

Y11 Revision Support Evening

Thursday 27th March 2025

Supporting students in achieving GCSE
and L2 BTEC success



Aims for this evening:

- ★ Advice relating to high impact revision strategies;
- ★ Advice and tips for parents and carers in supporting children at this critical stage of their education;
- ★ Subject-specific advice from leaders of our core subjects.



What leads to success?

- A strong home school partnership
- Strong attendance
- Revision that is focused upon the right areas
- Good communication between students and teachers
- Having an end goal
- Getting a supportive balance



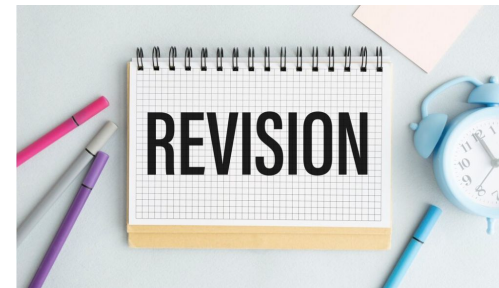
Supporting your child in Y11

As a school we support Year 11 pupils in the following ways:

- Ensure exam practice and study skills are embedded within every subject area
- Provide pupils and parents with key information to support revision
- Ensure that homework tasks support revision
- Run a comprehensive revision programme
- Provide revision materials
- Have a web page dedicated to Y11 revision and study skills
- Offer tutoring / extra study sessions
- Offer academic mentoring to students who need additional support



Why are mock exams important?



Assessment of knowledge - assess your current knowledge and understanding

Building confidence - make you feel more prepared for final exams

Practice under exam conditions - simulate the actual exam environment; get you accustomed to time constraints

Identifying weaknesses - reveal your strengths and weaknesses in specific topics or subjects; this then allows for more focussed revision

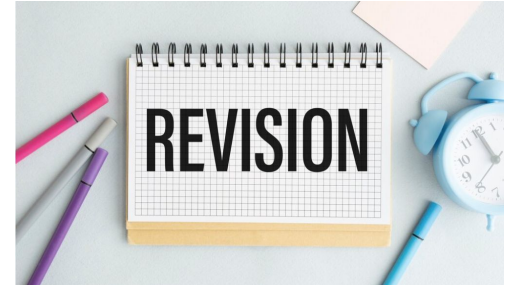
Feedback - explanation for answers you performed less well on, helping you to improve; identifying areas to work on.



Why is Revision Important?

Effective revision can make a significant difference in achieving better grades and opening up future educational and career opportunities

- ★ **Consolidates learning**
- ★ **Improves understanding**
- ★ **Increases retention of key concepts**
- ★ **Boosts confidence**
- ★ **Reduces exam anxiety**
- ★ **Enhances performance during the actual exams**



Performance vs Learning

Performance

Refers to the gains that occur during the initial learning. Understanding sits in the working/short term memory.

We forget things in our working memory quite quickly as understanding is shallow.

Short term performance strategies can trick us into thinking we understand something. In effect we mistake fluency or familiarity with true understanding

Deep learning

Refers to a permanent change in knowledge and understanding.

Once understanding is encoded in our long term memory it stabilises and we can retrieve it when we need it.

Strategies that support deep learning require the learner to think hard and grapple with difficult and challenging material or concepts.

These strategies make learning seem more difficult.

What the research tells us doesn't work



Rereading

Gives pupils the impression that they know the content- however they are not 'thinking hard' so are not learning



Re-writing

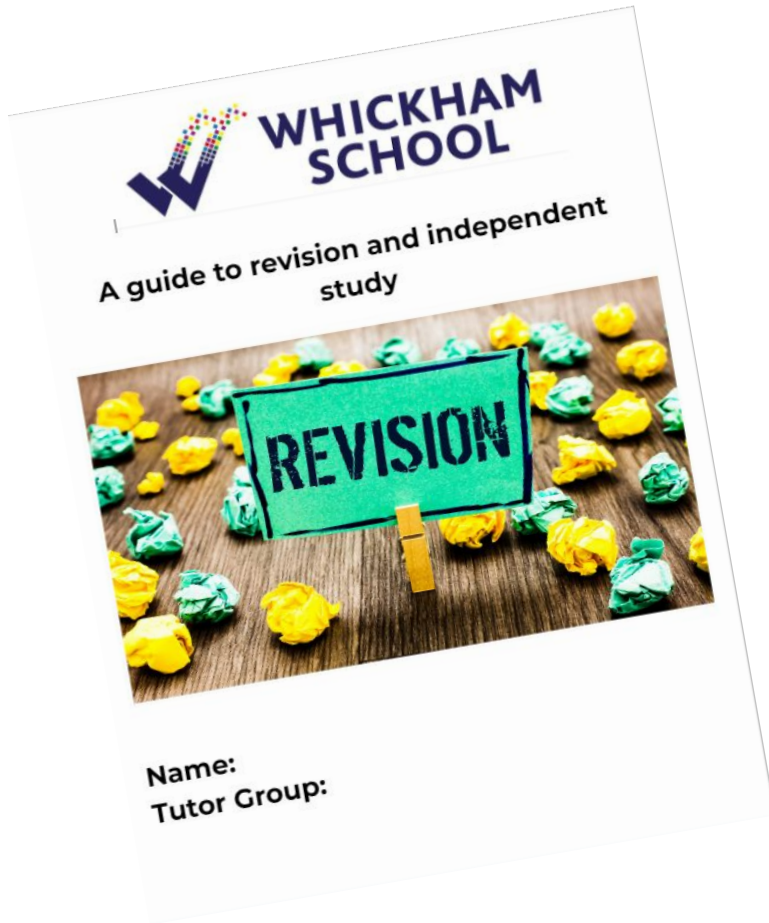
Gives pupils the impression that they know the content- however they are not 'thinking hard' so are not learning



Cramming

Leave it late and pupils will be anxious, panic and resort to techniques that don't work!





10 Revision Strategies

1. Flashcards
2. Paired testing with friends / family
3. Retrieval tasks
4. Quiz apps
5. Dual coding
6. Cornell notes
7. Revision clocks / mind maps
8. Mnemonics
9. Practice questions & past papers
10. Blank Page Retrieval



Is your revision FLAT?



FOCUSED

Put your phone away

Turn the music off

Avoid distractions

Be in the right physical place to revise

Be in the right frame of mind to revise



LONG-TERM

Start early to cut down on stress later in the year

Make a revision timetable and commit to it

Plan for 3 - 4 hours a week from January

Interleave different topics



ACTIVE

Engage your brain by actively creating revision resources

Test yourself, get others to test you

Practise exam technique by writing or planning answers

Revise what you struggle with



TRANSFORMED

Transform the knowledge you want to learn into a different format

Make flashcards

Produce a timeline

Record a podcast

Invent a mnemonic

Take Cornell notes

Create a mindmap

Design a flowchart

Make a powerpoint

Teach it

What can you as a parent do?



The next 3 months are tough you can support in the following ways:

- Acknowledging the challenge
- Taking an interest in the subjects and topics that your child is studying, quiz them on flashcards
- Help them to be organised
- Draw up a study timetable and help them stick to it
- The exam period is particularly busy but much can be achieved during this period



What can you as a parent do?



