

## Year 11 Mock Exams – Subject Revision



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## Year 11 Mock Exam Timetable 2025-26

Students will be in normal lessons when not involved in mock exams.

Wk1/Day	Mon 3 Nov	Tues 4 Nov	Wed 5 Nov	Thur 6 Nov	Fri 7 Nov
<b>P1</b>	Maths 1 Exam	Eng Lang Exam	Op A (Hi/Gg) Exam	OP B (Hi/Gg) Exam	F.Maths 2 Exam
<b>P2</b>					
<b>Break</b>					
<b>P3</b>	Biology Exam	Chemistry Exam	Op C (Cd, RE + F.Maths 1) Exam	Maths 2 Exam	Op D (Food) Exam
<b>P4</b>					
<b>Lunch</b>					
<b>P5</b>	OP B	Sci/RE	Eng	Op C	Sci/RE

Wk2/Day	Mon 10 Nov	Tues 11 Nov	Wed 12 Nov	Thur 13 Nov	Fri 14 Nov
<b>P1</b>	Maths 3 Exam	Eng Lit Exam	Eng	Op B	PSHE
<b>P2</b>			Sci/RE	Ma	Ma
<b>Break</b>					
<b>P3</b>	Physics Exam		Op C	Eng	Eng
<b>P4</b>		Op B	Ma/PE	Op D	Op C
<b>Lunch</b>					
<b>P5</b>	Op B	Op D	Ma/PE	Sci	Op A

French will be tested through individual speaking exams. Dates and times will be shared with students involved.

Op A	Geography, History, Drama, Sport
Op B	Marketing, IT, Geography, History, Music, Animal care
Op C	Art, Marketing, Child Development, Product Design, Sport, RE
Op D	Art, French, Health, IMedia, Media Studies, Product Design, Sport, Food

## English Literature (AQA)

### Blood Brothers

- Plot – What is the story about? Consider the structure - How does Russell develop the plot? Focus on key scenes throughout
- Themes – Poverty; childhood; friendship
- Character - Mickey, Linda and Edward

### Poetry Anthology

(Close study of the following 6 poems)

- Ozymandias
- London
- The Charge of the Light Brigade
- Storm on the Island
- Tissue
- Checking Out Me History

(Focus on the following themes)

- Power (Nature/conflict/humans)
- Negative emotions and fear
- Reality of conflict
- Identity

### Unseen Poetry

Recall the skills of poetry analysis with a focus on the following (using **SLIME/STUFF**):

- Identifying the poem's form and structure
- Poetic devices – punctuation/repetition/iambic pentameter/contrast/appeals to the senses
- What are your thoughts and feelings?

## English Language (Eduqas)

*Eduqas English Language Paper 2: 2 hours in total*

### Section A – Reading: 1 hour

*Remember: you will likely not know the text you are presented with. With this in mind, you should focus on developing the following skills:*

- AO1 Select and retrieve – picking out key words/phrases to answer short comprehension questions
- AO2 Analysing language and structure by selecting short quotations to support your ideas (This is usually an 'impressions' question with a focus on character or setting)
- AO3 Compare two texts – one from the 19th century and one from the 21st-century
- AO4 Evaluate the texts and support your points with quotations

### Section B – Writing: 1 hour

You will be asked to write two of the following writing styles. Spend thirty minutes on each and write around 300 words per task.

- Letter
- Speech
- Article
- Report
- Review
- Leaflet

## Maths (Edecxel)

### Maths exams

- Paper 1 non-calculator
- Paper 2 calculator
- Paper 3 non-calculator.

### What to revise:

- Number
- Fractions
- Decimals
- Percentages
- Ratio and proportion
- Standard form
- Indices
- surds (**Higher paper only**)
- Algebra
- Equations and inequalities
- Simultaneous equations
- Sequences
- Expanding and factorising
- Quadratics
- Graphs including straight line and quadratics.
- Geometry and measures
- Angle facts
- perimeter
- Area
- Volume
- Circles and circle theorems (**Higher paper only**)
- Pythagoras
- Trigonometry
- vectors (**Higher paper only**)
- Statistics and probability
- Averages and range
- Charts
- Tables
- Probability with Venn and tree diagrams.

