



The Marlborough
Science Academy
'shaping futures'



Year 11

GCSE Support

2025



Three-way Partnership



Student

School

Family



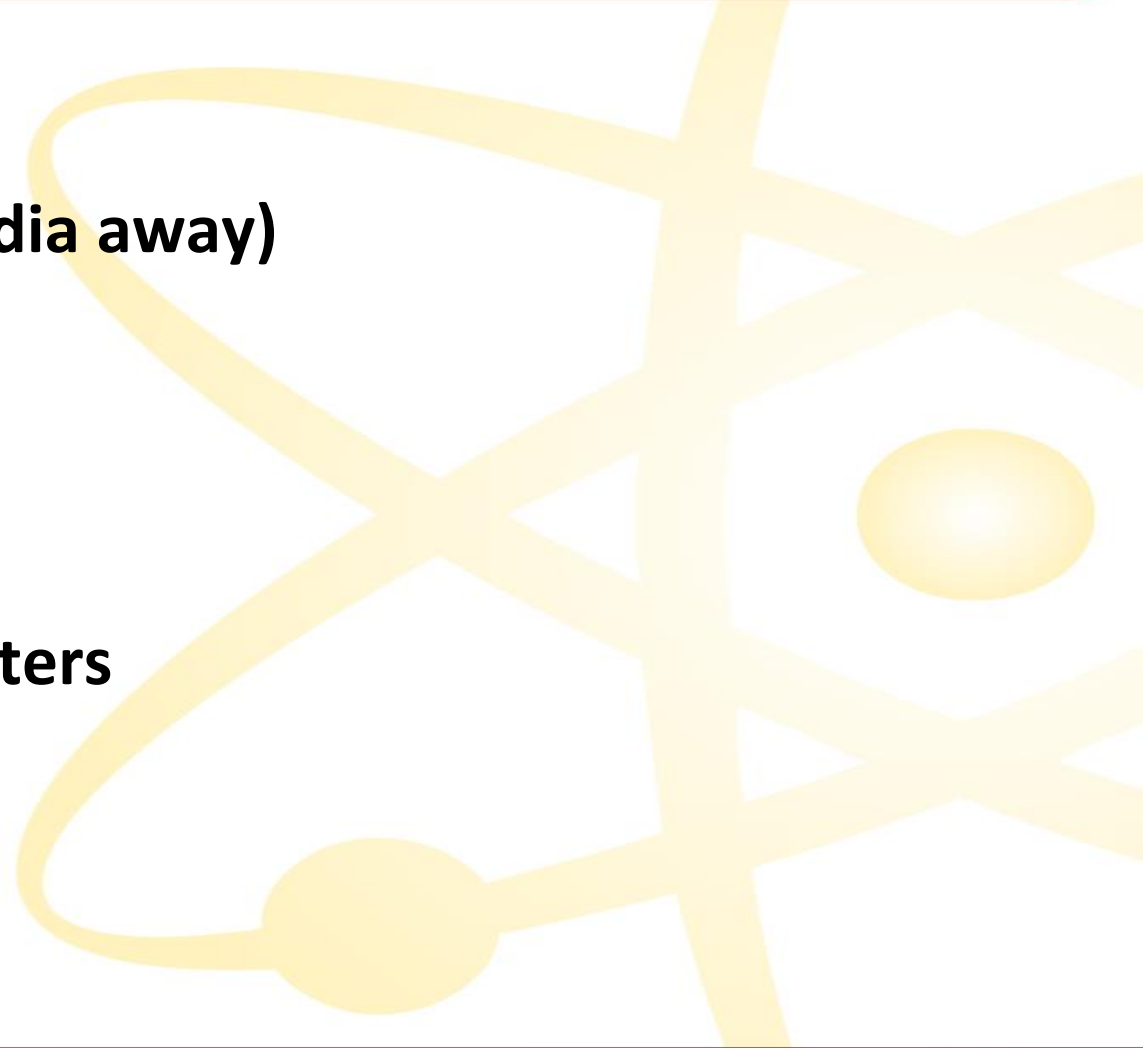


Before you do any revision

- **Eat breakfast**
- **Put your phone away (social media away)**

During revision sessions

- **Start early and spread it out**
- **Test yourself**
- **Teach someone**
- **Think twice about using highlighters**
- **Don't listen to music**
- **Get some fresh air and exercise**
- **Sleep**

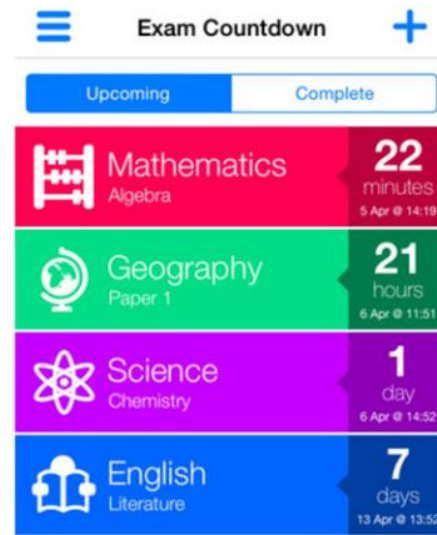
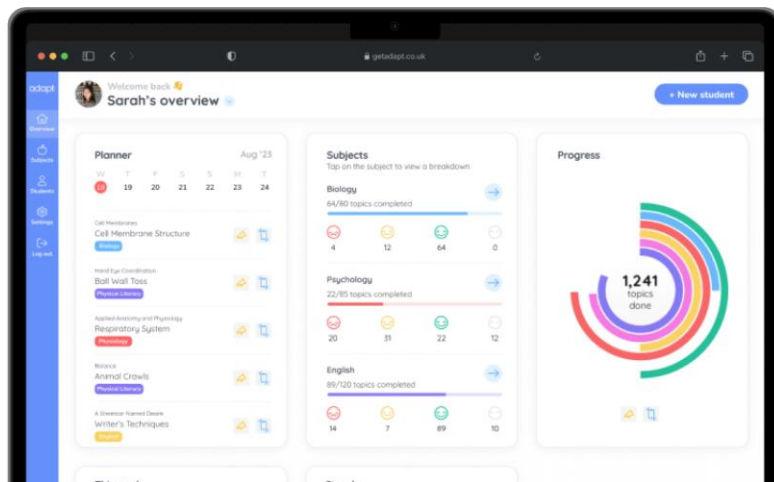




Your training schedule

It starts with a revision timetable

<https://getadapt.co.uk/>



<https://mystudylife.com/>

<https://getrevising.co.uk/planner>





Introducing NotebookLM to support revision



But when are the exams?

151 weekdays until the first exam.

PPEs:

- October 2025
- March 2026

Summer Public Examinations

- Lit Paper 1: Monday 11th May am
- Lit Paper 2: Tuesday 19th May am
- Lang Paper 1: Thursday 21st May am

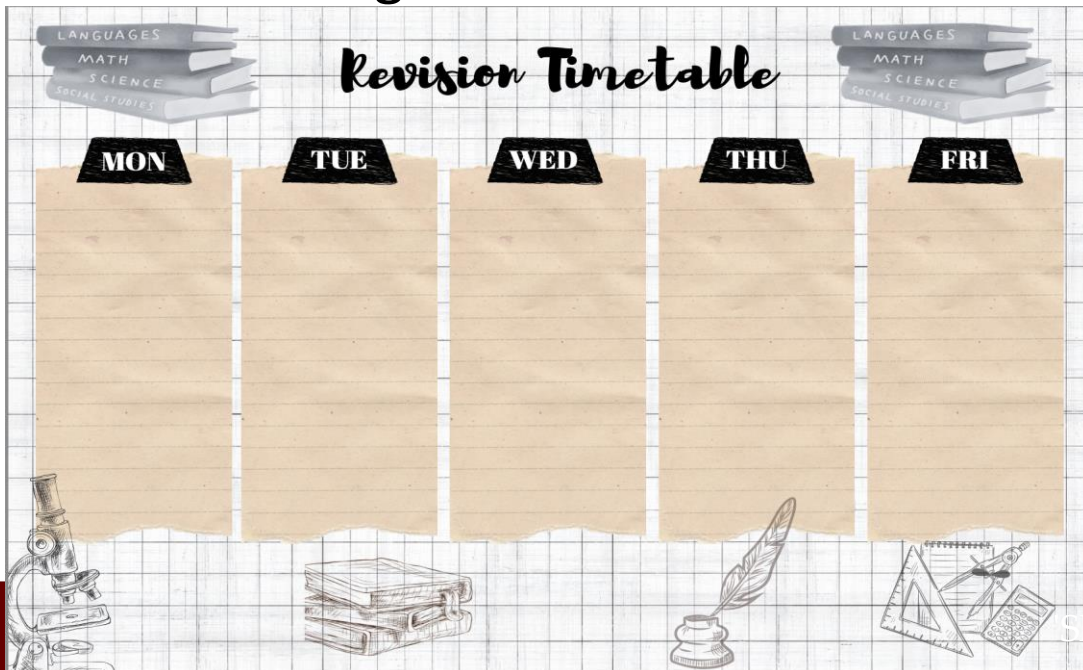
HALF TERM

- Lang Paper 2: Friday 5th June am



Creating a revision timetable

- A revision timetable will help your son or daughter plan their time and achieve the most - avoid last minute panics and cramming.
- Be honest & realistic – do they work best in the mornings, afternoons or evenings?
- Use our English Countdown Planner to help



- Plan in breaks for regular hobbies.
- Incentivise & reward.
- Keep each session between 45 – 60 minutes max with 'chunks' of learning



The Art of Transformation

- ⇒ Revision needs to be active not passive; you actually have to engage with the process.
- ⇒ Reading through your book and notes a few times will not do!
- ⇒ Reading revision guides will not do either; you will have been taught specifically for your exam board; revision guides tend to be quite general and so either contain too much information or too little.

Turn your classwork and information from books/online into some form of revision notes and then learn them.



