

The Dukeries Academy



Mock Examinations Handbook Year 11 8th-19th November 2021

Ambition, Integrity and Excellence



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Exam timetable

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Each student will have a personalised copy of the timetable issued to them after half term. This will feature your candidate number and seat number for each exam. Please learn your candidate number and add it to each exam paper. It is important that you have these timetable with you for every exam so that you know where to sit. Below is a copy of the generic mock timetable.

Date	Period 1	Period 2	Break	Period 3	Period 4	lunch	Period 5	Period 6
8/11/21	Geography Y11 History Y11 6			Maths Paper 1	Maths Paper 1			
9/11/21	English Language	English Language		Science paper 1 Biology	Science paper 1 Biology		Spanish: reading & listening	Spanish: reading & listening
10/11/21	Science paper 2 Chemistry	Science paper 2 Chemistry		Maths Paper 2	Maths Paper 2		RE H&S	
11/11/21	Drama practical Business	Drama practical		Maths Paper 2	Maths Paper 2		French and Spanish: Writing	French and Spanish: Writing
12/11/21	English Literature	English Literature		Science paper 3 Physics	Science paper 3 Physics			
15/11/21	French: Reading and listening	French: Reading and listening						
16/11/21	No exams							
17/11/21	Photography (full day exam)							
18/11/21	Art							
19/11/21				French: Reading and listening	French: Reading and listening			

Summer exams 2022

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We are committed to sharing with parents and students, any information that we have regarding Summer 2022 examinations for your child.

At present, Ofqual have announced that 2022 will be a transition year to reflect that we are in a pandemic recovery period and students' education has been disrupted. In 2022 they aim, therefore, to reflect a midway point between 2021 and 2019.

Arrangements have been put in place for summer 2022 to support students and make exams fairer for them. The government has introduced a choice of topics or content in some GCSE exams and exam boards will give advance information about the focus of the content of exams, designed to provide guidance for revision for students ahead of summer exams, and study aids will be allowed in some exams. We expect to receive this guidance in February and will use this to prepare students for their final examinations.

Adaptations will include::

- A choice of topics or content on which students will be assessed in GCSE English literature, history, ancient history and geography.
- Providing advance information on the focus of exams to support students' revision in subjects where there is not a choice of topics.
- Giving students formulae sheets in GCSE maths and revised equation sheets in GCSE combined science and physics.
- Changing requirements for practical science work and practical art and design assessments to ensure fairness.

Ofqual will provide a grading safety net for the current Year 11 cohort.

As we return to summer exams, in 2022 exam boards will set the grade boundaries based on a profile that reflects a midpoint between 2021 and pre-pandemic grading.

This will provide a safety net for students, to reflect the disruption this cohort have experienced.

Schools are also being asked to collate evidence during this academic year that could be used should we find ourselves in the position of exams being cancelled nationally. The DfE and Ofqual say assessments that take place over the course of the year already – such as coursework and mocks – will make up the evidence base wherever possible. With this in mind, students should ensure that they commit fully to their mock examination process as the results from these may be used should such a circumstance arise.

We will continue to update parents and students as we receive further information.

Your well-being and exams 5

There is no right place to revise; you need to find where works for you. You might want to consider:

- What distractions are there in your chosen place? Will they stop you from being productive? e.g TV, your friend
- Do you work best when you have people around you to support you, for example a family member or a friend
- Where can you work that will enable you to be able to focus in a quiet environment

Exams are stressful for everyone:

- You won't be alone in feeling under pressure about your exams, many other students will feel the same
- A small amount of stress can be good for you - it can motivate you to do better and to focus

Ways to help yourself:

- Go outside for exercise and fresh air
- Set aside time to meet up with your friends when not revising
- Give yourself relaxation time - this helps to maximise the time you then spend revising
- Keep up with hobbies and activities that you enjoy
- Eating and sleeping well can also help
- Don't revise too late at night
- Take adequate breaks
- Talk about how you are feeling - this could be people at home, a friend or a member of staff at school

Advice for parents/carers 6

We know that you will want to help support your child during their mock and final examinations and we appreciate that exam time can be stressful for the whole family.

Attendance during exams is vital. Completion of mock examinations allows teaching staff to be able to guide your child on how they can improve and it also helps to prepare students for their final examinations in terms of knowing what the experience will be like.

The following tips may further help and support your child:

- Recognise how important these exams are and how much time they will need if they are to do as well as they can
- Encourage the rest of the family to help by not disturbing their revision
- Secure a quiet place for them to study
- Encourage planned relaxation time
- Praise their hard work
- Emphasise the need for plenty of sleep
- Check how they are doing by letting them explain something that they have learnt
- Reading is unlikely to be enough in terms of revision. Encourage them to use the strategies outlined in this booklet
- Ask your child how they are feeling and how each of their exams has gone

Please do contact Miss Maycock at the Academy if you have any queries. Miss Maycock can be contacted on 01623 860545 or by email: lindsey.maycock@attrust.org.uk

Expectations during exams

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We have the same expectations during mock examinations as we do during your final, external exams. This helps to ensure that you are clear on how to conduct yourself so that you do not make mistakes when it counts the most.

