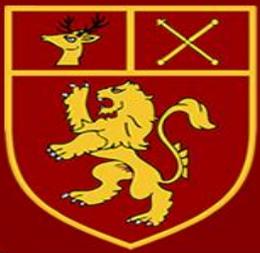


# Year 11

# GCSE Support

# 2024



# Three-way Partnership

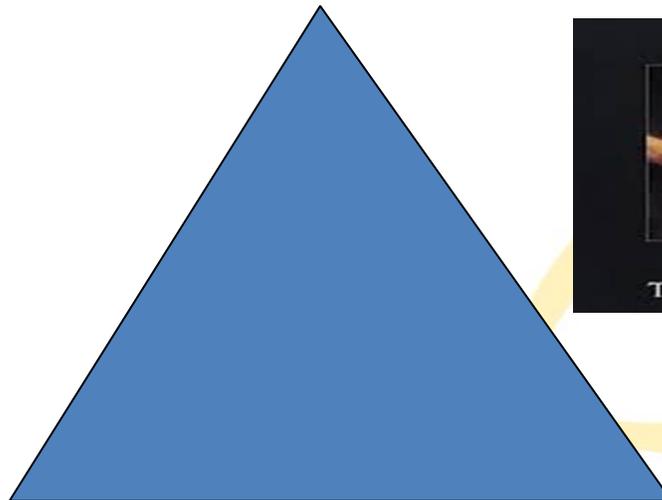


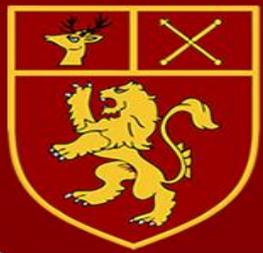
Student



School

Family



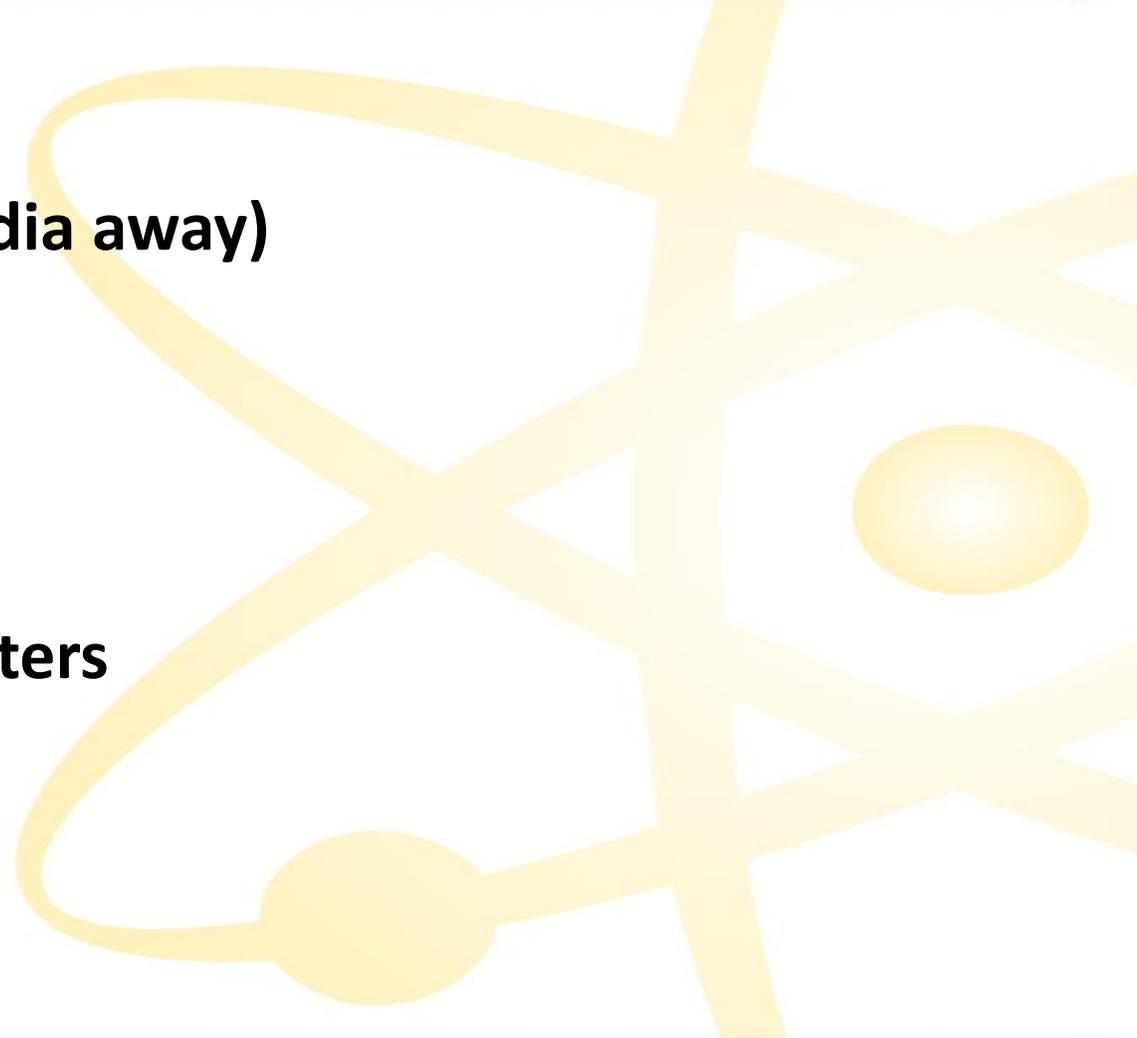


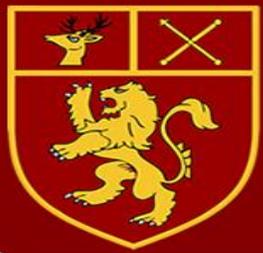
## **Before you do any revision**

- **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**





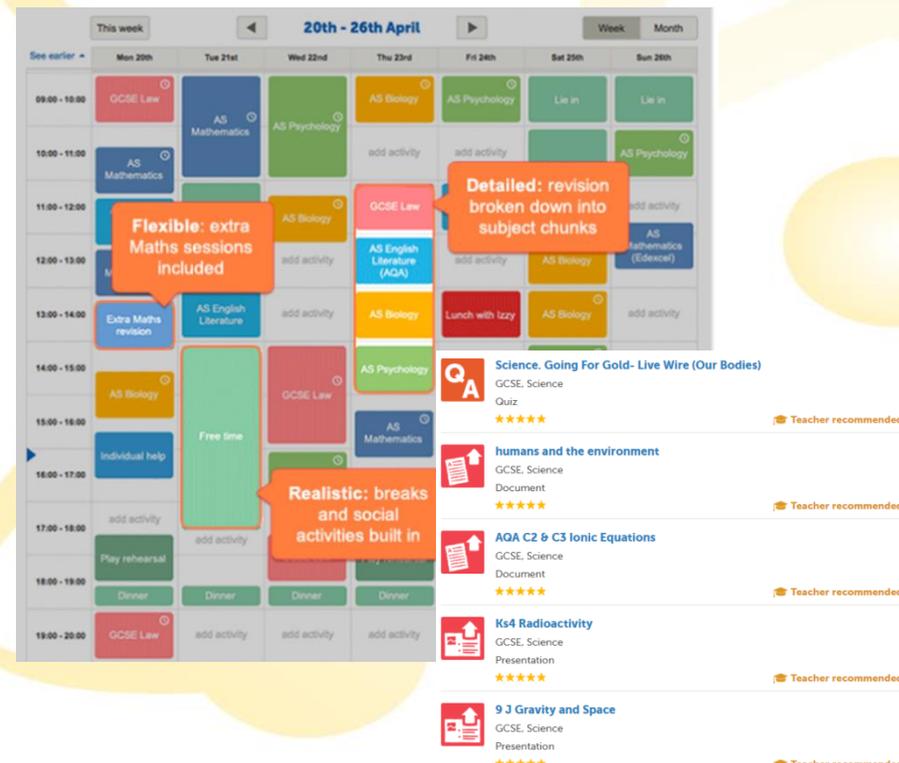
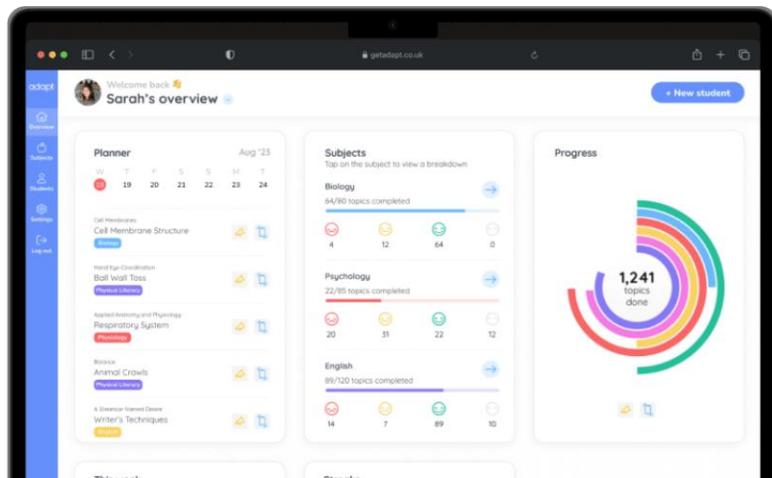
# Your training schedule

