

YEAR 11 SNAPSHOT 2 EXAMS TIMETABLE (8th – 12th December 2025)

| WK B | MONDAY 8th | TUESDAY 9th | WEDNESDAY 10th | THURSDAY 11th | FRIDAY 12th |
|------|--|---|---|--|---|
| 1 | SCIENCE (1hr 30 Triple / 1hr Combined) All students (Main hall / Dance Studio) | 11C ART CEN (P1-5) A8 11C ART SMA (P1-5) A5 11C SP STUDIES JDO (P1) G1 11C DRAMA JPA (1hr) (9) 11C H&S VCA (1hr) (16) 11C MUSIC DGR (1hr) (9) 11C BUSINESS FWL (1hr) (12) 11C HISTORY JGR (1hr) (14) 11C SPANISH MBR (1hr) (10) 11C ETHICS KKY (1hr) (12) (Main hall) 11C GCSE PE JRE (1hr) (18) 11C GCSE PE JBE (1hr) (19) (Dance Studio) | ENGLISH LANGUAGE (1hr 45 mins) All students (Main hall / Dance Studio) | 11B ART CEN (P1-2) A8 11B CAT JAR (1hr) (16) 11B GEO LPI (1hr) (16) 11B GEO LBN (1hr) (21) 11B GEO ALA (1hr) (20) 11B H&S VCA (1hr) (19) (Main hall) 11B HISTORY LGR (1hr) (14) 11B HISTORY KYE (1hr) (24) 11B HISTORY JGR (1hr) (14) (Dance Studio) | MATHS (1hr30) All students (Main hall / Dance Studio) |
| 2 | | | | | |
| 3 | | | | ENGLISH LITERATURE (1hr 30) All students (Main hall / Dance Studio) | 11B ART CEN (P3-5) A8 |
| 4 | | | 11C SP STUDIES MBU (P4) U10 11A GEO RMU (1hr) (25) 11A HIS DBA (1hr) (17) 11A RM AAR (1hr) (20) 11A RM SCR (1hr) (18) 11A IMEDIA MHU (1hr) (13) 11A SPANISH BTO (1hr) (14) (Main hall) 11A FOOD JNU (1hr) (17) 11A TXT JAR (1hr) (9) 11A GRA KWI (1hr) (17) (Dance Studio) | | |

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|-----------------------------------|------------------|---------------------|-------------|--------------------|---------------|-----------------|
| Exam content and (page number) | Both English (1) | Maths (2) | Science (3) | History (3) | Geography (3) | Ethics (4) |
| | Spanish (4) | Music (4) | Drama (5) | Food (5) | Catering (5) | Engineering (5) |
| | Graphics (5) | Textiles (5) | GCSE PE (6) | Sports Studies (6) | Art (6) | Business (7) |
| | IMedia (7) | Health & Social (8) | | | | |

| ENGLISH LITERATURE EXAM CONTENT | ENGLISH LANGUAGE EXAM CONTENT |
|--|--|
| <p>Edexcel Paper 1:</p> <ul style="list-style-type: none"> Macbeth: Using the extract, analyse how Shakespeare presents a particular character. Analyse language, structure, form and methods used by Shakespeare. Comment on effects on audiences and Shakespeare's intentions. (AO2 focus) Revise the characters of Macbeth, Duncan and Banquo. Macbeth: Using knowledge of the whole text, analyse how Shakespeare presents a particular theme. (AO1 focus) Revise: 1) supernatural 2) appearance versus reality (lying), 3) kingship. Context (AO3) will be assessed. Learn as many quotations as possible (from <i>Macbeth</i>) for this examination. An Inspector Calls: Choose ONE out of the two questions. Using knowledge of the whole text, and the context of the play (AO3), analyse how Priestley presents a theme or character in the play. Revise: 1) community 2) Eric 3) selfishness 4) female characters | <p>AQA Paper 1 (Sections A and B)</p> <p>Section A (Reading fiction).</p> <p>Q1 - multiple choice (find explicit information) Q2 - <i>How does the writer use language to show....</i> (use What, How, Why? Add layers of analysis) Q3 - How has the writer structured the text to create excitement / drama/ tension etc.... (use structural terms, include quotations, use What, How, Why?) Q4 - How far do you agree / disagree with (Analyse language and structure to evaluate. Use What, How, Why?)</p> <p>Helpful hint: always use the bullet points located underneath the question to help you form your answers.</p> <p>Section B (Writing fiction)</p> <p>Q5: From a choice of two questions, write a description or a narrative. Focus on using a variety of language and structural techniques that engage the reader., as well as paying close attention to SPaG and sentence variation.</p> |

