The Rudheath Senior Academy

"Opening Children's Eyes to the Wonderful World of Possibility"

Year 11
PPE 2 Guidance
2025 - 26

Introduction

It is our aim to make the examination experience as stress free and successful as possible for all candidates.

Assessment is a key part of education as it helps students to demonstrate their learning, provide feedback on the errors they've been making and help provide opportunities to improve their performance with each assessment. It also helps teachers to guide their teaching to assist with student learning.

Sitting formal examinations also contributes to vital and relevant attributes that all students need to be successful in later life. Punctuality, resilience, independence, ambition and confidence.

As a school we will do everything we can to support your son/daughter through these stressful and busy times. Please do make contact with their subject teachers, form tutors and Mrs Rive if you need anything.

Please encourage your son/daughter to attend relevant period 6 sessions.

		Monday	Tuesday	Wednesda	Thursday	Friday
w/c 12th Jan	Core	Science		Maths	English	Hist/Geog
w/c19th Jan	Core	Science		Maths	English	Hist/Geog
w/c 26th Jan	Non Core	Art		D&T	Spanish Music Drama	
w/c 2nd Feb	Core	Science		Maths	English	Hist/Geog
w/c 9th Feb	Core	Science		Maths	English	Hist/Geog
w/c 16th Feb	Feb Half Term					
w/c23rd Feb	PPE Exams					
w/c 2nd Mar						

Course Information – Exam Boards

Subject	Qualification	Exam Board
English Language	GCSE	AQA
English Literature	GCSE	AQA
Mathematics	GCSE	Pearson
Art & Design	GCSE	AQA
Business Studies		
Biology	GCSE	AQA
Chemistry	GCSE	AQA
Combined Science: Trilogy	GCSE	AQA
Design Technology	GCSE	AQA
Drama	GCSE	WJEC
Food preparation & Nutrition	GCSE	AQA
Geography	GCSE	AQA
Health & Social Care	BTEC	Pearson
History	GCSE	Pearson
Music	GCSE	WJEC
Physics	GCSE	AQA
Spanish	GCSE	AQA
Sport	BTEC	Pearson

Pre-Public Examinations 2

	P1 and 2	P 3 and 4	P5
Mon 23rd February	Maths Paper 1	Combined Science - Biology Triple – Biology	
Tues 24th February	English Literature		Geography Paper 1
Weds 25th February	History Paper 1	Combined Science - Chemistry Triple – Chemistry	
Thurs 26th February	Maths Paper 2	Drama Health and Social	Spanish (listening & reading)
Friday 27th February	Food and Nutrition	Music	
	Art		

	P1 and 2	P 3 and 4	P5
Mon 2nd March	Business	History Paper 2	
Tues 3rd March	English Language		Geography Paper 2
Weds 4th March	Maths Paper 3	Design and Technology	
Thurs 5th March	Combined Science – Physics Triple Science – Physics	Sport	Spanish (Writing)
Fri 6th March	Business	History Paper 3	

Pre-Public Examinations 2

Students will receive a personalised examination timetable with their seat numbers nearer to the start of the examinations.

Attendance and punctuality to these examinations is crucial.

These are very important because:

- They help students establish the routines of examinations
- They support teachers in identifying strengths and weaknesses in student's skills and knowledge so that schemes of learning can be adapted accordingly and interventions can be targeted
- Students will be provided their grades and a comprehensive question level analysis (QLA) so that they can plan their revision to fill gaps in skills and knowledge

Results will be issued 14th March and performance can be discussed at the **Performance Review Evening on 26th March.**

On the following pages you will find information regarding the JCQ guidelines for conduct in an examination. It is important that you read through this.

Examinations Expectation and Conduct

It is our aim to make the exam experience as stress free and successful as possible for all candidates. The exam boards set down strict criteria that must be followed for the conduct of examinations, and the Academy is required to follow them precisely:

- Full uniform must be worn by all students attending examinations.
- Pens must be BLACK ink or ballpoint. No correction pens allowed.
- Do not attempt to communicate with or distract other candidates.
- **Mobile phones, iPods, Watches (all types), MP3/4 players** (or any other type of electronic communication or storage device) **must not be brought into the examination room**. If a mobile phone (or any other type of electronic communication or storage device) or a wristwatch is found in your possession during an examination (even if it is turned off) it will be taken from you and a report made to the appropriate examination board. No exceptions can be made.

The penalties will vary according to the type of offence and whether it is a wristwatch or a mobile phone, iPod, MP3/4 player or any other type of electronic communication or storage device but can range from a loss of marks, disqualification from a unit(s), disqualification from a whole/all qualifications to being barred from examination entries for a set period of time.

