



**'Let your light shine before
others' Mtt 5**

Year 11 Assessment Guide

Advent Term 2024

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St. Paul's Assessment information for Students and Parents

At St. Paul's students will have their understanding of key knowledge and skills checked every lesson by their subject teacher. This will help teachers to be able to make decisions on whether to recap information or move on with learning. To measure students' understanding, teachers will formally assess students work every 12 weeks (at the end of each term), which will be reported to parents through a Student Progress Report on GO 4 Schools. You will receive this through an email, or you can log into GO 4 Schools, through the parent or student portal.

Throughout St. Paul's students will have different assessment types in each of their subjects, and it is our aim that by providing you and your child with key information in the following:

- How your child will be assessed
- Assessment duration
- Key topics that your child will need to revise
- The best way to revise for the assessment
- What Home Learning tasks will link to the assessment
- Subject specific websites

It is our vision at St. Paul's to give students the necessary tools to succeed in life. We encourage you to use this booklet to discuss your child's learning and help them prepare for their assessments at the end of each term during the academic year 2023-24.

Assessments is not only about measuring student progress but giving students 'Effective Feedback' to achieve their very best. These are as follows:

- **Where am I going?** (Target Grade)
- **How am I doing?** (Current progress)
- **Where to next?** (What activities need to be undertaken to make better progress?)

Once students have received their feedback, they will act on this feedback to, re-write, re-draft, rehearse, re-do an aspect of their learning that needs further developing.

Subject:	Art	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	60% Coursework selected 2 projects submitted from Body Adornment, BA 3D (year 9) Sweets and treats (year 10) Portraiture (year 11) 40% Exam Practical 10-hour timed outcome and 17 weeks preparatory sketchbook.	Assessment Duration:	10 hours split over two days
What key topics do I need to know and recall for my assessment?			
<ul style="list-style-type: none"> • Understanding the formal elements Line, Tone, Colour, Texture, Shape and Pattern. • Practise observational skills, understanding how to draw from both primary and secondary source material in a range of media. • Learn and develop through independent contextual research. Investigate into different art movements and artists to generate ideas and concepts creatively. • Artist research to problem solve and discover why the artwork was made. • Colour mixing using the primary colours. Ratio of colours and understanding Tints and Shades. • Implementing colour theory into painting a copy of chosen portrait artists. • Implementing mark making skills using reference to artists selected independently. • Identifying how to take a good photograph, considering lighting and composition. To use photography as a means of exploration of ideas. • Practising painting, colour mixing and brush work. • Experimenting with new processes and media. • To annotate and make connections between work investigated, to show a journey. 			
What is the best method(s) to revise for this assessment?			
<ul style="list-style-type: none"> • Completing all set sketchbook tasks which are outlined in checklists provided by teachers. • Attend Art Club or Homework Club. • Further reading and research into the artists studied in projects. • Practise drawing and shading, outside of teacher-directed tasks. • Revising the formal elements and their definitions • Visit galleries in person on-line tours to form ideas and document findings. 			
What home learning tasks will support my assessment?			
<p>Photography is a great way to explore composition, lighting and generate ideas for art outcomes, try to take at least 30 photos for each project. Explore things that interest you and set up a scene & compositions. Consider artists that interest you and take photographs of at least 3-4 models when using people as a starting point.</p> <p>Editing processes- can you change the colours and apply filters to your photos to show creativity? Can you use digital processes such a digital art, video art to show different media and processes? Are you creative in other forms we haven't explored in class e. g sewing, knitting- document and show creative outcomes in your sketchbook/preparatory work. (A02)</p>			
Websites for additional support with home learning for my assessments			
<ul style="list-style-type: none"> • GCSE bitesize. Art & Design AQA. • You tube tutorials- painting, drawing step to step. • You tube videos- examples of grade 9 at GCSE sketchbooks. • Pinterest app- generate mood boards and find artists centred on a theme. 			

Subject:	Photography	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	60% Coursework selected 2 projects submitted from Broken and Fragmented or Unusual Perspectives. 40% Exam Practical 10-hour timed outcome and 17 weeks preparatory sketchbook.	Assessment Duration:	10 hours split over two days
What key topics do I need to know and recall for my assessment?			
<ul style="list-style-type: none"> • Understanding the formal elements Line, Tone, Colour, Texture, Shape and Pattern. • Learn and develop through independent contextual research. Investigate into different photographers and genres to generate ideas and concepts creatively. • Artist research to problem solve and discover why the photographs were taken. • Identifying how to take a good photograph, considering lighting, composition and correct use of the manual setting of a camera. • To use photography as a means of exploring and developing ideas. • Use photographic terminology to explain skills used to achieve best photos. • Experimenting with digital and physical manipulation of photographs. • To annotate and make connections between work investigated, to show a journey. 			
What is the best method(s) to revise for this class assessment?			
<ul style="list-style-type: none"> • Completing all set tasks which are outlined in checklists provided by teachers. • Following advice from verbal feedback in lesson to improve and develop work. • Further reading and research into the photographers and techniques studied in projects. • Practise taking photographs, outside of teacher-directed tasks. • Revising the formal elements and their definitions • Visit galleries in person on-line tours to form ideas and document findings 			
What home learning tasks will support my assessment?			
<ul style="list-style-type: none"> • Complete more photoshoots to develop the ideas and skills started during teacher led sessions. • Practise using Photopea at home to create edits and show development of ideas. • Research into genres or techniques of photography that interest you to add to your understanding of photography and to help the development of your own ideas for a final outcome. 			
Websites for additional support with home learning for my assessments			
AQA Art and Design Subject content Photography 100+ Creative Photography Ideas (studentartguide.com)			

Subject:	BTEC Digital IT	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	Written Assessment	Assessment Duration:	1 hour 30 minutes
What key topics do I need to know and recall for my assessment?			
A1 Modern technologies A2 Impact of modern technologies B1 Threats to data B2 Prevention and management of threats to data B3 Policy C1 Responsible use C2 Legal and ethical D1 Forms of notation			
What is the best method(s) to revise for this class assessment?			
<ul style="list-style-type: none"> • Read through the lessons • Complete all learning activities • Use knowledge organisers • Most importantly – go through the past papers 			
What home learning tasks will support my assessment?			
Completing the activities which are published on Google Classroom – the majority of homework tasks are exam practice which will help you with exam technique.			
Websites for additional support with home learning for my assessments			
Digital Information Technology (2022) BTEC Tech Award Pearson qualifications https://classroom.google.com			