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| MATHS EXAM (Calculator) | |
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| <p>Higher:</p> <p>Use of a calculator</p> <p>Rounding</p> <p>Standard form including calculations</p> <p>Prime Factors</p> <p>Surds</p> <p>Compound interest</p> <p>Ratio (express, form 1 : n)</p> <p>Sequences</p> <p>Sketching graphs and graph recognition</p> <p>Algebraic definitions (expression, equations, identity, etc)</p> <p>Expanding brackets</p> <p>Equations of circles</p> <p>Laws of indices (including changing the base)</p> <p>Find the equation of straight line graphs</p> <p>Simultaneous Equations</p> <p>Area of trapezium</p> <p>Pythagoras</p> <p>Perimeter of compound shapes</p> <p>Angles in polygons</p> <p>Non right angled trigonometry</p> <p>3D Pythag/trigonometry</p> <p>Compound Measures (e.g. speed, density,)</p> <p>Bounds (including calculations)</p> <p>Tree diagrams</p> <p>Product rule for counting</p> | <p>Foundation:</p> <p>Odd numbers, factors, multiples, cubes.</p> <p>Product of primes.</p> <p>HCF.</p> <p>Standard form.</p> <p>Rounding.</p> <p>Fractions ↔ decimals ↔ percentages (including ordering).</p> <p>Percentage of an amount.</p> <p>Percentage change.</p> <p>Ratio (simplifying, 1 : n)</p> <p>Coordinates</p> <p>Simplify expressions.</p> <p>Algebraic definitions (expression, equation, identity etc).</p> <p>Substitution.</p> <p>Solve linear equations.</p> <p>Solve quadratics (factorising).</p> <p>Simultaneous equations.</p> <p>Find the equation of a straight line.</p> <p>Graph recognition.</p> <p>Angles in a triangle.</p> <p>Perimeter of compound shapes.</p> <p>Vectors.</p> <p>Transformations.</p> <p>Scale drawings and bearings.</p> <p>Compound units (speed, density, etc.)</p> <p>Trigonometry.</p> <p>Averages (mean, mode, median, range).</p> <p>Frequency trees.</p> |

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| COMBINED SCIENCE EXAM CONTENT | TRIPLE SCIENCE EXAM CONTENT |
|---|---|
| Biology: topic 3 (genetics) topic 4 (modifying genes) | Biology: topic 3 (genetics) topic 4 (modifying genes) |
| Chemistry: Bonding topic- ionic, covalent, metallic bonding | Chemistry: bonding + atomic structure topics |
| Physics: Waves and the EM spectrum (topics 4+5) | Physics: Waves and EM spectrum (topics 4+5) |

| HISTORY EXAM CONTENT | GEOGRAPHY CONTENT |
|---|--|
| <ul style="list-style-type: none"> • Soviet Expansion 1940s (L4) • Space Race 1950s/1960s (L10) • Hungarian Rising 1950s (L12) • Korean War 1950s (L8) • Other events in the 1950s (L8-12) | <p>Changing Economic World</p> <ul style="list-style-type: none"> • Flow charts • How uneven development can cause international migration • Trade impact and influence in an LIC/NEE you have studies • Strategies to reduce the development gap • Rural population growth and decline <p>Paper 3 Fieldwork</p> <ul style="list-style-type: none"> • Chloropleth maps • How to adapt data collection to make the information more useful • Isoline maps • Data presentation methods • Scattergraph • Why was your chosen fieldwork location suitable • Primary data collection methods used in fieldwork and why • How effective was your data presentation • How did the data help you reach valid conclusions |

