, significance and methods of meditation:
 - Samatha (concentration and tranquillity) including mindfulness of breathing
 - Vipassana (insight) including zazen
 - the visualisation of Buddhas and Bodhisattvas.
- The practice and significance of different ceremonies and rituals associated with death and mourning in Theravada communities and in Japan and Tibet.
- Festivals and retreats and their importance to Buddhists in Great Britain today, including the celebrations, origins and significance of:
 - Wesak
 - Parinirvana Day.

Practices

Buddhist ethics

- Ethical teaching:
 - kamma (karma) and rebirth
 - compassion (karuna)
 - loving kindness (metta).
- The five moral precepts:
 - do not take life
 - do not take what is not given
 - do not misuse the senses
 - do not speak falsehoods
 - do not take intoxicants that cloud the mind.
- The six perfections in the Mahayanan tradition:
 - generosity
 - morality
 - patience
 - energy
 - meditation
 - wisdom, including how the individual develops these perfections within themselves.

How your knowledge will be tested in the exam

One - mark question: will always be a multiple choice. Choose the correct answer from the four words offered.

Two -mark question: will always ask you to write a brief response e.g. Name two.../Give two examples...

Four-mark question: this question will always ask about diversity within the same religion. The question is designed for you to show contrasting beliefs within one religion.

Five-mark question: This question always asks you to explain two ways in which followers of a religion put their beliefs into practice or two ways in which they think practices are important. It wants you to explain WHY something is different – not just that it is. This requires detail.

Twelve-mark question: This question will always expect you to analyze and evaluate aspects of religion and beliefs. The arguments offered must be linked and respond to each other.

1. Sentence starters for A01 and A02 questions

- Another perspective is...
- On the other hand...
- I fully believe that...
- It has been suggested that... however...
- This particular piece of evidence implies that...
- It has been put forward that... but I believe...
- Having listened to all the points that have been made, I still feel that...
- Although many people have suggested that...
- Firstly, it should be noted that...
- Despite listening to some very convincing arguments, I still believe that...
- Finally, I would like to point out that...

2. Top Tips

- Use the key word in the title as the bases for your first sentence. I.e:
- For Christians prayer is the process by which they communicate with God, seek his guidance and think about others.
- Always include scripture quotes
- Read through your work – check that you have written what you think you have and consider what point you have made which warrants a mark
- Your conclusion should be a summary of the points you have just made.

Subject: Combined Science
Head of Faculty/Subject: Miss Walton **Board:** Edexcel
Subject Teachers: Mr Fenton, Miss Walton, Mrs Milburn and Mr Dawson

What to study for Combined Science:

You will sit 3 papers:

- Biology 1
- Chemistry 1
- Physics 1

Each paper is 1hr 10mins

The list of topics within each unit are listed below:

Biology 1 (B1)	Chemistry 1 (C1)	Physics 1 (P1)
Key concepts in biology	Key concepts in chemistry	Key concepts of physics
Cells and control	States of matter and mixtures	Motion and forces
Genetics	Chemical changes	Conservation of energy
Natural selection and genetic modification	Extracting metals and equilibria	Waves
Health, diseases and the development of medicines		Light and the electromagnetic spectrum
		Radioactivity

How to study for Combined Science:

There are lots of resources to help on Yr 11 TEAMS page. These include learning mats, exam papers and useful links.

Step 1

Go somewhere quiet so you can focus. Set a time limit of 30 minutes. Remove any distractions.

Step 2

Organise yourself. You need your revision guide, specifications and past exam papers.

Step 3:

Choose a part of the specification or revision guide that you want to focus on e.g Key concepts in biology

Step 4:

Option 1:

Use LOOK, COVER, WRITE, CHECK to ensure that you have memorized the facts that you need to know for your exam.

1. LOOK -read the section of the revision guide/knowledge organiser
2. COVER- turn it over
3. WRITE - as much as you can remember from the page
4. CHECK- add missing information in a different coloured pen

Option 2:

Use your flashcards to test yourself or other, maybe get your parents/carers to help. Make a pile of cards you do know and a pile of cards you found tricky for next time so that you save time.

Step 5:

Try an exam question on the topic that you have just revised. Do not use any resources to help you now. You must be able to complete an exam without any help. This is much harder, but trust us, it will better prepare you.

