KING EDWARD VI
SHELDON HEATH
ACADEMY

Year 11 Mocks
Revision guides



- Exam Timetable
- Maths
- English
- Science
- History
- Computer Science
- Geography
- Food & Nutrition
- Spanish
- Business
- Health & Social Care
- Child Development
- Art
- Drama
- 3D Design
- Textiles

Year 11 Mocks Timetable

Year 11 Menu

Tuesday 3rd November - HSC and CD Mock					
Week A	**Monday 30th November**	**Tuesday 1st December**	**Wednesday 2nd December**	**Thursday 3rd December**	**Friday 4th December**
Form	English Booster		Biology Booster		Chemistry Booster
P1	English Literature Exam	RE Exam	Biology Exam	Option A Exam	Chemistry Exam
P2					
P3	Maths Booster				
P4	Maths Exam	Option A Exam	Option B Exam	Option C Exam	Spanish Listening and Reading
P5					

Week B	**Monday 7th December**	**Tuesday 8th December**	**Wednesday 9th December**	**Thursday 10th December**	**Friday 11th December**
Form	Maths Booster			Maths Booster	Physics Booster
P1	Maths Exam	Option B Exam/ Spanish Speaking	Option C Exam	Maths Exam	Physics Exam
P2					
P3	English Booster	Spanish Speaking	Spanish Speaking	Spanish Speaking	Catchup
P4	English Language Exam				
P5					

Week A	**Monday 14th December**	**Tuesday 15th December**	**Wednesday 16th December**	**Thursday 17th December**	**Friday 18th December**
Form					
P1	Practical Exams	Practical Exams	Practical Exams	Practical Exams	Practical Exams
P2					
P3					
P4					
P5					

- Maths
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Year 11 Maths

Year 11 Menu

MATHS – FOUNDATION TIER

3 Papers – All 1hr 30min each

Paper 1 – Non-Calculator • **Paper 2** – Calculator • **Paper 3** - Calculator

KEY TOPICS TO REVISE

PAPER 1 NON - CALCULATOR
Areas of shapes & algebra
BIDMAS
Estimation
Factorise single brackets & substitution
Fraction, decimal, percentage
Linear sequences
Mode, median, mean, range
Multiplying decimals
Plotting linear graphs
Probability scale
Ratios & money problems
Relative frequency
Speed, distance, time & time problems

PAPER 2 & 3 - CALCULATOR
Angles in polygons
Bar charts
Calculator use & rounding
Cube numbers
Error intervals
Estimated mean from grouped frequency table
Frequency trees
Function machines
LCM & HCF
Negative numbers
Pictograms
Prime numbers
Proportion
Reverse percentages
Standard form
Stem & leaf diagrams
Tree diagrams
Turning points & roots of quadratic graphs
Venn diagrams

MATHS – HIGHER TIER

3 Papers – All 1hr 30min each

Paper 1 – Non-Calculator • **Paper 2** – Calculator • **Paper 3** - Calculator

KEY TOPICS TO REVISE

PAPER 1 NON - CALCULATOR
Algebraic inequalties
Completing the square
Exact trig values & trigonometry
Histograms
Inequality regions
Iterations
Relative frequency
Similar shapes - area & volume
Solving quadratics
Volume & surface area of cuboids

PAPER 2 & 3 - CALCULATOR
Algebraic fractions
Algebraic proof
Algebraic tree diagrams
Angles in polygons
Area of a sector/circle
Bounds
Compound interest
Cumulative frequency graph
Direct and inverse proportion
Estimated mean from grouped frequency table
Functions - inverse & composite
Gradient from real life graph
Index laws - fractional & negative
LCM & HCF
Mass, density, volume
Perpendicular lines
Reverse percentages
Standard form
Tree diagrams
Vectors

Where to find revision resources

MATHS GENIE

METATUTOR

CORBETTMATHS

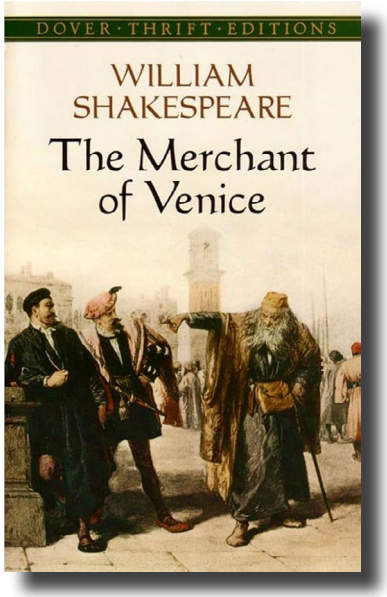
PHYSICS & MATHS TUTOR

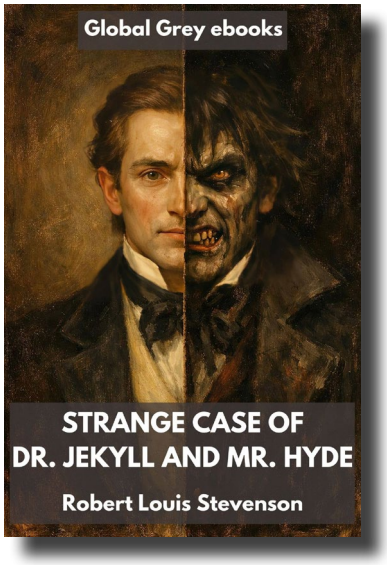
English Year 11

English Language (8700/1) • English Literature (8702/1)