Subject:	Computer Science	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	Written Assessment	Assessment Duration:	1 hour 30 minutes
What key topics do I need to know and recall for my assessment?			
<p><u>Component 1</u></p> <p>1.1 Systems architecture 1.2 Memory and storage 1.3 Computer networks, connections and protocols 1.4 Network security 1.5 Systems software 1.6 Ethical, legal, cultural and environmental impacts of digital technology</p> <p><u>Component 2</u></p> <p>2.1 Algorithms 2.2 Programming fundamentals 2.3 Producing robust programs 2.4 Boolean logic 2.5 Programming languages and Integrated Development Environments</p>			
What is the best method(s) to revise for this class assessment?			
<ul style="list-style-type: none"> • Read through the lessons • Complete all learning activities • Use knowledge organisers • Most importantly – go through the past papers 			
What home learning tasks will support my assessment?			
<p>Completing the activities which are published on Google Classroom – the majority of homework tasks are exam practice which will help you with exam technique.</p>			
Websites for additional support with home learning for my assessments			
<ul style="list-style-type: none"> - https://isaacomputerscience.org/?examBoard=ocr&stage=all - https://senecalearning.com/en-GB/ - https://www.youtube.com/watch?v=7Up7DIPkTzo <p>And the Useful Links of Google Classroom</p>			

Subject:	Drama	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	'Teechers' John Godber Performance 'Teechers' John Godber Rehearsal Logbook	Assessment Duration:	Performance: 8-10 minutes Rehearsal Logbook: 10 entries
What key topics do I need to know and recall for my assessment?			
<ul style="list-style-type: none"> • Vocal and Physical Performance Skills • Characterisation • Multi-Role • Costume • Technical Performance Elements (Sound / Lighting) • Rehearsal Techniques 			
What is the best method(s) to revise for this class assessment?			
<ul style="list-style-type: none"> • Rehearsal • Key Word Revision • Teacher Led Rehearsal Sessions (After school) 			
What Home learning tasks will support my assessment?			
<ul style="list-style-type: none"> • Line Learning • Playlist Creation / Editing • Costume Preparation 			
Websites for additional support with home learning for my assessments			
https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html			

Subject:	English Language	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	Written Assessment: Paper 2 Writer's Viewpoints and Perspectives	Assessment Duration:	1 hour 45 minutes
What skills do I need to know and recall for my assessment?			
<p>Section A: Reading</p> <p>Question 1: Select 4 true statements out of 8 (4 marks 4 minutes)</p> <p>Question 2: Summarise the differences/similarities between the two texts (8 marks 10 minutes)</p> <p>We suggest using like for like comparisons, quotations from each source, not stating the obvious inferences but thinking more thoughtfully, using abstract nouns e.g. technology vs nature</p> <p><i>Key skills for this question are: selecting and synthesising information from the two sources and identifying and interpreting the information</i></p> <p>Question 3: Language analysis on a given section of the text (12 marks 15 minutes)</p> <p>We suggest spotting patterns in the language, finding three quotations and bringing these together to support a BIG idea, in this way writing a conceptualised response.</p> <p><i>Key skills for this question are explaining, commenting and analysing how writers use language and structure to achieve effects and influence readers, using relevant subject terminology</i></p> <p>Question 4: Comparing the writers' viewpoints and perspectives (16 marks 25 minutes)</p> <p>We suggest exploring the beginning, middle and end of each extract and seeing whether the attitudes intensify, change or stay the same. For the top marks, students should be exploring the BIG ideas that the writers wanted us to understand about the human condition.</p> <p><i>Key skills for this question are comparison, analysis, inference, selecting and retrieving</i></p> <p>Section B: Writing</p> <p>Question 5: Writing a transactional piece using the given statement as their focus. The text type could be an article, letter, leaflet or speech.</p> <p>We advise using the personal story, general problem, general solution and personal solution structure students have been taught in class. We also advise using the following linguistic devices: present participle verbs, parenthesis, anaphora, hypophora, epiphora, epistrophe, tricolon, counter argument and circular narrative.</p> <p><i>Key skills are to communicate clearly, effectively and imaginatively, adapting tone, style and register for different forms, audiences and purposes. To organise information using structural and grammatical features to support coherence and cohesion. To use a range of vocabulary and sentence structures with clarity.</i></p>			
What is the best method(s) to revise for this class assessment?			
<ul style="list-style-type: none"> • Use AQA website to download past papers and practise these under timed conditions • Read the newspaper/watch the news to develop ideas about topical issues that might come up for the writing question • Use 'Revision Wizard' on Educake to set yourself quizzes on Language Paper 2 • Go through your exercise book and past lessons to revisit learning • Participate in 'Do Now' activities in lesson that are exam practise • Attempt questions in the English Language revision guides available on Parent Pay 			
What home learning tasks will support my assessment?			
<ul style="list-style-type: none"> • Fortnightly Educake homework quizzes • Past papers as homework • Independent study 			
Websites for additional support with home learning for my assessments			
<p>Educake - https://www.educake.co.uk/</p> <p>BBC Bitesize-https://www.bbc.co.uk/bitesize/subjects/zr9d7ty</p> <p>Past papers can be assessed below:</p> <p>https://www.physicsandmathstutor.com/past-papers/gcse-english-language/</p> <p>https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources</p>			

Subject:	English Literature	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	Written Assessment	Assessment Duration:	1 hour 30 minutes
What key topics do I need to know and recall for my assessment?			
<p><u>19th Century Texts – A Christmas Carol</u></p> <p>Plot- up to Stave 2</p> <p>Characters- Scrooge, Belle, Fezziwig, Marley, the Cratchits</p> <p>Vocabulary- miser, parsimonious, misanthropy, philanthropy, foil, vignette, epiphany, corrupt, capitalist, society, poverty</p> <p>Key Quotations:</p> <ul style="list-style-type: none"> • He was a tight-fisted hand at the grindstone • Scrooge! A squeezing, wrenching, grasping, scarping, clutching, covetous old sinner! • as solitary as an oyster, • as hard and sharp as flint, • he carried his own low temperature around with him, • the chain... clasped around his middle, • keys...padlocks wrought in steel, • I wear the chain I forged in life. <p>Context- workhouses, the poor law, the treadmill, Malthusian economic theory,</p> <p><u>Love and Relationships Poetry</u></p> <p>Key poems: Walking Away, Mother any distance..., Eden Rock, Follower, Before You Were Mine, Climbing My Grandfather</p> <p>For each poem cover: themes, language, structure, tone, mood, form, semantic fields</p> <p>Vocabulary: paternal, maternal, nostalgic, adulation, admiration, idyllic, romanticised, reflective, mournful, separation</p>			
What is the best method(s) to revise for this class assessment?			
<ul style="list-style-type: none"> • Go through your notes in your exercise book and anthology • Reread the novels and poems • Complete revision tasks using 'Revision Wizard' on Educake • Watch GCSE Pod clips on each of the texts • Revise key vocabulary and contextual information using your knowledge organiser • Attempt questions from past papers • Create revision flashcards of characters, plot, symbolism, themes and poems 			
What home learning tasks will support my assessment?			
<ul style="list-style-type: none"> • Weekly homework on Educake • Past Papers • Independent study 			
Websites for additional support with home learning for my assessments			
<p>Educake: https://www.educake.co.uk/</p> <p>BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zwhkxsg https://www.bbc.co.uk/bitesize/topics/zs43ycw</p> <p>GCSE Pod: https://www.gcsepod.com/</p> <p>Massolit: https://www.massolit.io/</p> <p>Past Papers can be accessed here: https://www.physicsandmathstutor.com/past-papers/gcse-english-literature/ https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/assessment-resources</p>			

