Examination and Revision Information Evening

May 2023

Please complete our survey before you leave.

Overview

- Exam timetables
- Subject introductions
- **How you can support revision at home**
- **What** do students need to learn and revise?
  - Revision lists for subjects
  - Resources available – revision guides, websites and online learning
- **When** do they need to do it?
  - Creating a revision timetable
  - Working with the exam timetable
- **How** should they do it?
  - Active revision strategies
  - Improving exam technique
  - Coping with workload and managing stress

Examination Timetable – Year 7, 8, 9

KS3 Exams Timetable

All KS3 morning exams have a start time of 9:25am

w/c 5th June 2023

Day/Period	P1	P2	BREAK	P3	LUNCH	P4	P5
Monday	Y9 Maths Paper 1A - 1h			Y7 German - 45m		Y7 Maths - 1h	
Tuesday	Y7 L4L Paper 1 - 1h 30m			Y8 German - 45m		Y7 Science - 1h	
Wednesday	Y9 Maths Paper 1B - 1h Y7 L4L Paper 2 (in class) - 1h 15m			Y7 L4L Quiz Y9 Science Paper 1 - 1h		Y8 L4L Paper 1 - 1h 30m	
Thursday	Y8 L4L Paper 2 - 1h 30m Y7 L4L Paper 3 (in class) - 1h 15m			Y9 German Paper 1 & 2 - 1h 30m (P3 & 4)		Y8 Maths - 1h Y9 L4L Quiz (P5 Only)	
Friday	Y9 L4L Paper 1 - 1h 30m			Y9 Science Paper 2 - 1h Y8 L4L Quiz - 1h		Y8 Science - 1h	

Subject	Year 7	Year 8	Year 9
Literacy for Life	3 written exams 1 online quiz	2 written exams 1 online quiz	1 written exam 1 online quiz
Mathematics	1 written exam	1 written exam (H and F)	2 written exams (H and F)
German	1 written exam	1 written exam	2 written exams
Science	1 written exam	1 written exam	2 written exams

Examination Timetable – Year 10

Year 10 Exams Timetable

All Y10 morning exams have a start time of 9:00am

w/c 12th June 2023

	Reg + P1	P2	Break	P3	P4	Lunch	P5
Monday	English Language - 1h 45m			Geography Paper 1 - 1h			
Tuesday	Maths Paper 1 - 1h 30m			History Paper 1 - 1h 15m			
Wednesday	Combined Science - 1h 15m Biology Triple - 1h 45m			Business - 1h 30m RE Paper 1 - 1h			History Paper 2 - 55m
Thursday	Physics Triple - 1h 45m			German Paper 1F (W) - 1h German Paper 1H(W) - 1h 15m			
Friday	Maths Paper 2 - 1h 30m			Computer Science Paper 1 - 1h 30m			

w/c 19th June 2023

	Reg + P1	P2	Break	P3	P4	Lunch	P5
Monday	Geography Paper 2 - 1h			German Paper 2F(R&L) - 1h 10m			
Tuesday	PE - 1h			Computer Science Paper 2 - 1h 30m			RE Paper 2 - 30min
Wednesday	German Paper 2H (R&L) - 1h 45m			Combined Science - 1h 15m Chemistry Triple - 1h 45m			
Thursday	English Literature - 2h 15min						
Friday	Art Practical - 5 hours						

Tiers of entry

Most exams have one tier of entry.

Students can achieve grades from 9-U

Some exams have Higher and Foundation tier.

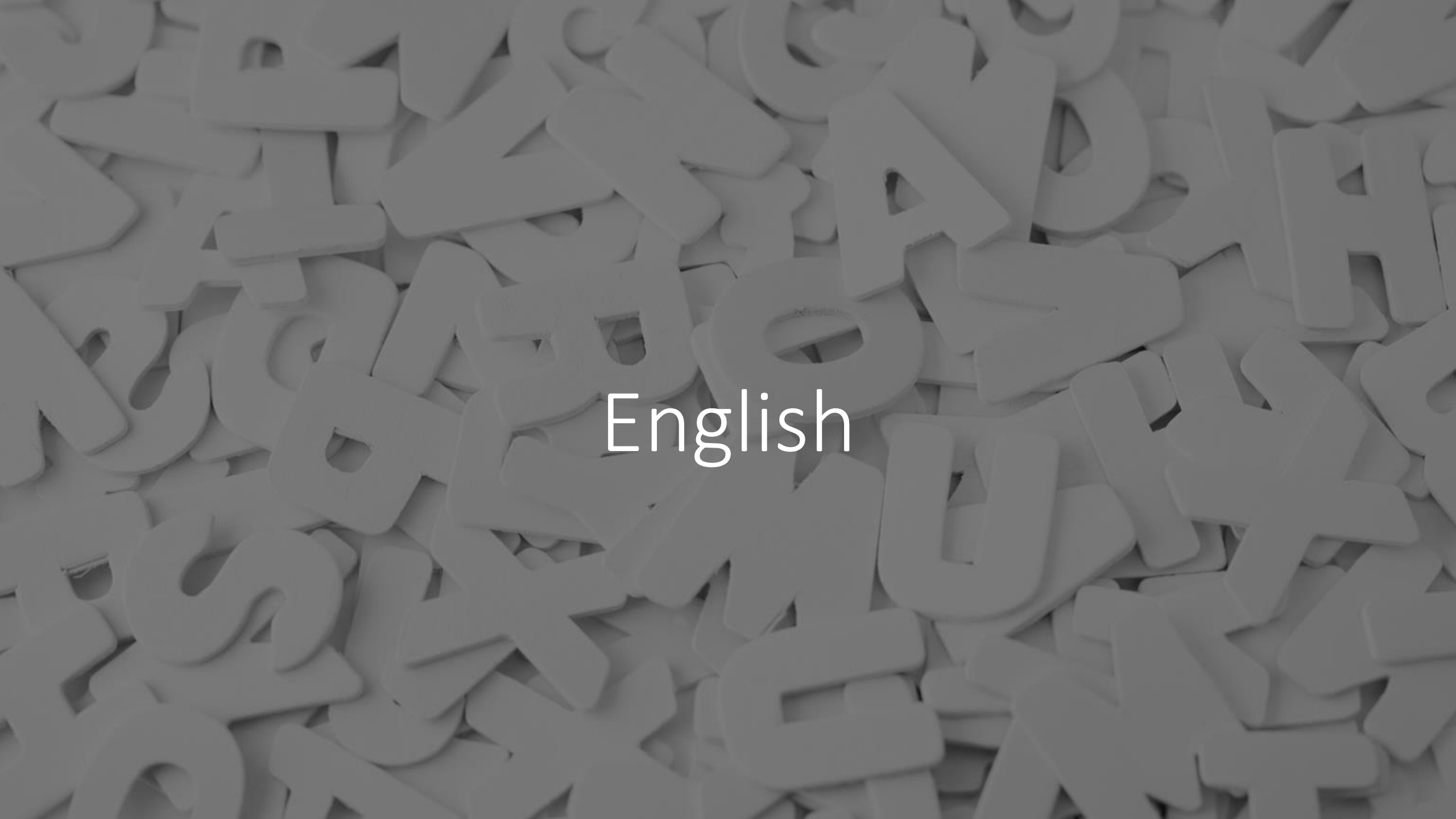
Higher – students can achieve grades 9-4

Foundation – students can achieve grades 5-U

Final tiers of entry will not be decided until mid Year 11

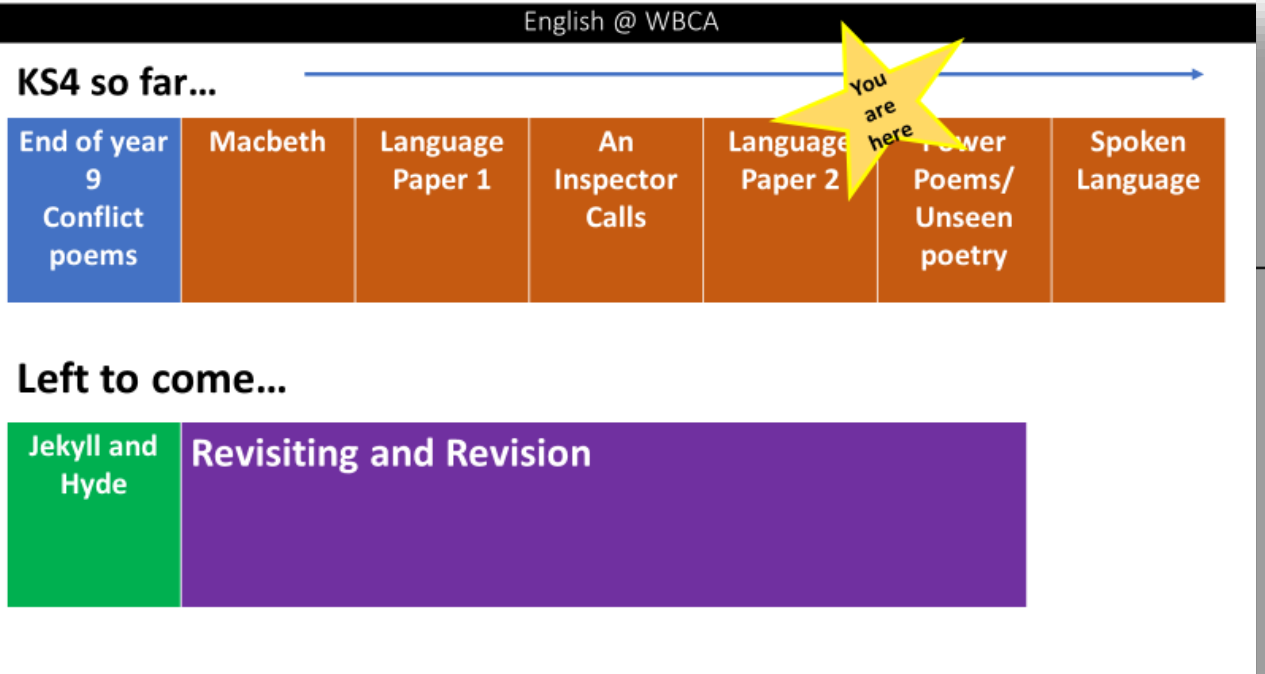
The decision takes several factors into account:

- Target grade
- Performance in tests and assessments
- Work ethic and commitment to revision
- Teacher professional judgement


English

Year 10: Summer Exam 2023

English Language	English Literature
AQA Paper 2 – English Language Revise: Q1 – 5	AQA Paper 2 – Literature Revise: • An Inspector Calls • Power and Conflict (7 poems) • Unseen Poetry



English @ WBCA

WBCA-Staff - Home | EduLink One | AQA | Subjects | English | Digital Theatre+

https://www.aqa.org.uk/subjects/english

English

Inspiring students to explore and succeed

Qualifications

Choose a specification for everything you need to plan, teach and prepare your students for their exams.