### Websites and support

Sparx Maths, use Independent Learning to target personal gaps.  
Students log in with their school Google Classroom username and password

## Science (AQA)

### What to Revise:

Hyperlinks will take students/parents directly to the correct parts of the specification.

### **Biology**

- 1. [Cell biology](#)
- 2. [Organisation](#)
- 3. [Infection and response](#)
- 4. [Bioenergetics](#)

### **Chemistry**

- 13. [The rate and extent of chemical change](#)
- 14. [Organic chemistry](#)
- 15. [Chemical analysis](#)
- 16. [Chemistry of the atmosphere](#)
- 17. [Using resources](#)

### **Physics**

- 18. [Energy](#)
- 19. [Electricity](#)
- 20. [Particle model of matter](#)
- 21. [Atomic structure](#)

### **Websites and support**

BBC Bitesize

<https://www.bbc.co.uk/bitesize/subjects/zrkw2hv>

Seneca

## Religious Studies (AQA)

### What to revise:

#### Christian beliefs:

##### Key beliefs

- The nature of God:
- God as omnipotent, loving and just, and the problem of evil and suffering
- The oneness of God and the Trinity: Father, Son and Holy Spirit.
- Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).
- Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.

##### Jesus Christ and salvation

- Beliefs and teachings about:
- the incarnation and Jesus as the Son of God
- the crucifixion, resurrection and ascension
- sin, including original sin
- the means of salvation, including law, grace and Spirit
- the role of Christ in salvation including the idea of atonement.

#### Christian Practices:

##### Worship and festivals

- Different forms of worship and their significance:
- liturgical, non-liturgical and informal, including the use of the Bible
- Private worship.
- Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.
- The role and meaning of the sacraments:
- the meaning of sacrament
- the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism
- The sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.
- The role and importance of pilgrimage and celebrations including:
- two contrasting examples of Christian pilgrimage: Lourdes and Iona
- The celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.

##### The role of the church in the local and worldwide community

- The role of the Church in the local community, including food banks and street pastors.
- The place of mission, evangelism and Church growth.
- The importance of the worldwide Church including:
- working for reconciliation
- how Christian churches respond to persecution
- The work of **one** of the following: Catholic Agency for Overseas Development (CAFOD), Christian Aid, Tear fund.

## **Islamic beliefs:**

### **Key Beliefs**

- The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.
- Tawhid (the Oneness of God), Qur'an Surah 112.
- The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence.
- Angels, their nature and role, including Jibril and Mika'il.
- Predestination and human freedom and its relationship to the Day of Judgement.
- Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.

### **Authority**

- Risalah (Prophet hood) including the role and importance of Adam, Ibrahim and Muhammad.
- The holy books:
- Qur'an: revelation and authority
- The Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.
- The imamate in Shi'a Islam: its role and significance.

## **Islamic Practices:**

### **Worship**

- Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam).
- Shahadah: declaration of faith and its place in Muslim practice.
- Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer.

### **Duties and festivals**

- Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5.
- Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam.
- Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance

### **Websites and support**

BBC bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zjgx47h>

You tube: <https://www.youtube.com/playlist?list=PLKt35O75wlr1NR8HAIAnbUjGRlxAx3c27>

Podcast: <https://www.therepodcast.co.uk/>

Seneca on Google classroom

## Geography (Eduqas B)

### What to Revise:

#### Rivers

- River processes – erosion, transportation, deposition
- River landforms – v-shaped valleys, waterfalls, meanders & ox-bow lakes, levees, deltas
- Flooding causes (human and physical)
- Flooding impacts – social, economic, environmental, long term, short term
- Flooding responses – who, what, why, how, short term or long term