English Literature

Paper 1 (1 hr 45 mins)

- Shakespeare - *Romeo and Juliet* or *Macbeth*
- 19th Century Novel - *A Christmas Carol*

Paper 2 (2 hrs 15 mins)

- 'Modern text' - *An Inspector Calls*
- Power and Conflict poetry
- Unseen poetry



English Literature:

What you need to know:

- How the plot develops
- Who the key characters are
- What the key themes are
- Key quotations
- Context

Revision Strategy:

Cornell Notes

Cornell Note Taking Guide

CUES (reduce & recall)	NOTES (record)
AIM - reduce notes to essential ideas to practice recall. WRITE 300N AFTER CLASS. Step 1: Review NOTES. Review column + pull out: - key words - key concepts - authors - dates - facts Step 2: Formulate questions based on your NOTES e.g. what are Pascal's 4 principles of complexity theory? Step 3: Write these over and questions in this column alongside the corresponding NOTES.	DATE MODULE/CLASS TOPIC AIM - record as many key points as possible [TAKE DURING CLASS] What do I write here? - key words and ideas - important dates/people/places - diagrams/charts - formulas - examples/case studies - critique - strengths/limitations Top tips - use bullet points instead of full sentences - use symbols and abbreviation - leave a line between ideas - don't mindlessly copy from the slides or textbook - write in your own words where possible - use a method that works for you. Take notes in a format that you understand so you can make sense of them later.
SUMMARY (reflect & renew) AIM - review the main ideas + reflect on their importance. Briefly summarise the main points from your notes. This revision is useful when searching for info later. THINK ABOUT: - why is this info important? - what conclusions can I draw?	

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Now: Let's put this into action.

KEY THEMES AND CONCEPTS

ROMANTIC ERA

LITERATURE + THE SEA

MARRIAGE

PRIVATE VS. PUBLIC

STRONG FEMALE HEROINE

LETTERS

PERSONAL COMMAND/FAITH

COMEDY OF THE MUNDANE/PETTY

MEN + WOMEN AS MORAL EQUALS

KEY TECHNIQUES

THIRD PERSON NARRATIVE

DIALOGUE

LETTER

SOCIAL HYPOCRISY THROUGH IRONY

REALISM?
-DEBATABLE

FREE INDIRECT SPEECH

ENGLISH - EXTRACT F FROM PERSUASION BY JANE AUSTEN
07/04/15

PROSE

CONTEXTUAL INFORMATION:

- In the Romantic era - 1775-1840, written in 1818 + is her last complete novel.
- Gothic influence in characters, events + setting in many Romantic works
- Key characteristics are worship of nature, passion + imagination
- Jane Austen is credited with bringing the novel to maturity, sets up for developments in the 19th century.
- Each of her novels is about a small middle-class group in a limiting environment. Shapes the mundane into a comedy of manners
- Key concern of courtship + marriage, shows comedy + compassion, + beneath irony is moral commentary.
- Anne, in the extract, is an independent heroine who frees herself from paternal authority.



EXTRACT:

Upon looking at the extract, I feel it can be divided into 3...

THE SHOCK OF THE LETTER

"Her eyes devoured the following words -" (in the letter -) - "I have read your feelings, as I think you must have penetrated mine." - Typical feature of Austen to receive dramatic letter, reflects modes of communication, secrecy, private vs. public.

COMEDY OF THE MUNDANE

"...but I am no doctor myself. Charles, ring and order a chair. She must not walk." - comical moment, pettiness is somewhat endearing
"he had forgotten his gloves" - as a modern reader we find this bland, unimportant, but Austen's clever writing makes it funny

WIDER READING

- *Persuasion* - Jane Austen
- *Thomas Hardy*
- *Anne Hathaway* - Carol Anne Duffy
- *Sense & Sensibility* - Jane Austen
- *The Taming of the Shrew* - Shakespeare
- *Jane Eyre* - Charlotte Brontë
- *Enduring Love* - Ian McEwan

EQUALITY OF GENDERS

"Union Street" - "proceeding together" - "exchanged again those feelings" - Anne & Wentworth are painted as one, as if incomplete w/o each other. Language used promotes equality. Also speaks of happiness, careful observation + the value of patience.



SUMMARY

Persuasion is a romantic novel which endeavours to comment on the middle-class society in early 19th century Britain. It uses limited setting in comparison to pre-dating novels, free indirect speech (typical of Austen), and language is structured with irony.

Your Turn:

CORNELL
notes

Date

Topic

Cues

Notes

Summary



Sheila Birling:

- Naïve and unaware of the suffering of the lower class: “very pleased with life and rather excited.”
- Materialistic and wants her parents’ approval, “Look – Mummy- isn’t it a beauty?”
- She has awareness to inequality and is an infantile socialist: “Yes – except for all last summer, when you never came near me, and I wondered what had happened to you.”
- Places a lot of importance on the ring “now I really feel engaged”. This suggests that Sheila is only “playing” at being engaged and that she is in a bubble that the inspector is about to burst.
- She is protected from the harsh realities of the world because of her gender and her social class: “Nothing to do with you, Sheila. Run along.” This shows how women were treated as inferior and were expected to be seen and not heard.
- Sheila is not sympathetic towards Eva after hearing about her death, “Sorry! It's just that I can't help thinking about this girl – destroying herself so horribly – and I've been so happy tonight. Oh I wish you hadn't told me. What was she like? Quite young?” and “Pretty”. She dehumanises Eva just like the men and then blames Eva for ruining her night.



Sheila Birling:



- Sheila's character acts as a bridge between the conservative Mrs. Birling and the assertive Eva Smith.
- Sheila transforms from a stereotypical upper-class girl into a woman who is assertive, self-assured, and independent.
- Priestley suggests the ways in which society treats and portrays women makes them appear weak and two-dimensional because they haven't been allowed to explore their own identities.
- Her character arc can be seen to imitate the progression of Women's Suffrage from 1912 to 1945. She can be seen as a representation of the New Woman.
- At the beginning of the play, Sheila is presented as naive, materialistic, and spiteful - all traits that would be typical of female characters in literature. Her fascination with clothes and jewellery, as well as being stereotypically feminine, suggests she is greedy and shallow. "It's wonderful! [...] Mummy - isn't it a beauty?" and "Now I really feel engaged."
- Priestley demonstrates how men made beauty something women had to compete for, pitting them against each other in order to get a husband and be financially secure hence Sheila's jealousy.
- Priestley shows how Sheila has to repress her own feelings to appear respectable and conform to societal norms when discussing the problems within her relationship: "with mock aggressiveness" and "half serious, half playful."



English Literature: Revision Strategy.

What you need to know:

- How the plot develops
- Who the key characters are
- What the key themes are
- Key quotations
- Context

Revision Strategy:

Flashcards and Quizlet

Ly 36

'Spirit of Tiny Tim, thy childish essence
was from God!'

@UKStudyNotes

• Dickens shows TT as an innocent angelic being
reader → sad more likely to change ways
• archaic 'thy' establishes this character as represent-
ing the poor innocent child rather than being a
meaningful character in his own right.
• religious imagery: it has a sacrificial function
→ dies to make Scrooge see the error of his ways
→ also shows God's message is to help others
own 'spirit' → haunts Scrooge, his fault
'if these shadows remain unaltered... die'



4:36

Spirit of tiny tim, thy childish essence
was from God!

@UKStudyNotes

Your Turn!

• Dickens shows TT as an innocent angelic being
reader → sad, more likely to change ways
• **archaic** 'thy' establishes this character as represent-
ing the poor innocent child rather than being a
meaningful character in his own right.
• **religious imagery**: TT has a sacrificial function
→ dies to make Scrooge see the error of his ways
→ also shows God's message is to help others
noun 'spirit' → hasn't Scrooge, his fault
'if these shadows remain unaltered... die'

Exposure: Summary.

- The poem defies the convention of war and looks at the weather assaulting the soldiers, not another army. This is to highlight the unknown horrors of war to people at home.
- The poet uses repetition and a consistent structure to create the static tone of the poem. The lack of change adds to the tone of despair.
- The alliteration is used to create a sense of atmosphere to the weather and to draw parallels to the violence of war and weather.
- Based on WWI.



Exposure:

Important Quotations.

- "in the merciless iced east winds that knife us ..."
- "we hear the mad gusts tugging on the wire, Like twitching agonies"
- "The poignant misery of dawn begins to grow... Dawn massing in the east"
- "Less deadly than the air that shudders black with snow. With sidelong flowing flakes that flock, pause, and renew,"
- "Shutters and doors, all closed: on us the doors are closed".



Exposure:

What poems can I compare it to?

- Remains.
- Storm on the Island
- Kamikaze
- Poppies
- Bayonet Charge





A01: How does Malcolm make Scotland sound?

A02: Why does the writer use personification? What is the effect of this? Why does he use illness imagery?

"It weeps, it bleeds, and each new day a gash Is added to her wounds."

A03: What warning is Shakespeare issuing?



A01: Malcolm continues this concept of illness in Act 4 Scene 3 when he personifies Scotland as an injured victim that “weeps, bleeds, and each new day a gash is added to her wounds”.

“It weeps, it bleeds, and each new day a gash is added to her wounds”.

A03: The fact such a tempestuous state occurs so soon after the killing of the natural king is key to Shakespeare's message. In using such apocalyptic imagery to describe Macbeth's reign, it acts as a stark warning of the consequences that would occur if Duncan, and, by proxy, James I, was assassinated.

A02: The verb “weeps” invokes great pathos and paints an image of Scotland as defenceless and vulnerable under Macbeth's “untitled” reign. Through Macduff labelling Macbeth as an “untitled bloody-sceptered”, he is being unequivocal in his view that Macbeth is a cruel and oppressive dictator whose reign represents the binary opposite of Duncan who he reverences as ‘the most sainted king’. Macduff's repetition of “bleed” in “bleed, bleed poor country” suggests that Macbeth's crime has opened up a wound in Scotland that is so substantial that the suffering cannot be contained. .

