

Year 11
Course
information
booklet

Exam timetable 2025-2026

<u>Exam</u>	<u>Date</u>	<u>Time</u>	<u>Duration (+25%)</u>
OCR Sport Studies R184	Wednesday 7 th January 2026	9.15am	1 hour 15 minutes

<u>Mock exams</u>	<u>Dates</u>	<u>Notes</u>
January-February Mocks- Year 11	6 th January- 20 th January 2026	Separate timetable to follow
March Mocks- Year 10	9 th March-16 th March 2026	
Year 10 Art Mock all day	Monday 15 th June 2026 - all day	
KS3 End of year exams window	11 th May - 24 th June 2026	

Land based synoptic	Wednesday 4 th March 2026 (practical)- day 1 Thursday 5 th March 2026 (practical)- day 2	Wednesday 18 th March 2026 (Theory)- day 3 Thursday 19 th March 2026 (Theory)- day 4
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Art Exam	Thursday 23 rd April 2026- Day 1	Friday 24 th April 2026- Day 2
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Engineering synoptic	Draft timetable to follow
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Exam	Date	Time	Duration (+25%)
OCR Sport Studies R184	Friday 8 th May	9.15am	1 hour 15 minutes
Edexcel English Literature Paper 1 1ETO 01	Monday 11 th May	9.15am	1 hour 45 minutes
Edexcel Combined Science Biology 1SCO 1BF/H Paper 1	Tuesday 12 th May	2pm	1 hour 10 minutes
OCR Geography Paper 1 J383/01	Wednesday 13 th May	9.15am	1 hour
OCR Computer Science J277/01	Wednesday 13 th May	1.45pm	1 hour 30 minutes
Edexcel Maths Paper 1 Non-Calc 1MA1 1F/H	Thursday 14 th May	9.15am	1 hour 30 minutes
Edexcel History Paper 1 1HIO 10-13	Friday 15 th May	9.15am	1 hour 20 minutes
Edexcel Combined Science Chemistry 1SCO 1CF/H Paper 2	Monday 18 th May	9.15am	1 hour 10 minutes
Edexcel English Literature Paper 2 1ETO 02	Tuesday 19 th May	9.15am	2 hours 15 minutes
OCR Computer Science J277/02	Tuesday 19 th May	1.45pm	1 hour 30 minutes
NCFE Engineering	Wednesday 20 th May	9.15am	1 hour 30 minutes
Edexcel English Language Paper 1 1ENO 01	Thursday 21 st May	9.15am	1 hour 45 minutes
Edexcel Combined Science Physics 1SCO 1PF/H Paper 3	Tuesday 2 nd June	9.15am	1 hour 10 minutes
Edexcel Maths Paper 2 Calculator 1MA1 2F/H	Wednesday 3 rd June	9.15am	1 hour 30 minutes
OCR Geography Paper 2 J383/02	Wednesday 3 rd June	2pm	1 hour
Edexcel History Paper 2 1HIO 2A-2W	Thursday 4 th June	9.15am	1 hour 50 minutes
Edexcel English Language Paper 2 1ENO 02	Friday 5 th June	9.15am	2 hours 5 minutes
Edexcel Combined Science Biology 1SCO 2BF/H Paper 4	Monday 8 th June	9.15am	1 hour 10 minutes
OCR Creative iMedia R093	Monday 8 th June	1.45pm	1 hour 30 minutes
Edexcel History Paper 3 1HIO 30-33	Tuesday 9 th June	1.45pm	1 hour 30 minutes
Edexcel Maths Paper 3 Calculator 1MA1 3F/H	Wednesday 10 th June	9.15am	1 hour 30 minutes
AQA DT 8552/W	Wednesday 10 th June	1.15pm	2 hours
OCR Geography Paper 3 J383/03	Thursday 11 th June	9.15am	1 hour 30 minutes
C&G Land based 0170-505	Thursday 11 th June	1.15pm	2 hours
Edexcel Combined Science Chemistry 1SCO 2CF/H Paper 5	Friday 12 th June	9.15am	1 hour 10 minutes
Edexcel Combined Science Physics 1SCO 2PF/H Paper 6	Monday 15 th June	9.15am	1 hour 10 minutes

Year 11 Mocks 2026

First week

Week 1	Mon	Tues	Weds Assembly	Thurs	Fri Assembly
January		6 th	7 th	8 th	9 th
		9.15am start	9.15am start	9.15am start	9.30am start
Period 1		English Lang p2 2hours 5 minutes +32mins 2 hours 37mins	Sport studies 1 hour 15mins +19mins 1 hour 34mins	History p3 1 hour 30mins +23mins 1 hour 53mins	Maths P2 1 hour 30mins +23mins 1 hour 53mins
Period 2				iMedia 1 hour 30mins +23mins 1 hour 53mins	
Break			11.20am start	11.30am start	11.40am start
Period 3			Computer Science p1 1 hour 30mins +23mins 1 hour 53mins	Geography P1 1 hour +15mins 1 hour 15mins	Science 1 hour 10 mins Physics p3 +18mins 1 hour 28mins
Period 4					
Lunch		1.45pm start	2pm start	2pm start	
Period 5		Maths P1 1 hour 30mins +23mins 1 hour 53mins	Science 1 hour 10 mins Biology p1 +18mins 1 hour 28mins	Science 1 hour 10 mins Chemistry p2 +18mins 1 hour 28mins	
Period 6					

Mocks 2026 Second Week

Week 2	Mon Assembly	Tues	Weds	Thurs Assembly	Fri
January	12 th	13 th	14 th	15 th	16 th
	9.30am start	9.15am start	9.15am start	9.30am start	9.15am start
Period 1	History p1 1 hour 20mins +20mins 1 hour 40mins	English Lit p2 2 hours 15mins +34mins 2 hours 49mins	Land based 2 hours +30mins 2 hours 30mins	English Lang p1 1 hour 45mins +26mins 2 hours 11mins	DT 2 hours +30mins 2 hours 30mins
Period 2	Geography P2 1 hour +15mins 1 hour 15mins				
Break	11.30am start				11.50am start
Period 3	Computer Science p2 1 hour 30mins +23mins 1 hour 53mins				Science 1 hour 10 mins Chemistry p5 +18mins 1 hour 28mins
Period 4					
Lunch	2pm start	1.45pm start	1.45pm start	1.45pm start	
Period 5	Science 1 hour 10 mins Biology p4 +18mins 1 hour 28mins	Geography P3 1 hour 30mins +23mins 1 hour 53mins	Engineering 1 hour 30mins +23mins 1 hour 53mins	Maths P3 1 hour 30mins +23mins 1 hour 53mins	
Period 6					

Mocks 2026 Third week

Week 1	Mon	Tues	Weds Assembly	Thurs	Fri Assembly
February	19 th	20 th	21 st	22 nd	23 rd
	9.15am start	9.15am start			
Period 1	History p2 1 hour 50mins +28mins 2 hours 18mins	English Lit p1 1 hour 45mins +26mins 2 hours 11mins			
Period 2					
Break	11.40am start				
Period 3	Science 1 hour 10 mins Physics p6 +18mins 1 hour 28mins				
Period 4					
Lunch					
Period 5					
Period 6	Engineering NEA 1.45pm- 3.45pm	Engineering NEA 1.45pm- 3.15pm +23 mins			

