

Year 11 November Mocks.

Examinations, Information, Support,
Guidance & Revision Lists.



Y11 GCSE Exams: May / June 2026

Ormiston
Horizon Academy

Section B: Writing	Writing an Argument	Structure and Skills	Accurate and Ambitious Punctuation																
You should spend 45 minutes on this section. You will be given an opinionated statement and then asked to produce a certain type of text arguing your point of view. You should spend 5 minutes planning and 40 minutes writing Your plan should include the structure of your writing and any key reminders. Check your work after each paragraph. 2-3 pages of quality writing.	Form Letter – Dear ..., Yours sincerely (if you know the name of the recipient) Yours Faithfully (if you don't know their name) Speech – Hello, welcome, Thank you for listening... Article/blog – Headline, byline, possibly subheadings <table><tr><th>Vocabulary</th><th>Synonyms</th></tr><tr><td>Bad</td><td>Abysmal, abhorrent, dire</td></tr><tr><td>Good</td><td>Beneficial, excellent, agreeable, splendid</td></tr><tr><td>Pointless</td><td>Futile, inane, useless</td></tr><tr><td>Boring</td><td>Tedious, monotonous, tiresome</td></tr><tr><td>Ridiculous</td><td>Ludicrous, preposterous, farcical</td></tr><tr><td>Important</td><td>Significant, essential, imperative</td></tr><tr><td>Angry</td><td>Outraged, indignant, incensed</td></tr></table>	Vocabulary	Synonyms	Bad	Abysmal, abhorrent, dire	Good	Beneficial, excellent, agreeable, splendid	Pointless	Futile, inane, useless	Boring	Tedious, monotonous, tiresome	Ridiculous	Ludicrous, preposterous, farcical	Important	Significant, essential, imperative	Angry	Outraged, indignant, incensed	Picture the scene (bad) - Start with 'Picture the scene.' - Choose something people can relate to or imagine - Describe at least 3 things about the scenario - Use a some; others sentence - Use antithesis (two opposites) e.g. At best...at worst - Use asides in brackets Position (your opinion linked to the statement) Therefore, _____. Clarify - Start a discourse marker e.g. Firstly, importantly - Then use a topic sentence - Include a the more, the more sentence - Include an authority figure e.g. Scientists/studies... - Include a fact or statistic - Include a simile - End on a rhetorical question Picture the scene (good) - Start with 'Now, picture the scene.' - Choose something people can relate to or imagine that contrasts with your first 'picture the scene' - Describe at least 3 things about the scenario - Use direct address 'you' - Use anaphora (starting 2 or more sentences in the same way) e.g. No more...no more...no more... - Use emotive language The solution is simple (what the reader should do/what should happen) The solution is simple: _____	Use commas accurately: Use in lists, after introductory phrases and to separate a main clause from a subordinate clause when the subordinate clause is at the beginning or in the middle of the sentence. <i>As it has been proven multiple times, homework increases exam success.</i> Use colons and semi-colons accurately: ; To connect two main clauses which are related – The average secondary school student is set 2 hours of homework a week; this usually increases each year. : To connect two main clauses where the second explains the first – Teachers often set homework; it helps students to consolidate knowledge. Sentence Variety With Verbs: <u>Perplexed</u>, I question why some students choose not to complete homework. With adverbs: <u>Worryingly</u>, around 50% of students think homework is pointless. With adjectives: <u>Conscientious</u> and <u>hardworking</u>, many students complete work independently. So, so: Homework can be so time consuming, so onerous, there is little time for anything else. The more, the more: The more homework that is set, the more it will be rushed. Some; others: Some students complete every piece of homework; others do not complete any.
Vocabulary	Synonyms																		
Bad	Abysmal, abhorrent, dire																		
Good	Beneficial, excellent, agreeable, splendid																		
Pointless	Futile, inane, useless																		
Boring	Tedious, monotonous, tiresome																		
Ridiculous	Ludicrous, preposterous, farcical																		
Important	Significant, essential, imperative																		
Angry	Outraged, indignant, incensed																		

Day/ Date	Subject	Duration
Monday 10.11.2025 AM	Y11 MOCK - English Language	1 hour 45 minutes
Monday 10.11.2025 PM	Y11 MOCK - Option C Spanish Writing Statistics Sociology	1 hour / 1 hour 15 minutes 1 hour 30 minutes 1 hour 45 minutes
Tuesday 11.11.2025 AM	Y11 MOCK - Maths Paper 1	1 hour 30 minutes
Tuesday 11.11.2025 PM	Y11 MOCK - Option A PE Sport Construction Psychology Drama DT	1 hour 1 hour 15 minutes 1 hour 30 minutes 1 hour 45 minutes 1 hour 45 minutes 1 hour 30 minutes
Thursday 13.11.2025 AM	Y11 MOCK - Biology	1 hour 15 minutes 1 hour 45 minutes
Thursday 13.11.2025 PM	Y11 MOCK - Option B Business Hospitality & Catering	1 hour 45 minutes 1 hour 20 minutes
Friday 14.11.2025 AM	Y11 MOCK - Geography Paper 1 Y11 MOCK - History (Medicine)	1 hour 30 minutes 1 hour 20 minutes
Friday 14.11.2025 PM	Y11 MOCK - Maths Paper 2	1 hour 30 minutes

Q4 – Say whether you agree or disagree with the statement

Use PETAL – I agree / disagree, provide evidence “.....”, state the technique, say 3 things about the quotation and link it back to the statement

20 mins to write 3-4 PETAL paragraphs

Write 2 agree paragraphs and 1 disagree paragraph

Revision Tips + Tricks

(More information available from: <https://www.mindtools.com/>)

What will I learn?