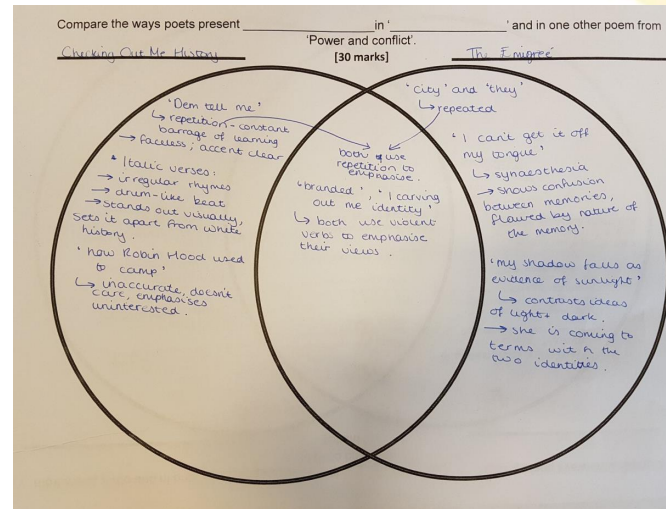


What you need to know:

- Key terminology for analysing poetry
- All fifteen of the AQA anthology poems from the 'Power and Conflict' cluster
- Key quotations
- Connectives for writing a comparison
- How to tackle an unseen poem

Revision Strategy:

Venn Diagrams/tables



Power and Conflict Poems.									
Power of nature		Conflict		Four of memos		Inner conflict		Physical conflict	
Ozymandias "king of kings"	texture "Proud and beautiful this life plans to burn"	The Poet "there hung a darkness, call it solitude"	The Engraver "banned by the state"	Poet "springs of paper rain"	Challenger on the highway "I am tall men, I am tall men"	Storm on the island "I have nothing to do together"	The Poet "A huge, pebbles, black and huge"	Exposure "I am tall men, I am tall men"	Storm on the island "I have nothing to do together"
Storm on the island "we build our houses round"	Challenging our own history "I am tall men, I am tall men"	Walt Whitman "ordinary pain"	Kennings "personified manhood"	Exposure "I am tall men, I am tall men"	Challenger on the highway "I am tall men, I am tall men"	The Poet "A huge, pebbles, black and huge"	Exposure "I am tall men, I am tall men"	Storm on the island "I have nothing to do together"	Storm on the island "I have nothing to do together"
Kennings "let's picture our lives as a story of beauty"	Romans "every round bit of earth has its life"	My last duchess "My gift of a nine-hundred-year-old name"	Texture "A hand like a woman's in its name and history"	Ozymandias "colossal wealth, boundaries and fate"	Bayonet charge "king, however, human dignity"	My last duchess "I am tall men, I am tall men"	Exposure "I am tall men, I am tall men"	Storm on the island "I have nothing to do together"	Storm on the island "I have nothing to do together"
London "Runs in blood down palace walls"	The Engraver "I am tall men, I am tall men"	Bayonet charge "patience clear"	Challenger on the highway "I am tall men, I am tall men"	Texture "With living time rain a shadow"	Exposure "I am tall men, I am tall men"	Storm on the island "I have nothing to do together"	Exposure "I am tall men, I am tall men"	Storm on the island "I have nothing to do together"	Storm on the island "I have nothing to do together"
Kennings "let's picture our lives as a story of beauty"	The Poet "A huge, pebbles, black and huge"	Bayonet charge "patience clear"	Challenger on the highway "I am tall men, I am tall men"	Texture "With living time rain a shadow"	Exposure "I am tall men, I am tall men"	Storm on the island "I have nothing to do together"	Exposure "I am tall men, I am tall men"	Storm on the island "I have nothing to do together"	Storm on the island "I have nothing to do together"
Walt Whitman "a human again in blood and spirit"	Romans "every round bit of earth has its life"	My last duchess "My gift of a nine-hundred-year-old name"	Texture "A hand like a woman's in its name and history"	Ozymandias "colossal wealth, boundaries and fate"	Bayonet charge "king, however, human dignity"	My last duchess "I am tall men, I am tall men"	Exposure "I am tall men, I am tall men"	Storm on the island "I have nothing to do together"	Storm on the island "I have nothing to do together"
My last duchess "I am tall men, I am tall men"	Walt Whitman "ordinary pain"	Exposure "I am tall men, I am tall men"	Ozymandias "half-sun, a shattered visage"	Kennings "his blood shadow"	Storm on the island "I have nothing to do together"	Storm on the island "I have nothing to do together"	Storm on the island "I have nothing to do together"	Storm on the island "I have nothing to do together"	Storm on the island "I have nothing to do together"



One summer evening (led by her) I found
A little boat tied to a willow tree
Within a rocky cove, its usual home.
Straight I unloosed her chain, and stepping in
Pushed from the shore. It was an act of stealth
And troubled pleasure, nor without the voice
Of mountain-echoes did my boat move on;
Leaving behind her still, on either side,
Small circles glittering idly in the moon,
Until they melted all into one track
Of sparkling light.

But now, like one who rows,
Proud of his skill, to reach a chosen point
With an unswerving line, I fixed my view
Upon the summit of a craggy ridge,
The horizon's utmost boundary; far above
Was nothing but the stars and the grey sky.
She was an elfin pinnace; lustily
I dipped my oars into the silent lake,
And, as I rose upon the stroke, my boat
Went heaving through the water like a swan;
When, from behind that craggy steep till then
The horizon's bound, a huge peak, black and huge,
As if with voluntary power instinct,
Upreared its head. I struck and struck again,
And growing still in stature the grim shape
Towered up between me and the stars, and still,
For so it seemed, with purpose of its own

And measured motion like a living thing,
Strode after me. With trembling oars I turned,
And through the silent water stole my way
Back to the covert of the willow tree;
There in her mooring-place I left my bark, –
An through the meadows homeward went, in grave
And serious mood; but after I had seen
That spectacle, for many days, my brain
Worked with a dim and undetermined sense
Of unknown modes of being; o'er my thoughts
There hung a darkness, call it solitude
Or blank desertion. No familiar shapes
Remained, no pleasant images of trees,
Of sea or sky, no colours of green fields;
But huge and mighty forms, that do not live
Like living men, moved slowly through the mind
By day, and were a trouble to my dreams.

Task One: Read through the poem.

Task Two: In three bullet points write down what the poet is saying about power.

Task 3: Highlight any quotations that relate to the power of nature.



London By William Blake



I wander through each chartered street,
Near where the chartered Thames does flow,
And mark in every face I meet
Marks of weakness, marks of woe.

In every cry of every man,
In every infants cry of fear,
In every voice, in every ban,
The mind-forged manacles I hear:

How the chimney-sweepers cry
Every black'ning church appalls,
And the hapless soldier's sigh
Runs in blood down palace walls

But most through midnight streets I hear
How the youthful harlot's curse
Blasts the new-born infant's tear
And blights with plagues the marriage hearse.

Task ONE: Read through the poem.

Task TWO: In three bullet points write down what the poet is saying about power. Look at who is being described and why they are described like this.

Task THREE: Highlight any quotations that relate to power. Think about how the people are described and how those who control are presented.



The

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How is power presented in 'London' and 'The Prelude'?

Science Academy

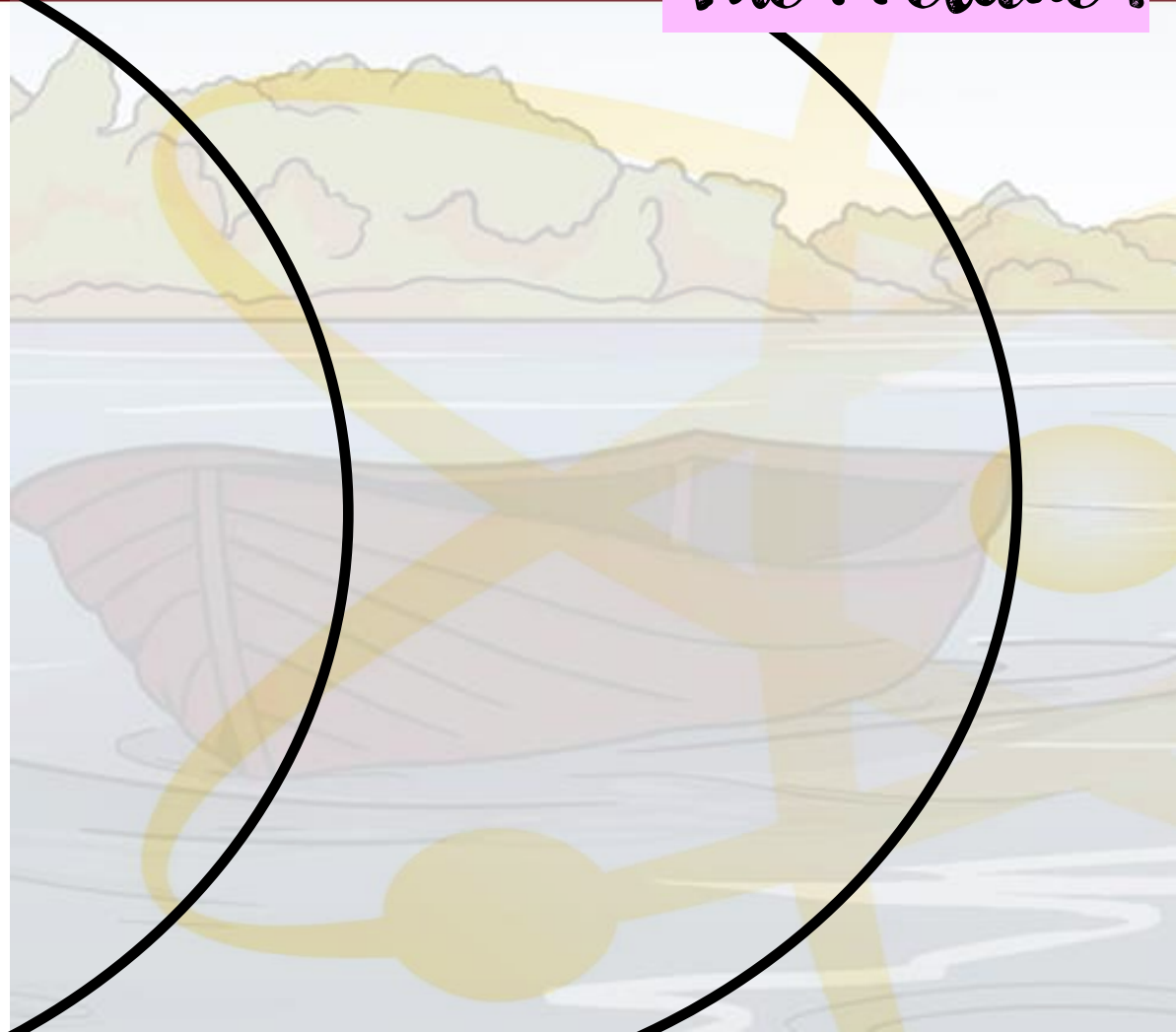
shaping futures'



'London'.



'The Prelude'.



