

Yr11 Achievement Evening

Thursday 15th October 2026

Supporting students in achieving GCSE
and L2 BTEC success



Topics covered

- Key dates
- Planning for revision
- How to support your child with revision
- Top tips to ensure high quality revision
- How we will be supporting your child



2026 GCSE Results were strong

- 77% of pupils achieved grade 4 in both English & Maths, with 56% achieving both at grade 5 or above and 20% at grade 7 or above
- Average GCSE grade: 5.3



What makes this happen?

- A strong home school partnership
- Strong attendance
- High quality revision focused on the right areas
- Good communication between students and teachers
- Having an end goal
- Getting a supportive balance



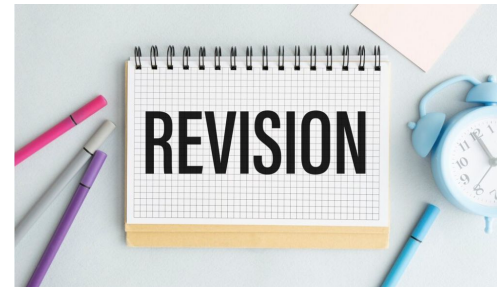
As a school we support Year 11 pupils in the following ways: PEW

- Ensure exam practice and study skills are embedded within every subject area.
- Staff will provide pupils and parents with key information to support revision
- Provide homework support sessions
- Ensure that homework tasks support revision during mock periods
- Run a comprehensive revision programme from Jan 2026 - including Easter & May half term sessions
- Provide revision materials
- Have a web page dedicated to Y11 revision and study skills (clips)
- Offer tutoring / extra study sessions



Reality of year 11

For some students, revision will be easy to organise. For others, it will be a source of significant stress, procrastination or disagreement. **That's normal.**



Five things you can influence

1. Routine
2. Environment
3. Technique
4. Accountability
5. Attitude



Routine beats motivation

- Waiting until you "feel like revising" doesn't work particularly well.
- A predictable routine removes some of the daily negotiation.
- Short, regular sessions are more manageable than occasional huge sessions.
- Revision should become part of the normal week rather than an emergency response to an exam



	Before school (7am-8:30am)	During school (8:40am-3:10pm)	After school (4pm- 6pm)	Evening (6:30pm- 9:30pm)
Monday			✗	<i>Maths past paper</i> <i>Watch a film</i>
Tuesday			<i>English: Paper 2 Q4</i> <i>Listen to a podcast</i>	✗
Wednesday			✗	<i>Life Science</i> <i>flashcards</i> <i>Go out with friends</i>
Thursday				
Friday	✗		<i>RE flashcards</i> <i>Watch a film</i>	
Saturday				
Sunday		✗	<i>Literature Poetry</i> <i>question practice</i> <i>Go to the cinema</i>	

- Complete the blank timetable to record what they currently do with their time e.g. hobbies, family time etc. to find slots for their 'missions' that work for them.
- Make a list of the different subjects they need to revise for so they know what to include in their revision timetable.



	Before school (7am-8:30am)	During school (8:40am-3:10pm)	After school (4pm- 6pm)	Evening (6:30pm- 9:30pm)	CAB
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					



What does 'revision' actually mean?

Looks like revision - is effective	Feels like revision – but isn't very effective
Answering exam questions	Reading a textbook repeatedly
Flashcards used as questions rather than reading	Highlighting everything
Blurting/retrieval	Rewriting pages of notes
Marking work and correcting mistakes	Watching hours of videos without testing yourself
Explaining something without looking at notes	Making elaborate revision resources instead of using them
Revisiting something you got wrong previously	Having revision materials open while actually doing something else



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!



Read less, Retrieve more

If a student reads a page about photosynthesis five times, they may recognise it very well.

But if you close the book and ask:

“What are the three things you need to know about photosynthesis?”

they have to actually retrieve the information.

That's where the useful learning happens

**You can help enormously without knowing the subject.
Ask your child to explain something to you**



Great questions to ask:

“Tell me three things you remember about this topic.”

“Explain this to me as if I know nothing about it.”

“What would the examiner ask you about this?”

“What did you get wrong in your last test?”

“Can you do this question without looking at your notes?”

“Show me what you know”



What works well:

1. Help them plan

“Which subjects are you going to work on this week?”

2. Help them start

“It's 6pm — shall we get your revision set up?”

3. Help them stay accountable

“What did you manage to get through?”

4. Help them reflect

“What did you find difficult?”

5. Encourage them

“Good effort. What will you tackle next?”



Key Dates

CAB

Event	Date
Mock 1 Examination Period - Click here for Timetable	2nd November - 20th November Mock catch ups will be running after school
Year 11 Individual Pathway support meetings	Nov/Dec 2026
BTEC Coursework Deadline	December 2026
After-School Revision Programme Begins	January 2027
Year 11 Parents' Evening	Tuesday 19th January
Mock 2 Examination Period	22nd February 2027 - 5th March 2027
Easter Revision	5th April 2027 - 9th April 2027



Summer Key Dates

CAB

Event	Date
MFL Speaking exams	April 2027
GCSE Summer Examination Period Begins	Monday 6th May 2027
May Half-Term Revision	2nd May 2027 - 4th May 2027
Results Day	Thursday 19 August 2027



Key Contacts

Mr Berry	Tuition Support	Ext. 338
Mr Jarvie	Pastoral Leader	Ext. 240
Miss Envy	KS4 Achievement	
Mrs Elliott	Family Liaison Officer	Ext. 234
Mr Abbott	Associate Senior Leader	
Mr Wheatley	Senior Deputy Headteacher	



Next...