The next 3 months are tough you can support in the following ways:

- Manage distractions
- Make sure they have an appropriate space to work in
- Ensure they take appropriate breaks
- Reward them for their hard work - build in downtime/treats into the weekly schedule



wk2	Monday	Tuesday	Wednesday	Thursday	Friday
	12-May	13-May	14-May	15-May	16-May
1	English Literature P1	Religious Studies P1	Geography 1	Maths 1/4 - Calc	History - Crime
2					
3					
4	Computer Science P1	Biology P1 Synergy Life Sciences P1		Citizenship P2 German - Writing	Business 2
5					
wk1	Monday	Tuesday	Wednesday	Thursday	Friday
	19-May	20-May	21-May	22-May	23-May
1	Chemistry P1	English Literature P2	French Listening & Reading	Physics P1 Synergy Life Sciences P2	English Lang P1
2					
3					
4	PE P1	Computer Science P2	R067 CNAT Enterprise Religious Studies P2		
5					

HALF TERM

wk2	Monday	Tuesday	Wednesday	Thursday	Friday
	2-Jun	3-Jun	4-Jun	5-Jun	6-Jun
1	Statistics 1		Maths 2/5 - Non calc	History 2 - Henry VIII & American West	English Lang P2
2					
3					
4		R014 CNAT Engineering Manufacture		French Writing	Geography 2
5					
wk1	Monday	Tuesday	Wednesday	Thursday	Friday
	9-Jun	10-Jun	11-Jun	12-Jun	13-Jun
1	Biology P2 Synergy Physical Sciences P3		Maths 3/6 - Calc	Geography 3	Chemistry P2 Synergy Physical Sciences P4
2					
3					
4	PE P2	History 3 - USA	Contingency afternoon	Further Maths P1	Statistics 2
5					

Keeping healthy

- Diet is important
- Ensure they are getting a decent amount of sleep
- Encourage exercise
- We have support available for pupils that are struggling with stress and anxiety



Y11 Revision Programme: January - March 2025

	Whole school revision	Small group targeted revision
Week 1		
Monday	English	English
Tuesday	History / Geography	History / Geography
Wednesday	Mathematics	Mathematics
Thursday	Combined & Separate Sciences	Combined & Separate Sciences
Friday	Separate Sciences / Art / Business / Food / DT / Textiles / Engineering / HSC	MFL
Week 2		
Monday	English	English
Tuesday	<i>General Revision Skills - CWI</i>	
Wednesday	MFL	Mathematics
Thursday	PE / Art / Business / Comp Sci / Drama / Food / Music / Engineering / HSC / DIT / Sport	History / Geography
Friday	RS / Citizenship / Enterprise / Combined & Separate Sciences	Combined & Separate Sciences

- The timetable will be suspended during the March mock exam series.
- Easter and May half-term revision programmes will take place.

Science

The key messages

- The single most important thing is fact learning
- Students who underperform invariably do so due to a lack of the ability to recall the meaning of
 - key terms (eg ionic)
 - processes (eg diffusion)
 - required practicals (eg Elasticity)
- This year, students will get a full equation sheet
 - This means that grade boundaries will assume students will get more marks on calculations than usual, so **written explanations** will make more difference to your grade

Key information

Separate science (biology, chemistry & physics)

Higher tier: 4 - 9 (safety net of 3)

Foundation tier: 1 - 5

2 papers for each - 1 hr 45 mins each
(6 papers total)

AQA 8641, 8642, 8643

Questions are a mix of multiple choice, short answer, calculation and extend response styles. They will cover recall of knowledge, application and scientific skills.

Students must have the following equipment:

- Pen
- Pencil
- Ruler
- Eraser
- Scientific Calculator

Combined science (life and physical)

Higher tier: 44 - 99 (safety net of 43)

Foundation tier: 11 - 55

2 papers for each - 1 hr 45 mins each
(4 papers total)

AQA 8645

PLUS a protractor for Physics (separates)

Know what's on each paper

- Synergy google classroom support:
<https://classroom.google.com/c/NjMwODMO1DU0NTcz?cjc=bopno26>
- Chemistry:
<https://classroom.google.com/c/NjMzMtA2NDczNjUz?cjc=tetg2w>
- Biology:
<https://classroom.google.com/c/NjMzODc2ODMxNTIq?cjc=mie2ckc>
- Physics:
<https://classroom.google.com/c/NjMyNzg2ODEzODQ2?cjc=pxtewic>
- <https://www.bbc.co.uk/bitesize/examspecs/zw488mn>

Building blocks



States of matter - AQA Synergy

Matter is made up of small particles called atoms. Atoms can exist on their own or together as molecules. Atoms are very small and around 100,000,000 of them end to end would measure one centimetre.



States of matter: interactive activity - AQA Synergy

Learn about states of matter and see what happens when they change with this interactive activity designed for the GCSE AQA Synergy specification.



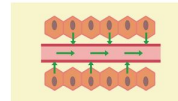
Atomic structure - AQA Synergy

Atoms consist of a nucleus containing protons and neutrons, surrounded by electrons in shells. The numbers of subatomic particles in an atom can be calculated from its atomic number and mass number.



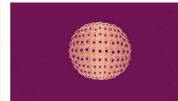
Cells in animals and plants - AQA Synergy

Organisms are made up of cells. Most organisms are multicellular and have cells that are specialised. Microscopes produce magnified images of cells.



Transport into and out of cells - AQA Synergy

For an organism to function, substances must move into and out of cells. Three processes contribute to this movement – diffusion, osmosis and active transport.



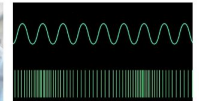
Cell division - AQA Synergy

What happens when a cell divides?



Mitosis: interactive activity - AQA Synergy

What happens when a cell divides?



Waves - AQA Synergy

What are waves and how do they travel?

1. Revise scientific facts



Advice and links

Posted 20 Oct 2023



Knowledge organisers for physics topics ...

Posted 13 Nov 2024

2. Physical science practical revision



Physical science practical checklist and i...

Posted 19 Oct 2023



Physical science practical video links - c...

Posted 19 Oct 2023



Physical science practical video links - P...

Posted 19 Oct 2023



Physical science practical video links - B...

Posted 19 Oct 2023

2. Life science practical revision



Life science practical revision checklist a...

