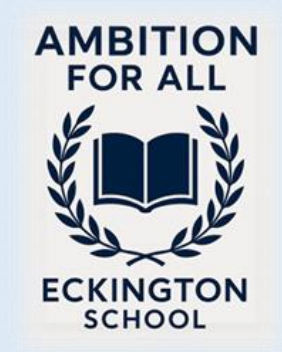
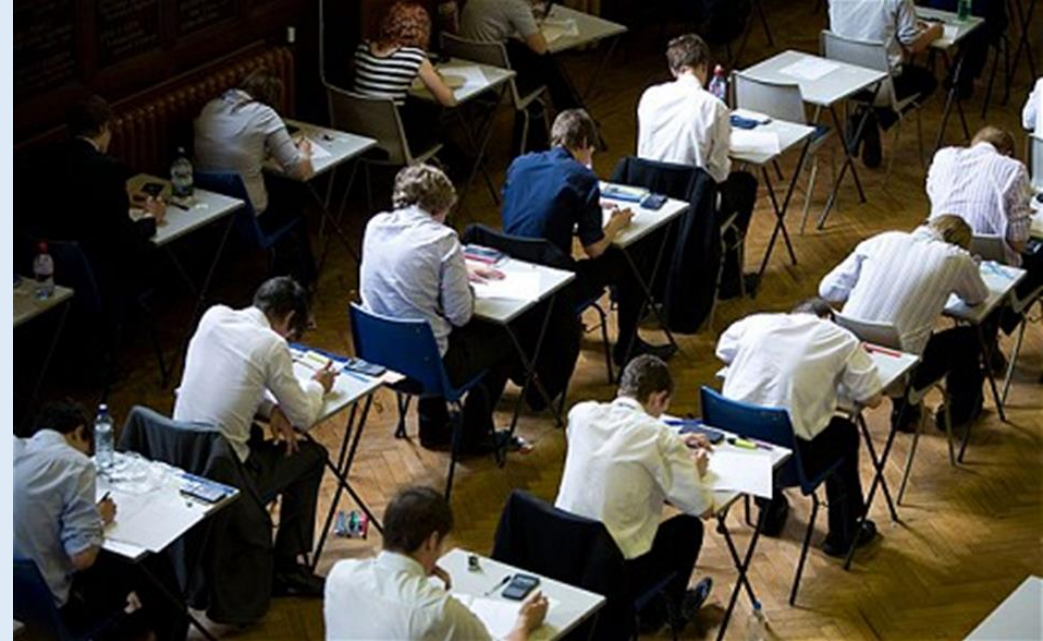


Year 11 Exam Readiness Evening

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 Brenninn – Top tips for revision

Mrs Thompson – Preparing for English exams

Mr Hylan – Preparing for maths exams

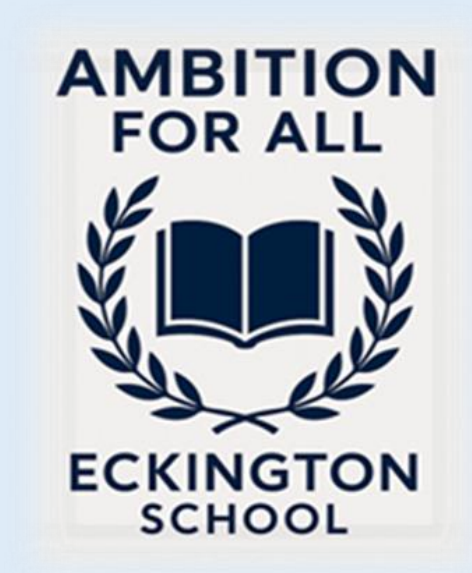
Mrs Streets – Preparing for science exams

Mr Horsfield – Exam rules and regulations

Attendance Ladder

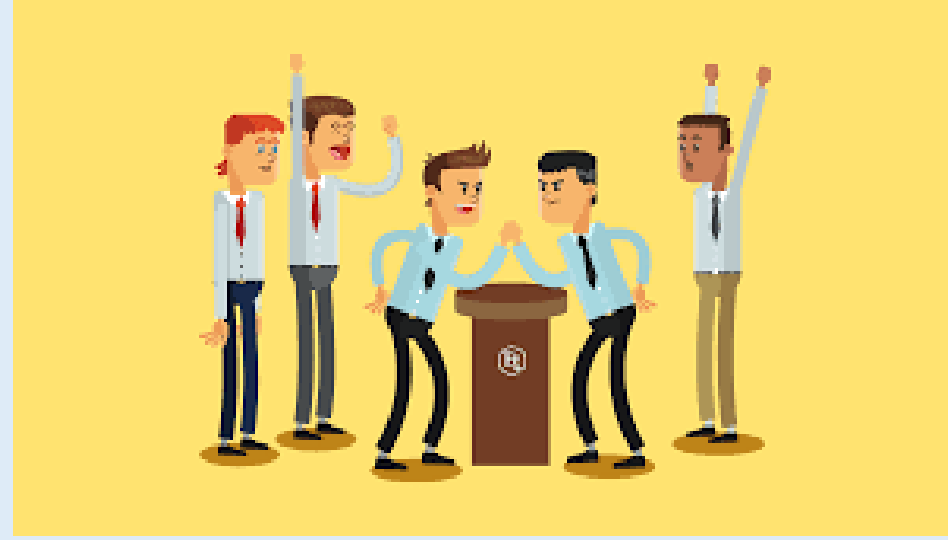
You've missed...		Your attendance is...
0 Days or 0 Lessons	100%	Exemplary
4 Days or 20 Lessons	98%	Excellent
6 Days or 30 Lessons	97%	Expected
7.5 Days or 38 Lessons	96%	Almost there
13 Days or 65 Lessons	93%	Needing improvement
19 Days or 95 Lessons	90%	Concerning
28 Days or 140 Lessons	85%	Significantly concerning