You:

- Must line up in silence in your allocated line prior to the exam
- Must remove any smart watches and place them in your bag along with your mobile phone
You must not have either of these on you during an exam
- Can take a drink of water into the exam in a clear bottle with no writing on it
- Must enter the exam room in silence, placing your bag in the allocated space. In the concert hall, this is at the back on the hooks
- Should raise your hand if you wish to speak to a member of staff once in the exam room
- Should take in your calculator, removing any casing and placing this in your bag or on the floor
- Can wear a wristwatch but this has to be placed onto your desk
- Must sit in your allocated seat. This ensures that you receive the correct paper

Learn, revise, test yourself

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Learn

Before you start revising, make sure that you understand the topic.

If there is anything that you're not sure about, you could try:

- Looking back over your notes carefully and read your exercise/revision book again
- Doing some research
- Asking your teacher to look at the content again with you

Revise

When you are confident that you understand a topic, you can move onto revising it.

Revising is the process of going back over what you have learnt so that you can answer questions in the exam.

Some other revision strategies include:

- Condensing your notes
- Mind maps
- Flow charts
- Flashcards

Test yourself

Once you are happy that you know a topic, it is time to test yourself.

You could start by doing some quick fact recall questions and then practice exam questions (ask your teacher if you need these).

It is really important to do some realistic exam question practice. If you come across a question that you find difficult when revising, use your notes and revise it again.

Revision strategies

As part of your 'Prepare' sessions, you have learnt about various strategies that can be used to support your exam preparation.

As a reminder:

1.Retrieval practice

Retrieval practice is the ability to retrieve information from memory, without the information in front of you. In lessons, you have practiced these as your 'memory recall activities.' This can be done in two ways:

1. Read through information on a particular topic for a short amount of time. Then, put the information resource away and write down everything you can remember. Once you have done this, add in anything you missed in a different colour using your information resource again.
2. Pick a topic and write down everything you can remember about that topic (brain dump). Then, use an information resource about that topic to add in anything you have missing in a different colour.

2.Dual coding

Dual coding is combining words and visuals such as pictures/diagrams. Using both visual (picture) and verbal (words) helps you retain information and retrieve it easier. Research into dual-coding has found that:

- Students who revised with words and pictures performed twice as well in a problem solving test compared to those who had just revised with just words
- Students who learn with both words and pictures remember around 50% more than those who revised by seeing words and then separately later seeing pictures

3.Elaboration

Elaborative rehearsal is a way to more effectively memorize information and maintain it in your long-term memory. By making associations between the new information you're trying to learn and the information you already know, you're making your brain process the information in a more in-depth way.

Creating a mind map

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Mind mapping is a highly effective way of getting information in and out of your brain.

Mind mapping is a creative and logical means of note-taking and note-making that literally "maps out" your ideas.

Mind mapping converts a long list of monotonous information into a colourful, memorable and highly organized diagram that works in line with your brain's natural way of doing things.

One simple way to understand a Mind Map is by comparing it to a map of a city. The city centre represents the main idea; the main roads leading from the centre represent the key thoughts in your thinking process; the secondary roads or branches represent your secondary thoughts, and so on.

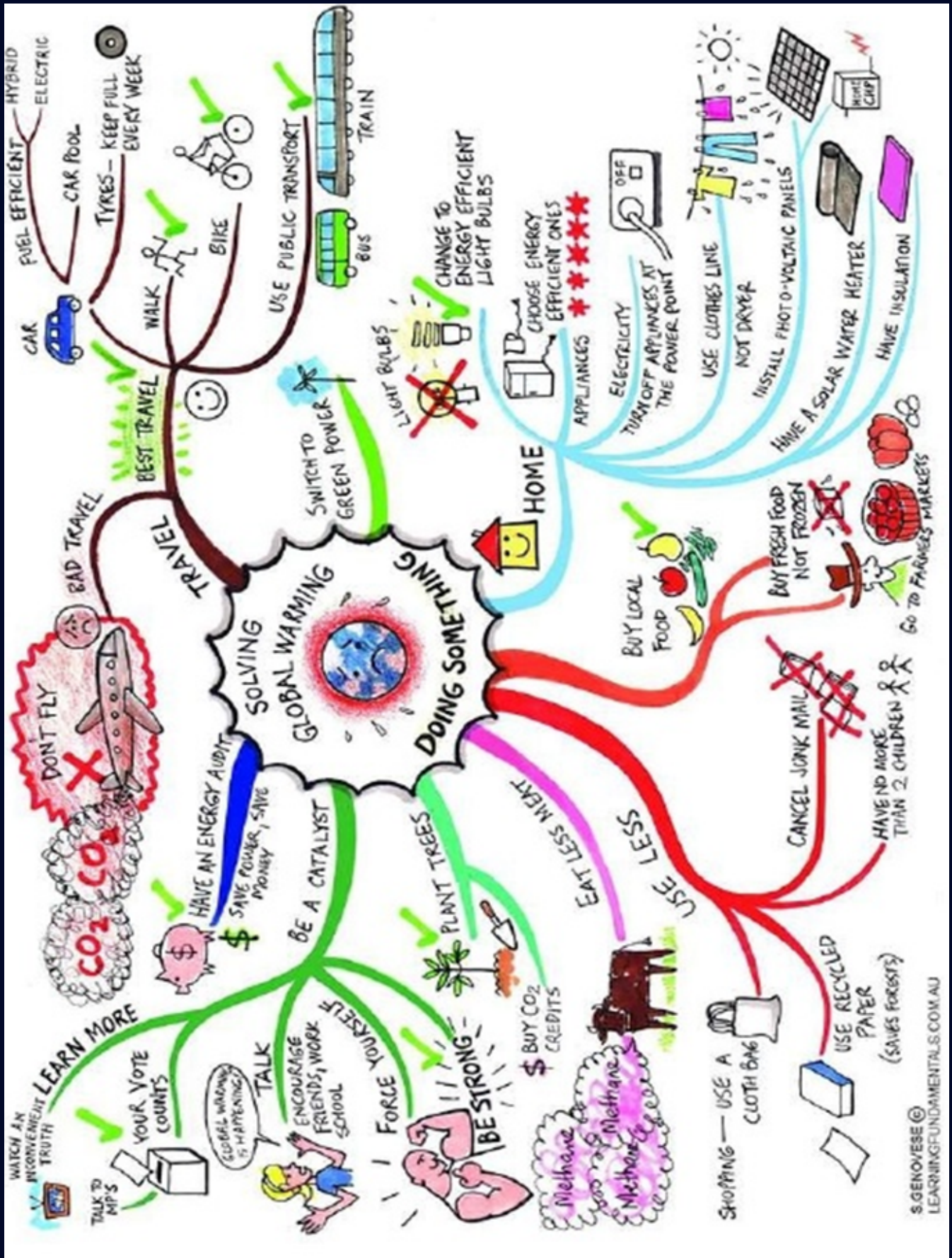
Special images or shapes can represent landmarks of interest or particularly relevant ideas.