1. How to prepare for revision
2. How to pick a revision approach
3. Revision methods
4. Where you can find revision resources online



Being honest with yourself before you get started

Revision may be one of the first times that you have had to sit down and study without a teacher checking on you.

For some students this can be off-putting because they're not quite sure where to start, but other students love the idea of managing their own time. It's important to honestly think about how you feel about doing work on your own, and remember there's nothing wrong with feeling unsure about what to do. If you decide that you would like some guidance on how to get started just ask your teacher or tutor – they would be happy to help! 😊

The first time you are put in charge of your own study time you'll probably find that you won't *actually* do any work. Reasons for this include:

- Not having the correct study materials
- Being unsure of how to organise study time
- Getting distracted
- Not being engaged with the work

Preparation

If you are not sure whether you are prepared to revise or not you could make a revision checklist and find out. Your revision checklist might look something like the one below, and should include space for you to say how you are going to resolve any checks that you have answered 'No' to:

- Do you have everything that you need? **Yes/No**
 - If not, how and when are you going to get your study materials?
- Do you know what you need to study and how you are going to do it? **Yes/No**
 - If not, how are you going to find this information out?
- Have you eliminated distractions from your study area? **Yes/No**
 - If not, how are you going to do this?
- Are you feeling well enough to study today? **Yes/No**
 - If not, when are you going to rearrange your study time for?

Blue Azure, Cobalt, Cerulean, Sapphire, Turquoise

Green Verdant, Emerald, Olive, Lime, Chartreuse

Pink Fuchsia, Blush, Roseate, Magenta, Coral

Red Crimson, Scarlet, Ruby, Burgundy, Vermilion

Orange Tangerine, Amber, Apricot, Marmalade, Cantaloupe

- Use a variety of punctuation : ; ! ... " ' ? - , . ' ()
- Vary your paragraph lengths (single line paragraphs are good!)
- Proofread your work for literacy errors – you get 16 marks for spelling, punctuation and grammar

Q1 – Read the first paragraph. Complete the multiple choice questions.

Q2 – Language – Use TEA

Technique, Evidence Analysis

Imagery / Emotive language / Simile / metaphor / personification / zoomorphism / asyndetic list / adjective / verb / noun

Explode 2-3 JUICY quotations in 10 mins

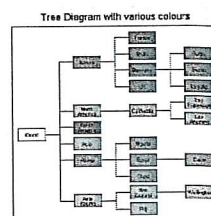
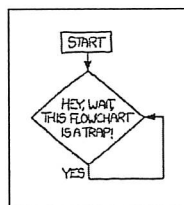
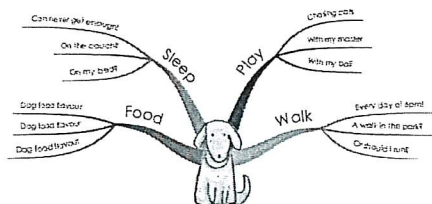
The writer uses _____

For example “.....”

This makes the reader think... feel... imagine...

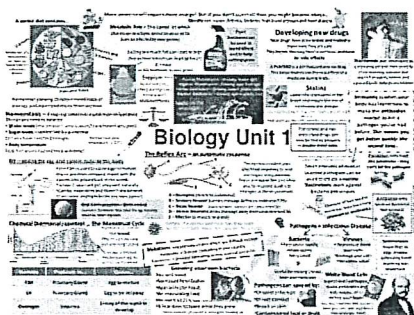
The word ‘.....’ has connotations with....

The harsh / soft sound of the letter / word creates...

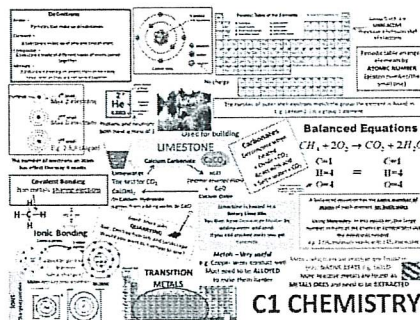


- **Create mind-maps, flow-charts or tree diagrams**

- Mind-maps, flow-charts and tree diagrams are useful tools for visual learners
- You can create different mind-maps, flow-charts and tree diagrams for different subjects or topics, e.g. you could create a mind-map specifically to help revise anatomy for Biology
- It is a good idea to use colour to make different sections stand out or as part of a colour-coded system
- These revision tools can be drawn by hand or created online and printed off ready to be filed with your study materials
- You could also put them up in your study area for easy reference



and



- **Create revision posters**

- Posters are a versatile revision tool are useful for visual learners
- You can easily fit

images and information on posters so they are useful tools for displaying information that is linked to pictures (e.g. anatomy diagrams) or stories (e.g. mnemonic stories, creative writing inspiration)

