YEAR 11 Mock Examinations
7-20 December 2018
Information Booklet
CONTACT INFORMATION FOR YEAR 11 TEAM

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Spanish
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What can you do?
Get the basics right first:
• 6-8 glasses of water per day
• Avoid sugary food – quick release/sugar crash
• Eat slow energy release foods
• Avoid too much caffeine
• Sleep: 7-9 hours per night
• Exercise

What else?
• Make the most of your lesson time
• Don’t waste your time in detentions
• Complete your coursework and homework
• Attend after school sessions
• Plan in free time as well as study time
• Start now
Preparation at home

• Quiet space to work

• Free from interruptions, especially brothers and sisters

• Keeping phones safe while they study!

• Music – preferably not, but if needed to drown out distractions, listen to something soft

• 30 minute chunks

Preparation - Revision Materials

• Stationery
• Revision timetable
• Topic lists
• Revision guides
• Past papers
• Websites (see booklet)
How to revise:

- Mindmaps
- Flash cards
- Past papers
- Look/cover/write/check
- Become a teacher
- Ask someone to test you

- Don’t just read!
Art

Format
You will bring your coursework to a conclusion by producing a visual outcome and an analysis. You will have 5 hours in the exam to complete these.

Equipment
This will depend on what you are working on. Most materials will be supplied. If you require materials that are not normally available in lesson you should have a conversation about this with your art teacher.

Revision Guidance
- Complete all your coursework
- Create a plan for what you will do in each hour of the 5 hour exam
Citizenship

Content

Theme A: Living in the UK
Theme B: Democracy in the UK
Theme C: Law and Justice
(I.e. all the Year 10 topics)

Format

Number of exams: 1

Duration: 1 hour and 45 minutes

There will be 4 sections.

Section A relates to theme A, Section B relates to theme B, Section C relates to theme C, and section D will include a 12 mark and 15 mark question which could be related to any of the 3 themes.

Equipment

Pens

Revision guidance

- Revise key terms and the content covered in Year 10
- Use your exercise books, the revision booklets given out at the end of Year 10 or the revision booklet uploaded onto Show My Homework
Computing

Content

The full computer science syllabus

Format

Paper 1: Computer Systems (1 hour 30 minutes)

Paper 2: Computational Thinking, Algorithms and Programming (1 hour 30 minutes)

Equipment

Pens, pencils, rulers. Calculators are not allowed.

Revision Guidance

- Course content is structured according to the specification in the Revision and Practice Guide (GCSE OCR Computer Science for the grade 9-1 exams)
- Most students have already purchased the book. We have copies for sale at £8.36 via ParentPay.
- Attempting past paper questions, analysing mark schemes and examiners reports (incorporated in lessons)
- Completing the NEA project to a high standard – enable students to master logical reasoning and programming skills (facilitated in school)
- Using teach-ict.com resources. All students have login details (username: W7 1JJ, password: python3)
Drama

Content & format

<table>
<thead>
<tr>
<th>Written examination: 1 hour 30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% of the qualification – 60 marks</td>
</tr>
</tbody>
</table>

Content overview

- Practical exploration and study of one complete performance text
- Choice of eight performance texts
- Live theatre evaluation – free choice of production

Assessment overview

Section A: Bringing Texts to Life

- 45 marks (assessing AO3)
- This section consists of one question broken into six parts (short and extended responses) based on an unseen extract from the chosen performance text.
- Performance texts are not allowed in the examination as the extracts will be provided.

Section B: Live Theatre Evaluation

- 15 marks (assessing AO4)
- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.
- Students are allowed to bring in theatre evaluation notes up to a maximum of 500 words.

