

**YEAR 11 MOCK EXAMS TIMETABLE (2nd – 13th February 2026)**
**THURS 29th JAN P4 & 5 - 11C ART CEN & 11C ART SMA (2 hrs A5 & A8)**

WKB	MONDAY 2nd	TUESDAY 3rd	WEDNESDAY 4th	THURSDAY 5th	FRIDAY 6th
	<i>Form tutors to send <u>all</u> students to dining hall at 8.40</i>	<i>Form tutors to send <u>all</u> students to dining hall at 8.40</i>	<i>Form tutors to send <u>all</u> students to dining hall at 8.40</i>	<i>Form tutors to send <u>all</u> students to dining hall at 8.40</i>	<i>Form tutors to send students to the dining hall at 8.40</i>
1	SCIENCE Biology (Combined 1hr10) (Triple 1hr45)	ENGLISH LITERATURE (1hr 10)	SCIENCE Chemistry (Combined 1hr10) (Triple 1hr45)	ENGLISH LANGUAGE (1hr 45)	ENGINEERING (1hr15) IMEDIA (1hr30) FOOD (2hrs) GRAPHICS (2hrs) TEXTILES (2hrs) CATERING (2hrs) <b>G4</b>
2					
3	<b>11B ART CEN (2hrs A8)</b>	SPANISH 1 (Writing 1hr)	BUSINESS (1hr15) GCSE PE Paper 1 (1hr15) DRAMA (1hr30) MUSIC ( <u>Written</u> 1hr30) <b>A2</b> ETHICS (1 hr 45) <b>11C ART CEN &amp; 11C ART SMA (2 hrs A8 &amp; A5)</b>	GEOGRAPHY 1 (1hr30)	MATHS 1 (1hr30)
4					

WKA	MONDAY 9th	TUESDAY 10th	WEDNESDAY 11th	THURSDAY 12th	FRIDAY 13th
		<i>Form tutors to send <u>all</u> students to dining hall at 8.40</i>	<i>Form tutors to send students to the dining hall at 8.40</i>	<i>Form tutors to send students to the dining hall at 8.40</i>	
1		SCIENCE Physics (Combined 1hr10) (Triple 1hr45)	HISTORY (2hrs)	GEOGRAPHY 2 (1hr40)	<b>11B ART CEN (2hrs A8)</b>
2					
3	MATHS 2 (1hr30)	SPANISH 1 (Reading / Listening 1hr)	HEALTH & SOCIAL CARE (1hr15)	GCSE PE Paper 2 (1hr15) SPORTS STUDIES (1hr15)	
4					

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<b>Exam content and (page number)</b>	<b>Both English (2)</b>	<b>Maths (3&amp;4)</b>	<b>Science (5)</b>	<b>History (6)</b>	<b>Geography (6-7)</b>	<b>Spanish (7-10)</b>
	<b>Ethics (7&amp;8)</b>	<b>Health &amp; Social (11)</b>	<b>Drama (11)</b>	<b>Food (12)</b>	<b>Catering (12)</b>	<b>Engineering (12)</b>
	<b>Graphics (12)</b>	<b>Textiles (12)</b>	<b>Art (13)</b>	<b>Music (13)</b>	<b>GCSE PE (13-15)</b>	<b>IMedia (16)</b>
	<b>Business (16)</b>	<b>Sports Studies (17-19)</b>				

<b>ENGLISH LITERATURE EXAM CONTENT</b>	<b>ENGLISH LANGUAGE EXAM CONTENT</b>
<p><b>Edexcel English Literature (half of) Paper 2:</b></p> <ul style="list-style-type: none"> <li><b>Poetry Anthology (20 marks)</b>  One poem will be named (see revision sheet for the main ones to revise). Compare this poem with another from the anthology. Analyse language, imagery, structure, form and integrate <b>context</b>!</li> <li><b>Unseen Poetry (20 marks)</b>  Compare 2 unseen poems, analysing language and imagery, structure and form. Zoom in on methods and offer alternative interpretations of evidence.</li> </ul>	<p><b>AQA English Language Full Paper 2:</b></p> <ul style="list-style-type: none"> <li>Read the two non-fiction extracts and answer the 4 questions that follow.</li> <li>Transactional writing: Write a letter, speech or article about the named topic. <ul style="list-style-type: none"> <li>Use the 5 part plan and sentence stems that you have learned in class e.g. anecdote, big ideas, call to action / one-liner.</li> <li>Use a range of DAFOREST techniques.</li> <li>As well as the content / ideas, you will be assessed on spelling, punctuation and grammar, the quality of vocabulary, the variety of sentence structures and punctuation as well as the sophistication and development of your ideas.</li> </ul> </li> </ul>

