

ISLEWORTH & SYON SCHOOL

Year 11 Raising Standards Evening
Tuesday 26 March



OUR VISION IS TO BE
'OUTSTANDING IN EVERY RESPECT'
THROUGH THE CONSTANT DRIVE
FOR EXCELLENCE ACROSS
THE SCHOOL.

'TOGETHER WE LEARN,
ACHIEVE AND SUCCEED'.

School Aims

We aim to ensure that our students are:

- **Successful learners** that are cared for in a happy, safe, challenging and rich learning environment;
- Autonomous and resilient learners who **strive for excellence** and fulfil their potential both educationally and personally;
- Offered a rich range of **academic, creative and sporting opportunities**, within an environment that recognises our long history and established traditions;
- **Responsible citizens**, with the skills, knowledge and understanding to contribute to society and to their community;
- **Well-mannered, considerate, ambitious and confident** young men ready to **enjoy success** in the world of work and leisure.

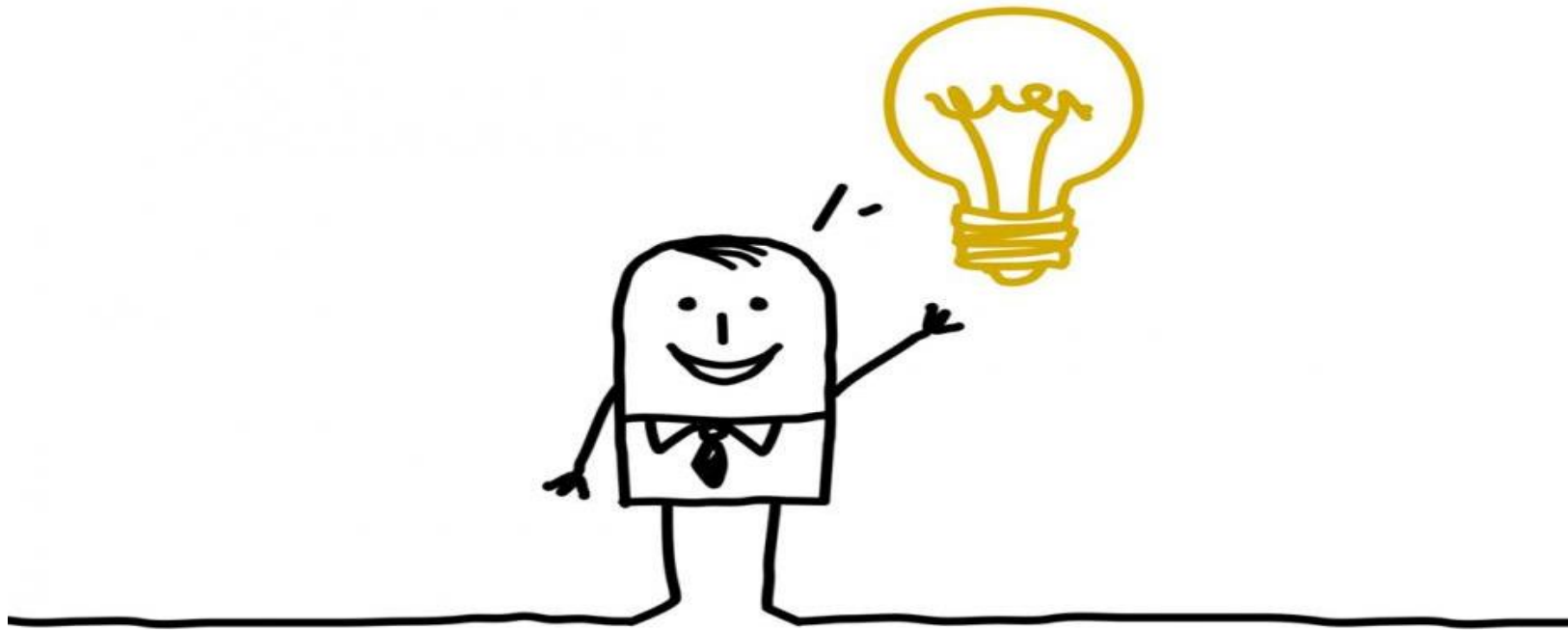
Your Pack

- Exam grades and final projected grades
- Student Specific Exam timetable - *Please note statement at the bottom of sheet regarding Students legal names.*
- Generic Exam, Lessons and Revision Timetable
- A Revised Revision Guidance - this will also be sent electronically
- Subject Specific Revision Resources
- Parent Revision Support Pack

The Basics

1. It's never **too late** to start revising.
2. **Be clear** and honest: (a) know the examination board and programme of study (b) obtain the personalised learning checklists (PLC) for each subject
3. Get your **head out of the sand**: know your target grades / levels. How can you achieve your target levels / grades? Which subjects do you need to revise more than others?
4. Design a **revision timetable**: weekly (2 hours each evening) and weekend / holiday (4 hours each day).
5. Find a **quiet place to study** (home; local library): de-clutter the study space
6. Commit to studying **something difficult** each evening, every day.