Year 11 Menu

Exam Paper information	**Language Paper 1 – Fiction and Creative Writing** **Literature Paper 1 – Merchant of Venice and Jekyll & Hyde**
Key Topics to revise	**Merchant of Venice:** - Character Revision - Shylock, Portia and Antonio - Thematic Revision – Greed, prejudice, love, loyalty
	Jekyll & Hyde: - Character Revision – Jekyll, Hyde and Lanyon - Thematic Revision – Fear, violence, science and religion
	Language Paper 1: - Question structures - Creative writing
Where to find revision resources	**Language Paper 1:** - Question structures: GCSE English Language - AQA - BBC Bitesize - Creative writing – you need to practice and have a short story (3 pages maximum in length) that you know really well, so that this reduces stress – practice it.
	Merchant of Venice: The Merchant of Venice | Shakespeare Learning Zone (RSC Website) The Merchant of Venice - GCSE English Literature - BBC Bitesize AQA - Merchant of Venice - GCSE Revision
	Jekyll & Hyde: Jekyll and Hyde - AQA GCSE English Literature Revision Notes Dr Jekyll and Mr Hyde - GCSE English Literature - BBC Bitesize AQA - Jekyll & Hyde - GCSE Revision





Year 11 Menu

GCSE Science Year 11 Revision topics

Trilogy/combined students – 3 exams, each one will be 1 hour and 15 minutes long.

Triple students – 3 exams, each one will be 1 hour and 45 minutes long.

Knowledge Organiser



Biology

Key Questions

Biology Flash Cards



Chemistry

Key Questions

Chemistry Flash Cards



Physics

Key Questions

Physics Flash Cards

Key Topics to revise

- **Biology paper 1:** Cell biology; Organisation; Infection and response; and Bioenergetics.
- **Chemistry paper 1:** Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.
- **Physics paper 1:** Energy; Electricity; Particle model of matter; and Atomic structure.

Where to find revision resources

- Use revision guides provided by department
- Seneca quizzes
- Cognito YouTube Channel
- Freesciencelessons YouTube Channel
- Past paper questions from physicsandmathstutor.com

Year 11 Menu

History Year 11

Paper 1: History Around Us (Bournville) – *1 hour*

Paper 2: The Making of America, 1789-1900 and Living under Nazi Rule, 1933-1945 – *1 hour 45 minutes*

Key Topics to revise

History Around Us (Bournville)

- Why the site was first created
- Changes to the site (appearance and use)
- Diversity in activities
- Attitudes and values
- Challenges to historians in using the site
- Typicality (compared to other sites)

The Making of America, 1789-1900

- Expansion 1789-1838
- Moving West 1839-1861
- Civil War and Reconstruction 1861-1877
- The Indian Wars 1861-1877
- American cultures (white, black and native) 1877-1900

Living under Nazi Rule, 1933-1945

- Hitler's consolidation of power
- Terror and propaganda
- Pre-war opposition
- Life in Nazi Germany (workers, women and youth)
- Anti-Semitism
- The impact of WW2 on Germany
- Occupation of the East and West
- Collaboration, Accommodation and Resistance

Where to find revision resources

Bournville class booklet

Teams

https://www.ocr.org.uk/

https://www.youtube.com/watch?v=lPmXCSKH8TU&list=PL7QB5Oar4EUBjEaBOxaI5v63RITAfOjKu

https://www.youtube.com/watch?v=CIu_yyZarGw&list=PL7QB5Oar4EUA-FR_SjYoaGOZ57CpC_MA5

Computer Science Key Topics

Year 11 Menu

Paper 1 will be a full 2 hour exam and will cover all the paper 1 topics. When you revise and look for past papers there are three versions of the paper, we are doing the Option B Python exam paper.

Fundamentals of Algorithms (Section 3.1)

- Representing Algorithms: Explaining and using decomposition (breaking a problem down) and abstraction (removing unnecessary details). You must be able to interpret, complete, and write algorithms using AQA pseudocode and flowcharts.
- Efficiency of Algorithms: Understanding how to compare algorithms, focusing on the differences in time and space efficiency (e.g., comparing how fast an algorithm runs based on the size of the dataset).
- Searching Algorithms: Knowing the steps, advantages, and implementation of:
  - ✓ Linear search
  - ✓ Binary search
- Sorting Algorithms: Knowing the steps, advantages, and implementation of:
  - ✓ Bubble sort
  - ✓ Merge sort

Programming (Section 3.2)

This section forms the largest part of the paper, focusing on practical programming concepts, data structures, and code design.

- Data Types: Correctly identifying and using Integer, Real, Boolean, Character, and String.
- Programming Constructs: Master the core components of structured code:
  - ✓ Sequence: The order in which instructions are executed.
  - ✓ Selection: IF... THEN... ELSE structures.
  - ✓ Iteration: Definite loops (FOR / count-controlled) and indefinite loops (WHILE / condition-controlled).
- Operations: Working with different operators:
- Arithmetic operations (Addition, subtraction, multiplication, division, as well as DIV for integer division and MOD for remainders).
- Relational operations (=, !=, <, >, <=, >=).
- Boolean operations (NOT, AND, OR).
- Data Structures: Organizing data effectively using 1D arrays, 2D arrays, and records.
- Input/Output & String Handling: Fetching keyboard inputs, displaying outputs, and manipulating strings (finding string length, slicing substrings, and concatenation).
- Random Number Generation: Creating pseudo-random numbers within a program.

Structured Programming and Subroutines:

- Designing modular programs using procedures and functions, understanding local vs. global variables, and passing parameters and returning values.
- Robust and Secure Programming: Designing code that handles errors. This includes validation checks, authentication techniques, identifying syntax/logic errors, and choosing appropriate testing data (normal, boundary, and erroneous).
- Trace Tables: Filling out and analyzing trace tables to track the values of variables as an algorithm runs.

