Coombe Dean School

Year 11

Core Curriculum Evening

Every day, every lesson, every revision session, every test, every opportunity...

Key Dates: Every Step Counts (Finishing Line Programme)

Every Step Counts *– supporting students to make to the most of every lesson, every opportunity, every day*	From September 5th 2025
Parent Information Evening	Thursday 9th October 2025
Period 6 Wave 1	7th – 17th October: Revision boosters for all students
Mock Exams Pt. 1	20th- 24th October
October Half Term: Revision Materials Provided	
Mock Exams Pt. 2	3rd – 7th November
Year 11 Parents' Evening	20th November
Period 6 Wave 2	Course Work Support: mandatory for students taking course work subjects
Christmas Break	
Coombe Dean Post 16 Open Evening	Thursday 8th January 2026
Coombe Dean Post 16 Applications open	12th January
Coombe Dean Post 16 Open Mornings	Week beginning 19th January
Mock Exams	2nd – 13th February
February Half Term: 14th – 22nd February	
Year 11 Progress Reports	End of February
Period 6 Wave 3	Dates to be confirmed: Revision Boosters
Easter Break: Revision Activities to be confirmed	
GCSE Exam Series Phase 1	4th – 22nd May
May Half Term	
GCSE Exam Series Phase 2	2nd – 26th June
Year 11 Prom	1st July
Summer Holidays Commence 22nd July	
GCSE Results Day!	Thursday 20th August 8.30am

Supporting Year 11 Students in the Lead-Up to Mock Exams

Period 6 Timetable and Support

These additional subject-specific sessions are designed to build on the effort and focus students have already shown, offering targeted support to help them take confident steps toward success.

Every session, every revision opportunity, and every moment of focus contributes to success — and Period 6 is designed to support students in making every step count towards their goals.

Our Period 6 programme runs in three main phases throughout Year 11. **Phase 1** will run in the two weeks prior to the mock exams, starting on **Monday 3rd October**.

The Period 6 calendar is available on our website and on Class Charts. Each week, a booking form will be released via Class Charts for students to reserve places in sessions relevant to their subjects. We expect all students to attend every session for the subjects they study, as part of their commitment to the "Every Step Counts" ethos.

Period 6 Timetable

Date	**Subject**
Tuesday 7th October	English
Wednesday 8th October	History, DT
Thursday 9th October	Maths
Friday 10th October	PE
Tuesday 14th October	To be confirmed
Wednesday 15th October	RS, iMedia, Geography
Thursday 16th October	Art, Business, Computer Science
Friday 17th October	Hospitality and Catering

Period 6 runs from **3.10pm to 4.10pm**, and students are expected to factor this additional time into their day.

Mock Exams Guidance

In the Autumn term, students in Year 11 will be sitting **Mock Examinations** that are common with all the other WeST secondary schools. These will take place between **15th October and 10th November**. These assessments are a valuable opportunity to gauge your child's academic progress and help inform arrangements for the next academic year.

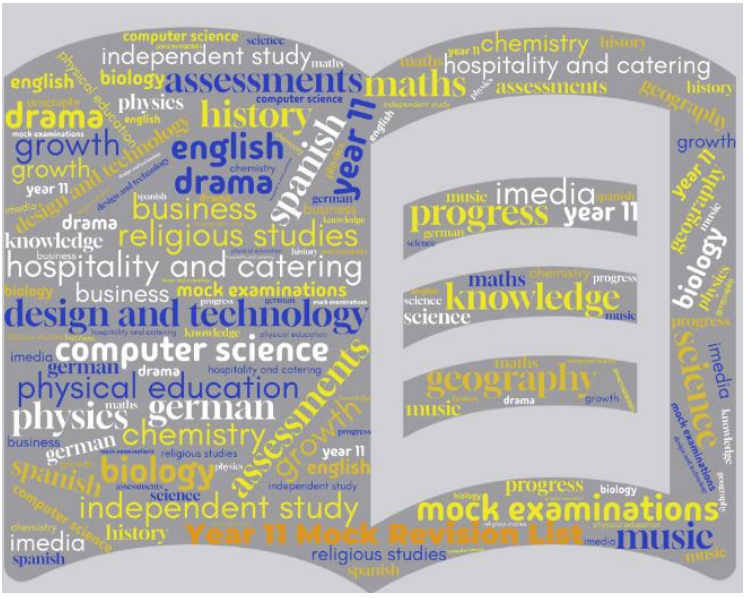
Enclosed in this pack, you will find detailed revision materials for each subject. Your child can utilise these resources, as well as the advice and guidance provided by their teachers, to prepare thoroughly for the assessments. While it is important for students to approach these assessments seriously, we are committed to minimising any undue pressure and stress through careful preparation and support. Our goal is to ensure that these assessments serve as a constructive tool for their continued academic growth.

Students will sit each of these examinations in the **exam hall** to help familiarise themselves with exam routines and procedures.

The schedule for these assessments is summarised on the next page of the booklet.

As shared at the Curriculum Information Evenings, we will communicate students' attainment in these assessments to you in the form of an **assessment overview** later in the Autumn term. This will help to give you an overall picture within the context of the class that they are currently studying in and the wider year group – helping to inform a student's next steps and their independent study.

Thank you for your ongoing support in helping us raise your child's attainment. Should you require any further assistance or have any questions regarding the assessment preparation, please do not hesitate to contact your child's subject teacher directly.



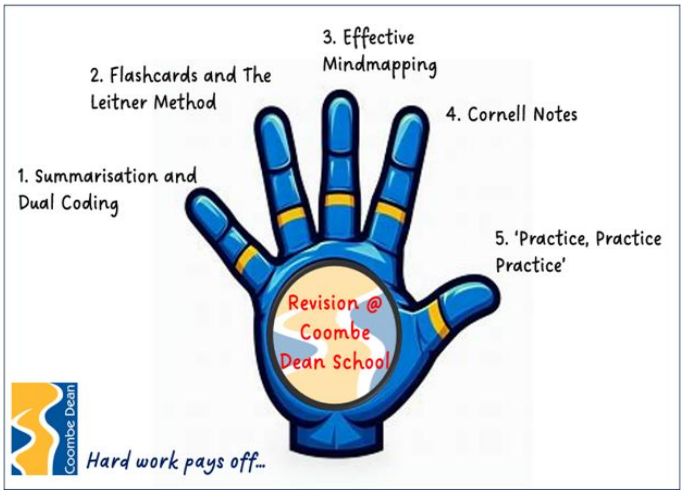
Year 11 October/November Mock Examinations

Day & date	Session 1: 9:30 start unless otherwise stated	Session 2: 1:15 start unless otherwise stated
Wed 15th Oct	**All Day - Languages Speaking**	
Friday 17th Oct	**All Day – Languages Speaking**	
Mon 20th Oct	**Mathematics Paper 1**: Non-calculator (1h 30m, 1h 53m ET)	**History** Paper 3: Weimar and Nazi Germany (1h 30m, 1h 53m ET) **Food/DT Practical**: Group A (2 h)
Tues 21st Oct	**English Language Paper 2** (1h 45m, 2h 11m ET)	**Combined Science Biology: Paper 1** (1h 15m, 1h 34m ET) **Separate Science Biology: Paper 1** (1h 45m, 2h 11m ET
Wed 22nd Oct	**Mathematics Paper 2**: Calculator (1h 30m, 1h 53m ET)	**Geography** Paper 1: Physical Geography (1h 30m, 1h 53m ET) **Food/DT Practical**: Group B (2h)
Thurs 23rd Oct	**English Literature Paper 1** (1h 45m, 2h 11m ET)	**French, German, Spanish Writing** Foundation (1h 15m, 1h 34m ET), Higher (1h 20m, 1h 40m ET)
Monday 27th October – Friday 31st October: HALF TERM		
Mon 3rd Nov	**Combined Science Chemistry: Paper 1** (1h 15m, 1h 34m ET) **Separate Science Chemistry: Paper 1** (1h 45m, 2h 11m ET) **Music** Appraising (1h 15m, 1h 34m ET)	**Computer Science** Computational Thinking (1h 30m, 1h 53m ET) **Drama** Component 3: Interpreting Theatre (1h 30m, 1h 53m ET)
Tues 4th Nov	**Religious Studies**: (1h 45, 2h 11m ET) **DT (**2h, 2h 30m ET)	**French, German, Spanish Listening** Foundation (45m, 56m ET) Higher (1h, 1h 15m ET) **Food/DT Practical**: Group C (2h)
Wed 5th Nov	**Mathematics Paper 3**: Calculator (1h 30m, 1h 53m ET)	**French, German, Spanish Reading** Foundation (45m, 56m ET), Higher (1h, 1h 15m ET) **Food/DT Practical**: Group D (2h)
Thurs 6th Nov	**Combined Science Physics : Paper 1** (1h 15m, 1h 34m ET) **Separate Science Physics : Paper 1** (1h 45m, 2h 11m ET)	**PE** – CNAT and GCSE (1h 15m, 1h 34m ET)
Monday 10th Nov	**Art- All Day**	

Revision

Within this pack there is specific revision advice and guidance across all subjects that will be assessed in the End of Year assessment window.