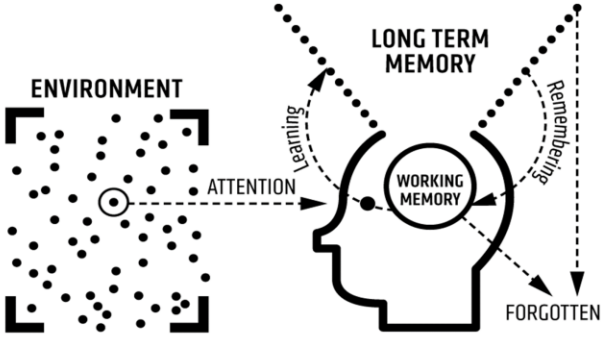
- Water brought into the exam room must be in a clear plastic bottle with all labels removed. Only water is permitted in the exam room – no other drinks ie. fizzy/juice drinks unless there is a medical reason.
- Do not draw graffiti or write offensive comments on examination papers – if you do the exam board may refuse to accept your paper.
- Listen carefully to instructions and notices read out by the invigilators.
- Candidates must stay in the exam room until the end of the examination. You are not allowed to leave early.
- At the end of the exam all work must be handed in – remember to cross out rough work.
- Question papers, answer booklets and additional paper must not be taken from the exam room.
- If the fire alarm sounds during an examination, the exam invigilators will tell you what to do. Do not panic. If you have to evacuate the room, you will be asked to leave in silence and in the order in which you are sitting. You will be escorted to a designated assembly point. Leave everything on your desk. You must not attempt to communicate with anyone else during the evacuation. When you return to the exam room do not start writing unit the invigilator tells you to. You will be allowed the full working time for the examination and a report will be sent to the awarding body detailing the incident.
- **Absence from Examinations**
- If you experience difficulties during the examination period (e.g. illness, injury, personal problems) please inform the school at the earliest possible point so we can help or advise you.
- Only in 'exceptional circumstances' are candidates allowed special consideration for absence from any part of an exam. It is essential that medical or other appropriate evidence is obtained on the day by the candidate/parent and given to the Examinations Officer without delay in all cases where an application can be made for special consideration.

Why is revision important?

Evidence says that, on average, revision can add **five months' additional progress** to student learning.

Students need to be aware of what constitutes effective revision.
Effective revision will ensure that knowledge can be secure in their long-term memory.
The only way to guarantee this happens is through various forms of retrieval practice.

Cognitive science is the study of how people learn. This model explains how the working memory has a finite capacity- meaning it can become easily overloaded with information. The most effective means of revision is to retrieve information to store in your long-term memory. This is detailed below:



We encourage students to use the following 4 core revision strategies:

- Brain dumps Click here for a video guide
- Self-quizzing Click here for a video guide
- Flash cards Click here for a video guide
- Past papers – you can find these on the exam board websites or by asking your teachers for them

We also encourage students to complete a revision timetable (a calendar).
Here are some tips for doing this:

1. **Start early** – give yourself enough time to revise so you can avoid cramming
2. **Set realistic goals** – make sure your goals are specific, measurable and achievable
3. **Plan for breaks** – regular breaks help you stay alert and focused
4. **Consider your concentration** – think about when you concentrate best and schedule more difficult topics for this time
5. **Allocate time for each topic** – consider how much time you need for each topic
6. **Track your progress** – keep track of what you have revised
7. **Eat well** – a healthy diet can help you feel more energetic and focused
8. **Exercise** – regular exercise can help you stay focused and sleep better
9. **Be flexible** – it's ok if you don't stick to your timetable perfectly

You will find revision lists in this booklet to help you plan your revision to ensure you cover everything.

Year 11 English Language

Length of assessment	1hr 45 mins
Title of assessment	Paper 1: Explorations in Creative Reading and Writing

Success Criteria

AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4: Evaluate texts critically and support this with appropriate textual references

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Section A Reading:

5 minutes reading and annotating the extract

Q1: List four pieces of specific information from the text
5 minutes

Q2: Comment on the effect of language in a section of the extract
10 minutes

Q3: Comment on the effect of structure
10 minutes

Q4: Explain why you agree with the given statement about the text
25 minutes

Section B Writing:

Choose from either a narrative or a description based on the image

- at least one page of writing
- range of language features for effect
- range of punctuation
- ambitious vocabulary
- cyclical structure
- varied paragraph lengths for effect
- sensory description

Resources required to revise

Seneca

Practise papers AQA | GCSE | English Language | Assessment resources

Padlet link with a range of resources from videos, past papers, flash cards etc
https://padlet.com/glycett/gcse-english-revision-l8ekhozmr8b8o0ze

Year 11 English Literature

Length of assessment	2hr 15mins
Title of assessment	Paper 2: Modern Text and Poetry

Success Criteria

Literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events

Critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text

Evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation

Comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above

Section A Modern texts:
Students will answer one essay question from a choice of two on *An Inspector Calls*

Section B Poetry:
Students will answer one comparative question on one named poem printed on the paper and one other poem from the *Power and Conflict* poetry anthology cluster

Section C Unseen poetry:
Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Resources required to revise

Seneca
Flash cards- key quotes on the front and details on the back
Revision resources in the back of your paper poetry booklets
Stacey Raey on YouTube and Instagram (higher-level)
Mr Bruff on YouTube
Practice papers AQA | GCSE | English Literature | Assessment resources
Padlet link with a range of resources from videos, past papers, flash cards etc
https://padlet.com/glycett/gcse-english-revision-l8ekhozmr8b8o0ze

Year 11 Subject Mathematics

Length of assessment	90 minutes
Title of assessment	Edexcel Mathematics Foundation Paper 1 (Non-Calculator)

Success Criteria

The exams will measure how students have achieved the following assessment objectives.

AO1 Use and apply standard techniques

AO2 Reason, interpret and communicate mathematically

AO3 Solve problems within mathematics and in other contexts

The available marks for each question are shown next to the answer line and students should ensure they show all calculations and processes to secure as many marks as possible are awarded.

The paper progresses in difficulty throughout and contains a range of single and multi mark questions typically 1-4 marks for each question.

To be successful revise the content listed using the Sparx codes alongside your exercise book and revision guides.

