

20<sup>th</sup> January 2026

**Year 11 Mock Exams – February 2026**

Dear Parents and carers,

To support Year 11 students with the preparation for their courses, mock exams will be held this half-term between **Tuesday 3<sup>rd</sup> February and Friday 13<sup>th</sup> February**. A copy of the mock exam timetable is attached. Please note that not all subjects that students have been entered for will be examined at this time due to the nature of the course. Students will follow their normal timetable when not involved in exams.

Teachers continue to support students with their work and some entries (or tier of paper) may still be subject to change. Any changes will be communicated to students and parents where appropriate.

Please can you continue to support the school by ensuring your child is present in school, engages with home learning and follows the revision programme provided by subject areas for the exams. Subject areas have provided a list of the topics/units to revise and will make revision materials available via Google Classroom along with links to external revision websites. Staff also continue to offer extra support in sessions held in period 0 (before school) and period 6 (after school).

Support and resources linked to revision, parental support, and mental health & wellbeing can be found on the school website.

How to help at home: <https://www.blaconhighschool.net/page/?title=Exam+Support&pid=203>

Revision guidance: <https://www.blaconhighschool.net/page/?title=Exam+Information&pid=86>

Student revision guide: <https://www.blaconhighschool.net/page/?title=Exam+Information&pid=86>

Please feel free to get in touch with me if you have any questions regarding the mock examinations.

Thank you in advance for your support.

Yours sincerely



Mr N. Scoltock  
Deputy Headteacher

### Yr11 Mock Exam Timetable – February 2026

Wk2	Mon 2 Feb	Tues 3 Feb	Wed 4 Feb	Thur 5 Feb	Fri 6 Feb
P1	Ma/PE	Eng Lit Exam	Op A	OP B (Hi/Gg/SAC/IT) Exam	PSHE
P2	Sci/RE		Ma		Ma
<b>Break</b>					
P3	Eng	Maths 1 Exam	Op C	Biology Exam	Eng
P4	Sci		Sci/RE		Op C
<b>Lunch</b>					
P5	Op B	Op D	Ma/PE	Sci	Op A

Wk1	Mon 9 Feb	Tues 10 Feb	Wed 11 Feb	Thur 12 Feb	Fri 13 Feb
P1	Sci	Eng Lang Exam	Op A (Hi/Gg/Sp) Exam	Physics Exam	PSHE
P2	Ma				Ma
<b>Break</b>					
P3	Maths 2 Exam	Chemistry Exam	Op C (CD/RE/Sp/Bs) Exam	Maths 3 Exam	Op D (Fd/Fr/Sp/ Im/Bs) Exam
P4					
<b>Lunch</b>					
P5	OP B	Sci/RE	En	Op C	Sci/RE

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

### **Yr11 Mock Exam Timetable**

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

### **Yr11 Mock Exams – Subject revision**

Page 4 – English Literature (AQA)

Page 5 – English Language (Eduqas)

Page 6 - Maths (Edexcel)

Page 7 – Science (AQA)

Page 8 – Religious Studies (AQA)

Page 10 – History (Eduqas)

Page 13 – Geography (Eduqas B)

Page 14 – Small Animal Care (Pearson)

Page 15 - French (Edexcel)

Page 15 – Marketing (OCR)

Page 15 - IT (OCR)

Page 15 – IMedia (OCR)

Page 16 – Hospitality & catering (WJEC)

Page 18 – Child Development (OCR)

Page 20 – Sport (Pearson)

Page 22 – Art, Graphics, Product Design (AQA)

Page 24 – Period 6 Revision timetable

**English Literature (AQA)**

You will be sitting AQA Literature Paper 1. This exam is 2 hrs in length and consists of two parts.

**Section A:**

Romeo and Juliet. You will be given an extract to work from, but will also need to comment on the play as a whole.

For this section, you should revise:

The characters: Juliet, The Nurse, Tybalt, Mercutio and Lord Capulet.

The themes: fate, love, hardships, family.

**Section B:**

Dr Jekyll and Mr Hyde. As with section A, you will be provided with an extract. You should focus on:

Characters: Utterson, Hyde, Jekyll and Poole

Themes: Duality, evil, danger and fear.