Revision Tips Mr Brenninn



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



1st

Learning

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

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

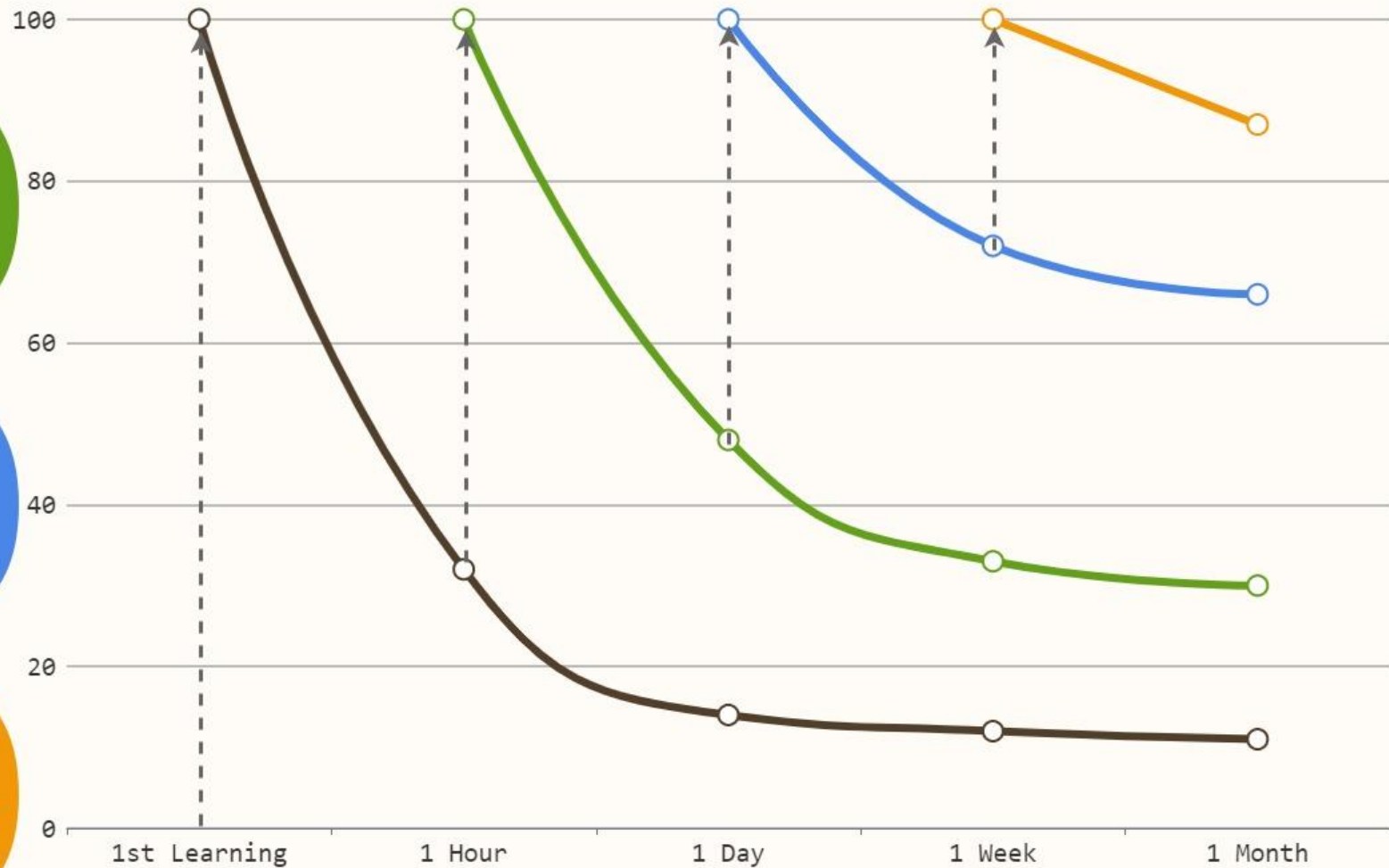
1 Week +

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
T - 2

Revision Schedule

SV. (PH) (3)



Eckington School

	07:00-0800	08:00-09:00	09:00-10:00	10:00-11:00	12:00-13:00	13:00-14:00	14:00-15:00	15:00-16:00	16:00-17:00	17:00-18:00	18:00-19:00	19:00-20:00	8-9 pm
Mon	↑	←						W	1	1	W	1	2-3 Boggy
Tues	Family Travel	←						Maltas	1	Cym	W	1	
Wed	Busy - Family	←						W	1	1	W	1	
Thur	Busy	←						W	1	Cym	W	1	
Fri		←						W	←Footy→	1	W	*FILM* OFF	
Sat		?	←Footy→				←Lunch→				←Dinner→	*FILM* OFF	
Sun		?	←Footy→				←Lunch→				←Dinner→	OFF	