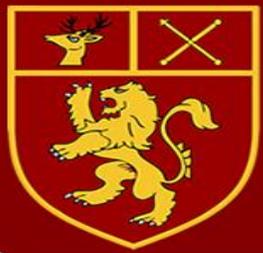
It starts with a revision timetable

<https://mystudylife.com/>

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

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





# Working Together:

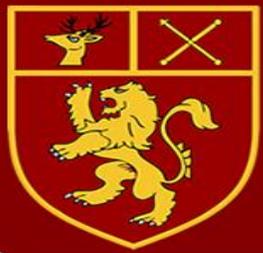
## How to prepare for the GCSE English Language and English Literature exams

### PPEs:

- October 2024
- March 2025

### Summer Public Examinations

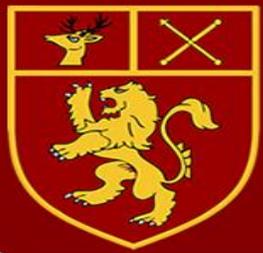
- Lit Paper 1: Monday 12<sup>th</sup> May am
  - Lit Paper 2: Tuesday 20<sup>th</sup> May am
  - Lang Paper 1: Friday 23<sup>rd</sup> May am
- HALF TERM
- Lang Paper 2: Friday 6<sup>th</sup> June am



# What can I do to help?

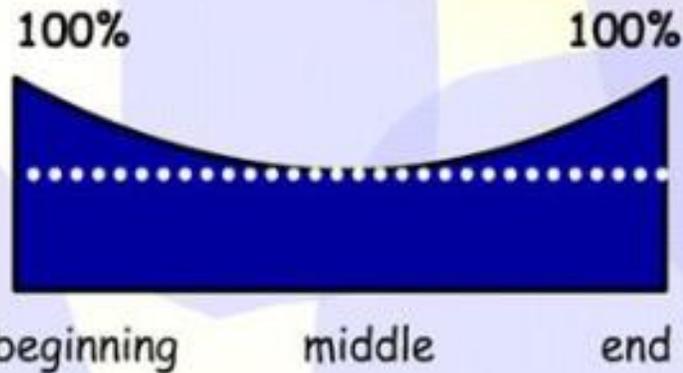
- Computer access
- Time and space
- Smiles and firm encouragement
- Healthy eating
- Lots of hydration
- Encourage sleep
- Encourage exercise
- Paper, pens, highlighters, pencils, post-its
- A watch, clock or timer
- Revision guides and podcasts
- Newspapers



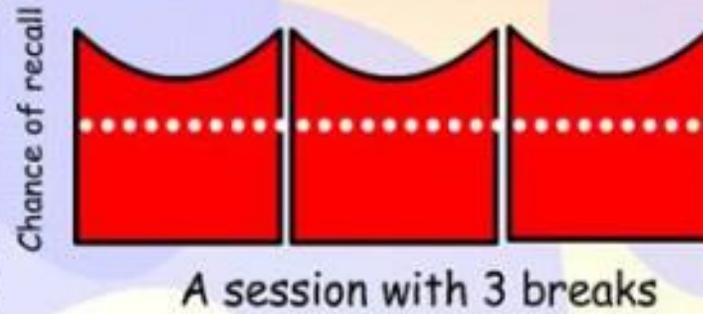


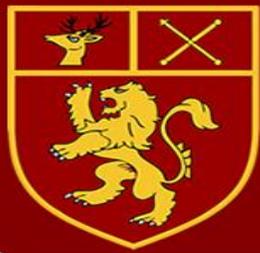
# Did you know..?

If you study for a long period, there is only one beginning and one end - so your attention drops and you remember less.



But if you divide that one long period up into 3 short ones, you have 3 beginnings and 3 endings. So you remember more.



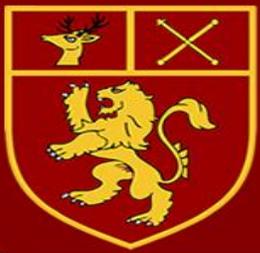


# Creating a revision timetable

- 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

	9-10	10-11	11-12	12-1	1-2	2-3	3-4	4-5	5-6	6-7
Mo										
Tu										
We										
Th										
Fr										

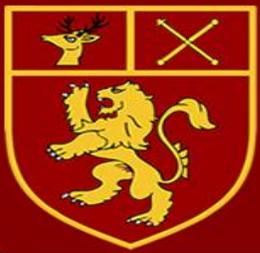
- Plan in breaks for regular hobbies.
- Incentivise & reward.
- Keep each session between 45 – 60 minutes max with 'chunks' of learning



# 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.



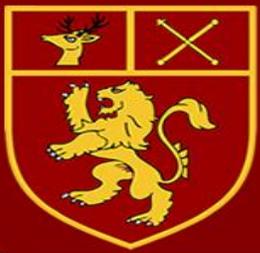
# English Literature

## Paper 1 (1 hr 45 mins)

- Shakespeare - *Romeo and Juliet* or *Macbeth*
- 19<sup>th</sup> Century Novel - *A Christmas Carol*

## Paper 2 (2 hrs 15 mins)

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



# English Literature Paper 1: Shakespeare

## Revision Strategy:

### Cornell Notes

#### What you need to know:

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

**Cornell Note Taking Guide**

CUES (reduce & recall)	NOTES (record)
<p><b>AIM</b> reduce notes to essential ideas to practice recall</p> <p>WRITE SOON AFTER CLASS</p> <p><b>Step 1:</b> Review NOTES column + pull out: - key words - key concepts - authors - dates - facts</p> <p><b>Step 2:</b> Formulate questions based on your NOTES e.g. what are Pascal's 4 principles of complexity theory?</p> <p><b>Step 3:</b> Write these cues and questions in this column alongside the corresponding NOTES</p>	<p>DATE MODULE/CLASS TOPIC</p> <p><b>AIM</b> record as many key points as possible {TAKE DURING CLASS}</p> <p><b>What do I write here?</b></p> <ul style="list-style-type: none"> <li>- key words and ideas</li> <li>- important dates / people / places</li> <li>- diagrams / charts</li> <li>- formulas</li> <li>- examples / case studies</li> <li>- critique - strengths / limitations</li> </ul> <p><b>Top tips</b></p> <ul style="list-style-type: none"> <li>- use bullet points instead of full sentences</li> <li>- use symbols and abbreviation</li> <li>- leave a line between ideas</li> <li>- don't mindlessly copy from the slides or textbooks - write in your own words where possible</li> <li>- use a method that works for you. Take notes in a format that you understand so you can make sense of them later.</li> </ul>
<p><b>SUMMARY (reflect &amp; review)</b></p> <p><b>AIM</b> review the main ideas + reflect on their importance</p> <p>Briefly summarise the main points from your notes. This review is useful when searching for info later.</p> <p><b>Think about:</b> - why is this info important? - what conclusion can I draw?</p> <p>CHLOEBURROUGHS.COM</p>	

# CUES

(reduce & recall)

AIM  
reduce notes to essential ideas to practice recall

WRITE SOON AFTER CLASS

## Step 1.

Review NOTES 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 cues and questions in this column alongside the corresponding NOTES

DATE MODULE/CLASS TOPIC

# NOTES (record)

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 abbreviations
- 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 & review)

AIM  
review the main ideas + reflect on their importance

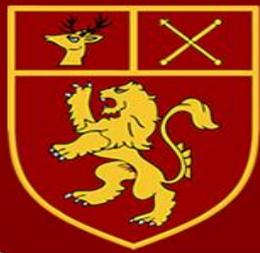
WRITTEN AFTER CLASS

Briefly summarise the main points from your notes. This section is useful

Think about:

- why is this info important?