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MATHS 1 EXAM CONTENT	MATHS 2 EXAM CONTENT
<p>Foundation (Non-calculator)</p> <ul style="list-style-type: none"> <li>• Types of Number</li> <li>• Order of Operations</li> <li>• Negative Numbers</li> <li>• Calculations with Decimals</li> <li>• Fraction, Decimals, Percentages</li> <li>• Indices</li> <li>• Estimation</li> <li>• Money Problems</li> <li>• Expanding Brackets</li> <li>• Simplifying Expressions</li> <li>• Sequences</li> <li>• Solve Equations</li> <li>• Formulae</li> <li>• <math>y = mx + c</math></li> <li>• Substitution</li> <li>• Changing the Subject</li> <li>• Straight Line Graphs</li> <li>• Simultaneous Equations (graphical)</li> <li>• Solve Inequalities</li> <li>• Ratio Problems</li> <li>• Units of Time</li> <li>• Real Life Calculations</li> <li>• Percentages in Context</li> <li>• Convert Metric/Imperial Units</li> <li>• Area</li> <li>• Circles/Sectors</li> <li>• 2D Shapes and their Properties</li> <li>• Angles</li> <li>• Transformations</li> <li>• Congruence</li> <li>• Bar Charts</li> </ul>	<p>Foundation (Calculator)</p> <ul style="list-style-type: none"> <li>• Rounding and Estimation</li> <li>• Index Laws</li> <li>• Fractions, Decimals, Percentages</li> <li>• Reverse Percentages</li> <li>• Simple Interest</li> <li>• Forming and Solving Equations</li> <li>• Sequences</li> <li>• Function Machines</li> <li>• Inequalities</li> <li>• Algebra and Area</li> <li>• Direct/Inverse Proportion</li> <li>• Exchange Rates</li> <li>• Share Ratio</li> <li>• Parts of a Circle</li> <li>• Transformations</li> <li>• Similarity</li> <li>• Plans and Elevations</li> <li>• Constructions</li> <li>• Error Intervals</li> <li>• Surface Area</li> <li>• Pie Charts</li> <li>• Sample Space Diagrams</li> <li>• Venn Diagrams</li> <li>• Two Way Tables</li> <li>• The Probability Scale</li> <li>• Relative Frequency</li> <li>• Sampling</li> <li>• Scatter Diagrams</li> </ul>

## YEAR 11 MOCK EXAMS TIMETABLE (2nd – 13th February 2026)

- Two Way Tables
- Probability Trees

Higher (Non-calculator)

- Decimal Calculations
- Fractions and Mixed Numbers
- Fractional/Negative Indices
- Surds
- Estimation
- Recurring Decimals
- Solve Inequalities
- Sequences
- Simultaneous Equations (graphical)
- Rearrange Formulae
- Forming and Solving Equations
- Completing the Square
- Forming Expressions
- Algebraic Fractions
- Ratio Problems
- Direct/Inverse Proportion
- Percentages
- Transformations
- Congruence
- Area of Circles/Sectors
- Trigonometry
- Compound Measures
- Two Way Tables
- Histograms
- Probability Tree Diagrams

Higher (Calculator)

- Indices
- Percentages
- Exponential Growth and Decay
- Solving Equations (including Quadratics)
- Iterative Methods
- Substitution
- SUVAT Formulae
- Rates of Change (Gradient)
- Area Under a Graph
- Simultaneous Equations
- Inverse Proportion
- Complex Ratio Problems
- Transformations
- Plans and Elevations
- Surface Area
- Constructions
- Similarity
- Circle Theorems
- Sample Space Diagrams
- Sampling
- Misleading Graphs
- Scatter Diagrams
- Cumulative Frequency
- Box Plots

**YEAR 11 MOCK EXAMS TIMETABLE (2nd – 13th February 2026)**

COMBINED SCIENCE EXAM CONTENT	TRIPLE SCIENCE EXAM CONTENT
<p>Biology: Paper 2 (topics 6-9 and topic 1 as always)</p> <ul style="list-style-type: none"> <li>● cells</li> <li>● enzymes</li> <li>● plants</li> <li>● hormones</li> <li>● circulation and respiration</li> <li>● ecology</li> </ul>	<p>Biology: Paper 2 (topics 6-9 and topic 1 as always)</p> <ul style="list-style-type: none"> <li>● cells</li> <li>● enzymes</li> <li>● plants</li> <li>● hormones</li> <li>● circulation and respiration</li> <li>● ecology</li> </ul>
<p>Chemistry: Paper 2</p> <ul style="list-style-type: none"> <li>● atomic structure</li> <li>● bonding</li> <li>● calculations</li> <li>● groups</li> <li>● reaction rates</li> <li>● energy changes</li> <li>● fuels/HCs</li> <li>● atmosphere</li> </ul>	<p>Chemistry: Paper 2</p> <ul style="list-style-type: none"> <li>● atomic structure</li> <li>● bonding</li> <li>● calculations</li> <li>● groups</li> <li>● reaction rates</li> <li>● energy changes</li> <li>● fuels/HCs</li> <li>● atmosphere AND homologous series</li> <li>● Q analysis</li> <li>● nanoparticles</li> </ul>
<p>Physics: Paper 1 (topics 1-6)</p> <ul style="list-style-type: none"> <li>● speed</li> <li>● motion</li> <li>● forces</li> <li>● waves</li> <li>● energy</li> <li>● EM spectrum</li> <li>● radioactivity</li> </ul>	<p>Physics: Paper 1 (topics 1-6)</p> <ul style="list-style-type: none"> <li>● speed</li> <li>● motion</li> <li>● forces</li> <li>● waves</li> <li>● energy</li> <li>● EM spectrum</li> <li>● radioactivity</li> <li>● astronomy</li> </ul>