Top 10 Tips to Support Your Child Through Their Exams



How Can You Help Your Child and Prepare Them to Perform?

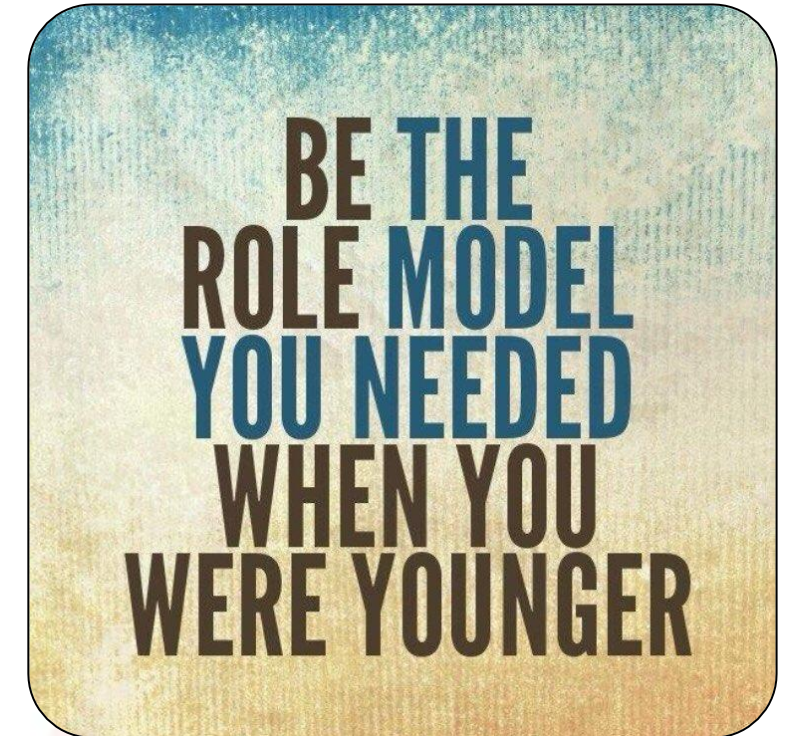
- Being a role model
- Help them set goals
- Keep them active
- Healthy eating
- Time out
- Sleep patterns
- Unplugging
- Staying cool & calm
- Belief
- Be supportive

Each day you can support your child to make choices which can impact how they perform during the exam period

1. Being a Role Model

Set a good example by modelling the behaviour you want your child to adopt..

- Planning for the week
- Eating healthily and well
- Keeping hydrated
- Leading an active life
- Staying calm
- Being organised
- Good sleep habits



2. Goal Setting

- **Encourage** them to keep their goals planner visible - e.g. printed and displayed on their bedroom wall
- **Help focus** them and talk to them about their goals regularly
- Give **positive reinforcement**
- Connect with them about **'why'** and **'what'** they want to achieve



3. Keeping Active

- Encourage them to keep active on a **daily** basis
- Carry out exercise in manageable chunks e.g. 3 x 20 min sessions throughout the day
- Plan to do **active things together** on a weekend
- Go out for a walk together and get some fresh air
- Help them plan out their weekly exercise schedule in advance
- After exercise your brain functions well, so encourage a revision session afterwards

60
Minutes
Per Day



4. Healthy Eating

- Avoid high sugary and fatty foods or drinks
- Aim to eat clean, **fresh and healthy** foods
- Have a couple of 'treat' meals or meals out per week
- Eat breakfast everyday
- **Hydration** is key to brain functioning so make sure your child carries a bottle of water with them