GCSE

GCSE English Literature

8702

Next exam: 17 May 2023

English Literature Paper 1

Past papers >

GCSE English Language

8700

Next exam: 5 June 2023

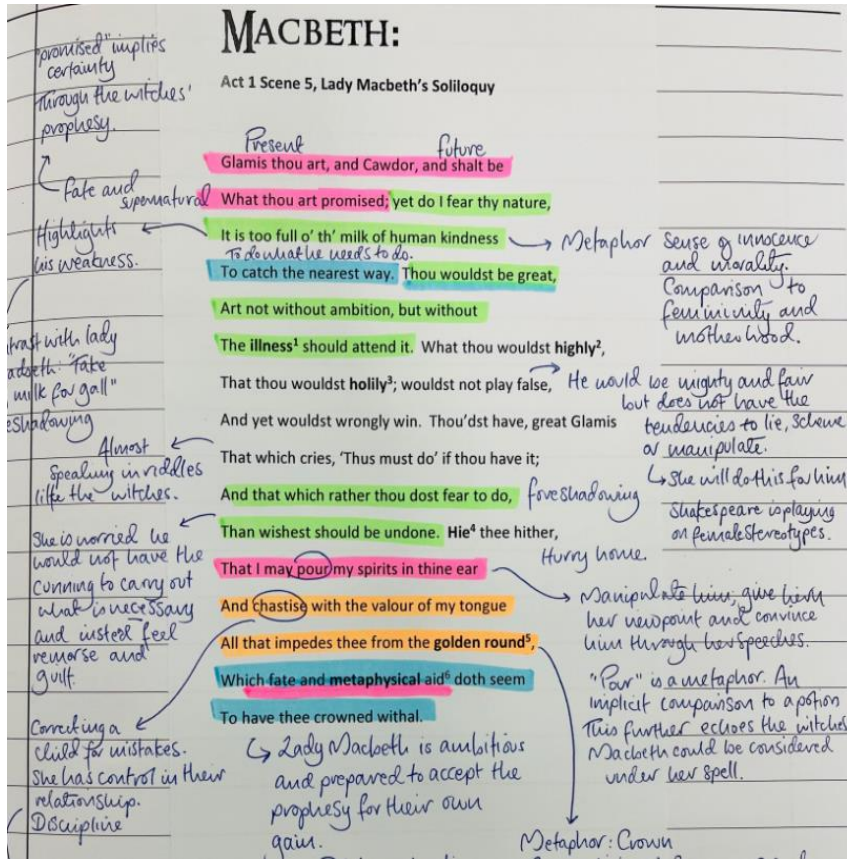
English Language Paper 1

Past papers >

How can I support my child's revision?

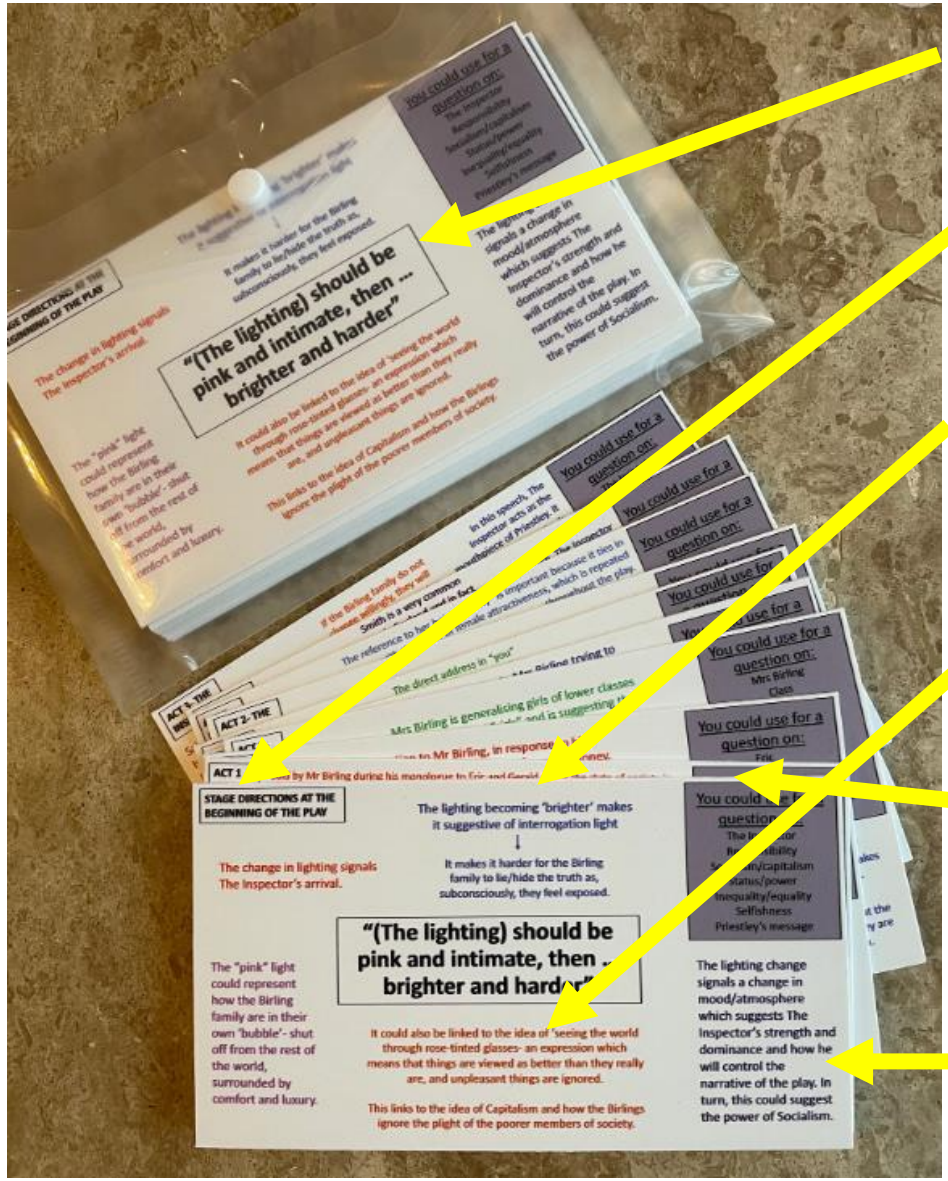
- You can ask your **child to read their annotations** and then ask them to explain their observations
- You can **add to the notes by using a different coloured pen and the study companion as a guide** or www.nofearshakespeare.com which translates each line of the play
- You can **watch the plays on DigitalTheatre+ and use their resources**
- You can use SENECA

Your child has been provided with playscripts and extracts. These have already been **annotated with the support of the class teacher.**



English literature *is about learning quotes for the plays, poems and novels we have studied and being able to analyse effectively*

Make your own flashcards…



1. Write a key quote in the middle

2. In the top left corner make a note of where this is said e.g "in the opening of act 1" or *"in act 3, scene 4" or "in the final moments"*

3. In one colour write the denotations of the quote – what does it mean?

4. In a different colour extend your thoughts by explaining how it links to the context or what else is brought to mind

5. In the top right add a box for exam questions when this quote could be used

6. For the bottom right, explain how this quote has been used for structural significance e.g. *it is used to emphasise the change in atmosphere to signify a stark awakening when the inspector arrives*

Online Learning Resources

- www.century.tech - Complete activities based on GCSE courses
- www.senecalearning.com/en-GB/ Complete activities and quizzes based on GCSE courses
- www.DigitalTheatre+.com – watch the plays we have studied. Access critical essays and other performance materials
- www.openculture.com – watch and listen to anything from audiobooks, documentaries and speeches.
- www.vocabulary.com/lists - you can use this website to practise vocabulary

YouTube – English specialists

1. Mr Bruff
2. Mr EverythingEnglish
3. Mr Salles

PAPER 2- READING

Terminology:

simile, metaphor, personification, hyperbole, power of three, imagery, repetition, emotive language, oxymoron, sibilance, alliteration, juxtaposition, simple, complex, compound, verb, noun, adjective, adverb, pronoun, onomatopoeia, pathetic fallacy, anaphora, rhetorical question, anecdote, direct address, emotive language, polysyndeton, facts, statistics, epizeuxis, exclamation, epistrophe, declarative sentence, imperative sentence, interrogative sentence.

1. True or False **AO1**
2. Write a summary of….**AO1**
3. How does the writer use language to…**AO2**
4. Compare how the two writers convey their different attitudes to…**AO3**

Question 2

1. Read the question and highlight the focus; this is VERY IMPORTANT.
2. Re-read the extract and highlight relevant quotations from both texts.
3. Write your response using the following structure: idea, evidence, inference.

In Source A… whereas in Source B……..
In Source A, the writer describes……(insert quotation) This suggests that….(make an inference).
However, in Source B, the writer describes…. (insert quotation) This suggests that (make an inference).

Question 3

1. Read the question and highlight the key words/focus.
2. Put a box around the given section, re-read it and highlight 3/4 key quotations thinking about: powerful words and phrases, and/or language features, and techniques and/or sentence forms.
3. Write your response using the following structure: terminology, quote, effect, development/close analysis.

The writer uses…(insert subject terminology) in the line/phrase/sentence/word….(insert quotation).
This makes the reader think/feel/ imagine OR This suggests to the reader that…..
The verb/noun/adjective/adverb has connotations of… OR The reader might associate…with this phrase through the use of the noun/adjective/verb/adverb….

Question 4

1. Read the question and highlight the key words/focus.
2. Work through both extracts highlighting any relevant evidence that related to the question. Think about summarising the writer's attitude/perspective in one/two quotations.
3. Show an understanding of attitudes in both texts by writing an overview, give evidence, make an inference, talk about methods, bring in the second source and repeat.

The writer of Source A uses a … tone to suggest that he/she thinks/feels/has the view that … On the other hand, the writer of Source B uses a …. tone to suggest that he/she thinks/feels/has the view that …

In Source A, the writer says that, (insert quotation). This reveals he/she thinks/feels/has the view that (explain). The use of (insert method) suggests/emphasises/implies (discuss effect).
Whereas, in Source B, (repeat steps above).

Comparative Connectives: whereas, on the other hand, in contrast, whilst, however.

PAPER 2- WRITING

Response to a statement relating to the extracts you have read.
Explain/instruct/advise/argue/persuade

Devices

Anaphora: deliberate repetition of the opening of a sentence: **All the people** were moving in the same direction; **all the people** were thinking the same thing; **all the people** were discussion the same topic.
Epistrophe: deliberate repetition of the end of a sentence: 'Where **now**? Who **now**? When **now**….'
Power of three: Using the pattern of three in your writing.
Emotive Language: encouraging the reader to feel a particular emotion.
Rhetorical Question: A question that does not require and answer.
Direct Address: Addressing the audience directly using pronouns such as: you, we and us.
Anecdote: a short story that illustrates a point that you are trying to make.
Polysyndaton: repetition of a conjunction in a list: it was a long **and** laborious **and** tiring journey.
Facts and Statistics
Epizeuxis: repetition of words in succession within the same sentence: The horror, the horror.'
Imperative Command: Giving a command to the reader. 'Donate now.'

