



Year 11 Information Evening

17th September 2026

Year 11 Key dates:

23rd Nov-4th Dec - Mock Exams (all subjects)

26th Nov - LaSWAP Open Evening

4th January- Mock results collection event

14th January - Parents' Evening

15th-25th March - Mock Exams (core & MFL Speaking)

19th-23rd April - GCSE MFL Speaking & Art Exams

4th May-18th June - GCSE Exams

25th June - Leavers Prom

2nd July - LaSWAP taster day

19th August -Results Day

Y11 Revision opportunities

Subject	Day	Time	Location	Available to...	Starting
Maths	Mon, Tue, Wed, Fri	8.15am	Green block	All Higher students	7 th Sep
	Mon, Tue, Wed,	8.15am	CS1	All Foundation students	7 th Sep
	Tuesday	3.20pm	Green Block	All students	8 th Sep
English	Mon, Tue, Wed, Fri	8.00am	Y3D	All students	14 th Sep
	Thursday	3.20pm	Y2C	Boys' revision session	10 th Sep
			Y3C	Girls' revision session	10 th Sep
			Y2B	Students aiming for a 8-9	17 th Sep
Science	Wednesday	3.20pm	S4	All combined science Higher (Double) students	9 th Sep
			S1	All combined science Foundation (Double) students	16 th Sep
			S5	Drop-in sessions -Separate science (Triple) students	10 th Sep
Spanish	Monday	3.20pm	R3B	Invited Foundation students	7 th Sep
	Friday	3.20pm	R3B	Invited Higher students	12 th Sep
French	Monday	3.05pm	R3D	Invited Foundation students	7 th Sep
	Monday	3.05pm	R3C	Invited Higher students	7 th Sep
Classics	Monday	3.20pm	S9	All students	14 th Sep

Geography	Week A- Monday Week B -Wednesday	Lunchtime	R1A	All students	14 th Sep
History	Thursday	3.20pm	RG1	Targeted students	5 th Nov
	Thursday	Lunchtime	CS2	Students aiming for a 7-9	5 th Nov
RS	Wednesday	3.20pm		All student	4 th Nov
Psychology	Thursday	3.20pm	YG4	All students	17 th Nov
Sociology	Friday	3.20pm	YG2	Invited students, dependent on particular session	18 th Sep
Film Studies	Monday	Lunchtime	ML1	All students	14 th Sep
Sports Science	Thursday	3.20pm	PE1	All students	17 th Sep
Sports studies	Thursday	3.20pm	S10	Ms Oteng's class	17 th Sep
			CR5	Ms Shante-Mullings' class	17 th Sep
Drama	Monday	Lunchtime	GGB	Drop-in for all students working on their portfolio	14 th Sep
DT	Monday	Lunchtime	TE3	Drop-in for all students	18 th Sep
Art	Every day	Lunchtime	AR2	Catch up time for all students	14 th Sep
	Tuesday	3.20pm	AR2	Compulsory catch up for some students but open to all	15 th Sep
Music	Monday	Lunchtime	MU1	All students - theory	14 th Sep
	Tuesday	3.20pm	MU2	All students - composition	15 th Sep
Dance	Monday	Lunchtime	TE1	All students - theory	14 th Sep

November Mock Exam – Revision Information

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English Language and Literature (AQA)

November Mock

- English Literature Paper 1 **1 hour 45 minutes**
- English Language Paper 1 **1 hour 45 minutes**

Literature Paper 1 Structure and Content

Sections	Content
A: Extract Question	Shakespeare: <i>Romeo and Juliet</i>
B: Extract Question	19th Century Novel: <i>Great Expectations</i> OR <i>A Christmas Carol</i>

Language Paper 1 Structure and Content

Sections	Content
A: Question 1-4	Analysis of a fiction extract
B: Question 5	Descriptive/Narrative Writing Task

How to Prepare for Literature

1. Begin by using **BBC Bitesize**, **SparkNotes**, and **LitCharts** to gather all the key information about your texts. This will give you a strong foundation for the revision tasks below.
2. Fill out a **chapter/scene grid** for each text. Create one box for every scene (in *Romeo and Juliet*) or chapter (in *Great Expectations* **OR** *A Christmas Carol*), and write a brief summary of what happens in each.
3. Create a **character profile** for every key character. Include details about who they are, their role in the text, and why they are significant.
4. Use your **CGP revision guides** to make focused notes on:
 - a. Characters (e.g., Pip, Juliet, Miss Havisham)
 - b. Themes (e.g., Social Class and Ambition, Fate and Free Will)
 - c. Context (e.g., the Victorian class system, Elizabethan patriarchy)
5. Prepare **10 key quotation flashcards** for each text. Memorise short, high-value quotations such as:
 - a. "My only love sprung from my only hate" (*Romeo and Juliet*)
 - b. "Coarse and common" (*Great Expectations* **OR** *A Christmas Carol*)
6. Complete a **6-step essay plan** for at least four past exam-style questions: two focused on characters and two focused on themes.
7. Stay up to date with **Seneca Learning** tasks, as these will reinforce your knowledge of *Romeo and Juliet* and provide extra practice.

