

Please scan the QR code below and complete the short welcome questions.

Y11 Revision Evening - Welcome
questions





Year 11 Revision Evening

Thursday

18th September 2025

SUPPORT FOR REVISION – ENGLISH, MATHS AND SCIENCE



Aims of this evening:

Welcome

Guidance for
Science GCSE

Guidance for
English GCSE

Guidance for
Maths GCSE

How to help
at home.

Useful online
resources.



How can I support
my child in this
context?

When should my
child start
reviewing work?

How long should
my child revise for?

Do I need to buy
revision guides?

How can I be
supportive when I
don't know all the
exam content?

What does good
revision look like?



Progress, Individuality, Opportunity.



Revision starts now



BELIEF



PREPARATION



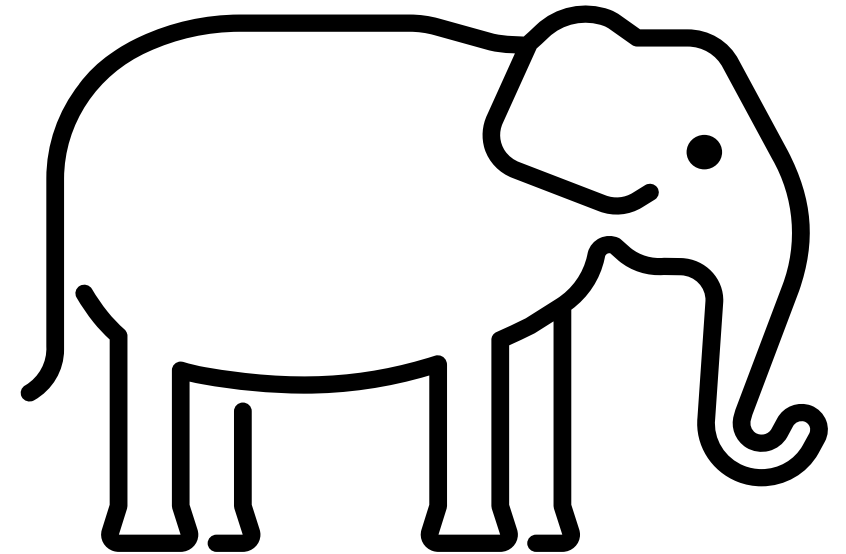
HARD WORK



SUPPORT

How do you eat an
elephant?...

...One bite at a
time!

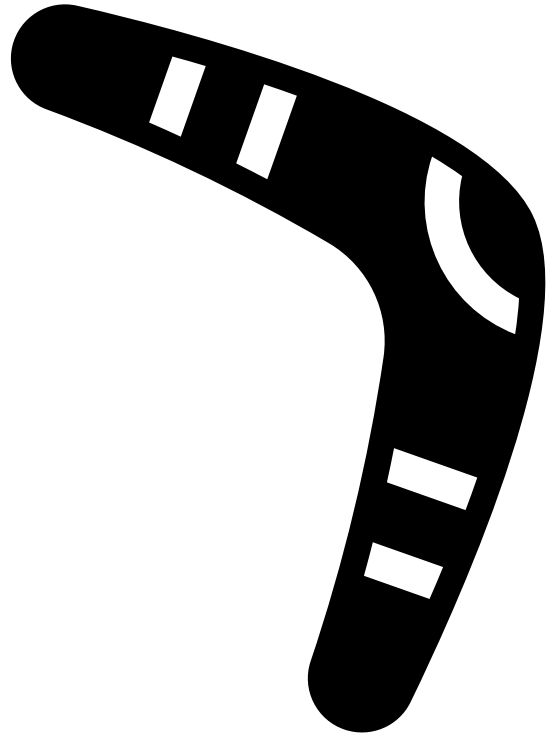


What is revision anyway?

Revision is about trying to condense a large amount of knowledge into manageable chunks so that you can recall more of it.

Revision is also about knowing what skills you need to practise for exam success.

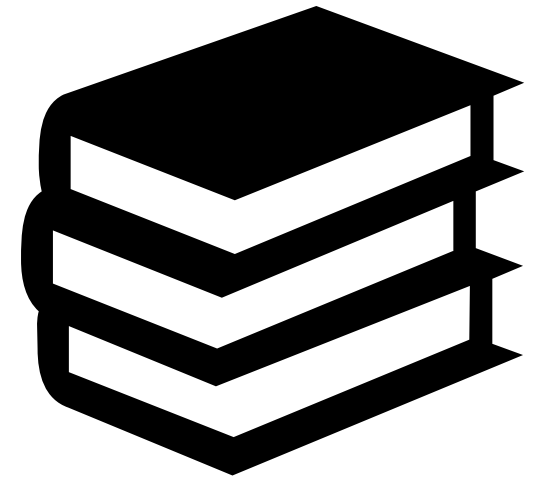




Tried and
tested revision
strategies

AQA	Eduquas	Edexcel GCSE	Edexcel BTEC	OCR GCSE
Art and Design	Design and Technology (Graphics and RM)	Business Studies	Animal Care (First Award)	Compter Science
Biology		Drama	Child Development (Tech Award)	Music
Chemistry	Food Prep and Nutrition	History	Sport (Tech Award)	Cambridge National IT
Physics			Health and Social Care (Tech Award)	
Combined Science				
French				
English Literature				
English Language				
Maths				
Further Maths				
Geography				
Religious Studies				

Know your Exam Boards



Sample Revision Timetable

	4:00-4:45	4:45-5:30	5:30-6:30	6:30-7:15	7:15-8:00
Wed 5 th	English Paper 1	Maths Paper 1	Break/Tea	Science Paper 1	History
Thur 6 th	PE	Spanish	Break/Tea	FOOTBALL	FOOTBALL
Fri 7 th	Science Paper 2	Maths Paper 2	Break/Tea	History	Spanish
	9:00-9:45	10:00-10:45			
Sat 8 th	Science Paper 3	Geog.			

Your revision timetable should be unique to you – you might have commitments (e.g. job, family) and you need to balance these. Consistent, disciplined revision beats unstructured cramming every time.

[Revision Timetable Maker / Study Planner \(getrevising.co.uk\)](http://getrevising.co.uk)



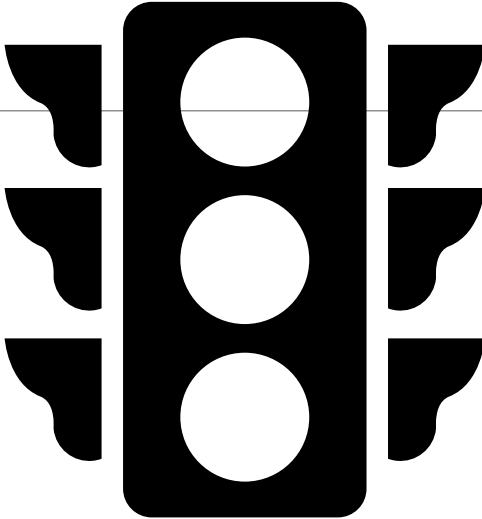
GCSE HISTORY RAG

<u>Weimar & Nazi Germany</u>	Red	Amber	Green	Map & Mem book Completed?
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[illegible]

Student Examination Topic Revision Plan

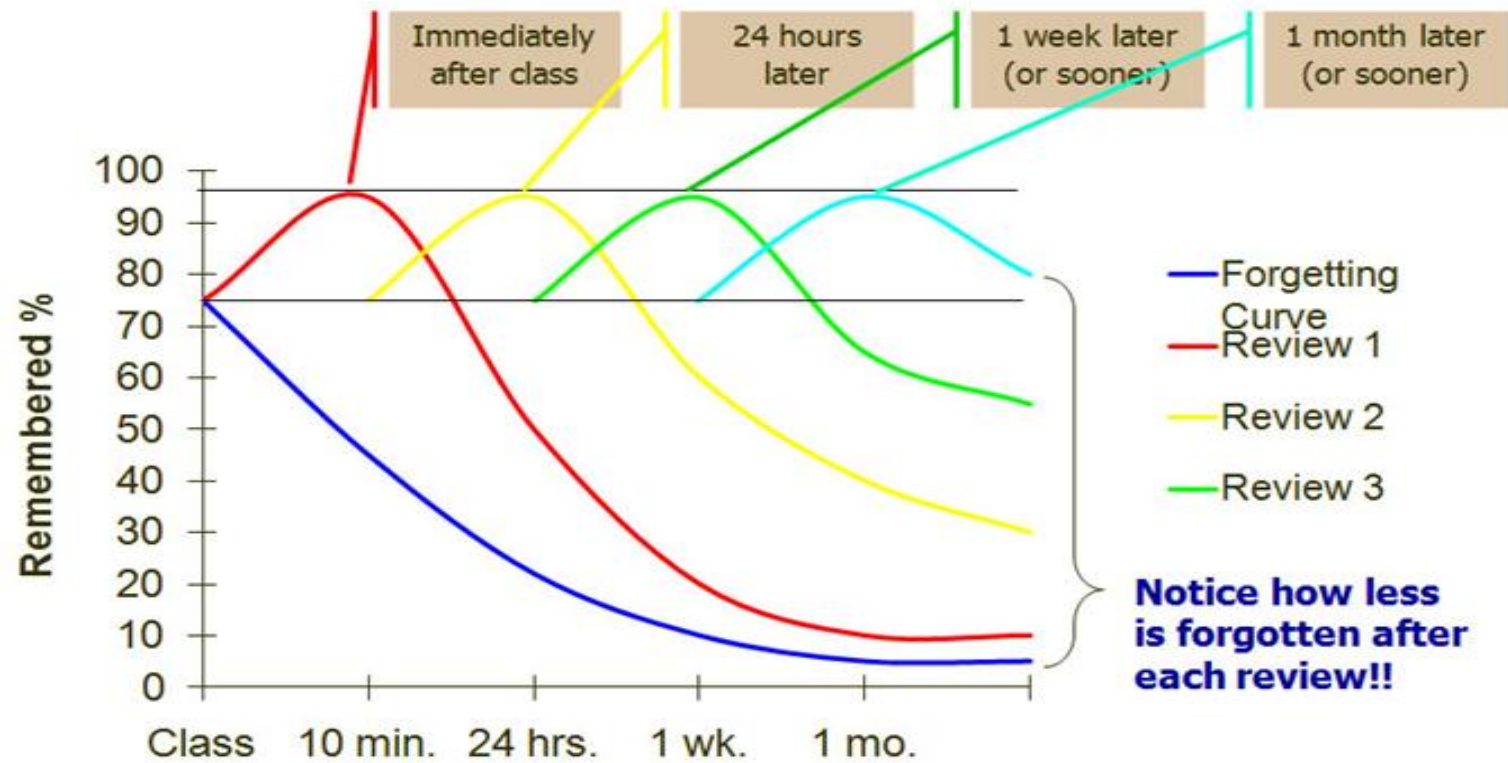
Student Name: _____		Subject: _____		Date: _____	
Green Level <i>(Topics that I am confident with and understand. I usually answer questions in these areas correctly.)</i>		Amber Level <i>(Topics that I am not as confident with but can answer some questions in these areas correctly.)</i>		Red Level <i>(Topics that I still do not understand or struggle to answer but during examination I'll answer them.)</i>	
10% of my revision time _____ Hours Per Week		30% of my revision time _____ Hours Per Week		60% of my revision time _____ Hours Per Week	

