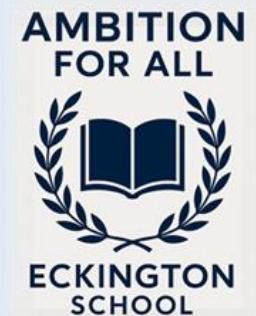


Year 11 Exam Readiness Evening

Tuesday 20 January 2026



Welcome

This evening has been put together to help you support your child as they prepare for a second round of mock exams in February, and their *real* exams in May and June.

The programme:

Mr Brennin – Top tips for revision

Mrs Thompson – Preparing for English exams

Mr Hylan – Preparing for maths exams

Mrs Streets – Preparing for science exams

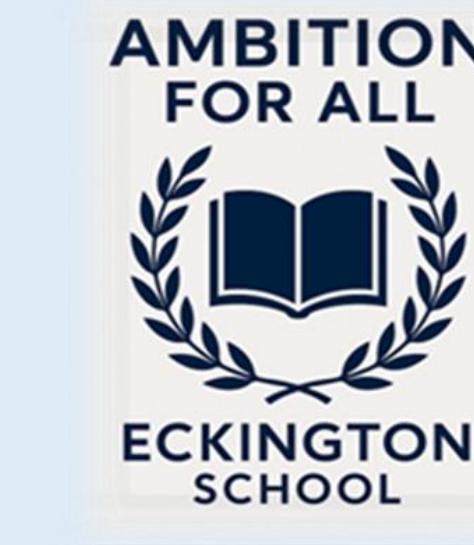
Mr Horsfield – Exam rules and regulations

Attendance Ladder



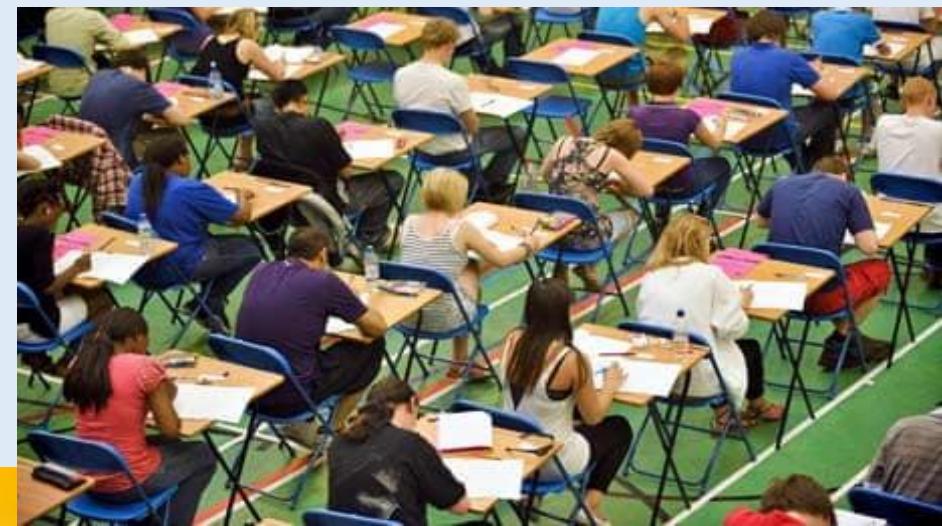
Revision Tips

Mr Brennin



You have a lot of competition!

- 4,190 secondary schools nationally.
- You are in competition with **hundreds of thousands** of other Y11 students nationally.
- Grade boundaries for a grade 4, 5, 7 and 9 are not set in stone but they **don't move that much**.



How long until the exams?

- GCSE written papers commence May 4th 2026
- English literature paper 1 Monday 11th May
- Maths paper 1 Thursday 14th of May
- Science paper 1 (biology) that same week
- English language paper 1 Thursday May 21st



16 weeks until first core exam

13 school weeks

65 school days



Learning

Learning will be forgotten rapidly in the short term without review intervention.

1st**1 Hour****Review 1**

Learning is refreshed and the rate at which it is forgotten is reduced. This could be in the form of questioning during the lesson or exit tickets at the end

1 Day**Review 2**

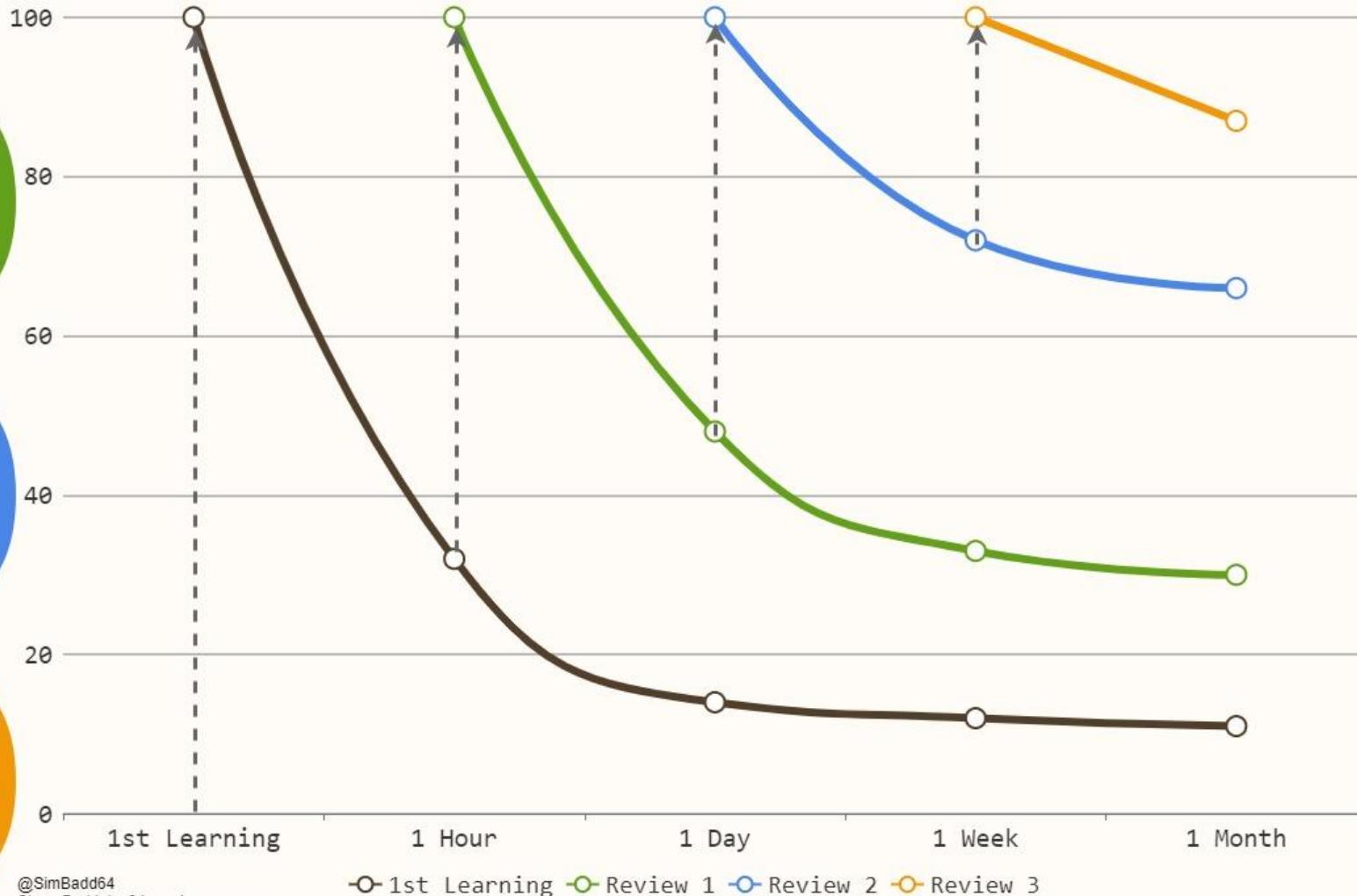
Learning is refreshed and the rate at which it is forgotten is reduced. E.g. Summarizing the Key Points from last lesson using Cornell Notes

1 Week +**Review 3**

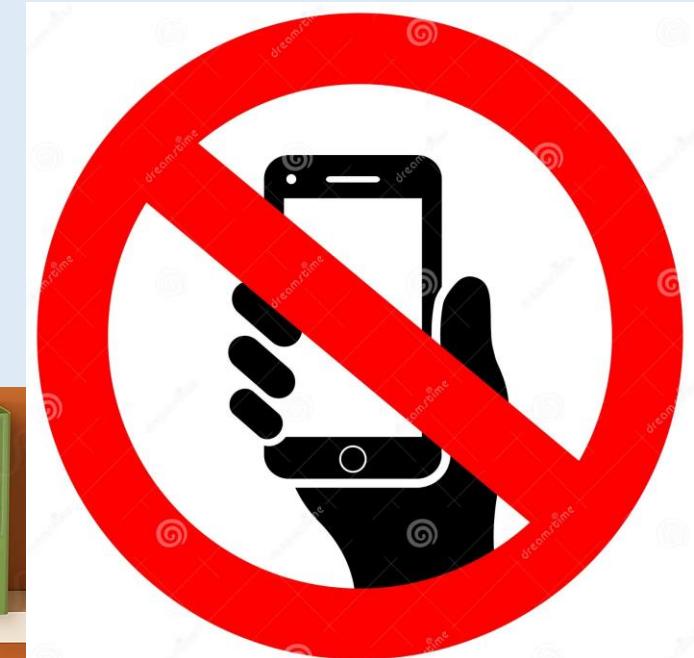
This review should feed into a rolling cycle of periodic review to refresh the learning over time. E.g. Regular recall and retrieval practice

The Curve of Forgetting

Hermann Ebbinghaus



Organise your workspace and resources



Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
4pm	BREAK	Return from Maths P6	Revise History	Return from Science P6	BREAK	Football match	Revise English
5pm	Revise English	BREAK	Revise Art	Revise Maths	Revise Science	Revise Maths	Visit Nan
6pm	Football training	Revise Science		Football training		BREAK	
7pm							

Make a revision timetable or schedule. Use a **calendar** to track the **countdown**.

- STEP 1: Create a blank table
- STEP 2: Schedule in your regular commitments
- STEP 3: Block out break times
- STEP 4. Allocate revision slots
- STEP 5. Identify weaknesses and prioritise correctly
- STEP 6. Schedule challenging subjects for when you work best
- STEP 7. Reward yourself for sticking to the plan

Repeat this for February half term, Easter and May half term

W -2-5 S -3
T -2

Revision Schedule

507 (94) (7)

3

 Eckington School

How do I spend an hour revising?