Paper 2

Where to find revision resources

Each of the links below includes:

- Definitions
- Summary notes
- Flash cards
- Exam questions by topic

AQA GCSE Computer Science Topic 1: Fundamentals of Algorithms - PMT

AQA GCSE Computer Science Topic 2: Programming - PMT

AQA GCSE Computer Science Topic 3: Fundamentals of Data Representation - PMT

AQA GCSE Computer Science Topic 4: Computer Systems - PMT

AQA GCSE Computer Science Topic 5: Fundamentals of Computer Networks - PMT

AQA GCSE Computer Science Topic 6: Cyber Security - PMT

AQA GCSE Computer Science Topic 7: Relational Databases and Structured Query Language (SQL) - PMT

AQA GCSE Computer Science Topic 8: Ethical, Legal and Environmental Impacts of Digital Technology on Wider Society, including Issues of Privacy - PMT

Computer Science Key Topics

Year 11 Menu

Paper 2 will be a full 1 hour 45 min exam and will cover all the paper 2 topics. This includes the topics covered in year 10 and during this term in year 11.

Fundamentals of Data Representation (Section 3.3)

- ✓ Number Bases: Converting between Denary, 8-bit Binary, and Hexadecimal.
- ✓ Binary Arithmetic:
- ✓ Adding up to three binary numbers.
- ✓ Binary shifts (logical left and right shifts) to multiply or divide numbers by powers of 2.
- ✓ Representing negative numbers using Two's Complement.
- ✓ Units of Information: Understanding data sizes from a single bit and nibble up to kilobyte (KB), megabyte (MB), gigabyte (GB), and terabyte (TB). You must be able to calculate file sizes (e.g., for images or sound clips).
- ✓ Character Encoding: How computers represent text using ASCII and Unicode.
- ✓ Representing Images: Understanding how pixels, colour depth, and resolution affect image quality and file size.
- ✓ Representing Sound: Understanding how sound is sampled and how sample rate and bit depth affect audio fidelity.
- ✓ • Data Compression: The difference between Huffman coding (lossless) and Run-Length Encoding (RLE), and calculating compression ratios.

2. Computer Systems (Section 3.4)

- This covers the physical components (hardware) and systems software that power computers.
- Hardware and Software: Defining the difference between hardware and software, and identifying system software vs. application software.
- CPU Architecture: The role of the Central Processing Unit and the Von Neumann architecture (including components like the ALU, CU, clock, registers, and the fetch-decode-execute cycle).
- CPU Performance: Factors affecting speed (clock speed, number of processor cores, and cache size).
- Memory: The purpose and differences between Main Memory (RAM and ROM) and Cache memory.
- Secondary Storage: Understanding the three primary storage types: Magnetic, Optical, and Solid-State (SSD).
- Embedded Systems: What they are and how they differ from general-purpose computers.
- Operating Systems (OS): The core functionality of an OS, including memory management, processor scheduling, peripheral management, and security.
- Programming Languages & Translators: The differences between high-level and low-level programming languages, and how Compilers, Interpreters, and Assemblers translate code.
- Boolean Logic: Drawing, completing, and interpreting logic circuits using AND, OR, NOT, and XOR gates and their corresponding truth tables.

3. Fundamentals of Computer Networks (Section 3.5)

- Network Types: The differences between LAN (Local Area Network) and WAN (Wide Area Network).
- Network Topologies: Understanding Star and Bus network layouts.
- Network Hardware: The roles of routers, switches, Network Interface Cards (NICs), and transmission media (ethernet, fiber-optic, Wi-Fi).
- Client-Server vs. Peer-to-Peer: The structures, advantages, and drawbacks of these two network models.
- Protocols: Knowing the purpose of key protocols: IP, MAC addresses, TCP, HTTP, HTTPS, FTP, SMTP, and IMAP.
- The 4-Layer TCP/IP Model: Application, Transport, Network, and Data Link layers.
- Wireless Networks and Clouds: Security issues and general operations of Wi-Fi and cloud computing.

4. Cyber Security (Section 3.6)

- Cyber Security Threats: Defining types of threats like Malware (viruses, trojans, spyware), Phishing, Social Engineering, Brute-force attacks, and DDoS (Distributed Denial of Service).
- Methods to Detect and Prevent Threats: Implementing defenses like Firewalls, anti-malware software, user authentication (passwords, 2FA, biometrics), Encryption, user access levels, and regular backups/ updates.

5. Relational Databases and Structured Query Language (Section 3.7)

- Database Concepts: Understanding components like tables, entities, attributes (fields), rows (records), Primary Keys, and Foreign Keys to form relationships.
- SQL (Structured Query Language): You will be expected to read, interpret, write, and refine SQL statements. This includes using:
- SELECT, FROM, WHERE
- LIKE (with wildcards % and _)
- AND, OR
- ORDER BY (Ascending/Descending)
- JOIN (linking data across multiple tables using Primary/Foreign Keys)

6. Ethical, Legal, and Environmental Impacts (Section 3.8)

- Privacy & Ethical Issues: The impact of data tracking, mobile tracking, autonomous vehicles, and the ethical dilemmas of AI.
- Environmental Issues: The impact of e-waste, energy consumption, and raw material sourcing for digital manufacturing.
- Legal Frameworks: Understanding the purpose and components of key UK legislation:
- The Data Protection Act 2018 (incorporating GDPR)
- The Computer Misuse Act 1990
- The Copyright, Designs and Patents Act 1988

Paper 1

Year 11 Menu

Geography Year 11 Revision Topics

Paper 1: Physical Geography (including fieldwork) – *1 hour 30 minutes*

Paper 2: Human Geography – *1 hour 30 minutes*

Key Topics to revise

Physical Geography

- Living World
- Rivers
- Coasts
- Physical Fieldwork

Human Geography

- Urban Issues and Challenges
- The Changing Economic World
- Human Fieldwork

Where to find revision resources

Internet Geography Booklets

Revision guide

Teams

https://www.aqa.org.uk/

https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc



Year 11 Menu

AQA GCSE Food Preparation & Nutrition

Unlike your practical lessons and NEA tasks, your mock assessment will be a written examination designed to test your knowledge and understanding of food, nutrition, food science, food safety, and food choice. This mock is an excellent opportunity to identify your strengths and areas for improvement before your final GCSE exam.