How to Prepare for Language

1. Stay on top of your **Seneca Learning** assignments, as they offer exam-style practice and personalised feedback.
2. Compile a **list of language and structural techniques** (e.g., simile, juxtaposition, foreshadowing). Write definitions and examples for each, then revise and expand your list regularly.
3. Practise **timed writing**. Aim to build up to writing two analytical paragraphs in 12 minutes.
4. Write practice pieces, such as:
 - a. A descriptive piece about a beautiful place.
 - b. A narrative piece about a discovery.
(Aim for around six paragraphs in 45 minutes.) Give your work to your teacher for marking and note down at least three clear targets for improvement.
5. Identify your **common SPaG (spelling, punctuation, and grammar) errors** and practise correcting them until they become second nature.

Support available outside lesson

- Thursdays from 3.15-4.15pm Y3C/Y2C
- Monday, Tuesday, Wednesday, and Friday mornings at 8am in Y3d

Revision Guides – CGP/York Notes/Collins/Hodder CGP available on ScoPay

Maths (Edexcel)

November Mock

- Paper 1 (Non-Calculator) – 1 hour and 30 minutes
- Paper 2 (Calculator) – 1 hour and 30 minutes
- Paper 3 (Calculator) – 1 hour and 30 minutes

Content included in the exam:

- Students will be provided with a topic list

Resources provided:

- Topic list
- Revision booklet with exam style questions
- Teachers will go through PowerPoint with tips on how to revise

How students should prepare

- Start with the Revision list provided
- If you are confident in the topic, tick it on your checklist.
- If you are not confident on the topic, highlight it on your checklist.
 - Watch a video on the topics you identified from revision list from any of these websites:
 - ✓ Mathsgenie.com
 - ✓ Sparxmaths
 - Make notes on flashcards or on a notepad
 - Practise the worksheet questions on the website
 - Mark your answers from the website
 - If you now feel confident on the topic, tick it on your checklist.
 - If you still need help on the topic – ask for support! Attend interventions running in the morning or after school.

Timings of out of lesson intervention:**Morning intervention:**

- Monday – Thursday, 8:15 – 8:50am (CS1: Foundation)
- Monday – Friday, 8:15 – 8:50am (G1B: Higher)

After School Intervention:

Every Tuesday's After school, 3.15pm – 4: 00pm:

Tier	Room & Teacher
Higher Set 1	G1B, Mr Allen
Higher Set 2	G2A, Ms Jefferys & Ms Ali

Foundation	G2C, Ms Kani & Mr Kibreab
Further Maths	G1C, Mr Ugoala

Science (AQA)

November Mock

- **Combined Science (Trilogy)** exams = 1 hour 15 mins, 70 marks
- **Separate Science** exams = 1 hour 45 mins, 100 marks

Biology Paper 1

Topic	Required Practical
B1 Cell Biology • Eukaryotic/prokaryotic cells • Diffusion, osmosis, active transport	Microscopy, Microbiology (Separates), Osmosis
B2 Organisation • Digestion/enzymes, circulatory system	Food tests, Enzymes
B3 Infection and response	
B4 Bioenergetics • Respiration, photosynthesis, metabolism	Rate of photosynthesis

Videos/quizzes on content and practicals: cognitoedu.org/course/b2-gcse-aqa-h-t

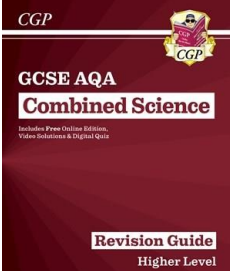
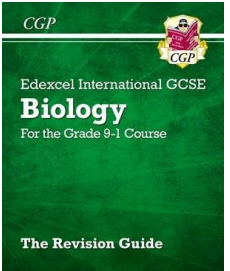
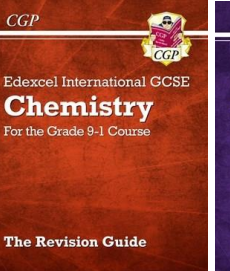
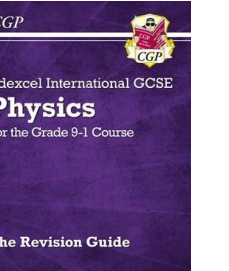
Chemistry Paper 1

Topic	Required Practical
C1 Atomic structure and the periodic table	
C2 Bonding, structure and properties of matter • Ionic, covalent, metallic bonding	
C3 Quantitative chemistry	
C4 Chemical Changes • Reactions of metals/acids, electrolysis	Making salts, Electrolysis Titration (Separates)
C5 Energy changes • Exothermic, endothermic, catalysts	Temperature changes

Videos/quizzes on content and practicals: cognitoedu.org/course/c2-gcse-aqa-h-t

How students should prepare:

1. **Complete weekly SPARX Science**
 - Each week includes the relevant topics from Y9/10, in addition to current topics
2. **Attend revision sessions on Wednesdays 3.30-4.15**
 - Past paper questions and teacher support, one topic each week
3. **Make flashcards based on the information in your revision guide**
 - CGP revision guides for AQA can be bought on SCOPAY, collected from science office
4. **Practice past exam questions** from CGP workbooks or *PhysicsandMathsTutor.com*:
 - <https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/>
 - <https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/>

Revision guides available on SCOPAY				

Art, Craft and Design (Edexcel)