- Finding fractions of amounts without a calculator U881
- Converting between fractions, decimals and percentages U888
- Calculating with roots and powers U851
- Finding the lowest common multiple U751
- Probabilities of mutually exclusive events U683
- Drawing and interpreting scale diagrams U257
- Writing probabilities as fractions U408
- Adding and subtracting decimals, Using a written method to divide with decimals U478,U868
- Identifying parts of circles U767
- Line and shape properties U121
- Using a written method to multiply integers U127
- Using a written method to divide integers U453
- Function machines with numbers M175
- Function machines with numbers, Adding and subtracting with negative numbers M175,U742
- Function machines with numbers M175
- Drawing bar charts U363
- Adding and subtracting fractions U736
- Multiplying fractions U475
- Solving equations with two or more steps U325
- Constructing and solving equations U599
- Calculating bearings U107
- Drawing stem-and-leaf diagrams U200
- Finding averages from diagrams U854
- Solving direct proportion word problems U721
- Expanding single brackets U179
- Factorising into one bracket U365
- Calculating with roots and powers U851
- Calculating with speed U151
- Using lines of best fit U128
- Sketch graphs of water flows U896
- Area of compound shapes, Using equivalent ratios to find unknown amounts U970,U753
- Using equivalent ratios to find unknown amounts U753
- Finding the area of circles U950
- Finding equations of straight-line graphs U315
- Using the exact values of trigonometric ratios U627
- Combining ratios U921

Resources required to revise

The revision list above includes the codes for Sparx independent practice which will take students to quizzes on those topics. We recommend this as the main tool for revision. All students have their own log in for Sparx and passwords can be reset by their maths teacher.

Other websites we recommend include:

https://www.1stclassmaths.com/

www.corbettmaths.com

www.mathsgenie.co.uk

Year 11 Subject Mathematics

Length of assessment	90 minutes
Title of assessment	Edexcel Mathematics Foundation Paper 2 (Calculator)

Success Criteria

The exams will measure how students have achieved the following assessment objectives.

AO1 Use and apply standard techniques

AO2 Reason, interpret and communicate mathematically

AO3 Solve problems within mathematics and in other contexts

The available marks for each question are shown next to the answer line and students should ensure they show all calculations and processes to secure as many marks as possible are awarded.

The paper progresses in difficulty throughout and contains a range of single and multi mark questions typically 1-4 marks for each question.

To be successful revise the content listed using the Sparx codes alongside your exercise book and revision guides.

- Ordering negative numbers U947
- Reading, converting and calculating with time U902
- Calculating with roots and powers U851
- Finding factors and using divisibility tests U211
- Understanding and ordering decimals U435
- Calculating the median U456
- Writing probabilities as fractions U408
- Interpreting bar charts U557
- Finding percentages of amounts with a calculator U349
- Constructing fractions U163
- Reading and plotting coordinates U789
- Plotting horizontal, vertical and diagonal lines M797
- Converting between mixed numbers and improper fractions U692
- Rounding decimals U298
- Ordering fractions, decimals and percentages U594
- Using a calculator U926
- Simplifying expressions by collecting like terms U105
- Constructing and solving equations U599
- Frequency trees U280
- Drawing and interpreting scale diagrams U257
- Calculating midpoints U933
- Angles on parallel lines U826
- Rotation U696
- Enlargement by a positive scale factor U519
- Using standard form with negative indices U534
- Prime factor decomposition U739
- Mutually exclusive events, Using equivalent ratios U683 U753
- Problem solving: Finding the HCF and LCM U125
- Area and perimeter, Constructing and solving equations U226 U599
- Finding original values in percentage calculations U286
- Calculating with density U910
- Finding the surface area of cones U523
- Factorising the difference of two squares U963
- Expanding double brackets U768
- Factorising quadratic expressions of the form x^2+bx+c U178
- Factorising to solve quadratic equations of the form x^2+bx+c=0 U228

Resources required to revise

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www.mathsgenie.co.uk

Year 11 Subject Mathematics

Length of assessment	90 minutes
Title of assessment	Edexcel Mathematics Foundation Paper 3 (Calculator)

Success Criteria

The exams will measure how students have achieved the following assessment objectives.

AO1 Use and apply standard techniques

AO2 Reason, interpret and communicate mathematically

AO3 Solve problems within mathematics and in other contexts

The available marks for each question are shown next to the answer line and students should ensure they show all calculations and processes to secure as many marks as possible are awarded.

The paper progresses in difficulty throughout and contains a range of single and multi mark questions typically 1-4 marks for each question.

To be successful revise the content listed using the Sparx codes alongside your exercise book and revision guides.

- Understanding and ordering integers U600
- Converting between fractions, decimals and percentages U888
- Using algebraic notation U613
- Rounding integers U480
- Converting units of length, mass and capacity U388
- Interpreting pie charts U172
- Understanding, measuring and drawing angles U447
- Drawing pie charts U508
- Divide integers U453
- Interpreting frequency tables and two-way tables U981
- Term-to-term rules U213
- Interpreting distance-time graphs U914
- Plotting distance-time graphs U403
- Using probability phrases U803
- Writing probabilities as fractions U408
- Expected results from repeated experiments U166
- Combining angle facts U655
- Finding the area of compound shapes U970
- Finding original values in percentage calculations U286
- Percentage change with a calculator U671
- Substituting into expressions U201
- Solving equations, Substituting into expressions, Writing and simplifying ratios U325, U201, U687
- Choosing suitable averages and solving problems U717
- Finding the volume of prisms U174
- Using a calculator U926
- Rounding decimals using significant figures U965
- Reciprocals M216
- Using equivalent ratios to find unknown amounts U753
- Plotting graphs of quadratic functions U989
- Solving quadratic equations graphically U601
- Standard form with a calculator U161
- Finding error intervals U657
- Growth and decay U988
- Venn diagrams with set notation U748

Resources required to revise

The revision list above includes the codes for Sparx independent practice which will take students to quizzes on those topics. We recommend this as the main tool for revision. All students have their own log in for Sparx and passwords can be reset by their maths teacher.

