



**SIR THOMAS
BOTELER**

CHURCH OF ENGLAND HIGH SCHOOL
THROUGH GOD, WE CARE

HIGH EXPECTATIONS
HIGH ASPIRATIONS
HIGH STANDARDS
YOU WILL SUCCEED

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YEAR 11 ACADEMIC INFORMATION EVENING

Welcome

Mrs. Scott-Herron
Headteacher





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INTRODUCTION

- Key staff, dates & information
- Attendance as a priority
- Managing stress and anxiety
- Revision strategies
- Core subject guidance





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KEY STAFF

- Mr. Horne – Head of Year 11
- Mr. Kinsey – Deputy Headteacher
- Mr. Koltan – Senior Assistant Headteacher: Year 11 SLT link
- Mr. Leonard – Assistant Headteacher: Pastoral and Behaviour
- Mrs. Mawby – Assistant Headteacher: Careers and PD
- Heads of Subject
- Form Tutors
- Miss. Power - SENDCO



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**HEAD OF YEAR 11
MR. HORNE**



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YEAR 11 EXPECTATIONS

- No difference re uniform, behaviour, punctuality etc
- They must take the initiative – be an independent learner
- Be organised, work hard.....pay attention
- Take every opportunity



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YOUR EXPECTATIONS

- We will drive for success
- We will provide academic and pastoral support, including addressing any SEND learning needs.
- We will communicate...the good and bad
- We will challenge.....and celebrate



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MR. KOLTAN

EXAM PREPARATION



EQUIPMENT

- You must bring your own equipment.
- Once in the exam, you cannot ask another candidate to borrow equipment.
- Only clear transparent pencil cases are allowed.
- Only see-through bottles are allowed. If yours has a label on it, it must come off.
- Mobile phones must be switched off and in the pupil bags
- No notes of any kind in pockets
- Punctuality and logistics

- | | |
|--|--|
| <ul style="list-style-type: none">• 2 black biro pens• (No coloured, gel or erasable pens allowed)• 2 pencils• A ruler• A pencil sharpener | <ul style="list-style-type: none">• An eraser• A protractor• A scientific calculator• A highlighter |
|--|--|



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KEY DATES

- Monday 27th November – Mock Exams start (2 Weeks) – 5 Teaching weeks away (Timetable)
- Friday 5th January – Mock Results Assembly
- 6 Teaching weeks on return from Christmas
- Monday 26th February – Mock (2) Exams start (2 Weeks)
- 3 Weeks after the Mock (2) Exams – Easter break
- 3 Weeks after Easter – GCSE Exams start
- Monday 6th May – Exams begin
- 3 Weeks of exams until Half Term
- Further 2 weeks of exams after Half Term

MOCK EXAMS MATTER

- Year 11 Mock Results Day – Friday 5th January
- Students who prepare for Mocks do better for real – FACT

Questions for students.....

- What topics/questions are likely to be on your Mock exams? Lists.
 - Are you re-answering exam questions from your exercise books?
 - Revision Resources
 - Are you familiar with the exam layout/look of the paper?
 - Do you know exactly how long each exam is? Marks available?
 - Will you complete the paper in time? Too quick?
-
- Mock Exams help prepare students for the real exam – the conditions are replicated
 - Some exams last a long time



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GCSE GRADING

- Grading in 2023 and 2024
- National competition
- Only a set amount of grades available
- Grade boundaries – increasing again?
- How hard are other students working across the country?



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PERIOD 6 – STARTS JANUARY 2024



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Monday	Tuesday	Wednesday	Thursday	Friday
No session Students finish school at 3pm	Period 6 Science	Period 6 Humanities	Period 6 Languages & DT	Vocational Catch-up
	Science (Science Team)	History (NHO)	Spanish (OWA)	BTEC/Vocational *Requested students*
	Computer Science (BGO)	History (JLI)	Spanish (RCL)	DT* (ARN/JPE) *Requested students*
		Geography (MHE)	Spanish (SWO)	Sport*/Dance*/Drama* (CBU) *Requested students*
		Geography (HBA)	DT (ARN)	Art (JGU) *Requested students*
		Sport (RHU) *Requested students*	Hospitality (SLL)*Requested students*	
		Enterprise (DSU) *Requested students*	I-Med (BGO) *Requested students*	
			Art (SJO) *Requested students*	



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MR. LEONARD

MANAGING ANXIETY





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WHAT IS ANXIETY?

Anxiety is a feeling of worry or fear that is experienced as a combination of physical sensations, thoughts and feelings.

Everyone will feel anxious sometimes, but these feelings will usually subside once a particular moment - such as taking an exam or trying something new - has passed.

Anxiety can become a problem when:

- **these feelings don't pass**
- a young person feels constantly anxious, overwhelmed and distressed
- previously enjoyable activities or tasks start to make a young person feel anxious
- young people may start to withdraw and limit what they do.



A level of anxiety and stress before an event is perfectly natural and can help performance.



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Withdrawing

This could be:

- being quieter than usual
- sitting out of certain group activities
- they may want to hang around the leaders rather than join in with the group



Avoidance

Linked to withdrawing, a young person may:

- avoid certain parts of a session or activity
- avoid having to 'go first'
- letting others go ahead instead of taking their turn



Change in behaviour

A young person might:

- be unable to settle in the session
- speak more or faster than usual
- find it hard to concentrate
- have a noticeable change in their tone of voice



Physical symptoms

This might include:

- shallow or quick breathing
- sweating and getting very hot
- wobbly legs and tense muscles
- panic attacks
- sickness/nausea

SUPPORTING CHILDREN WITH ANXIETY AS A PARENT

Open Communication: Encourage open and non-judgmental communication with your child. Let them know that they can talk to you about their feelings and fears without fear of criticism.

Listen Actively: When your child shares their worries, listen attentively and empathetically. Show understanding and validate their feelings rather than dismissing them.

Educate Yourself: Learn about anxiety disorders and understand the different ways anxiety can manifest in children. This knowledge will help you provide more informed support.

Maintain Routine: Consistency and routine can be comforting for anxious children. Stick to regular schedules for meals, bedtime, and activities as much as possible.

Encourage Healthy Habits: Promote a healthy lifestyle with balanced nutrition, regular exercise, and adequate sleep. These factors can significantly impact a child's emotional well-being.



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SUPPORTING CHILDREN WITH ANXIETY AS A PARENT

Create a Safe Space: Ensure that your home is a safe and nurturing environment where your child feels loved, supported, and accepted for who they are.

Encourage Social Interaction: Help your child build social skills and friendships, as social support can be a significant protective factor against anxiety.

Positive Reinforcement: Praise and encourage your child's efforts and achievements, no matter how small. Positive reinforcement can boost their self-esteem and confidence.

Be Patient: Understand that progress may be slow, and setbacks are normal. Be patient and supportive throughout your child's journey in managing their anxiety.

Seek Professional Help: If your child's anxiety is severe, persistent, or significantly interferes with their daily life, you need to ask for specialist help.



MANAGING EXAM STRESS AND ANXIETY IN YEAR 11

Planning: Create a revision timetable that breaks down your subjects into manageable chunks. Allocate specific time slots for each subject and stick to the schedule as much as possible. Stay informed with all of the key dates – no surprises!

Set Realistic Goals: Set achievable goals for each study session. This can help focus and motivation. Celebrate achievements, no matter how small they may seem.

Practice Mindfulness: Mindfulness techniques, such as deep breathing, meditation, and yoga, can help reduce anxiety and improve concentration. Spend a few minutes each day practising mindfulness.

Healthy Lifestyle: Eat nutritious meals, exercise regularly, and get enough sleep. A healthy body and mind are better equipped to handle stress.

Stay Hydrated: Dehydration can affect cognitive function and increase stress. Make sure to drink enough water throughout the day.



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MANAGING EXAM STRESS AND ANXIETY IN YEAR 11

Positive self-talk and be kind to yourself:
Replace negative self-talk with positive affirmations.
Believe in your abilities and remind yourself that you are prepared, plus you have other amazing qualities!

Stay connected: Spend time with friends and family to maintain a healthy social life. A support system can provide emotional support during stressful times (Danger – Limit screen time!)



Breaks and rewards: Take regular breaks during your study sessions to recharge. Reward yourself with something you enjoy after completing a task or reaching a goal.

Calm environment: Revise somewhere comfortable that makes you feel calm and relaxed.

Practice Past Papers: Familiarise yourself with the exam format by practising past papers. This can help reduce anxiety about the unknown.