THE POMODORO TECHNIQUE



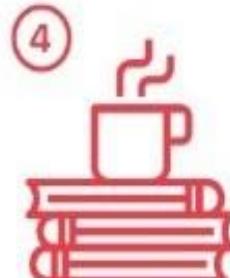
1
Decide on the Task That You Need to Do



2
Set the Timer to 25 Minutes



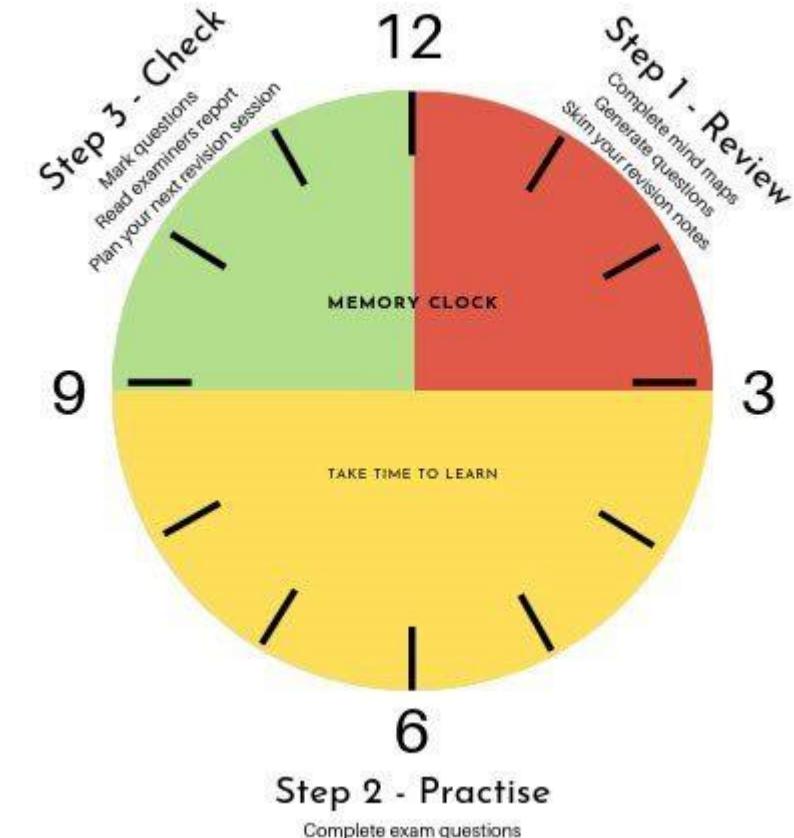
3
Work on the Task Until the Timer Rings



4
Take a Short 5 Minute Break



5
After 4 Cycles Take a 15-30 Minute Break



Spend 15 minutes making notes/flashcards, 10 minutes testing (yourself). You can spend the first 5 minutes of the next session or next day retesting yourself.

Revision Technique 1 : Topic Checklists/PLCs/RAG rating

Topic	Content			Revised
1. Proof	1.1	Proof by deduction		
	1.2	Proof by exhaustion		
	1.3	Disproof by counter example		
	1.4	Proof by contradiction		
2. Algebra and Functions	2.1	Laws of indices		
	2.2	Surds		
	2.3	Quadratic functions and their graphs		
		The discriminant		
		Completing the square		
		Solving quadratic equations using factorisation, completing the square and the quadratic formula		
		Solving related quadratics, such as exponential and trigonometric equations		
	2.4	Simultaneous Equations		

- Download or create a checklist of all the topics in a subject.
- Colour code or rank how confident you feel about the topic to identify the ones for priority revision.
- Go through your book or revision guide.

Why is this approach great?

It focuses your revision to what you need

It stops you revising to topics you enjoy

The ranking can change as you go

Revision Technique 2 : Flash Cards

- On the front of the card, write a key term, question or quote.
- On the back of the card, answer that question or define the term.
- Try to answer the front of the card before checking the back

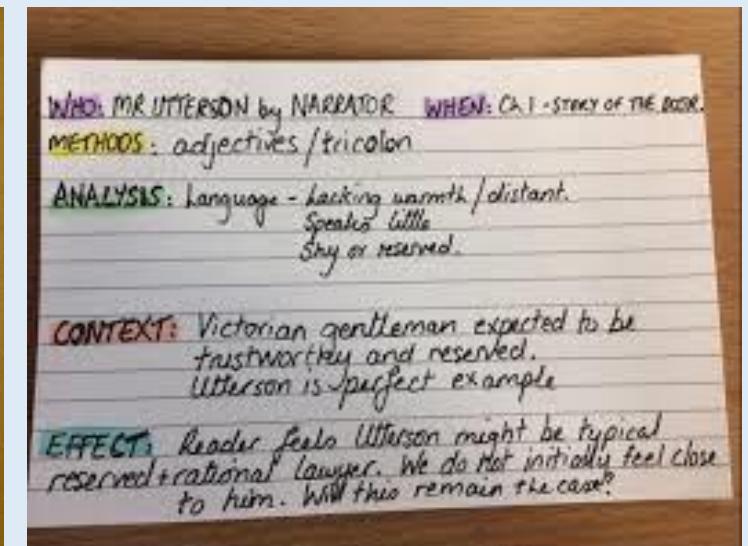
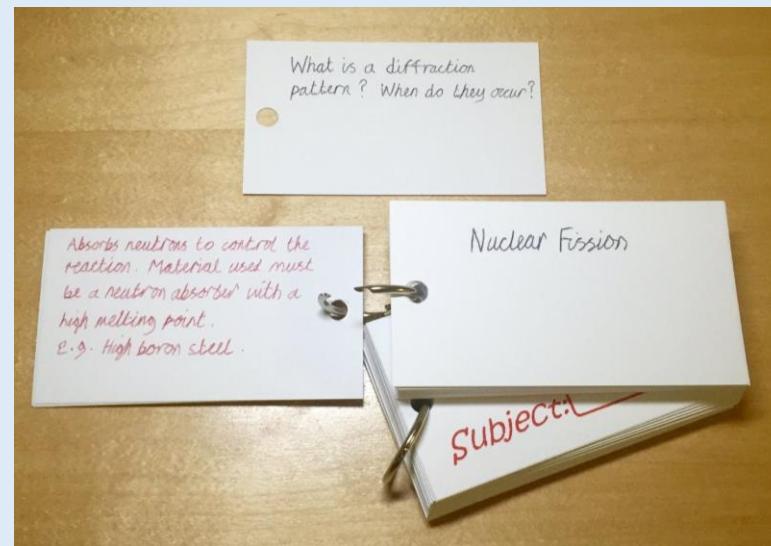
Why they're great?