Please use the following resources to help you revise:

GCSE Pod: <https://members.gcsepod.com/login/form>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zykncwx> (Romeo and Juliet)

<https://www.bbc.co.uk/bitesize/topics/z8642p3> (Jekyll and Hyde)

### English Language (Eduqas)

The Eduqas English Language exam, paper 1, also consists of two parts.

**In section A**, you will be provided with a story (approximately 60-90 lines long) and will be asked 5 comprehension questions. You should use the PE or EE structure that you have practised in class, to respond.

**In section B**, you will write a story. You will be given four choices and should write 450-600 words in response to the task. It makes sense to have a story in mind that you can tweak to fit the task you are given. We have practised this in class, so be sure to speak to your teacher about your story choice.

Please use the following resources to help you revise:

GCSE Pod: <https://members.gcsepod.com/login/form>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zpxh82p>

## Maths (Edexcel)

### 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)**

**Biology:**

Homeostasis and the Nervous System

Hormones and Contraception

Inheritance, Variation and Evolution

**Chemistry:**

Atomic Structure

Periodic Table

Structures and Bonding

Qualitative Chemistry

Chemical Change - Making Salts

**Physics:**

Contact and Non-Contact Forces

Work Done

Elasticity

Speed and Velocity

Newton's Laws

Momentum (Higher Tier only)

**Websites and support**

BBC Bitesize

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

Seneca

## Religious Studies (AQA)

### 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, Tearfund.

### 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 (Prophethood) 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

The websites they can use for support are:

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 is also linked on their google classroom.

**History (Eduqas)**

Year 11 will be completing a full Germany GCSE mock paper (1 hour) and two questions (6a and 6b) on Liverpool policing from the Crime and Punishment paper.

<https://www.bbc.co.uk/bitesize/guides/zw3hk7h/revision/1>



**1G. GERMANY IN TRANSITION, 1919-1939**

**COMPONENT 1: NON-BRITISH STUDY IN DEPTH**

This option focuses in depth on selected themes and issues relating to the history of Germany from 1919-1939. Candidates will be required to consider the impact of the First World War on Germany, the recovery of the Weimar Republic, the factors which led to the rise of the Nazis and the impact of the Nazi regime upon the lives of the German people. Candidates should develop an awareness of how aspects of life in Germany 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. This option cannot be studied alongside Component 2, Option 2B: The Development of Germany, 1919-1991.*

Key questions	Required Content
<b>Impact of the First World War</b> <b>What challenges were faced by the Weimar Republic from 1919-1923?</b>	<i>Impact of Versailles; weaknesses of Weimar government; political instability – Spartacist, Kapp, Munich Putsch; hyperinflation; events in the Ruhr 1923</i>
<b>Recovery of Weimar</b> <b>Why were the Stresemann years considered a ‘golden age’?</b>	<i>Recovery from hyperinflation; Dawes and Young Plans; Locarno Pact; League of Nations; US investment; social and political developments</i>
<b>End of the Weimar Republic</b> <b>How and why did the Weimar Republic collapse between 1929 and 1933?</b>	<i>Social and political impact of the Depression on the Weimar Republic; Hitler’s electoral appeal; role of the SA; propaganda; political extremism and scheming 1929-1932</i>
<b>Consolidation of power</b> <b>How did the Nazis consolidate their power between 1933 and 1934?</b>	<i>Hitler as Chancellor; Reichstag Fire; 1933 election and Enabling Act; trade unions and political parties; Night of the Long Knives; Hitler becomes Fuhrer</i>
<b>Nazi economic, social and racial policy</b> <b>How did Nazi economic, social and racial policy affect life in Germany?</b>	<i>Reducing unemployment; policy towards workers; women and the Three Ks; controlling education; the Hitler Youth Movement; treatment of the Jews</i>
<b>Terror and persuasion</b> <b>What methods did the Nazis use to control Germany?</b>	<i>Use of SS and Gestapo; control of legal system; Goebbels and propaganda; use of rallies, radio and cinema; censorship of newspapers and the arts</i>
<b>Hitler’s foreign policy</b> <b>What factors led to the outbreak of war in 1939?</b>	<i>Hitler’s foreign policy aims; rearmament and conscription; the Rhineland 1936; Anschluss 1938; Sudetenland 1938; Nazi-Soviet pact 1939</i>



