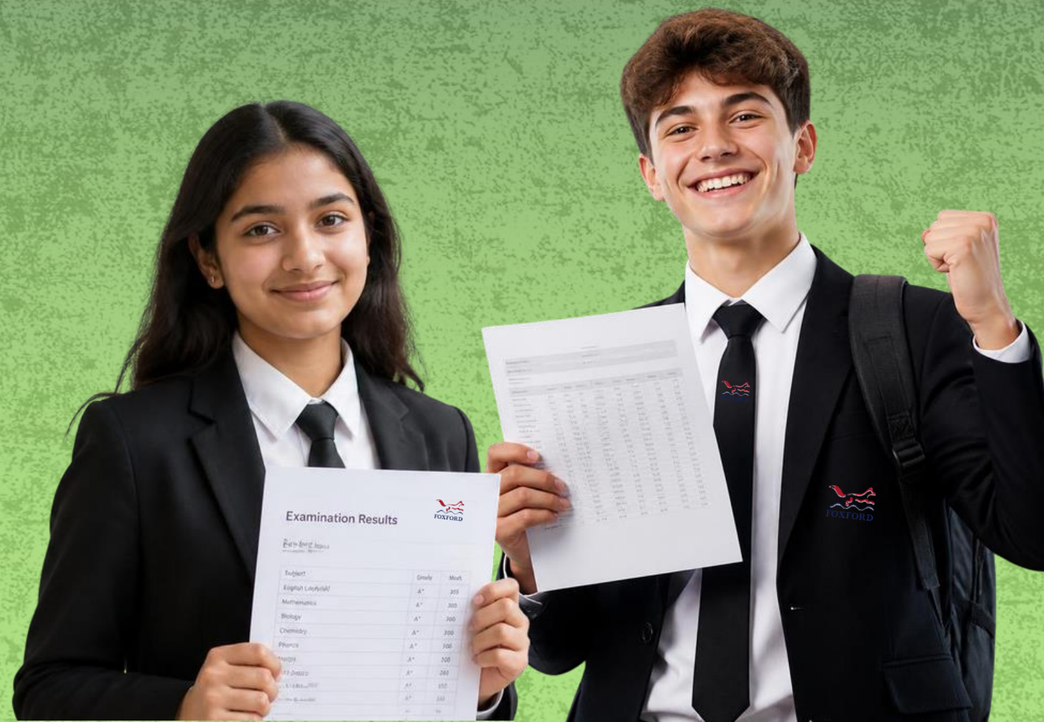
Year 11
MOCK EXAM BOOKLET
2nd November 2026 – 13th November 2026

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Dear Parents/Carers,

Students will be sitting mock exams or assessment windows on **Monday 2nd November until 13th November 2026** in most of their subjects.

These assessments will be used by teachers to identify strengths and any areas where more support may be needed as they go through Year 11. The assessments will also support the students in embedding and reviewing the learning that has taken place during Year 10 and at the start of Year 11.

These assessments, alongside students' work from the year and their attitude to learning, will be used to support teachers with projecting grades for the end of Year 11. Teacher projected grades, along with your child's mock exam grades will be shared in their report with you in early December 2026.

This booklet will support students in completing their assessments by:

1. Outlining key content to revise ahead of the assessments
2. Signposting to revision tools and materials

If you need any further support, guidance or information, please do not hesitate in contacting us (enquiries@foxford.coventry.sch.uk). We would also like to take this opportunity to thank you for your continued support.

Mr Rogers
Assistant Headteacher

FOXFORD YEAR 11 WEBSITE PAGE

SCAN HERE!

WEEK COMMENCING MONDAY 2 NOVEMBER 2026

DATE	SUBJECT	START	FINISH	DURATION	My Subject?
Monday 2 November	English Language	9:00	10:45	105mins	
	Geography	13:00	14:30	90mins	
Tuesday 3 November	Maths Non-Calculator Foundation	9:00	10:30	90mins	
	Maths Non-Calculator Higher	9:00	10:30	90mins	
	History	13:00	14:30	90mins	
Wednesday 4 November	Combined Science Biology Foundation	9:00	10:15	75mins	
	Combined Science Biology Higher	9:00	10:15	75mins	
	Business	13:00	14:45	105mins	
Thursday 5 November	English Literature	9:00	10:45	105mins	
	Sociology	13:00	14:45	105mins	
	Spanish Writing Foundation	13:00	14:10	70mins	
	Spanish Writing Higher	13:00	14:15	75mins	
Friday 6 November	Maths Calculator Foundation	9:00	10:30	90mins	
	Maths Calculator Higher	9:00	10:30	90mins	
	Sport Practical Assessment	13:10	15:10	120mins	

WEEK COMMENCING MONDAY 9 NOVEMBER 2026

DATE	SUBJECT	START	FINISH	DURATION	My Subject?
Monday 9 November	Combined Science Chemistry Foundation	9:00	10:15	75 mins	
	Combined Science Chemistry Higher	9:00	10:15	75 mins	
	Spanish Listening Foundation	13:00	13:35	35 mins	
	Spanish Listening Higher	14:05	14:50	45 mins	
	Spanish Reading Foundation	13:40	14:25	45 mins	
	Spanish Reading Higher	13:00	14:00	60 mins	
Tuesday 10 November	Maths Calculator Foundation	9:00	10:30	90 mins	
	Maths Calculator Higher	9:00	10:30	90 mins	
	Health and Social Care Coursework	13:15	15:15	120 mins	
	Child Development Coursework	13:15	15:15	120 mins	
	Computer Science	13:00	14:30	90 mins	
Wednesday 11 November	Combined Science Physics Foundation	9:00	10:15	75 mins	
	Combined Science Physics Higher	9:00	10:15	75 mins	
	Hospitality and Catering	13:00	14:20	80 mins	
Thursday 12 November	NORMAL LESSONS AND MOP UP IN CLASSROOM				
	NORMAL LESSONS AND MOP UP IN CLASSROOM				
Friday 13 November	Art - in CR4	All day			
	Art - in CR4	All day			

English Language

What will I be assessed on?
(How many exams, which units/topics etc.)

AQA GCSE English Language Paper 2: Writers' Viewpoints and Perspectives.

- **1 exam paper**
- **1 hour 45 minutes**
- **80 marks**
- Worth **50% of the GCSE English Language qualification**

Section A: Reading (40 marks)
You will answer questions on **two non-fiction texts**.

