



**St Cuthbert's  
Catholic High School**

*Live life in all its fullness*

# **Year 11 Mock Exams**

**November 2023**

# **Preparation Booklet**

Student Name: \_\_\_\_\_

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## MOCK EXAM TIMETABLE NOVEMBER 2023

A Week					
Period	Mon 6 <sup>th</sup> Nov	Tues 7 <sup>th</sup> Nov	Wed 8 <sup>th</sup> Nov	Thurs 9 <sup>th</sup> Nov	Fri 10 <sup>th</sup> Nov
1	English Literature 1hr 45m	History 1hr 15m	Maths Paper 1 1hr 30m	Science Combined Chemistry 1hr 15m	Food & Nutrition 1hr
2				---	Triple Science (Chemistry) 1hr 45m
<b>BREAK</b>					
3	Science Combined Biology 1hr 15m	Drama Written 1hr ---	RE Paper 1 1hr 30m	Geography Paper 1 1hr 30m	Art 11Z MKN 1 hr ---
4	--- Triple Science (Biology) 1hr 45m	Spanish Reading 1hr			Drama Practical 1hr
		Art 11Z MKN 1hr			NTT
<b>LUNCH</b>					
5	NTT	NTT	Art 11Y LAD 1 hr	NTT	NTT

B Week					
Period	Mon 13 <sup>th</sup> Nov	Tues 14 <sup>th</sup> Nov	Wed 15 <sup>th</sup> Nov	Thurs 16 <sup>th</sup> Nov	Fri 17 <sup>th</sup> Nov
1	English Language 1hr 45m	Science Combined Physics 1hr 15m	Maths Paper 2 1hr 30m	Geography Paper 2 1hr 30m	NTT
2		---			
<b>BREAK</b>					
3	RE Paper 2 1hr 30m	Spanish Writing 1hr 15m	Design Tech 1hr	PE 1hr 30m	Art 11Z MKN 1 hr
4			NTT	NTT	NTT
<b>LUNCH</b>					
5	NTT	Art 11Z MKN 1 hr	Art 11Y LAD 1 hr	NTT	Art 11Y LAD 1 hr

Subject:	<b>English Language</b>	No. of papers in the Exam series:	2
Material to be examined:	<p><b><u>Paper 1 – Explorations in creative writing</u></b></p> <p><b>Section A: Read an unseen fiction text and answer questions relating to the text.</b></p> <p><b>Section B: Creative writing:</b></p> <ul style="list-style-type: none"> <li>Write either a description or a narrative text.</li> </ul> <p><b><u>Paper 2 –Establishing viewpoint</u></b></p> <p><b>Section A: Read, analyse and compare 2 unseen non-fiction texts.</b></p> <p><b>Section B: Writing to establish a viewpoint:</b> Students will be directed to produce either:</p> <ul style="list-style-type: none"> <li>An article, speech <b>OR</b> formal letter</li> </ul>		
Format of the examination:	<p><b><u>ENGLISH LANGUAGE</u></b></p> <p><b><u>Paper 1 – Explorations in creative writing</u></b></p> <p><b>Section A: Read an unseen fiction text and answer questions relating to it (40 marks):</b></p> <ul style="list-style-type: none"> <li>Question 1: Information retrieval (4 marks)</li> <li>Question 2: Analysing language (8 marks)</li> <li>Question 3: Analysing structure (8 marks)</li> <li>Question 4: Evaluating a text (writer’s craft) (20 marks)</li> </ul> <p><b>Section B: Creative writing (40 marks):</b></p> <ul style="list-style-type: none"> <li>Question 5: Write either a description or a narrative text</li> </ul> <p><b><u>Paper 2 –Establishing viewpoint</u></b></p> <p><b>Section A: Read, analyse and compare 2 non-fiction texts (40 marks):</b></p> <ul style="list-style-type: none"> <li>Question 1: Identifying 4 true statements (4 marks)</li> <li>Question 2: Summarising similarities and/or differences (8 marks)</li> <li>Question 3: Analysing language (12 marks)</li> <li>Question 4: Comparing writers’ viewpoints (16 marks)</li> </ul> <p><b>Section B: Writing to express a viewpoint (40 marks)</b></p> <ul style="list-style-type: none"> <li>Question 5: Write an article, speech or formal letter (you will be provided with the focus).</li> </ul>		
Revision strategies for this subject:	<ul style="list-style-type: none"> <li>Practise using ambitious vocabulary, varying sentence structures and a range of punctuation.</li> <li>Use vocabulary and revision sheets provided by your teacher.</li> <li>Revise previous narratives/descriptions you have written.</li> <li>Use a thesaurus to expand your vocabulary choices.</li> <li>Complete exam questions in timed conditions.</li> <li>Revisit previous mocks.</li> </ul>		
Support offered in school:	<ul style="list-style-type: none"> <li>Revision sessions will take place on Thursday of Week A (after school from 3:05 to 3:50pm)</li> <li>Students will be given specimen papers to help them prepare for the format of the exam</li> <li>Specific revision guides dealing with the key themes and characters</li> </ul>		
Useful links:	<ul style="list-style-type: none"> <li>School Website</li> <li>CGP revision guides</li> </ul>		
Other information:	<p><b><i>MOCK EXAM DATES:</i></b> <b><i>Paper 1 &amp; Paper 2: Monday 13 November 2023 AM</i></b></p>		

Subject:	<b>English Literature</b>	No. of papers in the Exam series:	2
Material to be examined:	<b><u>ENGLISH LITERATURE</u></b>		
	<p><b><u>Paper 1: Section A-Shakespeare (Romeo and Juliet)</u></b> Analysing how Shakespeare uses language to establish theme and character.</p> <p>Themes:</p> <ul style="list-style-type: none"> <li>• Conflict and Hatred</li> <li>• Love</li> <li>• Patriarchal society</li> <li>• Fate</li> <li>• Retribution (Vengeance)</li> </ul> <p>Characters:</p> <ul style="list-style-type: none"> <li>• Lord and Lady Capulet</li> <li>• Lord and Lady Montague</li> <li>• Tybalt</li> <li>• Juliet</li> <li>• Romeo</li> <li>• Mercutio</li> <li>• Benvolio</li> <li>• Nurse</li> </ul> <p><b><u>Paper 1 Section B: 19<sup>th</sup> Century Novel (A Christmas Carol)</u></b> Analysing how Dickens uses language to establish theme and character.</p> <p>Themes:</p> <ul style="list-style-type: none"> <li>• Poverty/The struggles of the poor</li> <li>• Class</li> <li>• Transformation</li> <li>• Family</li> <li>• Forgiveness</li> <li>• Isolation</li> </ul> <p>Characters:</p> <ul style="list-style-type: none"> <li>• Scrooge</li> <li>• Fred</li> <li>• The Cratchits</li> <li>• The Ghosts (Marley, Ghost of Christmas Past, Present and Yet to Come)</li> </ul> <p><b><u>Paper 2 Section A: Modern Prose (Blood Brothers)</u></b> Analysing how Russell uses language to establish theme and character.</p> <p>Themes:</p> <ul style="list-style-type: none"> <li>• Superstition</li> <li>• Nature v Nurture</li> <li>• Class</li> <li>• Religion</li> <li>• Violence</li> <li>• Friendship and loyalty</li> </ul> <p>Characters:</p> <ul style="list-style-type: none"> <li>• Mrs Johnstone</li> <li>• Mrs Lyons</li> <li>• Mickey</li> <li>• Edward</li> <li>• Linda</li> <li>• Sammy</li> </ul> <p><b><u>Paper 2: Section B-Poetry Anthology (Power and Conflict)</u></b></p>		

<p><b>Material to be examined:</b></p>	<p>An essay comparing 2 poems: the one printed in the exam paper and another poem from the anthology.</p> <p>Anthology Poems:</p> <ol style="list-style-type: none"> <li>1. Percy Bysshe Shelley, Ozymandias (1818)</li> <li>2. William Blake, London (1794)</li> <li>3. William Wordsworth, Extract from The Prelude (1798-1850)</li> <li>4. Robert Browning, My Last Duchess (1842)</li> <li>5. Alfred Lord Tennyson, The Charge of the Light Brigade (1854)</li> <li>6. Wilfred Owen, Exposure (1917)</li> <li>7. Seamus Heaney, Storm on the Island (1966)</li> <li>8. Ted Hughes, Bayonet Charge (1957)</li> <li>9. Simon Armitage, Remains (2008)</li> <li>10. Jane Weir, Poppies (2009)</li> <li>11. Carol Ann Duffy, War Photographer (1985)</li> <li>12. Imtiaz Dharker, Tissue (2006)</li> <li>13. Carol Rumens, The Émigrée (1993)</li> <li>14. Beatrice Garland, Kamikaze (2013)</li> <li>15. John Agard, Checking Out Me History (2007)</li> </ol> <p><b>Paper 2: Section C-Unseen poetry</b></p> <ul style="list-style-type: none"> <li>• Analysis of an unseen poem</li> <li>• Comparing the methods poets use to express their thoughts/feelings in 2 unseen poems</li> </ul>
<p><b>Format of the examination:</b></p>	<p><b><u>ENGLISH LITERATURE</u></b></p> <p><b>Paper 1 Section A: Shakespeare</b>-30 marks + 4 SPAG Explore how Shakespeare uses language to show ....</p> <ul style="list-style-type: none"> <li>• in the extract</li> <li>• in the play as a whole</li> </ul> <p><b>Paper 1 Section A: 19<sup>th</sup> Century Novel-A Christmas Carol</b> (30 marks) Explore how Dickens uses language to show ....</p> <ul style="list-style-type: none"> <li>• in the extract</li> <li>• in the play as a whole</li> </ul> <p><b>Paper 2 Section A: Modern Prose-Blood Brothers</b> (30 marks + 4 SPAG) How does Russell use language to ....?</p> <ul style="list-style-type: none"> <li>• in the play as a whole (no extract is provided)</li> </ul> <p><b>Paper 2: Poetry Anthology</b> (30 marks) Compare how poets present the effects of war in '<b>NAME OF POEM</b>' and in one other poem from 'Power and Conflict'.</p> <p><b>Paper 2: Section C-Comparison of 2 unseen poems</b> (8 marks) What are the similarities and/or differences between the methods the poets use to present these feelings/thoughts?</p>
<p><b>Revision strategies for this subject:</b></p>	<ul style="list-style-type: none"> <li>• Use the character/theme revision sheets provided by your teacher.</li> <li>• Flash cards-key quotes (A Christmas Carol, Blood Brothers and Romeo and Juliet)</li> <li>• Complete exam questions in timed conditions.</li> <li>• On-line tutorials (search YouTube) exploring the themes and characters in A Christmas Carol, Blood Brothers and Romeo and Juliet)</li> <li>• BBC Bitesize</li> <li>• School website (Year 11 page) PowerPoints (annotated poems from the anthology.)</li> </ul>