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HISTORY EXAM CONTENT	GEOGRAPHY 1 EXAM CONTENT
<p><u>Paper 1 - Cold War</u></p> <ul style="list-style-type: none"> <li>• Truman Doctrine and Marshall Plan (L5)</li> <li>• Cuba (L15,16)</li> <li>• The Prague Spring (L17)</li> <li>• Events in the 1940s (L1-7)</li> </ul> <p><u>Paper 2 - Medicine</u></p> <ul style="list-style-type: none"> <li>• Medieval treatments and healers (L1 - 2)</li> <li>• Edward Jenner (L15)</li> <li>• Robert Koch (L20-21)</li> <li>• Modern treatments Penicillin (L25-27)</li> <li>• How factors influence Public Health over time (L5,6, 12, 22, 24, 29, 30)</li> </ul>	<p><i>Hazards:</i></p> <ul style="list-style-type: none"> <li>• Extreme weather - social and economic impacts</li> <li>• Carbon capture</li> <li>• 3P's of tropical storms</li> <li>• HIC and LIC tectonic hazard case studies and responses</li> </ul> <p><i>Living world:</i></p> <ul style="list-style-type: none"> <li>• Rainforest plant adaptations</li> <li>• Why should we protect the rainforests</li> <li>• Desertification</li> </ul> <p><i>Coasts</i></p> <ul style="list-style-type: none"> <li>• Sand dune formation</li> <li>• Formation of coastal landforms</li> <li>• Hard engineering effectiveness</li> </ul> <p><i>Rivers</i></p> <ul style="list-style-type: none"> <li>• Formation of a waterfall</li> <li>• Costs and benefits of soft engineering</li> </ul>
GEOGRAPHY 2 EXAM CONTENT	
	<p><i>Urban:</i></p> <ul style="list-style-type: none"> <li>• Urbanisation definition</li> <li>• How natural increase and migration affects the growth of LIC/NEE cities</li> <li>• Importance of UK city and impact of national migration on that city</li> <li>• How the growth of commuter settlements impacts the rural-urban fringe</li> <li>• How urban growth in LIC?NEE cities creates social and economic opportunities</li> </ul> <p><i>Changing economic world</i></p> <ul style="list-style-type: none"> <li>• Limitations of social measures of development</li> <li>• Causes of uneven development</li> <li>• Population decline and how it leads to social and economic</li> </ul>

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	<p>changes in the rural landscape</p> <ul style="list-style-type: none"> <li>• How economic development affects peoples quality of life</li> <li>• TNC case study</li> </ul> <p><i>Fieldwork</i></p> <ul style="list-style-type: none"> <li>• Secondary data usefulness</li> <li>• Advantages of systematic or stratified sampling strategy we used</li> <li>• Justification of human fieldwork data collection methods</li> <li>• Effectiveness of one of our fieldwork enquiries and how it could have been improved</li> </ul>
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ETHICS EXAM CONTENT	SPANISH 2 EXAM CONTENT
<p><b><u>Christianity Beliefs</u></b></p> <p><b>Nature Of God</b></p> <p><b>Jesus Resurrection</b></p> <p><b>Judgement</b></p> <p><b>Suffering and Evil / existence of God</b></p> <p><b><u>Islam Beliefs</u></b></p> <p><b>Tawhid</b></p> <p><b>Holy books</b></p> <p><b>Life after death</b></p> <p><b>Angels</b></p> <p><b>Nature of God - Omnipotence</b></p> <p><b><u>Themes - prepare 2 out of 4</u></b></p> <p><b><u>Crime and Punishment</u></b></p> <p>Aims of punishment</p> <p>Religious / moral laws</p> <p>Death penalty</p>	<p><b>Listening and Reading covering content from:</b></p> <ul style="list-style-type: none"> <li>• Theme 1 My Personal World</li> <li>• Theme 2 Lifestyle and wellbeing</li> <li>• Theme 3 My Neighbourhood</li> <li>• Theme 4 Media and Technology</li> <li>• Theme 5 Studying and my Future</li> <li>• Theme 6 Travel and Tourism</li> </ul> <p><b>In the listening paper will need to:</b></p> <ul style="list-style-type: none"> <li>• identify the overall message, key points, details and opinions</li> <li>• deduce meaning from a variety of spoken texts</li> <li>• recognise the relationship between past, present and future events</li> <li>• recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate</li> <li>• be able to answer questions, extract information, evaluate and draw conclusions</li> </ul> <p><b>In the reading paper you will need to;</b></p> <ul style="list-style-type: none"> <li>• identify the overall message, key points, details and opinions in</li> </ul>