Other websites we recommend include:

https://www.1stclassmaths.com/

www.corbettmaths.com

www.mathsgenie.co.uk

Year 11 Subject Mathematics

Length of assessment	90 minutes
Title of assessment	Edexcel Mathematics Higher Paper 1 (Non-Calculator)

Success Criteria

The exams will measure how students have achieved the following assessment objectives.

AO1 Use and apply standard techniques

AO2 Reason, interpret and communicate mathematically

AO3 Solve problems within mathematics and in other contexts

The available marks for each question are shown next to the answer line and students should ensure they show all calculations and processes to secure as many marks as possible are awarded.

The paper progresses in difficulty throughout and contains a range of single and multi mark questions typically 1-4 marks for each question.

To be successful revise the content listed using the Sparx codes alongside your exercise book and revision guides.

- Factorising into one bracket U365
- Calculating with roots and powers U851
- Calculating with speed U151
- Interpreting scatter graphs U277
- Using lines of best fit U128
- Sketch graphs of water flows U896
- Area of compound shapes, Using equivalent ratios to find unknown amounts U970,U753
- Using equivalent ratios to find unknown amounts U753
- Finding the area of circles U950
- Finding equations of straight line graphs U315
- Percentage change without a calculator U773
- Drawing box plots U879
- Adding and subtracting column vectors, Multiplying column vectors by a scalar U903,U564
- Combining transformations U766
- Converting recurring decimals to fractions U689
- Using the product rule for counting U369
- Factorising to solve quadratic equations of the form ax^2+bx+c=0 U960
- The sine rule, Using the exact values of trigonometric ratios (Higher) U952,U319
- Solving equations with the unknown on both sides U870
- Finding the turning point of a quadratic graph by completing the square U769
- Tree diagrams for dependent events U729
- Simplifying expressions using index laws U662
- Geometric proofs with congruence and similarity U887
- Transforming graphs U455
- Rationalising denominators containing two terms U281

Resources required to revise

The revision list above includes the codes for Sparx independent practice which will take students to quizzes on those topics. We recommend this as the main tool for revision. All students have their own log in for Sparx and passwords can be reset by their maths teacher.

Other websites we recommend include:

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www.corbettmaths.com

www.mathsgenie.co.uk

Year 11 Subject Mathematics

Length of assessment	90 minutes
Title of assessment	Edexcel Mathematics Higher Paper 2 (Calculator)

Success Criteria

The exams will measure how students have achieved the following assessment objectives.

AO1 Use and apply standard techniques

AO2 Reason, interpret and communicate mathematically

AO3 Solve problems within mathematics and in other contexts

The available marks for each question are shown next to the answer line and students should ensure they show all calculations and processes to secure as many marks as possible are awarded.

The paper progresses in difficulty throughout and contains a range of single and multi mark questions typically 1-4 marks for each question.

To be successful revise the content listed using the Sparx codes alongside your exercise book and revision guides.

- Prime factor decomposition U739
- Mutually exclusive events, Using equivalent ratios U683 U753
- Problem solving: Finding the HCF and LCM U125
- Constructing and solving equations, Area and perimeter U599 U934
- Finding original values in percentage calculations U286
- Calculating with density U910
- Finding the surface area of cones U523
- Finding error intervals U657
- Inverse proportion equations, Direct proportion equations U364 U640
- Expanding triple brackets U606
- Solving double inequalities U145
- Drawing cumulative frequency graphs U182
- Interpreting cumulative frequency graphs U642
- Using the product rule for counting U369
- Position-to-term rules for quadratic sequences U206
- Graphs of linear inequalities U747
- Estimating gradients of non-linear graphs using tangents U800
- Estimating areas under non-linear graphs U882
- Drawing histograms with unequal class widths U814
- Interpreting histograms U983
- Finding the area of sectors, The area rule U373, U592
- Solving geometric problems using vectors U781
- Trigonometry in 3D shapes U170
- Circles and tangents, Solving simultaneous equations with quadratics U567 U547

Resources required to revise

The revision list above includes the codes for Sparx independent practice which will take students to quizzes on those topics. We recommend this as the main tool for revision. All students have their own log in for Sparx and passwords can be reset by their maths teacher.

Other websites we recommend include:

https://www.1stclassmaths.com/

www.corbettmaths.com

www.mathsgenie.co.uk

Year 11 Subject Mathematics

Length of assessment	90 minutes
Title of assessment	Edexcel Mathematics Higher Paper 3 (Calculator)

Success Criteria

The exams will measure how students have achieved the following assessment objectives.

AO1 Use and apply standard techniques

AO2 Reason, interpret and communicate mathematically

AO3 Solve problems within mathematics and in other contexts

The available marks for each question are shown next to the answer line and students should ensure they show all calculations and processes to secure as many marks as possible are awarded.

The paper progresses in difficulty throughout and contains a range of single and multi mark questions typically 1-4 marks for each question.

To be successful revise the content listed using the Sparx codes alongside your exercise book and revision guides.

- Using a calculator U926
- Rounding decimals using significant figures U965
- Reciprocals M216
- Using equivalent ratios to find unknown amounts U753
- Plotting graphs of quadratic functions U989
- Solving quadratic equations graphically U601
- Standard form with a calculator U161
- Finding error intervals U657
- Growth and decay U988
- Reading and drawing inequalities on number lines U509
- Finding the arc length of sectors U221
- Using Pythagoras' theorem in 2D U385
- Drawing box plots U879
- Comparing populations using box plots and cumulative frequency graphs U507
- Graphs of cubic functions, Graphs of reciprocal functions U980, U593
- Enlargement by a positive or negative scale factor U134
- Writing algebraic proofs U582
- Writing algebraic proofs U582
- Mixed problems: Circle theorems U808
- Finding bounds for calculations U587
- Tree diagrams for independent events U558
- Finding approximate solutions to equations using iteration U168
- Calculating with ratios and algebra, Solving simultaneous equations involving quadratics U676, U547
- Venn diagrams U476
- Conditional probabilities from Venn diagrams U699
- The area rule, Finding unknown sides in right-angled triangles, Rationalising denominators U592, U283, U707
- Finding inverse functions U996
- Finding composite functions, Adding and subtracting algebraic fractions U448, U685

Resources required to revise

The revision list above includes the codes for Sparx independent practice which will take students to quizzes on those topics. We recommend this as the main tool for revision. All students have their own log in for Sparx and passwords can be reset by their maths teacher.