Engineering NEA timetable 2025-2026

Task	When	Where
Preparation and research 2 hours	All Engineers Monday 19 th January (1.45pm-3.45pm) Early lunch	
Task 1 1 hour 30 minutes	All Engineers Tuesday 20 th January 1.45pm-3.15pm (up to 3.38pm for extra time boys) Early lunch	Hall
Task 2 2 hours 30 minutes (Hand drawings)	11a Wednesday 21 st January lesson 1 Friday 23 rd January lesson 2 & 3 Monday 26 th January lesson 3 11b Wednesday 21 st January lesson 4 Thursday 22 nd January lesson 3 & 4 Wednesday 28 th January lesson 6	Drawing office
Task 3 2 hours 30 minutes (Cad drawings)	11a Friday 30 th January lesson 1 Monday 2 nd February lesson 4 Wednesday 4 th lesson 1 Friday 6 th February lesson 2 & 3 11b Thursday 29 th January lesson 2 & 3 Wednesday 4 th February lesson 4 Thursday 5 th February lesson 3 & 4	Cadcam

Task 4 4 hours (Production plan)	11a Monday 9th February lesson 3 Friday 13th February lesson 1 Wednesday 25th February lesson 1 Friday 27th February lesson 2 & 3 Monday 2nd March lesson 3 Friday 6th March lesson 1 Friday 6th March 2.30pm-3.30pm (for extra time students only) 11b Wednesday 11th February lesson 6 Thursday 12th February lesson 2 & 3 Wednesday 25th February lesson 4 Thursday 26th February lesson 3 & 4 Friday 27th February 2.30pm-3.30pm (for extra time students only)	Hall Cadcam Hall
Task 5 6 hours (Practical)	11a Monday 9th March lesson 4 Wednesday 11th March lesson 1 Friday 13th March lesson 2 & 3 (early lunch) Friday 13th March 1.15pm-3.45pm Monday 16th March lesson 3 Friday 20th March lesson 1 11b Friday 27th February 1.45pm-3.45pm ** Wednesday 4th March lesson 6 Thursday 5th March lesson 2 & 3 Friday 6th March 1.45pm-3.45pm ** Wednesday 11th March lesson 4 Thursday 12th March lesson 3 & 4 Wednesday 18th March lesson 6 Thursday 19th March lesson 2 & 3	Workshop
Task 6 1 hour 30 minutes	All Engineers Friday 20th March 1.45pm-3.15pm (up to 3.38pm for extra time boys)	Hall

Submission date: 20th March 2026

**= session for Land based students who missed 4th, 5th, 18th and 19th March due to their Land based synoptic. These sessions are compulsory. **

THIS IS A DRAFT TIMETABLE SUBJECT TO CHANGE.

AQA GCSE Fine Art: Information for Students and Parents



GCSE Fine Art is a dynamic, creative course that allows students to express themselves while developing essential artistic skills. Through a series of exciting projects and personal investigation, students will build a strong portfolio that not only prepares them for further study but also celebrates their unique artistic voice. Every piece of work made over the course of study is viewed by the examiner, emphasising the importance of building a cohesive, well-presented portfolio.

Course Structure: The AQA GCSE Fine Art course is designed to help students develop creative skills through various artistic techniques and media. The course consists of two main components:

Component 1: Portfolio (60%) Students build a portfolio of work throughout Year 10 and 11. This includes developing ideas, experimenting with different materials, and creating final pieces based on various themes such as **Natural Forms** and **Identity**. The portfolio is submitted as coursework and counts for **60% of the final grade**.

Component 2: Externally Set Assignment (40%) In Year 11, students complete the Exam Project. AQA will provide a range of themes, and students select one to explore. The exam titles are released to the students during their first lesson after the winter break. After a preparatory period of approximately 10 weeks, students complete their final piece under supervised conditions in a 10-hour exam over two days. This component accounts for the remaining **40% of the grade**.

YEAR 10 ART GCSE		
Autumn Term	Spring Term	Summer Term
Project 1: Natural and/or Manufactured (60% Coursework)		

YEAR 11 ART GCSE		
Autumn Term	Spring Term	Summer Term
Project 2: Identity (60% Coursework)	Externally Set Assignment (40% Exam Project)	Externally Set Assignment (40% Exam Project) Final 10 hour Exam

Assessment:

Students receive regular 1-1 direct support during lessons, plus written and verbal reflective feedback. In addition to this, they receive a working grade in accordance with the Brymore reporting schedule. It is important to understand that the grade in Art is cumulative. Students tend to build their grade over the course as their technical ability, confidence and range of skills increases. In addition to this, the volume of evidence on which to base a grade increases.

AQA Art and Design Assessment Objectives			
DEVELOP	REFINE	RECORD	PRESENT
Develop ideas through investigations, demonstrating critical understanding of sources	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
24 marks available	24 marks available	24 marks available	24 marks available

Self-study (prep): Self-study is a vital and integral part of the Fine Art course, as it allows students to develop their ideas and skills independently. All prep must be completed on time, either at home, or during Art Studio sessions which run several times a week and allow students extra support from both their teacher and the Art HODs. Prep tasks may include:

- Photo shoots, both in a controlled, static setting and/ or outside/ documentary manner
- Sketchbook work: drawing, painting, or material-based to explore project themes
- Artist research: analyzing the work of professional artists and relating it to your projects

- Experimentation: trying out different materials and techniques
- Annotation: reflecting on your progress, explaining ideas, and documenting processes

Students are expected to spend at least one hour per week on art homework. Regular feedback will be given, and meeting deadlines is crucial for success.

Expectations within the Art department

To succeed in GCSE Fine Art, students are expected to:

- 1. Be punctual:** Get set up immediately- participation is key, and the start of the lesson matters.
- 2. Arrive prepared:** Bring your sketchbook, pencils, paints, and other materials to every lesson. A personal art kit may be recommended.
- 3. Always meet deadlines:** Consistent work over the duration of the project is better than last-minute rushing. Missing deadlines affects the quality of your portfolio, and significantly affects the grade.
- 4. Respect studio rules:** Handle all equipment carefully, keep the workspace tidy, and respect other students' work, you are trusted to use the studio in a professional manner.
- 5. Be creative and take risks:** Don't be afraid to experiment. Try new techniques and push your ideas to develop a unique style.
- 6. Annotate your work:** Reflection and explanation are key parts of the assessment. Use clear, concise language to explain your creative process.

Projects: The GCSE Fine Art course covers three core projects designed to develop different artistic skills and concepts:

Natural and/ or Manufactured Forms: This project focuses on drawing inspiration from nature, then man-made structures.

