



10<sup>th</sup> December 2025

Dear Parents and Carers

I am writing to inform you that the Year 11 mock exams will take place from **6<sup>th</sup> January to 16<sup>th</sup> January 2026**. This two-week window will follow the mock timetable already shared with students and families. All students will sit assessments in each of their GCSE subjects. When a student does not have a mock exam, they will attend their normal timetabled lessons.

The mock exams are an important checkpoint. They help students practise the full exam process, understand expectations, and experience the routines they will follow in the summer. They also allow teachers to identify strengths and areas that need attention so that support can be planned effectively. After the mocks, students will receive feedback from their teachers to guide their next steps.

We encourage students to approach the mocks with a positive attitude and to take responsibility for their independent revision. Regular revision, use of subject resources, and good organisation will make a significant difference to their confidence and outcomes.

Students will be assessed on the following topics for each subject area:

Subject	Mock exam content	
<b>Fine Art</b>	<ul style="list-style-type: none"> <li>Students will receive their actual exam paper that they will be working from for their component 2 exam.</li> </ul>	
<b>Business</b>	<ul style="list-style-type: none"> <li>Business ownership and sources of finance short/mid/long term sources</li> <li>E-Commerce and the Marketing Mix</li> <li>Costs associated with Break-even plus Break-even diagram and formulas</li> </ul>	<ul style="list-style-type: none"> <li>Net/gross profit formulas</li> <li>Inflation and the external influences</li> <li>Employment legislation</li> <li>Market mapping market share</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>Communication Technologies</li> <li>Cloud Storage and computing</li> <li>Using cloud Technologies</li> </ul>	<ul style="list-style-type: none"> <li>Modern team working</li> <li>Inclusivity and accessibility</li> <li>Impact of modern technologies</li> </ul>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>Design and Technology and Our World</li> <li>Smart and Composite Materials</li> <li>Electronics, Motions, Cams and Gears</li> </ul>	<ul style="list-style-type: none"> <li>Materials Properties, Sources and Uses</li> <li>In-depth Timber theory</li> <li>Mathematics, Area, Volume, Percentage, Ratio, Money</li> </ul>



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<b>Drama</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the set text</li> <li>• How acting skills, staging, lighting, sound and costume could be used in key scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation of a live theatre production previously seen in class</li> <li>• Use of accurate drama terminology and clear written explanations</li> </ul>
<b>English Literature</b>	<ul style="list-style-type: none"> <li>• Macbeth</li> <li>• A Christmas Carol</li> </ul>	
<b>English Language</b>	<ul style="list-style-type: none"> <li>• Identifying literary features, such as similes</li> <li>• Creative writing</li> </ul>	
<b>Food Preparation and Nutrition</b>	<ul style="list-style-type: none"> <li>• Food commodities</li> <li>• Principles of nutrition</li> <li>• Diet and good health</li> </ul>	<ul style="list-style-type: none"> <li>• The science of food</li> <li>• Where food comes from</li> <li>• Cooking and food preparation</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• <b>Paper 1:</b> Section A: Natural Hazards, Section C: The Living World, Section D: Physical Fieldwork</li> <li>• <b>Paper 2:</b> Section A: Urban Issues and Challenges, Section B: The Changing Economic World, Section C: Human Fieldwork</li> </ul>	
<b>Graphics</b>	<ul style="list-style-type: none"> <li>• <i>Students will receive their actual exam paper that they will be working from for their component 2 exam</i></li> </ul>	
<b>History</b>	<ul style="list-style-type: none"> <li>• <b>Paper 1:</b> Medicine in Britain, c1250 - present and the British Sector of the Western Front, 1914-1918</li> <li>• <b>Paper 2:</b> Early Elizabethan England, 1558-88 and The American West, c1835 - c1895</li> </ul>	
<b>Mathematics</b>	Please see Teams for the full list	
<b>Media</b>	<ul style="list-style-type: none"> <li>• No Time to Die poster</li> <li>• Man With the Golden Gun poster</li> <li>• This Girl Can poster</li> <li>• Quality Street poster</li> <li>• Guardian and Sun front pages</li> <li>• Vogue and GQ magazine covers</li> <li>• Fortnite</li> </ul>	<ul style="list-style-type: none"> <li>• Archers</li> <li>• Luther</li> <li>• The Sweeney</li> <li>• Stormzy</li> <li>• Lizzo</li> <li>• Duran Duran</li> </ul>
<b>MFL (French and Spanish)</b>	<ul style="list-style-type: none"> <li>• Identity and relationships with others</li> <li>• Healthy Living and Lifestyle</li> <li>• Education and Work</li> <li>• Free - time activities</li> <li>• Customs, Festivals and Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrity Culture</li> <li>• Travel and Tourism</li> <li>• Media and Technology</li> <li>• The environment and where people live</li> </ul>
<b>Performing Arts</b>	Written log / idea generation	
<b>Music</b>	Written log / idea generation	