MIGHTY MAGNESIUM

Green vegetables

Nuts

Pulses

Fish

Bananas

UP THE B'S & OMEGA 3'S

Will give you an energy boost

Green vegetables

Asparagus / Spinach

Broccoli

Yoghurt

Chicken / Salmon

Whole Grains / Brown rice

Almonds / Pecans

Eggs

5. Time Out

- Encourage them to build in opportunities to take some time out every week, away from study. For example:
 - Going out for food
 - Seeing friends
 - Having a bath
 - Listening to music
 - Reading a book
 - Doing a hobby
 - Going shopping
 - Going to the cinema



TAKING TIME OUT

IS AS IMPORTANT AS PUTTING TIME IN

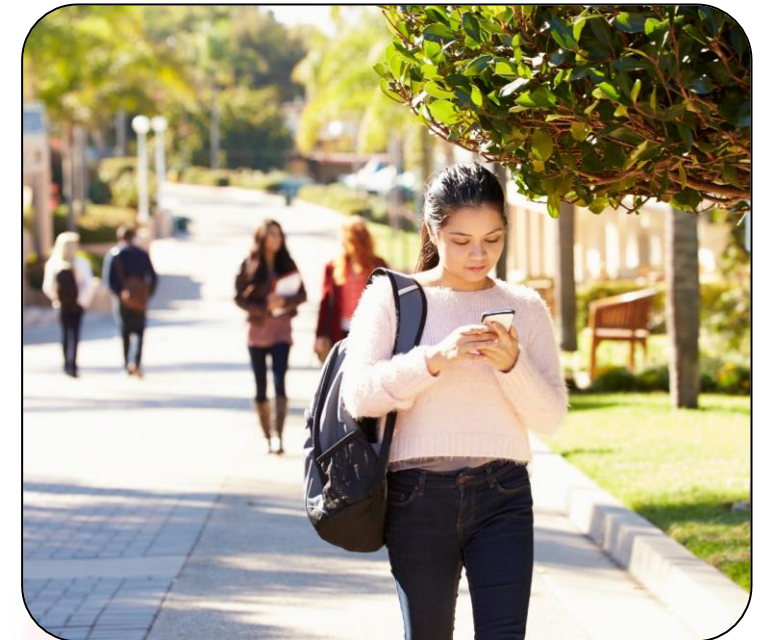
6. Sleep Patterns

- Young people need between 8 - 9 hours sleep per night
- Help your child create a relaxing evening routine
- Make sure they don't eat too late at night
- Avoid giving them caffeine or sugary drinks late at night
- Make sure they don't work or revise too late before going to bed



