

# Topics for Year 11 assessments

As explained in the recently released video, as well as classroom-based tasks, you will also be completing a series of assessments. Below is a list of the topics you will need to revise for your Internal Assessments which will start on Tuesday 4th May.

Subject	Topics to revise
<b>English Language</b>	<b>Component 1 only:</b> <ul style="list-style-type: none"><li>● <b>Responding to an extract from a Fiction text</b> Skills assessed include: information retrieval, analysis of language and structure (including use of subject terminology) and evaluation</li><li>● <b>Narrative writing</b> Skills assessed include: clear development of plot, structure and effective organisation, a range of ambitious vocabulary, accuracy in spelling, accuracy in punctuation and accuracy in grammar</li></ul>
<b>English Literature</b>	<b>‘Blood Brothers’</b> The question could explore key themes and/or characters. An extract will be provided, with pupils then making links to other parts of the text. Knowledge of key quotations is essential.
<b>Maths</b>	Your teacher will tell you which list to focus on: <b>Higher: (for a further breakdown click <a href="#">here</a>)</b> <ul style="list-style-type: none"><li>● Number</li><li>● Algebra</li><li>● Ratio proportion and rates of change</li><li>● Geometry and measures</li><li>● Probability</li><li>● Statistics</li></ul> <b>Foundation: (for a further breakdown click <a href="#">here</a>)</b> <ul style="list-style-type: none"><li>● Number</li><li>● Algebra</li><li>● Ratio and Proportion</li><li>● Geometry and measures</li><li>● Probability</li><li>● Statistics</li></ul> <b>Cross-over (aimed at students aspiring to achieve a grade 4/5): (for a further breakdown click <a href="#">here</a>)</b> <ul style="list-style-type: none"><li>● Number</li><li>● Algebra</li></ul>



	<ul style="list-style-type: none"> <li>• Ratio and proportion</li> <li>• Geometry and measures</li> <li>• Probability</li> <li>• Statistics</li> </ul>
<b>Biology</b>	<p>Your teacher will tell you which list to focus on:</p> <p><b>Higher:</b></p> <ul style="list-style-type: none"> <li>• Diffusion &amp; Osmosis</li> <li>• Photosynthesis</li> <li>• Reflex Actions</li> <li>• Genetics</li> <li>• Environment</li> </ul> <p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>• Diffusion &amp; Osmosis</li> <li>• Reflex Actions</li> <li>• Genetics</li> <li>• Environment</li> <li>• Biodiversity</li> </ul>
<b>Physics</b>	<p>Your teacher will tell you which list to focus on:</p> <p><b>Higher:</b></p> <ul style="list-style-type: none"> <li>• Acceleration</li> <li>• Forces</li> <li>• Radioactivity</li> <li>• Waves</li> <li>• Particles</li> </ul> <p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>• Speed</li> <li>• Motion</li> <li>• Energy</li> <li>• Particles</li> <li>• Acceleration</li> </ul>
<b>Chemistry</b>	<p>Your teacher will tell you which list to focus on:</p> <p><b>Higher:</b></p> <ul style="list-style-type: none"> <li>• Electrolysis</li> <li>• Covalent Bonding</li> <li>• Group 1 &amp; The Periodic Table</li> <li>• Combustion &amp; Gas Tests</li> <li>• Crude Oil, Fractional Distillation &amp; Alkanes</li> </ul> <p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>• Acids &amp; Bases</li> <li>• Elements &amp; Compounds</li> <li>• Covalent Bonding</li> <li>• Crude oil &amp; Alkanes</li> </ul>