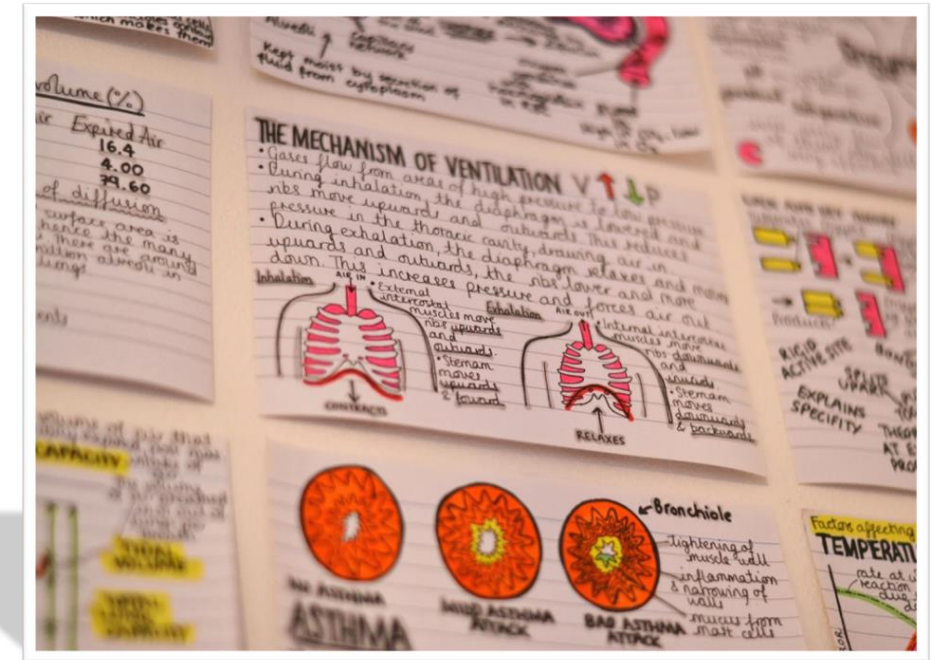
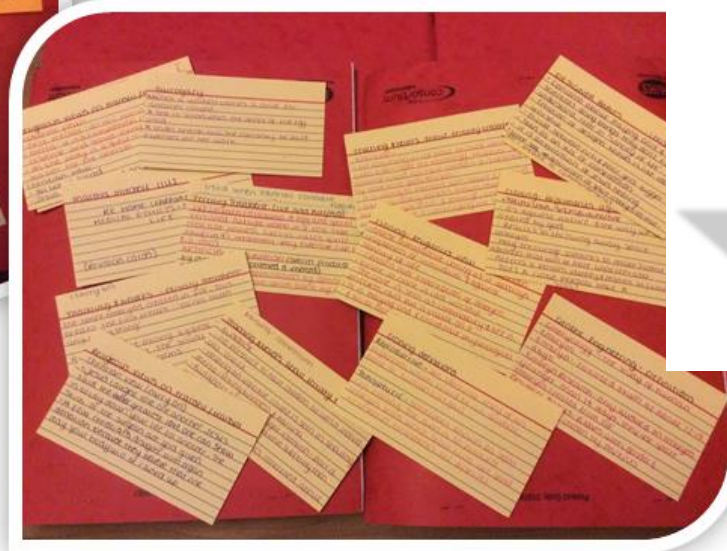


Traffic Lights

Transport in Cells	
Describe the process of diffusion, including examples	
Explain how diffusion is affected by different factors	
Define and explain "surface area to volume ratio", and how this relates to single-celled and multicellular organisms (inc calculations)	
Explain how the effectiveness of an exchange surface can be increased, including examples of adaptations for small intestines, lungs, gills roots & leaves	
Describe the process of osmosis (inc calculation of water uptake & percentage gain and loss of mass of plant tissue)	
<i>Required practical 3: investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue</i>	
Describe the process of active transport, including examples - gut and roots	
Explain the differences between diffusion, osmosis and active transport	

Overcoming the Curve





Revision Cards

[A Short & Sweet Guide to the Leitner System | Goodnotes Blog](#)

medicine in britain 1500-1700

causes of illness **renaissance**

continuity: miasma theory, influence of the church during epidemics + supernatural beliefs.

changes: most accepted that illnesses were not sent by god, decline of importance regarding the four humours, theory and analysis of urine.

there was a move away from old ideas, however they were not replaced!

KEY WORDS

EPIDEMIC: disease that spreads fast

PRINTING PRESS: machine for printing text

RENAISSANCE: revival ideas from 1500-1700

ROYAL SOCIETY: set up in 1660 to discuss new

POMANDER: ball containing perfumed substances.

TRANSCERENCE: believe that ideas can be transferred into some other state.

PEST HOUSE: hospitals that specialised in 1 plague.

Prevention and treatment

continuity: blood letting, herbal remedies, removal of bad air, use of apothecaries + surgeons + role of women caring for the sick who could not go to hospital.

changes: people looked for chemical cures for diseases, renaissance hospitals began to treat people with wounds and infectious diseases.

Thomas Sudenham: 'enailun hippocrates' + placed importance on observing patient.

vesalius: 'on the fabric of the human body' - corrected 200 of Galen's mistakes on anatomy.

William Harvey: circulation of the blood - proves arteries and veins were linked together - also caused controversy as it went against Galen's work (1600).

decision: physicians still relied on Galen's work.

Galien's challenge: Galen (1600).

GREAT PLAGUE 1665

cause: punishment from god, movement in space

treatment: prayer, quarantine, smoking

prevention: banning public meets, killing animals

shutted down public houses for 2 weeks



TITLE **DATE**

BLURTING

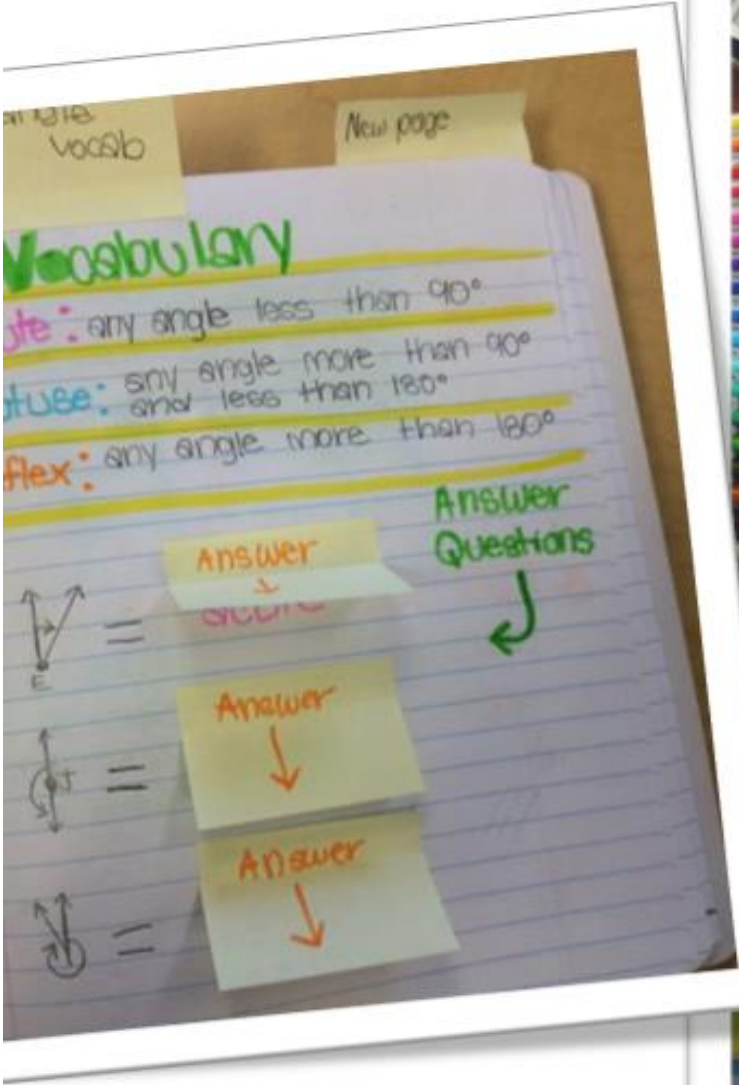
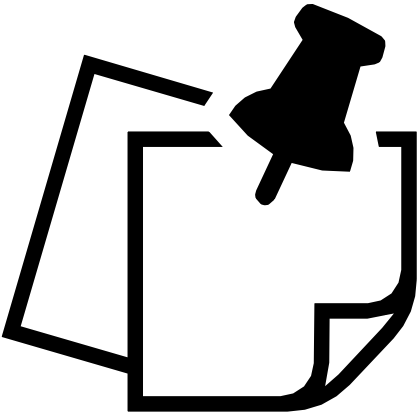
WRITE DOWN EVERYTHING YOU CAN RECALL ABOUT THE TOPIC FROM MEMORY