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ATTENDANCE MATTERS



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WHY DOES ATTENDANCE MATTER?

Regular school attendance is essential if children are to achieve their full potential.

We believe that regular school attendance is the key to enabling children to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.

Students who attend school regularly have the opportunity to engage with teachers, interaction helps them stay on track with the curriculum and better understand the subject matter.





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ABSENCE IN YEAR 11

- Missed Opportunities: E.g. missed resources, including classroom instruction, textbooks, homework assignments, and teacher support. This access is crucial for mastering the content covered in GCSE courses.
- Exam Preparation: GCSEs are cumulative, and students need a solid foundation in the subject matter to perform well in the exams. Regular attendance allows students to participate in review sessions, practice tests, and other exam preparation activities.
- Completion of Coursework: Many GCSE subjects require students to complete coursework, which often contributes to their final grades.
- Teacher Support: Attending school regularly allows students to seek help from teachers when they encounter difficulties or have questions.
- Engagement and Motivation: Students who attend regularly feel connected to the learning process.
- Additional Support: This includes our intervention sessions, tutoring, careers guidance, counselling, pastoral care etc.
- Wellbeing and Wider Development: Absence leads to missed social and personal development opportunities.

HOW DOES ABSENCE IMPACT ATTAINMENT AND PROGRESS?

- Generally, the higher the percentage of sessions missed across the key stage at KS2 and KS4, the lower the level of attainment at the end of the key stage.
- Students who did not achieve grade 9 to 4 in English and Maths GCSEs in 2019 had an overall absence rate of 8.8% over the key stage, compared with 5.2% among students who achieved a grade 4 and 3.7% among students who achieved grade 9 to 5 in both English and Maths.

From our own internal data from the Class of 2023:

- The students who achieved a positive progress score (P8) averaged 94.5% attendance versus 89.2% for the group that **didn't**.



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PARENTS/CARERS CAN MAKE THE BIGGEST DIFFERENCE

- Communication: Talk to your child about school and what **goes on. Take a positive interest in your child's work.**
Encourage them to share thoughts and feelings
- Be a positive example: Instil the value of education and regular school attendance within the home environment, modelling this at every opportunity
- Establish routines: Set bedtime and morning schedules to ensure your child gets enough rest and starts the day off right. Prepare for school the night before
- Collaboration: Maintain an open line of communication with teachers/HOY, allowing us to address any barriers as early as possible
- Help with time management: This can help with any anxiety or feeling of being overwhelmed, which could lead to absence
- Be aware of absenteeism signs: Watch for frequent illness (e.g. a particular day), lack of interest in school, or avoidance behaviours. Address these issues promptly before a habit is formed
- Unnecessary absences: Wherever possible make any medical or dental appointments outside of school hours



Seek help: Ask the school for help if your child is experiencing difficulties



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GENERAL REVISION

MR. C. KINSEY



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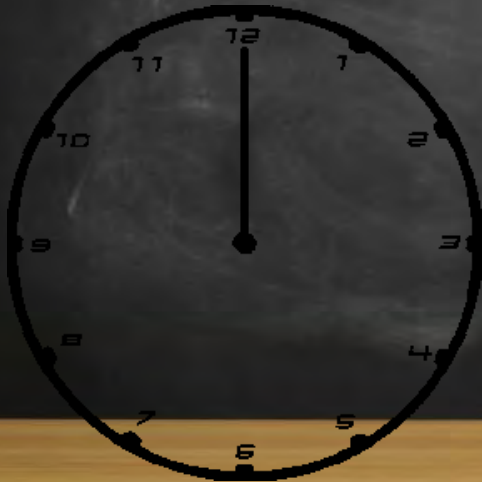


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**DON'T COUNT
THE DAYS,
MAKE THE DAYS
COUNT!**