<b>Value &amp; Ethics</b>	<p>Paper 1: Sikhism and Christianity</p> <ul style="list-style-type: none"> <li>- Beliefs Christianity; creation, nature of God, resurrection, judgement, suffering</li> <li>- Beliefs Sikhism; Holy book, haumai, equality, barriers to mukti, Gurus and equality</li> <li>- Practices Sikhism; festivals, akhand path, sahadhara and amritdhari, pilgrimage, langar/sewa</li> </ul> <p>Paper 2:</p> <ul style="list-style-type: none"> <li>- Relationships and families; procreation, role of parents, contraception, same-sex marriage, divorce</li> <li>- Religion and life; evolution, awe and wonder. animal experimentation, protecting the environment, value/protect and being rewarded in the afterlife</li> <li>- Peace and conflict; violence, victims of war, justice, peace and war</li> <li>- Crime and punishment; reasons for crime, prison as punishment, forgiveness, murder, obeying the law</li> </ul>
<b>Science (Combined)</b>	<ul style="list-style-type: none"> <li>• Biology: Homeostasis and response, inheritance/variation/evolution</li> <li>• Chemistry: Rates of reaction, organic chemistry, chemical analysis, atmosphere, and using resources</li> <li>• Physics: Forces (including graphs and Hooke's law), waves and the EM spectrum, and magnetism/electromagnetism</li> </ul>
<b>Science (Separate)</b>	<ul style="list-style-type: none"> <li>• Biology: Homeostasis and response, inheritance/variation/evolution</li> <li>• Chemistry: Rates of reaction, organic chemistry, chemical analysis, atmosphere, and using resources</li> <li>• Physics: Space, Forces (including graphs and Hooke's law), waves and the EM spectrum, and magnetism/electromagnetism</li> </ul>
<b>Sociology</b>	<ul style="list-style-type: none"> <li>• Families</li> <li>• Education</li> <li>• Research Methods</li> </ul>
<b>Textiles</b>	<ul style="list-style-type: none"> <li>• <i>Students will receive their actual exam paper that they will be working from for their component 2 exam</i></li> </ul>