- Posters can be created by hand using coloured pens/pencils, coloured paper, and magazine cut-outs
- Posters can also be created on a computer using Word, Publisher, Paint or any other software tool of choice

- **Create a podcast/voice recording**

- Podcasts and voice recordings can be a useful way of learning if you are an auditory (or kinaesthetic) learner
- If you prefer listening over reading then you could find revision podcasts online or create your own tools using the following methods:
 - Use a voice recorder app to record yourself while you read out loud your written notes for a subject
 - You can then listen to your recording while doing other activities (like walking to or from school) and you don't have to worry about making time to sit down and read your notes
 - Create a song involving some subject information or key words
 - Your song doesn't have to be made completely from scratch or a full ballad, even changing the words to a basic nursery rhyme can work – you just have to get creative!
 - Create a podcast

Mathematics Year 11 Mock – Nov 2025 F Revision List

These are the topics you should revise for your mathematics November mock.

If you use the Corbett Maths codes, you will find the teaching videos and exam-style practice questions.

The best way to revise maths is little and often. Practise a little bit every day and you will be more successful than if you do a large chunk in one go.

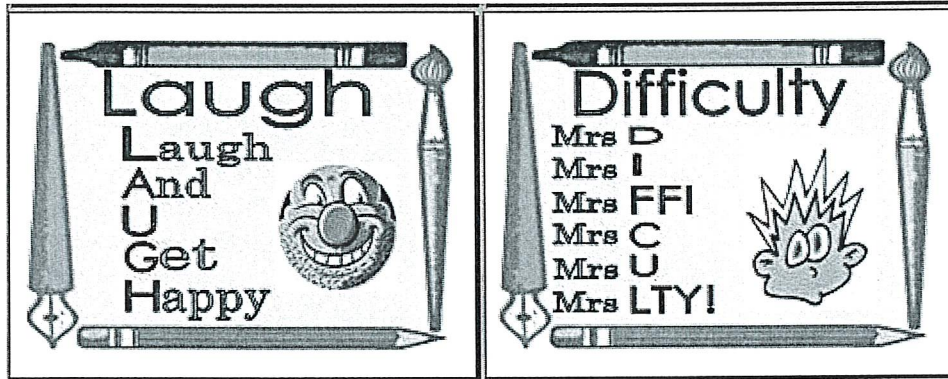
Foundation (Calculator cont)

Topic	Corbett Maths Code(s) (https://corbettmaths.com/contents/)	How confident am I?
Number and Proportion (cont)		
Types of number	212, 216, 218, 219, 220, 225, 226	😊 😐 😞
Work out percentage change	223	😊 😐 😞
Writing and simplifying a ratio	269	😊 😐 😞
Algebra		
Changing the subject of a formula	7	😊 😐 😞
Completing and using a distance/time graph	171	😊 😐 😞
Coordinates and midpoints of line segments	84, 85, 87	😊 😐 😞
Expanding single and double brackets	13, 14	😊 😐 😞
Factorising into a single bracket	117	😊 😐 😞
Identifying nonlinear sequences	287a	😊 😐 😞
Inequalities on a number line	176, 177	😊 😐 😞
Simplifying expressions	9	😊 😐 😞
Sketching a graph	265	😊 😐 😞
Solve a pair of simultaneous equations	295	😊 😐 😞
Solving linear equations	110, 113	😊 😐 😞
Speed, distance, time calculations	299	😊 😐 😞
Writing and using nth term of a linear sequence	288	😊 😐 😞
Geometry and Measures		
Area of a circle	40	😊 😐 😞
Area of a triangle	49	😊 😐 😞
Bearings	26	😊 😐 😞
Finding missing angles in quadrilaterals	33	😊 😐 😞
Finding missing angles on a straight line	35	😊 😐 😞
Loci	75, 76, 77	😊 😐 😞
Trigonometry calculations	329, 330, 331	😊 😐 😞
Volume and surface area of a cube	310, 355	😊 😐 😞
Statistics and Probability		
Completing and using a frequency tree	376	😊 😐 😞
Completing and using a pie chart	163, 164	😊 😐 😞
Completing and using a two-way table	319	😊 😐 😞
Draw a frequency polygon	155	😊 😐 😞
Find averages from a table	55	😊 😐 😞
Finding averages and range from a list of numbers	50, 53, 56, 57	😊 😐 😞
Listing outcomes	253	😊 😐 😞
Using a probability scale	251	😊 😐 😞
Working out probabilities	45	😊 😐 😞

Topics highlighted are on both the Higher and the Foundation paper

- **Teach the subject to someone else!**

- Teaching your revision subject to someone else is a great way to test how well you have understood the information you have been revising
- You could teach your subject to a family member, friend, or even have a practice with one of your teachers or learning advisors
- You could teach them one section of what you are revising or create a whole lesson plan to cover everything you have revised for a subject – get creative!
- Try setting your 'student' some questions to ask you at the end of the 'lesson' to give yourself an extra challenge