#### Coasts

- Coastal processes constructive & destructive waves, erosion, transportation long-shore drift, deposition
- Coastal landforms – headlands & bays, caves, arches, stacks & stumps, spits, wave cut platforms
- Coastal management – where & why do we need management, hold the line or retreat, types of management e.g. groynes, revetments, gabions, sea walls

#### Climate Change:

- Causes – human and natural causes, greenhouse effect, global warming, change over time
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- Impacts – local and global, social, economic, environmental, tropical storms
- Management – individual response, local response, national response, global response, conflicts

### Websites and support

#### BBC Bitesize – Eduqas

<https://www.bbc.co.uk/bitesize/examspecs/ztp2qty>

#### Coolgeography

<https://www.coolgeography.co.uk/>

#### Geography revision

<https://geography-revision.co.uk/>

#### Revision world

<https://revisionworld.com/gcse-revision/geography>

#### Revision guides (can be bought cheaper online)

[https://www.amazon.co.uk/My-Revision-Notes-Eduqas-Geography/dp/1398321737/ref=asc\\_df\\_1398321737?mcid=4477445458bd38f290372e4ef409df9a&th=1&psc=1&hvociid=5995940627699125448-1398321737-&hvexpln=74&tag=googshopuk-21&linkCode=df0&hvadid=696285193871&hvpos=&hvnetw=g&hvrnd=5995940627699125448&hvpon=&hvptwo=&hvqmt=&hvdev=c&hvdvcmid=&hvlocint=&hvlocphy=9046484&hvtargid=pla-2281435177658&psc=1&gad\\_source=1](https://www.amazon.co.uk/My-Revision-Notes-Eduqas-Geography/dp/1398321737/ref=asc_df_1398321737?mcid=4477445458bd38f290372e4ef409df9a&th=1&psc=1&hvociid=5995940627699125448-1398321737-&hvexpln=74&tag=googshopuk-21&linkCode=df0&hvadid=696285193871&hvpos=&hvnetw=g&hvrnd=5995940627699125448&hvpon=&hvptwo=&hvqmt=&hvdev=c&hvdvcmid=&hvlocint=&hvlocphy=9046484&hvtargid=pla-2281435177658&psc=1&gad_source=1)

## History (Eduqas)

### What to Revise:

GCSE HISTORY 12

#### **1B. THE ELIZABETHAN AGE, 1558-1603**

#### **COMPONENT 1: BRITISH STUDY IN DEPTH**

This option focuses in depth on selected themes and issues relating to the history of England during the Elizabethan Age, from 1558 to 1603. Candidates will be required to consider the major influences on political and social life during the period as well as the issue of religious controversy. Candidates should develop an awareness of how aspects of life in this period have been represented and interpreted, and how they have generated wider historical debate. They should also address the key questions in each topic area using a range of historical sources. *The required content in italics shows which key features and characteristics of the period must be studied.*

<b>Key questions</b>	<b>Required Content</b>
<b>Elizabethan government</b> How successful was the government of Elizabeth I?	<i>The coronation and popularity of Elizabeth; Royal Court, Privy Council and councillors; local government; the role of Parliament; taxation and freedom of speech</i>
<b>Lifestyles of rich and poor</b> How did life differ for the rich and poor in Elizabethan times?	<i>Contrasting lifestyles of rich and poor; homes and fashion; causes of poverty; issue of unemployment and vagrancy; government legislation including the 1601 Poor Law</i>
<b>Popular entertainment</b> What were the most popular types of entertainment in Elizabethan times?	<i>The importance of popular entertainment; cruel sports; entertainment enjoyed by the rich; the Elizabethan theatre; design, plays; attitudes towards the theatre</i>
<b>The problem of religion</b> How successfully did Elizabeth deal with the problem of religion?	<i>Religious problems in 1559; aims of the Religious Settlement; the 'Middle Way'; Acts of Supremacy and Uniformity; reactions to the Settlement</i>
<b>The Catholic threat</b> Why were the Catholics such a serious threat to Elizabeth?	<i>Early toleration; excommunication in 1570; recusancy; rebellion of Northern Earls; Catholic Plots – Ridolfi, Throckmorton, Babington; role of Mary, Queen of Scots</i>
<b>The Spanish Armada</b> How much of a threat was the Spanish Armada?	<i>Reasons for the Armada; war in the Netherlands; course of the Armada – events in the Channel, Calais, 'fireships' and return to Spain; results of the Armada</i>
<b>The Puritan threat</b> Why did the Puritans become an increasing threat during Elizabeth's reign?	<i>Puritanism; challenge to the Settlement; Puritan opposition in Parliament and Privy Council; measures taken to deal with the Puritan challenge</i>