# Your Turn:



# English Literature Paper 1: C19th Novel

## What you need to know:

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

## Revision Strategy:

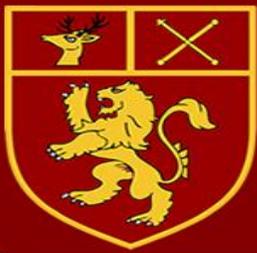
### Flashcards and Quizlet

436

'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

• 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' → haunt 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".



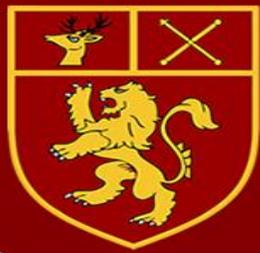
Exposure:  
What poems can I compare it to?

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









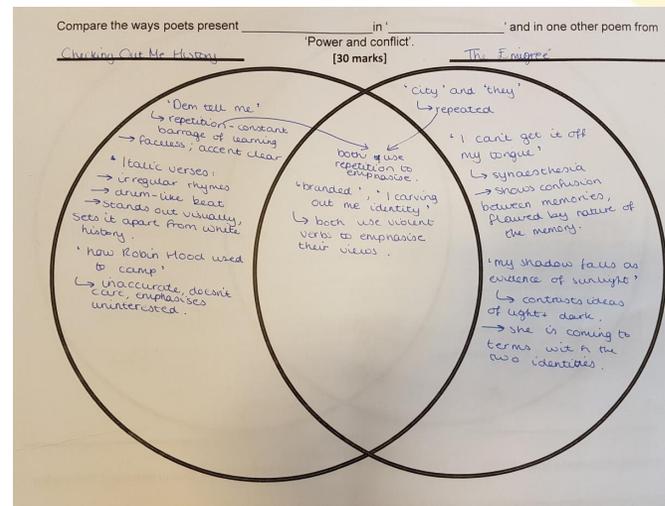
# English Literature Paper 2: Poetry

## 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

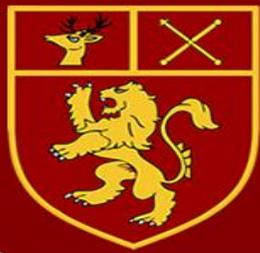
## Revision Strategy:

## Venn Diagrams/tables



Power and Conflict poems

Power of nature	Conflict	Power of memory	Inner Conflict	Physical conflict	Any other
Ozymandias "king of Kings"	Tissue "Paper that let the light shine through"	The Prelude "there hung a darkness, call it void"	The Emigrants "banned by the state"	Poppo "spiral of paper roll"	Checking out my history "dem tell me, dem tell me"
Storm on the Island "we built our houses round"	Checking out my history "I carrying out me identity"	War Photographer "ordinary pain"	Ramona "powerful incandescent"	Exposure "winded, successive puffs of bullets mean no harm to"	Storm on the Island "a huge, steady blow and huge"
Ramona "with a flame both sides burning"	Remains "every round of it not enough for life"	My last Duchess "My gift of a nine-hundred-year old name"	Tissue "a hand hat written in the name and history"	Ozymandias "cestral words, boundless and bare"	My last Duchess "I gave commands then all smiles packed together"
London "Runs in blood down palace walls"	The Emigrants "I can't get it off my tongue"	Bayonet Charge "pulsing tear"	Checking out my history "my gift of a nine-hundred-year old name"	Tissue "With living tissue, rust a structure"	The Emigrants "I am branded by an invisible handprint"
Ramona "was no longer the pale, that sat there"	The Prelude "a trouble to my dreams"	Poppo "the dark pull pressing against the sky"	London "mind-forged manacles"	Checking out my history "happier stream"	War Photographer "All flesh is grass"
War Photographer "his bloody life in my bloody hands"	Remains "his bloody life in my bloody hands"	Bayonet Charge "myself celebrated of my heart and ribbons"	The Emigrants "I pulled supper-wine"	Checking out my history "someone had blundered"	Ramona "I must have somewhere when my heart was broken"
My last Duchess "having a sea niece"	War Photographer "half-armed figure"	Exposure "merciless ice eastward that knew us"	Ozymandias "half-dead, a mattered image lies"	Storm on the Island "I am branded by an invisible handprint"	Tissue "In the ball of the man"

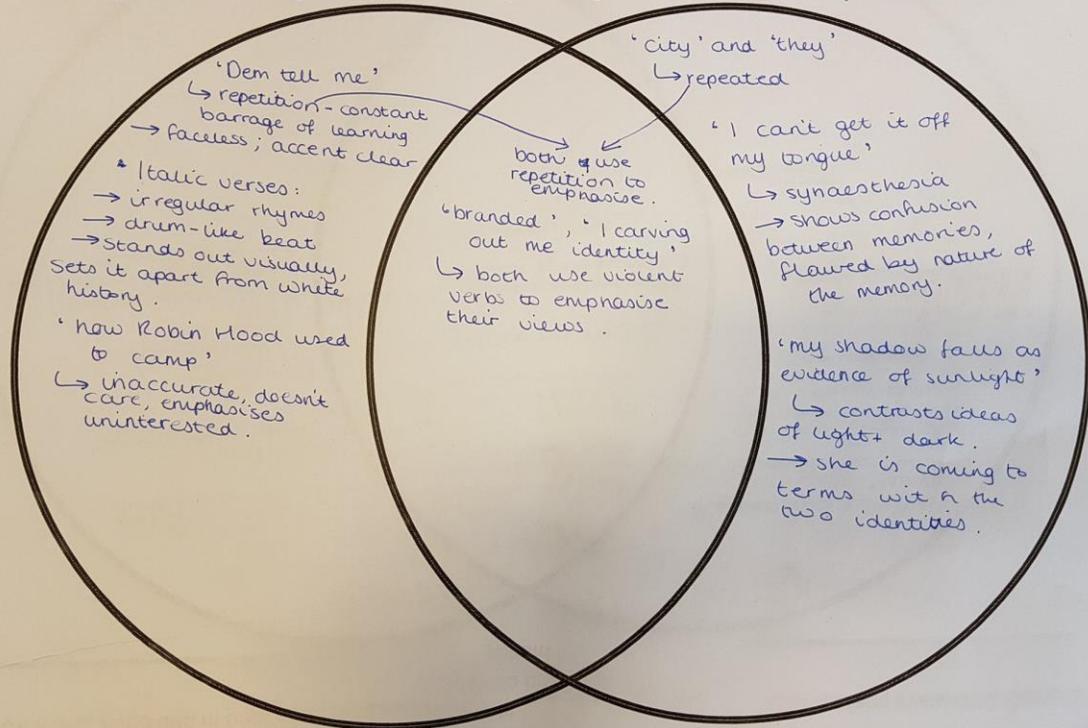


Compare the ways poets present \_\_\_\_\_ in '\_\_\_\_\_ ' and in one other poem from \_\_\_\_\_

Checking Out Me History

'Power and conflict'.  
[30 marks]

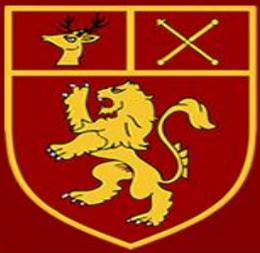
The Emigree



Power and conflict poems.