Steps to success:

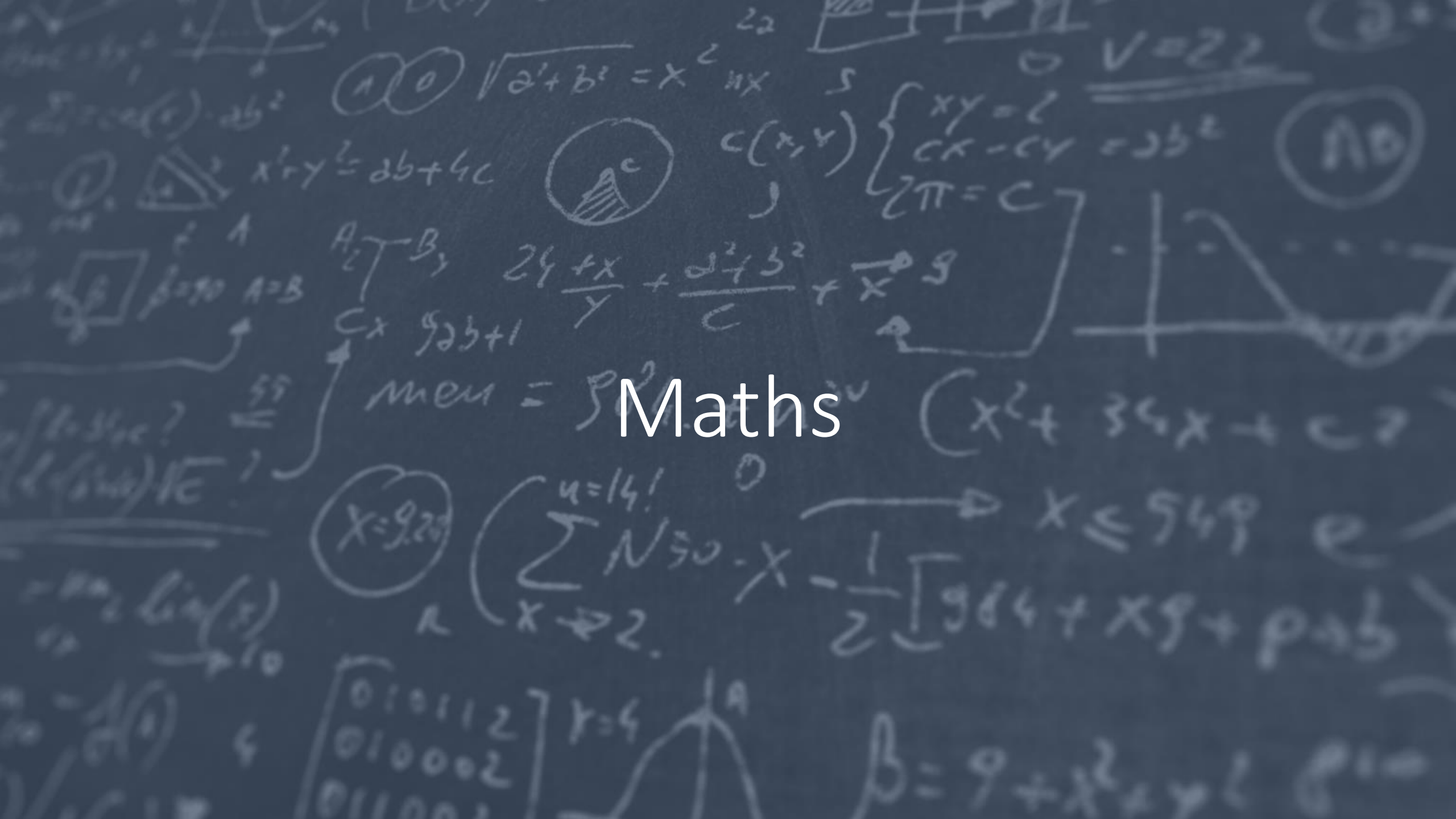
- Planning: 3 rich ideas relating to the given statement.
- Matching form
- 5 paragraphs: introduction, idea 1, idea 2, idea 3, conclusion.

Full Stop (.) at the end of each sentence.
Capital letters at the beginning of a sentence and for all proper nouns.
Comma (,) used to separate a list, before direct speech, before co-ordinating conjunctions, after a subordinate clause, after an adverbial start, to mark embedded clauses.
Semi-colon (;) used to show a relationship between two independent clauses and follows a conjunctive adverb.
Colon (:) indicates that what comes after it is an illustration of what has come before it.
Brackets () and **Dashes** (-) enclose additional information.

Simple Sentence: One independent clause.
Compound Sentence: Two independent clauses joined with a conjunction or semi-colon.
Complex Sentence: One independent clause with a subordinate clause.

Letter: Use of addresses, date, formal mode of address, introduction, 3 ideas, conclusion, appropriate sign off.
Article: original headline, strapline, introduction, 3 ideas, conclusion.
Text for a Leaflet: title, subheadings, introduction, 3 ideas, conclusion.
Speech: addressed to an audience, introduction, 3 ideas, conclusion, clear sign off.
Essay: introduction, 3 clear ideas, conclusion.

Discourse markers: regardless of the fact, accordingly, as a matter of fact, thus, although, further, moreover, assuming that, in spite of the fact, in contrast, as a result of, consequently, therefore, additionally, however, additionally, on the contrary.



Maths

Effective Mathematics Revision has two phases:

1. Revisiting and learning work undertaken during the course – establish what you don't know!

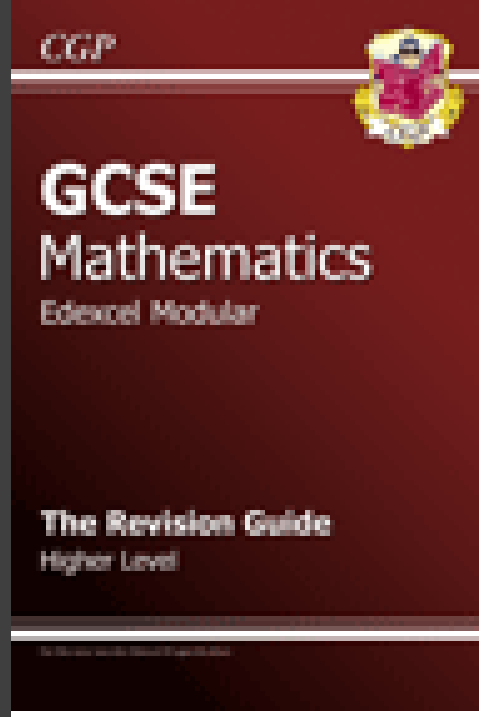
2. Practice, practice, practice.

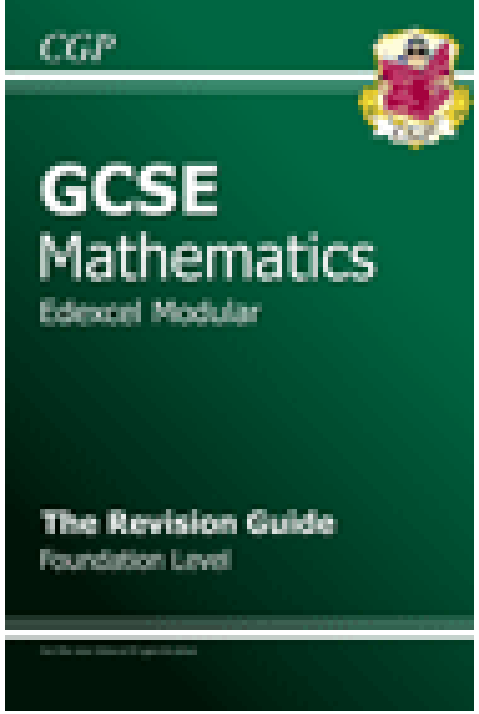
Revisit Maths work you have done

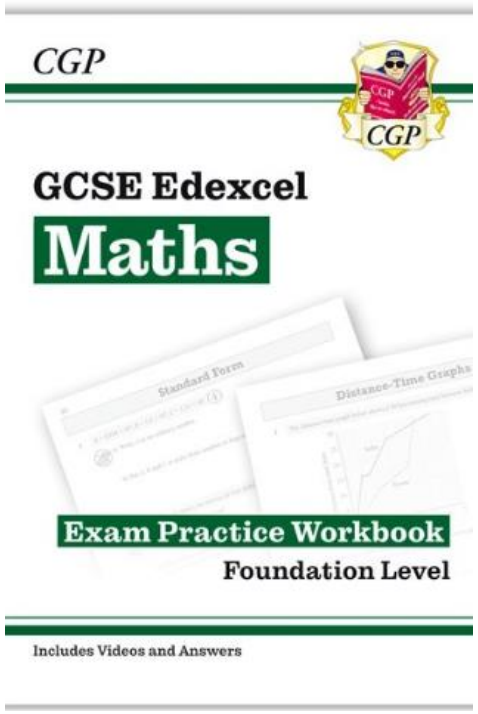
- Use a website

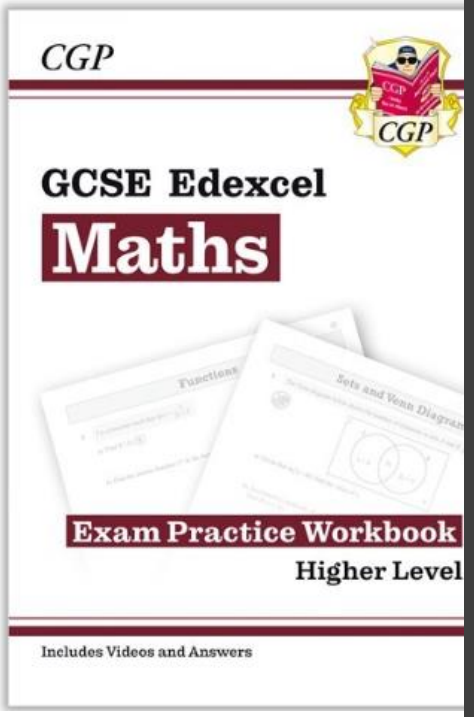
- Sparx Maths
- Century
- Mathswatch
- Teams Lessons

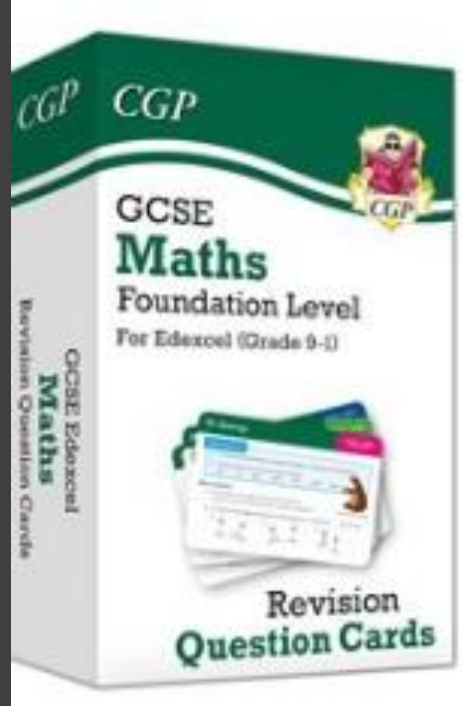
- Useful for both reminders on how to do things and questions to answer

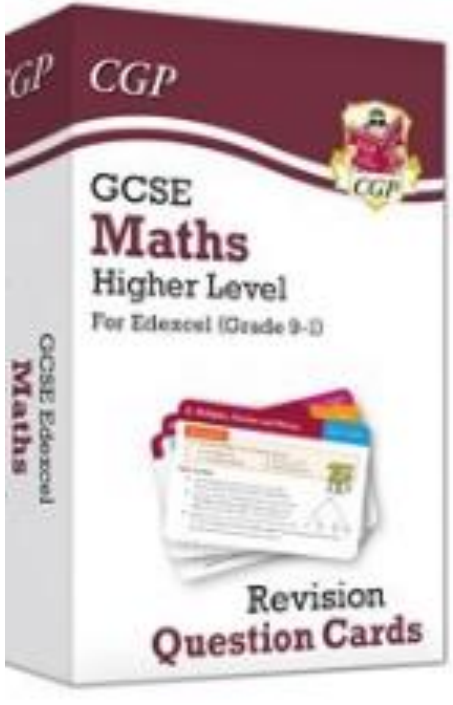












Revisit work you have done

- Use a Revision Guides for the Edexcel Pearsons Maths GCSE.
- Look up anything you don’t know and then have a go at some questions

How To Use These Cards

Topics match CGP's books and the course specification

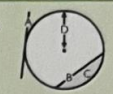
Quick questions to start

Move on to harder questions

54. Circle Geometry

Quick Questions

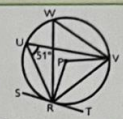
1) For the circle on the right, what is the name of the part labelled:
   a) A? b) B? c) C? d) D?