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

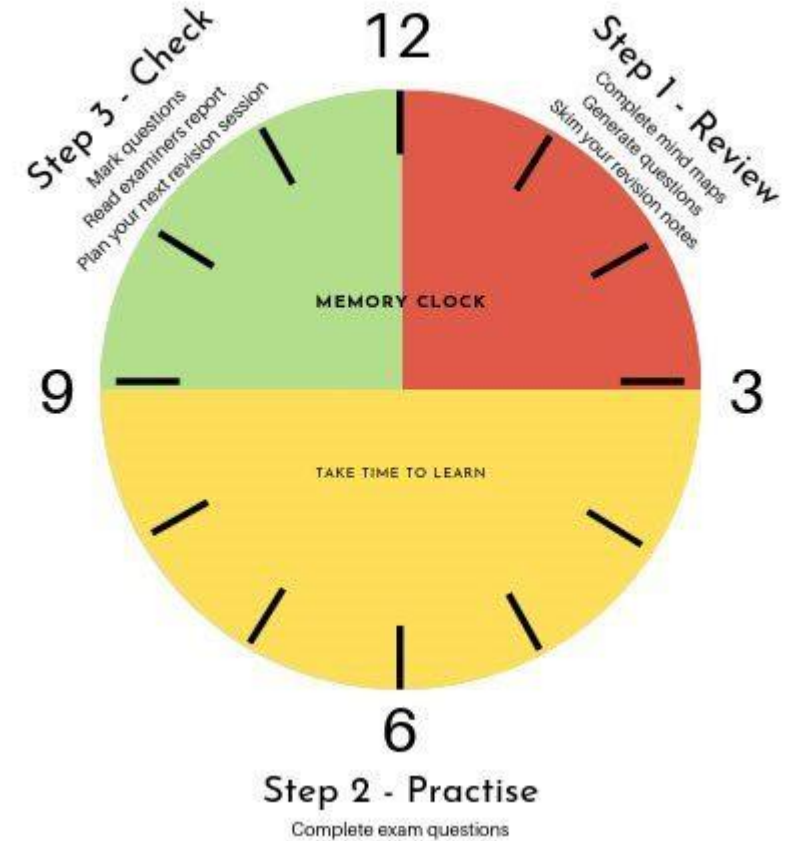


④
Take a Short
5 Minute
Break







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

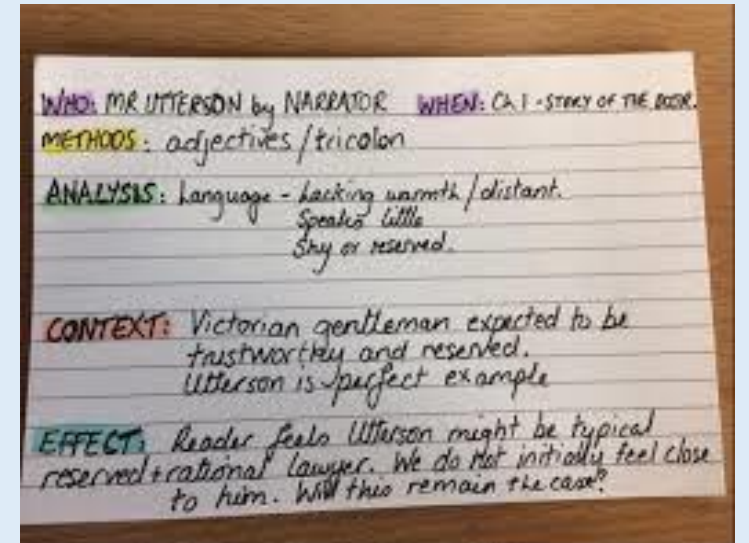
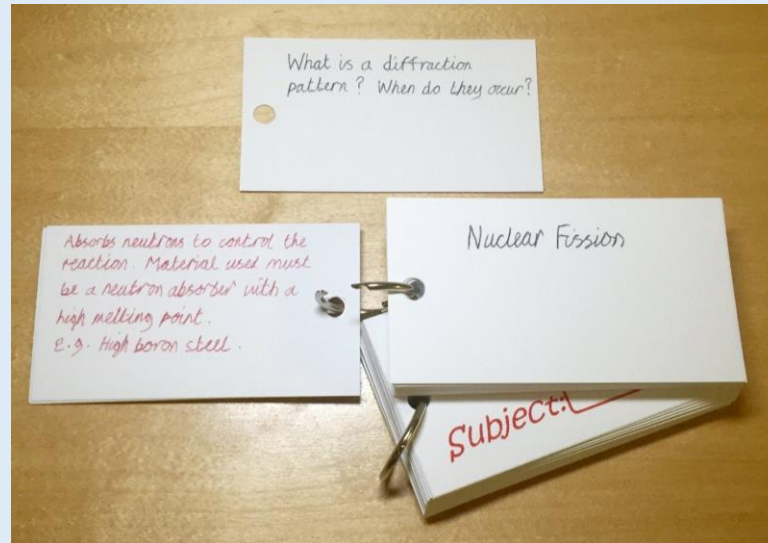
Why they're great?

Very portable

Easy to make

Others can get involved

Excellent if short on time



Revision Technique 3 : Mind Maps

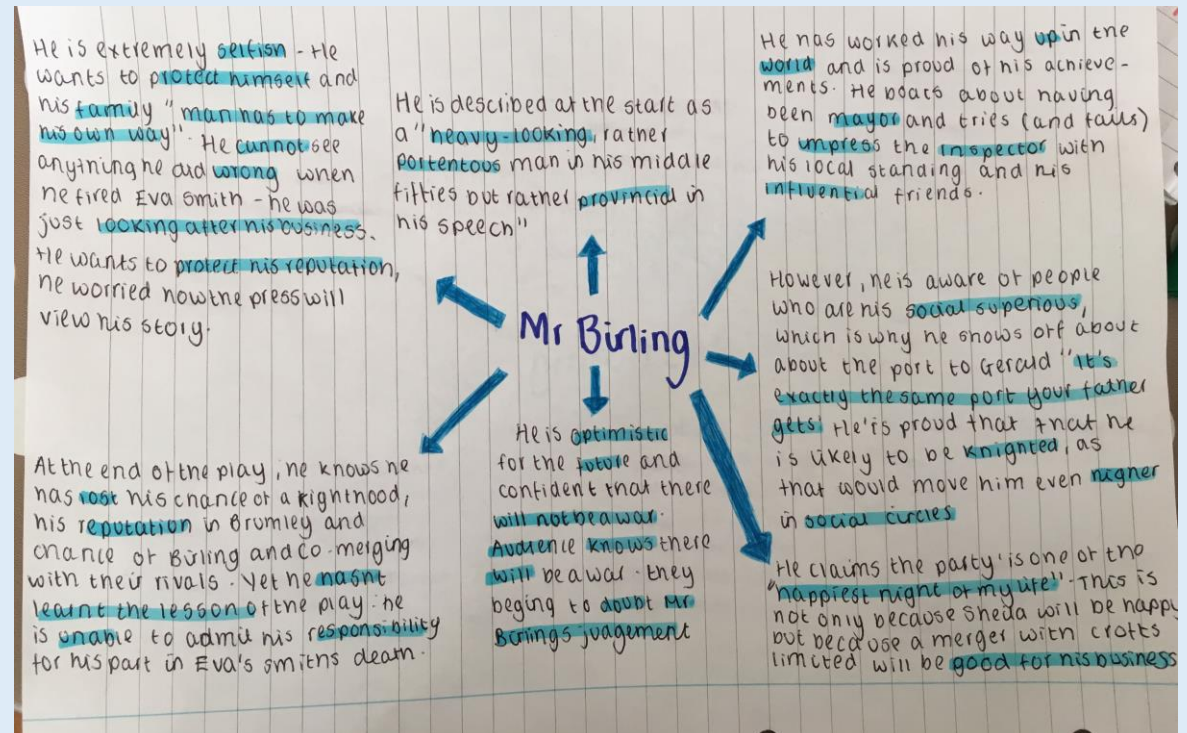
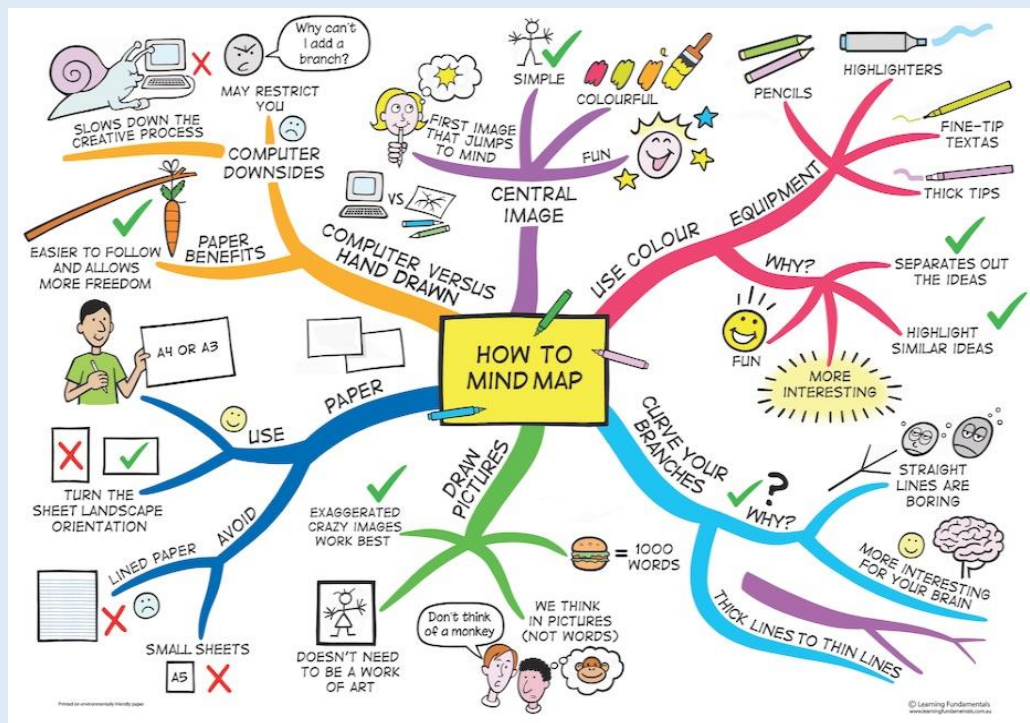
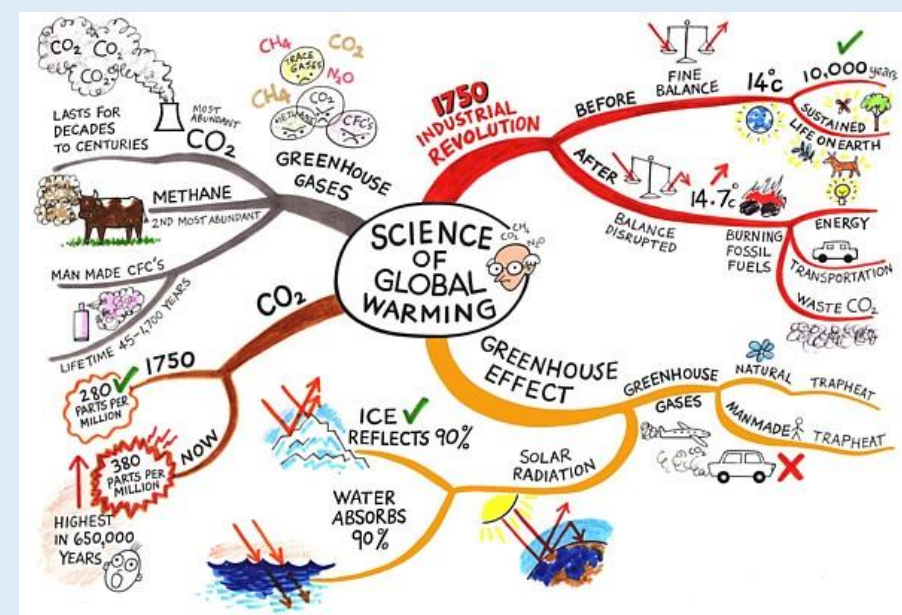
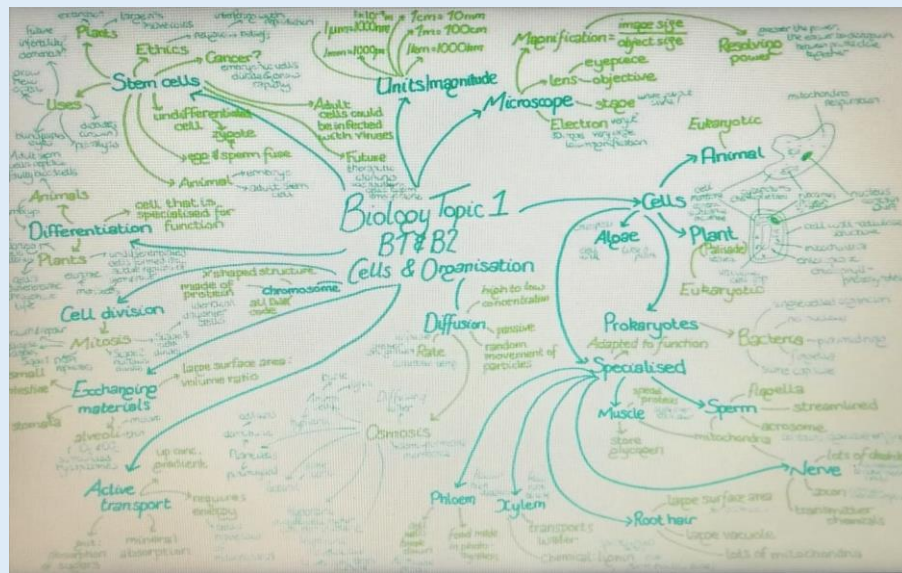
- Write the main topic in the middle of the paper and draw a ring around it
- For each key point draw a branch out from the main topic.
- Write a key word or phrase on each branch
- Build out further branches and add details

