



Year 11 – What do I need to revise – January Mocks

<p>Maths</p>	<p>All students will be assessed on the entire maths curriculum. That means any aspect of maths could be assessed. You have the information from the walking talking mocks and you will all be provided with a practice paper to complete over the Christmas holidays.</p> <p>Make use of mathswatch as they provide a revision schedule in the extras section of their website.</p>
<p>English Language</p>	<p>Paper 1 – Analysing Fiction extract (like in Walking Talking Mock) and Creative Writing Paper 2 – Comparing Non-Fiction (like in your Year 10 Mock) and writing a letter/speech/article Focus on revising the answer structure and language and structure terminology</p>
<p>English Literature</p>	<p>Paper 1 – Macbeth and Jekyll and or A Christmas Carol Paper 2 – An Inspector Calls, Power and Conflict poems and Unseen Poetry You need to know quotations, themes, characters and context for each text</p>
<p>Combined Science</p>	<p>AQA Synergy Papers 1 & 2 Life and Environmental Science - All content Papers 3 & 4 Physical Science - All content covered to date <i>Not – Forces, Electromagnetism, Chemical analysis</i></p> <p><i>Please use the revision resources and the PLC in your revision Teams area</i></p>
<p>Triple Science Biology</p>	<p>Paper 1 – All content Paper 2 - All content covered to date <i>Not – B17 Organising Ecosystems or B18 Biodiversity & Ecosystems</i></p> <p><i>Please use the revision resources and the PLC in your revision Teams area</i></p>
<p>Triple Science Chemistry</p>	<p>Paper 1 – All content Paper 2 - All content covered to date <i>Not – C15 Using resources</i></p> <p><i>Please use the revision resources and the PLC in your revision Teams area</i></p>
<p>Triple Science Physics</p>	<p>Paper 1 – All content Paper 2 - All content covered to date <i>Not – P15 Electromagnetism, P16 Space</i></p>



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	<i>Please use the revision resources and the PLC in your revision Teams area</i>
Biology 11AP/Sc1	<p>Paper 1 – All content covered to date <i>Not – B10 The Nervous System</i></p> <p>Paper 2 - All content</p> <p><i>Please use the revision resources and the PLC in your revision Teams area</i></p>

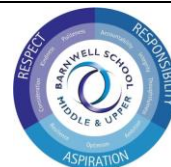
History	<p>Paper 1 – Medicine</p> <ul style="list-style-type: none"> • Medieval Medicine (Unit 1) • Renaissance Medicine (Unit 2) • Industrial Medicine (Unit 3) • Western Front Medicine (Enquiry) <p>Paper 2 – Henry VIII and American West</p> <ul style="list-style-type: none"> • Henry VIII and Wolsey (Unit 1) • Henry VIII and Cromwell (Unit 2) • American West – The Early Settlement of the West (Unit 1) • American West – Development of the Plains (Unit 2) <p>Paper 3 – Weimar and Nazis Germany</p> <ul style="list-style-type: none"> • The Weimar Republic (Unit 1) • Hitler’s rise to power (Unit 2)
Geography	Geography Year 11 Revision.docx

German	<p>Content covered in Year 10 with SC</p> <p>Skills explored in the exam booster session on Monday 16th December</p>
French	<p>School and post 16 studies and future plan.</p> <p>Global issues</p> <p>Focus on speaking past paper 2022 revision</p> <p>Focus on writing past paper 2022 revision</p> <p>Focus on reading past paper 2022 revision</p> <p>Focus on listening past paper 2022 revision</p> <p>Seneca listening practice as homework</p> <p>General conversation questions to be completed and practice answering in lesson as DNA</p>
Spanish	<p>Vocabulary revision of all themes covered since the beginning of y10 (Theme 1, 2 and 3)</p> <p>Focus on speaking past paper 2022 revision</p> <p>Focus on writing past paper 2022 revision</p> <p>Focus on reading past paper 2022 revision</p> <p>Focus on listening past paper 2022 revision</p>



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	<p>Seneca listening practice as homework General conversation questions to be completed and practice answering in lesson as DNA Exampro listening and reading questions.</p>
Dance	<p>Full Paper – All Content Section A – Hypothetical Choreography & Performance Skills (covered this in detail during the WTM) Section B – Application of Performance, Choreography or Processes to your own work (Information in your work pack from the WTM & associated PP slides have been sent to you). Section C – Dance Anthology – 4 professional works covered so far (A Linha Curva, Artificial Things, Within Her Eyes, Shadows)</p>
Drama	<p>Section A - Set text “DNA” – Costume ideas for all characters; Set ideas and personal props for key characters in the play Directing key scenes in the play How would you direct performers playing key characters? Live Performance – watch Splendid’s “Faustus”. Consider how key scenes created meaning for an audience. How was lighting and sound used at key moments in the production?</p>
IT	<p>Revise the topics on ‘Shared data’ and ‘Responsibility’: L14 Shared data stu.pptx, L12 Responsibility Policy stu.pptx</p> <p>Complete the following worksheets: Topic 5 Homework 5.docx , Topic 1 Homework 1.docx</p>
Computer Science	<p>For revision, please complete the follow PP: Paper1: 1cp2-01-que-20230520.pdf Use the student codes: STUDENT CODING</p> <p>Paper 2: 1cp2-02-que-2023.pdf</p>
Health and Social Care	<p>Not having a mock – only just beginning to teach component 3</p>
Business	<p>Completing Paper 1 only Topic Journey GCSE Business Mock Paper 1.docx</p>