The QR code below links to the school website, which contains additional information on effective revision strategies. This is information that has been shared with students in school but will act as a useful reminder to them when putting these strategies into practice. We would encourage parents to visit this section of the website, as there is a video to support you as parents, as well as links to You Tube videos explaining our recommended revision strategies.



Year 11 Mock Examinations - English

English Language

Subject	English Language
Year group	11
Assessment details	· English Language Paper 2: *Writers' Viewpoints and Perspectives* · 1h45m long · 5 questions · 80 marks in total · 50% of the English Language GCSE qualification · Section A: Reading (40 marks). Students are presented with two texts that they will not have seen before: one non-fiction and one literary non-fiction. The questions assess students' comprehension of the texts **and** their understanding of how they have been deliberately crafted for effect. · Section B: Writing (40 marks). Students are asked to produce a piece of writing expressing their viewpoint on a given topic. The question assesses students' discursive writing skills as well as their technical control of writing.
Topics covered	The exam assesses the following: · Q1: Comprehension · Q2: Inference (comparing two texts) · Q3: Language analysis · Q4: Comparing the writers' viewpoints and perspectives in the two texts. · Q5: Discursive writing (article, speech, essay, letter or leaflet).

Revision guidance

Please note that the format of the exam paper has changed slightly for this year group (for first examination in summer 2026). While the changes are minor, care should be taken for Q2 if using printed or online revision tools as most will be in the old format.

Reading	The comprehension of non-fiction is a fundamental part of this exam. Students who regularly read (and read non-fiction in particular) will therefore find the exam considerably easier. Establishing regular reading between now and exams in Y11 can have very significant impact.
Exam question guidance	Q1: https://www.youtube.com/watch?v=yKZ_Tr2Y-CE Q2: https://www.youtube.com/watch?v=Y51zxEf4QYQ Q3: https://www.youtube.com/watch?v=RUWxpg_EmeM Q4: https://www.youtube.com/watch?v=tNb3RdGEmYA Q5: https://www.youtube.com/watch?v=lPcIVXhAp7M
Writing different	Letter: https://www.youtube.com/watch?v=T7TM6qmRqus&list=PLqGFsWf-P-cB-GSeqYup7PXId4pbldQVq&index=22

types of writing (Q5)	Speech: https://www.youtube.com/watch?v=EMmAriRCl20&list=PLqGFsWf-P-cB-GSeqYup7PXId4pbldQVq&index=21 Article: https://www.youtube.com/watch?v=60NkImwWrvc&list=PLqGFsWf-P-cB-GSeqYup7PXId4pbldQVq&index=10 (ignore the advice about subheadings). NB: The question could also ask for a leaflet or an essay.
Spelling, grammar, punctuation	Spelling - https://www.bbc.co.uk/bitesize/guides/zs47xsg/revision/1 Punctuation - https://www.bbc.co.uk/bitesize/guides/zc2sv4j/revision/1 Grammar - https://www.bbc.co.uk/bitesize/guides/z2y9dmn/revision/1

English Literature

Subject	**English Literature**
Year group	11
Assessment details	· English Literature Paper 1: *Shakespeare and the 19th-century novel* · 1h45m long · Many questions on lots of different texts but only two that we answer: one on *Macbeth* (Section A) and one on *A Christmas Carol* (Section B) · 64 in total (34 marks for Section A; 30 marks for Section B) · Responses for both questions are essays based on extracts from the texts. · The extracts are provided as part of the exam paper but the texts themselves are not. · Students have to answer the question ensuring that they refer to both the extract and the text as whole (although there's no need to refer to these equally).
Topics covered	The exam assesses the ability of students to craft compelling essays about two key texts that have been studied: *Macbeth* and *A Christmas Carol*. As well as knowledge of how to write a literature essay, students should have a thorough knowledge of the following for both *Macbeth* and *A Christmas Carol*: · Plot · Character and character functions · Themes and ideas (as well as the context that helps us to understand these) · Key quotations • The literary methods used by the writer to craft the text (e.g. genre, setting, characterisation, motifs, structure, language).

Revision guidance

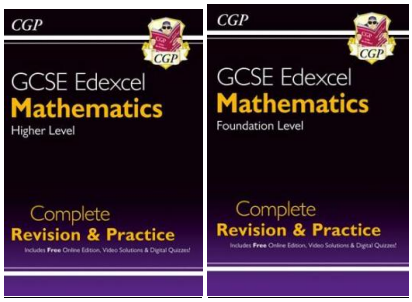
Reading / watching	While challenging, re-reading these texts independently is an excellent way of securing knowledge of plot, structure and character. However, actively

	listening to audiobooks or watching productions (either theatre or film) of these texts can also support this.
Revising knowledge of the texts	· Students should learn the key knowledge (quotations, ideas, character functions etc.) from the knowledge organisers for these texts (provided by their teachers). · A collection of video study guides for 'Macbeth' can be found here: https://www.youtube.com/playlist?list=PLqGFsWf-P-cCMpq89C0yaU5scvuYiIKuL • A collection of video study guides for 'A Christmas Carol' can be found here: https://www.youtube.com/playlist?list=PLqGFsWf-P-cBhNFIdX59nQmTodoDmDQsh
Planning practice	Students should practise planning responses to questions (provided by their teachers).

Year 11 Mock Examinations - Maths

<table>
<tr><td>Subject</td><td>Maths</td></tr>
<tr><td>Assessment details</td><td>
Edexcel GCSE full series
Number of Papers: Three equally weighted written exams.
Paper Structure:
Paper 1: Non-calculator.
Papers 2 & 3: Calculator allowed.
Duration: 1 hour 30 minutes per paper.
Marks: Each paper is worth 80 marks.
Assessment Objectives: The exams assess students' abilities in:

AO1 (Using and applying standard techniques): 50% Foundation, 40% Higher.
AO2 (Reasoning, interpreting and communicating mathematically): 25% Foundation, 30% Higher.
AO3 (Solving problems in mathematics and other contexts): 25% Foundation, 30% Higher.

Equipment needed: Pen, pencil, ruler, protractor, compass and calculator for Paper 2 & 3
</td></tr>
<tr><td>Topics covered</td><td>
<table>
<tr><th>Tier</th><th>Topic area</th><th>Weighting</th></tr>
<tr><td rowspan="5">Foundation</td><td>Number</td><td>22 - 28%</td></tr>
<tr><td>Algebra</td><td>17 - 23%</td></tr>
<tr><td>Ratio, Proportion and Rates of change</td><td>22 - 28%</td></tr>
<tr><td>Geometry and Measures</td><td>12 - 18%</td></tr>
<tr><td>Statistics & Probability</td><td>12 - 18%</td></tr>
<tr><td rowspan="5">Higher</td><td>Number</td><td>12 - 18%</td></tr>
<tr><td>Algebra</td><td>27 - 33%</td></tr>
<tr><td>Ratio, Proportion and Rates of change</td><td>17 - 23%</td></tr>
<tr><td>Geometry and Measures</td><td>17 - 23%</td></tr>
<tr><td>Statistics & Probability</td><td>12 - 18%</td></tr>
</table>
</td></tr>
<tr><td>Revision Guidance</td><td>
<u>Use Sparx to revise along with a Revision guide</u>
Recommended revision guide (ask your teacher which tier):
<u>GCSE Maths Edexcel Complete Revision & Practice: Foundation inc Online Ed, Videos & Quizzes | CGP Books</u>
<u>GCSE Maths Edexcel Complete Revision & Practice: Higher inc Online Ed, Videos & Quizzes | CGP Books</u>


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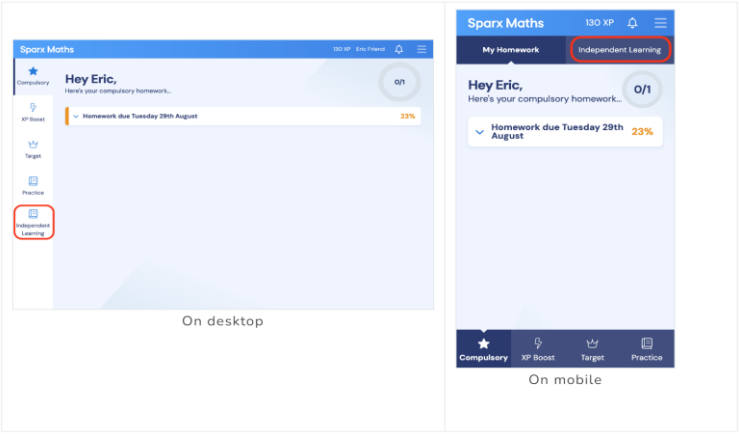
How to revise using the independent learning function on Sparx:

STEP ONE: Finding independent learning

When you log in you will see the independent learning feature in either the left hand side (desktop) or the top right hand corner (circled in red below on mobile view). You can choose to work on any topic by typing one of the following in the Search for topics field:

- The name of a topic
- A code given to you in the list below.