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

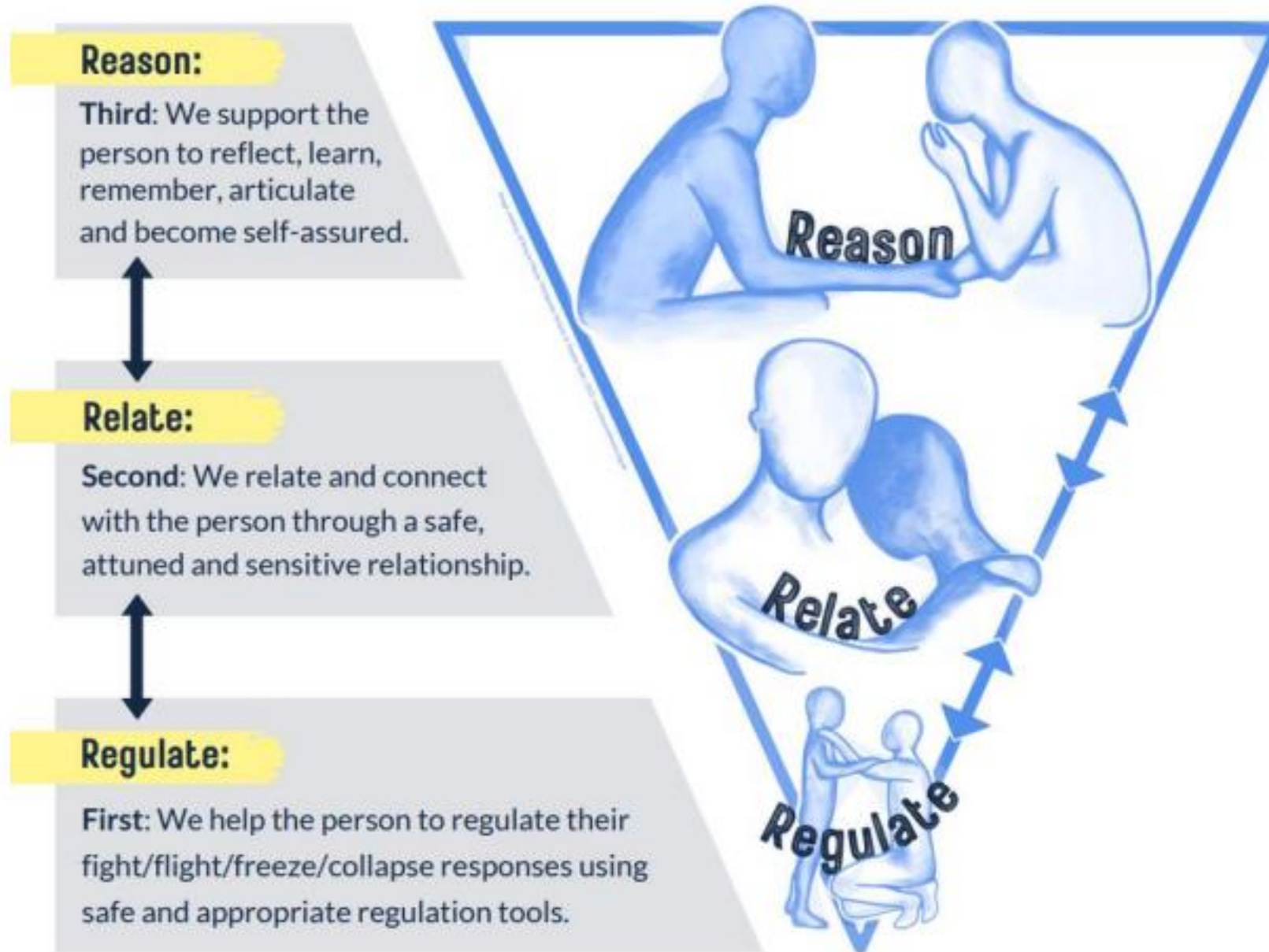
When the Fight or Flight response kicks in and our heart rate and blood pressure increases, we might notice some of the following symptoms.