Subject:	Food Preparation & Nutrition	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	Written exam paper	Assessment Duration:	1 hour 45 minutes
What key topics do I need to know and recall for my assessment?			
<ul style="list-style-type: none"> • Micronutrients • Macro nutrients • Food safety • Food hygiene • Food science e.g. gelatinisation, raising agents, fermentation, dextrinization, plasticity, emulsification • Food labelling • Allergens • Protein alternatives • Fortification • Organic farming • Saturated v unsaturated fats • Special dietary needs including CHD, vegan diets, teenagers' diets • Food Provenance including food waste, locally produced food, GM foods. 			
What is the best method(s) to revise for this class assessment?			
<ul style="list-style-type: none"> • Complete the weekly homework being set in the Collins All in One revision guide and exam practice workbooks. • Complete the spelling tests posted on Satchel One • Complete the Quizzes posted on Satchel One • Have a go at past exam papers that are in the Collins revision book • Use your class notes from year 10 and use the revision techniques practised in year 10 such as of revision cards, keyword booklets, mind mapping, peer testing, spaced learning. • Go onto the AQA digital Bundle (link below) and practise exam questions, watch video clips, check your learning of each topic. • Purchase a pack of CGP Food Preparation & Nutrition Revision Cards 			
What home learning tasks will support my assessment?			
<ul style="list-style-type: none"> • Weekly homework being set from the Collins revision book • Weekly spelling tests on Satchel One to practice subject specific terminology • Knowledge retrieval/spaced learning quizzes posted on Satchel One • Past exam papers posted on Satchel One • Seneca learning tasks 			
Websites for additional support with home learning for my assessments			
AQA digital bundle www.illuminate.digital/aqafood Digital bundle username – SPAULS3 Password – STUDENT3 Seneca Learning app.senecalearning.com/dashboard/class/rkfmfrhnc1/assignments/assignment/0e77cb01-820a-41b2-b08d-8e4b7b790a29 Books to help with revision are your Year 10 CGP revision guides and Year 11 Collins revision guide Class notes from year 10 (your green and purple exercise books) CGP revision cards			

Subject:	Business	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	Written: Multiple choice, structured, closed short answer, open response, and calculations.	Assessment Duration:	Paper 1: 1 hour 45 minutes Paper 2: 1 hour 45 minutes
What key topics do I need to know and recall for my assessment?			
<p>Tested in Paper 1 and Paper 2</p> <ul style="list-style-type: none"> • Business in the real world • Influences on business <p>Tested in Paper 1</p> <ul style="list-style-type: none"> • Business Operations • Human Resources <p>Tested in Paper 2</p> <ul style="list-style-type: none"> • Taught in Year 11 • Marketing • Finance 			
What is the best method(s) to revise for this class assessment?			
<p>Past paper questions from:</p> <ul style="list-style-type: none"> • AQA (GCSE Business) <p>In class/exercise books</p> <ul style="list-style-type: none"> • Knowledge organisers • Knowledge booklets <p>Cue cards:</p> <ul style="list-style-type: none"> • Formulas • Knowledge check questions <p>Mind maps/brain dumps:</p> <ul style="list-style-type: none"> • White boards • A4/A3 mind maps 			
What home learning tasks will support my assessment?			
<ul style="list-style-type: none"> • Satchel One quizzes • Use of GCSE Pod • BBC Bitesize- GCSE AQA Business • GCSE Business- homework booklets 			
Websites for additional support with home learning for my assessments			
<p>AQA: https://www.aqa.org.uk/subjects/business/gcse/business-8132/assessment-resources</p> <p>Tutor2U: https://www.youtube.com/@tutor2u-official</p> <p>BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zvwb382</p> <p>YouTube: https://www.youtube.com/@Bizconsesh</p>			

Subject:	Geography	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	Written Exam	Assessment Duration:	1 hour 30 minutes
What key topics do I need to know and recall for my assessment?			
<p>(A) The challenge of natural hazards – Tectonic hazards (earthquakes), weather hazards (tropical storms), extreme weather in the UK, climate change.</p> <p>(B) The living world – Ecosystems, tropical rainforests, hot deserts.</p> <p>(C) UK Landscapes – Rivers and Coasts.</p>			
What is the best method(s) to revise for this class assessment?			
<ul style="list-style-type: none"> • GCSE Pod. • E-revision. • Use of knowledge organisers. • OUP revision guide. 			
What home learning tasks will support my assessment?			
<ul style="list-style-type: none"> • Knowledge organiser revision tasks. • Revision mat activities. • E-revision activities. • GCSE Pod playlists and check and challenge activities. • Tutor2u live revision webinars 			
Websites for additional support with home learning for my assessments			
<p>https://www.internetgeography.net/</p> <p>https://www.gcsepod.com/</p> <p>https://www.tutor2u.net/geography</p> <p>https://erevision.uk/</p>			

Subject:	History	Assessment Date:	Year 11 mock exam Nov / December
Assessment Type:	Written assessment	Assessment Duration:	Paper 1 – 1h 20 Paper 2 – 1h 25
What key topics do I need to know and recall for my assessment?			
<p>Paper 1 – Medicine paper</p> <p>Section A - Western Front</p> <ul style="list-style-type: none"> - Effects of Gas attacks - Blood Transfusions - Dressing stations <p>Section B – Medicine 1250 – modern day</p> <ul style="list-style-type: none"> - Prevention of illness during the medieval period - Medicine during the Renaissance - Attitudes to medicine, 1700 – 1900 - Medical care and treatment after 1900 - Prevention of illness during the modern period 			
What is the best method(s) to revise for this class assessment?			
<ul style="list-style-type: none"> - GCSE Pod. - Retrieval practice dual coding - E-revision. - Use of knowledge organisers. - CGP revision guide. 			
What home learning tasks will support my assessment?			
<ul style="list-style-type: none"> • E-revision activities. • GCSE Pod playlists and check and challenge activities. 			
Websites for additional support with home learning for my assessments			
<ul style="list-style-type: none"> • GCSE POD- GCSEPod • Tutor 2 U History (Edexcel) - History History tutor2u 			

Subject:	Sociology	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	Exam style questions, 2 marks, 4, markers 5 markers, 9 markers, 15 markers	Assessment Duration:	1 hour 30 minutes
What key topics do I need to know and recall for my assessment?			
<p>Component 1</p> <ul style="list-style-type: none"> - Cultural transmission – key concepts - Families and households - Education - Methods <p>Component 2</p> <ul style="list-style-type: none"> - Social stratification (theories) - gender <p>** a sheet of key areas will be handed out in class*</p>			
What is the best method(s) to revise for this class assessment?			
<ul style="list-style-type: none"> - Retrieval practice of key concepts - Revise Key theories - Past Paper questions - Create mind maps, cue cards, revision posters. 			
What home learning tasks will support my assessment?			
<ul style="list-style-type: none"> - Revision using knowledge organisers - Revision brain dump activities - Make sure you are familiar with class notes. 			
Websites for additional support with home learning for my assessments			
<p>https://www.youtube.com/@allsociology</p> <p>https://www.eduqas.co.uk/qualifications/sociology-gcse/#tab_keydocuments</p> <p>https://resources.eduqas.co.uk/pages/ResourceSingle.aspx?rId=1754</p>			