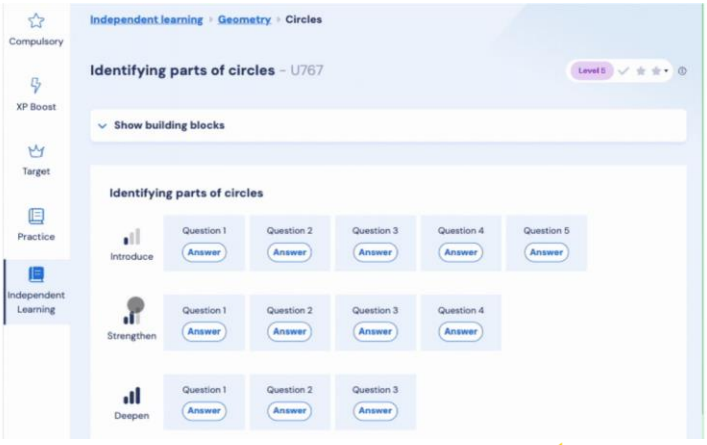
STEP TWO: Choosing the right work

The difficultly level will be in line with that of your normal homework.

You can choose to complete questions that **introduce** the topic if you don't remember much about it, **strengthen** the topic if you need a recap or **deepen** the topic for stretch

An example of this is shown below with the topic of circles.

You will see the difficulty level is set to 5 (in the top right corner) but you can change this if you are finding questions too easy or too difficult.



Higher only Topics are highlighted in bold. <u>Higher students should revise all topics</u>.

Foundation students should revise all topics that are not in bold.

KS3 Fractions and Ratio Review			
Writing and simplifying ratios	U687	Using equivalent ratios to find unknown amounts	U753
Converting between ratios, fractions and percentages	U176	Sharing amounts in a given ratio	U577
Problem solving: Sharing amounts in a given ratio (Higher)	**U595**	Combining ratios	U921
Ordering fractions	U746	Adding and subtracting fractions	U736
Converting between mixed numbers and improper fractions	U692	Adding and subtracting mixed numbers	U793
Ordering fractions and mixed numbers	U439	Multiplying fractions	U475
Multiplying with mixed numbers	U224	Dividing fractions	U544
Dividing with mixed numbers	U538	Substituting into expressions	U201
KS3 Algebraic manipulation Review			
Substituting into algebraic formulae	U585	Substituting into real-life formulae	U144
Simplifying expressions by collecting like terms	U105	Simplifying expressions using index laws	U662
Changing the subjects of formulae with one step	U675	Changing the subjects of formulae with two or more steps	U181
Changing the subject when the subject appears more than once	U191	Solving equations with one step	U755
Solving equations with two or more steps	U325	Solving equations with the unknown on both sides	U870
Solving equations with the unknown in the denominator	U505	Constructing and solving equations	U599
Unit 1: Powers, Roots and Indices			
Finding the lowest common multiple (LCM)	U751	Finding the highest common factor (HCF)	U529
Problem solving: Finding the HCF and LCM	U125	Finding prime numbers	U236
Prime factor decomposition	U739	Finding the HCF and LCM using prime factor decomposition	U250
Multiplying and dividing surds	**U633**	**Simplifying surds**	**U338**
Adding and subtracting surds	**U872**	**Expanding brackets with surds**	**U499**
Rationalising denominators containing a single term	**U707**	**Rationalising denominators containing two terms**	**U281**
Unit 2: Standard Form and Indices			
Index rules with positive indices	U235	Index rules with negative indices	U694
Fractional and negative indices	U985, U772	Using standard form with positive indices	U330

Using standard form with negative indices	U534	Multiplying and dividing numbers in standard form	U264
Adding and subtracting numbers in standard form	U290	Standard form with a calculator	U161
Unit 3: Sequences			
Term-to-term rules	U213	Substituting into position-to-term rules	U530
Position-to-term rules for arithmetic sequences	U498	Position-to-term rules for sequences of patterns	U978
Position-to-term rules for quadratic sequences	U206	Special sequences	U680
Position-to-term rules for geometric sequences	U958		
Unit 4: Linear graphs, Quadratic graphs and Quadratic equations		Finding equations of straight line graphs	U315
Interpreting equations of straight line graphs	U669	Finding the equation of a straight line from its gradient and a point	U477
Finding the equation of a straight line from two points on the line	U848	Equations of parallel lines	U377
Equations of parallel and perpendicular lines	**U898**	Plotting graphs of quadratic functions	U989
Interpreting graphs of quadratic functions	U667	Sketching quadratic graphs	U310
Finding the turning point of a quadratic graph by completing the square	**U769**	Expanding single brackets	U179
Expanding double brackets	U768	**Expanding triple brackets**	**U606**
Factorising into one bracket	U365	**Factorising quadratic expressions of the form x^2+bx+c**	**U178**
Factorising quadratic expressions of the form ax^2+bx+c	**U858**	Factorising the difference of two squares	U963
Completing the square	**U397**		
Unit 6: Simultaneous Equations		Solving simultaneous equations using elimination	U760
Solving simultaneous equations using substitution	U757	**Solving simultaneous equations involving quadratics**	**U547**
Solving simultaneous equations graphically	U836	**Solving simultaneous equations involving quadratics graphically**	**U875**
Constructing and solving linear simultaneous equations	U137	**Constructing and solving linear and quadratic simultaneous equations**	**U269**
Unit 7: Percentage Change			
Percentage change without a calculator	U773	Percentage change with a calculator	U671
Finding original values in percentage calculations	U286	Finding the percentage an amount has been changed by	U278

Simple interest calculations	U533	Compound interest calculations	U332
Growth and decay	U988		
Unit 8: Probability, Sets and Venns		Using probability phrases	U803
Writing probabilities as fractions	U408	Writing probabilities as fractions, decimals and percentages	U510
Probabilities of mutually exclusive events	U683	Expected results from repeated experiments	U166
Sample space diagrams	U104	Venn diagrams	U476
Venn diagrams with set notation	U748	Using set notation	U296
Frequency trees	U280	Tree diagrams for independent events	U558
Tree diagrams for dependent events	**U729**	Calculating experimental probabilities	U580
Using the product rule for counting	**U369**	**Conditional probabilities from tables**	**U246**
Conditional probabilities from Venn diagrams	**U699**	**Using the conditional probability formula**	**U821**
Conditional probabilities from tree diagrams	**U806**		
Unit 9: Transformations		Translation	U196
Reflection	U799	Rotation	U696
Enlargement by a positive scale factor	U519	**Enlargement by a positive or negative scale factor**	**U134**
Combining transformations	U766		
Unit 10: Accuracy, Bounds and Circle Geometry		Estimating calculations	U225
Finding error intervals	U657	**Finding bounds for calculations**	**U587**
Truncating decimals	U108	Finding error intervals for truncated numbers	U301
Identifying parts of circles	U767	Finding the circumference of circles	U604
Finding the area of circles	U950	Finding the arc length of sectors	U221
Finding the area of sectors	U373	**Equations of circles and tangents**	**U567**
Unit 11: 3D forms, surface area and volume of cylinders, spheres, cones and pyramids			
Nets of 3D shapes	U761	Plans and elevations	U743
Finding the surface area of cubes and cuboids	U929	Finding the surface area of prisms	U259
Finding the surface area of pyramids	U871	Mixed problems: surface area of cuboids, prisms and pyramids	U142
Finding the surface area of cylinders	U464	Finding the surface area of cones	U523
Finding the surface area of spheres	U893	Mixed problems: surface area of cones and spheres	U771
Finding the surface area of frustums	U334	Finding the surface area of composite shapes	U561
Finding the volume of cubes and cuboids	U786	Finding the volume of prisms	U174
Finding the volume of pyramids	U484	Finding the volume of cylinders	U915