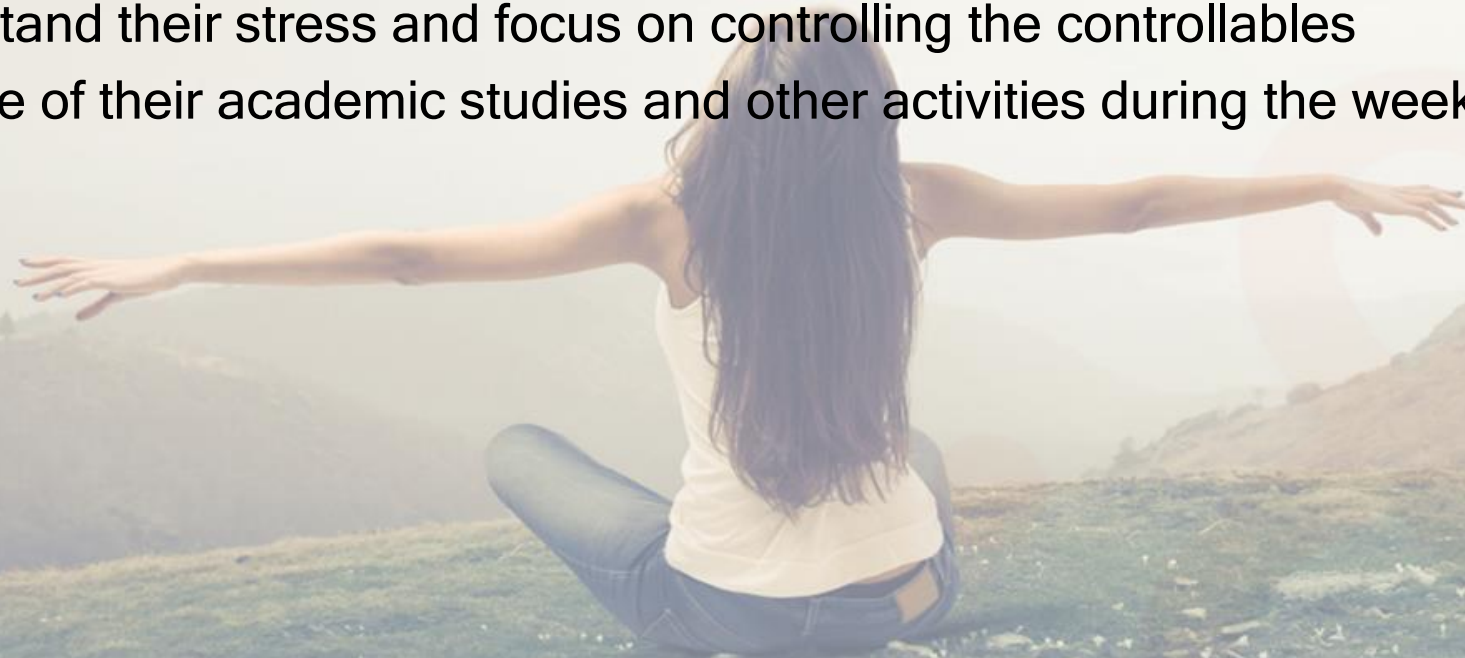
7. Unplugging

- Encourage them to unplug from technology everyday
- Help them switch off from technology at least 30 mins -1 hr before going to sleep
- Make sure they put their phone away and on silent, while they are concentrating on tasks / revision / homework
- Help them learn to have the control to not be obsessed with their phone
- Choose some time each day/week to switch off and unplug from technology with them




8. Staying Cool & Calm

- Set a good example by staying calm yourself
- Create a relaxing environment for your child
- Help them plan out coping strategies to deal with their stress
- Give them positive distractions away from studying
- Help them understand their stress and focus on controlling the controllables
- Promote a balance of their academic studies and other activities during the week



9. Growth Mindset

- Give them positive reinforcement
- Boost their confidence daily
- Celebrate any successes and reward them e.g. if they have achieved their mini-goals
- Show them how proud of them you are
- Highlight things to make them feel good
- Give them the belief in themselves to help them achieve

A person with long dark hair, wearing a light-colored long-sleeved shirt, is seen from behind, holding a string attached to a large red balloon. The background is a bright, hazy sunset over a body of water, with the sun low on the horizon. The overall mood is hopeful and aspirational.

**BELIEVE
YOU CAN
& YOU'RE
HALFWAY
THERE.**

10. Be Supportive

- Be a good listener
- Be approachable
- Encourage them to take breaks in between revision
- Show some understanding of what they are going through
- Help them deal with their emotions & feelings
- Offer caring advice
- Just be there for them!

Reflect and discuss: How Can You Help Your Child and Prepare Them to Perform?

- Being a role model
- Help them set goals
- Keep them active
- Healthy eating
- Time out
- Sleep patterns
- Unplugging
- Staying cool & calm
- Belief
- Be supportive

Which of these do you need to prioritise?

Supporting Revision

Students can have breaks in-between chunks or after several chunks, their choice

STUDY SKILLS

WEEKLY REVISION TIMETABLE – 2022 Interleaving / Chunking

AFTER SCHOOL REVISION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Chunk 1 20min Time:	Subject: GCSE PE Topic: Components of Fitness How: Revision Book	Subject: History Topic: Cold War How: Graphic Organiser	Subject: Science Topic: Biology - Infections How: Flash Cards	Subject: English Lit Topic: 19 TH Novel How: Graphic Organiser	Subject: Maths Topic: Number How: Past Paper
Chunk 2 20min Time:	Subject: English Topic: Romeo and Juliet How: Anthology	Subject: Maths Topic: Algebra How: Flash Cards	Subject: GCSE PE Topic: Components of Fitness How: Flash Cards	Subject: English Topic: Romeo and Juliet How: Graphic Organiser	Subject: Sciences Topic: Physics - Atomic Structure How: Flash Cards
Chunk 3 20min Time:	Subject: History Topic: Cold War How: Revision Book	Subject: English Topic: Romeo and Juliet How: Flash Cards Quotes	Subject: History Topic: Cold War How: Graphic Organiser	Subject: Sciences Topic: Physics - Forces How: Past Papers	Subject: English Lit Topic: Shakespeare How: Graphic Organiser
Chunk 4 20min Time:	Subject: Sciences Topic: Physics - Forces How: Revisions Books	Subject: Sciences Topic: Physics - Energy How: Flash Cards	Subject: Maths Topic: Quadratics How: Revision Book	Subject: Maths Topic: Ratio's How: Notes	Subject: English Topic: Romeo and Juliet How: Exam Questions
Chunk 5 20min Time:	Subject: Maths Topic: Quadratics How: Past Paper	Subject: Science Topic: Biology - Cells How: Flash Cards	Subject: English Lit Topic: Shakespeare How: Flash Card	Subject: GCSE PE Topic: Components of Fitness How: Past Paper Questions	Subject: Science Topic: Biology - Genes How: Flash Cards
Chunk 6 20min Time:	Subject: Science Topic: Biology - Genes How: Flash Cards	Subject: English Lit Topic: Shakespeare How: Graphic Organiser	Subject: Sciences Topic: Physics - Waves How: Flash Cards	Subject: Science Topic: Biology - Ecology How: Flash Cards	Subject: History Topic: Cold War How: Flash Cards