These texts will: Be from **different time periods** (one modern, one from the 19th century or earlier). Present viewpoints, opinions and perspectives. Include forms such as: Articles, Letters, Autobiographies, Travel writing, Speeches, Diaries

Question 1 (4 marks) •Select four true statements. •Tests information retrieval.	**Question 2 (8 marks)** •Summarise differences (or similarities) between the texts.
•Question 3 (12 marks) •Analyse how a writer uses language.	**•Question 4 (16 marks)** •Compare writers' viewpoints and methods across both texts.
Section B: Writing (40 marks) •You will write: **•Question 5 (40 marks)** •A piece of transactional writing. •Usually an: Article, letter, speech, essay, blog •You will be asked to present a viewpoint or argue a perspective on a given statement. •Content and organisation (24 marks) •Technical accuracy (16 marks)	

What should I do to revise?
(Key websites and resources and how to use them)

Timing is crucial:
Q1 – 5 mins – 4 marks
Q2 – 10 mins – 8 marks
Q3 – 15 mins – 12 marks
Q4 – 20 mins – 16 marks
Q5 – 45 minutes – 40 marks

Practise Past Papers or key questions:
The best revision is completing real Paper 2 questions under timed conditions. These can be found by googling AQA past papers.

Read both sources carefully before answering.
⭐ Always compare in Questions 2 and 4.
⭐ Zoom in on individual words for Question 3.
⭐ Use comparative connectives:
•Similarly
•Likewise
•However
•In contrast
•Whereas
⭐ Leave time to proofread Question 5.
⭐ Remember: Question 5 is worth **half of the paper**, so strong planning and ambitious writing can significantly improve your overall grade.

Focus on:
- Timing yourself
- Planning answers
- Developing comparisons
- Improving writing stamina
- Use the structure you have been taught for each question, SQI for Q2 for example

Practise writing in different forms – an article to argue, a speech to persuade, a letter to advise for example.

Websites that are useful:

BBC Bitesize
English Language

Mr Salles
Top Grades Made Easy
Youtube

Mr Bruff
AQA English Lang and Lit
Youtube

In order to get the top grades (7,8,9) I need to:

The Grade 7-9 game changer: Question 5 is worth **HALF THE PAPER**. A brilliant Q5 can add an entire grade! Practise a sophisticated style. Consider your vocabulary, is it ambitious enough?
Create a word bank of sophisticated vocabulary for Paper 2?

Section A – Analyse writer's choices, embed quotations. Could you offer more than one interpretation of that quotation? Write about the writer's purpose - Why has the writer chosen this? What viewpoint is being communicated? How might readers respond?

English Literature

What will I be assessed on?
(How many exams, which units/topics etc.)

AQA English Literature Paper 1: Shakespeare and the 19th-Century Novel.
- **1 exam paper**
- **1 hour 45 minutes**
- **64 marks**
- Worth **40% of your final GCSE English Literature grade**

Section A: Shakespeare - *Macbeth* (34 marks) Section B: A Christmas Carol

You will answer **one essay question** on *Macbeth and one essay on* ***A Christmas Carol***
The question will include:
- An extract from the play
- A question about a character or theme

You must:
- Analyse the extract
- Analyse the play as a whole
- Use quotations accurately
- Explore Shakespeare's methods
- Explain the writer's intentions

AO1 (Maintain a Critical Style)
- A clear argument throughout
- Relevant quotations
- Well-developed ideas
- Focus on the question

AO2 (Analyse Methods)
Analyse:
- Language
- Structure
- Form

AO3 (Context)
Demonstrate understanding of:
- Jacobean beliefs and the Divine Right of Kings in *Macbeth*
- Victorian society and social responsibility in *A Christmas Carol*

Context should be woven into analysis, not added as a separate paragraph.

What should I do to revise?
(Key websites and resources and how to use them)

Revision tips:
- Flashcards – themes, character or key quotations WITH analysis
- Quote explosions
- To practise extract analysis
- Create knowledge organisers / mind-maps that link ideas

Macbeth:
-The supernatural and their influence
-Macbeth's narrative arc
-Influence of Lady Macbeth
-Context- Jacobean era, Religious influence, Shakespeare's intention
-Tragic conventions within Macbeth

Shakespeare's Intentions - Be able to explain:
-Why Shakespeare presents ambition as dangerous
-Why kingship is important
-Why the supernatural is threatening
-Why Macbeth is a tragic hero
-Why loyalty is rewarded

A Christmas Carol:
- Scrooge and transformation
- The class system
- Importance of Fezziwig / Fred
- The supernatural and gothic influences
- Each ghost's importance
- Contextual understanding

-**Themes:**
Redemption - Scrooge's transformation / Importance of change
Social Responsibility - Helping others / Duty to society / Goodwill
Isolation - Scrooge at the beginning / Emotional loneliness
Selfishness/Generosity-Christmas Spirit / Compassion / Community

Top Tips:
Start every paragraph with an argument related to the question.
⭐ Use short, embedded quotations.
⭐ Analyse individual words and their connotations.
⭐ Include Shakespeare's or Dickens' purpose.
⭐ Link the extract to elsewhere in the text.
⭐ Prioritise quality of analysis over quantity of quotations.

PMT Revision

Mr Salles
Top Grades Made Easy
Youtube

Mr Bruff
AQA English Lang and Lit
Youtube

In order to get the top grades (7,8,9) I need to:

Shakespeare's intentions:
Why Shakespeare presents Macbeth as a warning about unchecked ambition
Why Duncan is presented as the ideal king
Why Jacobean audiences feared witchcraft and disorder
How Shakespeare reinforces the Divine Right of Kings
Whether Macbeth is a villain, tragic hero, or both

Dickens' intentions:
Why Dickens wanted social reform
Why the Cratchits represent the deserving poor
How Dickens criticises wealthy Victorians
Why Scrooge is transformed
How the novella encourages readers to care for others

Mathematics

What will I be assessed on?
(How many exams, which units/topics etc.)

Edexcel GCSE Mathematics (1MA1) — 3 exam papers:
Paper 1: Non-Calculator — 1 hour 30 minutes — 80 marks
Paper 2: Calculator — 1 hour 30 minutes — 80 marks
Paper 3: Calculator — 1 hour 30 minutes — 80 marks
240 marks total. Sat at Foundation or Higher tier — check your tier with your class teacher.

The mocks are cumulative - they cover everything taught since the start of Year 9, not just this term's topics, across all six strands: **Number, Algebra, Ratio & Proportion, Geometry & Measures, Probability, Statistics.**

Foundation tier - highest-frequency topics:
Ratio and proportion; fractions, decimals and percentages; angles and geometry; forming and solving equations; area and perimeter; number (place value, rounding, estimation); averages, charts and tables; sequences.