Equipment

Pens

Revision Guidance

Revision guides and playtext script have been provided in class
<table>
<thead>
<tr>
<th>KEY CONCEPTS</th>
<th>KEY SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION 1</td>
<td>AO1, 5 MARKS</td>
</tr>
<tr>
<td>Finding 5 things from a certain set of lines</td>
<td>You will be directed to a section of the text, e.g. lines 1-5 and will have to list five things that you learn about a topic/character. You should include language from the text in your answer.</td>
</tr>
<tr>
<td>Short answer question</td>
<td></td>
</tr>
<tr>
<td>QUESTION 2</td>
<td>AO2, 5 MARKS</td>
</tr>
<tr>
<td>This question will ask you how the writer shows something or what impression we get of a certain character. You should include direct reference to the text in your answer.</td>
<td>Analyse how language and tone are used to achieve effects</td>
</tr>
<tr>
<td>QUESTION 3</td>
<td>AO2, 10 MARKS</td>
</tr>
<tr>
<td>This question tests the ability to explain, comment on and analyse how writers use language and structure to achieve effect and influence readers. This question will give three bullet points as hints.</td>
<td>The expectation is that you use subject terminology and direct reference to the text to support your views.</td>
</tr>
<tr>
<td>QUESTION 4</td>
<td>AO2, 10 MARKS</td>
</tr>
<tr>
<td>This question asks you to write detailed analysis of how language and the organisation of events are used to achieve effects and influence the reader.</td>
<td>The expectation is that you use subject terminology and direct reference to the text to support your views.</td>
</tr>
<tr>
<td>QUESTION 5</td>
<td>AO4, 10 MARKS</td>
</tr>
<tr>
<td>This question asks you to write a persuasive evaluation of the text and its effects, supported by convincing, well selected examples and purposeful textual references.</td>
<td>The question will ask something like, ‘evaluate the way… is presented in this passage’ and will give you three bullet points.</td>
</tr>
</tbody>
</table>
### English Literature

<table>
<thead>
<tr>
<th>KEY CONCEPTS</th>
<th>KEY SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characterisation –</td>
<td>AU1 (personal response – how each character is presented and finding textual evidence to support each response)</td>
</tr>
<tr>
<td></td>
<td>AU2 (how Shakespeare uses language to convey these characters in a particular light/symbolise an idea)</td>
</tr>
<tr>
<td>Witches, Macbeth,</td>
<td></td>
</tr>
<tr>
<td>Lady Macbeth, Banquo,</td>
<td></td>
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<tr>
<td>King Duncan, Malcolm,</td>
<td></td>
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<tr>
<td>Macduff</td>
<td></td>
</tr>
<tr>
<td>Themes –</td>
<td>AU1 (Shakespeare’s message – how does he use these themes to make a comment on society, finding textual evidence to support ideas)</td>
</tr>
<tr>
<td></td>
<td>AU2 (analyse Shakespeare’s use of language, structure and form to present these themes)</td>
</tr>
<tr>
<td>Evil</td>
<td></td>
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<tr>
<td>Ambition</td>
<td></td>
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<tr>
<td>Gender</td>
<td></td>
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<tr>
<td>Supernatural</td>
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<tr>
<td>Guilt</td>
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<tr>
<td>Justice</td>
<td></td>
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<tr>
<td>Violence/aggression</td>
<td></td>
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<tr>
<td>Audience response –</td>
<td>AU2 (effects on the audience and how the concepts challenge the audience’s way of thinking)</td>
</tr>
<tr>
<td>How would a modern</td>
<td></td>
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<tr>
<td>audience respond</td>
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<tr>
<td>differently/similarly</td>
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<tr>
<td>to a Jacobean audience?</td>
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<tr>
<td>Use of staging –</td>
<td>AU2 (form – how the form of a play allows us more of an insight into the characters)</td>
</tr>
<tr>
<td>Stage directions</td>
<td></td>
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<tr>
<td>Character’s</td>
<td></td>
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<tr>
<td>appearance/clothing</td>
<td></td>
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<tr>
<td>Props</td>
<td></td>
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<tr>
<td>Use of stage lighting</td>
<td></td>
</tr>
<tr>
<td>KEY CONCEPTS</td>
<td>KEY SKILLS</td>
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<tr>
<td>------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>War poems</td>
<td>AO1 (personal response – how each character is presented and finding textual evidence to support each response)</td>
</tr>
<tr>
<td>• The Manhunt</td>
<td>AO2 (how the writers use language to convey messages/symbolise an idea)</td>
</tr>
<tr>
<td>• The Soldier</td>
<td>AO3 (how contextual factors relate to the ideas presented in each poem)</td>
</tr>
<tr>
<td>• Dulce et Decorum Est</td>
<td></td>
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<tr>
<td>• Mametz Wood</td>
<td></td>
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<tr>
<td>• A Wife in London</td>
<td></td>
</tr>
<tr>
<td>Nature and place poems</td>
<td>AO1 (personal response – how each character is presented and finding textual evidence to support each response)</td>
</tr>
<tr>
<td>• London</td>
<td>AO2 (how the writers use language to convey messages/symbolise an idea)</td>
</tr>
<tr>
<td>• Living Space</td>
<td>AO3 (how contextual factors relate to the ideas presented in each poem)</td>
</tr>
<tr>
<td>• As Imperceptibly as Grief</td>
<td></td>
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<tr>
<td>• Death of a Naturalist</td>
<td></td>
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<tr>
<td>• Hawk Roosting</td>
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<tr>
<td>• To Autumn</td>
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<tr>
<td>• Afternoons</td>
<td></td>
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<tr>
<td>• Ozymandias</td>
<td></td>
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<tr>
<td>• Excerpt from The Prelude</td>
<td></td>
</tr>
<tr>
<td>Love poems</td>
<td>AO1 (personal response – how each character is presented and finding textual evidence to support each response)</td>
</tr>
<tr>
<td>• Sonnet 43</td>
<td>AO2 (how the writers use language to convey messages/symbolise an idea)</td>
</tr>
<tr>
<td>• She Walks in Beauty</td>
<td>AO3 (how contextual factors relate to the ideas presented in each poem)</td>
</tr>
<tr>
<td>• Cozy Apologia</td>
<td></td>
</tr>
<tr>
<td>• Valentine</td>
<td></td>
</tr>
</tbody>
</table>
Food Preparation and Nutrition