Exam Paper information

Written Examination

1 hour 45 minutes

100 marks

50% of your GCSE grade

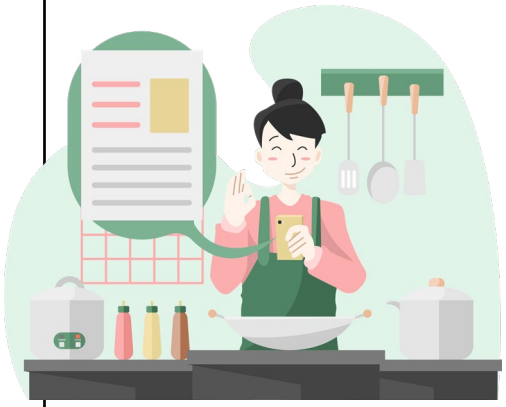
The exam includes:

- Multiple-choice questions
- Short-answer questions
- Extended-response questions
- Data analysis and interpretation
- Knowledge-based questions linked to food preparation and nutrition

What Should You Expect?

You may be asked to:

- Explain nutritional needs
- Suggest improvements to recipes
- Analyse food products
- Explain the science behind cooking processes
- Discuss food safety and hygiene
- Evaluate food choices and dietary needs



Key Topics to Revise

1. Nutrition

Macro/micro nutrients- functions in the body, food sources and effects of deficiency and excess.

2. Diet and Good Health

Eatwell Guide

Be able to:

- Identify the different food groups
- Describe the proportions needed for a healthy diet

Special Diets

Know reasons why people may choose:

- Vegetarian diets
- Vegan diets
- Religious diets
- Medical diets (e.g. coeliac disease)
- Allergy-related diets

Energy Needs

Understand:

- Energy balance
- Physical activity levels
- Factors affecting energy requirements

3. Food Science

This is one of the biggest areas of the course.

Protein- Denaturation and Coagulation
Eg- Egg setting during cooking

Carbohydrates

- Gelatinisation
- Dextrinization
- Caramelisation

Fats and Oils

- Shortening
- Aeration
- Emulsification

Raising Agents

- Steam
- Air
- Baking powder
- Self-raising flour
- Yeast

4. Food Safety

Food Poisoning Bacteria
(Eg- Salmonella, E.coli, Campylobacter)

- Sources
- Symptoms
- Prevention methods

The 4 Cs - Cleaning, cooking, chilling and cross-contamination prevention.

Safe Food Storage

- Fridge temperatures
- Freezer storage
- Food spoilage indicators

5. Food Choice

Understand how food choices are influenced by:

- Religion
- Culture
- Ethical concerns
- Environmental issues
- Income
- Advertising
- Seasonality
- Food availability

Food Provenance

- Food miles
- Sustainability
- Local sourcing
- Organic food
- Fairtrade

6. Food Commodities

You need to know the characteristics, uses and nutritional value of a variety of food. For each commodity, revise nutritional value, storage, preparation and cooking methods.

- Fruit and Vegetables
- Cereals
- Potatoes
- Rice
- Pasta
- Bread
- Meat, Poultry and Fish
- Eggs
- Dairy Products
- Soya, Beans, Lentils and Tofu

7. Food Preparation Skills

Knife Skills- bridge hold, claw grip, dicing, slicing and julienne.

Cooking Methods- Boiling, simmering, steaming, baking, roasting, grilling, stir-frying.

Preparing Fruit and Vegetables

Dough, sauce and pastry making

Presentation and Garnishing

Where to find revision resources

AQA Website

Useful for:

- Specification
- Knowledge organisers
- Past papers
- Mark schemes

www.aqa.org.uk

BBC Bitesize

Useful for:

- Topic summaries
- Practice quizzes
- Food science explanations

www.bbc.co.uk/bitesize

Past Papers

One of the best ways to revise is by practising exam questions and reviewing mark schemes.

Top Tips for Mock Success

- Learn key food science vocabulary.
- Revise nutrient functions and food sources.
- Practise explaining your answers, not just giving facts.
- Use past paper questions regularly.
- Use examples wherever possible.

Year 11 Menu

Spanish

Year 11

Mock Exams



Foundation

- Speaking – 15min + 9min
- Listening -
- Reading -
- Writing -

Key Topics to revise
Module 1 to module 7

Where to find revision resources
Teams
Active Hub

Higher

- Speaking – 15min + 12min
- Listening -
- Reading -
- Writing -

Key Topics to revise
Module 1 to module 7

Where to find revision resources
Teams
Active Hub

Year 11 Menu

Business Studies

Eduqas GCSE Business Studies - Paper 1

KEY TOPICS TO REVISE

The nature of business activity
Business enterprise
Business planning
Providing goods and services
Business ownership
Business aims and objectives
Stakeholders and business activities
Business site and location
Business growth
Methods for business growth
Impact of globalisation
Business ethics
Legislation, technology and economic impact on business
Marketing
Marketing mix

WHERE TO FIND REVISION RESOURCES

BBC Bitesize - https://www.bbc.co.uk/bitesize/examspecs/zbqrgwx

Eduqas (Exam board online lesson content) - https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=4&lvlId=2