Power of nature, Conflict, Power of memory, Inner conflict, Physical conflict, Any AOB

Ozymandias "King of Kings"	Tissue "Paper that let the light shine through"	The Prelude "there hung a darkness, call it solitude"	The Emigree "banned by the state"	Poppies "sparrows 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 pebble, black and huge"
Kamikaze "little fishing boats striking out like bursting"	Remains "every round as it hit not enough his life"	My Last Duchess "My gift of a nine-hundred-years-old name"	Tissue "a hard hat written in the names and histories"	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 forms, 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"	Poppies "The dove pulled freely against the sky"	London "mind-forged manacles"	Checking out me history "happier stream"	Poppies "the world overflowed into a hearse-chest"	War Photographer "All flesh 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 man held the better way to die"	London "plagues the marriage hearse"
My Last Duchess "taming a sea horse"	War Photographer "half-formed ghost"	Exposure "merciless ice-east winds that knife us"	Ozymandias "half-sun, 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"



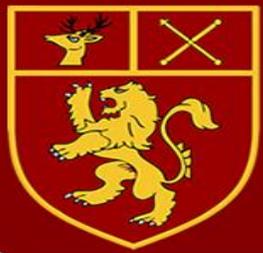
# English Language

## 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)



## English Language: Paper 1 Section A (Reading)

### What you need to know:

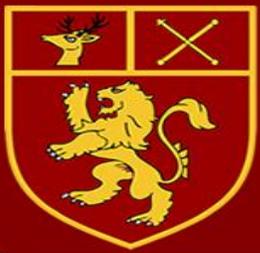
- Key terminology for analysing new texts
- Connectives
- PETER (C) structure

### Revision Strategy:

#### Post-it notes

- Use post-it notes, strategically placed around your home, to remind you of key terms.
- This is a good





# English Language: Paper 1 Section B (Writing)

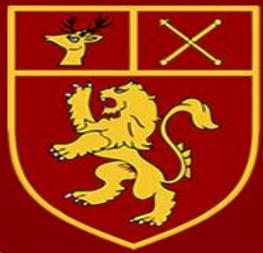
## What you need to know:

- How to respond to the given image
- How to structure a piece of descriptive or narrative writing
- How to use a variety of techniques
- How to demonstrate a sophisticated writing style

## Revision Strategy:

Magnifying glass





# English Language: Paper 2 Section A (Reading)

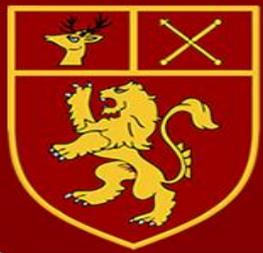
## What you need to know:

- Key terminology for analysing new texts
- Connectives
- PETER (C) structure

## Revision Strategy:

### Online Resources





# English Language: Paper 2 Section B (Writing)

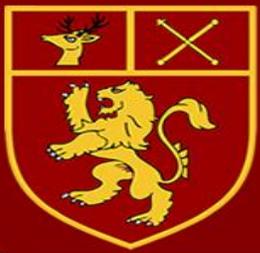
## What you need to know:

- How to structure a piece of non-fiction
- How to use the generic conventions
- How to use a variety of techniques
- How to demonstrate a sophisticated writing style

## Revision Strategy:

### Revision Guides





## Other useful *free* resources

### Online

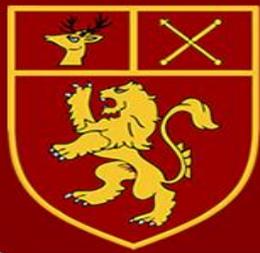
- AQA exam board website
- SAM Learning
- Seneca Learning
- News websites
- YouTube (Mr Bruff)
- Android/iOS apps
- Sample papers on Google Classroom

### DIY

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

### Other

- Local newspapers
- TMSA staff & interventions



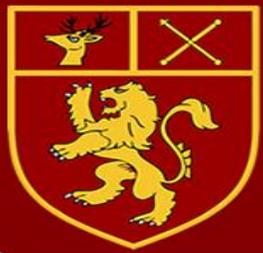
## What Next?

- 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

**Stress Reduction Kit**

**Bang  
Head  
Here**

Directions:  
1. Place kit on FIRM surface.  
2. Follow directions in circle of kit.  
3. Repeat step 2 as necessary, or until unconscious.  
4. If unconscious, cease stress reduction activity.



# Year 11 GCSE Evening - Science

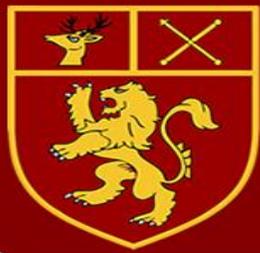
We study AQA Science GCSEs.

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.

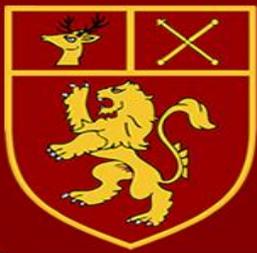
# Combined Sciences

## 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.

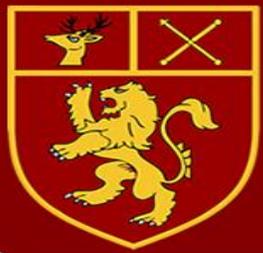
# Separate Sciences

## 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.

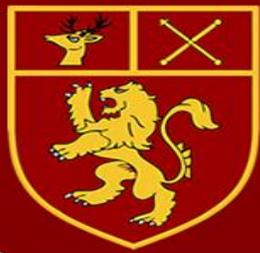


The Marlborough  
Science Academy  
*'shaping futures'*



# 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.
  - Get the correct revision guide.
  - Consult the learning journey.

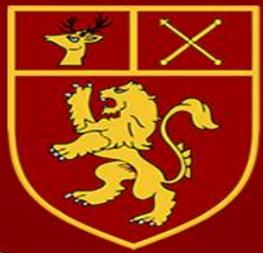
# Take enough breaks

- 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.

**KS4 Biology AQA**  
 Name \_\_\_\_\_  
 Class \_\_\_\_\_  
 Teacher \_\_\_\_\_

P. R. O. U. D.

Yr9	Cell Biology	Different Cells Cell division	Stem Cells	Microscopes	Respiration
↓	Moving and Changing Materials	Diffusion and Osmosis	Enzymes	Exchange Surfaces	Plant and Animal Transport
↓	Photosynthesis	Plant Adaptations Plants and Water	Photosynthesis	Diffusion in Plants	↓
↓	Health Matters	Communicable Diseases	Pathogens	Immune Response	Controlling spread of Microorganisms disease
Yr10	Health Matters	Non-communicable diseases	Cancer	Lifestyle Factors	↓
↓	Coordination and Control	Homeostasis Endocrine System	Insulin and Diabetes	Nervous System	Control of Human Reproduction
↓	Genetics	DNA and Genes Protein Synthesis	Inheritance	Meiosis	↓
↓	Variation and Evolution	Variation Natural Selection	Darwin Speciation	Evolution	Fossil Evidence
Yr11	Variation and Evolution	Selective Breeding	Genetic Modification	Cloning	Extinction Classification
↓	Ecology	Ecosystems Abiotic and Biotic Factors	Biodiversity	Relationships Human Influence	Cycles



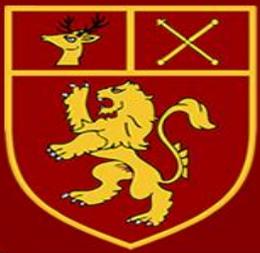
- Timetable your revision

### September 2024

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

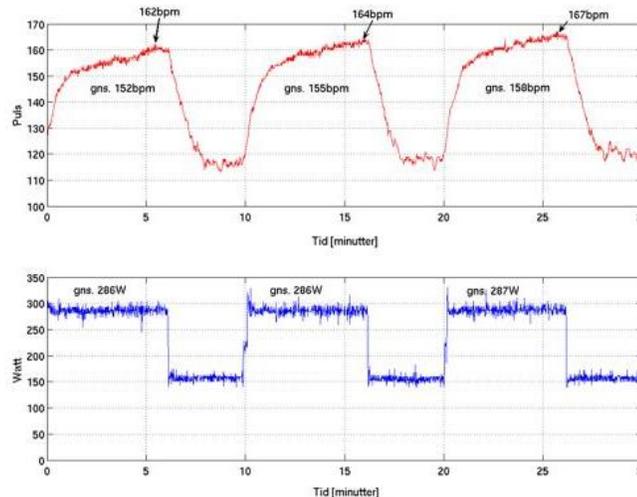
## why it works

- 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



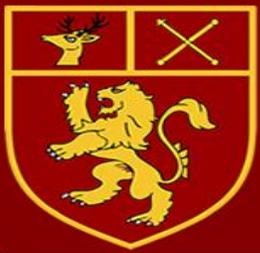
# Intervals / interleaving

- 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

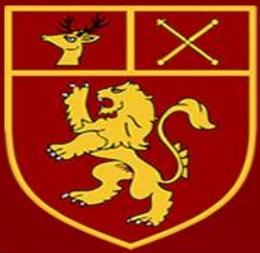


## Active recall

- 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



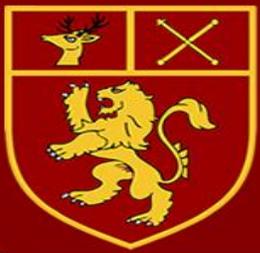
## Flash Cards

- 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 quizizz, quizlet etc.