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THE MEMORY FADES

THE FORGETTING CURVE



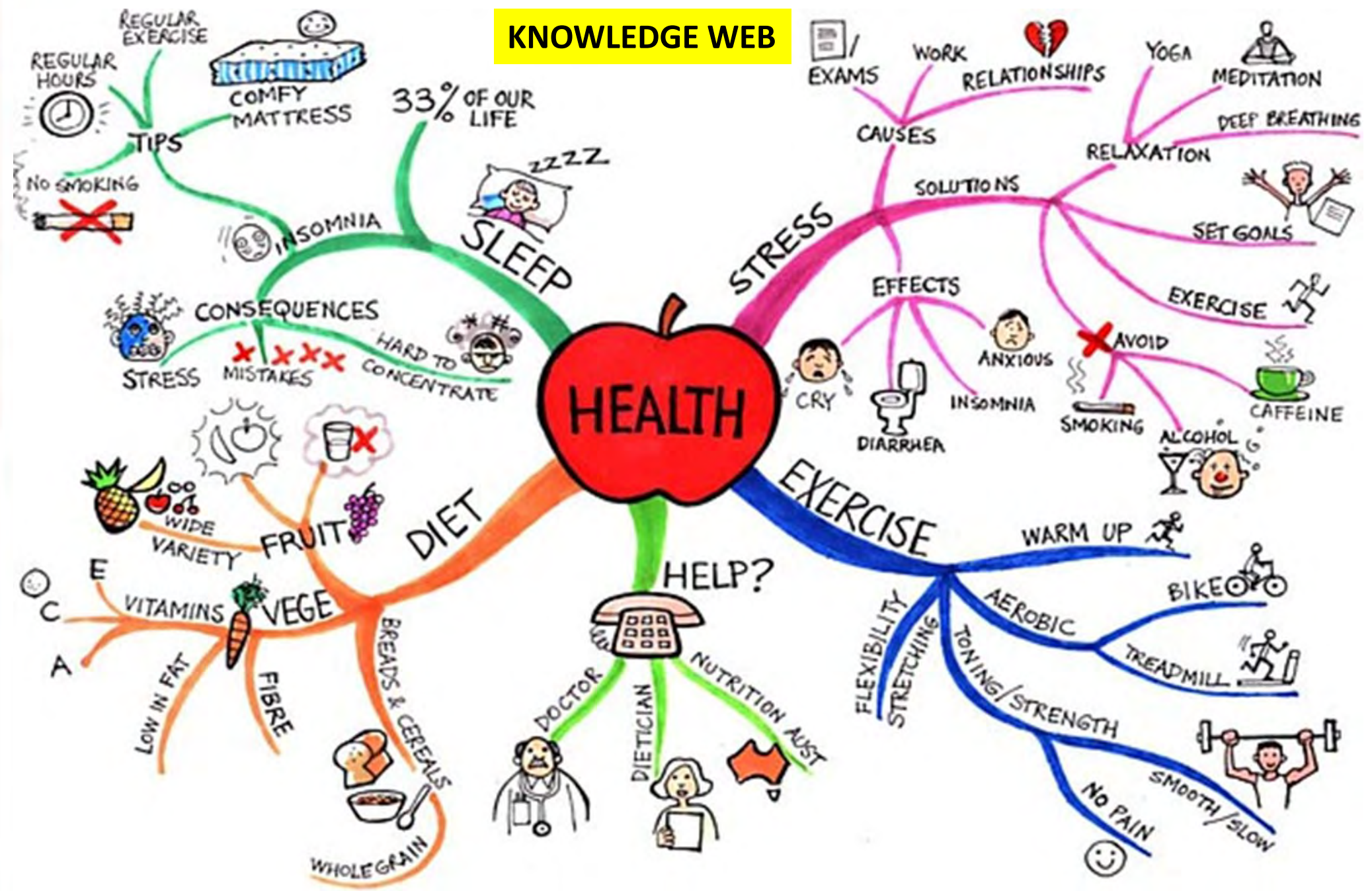


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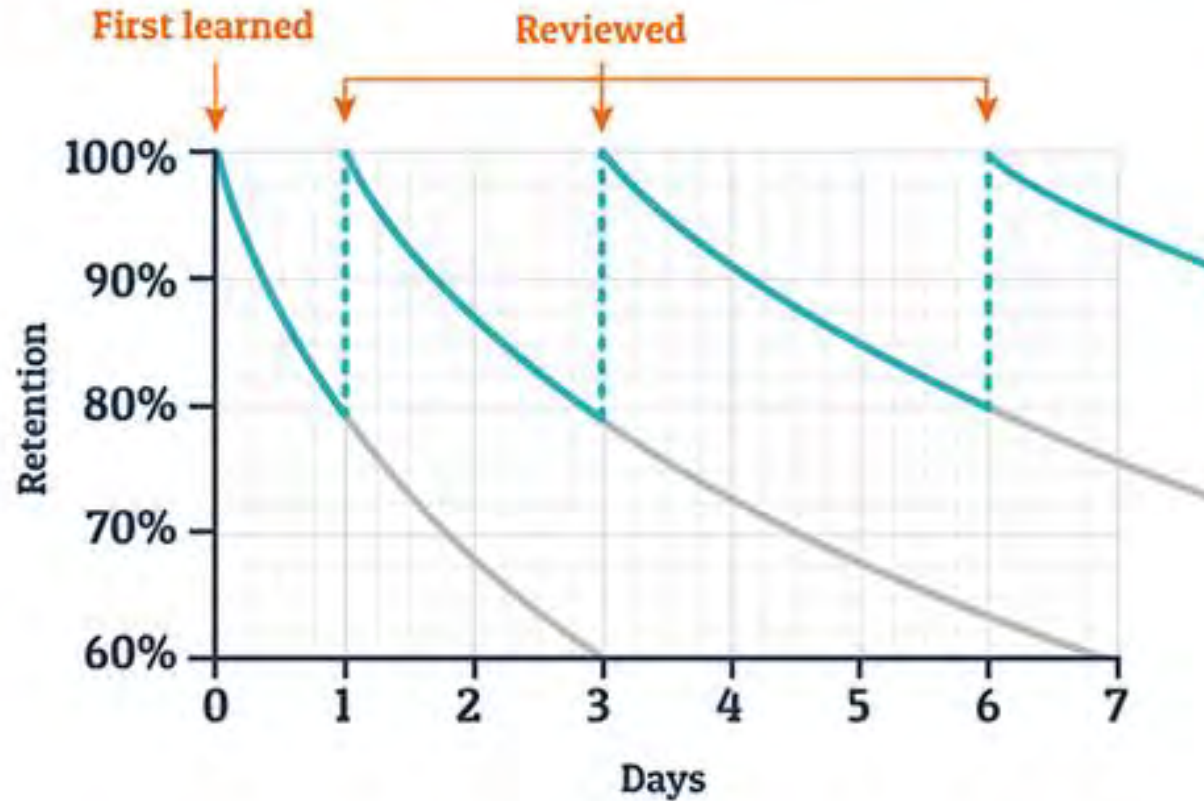
KNOWLEDGE WEB





FIGHTING THE FORGETTING CURVE

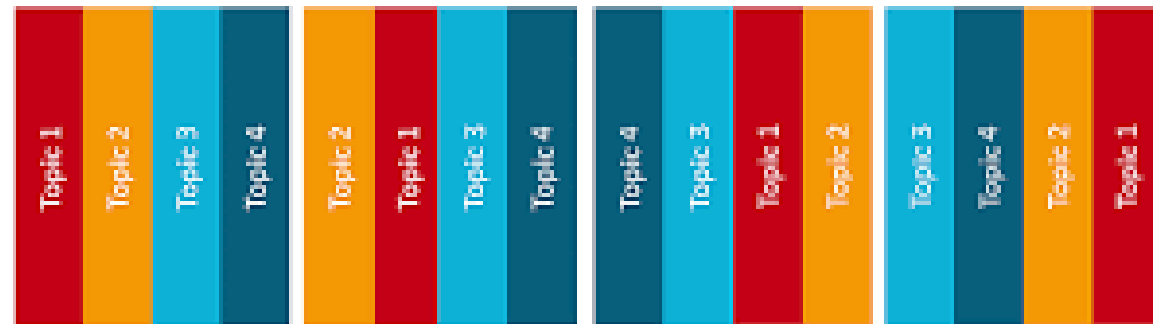
Typical Forgetting Curve for Newly Learned Information



Blocking



Interleaving





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THE LOGISTICS: LOCATION

Create a revision space:

By having a location that the brain associates with study it maximises the effect of the revision that is taking place.





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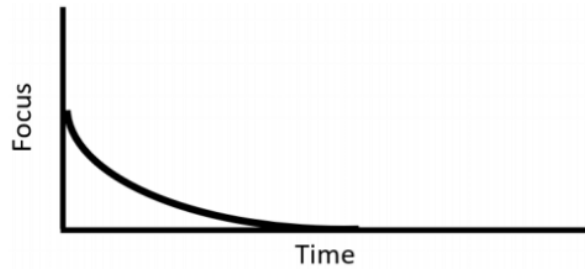
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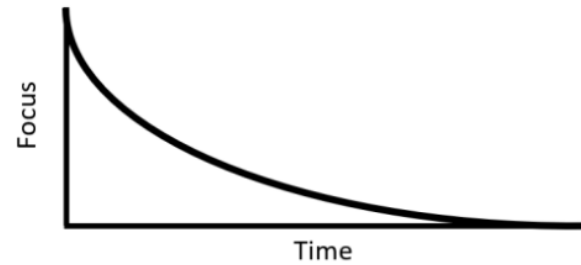
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WHEN SHOULD I REVISE?

Revising when you are tired:

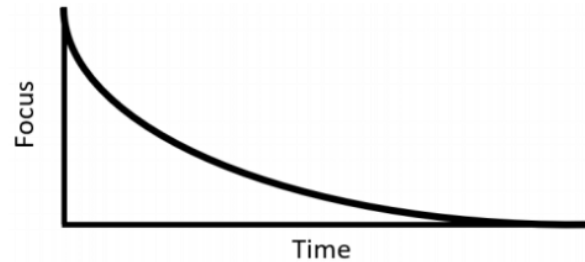


Revising when you are well-rested:

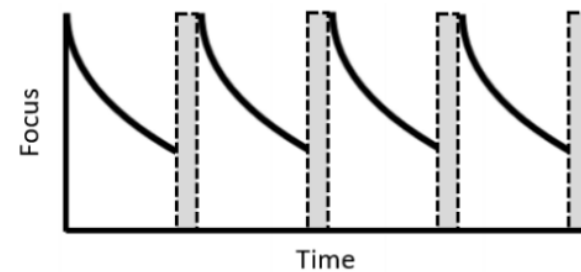


You should also take regular breaks when you revise. These breaks can be structured using a method called the Pomodoro technique.

Revising without a break:



Revising with small regular breaks:



WHAT IS THE POMODORO TECHNIQUE?

A method for staying focused and mentally fresh

STEP 1



Pick a task

STEP 2



Set a 25-minute timer

STEP 3



Work on your task until the time is up

STEP 4



Take a 5 minute break

STEP 5



Every 4 pomodoros, take a longer 15-30 minute break

DOS & DON'TS

- **Do:**

- Get into a routine of revising at a particular point every day.
- Revise when you are well-rested or at a time when you are used to working.
- Take regular small breaks.

- **Don't:**

- Depend on when you want to revise.
- Revise late at night or when you are tired.
- Try to force yourself to work for long periods of time without a break.



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COMMON REVISION MISTAKES

Simply Re-reading Notes

Cramming at the last minute

Too many distractions - trying to revise in sight of their phone!

Revising to music

Leave the hard task to the end

Do not get enough sleep



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	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00							
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							



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MINIATURISE YOUR NOTES

Go over your subject notes and pull out the key points.

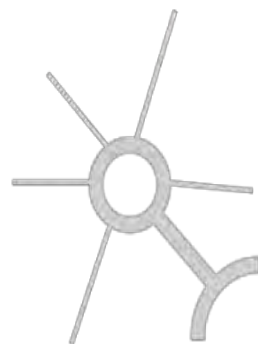
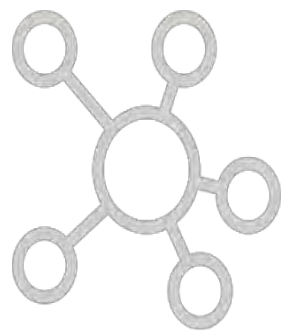
Where you can abbreviate, use arrows, symbols, short phrases.

By miniaturising your notes you will make the content more accessible and easier to deal with.

Find the method that works best for you.