Other websites we recommend include:

https://www.1stclassmaths.com/

www.corbettmaths.com

www.mathsgenie.co.uk

Year 11 Subject Biology

Length of assessment	75 minutes (Trilogy) / 105 minutes (Triple)
Title of assessment	GCSE Trilogy: Combined science Biology Paper 2 GCSE Triple Biology Paper 2

Success Criteria

This paper will contain a combination of multiple choice, structured, closed short answer, and open response questions.

Marks for each question range from 1-6.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
- AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

Homeostasis and Response Topics

- ❑ Structure and function of the human nervous system
- ❑ The brain (Triple Only)
- ❑ The eye (Triple Only)
- ❑ Body temperature control (Triple Only)
- ❑ Hormonal coordination in humans
- ❑ Maintaining water and nitrogen balance in the body (Triple Only)
- ❑ Hormones in human reproduction
- ❑ Contraception
- ❑ Infertility (HT Only)
- ❑ Negative Feedback (HT Only)
- ❑ Plant hormones (Triple Only)

Inheritance, Variation and Evolution Topics

- ❑ Sexual and asexual reproduction
- ❑ Meiosis cell division
- ❑ DNA and genome definition
- ❑ DNA Structure (Triple Only)
- ❑ Genetic inheritance
- ❑ Inherited disorders
- ❑ Sex determination
- ❑ Variation and evolution
- ❑ Selective breeding
- ❑ Genetic engineering
- ❑ Cloning (Triple Only)
- ❑ Understanding genetics (Triple Only)
- ❑ Theory of evolution (Triple only)
- ❑ Speciation (Triple only)
- ❑ Fossils
- ❑ Extinction
- ❑ Resistant bacteria
- ❑ Living organism classification

Ecology Topics

- ❑ Communities within ecosystems
- ❑ Changes in ecosystems
- ❑ Ecosystem adaptations
- ❑ Organisation within ecosystems
- ❑ How materials are cycled
- ❑ Decomposition (Triple Only)
- ❑ Impact of environmental change (Triple Only)
- ❑ Biodiversity
- ❑ Waste management
- ❑ Land use
- ❑ Deforestation
- ❑ Global warming
- ❑ Trophic Levels (Triple Only)
- ❑ Maintaining biodiversity
- ❑ Pyramids of biomass
- ❑ Food Production (Triple Only)

Resources required to revise

Revision guides, knowledge organiser books, Seneca quizzes, Revision booklets, past paper questions. Revision timetable.

https://continuityoak.org.uk/lessons

https://www.bbc.co.uk/bitesize/examspecs/z8r997h AQA Combined science

https://www.bbc.co.uk/bitesize/subjects/z9ddmp3 Biology Triple

https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/

Year 11 Subject Chemistry

Length of assessment	75 minutes (Trilogy) / 105 minutes (Triple)
Title of assessment	GCSE Trilogy: Combined science Chemistry Paper 2 GCSE Triple Chemistry Paper 2

Success Criteria

This paper will contain a combination of multiple choice, structured, closed short answer, and open response questions.

Marks for each question range from 1-6.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
- AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

The Rate and Extent of Chemical Change Topics

- ❑ Calculating rates of reactions
- ❑ Factors which affect the rates of chemical reactions
- ❑ Collision theory and activation energy
- ❑ Catalysts
- ❑ Reversible reactions and dynamic equilibrium
- ❑ The effect of changing conditions on equilibrium (HT only)

Organic Chemistry Topics

- ❑ Crude oil, hydrocarbons and alkanes
- ❑ Fractional distillation
- ❑ Properties of hydrocarbons
- ❑ Cracking and alkenes
- ❑ Structure and formulae of alkenes
- ❑ Reactions of alkenes (Triple Only)
- ❑ Alcohols (Triple Only)
- ❑ Carboxylic acids
- ❑ Synthetic and naturally occurring polymers (Triple Only)

Chemical Analysis Topics

- ❑ Pure substances
- ❑ Formulations
- ❑ Chromatography
- ❑ Identification of common gases
- ❑ Identification of ions (Triple Only)

Chemistry of the Atmosphere Topics

- ❑ The composition and evolution of the Earth's atmosphere
- ❑ Greenhouse gases and global climate change
- ❑ Carbon footprint
- ❑ Atmospheric pollutants

Using Resources

- ❑ Sustainable development
- ❑ Potable water
- ❑ Wastewater treatment
- ❑ Life cycle assessment
- ❑ Recycling
- ❑ Using materials (Triple Only)
- ❑ The Haber process (Triple Only)

Resources required to revise

Revision guides, knowledge organiser books, Seneca quizzes, Revision booklets, past paper questions. Revision timetable.

https://continuityoak.org.uk/lessons

https://www.bbc.co.uk/bitesize/examspecs/z8r997h AQA Combined science

https://www.bbc.co.uk/bitesize/subjects/zs6hvcw Chemistry Triple

https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/

Year 11 Subject Physics

Length of assessment	75 minutes (Trilogy) / 105 minutes (Triple)
Title of assessment	GCSE Trilogy: Combined science Physics Paper 2 GCSE Triple Physics Paper 2

Success Criteria

This paper will contain a combination of multiple choice, structured, closed short answer, and open response questions.