The Five Essential Characteristics of Mind Mapping:

1. The main idea, subject or focus is crystallized in a central image
 2. The main themes radiate from the central image as 'branches'
 3. The branches comprise a key image or key word drawn or printed on its associated line
 4. Topics of lesser importance are represented as 'twigs' of the relevant branch
 5. The branches form a connected nodal structure
- subheading

Creating a mind map

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A flashcard (or flash card) is essentially a note card with a question on one side and the corresponding answer on the other side.

You can learn and repeat pieces of information by reading the question and trying to recall the answer. You can then check if your answer was correct by flipping the card.

If you have for example a flashcard saying: “What is the capital of Norway?”

You would write “Oslo” on the back side.

This also works the other way around. You can look at the answer and try to recall the associated question:

When you see the word “Oslo” on your card you can try to remember where this city is located and what status it has. Ah, right. Oslo is the capital of Norway.


Flashcards engage “active recall”: When you look at the front side of a flashcard and think of the answer, you are engaging a mental faculty known as active recall. In other words, you are attempting to remember the concept from scratch rather than simply staring at the passage in your textbook or recognizing it on a multiple choice quiz. Active recall has been proven to create stronger neuron connections for that memory trace. And because flashcards can so easily facilitate repetition, they are the best way to create multiple memory-enhancing recall events.

On the next page, there is a suggestion of how to use flash cards over a longer period of time.

USING FLASHCARDS TO REVISE

by @inner_drive | www.innerdrive.co.uk

1 Split a box into 5 different compartments and label them 1 to 5.



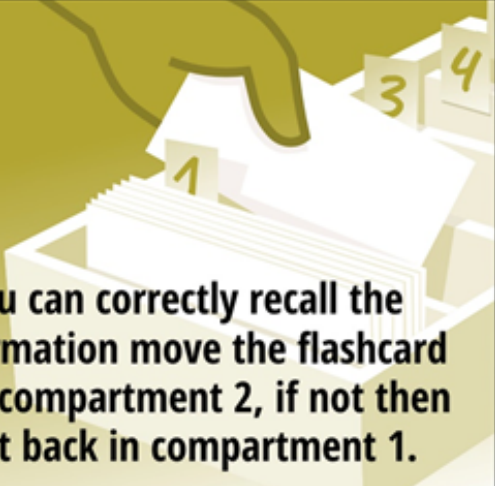
2 Place all your flashcards in compartment 1.




3 Test yourself on a flashcard




4 If you can correctly recall the information move the flashcard into compartment 2, if not then put it back in compartment 1.



5 Continue to test yourself and each time you correctly recall the information, move the flashcard into the next compartment. Flashcards from compartment 1 should be reviewed daily, with flashcards from compartment 2 being reviewed every other day, compartment 3 every third day and so on.



6 Eventually, all your flashcards will have been transferred to compartment 5 and the information they contain stored in your long-term memory.



Revision clocks

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These are a very effective and popular revision tool.

A revision clock is similar to a mind map as it breaks down the content in to manageable chunks.

The idea behind revision clocks is that you can either focus on:

- random topics
- a category
- one specific skill within a set time frame

Break a topic down into 12 sub-categories- these could either be different topics within a paper (i.e. 12 parts of Paper 2) or different aspects of a theme within your subject (i.e. 12 parts of Coastal Landscapes). You can then spend 5 minutes summarising each section.

To help you divide your time and chunk the revision on your clock, create a list of topic headings (see next page as an example)

It is really important to use colour and where you can, drawings and sketch maps to help you to remember.

When you have completed the revision clocks, you can then chunk your topic revision in to 5 minute slots which will help to test your understanding little and often.