Very portable

Easy to make

Others can get involved

Excellent if short on time



Revision Technique 3 : Mind Maps

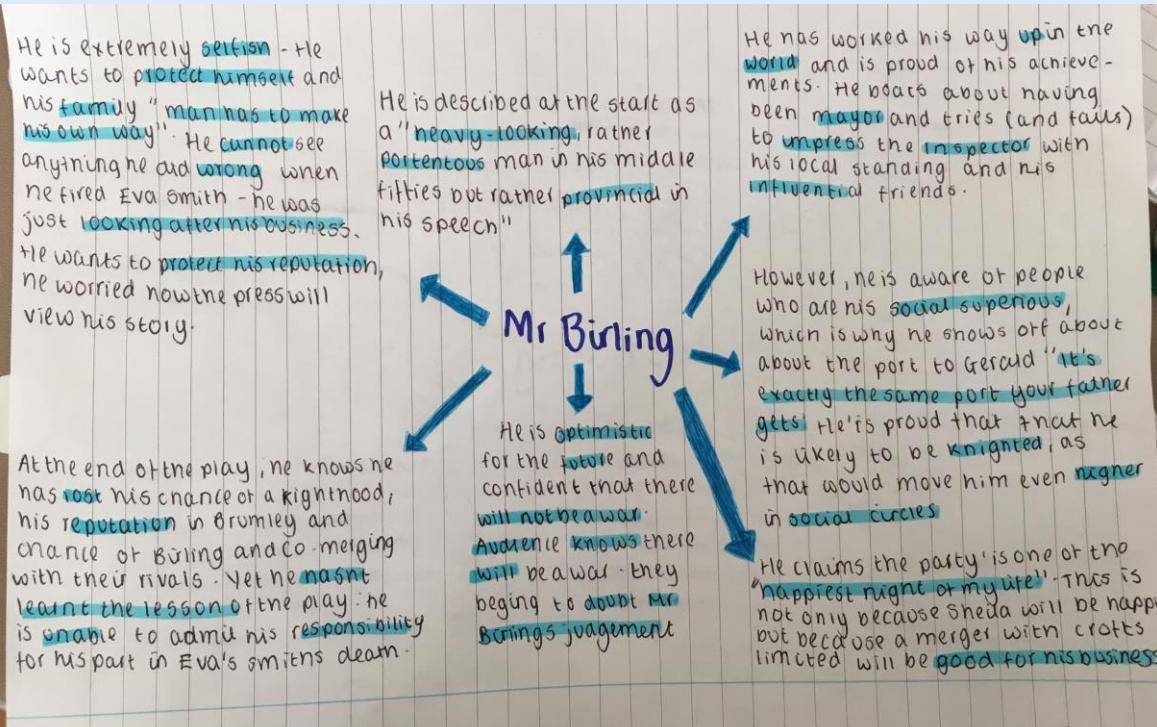
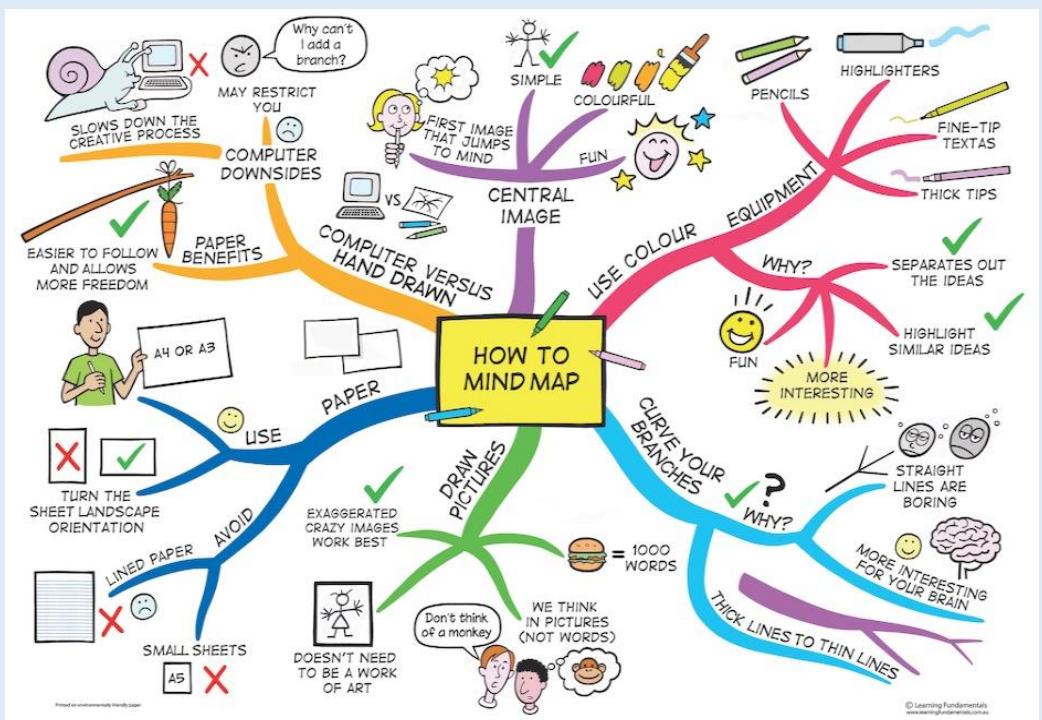
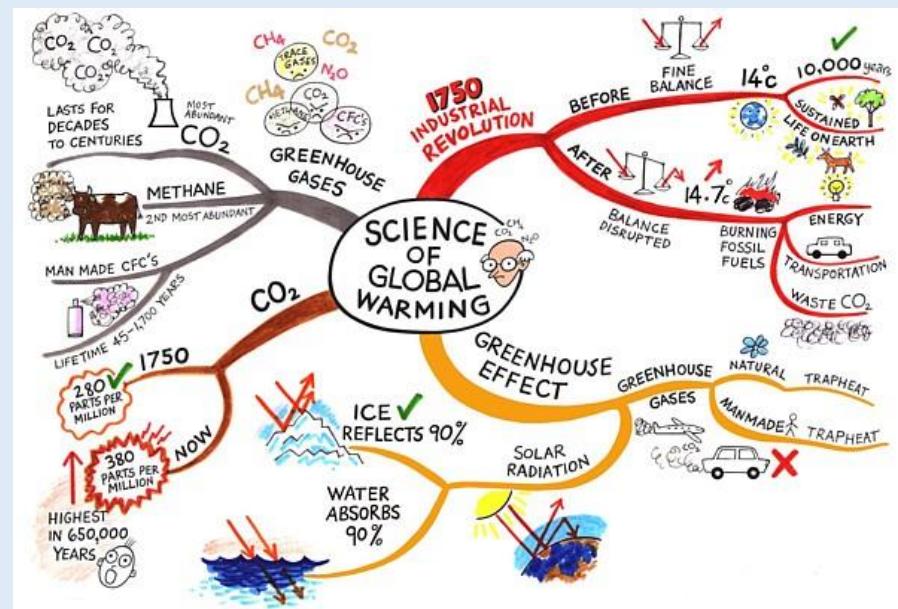
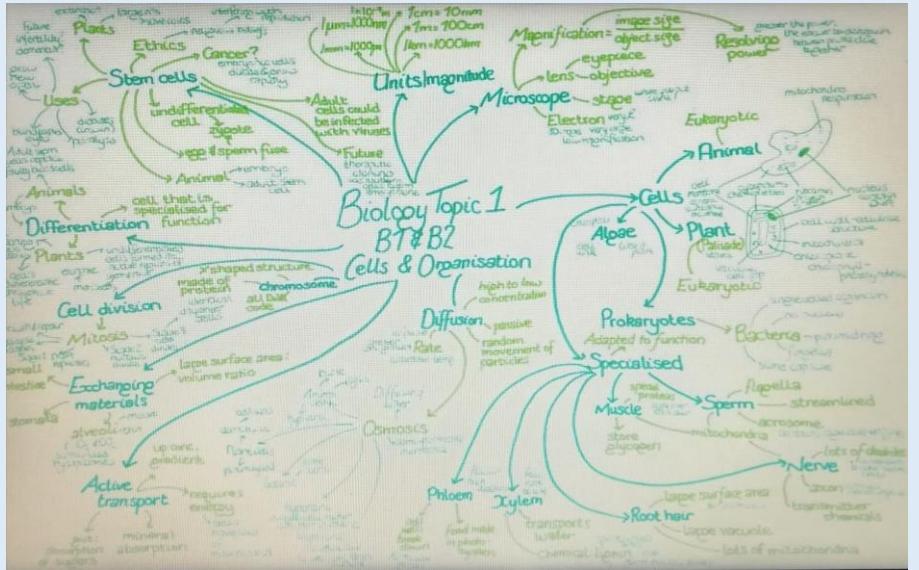
- Write the main topic in the middle of the paper and draw a ring around it
- For each key point draw a branch out from the main topic.
- Write a key word or phrase on each branch
- Build out further branches and add details

Why they're great?

Can be used as retrieval (remembering info) OR Summarising lots of information

Making links

Easy to make



How can a parent/carer help their child with revision?

- Encourage good sleep habits.
- Ensure your son/daughter eats breakfast and doesn't skip meals.
- Minimise distractions during study time.
- Reward good habits/efforts.
- Offer emotional support.
- Ensure breaks – including physical movement and fresh air.
- Directly help – Teach me/Flash cards.

Understanding anxiety

Symptoms of Anxiety

When the Fight or Flight response kicks in and our heart rate and blood pressure increases, we might notice some of the following symptoms.



How can I support my son/daughter with exam anxiety?

- What do you already do if they're anxious about anything?
- What have you tried that hasn't worked?
- What have you tried that has worked?

To help an anxious or vulnerable child to learn, think and reflect when they are dysregulated, we need to intervene in a simple sequence:

Reason:

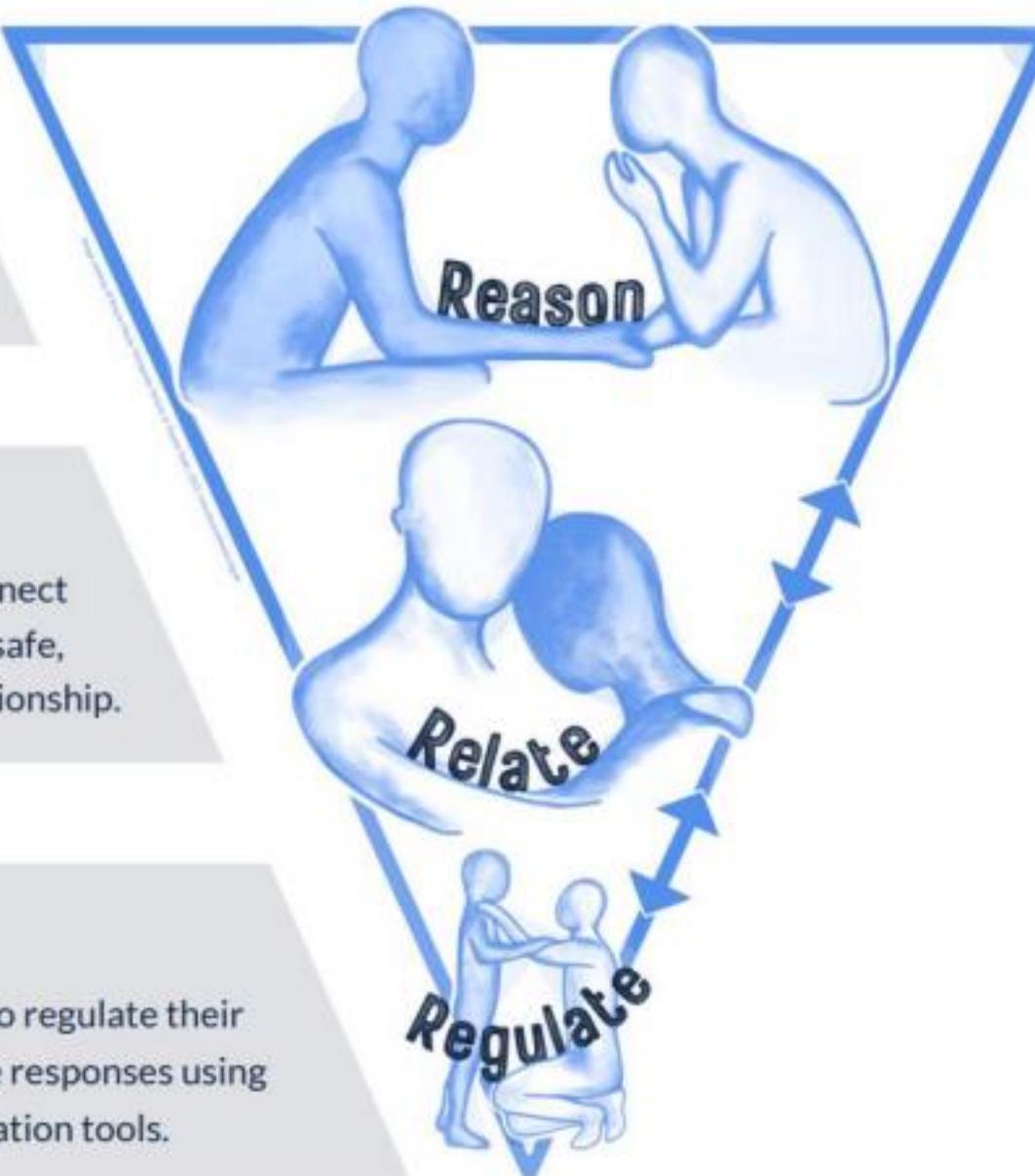
Third: We support the person to reflect, learn, remember, articulate and become self-assured.

Relate:

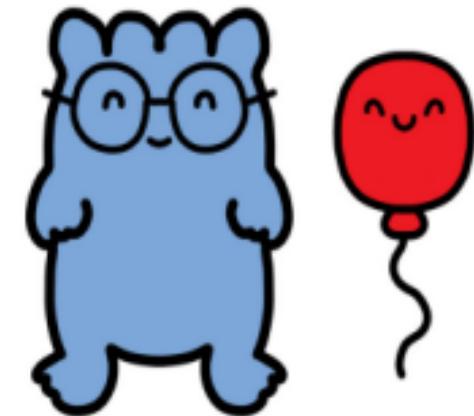
Second: We relate and connect with the person through a safe, attuned and sensitive relationship.

Regulate:

First: We help the person to regulate their fight/flight/freeze/collapse responses using safe and appropriate regulation tools.