- **JOURNEYS (Current Component 1 Coursework Project)**

Deadline for sketchbook and final piece: Friday 26th September

Please ensure all work for the Journeys project (piece and sketchbook) is completed and submitted by the above date. Students will be assessed on the evidence they have produced towards the assessment objectives:

- **AO1 DEVELOP:** Develop ideas through investigations, demonstrating critical understanding of sources.
- **AO2 REFINE:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- **AO3 RECORD:** Record ideas, observations and insights relevant to intentions as work progresses.
- **AO4 PRESENT:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

- **POWER (Next Component 1 Coursework Project)**

Mock exam and deadline for sketchbook and final piece:

Tuesday 16th & Wednesday 17th December

Students will use a sketchbook or portfolio to develop ideas, research, experiment and plan piece(s) of work which respond to the theme 'Power'. This work will culminate in a 10-hour mock exam at the end of Autumn term. Students must complete the necessary preparatory work in advance so that they are organised ahead of the exam.

FINAL DEADLINE FOR ALL COMPONENT 1 COURSEWORK – FRIDAY 22ND MAY

COMPONENT 2 (Externally Set Assignment)

Students will begin working on their Externally Set Assignment from January through to April. The exam board will release a theme to guide their project (previous themes have included *Lock*, *Power*, and *Gathering*).

This part of the course follows the same preparation process as Component 1, but with a tighter timeframe, ending in a 10-hour practical exam in late April (exact date to be confirmed).

FINAL DEADLINE FOR COMPONENT 2 – END OF APRIL (DATE TBC)

INTERVENTION & SUPPORT:

Students are strongly encouraged to use the Art department outside of lesson time. This is essential in order to meet the demands of the course. We expect students to match their in-class hours with independent work each week (e.g. if you have 3 hours of lessons, aim to do at least 3 hours outside of them).

Tuesday after-school sessions (from 3:15pm) are open to everyone and a great opportunity to get extra support. On other days, we'll be inviting students who are behind, missing coursework, or not progressing as expected. If this applies to your child, you'll be contacted directly by their teacher or Head of Year.

TIPS FOR SUCCESS:

- Aim for at least **1 hour after school + 1 hour at home weekly** for art work and practice.
 - Keep a weekly schedule balancing art with other subjects; note key deadlines.
 - Keep in mind that the work you do in and out of lessons will go towards your final Y11 grade!
 - Document all work carefully (research, experiments, notes) to meet assessment objectives: Develop, Refine, Record, Present.
 - Regularly ask for feedback from teachers, family, and peers to improve.
 - Materials can be borrowed from the art technician as needed.
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CONTACT:

For questions or support, please get in touch:

- Emma Close (Subject Lead) – eclose@aclandbughley.camden.sch.uk
- Jamie Duncan – jduncan@aclandbughley.camden.sch.uk
- Megan Oliver – moliver@aclandbughley.camden.sch.uk
- Rosa Wayne – rwayne@aclandburghley.camden.sch.uk

Dance (AQA)

November Mock - GCSE Dance: Component 2 – Dance Appreciation

Unit content	Content to revise
Section A: Hypothetical Choreography and Performance	- Choreographic devices - Dance structures - Motif development - Definitions of performance skills (physical, technical and expressive) - Exercises to improve performance skills - Safe Practice; Warm up and cool Down, nutrition and hydration
Section B: Critical Appreciation of own work	- Physical Skills and expressive skills in set phrase and performance in a duet - Mental skills in Set Phrase and Performance in a duet - Technical skills in Set Phrase and Performance in a duet - Choreography: Actions, space and dynamics in relation to the choreographic intention. Choreographic Process and approach. Choreographic devices. Aural setting
Section C: Dance Anthology A Linha Curva Emancipation of Expressionism Within Her Eyes Shadows	- Movement components – Actions, Space Dynamics Relationships - Choreography – Choreographic devices, Choreographic approach and process - Features of production – Staging, Set design, lighting, aural setting and costume

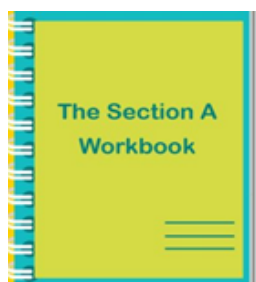
How students should prepare

1. Use the revision and resource guides to make flashcards/mind maps on each area. (All resources are on Show My Homework).
2. Answer exam questions. Complete section A and B exam questions that are set for homework each week, submit for marking and apply feedback.
3. Complete exam questions in the GCSE Dance revision guide and Anthology workbook. Read example answers at the back of both guides to inform your answers.