'Shaping Futures'

themariboroughscienceacademy.co.uk

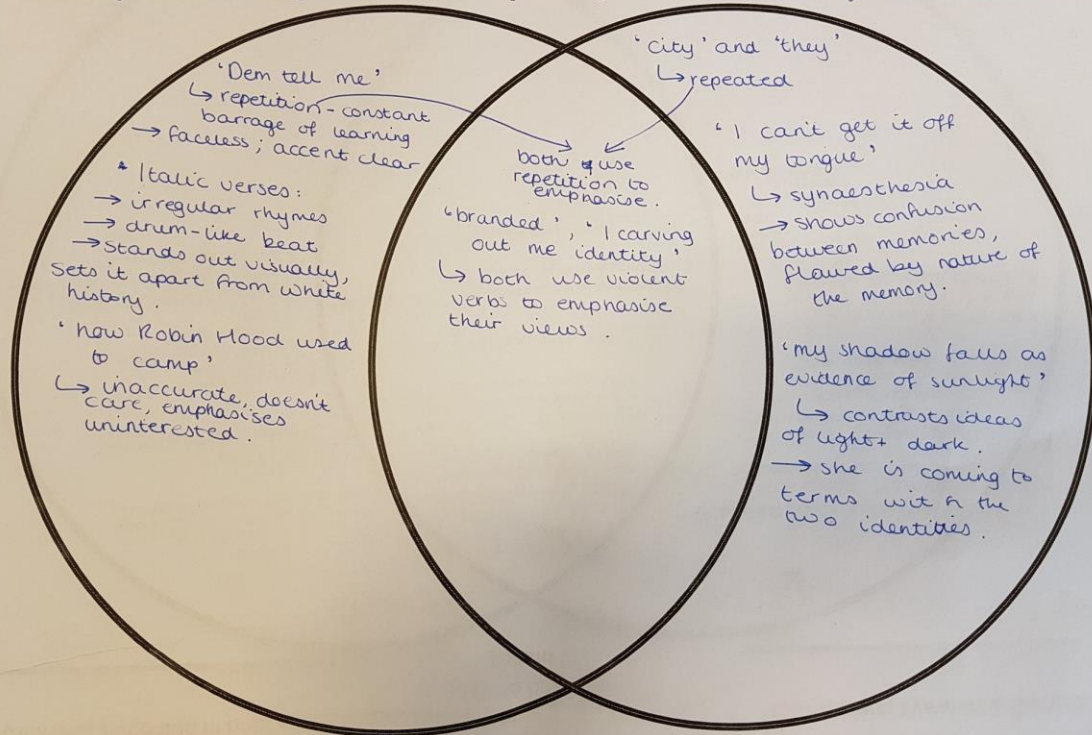


Compare the ways poets present _____ in '_____ ' and in one other poem from _____

Checking Out Me History

'Power and conflict'.
[30 marks]

The Emigree



Power and conflict poems.

Power of nature

Conflict

Power of memory

Inner conflict

Physical conflict

Any AOB

Ozymandias "King of Kings"	Tissue "Paper that lets the light shine through"	The Prelude "there hung a darkness, call it solitude"	The Emigree "banned by the State"	Poppier "sparks of paper red"	Checking out me history "dem tell me, dem tell me"	Storm on the island "a huge nothing that we fear"
Storm on the island "we build our houses seaward"	Checking out me history "I carving out me identity"	War Photographer "ordinary pain"	Kamikaze "powerful incantation"	Exposure "sudden successive flights of bullets scream the silence"	Charge of the Light Brigade "Honour the charge they made!"	The Prelude "a huge peck, black and huge"
Kamikaze "little fishing boats striking outline burning"	Remains "every round as it hit through his life"	My Last Duchess "My gift of a nine-hundred-years-old name"	Tissue "a hard had written in the name and history"	Ozymandias "colossal wreck, boundless and bare"	Bayonet charge "King, honour, human dignity"	My Last Duchess "I gave commands; then all smiles stopped together"
London "Runs in blood down palace walls"	The Emigree "I comb to hair and love its shingles"	Bayonet charge "patriotic tear"	Charge of the Light Brigade "into the jaws of death, into the mouth of Hell"	Tissue "with living firms, raise a structure"	Exposure "For love of God seem's dying"	The Emigree "I am branded by an impression of sunlight"
Kamikaze "was no longer the father that we loved"	The Prelude "a trouble to my dreams"	Poppier "the dove pulled freely against the sky"	London "mind-forged manacles"	Checking out me history "happier stream"	Poppier "the world overflowed into a feature chest"	War photographer "All perish is grass"
War photographer "a hundred agonies in black and white"	Remains "his bloody life in my bloody hands"	Bayonet charge "cold clockwork of the stars and nations"	The Emigree "pilled paperweight"	Charge of the Light Brigade "someone had blunder'd"	Kamikaze "must have wondered which way to die"	London "plagues the marriage hearse"
My Last Duchess "tarnished a sea horse"	War photographer "half-formed ghost"	Exposure "merciless ice-east winds that knife us"	Ozymandias "half-burnt, a shattered visage lies"	Remains "his blood shadow"	Storm on the island "spit like a tame cat turned savage"	Tissue "In the bath of the koran"



English Language

Paper 1 (1 hr 45 mins)

- Explorations in Creative Reading and Writing (Fiction)

Paper 2 (1 hr 45 mins)

- Writer's Viewpoint and Perspectives (Non-fiction)

There is no cheat way to revise. You revise through doing past papers. Luckily, you have all of them!

English Language

PAPER ONE:

Question 1: Literal

READ THE SELECTED LINES ONLY.

Read only the lines selected.
This is multiple choice.
Tick only the correct answer.
This is literal - you do not need to infer.

Question 2: Analysing.

READ THE SELECTED LINES ONLY

- Read the question and highlight what it wants you do.
- It is normally how does the writer **use language to describe...** (Topic).
- Answer in **PETE** form and focus only on what the topic is.
- You must explain the effect of language. For example, through the use of personification "the vines choked the building" the writer conveys the sinister nature of the building.

Question 3: Tension

WHOLE TEXT

The question: how does the writer create tension in the extract.
You cannot analyse language features. You are looking at structure.
Use **PEE** structure.
Talk about: how tension increase and decrease and why, structural shifts and their effect, changes in mood and tone.

Question 4: Evaluation

FOCUSED ON SELECTED LINES

The question gives you a statement which you must evaluate. For example: This part of the story, set in the hat shop, shows that the **red-haired girl has many advantages in life**, and I think **Rosabel is right to be angry**.

- Step one:** Break the statement into two parts.
Step two: Evaluate whether you agree or disagree based on textual evidence.
Step three: write in **PETE** for and explore how the language choices reflect your view. You use analyse the effect of language.
Step four: Ensure you have reference back to the question.

English Language

PAPER ONE:

Question 5: Creative writing.

READ THE TASK AND ENSURE YOUR WRITING MATCHES IT.

Please remember you are writing an episode, not a full narrative.
Aim for two pages and ensure it is quality writing.
This means that you need to go back and proof read it.

First:

SET THE MOOD:

- This is where you'll hook the reader and set the tone for your piece. Start with a compelling opening sentence that draws the reader in and hints at what's to come. It's your chance to introduce a character, setting, or situation in a way that grabs attention without giving everything away.
- Example: "The storm clouds gathered overhead, swallowing the sky in darkness. I stood at the cliff edge, the wind biting at my skin."

Next:

BUILD UP:

In this section, develop your ideas further. If it's a story, it's where you introduce conflict or tension that propels the narrative forward. If it's descriptive, layer in more sensory details and emotional depth to keep the reader engaged.
Example: "With each gust of wind, I felt myself shrinking back, yet something in the distance seemed to beckon me forward. It was an eerie, almost hypnotic pull I couldn't ignore."

Then:

CLIMAX & RESOLUTION:

This is the turning point, where the tension reaches its peak. Whether you're writing about a thrilling chase or a poignant moment, this is where you bring your ideas together in a way that creates the most impact.
Example: "As I took another step forward, the world seemed to stop. Time stretched, the storm howled louder, and then, in the blink of an eye, the figure in the distance was gone."
Wrap up your piece with a satisfying conclusion. Don't leave your reader hanging unless it's an open-ended or ambiguous ending. The resolution should feel like the natural ending to events.
Example: "I stood there, heart pounding. The cliff was now silent, save for the rustle of the wind. And just like that, it was over. The mystery, the storm, all of it. Gone."

English Language

PAPER TWO:

Question 1: True or False

READ THE SELECTED LINES ONLY OF THE NAMED SOURCE.

Read the **selected** lines only.
You need to **shade in the correct box**.
You need to make inferences on some of these statements as the wording may catch you out; read the statements carefully.

Question 2: Inferences.

READ AND USE BOTH SOURCES

- Read the question and highlight what it wants you do. Are you making inferences about the similarities or the differences?
- You **do not analyse language**.
- Answer in **PQII COMPARE** form and focus only on what the topic is.
- You must use textual evidence that you explore the inference behind.
- Be **precise and concise**.

Question 3: Language Analysis

ONE SOURCE ONLY - SELECTED LINES

- The question: how does the writer **use language to describe "topic" in lines (selected lines)**
- Use **PETE** structure.
- Talk about:** the writer's methods and how they shape your understanding, the connotations of key words and phrases, what it implies and how it adds to the presentation of the topic.
- Remember your **key analysing words:** infers, suggests, implies, conveys, demonstrates, builds, stresses.

Question 4: Comparing viewpoints.

READ AND USE BOTH SOURCES

- The question asks you to compare either the writers' **similar or different perspectives** on "topic".
- This is still a language analysis question - use **PETE**
 - Step One:** Name the **emotion or view**. For example: In Source A the writer feels **emotion** about topic, "quotation".
 - Step Two:** You need to **analyse** how the writer **conveys these emotions through their methods and the effect** they have.
 - Step Three:** You then need to **explicitly compare to Source B**. Remember to use the **correct comparing connective**. This differs/this is similar from source b as the writer feels emotion about topic, "quotation". How are the methods similar or different?

English Language

PAPER TWO:

Question 5: Functional Writing.

BEFORE YOU WRITE.

Plan Your Argument: Outline your main points and the evidence you'll use.
Choose a Strong Viewpoint: Decide on a position and stick to it; a balanced argument is confusing and will reduce your marks.
Consider the Prompt: Identify the key words, the intended form (letter, article, speech), the target audience, and the overall purpose.

During the writing:

- Use **Sophisticated Vocabulary:** Incorporate ambitious and varied words to demonstrate a wide range of vocabulary.
- Incorporate Persuasive Techniques:**
- Figurative Language:** Employ devices like metaphors and similes, as well as rhetorical questions, triplets, and emotive anecdotes.
- Statistics:** Fabricate realistic statistics to support your points convincingly.
- Direct Address:** Use second-person pronouns (like "you") to engage the reader directly.