- **Skills developed:** Observational drawing, tonal shading, color mixing, and texture exploration, photography, artist analysis, processing and distortion.
- **Techniques:** Pencil, charcoal, watercolor, acrylic painting, sculpture, digital manipulation and printmaking.
- **Artists studied:** Georgia O'Keeffe, Ernst Haeckel, Peter Randall-Page and Henry Moore are some artists whose work you might explore for inspiration.
- **Final Outcome:** Students create a final piece based on detailed studies of natural and man-made objects from photographic manipulations of their own sculptures, demonstrating their understanding of form, structure, and texture. This is undertaken during a 5-hour controlled exam, then finished over the following 5 hours of class time.

Identity: This project explores the concept of self, culture, and personal experience. It encourages students to think about what defines them and how they can represent their identity visually. This is a workshop-based portfolio project, with no particular

final outcome allowing students to expand their confidence in a range of materials and processes prior to the exam project.

- **Skills developed:** Portraiture, mixed media work, and conceptual thinking.
- **Techniques:** Photography, collage, digital art, and traditional portrait drawing and painting.
- **Artists studied:** Students may explore artists such as Frida Kahlo, Vincent van Gogh, or Chuck Close to understand how identity can be expressed in art.
- **Outcomes:** Students produce personal and expressive pieces, which could include self-portraits, symbolic imagery, or representations of cultural identity.

Exam Project: This is the externally set assignment in Year 11. AQA will provide a selection of themes, and students will choose one to investigate and develop their final project. Previous titles have included “Travel”, “Places and Spaces” and “Portrait”, leaving huge scope for students to explore ideas of personal interest to them, and subsequently raising attainment through incorporating their hobbies or passions into their projects.

Developing: Research, idea development, planning, and time management **(AO1)**

Refining: The work in their sketchbooks and final piece can be created using any medium that students have worked with over the course. Students are encouraged to demonstrate their strongest skills, and to refine their ideas through reflection and their improving technical abilities **(AO2)**

Recording: of ideas, through drawing, photography, annotation, analysis and responses to artists **(AO3)**

Presenting: After a 10-week preparatory period, students create their final piece in a 10-hour supervised exam. This is a culmination of the entire GCSE Fine Art Exam project, encompassing both their sketchbook and final outcome, showcasing all their learned techniques and concepts **(AO4)**

SUMMER PREP PROJECT DUE 1ST LESSON Y11									
AUTUMN TERM: IDENTITY				SPRING TERM EXAM			SUMMER TERM EXAM		
1	IDENTITY INTRO Mindmap	1	ARTIST INTERPRETATION	1	question	ideas. First hand observational	1	Personalised feedback and checklists given to students and sent home to parents.	
PREP	ARTIST Mindmap / moodboard	PREP	Photoshoot in style of artist	PREP	Create MIND MAP	Complete further drawings			Y11 ART
2	Facial feature observational double page Mark Powell Eye, Joseph	2	ARTIST INTERPRETATION	2	artist analysis	ARTIST MASH-UP Annotate and	2		
PREP	Create background for HH page	PREP	Resolve prep work	PREP	Written analysis CONTENT / PROCESS	Digital photo manipulation	PREP		
3	facial features continue- compile into Hannah Hoch style collage	3	PLAN FINAL OUTCOME	3	artist analysis	DISTORTION	3		
PREP	Nose studies in graphite	PREP	Finish and annotate	PREP	Written analysis CONTENT / PROCESS	Complete distortion 1	PREP		
4	Self / family portrait using grid or transfer method	4	PLAN / PRODUCE FINAL	4	MOCK EXAMS Y11 Photo shoot 1: A series of 10 photographs that respond to the themes of the 1st of your artists.	PRINTMAKING	4		
PREP	Artist interpretation page	PREP	Finish and annotate	PREP	MOCK EXAMS Y11 Display photos in book on double page.	Complete distortion page	PREP		
5	Pencil shading and refine portrait	5	PRODUCE FINAL OUTCOME	5	MOCK EXAMS Y11 Photo shoot 2: A series of 10 photographs that respond to the themes of the 1st of	Personalised feedback	5		
PREP	Finish and annotate	PREP	PRODUCE FINAL OUTCOME	PREP	Final outcome: 10hr controlled exam based on prep work for one of ten	Personalised feedback	PREP		
6	EXPERIMENTAL MEDIA PORTRAIT	6	PRODUCE FINAL OUTCOME	6	Final outcome: 10hr controlled exam based on prep work for one of ten	Personalised feedback	6		
PREP	Finish and annotate	PREP	FINISH FINAL OUTCOME	PREP	Final outcome: 10hr controlled exam based on prep work for one of ten	Personalised feedback	PREP		
A01: Develop ideas through investigations, demonstrating critical understanding of sources.									
A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes									
A03: Record ideas, observations and insights relevant to intentions as work progresses									
A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language									

In depth marking of CW and exam project. Standardisation with local schools, ideally one within Academy Trust, one external. grades returned to students by the latest May 15th.

Year 10 and 11 History course information

Students in year 10 will cover paper 3 and paper 2 and will finish the course in year 11 with paper 1.

Every student in year 10 and year 11 have access to a lesson-by-lesson schedule for the term they are completing, the homework schedule is attached to the schedule.

The expectation is to complete all homework to a good standard and on time.

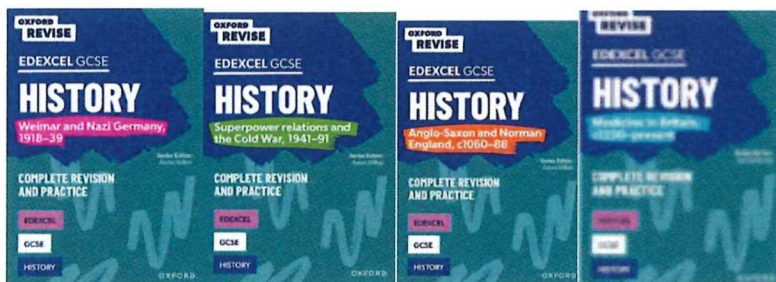
Seneca is set once a week on a Monday and the pass rate is set at 80%. Students can retake as many times as they like to achieve this before the deadline.

Essays will be written at home and on paper, not typed, unless asked specifically to by the teacher.

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Ks3 Work – choices chosen in May					Weimar Germany 1919-1929
Year 10	Weimar Germany recap and 1929-1939 (paper3)		Anglo Saxon and Norman (Paper 2b)	Cold War (Paper 2a)		Revision and mock exams for all 3 topics
Year 11	Medicine Through Time medieval – modern and Trench Warfare (paper 1)		Mocks	Time for re-teach if needed/ mock exams	Revision/ Exams	Exams

Key Topics (paper 1)	Exam Dates
Medicine in Time 1250-present day	(30% of GCSE grade)
Trench Warfare World War One	Friday 15th May 2025
Key Topics (paper 2)	Exam Dates
Cold War and Relations	(20% of GCSE grade)
	Thursday 4th June 2025
Anglo-Saxon and Norman England	(20% of GCSE grade) Thursday 4th June 2025
Key Topics (paper3)	Exam Dates
Weimar Germany 1919-1939	(30% of GCSE grade)
	Tuesday 9th June 2025

Revision guides that can be purchased to support:



OVERVIEW OF COURSE – Year 11

Students will have the opportunity to develop greater depth leading on from their year 10 work. Students will be guided through their NEA coursework using all the skills and knowledge they have learned over KS3 and year 10. All lessons will either be working on the NEA coursework or theory lessons in preparation for the exam.