WHAT DID YOU FORGET?
KEY INFORMATION THAT YOU FORGOT (WRITE IN A DIFFERENT COLOUR)

PRACTICE Q'S
QUESTIONS TO TEST YOUR KNOWLEDGE AND EXAM TECHNIQUE

Blurting

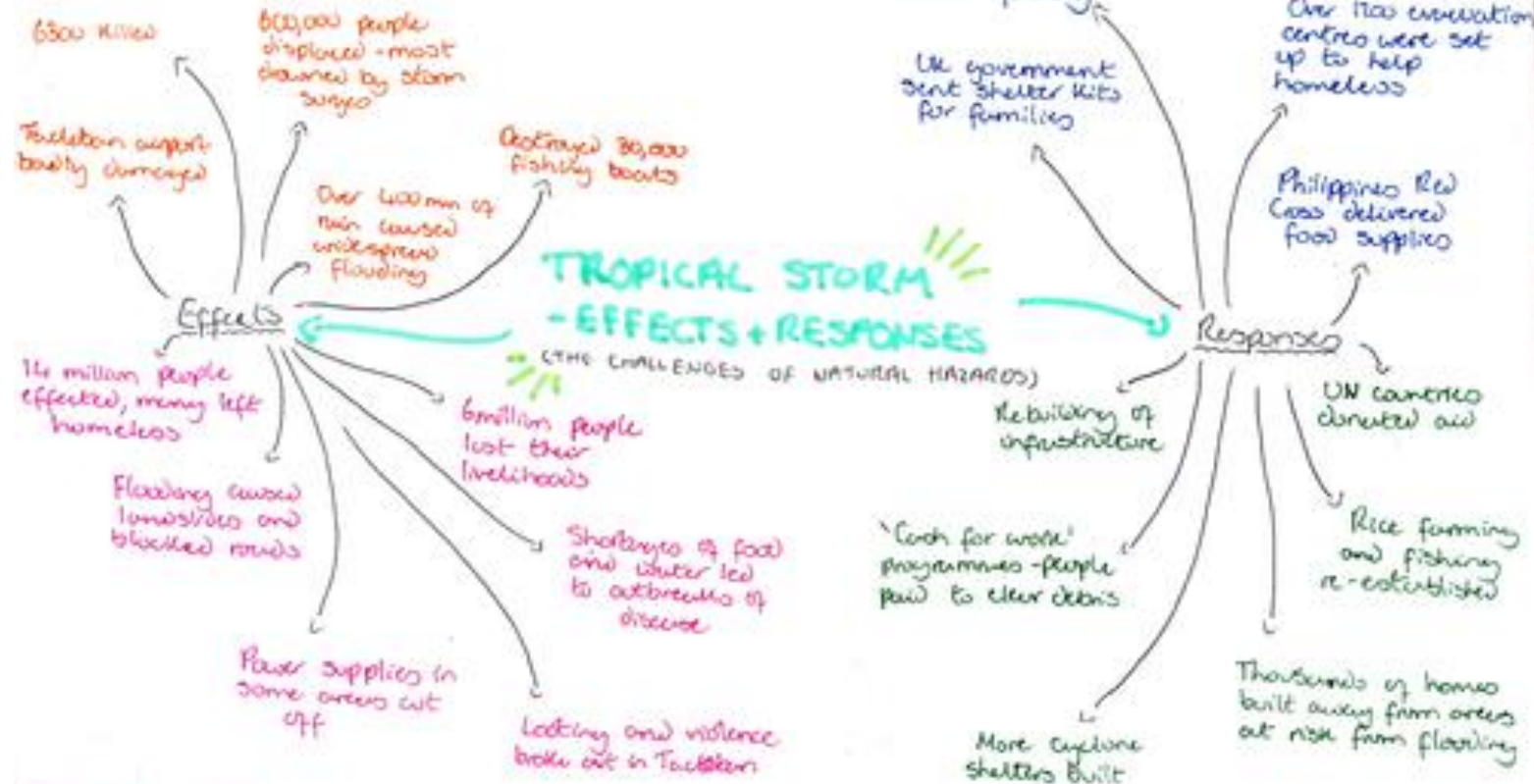
Post-it notes



TYPHOON HAIYAN, PHILIPPINES, ASIA

8th November
2013

Category 5
typhoon



PRIMARY EFFECTS
SECONDARY EFFECTS
IMMEDIATE RESPONSES
LONG TERM RESPONSES

Mind- maps

Waves

Destructive

- High $\odot$ • 10-15 per minute.
- High frequency • ↑ Erosion
- Circular motion • ↑ fetch
- Weak Swash Strong BW

Constructive

- Low $\odot$ • 9 per minute
- Low frequency • ↓ fetch
- Elliptical motion
- ↑ Swash ↓ Backwash

1 land & farmers at
26 seafront homes 600
£80,000-£1.



Definitions.

Hydraulic action - The sheer force of the waves hitting the rocks and cliffs and getting the rocks and cliffs and getting

Attrition - Stones and rocks collide making them rounder.

Abrasion - Sediment and rocks hit the cliff face and break rocks.

Solution

Certain types of rocks dissolved by the acidity of the sea.

- 1) Lines of weakness erode through erosional processes
- 2) The lines of weakness get bigger and turn into a sea cave.
- 3) Deepens + widens on either side and creates an arch
- 4) Cliff collapse leaves an stack.
- 5) Eventually it'll become a stump



Headlands and Bays.



- 1) Headlands and bays are created by differential erosion.
- Sandstone and clay meet the coast at a
- 2) Sheltered bays are made by softer rock.
- 3) Sandstone juts out as it isn't eroded.

Wave-cut platforms and cliffs.

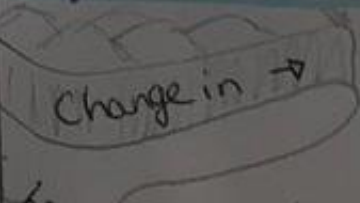
- 1) Cliffs usually form where there is hard and resistant rock
- 2) Undercutting erosion occurs
- 3) Cliff collapse.



Longshore Drift

Prevalent wind directs wave to the beach at 30° . Sediment is brought forward by swash and then taken back by gravity at 90° .

Spits and Bars.



Longshore drift brings sediment to the end of the coast but loses energy and deposits the

Coasts.

Cornell Notetaking Method

Cue Column

Notes Column

2.5 Inches

6 Inches

- Main Ideas
- Questions that connect points
- Diagrams
- Study prompts

When?
After class
During review

- Main lecture notes here
- Use concise sentences
- Use shorthand symbols
- Use abbreviations
- Use lists
- Put space between points

When?
During class

Summary Column

- For top level, main ideas
- Use as a quick reference area

When?
After class
During review

2"

Cornell notes and Re-visit templates

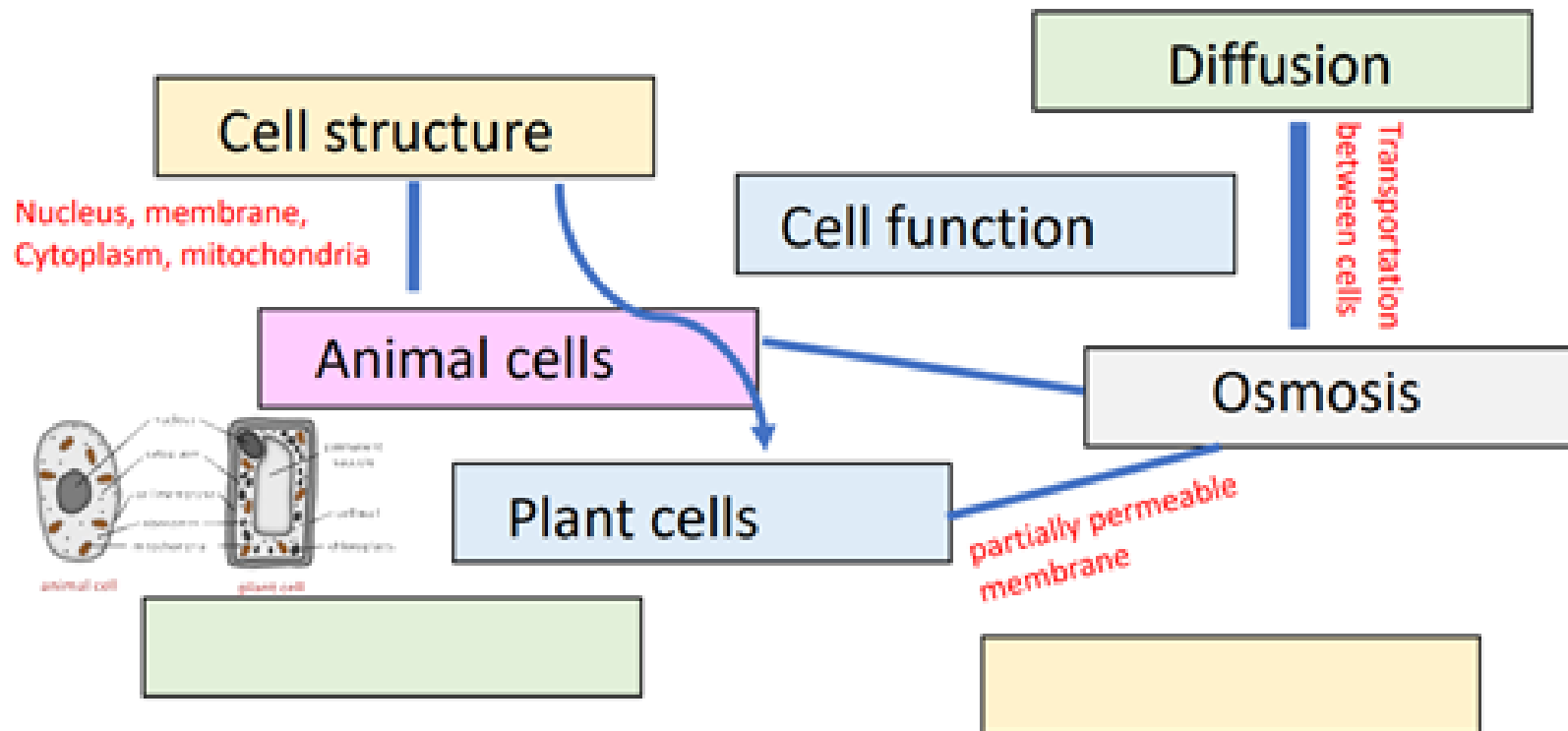
<https://www.youtube.com/watch?v=ErSjc1PEGKE>



