

Year 11 – Assessment point 1 – Revision overview

English	Assessment point focus: Theme based question from Blood Brothers.	Assessment point revision	<ul style="list-style-type: none"> • Cover Sammy/violence/crime • Narrator/superstition • Linda.
Math	Assessment point focus: GCSE Paper 3 (Calculator Allowed)	Assessment point revision	<ul style="list-style-type: none"> • Separate maths watch list to be provided
Science	Assessment point focus: Paper 1 mock	Assessment point revision	<ul style="list-style-type: none"> • Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics. • Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes. • Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.
History	Assessment point focus: A01/ A02/Ao3 Give two features - Explain why? How far do you agree? How useful are the sources? How can you follow up the sources	Assessment point revision	<ul style="list-style-type: none"> • Crime and Punishment • Medieval • Early modern • Industrial • Modern • Whitechapel environment
Geography	Assessment point focus: - Natural Hazards Tectonic Hazards	Assessment point revision	<p>Natural Hazards</p> <ul style="list-style-type: none"> • I can define a natural hazard and give some examples of the different types. • I can explain the different factors that affect risk. <p>Tectonic Hazards</p> <ul style="list-style-type: none"> • I can describe the distribution of earthquakes and volcanoes. • I explain the differences between destructive, constructive and conservative plate margins. • I know the main features of an earthquake and two different ways of measuring earthquakes. • Using named examples (<i>New Zealand and Haiti earthquakes</i>) of a tectonic hazard in both rich and poor countries. I can 1) Explain why the tectonic hazard happened there 2) Describe the primary and secondary effects 3) Describe what was done after the earthquake (responses), both in the long and short term. • I can explain why earthquakes cause more loss of life in poor than in rich countries. • I can explain why people continue to live in areas at risk of tectonic hazards. • I can explain how monitoring, planning and prediction of tectonic hazards can reduce their effects.

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MFL	<p>Assessment Point 1 Focus: Students will be completing an examination paper across 2 skills – listening and reading. Students should be prepared to respond to both seen and unseen language.</p> <p><u>Listening:</u> students will listen and respond to what they hear and answer questions in both English and the Target Language.</p> <p><u>Reading:</u> students will read and respond to what they hear and answer questions in both English and the Target Language and complete a translation into English.</p>	Assessment point revision	<ul style="list-style-type: none"> • Students should be prepared to respond to both seen and unseen language. Focus on topics covered in Y9 and 10 so far, as well as grammar knowledge are essential.
Computing	<p>Assessment point focus: Paper 1 past paper</p>	Assessment point revision	<ul style="list-style-type: none"> • System Architecture • Memory • Storage • Wired and Wireless networks • Network protocols • System Security • System Software • The Bigger Picture
Music	<p>Assessment point focus: RSL Music Practitioners</p>	Assessment point revision	<ul style="list-style-type: none"> • Level 2 Assignment 201TA – Musical knowledge. Students will be completing this coursework unit so there will be no formal assessment.
Media	<p>Assessment point focus: Component 2A: Developing Digital Media Production Skills: Develop media production skills and techniques Component 2B: Developing Digital Media Production Skills: Apply media production skills and techniques BTEC Level 1 / Level 2 Tech Award in Creative Media Production</p>	Assessment point revision	<ul style="list-style-type: none"> • Record of activities undertaken. • Evidence of the skills and techniques, e.g. annotated screen shots, narrated screen recordings, annotated drafts/prototypes. • The practical work. • Annotated visual log of pre-production, production and post-production processes. • The finished practical work.

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Health & Social Care	Assessment point focus: Component 2 – Learning Aim A – Health and Social Care services	Assessment point revision	<ul style="list-style-type: none"> Students will be completing Learning Aim A assignment brief.
Business Studies	Assessment point focus: * BTEC controlled assessment – Component 2.	Assessment point revision	<ul style="list-style-type: none"> Students will be focussing on completing component 2 coursework.
Art	Assessment point focus: Independent project on chosen artist.	Assessment point revision	<ul style="list-style-type: none"> Coursework, no formal assessment.
Ethics	Assessment point focus: Component 1: Christianity and Islam Component 2: Themes A, B and E	Assessment point revision	<ul style="list-style-type: none"> Component 1: Christianity and Islam. Component 2: Themes A and B <p>Theme E:</p> <ul style="list-style-type: none"> Good and evil Reasons for crime Different types of crime Aims of punishment Treatment of criminals including corporal punishment. Forgiveness Death Penalty
Hospitality & Catering	Assessment point focus: Unit 2 Practice Assessment Brief	Assessment point revision	<p>Students are completing Unit 2. They are working through a practice brief completing several tasks including:</p> <ul style="list-style-type: none"> Nutrients - functions and unsatisfactory intake Special Diets Cooking methods and their effects on nutritional value Factors to consider when proposing dishes for a menu How do dishes address environmental issues? How do dishes meet customer need? Planning – producing a detailed time plan for 2 dishes and accompaniments. Practical – producing suitable dishes
Engineering	Assessment point focus: NEA Unit 1: Engineering Design NEA Unit 2: Producing Engineering Products	Assessment point revision	<ul style="list-style-type: none"> Non-Exam Assessment 1: The purpose of this unit is for learners to analyse engineered products in order to propose design solutions to meet requirements. Pupils will complete and submit their design proposals for redesign of a phone charger. Non-Exam Assessment 2: The purpose of this unit is for learners to use skills developed to produce an engineered product. Students will be manufacturing a desk lamp.

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PE	<p>Assessment point focus: RO41: Reducing the risk of sports injuries</p>	<p>Assessment point revision</p>	<p><u>Extrinsic Factors</u></p> <ul style="list-style-type: none"> • Coaching and Supervision • Environmental Factors • Equipment • Safety Hazards <p><u>Intrinsic Factors</u></p> <ul style="list-style-type: none"> • Physical Preparation • Individual Variables • Psychological Factors <p><u>Posture</u></p> <ul style="list-style-type: none"> • Causes of poor posture • Injuries related to poor posture
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