THEORY & KNOWLEDGE

Every two weeks students will have at least one stand-alone lesson that covers the core content required for the exam.

STYLE OF ASSESSMENT

Written Examination 2 hours comprising a variety of question responses from multiple choice to long answer questions (50% of the total marks). Students will undertake at least one mock exam in year 11 and sit in class tests every half-term.

HOMEWORK

A weekly homework will be set. Students are expected to complete this on time and to the best of their ability.

CAD/CAM

At Brymore we will explore the use of CAD/CAM during year 11 whilst undertaking the major project. Using CAD/CAM within their major project work allows students to access higher grade boundaries.

NON-EXAM ASSESSMENT (COURSEWORK)

Involves candidates in an extended practical application of the subject area knowledge and skills to produce a working prototype and portfolio of no more than 20 A3 sheets which is marked by the teacher then submitted to the exam board for moderation (50% of the total marks). Students began the NEA coursework element after the June 1st in year 10.

The NEA usually finishes between February half term and the easter holidays during year 11. All lessons after this point will prepare students for the summer exam. Students are encouraged to finish earlier where possible.

LEARNER REQUIREMENTS

Candidates should have an ability to work independently, think creatively and have a desire to create products that match that creativity. They need to be willing to learn new ways of approaching the way in which products can be developed including the use of ICT. Skill acquisition and practical abilities will be developed, and candidates need to be prepared to commit spare time to furthering their work and background studies.

EXTRA-CURRICULAR OPPORTUNITIES

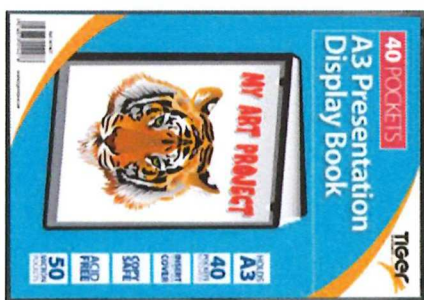
Several afterschool enrichments sessions are on offer and link nicely with the course.

FURTHER STUDY AND CAREER CONNECTIONS

Students who study GCSE D&T often go on to study A Level Design and Technology with the opportunity to study the subject at degree level or a whole variety of Engineering degrees. Design & Technology can also lead into careers in many areas of fashion and interior design, shoe and accessory, fashion stylist, photographer, or journalist or theatre/costume designer. The high level of practical application and design skills development also open opportunities to go on to apprenticeships.

USEFUL WEBSITES

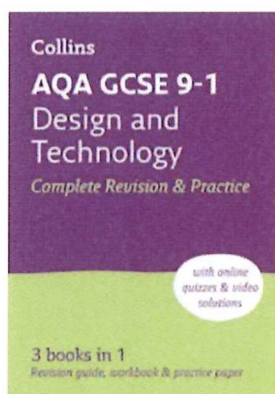
- <https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>
- <https://www.bbc.co.uk/bitesize/examspecs/zby2bdm>



RESOURCES REQUIRED (if not acquired in year

A3 Presentation Display Book – 40 Pockets

10)



Revision Guide
ISBN
978-0-00-853501-8

Y11 Autumn Term GCSE Geography Board: OCR A			
Key Topics	Exam Dates	Controlled Assessment	What the student needs to learn:
Environmental Threats to Our Planet. - Evidence of Climate Change from the start of the Quaternary. - Natural and human causes of climate change - Consequences of climate change. - Global Circulation Model - Tropical storms & Droughts	Exam in Year 11	Mid-Term Assessment End of Unit Exam	- Global Temperature Data - Ice Cores - Tree Rings (Dendrochronology!) - Paintings & Diaries. - Milankovitch Cycles - Volcanic Activity - Sunspots - Sea Level Rise - Extreme Weather Events - High & Low Pressure Systems - Climate Zones - El Nino/La Nina - Causes of Tropical Storms - Causes of Drought
Y11 Spring Term			
Key Topics	Exam Dates	Controlled Assessment	What the student needs to learn:
People of the Planet - Global Development - Uneven Development - Case Study: Changing Economic Development.	Exam in Year 11	Mid-Term Assessment	- Definitions of development - Measures of development - Classifying Country's by level of development. - Physical Factors affecting development. - Aid - Ethiopia's Social & Economic Development.

• Global Urbanisation • Rapid Urbanisation in an LIC • A major City in an EDC.		End of Unit Test	• Megacities & World Cities • Case Study: Rio de Janeiro • Case Study: Istanbul, Turkey.
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Y11 Summer Term

Key Topics	Exam Dates	Controlled Assessment	What the student needs to learn:
UK Environmental Challenges • Extreme weather in the UK • Resources and UK Ecosystems • Energy Sources in the UK • Energy Management	Exam in Year 11	Mid-Term Assessment End of Unit Exam	• Prepare for final exams • Factors affecting weather in the UK. • Wind, snow, heatwave & flooding case studies. • Food production • Commercial Fishing • Wind, Fracking, HEP, Biomass, Tidal, Wave, Solar, Nuclear • Trends in Energy since 1950. • Sustainable energy solutions • UK Energy Future.

GCSE MATHEMATICS: GRADES 9 - 1			
Board: Edexcel			
Key Information			
2 tiers	Higher grades 4-9	Foundation grades 1-5	
3 papers	1 non-calculator 2 calculator	Each exam 80 marks	Each exam 1 hour 30 mins
		Overall 240 marks	Overall 4 hours 30 mins
Autumn Year 11			
Foundation (set 2 & 3)		Higher (set 1 only)	
<u>Literacy of Algebra</u>		<u>Literacy of Algebra</u>	
- Algebra notation - Simplifying terms + - x ÷ - Function machines - Expanding brackets - Common factorisation - Substitution - Solving equations one step - Expanding brackets, single, double single, double - Solving equations 2 step - Inequalities on a number line - Solving linear inequalities - Solving simultaneous equations graphically		- Algebra notation - Simplifying terms + - x ÷ - Function machines - Expanding brackets - Common factorisation - Substitution - Solving equations one step - Expanding brackets, single, double single, double, triple - Solving equations 2 step - Inequalities on a number line - Solving linear inequalities - Solving simultaneous equations graphically - Factorising quadratics - Solving quadratic equations - Difference of two squares - Simultaneous equations algebraically - Quadratic formula - Factorising quadratics a > 1 - Proof - Completing the square - Algebraic Fractions	
Spring Year 11			
Foundation (set 2 & 3)		Higher (set 1 only)	
<u>Transformations</u>		<u>Transformations</u>	
- Symmetry - Reflection, rotations, translations - Rotations - Translations - Enlargements		- Symmetry - Reflection, rotations, translations - Rotations - Translations - Enlargements	