Marks for each question range from 1-6.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
- AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

Forces Topics

- ❑ Black body radiation (Triple Only)
- ❑ Contact and non-contact forces
- ❑ Describing motion
- ❑ Forces, acceleration and Newton's Laws
- ❑ Forces and elasticity
- ❑ Gravity
- ❑ EM Waves
- ❑ Lenses (Triple Only)
- ❑ Moments, levers and gears (Triple Only)
- ❑ Momentum (HT Only)
- ❑ Properties of waves
- ❑ Pressure in fluids (Triple Only)
- ❑ Reflection and refraction (Triple Only)
- ❑ Scalar and vector quantities
- ❑ Sound and ultrasound (Triple Only)
- ❑ Transverse and longitudinal waves
- ❑ Waves Topics

Magnetism and Electromagnetism

- ❑ Electromagnetic induction
- ❑ Electromagnets
- ❑ Magnetic fields
- ❑ Loudspeakers (Triple Only)
- ❑ Transformers (Triple Only)

Space Physics (Triple Only)

- ❑ The expanding Universe
- ❑ The life cycle of a star
- ❑ The Solar System
- ❑ Satellites

Resources required to revise

Revision guides, knowledge organiser books, Seneca quizzes, Revision booklets, past paper questions. Revision timetable.

https://continuityoak.org.uk/lessons

https://www.bbc.co.uk/bitesize/examspecs/z8r997h AQA Combined science

https://www.bbc.co.uk/bitesize/subjects/zpm6fg8 Physics Triple

https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/

Year 11 History

Length of assessment	Paper 1 1hour 20 mins Paper 2 1 hour 50 mins Paper 3 1 hour 30 mins
Success Criteria Students will be assessed on the content they have covered since September 2023 Students will be assessed on Assessment Objectives 1,2,3 &4 AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts eg causation, change and continuity. AO3: Analyse, evaluate and use sources (contemporary to the period) to make judgements, in the context of historical events studied. AO4: Analyse, evaluate and make judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. The assessment will consist of a range questions 2/4/8/12 & 16 mark questions	**Paper 1: Medicine in Britain c1250-present and the British sector of the Western Front 1914-18** • WW1 – Injuries caused from fighting • Blood transfusions • Problems of caring for the wounded on the Western Front • Great Plague 1665 & Cholera 1854 • Pasteur's Germ Theory – changes • Medieval and Renaissance Medicine linked to 4 Humours • Improvement of Hospitals from 1800 **Paper 2: Early Elizabethan England** • Elizabethan Society • Elizabethan exploration • Worsening relations between England and Spain • Elizabeth's Religious Settlement • Reasons for the Increase in poverty in Elizabethan England **Paper 2: Superpower relations and the Cold War** • Yalta and Potsdam Conferences • Berlin Airlift • Formation of NATO • Marshall Plan • Truman Doctrine **Paper 3 Weimar and Nazi Germany** • Hyperinflation in Weimar Germany • Reasons for Growth in support of the Nazis • Young people's opposition towards the Nazis • Living Standards in Nazi Germany

Resources required to revise

Scan the QR code for all revision resources Including textbooks, revision guides and exam walk throughs.

Year 11 Geography

Length of assessment	Paper 1 90mins Paper 2 90mins
Title of assessment	PPE2
Success Criteria Students will be assessed on the content they have covered since September 2023. Students will be assessed on Assessment Objectives 1,2,3 & 4 AO1: Demonstrate knowledge of locations, places, processes, environments and different scales. AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes. AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. The number of marks for each question will be shown on the exam paper.	**Paper 1 Living with the Physical Environment** **The Challenge of Natural Hazards:** • Tectonic Hazards • Weather Hazards • Climate Change **The living world:** • Ecosystems • Tropical Rainforests • Hot Deserts **Physical Landscapes in the UK** • Coasts • Coastal formations • Hard and Soft engineering • Rivers • How Rivers shape the land • Impacts of flood management **Paper 2 Challenges in the Human Environment** **Urban issues and challenges** • Urban world • Rio de Janeiro • Sustainable urban development **The changing economic world** • The Development Gap • Nigeria • Reducing development gaps • Changing rural landscapes in the Uk **The challenge of resource management** • Resource • Food insecurity

Resources required to revise

All pupils should use their green CGP revision guides

Every student has access to SENECA learning and can independently complete the set tasks linked to the topics above.

Year 11 Spanish

Length of assessment	35 mins listening, 45 mins Reading
Title of assessment	Year 11 Spanish Assessment Reading and Listening

Success Criteria

To be successful revise the content listed using your exercise book, revision guides and Seneca. You must ensure you answer every question to gain each mark available.