Posted 19 Oct 2023

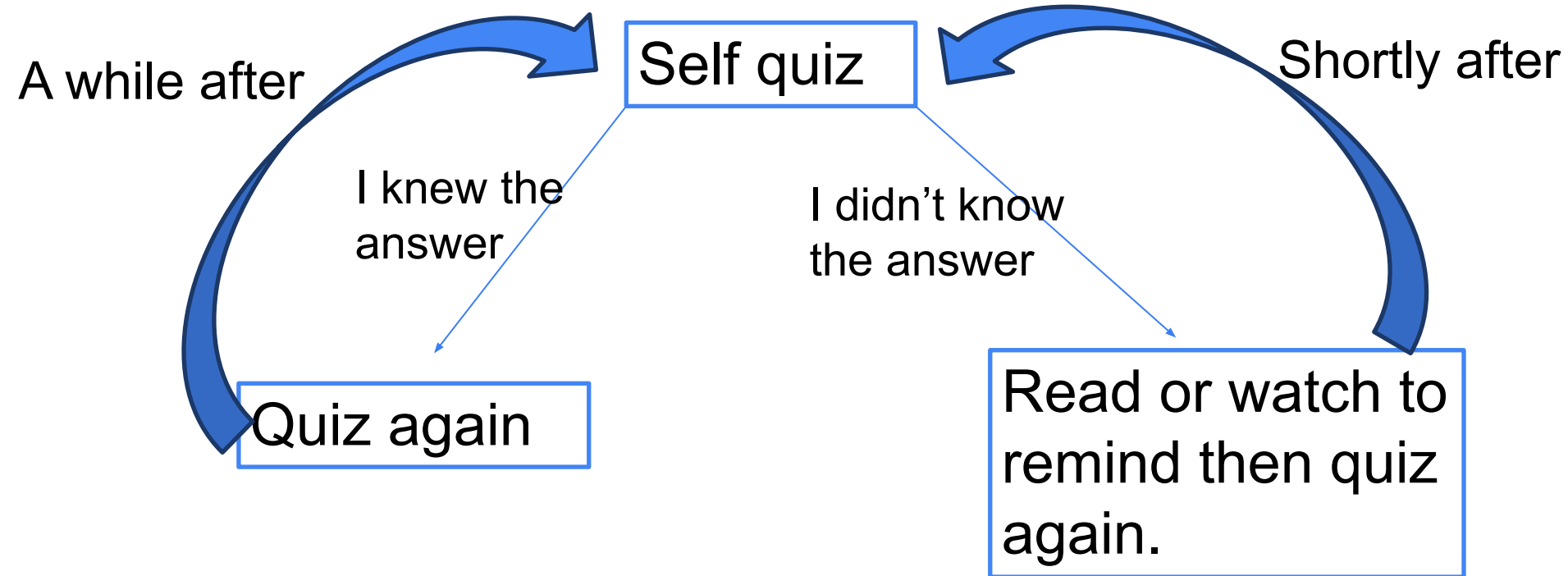


Life science practical video links - physics

Posted 19 Oct 2023

Learning key information

Quizzing is the most effective way of memorising key facts.



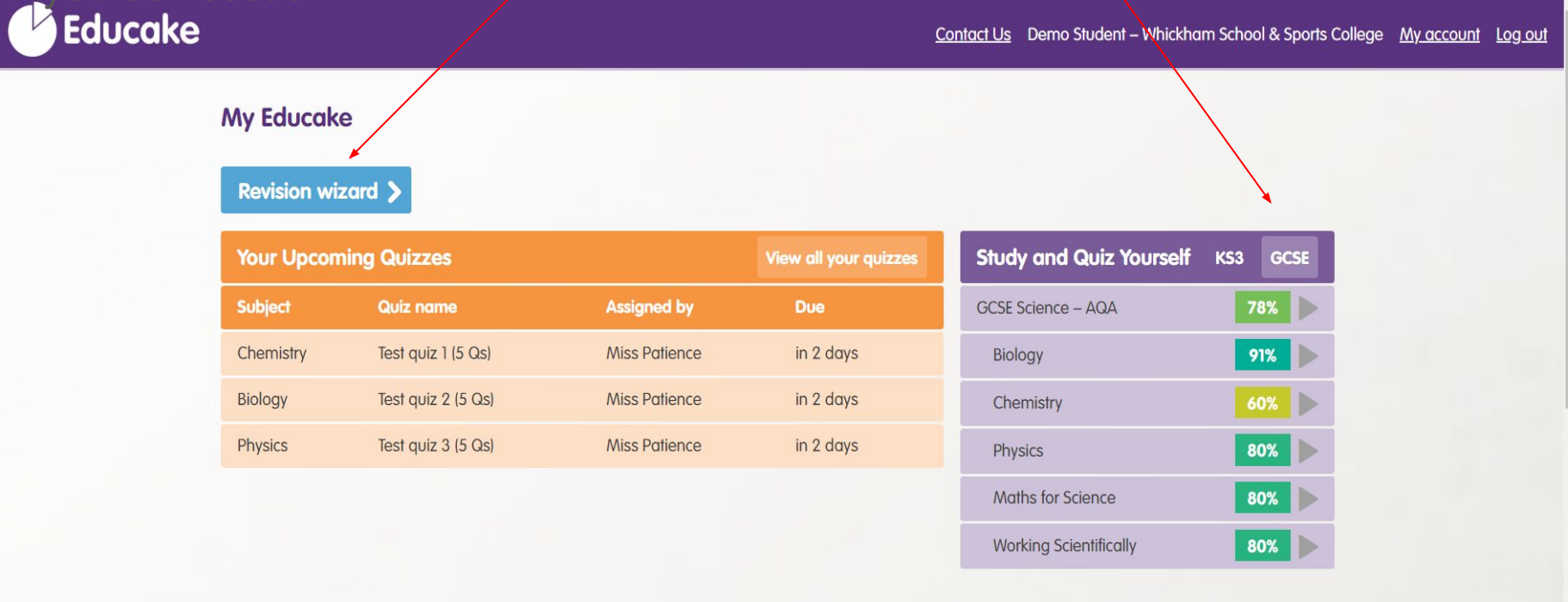
Methods of self quizzing

High quality flashcards – use the specification, CCT's, knowledge organisers, reputable publisher.

Educake – a platform that the school subscribes to with an inbuilt revision wizard and the ability to write your own quizzes. www.educake.co.uk

Using Educake for revision

- Students can set quizzes for themselves in Educake to support with their revision.
- They can do this by using the Revision Wizard or by accessing the study and quiz yourself section.



The screenshot shows the Educake website interface. At the top is a purple header with the Educake logo on the left and navigation links on the right: [Contact Us](#), [Demo Student – Whickham School & Sports College](#), [My account](#), and [Log out](#).

Below the header, the main content area is titled 'My Educake'. On the left, there is a blue button labeled 'Revision wizard' with a right-pointing arrow. A red arrow points from the first bullet point of the text above to this button.

To the right of the button are two sections:

- Your Upcoming Quizzes**: This section has a 'View all your quizzes' link. It contains a table with the following data:

Subject	Quiz name	Assigned by	Due
Chemistry	Test quiz 1 (5 Qs)	Miss Patience	in 2 days
Biology	Test quiz 2 (5 Qs)	Miss Patience	in 2 days
Physics	Test quiz 3 (5 Qs)	Miss Patience	in 2 days

- Study and Quiz Yourself**: This section has two tabs, 'KS3' and 'GCSE'. The 'GCSE' tab is selected. It lists several quizzes with their scores and progress indicators (green bars and right-pointing arrows):

Subject	Score
GCSE Science – AQA	78%
Biology	91%
Chemistry	60%
Physics	80%
Maths for Science	80%
Working Scientifically	80%

A red arrow points from the second bullet point of the text above to the 'Study and Quiz Yourself' section.

Revision wizard

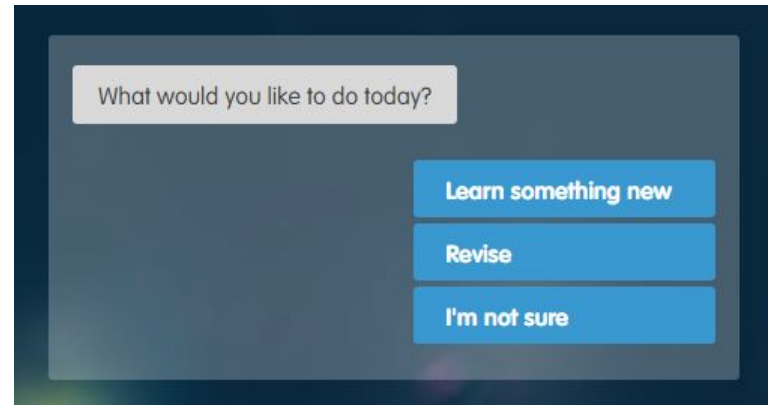
The Revision Wizard is for when you want to practice on your own but would like some guidance. It analyses the questions you've answered in Educake and makes quizzes to help you **improve on your weaknesses** and make sure you **don't forget what you've already learned**.

First, you can choose whether you want to **learn something new** or **revise what you've learned**. You can also choose "I'm not sure" and the Revision Wizard will pick for you.

Yo



s study guide first if you need a refresher.