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<p>Psychology</p>	<p>Paper 1 content - Crime, Development, Psychological Problems and research methods. (Topic journeys attached)</p> <p>Crime topic journey .docx Development Topic Journey .docx psychological problems topic Journey .docx Research Methods Topic Journey .docx</p>
<p>Citizenship</p>	<p>Paper 1 - Theme A: Living together in the UK, Theme B: Democracy at work in the UK & Theme C: The law and how it works Paper 2- Theme E: Citizenship action & Theme D: Power & Influence</p> <p>Theme B Democracy at work in the UK.docx Theme A Living together in the UK (1).docx Theme C Law and Justice.docx Theme D Power and Influence.docx Theme D Power and Influence.docx</p>

<p>Sports Studies This is the component 3 exam, so not a mock but the real thing.</p>	<p>Components of physical fitness and skill related fitness <i>Learners will understand how each of the components of physical and skill-related fitness are required to perform well in selected sports and how these are used when playing in different positions in team sports.</i></p> <p>Fitness training principles <i>Learners need to be able to understand the principles of training and how they can be applied to training programmes FITT and the 7 additional principles of training</i></p> <p>Exercise intensity and how it can be determined <i>Measuring HR, calculating MHR, calculating aerobic and anaerobic training zones, BORG RPE scale, 1RM and 15RM, use of technology.</i></p> <p>Importance of fitness testing and requirements for administration of each fitness test <i>Reasons for fitness testing, pre-test procedures, validity, reliability and practicality</i></p> <p>Fitness test methods for components of physical fitness <i>Learners should know which fitness tests are appropriate to test for each component of physical fitness. Learners should also understand the practicality and validity of these tests for each component of physical fitness and specific to different sports and their participants. Learners should also understand how to produce reliable fitness test results</i></p> <p>Fitness test methods for components of skill-related fitness <i>Learners should know which fitness tests are appropriate to test for each component of skill-related fitness. Learners should also understand the practicality and validity of these tests for each</i></p>
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component of physical fitness and specific to different sports and their participants. Learners should also understand how to produce reliable fitness test results

Interpretation of fitness test results

Learners should be able to use normative data tables to interpret fitness test results. They should also be able to interpret the data to recommend improvements to the performer from the results. ● Comparison to normative published data. ● Analyse and evaluate test results. ● Recommendations for improvements to fitness performer based on test results

Requirements of fitness training methods

Learners should know how to carry out fitness training safely and effectively as part of a training programme. Warm ups, cool downs, application of all principles of training.

Fitness training methods for physical components of fitness

Learners should be able to suggest and justify appropriate physical fitness training methods that could be used for specific sports participants for different ages and different sporting abilities. Advantages and disadvantages of each method.

Fitness training methods for skill-related components of fitness

Learners should be able to suggest and justify appropriate skill-related fitness training methods that could be used for specific sports participants that are different ages and different sporting abilities. Advantages and disadvantages of each method.

The effects of long-term fitness training on the body systems

Learners should know how training methods affect the different body systems, which can lead to adaptations to improve specific components of fitness.

Investigate fitness programming to improve fitness and sports performance

Personal information to aid training fitness programme design ● Aims ● Objectives ● Lifestyle and physical activity history. ● Attitudes, the mind and personal motivation for training. Fitness programme design ● Use personal information to aid training programme design. ● Selection of appropriate training method/activity for improving/maintaining the selected components of physical and/or skill-related fitness. ● Application of the FITT principles and additional principles of training. Motivational techniques for fitness programming ● Definition of motivation – the internal mechanisms and external stimuli that arouse and direct behaviour. ● Types of motivation: o intrinsic o extrinsic. ● Principles of setting goals to increase and direct motivation. ● Personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER): o short-term goals (set over a short period of



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	<p><i>time, between one day and one month) o long-term goals (what they want to achieve in the long term, and the best way of doing this). ● Influence of goal setting on motivation: o provide direction for behaviour o maintain focus on the task in hand. ● Benefits of motivation on the sports performer: o increase participation o maintains training and intensity o increased fitness o improved performance.</i></p>
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