- Create

mnemonics

- Mnemonics can be suitable for all types of learners, but may be especially useful for auditory learners who find reciting information helps to memorise it
- There are many different types of mnemonics, such as:
 - Create a narrative
 - Mnemonic stories need to activate your senses and not be vague
 - Mnemonic stories can be fictional or based on real life, and can contain large amounts of information compared to other mnemonic methods
 - An example short story could be as follows:
 - **Tasks to remember:** collecting dog from the vets, posting a parcel, and paying a lawyer
 - **Mnemonic story:** You're leaving the vets with your dog leaning out of the car window. As you have to stop at a junction he suddenly jumps into a large, open parcel box next to a Royal Mail van. As the parcel is packaged up you see that it is going to the lawyer that you realise you need to pay today.
 - Create a linking mnemonic
 - Linking mnemonics can be based on a familiar route
 - **Example route:**
 - A linking route mnemonic needs to be based on a memorable route (e.g. your route to school)
 - As you visualise the route, you need to add the information that you want to remember at memorable points on the route (e.g. a crooked lamppost)
 - You can then visualise animals, people or objects along the route that will help to trigger your memory
 - e.g. if you are trying to remember Hydrogen you may want to picture a hippo (to remember the letter H) learning against the crooked lamppost

Year 11 November Mocks– Spanish

How to revise Spanish:

1. RAG rate the revision list opposite; red for areas of weakness, amber/yellow for areas you feel 'comfortable' in and green for areas you feel confident in.
2. Look, cover, write, check.
3. Revise language little and often and split up revision into small, manageable chunks.
4. Say it: say the words out loud in Spanish to help you remember them. Keep repeating.
5. Use your vocabulary lists to make flash cards. It may help to use different coloured pens when revising.
6. Use post it notes and stick the difficult words up at home where you can see them.

Revision list:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

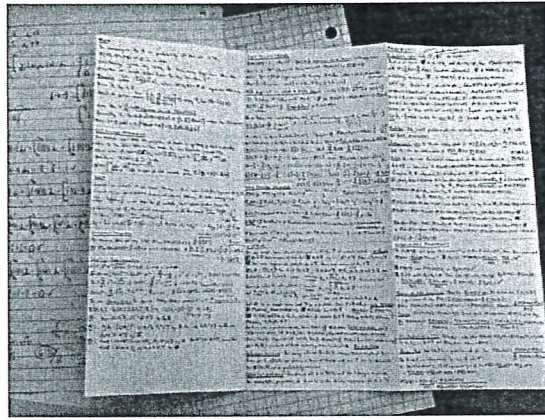
Additional Information:

Flashcard creator:

<https://quizlet.com/en-gb>

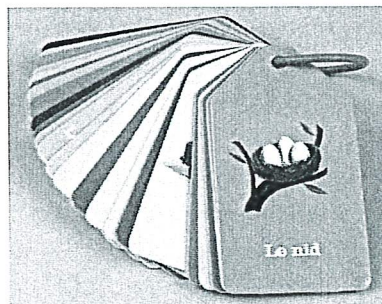
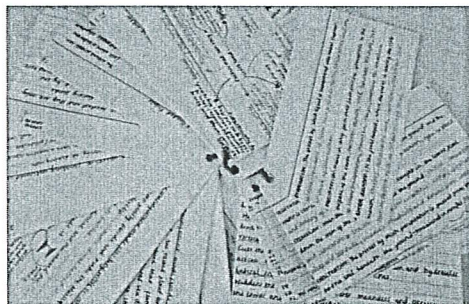
KS4 BBC Bitesize Spanish:

GCSE Spanish - Edexcel (for exams from 2026) -
BBC Bitesize



- **Create condensed notes and colour code**

- Condensed notes are effectively all of the information that you need to remember for individual subjects or topics written down in condensed handwriting on A4 or A3 sheets of paper
- Condensed notes can be a useful revision tool for learners who find it easiest to remember information through repetitive reading and writing
- You may find it useful to colour code or highlight your notes (e.g. each different topic section has a different colour, key words or equations are highlighted)
 - If you colour code your condensed notes you may also want to try associating your colour codes on exam day with nail varnish, bracelets or coloured pen on the back of your hand
 - This would work by painting your nails or wearing bracelets with corresponding colours, or drawing little stripes of matching colours on your hand to help remember your notes



- **Create/use flashcards or revision cards**

- Flashcards and revision cards are useful for all types of learners because they test your ability to read and memorise information
- Flashcards typically include a 'trigger' word, question or phrase on one side of the card and then bite-sized chunks of information on the other
 - The idea is that you read the trigger word, question or phrase and then try to remember what it is or how to describe or use it
 - If you cannot remember (or want to check your answer) then you can flip over the card and read your chunk of information on the other side
 - **Example:** What are the different types of tectonic plate boundaries?
 - On the back of the card you would have the answer to the question, and possibly some additional information about tectonic plate boundaries, e.g. constructive plate boundaries occur when plates move apart

Year 11 Mock Exam 1 - DT

How to revise DT:

Use revision resources provided by Miss Elson

Make mind maps of key topics

Make flash cards with keywords and definitions

Carry out past papers to practice exam question techniques

Additional Information:

Remember to revise Exam command words e.g. Describe, explain, state, justify.