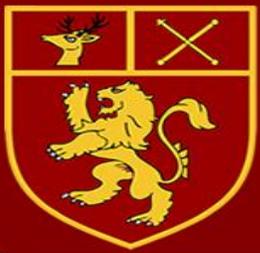
## why it works



- Helps to force recall in a pressure-free environment



**Quizlet can also be used for flash cards/matching games**

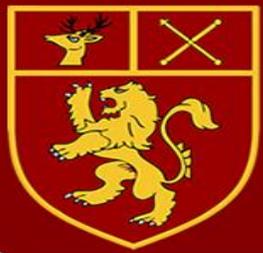


## Quizlet

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



[bit.ly/3TpZLjb](https://bit.ly/3TpZLjb)



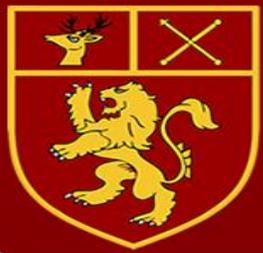
## No multi-tasking

- 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!



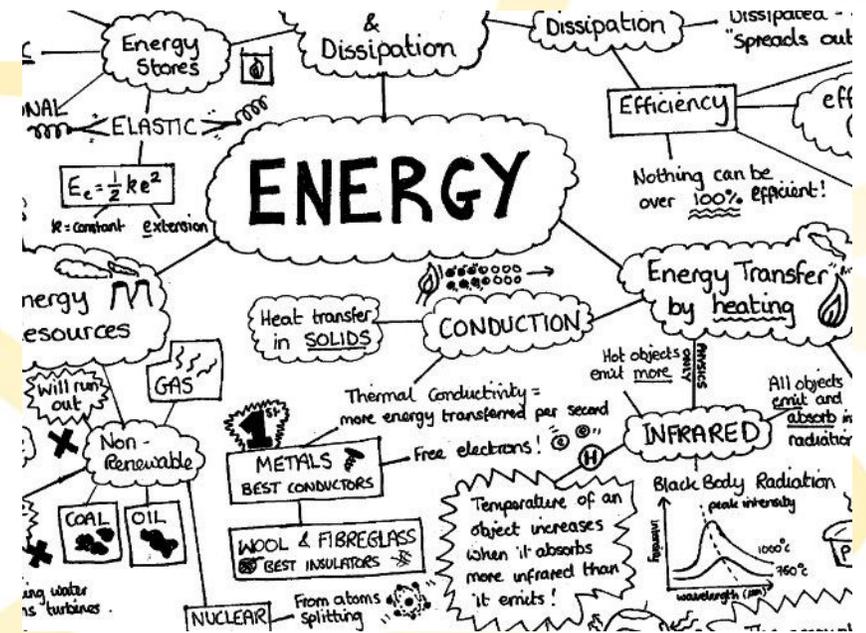


# Make Connections

- mind-maps are great for making connections between ideas

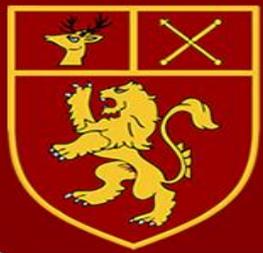


- Popplet is great for this!



## 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.

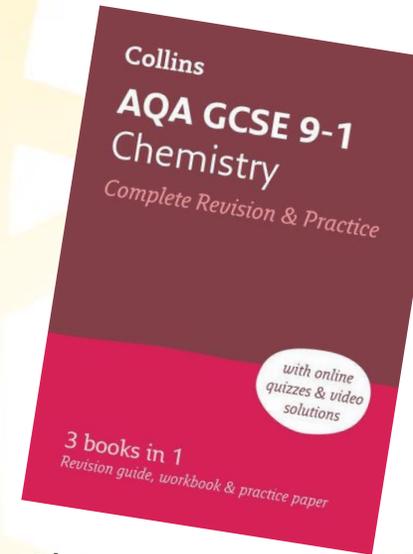
# CHECK

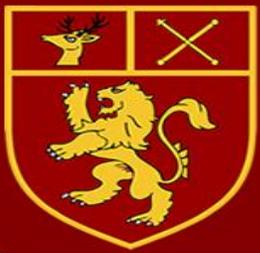
Check your work against the original.

# 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**



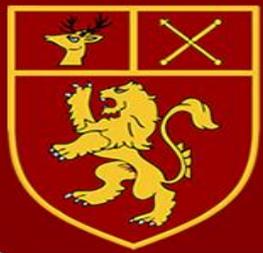
	1	2	3	4	5	6
A						
B						
C						
D						
E						



The Marlborough



	1	2	3	4	5	6
A						
B						
C						
D						
E						



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

## Useful websites

Math and Physics Tutor



 Save My Exams

Save My Exams

AQA Website – Past exams and commentary



BBC Bitesize

**BITESIZE**

Google Classroom Revision

Seneca



**GCSE Science Revision Classroom**

## GCSE revision tips and techniques for science students

[www.passgcse.com](http://www.passgcse.com)



### 1 USE FLASHCARDS

Write down the key points from a topic on a flashcard. You should put the topics you find easiest at the back of the cards and the harder ones at the front. This means you can focus more on the more challenging topics and less on the ones you already know.



### 2 USE MIND MAPS

Create mind maps on flashcards or plain A4 paper. Then revise from them periodically. Creating mind maps on a unit or topic helps you link concepts with one another and you can easily see which topics you need to spend more time on.

### 3 REVISE ACTIVELY

Use the 'read-cover-recite-check' method. All you need is a piece of paper and pen for this, but you can also use flashcards and mind maps.



### 4 SPACE OUT YOUR LEARNING

Start revising as early as you can and then go over topics at increasing intervals. E.g. 2 days, 5 days, 10 days etc until you can recall everything. This method drives information into your long-term memory. It ranks amongst the highest for effective learning techniques.

### 5 CHUNK YOUR LEARNING

Break up the large syllabus into smaller topics and then into individual concepts that are easier to digest. You can also use mnemonics to remember concepts. Common examples include ROYGBIV or OIL RIG.



### 6 WRITE YOUR OWN QUESTIONS

This is a way to actively engage in your learning. At school, or when you are reading your textbook, create at least one question that relates to your learning outcome. Then in your next revision session, try to answer the question.

### 7 PRACTISE PAST PAPERS

Practising exam papers ranks highest amongst effective learning techniques. They help you develop your subject knowledge and identify gaps in your knowledge. You'll also be able to spot recurring topics and use the mark scheme to learn how to best answer questions to get full marks.



### 8 TEACH SOMEONE ELSE

Teaching forces you to actively understand and recall what has been learnt. So how do you get an opportunity to teach? Well, you can get a study partner or take advantage of homework or classwork where the task involves presenting a topic.



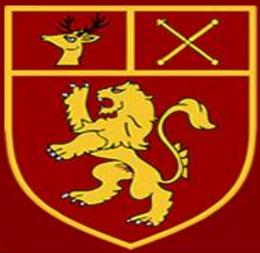
### 9 MAKE MENTAL ASSOCIATIONS

This is a technique used by top learning and memory experts. If you want to learn the EM spectrum for example, try associating each wave with a vivid image. Then link all the images together to form a story.