Please use your slip to direct you to your next rooms. You are in 6 groups and should each have a session for maths, english and science

Your Revision Carousel - GROUP A

Please follow the timetable below and move to the next room when instructed.

1. MATHS - A9
2. SCIENCE - A1
3. ENGLISH - A5

Thank you for attending and supporting your child.

Subject	Room & Staff
English 1	A5 with Mrs Thirlwell
English 2	B5 with Mrs James
Maths 1	A9 with Mrs Orwin
Maths 2	B4 with Mr Abbott
Science 1	A1 with Miss Ross
Science 2	B1 with Miss White





Maths



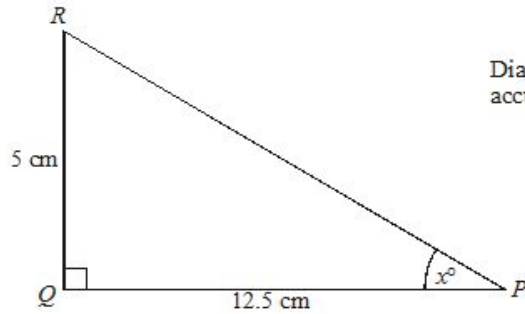
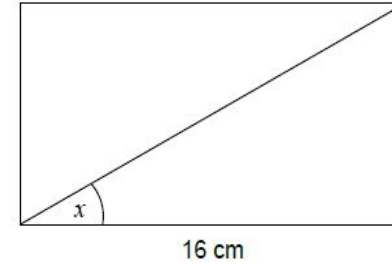


Diagram **NOT**
accurately drawn

PQR is a triangle.
Angle $PQR = 90^\circ$.
 $PQ = 12.5$ cm.
 $QR = 5$ cm.

Calculate the value of x .
Give your answer correct to 1 decimal place.

The area of the rectangle is 68 cm^2



Not drawn
accurately

Work out the size of angle x .

[3 marks]

What parents should reinforce

- Read the whole question and identify what it is asking. Think which topic / tools you need to use.
- Show working — method marks can be earned even if the final answer is wrong. Annotate the diagram.



Helpful questions to ask while they revise

BEFORE THEY START

- What topic are you working on today?
- What do you already know about it?
- Which example will you try first?

WHEN THEY GET STUCK

- What is the question asking you to find?
- What information do you have?
- Can you draw a diagram or try a simpler example?
- Which step do you understand so far?

AFTER A QUESTION

- Can you explain why that method works?
- How could you check your answer?
- Where did the marks come from / go?

AT THE END

- What can you now do that you couldn't do before?
- What will you revisit next time?
- What's one small goal for tomorrow?

“Show me how you approached it.” “Where can we find a worked example?”

“Let's check the mark scheme together.” “Which question should we ask your teacher about?”



Revision strategies with the biggest payoff

1 • RETRIEVE (Active Recall)

Close the notes. Write down rules, steps or formulae from memory. Then check and correct.

2 • DO QUESTIONS

Spend most of the session solving questions, not just watching videos or rereading notes. Make sure you use past exam questions.

3 • REVISIT

Return to tricky topics after 1 day, a few days, then a week. Mix old and new topics.

4 • LEARN FROM ERRORS

Mark in a different colour. Label the error: concept, method, arithmetic, calculator or misread question. Do something to plug the gap – watch a video, speak to a teacher, refer to your notes or revision cards. Redo it later without help.

5 • PRACTISE EXAM CONDITIONS

Use timed sections and occasional full papers. Mark afterwards, then practice the topics that cost marks.



A realistic 30-minute revision session

5 min

RECALL

Choose a topic. Write key facts or steps from memory.

15 min

PRACTISE

Complete 4–8 exam questions on one focused topic.

7 min

MARK & FIX

Use mark scheme/answers; correct mistakes and write the right method. Watch a video to learn from your mistake and get ready to try again.

3 min

PLAN

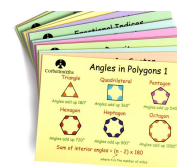
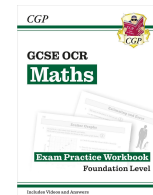
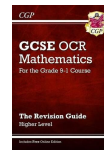
Choose one question to retry later and the next topic. Start to build in a mixture of topics / papers.



Useful resources

1. Topic-by-topic revision

- Physics & Maths Tutor – OCR GCSE Maths questions by topic
<https://www.physicsandmathstutor.com/maths-revision/gcse-questions-ocr/>
- BBC Bitesize – OCR GCSE Maths
<https://www.bbc.co.uk/bitesize/examspecs/zcty7hv>
- Maths Genie – GCSE Maths topics + past papers
<https://www.mathsgenie.co.uk/gcse.html>
- Corbettmaths – Revision lists and practice papers
<https://corbettmaths.com/2023/02/15/gcse-maths-summer-2023/>



2. Past papers and exam practice

- Mr Barton Maths – Past papers, mark schemes and written solutions
<http://www.mrbartonmaths.com>
- CG Maths – GCSE past papers with solutions
<https://www.cgmaths.co.uk/gcse-maths>
- OnMaths – Online practice papers
<https://www.onmaths.com/>
- MyPastPapers – Revision app
Search for MyPastPapers in your app store.