Use a highlighter to breakdown exam questions.

Revision list:

- Know a range of technical drawing techniques including isometric, oblique and 2-point perspective
- Able to work out the surface area and volume of shapes
- Softwoods and hardwoods
- Product Life Cycle Analysis
- Can draw and explain the use of a range of workshop tools
- Advantages and disadvantages of using CAD and or CAM
- Use of templates and jigs

- Social implications of products and trends in timbers

Revision websites

A lot of information is available online from revision websites. Revision websites contain various resources (e.g. presentations, games) and can allow you to use or create your own revision tools.

The following revision websites are free to use but will mostly require you to create a free user account before you can access resources and past papers:

- GetRevising <https://getrevising.co.uk/>
- BBC Bitesize <http://www.bbc.co.uk/education>
- S-cool <http://www.s-cool.co.uk/>
- Revision World <https://revisionworld.com/gcse-revision>
- Quizlet <https://quizlet.com/diagram-showcase>
- Everlearner for Science and PE [The EverLearner :: Home](#)

An alternative to using material from revision websites is to visit websites that teachers contribute to. The following websites allow you to create free user accounts and access teaching materials and past papers:

- Teachit English www.teachit.co.uk/english
- Teachit Maths www.teachit.co.uk/maths
- Teachit Science www.teachit.co.uk/science
- Teachit Languages www.teachit.co.uk/languages
- Teachit History www.teachit.co.uk/history
- Teachit Geography www.teachit.co.uk/geography

Don't forget the Oak National Academy website allows you to re-visit lessons from your subjects through online videos and worksheets.

- Oak National Academy <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4>

You can also download past papers and mark schemes by going directly to your exam board website. The two websites below take you directly to the past paper search page for AQA and OCR exams:

- AQA past papers and mark schemes
[AQA | Find past papers and mark schemes](#)
- OCR past papers and mark schemes
[Past papers materials finder - OCR](#)
- Edexcel past papers and mark schemes
[Past papers | Past exam papers | Pearson qualifications](#)

You can also access the **GCSE Advanced Information** documentation for each subject on the Hinckley Academy website using the following link:

Year 11 AP 1 – RS

How to revise Science:

Memorise the facts

- Make flash cards
- Produce mind maps
- Write the information in a book

Practice answering questions

- Use online tests
- Use BBC bitesize multichoice tests at the end of units

Component 1:

Relationships

- adultery
- marriage
- divorce
- cohabitation
- commitment
- sexual relationships
- contraception
- gender equality
- responsibilities
- roles of men and women

Life and Death

- afterlife
- origins of the universe
- environmental sustainability
- euthanasia
- evolution
- abortion
- funerals
- quality of life
- sanctity of life
- soul

Good and Evil

- good/evil
- moral behaviour & crime
- forgiveness
- free will
- justice
- morality
- punishment – Death penalty
- sin – Original sin / The Fall in garden of Eden
- suffering
- soul making John Hick

Year 11 – Geography November Mock

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Horizon Academy

How to revise Geography:

1. RAG rate the revision list opposite; red for areas of weakness, amber/yellow for areas you feel 'okay' in, and green for areas you feel confident in.
2. Choose one of your weak topics to focus on using the revision list.
3. Using the knowledge organiser, make some Q&A flashcards for this topic. Alternatively, you can look/cover/ write/ check.

Additional Information:

You will be expected to:

- Read and complete maps and graphs
- Use geographical terminology confidently
- Describe and explain processes and concepts

Revision List:

Paper 1/3 hybrid (55 mins):

As we haven't yet finished teaching Paper 1 (Physical Geography) or Paper 3 content (Fieldwork & Skills), your first paper will be a mix of Paper 1 and Paper 3.

Part 1 of Paper 1/3

- An overview of the distribution and characteristics of large scale natural global ecosystems.
- An example of a small-scale UK ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling.
- Changing rates of deforestation.

Year 11 AP 1 – Sociology



How to revise Science:

Memorise the facts

- Make flash cards
- Produce mind maps
- Write the information in a book

Practice answering questions

- Use online tests
- Use BBC bitesize multichoice tests at the end of units

Paper 1

Functions of families

Differing views of the functions of families.

- Parsons (pa functionalist perspective on primary socialisation and the stabilisation of adult personalities.

Students should be able to:

- identify, describe and explain the functions of families (sexual, reproductive, economic and educational)
- describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist).

Family forms

- How family forms differ in the UK and within a global context.
- The work of the Rapoport on family diversity.

Students should be able to identify, describe and explain various family forms (nuclear, extended, reconstituted, lone parent, single sex).

Conjugal role relationships

- Different views of conjugal role relationships.
- The feminist perspective of Oakley on the idea of the conventional family.