### 10 CREATE ANALOGIES

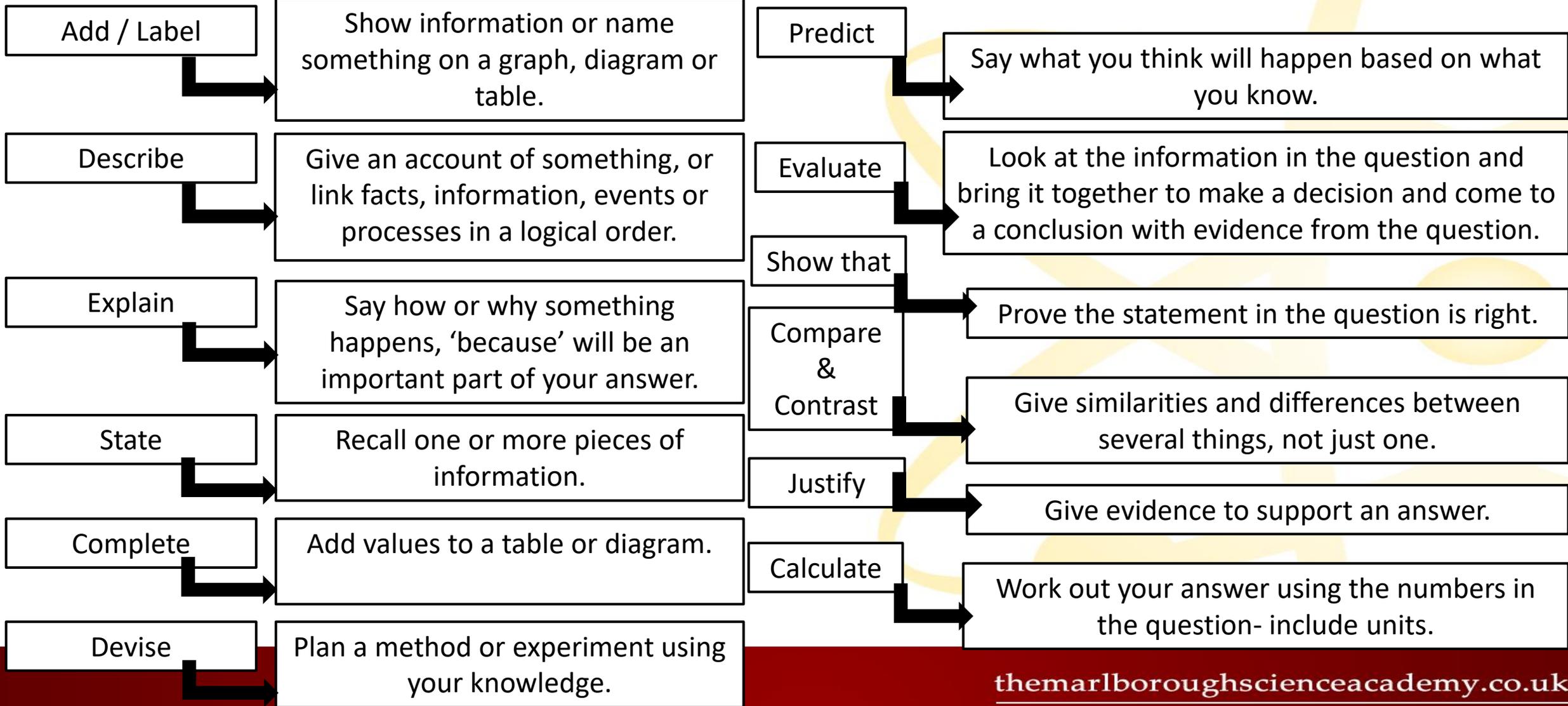
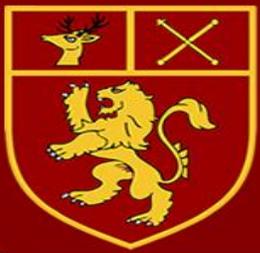
An analogy is when you compare one thing to another similar thing. E.g. you can liken a plant cell wall to a school wall because they both provide support. An analogy is a good way to show you understand what you have learnt.

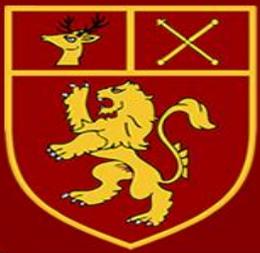




# Command words in Science







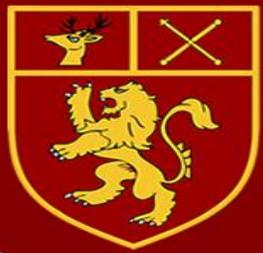
What is the **command word**?

**State** three types of chemical bonding (3 marks)

What is the question asking of you?

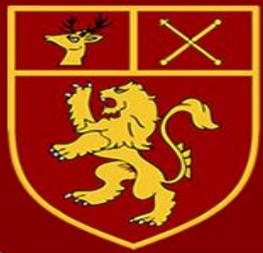


All you need to do is list/write down 3 types of bonding.



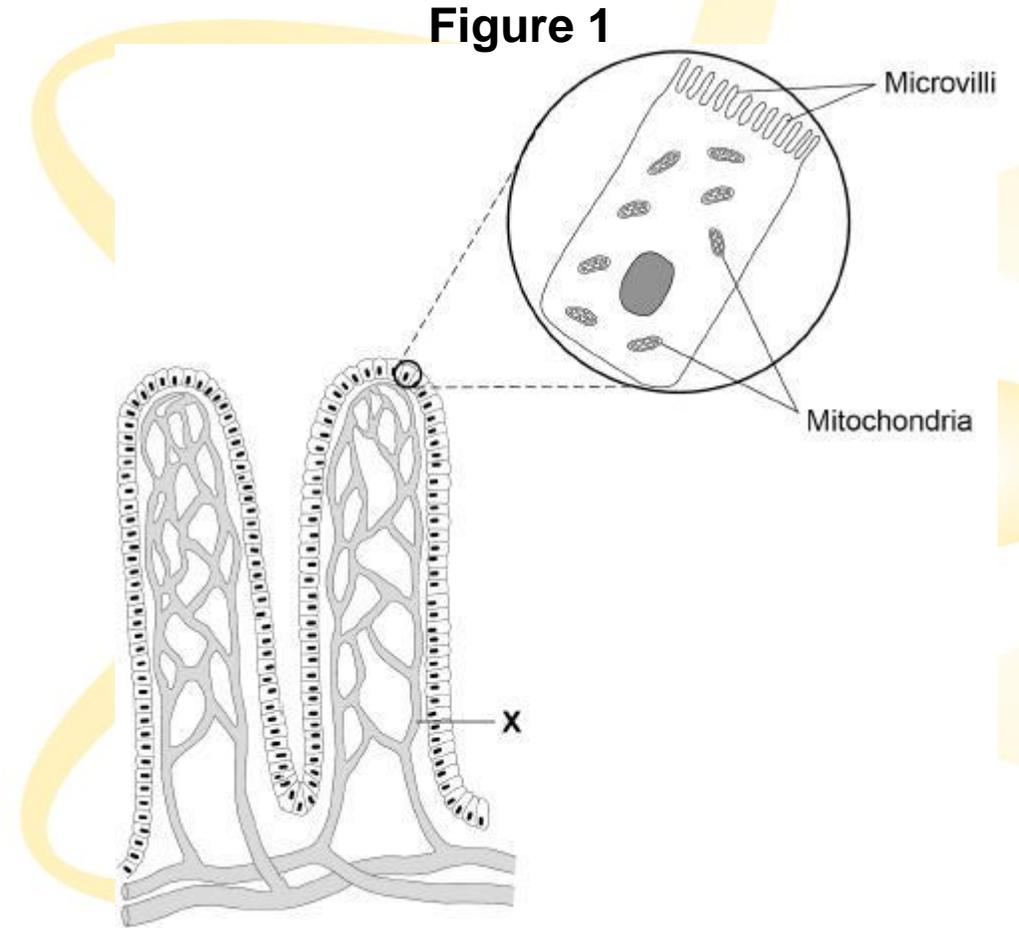
## Using exam questions

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.



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.