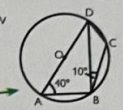
2) Are these statements true or false?
   a) Two radii always form a right-angled triangle.
   b) The perpendicular bisector of any chord can always be extended to form a diameter.

Now try these:

3) SRT is a tangent to the circle with centre P.
   Find the size of these angles:
   a) RWV b) TRP c) RPV d) TRV



4) In the circle with centre O and diameter AD, find the size of the angles: a) ADB b) ADC



Complete answers to each question

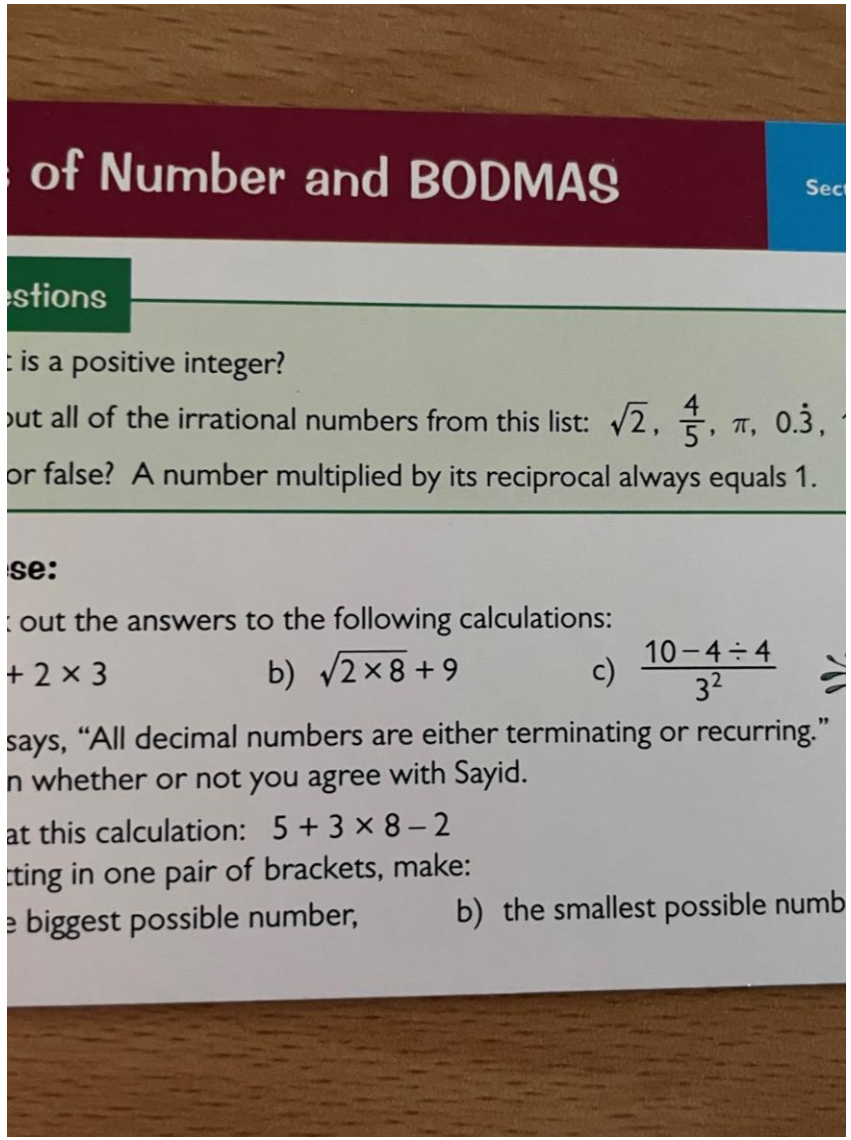
54. Circle Geometry

ANSWERS

1) a) Tangent b) Chord c) (Minor) segment d) Radius
2) a) False. (Two radii always form an isosceles triangle.)
   b) True. (The perpendicular bisector of any chord passes through the centre of the circle, so it can be extended to form a diameter.)
3) a) Angles in the same segment are equal, so RWV = RUV = 51°.
   b) A tangent and a radius meet at 90°, so TRP = 90°.
   c) The angle at the centre of a circle is twice the angle at the circumference, so RPV = 2 × RUV = 2 × 51° = 102°.
   d) Using the alternate segment theorem, TRV = RUV = 51°.
4) a) The angle ABD is a right-angle since it is the angle in a semicircle. So ADB = 180° – 90° – 40° = 50°.
   b) ABC = 90° + 10° = 100°. Opposite angles in a cyclic quadrilateral add up to 180°, so ADC = 180° – 100° = 80°.

TIP There's usually a bunch of ways to answer circle geometry questions. Make sure you explain all of your working in the exam to make sure the examiner can see what you're doing.

Handy tips on every card



of Number and BODMAS

Sec

estions

is a positive integer?

out all of the irrational numbers from this list: $\sqrt{2}$, $\frac{4}{5}$, π, $0.\dot{3}$,

or false? A number multiplied by its reciprocal always equals 1.

se:

out the answers to the following calculations:

+ 2 × 3 b) $\sqrt{2\times8}+9$ c) $\frac{10-4\div4}{3^2}$

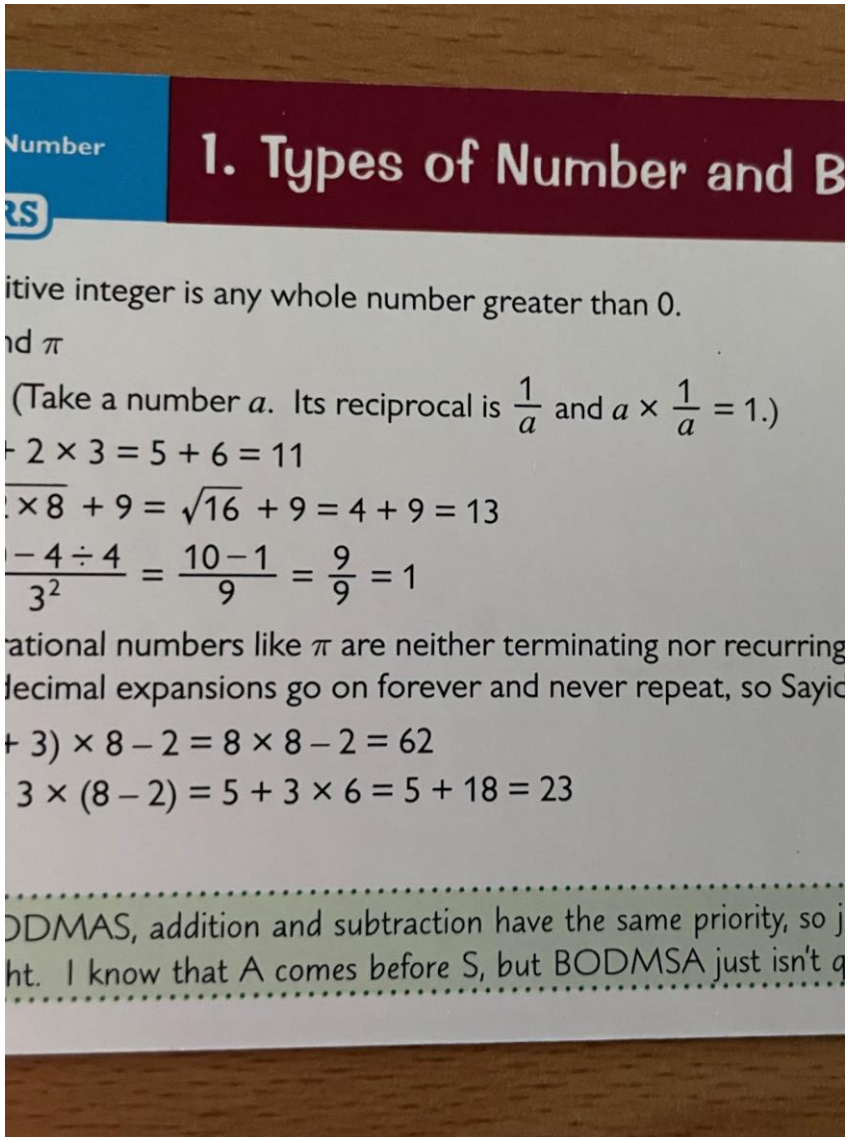
says, "All decimal numbers are either terminating or recurring."

n whether or not you agree with Sayid.

at this calculation: $5 + 3 \times 8 - 2$

tting in one pair of brackets, make:

e biggest possible number, b) the smallest possible numb



Number

RS

1. Types of Number and B

itive integer is any whole number greater than 0.

nd π

(Take a number a. Its reciprocal is $\frac{1}{a}$ and $a \times \frac{1}{a} = 1$.)

+ 2 × 3 = 5 + 6 = 11

$\sqrt{\times8} + 9 = \sqrt{16} + 9 = 4 + 9 = 13$

$\frac{-4\div4}{3^2} = \frac{10-1}{9} = \frac{9}{9} = 1$

rational numbers like π are neither terminating nor recurring

decimal expansions go on forever and never repeat, so Sayic

+ 3) × 8 – 2 = 8 × 8 – 2 = 62

3 × (8 – 2) = 5 + 3 × 6 = 5 + 18 = 23

ODMAS, addition and subtraction have the same priority, so j

ht. I know that A comes before S, but BODMSA just isn't q

Polygons

A polygon is a many-sided shape, and can be regular or irregular. A regular polygon is one where all the sides and angles are the same (in an irregular polygon, the sides and angles are different).

Regular Polygons

Here are the first few regular polygons. Remember that all the sides and angles in a regular polygon are the same.

Regular polygons have the same number of lines of symmetry and the same order of rotational symmetry as the number of sides (rotational symmetry is how many positions you can rotate the shape into so it looks exactly the same).

Interior and Exterior Angles

Questions on interior and exterior angles often come up in exams — so you need to know what they are and how to find them. There are a few formulas you need to learn as well.

For ANY POLYGON (regular or irregular):

INTERIOR ANGLE = 180° − EXTERIOR ANGLE

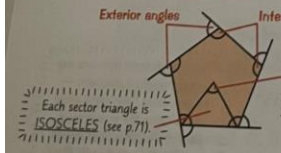
SUM OF EXTERIOR ANGLES = 360°

SUM OF INTERIOR ANGLES = (n − 2) × 180°

(n is the number of sides)

This is because a polygon can be divided up into (n − 2) triangles, and the sum of angles in a triangle is 180°. Try it for yourself on the polygons above.