GCSE pod - https://www.gcsepod.com

Books

WJEC and Eduqas GCSE Business

WJEC and Eduqas GCSE Business – my revision notes



Religious Studies

Year 11 Menu

Paper 1: 1 hour 45 minutes

KEY TOPICS TO REVISE

Christian Practices

Worship and Festivals

The role of the church in the local and worldwide community

Islam Practices

Worship

Duties and Festivals

Theme A

Relationships and Families

Theme D

Religion, Peace and Conflict

WHERE TO FIND REVISION RESOURCES

Scripture booklets

Learning mat

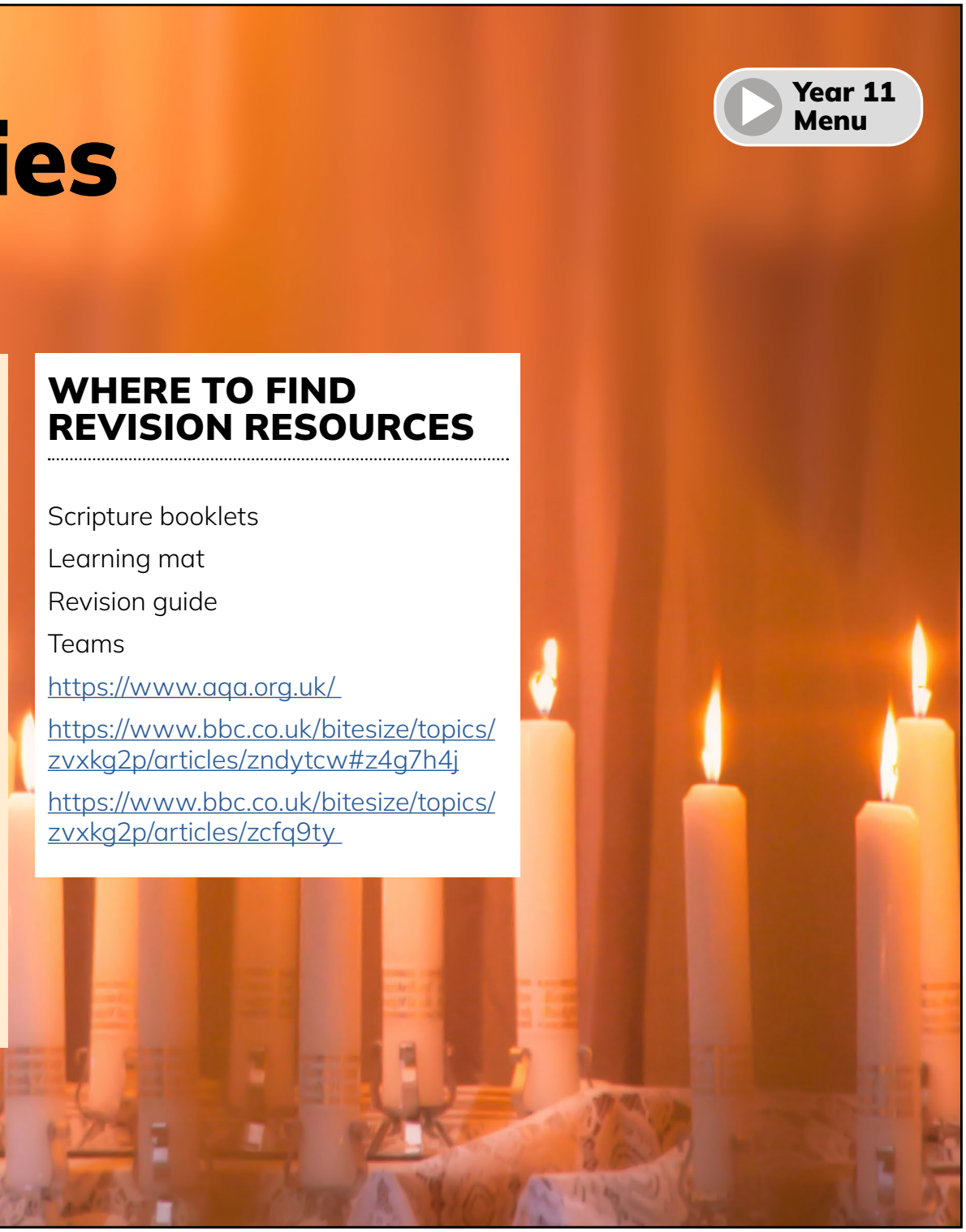
Revision guide

Teams

https://www.aqa.org.uk/

https://www.bbc.co.uk/bitesize/topics/zvxkg2p/articles/zndytcw#z4g7h4j

https://www.bbc.co.uk/bitesize/topics/zvxkg2p/articles/zcfq9ty



Health and Social Care Key Topics

Where to find revision resources
Microsoft teams
Revision exam book given to students
Students book

Year 11 Menu

2 hour paper on health and wellbeing.
You will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

AIM A

I can define health and wellbeing

PHYSICAL FACTORS

I can explain how inherited conditions as a physical factor can have a positive or negative effect on health and wellbeing

I can explain physical ill health as a physical factor can have a positive or negative effect on health and wellbeing

I can explain mental ill health as a physical factor can have a positive or negative effect on health and wellbeing

I can explain physical abilities as a physical factor can have a positive or negative effect on health and wellbeing

I can explain sensory impairments as a physical factor can have a positive or negative effect on health and wellbeing

LIFESTYLE

I can explain how nutrition can have a positive or negative effect on health and wellbeing

I can explain how physical activity can have a positive or negative effect on health and wellbeing

I can explain how smoking can have a positive or negative effect on health and wellbeing

I can explain how alcohol can have a positive or negative effect on health and wellbeing

I can explain how substance misuse can have a positive or negative effect on health and wellbeing

SOCIAL FACTORS

I can explain how supportive and unsupportive relationships can have a positive or negative effect on health and wellbeing