• Basic vectors	• Basic vectors • Enlargement – negative scale factor • Combination of transformations • Vectors • Velocity time graphs
Next Steps	
Weekly Expectations	Examinations
Attend appropriate Walk and Talk Exam starting October 2025. Boys will be personally invited, and parents will receive a message. Revise regularly to ensure that all topics are fully understood. Complete all prep and practise tasks on <u>Sparx</u> Use the pink Topic content sheet as a revision tool for independent learning using Sparx Maths or a revision guide and workbook	<i>Year 11 will be sitting a full set of papers in the hall during their mocks in January 2026.</i> <i>Final Exams May and June 2026</i> <i>See exam timetable at the end of this document for dates</i>

The new 9-1 Edexcel specification can be viewed in detail by following the link <http://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assessment/gcse-maths-2015-specification.pdf>

Edexcel Combined Science 9-1 GCSE (2016)					
Year 11 Content		Linear course		Examined June 2026	
All exams are:	70 minute exams	60 marks available	16.67% of the qualification	Other info:	No coursework
Two tiers of entry: Foundation tier: Grade 1-1 to 5-5 Higher tier: Grade 4-4 to 9-9					
Biology					
Paper 1	Topic 1 – Key concepts in biology				
	Topic 2 – Cells and control				
	Topic 3 – Genetics				
	Topic 4 – Natural selection and genetic modification				
	Topic 5 – Health, disease and the development of medicines				
Paper 4	Topic 1 – Key concepts in biology				
	Topic 6 – Plant structures and their functions				
	Topic 7 – Animal coordination, control and homeostasis				
	Topic 8 – Exchange and transport in animals				
	Topic 9 – Ecosystems and material cycles				
Chemistry					
Paper 2	Topic 1 – States of matter				
	Topic 2 – Methods of separating and purifying substances				
	Topic 3 – Atomic structure				
	Topic 4 – The Periodic Table				
	Topic 5 – Ionic substances				
	Topic 6 – Covalent bonding				
	Topic 7 – Types of substances				
	Topic 8 – Acids and Alkalis				
	Topic 9 – Calculations involving masses				
	Topic 10 – Electrolytic processes				
	Topic 11 – Patterns in reactivity				
	Topic 12 – Dynamic equilibrium				
Paper 5	Topic 3 – Atomic structure				
	Topic 4 – The Periodic table				
	Topic 5 – Ionic substances				
	Topic 6 – Covalent bonding				
	Topic 7 – Types of substances				
	Topic 9 – Calculations involving masses				
	Topic 13 – Groups in the Periodic Table				
	Topic 14 – Rates of reaction				
	Topic 15 – Heat energy changes in chemical reactions				
	Topic 16 – Fuels				
Topic 17 – Earth and Atmospheric science					

Physics	
Paper 3	Topic 1 – Motion Topic 2 – Forces and Motion Topic 3 – Conservation of Energy Topic 4 – Waves Topic 5 – Light and the electromagnetic spectrum Topic 6 – Radioactivity
Paper 6	Topic 7 – Energy - Forces doing work Topic 8 – Forces and their effects Topic 9 – Electricity and circuits Topic 10 – Magnetism and the motor effect Topic 11 – Electromagnetic induction Topic 12 – Particle model Topic 13 – Forces and matter

Year 11	Cambridge Nationals Level 1/Level 2 Sport Studies	OCR
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Mandatory Units

R184 (Exam) - Contemporary issues in sport (70 Marks)

R185 Sporting Performance & Leadership (80 Marks)

R187 Outdoor & Adventurous Activities (40 Marks)

Y11 Autumn Term

Key Topics	Exam Dates	Controlled Assessment	What the student needs to do:
<u>Revision & Assignments</u> R184: Contemporary issues in sport R185: Developing sports skills & Sports leadership	Mock	Assignments <i>All coursework work will be submitted in the January moderation window.</i>	Complete Coursework Tasks Chads Hill (Minimum 1 a week) Rugby / Hockey Practice (Minimum 1 a week) Fitness (1 a week) Circuits (1 a week) <i>Only get selected for circuits if up to date with Practices and Chads Hill.</i> Friday Activities (Rugby, Hockey, Mountain Biking)

The Unit Tasks can be seen on the pupil's Microsoft Teams Sports Studies Channel, also visible is the grading criteria for each task. This is also where pupils are storing their coursework.

Y11 Spring Term

Key Topics	Exam Dates	Controlled Assessment	What the student needs to do:
<u>Re-visit assignments</u> R184: Contemporary issues in sport R185: Developing sports skills & Sports leadership	Mock	Assignments <i>Once work has been moderated there will be 1 more window of moderation if required. That will be at the end of this term.</i>	Make possible improvements to coursework based on moderation reports. Chads Hill (Minimum 1 a week) Rugby / Hockey Practice (Minimum 1 a week) Fitness (1 a week) Circuits (1 a week) <i>Only get selected for circuits if up to date with Practices and Chads Hill.</i>

			Friday Activities (Rugby, Hockey, Mountain Biking)
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The Unit Tasks can be seen on the pupil's Microsoft Teams Sports Studies Channel, also visible is the grading criteria for each task. This is also where pupils are storing their coursework.

Y11 Summer Term

Key Topics	Exam Dates	Controlled Assessment	What the student needs to do:
R184: Contemporary issues in sport Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.	Exam	As the coursework will be submitted in May, only revision for the exam will remain.	All relevant information for revision will be in their class books.

Important – The January OCR mock is unique in that if all coursework Units have been completed and they are to a high standard, the Mock score can proceed as their final exam. However, if the OCR moderation of their coursework highlights required improvements and further submission, the January Mock Exam remains a mock and pupils sit their final exam in May.

**Level 2 Technical Award in Land Based Studies
Guilds****Board: City &**

This is an exciting Award which combines both Agriculture and Horticulture together into one qualification and provides the learner with a solid understanding of the industry. It also provides a foundation upon which to build, without specialising in any particular aspect of the land-based industry.

This Award is assessed through an exam and an assessed assignment called the Synoptic, on a topic chosen by the Awarding Body, which will be provided in February of year 11 and will be worked on over several weeks. This assignment comprises 60% of the marks and puts into context all that has been learnt and gets the student to think about a practical situation where land use is changing and to consider what the effects of that change may be.

All the practical tasks will inform and help the student to understand the subject material and will provide essential background information to enable them to complete the assignment and give it relevance.

This broad award has been designed by people within the industry to meet the new demands of this developing sector of our economy and allows students to move into practical work or to take more advanced courses within a very wide selection of fields of interest.

The course content will comprise of information about animal and plant care and soil science, but it will also provide an understanding of agencies which are involved in the land-based sector e.g. DEFRA, the National Trust etc. It also looks at the history of land use which will add colour and depth to the students understanding of why the countryside is as it is today and therefore what we should or could do as we look to the future. The challenge is to find viable ways to use the resources we have and to meet the market demands to develop a sustainable industry within which these young people could one day find employment and a future.