4. Flashcards and school resources

- Corbettmaths – Flashcards
<https://corbettmaths.com/2018/04/12/onlineorder/>
- Whickham School – Y11 Knowledge Organisers and 'Aiming For' booklets
<https://www.whickhamschool.org/our-curriculum/subjects/maths/>





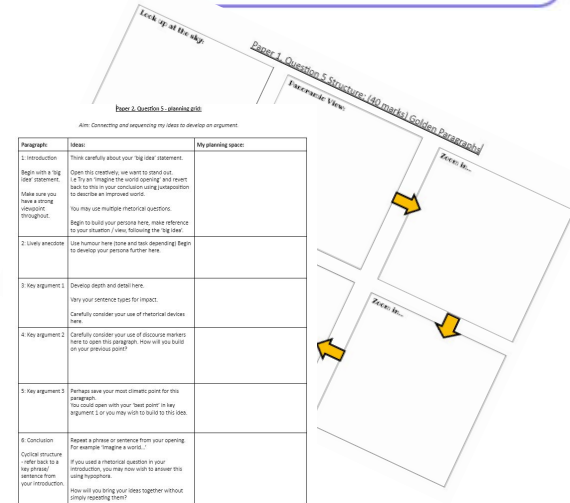
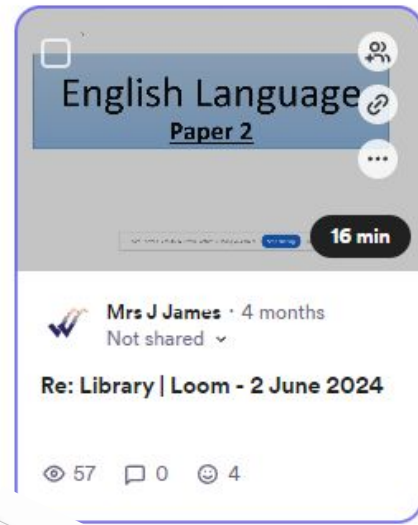
English Language



English Language:

Understanding the exam:

- 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.
- Paper 1, Question 4 (20 marks) and Paper 2, Question 4 (16 marks) can prove challenging. Must be prioritised.
- Use the scaffolds we have created to support extended writing.



Paragraph:	Notes:	My planning notes:
1. Introduction Begin with a big statement. Make sure you have a strong conclusion throughout.	Think carefully about your 'big idea' statement. Open this creatively, we want to stand out. ↳ Try to imagine the world opening and insert back to this in your conclusion using juxtaposition to describe an unexpected world. You may use multiple rhetorical questions. Begin to build your persona here, make reference to your character / view, following the 'big idea'.	
2. Linked evidence	Begin to build your persona here, make reference to your character / view, following the 'big idea'.	
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 creative point for this paragraph. You could open with your 'best point' to use argument 3 or you may wish to build to this last.	
6. Conclusion	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 juxtaposition. How will you bring your ideas together without simply repeating them?	

The exam structure:

Paper 1:

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 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 1, Question 4:

'How far do you agree...?' (20 marks)
X4-5 paragraphs
PETAZL
Critical evaluation, evaluating the student statement
Methods needed

Paper 2:

Paper 2 breakdown:

Paper 1, Question 1:

True or false (4 marks)

Paper 1, Question 2:

Summary (8 marks)
X2-3 comparative paragraphs
Use SQICSQI 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.

Tip 1:

Flashcards:

Flash cards, which detail the requirements for each question and subject terminology (methods)



Your support with flashcards would be invaluable.
For example:

Front of card:

Noun

Back of card:

An object

ENGLISH LANGUAGE KNOWLEDGE ORGANISER						
WORD CLASSES SIMPLE KEY TERMS		OTHER SUBJECT TERMINOLOGY (STUDY OF SOUNDS)		METHODS: LANGUAGE DEVICES		
Noun	A word that refers to a person, place or thing.	Alliteration	The occurrence of the same sound at the beginning of adjacent or closely connected words.	Simile	Comparison of one thing with another, thing using the words, 'like' or 'as'.	
Verb	A word used to describe an action, state or occurrence.	Assonance	Repeating vowel sounds in words, especially words that are close together.	Metaphor	A figure of speech in which a word or phrase is applied to a subject to indicate to which it is not literally applicable.	
Adjective	A word that describes or qualifies a noun.	Sibilance	Sibilance is the repetition of s, sh, or z sounds in words. It creates a hissing sound in the writing.	Extended Metaphor	Refers to a comparison which will remain in terms that continue throughout a text or for a longer passage, or, in time, in a poem.	
Adverb	A word or phrase that modifies the meaning of an adjective or verb, expressing manner, space, time or degree.	Onomatopoeia	The formation of a word from a sound associated with what it names.	Personification	The attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form.	
Pronoun	A word that takes the place of a noun.	Consonance	The recurrence of similar-sounding consonants in nearby terms.	Symbolism	The use of symbols to represent ideas or qualities.	
OTHER KEY TERMS		Plosives	Detective consonants that is produced by stopping the airflow using the lips, teeth, or palate, followed by a sudden release of air.	Hyperbole	Exaggerated statements or claims not meant to be taken literally.	
Dynamic Verb	A verb that shows continued or progressive action on the part of a subject. They occur over a span of time.	Monosyllabic	A word or utterance consisting of one syllable.	METHODS and TYPES OF IMAGERY		
Static Verb	Verbs that express a state rather than an action. They usually relate to thoughts, emotions, relationships, sense etc.	Visual Imagery	Imagery pertaining to graphics, visual scenes, pictures, or the sense of sight.	Shift	Change on the text.	
Concrete Noun	Nouns you can physically see and touch.	Auditory imagery	Imagery pertaining to sounds, noises, music, or the sense of hearing.	Focus	What is being described in the moment.	
Abstract Noun	Words that name things you cannot physically see or touch.	Olfactory imagery	Imagery pertaining to odours, scents, or the sense of smell.	Juxtaposition	Contrasting ideas	
SENTENCE FORMS		Gustatory imagery	Imagery related to the sense of taste.	Foreshadowing	Hints regarding what is to come.	
Exclamative	A sentence type used to express surprise about something unexpected or extraordinary.	Tactile imagery	Imagery pertaining to physical textures or the sense of touch.	Tension	The threat of something happening, good or bad, leading to suspense.	
Interrogative	A sentence type where a question is asked (grammatical forms shown that it is a question).	Connotations	The emotional, cultural, or implied meanings a word carries beyond its literal dictionary definition. ie, the word 'snow' has connotations of comfort.	Symbolism	Symbolism in literature is a literary device where objects, people, places, colours or actions represent deeper, abstract ideas or concepts beyond their literal meaning.	
Imperative	Imperatives sentence are used to issue commands or instruction, make a request, or offer advice.				Non-Fiction Methods	
Declarative	A declarative sentence (also known as a statement) makes a statement and ends with a period. It's named appropriately because it declares or states something.				Anecdote	Personal story
					Emotive language	Language that triggers an emotion in the reader, guilt, sadness, excitement
					Statistics	Numbers or percentages – factual.
					Tone	The feeling or mood. ie, there is a tone of anger or frustration.
					Hyperbole	Exaggeration
					Hypophora	Posing a question during the answer immediately Afterwards.