Listening

Section A – questions in English, to be answered in English or non-verbally
Section B – questions in Spanish, to be answered in Spanish or non-verbally

Reading

Section A – questions in English, to be answered in English or non-verbally
Section B – questions in Spanish, to be answered in Spanish or non-verbally
Section C – translation from Spanish into English

Theme 1: Identity and culture

- Topic 1: Me, my family and friends
- Relationships with family and friends
- Marriage/partnership
- Topic 2: Technology in everyday life, Social media
- Mobile technology
- Topic 3: Free-time activities: Music, Cinema and TV,
- Food and eating out, Sport
- Topic 4: Customs and festivals in Spanish-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues: Charity/voluntary work
- Healthy/unhealthy living
- Topic 3: Global issues: The environment,
- Poverty/homelessness
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

Resources required to revise

- Recap core vocabulary and grammar on the PowerPoints (TEAMS)
- Knowledge Organisers for both topics
- Exercise books with core vocabulary
- Seneca
- BBC Bitesize – Spanish AQA https://www.bbc.co.uk/bitesize/examspecs/z4yyjhv

Year 11 Subject Business Studies	
Length of assessment	Exam – 1 hour 45 minutes
Title of assessment	**Theme 2: Building a Business**
Success Criteria To be successful revise the content using the resources listed below The number of marks for each question will be shown on the exam paper, you must ensure you show full working and detail to each response to gain the marks available.	**Content overview** ● Topic 2.1 Growing the business ● Topic 2.2 Making Marketing Decisions ● Topic 2.3 Making Operational Decisions ● Topic 2.4 Making Financial Decisions ● Topic 2.5 Making Human Resource Decisions The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

Resources required to revision

- Using Seneca to revise the key knowledge for each area.
- Practice exam papers and individual questions (provided by your teacher)
- Create revision cards with key vocabulary and facts- use these to quiz yourself on the knowledge.
- Revision guides, work-books and exercise books.

Year 11 Music

Length of assessment	Component 3 40% (Appraising Exam) - 1h 15mins
Title of assessment	Performance, Composition and Appraising
Success Criteria **Component 3 (Appraising Exam)** The listening examination is out of 96 marks and it will develop your aural and analytical skills and enhance your understanding of music history and theory. It is based on four Areas of Study, with two set works. You will learn how to identify features of music from a variety of genres which will also develop your own composition skills.	• *Area of study 1: Musical Forms and Devices* Forms and devices are of fundamental importance in musical composition, and many of the common musical forms and devices used by composers today have their origin in the Western Classical Tradition. The music of the Baroque, Classical and Romantic eras provides the context for a study of binary, ternary, minuet and trio rondo, variation and strophic forms. Learners are encouraged to engage with a variety of music from the prescribed eras, through a range of performing, composing and appraising activities. They are also encouraged to make links between music they listen to, pieces they perform and their own compositions, as well as music by composers from the twentieth and twenty-first centuries who use these forms and devices. • *Area of study 2: Music for Ensemble* Music for ensemble forms the basis for a study of texture and sonority. Through a study of diverse musical styles composed for ensemble, such as jazz and blues, musical theatre and chamber music, learners will consider how music is composed for small groups of instruments and voices. Learners will also consider how texture is manipulated and they are encouraged to use small instrumental/vocal groupings in their own music. Learners are required to perform as part of an ensemble, and through this to actively engage with ensemble music, understanding the relationship between performers on the stage and the audience. • *Area of study 3: Film Music* The film industry is of considerable commercial and cultural interest in both the UK and abroad. There are many areas of specialism for musicians within this industry such as composer, orchestrator, arranger, performer, music editor, producer and more. A film composer scores music to accompany a motion picture for film or television. This includes dramatic underscore and thematic music as well as popular songwriting. Through this area of study learners are encouraged to consider how music for film is created, developed and performed, and the impact this has on the audience. Learners will have the opportunity to compose and perform film music and are encouraged to use musical technology to create mood and atmosphere through engaging with the story of the film. • *Area of study 4: Popular Music* Popular music is a wide-ranging and diverse art form encompassing several distinct genres. The popular music industry offers a wide range of opportunities for both composers and performers, including singer, song-writer, music producer, arranger and more. Through this area of study learners are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to perform popular music as well as compose music associated with a popular music genre. Learners are also encouraged to use music technology, understanding the impact this has on the way music is developed and performed in popular music.

Resources required to revise

Revision booklet provided by Music dept.
Exercise Books
Teams Knowledge Organisers
Eduqas GCSE Music Revision Guide

Year 11 AQA GCSE Food Preparation and Nutrition

Length of assessment	1 Hour 45 Minutes
Title of assessment	GCSE Food Technology UNIT 1 Written Paper

Success Criteria

This paper will contain a combination of multiple choice, structured, closed short answer, and open response questions.

Marks for each question range from 1-12

Food preparation skills – these are intended to be integrated into the five sections:

Nutrition – Healthy eating, balanced diet, Eatwell guide, nutrients, minerals, vitamins A B C D E

Food Science – Coagulation, dextrinization, gelatinization, shortening, protein denaturization, plasticity.

Safety – Using the 4C's in the preparation of food, key temperatures, temperature probe, cross contamination.

Food Choice – Different age groups and needs, dietary needs, medical conditions, allergies and tolerances, religion.

Provence – Where does our food come from, food miles.

- Yellow chopping board
- Vitamins in citrus fruit
- Key temperatures
- Enzymic browning
- Listeria
- Recommended amount of fat
- BMR
- Vitamin K
- Fairtrade
- Polysaccharide
- Vegetarian and vegan diet
- Controlled conditions for sensory testing
- Cheesemaking
- Moulds in cheese production
- Seasonal foods – advantages and disadvantages
- Food and packaging - concerns about waste
- Gluten – formation and function in making bread
- Problems when making bread
- Emulsification
- Key temperatures and chicken

Year 11 AQA GCSE Design and Technology

Length of assessment	2 Hours (Year 11 - 2hours)
Title of assessment	GCSE DESIGN AND TECHNOLOGY UNIT 1 Written Paper

Success Criteria

This paper will contain a combination of multiple choice, structured, closed short answer, and open response questions.

Marks for each question range from 1-6.

The exams will measure how students have achieved the following assessment objectives.