Title

Cell biology

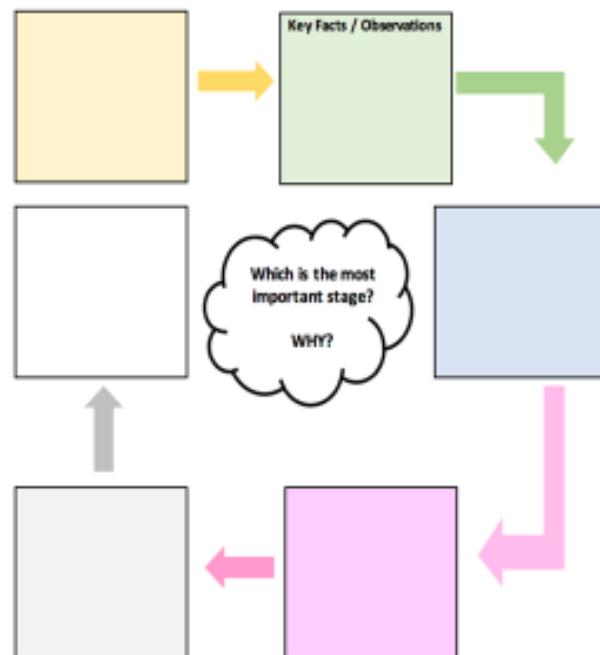
Example





PIXL Revisit: Process and Categorise Steps and stages explained

Unit / Topic:



PIXL Revisit: Ranking Triangle

Name of Topic: _____

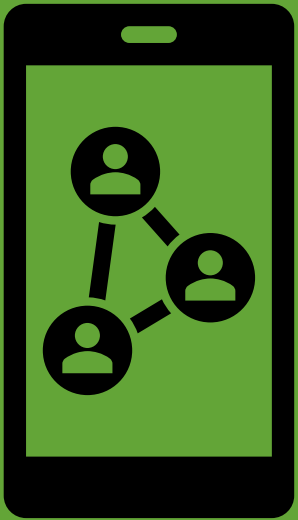
Name: _____

Class: _____

The most important information goes at the top and then the least important at the bottom. Make sure you justify *WHY* you think it the most/least important.



Online Revision Resources



GCSEpod

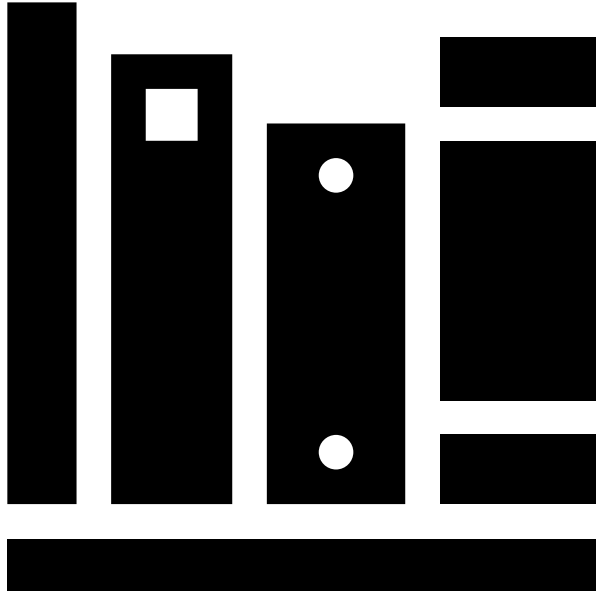
My Study
plan (App)

Cognito

BBC
Bitesize

Quizlet

Seneca
Learning



Revising English

GCSE English Literature and GCSE English Language

GCSE English Literature

- Two papers
- All 4 set texts plus unseen poetry

GCSE English Language

- Two papers
- Both with Reading and Writing sections

GCSE English Language and Literature

No tier of entry

Every student sits the same exam

Students prepare for **two** qualifications:

GCSE English Literature

GCSE English Language

Spoken Language endorsement- does not count towards 'grade', but is shown on certificate as Pass, Merit or Distinction

English Language

READING (40 MARKS)

Students are tested on their:

- Understanding of previously unseen texts
- Ability to infer
- Application of short, embedded quotations
- Analysis of quotations
- Ability to talk about the writer's language/methods, considering how and why their methods are used in that way.

WRITING (40 MARKS)

Students are tested on their:

- Spelling
- Punctuation
- Grammar
- Vocabulary
- Sentence construction
- Paragraphs
- Ideas
- Ability to suit their writing to a specific genre, audience and purpose.

English Literature

READING

Students are tested on their:

- Understanding of set texts and unseen poetry texts
- Ability to infer, examining character, key themes and context
- Application of short, embedded quotations which they need to learn (closed book exam)
- Analysis of quotations
- Ability to talk about the writer's language/methods, considering how and why their methods are used in that way
- Understanding of genre
- Ability to compare poems

WRITING

Students gain up to **4 marks** on certain tasks for their ability to:

- use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

What do I need?



A copy of the set texts- most of these are provided with the exception of 'An Inspector Calls'



Year 10:

Romeo and Juliet
An Inspector Calls
Poetry Anthology (provided in Year 9)



Year 11:

A Christmas Carol



Patience, consistency and determination.



Highlighters – ideally 3 different colours for the different Language questions



Revision Guides (CGP) can be useful.

How do we prepare students in English?



Read texts in class/set homework for research (i.e. context), revision or to consolidate learning



Guided activities and exemplars used for extended writing tasks



Build skills for Language *and* Literature



Assess work using GCSE mark schemes '**like the** real GCSE' and share these with students



Provide feedback and opportunities to enable students to improve

How we 'read' and 'analyse' in English

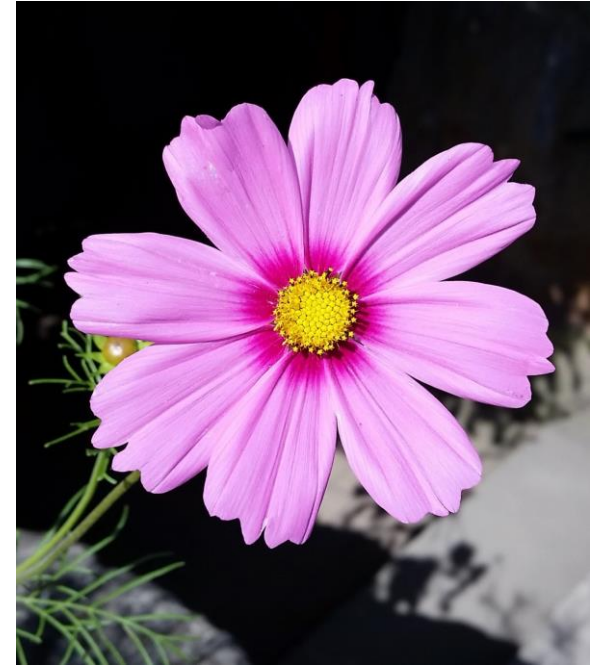
P: Point

E: Example

T: Technique (method)

A: Analyse

L: Link back to the question



0 2

Look in detail at this extract from **lines 8 to 18** of the Source:

The wind came in gusts, at times shaking the coach as it travelled round the bend of the road, and in the exposed places on the high ground it blew with such force that the whole body of the coach trembled and swayed, rocking between the high wheels like a drunken man.

The driver, muffled in a greatcoat to his ears, bent almost double in his seat in a faint attempt to gain shelter from his own shoulders, while the dispirited horses plodded sullenly to his command, too broken by the wind and the rain to feel the whip that now and again cracked above their heads, while it swung between the numb fingers of the driver.

The wheels of the coach creaked and groaned as they sank into the ruts on the road, and sometimes they flung up the soft spattered mud against the windows, where it mingled with the constant driving rain, and whatever view there might have been of the countryside was hopelessly obscured.

How does the writer use language here to describe the effects of the weather?

You could include the writer's choice of:

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

[8 marks]

Shorter
responses

Romeo and Juliet

Read the following extract from Act 1 Scene 2 of *Romeo and Juliet* and then answer the question that follows.

At this point in the play Lord Capulet and Paris are discussing Juliet.

PARIS

But now, my lord, what say you to my suit?

CAPULET

But saying o'er what I have said before:
My child is yet a stranger in the world,

She hath not seen the change of fourteen years;
Let two more summers wither in their pride,
Ere we may think her ripe to be a bride.

PARIS

Younger than she are happy mothers made.

CAPULET

And too soon marred are those so early made.
The earth hath swallowed all my hopes but she;

She's the hopeful lady of my earth.
But woo her, gentle Paris, get her heart,
My will to her consent is but a part;

And she agreed, within her scope of choice
Lies my consent and fair according voice.

0 2

Starting with this conversation, explain how far you think Shakespeare presents Lord Capulet as a good father.

Write about:

- how Shakespeare presents Lord Capulet in this extract
- how Shakespeare presents Lord Capulet in the play as a whole.

[30 marks]
AO4 [4 marks]

Longer essay style
responses

How can my child revise for English?

Students need to read regularly

- 20 minutes three times a week
- Fiction or non-fiction – the wider range the better, to understand text types and actively build vocabulary
- They also need to read through their notes and reread the set texts

How can you help?