Study and quiz yourself

Ganache Academy Frank Laptop My account Log out

Study and Quiz Yourself KS3 GCSE

GCSE Science – AQA	72%
Biology	75%
Chemistry	60%
Physics	69%
Maths for Science	80%
Working Scientifically	80%
GCSE Geography – AQA	68%
GCSE English – AQA	65%
GCSE Maths – AQA	40%
GCSE Computer Science – AQA	64%

Educake Contact Us Ganache Academy Frank Laptop My account Log out

< Back to My Educake

GCSE Science – AQA, Biology

Topic	Detail	Qs done	%	
Hide all Select multiple topics				
GCSE Science – AQA		90	72%	Quiz >
^ Biology		28	75%	Quiz >
v 4.1 Cell Biology (Paper 1)		10	80%	Quiz >
^ 4.2 Organisation (Paper 1)		11	64%	Quiz >
Principles of organisation	Organisational hierarchy, cells, tissues, organs, organ systems	0	0%	Study > Quiz >
Human digestive enzymes	Function of digestive enzymes, names of enzymes, substrates, products and production sites, bile, effect of temperature and pH on enzymes, denaturing	3	33%	Study > Quiz >
Human circulatory system	Heart, blood vessels, pacemakers, lungs	2	50%	Study > Quiz >

Application

Once you know some facts practice application.

- Complete exam papers (sometimes timed), use mark schemes and examiners reports.
- Educake quizzes – read the feedback carefully, it will help you understand the thinking process.
- Online exam paper walkthroughs.

Other useful resources for learning the facts

- <https://www.youtube.com/@Cognitoedu> videos for the key facts of each topic
- <https://www.youtube.com/@Freesciencelessons> for great simple videos (particularly for Foundation)
- <https://www.youtube.com/@MalmesburyEducation> for required practicals (outstanding videos)
- https://www.youtube.com/@Primrose_Kitten for paper deep dives and revision

Useful resources for application

- <https://www.physicsteachersclub.com/> for revision materials and past papers
- <https://www.aqa.org.uk/subjects/science/gcse/science-8465/assessment-resources> – for synergy papers (trilogy papers are good practice but are organised differently)
- <https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/assessment-resources> for chemistry papers (trilogy papers are good practice but do not cover all of the content)
- <https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/assessment-resources> for biology papers (trilogy papers are good practice but do not cover all of the content)
- <https://www.aqa.org.uk/subjects/physics/gcse/physics-8463/assessment-resources> for physics papers (trilogy papers are good practice but do not cover all of the content)

The formula sheet does not solve all problems

	energy transferred = charge flow × potential difference	$E = Q V$
HT	potential difference across primary coil × current in primary coil = potential difference across secondary coil × current in secondary coil	$V_p I_p = V_s I_s$
	density = $\frac{\text{mass}}{\text{volume}}$	$\rho = \frac{m}{V}$
	thermal energy for a change of state = mass × specific latent heat	$E = m L$
	weight = mass × gravitational field strength	$W = m g$
	work done = force × distance (along the line of action of the force)	$W = F s$
	force = spring constant × extension	$F = k e$
	distance travelled = speed × time	$s = v t$
	acceleration = $\frac{\text{change in velocity}}{\text{time taken}}$	$a = \frac{\Delta v}{t}$
	(final velocity) ² – (initial velocity) ² = 2 × acceleration × distance	$v^2 - u^2 = 2 a s$
	resultant force = mass × acceleration	$F = m a$
HT	momentum = mass × velocity	$p = m v$
	period = $\frac{1}{\text{frequency}}$	$T = \frac{1}{f}$
	wave speed = frequency × wavelength	$v = f \lambda$
HT	force on a conductor (at right angles to a magnetic field) carrying a current = magnetic flux density × current × length	$F = B I l$

Common issues:

- Copying down equation incorrectly
- Using the wrong equation
- Not knowing the measurement units (e.g. acceleration)

Exam - common issues

The legal alcohol limit is the maximum amount of alcohol a person can have in the bloodstream and still legally drive.

The reaction time of a typical driver at the legal alcohol limit is increased by 12%.

A student suggests that it should be illegal to use a mobile phone in any way while driving.

Explain how the information in **Figure 1** supports the student's suggestion.

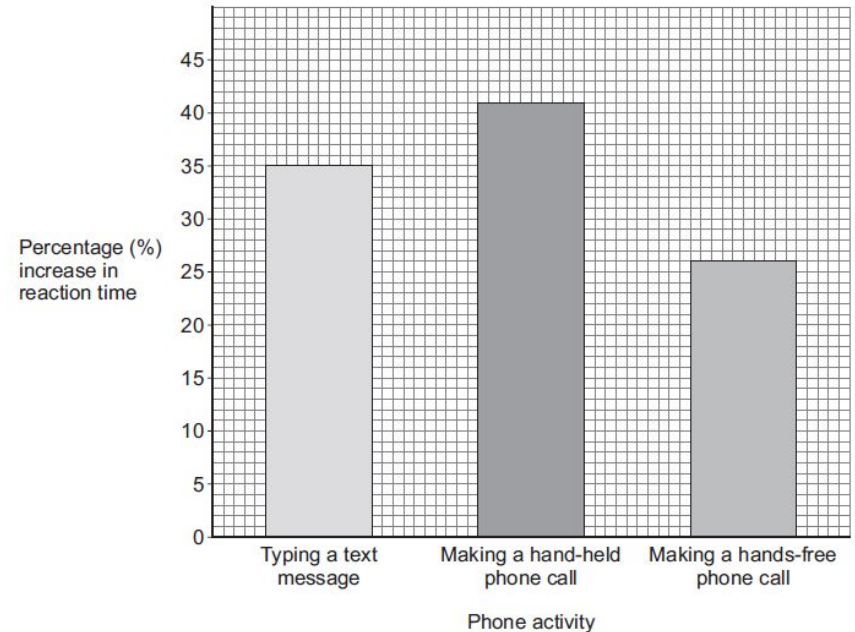
[4 marks]

Students must refer to information from the figure in their answer

E.g. typing a text message increases reaction time by 35%...

Figure 1 shows how different activities using a mobile phone affect a driver's reaction time.

Figure 1



Calculate the number of carbon dioxide molecules in 3.00 moles of carbon dioxide.

The Avogadro constant = 6.02×10^{23} per mole.

Give your answer to 3 significant figures.

[3 marks]

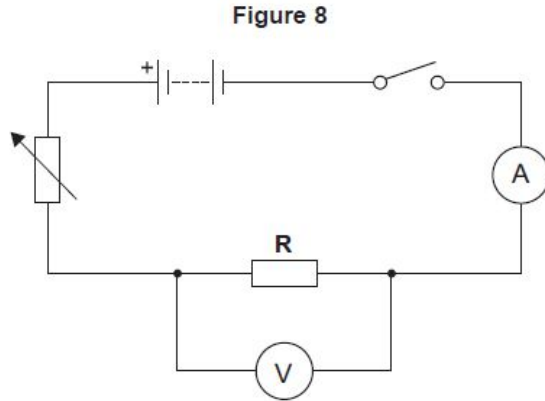
Number of molecules (3 significant figures) = _____

oad

ed by the
ne additional

Practical method questions (mainly physics)

Figure 8 is repeated below.



The student had more resistors with the same resistance as resistor **R**.

Describe a method to investigate how the number of resistors in parallel affects the total resistance of the resistors in parallel.