Finding the volume of cones	U116	Finding the volume of spheres	U617
Mixed problems: volume of cones and spheres	U426	Finding the volume of frustums	U350
Unit 12: Compound Measures and Proportion			
Calculating with speed	U151	Calculating with rates	U256
Calculating with density	U910	Calculating with pressure	U527
Mixed problems: Calculating density and pressure	U842	Solving direct proportion word problems	U721
Solving inverse proportion word problems	U357	Currency conversion	U610
Interpreting direct proportion equations	U640	**Constructing direct proportion equations**	**U407**
Interpreting inverse proportion equations	U364	**Constructing inverse proportion equations**	**U138**
Unit 13 Similarity, Pythagoras, Trig and non-right angled Trig			
Understanding sin, cos and tan	U605	Finding unknown sides in right-angled triangles	U283
Finding unknown angles in right-angled triangles	U545	Using the exact values of trigonometric ratios	U627
Using the exact values of trigonometric ratios (Higher)	**U319**	Angles of elevation and depression	U967
Trigonometry in 3D shapes	**U170**	**The sine rule**	**U952**
The cosine rule	**U591**	**The area rule**	**U592**
Understanding congruence	U790	Understanding similarity	U551
Mixed problems: Understanding similarity and congruence	U112	Congruent triangles	U866
Finding unknown sides in similar shapes	U578	**Finding the perimeter and area of similar shapes**	**U630**
Finding the surface area and volume of similar shapes	**U110**	Using Pythagoras' theorem in 2D	U385
Applying Pythagoras' theorem in 2D	U828	Using Pythagoras' theorem in 3D	U541
Unit 14: Averages, range data collection and sampling & KS3 review			
Calculating the range	U526	Calculating the median	U456
Finding the mode	U260	Calculating the mean	U291
Finding averages from frequency tables	U569	Finding averages from diagrams	U854
Finding averages from grouped data	U877	Choosing suitable averages and solving problems	U717
Interpreting scatter graphs	U277	Using lines of best fit	U128
Drawing stem-and-leaf diagrams	U200	Interpreting stem-and-leaf diagrams	U909
Capture recapture	U328	Sampling and bias	U162
Unit 15: Presenting Data, Scatter graphs and Further statistical diagrams			
Plotting scatter graphs	U199	Drawing and interpreting frequency polygons	U840

Interpreting scatter graphs	U277	Drawing cumulative frequency graphs	U182
Using lines of best fit	U128	**Interpreting cumulative frequency graphs**	**U642**
Drawing histograms with equal class widths	**U185**	**Drawing box plots**	**U879**
Drawing histograms with unequal class widths	**U814**	**Interpreting box plots**	**U837**
Interpreting histograms	**U983**	**Comparing populations using box plots and cumulative frequency graphs**	**U507**
Calculating averages from histograms	**U267**	**Drawing and interpreting frequency polygons**	**U840**
		Drawing cumulative frequency graphs	**U182**
		Interpreting cumulative frequency graphs	**U642**
Year 11 Content:			
Unit 17: Vectors and Geometric Proof			
Understanding column vectors	U632	**Solving geometric problems using vectors**	**U781**
Adding and subtracting column vectors	U903	**Identifying parallel vectors**	**U660**
Multiplying column vectors by a scalar	U564	**Geometric proofs with vectors**	**U560**
Unit 18: Polygons			
Combining angle facts	U655	Using quadrilateral properties to find angles	U329
Angles on parallel lines	U826	Angles in polygons	U427
Unit 19: Circle Theorems (Higher only Unit)			
Angles subtended at the centre or circumference of a circle	**U459**	**Alternate segment theorem**	**U130**
Angles in segments and cyclic quadrilaterals	**U251**	**Mixed problems: Circle theorems**	**U808**
Circle theorems for chords and tangents	**U489**	**Proving the circle theorems**	**U807**
Unit 20: Bearings, Congruence and Loci			
Measuring and drawing bearings	U525	Understanding congruence	U790
Calculating bearings	U107	Understanding similarity	U551
Geometric proofs with angle facts	U471	Mixed problems: Understanding similarity and congruence	U112
Geometric proofs with congruence and similarity	U887	Congruent triangles	U866
Finding unknown sides in similar shapes	U578	Constructing perpendicular bisectors and lines	U245

Using a pair of compasses	U678	Mixed problems: Constructing bisectors and perpendicular lines	U979
Constructing triangles	U187	Constructing loci	U820
Constructing bisectors of angles	U787		

Other sites to revise from:

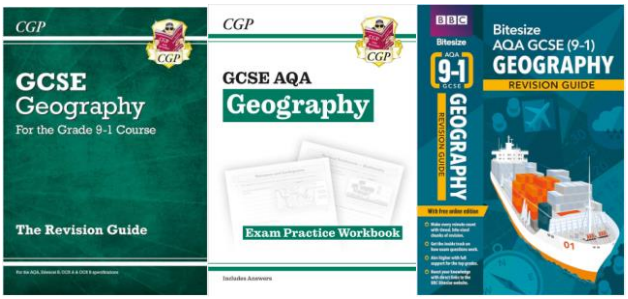
Videos and Worksheets – Corbettmaths

Maths Genie • Learn GCSE Maths for Free

Year 11 Mock Examinations - Science

Subject	Combined Science and Separate Science
Assessment details	• Pupils will sit three papers; one each for biology, chemistry and physics. • All exams include multiple choice, short answer and long answer questions. • The assessment details will depend on whether pupils sit combined science or separate science: • Combined science papers are out of 70 marks and are completed within 75 minutes (1hr 15 min). • Separate science papers are out of 100 marks and are completed within 105 minutes (1hr 45min). • The topics assessed for combined and separate science papers are summarised below.
Topics covered	Biology • Cell biology • Organisation • Infection and response • Bioenergetics Chemistry • Atomic structure and the periodic table • Bonding, structures and the properties of matter • Quantitative chemistry • Chemical changes • Energy changes Physics • Energy • Electricity • Particle model of matter • Atomic structure
Revision Guidance	Pupils should revise the topics in the list above. BBC bitesize is a useful revision resource which includes information, videos and practice questions. Your school might also suggest additional resources. Combined science:GCSE Combined Science - AQA Trilogy - BBC Bitesize Biology:GCSE Biology (Single Science) - AQA - BBC Bitesize Chemistry: GCSE Chemistry (Single Science) - AQA - BBC Bitesize Physics:GCSE Physics (Single Science) - AQA - BBC Bitesize

Year 11 Mock Examinations - Geography

Subject	**Geography**
Assessment details	• AQA GCSE Paper 1 • 1h 30 minutes (not including extra time) • 3 units: Answer all questions in Section A (The Living World) and Section B (Natural Hazards), answer only two questions in Section C (ONLY answer Q4 (Coasts) and Q5 (Rivers) - **Do not answer Q6** Glacial Landscapes)
Topics covered	Students answer questions from the three Physical Geography units from the GCSE course: **1. Living World** - Ecosystems - Tropical Rainforests - ~~Hot Deserts~~/Cold Environments (answer the question based on cold environments when given the choice as this is what was taught) **2. Natural Hazards** - Tectonic Hazards - Weather Hazards - Climate Change **3. Physical Landscapes** - Coasts - Rivers
Revision Guidance	Seneca set by your teacher – links on Class Charts Learn your case studies on the sheet given by your teacher and uploaded to Class Charts. Past papers available HERE Living with the physical environment - GCSE Geography - BBC Bitesize The Challenge of Natural Hazards (Paper 1) | AQA GCSE Geography - YouTube The Living World (Paper 1) AQA GCSE Geography - YouTube UK Physical Landscapes (Paper 1) | AQA GCSE Geography - YouTube 

Year 11 Mock Examinations - History

Subject	History
Assessment details	**Edexcel Paper 3: Weimar and Nazi Germany** **1 hour 30 minutes.** (not including extra time) **Section A** Students answer a question based on a provided source and a question that assesses their knowledge and understanding. **Section B** Students answer a single four-part question, based on two provided sources and two provided interpretations.
Topics covered	**Part 1: The Weimar Republic, 1918-29** • The origins of the Republic, 1918-19 • The early challenges to the Weimar Republic, 1919-23 • The 'Golden Years': the recovery of the Republic, 1924-29 • Changes in society, 1924-29 **Part 2: Hitler's rise to power, 1919-33** • Early development of the Nazi Party, 1920-22 • The Munich Putsch and the Nazi Party, 1923-28 • The growth in support for the Nazis, 1929-32 • How Hitler became Chancellor, 1932-33 **Part 3: Nazi control and dictatorship, 1933-39** • The creation of a dictatorship, 1933-34 • The police state • Controlling and influencing attitudes • Opposition, resistance and conformity **Part 4: Life in Nazi Germany, 1933-39** • Nazi policies towards women • Nazi policies towards the young • Employment and living standards • The persecution of minorities
Revision Guidance	Please visit the Year 11 SharePoint for your History revision resources: school website > Year 7-11 curriculum> Year 11 SharePoint > History > Paper 3 Germany. Don't forget you can also collect paper copies from the History Revision Hub, outside A4 & A5.