Vary Sentence and Paragraph Structure: Use different sentence lengths and structures to create a more engaging and sophisticated piece of writing.
Use Discourse Markers: Employ transition words and phrases (e.g., "however," "furthermore," "in conclusion") to guide the reader through your argument.
Maintain a Consistent Tone: Ensure the tone is appropriate for your audience and purpose

Then:

AFTER:

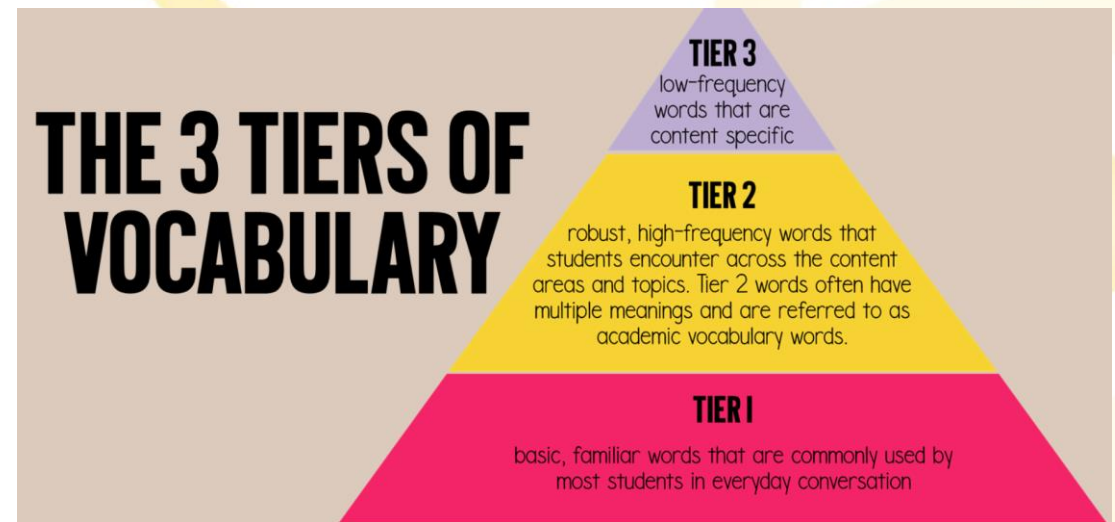
Proofread Thoroughly: Leave at least five minutes at the end of the exam to check for errors in Spelling, Punctuation, and Grammar (SPaG).

Conclude Strongly: End with a clear and firm conclusion that summarises your argument.



What can you do to improve your writing?

- Expand your vocabulary by creating synonym triangles. This means you can access the texts as well as analyse better and add new layers to your writing.
- Embed the basics: full stops, capital letters, commas and paragraphs. We throw away marks by not paying attention to these which means you cannot move into the clear expression of ideas band.
- READ! This improves your speed at reading the exam texts as well as exposing you to narrative styles, tones and gives you a greater awareness of structure.





Question Two: *Analysing Language.*

How do you begin to approach this question?

What should your opening line be in your response?

Look in detail at this extract, from **lines 8 to 14** of the source:

Behind a tall, rusting gate, Foxcote Manor erupts from the undergrowth, as if a geological heave has lifted it from the woodland floor. A wrecked beauty, the old house's windows blink drunkenly in the evening sunlight. Colossal trees overhang a sweep of red-tiled roof that sags in the middle, like a snapped spine, so the chimneys tilt at odd angles. Ivy suckers up the timber and brick-gabled façade, dense, bristling, alive with dozens of tiny darting birds, a billowing veil of bees. It's as far from the Harringtons' elegant London townhouse as Rita could possibly imagine.

How does the writer **use language** here to **describe Foxcote Manor**? You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.



Question Two: *Analysing Language.*

Look in detail at this extract, from **lines 8 to 14** of the source:

Behind a tall, rusting gate, Foxcote Manor **erupts** from the **undergrowth**, as if a **geological heave has lifted it from the woodland floor**. A **wrecked beauty**, the **old** house's **windows blink drunkenly** in the evening sunlight. Colossal trees overhang a sweep of **red-tiled roof that sags in the middle, like a snapped spine**, so the chimneys tilt at odd angles. Ivy **suckers up the timber** and brick-gabled façade, dense, bristling, alive with dozens of tiny darting birds, a billowing veil of bees. **It's as far from the Harringtons' elegant London townhouse as Rita could possibly imagine.**

How does the writer **use language** here to **describe Foxcote Manor**? You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

LO: To perfect our approach to English Language Paper One.



Question Two: *Analysing Language.*

How does the writer **use language** here to **describe Foxcote Manor**?

In the extract, the writer describes Foxcote manner as having fallen into a state of disrepair as it “erupts from the undergrowth” behind a “tall rusting gate.”

You have 5 minutes to complete this analysis! GO!



Other useful *free* resources

Online

- AQA exam board website
- SAM Learning
- Seneca Learning
- News websites
- YouTube (Mr Bruff)
- Android/iOS apps
- Sample papers on Google Classroom

DIY

- Prompt cards
- Clock sequences
- Journeys
- Words and music
- Advent calendar

Other

- Local newspapers
- TMSA staff & interventions



What Next?

- Create a revision timetable
- Countdown to the PPEs and slowly build up your hours
- Explore the key websites
- Gather materials and equipment
- Plot key dates and know when the hot spots are likely to be





Year 11 GCSE Evening - Science

We study AQA Science GCSEs.

Combined scientists gain 2 GCSEs.

Separate scientists gain 1 GCSE in each
science:

Biology,
Chemistry,
Physics.





Equipment to bring: Pencil, pen, ruler and scientific calculator
Students will have access to full equations sheets (post-COVID accommodations).

PAPER 1

Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.

Combined Sciences

PAPER 2

Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism



Equipment to bring: Pencil, pen, ruler and scientific calculator
Students will have access to full equations sheets (post-COVID accommodations).

PAPER 1

Biology Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.

Chemistry Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

Physics Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.

Separate Sciences

PAPER 2

Biology Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

Physics Topics 5-9: Forces; Waves; Magnetism and electromagnetism; and Space physics.



The Marlborough
Science Academy
'shaping futures'



bridging the gap

Proven strategies for overcoming the gaps
between learning and remembering

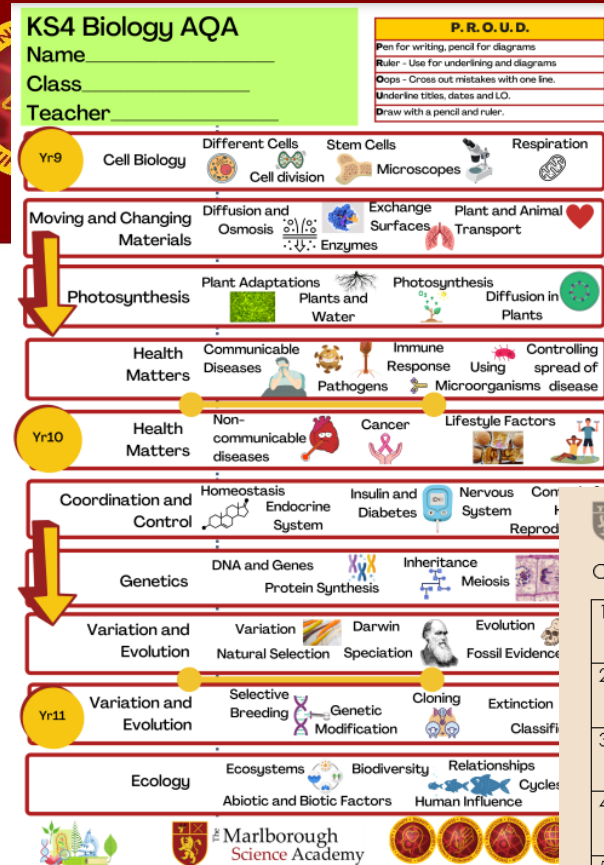


Know what to revise

- Make sure you know what to revise.
- Look at the requirements for your tier.
 - Consult the learning journey.
- Check the checklists in your books.

Take enough breaks

- Revision need not be daunting!
 - Take enough breaks.
- Exciting might mean a chat with your friends, a cup of tea, or walking the dog etc.



Learning Journey Checklist	
Chemistry Chapter 2 - Structure and bonding	
1	I can explain how ions are formed.
2	I can describe how ionic bonds are formed.
3	I can explain the melting point and electrical conductivity of ionic compounds.
4	I can describe how a covalent bond is formed.
5	I can explain why simple molecular substances have low melting points and do not conduct electricity.
6	I can explain why diamond is hard and graphite is slippery.
7	I can describe the structure and uses of fullerenes and graphene.
8	I can describe the nature of bonding in metals.
9	I can explain the properties of pure metals and alloys.
10	Separate only I can describe the benefits and risks of using nanoparticles.



- Timetable your revision

September 2024

CW	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
35							
36	1	2	3	4	5	6	7
37	8	9	10	11	12	13	14
38	15	16	17	18	19	20	21
39	22	23	24	25	26	27	28
40	30						

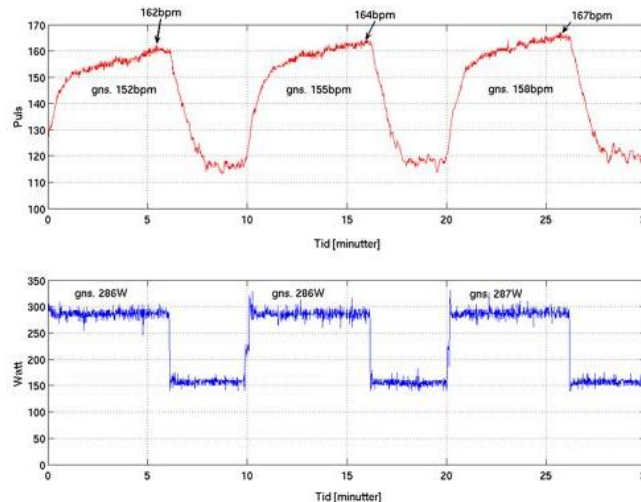
why it works

- If you don't timetable, you'll miss things out and end up not doing what you need to
- It feels like wasted time, but will save you work in the long run



Intervals / interleaving

- Timetable your revision to repeat subjects and topics
- Gaps between study should be short (1-2 day



why it works

- Gaps and repetition have an additive effect
- It helps you remember more facts and knowledge



Active recall

- Don't read the book- try and recall it without the text to hand
- It may help to explain things to a friend or family member
- Get your parents involved (especially if they bug you to revise)!!

why it works

- If you just read things you end up thinking you know more than you actually do
- Active recall helps you deepen learning



Flash Cards

- Writing summarised notes on cards which you can turn over and try to remember
- Cards you can remember easily can be put in one pile
- Cards you don't remember easily can be put in another pile to come back to more often



why it works

- You can get through things in small chunks
- You can also use this with active recall.