[4 marks]

Measurement & what you measure it with
(e.g. voltage with a Voltmeter)

What you will change & calculate
(e.g. add 1 resistor in parallel each time, resistance will be calculated by using $R=V/I$)

Variable - What needs to stay the same

Set

Dos and don'ts

DO

- Use flashcards and look-cover-write-check to memorise facts
- Practice past papers (simple googling will find these)
- Do, and re-do, exam questions with a few days gap to embed the learning
- Attend every revision session offered in school

DON'T

- Just watch videos or copy out notes – you have to do something active, like summarise or practice questions
- Start late. You need to start revising now.
- Cram revise. You need to do revise continuously over weeks to build robust long term memory which will withstand the stress of the exam room.

English

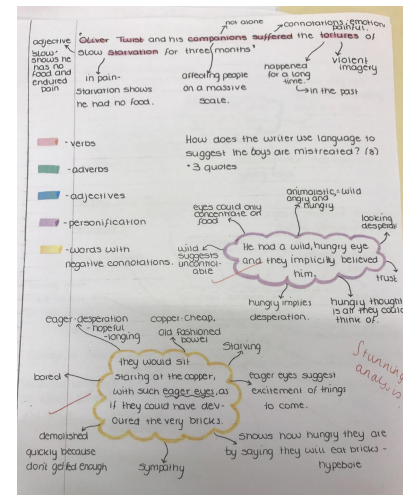
English Language:

Context and the main 'pitfalls':

- ✓ The stigma surrounding – English Language and the myth that you cannot revise as it is a skills based subject.
- ✓ The question stems will always stay the same – this means that students can revise the requirements for each question. Experiences of examining – the requirements of bespoke to each question. It is important that this can be recalled. (Loom)
- ✓ Students struggle with timing – lots of planning is needed. Students should immerse themselves in a range of texts.

Revision strategies to support:

- ✓ Flash cards, which detail the requirements for each question and subject terminology.
- ✓ Lots of practice using historical mock exams. Rather than creating full answers, students should create quote explosions to offer quick and easy plans for each of the question. This provides excellent exposure, supports timing and also allows students to develop the skill.
- ✓ 'Little and often' i.e answer an 8 mark question (P1 Q2 or Q3) and time yourself 12 minutes.
- ✓ Revise the requirements of the high tariff questions.



Paper 1 breakdown:

Paper 1, Question 1:

List 4 things (4 marks)



Paper 1, Question 2:

PETAZL (8 marks)
X2-3 paragraphs
Techniques + language analysis
Zooming in on writer's choices



Paper 1, Question 3:

Beginning, middle and end (8 marks)
X3 paragraphs
Narrate the story – why has the writer included key events? Why have key structural techniques been used? Effect on the reader?



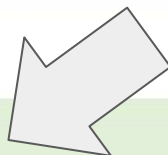
Paper 1, Question 4:

'How far do you agree...?' (2 marks)
X4-5 paragraphs
PETAZL
Critical evaluation, evaluating the student statement
Methods needed



Paper 1, Question 5:

Descriptive writing (40 marks)
Golden paragraph structure
P1 = Describe the sky
P2 = Panoramic scene
P3 = Zoom
P4 = Zoom
P5 = Shift in weather/time
P6 = Revert back to the sky.



Paper 2 breakdown:

Paper 1, Question 1:

True or false (4 marks)



Paper 1, Question 2:

Summary (8 marks)
X2-3 comparative paragraphs
Use SQICSQL structure
No language analysis –
inferences only.



Paper 1, Question 3:

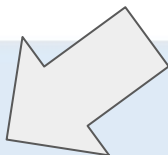
PETAZL (12 marks)
X3-4 paragraphs
Techniques + language analysis
Zooming in on writer's choices



Paper 1, Question 5:

Non-Fiction (40 marks)

Revision of key modes of writing: essay, letter, article and speech
To write an assertive opening and conclusion
Structural impact



Paper 1, Question 4:

Comparison question (16 marks)
Focus on writer's viewpoint
A,B,A,B,A,B structure
Use PETAZL and embed writer's
methods throughout.



AQA GCSE ENGLISH LANGUAGE (PAPER

What am I being assessed on?

AO1

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.

AO2

- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

AO3

Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4

- Evaluate texts critically and support this with appropriate textual references.

EXAM TIMINGS



SECTION B: WRITING



IMPORTANT DATES:

Paper 1 (Explorations in creative reading and writing) Thursday 23rd May 2024

Paper 2 (Writers' viewpoints and perspectives) Thursday 6th June 2024

Pupil support pack

AQA LANGUAGE PAPER TWO, QUESTION TWO (8 MARKS)

What am I being assessed on?

AO1

Identify and interpret explicit and implicit information and ideas

Select and synthesise evidence from different texts

What is explicit and implicit information?

EXPLICIT information is information that is obvious to you. It is where the information provided by the writer is very clear. That means that IMPLICIT information is not very clear. We have to 'read between the lines' to work out what the writer is trying to say.

Question 2:

You need to refer to source A and source B for this question:

The crimes and attitudes to prison are different in the two sources. Use details from both sources to write a summary of the differences.



[8 marks]

A summary means you need to 'sum up' the text. In this case, you are 'summing up' the differences. As you do this, you must use **quotations** to support your points. You must then infer from these quotations, ensuring you are interpreting implicit information.

In a summary, you **DO NOT** need to analyse language. Remember, this question is testing your ability to handle **EXPLICIT** and **IMPLICIT** information. Instead, you need to do **THREE KEY** things.

Summarise – Quote – Infer

SOURCE A

Prison is seen as a waste of talent. Many people in prison cannot fulfil their potential.

SOURCE B

ACTIVITY!

Read through both sources and make some quick notes as to the different crimes and attitudes to prison.

Focus on high tariff questions: Loom videos

Paper 1, Question 4

20 marks

- 20 marks = 4-5 PETAZL paragraphs

Paper 1, Question 5

40 marks

- Golden paragraph structure
- Use the planning grids we use in class.
- Adopt the sky phrases and key vocabulary.

Paper 1, Question 5 - Golden Paragraph Structure.

SKY PARAGRAPH.

*Describe the sky to set the tone. No sky? Either imagine it, OR focus on creating a specific atmosphere. Could you create a metaphor here which you can then **extend** through your writing? Is the sky symbolic of hope? Freedom? Magic? Fear?*



PANORAMIC VIEW.

Focus on the image as it is. Imagine a camera panning across it, and tell us what is there, whether that be a landscape, or a crowded space. Could you use sensory imagery to bring it to life?



ZOOM 1.

Find something interesting in the image. Could you select a person to describe in depth? If there is no one there, create a character to focus in on.



BACK TO THE SKY.

Will you change the tone, or will it be FULLY cyclical? No sky? Either imagine it, OR focus on creating a specific atmosphere. Could you return to the metaphor you initially created? Is the sky still symbolic of hope? Freedom? Magic? Fear? Or has something changed – is this for better or worse? Leave on a cliff hanger.



A SHIFT – tone/setting/weather/time.

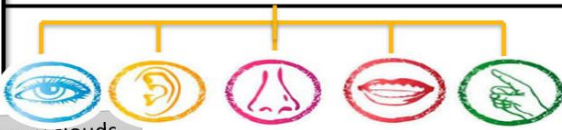
This could be a turning point, for example a shocking twist or event. It could be a simple change in weather to symbolise a shift in tone or emotion. The person you focused on previously could recount a memory. You could use a flashback, or flashforward.



ZOOM 2.

You have selected a person, or created a character. We are now going to explore their innermost thoughts and feelings. This could be a memory, their background, an insight into why they are here, and how they feel about it.

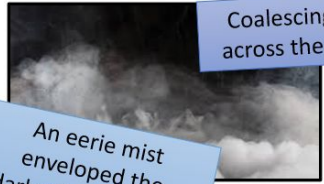
GATHERING IDEAS



Heavy, gloomy clouds shrouded the sky in mystery.