I can explain how social inclusion and exclusion can have a positive or negative effect on health and wellbeing

I can explain how bullying can have a positive or negative effect on health and wellbeing

I can explain how discrimination can have a positive or negative effect on health and wellbeing

CULTURAL

I can explain how religion can have a positive or negative effect on health and wellbeing

I can explain how gender roles and expectations can have a positive or negative effect on health and wellbeing

I can explain how gender identity can have a positive or negative effect on health and wellbeing

I can explain how sexual orientation can have a positive or negative effect on health and wellbeing

I can explain how community participation can have a positive or negative effect on health and wellbeing

ECONOMIC

I can explain how employment situation can have a positive or negative effect on health and wellbeing

I can explain how financial resources can have a positive or negative effect on health and wellbeing

ENVIRONMENTAL

I can explain how housing needs, expectations and location can have a positive or negative effect on health and wellbeing

I can explain how home environment can have a positive or negative effect on health and wellbeing

I can explain how exposure to pollution can have a positive or negative effect on health and wellbeing

IMPACT OF PIES

I can explain the impact of physical events on PIES health and wellbeing

I can explain the impact of relationship changes on PIES health and wellbeing

I can explain the impact of life circumstances on PIES health and wellbeing

AIM B

I can interpret physiological indicators: Resting heart rate

I can interpret physiological indicators: Blood pressure

I can interpret physiological indicators: Body mass index (BMI)

I can explain the risks to current and future physical health of abnormal readings for heart rate

I can explain the risks to current and future physical health of abnormal readings for blood pressure

I can explain the risks to current and future physical health of abnormal readings for body mass index

I can interpret lifestyle data according to published guidelines: Nutrition – The Eat well Guide

I can interpret lifestyle data according to published guidelines: Physical Activity - UK Chief Medical Officers' Physical Activity Guidelines

I can interpret lifestyle data according to published guidelines: Smoking – UK Chief Medical Officers' Smoking Guidelines

I can interpret lifestyle data according to published guidelines: Alcohol – UK Chief Medical Officers' Alcohol Guidelines

I can interpret lifestyle data according to published guidelines: Substance misuse

AIM C

I can explain the ways in which a person-centred approach takes into account an individual's needs to reduce health risks

I can explain the ways in which a person-centred approach takes into account an individual's wishes their preferences and choices

I can explain the ways in which a person-centred approach takes into account an individual's circumstances – age, ability, location, living conditions, support, physical and emotional health

I can explain the importance of a person-centred approach for individuals

I can explain the importance of a person-centred approach for health and social care workers and services

I can suggest recommendations for helping to improve health and wellbeing of individuals

I can suggest formal support available to a person when following the recommendations to improve health and wellbeing

I can suggest informal support available to a person when following the recommendations to improve health and wellbeing

BARRIERS

I can explain physical barriers that individuals can face when following the recommendations and how to overcome them

I can explain sensory barriers that individuals can face when following the recommendations and how to overcome them

I can explain social and cultural barriers that individuals can face when following the recommendations and how to overcome them

I can explain language barriers that individuals can face when following the recommendations and how to overcome them

I can explain geographical barriers that individuals can face when following the recommendations and how to overcome them

I can explain resource barriers that individuals can face when following the recommendations and how to overcome them

I can explain financial barriers that individuals can face when following the recommendations and how to overcome them

I can explain emotional and psychological obstacles that individuals can face when following the recommendations and how to overcome them

OBSTACLES

I can explain the obstacle time constraints that individuals can face when following the recommendations and how to overcome them

I can explain the obstacle availability of resources that individuals can face when following the recommendations and how to overcome them

I can explain the obstacle unachievable targets that individuals can face when following the recommendations and how to overcome them

I can explain the obstacle lack of support that individuals can face when following the recommendations and how to overcome them

Child Development Key Topics

Year 11 Menu

2 hour paper on health and wellbeing.

You will develop an understanding of how children's learning and development can be affected by their individual circumstances. You will investigate the importance of inclusion and the role of an adult in keeping children safe when engaging in play activities and how the environment and play activities can be adapted to support the learning and development of all children.