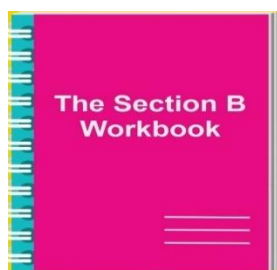
Support available outside lesson

Monday Lunchtimes (Theory)

- Set Phrase Exam: Students should be booking 1-1 intervention for their set phrase solos (before school, break, lunch, after school)
- Choreography: Students should be spending 1 lunch and 1 after school slot working on their choreography



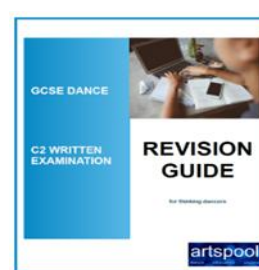
Section A Workbook



Section B Workbook



Section C: Anthology Workbook



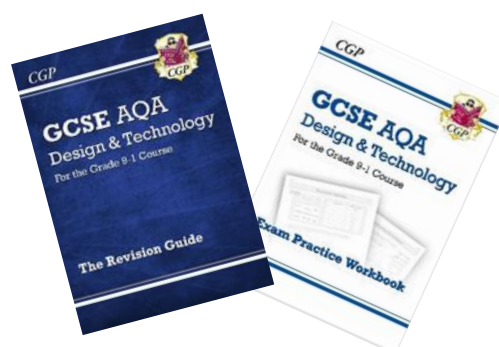
GCSE Dance Revision Guide

GCSE Design and Technology (AQA)

Paper	What's assessed • Core technical principles • Specialist technical principles • Designing and making principles In addition: • at least 15% of the exam will assess maths • at least 10% of the exam will assess science
Exam Length	2 hours
Exam Board	AQA
Questions	Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles. Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions.

Revision Tips:

- Attend revision sessions during Monday lunch
- Review class notes, homework tasks, and any revision sheets provided by the teacher.
- Use BBC Bitesize and sketch diagrams to visualise material properties and processes.
- Practise applying knowledge to design scenarios and product examples.
- View and review resources on Teams
- Speak to teacher for more bespoke support



Drama (OCR)

November Mock – Component 04 – Performance and Response (Section A&B (1:30))

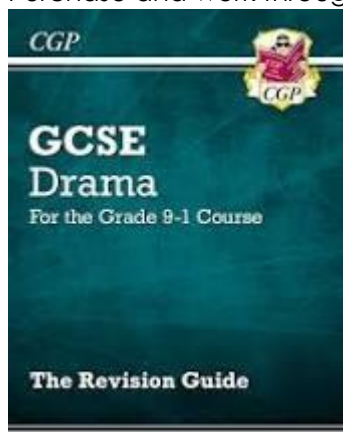
Unit content	Content to revise
Section A: Missing Dan Nolan	• Director's intentions • Style (Docudrama/Verbatim) • Quotes • Sections • Performance Skills (Physical and Vocal) • Your vision (Costume, Staging etc...)
Section B: Things I Know to be True (Re-watch on Digital Theatre Plus with your school email)	• Director's Intentions • Cast and creative's names • Themes • Key moments • Semiotics (How it was staged and the symbolism behind that) • Performance Skills (Physical and Vocal) • Paragraph Templates (including Introduction and Conclusion)

How students should prepare

1. Read the text again.
2. Know what happens in each of the 6 sections and the director's intention for each section (MDN).
3. Be confident on your vision (your own director's intentions) and ensure it isn't too far from the original due to the foreword by Mark Wheeler regarding accuracy (MDN).
4. Memorise 4 key quotes and 2 key stage directions (MDN).
5. Revise the key scenes and the order they do in as well as the director's intention in that moment (Section B).
6. Know the Writer, Director and well as key Cast members (Section B).
7. Memorise 4 key quotes and 2 key semiotics (Section B).
8. Make flashcards/mind maps on each area.
9. Answer exam questions. Practice exams are available online. You can adjust the questions and try to think about how to can answer them about different characters. You can send these to your teacher who will mark and go through them with you.

Support available outside lesson

- Attend mandatory Revision Sessions (where applicable).
- Speak to teacher for bespoke support.
- Purchase and work through the below revision guide.



Music (OCR)

GCSE Music: Listening and Appraising

Unit content	Content to revise
Elements of Music	• Melody • Harmony • Tonality • Structure • Tempo, Metre, Rhythm • Dynamics and articulation • Sonority (Timbre) • Texture • Instruments
The Concerto Through Time: The Baroque Solo Concerto. The Baroque Concerto Grosso. The Classical Concerto. The Romantic Concerto.	• Knowledge of composers • Typical characteristics of the genre • The use of musical elements • The relationship between the soloists and the orchestra • The virtuosic nature of any solo parts • The use of expression • The texture and timbre used in the music • The development of the concerto over time
Film Music: Film Music Video Game Music Western Classical music that has been used in films.	• Knowledge of composers • Typical characteristics of the genre • The creation of a soundtrack • The use of musical elements • The use of technology within the genres • Instrumental techniques • The development of film music over time
Conventions of Pop: Rock 'n' Roll of the 1950s and 1960s Rock Anthems of the 1970s and 1980s Pop Ballads of the 1970s, 1980s and 1990s Solo Artists from the 1990s to the Present Day	• Typical characteristics of the genre • The use of musical elements • Vocal and Instrumental techniques • Roles and Interactions between performers • Changes and development of instruments • The use of technology within the genres • Names of solo artists and groups who composed and/or performed in each genre • The changing nature of song structure • The historical and social context of the named genres of popular music • The growth of the popular music industry.
Rhythms of the World: India and the Punjab region: specifically Indian classical music and Punjabi bhangra Eastern Mediterranean and the Middle East, specifically Greek, Palestinian and Israeli music.	For each geographical genre: • Characteristic rhythms and metres. • The origins and cultural context of the traditional music. • The musical characteristics of the folk music. • The impact of modern technology on traditional music. • The names of performers and groups.