For REGULAR POLYGONS only:



Each sector triangle is ISOSCELES (see p.71).

This angle is always the same as the exterior angles.

EXTERIOR ANGLE = $\frac{360°}{n}$

EXAMPLE The interior angle of a regular polygon is 165°. How many sides does the polygon have?

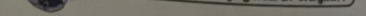
First, find the exterior angle of the shape: exterior angle = 180° − 165° = 15°

Use this value to find the number of sides: exterior angle = $\frac{360°}{n}$ so $n = \frac{360°}{\text{exterior angle}} = \frac{360°}{15°} = 24$ sides

I'm not making the obvious joke. We're both above that...

Learn all the formulas on this page, and which ones go with regular and irregular polygons.

Q1 Find the size of the interior angle of a regular decagon. [2 marks]



6 The term-to-term rule of a sequence is $u_{n+1} = \frac{-1}{2u_n}$. (5)

a) If $u_1 = 2$, find the values of the next three terms in the sequence.

.....

[2]

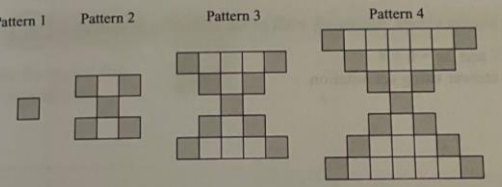
b) Write down the value of u_{50}.

.....

[1]

[Total 3 marks]

7 The patterns below are made up of grey and white squares.



a) Find an expression for the number of **grey** squares in the nth pattern. (4)

.....

[2]

b) Giles makes two consecutive patterns in the sequence.
He uses 414 grey squares in total. Which 2 patterns has he made? (6)

.....

[3]

c) Find an expression for the **total** number of squares in the nth pattern. (7)

.....

[3]

[Total 8 marks]

Tip

nce questions are all about spotting the pattern — don't be put off if it's one you haven't come before (examiners like to try and catch you off guard by throwing in things like roots and fractions). ight even come across a sequence where a numerator and denominator each follow a different rule.

Score

Sparx Maths — Higher Skills List

Number

Topic	Topic code	R	A	G
Calculating with roots and fractional indices	U851, U985, U772, U299			
Converting recurring decimals to fractions	U689			
Surds	U338, U663, U872, U499			
Rationalising the denominator	U707, U281			
Error intervals	U657, U301, U587			

Algebra

Topic	Topic code	R	A	G
Expanding triple brackets	U606			
Operations with algebraic fractions	U685, U457, U824			
Factorising quadratic expressions: ax^2+bx+c	U858			
Simplifying algebraic fractions	U294			
Factorising to solve quadratics equations	U228, U960			
Using the quadratic formula	U665			
Completing the square to solve quadratics	U397, U589			
Quadratic equations in context	U150			
Quadratic simultaneous equations	U547			
Index laws	U235, U694, U662			
Equation of a straight line: Perpendicular lines	U898			
Quadratic graphs: Turning points	U769			
Quadratic simultaneous equations on graphs	U875			
Exponential graphs	U229			
Exponential growth and decay problems	U988			
Trigonometric graphs	U450			
Graph transformations	U598, U487, U455			
Velocity-time graphs	U937, U562, U611			
Rate of change graphs	U638, U652, U862			
Estimating gradient from a curve	U800			
Estimating area under a curve	U882			
Equation of a circles and tangents	U567			
Linear inequalities as graph regions	U747			
Quadratic inequalities	U133			
Functions	U637, U895, U448, U996			
Recurrence relations	U171			
Quadratic sequences	U206			
Iteration and numerical methods	U434, U168			
Algebraic proof	U582			

Sparx Maths — Higher Skills List

Ratio and proportion

Topic	Topic code	R	A	G
Algebraic direct and inverse proportion	U407, U138			
Compound units: Density problem solving	U910			

Geometry

Topic	Topic code	R	A	G
Congruence proofs	U866, U887			
Enlargements	U134			
Describe combined transformations	U766			
Circle theorems: Angles inside a circle	U459, U251			
Circle theorems: Tangents and chords	U489, U130			
Circle theorems problems	U808			
Prove circle theorems	U807			
Volume of frustums	U350			
Volume: Problem solving	U543, U426			
Similar Shapes: Area and volume	U630, U110			
Pythagoras' Theorem in 2D and 3D	U385, U541			
Right-angled trigonometry: Problem solving	U319, U283, U545, U967			
3D trigonometry	U170			
The area rule	U592			
Sine rule	U952			
Cosine rule	U591			
Trigonometry and bearings	U164			
Vectors problems	U781, U560			

Probability

Topic	Topic code	R	A	G
Product rule for counting	U369			
Conditional probability	U246, U821, U806			
Probability from Venn diagrams	U476, U748, U699			

Statistics

Topic	Topic code	R	A	G
Averages	U877, U717			
Cumulative frequency diagrams	U182, U642			
Box plots	U879, U837, U507			
Frequency polygons	U840			
Histograms	U814, U983, U267			
Capture-recapture	U328			

Sparx Maths have revision lists

Practice, practice, practice

Past Papers

- Always attempt as if they are the real thing.
- Revisit work you are unable to do
- Keep completed papers and revisit as part of your revision

Topics you need to revise for Maths Year 10 Foundation

Converting units
Simplifying expressions
Reflection
Place Value
Converting FDP
Graphs
Patterns
Direct Numbers
Fractions
Probability
Solving equations & inequalities
SDT
Tree diagrams
Percentages
Stem & Leaf diagrams
3D shapes
Prime Factors

Rounding
Averages & Range
Multiplies
Ordering values
2D shapes
Drawing circles
Angles
Standard form
Angles in polygons
Function Machines
Two-way Tables
Inequality symbols
Scale drawings
Indices
Expanding
Factorising
Transformations
Midpoints of a line

It may seem like a lot but you have already been studying a lot of these topics since year 7

Topics you need to revise for Maths Year 10 Higher

Indices
Expanding
Factorising
Transformations
Area
Ratio
Midpoint of a line
Percentages
Cheaper options
Using a calculator correctly
Formulae
Box Plots
Fractions
Parallel lines and gradients
Estimation
Venn diagrams
Volume
Functions

Prime Factors
Direct numbers
Tables
Formula's
Proof
Plotting graphs
Probability
Simultaneous equations
Proportion
Histograms
Sectors of circles
Solving equations
Surds
Surface Area
Sequences
Circles
Satisfying an inequality

It may seem like a lot but you have already been studying a lot of these topics since year 7

Topics you need to revise for Maths Year 9 Higher

Primes, LCM, HCF, Powers
Rounding SF & Estimation
Laws of indices
Standard form
Simple, Reverse, Change
Sharing ratio
Scales/Maps
Speed
Rate & Exchange rate
Direct & Indirect
Linear Expressions
Expanding Expressions
Changing the subject
Liner equations
Simultaneous Equations
Expand& factorise quads
Gradients & Intercepts
Graphs for constant rate
Quadratic Graphs

Perimeter and Area of 2D
Circumference and Area
Nets of 3D Volume & Surface Area
Perpendicular Bisectors
Perpendicular lines
Angle Bisectors & Loci
Mode, Median, Mean, Range
Probability of events
Combined & mutually exclusive
Venn diagrams
Union & Sets
Parallel lines
Transformations
Congruence & Similarity
Enlargements & Scale
Pythagoras Theorem
Trigonometry with Ratio

It may seem like a lot but you have already been studying a lot of these topics since year 7

Topics you need to revise for Maths Year 9 Foundation

Primes, Factorisation, LCM, HCF, Powers & Roots
Rounding
Simple interest
Percentage inc & dec
Application of ratio
Sharing ratio
Scales/Maps
Understanding Fractions
Improper/ Mixed
Equivalent FDP
Fraction of quantity
Convert Improper/mixed Fractions
Combined operations
Convert between FDP
Meaning of %
Percentage change
Value added tax
Angles & unknown angles
Reflection & rotation Symmetry

Properties of angles
Parallel lines
Quads & Polygons
Letters to numbers Creating expressions
Simplifying linear expressions
Factorisation
Patterns & Proof
Brackets
Inequalities
Cartesian Coordinates
Linear and Non graphs
Perimeter & Area
Circumference & Area
Surface area & volume
3D Nets
Collection & organise data
Pictograms, lines, bars
Scatter graphs
Mean, Mode, Median, Range

It may seem like a lot but you have already been studying a lot of these topics since year 7

Y10 Business Assessments – June 2023

Content to be covered:

1.1 The role of business enterprise and entrepreneurship
1.2 Business planning
1.3 Business ownership
1.4 Business aims and objectives
1.5 Stakeholders in business
1.6 Business growth
5.3 Cost, Revenue and Profit

2.1 The role of marketing
2.2 Market research
2.3 Market Segmentation
2.4 The marketing mix

See student revision guide checklist for more detail on individual components

Key Resources and Suggested Revision Support

- www.tutor2u.net (including YouTube videos)
- www.gcsebusiness.com
- www.revisionstation.co.uk
- GCSE Business - BBC Bitesize

Y10 Computer Science Assessments – June 2023

Content to be covered:

Paper 1:
1.1 Systems Architecture
1.2 Memory and storage
1.3 Computer networks, connections and protocols
1.4 Network security

Paper 2:
2.1 Algorithms

See student revision guide checklist for more detail on individual components

Key Resources and Suggested Revision Support

- Isaac Computer Science for GCSE (teachcomputing.org)
- (12) Craig'n'Dave – YouTube
- GCSE Computer Science - BBC Bitesize

Revision

Revision

Reviewing and studying work and information that **has already been learned.**

The purpose of revision is to:

- reinforce and consolidate learning
- gain a deeper understanding of the subject matter
- identify areas of weakness
- improve memory retention.
- prepare for success on exams or assessments.

Revision is not learning a topic for the first time because it was missed out.

Repetition

Start early

- Plan the time between now and the exams
- Little and often is best
- Cramming the night before does not work
- Leaving it till the week before the exam is too late – there is too much content to cover and this leads to feeling overwhelmed

- Students need to be revising NOW

Space to revise

A quiet area at home – bedroom, corner of the living room, kitchen table…

- Revision guides
- Class books
- Topic checklists
- Flash cards
- Paper or a notebook
- Pens and colours
- Highlighter pens
- A folder with dividers and pockets to keep notes and flashcards organised

Know **what** to revise

Work covered in the subject this academic year

Subject Teams contain past lessons

Revision checklists from subjects

Revision guides and materials have been provided to Year 10 students

What have we provided for students?