Subject:	Maths	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	Paper 1 Non Calc Paper 3 Calc	Assessment Duration:	2 x 1 hour 30 mins
What key topics do I need to know and recall for my assessment?			
<p>For the Mocks you will be sitting a paper 1 and a paper 3 Content from any part of the specification may be assessed</p> <p>How Maths is assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 80 marks • Non-calculator <p>Paper 1 Non-calculator and Paper 3 Calculator</p> <p>Questions will consist of a mixture of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progress through the paper.</p> <p>A list of topics can be found in any revision guide or by looking through the maths curriculum page on the school website.</p> <p>Mathematics - St Paul's Catholic School (st-pauls.leicester.sch.uk)</p>			
What home learning tasks will support my assessment?			
<ul style="list-style-type: none"> • All Homework tasks – 10 Question (skills and recall of basic facts) • Past Question practise set in lesson. • Maths Genie has a page devoted to GCSE Revision Maths Genie • Learn GCSE Maths for Free • The topics are subdivided into grade categories to help find the appropriate content. 			
Websites for additional support with home learning for my assessments			
<ul style="list-style-type: none"> • Corbettmaths.co.uk • Mymaths.co.uk • Mathsgenie.co.uk • All of these are excellent sites for practise questions and videos explaining concepts and techniques 			

Subject:	French	Assessment Date(s):	Year 11 Mocks (Advent Term)
Assessment Type:	<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking 	Assessment Duration:	2 hours in the Sports Hall. + speaking and listening time with your teacher
What key topics do I need to know and recall for my assessment?			
<p>Theme 1 - identity and culture</p> <ul style="list-style-type: none"> • Relationships • New technologies • Free time • Festivals and customs <p>Theme 2 – local, national, international and global areas of interest</p> <ul style="list-style-type: none"> • Home life, town and region • Charity and voluntary work • Healthy lifestyle • Environment • Poverty and homelessness • Holidays and travel 			
What is the best method(s) to revise for this class assessment?			
<p>Past paper questions from:</p> <ul style="list-style-type: none"> • AQA • Kerboodle interactive tasks • Kerboodle Digital textbook Test and revise pages • Practise Speaking with assistant – prepare for it (general conversation) so you make the most of your time with them. • Grammar drilling exercises (verb conjugation) • Topic vocabulary revision via Quizlet or Memrise 			
What home learning tasks will support my assessment?			
<ul style="list-style-type: none"> • Satchel quizzes • Practising out loud your general conversation answers • Vocabulary revision on Quizlet 			
Websites for additional support with home learning for my assessments			
<ul style="list-style-type: none"> • Kerboodle.com • Quizlet.com • Aqa.org.uk • Conjuguemos.com (go to library / verbs) 			

Subject:	Spanish	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking 	Assessment Duration:	2 hours in the Sports Hall. + speaking and listening time with your teacher
What key topics do I need to know and recall for my assessment?			
<p>Theme 1 - identity and culture</p> <ul style="list-style-type: none"> • Relationships • New technologies • Free time • Festivals and customs <p>Theme 2 – local, national, international and global areas of interest</p> <ul style="list-style-type: none"> • Home life, town and region • Charity and voluntary work • Healthy lifestyle • Environment • Poverty and homelessness • Holidays and travel 			
What is the best method(s) to revise for this class assessment?			
<p>Past paper questions from:</p> <ul style="list-style-type: none"> • AQA • Kerboodle interactive tasks • Kerboodle Digital textbook Test and revise pages • Practise Speaking with assistant – prepare for it (general conversation) so you make the most of your time with them. • Grammar drilling exercises (verb conjugation) • Topic vocabulary revision via Quizlet or Memrise 			
What home learning tasks will support my assessment?			
<ul style="list-style-type: none"> • Satchel quizzes • Practising out loud your general conversation answers 			
Websites for additional support with home learning for my assessments			
<ul style="list-style-type: none"> • Kerboodle.com • Quizlet.com • Aqa.org.uk • Conjuguemos.com (go to library / verbs) 			

Subject:	Sports Studies	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	External Examination	Assessment Duration:	1 hour 30 minutes
What key topics do I need to know and recall for my assessment?			
<ul style="list-style-type: none"> • Issues which affect participation in sport • The role of sport in promoting values • The implications of hosting a major sporting event for a city or country • The role National Governing Bodies (NGBs) play in the development of their sport • The use of technology in sport. 			
What is the best method(s) to revise for this class assessment?			
<ul style="list-style-type: none"> • Use of examination materials which all students have in their folder. • Students will be provided with study knowledge organisers and revision worksheets to help them with their exam. 			
What Home learning tasks will support my assessment?			
<ul style="list-style-type: none"> • Complete exam questions and related work sheets to support with the retention of subject knowledge. 			
Websites for additional support with home learning for my assessments			
OCR Level 1/Level 2 Cambridge National in Sport Studies specification Page 15 onwards			

Subject:	Art & Design (Fashion)	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	Internal assessment x2 External assessment	Assessment Duration:	10 hours split over two days
What key topics do I need to know and recall for my assessment?			
<ul style="list-style-type: none"> • How to construct garments using pattern cutting and construction methods. • Using a variety of decorative techniques, tools, and equipment. • Develop their ideas further. • Put a final piece/garment/wall hanging together. 			
What is the best method(s) to revise for this class assessment?			
<ul style="list-style-type: none"> • BTEC online website- Art and Design Practice 2022 BTEC Tech Award Pearson qualifications https://www.qualifications.pearson.com/en/qualifications/btec-tech-awards/art-and-design-practice-2022.html • Practice methods/techniques - Pattern cutting, overlock stitching, hems, garment construction. 			
What Home learning tasks will support my assessment?			
<ul style="list-style-type: none"> • Continue working in sketchbooks • Creating their drawings • Decorative samples • Design ideas and annotating and evaluating their work. 			
Websites for additional support with home learning for my assessments			
<ul style="list-style-type: none"> • BTEC online website- Art and Design Practice 2022 BTEC Tech Award Pearson qualifications https://www.qualifications.pearson.com/en/qualifications/btec-tech-awards/art-and-design-practice-2022.html • Designer research examples website- https://www.studentartguide.com/articles/fashion-design-sketchbooks 			

Subject:	Product Design	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	AQA	Assessment Duration:	2 hours
What key topics do I need to know and recall for my assessment?			
<p>Key topics</p> <p>Core technical Principles: EG....Nuclear Energy to Mechanical Devices</p> <p>Specialist Technical Principles: EG....Forces and Stresses to Sources and Origins</p> <p>Designing and Making Ranging: EG....Timeline Primary research to workshop testing</p>			
What is the best method(s) to revise for this class assessment?			
<ul style="list-style-type: none"> • WORKBOOKS AQA Recommended text books-Product Design • Tests on Satchel One • Past exam papers • Topic Tests • Class Notes • Tier words 1-3 Challenges 			
What home learning tasks will support my assessment?			
<ul style="list-style-type: none"> • Knowledge organisers • Topic Tests • Research Primary and Secondary • Tier word language • Course work exemplar 			
Websites for additional support with home learning for my assessments			
<ul style="list-style-type: none"> • GCSE Bitesize • AQA Specification • Coursework exemplar • Cambridge example of course 			