Higher tier - additional high-frequency topics:
Surds; circle theorems; vectors; trigonometry (including sine/cosine rule); quadratic equations and graphs; probability (conditional, tree diagrams); transformations of functions.

The topic frequencies can be found using this QR code:

Content weighting (approx., across all 3 papers):
Foundation: Number 22–28% • Ratio, Proportion & Rates of Change 22–28% • Algebra 17–23% • Geometry & Measures 12–18% • Statistics & Probability 12–18%
Higher: Algebra 27–33% • Ratio, Proportion & Rates of Change 17–23% • Geometry & Measures 17–23% • Number 12–18% • Statistics & Probability 12–18%

What should I do to revise?
(Key websites and resources and how to use them)

Revision strategy: target your weakest topics first using your Personal Learning Checklist (PLC), practise past papers under timed conditions, and mark against the mark scheme — GCSE maths rewards method, not just the final answer. Redo anything you scored under 70% on within a week.

Exam technique: read the command word carefully (calculate / show that / prove / hence), show full working for method marks, check your answer makes sense, and work at roughly 1 minute per mark.

Spaced practice: revisit a topic 1 day, 1 week and 1 month after first learning it, rather than only once.

Scan to revise: pick one resource below, do 20 focused minutes on a single topic, then mark your own work honestly.

Sparx Maths
Your set homework and independent learning. Start here.
sparxmaths.uk

Maths Genie
Revision by grade, with worked solutions and past papers.
mathsgenie.co.uk

Corbettmaths
Videos, practice questions and answers for every topic.
corbettmaths.com

In order to get the top grades (7,8,9) I need to:

Don't neglect the non-calculator paper — it's worth exactly as much as the calculator papers, so practise mental and written methods, not just calculator technique.

Grades 7–9 are lost on **multi-step problem-solving and 'show that' questions**, not single-step procedures. Prioritise **chaining techniques together** (e.g. trig with algebra, ratio with percentages) and **algebraic proof.**

Know exactly which formulae aren't given on the formula sheet, and over-learn those — examiners assume you know them cold.

Command words matter: **'show that'** needs full reasoning even when you're told the answer; **'hence'** means use your previous answer, not start again.

Never leave a blank — method marks exist even without a final answer, so write a relevant formula or first step for every question.

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Combined Science

What will I be assessed on?
(How many exams, which units/topics etc.)

Biology Paper 1
- **Topic 1: Cell Biology** – Cell structure, cell division (mitosis), transport in cells (diffusion, osmosis, active transport), and stem cells. *(Note: Culturing microorganisms is for Triple Science only and excluded from Combined Science).*
- **Topic 2: Organisation** – Principles of organisation, the digestive system and enzymes, the respiratory system, and the heart/circulatory system.
- **Topic 3: Infection and Response** – Communicable diseases (viral, bacterial, fungal, and protist pathogens), human defense systems, and vaccinations/antibiotics.
- **Topic 4: Bioenergetics** – Photosynthesis and respiration.

Paper 2 Content – Homeostasis

Chemistry Paper 1
- **Topic 1: Atomic Structure and the Periodic Table** – Atoms, elements, compounds, mixtures, the history of the atom, electronic structure, and the properties of Group 1, 7, and 0 elements.
- **Topic 2: Bonding, Structure, and the Properties of Matter** – Ionic, covalent, and metallic bonding, states of matter, and the properties of carbon (including graphite and graphene).
- **Topic 3: Quantitative Chemistry** – Conservation of mass, relative formula mass (\(M_{r}\)), and chemical measurements/concentrations.
- **Topic 4: Chemical Changes** – Reactions of acids with metals/bases, neutralization, the reactivity series, and electrolysis.
- **Topic 5: Energy Changes** – Exothermic and endothermic reactions, and reaction profile diagrams.

Paper 2: Organic chemistry, chemical analysis

Physics Paper 1
- **Topic 1: Energy** – Energy stores and systems, changes in energy, conservation of energy, power, and specific heat capacity.
- **Topic 2: Electricity** – Standard circuit symbols, current, potential difference, resistance, series and parallel circuits, and mains electricity.
- **Topic 3: Particle Model of Matter** – Density, changes of state, internal energy, and specific latent heat.
- **Topic 4: Atomic Structure** – Atoms and isotopes, radioactive decay, nuclear radiation (α, β, γ), and half-life.

Paper 2: Forces

What should I do to revise?
(Key websites and resources and how to use them)

BBC Bitesize	Core Learning	Free summaries matching AQA specifications, complete with diagrams and quick self-tests.
Cognito	Visual Concepts	Free short animated videos with interactive, trackable follow-up quizzes for AQA.
FreeSciencelessons (YouTube)	Practical Prep	Concise video walkthroughs covering every single AQA Required Practical step-by-step.
Seneca Learning	Rapid Retrieval	Interactive, bite-sized revision courses with instant feedback and adaptive learning.

In order to get the top grades (7,8,9) I need to:

Use the AQA specifications to ensure every required syllabus point is covered,
Understand the methodology, analysis, and evaluation steps for all mandatory practicals
Do not save past papers for the end of the year; integrate topic-specific exam questions into your routine
Grade 7 - 9 Focus on deep understanding, precise scientific vocabulary, upgrade your scientific language, applying knowledge to unfamiliar situations., Practice higher tier exam question structure the extended response questions, consider c
effect and consequence. analysis of data (A03) – spot systemic and random errors, difference between repeatability, reproducibility, precision, and accuracy, suggesting specific, actionable improvements to experimental setups, know your
calculations, graphs, data analysis and required practicals, move beyond knowing the science to explaining, linking, analysing and applying it accurately.

Geography

What will I be assessed on?
(How many exams, which units/topics etc.)

One examination lasting 90 minutes

The Challenge of Natural Hazards: Tectonic hazards (earthquakes and volcanoes), weather hazards (tropical storms and extreme UK weather), and climate change.

Physical Landscapes in the UK: coastal landscapes, river landscapes, Ecosystems- Hot Deserts and Rainforests

The Changing Economic World: The global development gap, reducing the gap in an LIC/NEE, and the changing UK economy

Fieldwork- How we undertook fieldwork and the outcomes of the fieldwork at Hinkley and Hartshill Country Park

Paper 3 consists of Fieldwork based questions as well as skills and Pre Release materal.

