

Year 11 December Mock Examinations

Support for students & parents/carers
8th – 12th December 2025



Glenmoor & Winton Academies

High Achievement – High Standards

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The exam will be 1 hour 45 minutes. Students will be required to answer 1,2,3,6,9,12-mark questions across the paper for a total score of 90. Students will be expected to analyse questions using case studies and strands of development. Students will also be required to complete math questions with the support of a calculator and must show workings for these questions.

Topics which may be assessed:

- Topic 1.1- Enterprise and Entrepreneurship
- Topic 1.2 Spotting a business Opportunity
- Topic 1.3 Putting business ideas into practice
- Topic 1.4 Making the business effective
- Topic 1.5 external influences

Revision support

- Business KO/ Flashcards/ past papers (Edexcel GCSE Business Website)
- CGP guide (order through school)
- YouTube links: Business Teacher T, Tutor2u Business, Bizconsesh
- BBC Bitesize- Edexcel GCSE Business



Students will sit two papers:

- Paper 1: Principles of Computer Science. 1 hour 30 mins
- Paper 2: Application of Computational Thinking. 2 hours

Paper 1 - Content overview

This mock paper will assess Topics 1 to 4. Topics and modules that have not been covered in class will not be assessed in this mock e.g. topic 5

An overview of the topics in the final GCSE exam is below:

- **Topic 1: Computational thinking** – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
1.1 Decomposition and abstraction 1.2 Algorithms 1.3 Truth tables
- **Topic 2: Data** – understanding of binary, data representation, data storage and compression.
2.1 Binary 2.2 Data representation 2.3 Data storage and compression
- **Topic 3: Computers** – understanding of hardware and software components of computer systems and characteristics of programming languages.
3.1 Hardware 3.2 Software 3.3 Programming languages
- **Topic 4: Networks** – understanding of computer networks and network security.
4.1 Networks 4.2 Network security
- **Topic 5: Issues and impact** – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.
5.1 Environmental 5.2 Ethical and legal 5.3 Cybersecurity

Paper 1 - Assessment overview

The GCSE paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended-open-response, tabular and diagrammatic items.

Paper 2 - Content overview

This paper will assess Topic 6: Problem solving with programming.

The main focus of this paper is:

- understanding what algorithms are, what they are used for and how they work in relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine and evaluate programs.
6.1 Develop code 6.2 Constructs 6.3 Data types and structures 6.4 Input/output 6.5 Operators 6.6 Subprograms

Paper 2 - Assessment overview

This practical paper requires students to design, write, test and refine programs to solve problems. Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice. They will be provided with:

- coding files
 - a hard copy of the question paper
 - the Programming Language Subset (PLS) – as an insert in the question paper and in electronic format.
- Students should then answer the questions onscreen using Python 3. This assessment consists of six compulsory questions.

Guides, links, and videos in class OneNote Notebook under revision tab.



This exam will take 2 hours and will cover all of the topics in Component 3.

There will be a range of questions including multiple choice, 1 mark, 2 mark, 4 mark and 6 mark questions. You will be expected to analyse resources and apply your own knowledge to a range of different destinations around the world. You will need to make links to the concepts, issues and use terms to demonstrate you're understanding.

Component 3 in brief:

- Explore the different factors that may influence global travel and tourism – economic, political and natural factors.
- Explain how travel and tourism organisations and destinations respond to these factors – public, private and voluntary organisations.
- Examine the potential impacts of tourism at global destinations – social, economic and environmental impacts.
- How destinations change over time – The TALC model, emerging and mature destinations.
- Explain how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.
- Understand the role of governments in global travel and tourism.
- Explain the importance of working in partnerships in destination management.

Revision resources

- Component 3 KO – spares available in class.
- Revision notes – available on your Year 11 T&T Teams page.
- Classwork book.
- Revision cue cards – available from your teacher.
- Tourism Teacher website - [Tourism Industry – Tourism Teacher](#)
- YouTube- Tourism Teacher - [Dr Hayley Stainton - YouTube](#)
- NOTE: Currently there are no revision guides available to buy for this exam.



You will sit one paper which is 90 minutes.