A course to provide you with a toolkit of knowledge, understanding and skills in the land-based industry.



What does the course look like?

There are Three Units:

- Exploring the use of land
 - Application of science in the land-based sector
 - Application of technology in the land-based sector
- You will have ONE written exam to test you on these!

Lastly, the Synoptic Assignment

The synoptic assignment is an externally set project - a typical project would be working out how to make the most productive use of a piece of land. You will be assessed on your practical and understanding of the land-based industry. You will need to complete feeding on this course to gain evidence towards the award.



Y11 Autumn Term: Level 1/2 Certificate			
Engineering		Board: NCFE	
Key Topics	Exam Dates	Controlled Assessment	What the student needs to do:
[1] Synoptic Project. – An investigation and research project which results in a scale model and comprehensive engineering drawings. [2] Research and development. [3] A3 Portfolio of evidence to support chosen project. [4] Practical – Manufacture of a scale model of the chosen project.		Synoptic project	Build their portfolio of evidence. Develop their solution to the Synoptic task. Complete Formal drawings of a set object. Show a high level of accuracy and standards with all aspects of workshop manufacture.
Y11 Spring Term			
Key Topics	Exam Dates	Controlled Assessment	What the student needs to do:
[1] Synoptic Project. – continued An investigation and research project which results in a scale model and comprehensive engineering drawings. [2] Research and development. [3] A3 Portfolio of evidence to support chosen project. [4] Practical – Manufacture of a scale model of the chosen project.	Synoptic – First submission opportunity April	Synoptic project	Build their portfolio of evidence. Develop their solution to the Synoptic task. Complete Formal drawings of a set object. Show a high level of accuracy and standards with all aspects of workshop manufacture.
Y11 Summer Term			
Key Topics	Exam Dates	Controlled Assessment	What the student needs to do:
[1] Revision of whole syllabus	June	None	. Pay attention to advice and complete or improve

			coursework when asked to. Attend all lessons and extra sessions of revision. Ask when unsure. Use IT based revision programs. Practice with past papers.
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Year 11 English Language & Literature		Exam board: Edexcel GCSE English	
Key Topics – Autumn Term	Exam Dates	What the student needs to do:	
1) Literature Paper 2 – 19th century novel – Robert Louis Stevenson’s ‘Dr Jekyll and Mr. Hyde’ or Charles Dickens ‘A Christmas Carol 2) Language Paper 1&2 creative and transactional writing.	Mock exams Jan/Feb 2026	- Ensure they keep up to date with all exam questions set, taking responsibility to respond to feedback in order to improve. - If they haven’t already, they need to ensure they have purchased a copy of all three set texts: ‘Macbeth’, ‘Blood Brothers’ and ‘Dr Jekyll and Mr Hyde’ or ‘A Christmas Carol’ (set 3) - Students should purchase a revision guide for each of the set texts. - Students should annotate their copies of ‘Macbeth’ and ‘Dr Jekyll’ with their ‘translations’ – demystifying the language they don’t understand. - Revise for their mocks (January/February) - Over the Christmas period students should re-read each of the set texts. To help your son engage there is a faithful audio book of ‘Dr Jekyll and Mr Hyde’ narrated by Ian Holme available on iTunes; songs from the musical ‘Blood Brothers’ are available on CD from Amazon/iTunes and on You Tube; the film version of ‘Macbeth’ I would recommend is the Roman Polanski version – old but faithful to the text.	
Key Topics – Spring Term	Exam Dates	What the student needs to do:	
Exam preparation for Language exam – interpreting 19th century fiction,	Literature	LITERATURE Know the plot, characters,	LANGUAGE Learn the features of different types of writing

imaginative writing, comparing twentieth and twenty first century texts and transactional writing.	Paper 1 11th May 2026 Paper 2 19th May 2026	themes from each text • Learn the key quotations from each text by heart • Know the historical contexts of the plays/novel	• Learn the persuasive/descriptive techniques (HADDAFORREST) • Practise timed essays from the list (Prep) • PLAN before they write • Check their paragraphs, sentences and vocabulary • Practise proof reading and editing their writing.
• Exam preparation for Literature – ‘Macbeth’ ‘Blood Bothers’ and ‘Dr Jekyll and Mr Hyde’.	Language	• Complete revision comprehension questions for each text	• Practise finding implicit meanings in texts.
• Exam preparation for Literature – Conflict poetry from anthology. Unseen poetry comparison	Paper 1 21st May 2026 Paper 2 5th June 2026	• Complete practise exam questions • Learn literary techniques and their effects. • Learn key writing frames, sentence starters and key words/vocab lists	• Purchase and use revisions guides/workbooks for spelling, punctuation and grammar (now worth 20% on the Language papers) • Learn the key writing frames and sentence starters including (PETAL, SITE and ‘Sensible Farmers’ SFOBNQACIAW)

**iMedia: Levels 1-2 Exam Board: OCR Cambridge Nationals in iMedia
- J834**

Unit R093 Exam	Creative iMedia in the media industry	70 Marks – 40% of the qualification 1hr 30mins Written Paper
Unit R094 Coursework	Visual Identity and digital graphics	50 Marks – 25% of the qualification Moderated Coursework
Unit R097 Coursework	Interactive Digital Media	70 Marks – 35% of the qualification Moderated Coursework

Cambridge Nationals Grade	L2 Distinction*	L2 Distinction	L2
Merit	L2 Pass	L1 Distinction	L1 Merit
L1 Pass			
GCSE Equivalent			
Grade	8.5	7	5.5
	3	2	1

R093 – Creative iMedia in the media industry

Section 1 – The media industry

1.1a - Media industry sectors	Traditional Media New Media
1.1b - Media industry products	Products Pt1 Products Pt2 Products Pt3 Products Pt4
1.1c - Media products across different sectors	
1.2a - Job roles in the media industry	Creative Job Roles Technical Job Roles
1.2b - Senior job roles in the media industry	Senior Job Roles

Section 2 – Factors influencing product design

2.1a - Purpose of media products	Purpose Style Content and Layout
2.1b - Use of colour in media products	Colour Graphics and Typography