Step 6:

After 30 minutes. Have a short (10 minute break). Then get back to it. Change topic e.g Key concepts in physics,

HINTS

- If you **haven't got all of your knowledge organisers** and revision guides, **tell your teacher IMMEDIATELY**
- **START NOW** – science has **high content and many exams.** There is no chance of remembering it all if you leave it until May.
- Just because you memorized the facts once, doesn't mean it will stick in your head forever. **Repeat the process** for the same topic multiple times so that it is really stuck in your head.
- The **specification checklists have been shared on TEAMS (Year 11 Students – General)** track your progress by **ticking off each point as you revise.**
- Get the past papers off the school website or see your teacher.
- Sign up and use <https://cognitoedu.org/home> for some variation in your revision.
- Watch the **Core Practical Videos** to help remember **equipment, techniques and errors** in practicals that **exams often ask about** <https://www.pearson.com/en-gb/schools/subject-resources/science/tried-and-tested/support-from-pearson/gcse-core-practical-videos.html>
- Attend revision sessions where appropriate.
- Ask your Science teacher when you need help or advice.
- Answer practice papers at home in pencil so that you can try the same questions multiple times.
- Ensure you **practise a range of AO1** (Recall and understanding) **AO2** (Apply skills, knowledge and understanding in practical and other contexts) and AO3. (Analyse and evaluate evidence, make reasoned judgments and draw conclusions based on evidence) questions. Historically, pupils are good at AO1 questions but not so good at AO2 and AO3 questions.

In the exam:

- **UNDERLINE KEY & COMMAND WORDS** – Read the question through twice and make sure you check your answer carefully, especially against the underlined words.
- **FILL IN BLANKS** – Always try to write something for every question.
- **CALCULATION QUESTIONS** – Show working, check and do any **unit conversions**, check the final line for **significant figures or standard form** needed for the final answer.
- **CHECK EVERYTHING** - Make sure you answered everything (turning 2 pages at once happens, don't let it be you), **check any diagrams if you needed to add anything** to them, re-type any calculations into your calculator, check your answers reflect the number of marks.
- **EQUATIONS** – You will be provided with the Physics equations but may need to **select and rearrange** the correct one. You will **not** be provided with equations for Biology and Chemistry.

Biology Calculations you may need to use

Magnification = Image size/ real size

Total magnification = Eyepiece lens magnification × objective lens magnification.

Rate = 1000 ÷ time

BMI = Weight ÷ height²

Percentage change in mass = (change in mass ÷ starting mass) × 100

Cardiac output = Heart rate × stroke volume

Chemistry Calculations

Moles = Mass ÷ relative atomic/formula mass

Number of particles = Moles × Avagadro constant

Concentration = Mass ÷ volume (in dm³)

Percent Composition by Mass = (Relative atomic mass of element ÷ relative formula mass of compound) × 100

Limiting reactants

Empirical formula

Physics Equations you may need to use (These are provided in the exam.)

distance travelled = average speed × time			
acceleration = change in velocity ÷ time taken	$a = \frac{v-u}{t}$		
force = mass × acceleration	$F = m \times a$		
weight = mass × gravitational field strength	$W = m \times g$		
HT momentum = mass × velocity	$p = m \times v$		
change in gravitational potential energy = mass × gravitational field strength × change in vertical height	$\Delta GPE = m \times g \times \Delta h$		
kinetic energy = 1/2 × mass × (speed) ²	$KE = \frac{1}{2} \times m \times v^2$		
efficiency = $\frac{\text{(useful energy transferred by the device)}}{\text{(total energy supplied to the device)}}$			
wave speed = frequency × wavelength	$v = f \times \lambda$		
wave speed = distance ÷ time	$v = \frac{x}{t}$		
work done = force × distance moved in the direction of the force	$E = F \times d$		
power = work done ÷ time taken	$P = \frac{E}{t}$		
energy transferred = charge moved × potential difference	$E = Q \times V$		
charge = current × time	$Q = I \times t$		
potential difference = current × resistance	$V = I \times R$		
power = energy transferred ÷ time taken	$P = \frac{E}{t}$		
electrical power = current × potential difference	$P = I \times V$		
electrical power = (current) ² × resistance	$P = I^2 \times R$		
density = mass ÷ volume	$\rho = \frac{m}{V}$		
		force exerted on a spring = spring constant × extension	$F = k \times x$
		(final velocity) ² – (initial velocity) ² = 2 × acceleration × distance	$v^2 - u^2 = 2 \times a \times x$
		HT force = change in momentum ÷ time	$F = \frac{mv - mu}{t}$
		energy transferred = current × potential difference × time	$E = I \times V \times t$
		HT force on a conductor at right angles to a magnetic field carrying a current = magnetic flux density × current × length	$F = B \times I \times l$
		For transformers with 100% efficiency, potential difference across primary coil × current in primary coil = potential difference across secondary coil × current in secondary coil	$V_p \times I_p = V_s \times I_s$
		change in thermal energy = mass × specific heat capacity × change in temperature	$\Delta Q = m \times c \times \Delta \theta$
		thermal energy for a change of state = mass × specific latent heat	$Q = m \times L$
		energy transferred in stretching = 0.5 × spring constant × (extension) ²	$E = \frac{1}{2} \times k \times x^2$