Content

- Eat well guide
- Dietary guidelines
- Macro nutrients (functions and deficiency)
- Micro nutrients (vitamins and minerals, their functions and deficiencies)
- Water (functions and deficiency),
- Fibre (functions and deficiency)
- Nutritional needs of various groups:
  - pregnant women
  - babies
  - teenagers
  - the elderly
  - people with diabetes
  - people with coeliac disease
- Cooking skills
- Cooking equipment
- Food safety and hygiene (including critical temperatures)
- Bread/yeast - how it works
- Ingredients, how they're made and functions

Format

Written exam (1 hour and 30 minutes)

Equipment

Pens

Revision Guidance

- Go through your Year 10 Exercise books
- Look back on theory work
- Go through the topics covered in class by reading through the relevant pages of the text book: OCR GCSE Food Preparation and Nutrition by Val Fehners, consultant editor Anita Hardy.
- Go through the revision pack made by Miss Singh - to be handed out in class
French

Content

Theme 1: Identity and culture – Family, friendship, social media and technology, hobbies.

Theme 2: local area, holidays and travel – my town, my region, my country, holidays, transport, tourist attractions

Theme 3: School – description of school, school life, timetables, preferences

Theme 4: Future aspirations, study and work – ambitions, work, skills

Theme 5: International and global dimension – sports events, music events and environmental issues

All these themes but theme 5 have been presented and studied and already tested during different mocks and assessment throughout the course. Theme 5 will not be part of the speaking exam but will certainly appear in the other three papers.

Format

<table>
<thead>
<tr>
<th></th>
<th>FOUNDATION</th>
<th>HIGHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISTENING</td>
<td>35 minutes (5 minutes’ reading time) - 50 marks</td>
<td>45 minutes (5 minutes’ reading time) - 50 marks</td>
</tr>
<tr>
<td>READING</td>
<td>45 minutes - 50 marks</td>
<td>1 hour - 50 marks</td>
</tr>
<tr>
<td>WRITING</td>
<td>1 hour 10 minutes - 60 marks</td>
<td>1 hour 20 minutes - 60 marks</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>12 min preparation - 7 to 9 minutes’ exam – 70 marks</td>
<td>12 min preparation - 10 to 12 minutes’ exam – 70 marks</td>
</tr>
</tbody>
</table>

Speaking exam:

There are three tasks which must be conducted in the following order:

Task 1 – a role play based on one topic that is allocated by the exam board.

Task 2 – questions based on a picture stimulus on one topic that is allocated by the exam board.

Task 3 – a conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by the exam board.

The speaking exam will take place the week before the Mock exam week. (3/12 to 7/12) (Role play/ photo card/ general conversation)

Equipment

Pens
Revision Guidance

- Start revising the 1 minute presentation you wrote last year: this should be the same presentation (or slightly improved) which you used in the previous speaking mocks. Learn then revise the answers you have written on the possible questions presented during the course. Prepare revision cards.
- Learn thoroughly the vocabulary and grammar points in your books (Y9, Y10 and Y11). Use quizlet for instance to test vocab.
- Practise the tenses. Use website Conjuguemos
- Buy the GCSE purple workbook and revision guides through ParentPay: they are very good and all skills can be practised.
- Use News in slow French or News in slow Spanish
- Attend the Wednesday after school sessions
**Geography**

**Content**

Paper 1 (physical paper) – all topics: weather and climate, ecosystems and changing landscapes (rivers and coasts)

Paper 2 (human paper) – all topics: development, changing cities and resource management.