Chunked / Interleaved Subjects
 Students can keep the same topic but change the revision method:

- Flash Cards
- Past Papers
- Knowledge Organiser
- Notes
- Revision Books

Targeted subjects are their weakest and allocated more time
 Strengths – GCSE PE & History
 Weakness – English & Science

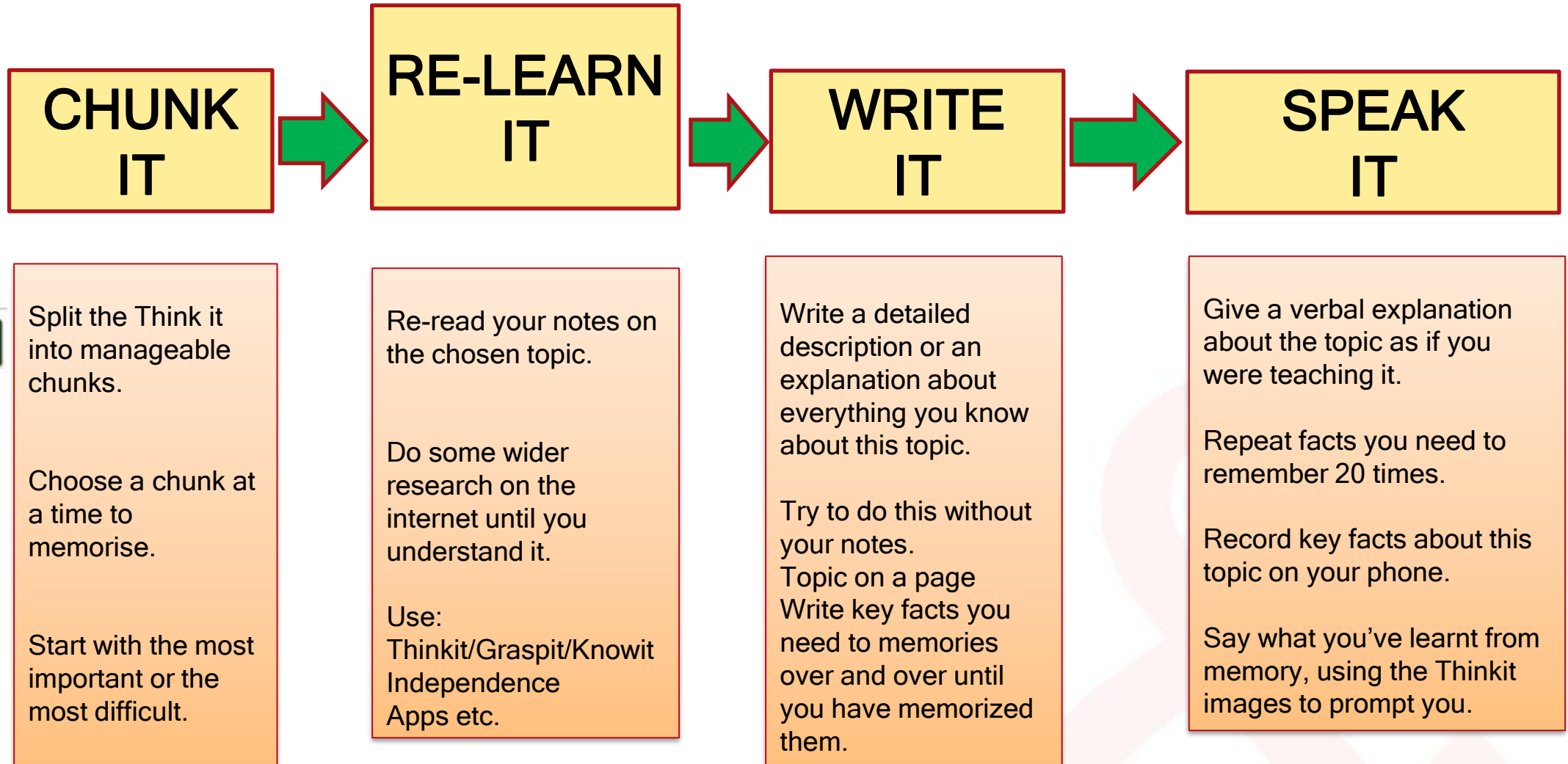
No time wasted – I know what and how I am revising
 Subject / Topic / Method