Pre-Release is issued 12 weeks before paper 3 exam. Students wil study this material which is based on a particualr issue. Fre-Release was about building a new reservoir in the UK for example

What should I do to revise?
(Key websites and resources and how to use them)

PMT Geography	**AQA Official Website:** Access the AQA Revision Resources hub for official specification documents, past papers, and mark schemes.	**Seneca Learning:** Provides free, interactive online courses tailored for AQA Geography at both GCSE and A-Level, using bite-sized summaries and automated testing.

Specialised Geography Revision Sites

Internet Geography: Features a wide collection of interactive retrieval tools, case study notes, and student work areas specifically built for AQA.

Time for Geography: Supplies high-quality educational videos explaining physical and human geographical processes (such as coastal erosion or glaciation).

Cool Geography: Offers broad topic-by-topic breakdowns and case studies tailored closely to UK GCSE specifications

In order to get the top grades (7,8,9) I need to:

Perfect Exam Technique for Long Answers

Use PEEL paragraphs: Structure 6-mark and 9-mark questions using **Point, Evidence, Explanation, and Link**.
Build chains of reasoning: Avoid single-sentence answers for 'explain' or 'evaluate' commands; use connective words like *because*, *consequently*, and *therefore* to show deep understanding.
Take a clear stance: In 9-mark evaluation questions (*to what extent*, *evaluate*, or *discuss*), state an overall thesis in the introduction, balance arguments, and write a justified conclusion rather than sitting on the fence
Case Studies: Marker mark questions require students to use PEEL but also to refer to a named example as well as place in the world. For example Nigeria for a developing country and TNC connections (Trans-National Corporation- i.e. Shell oil

History

Pearson Edexcel

What will I be assessed on?
(How many exams, which units/topics etc.)

1 Exam: Paper 3 Weimar and Nazi Germany (Only assessed on topics 1,2 and 3) Paper length 1 hour 30 minutes
Section A (Spend around 20-25 minutes)
4 mark Source inference question (5 minutes)
- You are inferring not describing then quoting from the source to back up your inference

12 mark Explain why question (choice of two answer one) (15-20 minutes)
- 3x PEEL paragraphs equal parts explanation/analysis and subject knowledge

Section B (Spend around 60-70 minutes)
8 mark How useful are the sources question (15 minutes)
- 2x paragraphs one on each source both need to include: Nature/origin/purpose, detail from the source, subject knowledge, judgement of usefulness

4 mark How are the interpretations different question (5-10 minutes)
- Read the interpretations, identify their opinion, state the difference of opinion, demonstrate the difference by quoting the interpretations in your answer.

4 mark Why are the interpretation different question (5-10 minutes)
- Link Int 1 and 2 to source B and C. Use the phrase 'the interpretations differ because the historians have relied on different sources for their evidence' then prove that statement by demonstrating the link between interpretations and sources.

16 mark + 4 (SPAG) How far do you agree interpretation question (30-35 minutes)
- Judgement question, all marks are tied to the interpretations, quote them and reference them throughout your answer. Introduction (state judgement), 3x PEEL paragraphs (linked to interpretations agree/disagree), conclusion (overall judgement of the interpretations/question)

What should I do to revise?
(Key websites and resources and how to use them)

Where to revise from:
- Go over your work in your history book
- Edexcel revision guides (available on Arbor to purchase and then pick up in reception)
- Mock revision booklet given to you by your teachers

BBC Bitesize: History revision

Save my exams: Exam board specific History revision:

Edexcel Pearson: Official history revision page:

Revision techniques and how to use them:	
Retrieval practice:	Write down everything you know about a topic without notes then check and correct your work.
Flashcards:	Questions or topic on one side, answers/information on the other
Timelines:	Dates, events, key people etc. Helps to establish chronology and links.
Mind-maps:	Either from memory or using notes you can brainstorm whole topics or themes.
Dual Coding:	Make revision engaging, use colour, pictures, cartoons, shorthand and symbols
Past Papers:	Edexcel, save my exams etc. All have past papers you can access.

In order to get the top grades (7,8,9) I need to:

General advice:
- Read the question carefully and keep linking every point back to it.
- Use specific facts and statistics rather than general knowledge.
- Be concise, don't tell the story analyse events.
- Read over your work carefully, particularly 3d which carries marks for SPAG

Essay questions: 2a/b, 3d
- Explain your evidence. Don't just describe events.
- Use PEEL paragraphs to keep your answer concise. (Point, Evidence, Explain, Link).
- Keep your answer focused on the question. Plan your answer before you begin writing.

Source question: 3a
- Choose an aspect of provenance (nature, origin, purpose) and explain clearly why that makes the source useful.
- Quote from the source where possible or if an image make exact references to the detail not general comments

Interpretation questions: 3b,3c,3d
- In 3b quote directly from interpretations to accurately support your points.
- In 3c use the 'historians opinions differ because of giving weight to different sources' explain the link clearly.
- In 3d Include both sides of the argument and make a clear judgement in your introduction and conclusion. Reference the interpretations all the time. They are the essential element to gaining marks.

Spanish

What will I be assessed on?
(How many exams, which units/topics etc.)

Paper 1 – Listening

Answer a variety of different types of questions based on the Spanish you hear. All topics can come up

Paper 2 – Speaking (Wednesday 9th December & Thursday 10th December) - conducted by your class teacher

- Role play
- Read aloud and questions
- Photocard and general conversation

Paper 3 – reading

Answer a variety of different types of questions based texts you read in Spanish . All topics can come up

Paper 4 - writing

Foundation tier: Photocard – 5 sentences
50 word question
Grammar gap fill
Translation
90 word question – choice of 2 questions

Higher tier: translation
90 word question – choice of 2 questions
150 word question – choice of 2 questions

What should I do to revise?
(Key websites and resources and how to use them)

Vocabulary is key – the more words & phrases you know the better you will do
Quizlet – flashcards and games to revise all the AQA specification vocabulary.

AQA GCSE Spanish Theme 1
People and lifestyle
around us

AQA GCSE Spanish Theme 2
Popular culture

AQA GCSE Spanish Theme 3
Communication and the world

Revise your grammar
Make sure you can recognise and refer to the present, the past and the future tenses

Practise your reading and listening skills

Use BBC Bitesize – good for listening tasks

Little and often is best!
You don't need to revise for Spanish 3 hours at a time – spend 15-20 minutes each day revising something different; vocabulary, grammar, listening, reading, writing and speaking.