Year 11 Mock Examinations - Languages

Subject	Languages (French, German, Spanish)
Assessment details	• Edexcel GCSE: SAMS released summer 2025 • Paper 2 Listening: Foundation tier: 45 minutes (56min ET), / Higher tier: 60 minutes (75min ET) • Paper 3 Reading: Foundation tier: 45 minutes (56min ET)/ Higher tier: 60 minutes (75min ET) • Paper 4 writing Foundation tier: 75 minutes (94min ET). Higher tier: 80 minutes (100 min ET)
Topics covered	All thematic contexts: My personal world Lifestyle and wellbeing My neighbourhood Media and technology Studying and my future Travel and tourism
Revision Guidance	Languagenut | Digital Language Resources for Schools GCSE French - BBC Bitesize GCSE German - BBC Bitesize GCSE Spanish - BBC Bitesize Exam skills reading/Listening/ writing on topics above Grammar: Past, present, future tense

Year 11 Mock Examinations - RS

Subject	Religious Studies
Assessment details	**Paper Length:** 1 hour 45 mins (2 hours with ET) **Topics:** - Religions paper (Christianity done by all WeST schools) and the school's 2nd religion and two themes' topics. - This will be sat as two physically separate paper which students have to complete in the time allocated to mimic the real exam. - 50% of the total course assessed - Total marks = 99 including 3 for SPaG
Topics covered	**Christian Practices** - Worship - Prayer - Sacraments - Pilgrimage - Festivals - The worldwide church (community, mission, evangelism and growth) - The importance of the worldwide church (charity, persecution) **Islamic Practices** • Oneness of God • Sunni and Sh'ia • Nature of God • Angels • Predestination • Life after death • Prophethood • Muhammad and the Imamate • Holy books **Crime and Punishment** - Good and evil intention and action - Reasons for crime - Aims of punishment and treatment of criminals - The death penalty **Relationships and Families** - Sexuality - Marriage and Divorce - Contraception - Gender roles - Gender Equality

Revision Guidance	Save my Exam – revision notes Save my Exam exam questions and answers Ben Wardle Christian practices revision Ben Wardle Crime and Punishment revision Ben Wardle Islam Beliefs Ben Wardle Relationships Ben Wardle Religion and Life

Year 11 Mock Examinations - Drama

Subject	Drama
Assessment details	Component 3: Interpreting Theatre Written examination: 1 hour 30 minutes 40% of qualification. Sections A and B to be completed in the year 11 series. **Section A: An Inspector Calls J.B. Priestley** **Section B: Live Theatre *free choice***

Topics covered	In-depth study of your chosen set text with examination-style questions focused on: Section A
	
	• Rehearsal techniques (e.g., thought-tracking, role-on-the-wall, movement work) used to build character and interpret text
	• Character motivation, voice, movement, interaction
	• Designing key scenes for specific staging formats (e.g., thrust stage), considering:
	  ○ Structure & style
	  ○ Set, mood, atmosphere
	  ○ Original staging practices
	
	Design elements: Costume, lighting, sound, set, props – all with symbolic meaning, relevance to genre/style, and intended audience response
	
	Staging Types: Proscenium, thrust, in-the-round, traverse, promenade – and how these affect blocking, design, and performance choices
	
	Section B: Critical evaluation of live performance with emphasis on either design methods **or** Performance skill, grounded in production style and audience impact.

Revision Guidance	• Understanding Theatre roles, characteristics of dramatic work, staging, stage positioning and interpretation of a role: BBC: https://www.bbc.co.uk/bitesize/examspecs/zdb6xyc • **How to gain 15 marks on the examination paper:** https://www.youtube.com/watch?v=I-SewPsYJHg • **What are the best rehearsal techniques?** https://www.youtube.com/watch?v=XUhkyvoiHsA • **What are the best vocal and physical techniques to refer too?** https://www.youtube.com/watch?v=XUhkyvoiHsA

Year 11 Mock Examinations – Music

Subject	**Music**
Assessment details	**Component 3 – Appraising** No set work questions; answer all other questions – 40% of GCSE 1h 15m, 1h 34m ET
Topics covered	Topics covered: Area of study 1: Musical Forms and Devices Area of study 2: Music for Ensemble Area of study 3: Film Music Area of study 4: Popular Music
Revision Guidance	portal.focusonsound.com Eduqas Digital Educational Resources GCSE Music - Eduqas - BBC Bitesize https://www.youtube.com/watch?v=gGDh3_l55ug&list=PL5y9VcQPsdidW56y0A0APA9RDtOlNQnwG https://www.youtube.com/watch?v=GzBOSnFks6U&list=PL5y9VcQPsdidW56y0A0APA9RDtOlNQnwG&index=2 https://www.youtube.com/watch?v=PIUB2GCaTig&list=PL5y9VcQPsdidW56y0A0APA9RDtOlNQnwG&index=4 https://www.youtube.com/watch?v=mfVesqocQEM&list=PL5y9VcQPsdidW56y0A0APA9RDtOlNQnwG&index=6 https://www.youtube.com/watch?v=BRz8pJ9LDHQ&list=PL-hHhvyimUdLcy92mtCUZL5_qrdOyeLXh https://www.youtube.com/watch?v=MPKFiexk1yQ&list=PL-hHhvyimUdLcy92mtCUZL5_qrdOyeLXh&index=2 https://www.youtube.com/watch?v=wpPh2myuSAI&list=PL-hHhvyimUdLcy92mtCUZL5_qrdOyeLXh&index=3 https://www.youtube.com/watch?v=4SDHZZfapx0&list=PL-hHhvyimUdLcy92mtCUZL5_qrdOyeLXh&index=4 https://www.youtube.com/watch?v=Mo_icti2zi4&list=PL-hHhvyimUdLcy92mtCUZL5_qrdOyeLXh&index=5

Year 11 Mock Examinations – Computer Science

Subject	Computer Science
Assessment details	J277/02 Paper 2 - Computational Thinking, Algorithms and Programming

Topics covered	***2.1 Algorithms***
	
	• Computational thinking:
	  ○ Decomposition
	  ○ Abstraction
	  ○ Algorithmic thinking
	• Inputs, processes and outputs
	• Structure diagrams and pseudocode
	• Flowcharts
	• Searching algorithms:
	  ○ Linear search
	  ○ Binary search
	• Sorting algorithms:
	  ○ Bubble sort
	  ○ Merge sort
	  ○ Insertion sort
	
	2.2 Programming Fundamentals
	
	• Programming concepts:
	  ○ Variables and constants
	  ○ Data types (integer, real, Boolean, character, string)
	  ○ Operators (arithmetic, relational, Boolean)
	• Input and output
	• Assignment
	• Programming constructs:
	  ○ Sequence
	  ○ Selection (IF, CASE/SWITCH)
	  ○ Iteration (FOR, WHILE, REPEAT UNTIL)
	• String handling
	• Random number generation
	• Subroutines:
	  ○ Procedures
	  ○ Functions
	  ○ Use of parameters and return values
	
	2.3 Producing Robust Programs
	
	• Defensive design:

	○ Input validation ○ Anticipating misuse ○ Authentication • Maintainability of code: ○ Comments ○ Indentation ○ Naming conventions • Testing: ○ Types of testing (e.g. iterative, final/terminal) ○ Test data types (normal, boundary, erroneous) ***2.4 Boolean Logic*** • Logic diagrams using: ○ AND ○ OR ○ NOT • Truth tables • Combining Boolean operators • Applying logical reasoning to solve problems ***2.5 Programming Languages and Integrated Development Environments (IDEs)*** • Levels of programming language: ○ High-level ○ Low-level • Translators: ○ Compilers ○ Interpreters ○ Assemblers • Common tools and features of an IDE: ○ Editors ○ Error diagnostics ○ Run-time environment ○ Translators
Revision Guidance	Guidance Document Sample Revision Guide School can provide although may prefer purchased one such as CGP

Further Revision guidance

A range of revision materials have been provided for you through our VLE LearnCoombeDean.com.