ENGLISH LANGUAGE KNOWLEDGE ORGANISER

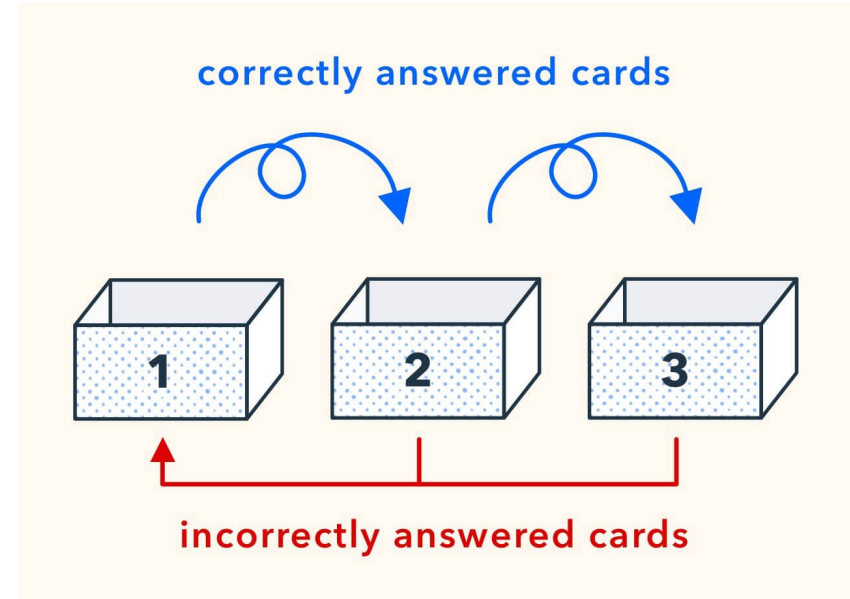
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				Statistics	Numbers or percentages – factual.
				Tone	The feeling or mood. Ie, there is a tone of anger or frustration.
				Hyperbole	Exaggeration
				Hypophora	Posing a question during the answer immediately Afterwards.

What is the leitner method?

<https://www.youtube.com/watch?v=C20EvKtdJwQ>



Please take flashcards home to support you with this process.



Tip 2:

Understanding the exam structures and approaches:

- We use very specific approaches and pupils need to learn these. They've been created by AQA examiners.
- Encourage your child to listen to the Loom videos we have prepared which take pupils through each question and key advice. They are on Class Charts.
- Question your child. Discuss the approaches required for each question. Engage in conversation about the exam.

Paper 2

The Paper 2 English Language exam is coming up next half term.

It would be fantastic if you could engage in conversation with your child about this.

We have popped together this handout to support you when having these conversations.

English Language Paper 2 Structures – Revision Guide

How to support your child at home

It's not just about what they say, it's how they say it!



This paper is all about your child's ability to:

- understand the writer's viewpoints, opinions and attitudes
- analyse the language used (e.g. word choice, tone, figurative language)
- analyse the structural methods used (e.g. how the text is organised, presentation, form)



Section A – Reading (Questions 1–4)

Focus: language and structure in fiction and non-fiction

Q1 – True or False (4 marks)



Students read a statement and decide if it is True or False (sometimes not in the text). They must find the exact information in the text.

Top tips for revision:

- ✓ Practise reading the question carefully and tracking the information in the text.
- ✓ Encourage students to eliminate distractors.
- ✓ Remind them to use the text – don't rely on memory.

Q2 – Summary (8 marks)



You MUST use **SQICSQI**.

Students must select key information and write one paragraph (8 marks).

Top tips for revision:

- ✓ Teach them to pick out only the most important points.
- ✓ Encourage a clear structure: topic sentence, examples, evidence.
- ✓ Remind them to use their own words and keep it concise.
- ✓ Practise summarising with past papers.

Q3 – Language (12 marks)



You MUST use **PETAZL**.

Students analyse how the writer uses language and structure. They should discuss the effect on the reader and use subject terminology.

Top tips for revision:

- ✓ Teach them to look for similarities and differences.
- ✓ Encourage a clear comparative structure (e.g. both texts... whereas... this is shown by...).
- ✓ Remind them to explore context and purpose.
- ✓ Ensure they use subject terms and include quotations from both texts.