Paper 3 (Fieldwork and UK Challenges) – rivers fieldwork, cities fieldwork and UK challenges.

**Format**

Paper 1: The Physical Environment (1 hour and 30 minutes)

- Section A: answer Question 1 and two questions from Questions 2, 3 and 4. We do not answer question 4 (Glaciated Upland Landscapes and Processes).
- Section B and Section C: answer all questions.

Paper 2: The Human Environment (1 hour and 30 minutes)

- Section A and Section B: answer all questions.
- Section C: answer all of Question 3 and one question from either Question 4 or Question 5. We only cover resource management which is question 4.

Paper 3: Geographical Investigations: Fieldwork and UK Challenges (1 hour and 30 minutes)

- Section A: answer either Question 1 (Rivers) or Question 2.
- Section B: answer either Question 3 (Inner city) or Question 4.
- Section C: answer all questions.

**Equipment**

Calculator

**Revision Guidance**

- Resource booklets are provided in class for each topic
History

Content

**Paper 1:** Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

**Paper 2:** Conflict in the Middle East, 1945–95 and Henry and his Ministers

**Paper 3:** Weimar and Nazi Germany, 1918–39

Students should revise everything we have studied on the course.

Format

**Paper 1:** Medicine in Britain, c1250–present: Including WW1 injuries, treatment and trenches

*Types of questions to expect in this paper*

Q1. Describe two features of …… [4 marks]

Q2 a). How useful are Sources A and B for an enquiry into… Explain your answer, using: [8 marks]

   b). How could you follow up Source A to find out more about…. [4 marks]

Q3: Explain one way in which [x] was similar in [time period] OR Explain one way in which [x] was different in… [4]

Q4: Explain why there was change in [x] during [time period] OR Explain why there was continuity in [x] during [time period] (you will get two prompts.) [12 marks]

Q5 or Q6: ‘Statement’ How far do you agree - For and against… [16 mark question + 4 SPaG] (you will get two prompts)

**Paper 2:** Conflict in the Middle East & Henry and his Ministers

*Types of questions to expect in this paper*

Part One - Conflict

Q1. Explain two consequences of the… [8 marks]

Q2. Write a narrative account analysing of the key events that led to the …… [8 marks]

Q3 Explain importance of … [8 marks] x 2 questions

Part Two - Henry

Q3. Describe two features of the…[4 marks]

Q4. Explain why….. (with two prompts) 12 marks

Q5 or Q6. Statement question… How far do you agree? [16 marks] (you get two prompts)
Paper 3: Weimar and Nazi Germany, 1919 – 1939

Types of questions to expect in this paper

Q1. Give two things you can infer from Source A about….. [4 marks]

Q2. Explain why… (with two prompts) [12 marks]

Q3 a). How useful are Sources B and C for an enquiry into… [8 marks]
   b). Study Interpretations 1 and 2. What is the main difference between the views? [4 marks]
   c). Suggest one reason why Interpretations 1 and 2 give different views about… [4 marks]
   d). How far do you agree with Interpretation 2 about reasons for… [20 marks]

Revision Guidance

- Revision materials are available from your teacher
Maths

Content


Format

1 non-calculator paper, 2 calculator papers - each one 1 hour 30 minutes

Equipment

Pen, pencil, rubber, ruler, protractor, compasses, calculator

Revision Guidance

- Use vle.mathswatch.com – practise doing the questions, not just reading through or watching information
- Review your EBI topics from this year’s half paper assessments, and use Maths Watch to watch the clips and complete the questions on these topics
**Media Studies**

**Content**

- Film
- Social Media
- Newspapers
- Magazines
- Computer Games
- Advertising
- Radio

**Format**

Short and long answer questions

The exam is 1 hour and 30 minutes

**Equipment**

Pens

**Revision guidance**

Revision resources have been uploaded to Show My Homework
Music

Content

All of the Component 3 exam work studied so far: Killer Queen, Music for a While, Pathétique Sonata, Brandenburg Concerto, Star Wars, Wicked, Release.

Format

1 hour 45 minute examination paper.