Summary: How to create a mind map



1.	2.	3.	4.	5.
Identify knowledge	Identify sub topics	Branch off	Use images & colour	Put it somewhere visible
Select a topic you wish to revise. Have your class notes/knowledge organisers ready.	Place the main topic in the centre of your page and identify sub topics that will branch off.	Branch off your sub topics with further detail. Try not to fill the page with too much writing.	Use images and colour to help topics stick into your memory.	Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it



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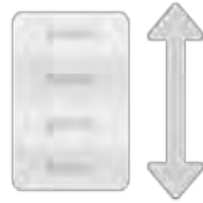


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Summary: Brain dumps



1.	2.	3.	4.	5.
Identify knowledge	Write it down	Organise information	Check understanding	Store and compare
Identify the knowledge/topic area you want to cover.	Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts) Give yourself a timed limit (e.g. 10 minutes)	Once complete and you cannot remember any more use different colours to highlight/underline words in groups. This categories/links information.	Compare your brain dump to your K/O or book and check understanding. Add any key information you have missed (key words) in a different colour.	Keep your brain dump safe and revisit it. Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

Summary: Self Quizzing



1.	2.	3.	4.	5.
Identify knowledge	Review and create	Cover and answer	Self mark & reflect	Next time
Identify knowledge/content you wish to cover.	<p>Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)</p> <p>Create x10 questions on the content (If your teacher has not provided you with questions)</p>	<p>Cover up your knowledge and answer the questions from memory.</p> <p>Take your time and where possible answer in full sentences.</p>	Go back to the content and self mark your answers in green pen.	Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.

Practice makes perfect!



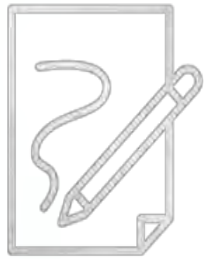
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Summary: Dual Coding

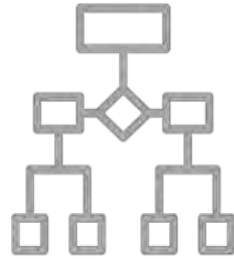
Dual coding is the process of blending both **words** and **pictures** while learning. Viewing those two formats gives us **two different representations** of the **same** piece of information.



1.

Drawings

These boost learning by getting you to think deeply about information.



2.

Diagrams

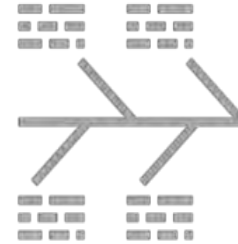
These are helpful for breaking down complex concepts or processes to make them easier to understand.



3.

Posters

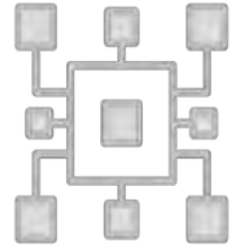
These are great for combining writing, pictures and diagrams all within one page of information.



4.

Timelines

These can be used of information that happens in a particular order or sequence.



5.

Graphic organisers

These organise verbal and visual information by the relationships between different concepts. Examples include tree diagrams, mind maps and Venn diagrams.

4 Key Principles for using dual coding



Cut - Reduce the amount of content, be selective and only use the most important information.



Chunk - Divide the content into groups of related information;

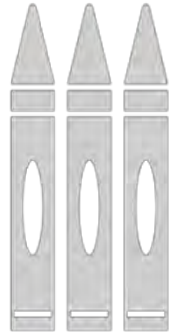


Align - Make sure that words and pictures are neatly ordered, making them easier to read;



Restrain - Avoid "overdoing" it. In other words, don't go crazy with different colours and fonts.

Summary: How to use flash cards



1.	2.	3.	4.	5.
Identify knowledge	Colour coding	Designing	Using	Feedback
<p>What are you creating flash cards on?</p> <p>Do you have your knowledge organizer?</p> <p>Use your book to look at previous misconceptions from whole class feedback.</p>	<p>Use different coloured flash cards for different topics. This helps with organization NOT recall</p>	<p>1 Question per flashcard.</p> <p>Making them concise and clear.</p> <p>Use a one word prompt, so that you can recall as much as you can.</p> <p>No extended answer questions.</p>	<p>Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.</p> <p>Do not just copy & re-read.</p> <p>Shuffle the cards each time you use them.</p> <p>Use the Leitner system to use flash cards everyday.</p>	<p>How have you performed when you look back at your answers?</p> <p>Is there anything you need to revisit in more detail?</p> <p>Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.</p>

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly



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Summary: Interleaving

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.

A → B → C → D

B → D → A → C



1.

Switch

Switch between topics during each session.

It allows you to think about what you are doing with your time when you are revising.

2.

Review in different orders

When reviewing make sure you do it in a different order that you learnt them, or previously revised them.

By revisiting material from each topic several times, in short bursts, this **increases the amount of information you can recall in your exams.**

3.

Make links to remember more.

Try to make links between ideas and review your revision notes.

This helps you make connections between topics and forces you to think harder about which strategies need to be applied to which problems.

Applying interleaving to your revision

1. Break units down into small chunks and split these over a few days rather than revising one whole topic all at once.
2. Decide on the key topics you need to learn for each subject.
3. Create a revision timetable to organise your time and space your learning.



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FLASH CARD TOP TIPS

- The most effective flashcards include one question followed by one answer
- **Don't** force your brain to remember a complex answer. **It's** easier for your brain to process simple information
- You will end up with more flashcards this way but your learning will be a lot more effective.



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FLASH CARDS

Front

How tall is Mount Everest?

Back

*8,848 metres above
sea level*



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The Iceberg Illusion

Success is an iceberg

SUCCESS!

WHAT PEOPLE SEE

Persistence



WHAT PEOPLE DON'T SEE

Failure



Dedication



Sacrifice



Hard work



Discipline



Disappointment



@sylvia Duckworth



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DON'T PROCRASTINATE!

- Hard, easy.
- Easy, hard.



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ENGLISH

MR. VALLANDER





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English Literature paper 1: 13th May 2024

Macbeth

Anthology Poetry

English Literature paper 2: 20th May 2024

A Christmas Carol

Blood Brothers

Unseen Poetry

English Language paper 1: 23rd May 2024

Reading and Narrative

English Language paper 2: 6th June 2024

Reading and Viewpoint



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WJEC GCSE
ENGLISH LANGUAGE

WJEC EDUQAS GCSE
English

CGP
GCSE WJEC Eduqas English Language
For the Grade 9-1 Course

The Revision Guide

WJEC GCSE (9-1) IN
English LANGUAGE
REVISION GUIDE

WJEC EDUQAS GCSE
English Literature
Skills for Literature
and the Unseen Poetry

2015
teaching

PEARSON
book



REVISE



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ENGLISH LITERATURE

GCSE KNOWLEDGE ORGANISER

NAME: _____

CLASS: _____

TEACHER: _____



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ENGLISH LITERATURE GCSE CURRICULUM



ENGLISH LANGUAGE

GCSE KNOWLEDGE ORGANISER

NAME: _____

CLASS: _____

TEACHER: _____



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ENGLISH LANGUAGE GCSE CURRICULUM

Paper 1 and 2 will require you to read unseen fiction and non-fiction:

How to approach:

- Summarise each paragraph in the margin
- Number names
- Circle key information
- Underline place names
- Decoding skills (challenging vocabulary: do we recognise the prefix? Do we recognise the root word? Is the word positive or negative?)



AQA

Please write clearly in black ink.

Centre number:

Candidate number:

Examiner:

Transcriber:

Candidate signature: _____

GCSE
ENGLISH LANGUAGE

Paper 1: Explorations in creative reading and writing

Tuesday 4 June 2019 Morning Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- A pen or ballpoint pen in black ink.

Information

- The answer grid (pages 3 and 4) must be filled in.
- The question mark on the page is for your use.
- There are 32 marks in Section 1 and 20 marks in Section 2.
- You will be assessed on the quality of your writing in Section 2.

Alerts

You should be advised if there is a problem with any of the materials for this paper. You should be advised if there is a problem with any of the materials for this paper. You should be advised if there is a problem with any of the materials for this paper.

Section	Question	Mark
Section 1	1	10
	2	10
Section 2	3	5
	4	5
	5	5
	6	5
TOTAL		50

8700/1

AQA

Please write clearly in black ink.

Centre number:

Candidate number:

Examiner:

Transcriber:

Candidate signature: _____

GCSE
ENGLISH LANGUAGE

Paper 2: Writers' viewpoints and perspectives

Friday 7 June 2019 Morning Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- A pen or ballpoint pen in black ink.

Information

- The answer grid (pages 3 and 4) must be filled in.
- The question mark on the page is for your use.
- There are 32 marks in Section 1 and 20 marks in Section 2.
- You will be assessed on the quality of your writing in Section 2.