In order to get the top grades (7,8,9) I need to:

Listening	Speaking	Reading	Writing
Use the preparation time wisely, make notes and predict what might come up Make sure you answer all questions - even if you aren't 100% sure!	Use your preparation time wisely – write a script! Extend your answers – include 3 different verbs . Show off what you know – use a wide range of language, different tenses, opinions, 3rd person, idioms, etc. Regularly practise answering a range of questions.	Take your time and check what the question is asking you. Remember sometimes you need to infer the answers, they won't always be obvious! Make sure you answer all questions - even if you aren't 100% sure!	**Translation** – learn all the verb + infinitive phrases, regular verb endings as well as irregular verbs in all tenses. **150 word question** - write a checklist at the start of the exam to ensure you include examples of all the different tenses you know, idioms, 3rd person, opinions & reasons.

Sociology

What will I be assessed on?
(How many exams, which units/topics etc.)

2 exams, 1hr 45min each, 50% / 100 marks each

Paper 1: The Sociology of Families & The Sociology of Education (plus research methods running through both)

Paper 2: The Sociology of Crime & Deviance and Social Stratification

Question types on both papers: multiple choice, short answer, 4-mark "explain one way/reason,"

8-mark item-based analysis, 2x 12-mark extended essay with evaluation

What should I do to revise?
(Key websites and resources and how to use them)

AQA website — past papers and mark schemes	**Tutor2u Sociology** — topic summaries, exam technique, model answers
Seneca Learning — spaced-repetition quizzing for key terms/studies	**Sociology Central / Simply Sociology** — sociologist and theory summaries

Use each resource for a purpose: content sites to build knowledge, past papers to build technique — don't confuse the two

In order to get the top grades (7,8,9) I need to:

Name and correctly attribute sociologists and studies, not just concepts (e.g. Functionalist, Marxist, Feminist perspectives with named theorists)
Apply theory to the specific context in the item/question — don't write generic pre-learned answers
Evaluate on every 8- and 12-mark question: counter-argument, methodological critique, or alternative perspective, not just "some say... but others disagree"
Use sociological vocabulary precisely (e.g. correlation vs causation, validity vs reliability, structure vs agency)
Practise timed 12-markers weekly — top grades are lost on time management, not knowledge, more often than people think

Business

What will I be assessed on?
(How many exams, which units/topics etc.)

Pearson Edexcel GCSE Business Paper 2: Building a Business - 1 hour 45 minutes (90 marks)

Theme 2: Building a Business
- 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

Exam structure

Section A – 35 marks (spend around 40 minutes on this section)
- Short-answer questions
- Calculations
- Explain/discuss questions

Section B – 30 marks (spend around 35 minutes on this section)
- Based on a business case study/source material
- Includes application, calculations, analysis and a 9-mark justify question

Section C – 25 marks (spend around 30 minutes on this section)
- Based on a business case study/source material
- Includes a 9-mark justify question
- Finishes with a 12-mark evaluate question

What should I do to revise?
(Key websites and resources and how to use them)

Understand the demands of the following command words:
- 2 marks – Outline: Make a valid point and apply it to the business/context.
- 3 marks – Explain: Make a point > explain the point > explain the business impact.
- 6 marks – Analyse/Discuss: Make a point > analyse the point > explain the business impact.
  9 marks – Justify: Consider the two options given. Develop arguments using the case study and make a clear, justified judgement about which option is more suitable.
- 12 marks – Evaluate: Give developed arguments on both sides. Apply your answer throughout to the business and finish with a well-reasoned conclusion explaining what the final outcome depends on.

Focus revision on:
- Using case study material provided in source booklet and applying answers specifically to this
- Key business terminology
- Formulas
- Developing clear chains of reasoning

Useful revision resource:

Pearson Edexcel GCSE Business specification, past papers and mark schemes	BBC Bitesize Business	Seneca Learning	Tutor2u Business

In order to get the top grades (7,8,9 / L2D,L2D*) I need to:

Top-grade rule: Knowledge gets you started, but application + analysis + judgement are what push answers into the highest levels.
The 9 and 12-mark questions are important and can make a significant difference to your overall grade. For every extended answer:

- Apply, don't just explain. Use names, figures and information from the case study.
- Develop chains of reasoning rather than making several undeveloped points.
- Explain the effect on areas such as revenue, costs, profit, productivity, customer satisfaction, market share and competitiveness.
- For 9-mark questions, compare the options and make a justified choice.
- For 12-mark questions, analyse both sides and reach a supported conclusion.

Art

OCR
RECOGNISING ACHIEVEMENT

What will I be assessed on?
(How many exams, which units/topics etc.)

OCR GCSE Art & Design: Fine Art

For your mock, you will be assessed on your ability to develop and complete a personal final piece based on your portfolio work.
You will need to demonstrate the four OCR Assessment Objectives:

- AO1 – Develop: Research relevant artists and develop your own ideas.
- AO2 – Refine: Experiment with different materials, techniques and processes and improve your ideas.
- AO3 – Record: Use drawing, photography, notes and annotation to record your observations and ideas.
- AO4 – Present: Create a personal and meaningful final outcome that brings your project together.

Your mock final piece should show a clear journey from your initial idea → research → experimentation → development → final outcome.

Your teacher will assess both the quality of your final piece and the evidence of the creative journey in your portfolio.

What should I do to revise?
(Key websites and resources and how to use them)

Art revision = PREPARATION + PRACTICE + DEVELOPMENT
Your portfolio is used as your main revision resource.
Before your mock:

1. Review your portfolio	2. Practise your final piece
• Look through your project from the beginning. • Identify your strongest ideas and experiments. • Have you done got enough recordings (drawings, photoshoots) that inform and support your ideas • Revisit your artist research. • Look at feedback from your teacher. • Decide which ideas you want to take forward. • Experiment, experiment, experiment • Does your portfolio show a process/journey of how you got to the finals piece?	• Test your materials before the mock. • Practise difficult techniques. • Create small composition studies/thumbnails. • Try colour combinations if colour is important. • Work out what materials you will need. • Gather reference imagery you will need. • Prepare your final piece, you may take a sketched outline in with you

In order to get the top grades (7,8,9) I need to:



To achieve the highest marks, you should:
✓ Develop your own ideas rather than simply copying an artist.
✓ Make your artist research relevant to your project and explain what you have learnt from it.
✓ Experiment with different materials, techniques and processes.
✓ Make decisions based on your experiments and explain why you changed or developed your ideas.