Content to be covered

Section A Blood Brothers:

You will need to revise the following knowledge from the Blood Brothers text:

- Characters
- Themes
- Motifs
- Playwrights Intention
- Narrative
- Key moments

You will need to be able to describe and explain how you would communicate these to an audience in the following ways as a director, actor and designer:

Acting Skills	Design
Physical Skills • Posture • Gesture • Facial Expressions • Eye Contact • Gait Vocal Skills • Pitch • Pace • Pause • Volume • Accent • Tone • Emphasis • Impediment Spatial Skills • Proxemic • Levels • Physical Contact	Set • Stage Types including benefits and challenges • Scenery Props • Personal • Furniture/set items Costume • Clothing • Shoes • Hair • Make up Lighting • Lantern Types • Angles • Intensity • Colour • Shape • Fade type Sound • Music • Underscore • Ambient sounds • Segue/transitions • Sound effects • Diegetic and non-diegetic

Resources to help students revise and prepare:

- Blood Brothers Script
- Drama exercise books (Y10/11)
- GCSE Bitesize
- Teams page



The paper will be split into the four areas of study and will last for approximately 1 hr 15 minutes.

- AOS1 – Forms and Devices (music from 1600-1900: Baroque, Classical and Romantic). - Set Work: Badinerie (Q1)
- AOS2 – Music for Ensemble (chamber music, jazz and blues, musical theatre)
- AOS3 – Film Music
- AOS4 – Popular Music - Set Work: Africa (Q7)

You will answer two questions for each area of study. For AOS1 and AOS4 one of these questions will be on the set work.

There will be one 10 mark question that will need to be answered in an 'essay style' as we have practiced in class. You may still write in bullet points for this answer.

For all questions, you will need a great understanding of the following musical elements and need to be able to identify their features through listening and reading music notation:

I have included in brackets some examples but this list is not exhaustive. Please refer to the revision resources below.

- **Melody** (conjunct, disjunct, ascending, descending,)
- **Articulation** (staccato, legato,
- **Dynamics** (Italian and British terms)
- **Tempo** (Italian and British terms)
- **Structure** (Binary, ternary, rondo, pop structure)
- **Harmony and tonality** (diatonic, chromatic, chord sequence, major, minor)
- **Instrumentation and sonority** (what instruments you can hear and how they are played)
- **Rhythm** (note lengths, cross rhythms, driving rhythms, ostinato, syncopation)
- **Texture** (monophonic, homophonic, polyphonic, thick, thin)

You will also need to be able to demonstrate the following skills:

- Pitch dictation
- Rhythmic dictation
- A more in-depth knowledge of Badinerie and Africa, e.g. bar numbers

Additional skills:

- Make sure you are confident on reading treble, bass and alto clef (Badinerie only)
- Know key signatures up to 4 sharps and flats
- Recognise cadences (perfect, plagal, imperfect, interrupted)
- Intervals
- Roman numerals for chords and degrees of the scale.

Revision Resources

- Focus on Sound – pick specific lessons for areas of weaknesses, make notes and complete the tests. Resit the tests if less than 80% correct.
- BBC Bitesize

[GCSE Music - Eduqas - BBC Bitesize](#)

- EDUQAS GCSE Music website
- Youtube: watch these videos and make notes in your book.

[Eduqas GCSE Music Exam Paper Walk Through](#)
[EDUQAS GCSE Music Bach Badinerie revision](#)
[Eduqas GCSE Music: musical elements - melody](#)
[Eduqas GCSE Music: musical elements - rhythm](#)
[Eduqas GCSE Music: musical elements - tempo](#)
[Eduqas GCSE Music: musical elements - tonality](#)
[Form and Structure - Eduqas GCSE Music](#)
[Eduqas GCSE Music: musical elements - dynamics](#)
[GCSE Music Revision - What is Texture?](#)
[GCSE Music Revision - Rhythmic Dictation](#)
[GCSE Music Revision - Melodic Dictation](#)
[EDUQAS GCSE Music Toto Africa revision](#)
[UHHS Performing Arts - YouTube](#)- lots of great videos on here.

- Year 10 and 11 music books
- Knowledge organisers for the set works
- Knowledge organisers- scales and key signatures, MAD T SHIRT
- Africa booklet
- Africa class workbook
- Teams resources (look in class materials)



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This exam will take 1 hour and will cover all of the topics in Component 3 that have been learnt in lessons so far. There will be a range of questions including multiple choice, 1 mark, 2 mark, 4 mark and 6 mark questions. You will be expected to apply your own knowledge to a range of different topics that have been covered in lessons.