**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.*

<b>Key questions</b>	<b>Required Content</b>
<b><u>Causes of crime</u></b> <b>What have been the main causes of crime over time?</b>	<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, tend towards violent crime and anti-social behaviour</i>
<b><u>Nature of crimes</u></b> <b>How has the nature of criminal activity differed and changed over time?</b>	<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> <b>How has the responsibility of enforcing law and order changed over time?</b>	<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> <b>How effective have methods of combating crime been over time?</b>	<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> <b>How have methods of punishment changed over time?</b>	<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> <b>Why have attitudes to crime and punishment changed over time?</b>	<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>



GCSE HISTORY 24

**A study of the historic environment connected with Changes in Crime and Punishment in Britain, c.500 to the present day**

In studying the named historic site, learners should consider the key historic features of the historic site, the significance of the historic site on a local, regional and national level, and how the historic site contributes to a wider understanding of changes in crime and punishment in Britain, c.500 to the present day.

**Assessment in 2026 and 2027**

The nominated historic site connected to changes in Crime and Punishment in Britain, c.500 to the present day is **Policing in Liverpool c.1787 to 1900.**

**Required Content**

- **the historical context:** impact of urbanisation and industrialisation on crime; rapid growth of Liverpool in the eighteenth century; extremes of wealth and poverty; increasing problems with gang violence, alcoholism and prostitution; pre-reform law enforcement – constables and the night watch; focus on catching criminals rather than preventing crime.
- **the main features of the historic environment Policing in Liverpool c.1787 to 1900:** 1787 division of the town into four districts for the Charles, heavy reliance on public support; 1830 recruitment of Lieutenant Parour from the newly formed Metropolitan police force as Superintendent of the Night Watch; 1835 Municipal Corporation Act and new Liverpool force created in 1836; role of Michael Whitty in organising the new force; conclusions of the first inspection of the force under the 1856 Police Act, carried out in 1857; new departments – detectives from 1844, river police from 1865, parks police from 1882, mounted division from 1886.
- **the significance of crime and policing in nineteenth century Liverpool:** ineffective policing in the face of rising crime; private police forces like the Liverpool Markets Police and the Liverpool Manchester Railway Police; piecemeal policing between corporation constables and the nightwatchmen; founding of a metropolitan police force in 1836 improving the reputation and effectiveness of the force; impact of the city boundaries in 1895; reduction in policing numbers due to fall in the crime rate by 1900.

## 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. groyne, revetments, gabions, sea walls

#### Development

- How to measure development – indicators
- Multi-national companies
- Newly Industrialized countries (NICs)
- Globalisation
- Aid – types, how it is used to support countries

#### Ecosystems

- What is an ecosystem and its function
- Hot semi-arid biome
- Ecosystems under threat

### Websites and support

BBC Bitesize – Eduqas <https://www.bbc.co.uk/bitesize/examspecs/ztp2qty>

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

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

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

## Small Animal Care

### **Component 1 – Animal Handling**

#### **Key areas to revise:**

- Why safe animal handling is important (health checks, grooming, training)
- Principles of animal behaviour and how behaviour affects handling
- Risk control measures when handling animals
- Reporting accidents and safe work practices
- Handling and restraining different animals safely

### **Component 2 – Animal Housing & Accommodation**

#### **Key areas to revise:**

- Different types of animal accommodation and their purposes
- Selecting appropriate housing/bedding materials for various animals
- Preparing housing for animals (setting up safely and hygienically)
- Checking and inspecting accommodation before it's used
- Cleaning and maintaining animal accommodation and equipment
- Understanding how good accommodation improves animal welfare

#### **Some useful websites**

<https://www.pdsa.org.uk/pet-help-and-advice/looking-after-your-pet/all-pets/5-welfare-needs>

<https://www.rspca.org.uk/adviceandwelfare>

<https://rabbitwelfare.co.uk/owner-resources/>

<https://guineapigwelfareuk.co.uk/>

#### **Useful resources**

Student work booklets will provide lots of information for students to revise.