Where to find revision resources

Microsoft teams

Revision exam book given to students

Students book

- ✓ I can explain the physical needs of a child with a sensory impairment; visual or hearing impairment
- ✓ I can explain the physical needs of a child who has delayed gross motor skills.
- ✓ I can explain the physical needs of a child who has delayed fine motor skills
- ✓ I can explain the physical needs of a child who uses a wheelchair or walking frame to move around.
- ✓ I can explain the physical needs of a child a child who has a long-term health or physical condition which restricts their physical activity or movement.
- ✓ I can explain the cognitive and intellectual needs of a child with learning disability
- ✓ I can explain the cognitive and intellectual needs of a child with poor concentration levels
- ✓ I can explain the cognitive and intellectual needs of a child with memory issues
- ✓ I can explain the cognitive and intellectual needs of a child with difficult in problem solving
- ✓ I can explain the cognitive and intellectual needs of a child with a child who has delayed literacy skills.
- ✓ I can explain the communication and language needs of a child with English as an additional language
- ✓ I can explain the communication and language needs of a child who is learning more than one language
- ✓ I can explain the communication and language needs of a child who has language or communication delay.
- ✓ I can explain social and emotional needs of a child with limited interaction with adults
- ✓ I can explain social and emotional needs of a child with poor awareness of social norms and values
- ✓ I can explain social and emotional needs of a child with difficulty forming bonds with adults
- ✓ I can explain social and emotional needs of a child with limited experience of play
- ✓ I can explain social and emotional needs of a child with difficulty forming friendships with other children.
- ✓ I can explain social and emotional needs of a child with disruptive behaviour
- ✓ I can explain social and emotional needs of a child with a child experiencing a transition of an event.
- ✓ I can explain the impact of not meeting expected milestones in one area of development on the other areas of development.
- ✓ I can explain how physical learning and development may impact children play in terms of unable to access learning activities set up at different levels in the room
- ✓ I can explain how physical learning and development may impact children play in terms of unable to grasp small objects or manipulate materials in a constructive way
- ✓ I can explain how physical learning and development may impact children play in terms of may tire easily and not be able to sustain involvement in activities
- ✓ I can explain how physical learning and development may impact children play in terms of may be unable to move around the play areas and activities.
- ✓ I can explain how cognitive and intellectually development may impact children play in terms of may not be able to understand rules in play
- ✓ I can explain how cognitive and intellectually development may impact children play in terms of may not be able to sustain attention in activities
- ✓ I can explain how cognitive and intellectually development may impact children play in terms of may impact on problem solving, mathematics
- ✓ I can explain how cognitive and intellectually development may impact children play in terms of may impact on problem solving, mathematics
- ✓ I can explain how communication and language development may impact children play in terms of difficulties communicating preferences and choices.
- ✓ I can explain how communication and language development may impact children play in terms of play with others may be limited.
- ✓ I can explain how communication and language development may impact children play in terms of may lack confidence
- ✓ I can explain how communication and language development may impact children play in terms of may not to be able to build friendships or share.
- ✓ I can explain how social and emotional development may impact children play in terms of may find co-operative play difficult.
- ✓ I can explain how social and emotional development may impact children play in terms of poor emotional resilience
- ✓ I can explain how social and emotional development may impact children play in terms of may isolate themselves or be isolated by others.
- ✓ I can explain how social and emotional development may impact children play in terms of may find it difficult to join in group activities
- ✓ I can explain how social and emotional development may impact children play in terms of may have limited expression of thoughts and feelings
- ✓ I can explain how social and emotional development may impact children play in terms of may find it difficult building positive relationships with adults
- ✓ I can explain how social and emotional development may impact children play in terms of may find it difficult to cope with change/routines/ new situations
- ✓ I can explain how social and emotional development may impact children play in terms of low self-esteem.
- ✓ I can explain how to ensure all children are safe in terms of managing risks and hazards of environments and activities.
- ✓ I can explain how adults can support children's play.
- ✓ I can explain how to ensure all children are safe in terms of internet safety.
- ✓ I can explain how resources can be organised and the use of specific areas.
- ✓ I can explain health and safety considerations for inside environments for children with individual needs
- ✓ I can explain health and safety considerations for outside environments for children with individual needs
- ✓ I can explain how to adapt play to promote inclusive learning and development.
- ✓ I can explain the role of adult in terms of responding to children.
- ✓ I can explain the benefits of adapting activities for all children in play, learning and development.
- ✓ I can explain adapting activities/resources to support a child with physical needs (ensuring age appropriateness)
- ✓ I can explain adapting activities/resources to support a child with sensory needs (ensuring age appropriateness)
- ✓ I can explain adapting activities to support a child with cognitive and intellectual needs (ensuring age appropriateness)
- ✓ I can explain adapting activities to support a child with communication or language needs (ensuring age appropriateness)
- ✓ I can explain adapting activities/resources to support a child experiencing social and emotional needs (ensuring age appropriateness).

Year 11 Menu

Art Mock Exam checklist

Students will be completing their final outcome for their component 1 portfolio. All students will have already started to develop their ideas for a final outcome and have the necessary resources to support them before they sit their mock exam. Students will have access to their sketchbooks throughout the exam. The component 1 portfolio is worth 60% of the overall GCSE grade and is submitted by Christmas.



Key Topics to revise

Students should:

- Undertake independent research related to their chosen theme
- Gather purposefully taken primary photographs that they will work directly from for their final outcome
- Ensure their sketchbook and idea development work are complete and up to date

Where to find revision resources

- DIRT feedback sheets
- BBC bitesize
- Eduqas website- resources for art and design, and their course is ‘art, craft and design’
- Art UK
- The art teacher- website that provides graded examples of work.

Btec Tech Award in **Performing Arts**

Year 11 Menu

COMPONENT 2

Developing Skills and Techniques in the Performing Arts

This component requires students to select, rehearse and log their acting journey from page to stage performance.

Internally assessed and externally moderated between September and December 2026

COMPONENT 3

Responding to a Brief

This component is externally set by the examination board.

Students are required to work as a theatre company to research, devise and perform a short piece of work based on a given stimulus.

In addition, students will undertake 3 written papers based on their ideas, skills and evaluation of their piece in relation to the brief.

This is an externally set and assessed component with results published in August 2027.

Key Topics to revise

It is difficult to revise for our examination as we generate the work in lessons based on research, discussion and exploration work. However, students can develop their critical thinking skills by watching and evaluating performance work and improving their subject vocabulary by reading around the subject.

Access to live performance work is particularly helpful and encouraged.

Where to find revision resources

Students in Y11 will be issued with a Btec Revision Guide that covers the key areas of study.

BBC Bitesize Drama is an excellent resource

Students should familiarise themselves with the work and theories of key practitioners like Stanislavski, Brecht, Boal, Artaud and companies like Frantic Assembly.

All theatre companies have websites that are easily accessible and informative, with many educational resources and video clips that share and explain their methodology.

Year 11 Menu

Edexcel GCSE Art and Design: **3D Design**

Your mock assessment is not a written exam. Instead, you will be given **extended practical working time** to develop and improve your coursework portfolio. This is an opportunity to demonstrate your skills, creativity, and ability to refine ideas.