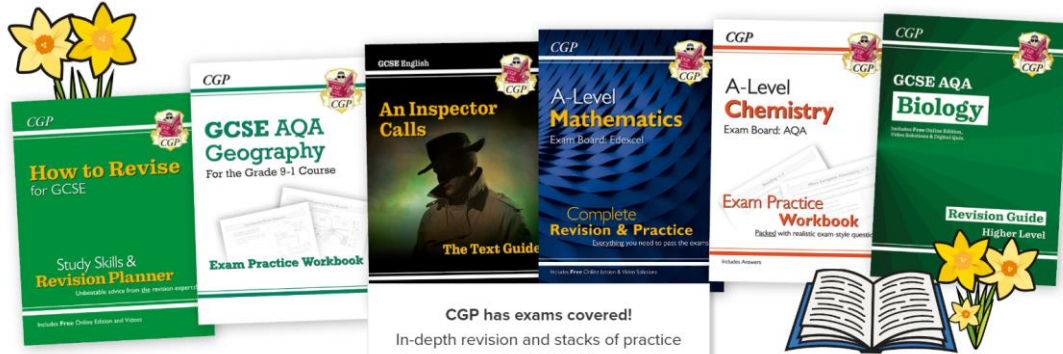
Effective Revision Strategies

Start with PLC's

Developing skills, techniques and motivation			
	Green	Amber	Red
Description and application of these methods of skill learning using practical examples:			
• Practice/rehearsal (e.g. to repeatedly practise your shooting in basketball)	Green	Amber	Red
• Copying others and the use of appropriate role models (e.g. to watch a demonstration of an arabesque in gymnastics carried out by an expert gymnast)	Green	Amber	Red
• Trial and error (e.g. to try a backhand volley in tennis and to learn from your mistakes when playing the shot).	Green	Amber	Red
How each of these can motivate participants to follow an active, healthy lifestyle:			
• Intrinsic feedback	Green	Amber	Red
• Extrinsic feedback	Green	Amber	Red
• Knowledge of results	Green	Amber	Red
• Knowledge of performance	Green	Amber	Red
Description and application of these motives using practical examples:			
• Intrinsic motivation	Green	Amber	Red
• Extrinsic motivation	Green	Amber	Red
Description and application of goal setting with practical examples:			
• To optimise performance	Green	Amber	Red
• To ensure exercise adherence	Green	Amber	Red
• To control anxiety	Green	Amber	Red
Description and application of these components with practical examples:			
• Specific	Green	Amber	Red
• Measurable	Green	Amber	Red
• Achievable	Green	Amber	Red
• Realistic	Green	Amber	Red
• Time-phased	Green	Amber	Red

PiXL Re-visit





CGP has exams covered!
In-depth revision and stacks of practice for all essential GCSE & A-Level topics

[Buy Now](#)




ISLEWORTH & SYON SCHOOL
 FINIS CORONAT OPUS

YEAR 11 REVISION GUIDANCE 2022-23

Access the links below via the digital version, available on [the school website](#).