Breathing exercises

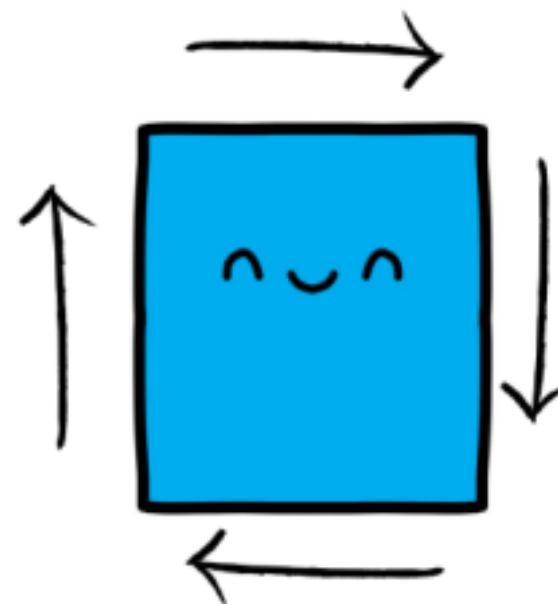


Belly Breathing

- Take a deep breath in and fill your belly like you're inflating a balloon.
- As you do this, count 1, 2, 3, 4 to breath in and fill the balloon in your belly.
- Pause and then let all of the air out of your belly like you're letting a balloon deflate.
- As you do this, count 1, 2, 3, 4 to breath out and let the balloon go down from your belly.

Square Breathing

- Imagine you're drawing a square with your finger in the air.
- Breath in while counting 1, 2, 3, 4 as you draw the top line and then pause.
- Breath out while counting 1, 2, 3, 4 as you draw the line down the side and then pause.
- Breath in while counting 1, 2, 3, 4 as you draw the bottom line and then pause.
- Breath out while counting 1, 2, 3, 4 as you draw the line up the side to make the square.



GCSE English Language and English Literature

Mrs L Thompson
Faculty Leader

What do the exams look like?

English Language

Paper One

Explorations in creative reading and writing

Section A: Reading

Section B: Writing a descriptive narrative

Exam: 21st May

Paper Two

Writers' viewpoints and perspectives

Section A: Reading

Section B: Writing (an article, speech or letter) expressing a viewpoint

Exam: 5th June

Both exams are 1 hour 45 minutes

GCSE English Language Paper 1 READING: 1 fiction text 1hour 5mins (ET 1hour 22mins)

Marks: 40

- Read the information on the front of the insert what do you find out?
- Read and underline any relevant information in the box at top of extract

Q2 Language

Time: 10 mins Q2 (ET 12mins) 8 marks



- Underline the focus of the question
- Read up to and including the extract for Q2
- Use at least 2 short rich quotes + annotate connotations
- Write 2 detailed paragraphs which explain effect + intention

WHAT is an answer to the question? + rich quote

HOW has the writer shown this (include methods)?

Explain the effect of the quote/give another explanation/zoom in on individual words + connotations + use BAS (because, as, since)

This suggests .../This highlights.../This reveals.../This implies...

WHY has the writer used this? Writer's intention?

Language features: descriptive adjectives, adverbs, verbs/figurative language (metaphor, simile, personification)/symbolism and imagery/links between quotes.

How to revise

- ✓ Learn the timings and number of marks for each question
- ✓ Learn the skills required for each question
- ✓ Complete timed past papers

Q1 4x Multiple Choice

Time: 5 mins (ET 6mins) 4 marks

- Answer from the specified lines only
- Read the specified lines for Q1, not the whole text
- 4 multiple choice questions
- Tick 1 box of the 3 for each question

4

Q3 Structure

Time: 10 mins (ET 12mins) 8 marks

- Underline the focus of the question
- Scan the whole extract (you will have read it all by now)
- **How the extract starts** - what does the writer focus the reader on at the start of the extract, why, link to the focus of the question?
- **Focus shift** - how does the focus shift, what information is the reader given and why? Link to the focus of the question.
- **Pivotal point** - what is the most important part of the text, what is the writer building up to, how do they do this, why is this important? **Climax** - what is the climax?
- **End** - how does the extract end, does the mood or tone change, is the end dramatic, a resolution, an anticlimax, why?
- **WHY** has the writer used this? Writer's intention?

Structural features: writer's focus, shifts in focus, pivotal point, climax, rising action, mood or tone, flash back, contrast, juxtaposition and/or any other structural features.

Q4 Evaluation

Time: 20 mins (ET 25mins) 20 marks



- Underline the key words in the statement
- Use the bullet points for guidance
- **Read the whole extract/box off the stated lines**
- Use a range of quotes to support your evaluation
- Identify and analyse the methods the writer uses
- Write a detailed paragraph for each focus and use a range of small embedded quotes as evidence, analyse the quotes and methods, link back to the focus and link to other quotes

WHAT do you agree and/or disagree with?

HOW has the writer made you think this (include methods)?

Explain the effect of the quote/give another explanation/zoom in on individual words + connotations + use BAS

This suggests .../This highlights.../This reveals.../This implies...

WHY has the writer used this? Writer's intention?

Language features: descriptive adjectives, adverbs, verbs/figurative language (metaphor, simile, personification)/symbolism and imagery/links between quotes.

While there is no specific content to learn for English language as the texts and questions are all unseen, you must learn and revise:

- Timings
- How to approach every question in terms of planning
- How to structure a response to each question

GCSE English Language Paper 2 WRITING - NON-FICTION

Time: 40 mins (ET 50 mins) Marks: 40

- Underline form and audience
- This viewpoint doesn't have to be your true opinion (you can adopt a persona)
- Plan** (Introduce topic and viewpoint, what/why, what/why, conclusion)
- Begin each sentence with a topic sentence
- Use **TIME FOR PRAISE**
- Use a 1 word/sentence paragraph
- Use 3 or 4 pieces of punctuation
- Leave time** to edit / upgrade

Content

- Create a convincing viewpoint/argument
- Use of a range of ideas to support your argument
- Use a range of specific examples to support your argument
- Include **SHEEP** ideas (Society/community, health, environment, economic, personal development)
- Summarise with a personal reflection on the topic
- Craft sentences for effect using a range of structures
- Use the full range of punctuation

Vocabulary

- Use language to present a clear viewpoint/opinion
- Use language for impact and effect
- Use persuasive language
- Use a sophisticated range of vocabulary
- Use exaggeration and hyperbole
- Use figurative language (similes, metaphors, personification, imagery, symbolism)

Introduce the topic and your viewpoint

- Engage with the reader
- Make your viewpoint clear
- Summarise your line of argument

Point 1 What and why it's important

- Identify what the current issues are around this topic
- Identify the reasons for these issues
- Explain what will happen if this continues
- Relate issues to other places (where it's improved/better)
- Relate to **SHEEP**

Point 2 What and why it's important

- Identify what society could/should be doing
- Identify how society could/should do this
- Explain what will happen if this improves
- Relate issues to other places (where it's improved/better)
- Relate to **SHEEP**

Conclusion

Finish = hard hitting, memorable, linked to opening:

- a thought-provoking question
- a warning to the present and for the future
- a call to action



S - Society / Community
H - Health – mental / physical
E - Environment
E - Economic
P - Personal development

What do the exams look like?

English Literature

Paper One

Section A: Romeo and Juliet

Section B: A Christmas Carol

Exam: 11th May

1 hour 45 minutes

Paper Two

Section A: An Inspector Calls

Section B: Poetry anthology (Power and Conflict)

Section C: Unseen poetry

Exam: 19th May

2 hours 15 minutes

Learn key quotes so you have them memorised. They are closed book exams. Make revision note cards to test yourself.

Learn the sequence of the plot and key plot events. You will write about the texts in chronological order.

Learn key information about context

An Inspector Calls by J Priestley			
Plot	Key Quotes		
Act One	Act 1: stage directions: "rather provincial in his speech" (Mr B) "a rather cold woman and her husband's social superior" (Mrs B) "very pleased with life and rather excited" (S) "well-bred young man-about-town" (G) "half shy, half assertive" (E) "Crofts and Birlings are no longer competing but are working together" (Mr B) "nobody wants war" (Mr B) "Titanic / unsinkable" (Mr B) "community and all that nonsense" (Mr B) "a man has to mind his own business and look after himself and his own – and - // we hear the sharp ring of a door bell." (Mr B / IG arrival) "It's my duty to ask questions." (IG) "she'd had a lot to say – far too much – so she had to go." (Mr B on Eva) "Why shouldn't they try for higher wages?" (E on Eva) "I was quite justified" (Mr B) "But these girls aren't cheap labour – they're people" (S) "We can keep it from him" (G)		
Cliffhanger: Inspector comes back in and asks Gerald "Well?"	Act 2: "she died in misery and agony hating life" (IG) "You were the wonderful Fairy Prince." (S to G) "You know of course that my husband was Lord Mayor" (Mrs B) "I – well, I've suddenly realised – taken it in properly – that she's dead" (G) "As if a girl of that sort would ever refuse money" (Mrs B)		
Act Two	Act 3: "I threatened to make a row" (E) "You don't understand anything. You never did." (E to Mrs B) "one Eva Smith has gone but there are millions and millions and millions of Eva Smiths and John Smiths still left with us" (IG) "We are members of one body" (IG) "If men will not learn that lesson then they will be taught it in fire and blood and anguish" (IG) "Eric, I'm absolutely ashamed of you" (Mrs B) "Look at them / the famous younger generation who know it all. And they can't even take a joke" (Mr B) "You don't understand anything. You never did." (E) "It frightens me the way you talk" (S) "Everything's alright now Sheila. What about this ring?" (G)		
Sheila and Gerald argue. Mrs Birling enters and tries to intimidate the inspector. The Inspector questions Gerald who met Daisy at the Palace Music Hall. They had an affair until Gerald ends it. Gerald leaves for a walk. The Inspector questions Mrs Birling. We find out she refused Eva charity in her role for the Brumley Women's Charity Organisation. The Inspector reveals Eva was pregnant.. Mrs Birling says the person responsible for her death was the "father of the child". Cliffhanger: Eric enters	Act Three The Inspector questions Eric. We learn he slept with Eva when she was working as a prostitute. He tells how he stole money from his father to offer Eva when he found out she was pregnant. She refused to accept. The Inspector recaps the events that happened to Eva Smith and how they all "helped to kill her". The Inspector delivers a speech about how people are "responsible for each other" then leaves. The family argue. Gerald returns and together they realise there is no Inspector Goole on the local force. They recall how he got information from them by showing photos and revealing she changed her name. They call the infirmary who confirm no-one has been brought in having committed suicide. Mr and Mrs Birling celebrate that they won't be publicly shamed while Sheila and Eric are appalled at their reaction. Gerald offers Sheila her ring back. Cliffhanger: The phone rings. Birling reports that it was the police – a girl has died from drinking disinfectant and an inspector is on his way to ask some questions.= ambiguous ending.		
Characters	Context The play was written in 1945 and set 23 years earlier in 1912. It was set before Titanic sank, before massive trade union strikes and before both world wars. In Act One when Mr Birling makes reference to these things the audience would know the historical facts and see him as an ignorant, foolish man.		
Mr Arthur Birling– Factory owner hoping to get a knighthood. Ignorant, arrogant, capitalist. Mrs Sybil Birling– On the board of a charity for women. Authoritative, entitled, prejudiced. Sheila Birling – from frivolous and naive to impressionable and insightful. Eric Birling – troubled, conflicted and empathetic. Gerald Croft – Sheila's confident, charming fiancé. Emotionally affected by Eva's death but lacking in remorse. Morally ambiguous and evasive. Inspector Goole – represents Priestley's socialist views, has moral integrity. Imposing and prophetic. Eva Birling / Daisy Renton – the audience never see her. She is a leader with morals who falls in love with Gerald before refusing stolen money and dying alone in "agony".	Themes	Symbols	Terminology
	Society / community Capitalism / socialism Class Power Responsibility / morality Gender Family Old / young generations	Engagement ring = wealth, possession Eva Smiths and John Smiths= the working class	Play, audience, act, stage direction, dramatic irony, cliffhanger, connotations, semantic field, simile, metaphor, symbolism, repetition