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<p>Corporal punishment</p> <p><b><u>The existence of God and Revelation</u></b></p> <p>Nature of God</p> <p>General Revelation</p> <p>Visions</p> <p>Miracles</p> <p>Design argument / existence of God</p> <p><b><u>War and Peace</u></b></p> <p>Victims of war</p> <p>WMD</p> <p>Forgiveness</p> <p>Arguments for and against war</p> <p><b><u>Human Rights and Social justice</u></b></p> <p>Exploitation of the poor</p> <p>Freedom of belief</p> <p>role of women</p> <p>Charity / how to support poverty</p>	<p>texts</p> <ul style="list-style-type: none"> <li>• deduce meaning from a variety of written texts</li> <li>• recognise the relationship between past, present and future events</li> <li>• understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning</li> <li>• recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to answer questions, extract information</li> </ul> <p>Tense endings for present, preterite, imperfect, conditional and future tense need to be revised and a secure knowledge of a range of:</p> <ul style="list-style-type: none"> <li>• connectives</li> <li>• time phrases</li> <li>• sentence starters for each tense</li> <li>• adverbs of frequency</li> <li>• Extended writing links</li> <li>• Subjunctive phrases</li> <li>• Question words</li> <li>• Months/Days</li> <li>• Numbers</li> <li>• Adjectives</li> <li>• Language used in dialogue</li> <li>• Exclamations</li> <li>• Subjunctive phrases</li> </ul>
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SPANISH 1 EXAM CONTENT	
	<p><b>WRITING EXAM FOUNDATION (Photo/80-90 word/130-150 word and Translation)</b></p> <p><b>WRITING EXAM HIGHER (80-90 word/130-150 word and Translation)</b></p> <p><b>From any of the following themes:</b></p> <ul style="list-style-type: none"> <li>• Theme 1 My Personal World</li> <li>• Theme 2 Lifestyle and wellbeing</li> <li>• Theme 3 My Neighbourhood</li> <li>• Theme 4 Media and Technology</li> <li>• Theme 5 Studying and my Future</li> <li>• Theme 6 Travel and Tourism</li> </ul> <p><b>Your writing exam will include two extended writing tasks from the following topic areas:</b></p> <p>For the writing paper you will need to:</p> <ul style="list-style-type: none"> <li>• communicate effectively in writing for a variety of purposes across a range of specified contexts</li> <li>• write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information</li> <li>• produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings</li> <li>• make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events</li> <li>• manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register</li> <li>• make independent, creative and more complex use of the</li> </ul>

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	<p>language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince</p> <ul style="list-style-type: none"><li>• translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context</li></ul> <p>Tense endings and a secure knowledge of a range of;</p> <ul style="list-style-type: none"><li>• connectives</li><li>• time phrases</li><li>• adverbs of frequency</li><li>• Extended writing links</li><li>• Subjunctive phrases</li><li>• Question words</li><li>• Months/Days</li><li>• Numbers</li><li>• Adjectives</li><li>• Language used in dialogue</li><li>• Exclamations</li></ul>
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**YEAR 11 MOCK EXAMS TIMETABLE (2nd – 13th February 2026)**

HEALTH & SOCIAL EXAM CONTENT	DRAMA EXAM CONTENT
<p><b>RO32 Principles of Care in Health and Social Care Settings (Full 1 hr 15min PAPER)</b></p> <ul style="list-style-type: none"> <li>• Types of care settings.</li> <li>• The rights of service users in health and social care settings.</li> <li>• The benefits to service users' health and wellbeing when their rights are maintained.</li> <li>• Person-centred values and how they are applied by service providers. Benefits of applying the person-centred values.</li> <li>• Effects on service users' health and wellbeing if person-centred values are not applied.</li> <li>• The importance of verbal communication skills in health and social care settings</li> <li>• The importance of non-verbal communication skills in health and social care settings</li> <li>• The importance of active listening in health and social care settings</li> <li>• The importance of special methods of communication in health and social care settings</li> <li>• The importance of effective communication in health and social care settings</li> <li>• Safeguarding</li> <li>• Infection prevention</li> <li>• Safety procedures and measures</li> <li>• How security measures protect care service users and staff</li> </ul>	<p><b><u>Drama Exam 1 hour 30 minutes</u></b></p> <p><b><u>Blood Brothers 1 hour</u></b></p> <ul style="list-style-type: none"> <li>• Facial Expressions and Movement</li> <li>• Vocal Skills</li> <li>• Sound effects</li> <li>• Costume design</li> <li>• Set design</li> <li>• Acting skills</li> <li>• Staging</li> <li>• Lighting Designer</li> </ul> <p><b><u>Billy Elliot 30 minutes</u></b></p> <ul style="list-style-type: none"> <li>• Analysing your favourite scene.</li> <li>• Describing the acting, props, costume, set, lighting and sound.</li> <li>• Using drama terminology.</li> </ul>