SUBJECT	WHERE CAN YOU FIND SPECIFIC GCSE PAPERS?	WHICH REVISION WEBSITES WOULD YOU RECOMMEND?	IS THERE ANYTHING ELSE LINKED TO REVISION IN YOUR SPECIALIST AREAS?
Art	Students can find papers through the AQA website .	BBC Bitesize is the best site for examination guidance.	Read through examination paper. A generic checklist has been provided; work with this.
Business Studies	Sample exam papers can be found for both paper 1 and paper 2 on the Edexcel website .	BBC Bitesize is helpful. Tutor2u (for Business and Economics) and Business Bee have brilliant sections for GCSE Business students. It includes YouTube revision videos as well as mini-tests and learning checklists.	Students can access revision from the many textbooks available in school. Booklets are available for revision and practice exam questions are available online. The CGP Business revision book is also an invaluable tool for their learning.
Computer Science	AQA GCSE Computer Science Assessment resources	<ul style="list-style-type: none"> AQA Repl.it Sam Learning Teach-ICT Seneca Learning [Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)] 	Students do have access to their own revision booklets (GCSE Computing - AQA). This will have been provided to them by their teacher and is also available in electronic format from the student section of the ICT SharePoint site.
Drama	Edquas website .	<p>BBC Bitesize for general drama terminology is very well done for self-testing.</p> <p>For <i>DNA</i></p> <ul style="list-style-type: none"> Cost resources from MFC 	<p>Section A</p> <p>1) Read their own copy of <i>DNA</i> making sure they are familiar with the play from the perspectives of a director, actor, set designer, lighting and sound designer and costume designer.</p>





PiXL Re-visit

Process

TRANSFORM IT

Transform key facts into a series of images.

Transform what you have learnt into a diagram.

Transform your learning into a poem or a story.

REDUCE IT

Reduce what you have Learnt about this topic into 5 bullet points or prompts.

Reduce the 3 most important facts in this topic into 9 words.

SORT IT

Use the ranking template to rank the most important facts from this topic.

What is the most difficult point to remember? Why?

Categorise key facts from this topic into 3 groups. You choose the group headings.

LINK IT

Find 3 links between this topic and other topics you have studied.

Link the points together.

Link the ideas.

Find some random links.

Link the factors.

Knowledge Organisers

Edexcel A GCSE Geography
Topics: Rivers

Hard engineering

- The source of the river Tees is in the North-East of England. It rises on the Eastern slope of Cross Fell in the North Pennines, and flows eastwards for 85 miles to the North Sea before emptying into the Humber in the Midlands.
- River restoration = + more natural + restoring meanders + more attractive and makes habitats or needed - changes in land use
- Flood channels = + river won't overflow its banks - unsightly - not needed often - costly
- Dams/reservoirs = + long lasting + produces hydro-electricity + local water supply + water stores - expensive - overgrowth of algae
- Channelisation = + more water through channel quickly + places less risk - does not look natural

Causes of river flooding (Natural / human)

- Deforestation - precipitation reaches ground faster and saturates it.
- Soil erosion
- Building up - concrete and tarmac are impermeable around a river that is covered in tarmac. A floodplain is the area very fertile as it is rich in alluvium deposited by floodwaters.
- Agriculture - vertical channels to allow downhill flow
- Natural causes
- Rocks & soil - impermeable rock & soil
- Relief - slopes are steep
- Rainfall - heavy rainfall, mixed water
- Weather - sunnier dry weather the river of the flood plain.

Delta's

A good place for agriculture. A built-up delta is the banks of a river on a coast so the water has faster. During a flood when the river has a higher discharge and more energy the water joins the sea. This creates a spit of land which is higher than the sea level. This creates a narrow channel which splits the river into many smaller channels. This creates a delta.

Vertical erosion in this highland part of the river helps to create steep sided V-shaped valleys.

As the river erodes the landscape in the upper course, it winds and bends to avoid areas of hard rock. This creates interlocking spurs, which looks like a zip.

Bradshaw Model

upstream Downstream

discharge	Amount of water in river at one point
channel depth	Amount of water in river at one point
average velocity	Depth of channel increases but to level
vertical erosion	average speed back to
horizontal erosion	width of river measured on water surface
channel width	amount of water
channel length	amount of water
channel area	amount of water
channel slope	amount of water
channel gradient	amount of water

Long profile = the change in altitude with distance along a river from source to mouth. Long profile and cross profile of a river.

Long profile = the change in altitude with distance along a river from source to mouth. Long profile and cross profile of a river.

Upper valley

Characteristics + processes = vertical erosion with hydraulic action, abrasion & attrition with other dominant processes = Traction & saltation at high flow. Load size is large + angular. V-shaped valley.

Middle Reaches

Characteristics + processes = channel is deep + wider + more lateral erosion + deposition. Suspension is main transport mechanism. Load is smaller and less angular.