Subject:	Religious Education	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	Exam style questions, 2 – keyword, 5 description, 8 explain and 15 evaluate	Assessment Duration:	1 hour 30 minutes
What key topics do I need to know and recall for my assessment?			
Component 3: Judaism Beliefs <ul style="list-style-type: none"> Nature of God - Issues of God as: One, Creator: Genesis 1 3-5; 1 26-28, The Shema ➤ Law-Giver and Judge: Exodus 20:1-15 The nature and significance of shekhinah (the divine presence Shekhinah) Messiah- Different views within Orthodox and Reform Judaism about the nature and role of the Mashiach (Messiah); Special person who brings an age of peace, ourselves, His arrival as signalling the end of the world, praying for his coming, concerned more with living life according to the mitzvot Covenants – Moses and Abraham The meaning and significance of the Abrahamic Covenant: Genesis 12:1-3, 17:6-8, 17:11-14 including the importance of the ‘Promised Land’ The meaning and significance of the Covenant with Moses at Sinai: Exodus 3:11-15 including the continuing importance of the idea of a ‘Promised Land’ Importance of the Ten Commandments: Exodus 20:2-14 Life on earth - Beliefs and teachings about the nature and importance of Pikuach Nefesh (sanctity of life) Genesis 1:26-27, Talmud B Yoma 84b, Psalm 139: 13-15, Jeremiah 1:5 The relationship between free will and the 613mitzvot (duties) between humans and with God The afterlife - Orthodox and Reform beliefs and teachings about life after death, Judgement and resurrection; spiritual and/or bodily resurrection, Immortality of the soul and the belief that we must focus on this life in preparation for whatever happens in the next Practices <ul style="list-style-type: none"> Worship practices in Britain and elsewhere - The nature and importance of Orthodox and Reform synagogue services; Shabbat service, the significance of prayer including the standing prayer (Amidah) ➤ Worship in the home; siddur, recitation of Shema and Modeh Ani, display of mezuzah. The importance of preparing for and celebrating Shabbat: Exodus 20:8-10 ➤ Items worn for worship; tallith, tefillin and kippah Synagogue - Features of synagogues in Britain: significance of bimah, aron hakodesh, Torah scrolls, ner tamid, seating, minyan; Exodus 20:4-5 ➤ Worship, social and community functions of synagogues serving Jewish communities in Britain. Rituals - The role and importance of Brit Milah: Covenant, identity, features of the ceremony ➤ Bar Mitzvah: Law and personal responsibility, features of the ceremony ➤ Orthodox and Reform views regarding Bat Mitzvah and Bat Chayil and features of the ceremonies ➤ Marriage: Genesis 2: 24, features of the ceremony ➤ Mourning rituals: onan, kaddish, sheva, yartzheit. Role of chevra kaddisha Daily life - Significance of use of the Tenakh and the Talmud in daily life; ➤ Dietary laws: kosher/treyfah, parev, the prohibition of milk with meat, requirements of a kosher kitchen: Leviticus 11:1-23 ➤ Keeping kosher in Britain: benefits and challenges Festivals - The origin, meaning and celebration of the following festivals among different Jewish communities in Britain ➤ Rosh Hashanah ➤ Yom Kippur ➤ Pesach: Exodus 12:14 ➤ Sukkot ➤ Diversity of practice between different Jewish tradition 			

What is the best method(s) to revise for this class assessment?

- Retrieval quizzes
- Mind maps
- Past paper questions
- Seneca learning

Reviewing answers and essays to understand

What home learning tasks will support my assessment?

- Consolidation from lessons
- Creating revision tools to support learning at home, this can be done through mind maps, flashcards
- Reading the Judaism revision book, annotating and highlighting
- Making notes from class
- Seneca learning
- Making use of the One Note

Websites for additional support with home learning for my assessments

Past papers -

[GCSE Religious Studies | Eduqas](#)

[GCSE RE](#)

Subject:	Triple Biology	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	Written. Will include: Multiple choice, structured, closed short answer and open response.	Assessment Duration:	1 hour 45 minutes

What key topics do I need to know and recall for my assessment?

Cell biology

4.1.1.1 Eukaryotes and prokaryotes, 4.1.1.2 Animal and plant cells, 4.1.1.3 Cell specialisation, 4.1.1.4 Cell differentiation, 4.1.1.5 Microscopy, 4.1.1.6 Culturing microorganisms (biology only), 4.1.2.1 Chromosomes, 4.1.2.2 Mitosis and the cell cycle, 4.1.2.3 Stem cells, 4.1.3.1 Diffusion, 4.1.3.2 Osmosis, 4.1.3.3 Active transport

Organisation

4.2.2.1 The human digestive system, 4.2.2.2 The heart and blood vessels, 4.2.2.3 Blood, 4.2.2.4 coronary heart disease: a non-communicable disease, 4.2.2.5 Health issues, 4.2.2.6 The effect of lifestyle on some non-communicable diseases, 4.2.2.7 Cancer, 4.2.3.1 Plant tissues, 4.2.3.2 Plant organ system

Infection and response

4.3.1.1 Communicable (infectious) diseases, 4.3.1.2 Viral diseases, 4.3.1.3 Bacterial diseases, 4.3.1.4 Fungal diseases, 4.3.1.5 Protist diseases, 4.3.1.6 Human defence systems, 4.3.1.7 Vaccination, 4.3.1.8 Antibiotics and painkillers, 4.3.1.9 Discovery and development of drugs, 4.3.2 Monoclonal antibodies, 4.3.3 Plant disease

Bioenergetics

4.4.1 Photosynthesis, 4.4.2 Respiration

Required practical activity 1: use a light microscope to observe, draw and label a selection of plant and animal cells. A magnification scale must be included.

Required practical activity 2: investigate the effect of antiseptics or antibiotics on bacterial growth using agar plates and measuring zones of inhibition.

Required practical activity 3: investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue.

Required practical activity 4: use qualitative reagents to test for a range of carbohydrates, lipids and proteins. To include Benedict's test for sugars; iodine test for starch; and Biuret reagent for protein

Required practical activity 5: investigate the effect of pH on the rate of reaction of amylase enzyme. Students should use a continuous sampling technique to determine the time taken to completely digest a starch solution at a range of pH values. Iodine reagent is to be used to test for starch every 30 seconds. Temperature must be controlled by use of a water bath or electric heater.

What is the best method(s) to revise for this class assessment?

- Use the Paper 1 knowledge organiser to self-quiz key content points, specifically key scientific language,
- Complete past Paper 1 Biology papers and self-assess on AQA.
- Complete topic questions and mark using the marking scheme on the physics and maths tutor website. This site also has flashcards online and mind maps to use as resources for recalling key content.
- Revisiting required practical's
- Use revision timetable to chunk topics across revision period

What home learning tasks will support my assessment?