Don't just make a final piece. Show us how you got there.
Research → Experiment → Develop → Refine → Record → Create
For your mock, your portfolio is your revision guide. Know your project, know your artists, practise your techniques and be ready to explain the choices you have made

Computer Science

OCR
RECOGNISING ACHIEVEMENT

What will I be assessed on?
(How many exams, which units/topics etc.)

Component 2: Computational Thinking, Algorithms, and Programming of the OCR GCSE (J277) specification.
One written exam paper lasting 1 hour and 30 minutes, worth 80 marks (50% of your overall GCSE)

· Section A (50 Marks): Short and long-answer questions testing your theory knowledge on core computer science concepts.
· Section B (30 Marks): Coding and logic questions. You will be required to read, write, correct, or complete algorithms written in

OCR Exam Reference Language (pseudocode) or high-level languages like Python.

The 5 Core Topics Covered:
o 2.1 Algorithms: Computational thinking (abstraction, decomposition), trace tables, flowcharts, search algorithms (Linear, Binary), and sort algorithms (Bubble, Merge, Insertion).
o 2.2 Programming Fundamentals: Variables, constants, selection (IF/ELSE), iteration (FOR/WHILE), arrays/lists, file handling, SQL queries, and subprograms (functions and procedures).
o 2.3 Producing Robust Programs: Defensive design, input validation, authentication, maintainability (comments, indentation), and types of testing (iterative, final) or test plans.
o 2.4 Boolean Logic: Logic gates (AND, OR, NOT), truth tables, and combining logic circuits.
o 2.5 Programming Languages & IDEs: High- vs. low-level languages, translators (compilers, interpreters, assemblers), and Integrated Development Environment (IDE) tools.

What should I do to revise?
(Key websites and resources and how to use them)

You must practise coding and logic.

Paper 2 Foxford Firefly	**Seneca**	**Subject knowledge videos for learning Computer Science**
J277 Component 2 video playlists to quickly recap topics you find difficult.	**Isaac Computer Science:** free, high-quality revision text and complete the interactive, self-marking questions to test your understanding of theory.	OCR Past Papers: Download past J277 Paper 2 exam papers. Pay close attention to the mark schemes.

In order to get the top grades (7,8,9 / L2D,L2D*) I need to:

ELEVATE

Master OCR Exam Reference Language: You must be perfectly comfortable reading and writing code using OCR's specific pseudocode syntax, especially for arrays, string manipulation, and file handling.

Perfect the 6-Mark Algorithm Questions: Practise writing complete algorithms from scratch for Section B. Focus on initializing variables correctly, choosing the right loops, and commenting on your code.

Spot the Bugs Instantly: High-scoring students excel at "find the error" questions. Practise looking at broken code to identify syntax, logic, and runtime errors quickly.

Construct Flawless Trace Tables: Do not rush logic tracking. Track variables systematically line-by-line without skipping steps to ensure you do not drop easy marks on dry-run questions.

Write Precise SQL Queries: Ensure you can construct exact database search queries using the core commands: SELECT, FROM, and WHERE.

Child Development

What will I be assessed on?
(How many exams, which units/topics etc.)

BTEC Tech Award Level 2 in Child Development

- **Component 2 (3 tasks) =** Worth <u>30%</u> of their BTEC Child Development overalll grade
- **Task 3 - 2 hours - 24 marks**

Students will completing this <u>controlled assessment</u> task under exam conditions.

Task 3 – Play activity B

Plan a suitable play experience/activity for a **small group** of children aged **4–5 years** in a **reception class**.

The activity must be **adult-led** and encourage **social play**.

Use the activity plan template provided to produce your plan.

Learning outcome covered

Outcome B: Understand how children's learning can be supported through play.

Checklist of evidence required

Completed activity plan.

Resources needed

Activity plan template.

Supervised hours to complete the task

You will need approximately 2.5 hours to complete Task 3.

(Total for Task 3 = 24 marks)

<u>**Task 3: Part 1 (12 marks)**</u>

1. Activity title
2. Proposed learning outcomes
3. Number of children and adult(s)
4. Resources/equipment required
5. Health and safety
6. Description of the activity

<u>**Task 3: Part 2 (12 marks)**</u>

7. How will the activity support the children's development in the specified area
8. Role of the adult(s)
9. Evaluation of the activity
10. The benefits and disadvantages of how the play is organised in the activity

What should I do to revise?
(Key websites and resources and how to use them)

It is imperative that students bring with them their completed Task 3 – Planning sheet to support them in completing their Task 3 write up during the mock. <u>Copy of the Task 3 Write Up Template:</u>

Complete the template below, adding extra rows if required. Please note the boxes will expand as you type.

Area of play: Social Play

Age of child: 4-5 years old – (small group of children)

How play is organised: Adult-led

Type of setting: Reception Class

1. Activity title:

<u>UNSTUCK:</u> **Choose from one of the following activities:**

- **Team games (e.g. passing a balloon, the floor is lava, parachute gam etc.)**
- **Board games (e.g. snakes & ladder, frustration, mouse trap, hungry hippos, buckaroo, monopoly junior, KerPlunk etc.)**
- **Group Cooking Activity (e.g. making fruit kebabs)**

2. Proposed learning outcomes: What do you want the child to learn during this activity?

<u>UNSTUCK:</u> **(Use pages 98 & 101 - Social Play for 4-5 years old to help you - to create your proposed learning outcomes)**

1. **What is the primary goal for the children to learn in your chosen activity?**
2. **Explain in detail what skills will the children be aiming to learn through your chosen activity?**

3. Number of children and adults:

3-5 Children

1 Adult

4. Resources/equipment required:

1. **Explain what resources and equipment will be required for your chosen activity and why are they important?**

5. Health and safety:

<u>UNSTUCK:</u> **(Use pages 115-117 - Awareness of health & safety, Adult-to-child ratio and health & safety - to help you to decide on the health and safety considerations for your chosen activity)**

1. **Explain what health and safety considerations need to be thought about for your chosen activity and why are they important? (e.g., potential hazards/risks, supervision ratio etc).**

6. Description of the activity: How will you prepare for the activity? How will you carry out the activity? What will the children do? How will you tidy up after the activity?

1. **What are you going to do to prepare for your activity? (e.g., think about organisation of your activity/equipment/children and health and safety) - refer to the How play is organised box. (at the top of the page)**
2. **How will your chosen activity be carried out? (different steps/parts to your chosen activity)**
3. **What will the children be expected to do in your chosen activity?**
4. **How will you tidy up after your chosen activity?**

7. How will this activity support the children's development in the specified area?

1. Explain how your chosen activity will support the children's development in the specified area of play - **refer to the Area of play box. (at the top of the page).**
2. What is the primary goal for the children to learn in your chosen activity **in relation to the area of play**?
3. Explain in detail what skills will the children be aiming to learn through your chosen activity?