- Help them choose their reading books, especially if they have a narrow genre-based preference
- Read to them and with them/listen to them read
- Discuss what they're reading and discuss newspaper articles/contemporary events and issues with them
- Look at what they're writing and how long they're spending on tasks: time management is important
- Talk about and introduce them to new vocabulary
- Ask them how the writer gets their opinion across
- Test them on the quotations they are learning

Get them to write
'notes without notes'

Time your child to
complete a
practice question

Write and answer their
own questions

Plan responses to
questions

Get them to 'teach'
you, but have their
notes and highlight
everything they say

Complete test papers
and parents read over
them

Use the internet
to create notes

TIP 1: Self test on the set texts

TIP 2: Do It Properly

**Start with the
hard stuff**

Vary your method

**Build up your
stamina**

**A revision guide
alone isn't revising**

**Read difficult texts
– really read them!**

Vary your texts

**Take away
distractions**

Useful websites

Useful Websites

BBC Bitesize GCSE English Language

<http://www.bbc.co.uk/education/subjects/zr9d7ty>

BBC Bitesize GCSE English Literature

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/

Youtube: Search for any “Mr Bruff” videos

What can English revision look like?

Just reading things does not work

You have to 'fix' the information by writing it down.

Take a longer piece of writing and highlight key points

Exam question

In some countries an increasing number of people are suffering from health problems as a result of eating much fast food. It is therefore necessary to impose a higher tax on this kind of food. To what extent do you agree or disagree?

Nowadays, more and more people are affected by diabetes and heart disease which are linked to mass-produced food. Some people believe that food is less affordable by taxing it highly. Despite the severity of the problem, I think this is quite wrong. Increasing the tax on fast food would unfairly penalise people and may not necessarily bring about the desired health benefits.

First, fast food is about more than just nutrition. People spend money on fast food not because they need to eat, but how they socialise. Fast-food restaurants provide a place for young people to meet friends. For another, fast food can provide an inexpensive treat for people who have a small pleasure in life could affect their social

Another important point is that if the reason for obesity is lack of exercise, it may be ineffective. It is true that fast food is high in fat, all of which cause weight gain and are linked to obesity. However, we also know that there are other factors that increase the risk of obesity, such as lack of exercise and inactive lifestyles. While home-cooked food is generally healthy, I personally know a family that used to eat high-calorie portions. They all suffered from health

On the other hand, I do understand the point of a drastic action is needed. If fast food were taxed, producers would be forced to seek out healthier ingredients and consumers would have an incentive to provide

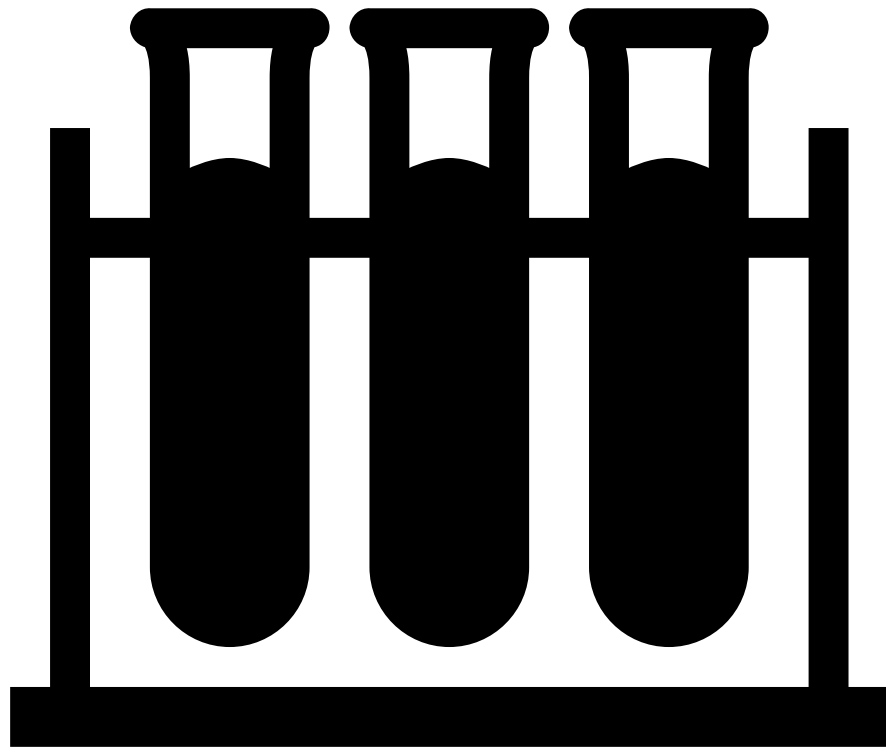
Make short notes based on your key points

Then paraphrase trying to make it shorter

Until you get to key words

- Parents can ask students to:
- List the key words on a topic
 - Explain the key words on the topic
 - Explain the full answer with you using the key words as bingo cards
 - Teach you about a topic/text
 - Explain what quotations actually mean

Tip 3: Make notes on notes



Revising
Science

AQA Separate Sciences: Biology, Chemistry and Physics

Students in Sets 1 and 2

Higher Tier – grades 9-4

Foundation Tier – grades 5-1

2 exams in each subject

1 hour 45 mins, 100 marks

AQA Combined Science (Trilogy)

Students in Sets 3, 4 and 5

Higher Tier – grades 9-4

Foundation Tier – grades 5-1

2 exams in each science subject (6 in total)

1 hour 15 mins, 70 marks

Students receive 2 grades: 99, 98, 88, 87, ... 54, 44, 43, 33...etc

Biology Paper 1	Chemistry Paper 1	Physics Paper 1
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics	1. Atomic structure and the periodic table 2. Bonding, structure and properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes	1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure
Biology Paper 2	Chemistry Paper 2	Physics Paper 2
5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	6. Rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources	5. Forces 6. Waves 7. Magnetism and electromagnetism 8. Space (Separates only)

Questions in paper 2 may draw on an understanding of prior knowledge (e.g. Cell structure and enzymes in Organisation, Atomic structure and Quantative Chemistry and Energy and Electricity)

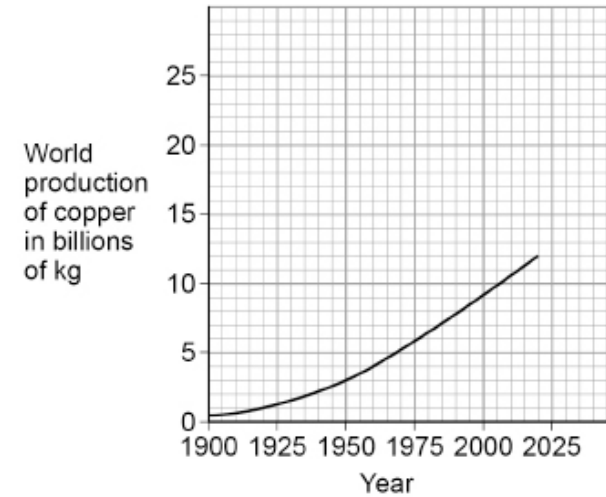
Questions types

- Multiple choice
- Fill in the blank
- Match up
- Short answer (1-3 marks)
- Extended answer (4-6 marks)
- Calculations
- Graph (interpretation and drawing)

Industries use the Earth's natural copper resources to produce useful products.

(d) The figure below shows the world production of copper from 1900 to 2020.

(t)



(a) Describe the trend shown by the graph in the figure above.

(2) (2)

2)

(2)

Required Practical Questions

RP in **bold** are for students sitting separate sciences only

Biology RP	Chemistry RP	Physics RP
Microscopy	Making salts	Specific heat capacity
Osmosis	Neutralisation	Thermal insulation
Enzymes	Electrolysis	Resistance
Food tests	Temperature changes	IV characteristics
Microbiology	Rates of reaction	Density
Photosynthesis	Chromatography	Force and extension
Germination	Identifying ions	Acceleration
Reaction time	Water purification	Waves
Field sampling		Light
Decay		Radiation and absorption

Students will be asked questions on these required practicals across all of their papers

They may be asked to:

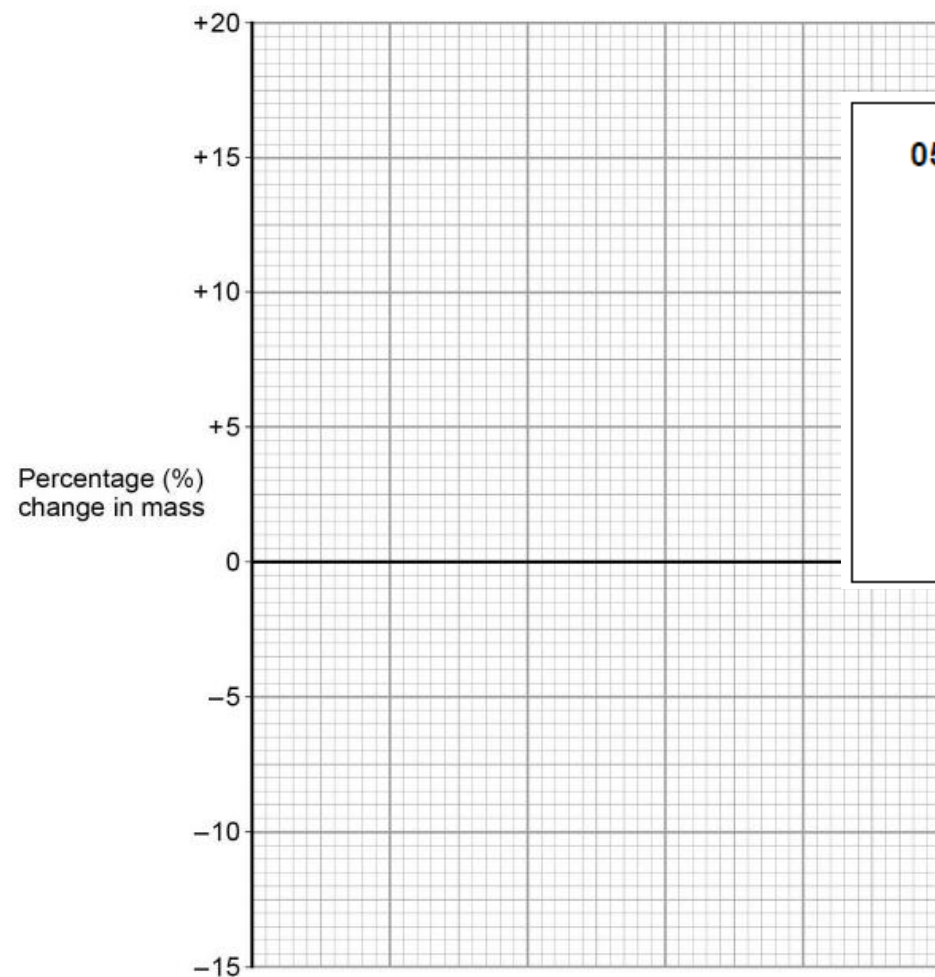
- Suitable equipment
- Write a method
- Calculate a missing result
- Draw a graph
- Describe a graph
- Explain the results

0 5 . 3 Complete **Figure 3** using data from **Table 2**.