- Use of Satchel One quizzes
- Use of GCSEPOD check and challenge question banks
- Use of GCSEPOD short clips to revisit content
- Mock revision package weekly Past exam questions practice and marking using mark schemes
- Use of flash cards for key scientific terminology / processes

Websites for additional support with home learning for my assessments

GCSEPOD link:

<https://www.gcsepod.com/>

Specification link:

<https://www.aqa.org.uk/subjects/science/gcse/biology-8461/specification-at-a-glance>

Past papers link:

https://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources?f.Resource+type%7C6=Question+papers&sort=title&num_ranks=10

Physics and maths tutor link:

<https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/>

Required practical videos

<https://www.youtube.com/watch?v=5X6mow1AExI&list=PLAd0MSIZBSsHv1pioWRdg-pZCWTo84cdP>

Subject:	Triple Chemistry	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	Written. Will include: Multiple choice, structured, closed short answer and open response.	Assessment Duration:	1 hour 45 minutes

What key topics do I need to know and recall for my assessment?

Atomic structure and the periodic table

4.1.1.1 Atoms, elements and compounds, 4.1.1.2 Mixtures, 4.1.1.3 The development of the model of the atom, 4.1.1.4 Relative electrical charges of subatomic particles, 4.1.1.5 Size and mass of atoms, 4.1.1.6 Relative atomic mass, 4.1.1.7 Electronic structure, 4.1.2 The periodic table, 4.1.2.3 Metals and non-metals, 4.1.2.4 Group 0, 4.1.2.5 Group 1, 4.1.2.6 Group 7, 4.1.3 Properties of transition metals

Bonding, structure, and the properties of matter

4.2.1.1 Chemical bonds, 4.2.1.2 Ionic bonding, 4.2.1.3 Ionic compounds, 4.2.1.4 Covalent bonding, 4.2.1.5 Metallic bonding, 4.2.2.1 The three states of matter, 4.2.2.2 State symbols, 4.2.2.3 Properties of ionic compounds, 4.2.2.4 Properties of small molecules, 4.2.2.5 Polymers, 4.2.2.6 Giant covalent structures, 4.2.2.7 Properties of metals and alloys, 4.2.2.8 Metals as conductors, 4.2.3.1 Diamond, 4.2.3.2 Graphite, 4.2.3.3 Graphene and fullerenes, 4.2.4 Bulk and surface properties of matter including nanoparticles

Quantitative chemistry

4.3.1.1 Conservation of mass and balanced chemical equations, 4.3.1.2 Relative formula mass, 4.3.1.3 Mass changes when a reactant or product is a gas, 4.3.1.4 Chemical measurements, 4.3.2 Use of amount of substance in relation to masses of pure substances, 4.3.3 Yield and atom economy of chemical reactions, 4.3.4 Using concentrations of solutions in mol/dm³ (HT only), 4.3.5 Use of amount of substance in relation to volumes of gases (HT only)

Chemical changes

4.4.1 Reactivity of metals, 4.4.2.1 Reactions of acids with metals, 4.4.2.2 Neutralisation of acids and salt production, 4.4.2.3 Soluble salts, 4.4.2.4 The pH scale and neutralisation, 4.4.2.5 Titrations, 4.4.2.6 Strong and weak acids (HT only), 4.4.3 Electrolysis

Energy changes

4.5.1 Exothermic and endothermic reactions, 4.5.1.2 Reaction profiles, 4.5.2.1 Cells and batteries

Required practical 1: preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate using a Bunsen burner to heat dilute acid and a water bath or electric heater to evaporate the solution.

Required practical 2: (chemistry only) determination of the reacting volumes of solutions of a strong acid and a strong alkali by titration. (HT only) determination of the concentration of one of the solutions in mol/dm³ and g/dm³ from the reacting volumes and the known concentration of the other solution.

Required practical 3: investigate what happens when aqueous solutions are electrolysed using inert electrodes. This should be an investigation involving developing a hypothesis.

Required practical 4: investigate the variables that affect temperature changes in reacting solutions such as, eg acid plus metals, acid plus carbonates, neutralisations, displacement of metals.

What is the best method(s) to revise for this class assessment?

- Use the Paper 1 knowledge organiser to self-quiz key content points, specifically key scientific language,
- Complete past Paper 1 Chemistry papers and self- assess on AQA.
- Complete topic questions and mark using the marking scheme on the physics and maths tutor website. This site also has flashcards online and mind maps to use as resources for recalling key content.
- Revisiting required practical's
- Use revision timetable to chunk topics across revision period

What home learning tasks will support my assessment?

- Use of Satchel One quizzes
- Use of GCSEPOD check and challenge question banks and GCSEPOD short clips to revisit content
- Mock revision package weekly Past exam questions practice and marking using mark schemes
- Use of flash cards for key scientific terminology / processes

Websites for additional support with home learning for my assessments

GCSEPOD link:

<https://www.gcsepod.com/>

Specification link:

<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/specification-at-a-glance>

Past papers link:

<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/assessment-resources?f.Resource+type%7C6=Question+papers>

Physics and maths tutor link:

<https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/>

Required practical videos

https://www.youtube.com/watch?v=qIOMlwBoe_4&list=PLAd0MSIZBSsEygAZyDRkK0PgQZ6uiC98F

Google classroom resources link (For students only)

<https://classroom.google.com/c/NTU4NDczMTE1NDFa?cjc=3rspotf>

Subject:	Triple Physics	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	Written. Will include: Multiple choice, structured, closed short answer and open response.	Assessment Duration:	1 hour 45 minutes

What key topics do I need to know and recall for my assessment?

Energy

4.1.1.1 Energy stores and systems, 4.1.1.2 Changes in energy, 4.1.1.3 Energy changes in systems, 4.1.1.4 Power, 4.1.2 Conservation and dissipation of energy, 4.1.2.2 Efficiency, 4.1.3 National and global energy resources

Electricity

4.2.1.1 Standard circuit diagram symbols 4.2.1.2 Electrical charge and current, 4.2.1.3 Current, resistance and potential difference, 4.2.1.4 Resistors, 4.2.2 Series and parallel circuits, 4.2.3 Domestic uses and safety, 4.2.4.1 Power, 4.2.4.2 Energy transfers in everyday appliances, 4.2.4.3 The National Grid, 4.2.5 Static electricity

Particle model of matter

4.3.1.1 Density of materials, 4.3.1.2 Changes of state, 4.3.2 Internal energy and energy transfers, 4.3.2.2 Temperature changes in a system and specific heat capacity 4.3.2.3 Changes of state and specific latent heat, 4.3.3 Particle model and pressure, 4.3.3.3 Increasing the pressure of a gas (HT only)

Atomic structure

4.4.1.1 The structure of an atom, 4.4.1.2 Mass number, atomic number and isotopes, 4.4.1.3 The development of the model of the atom, 4.4.2.1 Radioactive decay and nuclear radiation, 4.4.2.2 Nuclear equations, 4.4.2.3 Half-lives and the random nature of radioactive decay, 4.4.2.4 Radioactive contamination, 4.4.3 Hazards and uses of radioactive emissions and of background radiation, 4.4.4 Nuclear fission and fusion

Required practical activity 1: investigation to determine the specific heat capacity of one or more materials. The investigation will involve linking the decrease of one energy store (or work done) to the increase in temperature and subsequent increase in thermal energy stored.