- Science – Combined Science Revision guide
- Biology, Chemistry, Physics Revisions guides
- English – texts, anthologies
- Maths – revision guide, workbook, flash cards
- German - revision guide, workbook, access to textbook via Kerboodle
- PE – revision booklets
- Geography – revision guide
- History – revision booklets including revision mind maps, revision guides / workbooks (*will be given in Year 11*)
- RE – revision guide

Know **when** to revise

- Revision homework will be set by teachers
- Independent revision is also essential
- Regular, short chunks of time – 20-30 minute sessions with 5 minute breaks
- Interleaved learning – switch between topics

Set realistic goals

Students are not going to:

- revise an entire topic in one evening
- be able to make perfectly beautiful flash cards for every thing you need to know
- memorise everything instantly
- become an expert overnight

Students are going to have to:

- put effort into revision over a long period of time
- be selective – what are the most important parts that need to be learned?
- start with topics that are more challenging
- demonstrate resilience

- Not specific enough
- Subject blocks are too large
- No revision in the lead up the exams
- No revision for English

Year 10 Revision Timetable – a poor example

Week beginning	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
01/05/23				Science	Science	Science	Science
08/05/23	Science	Science	Science	Science	Science	Science	Science
15/05/23	Maths	Maths	Maths	Maths	Maths	Maths	Maths
22/05/23	German	German	German	English	PE	PE	PE
29/05/23 Half Term	History	History	History	History	History	Geography	Geography
05/06/23	Geography	Geography	Geography				
12/06/23	**English Language** Geog Paper 1	**Maths Paper 1** History Paper 1	**Combined Science** **Science – Biology** Business RE Paper 1 History Paper 2	Physics – Triple German Paper 1	**Maths Paper 2** Comp Sci Paper 1		
19/06/23	Geog Paper 2 German Paper 2F	GCSE PE Comp Sci Paper 2 RE Paper 2	German Paper 2H **Combined Science** **Chemistry Triple**	**English Literature**	Art		

Highlight your exams

Better

- Topics are identified with page numbers or resources
- More than one subject per night in small chunks
- Revision for English is included
- Timed sessions

Year 10 Revision Timetable

Week beginning	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
01/05/23							
08/05/23	Biology – B3 Enzymes Chem – C1 atomic structure	Maths – Algebra 30 mins Physics - circuits 30 mins	English Lang Q5 30 mins German - vocab 30 mins	Eng Lit An Inspector Calls 30 mins x 2	History Medicine 40 mins		
15/05/23	Make flash cards from pg 34-38 in Chem revision guide – 20 minutes	Mind map of conflict poems 60 mins					
22/05/23							
29/05/23 Half Term							
05/06/23							
12/06/23	**English Language** Geog Paper 1	**Maths Paper 1** History Paper 1	**Combined Science** **Science – Biology** Business RE Paper 1 History Paper 2	Physics – Triple German Paper 1	**Maths Paper 2** Comp Sci Paper 1		
19/06/23	Geog Paper 2 German Paper 2F	GCSE PE Comp Sci Paper 2 RE Paper 2	German Paper 2H **Combined Science** **Chemistry Triple**	**English Literature**	Art		

Highlight your exams

Active revision techniques

The best ones are:

- Q and A flash cards
- Mind maps – organising topics in a visual way
- Practise exam questions
- Teaching someone else

Making flash cards

Phrase the idea as a question

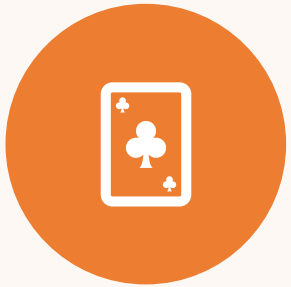
Keep the information concise - one question per card

Link to the specification – what EXACTLY do you need to know?

Use of colour / silly images

Different colours for different subjects

Using flash cards



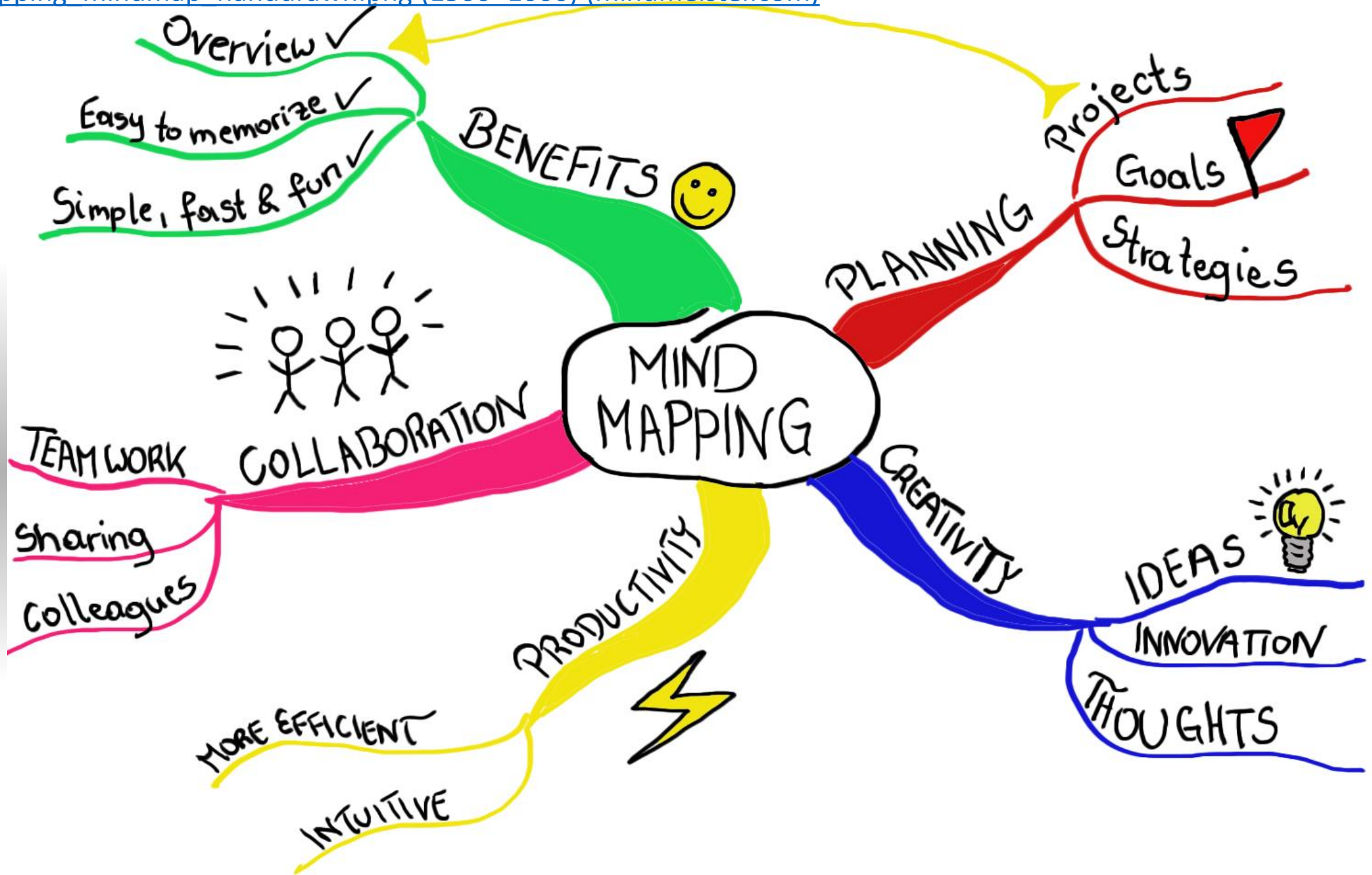
Test yourself: Shuffle the flashcards and test yourself on the information. Keep track of which cards you get right and wrong so you can focus on the areas that need more work.

Repeat often: Focus on weak areas

Use active recall: Recall the answer on the back before looking at it

Combine with other techniques: Use them to answer practice questions

MindMapping_mindmap_handdrawn.png (1500×1000) (mindmeister.com)



Practice questions

Exam questions and mark scheme answers

Use them to create flash cards or mind maps

Use mark schemes to write perfect answers then condense down into memorable notes

Examination technique

- Knowing how to answer the question
- What is the question looking for?
- Command words – what do they mean?
- Timed questions

Recall and apply

There are different types of exam question and assessment

Some are ***simple recall*** questions

Examples:

- **State** the equation to calculate kinetic energy
- **Describe** the structure of an atom of carbon-12

Some questions involve ***applying knowledge*** to an unfamiliar context that won't have been studied in lesson.

This involves students being able to recognise the area of the topic that is being tested, recall their knowledge of that topic or skills and then apply it to the new situation or question. This often happens in Science, English Language etc.

Students are taught how to answer questions in each subject, as the expectations can be different.

Science application question

Q1.

A student carried out an investigation using chicken eggs.

This is the method used.

1. Place 5 eggs in acid for 24 hours to dissolve the egg shell.
2. Measure and record the mass of each egg.
3. Place each egg into a separate beaker containing 200 cm^3 of distilled water.
4. After 20 minutes, remove the eggs from the beakers and dry them gently with a paper towel.
5. Measure and record the mass of each egg.

Table 1 shows the results.

Table 1

Egg	Mass of egg without shell in grams	Mass of egg after 20 minutes in grams
1	73.5	77.0
2	70.3	
3	72.4	
4	71.6	73.1
5	70.5	

(a) Another student suggested that the result

Do you agree with the student? Give a re

(b) Calculate the percentage change in mass

(c) Explain why the masses of the eggs incre

(2)

(d) Explain how the student could modify the investigation to determine the concentration of the solution inside each egg.

(3)

Calculate means to perform a maths calculation.

Explain in Science means to **describe what happens and why it happens**, using a scientific idea. Data should be included if appropriate.

Chicken egg shells contain calcium. Calcium ions are moved from the shell into the cytoplasm of the egg.

Table 2 shows information about the concentration of calcium ions.

Table 2

Location	Concentration of calcium ions in arbitrary units
Egg shell	0.6
Egg cytoplasm	2.1

(e) Explain how calcium ions are moved from the shell into the cytoplasm of the egg.

Students have not studied this particular investigation but should recognise that the question is about osmosis, which they have learned about and is a Required Practical.

They need to recall what osmosis is, how it works and apply these ideas to this question.

This question also involves working scientifically skills, Maths and then goes on to a section on transport in cells.

Masses increased as water moved into the eggs by **osmosis.** Water moves from the dilute solution to the more concentrated solution in the egg across the partially permeable membrane.

https://www.aqa.org.uk/resources/science/gcse/teach/command-words

Command words (Science)

Command words are the words and phrases used in exams that tell students how they should answer a question.

The following command words are taken from Ofqual's official list of command words and their meanings that are relevant to this subject. In addition, where necessary, we have included our own command words and their meanings to complement Ofqual's list.

Command words marked * are new for teaching from 2016.

Calculate
Students should use numbers given in the question to work out the answer.

Choose*
Select from a range of alternatives.

Compare
This requires the student to describe the similarities and/or differences between things, not just write about one.

Complete
Answers should be written in the space provided, for example, on a diagram, in spaces in a sentence or in a table.

Define*
Specify the meaning of something.

Describe
Students may be asked to recall some facts, events or process in an accurate way.

Design*
Set out how something will be done.

Determine*
Use given data or information to obtain and answer.

Draw
To produce, or add to, a diagram.

Estimate
Assign an approximate value.

Evaluate
Students should use the information supplied as well as their knowledge and understanding to consider evidence for and against.

Explain
Students should make something clear, or state the reasons for something happening.

Give
Only a short answer is required, not an explanation or a description.

Identify*
Name or otherwise characterise.

Justify
Use evidence from the information supplied to support an answer.

Label
Provide appropriate names on a diagram.

Measure*
Find an item of data for a given quantity.

Name
Only a short answer is required, not an explanation or a description. Often it can be answered with a single word, phrase or sentence.