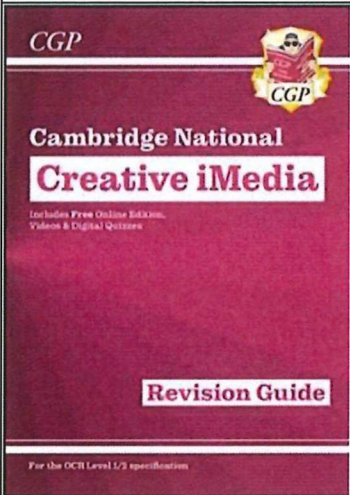
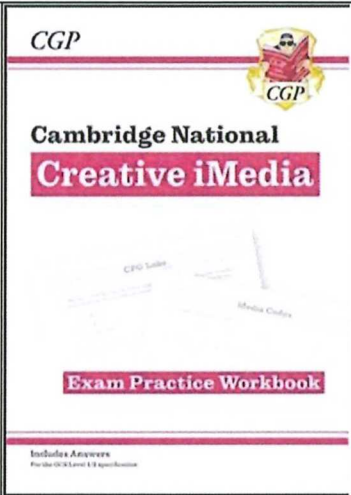
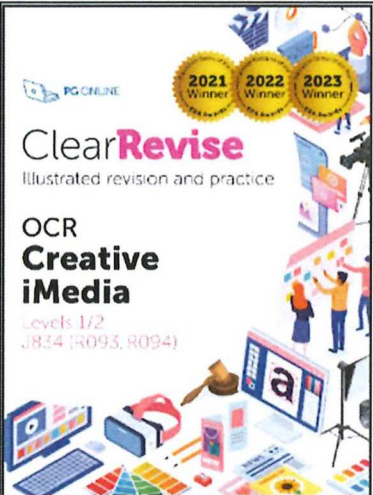
2.1c - Style, content and layout	
2.1d - Language and tone in media products	
2.2 - Client brief and requirements	Client requirements Client Briefs
2.3 - Audience demographics and segmentation	Audience Segmentation and Demographics
2.4 - Research methods	Audience Research Primary Research Methods Research Methods Secondary Research Methods
2.5a - Using media codes	Media Codes
2.5b - Camera techniques	Camera and Lighting
2.5b - Camera movement	Movement Transitions and Interactivity
2.5c - Transitions	
2.5d - Mise-en-scene, lighting and audio	Mise en Scene Audio and Animation
2.5e - Interactivity and animation	
Section 3 – Pre-production planning	
3.1 - Work plans	Components of work plans
3.2a - Mind maps	Mind Maps and Mood Boards
3.2a - Mood boards	
3.3a - Scripts	Asset Logs Flow Charts and Scripts
3.3b - Storyboards	Storyboards Visualisation Diagrams and Wireframes
3.3c - Visualisation diagrams	
3.3d - Wireframes	
3.3e - Asset logs	
3.3f - Flow charts	
3.4a - Legal issues protecting individuals	Protecting individuals Intellectual Property Rights
3.4b - Regulation and certification	Regulation and certification

3.4c - Health and safety	Health and Safety
3.4d - Recces and risk assessments	
Section 4 – Distribution considerations	
4.1 - Distributing media products	Distribution platforms
4.2a - Properties of image files	Image Files
4.2b - Properties of audio files	Audio Files
4.2c - Properties of moving image files	Moving image files
4.2d - File compression	File compression

R094 – Visual Identity and digital graphics		
Topic 1 – Develop visual identity		
1.1a - Purpose of a visual identity		
1.1b - Visual identity design style		
1.1c - Components of a visual identity		
Topic 2 – Plan digital graphics for products		
2.1a - Concepts of graphic design		
2.1b - Layout conventions		
2.2a - Technical properties of graphics		
2.2b - Sourcing assets		
2.3a - Mind map		
2.3b - Mood board		
2.3c - Concept sketch and visualisation diagrams		
Topic 3 – Create a visual identity and digital graphics		
3.1a - Setting up a document		
3.1b - Layout tools		
3.1c - Drawing tools		

3.1d - Image adjustments		
3.1e - Selection tools		
3.1f - Layers		
3.1g - Retouching		
3.1h - Filters and effects		
3.1i - Typography		
3.2a - Sourcing assets		
3.2b - Creating assets		
3.2c - Technical compatibility		
3.3a - Repurposing		
3.3b - Saving and exporting		

Recommended Resources

 CGP Cambridge National Creative iMedia Includes Free Online Edition, Videos & Digital Quizzes Revision Guide For the OCR Level 1/2 specification	 CGP Cambridge National Creative iMedia Exam Practice Workbook Includes Answers For the OCR Level 1/2 specification	 PG ONLINE 2021 Winner 2022 Winner 2023 Winner ClearRevise Illustrated revision and practice OCR Creative iMedia Levels 1/2 J834 (R093, R094)
ISBN: 9781837740833	ISBN: 9781837740840	ISBN: 9781910523278

GCSE Computer Science: GRADES 9 – 1 Exam Board: <u>OCR J277</u>		
Paper 1	J277/01: Computer Systems [1.1 / 1.2 / 1.3 / 1.4 / 1.5 / 1.6]	80 Marks – 50% of GCSE 1hr 30min Written Paper
Paper 2	J277/02: Computational thinking, algorithms and programming [2.1 / 2.2 / 2.3 / 2.4 / 2.5]	80 Marks – 50% of GCSE 1hr 30min Written Paper
Sub Topic	Knowledge Organiser	Craig and Dave YouTube Link
1.1 Systems Architecture		
1.1.1 - The purpose of the CPU - The fetch-execute cycle	Page 3	the-purpose-of-the-cpu
1.1.1 - Common CPU components and their function	Page 2	common-cpu-components-and-their-function
1.1.1 - Von Neumann architecture	Page 3	von-neumann-architecture
1.1.2 - The common characteristics of CPUs	Page 2	the-common-characteristics-of-cpus
1.1.3 - Embedded systems	Page 2	embedded-systems
1.2 Memory and Storage		
1.2.1 - The need for primary storage	Page 4	the-need-for-primary-storage
1.2.1 - RAM & ROM	Page 4	ram-rom
1.2.1 - Virtual memory	Page 4	virtual-memory
1.2.2 - The need for secondary storage	Page 5	the-need-for-secondary-storage
1.2.2 - Common types of storage	Page 5	common-types-of-storage
1.2.2 - Suitable storage devices & storage media	Page 5	suitable-storage-devices-storage-media
1.2.3 - The units of data storage	Page 11	the-units-of-data-storage
1.2.3 - How data needs to be converted into binary		how-data-needs-to-be-converted-into-binary
1.2.3 - Data capacity and calculation of data capacity	Page 12/13/14	data-capacity-and-calculation-of-data-capacity

1.2.4 - Converting between denary and 8 bit binary	Page 8	converting-between-denary-and-8-bit-binary
1.2.4 - Adding two 8 bit binary integers	Page 10	adding-two-8-bit-binary-integers
1.2.4 - Converting between denary and 2 digit hex	Page 9	converting-between-denary-and-2-digit-hex
1.2.4 - Binary shifts	Page 10	binary-shifts
1.2.4 - Representing characters and character sets	Page 12	representing-characters-and-character-sets
1.2.4 - Representing images	Page 13	representing-images
1.2.4 - Representing sound	Page 14	representing-sound
1.2.5 - Compression	Page 11	compression
1.3 Network Connections and Protocols		
1.3.1 - Types of networks	Page 15	types-of-networks
1.3.1 - Factors that affect the performance of networks	Page 15	factors-that-affect-the-performance-of-networks
1.3.1 - Client sever and peer to peer networks	Page 17	client-sever-and-peer-to-peer-networks
1.3.1 - Hardware to connect a LAN	Page 16	hardware-to-connect-a-lan
1.3.1 - The Internet	Page 19	the-internet
1.3.1 - Star and mesh network topologies	Page 17	star-and-mesh-network-topologies
1.3.2 - Modes of connection, wired and wireless	Page 16	modes-of-connection-wired-and-wireless
1.3.2 - Wireless encryption		wireless-encryption
1.3.2 - The use of IP and MAC addressing	Page 18	the-use-of-ip-and-mac-addressing
1.3.2 - Standards	Page 18	standards
1.3.2 - Common protocols	Page 18	common-protocols
1.3.2 - The concept of layers	Page 18	the-concept-of-layers
1.4 Network Security		