Alerts

You should be advised if there is a problem with any of the materials for this paper. You should be advised if there is a problem with any of the materials for this paper. You should be advised if there is a problem with any of the materials for this paper.

Section	Question	Mark
Section 1	1	10
	2	10
Section 2	3	5
	4	5
	5	5
	6	5
TOTAL		50

8700/2



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REVISION MAP FOR ENGLISH

NARRATIVE SUPPORT SESSIONS HELD AT LUNCH TIME (SEE MR VALLENDER)

MONTH	WHAT SHOULD I BE REVISING?	MOCK/REAL EXAM
October	<p>Literature:</p> <ul style="list-style-type: none"> Macbeth cue cards Lady Macbeth cue cards Poems: The Manhunt/London/Valentine/Hawk Roosting/The Prelude 	
November	<p>Literature:</p> <ul style="list-style-type: none"> Macbeth cue cards Lady Macbeth cue cards Poems: The Manhunt/London/Valentine/Hawk Roosting/ The Prelude <p>Language:</p> <ul style="list-style-type: none"> Narrative piece (paper 1) Viewpoint writing (paper 2) 	
December	<p>Literature:</p> <ul style="list-style-type: none"> Macbeth cue cards Lady Macbeth cue cards Poems: The Manhunt/London/Valentine/Hawk Roosting <p>Language:</p> <ul style="list-style-type: none"> Narrative piece (paper 1) Viewpoint writing (paper 2) 	<p>Mock exams:</p> <ul style="list-style-type: none"> Language paper 1 Language paper 2 <p>Mock exams:</p> <ul style="list-style-type: none"> Literature paper 1: Macbeth
January	<p>Literature:</p> <ul style="list-style-type: none"> A Christmas Carol cue cards Blood Brothers cue cards ALL poems <p>Language:</p> <ul style="list-style-type: none"> Narrative piece (paper 1) Viewpoint writing (paper 2) 	

February	<p>Literature:</p> <ul style="list-style-type: none"> A Christmas Carol cue cards Blood Brothers cue cards ALL poems <p>Language:</p> <ul style="list-style-type: none"> Narrative piece (paper 1) Viewpoint writing (paper 2) 	
March	<p>Literature:</p> <ul style="list-style-type: none"> A Christmas Carol cue cards Blood Brothers cue cards ALL poems <p>Language:</p> <ul style="list-style-type: none"> Reading questions (approaches to both papers) Narrative piece (paper 1) Viewpoint writing (paper 2) 	<ul style="list-style-type: none"> Mock exams: Language paper 1 & paper 2 Mock exams: Literature paper 2: A Christmas Carol, Blood Brothers & Anthology
April	<p>Literature:</p> <ul style="list-style-type: none"> All cue cards All poems <p>Language:</p> <ul style="list-style-type: none"> Reading questions (approaches to both papers) Narrative piece (paper 1) Viewpoint writing (paper 2) 	
May	<p>REAL exams 2024:</p> <ul style="list-style-type: none"> English Literature paper 1 13th May 2024 English Literature paper 2 20th May 2024 English Language paper 1 23rd May 2024 English Language paper 2 6th June 2024 	



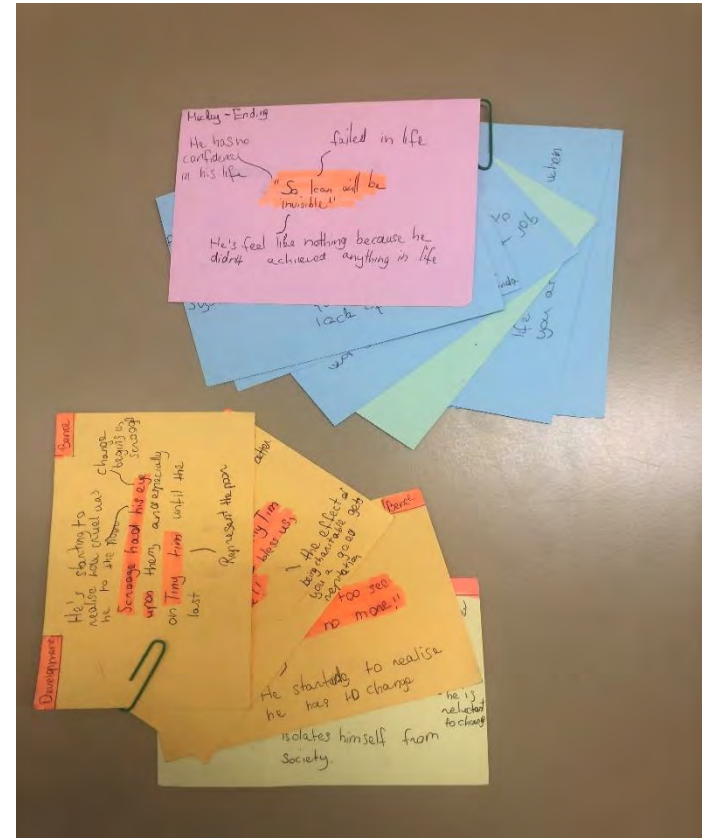
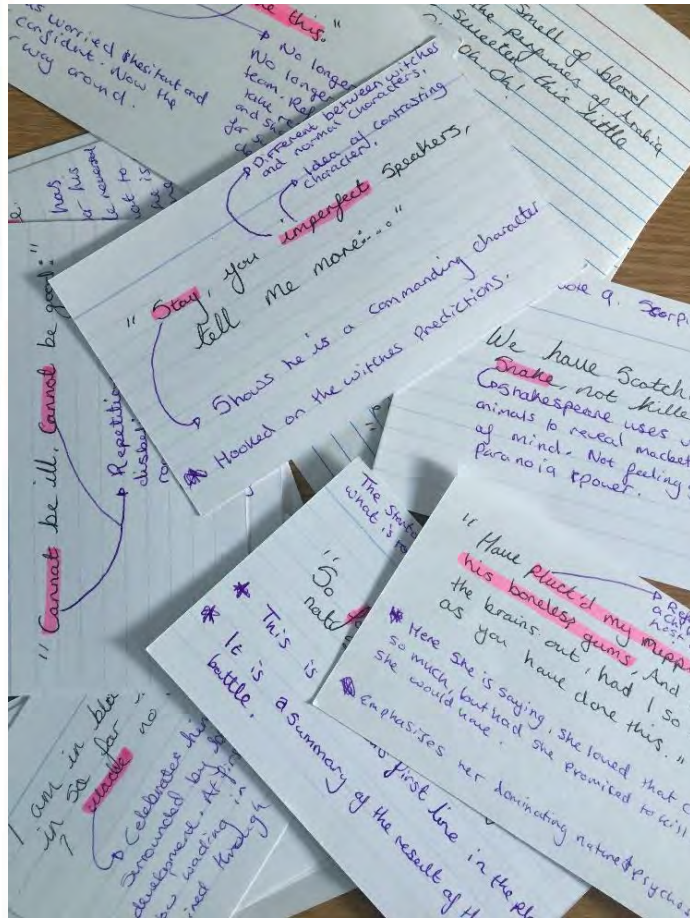
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REVISE





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REPEAT

Monday	Tuesday	Wednesday	Thursday	Friday
Macbeth key quotes		Lady Macbeth key quotes	Narrative	



RESILIENCE



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At the beginning of the play, Lady Macbeth is presented as manipulative during her soliloquy when she receives news of the witches' prophecy and reflects on Macbeth's character flaws, stating he is "too full o' the milk of human kindness." Here, it is revealed that she understands that her husband's morals will inconvenience her plans to gain power. Also, the noun 'milk' has connotations of innocence and purity - something that she ultimately strips Macbeth of. This may foreshadow his downfall from 'fair' to 'foul' and it could possibly highlight how this will result in Lady Macbeth's own demise. Perhaps Shakespeare is demonstrating to the Jacobean audience how Lady Macbeth subverts the traditional characteristics of a woman and is the antithesis of a wife at that time.

RESILIENCE



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At the opening of the play, Shakespeare presents Lady Macbeth as manipulative through the quote "Milk of human kindness" this quote implies how pure she is yet manipulative towards Macbeth. This quote shows that she is her natural self and how understanding she is of Macbeth's kindness at the beginning of this play which is a contrast to the end.