	<ul style="list-style-type: none"> <li>• Chromatography</li> <li>• Combustion &amp; Gas Tests</li> </ul>
<p><b>History</b></p>	<p><b>Medicine Through Time (reduced paper)</b></p> <p><i>Western Front focus</i></p> <ul style="list-style-type: none"> <li>• The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.</li> </ul> <p><i>The Industrial Period:</i></p> <ul style="list-style-type: none"> <li>• Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.</li> <li>• The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery.</li> <li>• New approaches to prevention: the development and use of vaccinations and the Public Health Act 1875.</li> <li>• Fighting Cholera in London, 1854; attempts to prevent its spread; the significance of Snow and the Broad Street pump.</li> </ul> <p><i>The Modern Age:</i></p> <ul style="list-style-type: none"> <li>• Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.</li> <li>• Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.</li> <li>• The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals.</li> <li>• Key individuals: Fleming, Florey and Chain's development of penicillin.</li> </ul>
<p><b>Geography</b></p>	<p><b>Paper 1: Living in the UK today:</b></p> <p><u>Section 3-UK Environmental Challenges</u></p> <ul style="list-style-type: none"> <li>• Air masses and other factors affecting UK weather</li> <li>• Extreme weather in the UK - causes, effects and management.</li> <li>• Case Study: One UK flood event</li> </ul>



	<ul style="list-style-type: none"> <li>• UK ecosystems to provide food - mechanisation of farming</li> <li>• Winds farms and fracking.</li> <li>• Reservoirs &amp; water transfer to provide water.</li> </ul>
<b>RE</b>	<p><b>Judaism Practices:</b></p> <ul style="list-style-type: none"> <li>• The Synagogue.</li> <li>• Pesach.</li> <li>• Bar Mitzvah and Bat Mitzvah.</li> </ul> <p><b>Religion, Crime and Punishment:</b></p> <ul style="list-style-type: none"> <li>• Aims of Punishment.</li> <li>• Christian attitudes towards forgiveness.</li> <li>• Capital Punishment.</li> </ul>
<b>Computer Science</b>	<p><b>Computer Systems:</b></p> <ul style="list-style-type: none"> <li>• Hardware (Parts of processor, memory, virtual memory, embedded systems, storage)</li> <li>• Software (operating systems, utility programs)</li> </ul> <p><b>Computational thinking, algorithms and programming:</b></p> <ul style="list-style-type: none"> <li>• Algorithms (Following algorithms, writing pseudocode and flowcharts, Search and sort)</li> <li>• Computational Logic (logic gates drawing and trace tables)</li> <li>• Data representation (binary, hexadecimal, bit shift, images, calculating capacity, ascii, compression, metadata )</li> </ul>
<b>Food and Nutrition</b>	<p><b>Food science:</b></p> <ul style="list-style-type: none"> <li>• Heat transfer</li> </ul> <p><b>Food nutrition:</b></p> <ul style="list-style-type: none"> <li>• High and low biological value proteins</li> <li>• Assessing nutritional value of a dish</li> <li>• Functions of macronutrients</li> <li>• Cooking methods to prevent nutrient loss</li> <li>• Nutritional needs of different age groups</li> </ul> <p><b>Food provenance:</b></p> <ul style="list-style-type: none"> <li>• Making cheese</li> <li>• Local, seasonal and fair-trade ingredients</li> </ul> <p><b>Food safety:</b></p> <ul style="list-style-type: none"> <li>• Storing</li> <li>• Preparing</li> <li>• Cooking</li> <li>• Cross contamination</li> <li>• Prevention of risks</li> </ul>