Required practical activity 2 (physics only): investigate the effectiveness of different materials as thermal insulators and the factors that may affect the thermal insulation properties of a material.

Required practical activity 3: Use circuit diagrams to set up and check appropriate circuits to investigate the factors affecting the resistance of electrical circuits. This should include: • the length of a wire at constant temperature • combinations of resistors in series and parallel.

Required practical activity 4: use circuit diagrams to construct appropriate circuits to investigate the I–V characteristics of a variety of circuit elements, including a filament lamp, a diode and a resistor at constant temperature.

Required practical activity 5: use appropriate apparatus to make and record the measurements needed to determine the densities of regular and irregular solid objects and liquids. Volume should be determined from the dimensions of regularly shaped objects, and by a displacement technique for irregularly shaped objects. Dimensions to be measured using appropriate apparatus such as a ruler, micrometer or Vernier callipers.

What is the best method(s) to revise for this class assessment?

- Use the Paper 1 knowledge organiser to self-quiz key content points, specifically key scientific language,
- Complete past Paper 1 Physics papers and self- assess on AQA.
- Complete topic questions and mark using the marking scheme on the physics and maths tutor website. This site also has flashcards online and mind maps to use as resources for recalling key content.
- Revisiting required practical's
- Use revision timetable to chunk topics across revision period

What home learning tasks will support my assessment?

- Use of Satchel One quizzes
- Use of GCSEPOD check and challenge question banks
- Use of GCSEPOD short clips to revisit content
- Mock revision package weekly Past exam questions practice and marking using mark schemes
- Use of flash cards for key scientific terminology / processes

Websites for additional support with home learning for my assessments

GCSEPOD link:

<https://www.gcsepod.com/>

Specification link:

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463/specification-at-a-glance>

Past papers link:

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463/assessment-resources?f.Resource+type%7C6=Question+papers>

Physics and maths tutor link:

<https://www.physicsandmathstutor.com/physics-revision/gcse-aqa/>

Required practical videos

<https://www.youtube.com/watch?v=MUY1o4ogCvw&list=PLAd0MSIZBSsGNWKdHJdQYIndKI3HZUrSB>

Subject:	Double Biology	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	Written. Will include: Multiple choice, structured, closed short answer and open response.	Assessment Duration:	1 hour 15 minutes
What key topics do I need to know and recall for my assessment?			
<p>Cell biology 4.1.1.1 Eukaryotes and prokaryotes, 4.1.1.2 Animal and plant cells, 4.1.1.3 Cell specialisation, 4.1.1.4 Cell differentiation, 4.1.1.5 Microscopy, 4.1.2.1 Chromosomes, 4.1.2.2 Mitosis and the cell cycle, 4.1.2.3 Stem cells, 4.1.3.1 Diffusion, 4.1.3.2 Osmosis, 4.1.3.3 Active transport</p> <p>Organisation 4.2.2.1 The human digestive system, 4.2.2.2 The heart and blood vessels, 4.2.2.3 Blood, 4.2.2.4 coronary heart disease: a non-communicable disease, 4.2.2.5 Health issues, 4.2.2.6 The effect of lifestyle on some non-communicable diseases, 4.2.2.7 Cancer, 4.2.3.1 Plant tissues, 4.2.3.2 Plant organ system</p> <p>Infection and response 4.3.1.1 Communicable (infectious) diseases, 4.3.1.2 Viral diseases, 4.3.1.3 Bacterial diseases, 4.3.1.4 Fungal diseases, 4.3.1.5 Protist diseases, 4.3.1.6 Human defence systems, 4.3.1.7 Vaccination, 4.3.1.8 Antibiotics and painkillers, 4.3.1.9 Discovery and development of drugs</p> <p>Bioenergetics 4.4.1.1 Photosynthetic reaction, 4.4.1.2 Rate of photosynthesis, 4.4.1.3 Uses of glucose from photosynthesis, 4.4.2 Respiration</p> <p>Required practical activity 1: use a light microscope to observe, draw and label a selection of plant and animal cells. A magnification scale must be included.</p> <p>Required practical activity 2: investigate the effect of antiseptics or antibiotics on bacterial growth using agar plates and measuring zones of inhibition.</p> <p>Required practical activity 3: investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue.</p> <p>Required practical activity 4: use qualitative reagents to test for a range of carbohydrates, lipids and proteins. To include: Benedict's test for sugars; iodine test for starch; and Biuret reagent for protein</p> <p>Required practical activity 5: investigate the effect of pH on the rate of reaction of amylase enzyme. Students should use a continuous sampling technique to determine the time taken to completely digest a starch solution at a range of pH values. Iodine reagent is to be used to test for starch every 30 seconds. Temperature must be controlled by use of a water bath or electric heater</p>			
What is the best method(s) to revise for this class assessment?			
<ul style="list-style-type: none"> • Use the Paper 1 knowledge organiser to self-quiz key content points, specifically key scientific language, • Complete past Paper 1 Biology papers and self- assess on AQA. • Complete topic questions and mark using the marking scheme on the physics and maths tutor website. This site also has flashcards online and mind maps to use as resources for recalling key content. • Revisiting required practical's • Use revision timetable to chunk topics across revision period 			
What home learning tasks will support my assessment?			
<ul style="list-style-type: none"> • Use of Satchel One quizzes • Use of GCSEPOD check and challenge question banks • Use of GCSEPOD short clips to revisit content • Mock revision package weekly Past exam questions practice and marking using mark schemes • Use of flash cards for key scientific terminology / processes 			
Websites for additional support with home learning for my assessments			
GCSEPOD link: https://www.gcsepod.com/			

Specification link:

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

Past papers link:

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources?f.Resource+type%7C6=Question+papers>

Physics and maths tutor link:

<https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/>

Required practical videos

<https://www.youtube.com/watch?v=5X6mow1AExI&list=PLAd0MSIZBSsHv1pioWRdg-pZCWTo84cdP>

Subject:	Double Chemistry	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	Written. Will include: Multiple choice, structured, closed short answer and open response.	Assessment Duration:	1 hour 15 minutes

What key topics do I need to know and recall for my assessment?