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

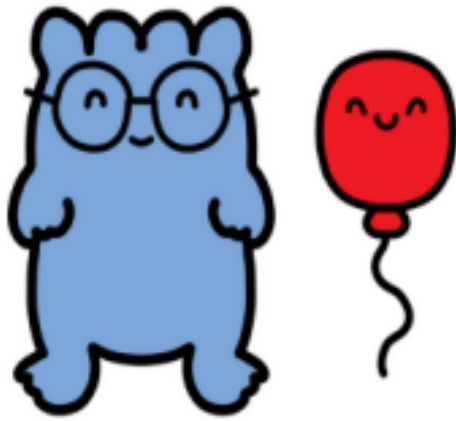
- What do you already do if they're anxious about anything?
- What have you tried that hasn't worked?
- What have you tried that has worked?

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



Breathing exercises

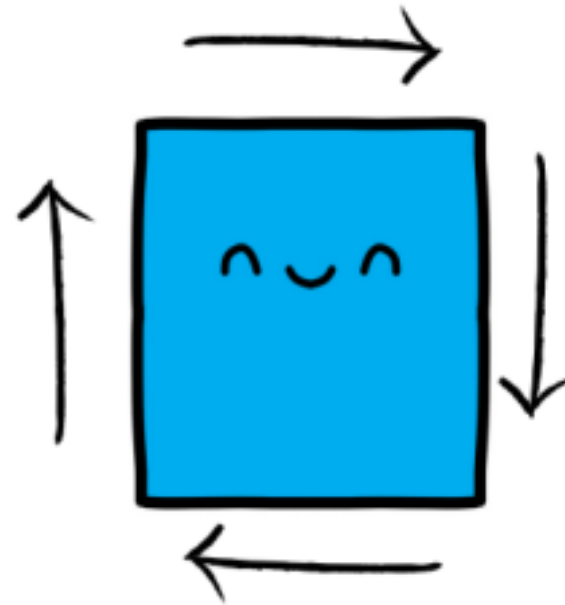
Belly Breathing



- 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)		Q1 4x Multiple Choice
Marks: 40 <ul style="list-style-type: none">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	How to revise <ul style="list-style-type: none">✓ Learn the timings and number of marks for each question✓ Learn the skills required for each question✓ Complete timed past papers	Time: 5 mins (ET 6mins) 4 marks <div>4</div> <ul style="list-style-type: none">Answer from the specified lines onlyRead the specified lines for Q1, not the whole text4 multiple choice questionsTick 1 box of the 3 for each question
Q2 Language <div>Time: 10 mins Q2 (ET 12mins) 8 marks</div> <div>A B C</div> <ul style="list-style-type: none">Underline the focus of the questionRead up to and including the extract for Q2Use at least 2 short rich quotes + annotate connotationsWrite 2 detailed paragraphs which explain effect + intention <p>WHAT is an answer to the question? + rich quote</p> <p>HOW has the writer shown this (include methods)?</p> <p>Explain the effect of the quote/give another explanation/zoom in on individual words + connotations + use BAS (because, as, since)</p> <p>This suggests .../This highlights.../This reveals.../This implies...</p> <p>WHY has the writer used this? Writer's intention?</p> <p>Language features: descriptive adjectives, adverbs, verbs/figurative language (metaphor, simile, personification)/ symbolism and imagery/links between quotes.</p>	Q3 Structure <div>Time: 10 mins (ET 12mins) 8 marks</div> <ul style="list-style-type: none">Underline the focus of the questionScan 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? <p>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.</p>	Q4 Evaluation <div>Time: 20 mins (ET 25mins) 20 marks</div> <div></div> <ul style="list-style-type: none">Underline the key words in the statementUse the bullet points for guidanceRead the whole extract/box off the stated linesUse a range of quotes to support your evaluationIdentify and analyse the methods the writer usesWrite 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 <p>WHAT do you agree and/or disagree with?</p> <p>HOW has the writer made you think this (include methods)?</p> <p>Explain the effect of the quote/give another explanation/zoom in on individual words + connotations + use BAS</p> <p>This suggests .../This highlights.../This reveals.../This implies...</p> <p>WHY has the writer used this? Writer's intention?</p> <p>Language features: descriptive adjectives, adverbs, verbs/figurative language (metaphor, simile, personification)/ symbolism and imagery/links between quotes.</p>

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

How do I do this?

- Use the knowledge organiser to learn how to structure your answer to every question
- Learn key terms related to the study of language, such as: metaphor, semantic field, simile, personification, connotation etc.
- Practise answering questions under timed conditions

GCSE English Language Paper 2 WRITING - NON-FICTION	
Time: 40 mins (ET 50 mins) Marks: 40 <ul style="list-style-type: none"><input type="checkbox"/> Underline form and audience<input type="checkbox"/> This viewpoint doesn't have to be your true opinion (you can adopt a persona)<input type="checkbox"/> Plan (Introduce topic and viewpoint, what/why, what/why, conclusion)<input type="checkbox"/> Begin each sentence with a topic sentence<input type="checkbox"/> Use TIME FOR PRAISE<input type="checkbox"/> Use a 1 word/sentence paragraph<input type="checkbox"/> Use 3 or 4 pieces of punctuation<input type="checkbox"/> Leave time to edit / upgrade	Introduce the topic and your viewpoint <ul style="list-style-type: none">Engage with the readerMake your viewpoint clearSummarise your line of argument
Content <ul style="list-style-type: none">Create a convincing viewpoint/argumentUse of a range of ideas to support your argumentUse a range of specific examples to support your argumentInclude SHEEP ideas (Society/community, health, environment, economic, personal development)Summarise with a personal reflection on the topicCraft sentences for effect using a range of structuresUse the full range of punctuation	Point 1 What and why it's important <ul style="list-style-type: none">Identify what the current issues are around this topicIdentify the reasons for these issuesExplain what will happen if this continuesRelate issues to other places (where it's improved/better)Relate to SHEEP
Vocabulary <ul style="list-style-type: none">Use language to present a clear viewpoint/opinionUse language for impact and effectUse persuasive languageUse a sophisticated range of vocabularyUse exaggeration and hyperboleUse figurative language (similes, metaphors, personification, imagery, symbolism)	Point 2 What and why it's important <ul style="list-style-type: none">Identify what society could/should be doingIdentify how society could/should do thisExplain what will happen if this improvesRelate issues to other places (where it's improved/better)Relate to SHEEP
	Conclusion <p>Finish = hard hitting, memorable, linked to opening:</p> <ul style="list-style-type: none">a thought-provoking questiona warning to the present and for the futurea call to action <div> S – Society / Community H - Health – mental / physical E - Environment E - Economic P - Personal development</div>