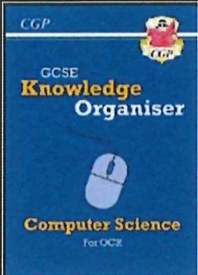
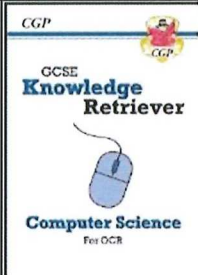
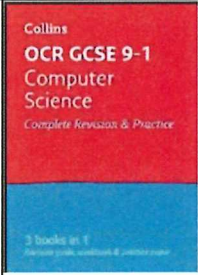
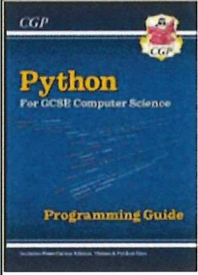
1.4.1 - Forms of attack	Page 20	forms-of-attack
1.4.1 - Threats posed to networks	Page 20	threats-posed-to-networks
1.4.2 - Identifying and preventing vulnerabilities	Page 21	identifying-and-preventing-vulnerabilities
1.5 Systems Software		
1.5.1 - The purpose of operating systems	Page 6	the-purpose-and-functionality-of-operating-systems
1.5.1 - Operating systems part 1	Page 6	operating-systems-part-1
1.5.1 - Operating systems part 2	Page 6	operating-systems-part-2
1.5.2 - Utility system software	Page 7	utility-system-software
1.6 Ethical, Legal, Cultural and Environmental Issues		
1.6.1 – How to discuss Ethical, Legal, Cultural & Environmental Issues		how-to-discuss-ethical-legal-cultural-environmental-issues
1.6.1 - Privacy issues	Page 22	privacy-issues
1.6.1 - Cultural implications of computer science	Page 23	cultural-implications-of-computer-science
1.6.1 - Environmental impact of computer science	Page 24	environmental-impact-of-computer-science
1.6.1 - Impacts of digital technology on wider society	Page 23	impacts-of-digital-technology-on-wider-society
1.6.1 - Legislation relevant to computer science	Page 25	legislation-relevant-to-computer-science
1.6.1 - Open source vs proprietary software	Page 25	open-source-vs-proprietary-software

Sub Topic	Knowledge Organiser	Craig and Dave YouTube Link
2.1 Algorithms		
2.1.1 - Abstraction	Page 26	abstraction
2.1.1 - Decomposition	Page 26	decomposition
2.1.1 - Algorithmic thinking	Page 26	algorithmic-thinking
2.1.2 - Inputs, processes and outputs		inputs-processes-and-outputs
2.1.2 - Structure diagrams	Page 42	structure-diagrams
2.1.2 - Algorithms using pseudocode and flow diagrams	Page 26/27	Algorithms-using-pseudocode-and-flow-diagrams
2.1.2 - Identifying errors and suggesting fixes		identifying-errors-and-suggesting-fixes
2.1.2 - Trace tables	Page 44	trace-tables
2.1.2 - Binary search	Page 28	binary-search
2.1.3 - Linear search	Page 28	linear-search
2.1.3 - Bubble sort	Page 29	bubble-sort
2.1.3 - Merge sort	Page 30	merge-sort
2.1.3 - Insertion sort	Page 29	insertion-sort
2.2 Programming Fundamentals		
2.2.1 - Variables, constants, inputs and outputs	Page 34	variables-constants-inputs-outputs
2.2.1 - The use of the three basic programming constructs	Page 35/36	the-use-of-the-three-basic-programming-constructs
2.2.1 - The common arithmetic and comparison operators	Page 32	the-common-arithmetic-and-comparison-operators
2.2.1 - The common Boolean operators	Page 32	the-common-boolean-operators
2.2.2 - The use of data types and casting	Page 31	the-use-of-data-types-and-casting
2.2.3 - The use of basic string manipulation	Page 34	the-use-of-basic-string-manipulation

2.2.3 - The use of basic file handling operations	Page 39	the-use-of-basic-file-handling-operations
2.2.3 - The use of records to store data	Page 40	the-use-of-records-to-store-data
2.2.3 - The use of SQL to search for data	Page 40	the-use-of-sql-to-search-for-data
2.2.3 - The use of arrays	Page 38	the-use-of-arrays
2.2.3 - How to use sub programs	Page 41	how-to-use-sub-programs
2.2.3 - Random number generation	Page 31	random-number-generation
2.3 Producing Robust Programs		
2.3.1 - Defensive design considerations part 1	Page 43	defensive-design-considerations-part-1
2.3.1 - Defensive design considerations part 2	Page 43	defensive-design-considerations-part-2
2.3.1 - Maintainability	Page 42	maintainability
2.3.2 - The purpose and types of testing	Page 45	the-purpose-and-types-of-testing
2.3.2 - How to identify syntax and logic errors	Page 44	how-to-identify-syntax-and-logic-errors
2.3.2 - Suitable test data	Page 45	suitable-test-data
2.3.2 - Refining algorithms to make them more robust	Page 43	refining-algorithms-to-make-them-more-robust
2.4 Boolean Logic		
2.4.1 - Simple logic diagrams	Page 33	simple-logic-diagrams
2.4.1 - Truth tables	Page 33	truth-tables
2.4.1 - Combining Boolean operators	Page 33	combining-boolean-operators
2.4.1 - Applying logical operators in truth tables	Page 33	applying-logical-operators-in-truth-tables
2.5 Programming Languages and IDEs		
2.5.1 - Characteristics of different levels of programming language	Page 46	characteristics-of-different-levels-of-programming-language

2.5.1 - The purpose of translators	Page 46	the-purpose-of-translators
2.5.1 - Characteristics of compilers and interpreters	Page 46	characteristics-of-compilers-and-interpreters
2.5.1 - IDEs	Page 46	ides

Recommended Resources

 CGP GCSE Knowledge Organiser Computer Science For OCR	 CGP GCSE Knowledge Retriever Computer Science For OCR	 Collins OCR GCSE 9-1 Computer Science Complete Revision & Practice 3 books in 1 Revision guide, workbook & practice paper	 CGP Python For GCSE Computer Science Programming Guide	Craig and Dave YouTube Channel Revise Computer Science YouTube Channel TLDR Computer Science YouTube Channel
Provided to student	Provided to student	ISBN - 978-0008431679	ISBN - 978-1789088625	