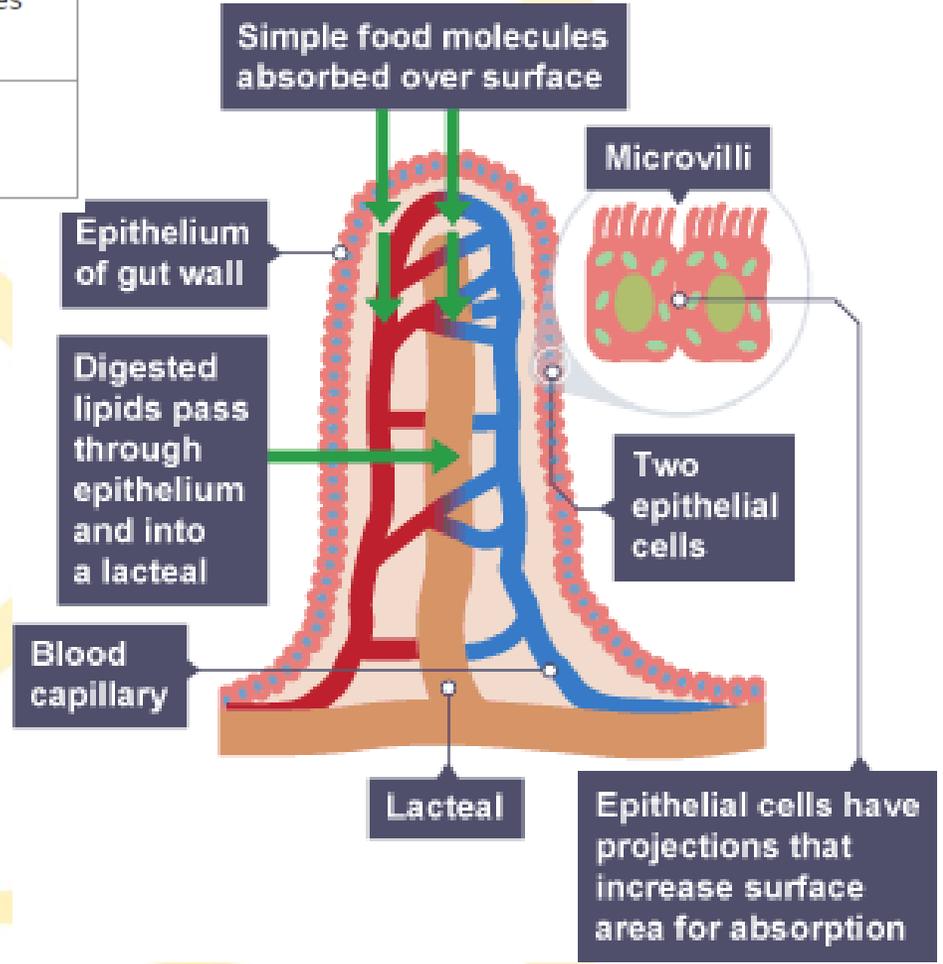


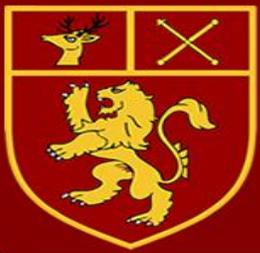
# Information (from BBC Bitesize)

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.

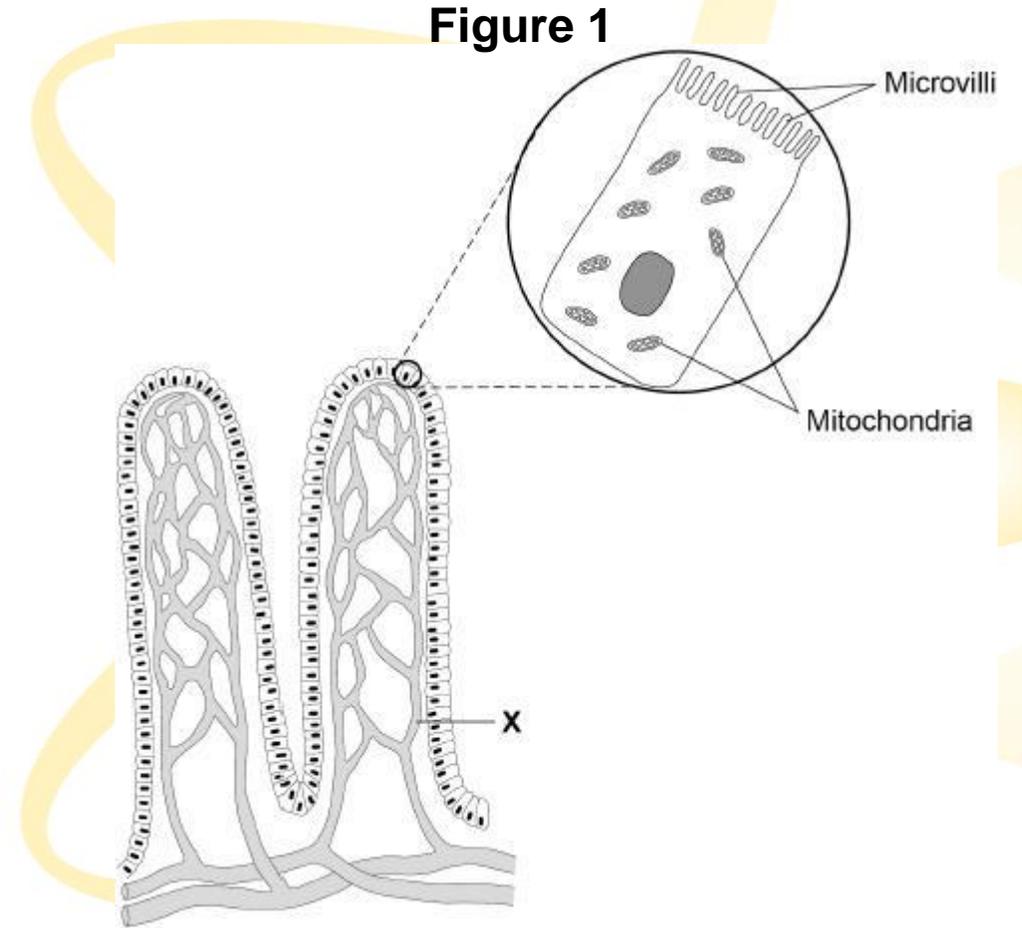
Most of the digested food passes through the epithelial cells of the gut wall and is carried by blood to the liver. Digested lipids pass through the gut wall and enter the lacteals.

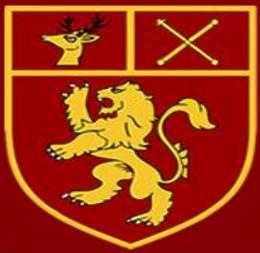




# Question

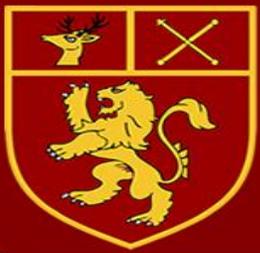
- **Figure 1** shows two villi.
- **Figure 1** also shows one cell on the surface of a villus as seen using an electron microscope.
- Explain how villi are adapted for efficient absorption of sugar molecules.