Q4 – Comparison (12 marks)



You MUST use **PETAZL**.

Students compare how the writer uses language and structure in two texts.

Top tips for revision:

- ✓ Teach them to look for similarities and differences.
- ✓ Encourage a clear comparative structure (e.g. both texts... whereas... this is shown by...).
- ✓ Remind them to explore context and purpose.
- ✓ Ensure they use subject terms and include quotations from both texts.



Language features to remember for Q3 and Q4:

Connotations (explore connotations of words) • Adjectives • Verb • Adverb • Personification • Simile • Metaphor • Anecdote • Hyperbole • Emotive Language • Tone



Section B – Non-Fiction, Transactional Writing (Question 5)

Focus: structure and purpose



The writing task is linked to the topic or theme of the reading sources. In this sense, the following aspects of the writing task will remain consistent: a statement at the start of the question setting out a clear audience, purpose and for an enabling, provocative, controversial statement that prompts students to write a response offering their own attitude/viewpoint.

Structure to use:

- 1 Paragraph 1 – Introduction: An "Imagine the world" / Persona paragraph opener.
- 2 Paragraph 2 and 3 – Two problem paragraphs.
- 3 Paragraph 4 – A one-sentence paragraph shifting the mood from negative to positive.
- 5 Paragraph 5 – A "Solution" paragraph where you explain how the world could be better.
- 6 Paragraph 6 – An "Imagine the world" / Persona paragraph closing paragraph.



Quick tips for parents

- ✓ Encourage your child to practise with past papers.
- ✓ Help them use their subject terminology correctly.
- ✓ Discuss the purpose and audience of texts.
- ✓ Build confidence by reviewing their answers together.

Small steps make a big difference!

Tip 3:

Little and often timed practice:

- We have a series of mini mock revision packs which include unseen questions and texts.
- An 8 mark question should be answered in 15 minutes maximum
- Using a timer to support your child.

Paper 1 Mini Mock: The Whispers	
Source A: The opening of a novel called 'The Whispers' by Greg Howard, published in 2019	
1	There once was a boy who heard the Whispers. He heard them late in the day as the lazy sun dipped below the treetops and the woods behind his house came alive with the magic of twilight. The voices came to him so gently he thought it might be the wind, or the first trickle of summer rain. But as time passed, the voices grew louder and the boy was sure they were calling his name. <u>So</u> he followed them.
5	The Whispers led the boy to a clearing deep in the woods where a rotted old tree stump sat in the centre and fallen leaves covered the ground like crunchy brown carpet. The boy stood next to the stump, waited, and listened. He couldn't see the Whispers, but he knew they were there. Their wispy voices surrounded him, ticking the rims of his ears and filling every darkened shadow of the forest.
10	After waiting patiently for quite some time, the Whispers' garbled words finally began to make sense to the boy, and they told him things. The Whispers knew everything – all the secrets of the universe. They told the boy what colour the moon was up so close and how many miles of ocean covered the Earth. They even told him how long he would live – 26, 332 days. The boy was pleased, because that sounded like a good long time to him. But as they continued to whisper knowledge into his ear, they never showed themselves to the boy. He only caught glimpses from the corner of his eye of their faint bluish glow fading in and out around him. He so badly wanted to see them, to know what kind of creatures they were. How big were they? Or how tiny? Were they thin, fat, or hairy? Were they made of skin and bones like him, or of dark tree bark, or leaves, or dirt? Or something else entirely?
15	The Whispers told the boy that if he brought them tributes, they would give him his heart's desires. The boy wasn't sure what a tribute was and he didn't want very much anyway. He could hardly call them heart's desires. Maybe a new pair of sneakers so the kids at school wouldn't tease him about his raggedy old ones. Maybe a better job for his father so he wouldn't worry so much about money. And he would love to see his mother smile again, something she rarely did anymore. But he guessed what he really wanted was to see the Whispers with his very own eyes.
20	One day, as the boy's mother made a batch of her special blackberry jam, he asked her what a tribute was. She thought about it a moment and finally told him that a tribute was like a gift to show respect. The boy eyed his mother's handiwork spread over the kitchen table. Everyone loved her jam. When she took it to the local farmers market, she always sold out. And her blackberry jam was his personal favourite. He was sure if he would make an excellent tribute for the Whispers. When his mother left the room, they boy took one of the jars from the same and hid it under his bed.
25	The following afternoon, as the sun was setting, he went back to the clearing in the woods with the jam tucked under his arms. He left it sitting on the rotted old tree stump for the Whispers. Satisfied with his tribute, the boy <u>poke</u> his heart's desires aloud and then hurried home as not to scare the Whispers away.
30	When the boy's father got home from work that evening, his mood was lighter than usual and the lines of worry had completely vanished from his face. He told the family that he's received a promotion at work and tomorrow the boy's mother could take him shopping to buy him new clothes and shoes for school. This news made his mother smile. The boy was amazed that he'd received three of his heart's desires with only one jar of jam.
35	
40	
Questions	
Q1 – 4 marks – 5 minutes Use lines 1-5. List four things you learn about the Whispers	Q4 – 20 marks – 25 minutes Use lines 11-40. A student said "The writer makes us feel intrigued, like the boy, as to what the Whispers are, but we are also worried and uneasy about them." To what extent do you agree? In your response, you could:
Q2 – 8 marks – 10 minutes Use lines 6-10. How does the writer use language to describe the setting?	• write your own impressions about the characters • evaluate how the writer has created these impressions • support your opinions with references to the text.
Q3 – 8 marks – 10 minutes Use the whole source. How does the writer structure the text to interest you as a reader?	