<b>Support offered in school:</b>	<ul style="list-style-type: none"> <li>• Revision sessions will take place on Thursday of Week A (after school from 3:05 to 3:50pm)</li> <li>• Students will be given specimen papers to help them prepare for the format of the exam</li> <li>• Specific revision guides dealing with the key themes and characters</li> </ul>
<b>Useful links:</b>	<ul style="list-style-type: none"> <li>• School Website</li> <li>• Google Classroom</li> <li>• BBC Bitesize</li> <li>• CGP Revision guides</li> <li>• YouTube-Mr Bruff videos</li> </ul>
<b>Other information:</b>	<p><b><i>MOCK EXAM DATES:</i></b>  <b><i>Paper 1 &amp; Paper 2: Monday 06 November 2023 AM</i></b></p>

Subject:

**Maths – Higher Tier**

No. of papers in the Exam series:

2

There is a wide range of topics that can be assessed at Higher GCSE, too many to name here. Please refer to this document that your teacher has given you.

**OCR Higher GCSE      June 17/18/19/22**  
**Nov 17/18/19/20/21**

Material to be examined:

<b>Number</b>		
<b>N18/N19 Powers-Indices/Squares Cubes and their Roots</b>	<b>N21 Product of Prime Factors</b>	<b>N22/N23 HCF/LCM</b>
Nov 17 P2 Q3 June 18 P3 Q4ab Nov 18 P1 Q8aii June 22 P2 Q4	June 17 P1 Q3a June 18 P1 Q3ai Nov 18 P1 Q8bi June 19 P3 Q11aii Nov 20 P2 Q1 Nov 21 P2 Q2a June 22 P3 Q17ab	June 17 P1 Q3b Nov 17 P3 Q2 June 18 P1 Q3aii June 18 P1 Q3b Nov 18 P1 Q8ai/bii June 19 P1 Q4 June 19 P3 Q11ai Nov 19 P1 Q3 Nov 19 P2 Q2 Nov 20 P2 Q6 Nov 21 P1 Q5ab June 22 P3 Q17c

It lists all the topics that can be asked and explains the frequency that this topic has been asked over the previous 9 exam series. This should be used alongside [www.stcuthbertsmaths.com](http://www.stcuthbertsmaths.com) and [https://drive.google.com/drive/folders/1ktIK\\_yGE0sdXSOBh9jBmHGSN0R9b9L4m?usp=share\\_link](https://drive.google.com/drive/folders/1ktIK_yGE0sdXSOBh9jBmHGSN0R9b9L4m?usp=share_link)

This video explains how to use the above to help revise for your GCSE's






Format of the examination:

**Paper 1 –Calculator allowed– 1 hour 30 min**  
 Questions from the above document will be covered.  
 The questions will increase in difficulty so make sure you don't rush the easier questions at the beginning.  
 You will have roughly one minute a mark.

**Paper 2 – Non-Calculator – 1 hour 30 min**  
 Same format as Paper 1



<p><b>Revision strategies for this subject:</b></p>	<p><i>To get the very best grades, you will need to work at home, using the following...</i></p> <p>Your main source of revision is <a href="http://www.stcuthbertsmaths.com">www.stcuthbertsmaths.com</a> .  Here you will find each supporting video from the lists above.  N = Number  A = Algebra  R = Ratio and Proportion  G = Geometry and Measure  P = Probability and Statistics</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;">  </div> <div> <p>I have shared every past paper question and solution with you. You will only get better by practising questions, so use these along with your revision lists to tick off topics that you know you have mastered. The link to these questions are here –  You will also have this link and the revision sheet in Google Classroom code <b>5v53g45</b></p> </div> </div> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;">  </div> <div> <p>You will also find a large range of questions with answers on <a href="http://www.corbettmaths.com">www.corbettmaths.com</a> under the heading of worksheets.  Also use <a href="http://www.mathspad.co.uk">www.mathspad.co.uk</a> for further questions and answers.  The QR code on the left will show you how to use Corbett and Mathspad, to find questions and answers.</p> </div> </div>
<p><b>Support offered in school:</b></p>	<ul style="list-style-type: none"> <li>• Students will be given past paper questions with the solutions. Solutions may be on QR codes or written.</li> <li>• Review of learning in class will focus on topics that have been covered earlier in the course.</li> </ul>
<p><b>Useful links:</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://www.stcuthbertsmaths.com">www.stcuthbertsmaths.com</a></li> <li>• <a href="http://www.corbettmaths.com">www.corbettmaths.com</a></li> <li>• <a href="http://www.mathspad.co.uk">www.mathspad.co.uk</a></li> <li>• <a href="https://drive.google.com/drive/folders/1ktlK_yGE0sdXS0Bh9jBmHG5N0R9b9L4m?usp=share_link">https://drive.google.com/drive/folders/1ktlK_yGE0sdXS0Bh9jBmHG5N0R9b9L4m?usp=share_link</a></li> </ul>
<p><b>Other information:</b></p>	<ul style="list-style-type: none"> <li>• Students will need their own Casio scientific calculator for their exam.</li> <li>• The attached QR code explains exam techniques within the exam. Students make the same silly errors each year. Watch this video to try and avoid these errors.</li> </ul> <p><b>MOCK EXAM DATES:</b>  <b>Paper 1: Wednesday 08 November 2023 AM</b>  <b>Paper 2: Wednesday 15 November 2023 AM</b></p> <div style="text-align: right;">  </div>

Subject:

**Maths – Foundation Tier**

No. of papers in the Exam series:

There is a wide range of topics that can be assessed at Higher GCSE, too many to name here. Please refer to this document that your teacher has given you.

**OCR Foundation GCSE June 17/18/19/22  
Nov 17/18/19/20/21**

Material to be examined:

<b>Number (12 - 18%)</b>		
<b>N25 Rounding to nearest 10-100-1000</b>	<b>N26/N27 Rounding to Decimal Places/Sig Figures</b>	<b>N28 Estimating using Significant Figures</b>
June 17 P1 Q2b Nov 17 P1 Q3ai June 18 P3 Q2ai June 19 P1 Q14ai Nov 19 P3 Q3a Nov 21 P1 Q5a June 22 P1 Q6c	Mock 2 P2 Q6a Mock 3 P1 Q10b June 17 P3 Q9 Nov 17 P1 Q3aii June 18 P3 Q3b Nov 18 P1 Q7ab June 19 P1 Q14aii Nov 19 P3 Q3b Nov 21 P1 Q5b	Mock 2 P2 Q6b Mock 3 P2 Q12b Mock 3 P3 Q9ai June 17 P3 Q11b Nov 17 P2 Q7c June 18 P3 Q19 Nov 18 P2 Q12b June 19 P2 Q2 Nov 19 P2 Q15 Nov 21 P2 Q20

It lists all the topics that can be asked and explains the frequency that this topic has been asked over the previous 9 exam series. This should be used alongside [www.stcuthbertsmaths.com](http://www.stcuthbertsmaths.com) and [https://drive.google.com/drive/folders/1ktlK\\_yGE0sdXS0Bh9jBmHG5N0R9b9L4m?usp=share\\_link](https://drive.google.com/drive/folders/1ktlK_yGE0sdXS0Bh9jBmHG5N0R9b9L4m?usp=share_link)

This video explains how to use the above to help revise for your GCSE's



Format of the examination:

**Paper 1 – Calculator allowed – 1 hour 30 min**

Questions from the above document will be covered.

The questions will increase in difficulty so make sure you don't rush the easier questions at the beginning.

You will have roughly one minute a mark.

**Paper 2 – Non-Calculator – 1 hour 30 min**

Same format as Paper 1

To get the very best grades, you will need to work at home, using the following...