Q1-6: listening questions based on the set works

Q7: dictation

Q8: unfamiliar listening

Q9: comparative essay

Equipment

Black pen, pencil, rubber, ruler

Revision Guidance

- PowerPoints are on Show My Homework
- Revision resources have been shared on Show My Homework
- Further resources will be shared over the coming weeks
- Complete past questions
- Create your own revision resources (tables, mind maps, flash cards etc.)
PE

Content

*Fitness and Body Systems*

Topic one: Applied anatomy and physiology

Topic two: Movement Analysis

Topic three: Physical Training

Each topic will be broken down further and students will be provided with a checklist sheet for the topic’s content.

Format

1 hour 45 minutes written exam

Equipment

Pen, pencil, ruler, calculator

Revision Guidance

- Intervention sessions every Monday after school will be dedicated to revision
- A3 topic posters will be handed out to be completed
- Class PowerPoints uploaded to Show My Homework
- Practice exam questions added to Show My Homework

The revision guide below is the appropriate one to purchase:
Product Design

Content

Core technical principles

- New and emerging technologies
- Energy storage and generation
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Material categories
- Material properties

Specialist Technical Principles

- Selection of materials or components
- Forces and stresses
- Ecological and social footprint
- Sources and origins
- Using and working with materials
- Stock forms, types and sizes
- Scales of production
- Specialist techniques and processes
- Surface treatments and finishes

Designing and making principles

- Investigation, primary and secondary data
- Environmental, social and economic challenge
- The work of other designers
- The work of other design companies
- Design strategies
- Communication of design ideas
- Prototype development
- Selection of materials and components
- Tolerances
- Material management
- Specialist tools and equipment
- Specialist techniques and processes

Format

2 Hour Written exam:

Section A - Core technical principles [20 Marks]

Section B - Specialist Technical Principles [30 Marks]

Section C - Designing and making principles [50 Marks]

Equipment

Normal writing and drawing instruments
Protractor

Calculator

Revision Guidance

- Specialist material areas to revise: Timer, Plastic or Paper/Board
- Short bursts of revision (30-40 minutes)
- Make your own revision notes because you will remember what you have written down more easily.
- During the exam, attempt all the questions. Do not leave whole questions blank without making an effort.

Useful Websites:
http://www.technologystudent.com
https://www.bbc.com/bitesize/topics/zykjks/resources/1
Religious Studies

Content

Three quarters of GCSE Paper 1 – Christian beliefs and teachings, Muslim beliefs and teachings, Christian practices.

Format

- 1 hour 20 minutes (GCSE Paper 1 is 1 hour 45 minutes, but this exam only includes 3 of the 4 topics)
- 1 mark, 2 mark, 4 mark, 5 mark questions, followed by 12 mark essay
- This is repeated for each of the 3 sections

Equipment

Pens

Revision Guidance

- Use your exercise books (Y9 and Y11 books predominantly)
- Revision resources are on Show My Homework
- Revision guides can be purchased on ParentPay
**Science**

**Equipment for all papers**

2 x black pens, pencil, rubber, ruler, calculator, highlighter

**Show My Homework**

This will have a list of all the topics for each of the papers.

**Separate Science workbooks.**

These are available for you to buy on ParentPay. Collect from F1 after school.

The mark schemes will also go on Show My Homework from Monday 19\textsuperscript{th} November.

**Personalised Learning Checklists for Biology, Chemistry and Physics**

These will be available from F1 after school every day from Monday 12\textsuperscript{th} November.

Please use these to help you highlight the areas you need to spend more time revising.

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### GCSE Biology

<table>
<thead>
<tr>
<th>Paper 1</th>
<th>Paper 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time:</strong> 1 hour 45 minutes</td>
<td><strong>Time:</strong> 1 hour</td>
</tr>
<tr>
<td><strong>Marks:</strong> 100</td>
<td><strong>Marks:</strong> 60</td>
</tr>
<tr>
<td><strong>Topic 1 – Concepts of Biology.</strong></td>
<td><strong>Topic 1 – Concepts of Biology.</strong></td>
</tr>
<tr>
<td><strong>Topic 2 – Cells and Control.</strong></td>
<td><strong>Topic 6 - Plant Structures &amp; their Functions.</strong></td>
</tr>
<tr>
<td><strong>Topic 3 – Genetics.</strong></td>
<td><strong>Topic 7 - Animal Coordination, Control &amp; Homeostasis</strong></td>
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<tr>
<td><strong>Topic 4 – Natural Selection and Genetic Modification.</strong></td>
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</tr>
<tr>
<td><strong>Topic 5 - Health, Disease &amp; the development of Medicine.</strong></td>
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</tbody>
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### GCSE Chemistry