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CATERING UNIT 2 exam	FOOD EXAM CONTENT
<p>Final session: 2 hours</p> <ol style="list-style-type: none"> <li>Evaluate your dishes on: dish production • dish selection • health and safety • hygiene • improvements • organoleptic • presentation • waste.</li> <li>Evaluate your own performance based on: decision making • organisation • planning – including the advantages and disadvantages of chosen options and how they meet specific needs • time management.</li> </ol>	<ol style="list-style-type: none"> <li>Section C on NEA2 <ul style="list-style-type: none"> <li>timeplan for three hour practical examination</li> <li>extension - costings and/or nutritional analysis</li> </ul> </li> </ol>
ENGINEERING EXAM CONTENT	DESIGN & TECHNOLOGY EXAM CONTENT
<ul style="list-style-type: none"> <li>Design strategies, ergonomics and anthropometrics.</li> <li>Scale of production, form of supply (stock form) and costings.</li> <li>Quantitative and qualitative data, ACCESS FM and product testing.</li> <li>Tolerance, sustainable design and materials.</li> <li>Specifications, manufacturing processes e.g. shaping, joining, finishing etc.</li> <li>Diagrams such as block, circuit, flow and wiring diagrams.</li> <li>Market research and ranking matrix.</li> <li>How to draw in orthographic projection.</li> <li>Types of drawing such as isometric, oblique, assembly, exploded and sectional views.</li> <li>How to dimension drawings correctly.</li> <li>Modelling including the testing of models and prototypes.</li> </ul>	<ul style="list-style-type: none"> <li>Materials: papers and boards, natural and manufactured timber, ferrous and non ferrous metals, Thermosetting and thermoforming polymers, natural and synthetic fibres, woven, non woven and knitted textiles, SMART and technical materials.</li> <li>Environmental, social and cultural issues; circular economy, market push and pull, carbon and ecological footprint, global market, energy sources.</li> <li>Systems and mechanics; motion, levers, linkages, CAMS, gears, inputs and outputs, microbits, CAD/CAM.</li> <li>Graphics specialist; paper making, stock forms, eco/social impact of paper, batch production (digital and screen printing), Mass production (lithography/flexography), finishing processes, cutting joining and binding.</li> <li>Textiles specialist: fabric construction, fibres and yarns, stock forms, layplans, pattern making, pattern markings, surface treatments, finishing techniques, scales of production, printing techniques.</li> </ul>

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ART EXAM CONTENT	MUSIC CONTENT
<p>Continuation of Component 2: <b>Externally Set Assignment</b>. (Exam)</p> <p>This is the preparatory study period prior to the 10 hour final exam in May.</p> <p>Worth 40% of the final GCSE grade.</p> <p><u>Focus on ALL assessment objectives:</u></p> <ul style="list-style-type: none"> <li>• <b>AO1 Critical Understanding:</b> Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>• <b>AO2 Creative Making:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials and processes.</li> <li>• <b>AO3 Reflective Recording:</b> Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>• <b>AO4 Personal Presentation:</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul>	<p>No specific revision required. Students will be using this time to continue to complete their NEA.</p>
<p><u>GCSE PE</u></p> <p><u>Paper One</u></p> <p><b>The relationship between health and fitness and the role that exercise plays in both</b></p> <ul style="list-style-type: none"> <li>• The relationship between health and fitness</li> <li>• The relationship between health and fitness</li> </ul> <p><b>The components of fitness, benefits for sport and how fitness is measured and improved</b></p> <ul style="list-style-type: none"> <li>• The components of fitness</li> <li>• Reasons for fitness testing</li> <li>• Limitations of Fitness Testing</li> <li>• Measuring the components of fitness</li> </ul> <p><b>The principles of training and their application to personal exercise/training</b></p>	<p><u>GCSE PE</u></p> <p><u>Paper Two</u></p> <p><b>Sports Psychology</b></p> <ul style="list-style-type: none"> <li>• Skill and Ability</li> <li>• Classification of Skill</li> <li>• Types of Goals (performance and outcome).</li> <li>• SMART Targets</li> <li>• Basic Information Processing Model</li> <li>• Guidance</li> <li>• Feedback</li> <li>• Feedback for beginners and elite performers</li> <li>• Arousal</li> <li>• Inverted U theory of arousal</li> <li>• How optimal arousal levels vary according to the skill being performed in a physical activity or sport</li> </ul>