Subject: Separate Science
Head of Faculty/Subject: Miss Walton **Board:** Edexcel
Subject Teachers: Mr Dawson, Miss Tierney

What to study for Separate Science:

You will sit 3 papers:

- Biology 1
- Chemistry 1
- Physics 1

Each paper is 1hr 45mins

The list of topics within each unit are listed below:

Biology 1 (B1)	Chemistry 1 (C1)	Physics 1 (P1)
Key concepts in biology	Key concepts in chemistry	Key concepts of physics
Cells and control	States of matter and mixtures	Motion and forces
Genetics	Chemical changes	Conservation of energy
Natural selection and genetic modification	Extracting metals and equilibria	Waves
Health, diseases and the development of medicines	Separate chemistry 1	Light and the electromagnetic spectrum
		Radioactivity
		Astronomy

How to study for Separate Science:

There are lots of resources to help on the school website. These include learning mats, exam papers and useful links.

Students → Year 11 Revision Resources → Separate Science

Step 1

Go somewhere quiet so you can focus. Set a time limit of 30 minutes. Remove any distractions.

Step 2

Organise yourself. You need your revision guide, specifications and past exam papers.

Step 3:

Choose a part of the specification or revision guide that you want to focus on e.g Key concepts in biology

Step 4:

Option 1:

Use LOOK, COVER, WRITE, CHECK to ensure that you have memorized the facts that you need to know for your exam.

- LOOK -read the section of the revision guide/knowledge organiser
- COVER- turn it over
- WRITE - as much as you can remember from the page
- CHECK- add missing information in a different coloured pen

Option 2:

Use your flashcards to test yourself or other, maybe get your parents/carers to help. Make a pile of cards you do know and a pile of cards you found tricky for next time so that you save time.

Step 5:

Try an exam question on the topic that you have just revised. Do not use any resources to help you now. You must be able to complete an exam without any help. This is much harder, but trust us, it will better prepare you.

Step 6:

After 30 minutes. Have a short (10 minute break). Then get back to it. Change topic e.g Key concepts in physics,

HINTS

- If you **haven't got all of your knowledge organisers** and revision guides, **tell your teacher IMMEDIATELY**
- **START NOW** – science has **high content and many exams**. There is no chance of remembering it all if you leave it until May.
- Just because you memorized the facts once, doesn't mean it will stick in your head forever. **Repeat the process** for the same topic multiple times so that it is really stuck in your head.
- The **specification checklists have been shared on TEAMS (Year 11 Students – General)** track your progress by **ticking off each point as you revise**.
- Get the past papers off the school website or see your teacher.
- Sign up and use <https://cognitoedu.org/home> for some variation in your revision.
- Watch the **Core Practical Videos** to help remember **equipment, techniques and errors** in practicals that **exams often ask about** <https://www.pearson.com/en-gb/schools/subject-resources/science/tried-and-tested/support-from-pearson/gcse-core-practical-videos.html> Get the past papers off the school website or see your teacher.
- Attend revision sessions where appropriate.
- Ask your Science teacher when you need help or advice.
- Answer practice papers at home in pencil so that you can try the same questions multiple times.
- Ensure you **practise a range of AO1** (Recall and understanding) **AO2** (Apply skills, knowledge and understanding in practical and other contexts) and **AO3**. (Analyse and evaluate evidence, make reasoned judgments and draw conclusions based on evidence) questions. Historically, pupils are good at AO1 questions but not so good at AO2 and AO3 questions.