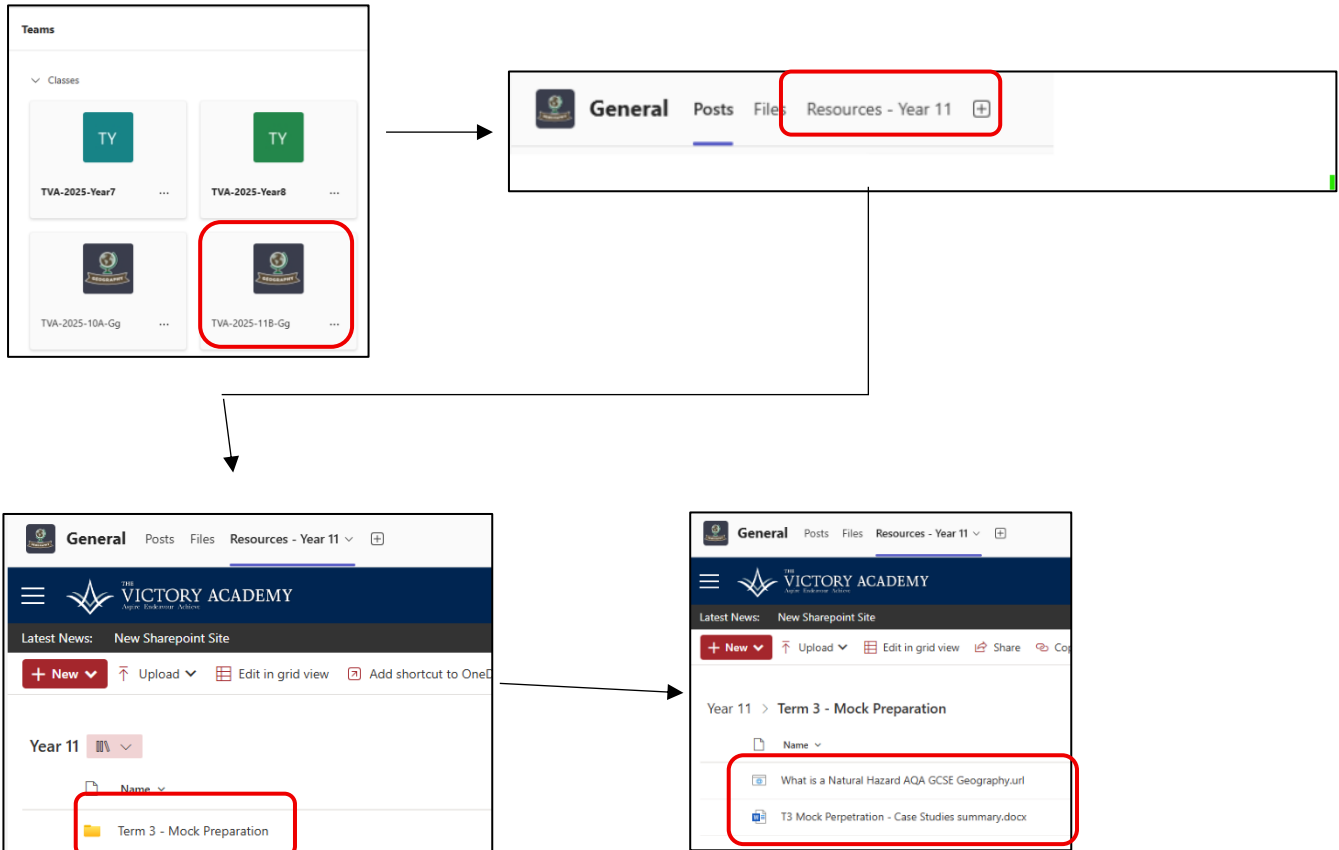
Students are encouraged to plan regular revision, use the subject resources available, and ensure they get adequate rest during this period.

**You can support your child by:**

- Providing a quiet and comfortable place to study
- Ensuring they arrive at school on time each day
- Encouraging a healthy breakfast before school
- Promoting consistent study habits and good time management
- Discussing revision strategies - the Victory Drive Team will be sharing short revision technique videos on social media in the coming weeks
- Directing them to the revision materials on Teams.



Each subject has a dedicated area within its Class Team where students can access resources. Screenshots are included below to show how these can be found.



Finally, I would like to share some valuable advice from Sara Milne Rowe regarding the importance of maintaining a healthy lifestyle to support academic success. She emphasises the four pillars of Sleep, Hydration, Exercise, and Diet (**SHED**) as fundamental to managing mood, thinking clearly, and performing well under pressure. I encourage you to work with your child to establish better habits in these areas, as research has shown that even small changes can have a significant impact on cognitive capacity and alertness.



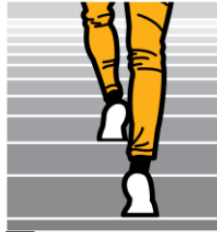
1

SLEEP



2

HYDRATION



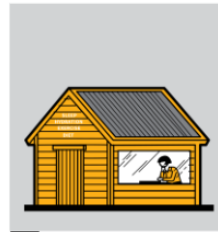
3

EXERCISE



4

DIET



5

LOOK AFTER YOUR  
SHED!

If you have any questions or concerns, please do not hesitate to contact me. I am committed to supporting your child's academic journey and ensuring their success.

Yours sincerely

Mr Anderson

Assistant Headteacher - KS4 Raising Standards and Staff Development