Atomic structure and the periodic table

5.1.1.1 Atoms, elements and compounds, 5.1.1.2 Mixtures, 5.1.1.3 The development of the model of the atom, 5.1.1.4 Relative electrical charges of subatomic particles, 5.1.1.5 Size and mass of atoms, 5.1.1.6 Relative atomic mass, 5.1.1.7 Electronic structure, 5.1.2 The periodic table, 5.1.2.3 Metals and non-metals, 5.1.2.4 Group 0, 5.1.2.5 Group 1, 5.1.2.6 Group 7

Bonding, structure, and the properties of matter

5.2.1.1 Chemical bonds, 5.2.1.2 Ionic bonding, 5.2.1.3 Ionic compounds, 5.2.1.4 Covalent bonding, 5.2.1.5 Metallic bonding, 5.2.2.1 The three states of matter, 5.2.2.2 State symbols, 5.2.2.3 Properties of ionic compounds, 5.2.2.4 Properties of small molecules, 5.2.2.5 Polymers, 5.2.2.6 Giant covalent structures, 5.2.2.7 Properties of metals and alloys, 5.2.2.8 Metals as conductors, 5.2.3.1 Diamond, 5.2.3.2 Graphite, 5.2.3.3 Graphene and fullerenes,

Quantitative chemistry

5.3.1.1 Conservation of mass and balanced chemical equations, 5.3.1.2 Relative formula mass, 5.3.1.3 Mass changes when a reactant or product is a gas, 5.3.1.4 Chemical measurements, 5.3.2.1 Moles (HT only), 5.3.2.2 Amounts of substances in equations (HT only), 5.3.2.3 Using moles to balance equations (HT only), 5.3.2.4 Limiting reactants (HT only), 5.3.2.5 Concentration of solutions

Chemical changes

5.4.1 Reactivity of metals, 5.4.2.1 Reactions of acids with metals, 5.4.2.2 Neutralisation of acids and salt production, 5.4.2.3 Soluble salts, 5.4.2.4 The pH scale and neutralisation, 5.4.2.5 Strong and weak acids (HT only), 5.4.3 Electrolysis

Energy changes

5.5.1 Exothermic and endothermic reactions, 5.5.1.2 Reaction profiles, 5.5.1.3 The energy change of reactions (HT only)

Required practical 8: preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate using a Bunsen burner to heat dilute acid and a water bath or electric heater to evaporate the solution.

Required practical 9: investigate what happens when aqueous solutions are electrolysed using inert electrodes. This should be an investigation involving developing a hypothesis.

Required practical 10: investigate the variables that affect temperature changes in reacting solutions such as, e.g. acid plus metals, acid plus carbonates, neutralisations, displacement of metals.

What is the best method(s) to revise for this class assessment?

- Use the Paper 1 knowledge organiser to self-quiz key content points, specifically key scientific language,
- Complete past Paper 1 Chemistry papers and self- assess on AQA.
- Complete topic questions and mark using the marking scheme on the physics and maths tutor website. This site also has flashcards online and mind maps to use as resources for recalling key content.
- Revisiting required practical's
- Use revision timetable to chunk topics across revision period

What Home learning tasks will support my assessment?

- Use of Satchel One quizzes
- Use of GCSEPOD check and challenge question banks and GCSEPOD short clips to revisit content
- Mock revision package weekly Past exam questions practice and marking using mark schemes
- Use of flash cards for key scientific terminology / processes

Websites for additional support with home learning for my assessments

GCSEPOD link:

<https://www.gcsepod.com/>

Specification link:

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

Past papers link:

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources?f.Resource+type%7C6=Question+papers>

Physics and maths tutor link:

<https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/>

Required practical videos

https://www.youtube.com/watch?v=qIOMlwBoe_4&list=PLAd0MSIZBSsEygAZyDRkKOPgQZ6uiC98F

Google classroom resources link (For students only)

<https://classroom.google.com/c/NTU4NDczMTE1NDFa?cjc=3rspotf>

Subject:	Double Physics	Assessment Date:	Year 11 Mocks (Advent Term)
Assessment Type:	Written. Will include Multiple choice, structured, closed short answer and open response.	Assessment Duration:	1 hour 15 minutes

What key topics do I need to know and recall for my assessment?**Energy**

6.1.1.1 Energy stores and systems, 6.1.1.2 Changes in energy, 6.1.1.3 Energy changes in systems, 6.1.1.4 Power, 6.1.2 Conservation and dissipation of energy, 6.1.2.2 Efficiency, 6.1.3 National and global energy resources

Electricity

6.2.1.1 Standard circuit diagram symbols 6.2.1.2 Electrical charge and current, 6.2.1.3 Current, resistance and potential difference, 6.2.1.4 Resistors, 6.2.2 Series and parallel circuits, 6.2.3 Domestic uses and safety, 6.2.4.1 Power, 6.2.4.2 Energy transfers in everyday appliances, 6.2.4.3 The National Grid

Particle model of matter

6.3.1.1 Density of materials, 6.3.1.2 Changes of state, 6.3.2 Internal energy and energy transfers, 6.3.2.2 Temperature changes in a system and specific heat capacity 6.3.2.3 Changes of state and specific latent heat, 6.3.3 Particle model and pressure

Atomic structure

6.4.1.1 The structure of an atom, 6.4.1.2 Mass number, atomic number and isotopes, 6.4.1.3 The development of the model of the atom, 6.4.2.1 Radioactive decay and nuclear radiation, 6.4.2.2 Nuclear equations, 6.4.2.3 Half-lives and the random nature of radioactive decay, 6.4.2.4 Radioactive contamination

Required practical activity 14: investigation to determine the specific heat capacity of one or more materials. The investigation will involve linking the decrease of one energy store (or work done) to the increase in temperature and subsequent increase in thermal energy stored.

Required practical activity 15: Use circuit diagrams to set up and check appropriate circuits to investigate the factors affecting the resistance of electrical circuits. This should include: • the length of a wire at constant temperature • combinations of resistors in series and parallel.

Required practical activity 16: use circuit diagrams to construct appropriate circuits to investigate the I–V characteristics of a variety of circuit elements, including a filament lamp, a diode and a resistor at constant temperature.

Required practical activity 17: use appropriate apparatus to make and record the measurements needed to determine the densities of regular and irregular solid objects and liquids. Volume should be determined from the dimensions of regularly shaped objects, and by a displacement technique for irregularly shaped objects. Dimensions to be measured using appropriate apparatus such as a ruler, micrometer or Vernier callipers.

What is the best method(s) to revise for this class assessment?

- Use the Paper 1 knowledge organiser to self-quiz key content points, specifically key scientific language,
- Complete past Paper 1 Physics papers and self- assess on AQA.
- Complete topic questions and mark using the marking scheme on the physics and maths tutor website. This site also has flashcards online and mind maps to use as resources for recalling key content.
- Revisiting required practical's and memorising EQUATIONS (can be seen at the bottom of the specification document)
- Use revision timetable to chunk topics across revision period

What home learning tasks will support my assessment?

- Use of Satchel One quizzes
- Use of GCSEPOD check and challenge question banks
- Use of GCSEPOD short clips to revisit content
- Mock revision package weekly Past exam questions practice and marking using mark schemes
- Use of flash cards for key scientific terminology / processes

Websites for additional support with home learning for my assessments

GCSEPOD link:

<https://www.gcsepod.com/>

Specification link:

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463/specification-at-a-glance>

Past papers link:

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463/assessment-resources?f.Resource+type%7C6=Question+papers>

Physics and maths tutor link:

<https://www.physicsandmathstutor.com/physics-revision/gcse-aqa/>

Required practical videos

<https://www.youtube.com/watch?v=MUY1o4ogCvw&list=PLAd0MSIZBSsGNWKdHJdQYIndKI3HZUrSB>