In the exam:

- **UNDERLINE KEY & COMMAND WORDS** – Read the question through twice and make sure you check your answer carefully, especially against the underlined words.
- **FILL IN BLANKS** – Always try to write something for every question.
- **CALCULATION QUESTIONS** – Show working, check and do any **unit conversions**, check the final line for **significant figures or standard form** needed for the final answer.
- **CHECK EVERYTHING** - make sure you answered everything (turning 2 pages at once happens, don't let it be you), **check any diagrams if you needed to add** anything to them, re-type any calculations into your calculator, check your answers reflect the number of marks.

- **EQUATIONS** – You will be provided with the Physics equations but may need to **select and rearrange** the correct one. You will **not** be provided with equations for Biology and Chemistry.

Biology Calculations you may need to use

- Magnification = Image size ÷ real size
- Total magnification = Eyepiece lens magnification × objective lens magnification.
- Rate = 1000 ÷ time
- BMI = Weight ÷ height²
- Percentage change in mass = (change in mass ÷ starting mass) × 100
- Cardiac output = Heart rate × stroke volume

Chemistry Calculations you may need to use

- Moles = Mass ÷ relative atomic or formula mass
- Number of particles = Moles × Avogadro constant
- Concentration = Mass ÷ volume (in dm³)
- Atom economy = Relative formula mass of desired product ÷ relative formula mass of total reactant) × 100
- Percentage yield = (Mass of product made ÷ maximum theoretical mass of product) × 100
- Amount in moles = Volume ÷ molar volume (24dm³)
- Percent Composition by Mass = (Relative atomic mass of element ÷ relative formula mass of compound) × 100
- Limiting reactants
- Empirical formula

Physics Equations you may need to use (These are provided in the exam.)

distance travelled = average speed × time	
acceleration = change in velocity ÷ time taken	$a = \frac{(v-u)}{t}$
force = mass × acceleration	$F = m \times a$
weight = mass × gravitational field strength	$W = m \times g$
HT momentum = mass × velocity	$p = m \times v$
change in gravitational potential energy = mass × gravitational field strength × change in vertical height	$\Delta GPE = m \times g \times \Delta h$
kinetic energy = 1/2 × mass × (speed) ²	$KE = \frac{1}{2} \times m \times v^2$
efficiency = $\frac{\text{(useful energy transferred by the device)}}{\text{(total energy supplied to the device)}}$	
wave speed = frequency × wavelength	$v = f \times \lambda$
wave speed = distance ÷ time	$v = \frac{x}{t}$
work done = force × distance moved in the direction of the force	$E = F \times d$
power = work done ÷ time taken	$P = \frac{E}{t}$
energy transferred = charge moved × potential difference	$E = Q \times V$
charge = current × time	$Q = I \times t$
potential difference = current × resistance	$V = I \times R$
power = energy transferred ÷ time taken	$P = \frac{E}{t}$
electrical power = current × potential difference	$P = I \times V$
electrical power = (current) ² × resistance	$P = I^2 \times R$
density = mass ÷ volume	$\rho = \frac{m}{V}$

force exerted on a spring = spring constant × extension	$F = k \times x$
(final velocity) ² – (initial velocity) ² = 2 × acceleration × distance	$v^2 - u^2 = 2 \times a \times x$
HT force = change in momentum ÷ time	$F = \frac{(mv - mu)}{t}$
energy transferred = current × potential difference × time	$E = I \times V \times t$
HT force on a conductor at right angles to a magnetic field carrying a current = magnetic flux density × current × length	$F = B \times I \times l$
For transformers with 100% efficiency, potential difference across primary coil × current in primary coil = potential difference across secondary coil × current in secondary coil	$V_p \times I_p = V_s \times I_s$
change in thermal energy = mass × specific heat capacity × change in temperature	$\Delta Q = m \times c \times \Delta \theta$
thermal energy for a change of state = mass × specific latent heat	$Q = m \times L$
energy transferred in stretching = 0.5 × spring constant × (extension) ²	$E = \frac{1}{2} \times k \times x^2$

Subject: Spanish
Head of Faculty/Subject: Miss Jeffers Board: AQA
Subject Teachers: Miss Jeffers, Mrs Chapman

What to study: Nov 2025

Your mocks will consist of all 4 exams: Reading and Listening, Speaking, and Writing.