8. Role of the adult: What will the adult do and how will this help the children's development?

<u>UNSTUCK:</u> **(Use pages 164-169 - Role of the adult (1 & 2) & responding to children - to help you consider what role and responsibilities will the adult have in your chosen activity)**

1. Explain what will the adult supporting/leading the activity will be expected to do. What will their role be?
2. How is the adult going to help the children to achieve your **proposed learning outcomes** and their overall development in the **specified area of play? (e.g. what skills is the adult going to help the children to achieve and how are they going to support them).**

9. Evaluation: Justify your choice of activity, including benefits and disadvantages of how the play is organised.

1. What are the **advantages of your chosen activity?** (e.g. consider: the specified area of play, type of setting, health and safety etc).
2. Explain how your chosen activity is good example of an activity which will successfully allow the child/ren to develop the expected skills for **their age group** within the **specified area of play.**

3. What are the **disadvantages of your chosen activity?** (e.g. consider: the specified area of play, type of setting, health and safety etc).
4. Explain how your chosen activity may hinder the opportunity for the children to successfully to develop the expected skills for **their age group** within the **specified area of play.**

10. Benefits and disadvantages of how the play is organised in this activity:

<u>UNSTUCK:</u> **(Use pages 102-103 - Adult-led play - to help you consider the potential advantages and disadvantages of using this type of play in your chosen activity).**

1. What are the advantages of **how the play is organised?** (e.g. consider: the specified area of play, type of setting, health and safety etc).
2. Explain how the **type of organisation** for your chosen activity has successfully allowed the children to develop the expected skills for **their age group** within the **specified area of play.**

3. What are the disadvantages of **how the play is organised?** (e.g. consider: the specified area of play, type of setting, health and safety etc).
4. Explain how the **type of organisation** for your chosen activity may hinder the opportunity for the children to successfully to develop the expected skills for **their age group** within the **specified area of play**

In order to get the top grades (L2D, L2D*) I need to:

<u>**Complete the criteria for Mark Band 4 (10-12 marks)**</u>

Part 1: (Boxes 1-6)
Comprehensive application of knowledge and understanding to selecting and planning the activity.

Evidenced through:

- **fully detailed** learning outcomes that include clear information on what the child will learn. Outcomes are **fully relevant** to the given age of the children.
- a **fully detailed** account of the resources needed to support the activity in the given environment. Resources are **fully relevant** to the given age of the children.
- a **fully detailed** description of the activity that includes **details** if preparation, health and safety, implementation and tidying away of the activity and which follows a **fully logical order.**

<u>**Complete the criteria for Mark Band 4 (10-12 marks)**</u>

Part 2: (Boxes 7-10)
Comprehensive application of knowledge and understanding to selecting and planning the activity.

Evidenced through:

- **fully detailed** account of how the activity will support the children's development in the specified area.
- a **fully detailed** account of what the adult(s) will do in the activity and how the adult's actions will support the children's development.
- a **fully developed** justification of the choice of activity supported by **logical reasoning.**
- a **wide range** of relevant benefits and disadvantages of how the play is organised in the activity.

Hospitality and Catering

What will I be assessed on? (How many exams, which units/topics etc.)	What should I do to revise? (Key websites and resources and how to use them)
Unit 1: The Hospitality and Catering Industry. **Written examination - 1 hour 20 minutes (80 marks)** **Worth 40% of the final qualification** **Topics assessed:** •Hospitality and catering provision •How hospitality and catering providers operate •Health and safety requirements •Food safety in hospitality and catering •Job roles and working conditions •Factors affecting the success of hospitality and catering businesses	**WJEC / Eduqas Website** **Use it to:** Download the specification Access past papers and mark schemes Check exam command words Complete practice questions under timed conditions **Seneca Learning** https://senecalearning.com **Use it to:** Revise food safety Learn nutrition and dietary needs Test yourself with quizzes Review key terminology **Improve recall of Unit 1 key content:** • Complete at least one past paper every fortnight • Practise 4, 6 and 8 mark questions using PEEL paragraphs • Memorise nutrient functions, sources and deficiencies • Revise practical skills and explain why specific techniques are used • Learn command words: Describe, Explain, Discuss, Analyse and Evaluate

In order to get the top grades (L2D,L2D*) I need to:

For the Unit 1 Examination ensure you:
•Apply knowledge to the scenario given in the question.
•Use hospitality and catering terminology accurately.
•Give developed explanations rather than one-word answers.
•Link points to the business, customer or situation in the question.
•Include advantages, disadvantages and justified conclusions in extended responses.
•Use evidence from the case study to support answers.

Health and Social Care

What will I be assessed on?
(How many exams, which units/topics etc.)

Students will be completing their Task 4 under exam conditions. The session will be 2 hours long

Task 4 – How health and social care professionals demonstrate the skills, attributes and values required when delivering care to an individual

Produce a report to show how health and social care professionals might demonstrate the skills, attributes and values required when delivering care to a person in **later adulthood** with **type 2 diabetes.**

Your report must include:

- how the skills of **organisation** and **problem solving** can be demonstrated by the professionals supporting the individual described
- how the attributes of **patience** and **trustworthiness** can be demonstrated by the professionals supporting the individual described
- how the values of **compassion** and **communication** can be demonstrated by the professionals supporting the individual described
- reasons why the skills, values and attributes that you have included are important when providing the specified individual with care.

Learning outcome covered

Outcome B: Understand the skills, attributes and values required to give care.

What should I do to revise?
(Key websites and resources and how to use them)

Review your planning sheet and lesson notes
Highlight key definitions for:

- Skills → Organisation, Problem Solving
- Attributes → Patience, Trustworthiness
- Values → Compassion, Communication
- Importance → Better health outcomes, trust, independence, wellbeing

2. **Research Type 2 Diabetes** Useful websites:

NHS	Diabetes UK

How to use them:
- Find the causes, symptoms and treatments of Type 2 diabetes.
- Make notes on how different professionals support someone with the condition.
- Look for challenges a person with diabetes may face and how care professionals respond.

3. Practise applying knowledge Rather than simply learning definitions, ask:

- How would a nurse demonstrate organisation when supporting a person with Type 2 diabetes?
- How would a care worker demonstrate compassion?
- Why is communication important when helping someone manage medication?