Super natural Causes of disease:

- many people believed in astrology, luck and witchcraft. Many groups, such as Jews, were blamed for the plagues of poisoned air.
- Physicians believed that the planets and stars affected your health.
- In the 14th Century, astrology was a key part of medical training and physicians used planetary movements and zodiac signs in their treatments.
- Most people were superstitious in the Middle Ages.
- Diarrhea - diseases spreading fast - everyone was ill - churches filled with blood, as if it wasn't cleaned.
- Stinks - Miasma - practical

Describe the Middle Ages -

- Dirty - unhealthy
- Smelly - unhygienic
- Religious - Holy
- filled - packed
- ing fast - everyone was ill
- filled with blood, as if it wasn't cleaned
- practical

Bad air Causes of disease -

People blamed the polluted, bad smelling air, called 'Miasma', for causing diseases such as Black Death.

People believed dirt from the streets poisoned the air, making them ill - it seems so logical! They linked it to God say he did their sins. In 1370 there were 12 towers cleaning up.

The Church banned dissection because they had little knowledge of the body and the church blamed God for the cause. People feared God & the rich. Only the rich could get surgery and go to university and get a few barbaric prayers.

They thought Galen and Hippocrates made up.

The Story of Medicine:

- dissection banned in Britain
- First hospital in Britain
- germs discovered
- blood circulation
- NHS set up
- DNA discovered

CAUSES - PROGRESS

- When germs were discovered by Louis Pasteur.
- herbal remedies used
- Scientist discovered DNA.
- Urine charts found.

TREATMENT - PROGRESS

- Hippocrates was a Greek doctor who came up with the Four Humours, which were Black Bile, Yellow Bile, Blood and Phlegm.
- If you were unhealthy your humours were balanced which meant you had too much or too little of something.
- Galen, who lived 500 years later, came up with the theory of opposites, which were your core little balanced. 99% of it with the opposites.
- little time for school with the four humours chart was made which linked to elements & so dissection about the body. And so little knowledge about the church experienced. No one challenged traditions.

MENTAL - PROGRESS

- They tried to prevent illness by recommending exercise and a good diet. This would keep the humours balanced.
- 99% of little time for school with the four humours chart was made which linked to elements & so dissection about the body. And so little knowledge about the church experienced. No one challenged traditions.

PUBLIC HEALTH - PROGRESS

- Governments banned littering so streets were cleaner.
- As soon as cars came out Britain got them so low animal dirt on the streets, also cleaner air.
- In Gloucester, they used lead pipes and aqueduct to bring clean fresh water into Britain. However this was mostly for the rich.
- Workers were employed to clean the streets & some cities paved their streets to keep them clean and dry.

SURGERY - PROGRESS

- skills improved
- Surgeries improved and water into Britain. However this was mostly for the rich.
- 'Wound Man' illustrations were used to help them with dissection.
- They could do complex external surgery.

The Four Humours

The Four Humours Theory was made by Hippocrates.

Super natural Causes of diseases.

Many people believed in witches, luck and astrology. Groups, such as Jews, were blamed for poison, stars & planets were blamed for disease.

10 Medicine Round the Clock Revision

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12.

10 Representing Data Revision

www.missbresources.com

Histogram

A survey was carried out to record the speeds of cars on a motorway. The histogram illustrates the results.

a) Use the histogram to compare the grouped frequency table.

| Speed (s, mph) | Frequency |
|--------------------|-----------|
| $100 < s \leq 130$ | 6 |
| $130 < s \leq 160$ | 60 |
| $160 < s \leq 220$ | 112 |
| $220 < s \leq 250$ | 54 |

The table gives information about the speed, in mph, of helicopters.

a) On the grid, draw a histogram for the information in the table.

b) How many helicopters travelled faster than 170 mph?

Scatter Graph

Miss B tracks a class of 15 students of similar abilities revision hours from Easter until their final exam in June. She also notes their exam results.

a) Describe the relationship.

b) Miss B analyses the data for the class and says, "If a student wants to achieve 30 marks they will need to complete 15 hours of revision."

c) Circle the outlier value.

d) Give a reason as to why the results might differ from the results on the other checks.

Scatter Graph

Walls Ice Cream company track sales in a shop by conducting a random visit once a month. In each visit the record the average temperature for the day and the sale of ice creams.

a) Describe the correlation.

b) Estimate the amount of ice cream sales in the shop when the temperature is 27°C.

Pie Chart

Diagram Not Drawn Accurately

The pie chart shows some information about the share of votes for students in the school council elections.

There were 1440 votes in total. The angle for Ben would be 238° more than the angle for Chloe. Calculate the number of votes Ben received to win the election.

Frequency Polygon

The table shows some information about the heights of 50 garden gnomes.

| Height (h, cm) | Frequency |
|------------------|-----------|
| $0 < h \leq 10$ | 7 |
| $10 < h \leq 20$ | 21 |
| $20 < h \leq 30$ | 18 |
| $30 < h \leq 40$ | 4 |

Draw a frequency polygon to show this information.

Box Plot

Miss B tracked the times of 40 females and 40 males arrival to their English lessons one day.

| Times (t, Minutes) | Females | Males |
|--------------------|---------|-------|
| $0 \leq t \leq 2$ | 21 | 16 |
| $2 < t \leq 4$ | 13 | 15 |
| $4 < t \leq 8$ | 6 | 9 |
| $t > 8$ | 0 | 0 |

a) Draw two frequency polygons to illustrate this data.

b) Use your polygons to compare the lateness of females and males and comment on any differences you observe.

Box Plot

Ethan played 11 games of rugby. Here are his scores.