Your main source of revision is [www.stcuthbertsmaths.com](http://www.stcuthbertsmaths.com) .  
Here you will find each supporting video from the lists above.  
N = Number  
A = Algebra  
R = Ratio and Proportion  
G = Geometry and Measure  
P = Probability and Statistics

Revision strategies for this subject:



I have shared every past paper question and solution with you. You will only get better by practising questions, so use these along with your revision lists to tick off topics that you know you have mastered. The link to these questions are here –  
You will also have this link and the revision sheet in your Google Classroom code **5v53g45**



You will also find a large range of questions with answers on [www.corbettmaths.com](http://www.corbettmaths.com) under the heading of worksheets.

Also use [www.mathspad.co.uk](http://www.mathspad.co.uk) for further questions and answers.

The QR code on the left will show you how to use Corbett and Mathspad, to find questions and answers.

Support offered in school:

- Students will be given past paper questions with the solutions. Solutions may be on QR codes or written.
- Review of learning in class will focus on topics that have been covered earlier in the course.

Useful links:

- [www.stcuthbertsmaths.com](http://www.stcuthbertsmaths.com)
- [www.corbettmaths.com](http://www.corbettmaths.com)
- [www.mathspad.co.uk](http://www.mathspad.co.uk)
- [https://drive.google.com/drive/folders/1ktlK\\_yGE0sdXSObh9jBmHGsn0R9b9L4m?usp=share\\_link](https://drive.google.com/drive/folders/1ktlK_yGE0sdXSObh9jBmHGsn0R9b9L4m?usp=share_link)
- 

Other information :

- Students will need their own Casio scientific calculator for their exam.
- The attached QR code explains exam techniques within the exam. Students make the same silly errors each year. Watch this video to try and avoid these errors.



**EXAM DATES:**

**Paper 1: Wednesday 08 November 2023 AM**

**Paper 2: Wednesday 15 November 2023 AM**

Subject:	<b>Combined Science: Trilogy</b>	No. of papers in the Exam series:	3
Material to be examined:	<p>In all papers, students will need to apply practical skills such as identifying variables in investigations, describing patterns in results, resolution of equipment, types of errors, plotting graphs, calculating uncertainty, identifying anomalies and suggesting improvements to methods.</p>		
	<p style="text-align: center;"><b>Higher only topics are highlighted in bold.</b></p> <p><b><u>Biology Paper 1</u></b>  <b>Topics:</b>  <b>Cell Biology</b></p> <ul style="list-style-type: none"> <li>- Cells</li> <li>- Microscopes</li> <li>- Cell differentiation and specialisation</li> <li>- Chromosomes, mitosis and the cell cycle</li> <li>- Stem cells</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>- Cells, tissues, organs, systems</li> <li>- Enzymes</li> <li>- Digestion</li> <li>- Food t</li> <li>- The heart</li> <li>- Blood vessels and blood</li> <li>- Plant cell organisation</li> <li>-</li> </ul> <p><b>Infection and response</b></p> <ul style="list-style-type: none"> <li>- Communicable diseases</li> <li>- Viral, fungal, protist and bacterial disease</li> <li>- Preventing disease</li> <li>- Drugs to treat diseases</li> <li>- Developing new drugs</li> </ul> <p><b>Bioenergetics</b></p> <ul style="list-style-type: none"> <li>- Photosynthesis and limiting factors</li> <li>- Rate of photosynthesis</li> </ul> <p><b><u>Chemistry Paper 1</u></b>  <b>Atomic Structure and the Periodic Table</b></p> <ul style="list-style-type: none"> <li>- Atoms, elements, compounds</li> <li>- Chemical equations</li> <li>- Mixtures and chromatography, separating mixtures</li> <li>- Distillation</li> <li>- History of the atom</li> <li>- Electronic structures</li> <li>- Development of the periodic table</li> <li>- The modern periodic table</li> <li>- Metals and non-metals</li> <li>- Groups 1, 7 and 0 elements</li> </ul> <p><b>Bonding, structure and properties</b></p> <ul style="list-style-type: none"> <li>- Ions</li> <li>- Ionic bonding and properties of ionic compounds</li> <li>- Covalent bonding</li> <li>- Simple molecules</li> <li>- Giant covalent structures</li> <li>- Polymers</li> <li>- Allotropes of carbon</li> <li>- Metallic bonding</li> <li>- States of matter</li> <li>- Changing state</li> </ul> <p><b>Quantitative chemistry</b></p> <ul style="list-style-type: none"> <li>- Relative formula mass</li> <li>- The mole</li> </ul>		

- Conservation of mass
- **The mole and equations**
- **Limiting reactants**
- Concentration of solutions

#### Chemical Changes

- Acids and bases
- **Strong and weak acids**
- Reactions of acids
- The reactivity series
- Separating metals from metal oxides
- **Redox reactions**
- Electrolysis
- Electrolysis of aqueous solutions

#### Energy Changes

- Endothermic and exothermic reactions
- Measuring energy changes
- Reaction profiles
- **Bond energies**

### Physics Paper 1

#### Energy

- Energy stores and systems
- Kinetic and potential energy
- Specific heat capacity
- Conservation of energy
- Power
- Reducing unwanted energy transfers
- Efficiency
- Energy resources and their uses
- Wind, solar and geothermal
- Hydro-electricity, waves and tides
- Biofuels and non-renewables
- Trends in energy use

#### Electricity

- Circuit symbols
- Current
- Resistance
- I-V characteristics
- Circuit devices
- Series and parallel circuits
- Electricity in the home
- Power
- The national grid

#### Particle model of matter

- Particle model
- Motion in gases
- Density
- Internal energy and changes of state
- Specific latent heat

#### Atomic structure

- Developing the model of the atom
- Isotopes and nuclear radiation
- Nuclear equations
- Half life
- Irradiation and contamination

<b>Format of the examination:</b>	<p><b><u>Three papers, each 1 hour 15 minutes:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Biology Paper 1</b></li> <li>• <b>Chemistry Paper 1</b></li> <li>• <b>Physics Paper 1</b></li> </ul>
<b>Revision strategies for this subject:</b>	<ul style="list-style-type: none"> <li>-Exam practice – using the questions that are given out weekly for homework.</li> <li>-Creating flash cards and revision mind maps.</li> <li>-Note taking from the CGP revision guide.</li> <li>-Taking notes from the required practical videos.</li> <li>-Using the retrieval mats given out with the revision knowledge organisers at intervention and in class.</li> </ul>
<b>Support offered in school:</b>	<ul style="list-style-type: none"> <li>-Intervention and revision sessions every A week Wednesday after school.</li> <li>- Retrieval and factual recall of previous topics every lesson.</li> <li>-Knowledge organisers and retrieval activities provided for homework each week with targeted exam practice.</li> <li>-All students have been provided with a CGP Science revision guide which they can use to support their learning at home alongside what is taught in class.</li> </ul>
<b>Useful links:</b>	<ul style="list-style-type: none"> <li>• The exam board specification on AQA’s website breaks down all the knowledge, content and skills needed for the exams: <a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a></li> <li>•</li> <li>• Revision websites: <ul style="list-style-type: none"> <li>• <a href="https://www.freesciencelessons.co.uk/">https://www.freesciencelessons.co.uk/</a></li> <li>• <a href="https://www.primrosekitten.com/">https://www.primrosekitten.com/</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/examspecs/z8r997h">https://www.bbc.co.uk/bitesize/examspecs/z8r997h</a></li> <li>• Malmesbury Education on YouTube has free videos for all required practical tasks. <a href="https://www.youtube.com/c/MalmesburyEducation?app=desktop&amp;cbrd=1">https://www.youtube.com/c/MalmesburyEducation?app=desktop&amp;cbrd=1</a></li> </ul> </li> </ul>
<b>Other information:</b>	<p>Students will be provided with a periodic table and a physics formula sheet, but this does not contain equations needed for chemistry and biology such as calculating concentrations, calculating masses and magnification.</p> <p>A scientific calculator, pencil and ruler, compass and protractor are all needed for the exam.</p> <p><b>MOCK EXAM DATES:</b>  <b>Combined Science Biology: Monday 06 November 2023 AM</b>  <b>Combined Science Chemistry: Thursday 09 November 2023 AM</b>  <b>Combined Science Physics: Tuesday 14 November 2023 AM</b></p>