Students should be able to:

- identify, describe and explain joint and segregated conjugal roles
- describe and explain the domestic division of labour in both traditional and contemporary families
- demonstrate their understanding of issues that impact on conjugal role relationships within the contemporary family including decision making, money management, dual career families, child rearing and leisure activities
- describe, compare and contrast a variety of sociological perspectives on conjugal role relationships (functionalist, feminist and Marxist).

Changing relationships within families

Changing relationships within families.

- How relationships within families have changed over time.
- The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective

Students should be able to:

Education

Roles and functions of education

- Different views of the role and functions of education.
- The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles.

identify, describe and explain the functions of education including serving the needs of the economy, facilitating social mobility and fostering social cohesion

- identify and describe a variety of different types of school including primary and secondary, state and private
- describe alternative forms of educational provision including home schooling and deschooling
- describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist)
- describe the key ideas of Durkheim on education
- describe the key ideas of Parsons on education.

The relationship between education and capitalism

Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.

- describe the key ideas of Bowles and Gintis on education and capitalism
- describe, compare and contrast a variety of alternative sociological perspectives on the correspondence principle.

Educational achievement

Factors affecting educational achievement.

- The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.

identify, describe and explain various factors affecting educational achievement including class, gender and ethnicity

- describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist)
- describe the key ideas of Halsey on class-based inequalities
- describe the key ideas of Ball on

- providing access to services – health and education
- reducing unemployment and crime
- managing environmental issues – waste disposal, air and water pollution, traffic congestion.
- Features of sustainable urban living:
 - water and energy conservation
 - waste recycling
 - creating green space.
- How urban transport strategies are used to reduce traffic congestion.
- A **case study** of a major city (BRISTOL) in the UK to illustrate an **example** (TEMPLE QUARTER REGENERATION) of an urban regeneration project to show:
 - reasons why the area needed regeneration
 - the main features of the project.
- Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI).
- Causes of uneven development: physical, economic and historical.
- An **example** of how the growth of tourism (JAMAICA) in an LIC or NEE helps to reduce the development gap.
- the north–south divide. Strategies used in an attempt to resolve regional differences
- Food:
 - The growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce.
 - How can food supplies be made more sustainable
- Energy:
 - Economic and environmental issues associated with the exploitation of energy sources

Year 11– Psychology

How to revise Psychology:

RAG rate the revision list- Red for areas of weakness/amber for some understanding/ green for secure understanding.

Use the revision booklets provided and past paper exams.

Look, cover, write and check key terminology relating to topics.

Use knowledge organisers to check content.

Make use of the structure strips to ensure you can about the key studies and theories (all can be found in your YR11 Psychology TEAMS in the folder revision.

Use your revision folders

Additional Information:

<https://quizlet.com/gb/content/gcse-psychology-revision>

make your own flashcards & PPQ

<https://learndojo.org/gcse/aqa-psychology/>

Revision tips! All unit revision Paper 1 & 2

https://www.youtube.com/results?search_query=psychboost+gcse+social+influence

Psychboost- choose your unit, includes

Revision list:

Research Methods

Formulation of hypotheses

Types of variables.

Sampling methods- opportunity, systematic, stratified, random.

Designing research

Quantitative & qualitative methods: experimental method- Lab, field natural. Experimental designs- repeated measures, matched pairs, independent groups.

Interviews, questionnaires, case studies, observation including categories of behaviour and inter-observer reliability. Strengths and weaknesses of the above.

Correlation - Association between two variables and the use of scatter diagrams to show possible correlational relationships. The strengths and weaknesses of correlations.

Research procedures - The use of standardised procedures, instructions to participants, randomisation, allocation to conditions, counterbalancing/extraneous variables

Data handling - The difference between qualitative & quantitative data. Primary & secondary data. Computation/decimal & standard form/ratios/fractions/percentages/ mean/significant figures/Interpretation & display of data. Construct and interpret frequency tables and diagrams, bar charts, histograms and scatter diagrams for correlation/normal distribution

Memory Unit 2

Processes of memory: encoding (input) storage and retrieval (output)

Types of memory- episodic, procedural, semantic.

How memories are encoded & stored. Structure of memory- multistore model coding, capacity, duration.

Murdock's serial Position Curve research- primacy and recency effect.

Memory as an active process- Bartlett's War of the Ghosts research

Factors affecting the accuracy of memory- interference, context & false memories.