How should I revise how to write an essay answer?

Use the revision resources provided already. Revise how to **structure essays** for each question and how to write an **analytical paragraph**.

Novel: Essay Plan

SECTION 1:
INTRODUCTION: Use the key words from the question and include a comment about the whole novel.

SECTION 2:
Write an analytical paragraph about the initial presentation of the theme / character.

SECTION 3:
Write several analytical paragraphs about how the presentation of the theme / character develops as the novel continues.

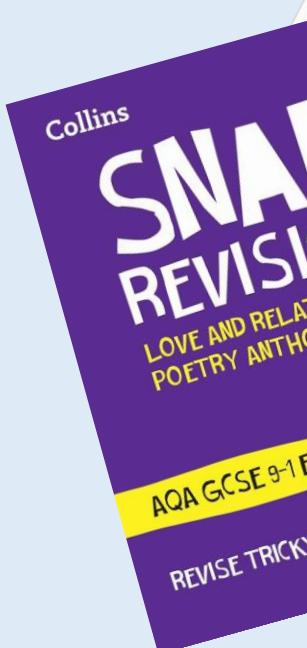
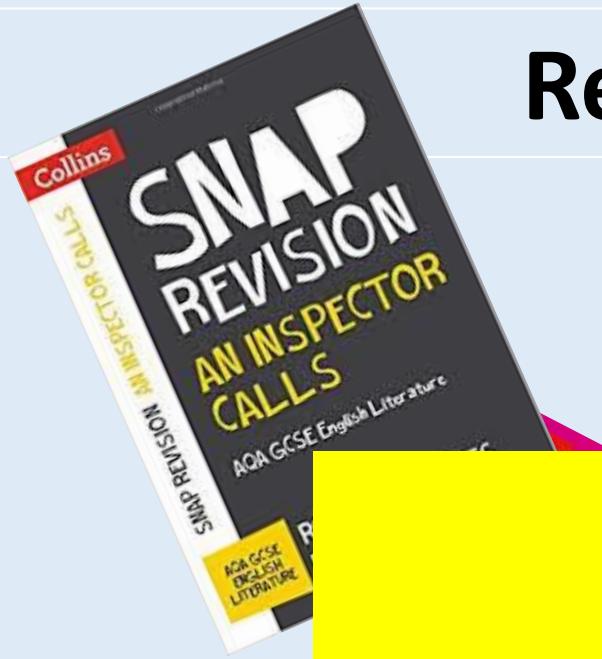
SECTION 4:
Write an analytical paragraph about the final presentation of the theme / character.

SECTION 5:
CONCLUSION: Sum up your response to the question and what you think Stevenson's message was.

The extract should be analysed with several analytical paragraphs where it appears in the novel (so the essay is in chronological order).



Revision Guides: Reliable sources



The revision resource which will be provided by your English teacher very shortly is an essential revision tool.

AQA Examiners' Report (Summer 2025)

"Examiners remained concerned about the effect of unhelpful information on social media. Students are advised that, as with all online information, the quality of advice offered online about this subject varies greatly and they should trust reliable sources – like their teachers – above influencers"



GCSE Mathematics

Mr Hylan
Faculty Leader

How to be successful in Maths

- 1) Past Papers**
- 2) P6 after school revision on Tuesdays**
- 3) Mock 'fix up' on Sparx**

What do successful people do and say?

- They put the work in
- They take responsibility
- They don't complain
- They get on with things
- They have good habits

What do unsuccessful people do and say?

- They don't work as hard
- They make excuses
- They complain
- They procrastinate
- They haven't yet formed good habits

1) Past papers

We set students a past paper every week for homework.

Building this habit every week helps the students feel
happy, confident and prepared when they enter the exam



Alex Hylan (Staff Chorus Trust)

To: Class 11M/Ma4 (Eckington); Class 11M/Ma5 (Eckington); Class 11M/Ma6 (Eckington); Class 11M/Ma7 (Eckington); Class 12Z/Ma1 (Eckington); Class 13Z/Ma1 (Eckington)

Hi all,

Hope you're having a good week. Most students are doing really well with the past papers so far. Thank you for your efforts.

This year you're going to do past papers every week for homework to help you prepare for your exams.

You have two weeks to do this one because it's half term. Remember there are some revision activities for you to do on Sparx as well.

You need to

- 1) Complete your HW according to your teachers instructions
- 2) Mark it using the mark scheme or video and add your score up
- 3) Figure out what grade you got
- 4) Use the video to make some corrections and figure out how to do some of the questions you got wrong (pick at least 3)
- 5) Bring your marked paper in to school and give it to your teacher during Wednesday's maths lesson.

This week's paper is November 2018 Paper 1.

On this paper **calculators are not allowed**.

[Here is the question paper](#)

[Here is the mark scheme](#)

[Here are the model answers](#)

[Here is a video with the solutions](#)

3 Hannah is planning a day trip for 195 students.

She asks a sample of 30 students where they want to go.
Each student chooses one place.

The table shows information about her results.

Place	Number of students
Theme Park	10
Theatre	5
Sports Centre	8
Seaside	7

(i) Work out how many of the 195 students you think will want to go to the Theme Park.

10

(2)

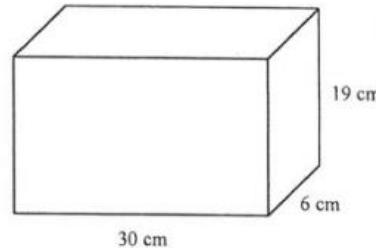
(ii) State any assumption you made and explain how this may affect your answer.

The table says 10

(1)

(Total for Question 3 is 3 marks)

4 A container is in the shape of a cuboid.



The container is $\frac{2}{3}$ full of water.

A cup holds 275 ml of water.

What is the greatest number of cups that can be completely filled with water from the container?

300

(Total for Question 4 is 4 marks)



3 Hannah is planning a day trip for 195 students.

She asks a sample of 30 students where they want to go.
Each student chooses one place.

The table shows information about her results.

Place	Number of students
Theme Park	10
Theatre	5
Sports Centre	8
Seaside	7

(i) Work out how many of the 195 students you think will want to go to the Theme Park.



$$195 \div 3 = 65$$

2
65
(2)

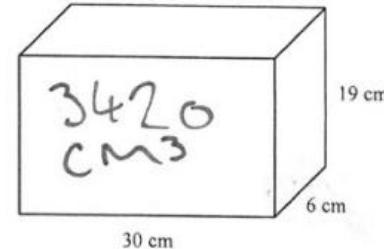
(ii) State any assumption you made and explain how this may affect your answer.

They actually went to vote for
Theme Park and not theatre
since they sound similar, this would
make ~~make~~ a vote unfair since
they don't actually want to go here

(Total for Question 3 is 3 marks)

1

4 A container is in the shape of a cuboid.



The container is $\frac{2}{3}$ full of water.

A cup holds 275 ml of water.

What is the greatest number of cups that can be completely filled with water from the container?

$$3420 \div 3 = 1140$$

$$1140 \times 2 = 2280 \quad 2280 = \frac{2}{3}$$

1140 left

$$1140 \div 275 = 4.145454545$$

4 CUPS

1

4

(Total for Question 4 is 4 marks)



3 Hannah is planning a day trip for 195 students.

She asks a sample of 30 students where they want to go.
Each student chooses one place.

The table shows information about her results.

Place	Number of students
Theme Park	10
Theatre	5
Sports Centre	8
Seaside	7
	30

(i) Work out how many of the 195 students you think will want to go to the Theme Park.

$$\textcircled{1} \quad \frac{10}{30} = \frac{?}{195}$$

$$\textcircled{2} \quad \frac{195}{30} = 6.5 \quad \checkmark$$

$$\textcircled{3} \quad 6.5 \times 10 = 65$$

$$\text{so... } \frac{10}{30} = \frac{65}{195}$$

$$\frac{65}{195} \quad \checkmark$$

(2)

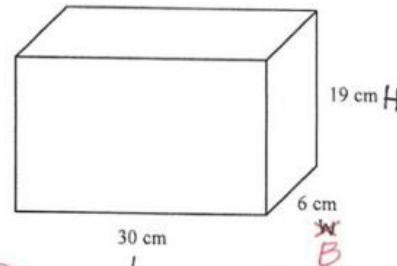
(ii) State any assumption you made and explain how this may affect your answer.

The students in the sample are representative of the students going on the trip. If they are not, the answer would not be accurate.

(Total for Question 3 is 3 marks)



4 A container is in the shape of a cuboid.



The container is $\frac{2}{3}$ full of water.

A cup holds 275 ml of water.