Subject:	<b>Triple Science</b>	No. of papers in the Exam series:	3
Material to be examined:	<p>In all papers, students will need to apply practical skills such as identifying variables in investigations, describing patterns in results, plotting graphs, calculating uncertainty, identifying anomalies and suggesting improvements to methods.</p> <p><b><u>Biology Paper 1 - 1hr 45mins</u></b>  Topics:  Cell Biology</p> <ul style="list-style-type: none"> <li>- Osmosis</li> <li>- Cells</li> <li>- Microscopes</li> <li>- Cell differentiation and specialisation</li> <li>- Chromosomes, mitosis and the cell cycle</li> <li>- Stem cells</li> <li>- Binary fission</li> <li>- Culturing microorganisms</li> <li>- Transport – osmosis, diffusion, active transport</li> <li>- Exchanges surfaces, calculating SA:Vol, adaptations of cells and organs for exchange</li> </ul> <p>Organisation</p> <ul style="list-style-type: none"> <li>- Cells, tissues, organs, systems</li> <li>- Enzymes</li> <li>- Digestion</li> <li>- Food tests</li> <li>- The lungs</li> <li>- The heart</li> <li>- Blood vessels and blood</li> <li>- Cardiovascular disease and treatments</li> <li>- Risk factors for non-communicable diseases</li> <li>- Cancer</li> <li>- Plant cell organisation</li> <li>- Transpiration and translocation</li> </ul> <p>Infection and response</p> <ul style="list-style-type: none"> <li>- Communicable diseases</li> <li>- Viral, fungal, protist and bacterial disease</li> <li>- Preventing disease</li> <li>- Immunity</li> <li>- Vaccination</li> <li>- Drugs to treat diseases</li> <li>- Developing new drugs</li> <li>- Monoclonal antibodies</li> <li>- Plant disease and defence</li> </ul> <p>Bioenergetics</p> <ul style="list-style-type: none"> <li>- Photosynthesis and limiting factors</li> <li>- Rate of photosynthesis</li> <li>- Respiration and metabolism</li> <li>- Aerobic and anaerobic respiration</li> <li>- Effect of exercise</li> </ul> <p><b><u>Chemistry Paper 1 - 1hr 45mins</u></b>  Topics:  Atomic Structure and the Periodic Table</p> <ul style="list-style-type: none"> <li>- Atoms, elements, isotopes, compounds</li> <li>- Chemical equations</li> <li>- Mixtures and chromatography, separating mixtures</li> <li>- Distillation</li> <li>- History of the atom</li> <li>- Electronic structures</li> <li>- Development of the periodic table</li> <li>- The modern periodic table</li> <li>- Metals and non-metals</li> <li>- Groups 1, 7 and 0 elements</li> </ul>		

## Bonding, structure and properties

- Ions
- Ionic bonding and properties of ionic compounds
- Covalent bonding
- Simple molecules
- Giant covalent structures
- Polymers
- Allotropes of carbon
- Metallic bonding
- Nanoparticles
- States of matter
- Changing state

## Quantitative chemistry

- Relative formula mass
- The mole
- Conservation of mass
- The mole and equations
- Limiting reactants
- Concentration of solutions
- Atom economy
- Percentage yield

## Chemical Changes

- Acids and bases
- Titrations
- Strong and weak acids
- Reactions of acids
- The reactivity series
- Separating metals from metal oxides
- Redox reactions
- Electrolysis
- Electrolysis of aqueous solutions

## Energy Changes

- Endothermic and exothermic reactions
- Measuring energy changes
- Reaction profiles
- Bond energies
- Cells
- Cells and batteries
- Fuel cells

## **Physics Paper 1 - 1hr 45mins**

### Topics:

#### Energy

- Energy stores and systems
- Work done
- Kinetic and potential energy
- Specific heat capacity
- Conservation of energy
- Conduction
- Convection
- Power
- Reducing unwanted energy transfers
- Efficiency
- Energy resources and their uses
- Wind, solar and geothermal
- Hydro-electricity, waves and tides
- Biofuels and non-renewables
- Trends in energy use

#### Electricity

- Circuit symbols
- Current
- Resistance
- I-V characteristics
- Circuit devices
- Series and parallel circuits



	<ul style="list-style-type: none"> <li>- Electricity in the home</li> <li>- Power</li> <li>- The national grid</li> <li>- Static electricity</li> </ul> <p>Particle model of matter</p> <ul style="list-style-type: none"> <li>- Particle model</li> <li>- Motion and pressure in gases</li> <li>- Density</li> <li>- Internal energy and changes of state</li> <li>- Specific latent heat</li> </ul> <p>Atomic structure</p> <ul style="list-style-type: none"> <li>- Developing the model of the atom</li> <li>- Isotopes and nuclear radiation</li> <li>- Nuclear equations</li> <li>- Half life</li> <li>- Irradiation and contamination</li> <li>- Background radiation</li> <li>- Fission and fusion</li> </ul>
<b>Format of the examination:</b>	<p><b>Biology - 1hr 45 mins</b></p> <p><b>Chemistry - 1hr 45 mins</b></p> <p><b>Physics - 1hr 45 mins</b></p>
<b>Revision strategies for this subject:</b>	<ul style="list-style-type: none"> <li>-Exam practice – using the questions that are given out weekly for homework.</li> <li>-Creating flash cards and revision mind maps.</li> <li>-Note taking from the revision guide.</li> <li>-Taking notes from the required practical videos.</li> </ul>
<b>Support offered in school:</b>	<ul style="list-style-type: none"> <li>- Intervention and revision sessions every A week Wednesday after school.</li> <li>- Retrieval and factual recall of previous topics every lesson.</li> <li>-Knowledge organisers and retrieval activities provided for homework each week with targeted exam practice.</li> <li>-All students have been provided with a Science revision guide which they can use to support their learning at home alongside what is taught in class.</li> </ul>
<b>Useful links:</b>	<ul style="list-style-type: none"> <li>• The exam board specification on AQA’s website breaks down all the knowledge, content and skills needed for the exams: <ul style="list-style-type: none"> <li>• <a href="https://www.aqa.org.uk/subjects/science/gcse/biology-8461">https://www.aqa.org.uk/subjects/science/gcse/biology-8461</a></li> <li>• <a href="https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a></li> <li>• <a href="https://www.aqa.org.uk/subjects/science/gcse/physics-8463">https://www.aqa.org.uk/subjects/science/gcse/physics-8463</a></li> </ul> </li> <li>• Revision websites: <ul style="list-style-type: none"> <li>• <a href="https://www.freesciencelessons.co.uk/">https://www.freesciencelessons.co.uk/</a></li> <li>• <a href="https://www.primrosekitten.com/">https://www.primrosekitten.com/</a></li> <li>• BBC Bitesize has pages specifically for the synergy specification, so is set out in the units as you have studied them. <a href="https://www.bbc.co.uk/bitesize/examspecs/zw488mn">https://www.bbc.co.uk/bitesize/examspecs/zw488mn</a></li> <li>• Malmesbury Education on YouTube has free videos for all required practical tasks. <a href="https://www.youtube.com/c/MalmesburyEducation?app=desktop&amp;cbrd=1">https://www.youtube.com/c/MalmesburyEducation?app=desktop&amp;cbrd=1</a></li> </ul> </li> </ul>

**Other  
information:**

Students will be provided with a periodic table and a physics formula sheet, but this does not contain all of the equations needed so students will need to learn and revise the relevant equations for biology and chemistry.

A scientific calculator, pencil and ruler, compass and protractor are all needed for the exam.

***MOCK EXAM DATES:***

***Triple Science Biology: Monday 06 November 2023 AM***

***Triple Science Chemistry: Thursday 09 November 2023 AM***

***Triple Science Physics: Tuesday 14 November 2023 AM***

Subject:

# Religious Studies

No. of papers in the Exam series:

2

Paper	Topics	Time
1	<b>Component 1: Foundational Catholic Theology</b>	90 mins
2	<b>Component 2: Applied Catholic Theology</b>	90 mins

Material to be examined:

## Component 1

### Theme 1: Origins and Meaning

#### **Origins and Meaning:**

- Catholic beliefs about the origin of the universe and 'creation ex nihilo'.
- The relationship between Catholic, other Christian and non-religious views on the origin of the universe
- Compatibility of scientific theory of evolution with Catholic beliefs
- Sanctity of human life and 'imago Dei'
- Catholic, other Christian and non-religious views about the value of human life, including attitudes toward abortion
- Humanist beliefs on sanctity of life issues (eg Peter Singer's views on 'speciesism')

#### **Beliefs: Creation**

- Comparison of the first and second creation accounts in Genesis
- Catholic beliefs about the nature of human beings and their relationship with creation, each other and God
- Catholic and Humanist beliefs on stewardship

#### **Sources: The Bible**

- The nature of revelation and inspiration; structure and origins of scripture and its literary forms
- Different Christian views on Genesis

#### **Forms: Painting**

- Michelangelo's Creation of Adam as an expression of Catholic beliefs about creation, God and human beings

#### **Forms: Symbolism**

- The use of symbolism and imagery in Christian art; Tree of Life Apse mosaic and its symbols, e.g. the Alpha and Omega, the Chi-Rho, lamb, dove and the four evangelists
- The symbol of cross as the tree of life; Christ as the New Adam as expressed in the San Clemente mosaic

#### **Practices: Loving and Serving in Catholic communities in Britain and elsewhere**

- imago Dei expressed in Catholic Social Teaching
- The role of the Catholic Church in inter-faith dialogue to promote understanding, respect, tolerance and harmony between the different religious and non-religious traditions in Great Britain.
- The work of one Catholic charity, e.g. CAFOD and one local charity, e.g. SVP, reflecting Catholic beliefs about the dignity of human beings, the importance of loving one's neighbour, and respecting creation

**key concepts:** creation ex nihilo; evolution; imago Dei; inspiration; omnipotence; revelation; stewardship; transcendence

## Theme 2: Good and Evil

### **Good, Evil and Suffering**

- Catholic beliefs on the origin of evil: Original Sin and evil as a "privation"
- Alternative Christian and non-Christian views on the nature and origin of evil and the difference between moral and natural evil.
- relationship between God's goodness and the goodness of the created world
- challenges posed by belief in God's goodness, free will and the existence of evil and suffering
- The meaning of suffering and Catholic ambivalence towards it, with reference to the significance of Christ's suffering and death and Isaiah 53