Rain oozed through the heavy clouds.



Coalescing clouds tumbled across the tempestuous sky.



Ominous clouds crept over the horizon.

A craggy mountain top pierced a hole in the sky.

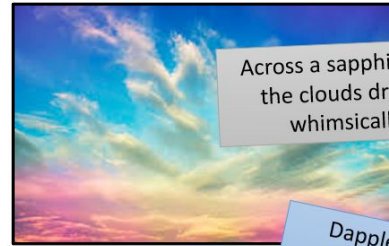
An eerie mist enveloped the darkening sky like a bold apparition.

Momentarily, a gash appeared in the dark flesh of the sky and fluorescent pink sunlight oozed through the wounded storm cloud.

The tired earth sighed as the rain pounded relentlessly.



GATHERING IDEAS



Across a sapphire sky, the clouds drifted whimsically.

The sky was radiant with celestial light.

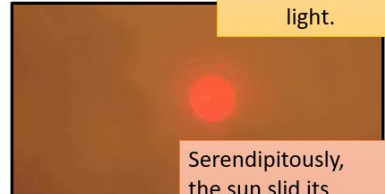
Dappled with a kaleidoscope of colours, the sky was a dazzling whirlpool of iridescent light.

A deep delicate azure seeped into the white canvas.

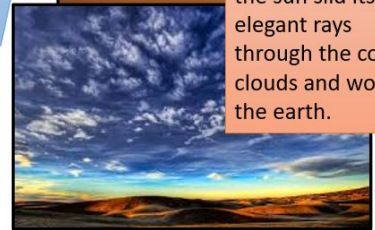
A silvery sliver of sunlight reached through the clouds.

A fusion of light and hope broke out.

The dark submitted to the light.



Serendipitously, the sun slid its elegant rays through the cotton clouds and woke the earth.





Focus on high tariff questions

Paper 2, Question 4

16 marks

- 16 marks = X2-3 comparison A
PETAZL B PETAZL paragraphs

Paper 2, Question 5

40 marks

- Use the planning grid we use in class to give structure.

Paragraph:	Ideas:
1: Introduction Begin with a 'big idea' statement. Make sure you have a strong viewpoint throughout.	Think carefully about your 'big idea' statement. Open this creatively; we want to stand out. I.e. Try an 'Imagine the world opening' and revert back to this in your conclusion using juxtaposition to describe an improved world. You may use multiple rhetorical questions. Begin to build your persona here, make reference to your situation / view, following the 'big idea'.
2: Lively anecdote	Use humour here (tone and task depending) Begin to develop your persona further here.
3: Key argument 1	Develop depth and detail here. Vary your sentence types for impact. Carefully consider your use of rhetorical devices here.
4: Key argument 2	Carefully consider your use of discourse markers here to open this paragraph. How will you build on your previous point?
5: Key argument 3	Perhaps save your most climatic point for this paragraph. You could open with your 'best point' in key argument 1 or you may wish to build to this idea.
6: Conclusion Cyclical structure - refer back to a key phrase/sentence from your introduction.	Repeat a phrase or sentence from your opening. For example, 'Imagine a world...' If you used a rhetorical question in your introduction, you may now wish to answer this using hypophora. How will you bring your ideas together without simply repeating them?

English Literature:

Context and the main 'pitfalls':

- ✓ Students can feel overwhelmed with the sheer volume of revision – substantial texts.
- ✓ Students often feel the exam is a memory test – this is not the case.
- ✓ It is important to develop your skill and revise essay structure, i.e. introduction, four key events in chronological order, carefully considering:
 - Character development throughout a text
 - Writer's intentions – the message behind each text
 - Structural significance – why is it structured the way it is.

Revision strategies to support:

- ✓ Quotation flash cards, based on character and theme.
- ✓ Character arcs – how characters develop throughout the text.
- ✓ Map from memory - try the two-stage approach for GCSE English Literature Firstly, plan an exam question with no notes or books in front of you to help, as a mind-map. See how much you actually remember testing your retrieval practice of information!

Then go back to your in-class and revision notes, as well as looking at the text.

Use this information to add in anything you forgot to include (using a different colour) when you answered the question. This will help you to remember the notes more vividly.

Paper 1 breakdown:



Section A Shakespeare: 34 marks (4 of these marks account for accurate use of spelling, punctuation and grammar)

You will be given an extract from Macbeth and a question based on a character theme or setting from the text. You will have 50 minutes to plan and write your answer using ideas from the extract and the rest of the play.

Section B 19th Century Novel: 30 marks

You will answer a question based on the novel you have studied (Jekyll and Hyde)

You will be given an extract from Jekyll and Hyde and a question based on a character theme or setting from the text.

You will have 50 minutes to plan and write your answer using ideas from the extract and the rest of the play.





Paper 2 breakdown

Section A Modern Text: worth 34 marks (4 of these marks account for accurate use of spelling, punctuation and grammar)

You will be given a choice of two questions from the text you have studied- *An Inspector Calls*- and you must select one to respond to.

You should plan and write a response to the question using details from the text to support your argument

Section B Love and Relationships poetry: worth 30 marks

One poem you have studied will be printed on the paper and you will be required to compare this to another poem you have studied.


You should plan and write a response to the question using details from the printed poem and the poem you have chosen to compare it to.

Section C Unseen poetry 34 marks

Part 1 (24 marks): you will be given a question based on an unseen poem. You will be required to analyse writer's choices and their effects in this poem

Part 2 (8marks): You will be given a second unseen poem and asked to compare the methods used by the writers in the two poems.


Literature Paper 1:
Macbeth • Jekyll & Hyde



9:00am • 1h 45m
Monday 17th May

Year 11 Literature Revision

Literature Paper 2:
An Inspector Calls • Poetry • Unseen



9:00am • 2h 15m
Wednesday 24th May

Current Grade:

Target Grade

Contents:

Check off the sections you have completed

- | | |
|---|---|
| <input type="checkbox"/> Learning Checklist | <input type="checkbox"/> An Inspector Calls Overview |
| <input type="checkbox"/> Macbeth Overview | <input type="checkbox"/> Practice Questions |
| <input type="checkbox"/> Practice Questions | <input type="checkbox"/> Power & Conflict Poetry Overview |
| <input type="checkbox"/> Jekyll Overview | <input type="checkbox"/> Practice Questions |
| <input type="checkbox"/> Practice Questions | <input type="checkbox"/> Unseen Poetry Overview |

Learning Checklist.

Use this checklist before your assessment to focus your revision, and after to check the effectiveness of your revision.



G	I am confident about this topic and I know what I need to do to revise it
A	I am not too sure about this topic, I may need to check with my teacher and spend more time revising this topic
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to revise it.