# 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



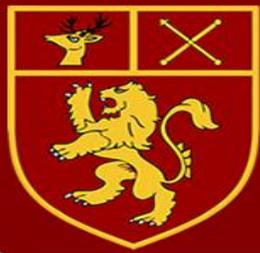
# Mark scheme

## 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.**



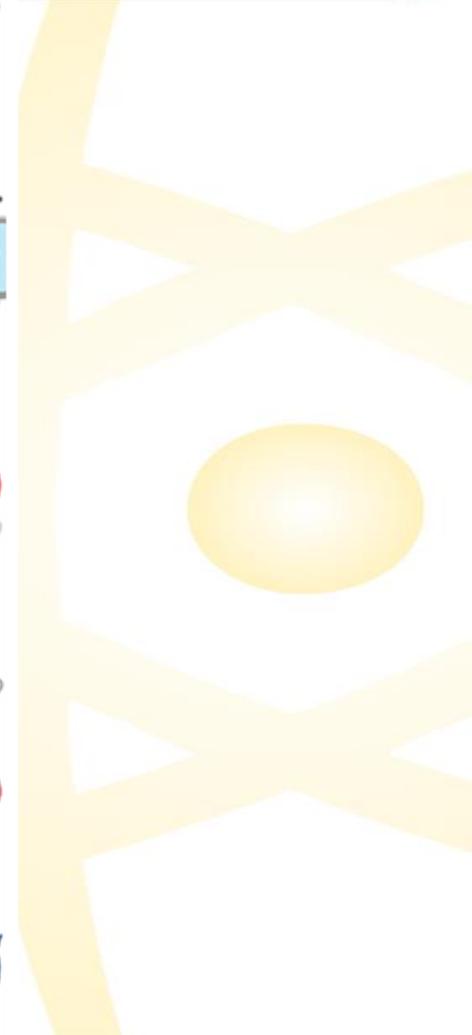
## Science After School Revision 2024

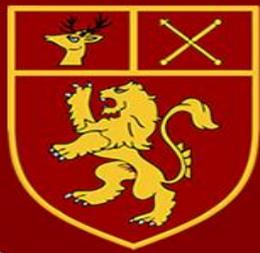
Thursdays 3:15 - 4:15 F8

26 <sup>th</sup> Sep	Cells & Microscopes
3 <sup>rd</sup> Oct	Atomic Structure
10 <sup>th</sup> Oct	Particles
17 <sup>th</sup> Oct	Moving & Changing Materials
24 <sup>th</sup> Oct	Structure & Bonding
31 <sup>st</sup> Oct	Half Term
7 <sup>th</sup> Nov	Energy
14 <sup>th</sup> Nov	Photosynthesis
21 <sup>st</sup> Nov	Chemical Changes
28 <sup>th</sup> Nov	Electricity
5 <sup>th</sup> Dec	Health Matters
12 <sup>th</sup> Dec	Energy Changes
19 <sup>th</sup> Dec	Waves



- After school sessions:





# WORKING TOGETHER:

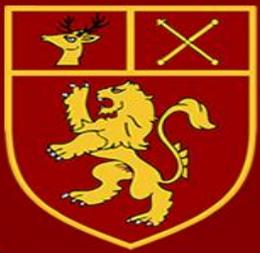
How to prepare for the GCSE maths exams

**Paper 1 (non-calculator): Thursday 15<sup>th</sup> May 2025**

**Paper 2 (calculator): Wednesday 4<sup>th</sup> June 2025**

**Paper 3 (calculator): Wednesday 11<sup>th</sup> June 2025**

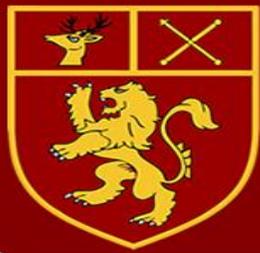
TEAMWORK



# What does Year 11 look like?

Two rounds of PPE (mock) exams, October, and February.  
Both sessions have half term between as they get so tired.

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



# PAPERS

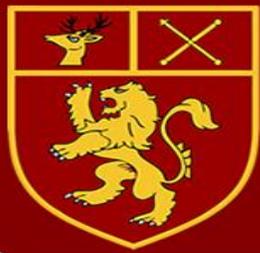
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- **All 3 papers:** 1 hour 30 minutes
- **Higher:** Grades available: (3) 4 to 9
- **Foundation:** Grades available: 1 to 5

# EXAM

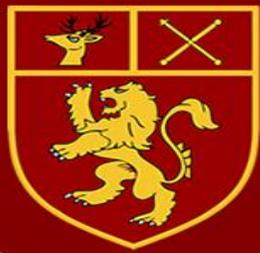
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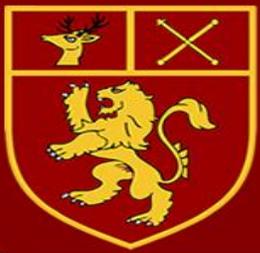
# The **ONLY** way to revise Maths... Is to **DO Maths!!**

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



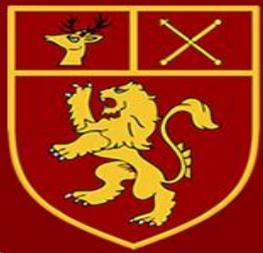
# Methods to revise maths

- Use Sparx maths. This is not just a home learning tool, but a valuable platform which responds intuitively to your level and will adjust to stretch and challenge your understanding at your pace!
- Use past papers. This is our focus for this evening.
- Use revision guides and attend revision sessions provided by the school. Maths is on a Tuesday evening and lunch time sessions are available on demand.
- Use revision guides and workbooks, available on school Gateway.
- Create revision cards, or buy them from CGP/Corbetmaths



# 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 everything that you put in to 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.

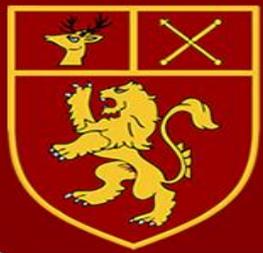
Or:

- Complete in 20/30 minute chunks and refer to the markscheme.

And/Or:

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

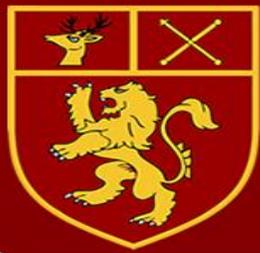
**Crucially; no music is allowed. Exams are silent operations!**



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

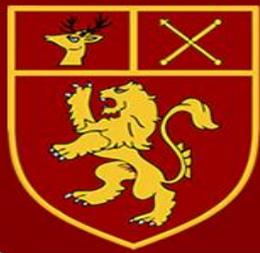
## Guidance on the use of abbreviations within this mark scheme

- 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!
- Source: Daniel Muijs, Deputy Director, Research and Evaluation, Ofsted 2020.



## Answering procedural questions...

The first five terms of an arithmetic sequence are

1    4    7    10    13

Write down an expression, in terms of  $n$ , for the  $n$ th term of this sequence.

11 (a) Simplify  $x + x + x + y + y$

(b) Simplify  $3p + 7q - p - 4q$

(c) Expand  $6(2m - 3)$

(d) Solve  $7f + 6 = 27$

5 Solve the simultaneous equations

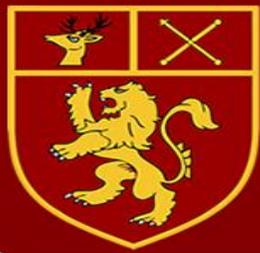
$$4x + y = 10$$

$$x - 5y = 13$$

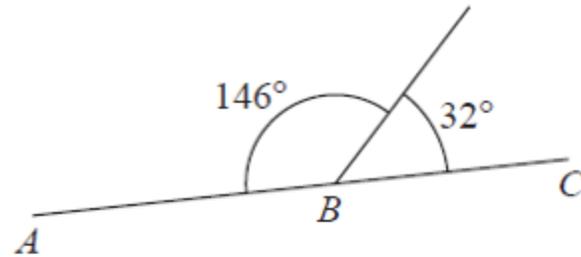
(a) Find the value of  $\sqrt[4]{81 \times 10^8}$

17 Work out  $2\frac{3}{5} - 1\frac{5}{6}$

(b) Find the value of  $64^{-\frac{1}{2}}$



9



Tom says,

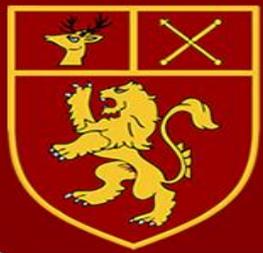
**“*ABC* cannot be a straight line.”**

Explain why Tom is correct.

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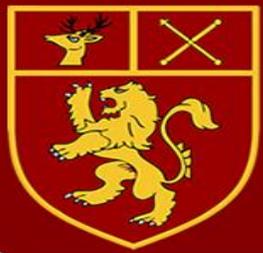
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**(Total for Question 9 is 2 marks)**



# What to do if I need help?

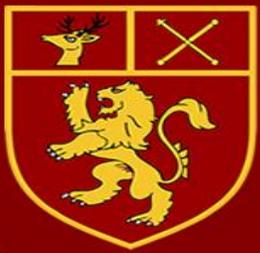
- Speak to your teacher/mentor/friends/Specialised Learning team.
- Ask someone to help you to plan your revision timetable.
- Revise with friends. Attend revision sessions that are available. Get the revision guides. Use Sparx maths wisely.
- Use revision websites and videos; BBC Bitesize has self assessment built in to 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.



# 10 minutes:

Year 11 – can you teach your  
parents/carers how to answer the  
questions?

Parents/carers – try using the  
mark scheme to check the  
answers



- Thank you for coming
- Please could you fill in the evaluation sheet on your table
- Have a safe journey home