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		<p>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)</p> <p>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)</p> <p>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)</p>		
<p>The family are having a dinner party to celebrate the engagement of Sheila and Gerald. Mr Birling gives a speech about the world which exposes him as ignorant and foolish. He follows this with a speech dismissing community as "nonsense". Inspector Goole's arrival interrupts Birling's speech. He announces a girl has died from drinking disinfectant.</p> <p>Inspector questions Mr Birling who sacked her from his factory for organising a strike. Inspector questions Sheila who got her fired from Milwards. Inspector reveals she changed her name to Daisy Renton. Inspector leaves Sheila and Gerald alone. Sheila asks Gerald how he knew her and realises he had an affair with her.</p> <p>Cliffhanger: Inspector comes back in and asks Gerald "Well?"</p>				
Act Two				
<p>Sheila and Gerald argue. Mrs Birling enters and tries to intimidate the inspector.</p> <p>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.</p> <p>The Inspector questions Mrs Birling. We find out she refused Eva charity in her role for the Brumley Women's Charity Organisation.</p> <p>The Inspector reveals Eva was pregnant.. Mrs Birling says the person responsible for her death was the "father of the child".</p> <p>Cliffhanger: Eric enters</p>				
Act Three				
<p>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.</p> <p>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.</p> <p>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.</p> <p>Mr and Mrs Birling celebrate that they won't be publically shamed while Sheila and Eric are appalled at their reaction. Gerald offers Sheila her ring back.</p> <p>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.</p>				
Characters		Themes	Symbols	Terminology
<p>Mr Arthur Birling– Factory owner hoping to get a knighthood. Ignorant, arrogant, capitalist.</p> <p>Mrs Sybil Birling– On the board of a charity for women. Authoritative, entitled, prejudiced.</p> <p>Sheila Birling – from frivolous and naive to impressionable and insightful.</p> <p>Eric Birling – troubled, conflicted and empathetic.</p> <p>Gerald Croft – Sheila's confident, charming fiancé. Emotionally affected by Eva's death but lacking in remorse. Morally ambiguous and evasive.</p> <p>Inspector Goole – represents Priestley's socialist views, has moral integrity. Imposing and prophetic.</p> <p>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".</p>		<p>Society / community</p> <p>Capitalism / socialism</p> <p>Class</p> <p>Power</p> <p>Responsibility / morality</p> <p>Gender</p> <p>Family</p> <p>Old / young generations</p>	<p>Engagement ring = wealth, possession</p> <p>Eva Smiths and John Smiths= the working class</p>	<p>Play, audience, act, stage direction, dramatic irony, cliffhanger, connotations, semantic field, simile, metaphor, symbolism, repetition</p>

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.

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.

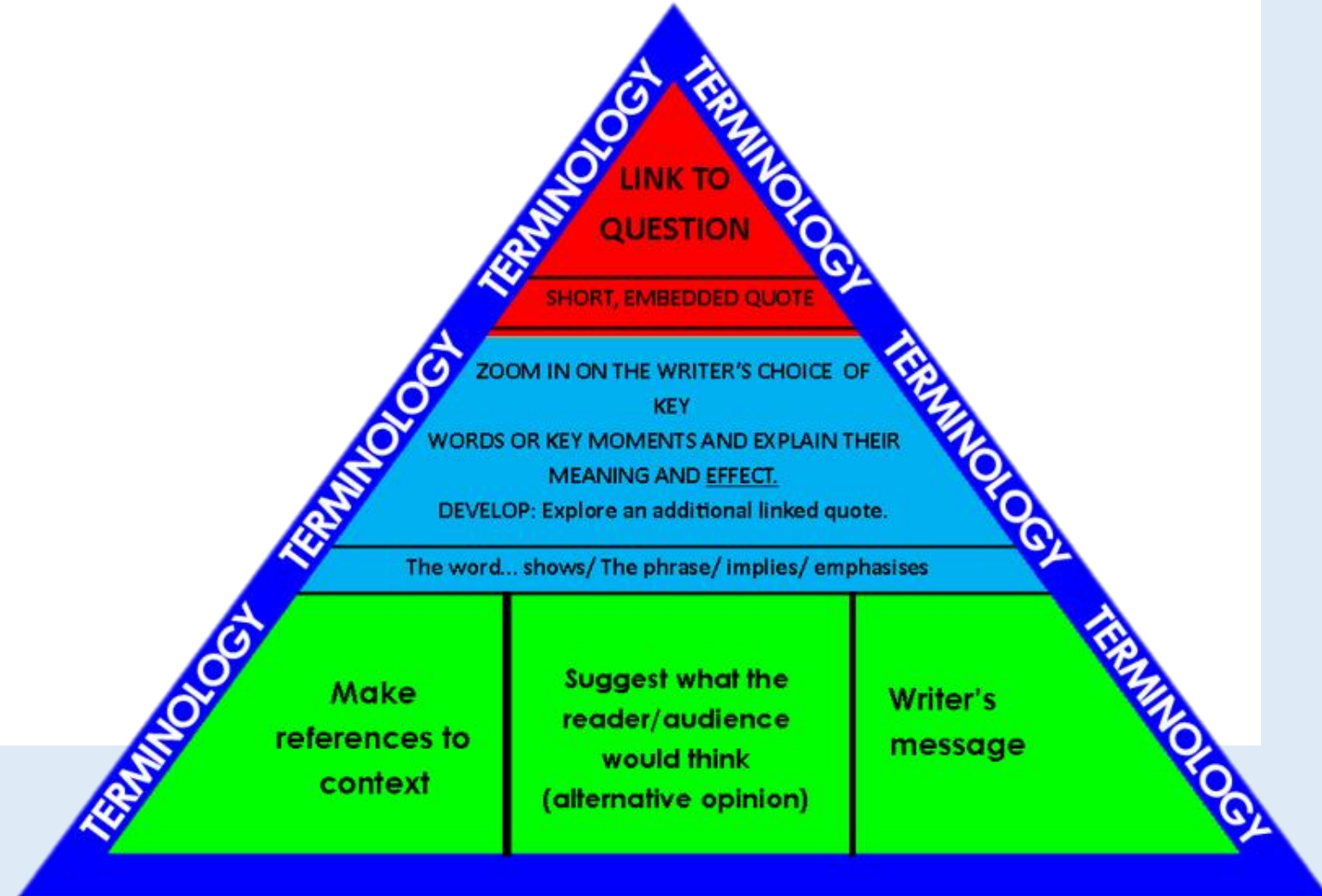
SECTION 4:

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

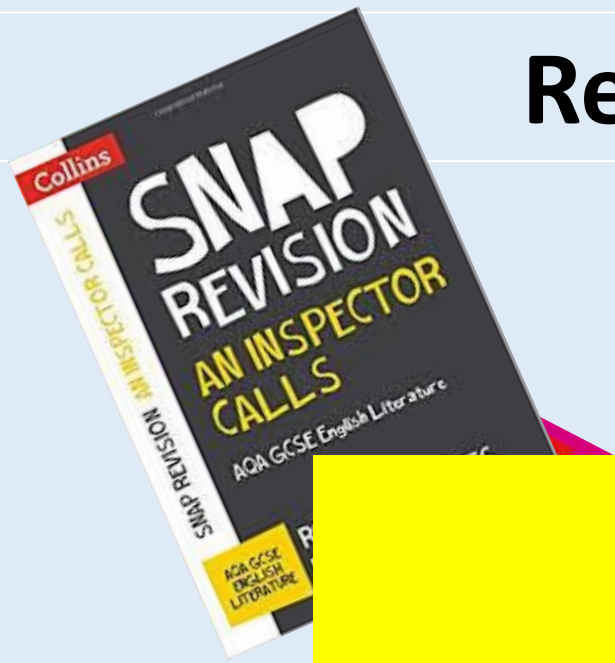
SECTION 5:

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).



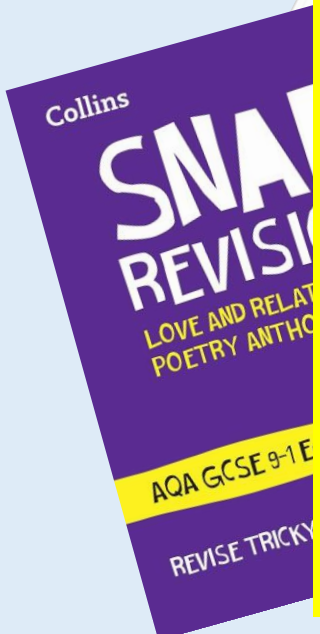
Revision Guides: **Reliable sources**



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

Maths HW due Weds 6th November 2024 (F)



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.

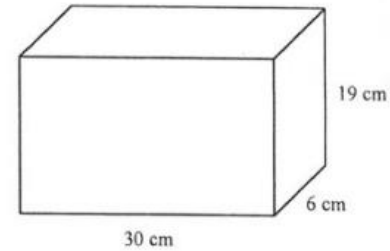
The table says 10

(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.



$$195 \div 3 = 65$$

$$\begin{array}{r} 2 \\ 65 \end{array}$$

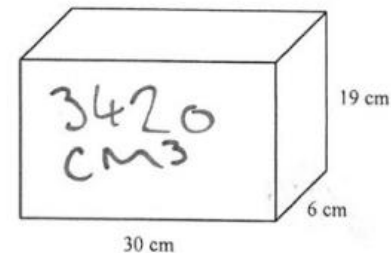
- (ii) State any assumption you made and explain how this may affect your answer.

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

(Total for Question 3 is 3 marks)

2

- 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

2

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.

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

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

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

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

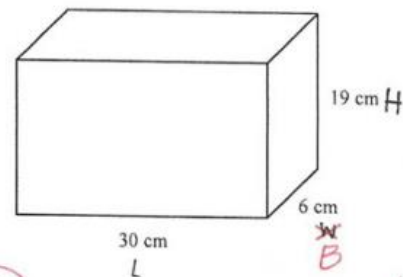
$$\frac{65}{195} \quad \checkmark \quad \textcircled{(2)}$$

- (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?

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

$$= 2(30 \times 6) + 2(6 \times 19) + 2(30 \times 19) \\ = 360 + 228 + 1,140 \\ = 1,728 \text{ cm}^2$$

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

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

Self-assessing: ≈ 4 cups

$$\textcircled{3} \frac{2280}{275} = 8.290... \\ \approx 8 \text{ cups}$$

$$\textcircled{1} \text{ Vol. of Cuboid} = L \times B \times H \\ = 30 \times 6 \times 19 \\ = 3,420 \text{ cm}^3$$

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

X 4 cups 8 cups

(Total for Question 4 is 4 marks)

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

fix-up on Sparx

F/H – Finding the HCF F/H – Probabilities of F/H – Writing probabilities F/H – Plotting graphs F/H – Plotting graphs F/H – Interpreting graphs F/H – Finding fractions F/H – Writing and simplifying fractions F/H – Adding and subtracting ratios H – Angles in polygons H – Simplifying algebraic fractions H – Solving algebraic fractions by cancelling H – Solving inequalities with the unknown H – Geometric proofs with congruence and similarity H – Finding unknown sides in similar shapes H – Enlargement by a positive or negative scale factor H – Constructing direct proportion equations H – Estimating gradients of non-linear graphs H – Estimating gradients of non-linear graphs H – Converting areas under non-linear graphs H – Sample space diagrams H – Interpreting																												
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	Q16b		
2	3	2	2	2	0	2	0	3	2	1	3	2	0	2	1	2	3	2	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

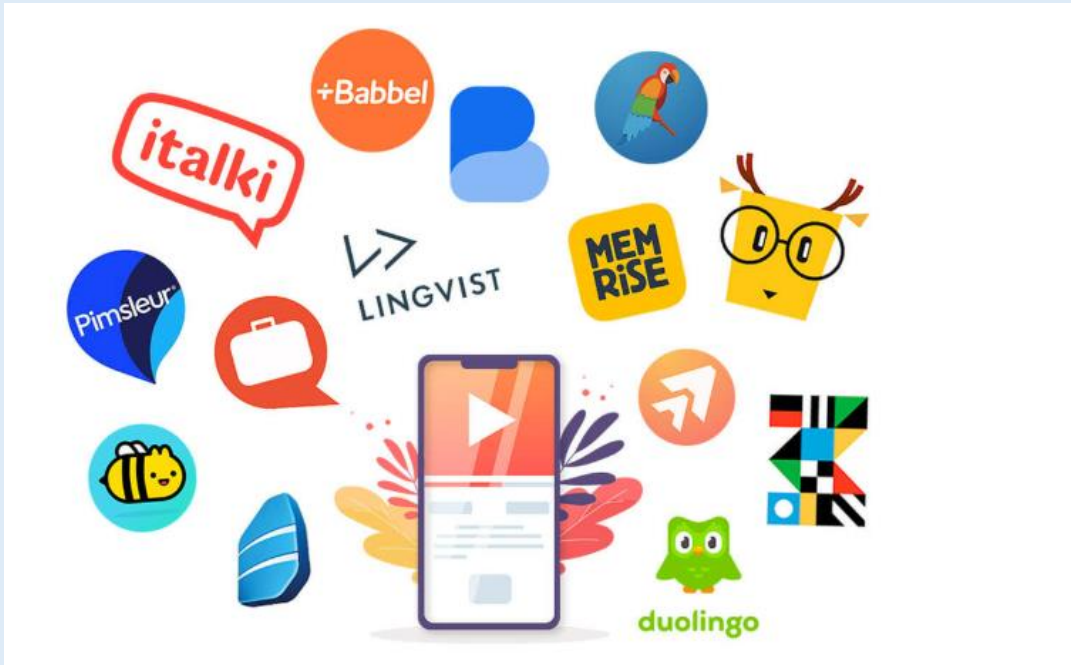
What do unsuccessful people do and say?