REVISE SMART

Mr N Vallender · Yesterday 9:55 AM
 Hi all. To support your revision for this year-here are the predicted questions for literature 2024

	English Literature paper 1: Shakespeare and Anthology poetry Wednesday 17 th May AM: 2 hours	English Literature paper 2: A Christmas Carol, Blo Unseen poetry Wednesday 24 th May AM: 2 hour:		
	Macbeth 1 hour: 20 mins extract/40 mins essay	Anthology poetry 1 hour 1 hour: 20 mins poem 1/40 mins compare	A Christmas Carol(extract) 45 mins	Blood Brothers(extract) 45 mins
2017	<ul style="list-style-type: none"> Extract: Act 4: 3 Macduff 'pretty chickens': how do characters speak Essay: Macbeth and Lady Macbeth 	Sonnet 43 Love	Ghosts(Marley)	Linda and Edward (marry me scene)
2018	<ul style="list-style-type: none"> Extract: Act 1-7 'I dare do all': how do Macbeth and Lady Macbeth speak and behave Essay: Violence 	Mametz Wood War	Christmas(counting house: Fred)	Mrs Johnstone (locket with Edward)
2019	<ul style="list-style-type: none"> Extract: Act 5: 5 'Tomorrow' how does Macbeth speak and behave Essay: Lady Macbeth 	A Wife in London Loss	Cratchits (Cratchit's Christmas dinner)	Mrs Lyons (curse y witch)
2020	<ul style="list-style-type: none"> Extract: Act 5: 1 'Out damned spot' what do learn about Lady Macbeth at this point Essay: Macbeth 	Afternoons Relationships	Change in Scrooge (Scrooge at school)	Linda and Mickey (teenagers)
2021	<ul style="list-style-type: none"> Extract: Act 3: 2 'O' full of scorpions is my mind' how do Macbeth and Lady Macbeth speak and behave Essay: Supernatural 	Ozymandias Power	Turning point in Scrooge (Belle with new husband)	Edward (Lyons in new house)
2022	<ul style="list-style-type: none"> Extract: Act 1:5 'My dearest love, Duncan comes here tonight how do Macbeth and Lady Macbeth speak and behave Essay: Guilt 	Dulce Et Decorum Est Death	Poverty(Scrooge and two gentlemen from charity)	Edward and Mickey differences (first meeting)



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English Literature paper 1: Shakespeare and Anthology poetry Wednesday 17 th May AM: 2 hours		English Literature paper 2: A Christmas Carol, Blood Brothers and Unseen poetry Wednesday 24 th May AM: 2 hours 30 mins			
	Macbeth 1 hour: 20 mins extract/40 mins essay	Anthology poetry 1 hour 1 hour: 20 mins poem 1/40 mins compare	A Christmas Carol (extract) 45 mins	Blood Brothers (extract) 45 mins	Unseen poetry 1 hour: 20 mins poem 1/40 mins compare
2017	<ul style="list-style-type: none"> Extract: Act 4: 3 Macduff 'pretty chickens': how do characters speak Essay: Macbeth and Lady Macbeth 	Sonnet 43 Love	Ghosts (Marley)	Linda and Edward (marry me scene)	Seasons
2018	<ul style="list-style-type: none"> Extract: Act 1:7 'I dare do all': how do Macbeth and Lady Macbeth speak and behave Essay: Violence 	Mametz Wood War	Christmas (counting house: Fred)	Mrs Johnstone (locket with Edward)	Teachers
2019	<ul style="list-style-type: none"> Extract: Act 5: 5 'Tomorrow' how does Macbeth speak and behave Essay: Lady Macbeth 	A Wife in London Loss	Cratchits (Cratchit's Christmas dinner)	Mrs Lyons (curse you witch)	Parent and child
2020	<ul style="list-style-type: none"> Extract: Act 5: 1 'Out damned spot' what do learn about Lady Macbeth at this point Essay: Macbeth 	Afternoons Relationships	Change in Scrooge (Scrooge at school)	Linda and Mickey (teenagers)	People performing
2021	<ul style="list-style-type: none"> Extract: Act 3: 2 'O' full of scorpions is my mind' how do Macbeth and Lady Macbeth speak and behave Essay: Supernatural 	Ozymandias Power	Turning point in Scrooge (Belle with new husband)	Edward (Lyons in new house)	Christmas Trees
2022	<ul style="list-style-type: none"> Extract: Act 1:5 'My dearest love, Duncan comes here tonight how do Macbeth and Lady Macbeth speak and behave Essay: Guilt 	Dulce Et Decorum Est Death	Poverty (Scrooge and two gentlemen from charity)	Edward and Mickey differences (first meeting)	Home
2023	<ul style="list-style-type: none"> Extract Act 1:3 'Cannot be ill, cannot be good' Essay: Lady Macbeth 	London Place	Ghosts/supernatural Marley's face	Mickey (pills)	Father and sons
2024	Extracts: <ul style="list-style-type: none"> Brave: Duncan and Captain celebrating Macbeth Brave: First meet Banquo and Macbeth Conflicted: Dagger scene Paranoid: Witches and apparitions Evil Macbeth vs Macduff Essay: <ul style="list-style-type: none"> Macbeth and Lady Macbeth Macbeth and Banquo 	Place: Living Space/London Nature: Hawk Roosting/Death of A Naturalist	Scrooge 'solitary as an oyster' Ignorance and want Fear/end/redemption	Mrs Johnstone Mrs Lyons	



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MISS. JONES



MATHS GCSE

KEY INFORMATION

- Exam board: Edexcel

- 3 papers: each paper is 1 hour 30 mins, and each paper is worth 80 marks

- 1 Non Calculator paper, 2 Calculator papers

- 1hr 30mins
- 80 marks
- Non Calculator

Paper 1

- 1hr 30mins
- 80 marks
- Calculator

Paper 2

- 1hr 30mins
- 80 marks
- Calculator

Paper 3



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MATHS GCSE

KEY INFORMATION

- Unlike other subjects: ANY Maths topic can appear on ANY paper.

- 1hr 30mins
- 80 marks
- Non Calculator

Paper 1



- 1hr 30mins
- 80 marks
- Calculator

Paper 2



- 1hr 30mins
- 80 marks
- Calculator

Paper 3



MATHS HOMEWORK

- All Maths homework set is retrieval-based: by completing the homework, students are revising.
- Worksheet every Wednesday.
- Three past papers to complete per half term on Dr Frost Maths.



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MATHS – 5 A DAY

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Welcome Videos and Worksheets Primary 5-a-day More Revision Cards

Welcome

5-a-day
Videos
Worksheets
Practice Papers
Primary
Conundrums
Revision Cards

RSS feed
Corbettmaths Revision Cards
Available for GCSE Higher or Foundation Tier

Calculator

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Name: _____

18th October 5-a-day Higher

12 biscuits weigh 220g.
There are 412 calories in 100g of biscuits.
How many calories are in one biscuit?