Year 11 AP 1 – Triple Science

How to revise Science:

Memorise the facts

- Make flash cards
- Produce mind maps
- Write the information in a book

Practice answering questions

- Use online tests
- Use Sparxscience
- Use BBC bitesize multichoice tests at the end of units

Biology foundation

Labelling and describing subcellular structures
Knowledge of different specialised cells
Knowledge of diffusion and osmosis
Knowledge of oxygen, carbon dioxide and water movement inside the body

Photosynthesis required practical

Rate of photosynthesis
Factors effecting photosynthesis
White blood cells role in the body
Converting millimetres to micrometres
Comparing arteries, veins and capillaries
Coronary arteries
Coronary heart disease

Antibiotics on the growth of bacteria required practical method

Gas exchange process
Calculating how many times greater
Aerobic respiration
Rate of respiration
Anaerobic respiration
Measles symptoms and transmission
Aspirin, digitalis, penicillin origin and uses
Vaccination description and explanation
Plotting graphs and labelling axis with scale
Risk factors for obesity

Type of proportionality in graphs

Amylase enzyme required practical

Osmosis required practical and method

Active transport vs osmosis

Biology higher

Measles symptoms and transmission
Aspirin, digitalis, penicillin origin and uses
Vaccination description and explanation
Plotting graphs and labelling axis with scale
Risk factors for obesity

Type of proportionality in graphs

Amylase enzyme required practical

Osmosis required practical and method

Active transport vs osmosis

Photosynthesis required practical

Calculating rate of photosynthesis
Explaining differences in rate or photosynthesis
Plant deficiencies and disease
Roles of blood plasma

Calculating the real size in micrometres given magnification and image size

Labelling a heart diagram

Describing structures of different blood vessels

Aerobic vs anaerobic respiration

Oxygen debt and lactic acid

Diffusion, osmosis, and active transport

Metabolic rate

Stem cell uses and objections

Monoclonal antibodies formation and use

Bile use

The liver and fat digestion

Prokaryotic vs eukaryotic cells

Antibiotics on the growth of bacteria required practical method

Year 11 AP 1 History Revision List



How to revise History:

1. RAG rate the revision list opposite; red for areas of weakness, amber/yellow for areas you feel 'okay' in, and green for areas you feel confident in.
2. Choose one of your weak topics to focus on using the revision list.
3. Using the knowledge organiser, make some Q&A flashcards for this topic.
Alternatively, you can look/cover/write/ check.

Additional Information:

Remember History is more than just knowing facts! You will be expected to:

- Make inferences
- Judge source utility
- Explain ideas
- Evaluate statements

Revision List:

For Medicine 1700 to Present, revise the following:

- Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.
- The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery.
- New approaches to prevention: the development and use of vaccinations and the Public Health Act (1875).
- Key individual: Jenner and the development of vaccination.
- Fighting Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street pump.
- Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.
- Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.
- The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals.
- New approaches to prevention: mass vaccinations and government lifestyle campaigns.
- Key individuals: Fleming, Florey and Chain's development of penicillin.
- The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.

For Medicine in the Trenches, revise the following:

- The historical context of medicine in the early twentieth century: blood transfusions and developments in the storage of blood.
- Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment.

For Anglo-Saxon and Normans, revise the following:

- Monarchy and government. The power of the English monarchy. Earldoms, local government and the legal system.
- The economy and social system. Towns and villages. The influence of the Church.
- The house of Godwin. Harold Godwinson's succession as Earl of Wessex. The power of the Godwins.
- Harold Godwinson's embassy to Normandy. The rising against Tostig and his exile. The death of Edward the Confessor.
- The motives and claims of William of Normandy, Harald Hardrada and Edgar.
- The Witan and the coronation and reign of Harold Godwinson.
- The Battle of Hastings; reasons for William's victory, including the leadership skills of Harold and William, Norman and English troops and tactics.

Year 11 AP 1 – Triple Science

How to revise Science:

Memorise the facts

- Make flash cards
- Produce mind maps
- Write the information in a book

Practice answering questions

- Use online tests
- Use Sparxscience
- Use BBC bitesize multichoice tests at the end of units

Physics foundation

Reading data from a graph
Power station disadvantages
Plotting a graph
Calculating specific heat capacity
Calculating time using power and energy
Nuclear decay equations and half life
Identifying instability from graphs
Mass number, atomic number and isotopes
Models of the atom
Gas pressure and temperature
Identifying states of matter
Kinetic energy and potential energy when melting
Structure of a plug
Circuit symbols
Using given equations
Calculating mass when given gravitational PE
Energy types and transfers
Calculating input energy when given efficiency
Renewable and non-renewable
Calculating volume when given density
Writing conclusions from graphs
Environmental impacts of different renewable sources
Specific heat capacity required practical
Calculating percentage difference
Calculating resistance using a graph

Physics higher

Renewable and non-renewable
Calculating volume when given density
Writing conclusions from graphs
Environmental impacts of different renewable sources
Specific heat capacity required practical
Calculating percentage difference
Calculating resistance using a graph
Carbon dioxide and combustion
Pollution of different energy sources
Isotopes
Nuclear fusion and chain reactions
Calculating temperature when given specific heat capacity
Power difference in series and parallel circuits
Contamination and irradiation
Nuclear decay equations
Calculating time taken when given half life
Using half life to explain activity
Calculating specific latent heat
Explaining internal energy during changes of state
Explaining pressure changes as temperature changes
Calculating mass given the gravitational potential energy
Calculating charge when given power, resistance and time
Explaining efficiency
Calculating velocity when given compression, spring constant and mass
Energy changes in a loop the loop
Measurements needed to calculate speed