Component 1: Portfolio (60% of GCSE)

During your mock coursework exam session, you may be asked to:

- Continue developing your current project.
- Improve and refine existing 3D samples.
- Complete artist research pages.
- Add observational drawings and photographs.
- Present work clearly and professionally.
- Show evidence of design development and refinement.

Your coursework is assessed using four Assessment Objectives:

AO1: Develop Ideas

- Research relevant artists, designers, and cultures.
- Analyse and record your findings.

AO2: Refine Work

- Experiment with materials and techniques.
- Record successes and improvements.

AO3: Record Observations

- Draw from primary sources.
- Take photographs.
- Record ideas through sketches, annotations, and samples.

AO4: Present a Personal Response

Final 3D outcome.

Key Topics to revise

You do not need to complete formal revision but try to familiarise yourself with the below list and be ready to act upon them during the mock exam. This can act as a checklist on the day.

1. Artist and Designer Research

Be able to:

- Discuss artists you have studied.
- Explain their style, colours, techniques, and themes.
- Describe how they influenced your own work.
- Compare similarities and differences between artists.

2. 3D Techniques

Refine any techniques used in your project, for example:

- Cardboard modelling
- Clay
- Laser cutting
- Wire sculpture
- Modroc
- Relief work
- Dremel
- Collage
- CAD

3. Development of Ideas

Make sure you have:

- Design sketches
- Experiments and samples
- Annotations explaining decisions

Remember: High marks are awarded for showing a journey from the first idea through to the final outcome.

4. Annotation Skills

Good annotations should explain:

- What you have done.
- Why you have done it.
- What was successful.
- How you could improve it.
- Links to artists and designers.
- Why decisions were made.

5. Observational Drawing and Recording

Ensure you have:

- Drawing from photographs.
- Drawing from real objects.
- Recording texture and pattern.
- Tonal shading.

Remember: Observational work provides evidence for AO3.

6. Presentation of Coursework

Check that:

- Pages are completed.
- Work is mounted neatly.
- Titles are clear.
- Images are labelled.
- Artist work and your work are clearly linked.
- Annotations are meaningful and detailed.

Where to find revision resources

Edexcel

- Edexcel GCSE Art and Design Specification
- Student exemplar portfolios

Pearson qualifications | Edexcel and BTEC | Pearson qualifications

BBC Bitesize

- Artist research support
- Annotation guidance

https://www.bbc.co.uk/bitesize

YouTube

Search for:

- GCSE 3D Design sketchbook examples

Top Tips for Success

- Show lots of experimentation.
- Explain your decisions through annotations.
- Link your work to artists and designers.
- Refine and improve ideas rather than starting over.
- Demonstrate independence and creativity.
- Focus on quality presentation.
- Remember that the examiners assess your process as well as your final piece.

The students who achieve the highest marks are those who clearly show investigation, experimentation, refinement, and a personal creative response throughout their coursework.

Year 11 Menu

Edexcel GCSE Art and Design: **Textile Design**

Your mock assessment is not a written exam. Instead, you will be given **extended practical working time** to develop and improve your coursework portfolio. This is an opportunity to demonstrate your skills, creativity, and ability to refine ideas.

Component 1: Portfolio (60% of GCSE)

During your mock coursework exam session, you may be asked to:

- Continue developing your current project.
- Improve and refine existing textile samples.
- Complete artist research pages.
- Add observational drawings and photographs.
- Present work clearly and professionally.
- Show evidence of design development and refinement.

Your coursework is assessed using four Assessment Objectives:

AO1: Develop Ideas

- Research relevant artists, designers, and cultures.
- Analyse and record your findings.

AO2: Refine Work

- Experiment with materials and techniques.
- Record successes and improvements.

AO3: Record Observations

- Draw from primary sources.
- Take photographs.
- Record ideas through sketches, annotations, and samples.

AO4: Present a Personal Response

Final textile outcome.

Key Topics to revise

You do not need to complete formal revision but try to familiarise yourself with the below list and be ready to act upon them during the mock exam. This can act as a checklist on the day.

1. Artist and Designer Research

Be able to:

- Discuss artists you have studied.
- Explain their style, colours, techniques, and themes.
- Describe how they influenced your own work.
- Compare similarities and differences between artists.

2. 3D Techniques

Refine any techniques used in your project, for example:

- Appliqué
- Free machine embroidery
- Hand embroidery
- Fabric painting
- Printing
- Quilting
- Weaving
- Fabric manipulation
- Layering
- Batik

3. Development of Ideas

Make sure you have:

- Design sketches
- Experiments and samples
- Annotations explaining decisions

Remember: High marks are awarded for showing a journey from the first idea through to the final outcome.

4. Annotation Skills

Good annotations should explain:

- What you have done.
- Why you have done it.
- What was successful.
- How you could improve it.
- Links to artists and designers.
- Why decisions were made.

5. Observational Drawing and Recording

Ensure you have:

- Drawing from photographs.
- Drawing from real objects.
- Recording texture and pattern.
- Tonal shading.

Remember: Observational work provides evidence for AO3.

6. Presentation of Coursework

Check that:

- Pages are completed.
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Where to find revision resources

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Pearson qualifications | Edexcel and BTEC | Pearson qualifications

BBC Bitesize

- Artist research support
- Annotation guidance

https://www.bbc.co.uk/bitesize

YouTube

Search for:

- GCSE Textile Design sketchbook examples

Top Tips for Success

- Show lots of experimentation.
- Explain your decisions through annotations.
- Link your work to artists and designers.
- Refine and improve ideas rather than starting over.
- Demonstrate independence and creativity.
- Focus on quality presentation.
- Remember that the examiners assess your process as well as your final piece.

The students who achieve the highest marks are those who clearly show investigation, experimentation, refinement, and a personal creative response throughout their coursework.