Please also check 'ClassCharts' post which will also have specific revision tasks to complete before the exam.

Resources	To access resources: • Go to www.LearnCoombeDean.com • Login and select 'GCSE Computer Science' • Select topic 'Revision'
Content available includes:	• **Knowledge Organisers** - A digital copy of the knowledge organisers for each topic have been uploaded. These contain all the 'key' content for each topic that is important to know. • **Paper 1 / Paper 2 - All Topics Revision (Quiz)** - There is a very large, self marking quiz included for both Paper 1 and Paper 2. You can target one of the topics listed above and practice questions specifically on that area. • **Exam Papers** - A folder of all past papers and mark schemes is provided, clearly labelled by year. You can use these to practice and target specific questions if you wish. • **Revision Videos** - These will be used extensively in Year 11, but can also be used to revise topics for Year 10 if you wish. Each video has a revision sheet that can be filled in too. Access to the entire channel of video can be found through: www.youtube.com/@MrGorvinCS • **Specific topic quizzes** - There are also quizzes for specific topics on course (e.g. 1.1, 1.2a) available to take/re-take by selecting a specific topic on the course page.

Year 11 Mock Examinations – GCSE PE

Subject	Physical Education
Year group	11
Assessment details	• **AQA GCSE Paper 1:** The Human Body and Movement in Physical Activity and Sport (80% of paper) • **AQA GCSE Paper 2:** Socio-cultural influences and well-being in physical activity and sport (20% of paper) • 1h 15m paper • 78 marks • 30% of grade
Topics covered	**1. Applied anatomy and physiology** The structure and functions of the musculoskeletal and cardiorespiratory system. Aerobic/Anaerobic exercise. The short/long term effects of exercise. **2. Movement analysis** Lever systems, examples of their use in activity and the mechanical advantage they provide in movement Planes and axes of movement **3. Physical training** The relationship between health and fitness and the role that exercise plays in both The components of fitness, benefits for sport and how fitness is measured and improved The principles of training and their application to personal exercise/training programmes How to optimise training and prevent injury Effective use of warm up and cool down **4. Use of data** Demonstrate an understanding of how data are collected – both qualitative and quantitative Present data (including tables and graphs) Analyse and evaluate data **5. Sport Psychology, target setting and feedback** Skill classification Goal setting SMART target setting Information processing Feedback guidance Types of feedback

	6. Performance preparation Arousal Inverted U theory Arousal control Personality types Motivation Evaluation of Motivation types

Revision guidance

https://theeverlearner.com/course/gcse/aqa-gcse-pe-9-1

All lesson topics and set assignments/exams can be found on The Everlearner.

Year 11 Mock Examinations

CNAT - Sports Studies

Subject	CNAT – Sports Studies
Year group	11
Assessment details	R184 – Contemporary Issues in Sport • 1 hour 15 minute paper • 70 marks
Topics covered	Students answer questions from the five topic areas from the CNAT Sports Studies course: **1. Issues which affect participation in sport** - Different user groups - Barriers to participation - Possible solutions to barriers (APP) - Factors that impact popularity of sports (PAMPERS) - Emerging sports in the UK **2. The role of sport in promoting values** - Sporting Values - Olympic/Paralympic movement (REF/DICE) - Initiatives/Campaigns - Etiquette and sporting behaviour - PEDs **3. The implications of hosting a major sporting event on a city/country.** - Features of a major sporting event - One off/regular/recurring - Positives before/during/after - Negatives before/during/after - Legacy (sporting/economic/societal) **4. The role of National Governing Bodies (NGBs) play in their sport** - How do NGBs support/develop/fund their sport? - Responsibilities of NGBs **5. The use of technology in sport** - How has technology advancements impacted sport? - How has technology advanced officiating in sport?

	- How has technology advanced the spectators experience? - Positives/Negatives of technology in sport

Revision guidance

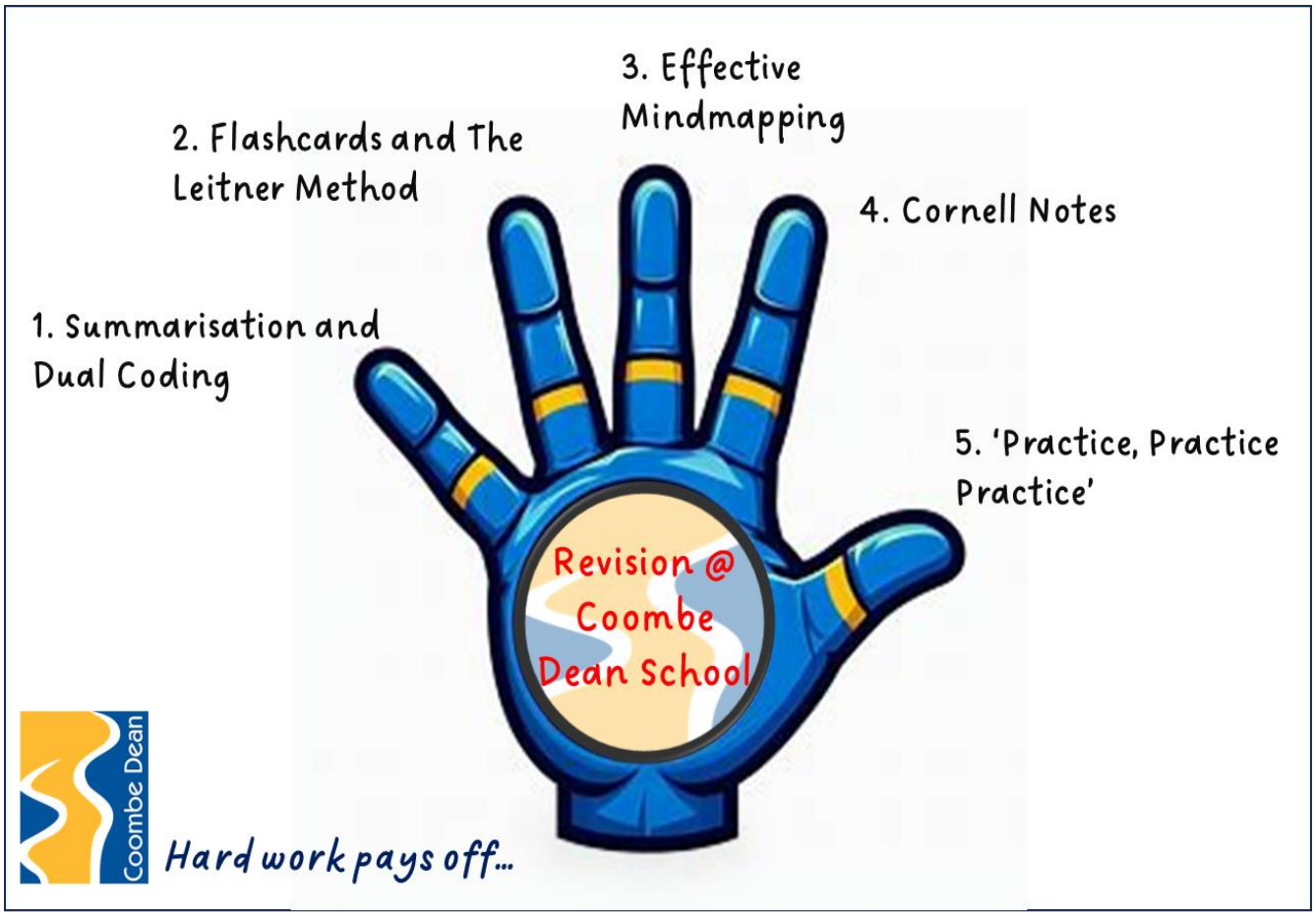
https://theeverlearner.com/course/cambridge-nationals/cnat-sport-studies-2022-r184-contemporary-issues-in-sport

Students have their own log in details for this, (they can reset their passwords via school email). I would suggest that students use 'start learning' on the area they feel they need to concentrate on most, then 'test yourself' which will give students the opportunity to practice questions from the topic area.

Revision @ Coombe Dean School

A book of activities parents can complete with their students to gain a shared understanding of the most effective revision techniques.

Hard work pays off…



What Is Revision and Why Does It Matter?

A guide for parents of Year 11 students

What is revision?

Revision is the process of reviewing and reinforcing knowledge that students have already learned. It helps them:

- Recall key information more easily in exams.
- Understand topics more deeply, not just memorise facts.
- Identify gaps in their knowledge and address them.
- Build confidence through practice and preparation.