5.2 Positive and negative effects of the use of technology in sport

5.2.1 Positive:

- ☐ Enhanced performance
- ☐ Lower risk of injury
- ☐ Quicker recovery from injury
- ☐ More accurate decisions
- ☐ Technical analysis

5.2.2 Negative:

- ☐ Unequal access to the same quality of technology
- ☐ Increased cost of technological advances
- ☐ Availability and affordability of technology
- ☐ Potential reduction in the flow of the game through introduction of officiating technology
- ☐ Officials' decisions influenced by technology, which does not always apply the best interpretation of the rules

5.2.3 Positive and negative effects of technology on the spectator experience

To include:

- Suitability of technology
- Named examples linked to sporting activities, with their positive and negative effects

Chemistry Higher

- Electrolysis of ionic compounds
- Plotting data from a table
- Calculating concentrations

- Exothermic and endothermic reactions
- Relative formula mass and calculation of the percentage by mass

- Atoms, ions and elements
- Alpha particle scattering experiment
- Trends in group 7 elements
- Ionic bonding
- Word equations

- Metal extractions – iron and aluminium
- Reduction and oxidation
- Alloys and their properties

- State symbols
- Concentration calculations
- Covalent bonding dot and cross diagrams
- The difference between weak and strong acids
- Bond energies and energy change calculations in reactions

- Data analysis and interpretation from line graphs
- Reacting masses
- Balanced equations

- Comparison of models of compounds
- Compound formulas
- Metallic bonding and their properties
- Giant covalent compounds vs polymer structures

1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK

1.4.1 Positive and negative impacts on the popularity of sport in the UK includes:

- ❑ The number of people participating
- ❑ The provision of facilities
- ❑ Environment/climate activity influences
- ❑ Live spectator opportunities
- ❑ The amount and range of media coverage
- ❑ The high-level success of both individuals and teams
- ❑ The number and range of positive role models available in a sport
- ❑ Social acceptability

To include applied examples of positive and negative factors, illustrating how those factors impact the popularity of the sport, for example:

- Number of people participating - importance of being able to cite specific examples, with statistics and trends of popular and less popular sports
 - Provision of facilities - in relation to locality or types of sports activities available for both watching and participating in sporting activities
 - Environmental or climatic conditions - Reference could be made to activities requiring specific environmental conditions, for example skiing requiring, cold, snowy, mountainous terrain or sailing requiring access to coastal areas or large bodies of water
 - Range of media coverage for example, live, catch up sport views, how coverage changes for different sports
 - High level sporting success and role models - appropriate sporting examples of performers whose success has increased the popularity for their sport
 - Social acceptability of a sport – illustrations of sports where cruelty or violence is in evidence might be used to support this idea
-

2.1.1 Values which can be promoted through sport:

- ❑ Team spirit- refers to the support given to fellow team/squad members and being able to work together to reach a collective goal
- ❑ Fair play - where performers adhere to the rules and do not cheat whilst performing
- ❑ Citizenship - relates to how people create community links and community spirit by getting involved in local sports clubs and teams
- ❑ Tolerance AND Respect - one sporting value not two separate values, and relates to how sport can generate a greater understanding of other cultures
- ❑ Inclusion - refers to the fact that in order that all social groups can participate in sport, there should be equal opportunities for all social groups in society to play sport
- ❑ National pride - support for your national team/ squad in a sport creates national pride by uniting the whole population in their support of for the team/sport
- ❑ Excellence - can be evident in sport at all levels when performers strive to be the very best that they can in their activity and work with maximum effort

To include:

- Awareness of how the values can be seen in sport
- Examples of each value in a sporting context

Biology Higher

- Structure and function of the heart
- Function of the mitochondria and why muscle cells need a lot of them
- Heart problems and possible treatments

- Pathogens and how they spread
- How does vaccination give immunity
- Medical requirements for testing drugs

- Required practical on photosynthesis and effect of light on the rate of photosynthesis
- Interpretation of graphical data
- Accuracy
- Understanding how light intensity affects the rate of photosynthesis and the volumes of oxygen produced
- Understanding how temperature affects the rate of photosynthesis and the volumes of oxygen produced
- Enzymes and optimal conditions

- Investigation on how surface area affects the rate of osmosis
- Interpretation of osmosis data
- Planning osmosis investigations

- Anaerobic respiration reactants and products
- Labelling a section through a leaf
- Describing and explaining the process of transpiration

- Electron microscopy
- Specialised cells – ciliated cells, red blood cells
- Magnification calculations
- Using standard form
- Stem cell use

Physics Higher

- Energy store changes
- Combustion of fuels
- Renewable vs non renewable energy sources and environmental impacts of their use
- Investigating specific heat capacity
- Calculating specific heat capacity
- Circuit symbols and circuit diagrams
- Using the physics equation sheet to select the correct equation
- Calculating resistance
- Fixed resistor current vs potential difference graphs
- Radioactivity
- Radioactive equations
- Half-life calculations from graphs
- Uses of radioactivity
- Potential difference and frequency of the UK mains electrical supply
- Electrical plugs
- Direct vs alternating current
- Calculate density
- National grid efficiency
- Energy stores and transformation