Quizzes

- Make yourself a quiz on an app, or share them with friends
- You can also search for quizzes online on platforms such as wayground, quizlet etc.



why it works

- Helps to force recall in a pressure-free environment



Quizlet can also be used for flash cards/matching games



Quizlet

- Use the QR code.
- Work your way through the cards.
- Play the “match” game.



bit.ly/3TpZLjb



No multi-tasking

- If your phone is to hand, you'll end up using it!
- Turn off notifications for your social media apps if you use technology for revision

why it works

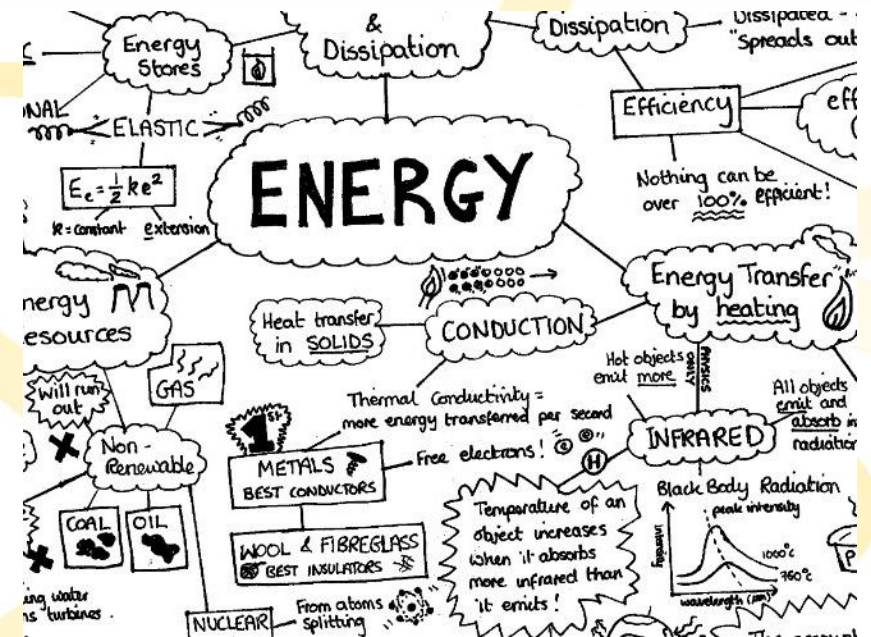
- If you're distracted, you'll remember a lot less!





Make Connections

- mind-maps are great for making connections between ideas
- Popplet is great for this!



why it works

- This is visual and you can "paint a picture" with your revision.



READ

Read a chunk of information.

COVER

Cover it up.

WRITE

Write as much detail as you can about the information.

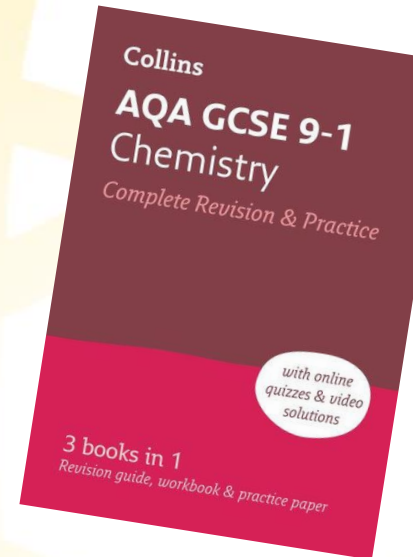
CHECK

Check your work against the original.

Read, Cover, Write, Check

why it works

- A form of active recall.
- You can fill in gaps and build confidence quickly.





Practice Questions

- Practice exam style questions
- Mark them and review any WWWs and EBIs to improve your skills

Q1. Diagram 1 shows a section through the heart.

Diagram 1

(a) Use words from the box to label parts A, B, C and D.

artery	atrium	capillary	platelet	vein	ventricle
--------	--------	-----------	----------	------	-----------

(4)
(Total 4 marks)

Q2. Complete each sentence about the heart by choosing the correct words from the box.

an artery	an atrium	a cuspid valve
a semi-lunar valve	a vein	

A ventricle fills with blood by the contraction of _____.

When a ventricle contracts, blood is forced into _____.

When a ventricle relaxes, the backflow of blood into it is prevented by the closing of _____.

(Total 3 marks)

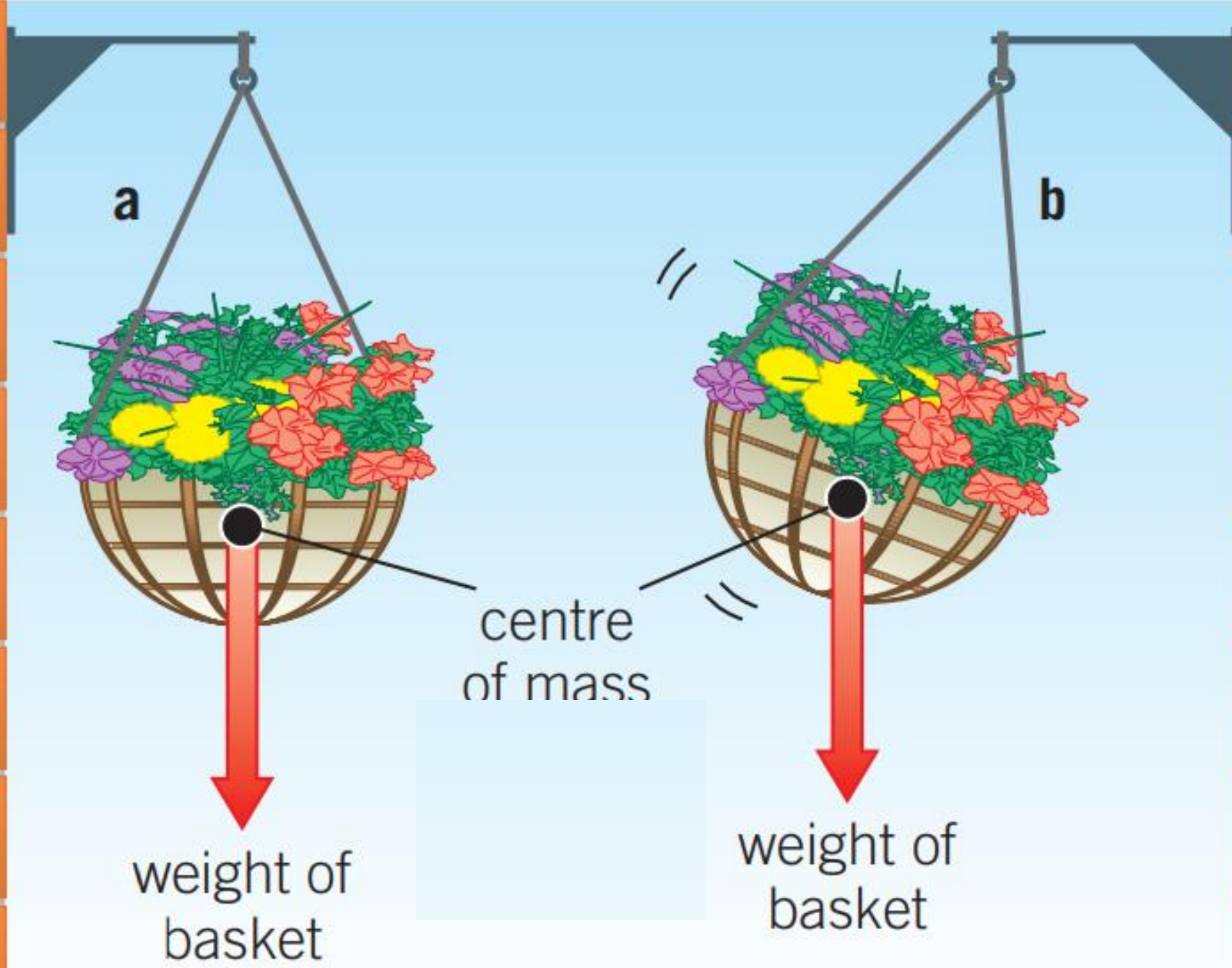
why it works

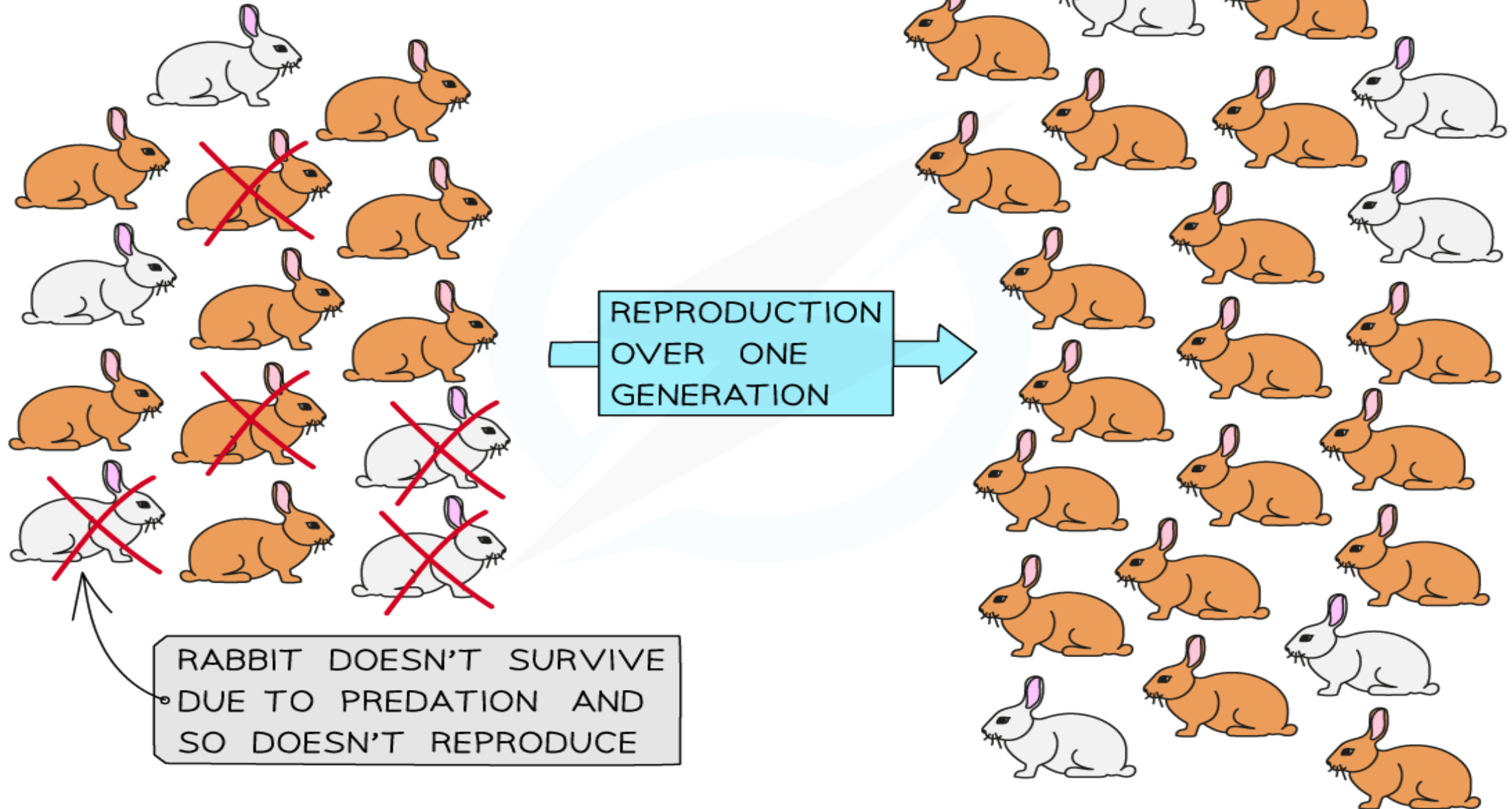
- You will face a certain style of question in each subject
- If you're used to them, you won't make silly mistakes

Available from your teacher or search online



The







Using a variety of approaches means that you will keep going for longer.