0, 2, 3, 3, 5, 5, 7, 8, 9, 9, 11

a) Draw a box plot for this information.

Rocco plays the same 11 games of rugby. The median number of points Rocco scored is 7. The inter-quartile range of these points is 4. The range of these points is 9.

b) Who is more consistent at scoring points? You must give a reason for your answer.

Cumulative Frequency

50 babies were weighed a week after birth by a midwife. There individual weights were recorded.

| Weight (w, pounds) | Frequency |
|--------------------|-----------|
| $4 < w \leq 6$ | 3 |
| $6 < w \leq 8$ | 9 |
| $8 < w \leq 12$ | 18 |
| $12 < w \leq 16$ | 20 |

a) Construct a cumulative frequency diagram.

b) Find the median weight.

c) What proportion of the babies weighed more than 9 pounds?

Histogram

The times taken by technicians to complete an MOT and service on a car are illustrated in the cumulative frequency diagram.

a) Calculate an estimate for the percentage of MOT and Services that took longer than 25 minutes.

b) The technicians were given a target to complete 50% of the MOT and Services within 18 minutes. Did they meet the target?

- Read the instructions carefully.
- Marks are often thrown away because students don't do what they are asked to. Ensure you understand what is required of you in terms of the command word e.g describe, explain, state.
- If you have a choice of questions - choose sensibly. Scan all the questions before you settle on the ones you will answer.
- Make sure you answer the question; don't simply repeat it or make up a question of your own.
- Underline the key words in a question to help keep you focused.
- Write your answer if you feel confident. If not, go on to the next question. Don't spend time on questions you are unsure of until you have been through the whole paper once.
- If you have to draw diagrams, charts or graphs, use a sharp pencil and draw accurately using a ruler where necessary.
- For longer answers – ensure you plan your answer and refer back to your plan at every stage, check your answer against your plan at the end.
- Try to use the correct subject specific key words.
- Once you have answered all the more straightforward questions go through the paper again, tackling those questions which are more difficult. If on the second reading a question is still very difficult, move on to the next question. But always remember that you will definitely get NO marks if you don't write anything!
- Check all calculations. Does the answer make sense and have you included the units?
- Check information in graphs, tables and pictures. Did you read them correctly? Make sure you haven't missed anything important.
- Keep an eye on the time. Make sure you don't spend too long on one question; you need to allocate your time equally. Look at which questions are worth the most marks and spend more time on these.
- If you finish early you will not be allowed to leave the room until the exam is finished. Use this time to proof read your work - this could move you up a grade.
- Re-read the questions and your answers and make any necessary corrections.

English Literature

You will need to know quotations that you can recall from memory for this exam. Use the revision material distributed by your English teacher.

An Inspector Calls by J.B Priestley

| Characters | Themes | Contextual Influences |
|-----------------|-----------------------|---|
| Mr Birling | Social Responsibility | The British Class System |
| Mrs Birling | Gender inequality | Patriarchal Society |
| Sheila Birling | Greed and selfishness | Capitalism Vs Socialism |
| Eric Birling | Social Class | The Plight of the Working Classes |
| Gerald Croft | Blame | Labour General Strike of 1926 |
| Inspector Goole | Power and Influence | The Effect of World Wars on British Society |

Macbeth by William Shakespeare

| Characters | Themes | Contextual Influences |
|--------------|--|---------------------------------|
| Macbeth | Guilt | The Divine Right of Kings |
| Lady Macbeth | Corrupting influence of Power | The Great Chain of Being |
| The Witches | The Dangers of Uncontrollable Ambition | Femininity in Jacobean society |
| King Duncan | The Supernatural | Masculinity in Jacobean society |
| Macduff | Free Will Vs Fate | The Gunpowder Plot |
| Banquo | Betrayal | Shakespeare's father |

There is a wealth of material online (Oak National and Mr Bruff are useful videos) to help you revise these topics and you have revision material from your English teacher.

English Language

Section A of Paper 2 will require you to read two non-fiction texts and answer questions based on these texts. Source A will be a modern text and Source B will be from the 19th century. You should use quotations for every paragraph and closely consider the effect of language thinking about subject terminology and writer's intentions.

Section B is the writing section of this exam. You will be given a statement to which you must write a persuasive response in which you agree or disagree with the statement. You should plan your answer and include the following:

- Facts and Statistics
- Rhetorical Questions
- Repetition
- Similes, metaphors and personification
- Anecdote

Please use your revision material from your English teacher to revise English Language.

Non-Calculator Topics (Paper 1)

-
- nth term of an arithmetic sequence
- Multiplying mixed numbers
- Graphs of quadratic, cubic, and reciprocal functions
- Congruent triangles
- Angles and parallel lines
- Pressure, force, area
- Density, mass, volume
- Standard form
- Laws of indices: changing the base
- Drawing cumulative frequency diagrams
- Probability: tree diagrams
- Equation of perpendicular line passing through a given point
- Rearranging fractional formulae
- Direct proportion where a is proportional to the square root of b
- Evaluating functions
- Inverse functions
- Composite functions
- Area of a sector

Calculator Topics (Paper 2 and Paper 3)