Revision isn't just about reading notes — it includes a variety of strategies like:

- Practising past papers
- Creating flashcards or mind maps
- Teaching the topic to someone else
- Using online quizzes and revision apps
- Attending extra sessions like Period 6

Why does revision matter?

Revision is essential for success in exams and beyond. It:

- Improves long-term memory by strengthening neural connections.
- Reduces anxiety by helping students feel more prepared.
- Boosts performance by turning passive learning into active recall.
- Supports independent learning, a key skill for post-16 education.

How can parents help?

You don't need to be an expert in every subject to support your child. Here's how you can help:

- Create a quiet, distraction-free space for revision.
- Help them plan a revision timetable and stick to it.

- Encourage regular breaks and healthy routines (sleep, food, exercise).
- Ask questions about what they're revising — even simple ones help!
- Celebrate effort, not just results.

Task 1: My revision knowledge

	Never heard of it	Heard of it, don't know what it is or why it matters	Know about this, but don't use it	Used this once	Use this all the time
Spaced repetition					
Summarisation					
Flashcards					
The Leitner System					
Mind mapping					
Cornell Notes					

Forgetting and Remembering

Watch the video on the revision section of the school website called “The Forgetting Curve”

- What is the Ebbinghaus ‘forgetting curve’?

- How do you make information “stick”?

- Why is it important to understand this as a Y11 student?

Now watch the second video on the website – “Spaced repetition”

- What is spaced repetition?

- How will this help a year 11 student?

- What is more effective, studying six hours in one night or studying six hours over a week?

- How could you help yourself plan spaced learning?

Technique 1: Summarisation

What does summarisation involve?

1. Reading and understanding material (e.g. textbook, class notes, online video or a revision guide).
2. Identifying key points, main ideas, and essential facts.
3. Rewriting the content in a shorter, clearer format using their own words.
4. Organising the summary in a logical structure — this could be bullet points, a paragraph, a mind map, or a table.

Why is summarisation effective?

- It encourages active learning rather than passive reading.
- It helps students filter out unnecessary detail and focus on what matters.
- It improves memory retention by requiring students to process and rephrase information.
- It creates quick-reference notes that are useful for last-minute revision.

Students: To help you summarise, you could try using a grid like the one on the next page. The grid should include a summary, 5 key points (condensing the material further, key words and a drawing or drawings to support your memory of the material.

Parents: Parents can ask students to show them their grid after doing a 30 minute activity, such as watching a revision video and summarising the material, or revising a topic from a revision guide.

Pro tip: You could turn the 5 bullet points into a **flashcard**, with the image/drawing on the back as a memory stimulator. Your parents or a friend can then show you the image and test you to see how many of the bullet points you can remember!

Summarisation grid example: Character of Macbeth

Summary of the material

Macbeth is a complex and tragic character whose ambition ultimately leads to his downfall. At the start of the play, he is introduced as a brave and loyal soldier, admired for his courage in battle and respected by King Duncan. However, after encountering the witches and hearing their prophecy that he will become king, Macbeth becomes consumed by ambition. Encouraged and manipulated by Lady Macbeth, he murders Duncan to seize the throne.

As the play progresses, Macbeth becomes increasingly paranoid and ruthless. He orders the murder of Banquo and Macduff's family in an attempt to secure his power. These actions show how far he has strayed from his original honourable self. Guilt and fear haunt him, and he begins to lose his grip on reality, seeing visions and becoming isolated.

By the end of the play, Macbeth is a tyrant, hated and feared by those around him. Despite his descent into evil, he remains a tragic figure because he is aware of his moral decline but feels trapped by his choices. His death restores order to Scotland, but his story serves as a powerful warning about the dangers of unchecked ambition and moral compromise.

5 key points

- Brave beginnings: Macbeth starts as a loyal and courageous soldier, praised for his heroism in battle.
- Ambition awakened: The witches' prophecy sparks his ambition to become king, which is further fuelled by Lady Macbeth.
- Moral decline: He murders King Duncan and gradually becomes more ruthless and paranoid.
- Tyrannical rule: Macbeth orders more killings to protect his power, losing his humanity and allies.
- Tragic downfall: Despite his awareness of his moral decay, he cannot escape his fate and dies a tragic figure.

Key words/Vocabulary

- Ambition
- Guilt
- Tyrant
- Prophecy
- Tragic

Dual coding (pictures)

Technique 2: Flashcards and The Leitner System

Flashcards are a simple but powerful learning tool used to help students memorise and recall information. They typically consist of two sides:

Front: A question, keyword, or concept (e.g. What does "ambition" mean in Macbeth?)

Back: The answer, definition, or explanation (e.g. A strong desire for power or success; Macbeth's tragic flaw.)

How do flashcards help with revision?

They promote active recall – testing your memory rather than just re-reading notes.

They support spaced repetition – reviewing information at increasing intervals to strengthen memory.

They're flexible – students can use them alone, with a partner, or digitally (e.g. Quizlet or Anki).

They're great for quick, focused revision sessions.

What makes an effective flashcard?

1. One clear question or concept per card

- Focus on a single idea to avoid cognitive overload.
- Example:
  Front: *What is Macbeth's tragic flaw?*
  Back: *Ambition – his desire for power leads to his downfall.*

2. Use of active recall

- The front should prompt the student to think, not just read.
- Avoid copying notes word-for-word.

3. Concise and focused answers

- Keep the back of the card short and to the point.
- Use bullet points or keywords if helpful.

4. Visuals or mnemonics (optional)

- Diagrams, symbols, or colour-coding can aid memory.
- Example: A crown icon to represent *ambition* in Macbeth.

5. Regular review using spaced repetition

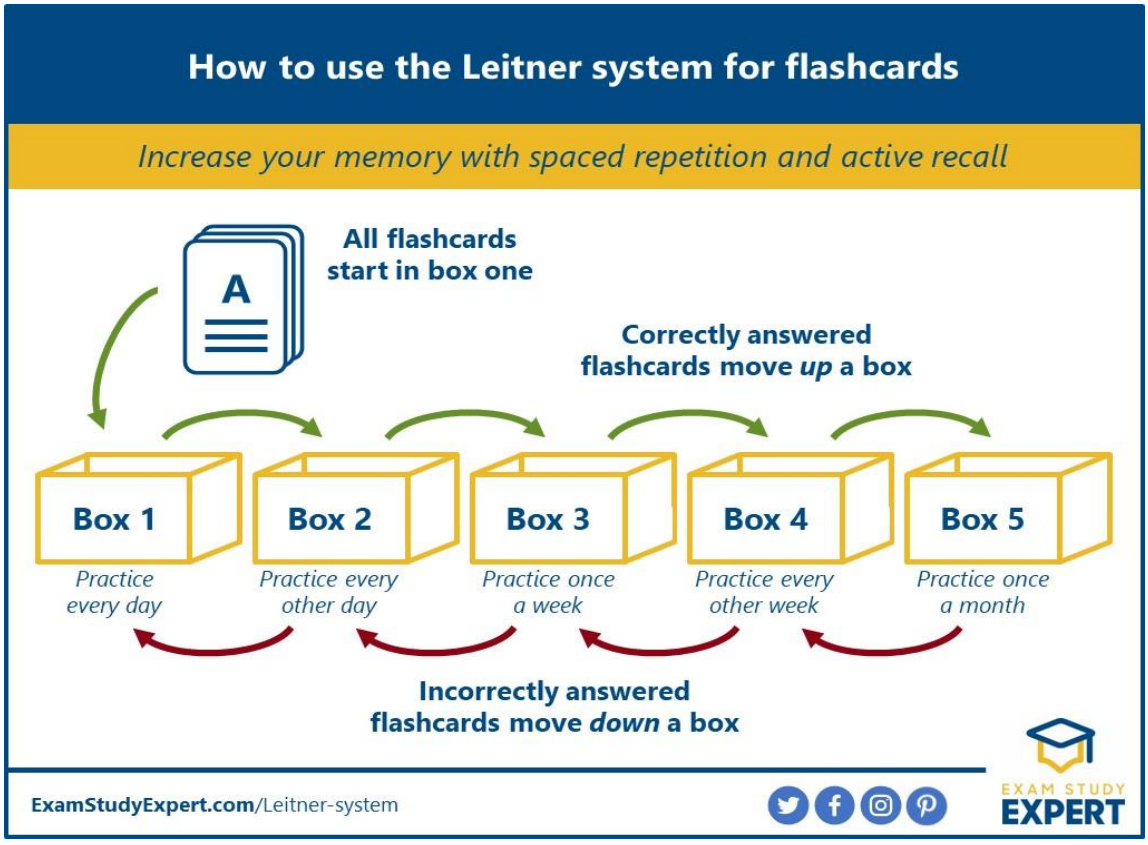
- Flashcards are most effective when reviewed over time, not crammed.
- The Leitner method can help with this.