Content to be covered

- Physical and skill related components of fitness
- Fitness tests that measure the physical and skill components of fitness
- Principles of training: FITT and additional principles of training (specificity, progressive overload etc)
- Pre fitness test procedures, and why we do them
- Reasons for warming up and cooling down.
- Methods of training

Resources to help students revise and prepare:

- BTEC Pearson website
- 2022 Specification
- PE Knowledge Organisers
- Class workbooks
- Revision SMHW quizzes
- Revision guides



This exam will take 1 hour and will cover the unit on Sport Psychology.

Topics:

- Classification of Skilful performance – FACEP
- Skill Continuums – Environment (Open and Closed) and Difficulty (Simple and Complex)
- Goal Setting - SMART Targets
- Types of Feedback – Knowledge of Performance, Knowledge of Results, Negative, Positive, Intrinsic and Extrinsic
- Types of Guidance – Visual, Verbal, Manual and Mechanical
- Mental Preparation – Positive thinking, Imagine, Mental rehearsal and Selective Attention

Resources to help students revise and prepare:

- OCR GCSE PE Website
- 2018 Specification
- BBC Bitesize (OCR)
- Revision guides
- PE Knowledge Organisers
- Class workbooks



Home languages

Contact: kkhetia@glenmoorandwinton.org.uk

You will sit 3 exams in your home language.

1. Listening

2. Reading

3. Writing

The **listening** exam is 40 minutes, including 5 minutes reading time. The questions are a mixture of multiple choice, gap fills. Answer in English and answer in home language.

The **reading** exam is 1 hour 5 minutes. It includes questions in English and in the home language. There is also a translation from the home language into English.

The **writing** exam is 1 hour 25 minutes (1hr 20 for Portuguese) and consists of two questions and one translation from English into home language.

- **Question 1** has two options from which students must select one. This question assesses students on their ability to convey information, narrate, express opinions, interests, and convince the reader. Students must use the informal register.
- **Question 2** has two options from which students must select one. This question assesses students on their ability to convey information, narrate, express, and justify ideas and opinions, and interests and convince the reader. Students must use the formal register.
- **Question 3** is the translation question. Students are required to translate a short paragraph from English into their home language. The individual

How to access past papers (**Edexcel exam board**) *Arabic, Persian, Portuguese, Russian and Turkish, Cantonese*
<https://qualifications.pearson.com/en/subjects/languages.html> → GCSE (16) → select your language e.g., German → Exam materials → under 'content type', click 'show more' → click question paper (mark scheme is also available to self-assess) → choose year → click on paper. If there is a padlock next to the past paper, you cannot gain access to it.

How to access past papers (**AQA exam board**) *French, Polish, Spanish, German, Italian*
<https://www.aqa.org.uk/subjects/languages> → select past papers for your language e.g., Polish → click question paper (mark scheme is also available to self-assess). If there is a padlock next to the past paper, you cannot gain access to it.

Please note the different structure for the Polish writing paper - 1 hour 15 (AQA)

Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks

Question 3 – translation from English into Polish (minimum 50 words) – 12 marks



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Wellbeing tips for revision

Looking after your wellbeing can have a positive impact on how well you do in your exams.

Below are five simple things to bear in mind during revision:

1. Not all stress is bad:

The **right amount of stress** can motivate you to get revision done. It can be important to **recognise when stress has tipped over** from becoming a motivating force to an overwhelming emotion.

Signs of overwhelming stress vary, but common signs are: feeling irritable, feeling overwhelmed, difficulty concentrating, raised heart rate and breathing. If you feel your stress is overwhelming, take a **break** and **speak** to someone about how you are feeling.



2. Sleep is your friend!

If you sleep well (8-10 hours per night) you are scientifically proven to **retain more** of what you are studying and **concentrate** better.

Try to maintain a **consistent getting up time** and allow yourself **30 minutes** to unwind before you plan to go to sleep.

3. 30-minute study rule:

No-one can study for six-hours straight without a break. Trying to do so will increase your stress unnecessarily. Break up your time into **30-minute chunks** to be most effective.

Take **micro-breaks** after every 30 minutes: stand up, check your phone, listen to a song, get some food.



4. Talk about exam nerves:

Feeling stressed and a little anxious about exams is normal. **Talk** to a friend or parent and share how you are feeling. You might feel better having spoken to someone.

5. Breaks = GOOD. Constant distraction = BAD:

Taking **planned breaks** is great and will help you remain on task but checking your social media every 5 minutes is a sure-fire study fail and might increase your feelings of stress unnecessarily. Research shows that it can take up to 20 minutes to refocus on a task when you've been unnecessarily distracted.



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