Topic / Unit Focus			
Macbeth	RAG	Jekyll & Hyde	RAG
I understand the plot of Macbeth		I understand the plot of J & H?	
I understand the context of the play		I understand the context of the story	
I have memorised key quotes		I have memorised key quotes	
Macbeth – Character		Uttersson – Character	
Lady Macbeth – Character		Jekyll – Character	
Banquo – Character		Hyde – Character	
Duncan – Character		Lanyon – Character	
Macduff – Character		London – Setting	
Malcolm – Character		Jekyll's Laboratory – Setting	
Ambition – Theme		Duality – Theme	
Power – Theme		Secrecy/Deception - Theme	
Tyranny – Theme		Science and Technology - Theme	
Supernatural – Theme		The Gothic - Theme	
Violence – Theme		Morality - Theme	
Gender Roles – Theme		Chapter Titles	

Pupil support pack

Topic / Unit Focus			
An Inspector Calls		RAG	Love and Relationships
I understand the plot of AIC			I understand how to analyse poetry
I understand the context of the play			I understand the context of each poem?
I have memorised key quotes			I have memorised key quotes
Birling – Character			I can compare poems
Sheila – Character			I know how to match pairs of poems
Gerald – Character			When we Two Parted
Eric – Character			Winter Swans
Mrs Birling – Character			Neutral Tones
Inspector Goole – Character			Singh Song
Responsibility – Theme			Mother Any Distance
Social Class – Theme			Before You Were Mine
Gender Roles – Theme			When We Two Parted
Age – Theme			Farmer's Bride
Guilt – Theme			Porphyria's Lover
Unseen Poetry			Sonnet 29
I understand poetry terminology			Letters From Yorkshire
I know how to structure my essay			Love's Philosophy
I can compare 2 different poems			Walking Away
I can talk about the structure of poems			
I can identify the poet's perspective			Eden Rock
Key Revision Focus:			

Jekyll & Hyde

Summary:

- The story begins with Mr. Utterson, a lawyer in Victorian London, investigating the strange behaviour of his friend Dr. Henry Jekyll, who has recently bequeathed all of his property to the mysterious Mr. Hyde. Utterson is disturbed by Hyde's appearance and behaviour, which seem to indicate that he is a violent and immoral man. As Utterson delves deeper into the mystery, he discovers that Jekyll has been experimenting with a potion that transforms him into Hyde, allowing him to indulge in his darkest impulses without consequence.
- As the story progresses, Jekyll struggles to control his transformations and maintain his separate identities. Hyde becomes increasingly dominant and violent, causing harm to innocent people and leading to suspicion and distrust of Jekyll. In the end, Jekyll realizes that he can no longer control his transformations and that Hyde is taking over completely. He leaves behind a confession that details his experiments and the tragic consequences of his actions, before transforming into Hyde one last time and committing suicide.
- The story is a cautionary tale about the dangers of repressing one's darker impulses and the consequences of attempting to separate good and evil within oneself. It also touches on themes of identity, morality, and the dangers of scientific experimentation.

Top 10 key quotes:

"Man is not truly one, but truly two." - (Ch. 10)

"I learned to recognise the thorough and primitive duality of man." - (Ch. 10)

"It wasn't like a man, it was like some damned Juggernaut" - (Ch. 1)

"The large, handsome face of Dr Jekyll grew pale to the lips and there came a blackness about his eyes" - (Ch. 3)

"The moment I choose, I can be rid of Mr. Hyde." - (Ch. 3)

"Mr. Hyde was pale and dwarfish, he gave an impression of deformity without any nameable malformation"-(Ch.2)

"Mr. Hyde broke out of all bounds and clubbed him to the earth... hailing down a storm of blows" - (Ch. 4)

"If he be Mr Hyde, I shall be Mr Seek" - (Ch. 2)

"I mauled the unresisting body, tasting delight from every blow" - (Ch. 10)

"Tenfold more wicked, Sold a slave to my original sin" - (Ch. 10)

Context:

- "Jekyll and Hyde" was written in the late 19th century, a time when Victorian society was grappling with issues of morality and respectability.
- Stevenson was influenced by the theories of Charles Darwin and the idea of evolution, which are reflected in the themes of transformation and duality in the novella.
- The story was partially inspired by the notorious case of Deacon Brodie, a respected Edinburgh tradesman who led a secret life as a burglar and eventually met a gruesome end.
- "Jekyll and Hyde" is a Gothic horror story, a genre that was popular in the 19th century and often featured supernatural or uncanny elements.
- The church of Scotland is largely based on Calvinist principles. Calvinism frustrated Stevenson because morality requires a perfection which was impossible for people as it contradicted human nature. Stevenson's father himself was a Calvinist and upon Stevenson telling him of his rejection of religion he was angry, causing Stevenson great anguish.
- Charles Darwin claimed that evolution occurs by natural selection. There was a sense of fear of this scientific development going against religion, as creationism (the concept that God created everything and everyone in the world) was pitted against evolution - this led to a rise in atheism.
- John Hunter is often considered Stevenson's inspiration for the character of Dr Jekyll. He was a doctor of a high status who was well regarded within his circle of friends in London. Hunter dissected over 2000 human bodies, so had an incredible knowledge of anatomy. The bodies were stolen from cemeteries by grave robbers, which was a wealthy business.

Maths

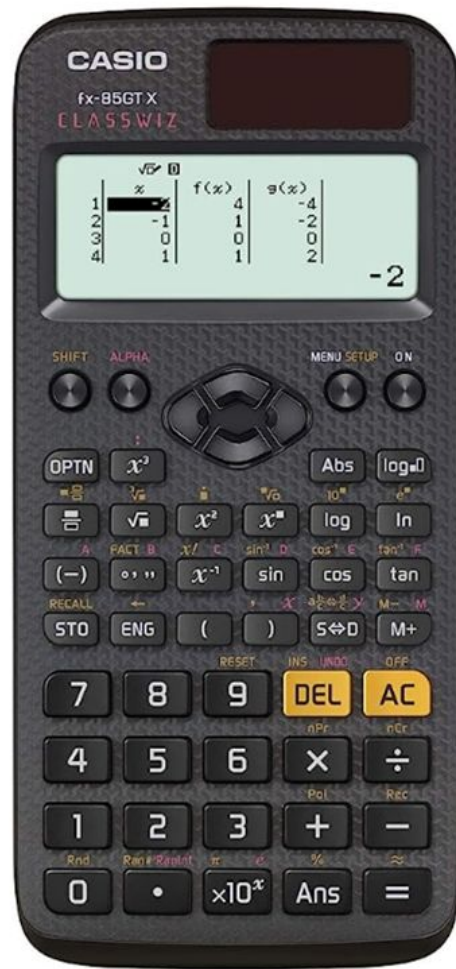
Key Information

Higher Tier (Grades 3 - 9)

Foundation Tier (Grades 1 - 5)

- 3 exams 1x non calculator 2 x calculator.
- All papers are 90 minutes and out of 100 marks.
- Students tested on all topics from their five year maths curriculum. This covers the following strands; algebra, geometry, number, ratio, probability, data and statistics.
- Questions are a mixture of fluency, problem solving and reasoning.
- All pupils must have the following equipment:

Pen, Pencil, Rubber, Ruler, Protractor, Compass, Scientific Calculator (Casio)



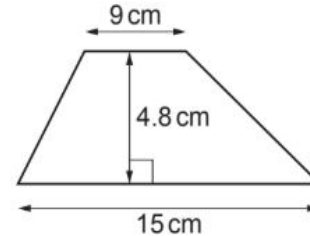
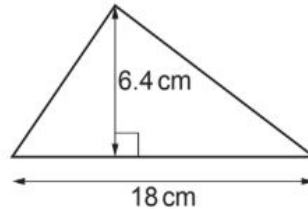
Subject Knowledge

- 6 A bathroom shower uses water at a rate of 15 litres per minute.

How much water is used in a bathroom shower that lasts 12 minutes?

- 2 The diagram shows a triangle and a trapezium.

- 7 (a) Write 0.6 as a fraction in its simplest form.



Not to scale

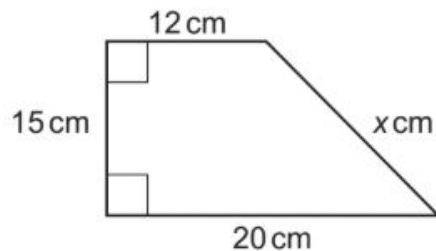
- (b) Write $\frac{17}{5}$ as a mixed number.