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| ETHICS CONTENT | |
|---|---|
| Islam teachings and practices | |
| Teachings | |
| Tawhid | |
| Life After Death | |
| Holy Books | |
| Angels | |
| Nature of Allah (omnipotent, omnibenevolent, transcendent, personal, impersonal) | |
| Practices | |
| Zakah - tax | |
| Jihad - Greater and Lesser | |
| Ashura- festival | |
| Hajj - pilgrimage | |
| Salah - prayer | |
| SPANISH CONTENT | |
| Reading, Listening and translation Exam - Themes 1, 2 , 3 , 4, 5 and 6. | |
| Theme 1 My Personal world (friends/relationships) | |
| Theme 2 Lifestyle and Wellbeing (physical wellbeing/food and drink/sports/music/TV) | |
| Theme 3 My neighbourhood (places in town, shopping) | |
| Theme 4 Media and Technology (music/TV and film, Social media) | |
| Theme 5 Studying and my future (school, future opportunities work and travel) | |
| Theme 6 Travel and Tourism (transport/accommodation, tourist attractions) | |
| MUSIC EXAM CONTENT | |
| Completing their real NEA exam - 17 hours | All components from units 1 - 5 as part of the practical exam |

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| DRAMA EXAM CONTENT | |
|---|---|
| <u>Blood Brothers Exam</u> -Physicality of Mrs Johnstone, Thrust staging, Costume of Mrs Lyons and Mrs Johnstone, Lighting effects, Sound designer, Vocal and Physical skills of Mickey, Semiotics, Set design. <u>Billy Elliot Exam</u> - Evaluating the acting skills. | |
| CATERING UNIT 1 WRITTEN EXAM CONTENT | |
| <ul style="list-style-type: none"> • Job roles, • health and safety training, • ratings, • employment contracts, • technology, • security, • specialist equipment, • types of service, • food poisoning | <ul style="list-style-type: none"> • Diet, nutrition and health. • Dietary factors • Food science and bread making. • Cooking food. • Food safety. • Dextrinisation, shortening • Food provenance. • Food choices |
| ENGINEERING CONTENT | |
| <ul style="list-style-type: none"> • Disassembly of products • Quantitative and qualitative statements • British and international standards (Logos) • Working drawings (Orthographic drawing) • Aesthetics, ergonomics and anthropometrics • ACCESSFM • Manufacturing processes including laser cutting | <ul style="list-style-type: none"> • Calculating area and graphs • SMART and technical materials, • Energy and new technologies, • Mechanical motion, Gear ratios • Specifications • Plastics • Fibres • Woods • Metals • Anthropometrics • Environmental issues; carbon footprint, ecological footprint |
| FOOD EXAM CONTENT | |

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| GCSE PE | <p>Paper One Content</p> <ul style="list-style-type: none"> ● Bones ● Muscles of the Body ● Structure of a synovial Joint ● Types of freely movable joints that allow different movements- ball and socket and hinge joint ● Movements at Joints ● Antagonistic muscles ● First, second and third class lever systems within sporting examples ● Mechanical advantage – an understanding of mechanical advantage in relation to the three lever systems ● Identification of the relevant planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement used whilst performing sporting actions ● Planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) should be related to sporting actions. ● Structure of the heart ● The cardiac cycle and the pathway of the blood ● Cardiac output, stroke volume, heart rate and anticipatory rise ● Interpretation of a spirometer trace (Tidal volume, inspiratory reserve volume, inspiratory reserve volume and residual volume) ● EPOC also known as oxygen debt ● The recovery process from vigorous exercise ● Long term effects of exercise on the body ● Components of fitness ● Measuring components of fitness through fitness testing ● Principles of Training ● Methods of training specifically altitude training and weight training ● Considerations to prevent injury ● Training seasons |
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| Sports Studies | Students will be completing / making improvements to coursework in timetabled classroom (no specific revision required) |
| ART | <p>Students will be creating a final response to their Extended Independent Project. This will be as a direct result of their previous ideas generation and development work on smART sheets. It will be informed by personal ideas and artwork, using varying techniques, all of which will have been previously decided upon. This will form the completion of Component 1: Portfolio and will be the culmination of all of their GCSE coursework. (60% of the final GCSE grade.)</p> <p>The Assessment Objective specifically targeted by this task is AO4 Personal Presentation: <i>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</i></p> |