#### **Beliefs: Trinity**

- The nature of the Trinity as expressed in the Nicene creed – One God in three persons: Father, Son and Spirit
- The biblical support for the doctrine, with reference to the trinity of love, lover and beloved in St Augustine

#### **Beliefs: Incarnation**

- Jesus as Incarnate Word, fully God and fully human; its scriptural origins e.g. John 1:1-18 and the kenosis hymn (Phil 2:5-11)
- The importance of the incarnation in response to the Problem of Evil

#### **Sources: Jesus and moral authority**

- Jesus as the authoritative source for moral teaching
- Natural Law and conscience as evidence of God's goodness and the role of suffering in the development of the virtues

#### **Forms: Sculpture and Statuary**

- sculpture and statues in Catholic tradition and worship
- sculpture and statuary as an expression of beliefs about God's goodness and the meaning of human suffering, with reference to Michelangelo's Pieta

**Practices: Popular devotion as practised in Catholic communities in Britain and elsewhere**

- pilgrimage as a response to human suffering,
- Rosary as a reflection on the meaning and significance of the Incarnation with particular reference to the Sorrowful Mysteries

**Key concepts:** conscience; evil; free-will; goodness; incarnation; Natural Law; privation; suffering

**Theme 3: Life and Death**

**Death and the afterlife**

- Catholic teaching on the meaning of death, the importance of dying well and the importance of palliative care with reference to Catholic teaching on assisted suicide and euthanasia.
- Contrasting views on quality and sanctity of life and the right to die
- Catholic beliefs about life after death
- Catholic belief in resurrection of the body in contrast to popular beliefs about survival of the soul
- Contrasting views about death as the end of personal existence

**Beliefs: Eschatology**

- Catholic teaching on heaven, hell and purgatory with reference to the parables of judgement

**Sources: The Magisterium**

- The nature of the Catholic Magisterium; its ordinary and extraordinary forms
- The Second Vatican Council

**Forms: Artefacts**

- How Christian beliefs about eternal life influenced the iconography in Christian sarcophagi
- How Christian beliefs in the resurrection are expressed by the paschal candle as it is used in the Easter Vigil and during Catholic Baptism

**Forms: Music and the funeral rite**

- The different forms of music used in worship and how music expresses Catholic beliefs about eternal life, e.g. Faure's Requiem
- The Catholic funeral rite in Britain and how its symbols, prayers and texts express beliefs about eternal life

**Practices: Prayer within Catholic communities in Britain and elsewhere**

- The significance of prayer as "the raising of the mind and heart to God", both in formulaic and extempore prayers, with reference to the Lord's Prayer
- The Catholic practice of praying for and offering Masses for the dead

**Key concepts:** death; eternal life; heaven; hell; judgement; Magisterium; resurrection; soul

**Theme 4: Sin and Forgiveness**

**Crime and Punishment**

- The difference between crime and sin, with reference to absolutist and relativistic approaches to morality
- The different aims of punishment: retribution, deterrence, rehabilitation
- Christian teachings about forgiveness, and the relationship between forgiveness and punishment
- The development of Catholic teaching on capital punishment
- Arguments for and against Capital punishment within Christianity and non-religious views

**Beliefs: Redemption**

- The meaning and significance of the term "salvation" for Catholics and the role of grace and human freedom in redemption. How do Catholics believe the life, death, resurrection and ascension of Jesus saves them?
- The compatibility of a belief in Hell and a belief in the unconditional love and forgiveness of God

**Sources: Church**

- The nature of the Church as one, holy, catholic and apostolic and Mary as a model of the Church
- The different understandings of the Church as the 'Body of Christ' and 'the people of God' and the meaning of the claim "outside the Church there is no salvation"

**Forms: Buildings**

- How the sacred objects within a Church represent Catholic beliefs about salvation e.g. the altar and the font.
- How the orientation of Catholic churches and their architectural features help Catholic worship and reflection on the mystery of salvation

**Practices: Sacraments**

- The Catholic belief in the sacramental nature of the whole of reality and its connection to the seven sacraments: their names, meanings and effects; the meaning and significance of sacraments for a Catholic understanding of salvation
- The meaning and significance of the Eucharist as "the source and summit" of Christian life and the role it plays in Catholic understanding of salvation

**Practices: Mission and Evangelisation in Britain and elsewhere**

- Catholic teaching on evangelisation and the forms this should take
- How Catholic beliefs about the relationship between faith and salvation influence attitudes to mission and evangelisation locally, nationally and globally
- Evangelising in Britain; benefits and challenges.

**Key concepts:** absolutism Eucharist; evangelisation; forgiveness; punishment; relativism; salvation; sin

Question Type	Focus	How many questions you have to complete in the exam paper	
		Component (paper) 1	Component (paper) 2
Question a) – 2 marks	<b>Define</b> the keyword	3	3
Question b) – 5 marks	<b>Describe</b> a belief, teaching, practice or event etc with a <b>source</b> to back it up	3	3
Question c) – 8 marks	<b>Explain</b> a belief, teaching, practice or event etc with reference to a <b>source</b> . Include reasons, detail and how beliefs <b>impact</b> people/communities. (paper 1	3	3
Question d) – 15 marks	<b>Discuss</b> a statement – looking at both sides of the argument. You must refer to religion and belief and the <b>impact</b> it has people/communities. Include <b>sources</b> to back up your arguments. <b>Evaluate</b> the arguments. Say which side is strong and why the other side is weak. Come to an <b>evidenced conclusion</b> .	3	3
<b>SPAG – 6 marks</b>	Marks for spelling, punctuation and grammar	1d) only	2d) only

### Revision strategies for this subject:



**Practice writing and planning exam questions** using your knowledge organisers and revision booklets. Your teacher can mark/annotate for you. See Google Classroom or your teacher for past questions.



**Dedicate a set time to a topic. Chuck your revision down into manageable bits.**

Spend time reviewing a topic (set yourself a specific amount of time to studying this area), test yourself or get someone else to test you (e.g. quiz/exam question) and check it against notes. There are also workbooks and blank revision clocks. See Google Classroom or your teacher.



**Make your brain work hard**

Make your revision active - create a flow diagram, mind map, self-quiz, Cornell Notes or use flashcards to test yourself. Watch a video and make notes or get someone to test you.

### Support offered in school:

Visit the **Year 11 Google Classroom Revision Hub(kri55fi)**.

You will also receive:

- Knowledge organisers
- Revision guides
- Revision lessons
- Past questions
- Revision timetable
- Revision workbooks
- Afterschool revision sessions **TUESDAY B Week** – everyone is welcome!
- **Tuesday lunchtime** year 11 drop in – come to RE to get any one-to-one support you need.



### Useful links:



- On the Google Classroom RS Revision Hub, you will find links to SENECA and Quizlet for online revision.
- [St. Bede's Blackburn RE - YouTube](#) – for great revision videos.
- <https://www.eduqas.co.uk/home/student-support/> for general revision and study support.
- <https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=26&lvlId=2> look at the route B resources here. You can also download past papers.
- Quizlet – search for ‘St. Cuthbert’s @ St. Cuthberts - RS Revision’ class  
<https://quizlet.com/join/aBSqGdzyt?i=52v75e&x=1bqt>
- [RE Beck - YouTube](#)
- [Miss Watson RE](#) – Good site for revision materials.

### Other information:

**MOCK EXAM DATES:**

**Pape 1: Tuesday 07 November 2023 AM**

**Paper 2: Monday 13 November 2023 AM**

<b>Subject:</b>	<b>Design and Technology</b>	<b>No. of papers in the Exam series:</b>	1
<b>Material to be examined:</b>	<p><b>Section A – Core Technical Principles</b></p> <ul style="list-style-type: none"> <li>• Composite Materials</li> <li>• Energy Generation and Energy Storage</li> <li>• Safe Disposal of Batteries</li> <li>• Thermosetting and Thermoforming Plastics</li> <li>• Natural and Manufactured Timbers</li> <li>• Planned Obsolescence</li> </ul> <p><b>Section B – Specialist Technical Principles</b></p> <ul style="list-style-type: none"> <li>• Making Prototypes</li> <li>• Interrupting data from graphs</li> <li>• Production Methods</li> <li>• Product Analysis</li> <li>• Ergonomics and Anthropometrics</li> <li>• Potential effect of factors on project success</li> </ul> <p><b>Section C – Technical Drawing</b></p> <ul style="list-style-type: none"> <li>• Orthographical Projects</li> </ul>		
<b>Format of the examination:</b>	<p>The Examination is 1 hour and marked out of 60 marks.</p> <p>The examination is split into three sections.</p> <p>Section A: This is worth 10 marks. It consists of 4 multiple choice questions from different parts of the course and 2 long answer questions.</p> <p>Section B: Is worth 37 marks. It consists of questions from different parts of the course.</p> <p>Section C: Is worth 13 marks. It consists of a technical drawing question and questions based on the drawing.</p>		
<b>Revision strategies for this subject:</b>	<ul style="list-style-type: none"> <li>• Use SENECA learning.</li> <li>• Use all the PowerPoints that are on your Google Classroom, there are plenty of exam questions and the mark schemes on each topic/lesson.</li> <li>• CGP GCSE revision guide supplied to you for use at home and a workbook to accompany.</li> <li>• Make some revision flashcards from the resources you have available.</li> <li>• Create your own knowledge organisers based on big topics.</li> <li>• Create question and answer cards so friends and family can quiz you.</li> <li>• Revise with a friend who does the same subject.</li> </ul>		
<b>Support offered in school:</b>	<ul style="list-style-type: none"> <li>• CGP GCSE revision guide supplied to you for use at home and a workbook to accompany.</li> <li>• Revision activities in class.</li> <li>• Retrieval and review of learning every lesson.</li> </ul>		
<b>Useful links:</b>	<p>Google classroom Technology Student SENECA Learning</p>		
<b>Other information:</b>	<p>Section B has a calculation to complete so it is advisable to bring your own scientific calculator with you to the exam.</p> <p>Section C has a drawing element so it is advisable to bring a pencil and ruler with you to the exam.</p> <p><b>MOCK EXAM DATES:</b> <i>Wednesday 15 November 2023 AM</i></p>		