	<p><b>Food choice:</b></p> <ul style="list-style-type: none"> <li>• Food marketing influence on what we eat</li> </ul> <p><b>Food preparation:</b></p> <ul style="list-style-type: none"> <li>• Problems occurring in making a dish</li> </ul>
<b>Hospitality and Catering</b>	<p><b>LO4</b>  <b>Understand how food causes ill health</b>  AC4.1 describe food related causes of ill health  AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO)  AC4.3 describe food safety legislation  AC4.4 describe common types of food poisoning  AC4.5 describe the symptoms of food induced ill health</p> <p><b>LO5</b>  <b>Be able to propose a hospitality and catering provision to meet specific requirements</b>  AC5.1 review options for hospitality and catering provision  AC5.2 recommend options for hospitality provision</p>
<b>Design and Technology</b>	<p><b>Specialist technical principles:</b>  <b>Timbers</b> based materials</p> <ul style="list-style-type: none"> <li>• Sources, origins and properties</li> <li>• Working with timber-based materials</li> <li>• Commercial manufacturing, surface treatments and finishes</li> </ul>
<b>GCSE Music</b>	<p><b>Component 3 Listening</b>  Knowledge and understanding of musical elements, musical contexts and musical language.</p> <p><u>Area of Study 1 - Musical Forms and Devices</u>  This includes set work study of <i>Eine Kleine Nachtmusik, Movement 3, Minuet: Mozart (1787)</i></p> <p><u>Area of Study 2 - Music for Ensemble</u>  For example, chamber music, musical theatre, jazz and blues.</p>
<b>Spanish</b>	<p><b>Future Aspirations, Study and work:</b></p> <ul style="list-style-type: none"> <li>• Jobs</li> <li>• How you earn money</li> <li>• Work experience</li> <li>• Applying for a summer job</li> <li>• Discussing gap year</li> <li>• Plans for the future</li> </ul>
<b>French</b>	<p><b>Future Aspirations, Study and work</b></p> <ul style="list-style-type: none"> <li>• Jobs and work preferences</li> </ul>



	<ul style="list-style-type: none"> <li>• Career choices</li> <li>• Plans, hopes and wishes for the future</li> <li>• The importance of languages</li> <li>• Applying for jobs</li> <li>• Jobs in tourism</li> <li>• Work experience (<i>foundation tier only</i>)</li> <li>• Part time jobs/pocket money/house chores (<i>foundation tier only</i>)</li> </ul>
<b>German</b>	<p><b>Future Aspirations, Study and work</b></p> <ul style="list-style-type: none"> <li>• Jobs and places of work</li> <li>• Understanding job descriptions</li> <li>• Job descriptions</li> <li>• Personal profiles for job applications</li> <li>• Your dream job</li> <li>• Reasons for learning German and other languages</li> <li>• Discussing German beyond school</li> </ul>
<b>Drama</b>	<p><b>Section A- 'An Inspector Calls'</b></p> <ul style="list-style-type: none"> <li>• Performer, director and designer questions.</li> <li>• Performance skills (vocal, physical, stage space)</li> <li>• Design elements (lighting, costume, set, stage furniture, sound)</li> </ul>
<b>PE</b>	<p><b>Paper 1 and Paper 2 combination</b></p> <p>Musculo-Skeletal System</p> <ul style="list-style-type: none"> <li>• Functions of the Muscular system</li> <li>• Antagonistic muscle pairs</li> <li>• Muscles fibre types</li> <li>• Function of the skeletal system</li> <li>• Classification of bones/joints</li> <li>• Movement at joints</li> </ul> <p>Levers</p> <ul style="list-style-type: none"> <li>• Classifications of levers</li> <li>• Mechanical advantage/disadvantage</li> </ul> <p>PED's</p> <ul style="list-style-type: none"> <li>• Types of Performance enhancing drugs</li> <li>• Advantages and disadvantages of each PED</li> <li>• Link to sporting performance</li> </ul> <p>Health</p> <ul style="list-style-type: none"> <li>• Physical, emotional and social health</li> <li>• Impact of physical activity on each section of health</li> <li>• Sedentary lifestyle</li> </ul>



## Diet

- Macro and micro nutrients
- Factors affecting optimum weight
- Dietary manipulation (carbohydrate loading and timing of protein intake)

### Revision Resources:

Over the course of the next few weeks, teachers will be providing you with the resources you need. However, the links below should be a good starting point!

[Link to the mock resources on the website](#) (some of these will still be useful)

[Blue tab](#) (A link to the year 11 revision section on the website)

[Seneca](#) (A link to a free website that allows you to test yourself and monitor your progress)

[Quizlet](#) (Ready-made flash cards)

[BBC Bitesize](#)

[Maths Genie](#)

[Pass my exams](#) (Science content)

[Duolingo](#) (Languages)

There is also lots of useful content on YouTube - ask your teachers for some advice on what to watch!