What is the greatest number of cups that can be completely filled with water from the container?

$$\textcircled{1} \quad \text{Surface Area} = 2lw + 2wh + 2lh / 2(lw + wh + lh)$$

$$= 2(30 \times 6) + 2(6 \times 19) + 2(30 \times 19)$$

$$= 360 + 228 + 1,140$$

$$= 1,728 \text{ cm}^2$$

$$\textcircled{2} \quad 1,728 \left(\frac{2}{3} \right) = 1,152 \text{ ml}$$

$$\textcircled{3} \quad 1,152 \text{ ml} \div 275 \text{ ml} = 4.1890\ldots$$

Self-assessing: ≈ 4 cups

$$\textcircled{3} \quad \frac{2280}{275} = 8.290\ldots$$

≈ 8 cups

$$\textcircled{1} \quad \text{Vol. of Cuboid} = L \times B \times H$$

$$= 30 \times 6 \times 19$$

$$= 3,420 \text{ cm}^3$$

$$\textcircled{2} \quad \frac{2}{3} \text{ of } 3420 = 2280 \text{ ml}$$

X 4 cups 8 cups

(Total for Question 4 is 4 marks)

! take note

Hinting about
Volume

2) P6 after school revision on Tuesdays

P6 on Tuesday's is your opportunity to get help with your past paper, or anything else you need help with.

We are also running a Friday lunchtime club with the same support.

3) Mock fix-up on Sparx

1.9	2.9	2	1.9	1.6	0.2	4.3	0.3	2.5	2	0.7	2.3	1.6	0.4	2.7	0.6	1.6	0.9	3.1	1.2	0.5	0.2	1	1	2.2	1.2	
2	3	2	2	2	1	5	1	3	4	1	3	2	2	3	2	2	3	5	3	1	3	5	5	4	2	
Q1	Q2a	Q2b	Q3a	Q3b	Q3c	Q4a	Q4b	Q5	Q6	Q7a	Q7b	Q7c	Q8a	Q8b	Q9a	Q9b	Q10	Q11	Q12ai	Q12aii	Q12b	Q13	Q14	Q15	Q16a	
2	3	2	2	2	0	2	0	3	2	1	3	2	0	2	1	2	3	2	0	0	0	0	0	2	0	1
2	3	2	2	1	1	4	0	3	1	0	2	0	0	3	1	2	0	2	1	0	U	0	0	1	1	
0	3	2	2	1	0	1	0	0	1	0	0	2	0	3	2	2	U	U	U	0	0	1	0	1	0	
2	3	2	2	2	0	5	1	3	4	1	2	2	1	2	1	2	0	5	0	0	0	3	3	4	1	
2	3	2	2	2	0	4	1	3	0	0	1	2	0	3	0	2	0	4	0	0	0	0	0	0	0	
2	3	1	2	1	U	5	U	3	1	1	2	2	1	3	0	2	1	4	3	1	0	2	0	3	2	
2	3	2	2	2	0	5	1	3	4	1	3	2	0	3	2	2	1	5	3	1	0	2	5	3	2	
2	3	2	2	1	0	5	0	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	
2	3	2	1	1	0	4	0	3	4	0	2	2	0	3	0	1	0	5	0	1	0	0	0	0	1	
2	3	2	2	2	0	5	0	0	1	1	1	2	0	3	1	2	3	5	1	0	0	3	2	4	2	

3) Mock fix-up on Sparx Maths

Every single student in Y11 has personalised revision activities made available for them on Sparx Maths based on what they got right and wrong in their November Mocks.

If you complete these activities it will support you in being successful in Maths.

How to be successful in Maths exams

- 1) Past Papers**
- 2) P6 after school revision on Tuesdays**
- 3) Mock 'fix up' on Sparx**

What do successful people do and say?

- They put the work in
- They take responsibility
- They don't complain
- They get on with things
- They have good habits

What do unsuccessful people do and say?

- They don't work as hard
- They make excuses
- They complain
- They procrastinate
- They haven't yet formed good habits

GCSEs Biology, Chemistry, Physics

GCSE Combined Science (Trilogy)

Mrs Streets
Faculty Leader



Language learning apps like **Duolingo** generated \$1 billion in 2024

According to **Duolingo** 103 million people use the app at least once a month

Popular and lucrative by do they enable you to speak Italian?

Answer: Not fully 😊

The are good at developing regular learning and exposure to vocabulary

They don't help you practice **real messy conversations**

Conclusion: revision is not just one thing!

Science SharePoint

<https://chorustrust.sharepoint.com/sites/GCSEScience>

Helps you have resources to create your flash cards/notes

Dedicated revision site for year 11 students

Revision videos, past paper booklets with answers, how to revise

GCSE Science Revision

Home Getting Started **How to Revise** Revision Videos

+ New Promote Page details Immersive reader Analytics

How to Revise

Michael Nolan (Staff Chorus Trust) Classroom Teacher

This page is a good place to start if you are unsure how to get started with revision.

Revision isn't easy, however, revising for examinations makes you the best ways to revise for examinations. Some methods are [Using past papers](#), [Creating mind maps](#) and [Teaching the subject to someone else](#).

Three Golden Rules - Lets keep it simple. The are only three:

1. Break it down into small chunks
2. Make something
3. Do practice examination style questions

How long will it take me to revise for my GCSE science exam?

Biology

There are 8 practicals for trilogy and 2 extra for separate science only.



1 - Microscopy - How to use a microscope - GCSE Science Required Practical



2 - Microbiology - GCSE Science Required Practical (Triple)



3 - Osmosis - GCSE Science Required Practical



4 - Food Tests - GCSE Science Required Practical



5 - Enzymes - GCSE Science Required Practical



6 - Rates Of Photosynthesis - GCSE Science Required Practical



7 - Reaction Time - GCSE Science Required Practical



8 - Plant Responses to Light GCSE Science Required Practical (Separate Science)

Carousel – Active Recall (Retrieval practice) and spaced repetition!

Useful for:

- 40% Marks: Demonstrate knowledge and understanding and accessing 40% Marks: Application of knowledge and understanding

w/c 10.2.25 Using resources paper 2 revision

B I U | A A Ab | 1 2 | ↕ ↖ ↘ ↙ | ☰ ☱ ☲ ☳ | ☴ ☵ ☶ ☷ | ☸ ☹ ☺ ☻ | ☻ ☻ ☻ ☻

<https://app.carousel-learning.com/quiz/c0a4f18c-7a90-4f95-b17b-f12446a>

Please complete the revise task first

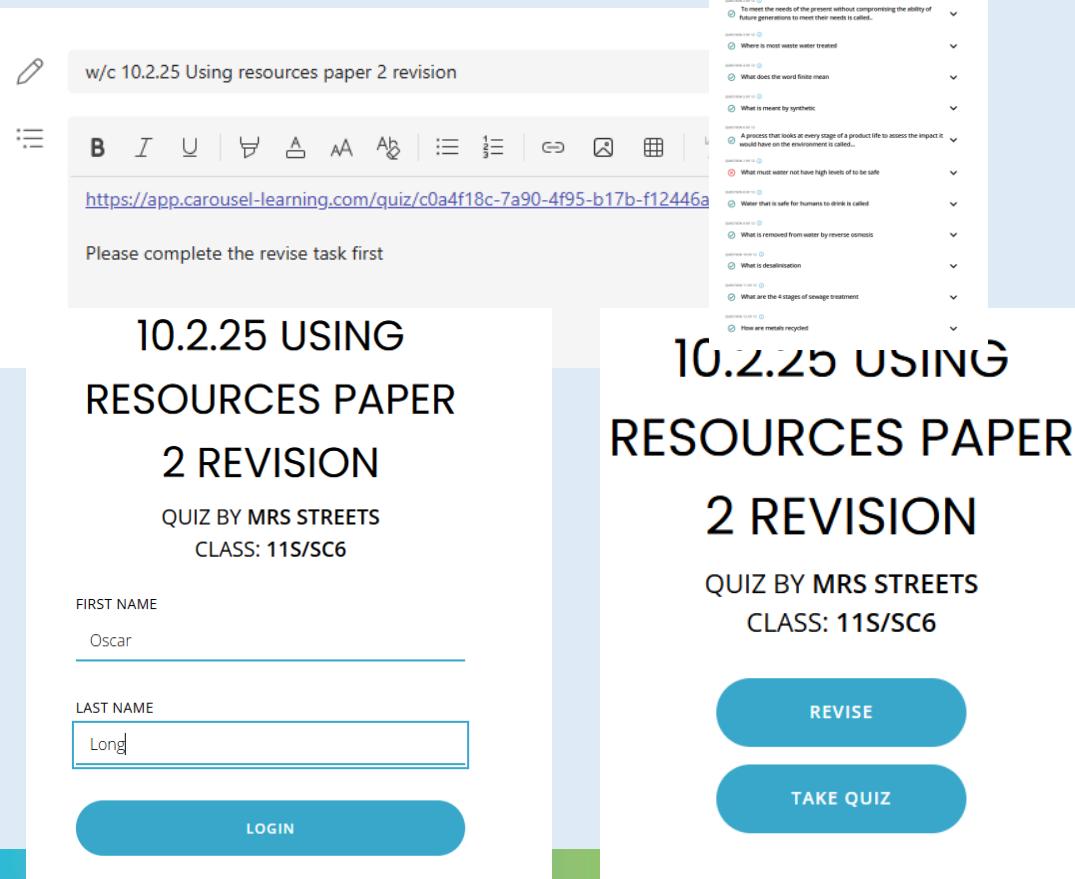
10.2.25 USING RESOURCES PAPER 2 REVISION