- 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**HomeGetting StartedHow to ReviseRevision Videos

+ NewPromotePage detailsImmersive readerAnalytics

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 s

Revision isn't easy, however, revising for examinations makes yo
the best ways to revise for examinations. Some methods are US


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

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 e

Biology


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




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




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...

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

<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 CORRECT 100% CORRECT

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

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

Where is most waste water treated?

What does the word finite mean?

What is meant by synthetic?

A process that looks at every stage of a product life to assess the impact it would have on the environment is called...

What must water not have high levels of to be safe?

Water that is safe for humans to drink is called...

What is removed from water by reverse osmosis?

What is desalination?

What are the 4 stages of sewage treatment?

How are metals recycled?

What is desalination

SHOW ANSWER

WRONG

NEARLY
RIGHT

RIGHT

PROG

25% COM

QUESTION 4 OF 12

What does the word finite mean

Resources that we are using faster than we can replace

NEXT

PROGRESS

8% COMPLETED

QUESTION 2 OF 12

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

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

11 CORRECT 100% CORRECT

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

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

Where is most waste water treated?

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Past Paper Questions

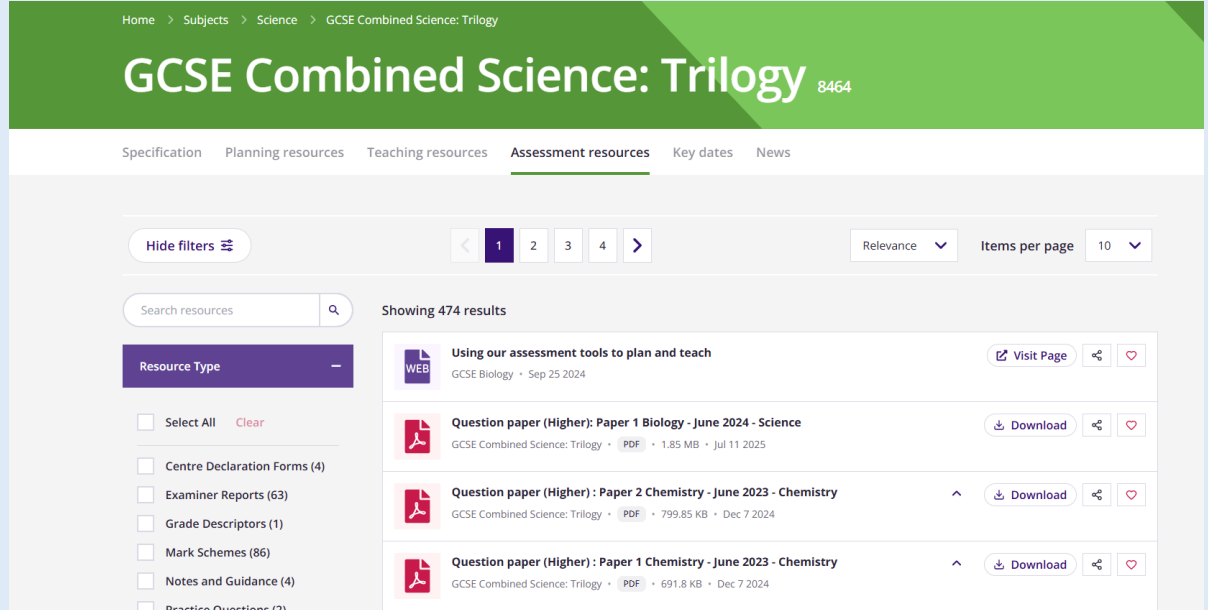
We do a large amount of past paper questions in lessons in school

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

Also, we do Mock exams!

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



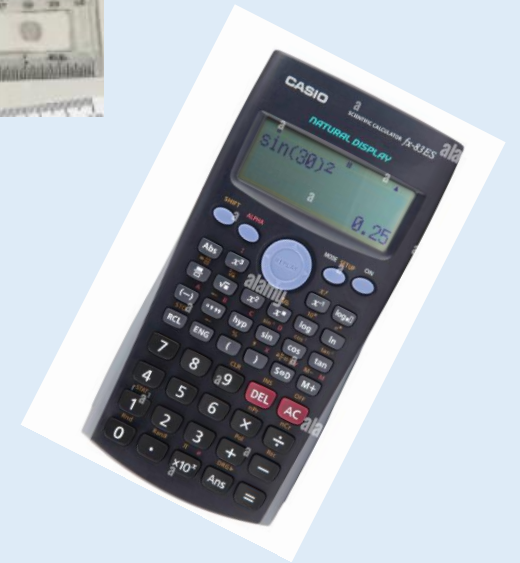
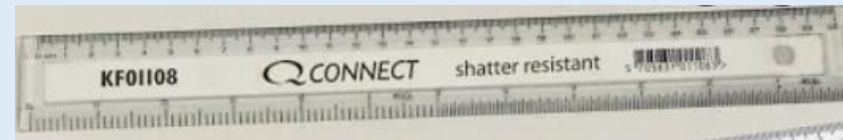
What's assessed in the Maths papers?

- 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

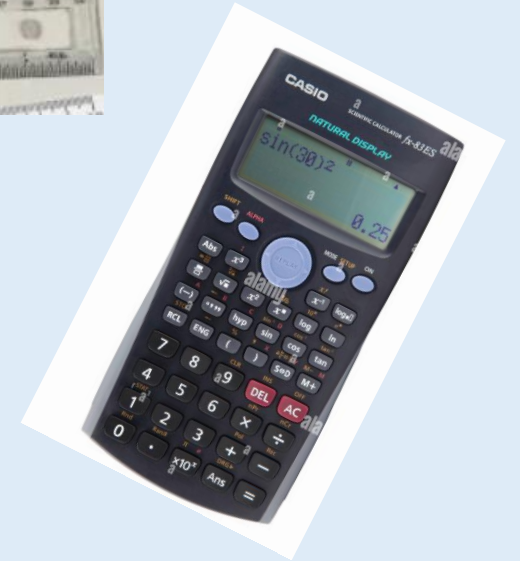
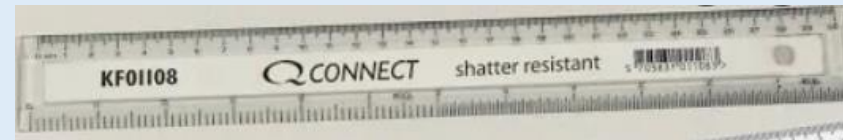
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What's provided for students in Science exams 2026

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 cannot take into exams:

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



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



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.