Subject:	Drama	No. of papers in the Exam series:	1
<b>Material to be examined:</b>	<p><b>Creating devised drama</b></p> <p>Students must learn how to create and develop ideas to communicate meaning in a devised theatrical performance. Students must develop their ability to:</p> <ul style="list-style-type: none"> <li>• carry out research</li> <li>• develop their own ideas</li> <li>• collaborate with others</li> <li>• rehearse, refine and amend their work in progress</li> <li>• analyse and evaluate their own process of creating devised drama.</li> </ul> <p>For assessment, students must produce an individual Devising log documenting their devising process and an analysis and evaluation of their contribution.</p> <p><b>Performing devised drama</b></p> <p>Students must learn how to contribute to devised drama in a live theatre context for an audience. They must contribute as either a performer or designer. They must develop their ability to:</p> <ul style="list-style-type: none"> <li>• create and communicate meaning</li> <li>• realise artistic intention in devised drama.</li> </ul> <p>For assessment, students must perform or create realised designs for a devised duologue or group piece</p>		
<b>Format of the examination:</b>	<p><b>Practical devised performances</b> will be assessed using a half hour slot for each group during Mock exam series in November 2023.</p> <p>There are 20 marks available for this section. The assessment objective being assessed is AO2: Apply theatrical skills to realise artistic intentions in live performance.</p> <p><b>Section 1 of the devising log</b> will be assessed using 1 hour during exam week to write up logbook evidence</p> <p>There are 20 marks available for this section. The assessment objective being assessed is AO1: Create and develop ideas to communicate meaning for theatrical performance.</p>		
<b>Revision strategies for this subject:</b>	<p>Attend rehearsals after School  Learn lines  Photograph and video key scenes and extracts in order to reflect on them  Complete research on key themes and issues  Use resources in the devising log booklet to address all of the key points in the devising log</p>		
<b>Support offered in school:</b>	<p>Practical rehearsal and Intervention weekly</p>		
<b>Useful links:</b>	<p><a href="#">Devising - GCSE Drama Revision - AQA - BBC Bitesize</a>  <a href="#">Five top tips for Devising Theatre – BURT'S DRAMA (burtsdrama.com)</a>  <a href="#">11Z GCSE Drama (google.com)</a></p>		
<b>Other information:</b>	<p><b>MOCK EXAM DATES:</b>  <b>GCSE Non-Examined Assessment – Devising</b> week beginning 6<sup>th</sup> November 2023  <b>Written:</b> Tuesday 07 November 2023 AM  <b>Practical:</b> Friday 10 November 2023 AM</p>		



<b>Subject:</b>	<b>Food Preparation and Nutrition</b>	<b>No. of papers in the Exam series:</b>	1
<b>Material to be examined:</b>	<p><b>Food, nutrition, and health</b></p> <ul style="list-style-type: none"> <li>• Macronutrients - protein, fat and carbohydrates – percentage energy from each per day</li> <li>• Micronutrients - vitamins and minerals</li> </ul> <p><b>Nutritional needs and health</b></p> <ul style="list-style-type: none"> <li>• Making informed choices for a varied and balanced diet – changing recipes</li> <li>• Analysing diets and suggesting improvements</li> <li>• Diet, nutrition and health – nutritional needs of an adult</li> </ul> <p><b>Food science</b></p> <ul style="list-style-type: none"> <li>• Selecting appropriate cooking methods</li> <li>• Types of cooking methods</li> </ul> <p><b>Functional and chemical properties of food</b></p> <ul style="list-style-type: none"> <li>• Fruit and vegetables - enzymic browning,</li> <li>• Protein – coagulation and denaturation</li> </ul> <p><b>Food safety</b></p> <p><u>Food spoilage and contamination</u></p> <ul style="list-style-type: none"> <li>• Microorganisms in food production – cheese, bread, yogurt</li> <li>• Production of foods that use microorganisms</li> <li>• Key temperatures for food safety and types of storage</li> <li>• Listeria and salmonella</li> <li>• Conditions needed for bacteria to multiply</li> </ul> <p><b>Food choice</b></p> <ul style="list-style-type: none"> <li>• Factors affecting food choice – vegetarian and vegan diets</li> <li>• Sensory evaluation including sensory profiles and controlled conditions</li> </ul> <p><b>Food provenance</b></p> <ul style="list-style-type: none"> <li>• Food sources – seasonal foods</li> <li>• Food and the environment</li> <li>• Food production</li> </ul>		
<b>Format of the examination:</b>	<p>This examination is 1 hour and is marked out of 60.  <b>This examination is divided into two sections:</b></p> <ul style="list-style-type: none"> <li>• Section A: This is worth 12 marks. It consists of 12 multiple-choice questions from different sections of the course.</li> <li>• Section B: This is worth 48 marks. It consists of questions of different styles from different sections of the course.</li> </ul>		
<b>Revision strategies for this subject:</b>	<ul style="list-style-type: none"> <li>• Use SENECA learning.</li> <li>• Use all the PowerPoints that are on your Google Classroom, there are plenty of exam questions and the mark schemes on each topic/lesson.</li> <li>• Make some revision flashcards from the resources you have available.</li> <li>• Create your own knowledge organisers based on big topics.</li> <li>• Create question and answer cards so friends and family can quiz you.</li> <li>• Create mnemonics where possible, e.g., FATTOM (conditions bacteria need to multiply)</li> <li>• Revise with a friend who does the same subject.</li> </ul>		
<b>Support offered in school:</b>	<ul style="list-style-type: none"> <li>• CGP GCSE revision guide supplied to you for use at home and a workbook to accompany.</li> <li>• Revision activities in class.</li> <li>• Retrieval and review of learning every lesson.</li> <li>• Previous KAT tests.</li> </ul>		
<b>Useful links:</b>	<ul style="list-style-type: none"> <li>• SENECA learning.</li> <li>• The online textbook <a href="http://www.illuminate.digital/aqafood/">www.illuminate.digital/aqafood/</a> Username <b>SCUTHBERT3</b> Password <b>STUDENT3</b></li> <li>• Google Classroom</li> </ul>		
<b>Other information:</b>	<p>Read the multiple-choice question instructions carefully. Only one answer is allowed and you need to complete your answer by colouring in the circle with a black pen. If you make a mistake then follow what to do carefully.  <b>MOCK EXAM DATES:</b>  <i>Friday 10 November 2023 AM</i></p>		

Subject:

**Geography**

No. of papers:

2

**Paper 1 (1 ½ hour) (full paper) The challenge of Natural Hazards**

**Section A- Natural hazards**

**1. Tectonic Hazards**

- Earthquakes and volcanic eruptions are the result of physical processes. Japan and Nepal
- The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Japan and Nepal
- Management can reduce the effects of a tectonic hazard. Japan and Nepal

**2. Weather Hazards**

- Global atmospheric circulation helps to determine patterns of weather and climate.
- Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.
- Tropical storms have significant effects on people and the environment. (Cyclone Idai)
- The UK is affected by a number of weather hazards. (Somerset Levels floods)
- Extreme weather events in the UK have impacts on human activity.

**3. Climate Change**

- Climate change is the result of natural and human factors, and has a range of effects.
- Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).

**Section B- The living world**

**4. Ecosystems**

- Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.

**5. Tropical Rainforests**

- Tropical rainforest ecosystems have a range of distinctive characteristics.
- Deforestation has economic and environmental impacts. (Malaysia)
- Tropical rainforests need to be managed to be sustainable.

**6. Hot deserts**

- Hot desert ecosystems have a range of distinctive characteristics.
- Development of hot desert environments creates opportunities and challenges. (Thar desert)
- Areas on the fringe of hot deserts are at risk of desertification.

**Section C- UK physical landscapes**

**7. UK Physical Landscapes**

- The UK has a range of diverse landscapes.

**8. Coastal landscapes in the UK**

- The coast is shaped by a number of physical processes.
- Distinctive coastal landforms are the result of rock type, structure and physical processes.
- Different management strategies can be used to protect coastlines from the effects of physical processes.

**9. River landscapes in the UK**

- The shape of river valleys changes as rivers flow downstream.
- Distinctive fluvial landforms result from different physical processes.
- Different management strategies can be used to protect river landscapes from the effects of flooding.