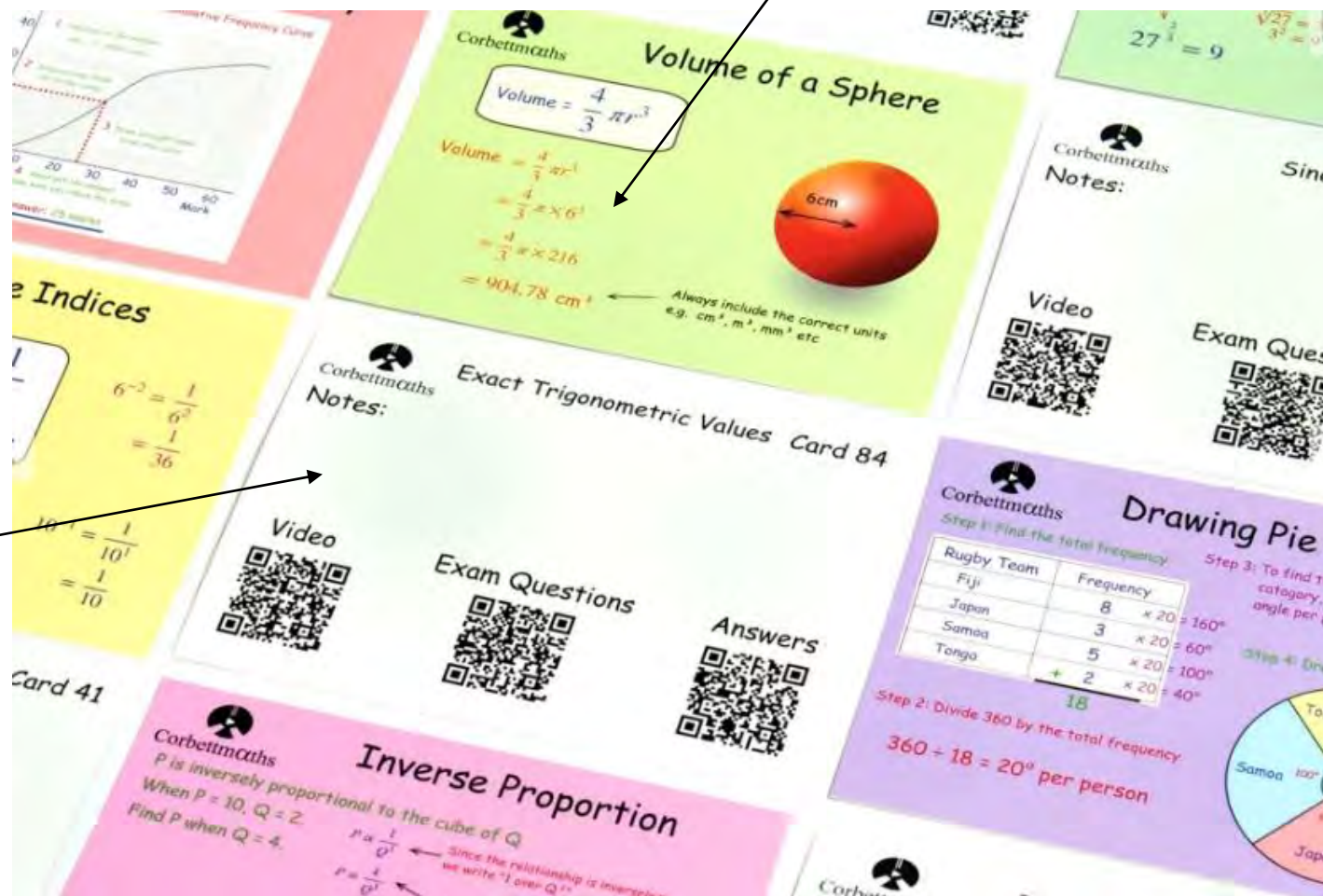
Simplify fully
 $\sqrt{2}(\sqrt{2} - \sqrt{8})$

Make y the subject
 $y + 3 = x(y + 2)$

A fair six sided dice is rolled three times.
Find the probability of getting no sixes.

MATHS REVISION CARDS

On the front of each card, there is key information and a worked example.



On the back of each card, there are QR codes which link to a video explaining the topic, Exam Questions and Answers.



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MATHS KNOWLEDGE ORGANISERS & RETRIEVERS

Standard Form

Numbers in Standard Form

STANDARD FORM — used to write very big or very small numbers.

Number between 1 and 10 $\rightarrow A \times 10^n$ \leftarrow Number of places the decimal point moves — positive for big numbers, negative for small numbers.

EXAMPLE
What is 24 300 in standard form?
Count how far the decimal point moves to get 2.43
24 300.0
= 2.43×10^4 Big number, so positive n.

EXAMPLE
Express 3.81×10^{-5} as an ordinary number.
0.0000381
Move the decimal point by the many places. Negative n, so small number.

Three Steps to Multiply or Divide

1 Rearrange so the front numbers and powers of 10 are together.
2 Multiply/divide the front numbers. Use power rules to multiply/divide the powers of 10.
3 Put the answer in standard form.

EXAMPLE
Find $(8 \times 10^2) \times (4 \times 10^3)$. Give your answer in standard form.
1 $(8 \times 10^2) \times (4 \times 10^3)$
2 $= (8 \times 4) \times (10^2 \times 10^3)$
3 $= 32 \times 10^5$ Add powers.
4 $= 3.2 \times 10 \times 10^5$ Not in standard form — 32 isn't between 1 and 10.
5 $= 3.2 \times 10^6$

Three Steps to Add or Subtract

1 Make sure the powers of 10 are the same.
2 Add/subtract front numbers.
3 Put the answer in standard form if needed.

EXAMPLE
Find $(9.4 \times 10^3) + (6.7 \times 10^4)$. Give your answer in standard form.
1 $(9.4 \times 10^3) + (6.7 \times 10^4)$ Different powers.
2 $= (9.4 \times 10^3) + (67 \times 10^3)$
3 $= (9.4 + 67) \times 10^3$
4 $= 76.4 \times 10^3$ Not in standard form yet.
5 $= 7.64 \times 10^4$

Section 1 — Number

Standard Form

Numbers in Standard Form

STANDARD FORM — used to write very or very small numbers.

Number between 1 and 10 $\rightarrow A \times 10^n$ \leftarrow Number of places the decimal point moves — positive for big numbers, negative for small numbers.

EXAMPLE
What is 24 300 in standard form?
Count how far the decimal point moves to get 2.43
24 300.0
= 2.43×10^4 Big number, so positive n.

EXAMPLE
Express 3.81×10^{-5} as an ordinary number.
0.0000381
Move the decimal point by the many places. Negative n, so small number.

Three Steps to Multiply or Divide

1 Rearrange so the front numbers and powers of 10 are together.
2 Multiply/divide the front numbers. Use power rules to multiply/divide the powers of 10.
3 Put the answer in standard form if needed.

EXAMPLE
Find $(8 \times 10^2) \times (4 \times 10^3)$. Give your answer in standard form.
1 $(8 \times 10^2) \times (4 \times 10^3)$
2 $= (8 \times 4) \times (10^2 \times 10^3)$
3 $= 32 \times 10^5$ Add powers.
4 $= 3.2 \times 10 \times 10^5$ Not in standard form — 32 isn't between 1 and 10.
5 $= 3.2 \times 10^6$

Three Steps to Add or Subtract

1 Make sure the powers of 10 are the same.
2 Add/subtract front numbers.
3 Put the answer in standard form if needed.

EXAMPLE
Find $(9.4 \times 10^3) + (6.7 \times 10^4)$. Give your answer in standard form.
1 $(9.4 \times 10^3) + (6.7 \times 10^4)$ Different powers.
2 $= (9.4 \times 10^3) + (67 \times 10^3)$
3 $= (9.4 + 67) \times 10^3$
4 $= 76.4 \times 10^3$ Not in standard form yet.
5 $= 7.64 \times 10^4$

Section 1 — Number



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MATHS PAST PAPERS

- Dr Frost Maths

Login details – school e-mail address, password is 'maths'

The screenshot shows the Dr Frost Maths website interface. At the top, there is a navigation bar with a 'Menu' button, the 'dfm' logo, a search icon, and a user profile for 'Demo 11H1 Student'. The main content area is titled 'GCSE 9-1 Higher' and includes a sub-header 'For the new 9-1 system.' and a 'Sort: Last Updated' dropdown. A left-hand sidebar lists various 'Past Papers' sources: American Maths Association, AQA, Cambridge Mathematical Institute, CEA, Eduqas, Mathematical Association, OCR, Oxford Mathematical Institute, Pearson Edexcel, A Level, and A Level (Legacy). The main area displays a grid of paper listings, each with an icon (folder or document), a title, and a description of the content. The papers listed include 'Mocks' (13 worksheets), 'Last Third' (18 worksheets), and various 'Edexcel GCSE(9-1)' papers from 2018 to 2022, covering both June and November exams in 1H and 2H sessions.

Source	Title	Description	Questions
American Maths Association	Mocks	Official mock/specimen papers produced by Edexcel.	13 worksheets
AQA	Last Third	The last third of each paper. Useful for students wishing to practice harder questions only.	18 worksheets
Cambridge Mathematical Institute	Edexcel GCSE(9-1) Nov 2021 2H		34 questions
Cambridge Mathematical Institute	Edexcel GCSE(9-1) Nov 2021 3H		31 questions
Cambridge Mathematical Institute	Edexcel GCSE(9-1) Nov 2021 1H		29 questions
Cambridge Mathematical Institute	Edexcel GCSE(9-1) Nov 2020 3H		33 questions
Cambridge Mathematical Institute	Edexcel GCSE(9-1) Nov 2020 2H		31 questions
Cambridge Mathematical Institute	Edexcel GCSE(9-1) Nov 2020 1H		29 questions
Cambridge Mathematical Institute	Edexcel GCSE(9-1) Nov 2019 3H		31 questions
Cambridge Mathematical Institute	Edexcel GCSE(9-1) Nov 2019 2H		33 questions
Cambridge Mathematical Institute	Edexcel GCSE(9-1) June 2019 3H		29 questions
Cambridge Mathematical Institute	Edexcel GCSE(9-1) June 2019 2H		32 questions
Cambridge Mathematical Institute	Edexcel GCSE(9-1) June 2019 1H		32 questions
Cambridge Mathematical Institute	Edexcel GCSE(9-1) Nov 2018 3H		32 questions
Cambridge Mathematical Institute	Edexcel GCSE(9-1) Nov 2018 2H		32 questions
Cambridge Mathematical Institute	Edexcel GCSE(9-1) Nov 2018 1H		32 questions
Cambridge Mathematical Institute	Edexcel GCSE(9-1) June 2018 3H		32 questions



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MATHS PAST PAPERS

- Maths Genie

No Login needed

Maths Genie GCSE Revision GCSE Papers ▾ A Level Revision A Level Papers ▾ KS2 Revision Resources

Edexcel GCSE Exam Papers

Pearson Education accepts no responsibility whatsoever for the accuracy or method of working in the answers given.