## Thematic Studies Options 2E-2H

### 2E. CHANGES IN CRIME AND PUNISHMENT IN BRITAIN, c.500 to the present day

#### COMPONENT 2: THEMATIC STUDY

This option focuses thematically on the main trends in the history of crime and punishment in Britain from c.500 to the present day. Candidates will be required to consider the causes and types of crime, law enforcement, combating and punishment of crime and changing attitudes towards crime and punishment over time. Candidates will also be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of both crime and punishment from c.500 to the present day. In this option, centres should ensure that they focus, where appropriate, on the issues of change, continuity, significance and turning points. As part of this option candidates will investigate an historic site connected with this theme. *The required content in italics shows which key features and characteristics of the period must be studied.*

Key questions	Required Content
<b><u>Causes of crime</u></b> What have been the main causes of crime over time?	<i>Problems in the medieval era: poverty, famine and warfare; the growth of economic pressures in the sixteenth century; the impact of religious change in the sixteenth and seventeenth centuries; the pressures of industrialisation and urbanisation in the eighteenth and nineteenth centuries; twentieth century pressures: changing technology, trend towards violent crime and anti-social behaviour</i>
<b><u>Nature of crimes</u></b> How has the nature of criminal activity differed and changed over time?	<i>Common crimes in the medieval era; vagrancy, heresy and treason in the sixteenth and seventeenth centuries; the growth of smuggling and highway robbery in the eighteenth century; crimes connected with urbanisation in the nineteenth century; industrial and agrarian disorder during the Industrial Revolution; the growth of crimes in the twentieth and twenty-first centuries associated with the development of the motor car, computers, hooliganism and terrorism</i>
<b><u>Enforcing law and order</u></b> How has the responsibility of enforcing law and order changed over time?	<i>Communal and family responsibility in Saxon and medieval times; the role of manorial, church and royal courts in the later medieval period; the growth of civic and parish responsibilities in the sixteenth century; the concept of state police forces in the nineteenth century; the changing nature of policing in the twentieth and twenty-first centuries</i>
<b><u>Methods of combating crime</u></b> How effective have methods of combating crime been over time?	<i>Communal methods of combating crime in Saxon and medieval times; the role and effectiveness of Tudor Justices of the Peace (JPs) and other parish officers; the establishment and influence of the Bow St. Runners; Peel and the setting up of the Metropolitan Police in 1829; the extension of police forces in the nineteenth century; developments in policing in the twentieth century: transport and communication, specialisation and community policing</i>
<b><u>Methods of punishment</u></b> How have methods of punishment changed over time?	<i>The harsh nature of punishment in Saxon and medieval times; the treatment of vagabonds in Tudor times; the use of public punishment up to the nineteenth century: stocks, pillory and executions; the use of transportation from the 1770s to the 1860s; the need for prison reform: Howard, Paul and Fry; new prisons in the later nineteenth century: the silent and separate systems; alternative methods of dealing with prisoners in the twentieth century: borstals, open prisons, probation and parole, community service</i>
<b><u>Attitudes to crime and punishment</u></b> Why have attitudes to crime and punishment changed over time?	<i>The concepts of retribution and deterrence as purposes of punishment over time; the purpose of punishment in public over time, from humiliation to public execution; the concept of banishment in the eighteenth and nineteenth centuries; the use of prisons to punish and reform in the nineteenth century; changes in attitudes to punishment in the twentieth century: dealing with young offenders, abolition of the death sentence; attempts to rehabilitate and make restitution</i>