Task: Watch the video on the school website called "How to study flashcards using the Leitner system".

Pause Point: What have you found out about using flashcards?

What is the Leitner method useful for?

What are the key rules to remember when making flashcards?



Technique 3: Mind mapping

Mind mapping is a visual technique used to organise information around a central idea. It helps students break down complex topics into manageable chunks by showing how ideas connect.

A mind map usually starts with a central concept in the middle of the page (e.g. Macbeth), with branches that represent key themes, characters, or ideas. These branches can then split into sub-branches with more detail.

How does mind mapping help?

- Visual learning: It turns information into a visual format, which can be easier to remember.
- Active engagement: Creating a mind map forces students to think about how ideas link together.
- Memory boost: The structure mirrors how the brain naturally stores and retrieves information.
- Big-picture thinking: It helps students see the overall structure of a topic, not just isolated facts.
- Flexible and creative: Students can personalise their maps with colour, images, and symbols.

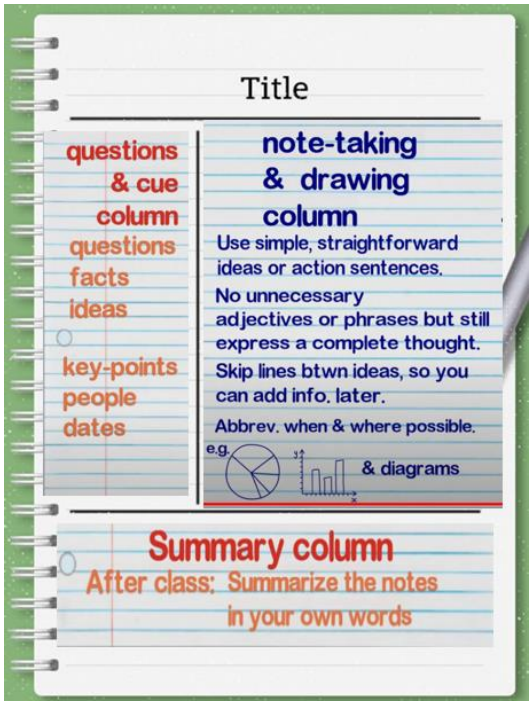
What makes an effective mind map?

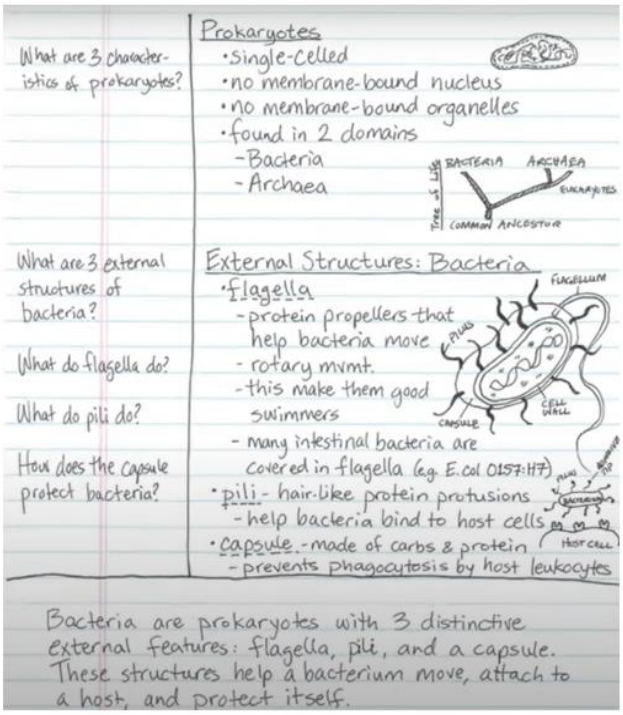
- Clear central topic – Start with a single word or phrase in the centre.
- Main branches for key ideas – Use bold lines and keywords (e.g. Themes, Characters, Quotes).
- Sub-branches for detail – Add examples, definitions, or links to other ideas.
- Use of colour and images – Helps with memory and makes the map more engaging.
- Keep it concise – Use keywords or short phrases, not full sentences.

Task: Watch the video on the school website called "How to make a mindmap".

What are the features of an effective mindmap?

Technique 4: Cornell Notes

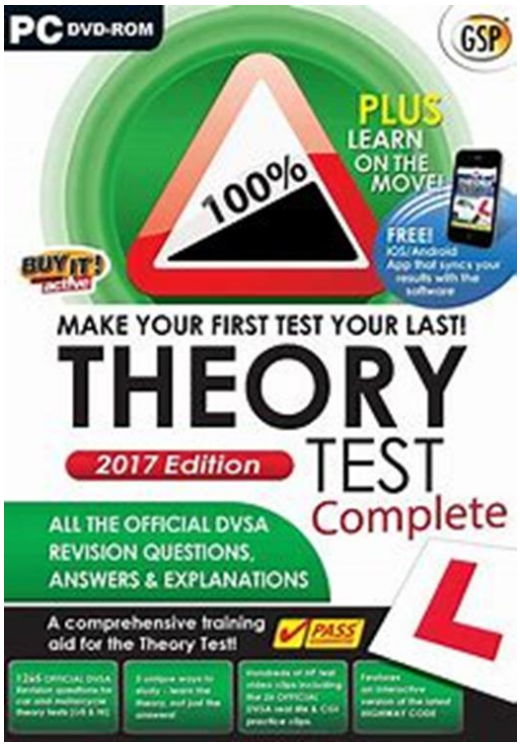




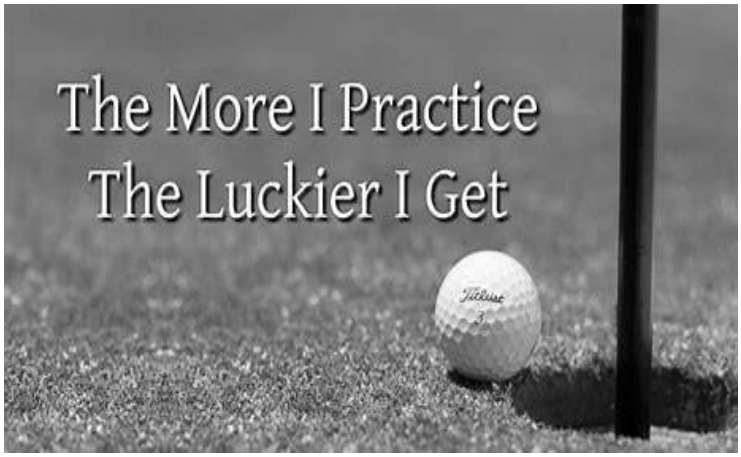
'Cornell Notes' Template

Key Questions	Key Notes
Key Vocabulary or Quotes	
Summary	

Practice, Practice, Practice



Theory will only get you so far. At some point, you've got to get in the car and PRACTISE!



"I wish I hadn't revised as much and worked as hard"

(SOMETHING NO ONE HAS EVER SAID ON RESULTS DAY!)

Planning To Be Successful, Study Spaces + Pomodoro

What Makes an Effective Study Space?

An effective study space helps students focus, stay organised, and feel motivated. Here are the key features:

Key Elements:

- Quiet and distraction-free – away from noise, phones, and TV.
- Comfortable seating and lighting – good posture and natural or bright light reduce fatigue.
- Organised materials – pens, paper, books, and devices within easy reach.
- Minimal clutter – a tidy space helps reduce mental overload.
- Personal touches – a motivational quote or small plant can make the space inviting.

What is the Pomodoro Technique?

The Pomodoro Technique is a time management method that breaks study time into short, focused intervals with regular breaks. It helps improve concentration and reduce burnout.

How it works:

1. Choose a task to work on.
2. Set a timer for 25 minutes – this is one "Pomodoro".
3. Work with full focus until the timer goes off.
4. Take a 5-minute break – stretch, walk, or grab a drink.
5. After 4 Pomodoros, take a longer break (15–30 minutes).

Why it helps:

- Encourages deep focus in short bursts.
- Reduces procrastination by making tasks feel manageable.
- Builds a healthy study rhythm with regular breaks.

What do I need to do next?

I want to be successful. Therefore, I need to…

Notes:

Notes

Notes:

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