4. Use the PEE structure When writing:

- **Point** – Name the skill, attribute or value.
- **Evidence/Example** – Explain how a professional demonstrates it.
- **Explain** – Link it to improving care for the individual with Type 2 diabetes.

5. Complete practice questions Write short paragraphs explaining:

- How organisation can support a person with Type 2 diabetes.
- Why trustworthiness is important in health and social care.
- How communication improves care.
- Why these skills, values and attributes are important overall..

In order to get the top grades (L2D, L2D*) I need to:

☐ My response is detailed rather than a list.
☐ Every point is linked back to the case study.
☐ Every solution is realistic and relevant.
☐ I have fully explained and justified each suggestion.
☐ I have shown clear links between the individual's circumstances and the barriers they face.

Top Tip: If someone can replace "the 86-year-old with a hearing impairment" with "any elderly person" and the sentence still works, your answer is probably too generic for the top band. Make every point specific to the case study

Sport

What will I be assessed on?
(How many exams, which units/topics etc.)

Task 2 – Participating in sport

The Manager has asked that you demonstrate to the prospective new members the enjoyment that can be had from playing competitive sport. In doing this, the local community sports club hopes to increase the number of members playing sport at the club. It hopes to increase understanding of the skills and strategies required for your **chosen sport**.

The Manager would like you to produce a series of video clips that will demonstrate sports skills for your chosen sport being demonstrated in isolated practices and sports skills and strategies being demonstrated in competitive situations.

Your video clips should include practical demonstrations of:

- **at least three** sports skills being performed in isolated practices
- sports skills and strategies being performed in a competitive situation.

Learning outcome covered

Outcome B: Be able to participate in sport and understand the roles and responsibilities of officials.

Checklist of evidence required

Video recordings, lasting approximately 15 minutes, of sports skills in isolated practices and sports skills and strategies in competitive situations for a chosen sport.

What should I do to revise?
(Key websites and resources and how to use them)

You will be assessed demonstrating;

A. 3 Isolated skills
B. Continuous competitive situation.

If you are producing your own videos please use the information here to ensure you have everything in place

Tips

Learners are required to provide evidence of them taking part in a competitive sport in order to meet the requirements of this learning outcome.

The competitive situation that is presented as evidence must demonstrate the learners taking part in a competitive situation in line with the rules/laws of the chosen sport.

This includes but is not restricted to:

- the correct number of participants playing in the competitive situation

- the sport must be played on a suitable surface

- appropriate boundary markings must be marked out, and visible and suitable equipment must be used as per the rules/laws of the sport

Marks should be awarded to learners based on how they apply the skills, techniques, and strategies (tactics) within the evidence that is presented for assessment. The assessment cannot be undertaken based on what the assessor has seen in the past; the assessment must be made against the evidence that has been provided for assessment purposes. There is no dispensation for an elite performer within a particular sport, and every learner must present video evidence of them taking part in a competitive situation.

The duration of the video must be sufficient to enable the assessor/moderator time to make an appropriate judgement of which mark band the evidence sits; this may differ from sport to sport. A judgement can only be made on the evidence submitted for assessment.

It must be made clear which learner (when there is more than one taking part in the sport in the evidence submitted for assessment) is being assessed within the evidence presented for assessment.

In order to get the top grades (L2D,L2D*) I need to:

ELEVATE

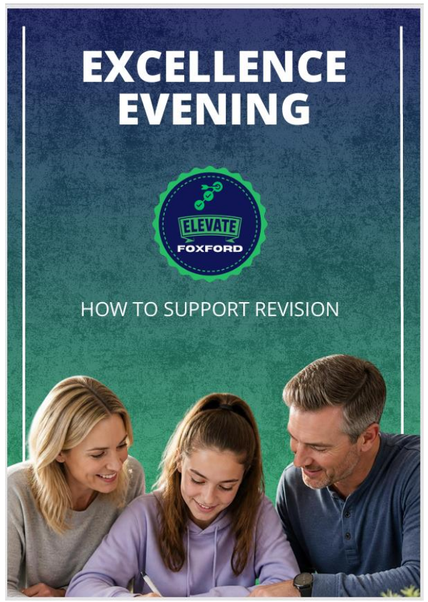
Perform a confident demonstration of practical ability in chosen sport

Perform techniques for sports skills with HIGH levels of fluency, accuracy and control in isolate practices

Perform techniques for sports skills with HIGH levels of fluency, accuracy and control in competitive situations

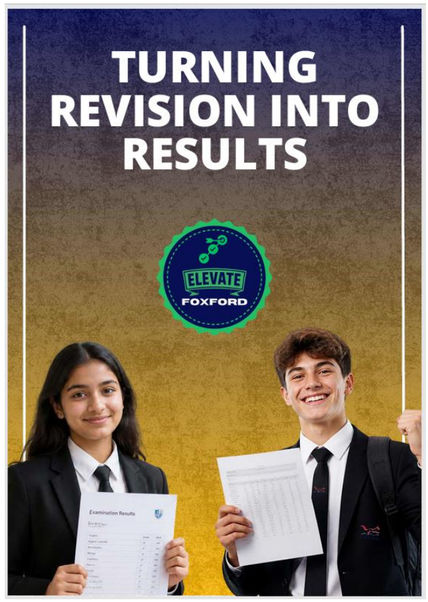
Select and perform appropriate strategies effectively on all occasions during competitive situations

Revision techniques for parents, carers and students



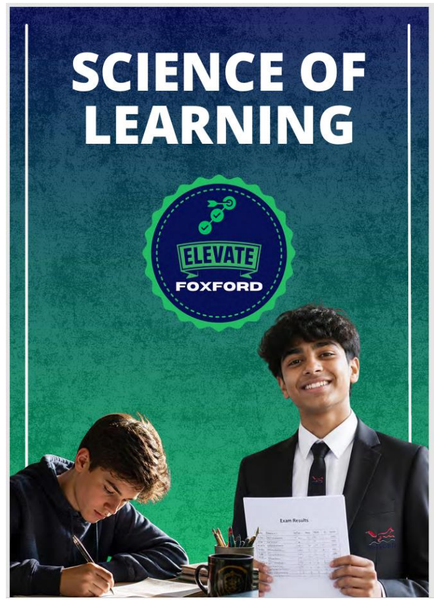
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Revision timetables, specifications for each subject



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How learning works, ways to maximize your learning and revision



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