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<p><b>programmes</b></p> <ul style="list-style-type: none"> <li>• The principles of training</li> <li>• Training Methods</li> <li>• Calculating intensities to optimise training effectiveness</li> <li>• Considerations to prevent injury</li> <li>• Seasonal aspects</li> <li>• Warming up and cooling down</li> </ul> <p><b>The structure and functions of the musculoskeletal system</b></p> <ul style="list-style-type: none"> <li>• Bones</li> <li>• Structure of the Skeleton</li> <li>• Functions of the Skeleton</li> <li>• Muscles of the Body</li> <li>• Structure of a synovial Joint</li> <li>• Ball and Socket joint and hinge joint</li> <li>• Movements at different joints</li> <li>• Antagonistic muscle pairs- elbow, ankle, knee, hip and shoulder.</li> <li>• Types of muscle contractions- isometric and isotonic (eccentric and concentric)</li> </ul> <p><b>The structure and functions of the cardio-respiratory system</b></p> <ul style="list-style-type: none"> <li>• The pathway of air</li> <li>• Gaseous Exchange</li> <li>• Blood vessels</li> <li>• Structure of the heart</li> <li>• The cardiac cycle and the pathway of the blood</li> <li>• Cardiac output, stroke volume and heart rate</li> <li>• Redistribution of Blood</li> <li>• Mechanics of breathing – the interaction of the intercostal muscles, ribs and diaphragm in breathing</li> <li>• Spirometer trace</li> </ul> <p><b>Anaerobic and aerobic exercise</b></p> <ul style="list-style-type: none"> <li>• Aerobic exercise (in the presence of oxygen) and anaerobic exercise (in</li> </ul>	<ul style="list-style-type: none"> <li>• Stress management strategies</li> <li>• Direct and indirect aggression</li> <li>• Introvert and extrovert personality types</li> <li>• Intrinsic and extrinsic motivation (tangible and intangible)</li> </ul> <p><b>Health and Fitness</b></p> <ul style="list-style-type: none"> <li>• Health and Fitness</li> <li>• Sedentary Lifestyle</li> <li>• Obesity</li> <li>• Somatotypes</li> <li>• Energy Use</li> <li>• Balanced diet</li> <li>• Nutrition – the role of carbohydrates, fat, protein</li> <li>• And vitamins/minerals</li> <li>• Reasons for maintaining water balance (hydration)</li> </ul> <p><b>Engagement Patterns of different social groups:</b></p> <p>Understand factors that contribute to engagement patterns in the following social groups:</p> <ul style="list-style-type: none"> <li>• gender</li> <li>• race/religion/culture</li> <li>• age</li> <li>• family/friends/peers</li> <li>• disability.</li> </ul> <p>Factors that affect participation:</p> <ul style="list-style-type: none"> <li>• attitudes</li> <li>• role models</li> <li>• accessibility (to facilities/clubs/activities)</li> <li>• media coverage</li> <li>• sexism/stereotyping</li> <li>• culture/religion/religious festivals</li> </ul>
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<ul style="list-style-type: none"> <li>• the absence of enough oxygen)</li> <li>• Excess post-exercise oxygen consumption (EPOC)/oxygen debt as the result of muscles respiring anaerobically during vigorous exercise and producing lactic acid</li> <li>• The recovery process from vigorous exercise</li> <li>• Immediate, short and long term effects of exercise</li> </ul> <p><b>Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</b></p> <ul style="list-style-type: none"> <li>• First, second and third class lever systems within sporting examples</li> <li>• Mechanical advantage – an understanding of mechanical advantage in relation to the three lever systems</li> <li>• Identification of the relevant planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement used whilst performing sporting actions</li> </ul>	<ul style="list-style-type: none"> <li>• family commitments</li> <li>• available leisure time</li> <li>• familiarity</li> <li>• education</li> <li>• socio-economic factors/disposable income</li> <li>• adaptability/inclusiveness.</li> </ul> <p><b>Ethical Issues in Sport</b></p> <ul style="list-style-type: none"> <li>• Conduct of performers <ul style="list-style-type: none"> <li>○ etiquette</li> <li>○ • sportsmanship</li> <li>○ • gamesmanship</li> <li>○ • contract to compete.</li> </ul> </li> <li>• Prohibited substances <ul style="list-style-type: none"> <li>○ • stimulants</li> <li>○ • narcotic analgesics</li> <li>○ • anabolic agents</li> <li>○ • peptide hormones (EPO)</li> <li>○ • diuretics.</li> <li>○ Beta Blockers</li> </ul> </li> <li>• The advantages and disadvantages for the performer of taking PEDs</li> <li>• Spectator behaviour (the positive and the negative effects of spectators at events)</li> <li>• Hooliganism</li> </ul> <p><b>Commercialisation</b></p> <ul style="list-style-type: none"> <li>• Types of sponsorship and the media</li> <li>• Positive and negative impacts of sponsorship and the media</li> <li>• Positive and negative impacts of technology</li> </ul>