Question 5: planning

- Exam planning
- Question 5 is crucial. It is worth 40 marks and pupils are required to write a description. They are given a picture as a stimulus.
- It is important that the description is “convincing” therefore it would be hugely helpful if you talked to your child about different scenes/ places. Encourage imagination. What can you see? Hear? Smell? Taste?



What does effective planning look like? 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.

Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

05

Your school or college is asking students to contribute some creative writing for its website.

Either: Write a description suggested by this picture:



Or: Describe an occasion when you felt unsure or challenged. Focus on the thoughts and feelings you had at that time.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

SKILLS A05
SKILLS A06

Plan
Overall description → signals
Focus on a person → signals
Focus on a second person
Description of buildings
Finish off



English Literature

English Literature:

Paper 1 breakdown:

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

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

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

English Literature:

Paper 2 breakdown:

Section A: Modern text - 34 marks (4 of these account for accurate spelling, punctuation and grammar)

*You will be given a choice of two questions from **An Inspector Calls** - you must select one.*

Section B: Power and Conflict Poetry: worth 30 marks

One poem will be printed in the paper and you must compare this to one you have studied.

Section C: Unseen Poetry: worth 34 marks

Part 1 (24 marks) - you will be given a question based on an unseen poem.

Part 2 (8 marks) - you will be given a second unseen poem and you will be asked to compare the methods used by each writer.

Tip 1:

Flashcards:

Flash cards, which give a quotation and some analysis for students to learn. This is useful to not only allow them to learn quotations but to have ready made analysis to use in the exams

Your support with flashcards would be invaluable.
For example:

Front of card:

“(The Titanic)
Unsinkable,
absolutely unsinkable”

Mr Birling

Back of card:

Method-dramatic irony
Analysis- Used by
Priestley to show
Birling and capitalists
as foolish



Flashcards:

Once students are confident with the quotation and basic analysis, they can then begin to colour code them by character and theme.

Front of card:

“(The Titanic)
Unsinkable,
absolutely unsinkable”

Mr Birling




Back of card:

Method-dramatic irony
Analysis- Used by
Priestley to show
Birling and capitalists
as foolish

Key:

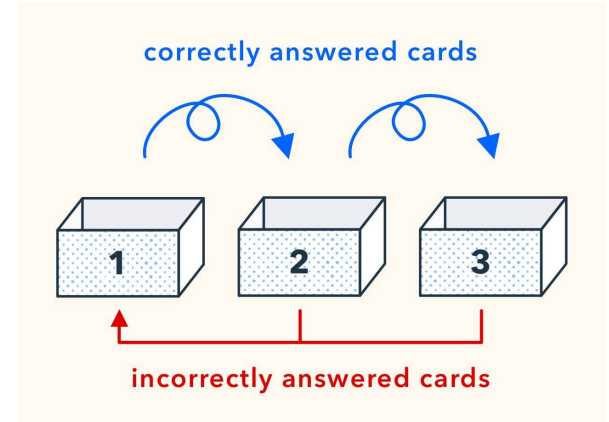
Mr Birling: 

Social Responsibility 

Flashcards:

How to use:

- 1) Use the flashcard to test how well the student knows the quotation. For example, read out the beginning of the quotation and ask them to complete it.
- 2) Test them on their analyses e.g. ““(The Titanic) Unsinkable, absolutely unsinkable”. What points of analysis could you say?
- 3) Use the Leitner method to support with this.



Tip 2:

Understanding how to structure an English Literature Essay

Big idea anchored to the question 	→ Stevenson explores the idea of... → Stevenson uses the setting
Evidence Explained	→ This is exemplified in the extract when it says "...." → One way that this is shown is through "...."
Close Analysis of Method	→ The semantic field of...creates a sense of... → The use of... makes the reader feel...
Secondary quotation to contrast or develop	→ This is furthered later in the text by "...." which creates a sense of... → This contrasts the characterisation later in the text as.....
Link to social context/writer's intention	→ It may be that the writer wanted us to think/imagine... → The writer may have been trying to criticise the view of the time as...
Structure: Why now?	→ Furthermore, this moment is particularly significant as it foreshadows... → As this moment comes from the inciting incident of the play...
Alternative interpretation	→ Alternatively this may suggest... → Some readers however may feel...
Evaluation	→ This is particularly effective as...

- I have attached a copy of how we structure an English Literature paragraph to the handout. We have deliberately designed this in a way that will help students to structure an essay to meet all of the Assessment Objectives
- When doing a piece of homework or revising for an exam, encourage students to stick to this and ensure that they are meeting all of the steps

Tip 3:

Using Past Paper to Plan Exam Responses

- Students are welcome to complete exam responses and bring them to their English Literature teachers for feedback.
- Planning responses to past exam questions is also valuable, helping students develop ideas and ensure they have enough material to write a well-developed essay.
- Encourage your son/daughter to spend 5 minutes planning a response without the use of notes or flashcards to test how much they know
- Then they can use their notes to go back and add to it

How does Priestley use the character of Mr Birling to present his ideas about responsibility and society?

Overall Argument: Priestley presents Mr Birling as a symbol of selfish, capitalist attitudes that he wants his audience to reject.

Argument 1: Priestley uses Birling to criticise a capitalist system in which the pursuit of profit is prioritised over the welfare of workers.

Quotation 1: “a man has to mind his own business and look after himself”

- The declarative statement and emphatic phrasing reveal Birling’s selfish individualism.