- **Section A – Core technical principles (16 marks). A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.**
- **Section B – Specialist technical principles (22 marks) Several short answer questions (1-4 marks) and one extended response to assess a more in depth knowledge of technical principles.**
- **Section C – Designing and making principles (15 marks) A mixture of short answers and extended response questions.**

3.1 Core Technical Principles

- ❑ **Input and output systems**
- ❑ **Forces and stresses**
- ❑ **Material protective coatings**
- ❑ **Manufacturing stock control**
- ❑ **Smart materials**
- ❑ **Materials and their working properties.**
- ❑ **Manufactured boards**
- ❑ **Designing for a limited life span**
- ❑ **Thermoset and Thermo materials and their properties**
- ❑ **Movement of a lever**
- ❑ **Packaging materials**
- ❑ **Renewable energy sources Ecological and social footprints**

3.2 Specialist Technical Principles

- ❑ **Stock forms, types and sizes**
- ❑ **Templates and Jigs**
- ❑ **Using and working with materials.**
- ❑ **Scales of production**
- ❑ **Specialist techniques and processes.**
- ❑ **Surface treatment and finishes.**
- ❑ **Production methods**

3.3 Designing and making principles

- ❑ **Investigation primary and secondary.**
- ❑ The work of other designers.
- ❑ Communication of ideas
- ❑ **Analysing and evaluating products for use externally**
- ❑ **Arthrometric and Ergonomics.**
- ❑ **Prototype development**
- ❑ **Specialist tools and equipment.**
- ❑ **Exploded isometric drawings**
- ❑ **Where and why exploded isometric drawings are used**
- ❑ **Sketching**
- ❑ **CAD / CAM /CAT**
- ❑ **Datum points**
- ❑ **3D printing**
- ❑ **Evaluation of prototypes**

Resources required to revise

ENGINEERING - DESIGN AND TECHNOLOGY (technologystudent.com)

GCSE Design and Technology - BBC Bitesize

Free GCSE Design and Technology AQA Revision Content — Study Rocket

Btec Sport

Length of assessment	1 hour 30 minutes
Title of assessment	Btec Sport Exam – Component 3

Success Criteria

Read command words "define", "explain", "analyze", or "justify"

Use PEEL for extended answers:

- Point – make your point directly answering the question
- Example – give a specific sporting example
- Explain – Explain how or why it works
- Link – link back to scenario/question

Apply your answers to the scenario – never give generic answers – always tailor your training program or fitness test recommendations specific to that person's age, sport, and fitness level.

Below is a clear and structured revision list:

- **Principles of Training**
  - Specificity
  - Progression
  - Individual differences/needs
  - Overload (FITT principle)
  - Reversibility
  - Rest and recover
- **FITT Principle**
  - Frequency
  - Time
  - Intensity
  - Type
- **Methods of Training**
  - Continuous training
  - Interval training
  - Weight/resistance training
  - Flexibility training
  - Fartlek training
  - Circuit training
  - Plyometric training
- **Fitness Components**
  - Health related components:
    Cardiovascular endurance, Muscular endurance, Strength, Flexibility, Body composition
  - Skill related components:
    Agility, Balance, Co-ordination, Power, Reaction time, Speed

  Fitness Testing
  - Purpose of fitness testing
  - Validity and reliability
  - Examples of tests:
    Multi-stage fitness tests (Aerobic endurance)
    Sit and reach (flexibility)
    Grip strength (strength)
    Illinois agility strength (agility)
    Vertical jump (power)
    30m sprint (speed)
- **Training Programme Design**
  - Short-term and long-term goals
  - Application of principles of training
  - Warm up and cool down
  - Monitoring progress
- **Health and Safety**
  - Risk assessment
  - Safe use of equipment
- **Lifestyle Factors**
  - Diet and nutrition basics
  - Hydration
  - Rest and sleep
  - Impact on performance

Resources required to revise

https://thepeclassroom.com/btec-revision-resouces/

Btec Health and Social

Length of assessment	1 hour and 30 mins
Title of assessment	Btec Health and Social Exam

Success Criteria

Ensure you understand the command words: "identify", "state", "describe", "explain", and "discuss" and what they require in terms of length and depth.

Use case studies effectively – link theoretical concepts (like life stages, care needs) directly to specific scenarios in exam questions

Expand points for longer questions (explain, discuss), develop each point with full explanations, considering different perspectives.

Be specific – link answers closely to the provided case study details.

Use examples – apply your knowledge with relevant examples.

Key topic areas to revise:

- **Factorise affecting health and wellbeing**
  - Physical factors (e.g. genetic inheritance, illness)
  - Social factors (e.g. family, friends)
  - Cultural factors (e.g. religion, beliefs)
  - Economic factors (e.g. income, employment)
  - Environmental factors (e.g. Housing, pollution)
- **Impact of life events**
  - Expected life events (e.g. marriage, parenthood)
  - Unexpected life events (e.g. accidents, illnesses)
  - How these affect physical, intellectual, emotional, and social development (PIES)
- **Health indicators**
  - Pulse rate
  - Blood pressure
  - Body Mass Index (BMI)
  - Peak flow
  - How to interpret these indicators and what they mean for health
- **Person-centred approach**
  - Importance of individual needs and preferences
  - Empowerment and involvement in decision-making
- **Barriers to healthy lifestyle**
  - Physical (e.g. disability)
  - Psychological (e.g. low self-esteem)
  - Financial
  - Social and cultural
- **Creating a health and wellbeing improvement plan**
  - SMART targets
  - Short-term and long-term goals
  - Recommendations for lifestyle changes

  Support available
- **Interpreting case studies**
  - Identify factors affecting health
  - Suggest realistic improvements
  - Justify recommendations using evidence

Resources required to revise:
https://studyrocket.co.uk/revision/level-2-health-and-social-care-btec