- Prime factorisation
- Find LCM and HCF using prime factorisation
- Using Venn diagrams to calculate probability
- Plotting cubic graphs given an equation
- Trigonometry: right-angled triangles
- Column vector addition and multiplication
- Compound interest
- Boxplots
- Calculate gradient of a linear graph
- Sine rule
- Similarity: length, area, volume
- Describe transformations
- Problem solving using the mean
- Volume of composite prisms
- Adding algebraic fractions
- Expanding and simplifying three pairs of brackets
- Circle theorems
- Converting recurring decimal to fraction (algebraically)
- Histograms
- Upper and lower bounds

Non-Calculator Topics (Paper 1)

Ordering decimal numbers
Multiples and factors
Rounding to decimal places
Rounding to significant figures
Converting between fractions, decimals, and percentages
Probability scale
Pictograms
Plotting coordinates
Writing ratios in the form 1 : n
Drawing reflections
Function machines
Drawing bearings
Two-way tables
Calculating percentages of amounts
Expanding a single pair of brackets
Factorising into a single pair of brackets
Multiplying mixed numbers
Standard form
Rearranging formulae
Laws of indices

Calculator Topics (Paper 2 and Paper 3)

Angles on a line and at a point
Interior angles of quadrilaterals
Interior and exterior angles
Converting miles to kilometres
Solving 1-step equations
Solving 2-step equations
Volume of a cuboid
Drawing pie charts
Describing transformations
Prime factorisation
Probability using Venn diagrams
Bar charts
Writing reciprocals of integers
Interpreting real-life graphs
Arithmetic sequences
Perimeter of compound shapes where measurements are missing
Collecting like terms
'Best buy' problems
Single event probability
Drawing plans of 3D shapes
Calculating average speed

Foundation

Biology

- Homeostasis and controlling water levels
- Sampling populations
- Adaptations of animal and plants
- Extinction
- Selective breeding
- Inheritance and punnett squares
- Biomass and food chains
- Reaction times – investigation and analysis
- Reflex actions

Chemistry

- Tests for gases
- Reversible reactions
- Formulations
- Rate of reaction – concentration
- Reaction profiles
- Hydrocarbons
- Extracting metals
- Carbon footprint
- Atmosphere and pollution
- Chromatography

Physics

- Elastic potential
- Speed
- Waves and ripple tank
- Vectors and scalars
- Weight calculations
- Resultant force
- Braking, thinking and stopping distance
- Work done calculations
- Electromagnetic spectrum – uses and risks
- Velocity
- Acceleration calculations

Higher

Biology

- Reaction times – investigation and analysis
- Reflex actions
- Carbon cycle
- Genetic engineering
- Adaptations of animal and plants
- Competition of animals and plants
- Sampling populations
- Homeostasis and blood glucose
- Embryo screening

Chemistry

- Carbon footprint
- Atmosphere and pollutants
- Chromatography
- Test for gases
- Combustion of fuels
- Rates of reaction and reaction profiles
- Hydrocarbons and crude oil
- Haber process
- Fractional distillation

Physics

- Waves and ripple tank
- Electromagnetic spectrum – uses and risks
- Velocity time graphs
- Acceleration
- Gravity
- Vectors and scalars
- Momentum
- Spring constant calculations
- Resultant force and free body diagrams
- Refraction

Foundation

Biology

- Reflexes and the nervous system
- Reaction times
- Inheritance and punnett squares
- Mitosis and meiosis – linked to inheritance
- Evolution and Extinction
- Control of blood glucose
- Homeostasis and kidneys
- Structure of DNA
- Phototropism

Chemistry

- Methane and uses
- Rates of reaction
- Reversible reactions
- Calculating masses
- Hydrocarbons
- Fractional distillation
- polymers
- Corrosion of metals
- Testing for gases
- Testing for ions

Physics

- Distance time graphs
- Velocity time graphs
- Waves equation
- Rotating objects
- Moments
- Centre of mass
- Pendulum
- Hydraulics
- Oscillating waves
- Stopping distances

Higher

Biology

- Structure of DNA
- Natural selection
- Phototropism
- Classification
- Inheritance and punnett squares
- Cloning
- Homeostasis and water control
- Genetically modified organisms
- Blood glucose control

Chemistry

- Hydrocarbons
- Fractional distillation
- Testing for gases
- Testing for ions
- Rate of reaction
- Corrosion of metals
- Combustion of fuels
- Polymers
- Reversible reactions
- Chromatography

Physics

- Hydraulics
- Characteristics of waves
- Stopping distances
- Work done
- Frictional forces and non-uniform motion
- Measuring motion
- Moments and centre of mass
- Elastic potential.
- Inertia
- Scalars and vectors
- Kinetic energy

Paper 1: Global Geographical Issues (Section A & Section C)

Revise all of 'Hazardous Earth' and 'Challenges in an Urbanising World'.