Show that they have the same area.

[3]

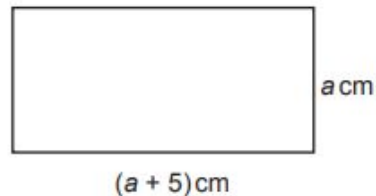
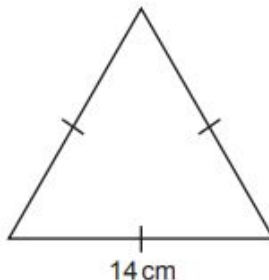
- (b) [1]

- 25 The diagram shows a trapezium.



Calculate the value of x .

- 10 The diagram shows an equilateral triangle and a rectangle.

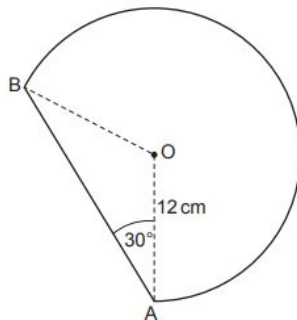


Not to scale

The equilateral triangle has the same perimeter as the rectangle.

Find the value of a .

- 20 The shape below is part of a circle, centre O and radius 12 cm .
Angle $OAB = 30^\circ$.



Not to scale

Application

Work out the perimeter of the shape.
Give your answer in its simplest terms in the form $a\sqrt{b} + k\pi$.
You must show your working.

What are we doing to support your child in maths?

- Individualised SOL that focusses on gaps in knowledge from the recent mock exams.
- Lessons include past exam questions after a skill has been taught.
- Homework that focusses on individualised weaknesses from the mock exams as well as past paper practice.
- Revision sessions on a Wednesday night with their own maths teacher.
- Homework support Friday lunch times in B12.
- Practice papers every fortnight.

Individualised Revision List

Topic	Possible mark	Your mark
Write an even number	1	1
Write a multiple of 7	1	1
Write a cube number	1	1
Write a prime number	1	1
Find the median of a simple set of numbers	1	1
Median problem	2	2
Measure angle	1	0
Isosceles triangle problem	1	1
Draw a parallelogram	2	2
Work out area of parallelogram	2	2
Draw next term in a sequence	1	1
Work out how many dots in further term	2	0
Solve a number puzzle in words	2	2
List all the possible outcomes	2	2
Express as a fraction	1	1
Write down a set of coordinates from a grid	1	1
Plot a coordinate	1	1
Write down equation of line going through point	1	0
Substitute values into a formula	1	1
Substitute in and solve	3	3
Fractions problem	3	0
Simplify a ratio	1	1
Use a map scale in reverse	3	0
Percentages problem	5	1
Increase by a percentage	3	3
Mean from discrete data in a table	3	1
Direct proportion problem	4	4
Compound units question	2	2
Fractions and percentages problem	5	5
Enlarge shape by a fractional Scale factor from a centre	3	0
Solve an inequality, draw solution on a number line	4	0
use calculator efficiently, round to 4sf	3	0
Area of triangle and trapezium problem	3	3
work out angle for a sector on a pie chart	2	0
Complete the pie chart	3	0
Interpret pie chart	2	2

What can you do to support your child in maths?

The best way to revise maths is to DO maths

- Encourage attendance at revision sessions.
- Support with organisation and homework deadlines.
- Test your child using flashcards.
- Speak positively about maths.
- Emphasise the importance of maths post 16.

What can your child do to succeed in maths?

The best way to revise maths is to DO maths

- Revisit work you have done using your blue book or a revision guide.
- Complete past paper questions and compare to mark schemes.
- Use of flash cards to memorise key formula.
- Use of flash cards to support quizzing on key skills e.g. calculations with fractions.
- Complete all homework, homework IS revision. If you need help, see your teacher.
- Get into good habits; show your workings even on calculator papers.
- Attend after school and Easter revision sessions.



Demo 11X/Ma4 [KOR]
Student
Whickham School

 Trophies
0/37

 Points This Year
0



New **Sitting GCSE Exams This Year? Boost Your Revision!**

Check out our new improved way to find, practice, and track your progress with past papers.

[Explore GCSE Papers](#)

What to work on next?

[Start a Practice](#)

[Review Progress](#)

YOUR COURSES

[\[White Rose Maths\] Year 11](#)

[\[Whickham School\] Year 11 Nov Mock Foundation](#)

[\[Whickham School\] Year 11 Foundation February Mock](#)

[\[Whickham School\] Year 11 March Mock Foundation Paper 2](#)

[\[Whickham School\] Year 11 March Mock Foundation Paper 3](#)

My Homework

✗ [Y11 Mar Paper 3 Revision](#)
Due Last week

✗ [Mock Revision Mix](#)
Due Last month

✗ [Y11 Nov Mock P3 Revision](#)
Due 4 months ago

[Review All](#)

Resources

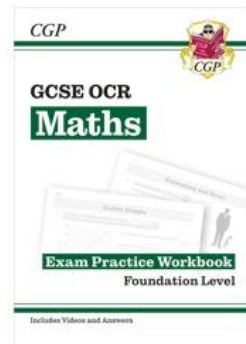
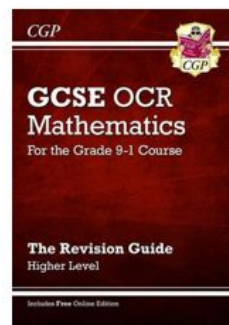
 [Questions & Past Papers](#)

 [Lesson Resources](#)

 [Dr Frost Live!](#)

Dr Frost

- Past papers, mark schemes and written solutions
<http://www.mrbartonmaths.com>
- Badly answered questions
<http://www.mrbartonmaths.com/students/gcse/question-of-the-week/>
- Maths Genie
<https://www.mathsgenie.co.uk/gcse.html>
- Corbett Maths – Revision lists and practice papers
<https://corbettmaths.com/2023/02/15/gcse-maths-summer-2023>
- Sparx Maths <https://sparxmaths.com> (videos + quizzes)
- Whickham School Website <https://www.whickhamschool.org/our-curriculum/subjects/maths/>
- Corbett Maths flashcards (available to buy in school also)
<https://corbettmaths.com/2018/04/12/onlineorder/>
- On Maths – online practice papers
<https://www.onmaths.com/>



Easter revision programme

	FIRST WEEK	SECOND WEEK			
Slot	Tuesday 15 April	Tuesday 22 April	Wednesday 23 April	Thursday 24 April	Friday 25 April
Morning 9.45 - 11.45	Combined Science (Foundation Tier)	Biology (X band) Business French FT French HT German	Business History (X band) Music Physics (Y band)	English Lit (X band) Maths (Y band)	Art: Fine Art: Textiles Citizenship DT GCSE PE BTEC Sport
Afternoon 12.15 - 2.15	Combined Science (Higher Tier)	Biology (Y band) CNAT Enterprise RS	History (Y band) Music Physics (X band)	English Lit (Y band) Maths (X band)	Art: Fine Art: Textiles Geography BTEC Sport

Students have a booking email (school email address) - please try and get this booked in tonight - we need to know accurate numbers for planning purposes. Please book into correct sessions (tier/band)

Key Contacts

Mr Berry	Tuition Support	Ext. 338
Miss O'Brien	Pastoral Leader	Ext. 317
Mr Wilson	Y11 Achievement	Ext. 224
Mr Crosland	Assistant Headteacher	Ext. 223





STAY
POSITIVE,
WORK
HARD,
MAKE IT
HAPPEN.



Any questions?