Music of Africa specifically traditional African drumming. Central and South America, specifically Calypso and Samba	For traditional Eastern Mediterranean and Middle Eastern folk music, learners should study and develop an understanding of: - The irregular rhythms and metres often found in Greek and Palestinian folk dances. - Melodic shapes, including modal ideas. - Parallel melodic lines. - Harmonic support. - Phrasing and cadences. - Structure and texture and how the parts are combined.
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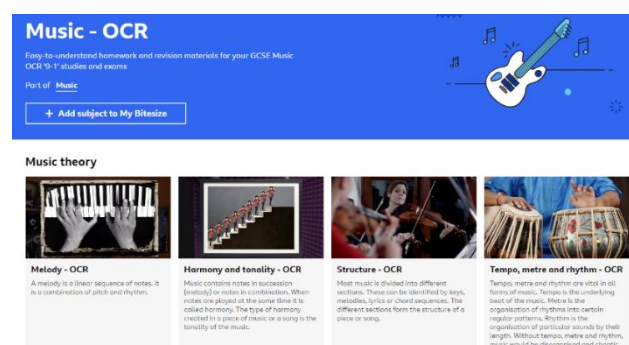
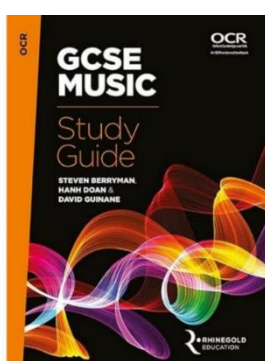
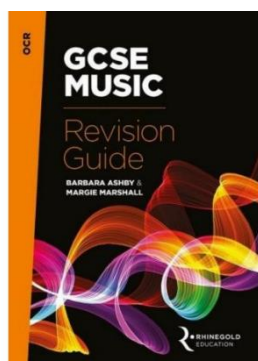
How students should prepare for the listening exam:

1. Brush up on your knowledge of keywords and subject specific OCR terminology.
2. Listen to a range of pieces of music that are from each area of study. Listen to them on repeat while studying! You can find all the examples on the Powerpoints uploaded on TEAMS.
3. Complete past paper exam questions (all papers & mark scheme are on TEAMS) that are set for homework each week, submit for marking and apply feedback.
4. To revise notation reading & writing. Here is a free theory website for revision: <https://www.musictheory.net/lessons>
5. Practise identifying the different sounds of orchestral instruments. Here is a Youtube listening quiz: <https://www.youtube.com/watch?v=QNJcU7oOSL4>
6. Use the revision guides/bbc bitesize to make flashcards/mind maps on each area of study

Support available outside lesson

- Monday Lunchtimes (**Theory** with Ms Tan) and Tuesday Lunchtimes (Composition with Ms Vyas)
- Students should be booking 1-1 intervention for their solo **performances** (before school, break, lunch, after school).
- MU2 (Computer room) is available for GCSE Music students to work on their **compositions** on any day of the week. Please book by contacting Ms Tan or Ms Vyas.

Resources:



Rhinegold GCSE Music Revision Guide

Rhinegold GCSE Music Study Guide

BBC Bitesize – OCR Music: <https://www.bbc.co.uk/bitesize/examspecs/zv7qxyc>

Geography (AQA)

November Mock = Paper 3 Geographical applications

Length = 1 hour 30 minutes

Marks = 76

Section A = issues evaluation

37 marks

Your teacher will give you a resource booklet about deforestation in the Amazon before the exam. You will discuss the resource booklet in lessons. You will also have a work (question) booklet that will help you work through the resource booklet at home.

You should prepare for the exam by:

1. Highlighting and annotating (labelling) the resource booklet to show you understand it.
2. Revising any paper 1 or paper 2 topics that relate to the information in the resource booklet, for example the impacts of deforestation.
3. Answering all of the questions in the work booklet including practice exam questions.
4. Consider the bigger questions covered in the resource booklet, for example, should road building be allowed in the Amazon?

Section B = Fieldwork

39 marks

You will be asked questions about fieldwork, this will include:

1. Calculations based on fieldwork data including an understanding of mean, medium and mode (measures of central tendency).
2. Interpreting (understanding) information in tables and graphs.
3. Understanding sampling technique.
4. Strengths and weaknesses of different data collection methods.
5. Explaining the fieldwork, you carried out in Epping Forest
 - a. What was your title?
 - b. What hypothesis did you investigate?
 - c. What methods did you used to collect data?
 - d. What risks were involved in collecting the data?
 - e. Why was Loughton Brook a good river to study?
 - f. Did you prove or disprove your hypothesis?

You should prepare for the exam by:

1. Completing and revising the revision summary sheet for Epping forest fieldwork.
2. Your teacher will teach you a lesson on fieldwork before the exam.

History (Edexcel)

For your mock you will be sitting a **Weimar and Nazi Germany paper**. Your exam will be 1 hour 20 minutes long (1 hour 40 minutes with extra time) and will consist of 6 questions.