### **French (Edexcel)**

Y11 French will complete a full GCSE paper for each of the skills:

Reading

Writing

Listening

For revision, students should use their own notes, their revision guides and the extra resources provided on Google Classroom.

### **Marketing (OCR)**

#### **What to Revise:**

Name sources and list advantages and disadvantages of Secondary market research

Advantages and Disadvantages of promotional Material e.g. flyers/ leaflets, newspaper adverts, social media endorsements.

Calculating break-even price from a formula

Calculate profit.

### **IT (OCR)**

Year 11 IT will sit a mock exam. They will need to revise all content in their exam unit R050. Revision materials can be found in their exercise books, flash cards created during classes and in materials on Google Classroom.

### **Imedia (OCR)**

Year 11 IMedia will sit a mock exam. They will need to revise all content in their exam unit R093. Revision materials can be found in their exercise books, flash cards created during classes and in materials on Google Classroom.

## **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 Eatwell 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
- Newborn 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 Eatwell 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*.

**Sport (Pearson)**

Will be sitting an actual BTEC TECH PE Exam paper component 3 1 answering 18 questions on the following:

<p>A1 The importance of fitness for successful participation in sport:</p> <ul style="list-style-type: none"> <li>Types of sports requiring specific components of fitness.</li> </ul> <p>A2 Fitness training principles:</p> <ul style="list-style-type: none"> <li>The basic principles of training frequency, intensity, time, and type (FITT).</li> <li>Additional principles of training.</li> </ul> <p>A3 Exercise intensity and how it can be determined ▪ Intensity.</p>	<p>B2 Fitness test methods for components of physical fitness.</p> <p>B3 Fitness test methods for components of skill-related fitness.</p> <p>B4 Interpretation of fitness test results:</p> <ul style="list-style-type: none"> <li>Comparison to normative published data.</li> <li>Analyse and evaluate test results.</li> <li>Recommendations for improvements to fitness performer based on test results.</li> </ul>	<p>C5 Provision for taking part in fitness training methods:</p> <ul style="list-style-type: none"> <li>Public provision.</li> <li>Private provision.</li> <li>Voluntary provision.</li> </ul> <p>C6 The effects of long-term fitness training on the body systems:</p> <ul style="list-style-type: none"> <li>Aerobic endurance training.</li> <li>Flexibility training.</li> <li>Muscular endurance training.</li> <li>Muscular strength and power training.</li> </ul> <p>D1 Personal information to aid training fitness programme design:</p> <ul style="list-style-type: none"> <li>Aims – details of what they would like to achieve for the selected sport.</li> </ul>
--	--	--

<ul style="list-style-type: none"> <li>• Target zones and training thresholds.</li> <li>• The Borg (6–20) Rating of Perceived Exertion (RPE) Scale.</li> <li>• The relationship between RPE and heart rate where: <math>RPE \times 10 = HR</math> (bpm).</li> <li>• Calculate 1RM for strength and 15RM for muscular endurance.</li> <li>• Technology to measure exercise intensity.</li> </ul> <p>B1 Importance of fitness testing and requirements for administration of each fitness test</p> <ul style="list-style-type: none"> <li>• Reasons for fitness testing.</li> <li>• Pre-test procedures.</li> <li>• Knowledge of published standard test methods and equipment.</li> <li>• Accurate measurement</li> </ul>	<p>C1 Requirements for each of the following fitness training methods:</p> <ul style="list-style-type: none"> <li>• Warm up and cool down.</li> <li>• Linking each fitness training method to the associated component of fitness.</li> <li>• Application of the basic (FITT) and additional principles of training to each fitness training method.</li> </ul> <p>Application of appropriate training intensities to fitness training methods</p> <p>C2 Fitness training methods for physical components of fitness ▪ Aerobic endurance.</p> <ul style="list-style-type: none"> <li>• Flexibility.</li> <li>• Muscular endurance.</li> <li>• Muscular strength training.</li> <li>• Speed.</li> </ul> <p>C3 Fitness training methods for skill related components of fitness:</p> <ul style="list-style-type: none"> <li>• Agility.</li> <li>• Power.</li> </ul>	<ul style="list-style-type: none"> <li>• Objectives – how they intend to meet their aims using an appropriate component of fitness and method of training.</li> <li>• Lifestyle and physical activity history.</li> <li>• Attitudes, the mind and personal motivation for training.</li> </ul> <p>D2 Fitness programme design:</p> <ul style="list-style-type: none"> <li>• Use personal information to aid training programme design.</li> <li>• Selection of appropriate training method/activity for improving/maintaining the selected components of physical and/or skill-related fitness.</li> <li>• Application of the FITT principles and additional principles of training.</li> </ul> <p>D3 Motivational techniques for fitness programming:</p> <ul style="list-style-type: none"> <li>• Definition of motivation.</li> <li>• Increase and direct motivation.</li> </ul>
--	---	---