Plan*
Write a method.

Plot*
Mark on a graph using data given.

Predict*
Give a plausible outcome.

Show*
Provide structured evidence to reach a conclusion.

Sketch*
Draw approximately.

Suggest
This term is used in questions where students need to apply their knowledge and understanding to a new situation.

Use
The answer must be based on the information given in the question. Unless the information given in the question is used, no marks can be given. In some cases students might be asked to use their own knowledge and understanding.

Work out*
Students should use numbers given in the question to work out the answer.

Write
Only a short answer is required, not an explanation or a description.

History Practice Questions

In History we teach students HOW to answer each question by unpicking the **command words**.

We also support students with how to structure their answer using **structure strips**.

Homework:

Practise Exam Question 1

1. **Describe** two features of William's troops at the Battle of Hastings. (4 marks)

Paper 2B: Normans Q5a:

Describe 2 features of [4]

Feature 1:

Identify the first feature of [Q's focus] – "one feature of [x] was..." ☐

Describe the feature using detailed knowledge (2 pieces of info / facts) ☐

Feature 2:

Identify the second feature of [Q's focus] – "A second feature of [x] was..." ☐

Describe the feature using detailed knowledge (2 pieces of info / facts) ☐

Remember

5 Minutes MAXIMUM

Describe in History means to write down what you know about a topic, using details from your historical knowledge.

William's troops at the Battle of Hastings is the topic that students will need to write about.

'two features of' means that you need to write about two different points.

Mark Scheme:

Target: Knowledge of key features and characteristics of the period. AO1: 4 marks

Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.

Structure strips show students how they should put together their answer.

We teach them to use the question as their start of their answer: *'One feature of William's troops at the Battle of Hastings was...'*

We also provide sentence starters for students who need them.

Paper 2B: Normans Q5a:

Describe 2 features of [4]

Feature 1:

Identify the first feature of [Q's focus] – "one feature of [x] was..." ☐

Describe the feature using detailed knowledge (2 pieces of info / facts) ☐

Feature 2:

Identify the second feature of [Q's focus] – "A second feature of [x] was..." ☐

Describe the feature using detailed knowledge (2 pieces of info / facts) ☐

Remember

5 Minutes MAXIMUM

History Practice Questions

Some questions have to be answered in a particular way.

In History, '**How far…**' means how much do you agree. Students are taught that they need to **write a balanced answer**, showing more than one side to the argument.

For this question, students are also given **2 prompt bullet points**. They should use these within their answer, but they also HAVE to use their **OWN KNOWLEDGE** or they lose marks.

Practise Exam Question - Part (c) question

To evaluate the most important reason why Harold and the English lost, and William and the Normans won the Battle

Answer the following practise exam question:

(c) 'The main reason for the English defeat at the Battle of Hastings was superior Norman tactics'.
How far do you agree?
Explain your answer.
You may use the following in your answer:
- The feigned retreat
- The shield wall

You must also use information of your own. (16 marks)

For higher level answers, you need to evaluate and compare reasons. Which of your reasons is the most important and why?

Sentence starters:

One reason why the English were defeated at the Battle of Hastings was because of the Normans' superior tactics. One of these was the feigned retreat. This meant that…

An example of one of the English successes at the Battle of Hastings was the use of the shield wall. This caused problems for William and the Normans' because…
However, William and the Normans were able to break through the shield wall by….
This led to their victory because…

Another reason why English were defeated at the Battle of Hastings was because of …
(Choose another reason from your list of factors here which led to the Normans' success)

Overall, the most important reason why English were defeated at the Battle of Hastings was because…
This was the most important reason because…

Paper 2B: Normans Q5ci or ii:

Statement – Agreement [16]

Eg: [Statement] of / for [x]. How far do you agree? [16]

Remember

You need to make a clear judgment about how far you agree
You need a balanced essay that agrees and disagrees
Specific knowledge: Dates, groups, actions, events etc

Paragraph 1 (Agree with statement)
- Intro 1st bullet point you're talking about and how it supports / agrees with the statement in Q ☐
- Specific own knowledge to support the bullet point ☐
- Mini conclusion linking back to the statement in agreement ☐

Paragraph 2: (Disagree with statement)
- Intro 2nd bullet point and how it disagrees with the statement *(repeat statement)* ☐
- Specific own knowledge to support the bullet point ☐
- Mini conclusion linking back to the statement in disagreement ☐

Paragraph 3: (Agree or disagree)
- Introduce *your own* 3rd example making it clear if it agrees/disagrees with the statement in Q ☐
- Specific own knowledge to support the bullet point ☐
- Mini conclusion linking back to the statement in disagreement ☐

Paragraph 4 (CONCLUSION)
- Give your final judgement in relation to the Q "To a larger / lesser extent I agree that… ☐
- Show an awareness of the counter argument "despite [x] and [y] ☐
- Explain why you reached your ultimate judgement ☐

History Command Words

Describe	Writing about what you know about a topic in history in your own words.
Explain	Giving reasons for something, or why something happened.
How far	How much do you agree. Students are taught that they need to write a balanced answer, showing more than one side to the argument.
Similarity	Writing about things which are the same across different time periods.
Difference	Writing about things which have changed across different time periods.
Cause	A reason why something happens – *for example: a cause of William's victory at the Battle of Hastings was his well-equipped soldiers and strategic planning.*
Consequence	Something that happens as a result of something else – *for example: a consequence of Harold Godwinson's death at the Battle of Hastings was a lack of leadership and the English defeat.*

Geography Practice Questions

When students first see an exam question, they should use the BUG technique to understand it. They are encouraged to annotate it and plan for longer questions.

Box – Draw a box around the command word.
Underline – Underline any key words.
Go Back – Read the question again to check understanding.

To what extent are there opportunities for development in a hot desert environment? (9 Marks)

Thar Desert, must give specific facts.

Give both sides of the argument (opportunities and challenges) and come to a conclusion.

Opportunities = tourism, farming, energy development, mining.
Challenges = extreme temperature, lack of water, poor accessibility and soil erosion.

Introduction: Introduce Thar Desert, describe what hot deserts are like.
Paragraph 1: Explain 2 opportunities using 'this means that' and 'as a result of this'.
Paragraph 2: Explain 2 challenges using 'this means that' and 'as a result of this'.
Conclusion: Are there more opportunities or challenges?

Geography Practice Questions

Students are taught to understand command words so they can correctly answer the question. The common command words used in Geography are:

Command Word	Meaning
Describe	Say what you can see in the image/figure OR if there is no image you should say what you know.
Explain	Use **'this means that'** and **'as a result of this'** to talk about a point in detail.
Compare	Use 'whereas' to look at the differences between two or more things.
Assess	Give reasons for and against to come to a decision.
To what extent	Give both sides of the argument and come to a conclusion.

What other resources are there?

Online resources

- **Seneca**
- Sparx Maths
- Century
- DigitalTheatre+
- Kerboodle
- Mathswatch
- All lessons on Subject Teams

https://app.senecalearning.com/

Seneca

- Learn 2x Faster
- Seneca's groundbreaking research involved 1,120 students and was published in the peer reviewed academic journal IMPACT. The study found that students using Seneca performed 105% better than peers studying using revision guides alone.
- **Teachers will set assignments for students to complete as homework**

How can the parent platform help teachers? | Seneca Learning Help Center

SCAN ME

CENTURY

CENTURY | Online Learning | English, Maths and Science

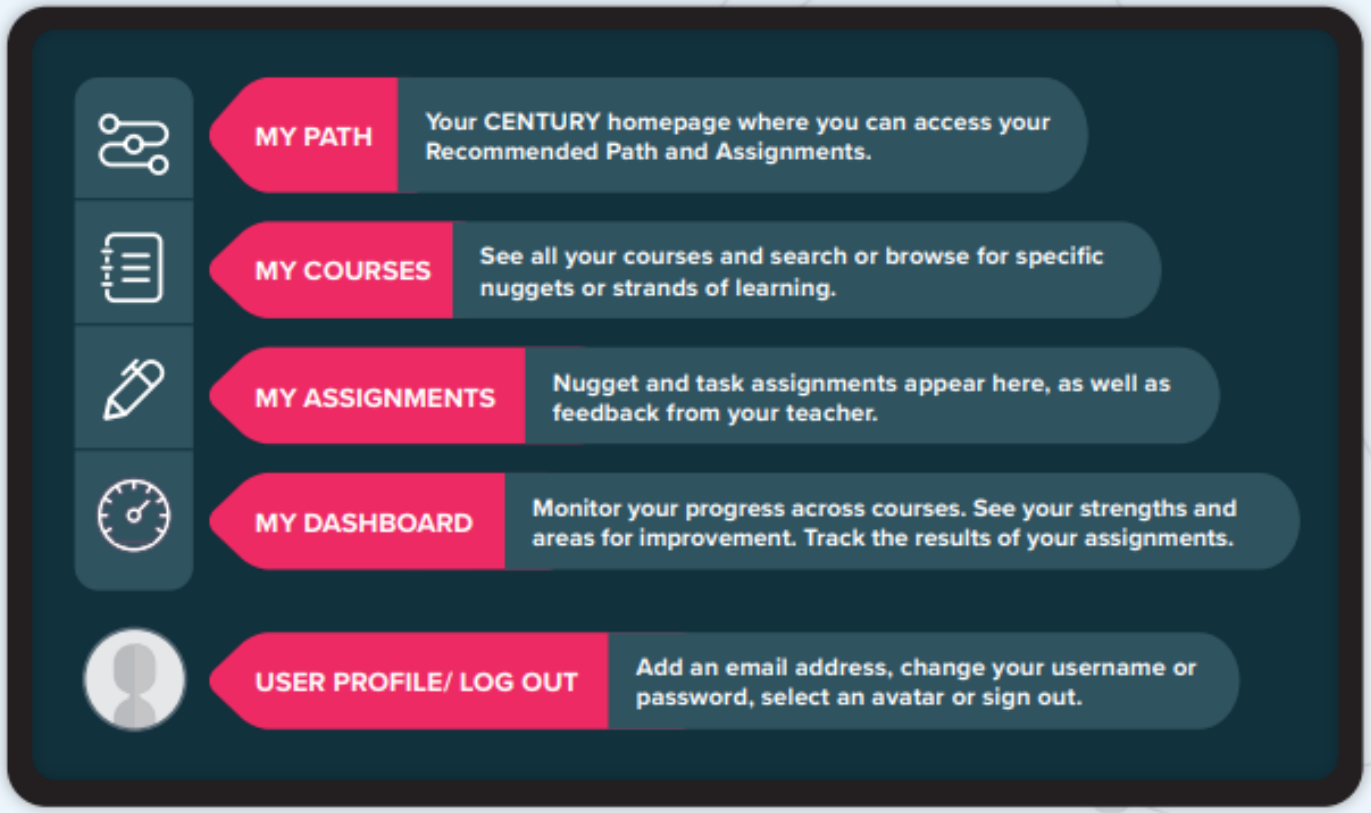
What is CENTURY?

CENTURY is an intelligent learning platform which uses learning science, artificial intelligence and neuroscience to create adaptive learning pathways for students.

What subjects are covered?
English, maths and science up to GCSE as well English and maths functional skills courses.