Content to revise:

What should I revise?
The Munich Putsch 1923
The Reichstag Fire, 1933
The Enabling Act, 1933
Removing opposition (trade unions and other political parties), 1933
The Night of the Long Knives 1934
Hindenburg's Death and Hitler becomes Fuhrer, 1934
Nazi policies to minorities 1933-39

How students should prepare:

- Attend all lessons until the mock
- Complete the **revision booklet** your teacher gives you for homework
- Make a revision card on each topic and test yourself until you know the information by heart
- Complete practice questions
- Attend 7-9 Masterclass or History Revision (see below)
- Use BBC Bitesize:
<https://www.bbc.co.uk/bitesize/topics/zymqwx>

Support available outside lesson

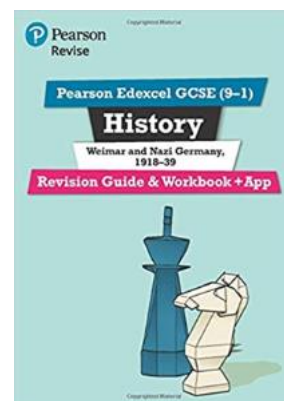
Support	This is for you if...	Date/time/location
7-9 Masterclass	• You are aiming for a 7-9 • You would like to improve your exam skills	• Thursday lunchtimes 1.30-2pm in CR2 • Starting on 5th November
History Revision	• Targetted students	• Thursdays in RG1 from 3.15-4pm. • Starting on 5th November

Revision guide:

Pearson Edexcel – Weimar Republic and Nazi Germany.

This revision guide can be purchased from the link below:

<https://www.pearsonschoolsandcolleges.co.uk/secondary/subjects/history-secondary/pearson-edexcel-gcse-history-91/pearson-revise-pearson-edexcel-gcse-9-1-history/pearson-edexcel-gcse-9-1-history-weimar-and-nazi-germany-1918-39-revision-guide-and-workbook-app-1#products>



Religious Studies (AQA)

Religious Studies

1 hour 45-minute exam

Content included in the exam (s):

Paper 2: Thematic Studies

Four sections:

- 1) Religion, crime and punishment
- 2) Religion and life
- 3) Relationships and families
- 4) Religion, peace and conflict

Each section will have: 1, 1, 4, 6, 12-mark questions.

What do students need to do independently to prepare - including which resources you will provide:

- Complete the *Revision Booklets* given to you by Mr Vickery (shown below), and then *test yourself* on the content after completion.
- Memorise the Bible quotes from the *Revision Booklets*.

Paper 2: Thematic Studies Revision Booklet Theme: Religion, crime and punishment 	Revision Booklet- Paper 2 Theme 2: Relationship and families 	Revision Booklet- Paper 2 Theme 3: Religion and life 	Revision Booklet- Paper 2 Theme 4: Religion, peace and conflict 
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Attend after school revision on **Wednesdays (after October half term)** in R2A from 3.20pm-4.00pm.

Classical Civilisation (OCR)

November Mock: Thematic Study (Myth and Religion) Paper: **1 hour 30 minutes**

Myth and Religion Paper – Structure and Content

Sections	Content
A: Questions 1 -12	Greece – Units 1.1-1.5 (Gods / Heracles/ Temples/ Foundation / Festivals)
B: Questions 13 -21	Rome – Units 1.1-1.5 (Gods / Heracles/ Temples/ Foundation / Festivals)
C: Questions 22- 27	Comparison: Greece and Rome - Units 1.1-1.5 (Gods / Heracles/ Temples/ Foundation / Festivals)

How students should prepare for Thematic Study:

1. First use your 'Myth and Religion' Booklets to find all information on the units you will need to revise – learn the background information
2. Learn the keywords for Units 1.1-1.5 using the glossaries – focus on learning the meaning of the keywords with the aim of using them in your essays
3. Memorise important information and facts as given on the knowledge organisers / summary notes
4. Create mind-maps for each unit
 - a. Explain important features of gods and their responsibilities
 - b. Describe the myths related to Heracles /Hercules and explain its importance in Greece and Rome – focus on Greek and Roman Beliefs
 - c. Describe and explain the layout, functions, designs of temples in Greece and Rome and outline the stages of the sacrifices and the roles of the priests
 - d. Describe and explain the foundation stories for Athens and Rome and evaluate problems arise when considering them
 - e. Describe and outline the festival events for Greece and Rome and explain their importance - justify their importance
5. Re-read again the prescribed literary sources and pick out important quotes which you will need to use in your essays
6. Look at the prescribed material (visual) sources – focus on identifying gods/ labours/ temples design/ metopes / pediments / festivals processions / foundation heroes
7. Create flashcards with key quotes for each unit and memorise them
8. Create flashcards with knowledge and background information for each unit
9. Complete knowledge tests and retrieval practice questions
10. Go over the essay structures for 8-marker and 15-marker questions and complete 8-marker and 15-marker questions under time-conditions
11. Watch additional videos related to each unit – use the list which you were given

Support available outside lesson

- Monday 3.15-4 in S9

MFL French / Spanish (AQA) (page 1 of 2)

November mock exams:

A Listening **and** a reading paper. Students will complete either the higher tier papers or the foundation papers

Length:

1h20 minutes in foundation (35 min for the listening and 45 min for the reading)

1h45 minutes in higher (45 min for the listening and 60 min for the reading)

Listening Foundation Tier / Listening Higher Tier

- Section A Answers in English
- Section B Dictation (transcribe what you hear)

Reading Foundation Tier / Reading Higher Tier

- Section A Answers in English
- Section B Translation of sentences from Spanish/French into English

Topics assessed

You will have a full GCSE paper that could include topics not yet covered. The units covered this year are in bold.