## **Websites and support**

Exam Board = Eduqas

BBC Bitesize link <https://www.bbc.co.uk/bitesize/examspecs/z8rvfrd>

Eduqas link for all specifications/ past papers. [https://www.eduqas.co.uk/qualifications/history-gcse/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/history-gcse/#tab_keydocuments)

## **We would recommend purchasing:**

GCSE History Revision Guide - Type in 'Eduqas revision guide History GCSE' into Amazon and it has a coin on the front page.

Price is currently £11.50

<https://www.amazon.co.uk/My-Revision-Notes-Eduqas-History/dp/1510403825>

Flash Cards £2.59 on amazon

[https://www.amazon.co.uk/Silvine-5x3-Multi-coloured-Record-Cards/dp/B003VVU6L8/ref=asc\\_df\\_B003VVU6L8/?tag=googshopuk-21&linkCode=df0&hvadid=247179384636&hvpos=&hvnetw=g&hvrand=16454943113774437677&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmid=&hvlocint=&hvlocphy=9046493&hvtargid=pla-423626403355&psc=1&mcid=91188ed50f943eb691b1806e2680b8d6](https://www.amazon.co.uk/Silvine-5x3-Multi-coloured-Record-Cards/dp/B003VVU6L8/ref=asc_df_B003VVU6L8/?tag=googshopuk-21&linkCode=df0&hvadid=247179384636&hvpos=&hvnetw=g&hvrand=16454943113774437677&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmid=&hvlocint=&hvlocphy=9046493&hvtargid=pla-423626403355&psc=1&mcid=91188ed50f943eb691b1806e2680b8d6)

## **Hospitality & Catering (WJEC)**

**Unit 1: The Hospitality and Catering Industry**, assesses students understanding of how the industry operates and the factors affecting success. They should revise all theory content covered so far.

### **What to Revise:**

#### **1. The Hospitality and Catering Industry**

- Types of establishments (commercial and non-commercial)
- Job roles and responsibilities within hospitality and catering
- Working conditions and career progression
- Factors affecting the success of hospitality and catering providers

#### **2. How Hospitality and Catering Providers Meet Customer Needs**

- Customer types and expectations
- How services are adapted to meet different customer needs
- Customer service and its importance

#### **3. Health and Safety in Hospitality and Catering**

- Health and safety legislation (e.g., Food Safety Act, Health and Safety at Work Act)
- Food-related illnesses and prevention (food poisoning, cross-contamination, storage, cooking)
- Risk assessments and safety procedures in kitchens

#### **4. The Operation of Hospitality and Catering Provision**

- Kitchen and front-of-house workflow and equipment
- Communication and teamwork
- Job roles and responsibilities in food production

#### **5. The Importance of Nutrition and Menu Planning**

- The Eat well Guide and the main nutrients
- Factors to consider when planning menus (dietary needs, cost, seasonality, availability)
- Environmental impact and sustainability in food production

#### **6. Environmental Considerations**

- Reducing waste
- Energy efficiency
- Sustainable sourcing

### **Websites and support**

#### **WJEC Hospitality and Catering Specification:**

<https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2/>

(Includes specification, past papers, and mark schemes.)

#### **BBC Bitesize – Hospitality and Catering:**

<https://www.bbc.co.uk/bitesize/topics/zp8mmp3>

#### **WJEC Resources:**

Knowledge Organisers and Revision Guides (provided in lessons)

## **Child Development (OCR)**

Students will sit a written paper for **Unit R018: Health and Wellbeing for Child Development**, which assesses their knowledge and understanding of the stages of child development, the factors that affect health and well-being, and the roles and responsibilities of parents and carers.

They should revise all theory content covered so far in preparation for this exam.