QUIZ BY MRS STREETS CLASS: 11S/SC6

FIRST NAME
Oscar

LAST NAME
Long

LOGIN

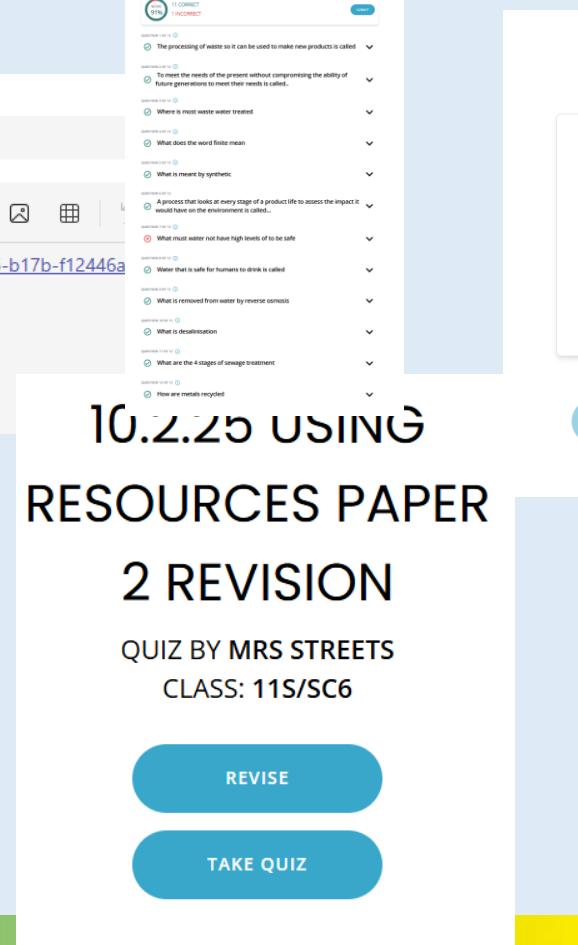


10.2.25 USING RESOURCES PAPER 2 REVISION

QUIZ BY MRS STREETS CLASS: 11S/SC6

REVISE

TAKE QUIZ



11 COMING UP!

What is desalination

SHOW ANSWER

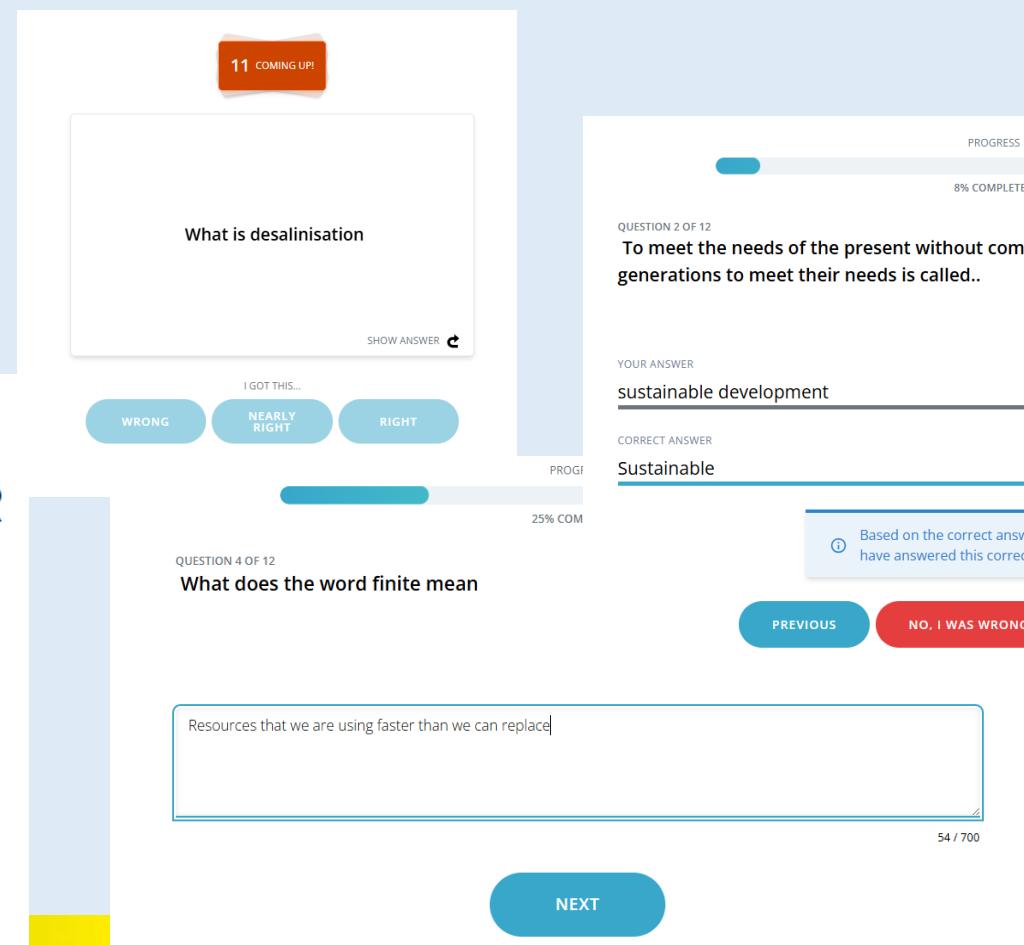
WRONG NEARLY RIGHT RIGHT

PROGRESS 25% COM

QUESTION 4 OF 12
What does the word finite mean

Resources that we are using faster than we can replace

NEXT



IT'S CORRECT
IT'S INCORRECT

QUESTION 1 OF 12
The processing of waste so it can be used to make new products is called...

QUESTION 2 OF 12
To meet the needs of the present without compromising the ability of future generations to meet their needs is called...

QUESTION 3 OF 12
Where is most waste water treated

QUESTION 4 OF 12
What does the word finite mean

QUESTION 5 OF 12
What is meant by synthetic

QUESTION 6 OF 12
A process that looks at every stage of a product life to assess the impact it will have on the environment is called...

QUESTION 7 OF 12
What must water not have high levels of to be safe

QUESTION 8 OF 12
Water that is safe for humans to drink is called

QUESTION 9 OF 12
What is removed from water by reverse osmosis

QUESTION 10 OF 12
What is desalination

QUESTION 11 OF 12
What are the 4 stages of sewage treatment

QUESTION 12 OF 12
How are metals recycled

PROGRESS 8% COMPLETED

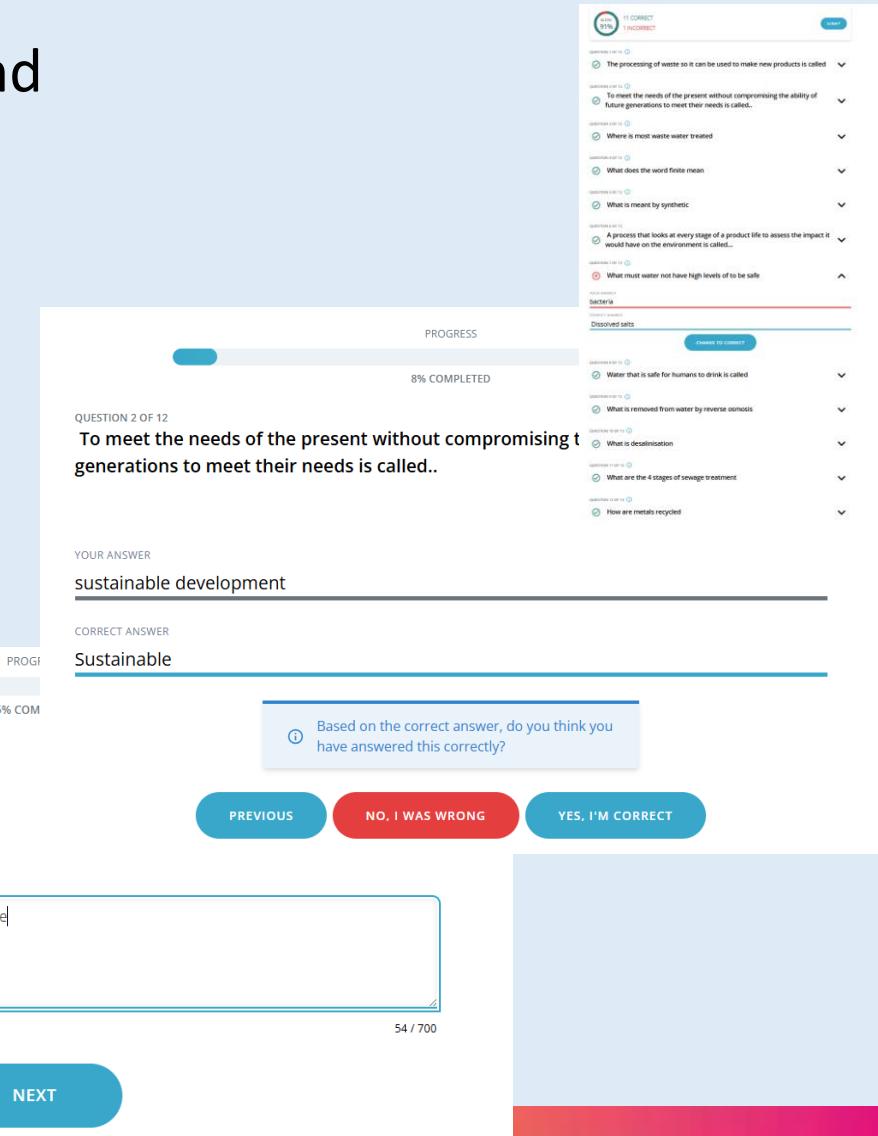
YOUR ANSWER
sustainable development

CORRECT ANSWER
Sustainable

Based on the correct answer, do you think you have answered this correctly?

PREVIOUS NO, I WAS WRONG YES, I'M CORRECT

54 / 700

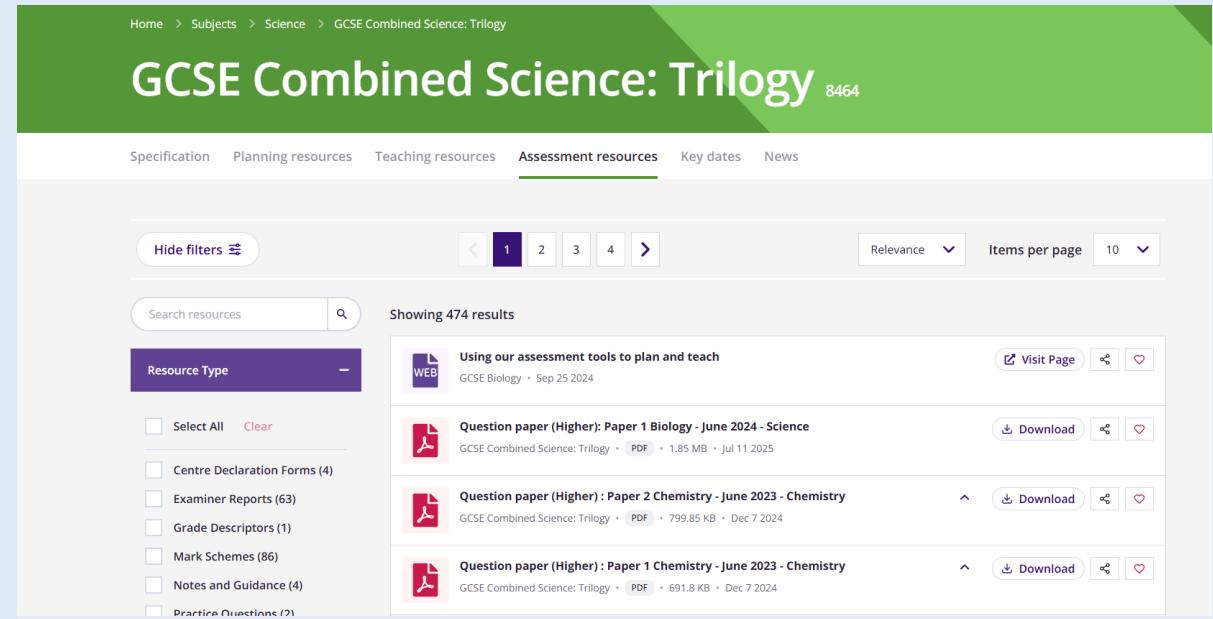


Past Paper Questions

We do a large amount of past paper questions in lessons in school

- End of topic tests
- Required Practical tests
- Walk through questions

Also, we do Mock exams!