Useful websites

physicsandmathstutor.com



 Save My Exams

Save My Exams

BBC Bitesize

BITESIZE

Seneca



Google Classroom Recap and Recall

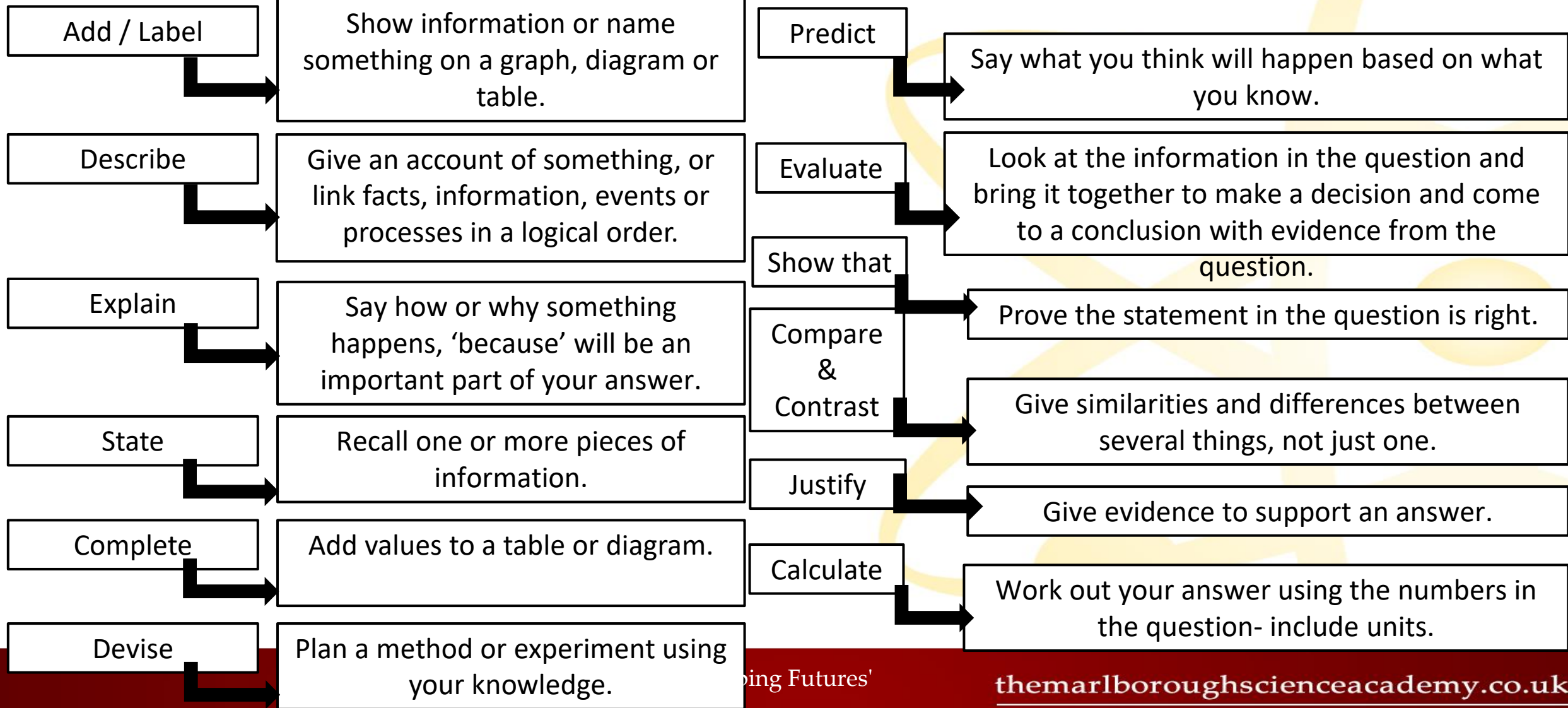
AQA Website – Past
exams and
commentary





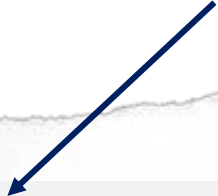
Command words in Science







What is the **command word**?



State three types of chemical bonding
(3 marks)

What is the question asking of you?



All you need to do is list/write down 3 types of bonding.



Using exam questions

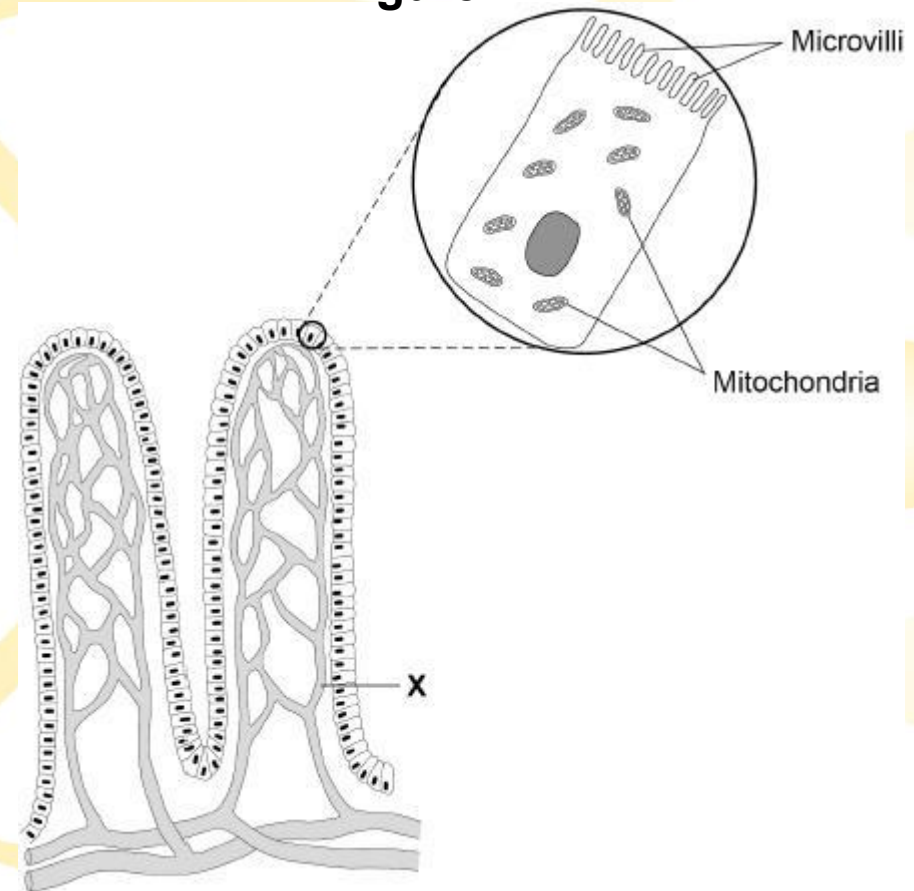
1. Attempt the question with no extra help.
2. Look at the topic (revision guide or reliable website).
3. Fill in any gaps in your answer using another colour.
4. Use the mark scheme to mark your answer and work out what you missed.



Question

- **Figure 1** shows two villi.
- **Figure 1** also shows one cell on the surface of a villus as seen using an electron microscope.
- Explain how villi are adapted for efficient absorption of sugar molecules.

Figure 1



The rate of diffusion can be affected by a number of factors:

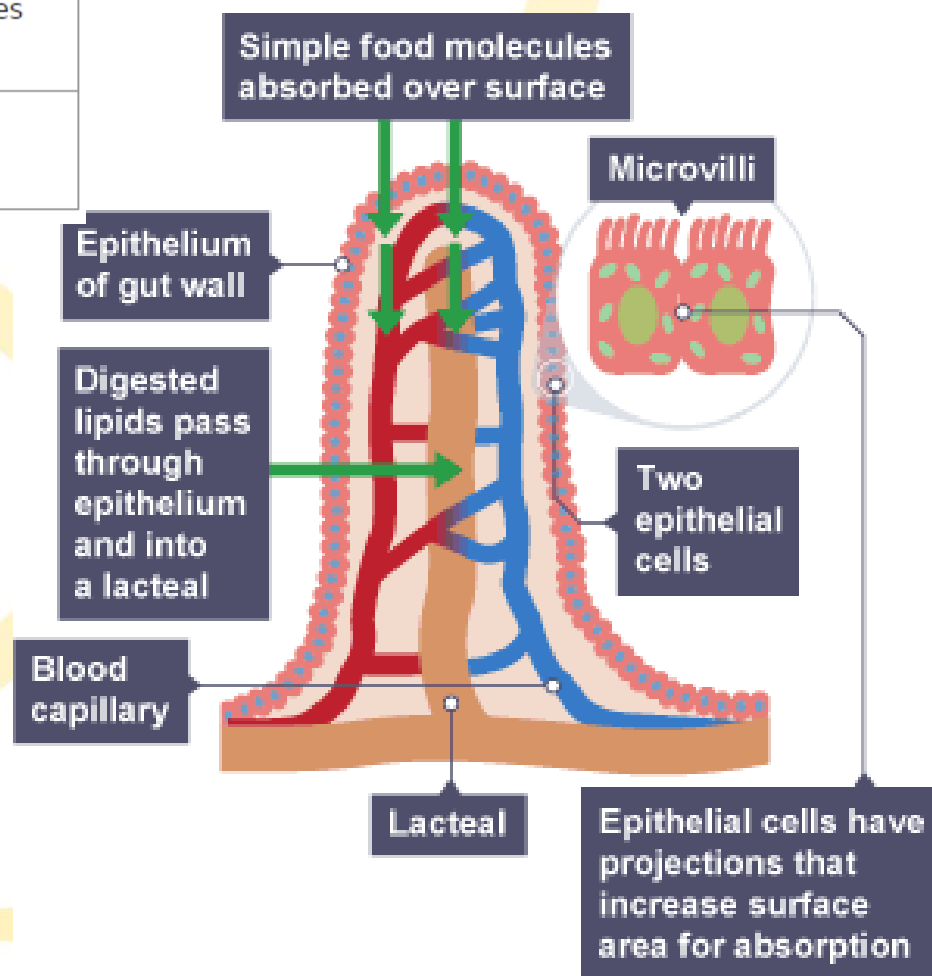
Factor	Reason
The concentration gradient	The greater the difference in concentration, the quicker the rate of diffusion.
The temperature	The higher the temperature, the more kinetic energy the particles will have, so they will move and mix more quickly.
The surface area of the cell membrane separating the different regions	The greater the surface area, the faster the rate of diffusion.