Grade Boundaries

Foundation GCSE Exam Papers

Past paper

Model answers

Paper	Answers
May 2022 Paper 1	MS Ans ▶
June 2022 Paper 2	MS Ans ▶
June 2022 Paper 3	MS Ans ▶
November 2021 Paper 1	MS Ans ▶
November 2021 Paper 2	MS Ans ▶
November 2021 Paper 3	MS Ans ▶
2020 Paper 1	MS Ans ▶

Official mark
scheme

Video
explaining the
answers



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SCIENCE REVISION – THE COURSE

To find the specification for the courses:

- Triple Science = AQA GCSE Biology / Chemistry / Physics
- Core Science = AQA GCSE Combined: Trilogy

Every student will sit six exams. Paper 1 & Paper 2 for each of the sciences.



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TOPICS

Biology Paper 1

- Cell Biology
- Organisation
- Infection and response
- Respiration
- Photosynthesis

Biology Paper 2

- Homeostasis & response
- Inheritance, variation & evolution
- Ecology



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TOPICS

Chemistry Paper 1

- Atomic structure and Periodic table
- Bonding and properties of matter
- Quantitative Chemistry
- Chemical Changes
- Energy Changes

Chemistry Paper 2

- Rates of reaction
- Organic chemistry
- Chemical Analysis
- Chemistry of the atmosphere
- Earths resources



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TOPICS

Physics Paper 1

- Energy
- Electricity
- Particle model of matter
- Atomic structure

Physics Paper 2

- Forces
- Waves
- Magnetism and electromagnetism
- Space (Physics only)



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THE DATES

Exam	Date
Biology paper 1	10 th May 2024
Chemistry paper 1	17 th May 2024
Physics paper 1	22 nd May 2024
Biology paper 2	7 th June 2024
Chemistry paper 2	11 th June 2024
Physics paper 2	14 th June 2024



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KNOWLEDGE ORGANISER & KNOWLEDGE RETRIEVAL BOOKLETS

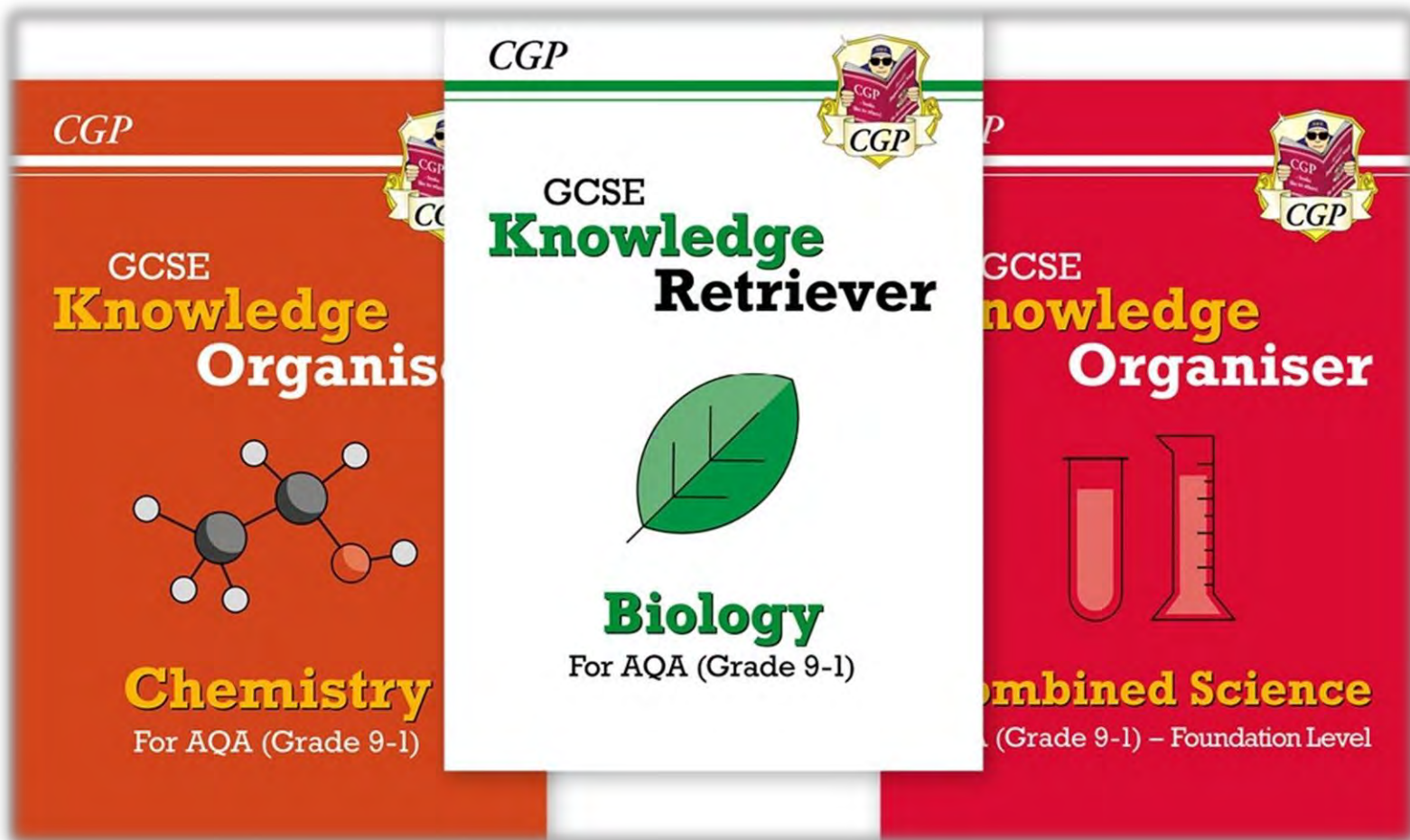


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FLASHCARDS



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Differentiation – cells specialise to perform a role

Have specific structures to do a job

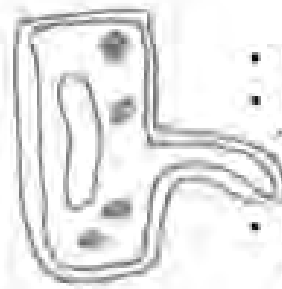
Happens early in animal life

Plants throughout life can do this

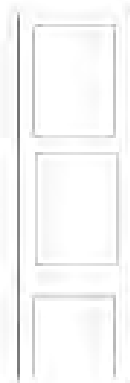


- Haploid (1/2 chromosomes)
- Many mitochondria
- Acrosome

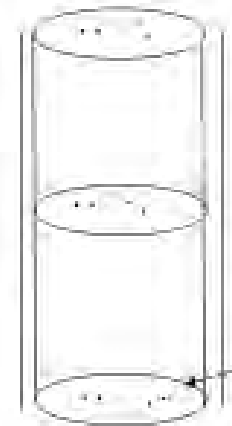
Root hair cell



- No chloroplast
- Many mitochondria to actively transport minerals
- Large surface area to absorb water



- XYLEM**
- Dead cells
 - Transports water and minerals
 - unidirectional



- PHLOEM**
- Transports sugars
 - Up and down
 - Living cells
 - Sieve plate

REQUIRED PRACTICALS

For every paper there are a number of required practicals that students need to know:

- The method
- The variables (Independent, dependent, control)
- Safety aspects

There are a number of video tutorials for each practical on youtube.



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EXAM QUESTIONS

Knowledge is brilliant but application is key.

Students will be seeing exam questions in lessons and in PPE's but the more practice the better.

There are a number of excellent free websites that students can use which provide revision material and exam questions.

www.physicsandmathstutor.com



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