Hazardous Earth:

- Global atmospheric circulation
- Ocean currents
- How GAC and ocean currents determines the location of arid and high rainfall areas
- Climate change – definition, evidence (historic and recent), natural causes, human causes, impacts and future projections
- Tropical cyclones – characteristics, distribution, formation, why they dissipate, why some countries are more vulnerable than others, impacts of tropical cyclones, how countries prepare for them, how countries respond to them, case study
- Earth structure
- Plate tectonic theory – why do the plates move, how has the theory evolved over time.
- Plate boundaries – type, movement and characteristics
- Earthquake and tsunami – distribution, cause, impacts, management
- Volcano – distribution, cause, impacts, management

Challenges of an urbanising world:

- Urbanisation – definition and trends (historic and current)
- Megacities – definition, why they have emerged and challenges faced in megacities
- Influence of economic change and migration on the growth or decline of cities
- How urban populations change over time
- Characteristics of urban land uses and the factors that influence land-use type
- Mumbai (example of a megacity) – location, importance at different scales (local, national, global), megacity's structure, population change (describe the pattern and know reasons for the change), how population growth has affected the pattern of spatial growth and land use, opportunities for people living in Mumbai, challenges for people living in Mumbai, slums/squatter settlements, evaluate a top-down strategy used to make the city more sustainable and evaluate a bottom-up strategy used to make the city more sustainable

Paper 2: Anglo-Saxons and Normans 1060-1088

Pages 4-9 work booklet:

The Saxon Social Hierarchy

The Witan and the Anglo- Saxon government

Page 14 work booklet:

The rebellion against Tostig 1065

Page 33 work booklet:

The Marcher Earldoms

Pages 30-44 work booklet:

How did William keep control? e.g. Castles, political decisions, methods of dealing with rebellions

Page 38 work booklet:

The consequences of the Harrying of the North

Exam question guidance

PAPER 2 ANGLO-SAXON/NORMANS

1a) The DESCRIBE 2 features question (4 marks) 5 mins - 10 mins

- eEx2
- Feature 1: One feature of... Explain
- Feature 2: Another feature of... Explain

2b) The EXPLAIN WHY questions (12marks) 15- 20 mins

- PeEeEeELx3
- Link back
- What is the most important reason? Use extent words, 'the most important reason/factor', 'significant impact on' 'led to', 'resulted in', 'impacted on', 'in the long term', 'in the short term' etc.
- Simple summary judgement
- Try to include a sparkly specific piece of evidence in each paragraph

1c) or d) The HOW FAR DO YOU AGREE question (16 mark) 25- 30 mins

- Agree PeEeEeEL X1
- Disagree PeEeEeEL x 2
- Sometimes you can have 2x agree and 1x disagree
- What is the most important reason? Use extent words, 'the most important reason/factor', 'significant impact on' 'led to', 'resulted in', 'impacted on', 'in the long term', 'in the short term' etc. Try to include a sparkly specific piece of evidence in each paragraph
- JEON conclusion

Paper 3: A study of Judaism

Jewish Beliefs

Key Words: Covenant, Mitzvot, Shabbat, Synagogue, Shekhinah, Messiah, Kosher, Torah

Jewish Beliefs about God – Oneness of God, Judge, Law-giver, the nature and significance of Shekhinah

Different beliefs about the Messiah

Covenant – Abraham and Moses

Importance of Life – Pikuach Nefesh

Importance of the 10 Commandments

The relationship between freewill and the 613 Mitzvot between God and with humans

Different beliefs about the afterlife – judgement, resurrection and soul

Jewish Practices

Worship in the synagogue and its features

The importance of home life

Items of clothing worn for worship

Rituals – Brit Milah – Features and importance

Rituals – Bar/Bat Mitzvah – Features and importance

Rituals - Marriage

Rituals – Mourning Rituals

Keeping Kosher – Importance and challenges

Festivals – Sukkot, Pesach and Rosh Hashanah

Foundation

- Relationships, friends and family, being able to describe people
- School life, clothes
- Technology, social media
- Free time, sports, entertainment

Key_grammar

- Tenses: Present, past (preterite and imp]erfect)
- Identifying the person of the verb
- Reflexive verbs
- Using the correct form of 'you': tú/usted/vosotros/ustedes
- Using higher numbers
- Adjectives - agreement and placement
- Opinion phrases
- Connectives
- Intensifiers
- Negatives
- Key verbs: ser, tener, and hacer
- Key structures: hay, pienso que, es and son

Higher

- Relationships, friends and family, being able to describe people
- School life, clothes
- Technology, social media
- Free time, sports, entertainment

Key_grammar

- Tenses: Present (simple and continuous), past (preterite and imperfect), future (near future)
- Reflexive verbs
- Modal verbs
- Identifying the person of the verb
- Using the correct form of 'you': tú/usted/vosotros/ustedes
- Using higher numbers
- Using para with infinitives
- Adjectives - agreement and placement
- Opinion phrases
- Connectives
- Intensifiers
- Negatives
- Key verbs: ser, tener, and hacer
- Key structures: hay, pienso que, es, son
- Posing hypotheticals using the subjunctive, e.g. si pudiera cambiar el uniforme, llevaría...

Foundation

- Relationships, friends and family, being able to describe people
- Free time, sport, technology, books, film and TV
- Daily life, clothes, festivals and celebrations, food
- Describing a region, discussing plans and the weather
- Holidays, travelling, hotels, ordering food in a restaurant
- School life

Key grammar

- Tenses: Present, past (perfect), future (near future)
- Adjectival placement and agreement
- Using higher numbers
- Comparatives
- Adverbs of time and place
- Intensifiers
- Conjunctions
- The verbs avoir, être, and faire
- The key structures il y a, c'est, c'était, ça serait and je pense que

Higher

- Relationships, friends and family, being able to describe people
- Free time, sport, technology, books, film and TV
- Daily life, clothes, festivals and celebrations, food
- Describing a region, discussing plans and the weather
- Holidays, travelling, hotels, ordering food in a restaurant
- School life

Key grammar

- Tenses: Present, past (perfect and imperfect), future (near future and simple future), conditional
- Passive voice
- Using higher numbers
- Depuis + present tense, depuis + imperfect tense
- Adjectival placement and agreement
- Comparatives
- Adverbs of time and place
- Intensifiers
- Conjunctions
- The verbs avoir, être, and faire
- The key structures il y a, c'est, c'était, ça serait and je pense que
- Higher-level structures, e.g. si je pouvais...