### **What to Revise:**

#### **1. Reproduction and the Roles of Parents and Carers**

- Functions of male and female reproductive systems
- Stages of reproduction: conception, pregnancy, and birth
- Roles and responsibilities of parents and carers
- Types of family structures and support available to new parents
- Financial, emotional, and social considerations before starting a family

#### **2. Antenatal Care and Preparation for Birth**

- The role of the midwife, health visitor, and other professionals
- Antenatal checks and screening tests
- Importance of antenatal classes and birth plans
- Methods of delivery (natural, assisted, caesarean section)
- Equipment and preparation for the arrival of a baby

#### **3. Postnatal Care and the Needs of the Child**

- The postnatal check and health visitor support
- New-born reflexes and the importance of bonding and attachment
- Feeding methods: breastfeeding and bottle-feeding (advantages/disadvantages)
- Immunisations and health checks in early years
- Creating a safe and stimulating environment for a child

#### **4. Child Development from Birth to Five Years**

- The five main areas of development:  
*Physical, Intellectual, Language, Emotional, Social (PILES)*
- Expected developmental milestones for each stage (0–5 years)
- Factors affecting development (genetic, environmental, social, economic)
- Importance of play and types of play (solitary, parallel, cooperative)

#### **5. Child Health and Wellbeing**

- Common childhood illnesses and their prevention
- Signs and symptoms of ill health
- How to respond to accidents and emergencies
- Basic first aid (burns, choking, cuts, head injuries)
- Hygiene routines and their importance

## 6. Diet and Nutrition

- Nutritional needs of children from birth to five years
- The Eat well Guide and balanced diets
- Weaning and introducing solid foods
- Meal planning for different ages and needs (allergies, intolerances, religious or cultural diets)
- The importance of hydration and portion control

### Websites and support

#### **OCR GCSE Child Development Specification:**

<https://www.ocr.org.uk/qualifications/gcse/child-development-j818-from-2016/>

(Includes specification, past papers, and mark schemes.)

#### **BBC Bitesize – Child Development:**

<https://www.bbc.co.uk/bitesize/topics/zmj3d2p>

#### **OCR Resources:**

Knowledge Organisers, Revision Guides, and Exam Practice Materials  
(to be provided in lessons)

#### **Practical Tip:**

Students should practise both **short-answer** and **extended-answer** exam questions, focusing on applying knowledge to **real-life scenarios** (e.g., case studies of families and children).

Use past papers and mark schemes to understand **command words** such as *describe*, *explain*, and *evaluate*.

## Further Maths (Edexcel)

Students will sit two papers: Paper 1 (non-calculator) and Paper 2 (calculator).

### What to Revise:

#### **Number and Algebra**

- Surds, indices, standard form
- Algebraic fractions
- Equations and inequalities, including quadratics and simultaneous equations
- Sequences, including quadratic sequences
- Factor theorem, remainder theorem, algebraic long division

#### **Coordinate Geometry and Graphs**

- Straight line graphs and gradients
- Circles and equations of circles
- Transformations of graphs
- Exponential and logarithmic functions

#### **Calculus**

- Differentiation of polynomials and simple functions
- Using differentiation for gradients, tangents, normals, maxima and minima
- Basic integration, including finding areas under curves

#### **Geometry and Trigonometry**

- Trigonometric graphs, identities and equations
- Sine rule, cosine rule and area of a triangle
- Radians
- Further trigonometry and vectors, including scalar and vector products

#### **Statistics and Probability**

- Averages and spread, including standard deviation
- Probability with tree and Venn diagrams
- Binomial distribution
- Introduction to the normal distribution

### Websites and support

- **Sparx Maths:** Students should use Independent Learning to focus on personal gaps. They log in with their school Google Classroom username and password.
- **Dr Frost Maths:** Offers past papers, topic tests and specific Further Maths resources.
- **AQA website:** Provides specimen papers and mark schemes to practise exam-style questions.