Information (from BBC Bitesize)

The epithelial cells that cover each villus themselves have projections called microvilli .

These all increase the surface area over which digested food – now simple molecules – is absorbed.

Most of the digested food passes through the epithelial cells of the gut wall and is carried by blood to the liver. Digested lipids pass through the gut wall and enter the lacteals.

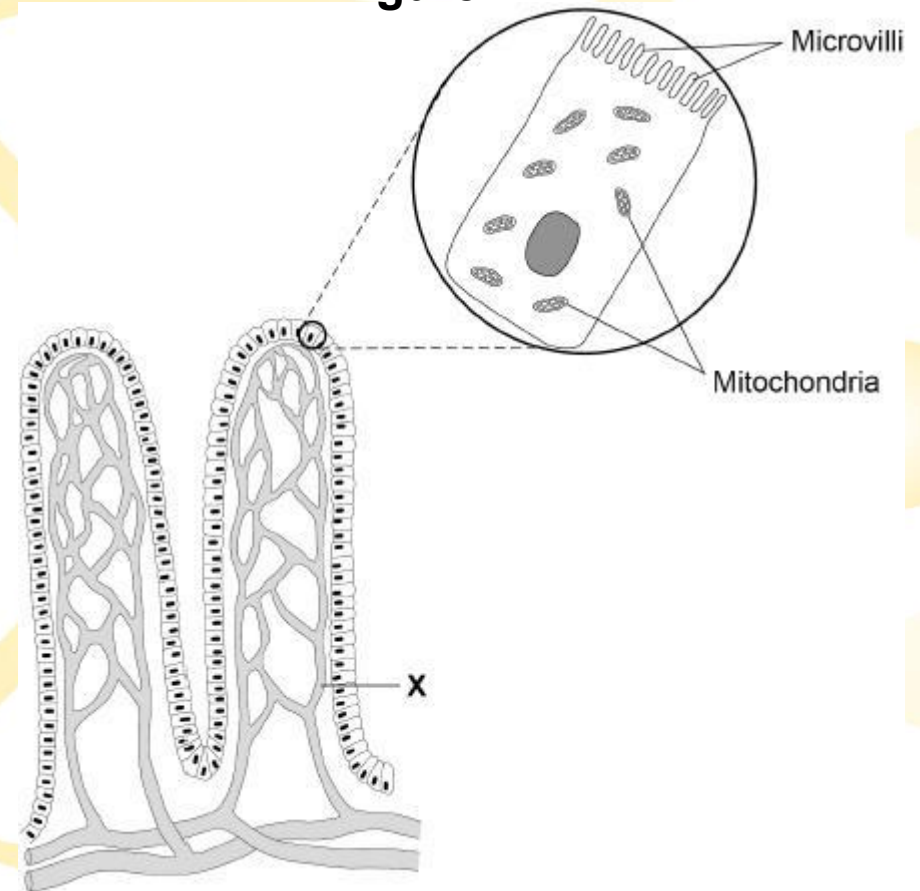




Question

- **Figure 1** shows two villi.
- **Figure 1** also shows one cell on the surface of a villus as seen using an electron microscope.
- Explain how villi are adapted for efficient absorption of sugar molecules.

Figure 1





Mark scheme

- **Level 2:** Relevant points (reasons/causes) are identified, given in detail and logically linked to form a clear account.
 - 3–4
- **Level 1:** Points are identified and stated simply, but their relevance is not clear and there is no attempt at logical linking.
 - 1–2
- No relevant content
 - 0



Mark scheme

Indicative content

- have (many) microvilli
- (to) increase surface area
- wall of villus only one cell thick **or** is thin
- capillaries are close to surface
- (so) short pathway
- good blood supply
- (to) transport food molecules away **or** to the body

- (and) maintain a diffusion gradient
- cells have many mitochondria
- (where) respiration takes place
- (where) energy is transferred
- (as) active transport requires energy
- energy is needed to absorb sugar / food / molecules

For Level 2 must make links between structure and it's function.



- After school sessions:

Science After School Revision 2025

Thursdays 3:15 - 4:15 F8

2 nd Oct	Structure and bonding
9 th Oct	Energy
16 th Oct	Photosynthesis
23 rd Oct	Electricity
30 th Oct	Half Term
06 th Nov	Chemical Changes
13 th Nov	Atomic Structure (radioactivity)
20 th Nov	Moving and changing materials
27 th Nov	Chemical Quantities
04 th Dec	Waves
11 th Dec	Health Matters
18 th Dec	Rate of reaction

Muse Printables





Mastering GCSE Maths in 2026



The secret?

It's not magic, it's hard work!



Beyond the Grade ~ the Power of the Pass

- A strong Grade 4, or 5 unlocks the door for most college courses and apprenticeships and University applications
- A Grade 7+ opens doors to STEM and top-tier courses.





Maths is a Life Skill

- Maths gets you everywhere; when people say 'ah, I can't do maths', they're fibbing.
- Maths got you here tonight. Time? A measure. Route? A problem that has been solved. But beyond that
- Revision teaches you to be resilient. "I don't know this" – yet. "I can't do this" – yet.
- Problem solving and critical thinking are essential in everyday life! We are doing this all of the time! Finance, budgeting, time management, logic puzzles, even interviews. All maths.



What does Year 11 look like?

Two rounds of PPE (mock) exams, October and February.

Both sessions include the half term breaks to give students time to relax during the exams.

This is also to give our students extra time to revise!



PAPERS

- **All 3 papers:** 1 hour 30 minutes
- **Higher:** Grades available: (3) 4 to 9
- **Foundation:** Grades available: 1 to 5

EXAM





The **ONLY** way to revise Maths... Is to DO Maths!!

Craig Barton, 'How I Wish I'd Taught Maths' 2017



The only way to learn maths is to do maths.

- Reading about it will not help, alone. Looking at revision books will not help, alone. Highlighting chunks of text will not help, alone.
- Active involvement will get you there! Read the examples in the book and then do practise questions.
- Check your answer against the mark scheme. Got it wrong? Try again. Ask for help in identifying your misconception. Try again.
- Use past papers. Become very VERY familiar with the mark scheme. See where you are losing marks!
- Action: Get a pen and paper! Make EVERY revision session an active session



Know your calculator

- There's a new model out!
- Two thirds of the papers are calculator papers so use your calculator as often as you can
- Remember to write down on your paper everything that you put into your calculator.
- Get to grips with when to close brackets for trig, for example!
- Know where your power button is for percentage questions.



How to use past papers

Either:

- Complete each paper in exam conditions (90 minutes per paper)
- Mark at the end

Or:

- Complete in 20/30 minute chunks and refer to the mark scheme

And/Or:

- 'Teach' somebody at home how to do something that you are currently revising
- Mark as you go

Crucially; no music is allowed. Exams are silent operations!



Don't be scared of the mark scheme....

Guidance on the use of abbreviations within this mark scheme

M	method mark awarded for a correct method or partial method
P	process mark awarded for a correct process as part of a problem solving question
A	accuracy mark (awarded after a correct method or process; if no method or process is seen then full marks for the question are implied but see individual mark schemes for more details)
C	communication mark awarded for a fully correct statement(s) with no contradiction or ambiguity
B	unconditional accuracy mark (no method needed)
oe	or equivalent
cao	correct answer only
ft	follow through (when appropriate as per mark scheme)
sc	special case
dep	dependent (on a previous mark)
indep	independent
awrt	answer which rounds to
isw	ignore subsequent working



Focus on revision:

- The biggest mistake made with revision is to continually go over the easiest questions.
- Research shows that effective revision begins where it is getting harder; desirable difficulty.
- Pre-requisites for both successful learning and successful revision are self-regulation, motivation, and understanding. Step away from your phone, know what you are getting right BUT get to grips with what you are doing wrong!



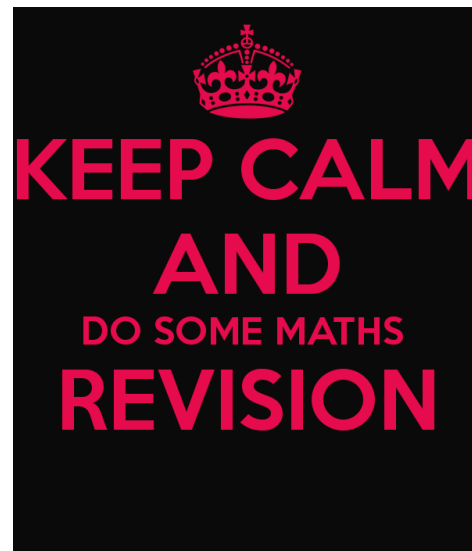
What to do if I need help?

- Speak to your teacher/mentor/friends/Specialised Learning team.
- Ask someone to help you to plan your revision timetable.
- Revise with friends. Attend revision sessions that are available. Get the revision guides. Use Sparx Maths wisely.
- Use revision websites and videos; BBC Bitesize has self-assessment built into every topic; Corbettmaths has videos and genuine exam questions for every topic and MathsGenie similarly has videos and has other curated exam questions. YouTube has many helpful videos.
- Don't bottle it up or put it off, there is always help available for those who ask for it.



Activity ~ 10 minutes

- Try some questions for yourselves and check out the mark scheme!





Most importantly

If you want to pass this exam, show all of your
working out!!



- **Thank you for coming. We hope you found this session supportive**
- ***Please could you fill in the evaluation sheet on your table***
- **Have a safe journey home**