- Choose a suitable scale and label for the x-axis.
- Plot the percentage (%) change in mass.
- Draw a line of best fit.

[4 marks]

Figure 3



05.3	axis correct scale and labelled		1	AO2 4.1.3.2
	5 points correctly plotted	allow 1 mark for 4 points correctly plotted	2	AO2 4.1.3.2
	line through points	allow ecf	1	AO2 4.1.3.2

Table 1 shows the student's results.

04.5	$(17 + 17 + 18) / 3$		1	AO3 6.1.1.4
	temperature rise = 17 (°C)	allow 17.3	1	

Table 1

	Temperature rise in °C			
Type of oil	1	2	3	Average
Castor oil	20	19	21	20
Linseed oil	19	18	19	19
Mineral oil	21	21	21	21
Olive oil	17	17	18	
Sesame oil	23	23	20	22

0 4 . 5 Calculate the average temperature rise for olive oil.

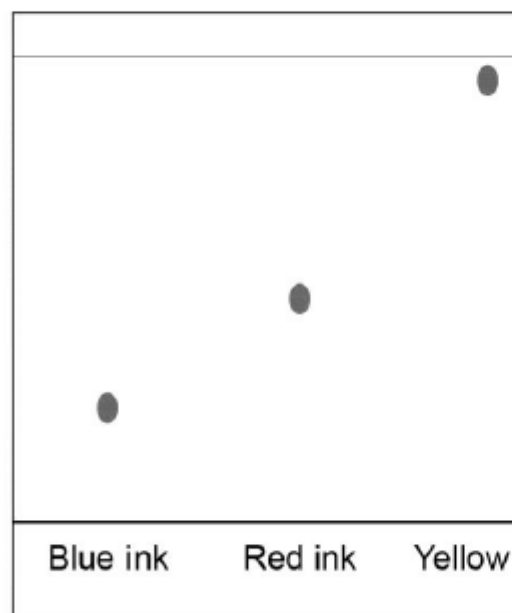
Give your answer to an appropriate number of significant figure

[2 marks]

Average temperature rise = _____ °C

Figure 9 shows a paper chromatogram of five different inks.

Figure 9



05 . 2

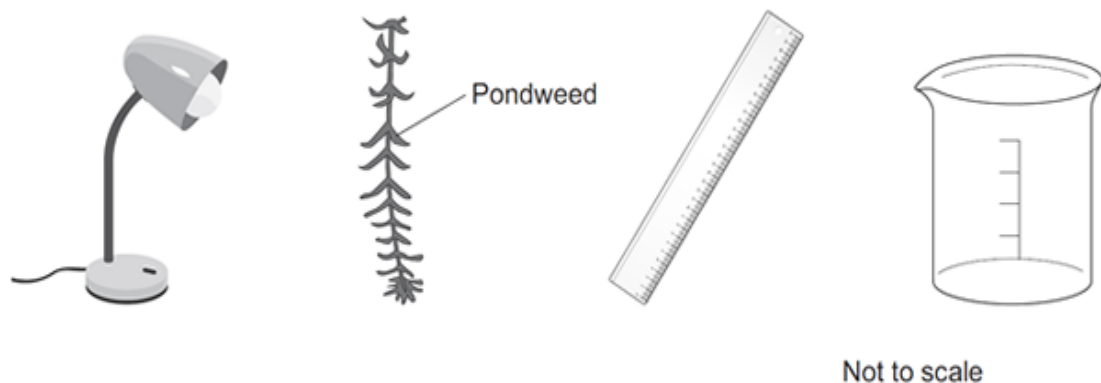
What does the chromatogram tell you a

05.2	Level 2: A relevant and coherent description which provides a clear analysis of the chromatogram. The response makes logical links between the points raised and uses sufficient examples to support these links.	3-4	AO3 5.8.1.3
	Level 1: Simple statements are made which demonstrate a basic attempt to analyse the chromatogram. The response may fail to make logical links between the points raised.	1-2	
	No relevant content	0	
	Indicative content • black ink is a mixture • because more than one spot • contains blue, red and yellow • because Rf values/positions match • does not contain green • contains an unknown • which is insoluble • yellow is most soluble or has highest Rf value, blue is least		

Light intensity, carbon dioxide concentration and temperature are three factors that affect the rate of photosynthesis.

How would you investigate the effect of **light intensity** on the rate of photosynthesis?

The image below shows some of the apparatus you might use.



You should include details of:

- how you would set up the apparatus and the materials you would use
- the measurements you would make
- how you could make this a fair test.

Level 3 (5–6 marks)	A description of how the apparatus is used to measure the rate of photosynthesis at different light intensities is given. For full marks reference must be made to a control variable or repeats
Level 2 (3–4 marks)	A description of how the apparatus is set up and a description of how photosynthesis can be measured. or a description of how light intensity is varied or a control variable or any other relevant point
Level 1 (1–2 marks)	A partial description of how the apparatus is set up or a description of how light is supplied or a simple description of how photosynthesis can be measured. or a control variable
0 marks:	No relevant content.

Examples of the points made in the response:

- apparatus set up:
 - weed in water in beaker
 - light shining on beaker
- method of varying the light intensity—eg changing distance of lamp from plant
- method of controlling other variables
 - use same pond weed **or** same length of pond weed
 - temperature: water bath or heat screen
 - CO₂
- leave sufficient time at each new light intensity before measurements taken
- method of measuring photosynthesis – eg counting bubbles of gas released or collecting gas and measuring volume in a syringe
- measuring **rate of photosynthesis** by counting bubbles for set period of time
- repetitions

extra information:

allow information in the form of a diagram

How to write an effective method

Controls – what variables are they keeping the same?

Independent variable – what variable are they changing?

Dependent variable – what variable are they measuring?

Equipment – what equipment are they using and how will they use it?

Results – how will they ensure they can get accurate/reliable results (e.g. repeats)?

Physics Equations

This will be given to students sitting exams in Summer 2026 and 2027

Sets 1 & 2 – 35 equations

Sets 3, 4 & 5 – 28 equations

They need to be able to select and use the equations

HT = Higher Tier only equations

kinetic energy = $0.5 \times \text{mass} \times (\text{speed})^2$	$E_k = \frac{1}{2} m v^2$
elastic potential energy = $0.5 \times \text{spring constant} \times (\text{extension})^2$	$E_e = \frac{1}{2} k e^2$
gravitational potential energy = $\text{mass} \times \text{gravitational field strength} \times \text{height}$	$E_p = m g h$
change in thermal energy = $\text{mass} \times \text{specific heat capacity} \times \text{temperature change}$	$\Delta E = m c \Delta \theta$
power = $\frac{\text{energy transferred}}{\text{time}}$	$P = \frac{E}{t}$
power = $\frac{\text{work done}}{\text{time}}$	$P = \frac{W}{t}$
efficiency = $\frac{\text{useful output energy transfer}}{\text{total input energy transfer}}$	
efficiency = $\frac{\text{useful power output}}{\text{total power input}}$	
charge flow = $\text{current} \times \text{time}$	$Q = I t$
potential difference = $\text{current} \times \text{resistance}$	$V = I R$
power = $\text{potential difference} \times \text{current}$	$P = V I$
power = $(\text{current})^2 \times \text{resistance}$	$P = I^2 R$
energy transferred = $\text{power} \times \text{time}$	$E = P t$

0 4 . 2

Write down the equation which links density (ρ), mass (m) and volume (V).

[1 mark]

0 4 . 3

The mass of the apple was 85 g.

The density of the apple was 0.68 g/cm³.

Calculate the volume of the apple.

Give your answer in cm³.

[3 marks]

06.3

The volume of the storage tank is $5.0 \times 10^5 \text{ m}^3$.

The density of the compressed air is 48 kg/m^3 .

specific heat capacity of air = $1100 \text{ J/kg } ^\circ\text{C}$

The temperature of the compressed air increases from $12 ^\circ\text{C}$ to $27 ^\circ\text{C}$.

Calculate the energy transferred to the compressed air in the storage tank.

Use the Physics Equations Sheet.

Give your answer in standard form.