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<p><u>IMEDIA</u></p> <p>1. Traditional &amp; New Media Sectors       <ul style="list-style-type: none"> <li>• Definition and examples of media sectors</li> </ul> </p> <p>2. Job Roles</p> <p>Who does what</p> <p>3. Workplans</p> <p>Component names</p> <p>4. Media Products and Audio Usage       <ul style="list-style-type: none"> <li>• Identifying media products that do not use audio</li> </ul> </p> <p>5. Media Codes</p> <p>How messages are given to an audience through typography, positioning and language.</p> <p>6. Asset Logs</p> <p>7. Legal issues</p> <p>8. Online Media Distribution       <ul style="list-style-type: none"> <li>• Ways digital media is distributed.</li> </ul> </p> <p>9. Graphic File Properties       <ul style="list-style-type: none"> <li>• Key properties of graphic files</li> </ul> </p> <p>10. Wireframe Diagrams</p> <p>11. Audience segmentation.</p> <p>12. Diagrams and Layout       <ul style="list-style-type: none"> <li>• Purpose of diagrams</li> </ul> </p> <p>13. Roles in Digital Campaigns       <ul style="list-style-type: none"> <li>• Responsibilities of content creators and graphic designers.</li> </ul> </p>	<p><u>BUSINESS (Enterprise and Marketing)</u></p> <p>• Topic Area 1: Characteristics, Risk, and Reward</p> <p>• Topic Area 2: Market Research &amp; Segmentation</p> <p>• Topic Area 3: Financial Viability</p> <p>• Topic Area 4: Creating a Marketing Mix (The 4 Ps)</p> <p>• Topic Area 5: Starting &amp; Running an Enterprise</p> <p>You will have multiple choice, short answer AND an essay question this time.</p> <p>It's a full paper</p> <p><b>You need a calculator</b></p>
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SPORTS STUDIES EXAM CONTENT	
<p><b><u>1.1 User groups</u></b></p> <p>1.1.1 Different user groups who participate in sport:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gender</li> <li><input type="checkbox"/> People from different ethnic groups</li> <li><input type="checkbox"/> Retired people/people over 60</li> <li><input type="checkbox"/> Families with children</li> <li><input type="checkbox"/> Carers</li> <li><input type="checkbox"/> People with family commitments</li> <li><input type="checkbox"/> Young children</li> <li><input type="checkbox"/> Teenagers</li> <li><input type="checkbox"/> People with disabilities</li> <li><input type="checkbox"/> Parents (singles or couples)</li> <li><input type="checkbox"/> People who work</li> <li><input type="checkbox"/> Unemployed/economically disadvantaged people</li> </ul> <p><b><u>1.2 Possible barriers</u></b></p> <p>1.2.1 Possible barriers which affect participation in sport:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Employment and unemployment</li> <li><input type="checkbox"/> Family commitments</li> <li><input type="checkbox"/> Lack of disposable income</li> <li><input type="checkbox"/> Lack of transport</li> <li><input type="checkbox"/> Lack of positive sporting role models</li> <li><input type="checkbox"/> Lack of positive family role models or family support</li> <li><input type="checkbox"/> Lack of appropriate activity provision</li> <li><input type="checkbox"/> Lack of awareness of appropriate activity provision</li> <li><input type="checkbox"/> The lack of equal coverage in media in terms of gender and ethnicity by the media</li> </ul>	<p><b><u>1.3 Possible barrier solutions</u></b></p> <p>1.3.1 Possible solutions to the barriers which affect participation in sport:</p> <p>Provision of:</p> <ul style="list-style-type: none"> <li>- Appropriate programmes</li> <li>- Sessions</li> <li>- Activities</li> <li>- Times for the different user groups</li> </ul> <p>Promotion strategies:</p> <ul style="list-style-type: none"> <li>- The use of targeted promotion</li> <li>- Role models</li> <li>- Initiatives</li> </ul> <p>Increased and appropriate transport availability</p> <p>Availability of appropriate user group facilities and equipment</p> <p>Improved access to facilities for all user groups</p> <p>Appropriate pricing for all user groups</p> <p><b><u>1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK</u></b></p> <p>1.4.1 Positive and negative impacts on the popularity of sport in the UK includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The number of people participating</li> <li><input type="checkbox"/> The provision of facilities</li> <li><input type="checkbox"/> Environment/climate activity influences</li> <li><input type="checkbox"/> Live spectator opportunities</li> <li><input type="checkbox"/> The amount and range of media coverage</li> <li><input type="checkbox"/> The high-level success of both individuals and teams</li> <li><input type="checkbox"/> The number and range of positive role models available in a sport</li> <li><input type="checkbox"/> Social acceptability</li> </ul>