<p>and recording of test results.</p> <ul style="list-style-type: none"> <li>• Basic processing of test results for interpretation.</li> <li>• Reliability of test.</li> <li>• Validity of results.</li> <li>• Practicality.</li> </ul>	<ul style="list-style-type: none"> <li>• Balance.</li> <li>• Coordination.</li> <li>• Reaction time.</li> </ul> <p>C4 Additional requirements for each of the fitness training methods:</p> <ul style="list-style-type: none"> <li>• Advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>• Influence of goal setting on motivation</li> </ul>
---	--	---

### Art, Graphics, Product Design (AQA)

**KS4 Art, Graphics and Product Design are starting their externally set Assessment. This will be completed in normal lesson time. Students will complete their final exam element after Easter.**

GCSE Art and Design Component 2 an Externally Set Assignment (ESA), a major project released by exam boards in January, where students respond to a theme or starting point with a personal portfolio and a final 10-hour timed outcome, showcasing skills developed throughout the course, including research, experimentation, and realisation, assessed holistically across all assessment objectives.

.It's a culmination of their learning, demanding independent creative journeys within set guidelines, and is internally marked and externally moderated (or fully external for some international GCSEs).

#### **Key Aspects of Component 2:**

- **Externally Set Assignment (ESA):** The exam board provides a paper with broad themes, visual stimuli, or briefs, usually released in January.
- **Theme/Starting Point:** Students choose one starting point from the ESA to develop a personal project.
- **Portfolio (Preparatory Work):** This includes investigations, analysis of sources, experimentation with media, and recording ideas, presented in sketchbooks, mounted sheets, digital formats, etc..

- **Sustained Focus Period:** A 10-hour supervised time (often split) to produce the final outcome, demonstrating their intentions.
- **Assessment Objectives (AOs):** Work must cover all four AOs: developing ideas, experimenting, recording, and realising personal intentions.
- **Culmination:** It consolidates learning from Component 1 and the GCSE course, showing independence and creative skill.

**What Students Do:**

1. **Receive ESA:** Access the paper in January.
2. **Select & Explore:** Choose a starting point and research artists, themes, and ideas.
3. **Develop Portfolio:** Create practical and critical work, recording the creative journey.
4. **Sustained Focus:** Complete a final piece under timed, exam conditions.



**Period 6 Timetable**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b> Year 11	PERFORMING ARTS  ENGLISH  MUSIC	PERFORMING ARTS  GEOGRAPHY (6.00pm Virtual lesson Google classroom)  MARKETING  FRENCH  HISTORY	PERFORMING ARTS  FURTHER MATHS ART/ GRAPHICS PRODUCT DESIGN FOOD/ CHILD DEVELOPMENT SCIENCE IT MEDIA STUDIES RELIGIOUS STUDIES	PERFORMING ARTS  MATHS	
<b>Week 2</b> Year 11	Monday PERFORMING ARTS  ENGLISH  MUSIC	Tuesday PERFORMING ARTS  GEOGRAPHY (6.00pm Virtual lesson Google classroom)  MARKETING  FRENCH  HISTORY	Wednesday PERFORMING ARTS ART/ GRAPHICS PRODUCT DESIGN FOOD/ CHILD DEVELOPMENT SCIENCE IMEDIA RELIGIOUS STUDIES	Thursday PERFORMING ARTS  MATHS	Friday