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| Enterprise & Marketing | | | IMEDIA |
|--|------------|--|--|
| Pages | Topic Area | Topic | |
| 3 | 1.1 | Characteristics of Successful Entrepreneurs | The exam will be a full section B of a paper. This means there will be no Section A multiple choice questions. |
| 4 | 1.2 | Potential Rewards for Risk Taking | There will be two 9 mark essay style questions from the bank of 8 possible topics: |
| 4 | 1.3 | Potential Drawbacks for Risk Taking | <ul style="list-style-type: none"> • Moodboards • Mind Maps • Visualisation Diagrams • Storyboards • Script • Wireframes • Flowcharts • Asset Logs |
| 5 | 2.1 | The Purpose of Market Research | Students should revise all topics from the list above and the structure of how to answer an essay question. INCLUDING how to annotate ideas effectively. |
| 5–6 | 2.1 | Primary Market Research Methods | How to answer an essay question |
| 6–7 | 2.3 | Secondary Market Research Sources | You MUST use the information from the scenario to give your answer context. |
| 10–11 | 3.1 | Costs | Include: |
| 11 | 3.2 | Revenue | <ul style="list-style-type: none"> • Improvements/changes to a document • Why you are making the changes • How these help the person/job role/organisation |
| 11–12 | 3.3 | Profit/Loss | |
| 12–13 | 3.4 | Break-even | |
| 15 | 4.1 / 4.2 | The Marketing Mix | |
| 15–17 | 4.3 | Advertising Medium | |
| 19 | 4.6 | How to Sell | |
| 22 | 4.9 | Factors to Consider When Pricing | |
| 22–24 | 4.10 | Pricing Strategies | |
| No section A - so no multiple choice. ONE essay question | | | |

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Health and Social Care

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| Topic Area 3 | <p>Safeguarding and safeguarding policy.</p> <p>Potential impacts of a lack of safeguarding.</p> <p>Designated safeguarding lead.</p> <p>Disclosure and barring service (including standard, enhanced and the barred list).</p> <p>Personal hygiene measures.</p> <p>PPE and examples of PPE.</p> <p>Fire drill procedures.</p> <p>Staff training for fire drills.</p> <p>Procedure and measure (define and distinguish).</p> <p>Monitoring visitors in care settings.</p> <p>Identifying staff in care settings.</p> <p>Monitoring keys in care settings.</p> <p>Hazard and risk (define and distinguish).</p> <p>Ensuring equipment is fit for purpose.</p> <p>Manual handling.</p> <p>Staff training in equipment use, monitoring and handling of equipment and first aid.</p> <p>First aid policy and practice.</p> |
| Key Terms | <p>Safeguarding</p> <p>Vulnerable groups</p> <p>DSL</p> <p>DBS checks</p> <p>Standard checks</p> <p>Enhanced checks</p> <p>Barred List</p> <p>Safeguarding policy</p> <p>Hazard</p> <p>Risk</p> <p>Safety procedure</p> <p>Safety measure</p> <p>Manual handling</p> <p>ID lanyard</p> <p>Window restraints</p> <p>Fob entry system</p> |