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<p><b><u>1.5 Emerging/new sports in the UK</u></b></p> <p>1.5.1 The growth of emerging/new sports in the UK:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Examples of current emerging sports</li> <li><input type="checkbox"/> The development and opportunities to participate in emerging sports</li> </ul> <p><b><u>2.1 Sport values</u></b></p> <p>2.1.1 Values which can be promoted through sport:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Team spirit- refers to the support given to fellow team/squad members and being able to work together to reach a collective goal</li> <li><input type="checkbox"/> Fair play - where performers adhere to the rules and do not cheat whilst performing</li> <li><input type="checkbox"/> Citizenship - relates to how people create community links and community spirit by getting involved in local sports clubs and teams</li> <li><input type="checkbox"/> Tolerance AND Respect - one sporting value not two separate values, and relates to how sport can generate a greater understanding of other cultures</li> <li><input type="checkbox"/> Inclusion - refers to the fact that in order that all social groups can participate in sport, there should be equal opportunities for all social groups in society to play sport</li> <li><input type="checkbox"/> National pride - support for your national team/ squad in a sport creates national pride by uniting the whole population in their support of for the team/sport</li> <li><input type="checkbox"/> Excellence - can be evident in sport at all levels when performers strive to be the very best that they can in their activity and work with maximum effort</li> </ul> <p><b><u>2.2 The Olympic and Paralympic movement</u></b></p> <p>2.2.1 Olympic and Paralympic:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Creed</li> <li><input type="checkbox"/> The Symbol</li> <li><input type="checkbox"/> The Olympic and Paralympic values:           <ul style="list-style-type: none"> <li>The Olympic values of Excellence, Friendship and Respect</li> <li>The Paralympic values of Courage, Determination, Inspiration and Equality</li> </ul> </li> </ul>	<p><b><u>2.3 Sporting values initiative and campaigns</u></b></p> <p>2.3.1 Other initiatives, campaigns and events which promote sporting values:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Local</li> <li><input type="checkbox"/> Regional</li> <li><input type="checkbox"/> National</li> </ul> <p><b><u>2.4 The importance of etiquette AND sporting behaviour</u></b></p> <p>2.4.1 The importance of etiquette AND sporting behaviour of performers:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The reasons for observing etiquette and sporting behaviour</li> <li><input type="checkbox"/> Sportsmanship</li> <li><input type="checkbox"/> Examples from sport</li> </ul> <p>2.4.2 The importance of etiquette AND sporting behaviour of spectators:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriate behaviour when spectating</li> <li><input type="checkbox"/> Safety</li> </ul> <p><b><u>2.5 The use of Performance Enhancing Drugs (PEDs) in sport</u></b></p> <p>2.5.1 The reasons why sports performers use PEDs</p> <p>2.5.2 The reasons why performers should not use PEDs</p> <p>2.5.3 The role of WADA (World Anti-Doping Agency) in eradicating the use of PEDs:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WADA's Whereabouts Rule</li> <li><input type="checkbox"/> WADA testing methods</li> </ul> <p>2.5.4 Sanctions to prevent the use of PEDs</p> <p>2.5.5 Educational strategies to prevent the use of PEDs</p> <p>2.5.6 Impact of the use of PEDs on the sport</p> <p><b><u>3.1 The features of a major sporting event</u></b></p> <p>3.1.1 The types and scheduling of major sporting events:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Regular</li> <li><input type="checkbox"/> 'One-Off'</li> <li><input type="checkbox"/> Regular and recurring</li> </ul> <p>3.1.2 The nature of the participants and spectators</p>
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<p><b><u>3.2 Positive and negative pre-event aspects of hosting a major sporting event</u></b></p> <p>3.2.1 Positive and negative pre-event aspects of hosting a major sporting event:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bidding for the event</li> <li><input type="checkbox"/> Infrastructure and transport systems development</li> <li><input type="checkbox"/> Financial/commercial investment/support</li> <li><input type="checkbox"/> The potential for increased employment</li> <li><input type="checkbox"/> Local/national objections to the bidding process</li> </ul> <p><b><u>3.3 Potential positive and negative aspects of hosting a major sporting event</u></b></p> <p>3.3.1 During the event:</p> <ul style="list-style-type: none"> <li>- Positive aspects/benefits include: Improved social infrastructure / Improved national morale/social cohesion / Increase in national status / Greater national interest in sport / Increased media coverage of the sport(s) / A potential increase in direct and indirect tourism / An increase in short-term employment during the event</li> <li>- Negative aspects/drawbacks include: An increase in transport, litter and noise / The potential for an increase in terrorism and crime / Poor performance by home nation/team and the impact on national pride/morale/ Perceived relegation/lack of investment in regional areas not involved in the national event/ Negative media coverage of perceived deficiencies in the organisation or infrastructure/facilities</li> </ul> <p>3.3.2 Immediate and longer term post-event:</p> <ul style="list-style-type: none"> <li>- Positive aspects/benefits include: A legacy of improved/new sporting facilities / An increase in the sports' participation / An increase in the profile of sports involved / A legacy of improved transport and social infrastructure / Raising of the city/nation's international profile/status / An increase in future financial investment</li> </ul>	<ul style="list-style-type: none"> <li>- Negative aspects/drawbacks include: The event might have costed more to host than the revenue generated / Sports facilities unused after the event / A loss in national reputation/status if the event was badly organised, the host nation's participants performed badly, or scandals emerged</li> </ul> <p><b><u>4.1 National Governing Bodies (NGBs)</u></b></p> <p>4.1.1 What NGBs do for their sport:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Promote participation</li> <li><input type="checkbox"/> Develop the sport's coaching and officiating infrastructure</li> <li><input type="checkbox"/> Organise tournaments and competitions</li> <li><input type="checkbox"/> Amend the existing rules and apply disciplinary procedures for rule breaking</li> <li><input type="checkbox"/> Ensure safety within their sport</li> <li><input type="checkbox"/> Provide support, insurance and technical guidance to members</li> <li><input type="checkbox"/> Develop policies and initiatives</li> <li><input type="checkbox"/> Lobby for funding</li> </ul> <p><b><u>5.1 The role of technology in sport</u></b></p> <p>5.1.1 To enhance performance</p> <p>5.1.2 To increase the safety of participants</p> <p>5.1.3 To increase fair play and increase the accuracy of officiating</p> <p>5.1.4 To enhance spectatorship</p> <p><b><u>5.2 Positive and negative effects of the use of technology in sport</u></b></p> <p>5.2.1 Positive:</p> <ul style="list-style-type: none"> <li>Enhanced performance / Lower risk of injury / Quicker recovery from injury / More accurate decisions / Technical analysis</li> </ul> <p>5.2.2 Negative:</p> <ul style="list-style-type: none"> <li>Unequal access to the same quality of technology / Increased cost of technological advances / Availability and affordability of technology / Potential reduction in the flow of the game through introduction of officiating technology / Officials' decisions influenced by technology, which does not always apply the best interpretation of the rules</li> </ul> <p>5.2.3 Positive and negative effects of technology on the spectator experience</p>
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