[6 marks]

Question	Answers	Extra information	Mark	AO / Spec. Ref.
06.3	$48 = \frac{\text{mass}}{5.0 \times 10^5}$		1	AO2
	$\text{mass} = 48 \times 5.0 \times 10^5$		1	6.3.1.1
	$\text{mass} = 24\,000\,000$		1	6.3.2.2
		the equation $\text{density} = \frac{\text{mass}}{\text{volume}}$ must have been used to score subsequent marks		6.1.1.3
	$E = 24\,000\,000 \times 1100 \times 15$	allow a correct substitution using their calculated value for mass	1	
	$E = 396\,000\,000\,000$	allow an answer consistent with their calculated value for mass	1	
	$E = 3.96 \times 10^{11}(\text{J})$	allow a correctly converted answer consistent with their calculated value for energy using the equation $\Delta E = m c \Delta\theta$	1	

Energy transferred (in standard form) = _____ J

Equations in Science



Read
the question
and
underline
the key
quantities
and units

Equation;
write out
the one you
need

Substitute
In the
numbers

Calculate
(rearrange
the equation
if you need
to)

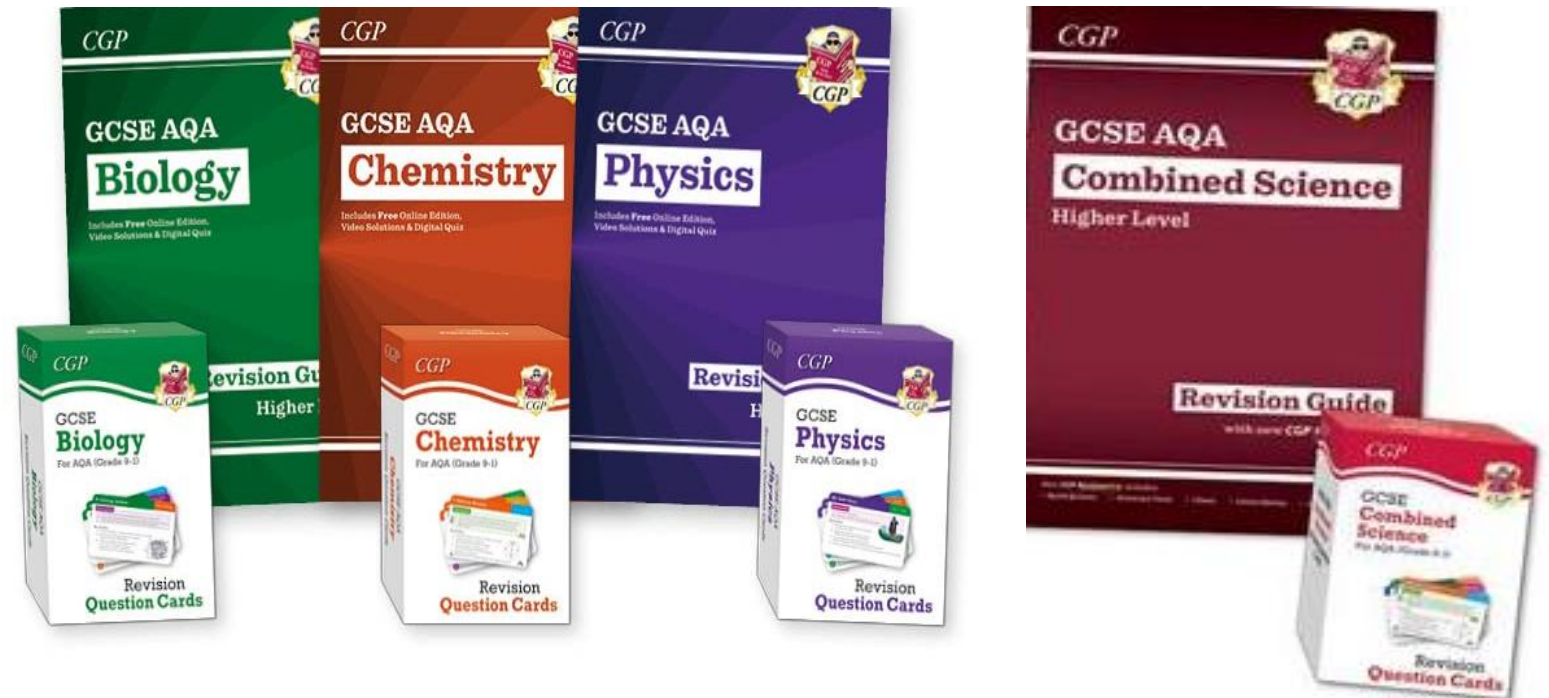
Units;
Check they
are included
in your
answer

Evaluate;
Check your
answer and
the
significant
figures

Revision resources

In preparation for exams:

- Revision guide
- Flash card sets
- Both can be ordered through school website
- Funding available for PP



Useful Revision Websites

Cognito	Physics and Maths Tutor	AQA	Seneca
FREE video lessons, quizzes, flash cards, exam practice questions, past papers	FREE Notes, flash cards, mind maps, questions and mark schemes by topic	FREE specification, past exam papers and mark schemes	FREE revision topics, quizzes and exam style questions
			

How to help your child revise



How to help your child revise

1. Use the revision clock timing
2. Read/watch a video about a small section of content and do something with the information (e.g. make summary notes, flashcards, quick summary questions etc).
3. Practise applying your understanding (past exam questions, questions and more questions...)
4. Spend time reviewing their answers using the mark scheme and examiner reports
5. Develop a plan for the next session – what areas do I need to work on from this revision session? These will be the next focus



How to help your child revise

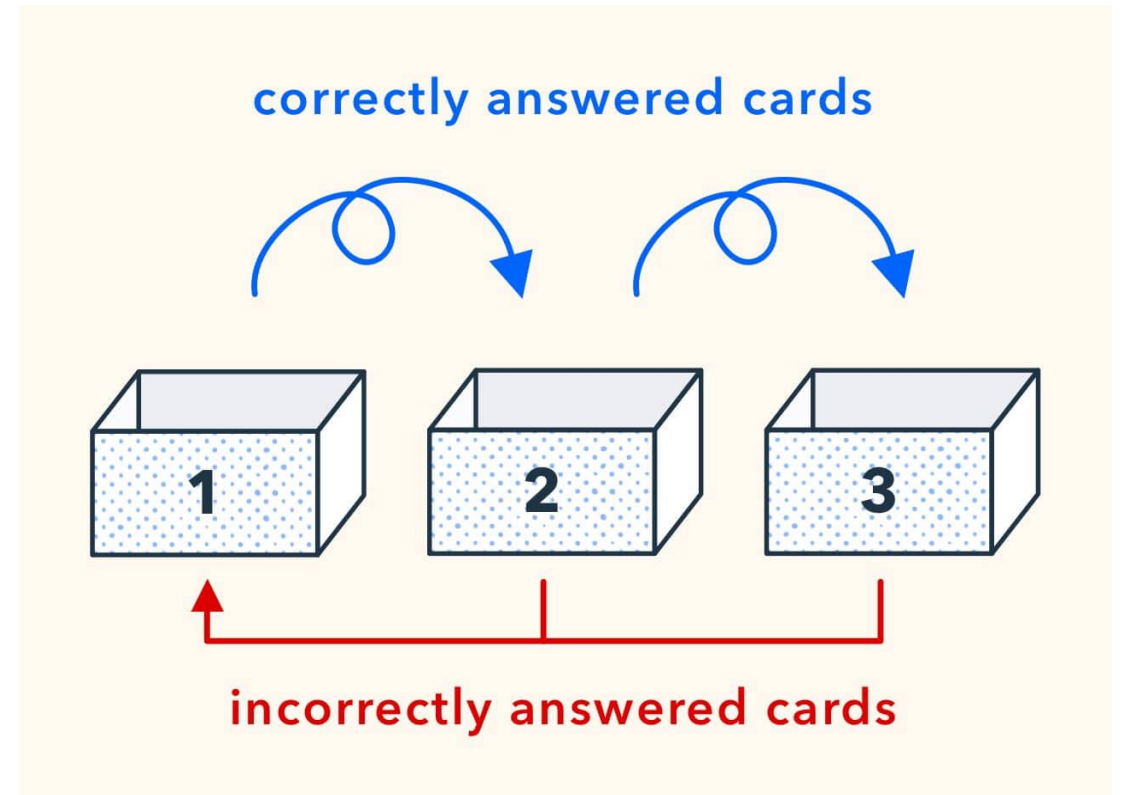
The **Leitner System** for flashcards

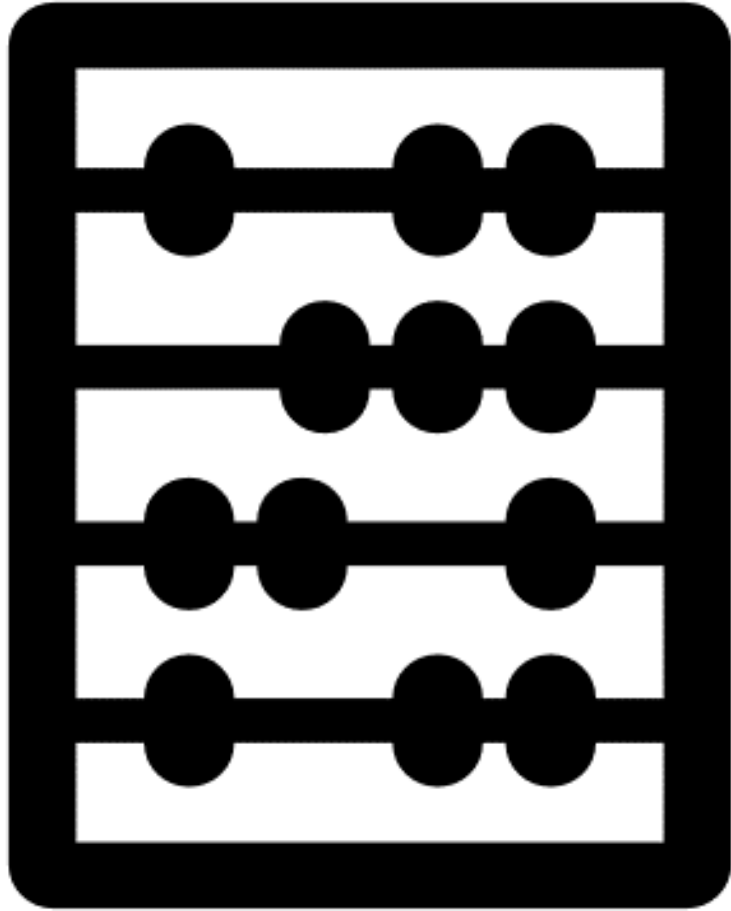
Test all cards on the first session

Those that were correct, are put into a box to be tested every other day.