Theme 1: People and lifestyle

- **Topic 1: Identity and relationships with others**
- **Topic 2: Healthy living and lifestyle**
- **Topic 3: Education and work**

Theme 2: Popular culture

- **Topic 4: Free-time activities**
- **Topic 5: Customs, festivals and celebrations**
- Topic 6: Celebrity culture

Theme 3: Communication and the world around us

- **Topic 7: Travel and tourism, including places of interest**
- Topic 8: Media and technology
- Topic 9: The environment and where people live

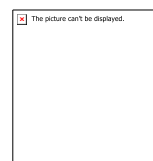
How students should prepare:

1. Test yourself on the vocabulary learnt so far for each unit – Use your vocabulary sheets/mats in your books. Look/Cover/Test/Check
2. Complete practice papers provided by your teacher
3. Use your CGP revision guide and complete listening and reading tasks.
4. Seneca Learning and BBC Bitesize are also great revision resources. Make sure you follow the AQA courses

Support available outside lesson

- Every Monday after school (French) in R3C and R3D.
- Every Monday (foundation) and Friday (higher) after school (Spanish) in R3A and R3B

Revision Guides – CGP revision guides available to purchase in school



MFL French / Spanish (AQA) (page 2 of 2)

Week starting 12th January

A speaking mock exam

Length:

7-9 minutes at Foundation level + 15 minutes preparation

10-12 minutes at Higher level + 15 minutes preparation

In the 15 minutes preparation, students prepare for one Role-play card, one Reading aloud task and one Photo card, supervised by an invigilator.

During the exam, students will be tested in the following order:

1. The role play
2. The reading aloud task, followed by a short unprepared conversation related to the topic of the task.
3. The photo card. After students have spoken about the content of the photos, they will be asked questions related to any of the topics within the theme

Topics assessed

Students will be tested on the following themes:

- Theme 1: People and lifestyle (Topic 1: Identity and relationships with others / Topic 2: Healthy living and lifestyle / Topic 3: Education and work)
- Theme 2: Popular culture (Topic 4: Free-time activities)
- Theme 3: Theme 3: Communication and the world around us (Topic 9: The environment and where people live / Topic 7: Travel and tourism, including places of interest)

How students should prepare:

Students have prepared their answers to conversation questions on these topics in their speaking folder and need to memorise them.

Students will complete role plays and photo cards in class as practice.

Film Studies (Eduqas)

November Mock: Component 2 – Global Film

Length: 1hr 30mins

Marks: 75 Marks

Students will sit the entire Component 2 exam, focusing on **Attack the Block** (aesthetic), **Jojo Rabbit** (narrative) and **The Farewell** (representation). For each of the set texts they will need to use key film studies terminology, referring to Mise-En-Scene, Cinematography, Lighting, and Sound. Students will analyse how these films create deeper meanings and discuss the directors' intentions behind these products.

Question	Content
1) Global English Language Film – Jojo Rabbit	Narrative: motifs and creating meaning throughout the film; foreshadowing events through the use of motifs. Character: establishing character through mise-en-scene; identifying key moments of the character's journey throughout the narrative. Contexts: indoctrination of youth in Nazi Germany; Taika Waititi's playful filmography; Beatlemania and comparisons to the rise of Hitler.
2) Global non-English Language Film – The Farewell	Representation: the complexity of Asian-American identity; young people vs elderly and their approach to traditions; varying representations of female identity . Contexts: US-China trade war; One Child policy and little emperor syndrome; One Child policy and subsequent emigration.
3) Contemporary UK Film – Attack the Block	Aesthetic: sci-fi, lighting, and creating a feeling of otherworldliness; Brutalism, wet Influences: creature features; 70s & 80s genre films; Hollywood new wave. Contexts: gentrification and the 2012 Olympics; youth funding cuts under; Joe Cornish's mugging; racial profiling by the police under the PACE Act.

How students should prepare:

1. Use the lesson resources available on Y10 Teams to re-visit material from the last academic year.
2. Watch the three films using the revision guides (available on Teams) and parental guidance booklet that was sent to parents during the summer mock exams. These documents will also be made available on SatchelOne
3. Practice writing using a PEAS structure to time for the 15-mark responses. Allow for 20 minutes and aim to complete 3 paragraphs in this time.
4. Create glossaries of key terminology using the keywords at the bottom of the Medium-Term Plans which are available for students on Teams.

Support available outside lesson

- Thursdays 3.05 in ML1
- Previous lesson resources available on Teams

Psychology (AQA)

The mock exam will be made up of 4 topics.