- w/b 4th November: Speaking Exams (with teacher): Foundation: 9 mins Higher: 12 mins.
You will be asked your original 6 Qs (celebrities etc) AND 6 new questions about school
- Reading/Listening exams (hall, together) Foundation: 1 hour 20 Higher: 1 hour 45
- Writing exams (hall) – Foundation: 1 hour Higher: 1 hour 15

Main Advice:

1. Learn your year 10 and new year 11 school questions
2. Look back at your previous mock scores – which was your weakest skill?
3. Try the past paper questions BELOW for that skill.
4. Mark it, and translate the words you needed to know
5. Write them down (English and the Spanish), test yourself on them the next week

Topics you need to know for each exam: Divided into three groups (see below)

Here are past paper questions

Listening:

Group 1 – friends, family, parties, festivals, marriage, free time, tech <https://KIOIUC.exampro.net>

Group 2 – holidays, cities, environment <https://QUDUJEH.exampro.net>

Group 3 – school, work, future study, future plans <https://SUUEYAQ.exampro.net>

Reading:

Group 1- friends, family, parties, festivals, marriage, free time, tech <https://YECYIIN.exampro.net>

Group 2 - holidays, cities, environment <https://MUQIUN.exampro.net>

Group 3 - school, work, future study, future plan <https://IYWYMII.exampro.net>

Writing:

Describe the photo – 5 short sentences (foundation only) <https://JOFUMUR.exampro.net>

50 word task (foundation only) - <https://RUBOLAG.exampro.net>

A/B/C grammar task (foundation only)

90 word tasks – (foundation AND higher) - <https://GALEFUY.exampro.net>

150 word tasks (higher only) - <https://JOYEYET.exampro.net>

Translations: foundation: <https://HONEYEA.exampro.net> higher: <https://JIGUAEY.exampro.net>

Speaking:

Roleplay: foundation <https://KAUYKIP.exampro.net> higher <https://FOIUHYP.exampro.net>

Photocard: foundation <https://SUIOEYR.exampro.net> higher <https://VIUUYON.exampro.net>

General conversation (year own speaking questions + other follow up questions on the spot)

The below questions are ones you have prepared in class, and you WILL be asked for these mocks:

- ¿Qué sueles hacer en tu tiempo libre
- ¿Qué hiciste el fin de semana pasado?
- En el futuro ¿a qué festival te gustaría ir?
- ¿Cuáles son las ventajas y desventajas de ser famoso?
- ¿a qué famosos sigues en las redes sociales?
- ¿Qué te gustaría hacer si ganaras la lotería?

- Cómo es tu familia?
- Que vas a hacer en el futuro para llevar una vida sana?
- En qué te gustaría trabajar en el futuro?
- Que tal tus estudios?
- Qué hiciste en tu última excursión escolar
- Cómo cambiarías tu instituto

Here are links to our Textivate website, where all the vocab has been made into games

Holidays: <https://www.textivate.com/l32on1>

School: <https://www.textivate.com/u32on1>

Family and friends, physical descriptions <https://www.textivate.com/v32on1>

Free time, reading, tech - <https://www.textivate.com/w32on1>

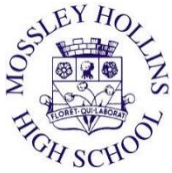
Music, celebrities, role models, shows - <https://www.textivate.com/x32on1>

Cities, tourism, shopping, souvenirs - <https://www.textivate.com/y32on1>

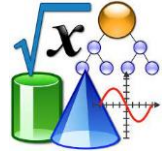
Food, daily routine, restaurants - <https://www.textivate.com/042on1>

Jobs, careers, work experience, pocket money, future plans -
<https://www.textivate.com/242on1>

Environment, social issues - <https://www.textivate.com/342on1>



Subject: Statistics
Head of Faculty/Subject: Mr Frost **Board:** Edexcel
Subject Teachers: Mr Frost



What to study for Statistics:

You will sit 1 PPE paper:

The paper is 1 hour 30 minutes

The list of topics on the paper are listed below:

Paper 1
Choropleth Maps
Box Plots/Sampling
Risk
Cumulative Frequency
Stem & Leaf – Averages and Range
Spearman's Rank
Index Numbers*
Collecting, Processing and Presenting Data
Equation of a Line of Best Fit
Capture-Recapture
Probability from Venn Diagrams*

* Topics not covered yet in Year 11

Useful websites for revision;

www.statsacademy.co.uk

<https://mrshodgettsstatistics.com/gcse-statistics/>