The screenshot shows a SharePoint page for GCSE Combined Science: Trilogy. The page title is "GCSE Combined Science: Trilogy" with 8464 results. The navigation bar includes links for Home, Subjects, Science, and GCSE Combined Science: Trilogy. The main content area displays a list of 474 results, with the first four items listed below:

Resource Type	Title	Details	Actions
WEB	Using our assessment tools to plan and teach	GCSE Biology • Sep 25 2024	Visit Page Download Edit Delete
PDF	Question paper (Higher): Paper 1 Biology - June 2024 - Science	GCSE Combined Science: Trilogy • PDF • 1.85 MB • Jul 11 2025	Download Edit Delete
PDF	Question paper (Higher) : Paper 2 Chemistry - June 2023 - Chemistry	GCSE Combined Science: Trilogy • PDF • 799.85 KB • Dec 7 2024	Download Edit Delete
PDF	Question paper (Higher) : Paper 1 Chemistry - June 2023 - Chemistry	GCSE Combined Science: Trilogy • PDF • 691.8 KB • Dec 7 2024	Download Edit Delete

There are also **booklets** of questions on the **GCSE Science SharePoint**

Go straight to the **AQA website** to access previous years past papers, mark schemes and examiners reports

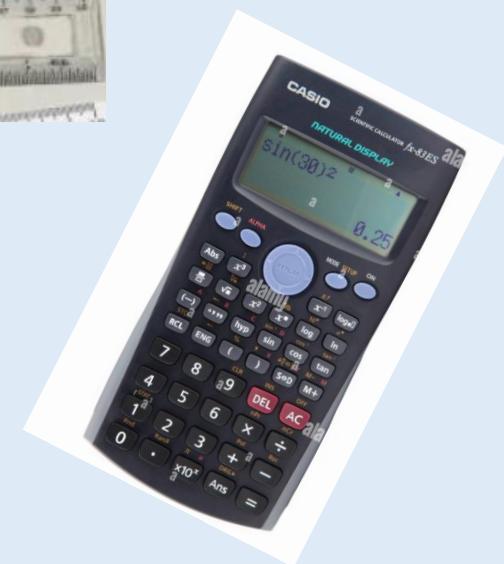
What's assessed in the Maths papers?

- 40% Marks: Demonstrate knowledge and understanding
- 40% Marks: Application of knowledge and understanding
- 20% Marks: Analyse information and ideas
(evaluate/interpret/make judgements)

Mathematical skills

- Mathematical skills will be tested **at least** to the standard of:
- Key Stage 3 Mathematics in Foundation Tier papers
- Foundation Tier GCSE Mathematics in Higher Tier papers.

A minimum of 10% of marks will test mathematical skills in biology; 20% in chemistry; and 30% in physics



Foundation tier Vs higher tier

Foundation tier

More scaffolded questions

Higher proportion of multiple-choice and short answer questions

Foundation Tier papers are made up of:

- low demand questions (aimed at grades 1–3)
- standard demand questions (aimed at grades 4–5). A greater proportion of questions will be low demand.

Grades 11-55 available
55 considered 'good pass'
Grades 1-5 in GCSE
Separate Science

30% of marks are common between Foundation and Higher Tier papers. These questions will be standard demand.

Higher Tier

More marks for open and extended response questions

Higher Tier papers are made up of:

- standard demand questions (aimed at grades 4–5)
- standard/high demand questions (aimed at grades 6–7)
- high demand questions (aimed at grades 8–9).

Grades 43 – 99 available
Grades 4-9 GCSE
Separate Science

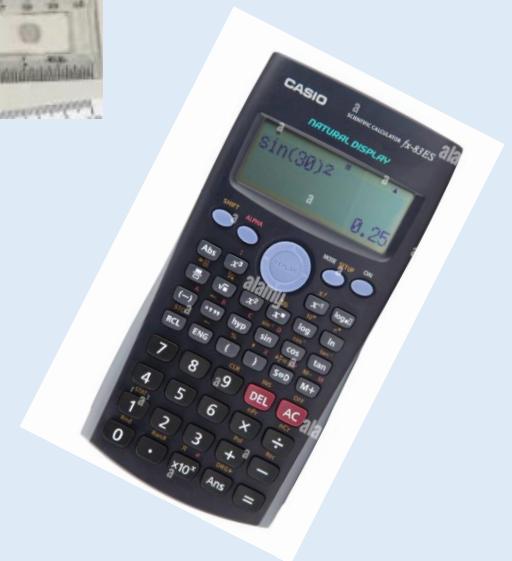
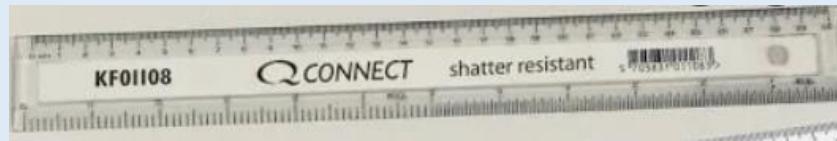
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A minimum of 10% of marks will test mathematical skills in biology; 20% in chemistry; and 30% in physics



What's provided for students in Science exams 2026

Equations

Full lists of all equations will be provided to students this year in Physics exams.

Students must be able to select and apply these equations.

Periodic Tables

Provided in all Chemistry exams.

Preparation for the Science exams

- Revision lesson being taught during lesson time
- Homework schedule in place for all students incorporating Carousel (retrieval practice), review of required practicals, past paper question practice.
- Period 6: Wednesday drop in S9 and other sessions by invitation
- Revision Science SharePoint

Any questions?

Exam Rules and Regulations

Preparing for the exam

All students will receive a personalised timetable. This shows the venue of the exam and the seat number in the exam room.

Students should use this personalised timetable to prepare their own revision timetable.

Look carefully at when exams are? Which papers are being delivered on which days? What content is going to be examined first? Which subjects have earlier or later exams?

Preparing for the exam – Know the rules Part

1

- Be on time for all exams. If students are late, their work might not be accepted.
- Students must ensure that following are in their bags and not on them during exam:
 - Notes and revision material.
 - Watches – any watch, not just smart watches.
 - Any electronic device with storage facilities or Wi-Fi, mobile data or Bluetooth connectivity, or be used for communication, e.g. phones, AirPods or earphones/earbuds. These must be switched off.
- Any pencil cases taken into the exam room must be see-through.
- All water bottles must be clear, with no wrappers.
- Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.

Preparing for the exam – Know the rules Part 2

- If a student does have a watch, the invigilator will ask you to hand it to them.
- Students must not use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in their answers.
- Students must not talk to, communicate with or disturb other candidates once the exam has started.
- If a student leaves the exam room unaccompanied by an invigilator before the exam has finished, they will not be allowed to return.
- Students must not borrow anything from another candidate during the exam.

On the day of the exam

- Know the dates and times of all exams. Students should arrive at least ten minutes before the start of each exam.
- If a student arrives late for an exam, they should report to the invigilator running the exam.
- If a student arrives more than one hour after the published starting time for the exam, they may not be allowed to take it, or their exam paper is unlikely to be marked.
- Students should only take into the exam room the pens, pencils, erasers and any other equipment which they will need for the exam.
- Students must write clearly and in black ink. Coloured pencils or inks may only be used for diagrams, maps, charts, etc. unless the instructions printed on the front of the question paper state otherwise.

Exam conditions

- Exam conditions apply from the time students enter the exam hall/room to the time they leave. This includes dropping off and collecting your bag.
- Students must remain silent at all times and not attempt to communicate with other candidates.
- Students must go straight to your seat.
- All bags, coats and outside clothing must be left at the back of the exam hall/room.

What if a student is unwell for a real exam?

- Students should attempt all exams, even if they are unwell on the day of the exam.
- Students should let the lead invigilator know if they are unwell and feel this will affect their work.
- If a student is too ill to attend an exam, please try and get a doctor's note – we may be able to apply for special consideration.
- If a student does not attend an examination without good reason, you may be asked to pay for the cost of entry.

Contingency Sessions for the summer exams

There are contingency sessions within the Summer 2026 exam timetable.

These are national dates made available in case any examination has to be moved for any reason.

Although this is incredibly unlikely, you must make sure your child is available up to the end of the final contingency day.

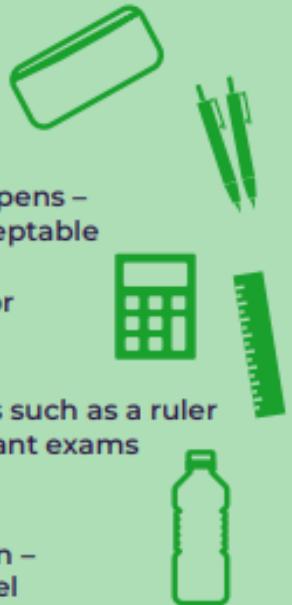
In 2026, the final contingency day is: 24 June 2026

Before sitting your exams, ensure you know:

- the date, time and location of your exams – you might find it helpful to write this information in a calendar or planner
- who to contact at school or college in case there's an emergency that makes you late or unable to sit your exam

What you will need:

- a clear pencil case
- at least two black ink pens – blue pens are not acceptable
- an approved calculator for relevant exams
- appropriate apparatus such as a ruler or protractor for relevant exams
- a clear water bottle if you wish to take one in – it must not have a label



What you cannot take into exams:

- any type of phone
- revision notes
- any type of watch (this includes analogue, digital and smart watches)



Other important information:

- Listen carefully to the invigilator's instructions which will be specific to your exam. If you are unsure of anything, please raise your hand and wait for the invigilator.
- Fill in your details on the front of your answer booklet.
- If you need additional answer sheets, raise your hand and wait for an invigilator who will provide you with one. Remember to add your details to this booklet too.
- If you need to use the toilet or feel unwell, raise your hand and wait for an invigilator who will escort you from the exam room.
- Make sure you stay silent – talking to a fellow candidate could result in disqualification from all your exams.

If you have any questions about your exams, please ask your teacher or exams officer.



Thank you for your support.

If there is anything we can do to support you and our students, please let us know.