Quotation 2: “I refused, of course.”

- The blunt, emphatic declaration reveals Birling’s lack of concern for his workers.
- “Of course” suggests that refusing Eva Smith a pay rise is, in his view, entirely reasonable.

EXAMPLE

How does Priestley use the character of Mr Birling to present his ideas about responsibility and society?

Argument 2: Priestley presents Birling as an arrogant man whose social status and wealth have made him believe that he is superior to others.

Quotation 1: “a hard-headed practical man of business”

- **The adjective “hard-headed” suggests that Birling values rationality and financial success over emotion and empathy.**

Quotation 2: “there'll be a public scandal”

- **Birling’s concern about a “public scandal” reveals that he is more worried about his reputation than Eva’s suffering.**
- **The adjective “public” emphasises his fear of social humiliation and damage to his status.**

EXAMPLE

How does Priestley use the character of Mr Birling to present his ideas about responsibility and society?

EXAMPLE

- **Argument 3:** Priestley uses Birling's refusal to learn from Eva Smith's death to contrast selfish individualism with the social responsibility needed to create a better society.

Quotation 1: "I can't accept any responsibility."

- The modal verb "can't" presents Birling's refusal as absolute, suggesting an unwillingness to acknowledge his moral obligations.
- The noun "responsibility" directly connects to Priestley's central message about collective accountability.

Quotation 2: "The whole story's just a lot of moonshine."

- The dismissive noun "moonshine" suggests that Birling considers the Inspector's revelations nonsense.
- The colloquial language reveals his determination to return to his comfortable worldview rather than reflect on his behaviour.

General Tips

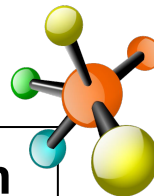
- Encourage your son/daughter to watch Mr Bruff revision videos on YouTube. These videos are useful for recapping on key texts or going over anything that they may feel less confident about.
- Watch BBC version of An Inspector Calls to supplement their textual knowledge.
- The Ginifcent Production of Jekyll and Hyde is available on Amazon and stays true to the text

Science November mock papers:

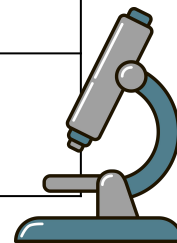
- Students are sitting 3 x Paper 1s.
- This is content taught in Year 9 and Year 10.

Topics		
Biology Paper 1 4.1. Cell biology 4.2. Organisation 4.3. Infection and response 4.4. Bioenergetics	Chemistry Paper 1 5.1. Atomic structure and the periodic table 5.2. Bonding, structure, and the properties of matter 5.3. Quantitative chemistry 5.4. Chemical changes 5.5. Energy changes	Physics Paper 1 6.1. Energy 6.2. Electricity 6.3. Particle model of matter 6.4. Atomic structure

Year 11- Science revision sessions



Subject	Time	Room
Biology	Wednesday lunchtime	C3
Chemistry	Thursday lunchtime	C5
Physics	Tuesday lunchtime	C9
Combined Science	Monday lunchtime	C9



Get Paper 1 ready for November!



Flashcards - foundational knowledge

*Physical copies handed out
in tutorial.*

*On Google
Classroom.*

<u>Questions</u>	<u>Answers</u>
Name two types of cells that are eukaryotic, and a type of prokaryotic cell.	Eukaryotic- Plant and animal Prokaryotic- Bacteria
Compare where genetic material is found in eukaryotic and prokaryotic cells.	Eukaryotic- Nucleus Prokaryotic- Single loop of DNA in cytoplasm and plasmids.
Define the term 'differentiation'.	When a cell develops different sub-cellular structures to enable it to carry out its function



November Mocks- Flashcards

Miss A Ross • 2 Oct

[Y11 flashcards- Nov M...](#)

Google Docs



Flashcard Revision

The Leitner System is an effective tool for improving memory retention through spaced repetition. By organising flashcards into different boxes and reviewing them at increasing intervals, you can focus on areas where you need the most improvement while reinforcing knowledge you've already mastered. Flashcards are best as it is faster to verbalise an answer than write it down.

Test yourself everyday

Test yourself twice a week

Test yourself once a week

Place your flashcards here!

Place your flashcards here!

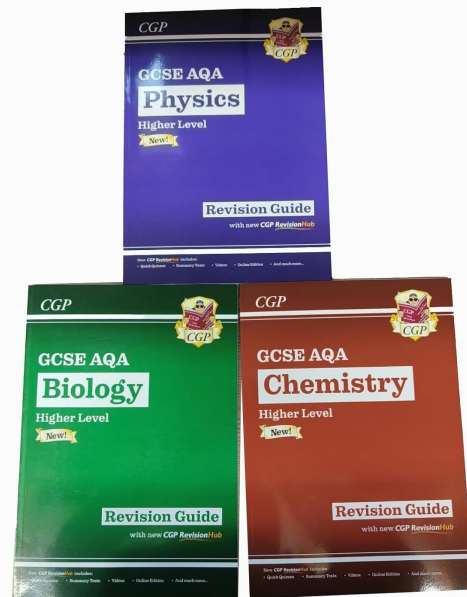
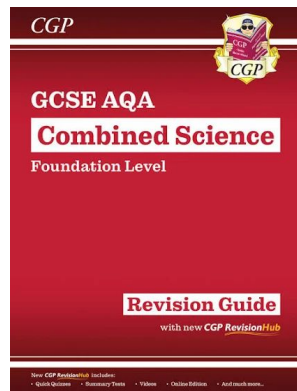
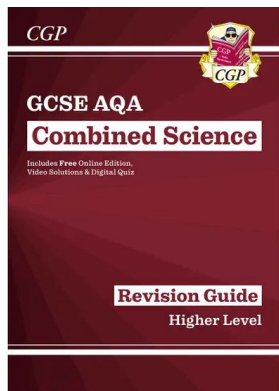
Place your flashcards here!