Material to be examined:

**Paper 2 (1 ½ hour) (2 out of 3 sections in this mock will be assessed)  
Challenges of the Human environment**

**Section A Urban Issues and Challenges**

**1. Urban Issues and Challenges (Rio de Janeiro and Liverpool)**

- A growing percentage of the world's population lives in urban areas.
- Urban growth creates opportunities and challenges for cities in LICs and NEEs. (Rio)
- Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. (Liverpool)
- Urban sustainability requires management of resources and transport. (Freiberg)

**Section C- Resources**

**2. Resource management**

- Food, water and energy are fundamental to human development.
- The changing demand and provision of resources in the UK create opportunities and challenges.

**3. Energy (Chambamontera)**

- Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.
- Different strategies can be used to increase energy supply.

**Format of the examination:**

Paper 1 – Living the Physical Environment (1 ½ hours)

Paper 2 – Challenges in the Human Environment (1 ½ hours)

2 papers are made up of 1,2,3,4,6,9-mark questions.

Command words – Describe, Explain, Compare, Discuss, Evaluate, Assess, To what extent.

**Revision strategies for this subject:**

- Revision videos – Mrs Geography YouTube channel, bitesize.
- Revision guides
- Knowledge organisers – LOOK, SAY, COVER, WRITE, CHECK
- Flash cards – condense your notes onto flash cards
- Mind maps
- QR code revision give to the students by class teacher

**Support offered in school:**

- Revision sessions will take place on Tuesday/Wednesday after school from 3-4pm
- Students will be given specimen papers to help them prepare for the format of the exam.
- Retrieval and factual recall of previous topics every lesson.
- Revision homework to be completed weekly given every Thursday by class teacher

**Useful links:**

- [GCSE Geography - AQA - BBC Bitesize](#)

**Other information:**









QR code to access all revision online, letter been sent on MyEd to all Y11 pupils on the correct revision guide for this GCSE course.



**MOCK EXAM DATES:**









**Paper 1: Thursday 09 November 2023 AM**

**Paper 2: Thursday 16 November 2023 AM**

Visit	Revise	Quiz	Exam Question(s)
	Urban Issues and Challenges – NEE Rio	Coastal Landscapes in the UK	<ol style="list-style-type: none"> <li>1. Explain how the sea defences shown in Figure 11 help to protect the coastline from erosion. [4 marks]</li> <li>2. Explain how different coastal landforms are created by erosion. Use Figure 12 and your own understanding. [6 marks]</li> <li>3. Discuss the costs and benefits of hard engineering strategies in protecting coastlines. Use Figure 13 and Figure 14 and your own understanding. [6 marks]</li> </ol>
	Urban Issues and Challenges – City in a HIC - Liverpool	Urban Issues and Challenges – NEE Rio	<ol style="list-style-type: none"> <li>1. Suggest why sanitation systems in cities in LICs/NEEs create challenges. Use Figure 15 and your own understanding. [4 marks]</li> <li>2. Use Figure 16 and a case study of a city in a LIC or NEE to suggest why managing traffic congestion and air pollution may be challenging. [6 marks]</li> <li>3. Assess the extent of the challenges created by urban growth in LICs/NEEs. Use a case study of a city in an LIC/NEE. [9 marks] [+ 3 SPaG marks]</li> </ol>
	Resource Management Changing Demand in the UK	Changing Economic World, The UK	<ol style="list-style-type: none"> <li>1. Suggest how the UK is moving towards a post-industrial economy. Use Figure 20 and your own understanding. [6 marks]</li> <li>2. Evaluate the success or likely success of one or more strategies to resolve regional differences in the UK. [9 marks]</li> <li>3. Assess the importance of transport improvements to the UK economy. [9 marks]</li> </ol>
	Hot Deserts	Ecosystems TRF	<ol style="list-style-type: none"> <li>1. Using Figure 1 and your own knowledge explain how plants have adapted to the physical conditions of the tropical rainforest. (6)</li> <li>2. Some economic activities in tropical rainforests have major environmental impacts. To what extent do you agree? Use Figure 2 and a case study to explain your answer. (9)</li> </ol>
	Hazards Tectonic Hazards	Hot Deserts	<ol style="list-style-type: none"> <li>1. Using Figure 3 and your own knowledge explain how animals have adapted to survive in a hostile environment you have studied. (6)</li> <li>2. Using a case study, to what extent have opportunities for economic activity been developed in your chosen environment? (9)</li> </ol>
	Weather Hazards Climate Change	Hazards Tectonic Hazards	<ol style="list-style-type: none"> <li>1. Using Figure 4 and your own understanding, suggest how plate movements causes tectonic hazards along destructive plate margins (6)</li> <li>2. Immediate responses to a tectonic hazard are more important than long-term responses. Do you agree? Using Figure 5 and one or more examples, explain your answer. (9 +3).</li> </ol>
	River Landscapes in the UK	Weather Hazards Climate Change	<ol style="list-style-type: none"> <li>1. Explain how burning fossil fuels and deforestation may have contributed to global changes in temperature. (4)</li> <li>2. Suggest how extreme weather in the UK can have economic and social impacts. Use Figure 6 and your own understanding. (6)</li> <li>3. Managing climate involves both mitigation and adaptation. Do you agree? Explain your answer. Use Figure 7 and your understanding. (9 +3)</li> <li>4. Assess the extent to which tropical storms have effects on people and the environment. Use Figure 8 and an example you have studied. (9 +3).</li> </ol>
	Coasts	River Landscapes in the UK	<ol style="list-style-type: none"> <li>1. Explain how oxbow lakes are formed. (4)</li> <li>2. Explain how hard engineering strategies can help reduce the impact of river flooding. Use Figure 9 and your own understanding. (4)</li> <li>3. Explain how physical and human factors may affect flood risk. Use Figure 9 and your own understanding. (6)</li> </ol>







<b>Subject:</b>	<b>History – Component 2 part 1</b>	<b>No. of papers in the Exam series:</b>	<b>1: 1 x components of 1 x exam papers</b>
<b>Material to be examined:</b>	<p><b>Changes in Entertainment and Leisure in Britain, C500 to present day</b>  Entertainment on stage and screen from medieval times to the present day.  The development of sport from medieval times to the present day.  The development of music medieval times to the present day.  Changing holiday patterns from medieval times to the present day.  The development of children’s entertainment from medieval times to the present day.  The development of blood sports from medieval times to the present day.  Local study: Alexandra Palace</p>		
<b>Format of the examination:</b>	<p><b>Changes in Entertainment and Leisure in Britain, C.500 to the present day – 1 hour</b>  Q1 – Use sources A, B and C to identify one similarity and one difference (4 marks)  <i>You need to look at what the sources are showing you. Select one similarity and one difference in the topic named.</i>  Q2 – Which of the two sources is the more reliable to an historian studying XXX over time? (6 marks)  <i>Discuss the content, authorship, audience and purpose of the sources. Use your ow knowledge to explain. Come to a final judgement overall.</i>  Q3 – Describe XXX (3 marks)  <i>You must paint a word picture of the topic in the question and ensure you are using language in the question. Use detailed knowledge – people, dates, events and statistics.</i>  Q4 – Explain why XXX (8 marks)  <i>You must show knowledge of the topic in the question and discuss the topic referring back to the question. Keep referring to the WHY and the wider context. What has changed at the time which influences the topic in question?</i>  Q5 – Outline how the XXX has changed from C.500 to the present day? (16 marks)  <i>You must tell the story and discuss the change of a topic over 3 time periods: Medieval, early modern and modern. You should mention how things are the same and how things have changed.</i>  Q6a – Describe two XXX at Alexandra Palace (8 marks)  <i>You must describe two key features from the historical site of Alexandra Palace. Use detailed knowledge; people, dates, events and statistics.</i>  Q6b – Explain why Alexandra Palace is a good example of XXX. (12 marks)  <i>You must show what happened over time, how things stayed the same or changed. You must include historical knowledge; people, dates, events and statistics. The wider context is key here. How is Alexandra Palace reflecting changes that happened?</i></p>		
<b>Revision strategies for this subject:</b>	<ul style="list-style-type: none"> <li>• <i>Revision videos can be found on Google Classroom.</i></li> <li>• <i>Knowledge booklets should be taken home and used for revision.</i></li> <li>• <i>Knowledge organisers – LOOK, SAY, COVER, WRITE, CHECK.</i></li> <li>• <i>Flash cards – condense your notes onto flash cards.</i></li> <li>• <i>Mind Maps.</i></li> <li>• <i>Answer practice questions and hand in to your teacher.</i></li> </ul>		
<b>Support offered in school:</b>	<ul style="list-style-type: none"> <li>• Students will be given specimen papers to support them to prepare for the format of the exam.</li> <li>• Students will be given a revision booklet to support them to learn the key knowledge for the exam.</li> <li>• Students will be given a Knowledge Organiser to support them to learn the key knowledge for Alexandra Palace.</li> </ul>		
<b>Other useful information:</b>	<p>Use your revision booklets and KOs to prepare at home.  Use the QR codes below to access your revision resources.</p> <p><b>MOCK EXAM DATES:</b>  <i>Tuesday 07 November 2023 AM</i></p>		


## History exam 1: Entertainment and Leisure

Resource	Details	QR code
Revision booklet	This revision guide include the following: <ul style="list-style-type: none"> <li>• A list of how the exam questions are structured</li> <li>• Key knowledge and key words</li> <li>• Practice questions and guidance</li> </ul> Use the 'How do we revise in history document' to help you with how to use this booklet	
Knowledge organiser	This is your knowledge organiser. Each page is a part of the specification summarised for you. Each page includes key dates, events and people. It is important that you learn this information, especially the vocabulary. This will avoid you being caught out in your real exam.	
Revision PowerPoint	Here is a revision ppt which will take you through the entire Entertainment and Leisure course.	
Bare Bones	This booklet is a basic summary of the Entertainment unit. It also includes revision ideas and suggestions. This is perfect for somebody who finds large booklets and lots of information overwhelming.	
Alexandra Palace Revision Guide	Alexandra Palace is worth 20 marks on your Entertainment and Leisure paper so it is important that you are confident with the knowledge needed. This revision guide was created by the exam board and includes knowledge and some information.	
Alexandra Palace Knowledge organiser	This knowledge organiser is an overview of the Alexandra Palace topic area. Use this to create your own revision resources such as timelines, flashcards and mindmaps.	
Mock exam walk through	In this video I am talking through an Entertainment exam paper. Stop the video after Q5. <b>Revision idea:</b> Pause the video at each question and then attempt it. Press play and self-mark/improve your answer.	
Q5 model answers	This document has got a model answer for all possible question 5s. This question is worth 20 marks, it is important that you know how to structure this answer. You need three paragraphs: Medieval, Early modern and Modern.	