- Performance of a scene from The Curious Incident of The Dog In The Night Time
- Learn all lines
- Vocal skills – pitch, pace, pause, tone, emphasis, intonation, volume, clarity
- Physical skills – facial expressions, body language, gait, posture/stance, gesture, height levels, proxemics, staging, eye contact
- Characterisation
- Physical Theatre

- How use a case study effectively
- Definition of health and wellbeing
- Genetic inheritance
- Ill health: Chronic / acute
- Accident and injury
- Diet
- Exercise
- Personal hygiene
- Alcohol + PIES effects
- Smoking + nicotine – PIES effects
- Illegal drugs – PIES effects
- Factors affecting health:
- Economic factors: poverty
- Economic factors: income
- Environmental factors: pollution
- Environmental factors: housing
- Resting pulse rate
- Recovery pulse rate
- Blood pressure
- Peak flow
- BMI
- Lifestyle data – smoking/alcohol/diet/inactivity

A1 Elements of the promotional mix and their purposes

- The use of advertising to persuade and inform
- The two basic aspects of advertising are:
- The message: what the communication needs to say
- The medium: how to get the message across.
- Advertising methods: moving image, print, ambient, digital, audio.
- Sales promotion: providing incentives to customers.
- Methods: coupons, competitions, money off, loyalty incentives, 'buy one get one free', discounts.
- Personal selling: face-to-face, by telephone, via email, through video or web conferencing.
- Public relations activities: promoting a produce/service, brand or enterprise by placing information about it in the media without paying for the time or media space directly:
- methods: exhibitions, sponsorship, press releases.
- Direct marketing to establish an individual relationship between the enterprise and the customer:
- methods: direct mail (junk mail), mail order catalogues, magazines, telemarketing.

A2 Targeting and segmenting the market

- Learners will consider why an enterprise targets its market, and the impact this has on promotion.
- Types of market: Business to Business (B2B), Business to Consumer (B2C).
- Segmenting the market to identify which customers its promotions will target through:
- Demographics: age, race, religion, gender, family size, ethnicity, income, education level, socio-economic group
- Geographic: location
- Psychographic: social class, attitudes, lifestyle and personality characteristics
- Behavioural: spending, consumption, usage, loyalty status and desired benefits.

A3 Factors influencing the choice of promotional methods

- Learners will consider the factors affecting the choice of promotional method for an enterprise.
- Size of enterprise
- Budgetary constraints.
- Appropriateness for product/service.
- Target market
- Financial records
- Learners will complete, interpret and check the information on financial documents and statements.

B1 Financial documents

- Types: invoices, delivery notes, purchase orders, credit notes, receipts, statement of account.
- Importance to a business of accuracy when these documents are being used.

B2 Payment methods

- Payment methods: cash, credit cards, debit cards, direct debit, payment technologies.
- Impact on customers and enterprises of using different methods.

B3 Sources of revenue and costs

- Income from sales and from assets.
- Start-up costs and running costs.

B4 Terminology in financial statements

- Turnover (net sales) and cost of sales (cost of goods sold)
- Gross profit, expenses, net profit, retained profit
- Fixed assets and current assets
- Current liabilities and long-term liabilities
- Debtors and creditors
- Net current assets
- Capital

B5 Statement of comprehensive income

- Learners will complete and interpret a statement of comprehensive income using given figures, and suggest appropriate actions
- Statement of comprehensive income: shows the profit or loss of an enterprise over time
- Calculate profit/loss using a simple statement of comprehensive income

B6 Statement of financial position

- Learners will complete and interpret a statement of financial position using given figures, and suggest appropriate actions.
- Statement of financial position: shows the financial performance of an enterprise at a point in time
- Categorise total assets and liabilities using a statement of financial position

B7 Profitability and liquidity

- Learners will interpret statements of comprehensive income and of financial position to calculate ratios
- The difference between cash and profit
- The difference between liquidity and profitability
- Calculate profitability ratios from given formulae
- Gross profit margin percentage (GPM): $(\text{gross profit}/\text{revenue}) \times 100$
- Net profit margin percentage (NPM): $(\text{net profit}/\text{revenue}) \times 100$
- Calculate liquidity ratios from given formulae
- Current ratio: $\text{current assets}/\text{current liabilities}$
- Liquid capital ratio: $(\text{current assets} - \text{inventory})/\text{current liabilities}$

Half term challenge

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During the half term, students will be set revision activities on a platform called 'GCSE pod'. These will be available from Monday 19th November until the end of Sunday 31st November.

This is a website that has revision tutorials (3-5 minutes long) and questions to assess understanding.

Students will have revision pods and questions set for a range of subjects and we are challenging students to watch a minimum of 50 pods and answer 500 questions.

Students who rise to this challenge will be rewarded, most likely with a dominos pizza during P6 after half term.

in addition to this, there will be a range of gift vouchers up for grabs for the students who watch the most pods and answer the most questions.

If you need your password resetting for this site, please contact Miss Maycock. You can do this in the following ways:

- via a MS teams message