Unit	Topic
1	Research Methods (25 marks)
1	Developmental (25 marks)
2	Brain and Neuropsychology (25 marks)
2	Social (25 marks)

You will have **1 hour 45 minutes** to complete the assessment

You will be assessed on:

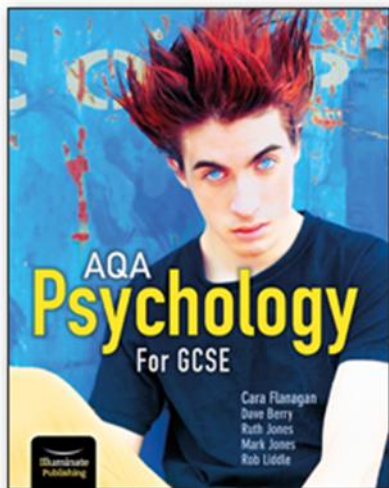
A01- Knowledge

A02 – Application

A03 – Evaluation

How to revise

- Blurt revision
 - o Write down what you can remember about a topic
 - o Look at the textbook
 - o Add notes you have forgotten in another colour pen
 - o Repeat a minimum of 3 times.
- Flash cards
 - o Don't over load your flashcards
 - o Write a question on one side and bullet point answers on the back
- Exam questions (past papers / textbook questions)



Resources available:

Online textbook: Digital illuminate

Login: SABS

Password: student6

YouTube: Psych boost – Videos on everything on the spec.

Support available

Monday: Mentoring with year 13 psychology students in sixth form common room 3:20

Thursday: After school drop-in session YG4



SOCIOLOGY (AQA) GCSE guidance FULL PAPER MOCK



November 2026 Mock – A mix of paper 1 and 2 units

Paper topic- EDUCATION AND SOCIAL STRATIFICATION	How long is the exam? 1 hr 45min 100 marks
Paper structure- You will be completing half of paper 1 followed by half of paper 2. The time and number of marks are the same as a full GCSE paper.	Exam board AQA
EDUCATION WHAT TYPES OF QUESTIONS? 2x 1 mark questions- multiple choice 2x 3 mark questions 1x 2 mark question with item 4x 4 mark questions (1 with item) 2x 12 mark essay question TOTAL MARKS: 50	SOCIAL STRATIFICATION WHAT TYPES OF QUESTIONS? 2x 1 mark questions- multiple choice 2x 3 mark questions 1x 2 mark question with item 4x 4 mark questions (1 with item) 2x 12 mark essay question TOTAL MARKS: 50
You will also need to revise RESEARCH METHODS as they appear in the context of each topic	

HOW STUDENTS SHOULD PREPARE:

1. Use the revision resources provided by your teacher
2. RAG your checklists- have you covered all the content in lessons? Is there any topic you need more help with?
3. Answer **exam questions**. **Past papers** and **mark schemes** are available on the **AQA exam board website**. <https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources>
4. **Practice writing in timed conditions**. Time yourself when answering any past papers or questions – timing is crucial in the exam! Can you complete an essay in 20 minutes? We will give you example questions so you can familiarize yourself with what questions look like.
5. Give your written practice in for **feedback**- we are happy to mark work you have done at home. Responding to feedback is the best way to move up a grade or two over the next year.
6. Test yourself on Seneca:
<https://senecalearning.com/en-GB/revision-notes/gcse/sociology/aqa>
7. Use the revision resources on **teams** and **tutor2u** revision blasts:
https://www.tutor2u.net/sociology/collections/quick-revise-aqa-gcse-sociology-revision-blast-videos?srltid=AfmBOopKSyy9DFOAQ_gQNX1YUNgT_81W-aNSB0K7EwP0b3gDhbYUKaOQ **make a note of key points**. Things you have forgotten/ need to ask about.
8. There are a lot of theorists and key terms in sociology- create revision flashcards using our **glossary and medium-term plan**. Blurting to test that the knowledge has stuck.
9. Is there someone in your class who you work well with? Then become **study buddies**! It can be an easy way help each other during revision, such as by quizzing each other, peer assessing work, sharing revision tips & techniques and teaching each other.
10. Be sure to **revise in a suitable environment** – no phone, no music, no distractions – and stay hydrated! Rest properly before the exam.



REVISION – Friday's 3:30-4:15 afterschool YG2

Physical Education (Sports Science) (AQA)

<u>Content and format of November assessment</u>	The November GCSE PE mock will look at 1 Combined paper: The Human Body and movement in physical activity and sport (All Paper 1 topics) and Goal Setting, Arousal, Conduct of performers, PEDS, Guidance and feedback This is a written examination, and the exams will last 1 hour and 15 minutes.
<u>How to prepare successfully for assessments</u>	Students will be directed to use their purple and black exam revision books as a starting place for their revision, but we will also provide revision packs that involve content, practice exam questions and additional tasks. Information will also be posted on their team channel. Students that are a particular concern will be brought to intervention to support their revision – these will be open to anyone else who wants to attend

Physical Education (Sports Studies) (OCR CAMNAT)

<u>Content and format of November assessment</u>	The November GCSE PE mock will look at the R184 unit of contemporary issues in sport and include the following topics: Issues which affect participation in sport such as, Barriers, Solutions, Initiatives and emerging sports This is a written examination, and the exam will last 1 hour.
<u>How to prepare successfully for assessments</u>	Students will be directed to use their exam revision books as a starting place for their revision, but we will also provide revision packs that involve content, practice exam questions and additional tasks. Information will also be posted on their team channel. Students that are a particular concern will be brought to intervention to support their revision – these will be open to anyone else who wants to attend