<table>
<thead>
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<tr>
<td><strong>Time:</strong> 1 hour 45 minutes</td>
<td><strong>Time:</strong> 1 hour</td>
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<tr>
<td>Marks: 100</td>
<td>Marks: 60</td>
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<tr>
<td>Topic 1 – Key concepts in Chemistry</td>
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<tr>
<td>Topic 2 – States of Matter and Mixtures</td>
<td>Topic 6 – Groups in the Periodic Table</td>
</tr>
<tr>
<td>Topic 3 – Chemical changes</td>
<td>Topic 7 – Rates of Reaction ONLY</td>
</tr>
<tr>
<td>Topic 4 – Extracting Metals and Equilibria</td>
<td>Topic 8 – Fuels and Earth science</td>
</tr>
</tbody>
</table>

**GCSE Physics**

<table>
<thead>
<tr>
<th>Paper 1</th>
<th>Paper 2</th>
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<tbody>
<tr>
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<tr>
<td>Marks: 100</td>
<td>Marks: 60</td>
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<tr>
<td>Topic 1 – Key concepts of Physics</td>
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<tr>
<td>Topic 2 – Motion and Forces</td>
<td>Topic 8 – Energy - Forces doing work</td>
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<tr>
<td>Topic 3 – Conservation of Energy</td>
<td>Topic 9 – Forces and their effects</td>
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<tr>
<td>Topic 4 – Waves</td>
<td>Topic 10 – Electricity and circuits</td>
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<tr>
<td>Topic 5 – Light and the Electromagnetic Spectrum</td>
<td>Topic 11 – Static Electricity</td>
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<tr>
<td>Topic 6 – Radioactivity</td>
<td>Topic 12 – Magnetism and the motor effect</td>
</tr>
<tr>
<td>Topic 7 – Astronomy</td>
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</tbody>
</table>
Spanish

Content

Theme 1: Identity and culture – Family, friendship, social media and technology, hobbies.

Theme 2: local area, holidays and travel – my town, my region, my country, holidays, transport, tourist attractions

Theme 3: School – description of school, school life, timetables, preferences

Theme 4: Future aspirations, study and work – ambitions, work, skills

Theme 5: International and global dimension – sports events, music events and environmental issues

All these themes but theme 5 have been presented and studied and already tested during different mocks and assessment throughout the course. Theme 5 will not be part of the speaking exam but will certainly appear in the other three papers.

Format

<table>
<thead>
<tr>
<th></th>
<th>FOUNDATION</th>
<th>HIGHER</th>
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<tbody>
<tr>
<td>LISTENING</td>
<td>35 minutes (5 minutes’ reading time) - 50 marks</td>
<td>45 minutes (5 minutes’ reading time) - 50 marks</td>
</tr>
<tr>
<td>READING</td>
<td>45 minutes - 50 marks</td>
<td>1 hour - 50 marks</td>
</tr>
<tr>
<td>WRITING</td>
<td>1 hour 10 minutes - 60 marks.</td>
<td>1 hour 20 minutes - 60 marks</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>12 min preparation - 7 to 9 minutes’ exam – 70 marks</td>
<td>12 min preparation - 10 to 12 minutes’ exam – 70 marks</td>
</tr>
</tbody>
</table>

Speaking exam:

There are three tasks which must be conducted in the following order:

Task 1 – a role play based on one topic that is allocated by the exam board.

Task 2 – questions based on a picture stimulus on one topic that is allocated by the exam board.

Task 3 – a conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by the exam board.

The speaking exam will take place the week before the Mock exam week. (3/12 to 7/12) (Role play/ photo card/ general conversation)

Equipment

Pens
Revision Guidance

- Start revising the 1 minute presentation you wrote last year: this should be the same presentation (or slightly improved) which you used in the previous speaking mocks. Learn then revise the answers you have written on the possible questions presented during the course. Prepare revision cards.
- Learn thoroughly the vocabulary and grammar points in your books (Y9, Y10 and Y11). Use quizlet for instance to test vocab.
- Practise the tenses. Use website Conjuguemos
- Buy the GCSE purple workbook and revision guides through ParentPay: they are very good and all skills can be practised.
- Use News in slow Spanish
- Attend the Wednesday after school sessions