### Revision summary videos

Below are some short videos talking you through the topic areas on your entertainment paper.

Topic area	QR code	Topic area	QR code
Sport from c.500 to the present day		Music and dance styles from c.500 to the present day	
Entertainment on stage and screen from c.500 to the present day		Children's entertainment from c.500 to the present day	
Holidays from c.500 to the present day		Bloodsports from c.500 to the present day	

Resource	Details	QR code
YouTube clip: Teacher video focused on Sport over time	Here a teacher has recorded herself talking through the Sport topic area. The video covers the medieval era, the early modern and the modern era. As you watch you can make revision notes on the three areas and pause the teacher when needed.	

Subject:	<b>Physical Education</b>	No. of papers in the Exam series:	1
Material to be examined:	<p><b>Paper 1 – Fitness and Body Systems</b></p> <p><b>Skeletal system</b> – functions, classifications of bones, structure of the skeleton (names of bones and regions of the vertebral column), joint classifications, joint movements, ligaments and tendons.</p> <p><b>Muscular system</b> – Muscle types, names and locations of voluntary muscles, antagonistic pairs, muscle fibre types.</p> <p><b>Cardiovascular system</b> – functions, structure, arteries, veins and capillaries, redistribution of blood flow, the blood.</p> <p><b>Respiratory system</b> – Inhaled/exhaled air, vital capacity and tidal volume, structure of respiratory system, alveoli and gas exchange.</p> <p><b>Aerobic and anaerobic exercise</b> – Energy production and by-products, energy sources.</p> <p><b>Effects of exercise</b> – short term and long-term effects.</p> <p><b>Movement Analysis</b> - Lever systems, examples of their use in activity and the mechanical advantage they provide in movement. Planes and axes of movement.</p> <p><b>Health and fitness</b> – Definitions and relationships between health, fitness, exercise and performance.</p> <p><b>Principles of training/Training methods</b> – Definitions and their application to training programmes.</p> <p><b>Long term effects of exercise</b> – Effects on the different body systems</p> <p><b>Optimising performance and preventing injury</b> – PARQ, injury prevention, sports injuries and treatment</p>		
Format of the examination:	<p><b>Paper 1 – Fitness and Body Systems 1 hr 30 mins – 80 marks</b></p> <p>Section A: Anatomy and Physiology and Movement Analysis  Section B: Physical Training  Section C: <b>One</b> extended response on Physical Training topic only</p>		
Revision strategies for this subject:	<ul style="list-style-type: none"> <li>• <i>Revision videos – Use The Everlearner (Theeverlearner.com)</i></li> <li>• <i>Test yourself – Use The Everlearner (Theeverlearner.com)</i></li> <li>• <i>Checkpoints – Use The Everlearner (Theeverlearner.com)</i></li> <li>• <i>BBC Bitesize</i></li> <li>• <i>QLA document should be used to help them identify topics to focus their revision</i></li> <li>• <i>Practice past exam questions</i></li> <li>• <i>Knowledge organisers – LOOK, SAY, COVER, WRITE, CHECK</i></li> <li>• <i>Flash cards – condense your notes onto flash cards</i></li> <li>• <i>Mind Maps</i></li> </ul>		
Support offered in school:	<ul style="list-style-type: none"> <li>• <i>Revision tasks will be set on The Everlearner</i></li> <li>• <i>Students will be given specimen papers to help them prepare for the format of the exam</i></li> <li>• <i>Students will be set homework linked to revising topics and answering exam questions</i></li> <li>• <i>Students have prepared their own revision diagrams in lesson to use before the exams</i></li> <li>• <i>Retrieval and factual recall of previous topics every lesson</i></li> </ul>		
Useful links:	<p>School website</p> <p>Google classroom</p> <p>Bcbitesize.com</p> <p>Theeverlearner.com</p>		
Other information:	<p><b>MOCK EXAM DATES:</b>  <i>Thursday 16 November 2023 AM</i></p>		

Subject:

**Spanish**

No. of papers in the Exam series:

4

Material to be examined:

**Paper 1 – Listening**

**Higher**

50 marks – 45 minutes (including 5 minutes reading time)

**Foundation**

40 marks – 35 minutes (including 5 minutes reading time)

**THEME 1 – IDENTITY AND CULTURE**

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals in Spain

**THEME 2 – LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST**

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

**THEME 3 – CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- My studies/Life at school
- Post-16 Education
- Jobs, career choices and ambitions

**Paper 2 – Reading**

**Higher**

60 marks – 1 hour

**Foundation**

45 marks – 55 minutes

**THEME 1 – IDENTITY AND CULTURE**

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals in Spain

**THEME 2 – LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST**

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

**THEME 3 – CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- My studies/Life at school
- Post-16 Education
- Jobs, career choices and ambitions



**Paper 3 Writing**

**THEME 3 – CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- My studies/Life at school



150 word Higher

<b>Higher</b>	
<b>Q1</b>	<b>Structured writing task:</b> Students respond to 4 bullet points. 90 words in total (approx.) (16 marks)
<b>Q2</b>	<b>Open-ended writing task:</b> Students respond to two bullet points. 150 words in total (approx.) (32 marks)
<b>Q3</b>	<b>Translation:</b> From English into Spanish. 50 words minimum. (12 marks)



90 word  
Foundation /  
Higher

<b>Foundation</b>	
<b>Q1</b>	<b>Open-ended writing task: Describe a photo</b> <b>4 sentences in total</b> (8 marks)
<b>Q2</b>	<b>Structured writing task:</b> Students respond to 4 bullet points. 40 words in total (approx.) Choice of 2 questions. (16 marks)
<b>Q3</b>	<b>Translation:</b> From English into Spanish 35 words minimum (10 marks)
<b>Q4</b>	<b>Open-ended writing task:</b> Students respond to 4 bullet points. 90 words in total (approx.) Choice of two questions. (16 marks)



Q1 Foundation writing



Q2 40 word  
Foundation

Format of the examination:

**Speaking Exam**

The speaking exam will last between 7-9 minutes **Foundation** (including +12 minutes supervised preparation time and 10-12 minutes **Higher** (including +12 minutes supervised preparation time)

<b>Higher / Foundation</b>	
<b>Q1</b>	<b>Role Play</b> 2 minutes (approx.)
<b>Q2</b>	<b>Photo card</b> 2 minutes (max) Foundation 3 minutes (max) Higher
<b>Q3</b>	<b>General conversation</b> You will be asked questions on 2 themes and you will have prepared your possible answers beforehand This conversation will last 3-5 minutes <b>Foundation</b> and 5-7 minutes <b>Higher</b>



Role Play



Photo card



General  
conversation

Revision strategies for this subject:

- Revision videos on GC.
- Vocabulary list given on GC using – LOOK, SAY, COVER, WRITE, CHECK .
- Flash cards – condense your notes onto flash cards .
- Mind maps
- RAG core vocabulary/ grammar in each unit and use that as a guide to prioritise revision.

Support offered in school:

- Intervention sessions available after school time
- Tiered-specific grammar session.
- Lunch time drop in

<b>Useful links:</b>	<ul style="list-style-type: none"> <li>- Google classroom</li> <li>- School website</li> <li>- Online access to Kerboodle.com</li> <li>- BBC AQA Bitesize Spanish</li> <li>- Seneca</li> <li>- Duolingo</li> <li>- Linguascope.co.uk</li> </ul> <p>Revision guides and grammar work books provided by school.</p>
<b>Other information:</b>	<p><b><i>MOCK EXAM DATES:</i></b>  <b><i>Speaking Tests: Friday 20<sup>th</sup> October 2023</i></b>  <b><i>Paper 1 Listening: Week of 23<sup>rd</sup> October in class</i></b>  <b><i>Paper 2 Reading: Tuesday 07 November 2023 AM</i></b>  <b><i>Paper 3 Writing: Tuesday 14 November 2023 AM</i></b></p>



NAME: \_\_\_\_\_

## Week of 16/10/23

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
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19:00							
20:00							

## Week of 23/10/23

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
08:00							
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## Week of 30/10/23

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
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**Week of 06/11/23**

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**Week of 13/11/23**

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
08:00							
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**St Cuthbert's  
Catholic High School**

*Live life in all its fullness*