Questions styles in Science papers

A01 <i>Knowledge and Understanding</i>	A02 <i>Application of knowledge, techniques and procedures</i>	A03 <i>Analysis, evaluation, making conclusions and improving experiments</i>
How to help? • Testing flashcards for definitions. • Testing flashcards for lab equipment. • Recalling methods for required practicals.	How to help? • Applying knowledge to unfamiliar contexts- lots of exam question practice! • Justifying choices of lab equipment for required practicals.	How to help? • Making conclusions based on data- everyday data and identifying trends. • Modifying required practical methods to improve validity- <i>how can they be better?</i>

Revision guides

- To review topics in conjunction with flashcards and exam questions.



Exam questions

- Full papers.
- Timed conditions.
- Diagnostic.

AQA

Please write clearly in block capitals.

Centre number Candidate number

Surname _____

Forename(s) _____

Candidate signature _____

I declare this is my own work.

GCSE

COMBINED SCIENCE: TRILOGY

F

Foundation Tier
Biology Paper 1F

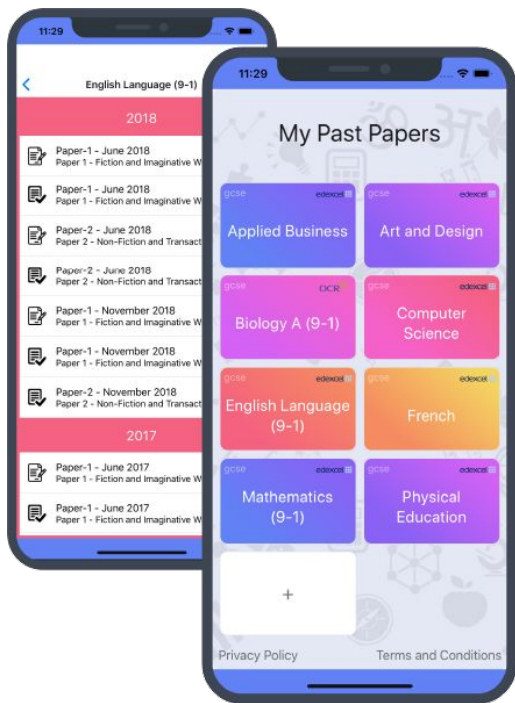
Friday 10 May 2024 Morning Time allowed: 1 hour 15 minutes

Materials
For this paper you must have:

- a ruler
- a scientific calculator.

For Examiner's Use	
Question	Mark
1	

Exam questions - where to find them



Foundation

Question Papers

- [June 2018 QP](#)
- [June 2019 QP](#)
- [June 2020 QP](#)
- [June 2021 QP](#)
- [June 2022 QP](#)
- [June 2023 QP](#)
- [June 2024 QP](#)
- [June 2025 QP](#)
- [Specimen QP](#)

Mark Schemes

- [June 2018 MS](#)
- [June 2019 MS](#)
- [June 2020 MS](#)
- [June 2021 MS](#)
- [June 2022 MS](#)
- [June 2023 MS](#)
- [June 2024 MS](#)
- [June 2025 MS](#)
- [Specimen MS](#)

Model Answers

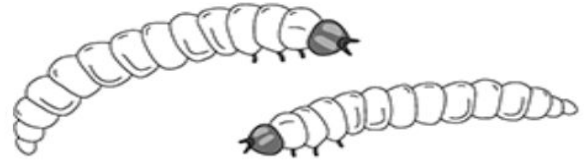
- [June 2019 MA](#)

Video Solutions

- [June 2019 VS](#)

Command words are key

Figure 2



The larvae of the hornet moth:

- live inside the roots of trees
- use the tree roots as a source of food
- cause damage to the tree roots.

Give reasons why

Explain why a tree might die if the roots of the tree are damaged.

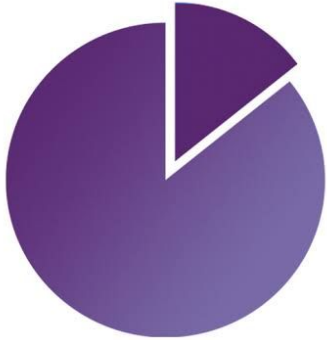
Describe how substances that pollute air and water could be harmful to humans and other living organisms. **State facts**

In 2018 the High Court in the UK gave permission for drug **C** to be used to treat AMD.

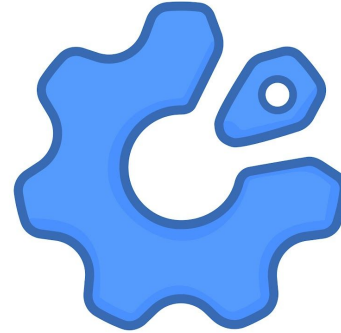
Evaluate the decision to allow the use of drug **C** to treat AMD in the UK.

Pros, cons and conclusion

Other online resources



Educake



**Cognito
Science**

A revision session for science

10 minutes	Check knowledge	Flashcard self-quizzing on 'Cell biology.'
10 minutes	Fix knowledge	Watch a Cognitio video on area of difficulty i.e <i>cell differentiation</i> .
20 minutes	Apply knowledge	An exam question from a past paper based on cell biology. Self assessed with green pen.



Science