Those that were incorrect, are put into a box to be tested every day

Cards can move boxes as much as they need to
Prioritises more challenging cards whilst still reviewing easier material and helps to consolidate the knowledge to a students long term memory





Revising Maths

AQA Mathematics 8300

Higher Tier – grades 9-4

Foundation Tier – grades 5-1

3 exams:

Paper 1 is a non-calculator paper

Paper 2 and 3 are both calculator papers



Any topic could come up on any paper



A mix of question styles including single mark questions, multi-step problems and multiple-choice questions



The questions get more difficult as you work through the papers

GCSE Mathematics

What do I need?

Formula sheet – you need to learn these

Revision guide – order through school

2 Black Pens

Pencil

Ruler

Compasses

Protractor

Rubber

Scientific calculators £8.50 **

Maths sets £1.20 **

** available to buy from the TAHS Online Shop

How do we prepare students in maths?

Model answers in class

Regular recapping of previous work

Regular homework

Half termly assessments throughout the GCSE course - these are past or practice exam papers.

SWANS – focused feedback for improvement

Types of Questions

AO1 – Use and apply standard techniques (40%)

AO2 – Reason, interpret and communicate mathematically (30%)

AO3 – Solve problems within mathematics and in other contexts (30%)

Communicate mathematically

01

Show all workings
(even if really easy)

02

Set out clearly

03

Write a final sentence
for your answer

04

For geometry
questions - all used
rules must be stated in
the correct
mathematical
language

Circle the equation of a line that is parallel to $y = 5x - 2$

[1 mark]

$$y = 2x - 5$$

$$y = 5x + 2$$

$$y = 3x - 2$$

$$y = -\frac{1}{5}x - 2$$

Foundation / Higher Question – A01

19

Toilet rolls come in packs of 4 and 9



£1.89



£3.99

Which pack is better value?

You **must** show your working.

[3 marks]

Foundation Question – A02

11

Tomas ran a Lucky Dip stall.



There were 750 tickets, numbered 1 to 750

Tomas sold **all** the winning tickets, and **some** of the losing tickets.

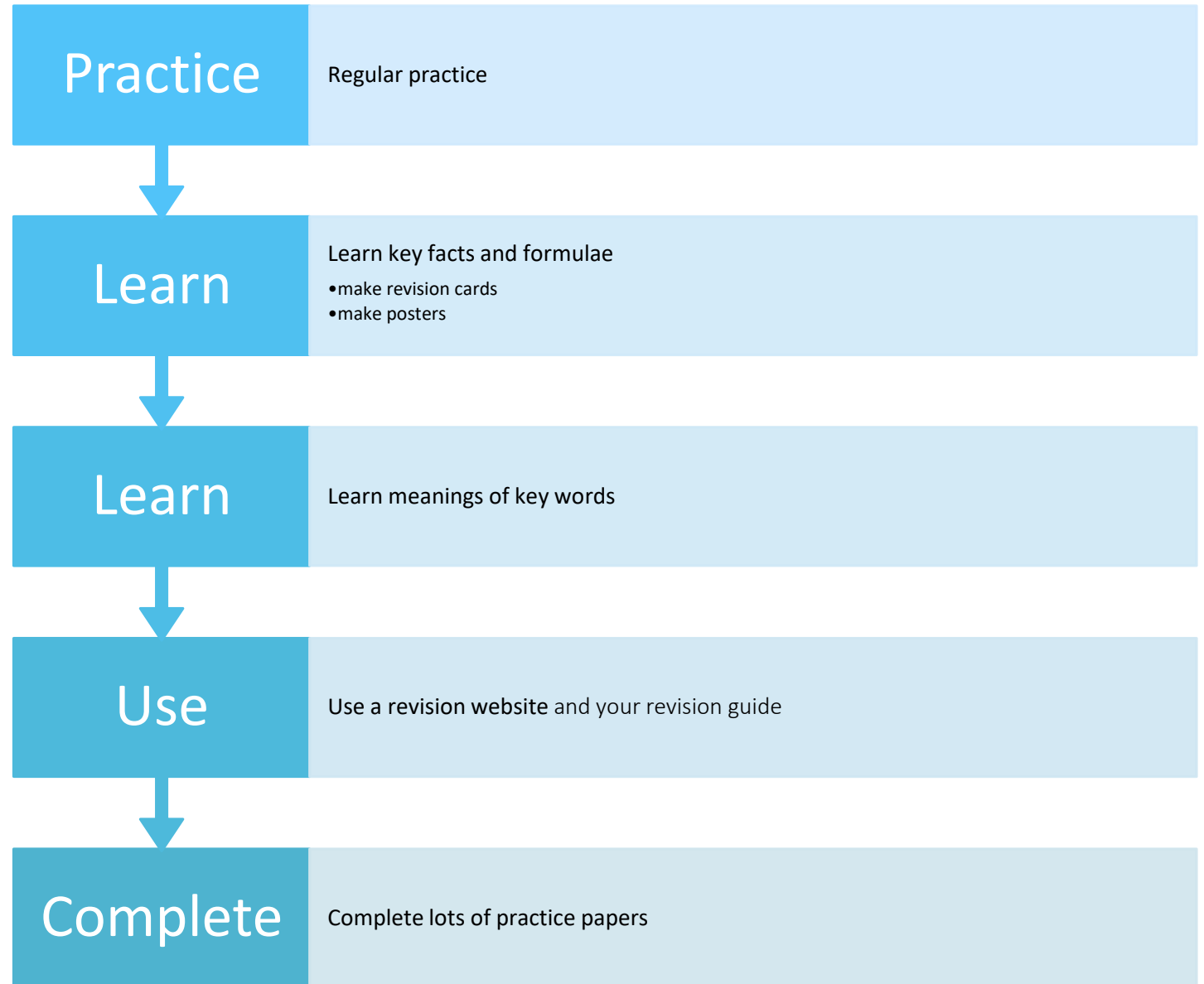
He made a profit of £163

How many **losing** tickets did he sell?

[6 marks]

Higher Question – A03

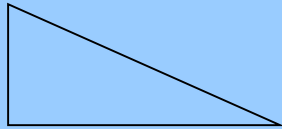
How to Revise Maths



Area



$$= \text{length} \times \text{width}$$



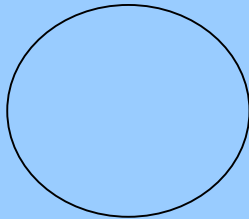
$$= \text{base} \times \text{height} \div 2$$



$$= \text{length} \times \text{height}$$



$$= \frac{1}{2}(a + b) h$$



$$= \pi r^2$$

Key Facts

SOH CAH TOA

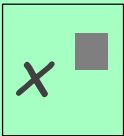
BIDMAS

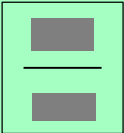
$a + a + a = 3a$ but $a \times a \times a = a^3$

Calculator buttons

square x^2 , cube x^3

square root $\sqrt{}$, cube root $\sqrt[3]{}$

powers 

Fractions 

Key Words

integer - whole number

evaluate - work out - get a number answer

construct - use a compass and ruler

factorise - put brackets in

estimate - round each number to 1 significant figure before doing the calculation

Useful Websites

<https://www.mathsgenie.co.uk/>

www.corbettmaths.com/5-a-day/gcse/

<https://vle.mathswatch.co.uk/vle/>


[Expressive Arts](#)
[Extra Curricular](#)
[Geography](#)
[History](#)
[Mathematics](#)
[Modern Foreign Languages](#)
[Music](#)
[Physical Education](#)
[Religious Education](#)
[Science](#)
[Social & Health](#)

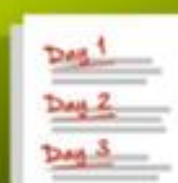
STOP PROCRASTINATING

Schedule the revision of harder topics for the morning when you will be most awake. This stops you using tiredness as an excuse for leaving the harder topics until the next day.



MANAGE YOUR TIME

Break your revision down and give yourself a certain amount of content to learn each day.

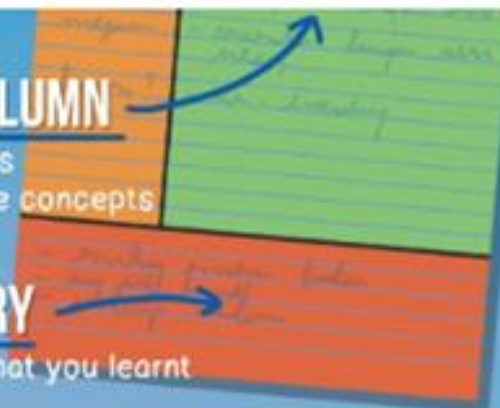


NOTE COLUMN

Make notes
Summarise concepts

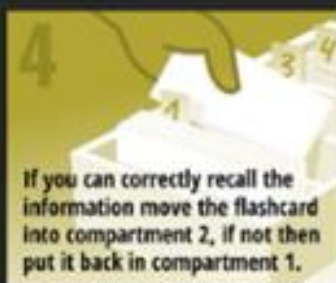
SUMMARY

Review what you learnt


[Cornell Notes Template](#)
[Click here](#)
[Revision Evening](#)
[Click here](#)
[Revision Guide](#)
[Click here](#)
[Revision Clock](#)
[Click here](#)
[Dual Coding](#)
[Click here](#)
[Year 11 Revision Evening 21 Oct 2021](#)
[Click here](#)
[English Literature GCSE
Romeo & Juliet \(Know It\)](#)
[Click here](#)
[English Literature GCSE](#)
[Click here](#)

USING FLASHCARDS TO REVISE

by @inner_drive | www.innerdrive.co.uk



What next?

Y11 revision support as part of the assembly programme.

Revision interventions run by departments, lunchtime, after school and occasional holidays.

Revision materials on TAHS website.

Trial Exams start Monday 17th November 2025

GCSE Exams start Monday 4th May 2026.

[How Parents Can Help Improve Grades \(innerdrive.co.uk\)](https://www.innerdrive.co.uk)

Revision starts now



BELIEF



PREPARATION



HARD WORK



SUPPORT