What does it do?
Through initial diagnostic assessments, CENTURY identifies your knowledge gaps and misconceptions and pushes relevant micro-lessons (or 'nuggets' as we call them) into your learning pathway. The pathway is adaptive and will learn how you learn. You will also be able to use CENTURY to complete assignments set by your teacher.

Where can I get support?
If you need help, ask your teacher who can speak to the team at CENTURY.



MY RECOMMENDED PATH

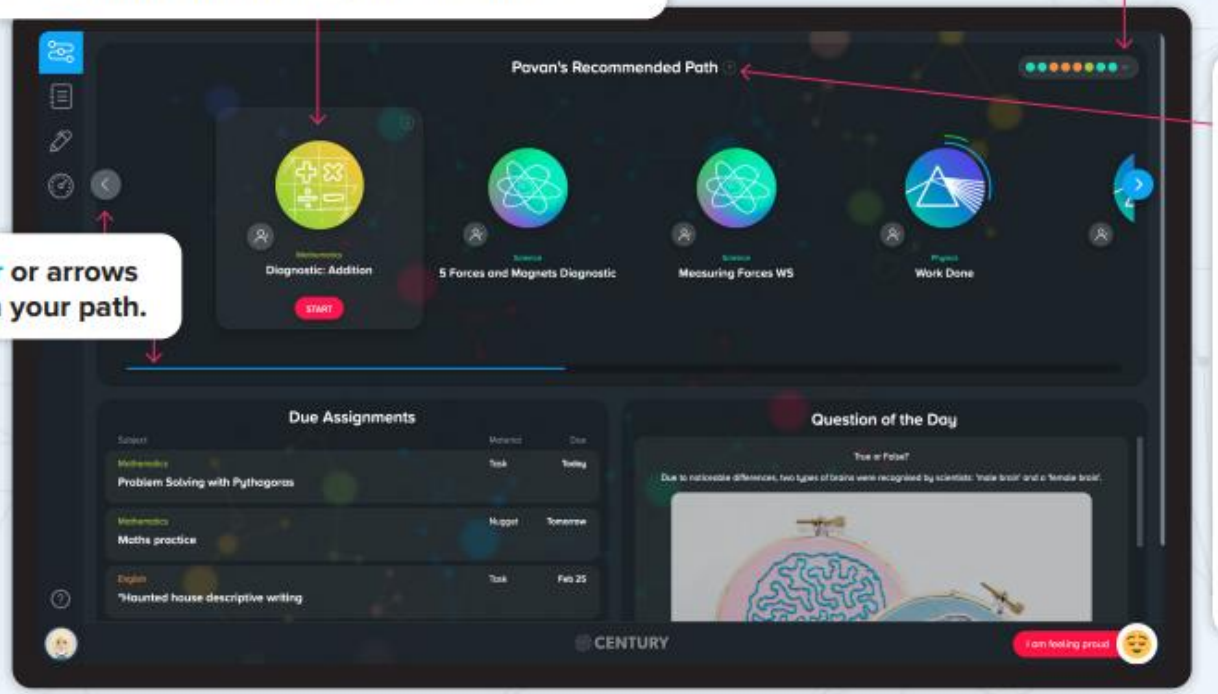
Find nuggets suggested by AI and set by teachers.

1

'Diagnostic' nuggets are mini assessments at the start of a topic which help CENTURY identify and then fill any gaps in knowledge or address misconceptions. If you immediately move onto another diagnostic, well done, that means you scored 100%.

2

Filter which courses you see in your path.



Use the blue bar or arrows to scroll through your path.

3

Click here to see a key for the pathway symbols. Discover why a nugget is appearing in your path.

CENTURY

TOP TIPS FOR LEARNERS

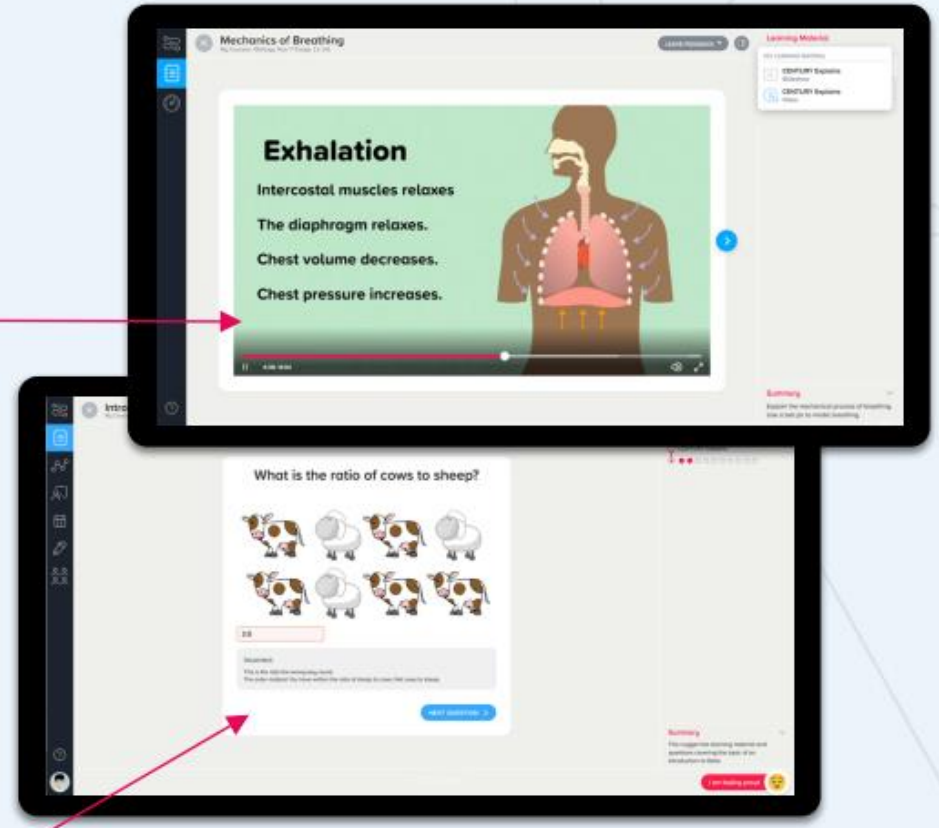
Make notes! Especially of new information, key words or example questions.

Watch the video before answering the questions. Pause the video to answer practice questions.

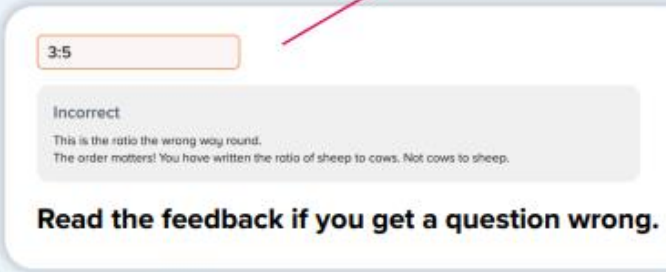
Mix it up! Work on nuggets in different subjects.

CENTURY'S AI will work better if you do things by yourself.

Revising little and often helps your brain make stronger connections.

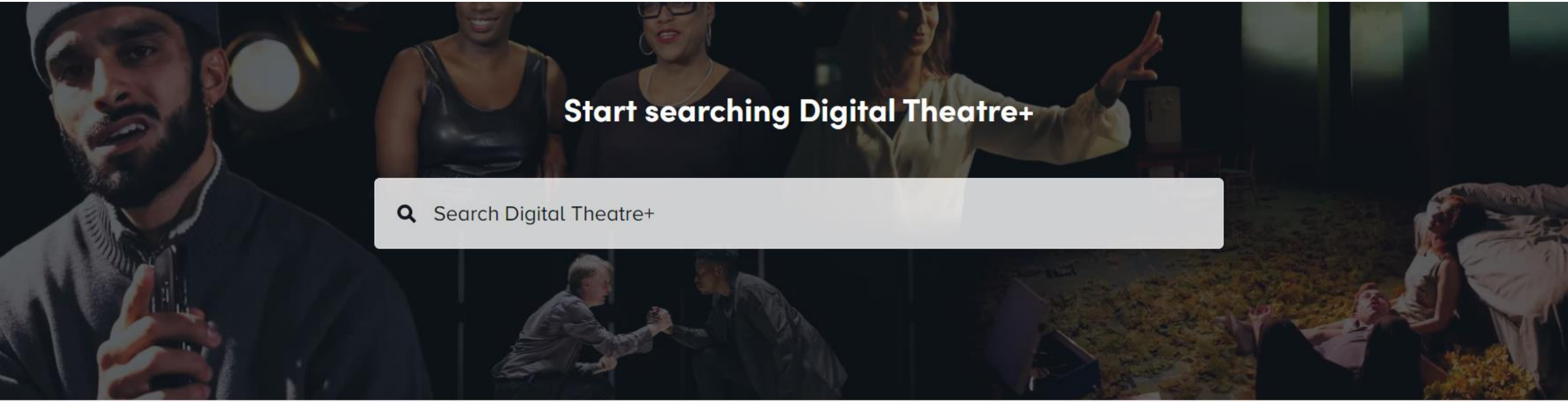


Stuck? Go back to the Learning Material.

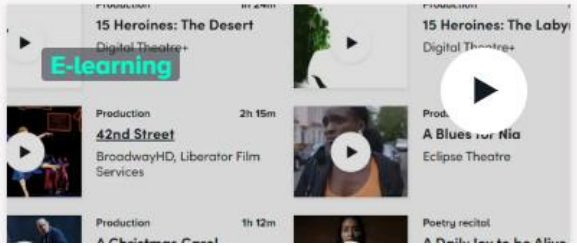


Read the feedback if you get a question wrong.

Try again if you aren't happy with your score.


Start searching Digital Theatre+
Search Digital Theatre+

What's New?


E-learning
15 Heroines: The Desert
Digital Theatre+
15 Heroines: The Laby
Digital Theatre+
Production
2h 15m
42nd Street
BroadwayHD, Liberator Film Services
Eclipse Theatre
Production
1h 12m
Poetry recital


Series


Series


Production

Being ready for exams

1. Be on time for school
2. Know what exams are being taken that day
3. Know the regulations – no phones, watches, empty pockets
4. Clear pencil case, water bottle with no label or writing
5. Have the correct equipment – see below
6. Bring revision materials to revise in lessons when there is no exam

- Black pen (plus a spare)
- Pencil
- Ruler
- Rubber
- Calculator for Science and Geography exams and the calculator Maths exam
- Protractor and compass for Maths

Self care

- Eat
- Drink water
- Take breaks
- Sleep
- Be kind to them, encourage them to be kind to themself
- Talk

Tuesday 16th May 5-6.30pm

Information evening delivered by Mindful Life Counselling to parents/carers on how to support their child with exam/revision stress

A message will be sent tomorrow via Edulink on how to sign up

Positivity

- The power of ‘yet’
- Getting started is the hardest part
- Doing something – **anything** – is better than doing nothing

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Take home messages

- Support your child with knowing:
  - What exams they are taking
  - When they are
  - Where to find what to revise
- Create time and space for revision at home
- Make a revision timetable with your child and stick to the plan
- Short, manageable chunks of revision, with breaks
- **Sign up to Seneca and monitor your child's homework and revision**
- Get them what they need for exams
- Remind your child – they are not expected to know everything YET, but they do need to work at it

Questions?

Please complete the short survey to give us some feedback.

Thank you for attending.