Lower valley

Characteristics + processes = channel is very wide + very shallow + meanders + oxbow lakes. Deposition is dominant process. Load is very fine + smooth. U-shaped valley.

Watershed

Edge of highland surrounding basin. Boundary between drainage basins.

Source

Start of river. Catchment area - area within the drainage basin.

Influence

Point that joins large stream or river.

Main channel

Main channel running towards the sea.

Confluence

Point where a tributary joins the main channel.

Tributary

Stream or smaller river that joins the main channel.

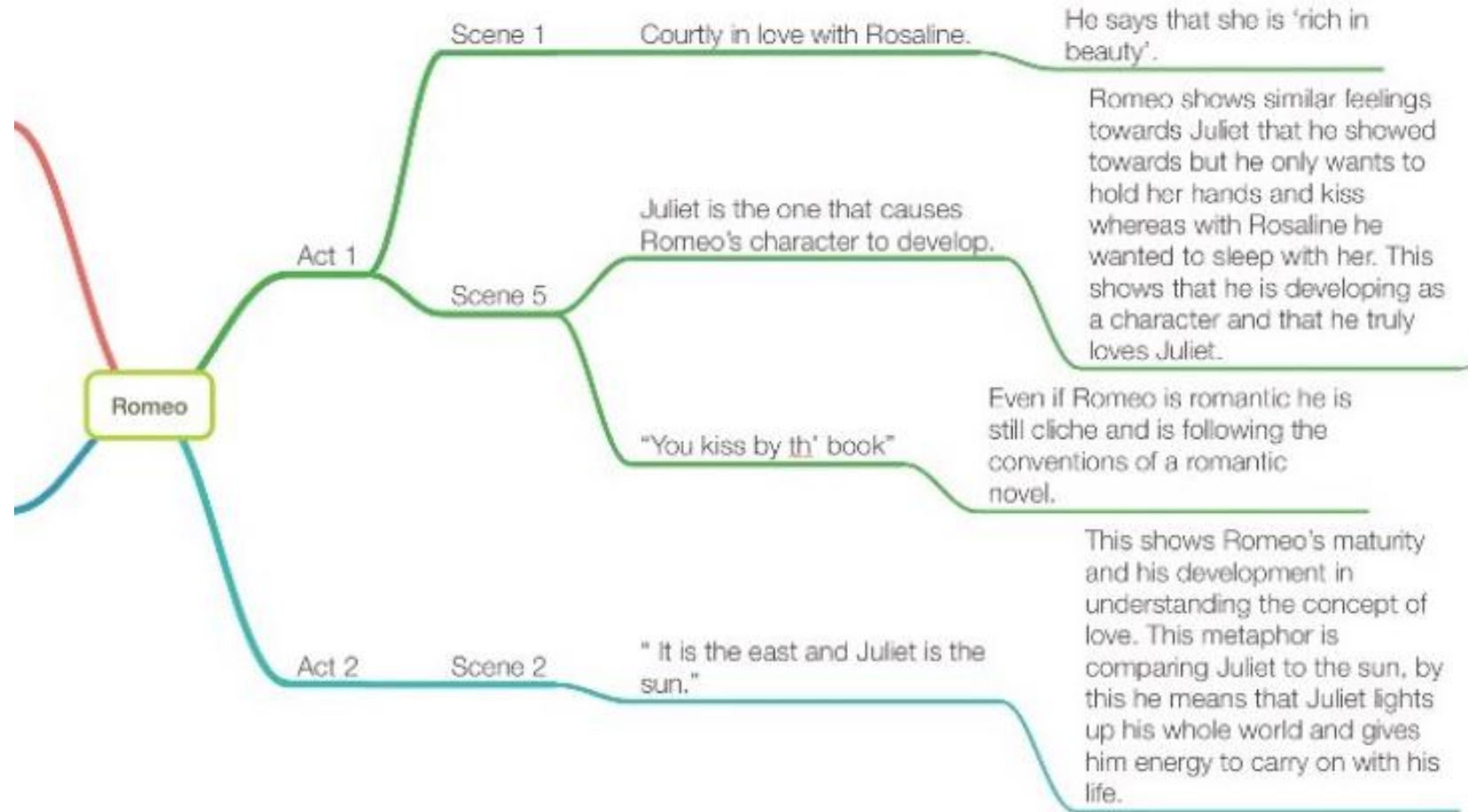
Watershed

Boundary between drainage basins.

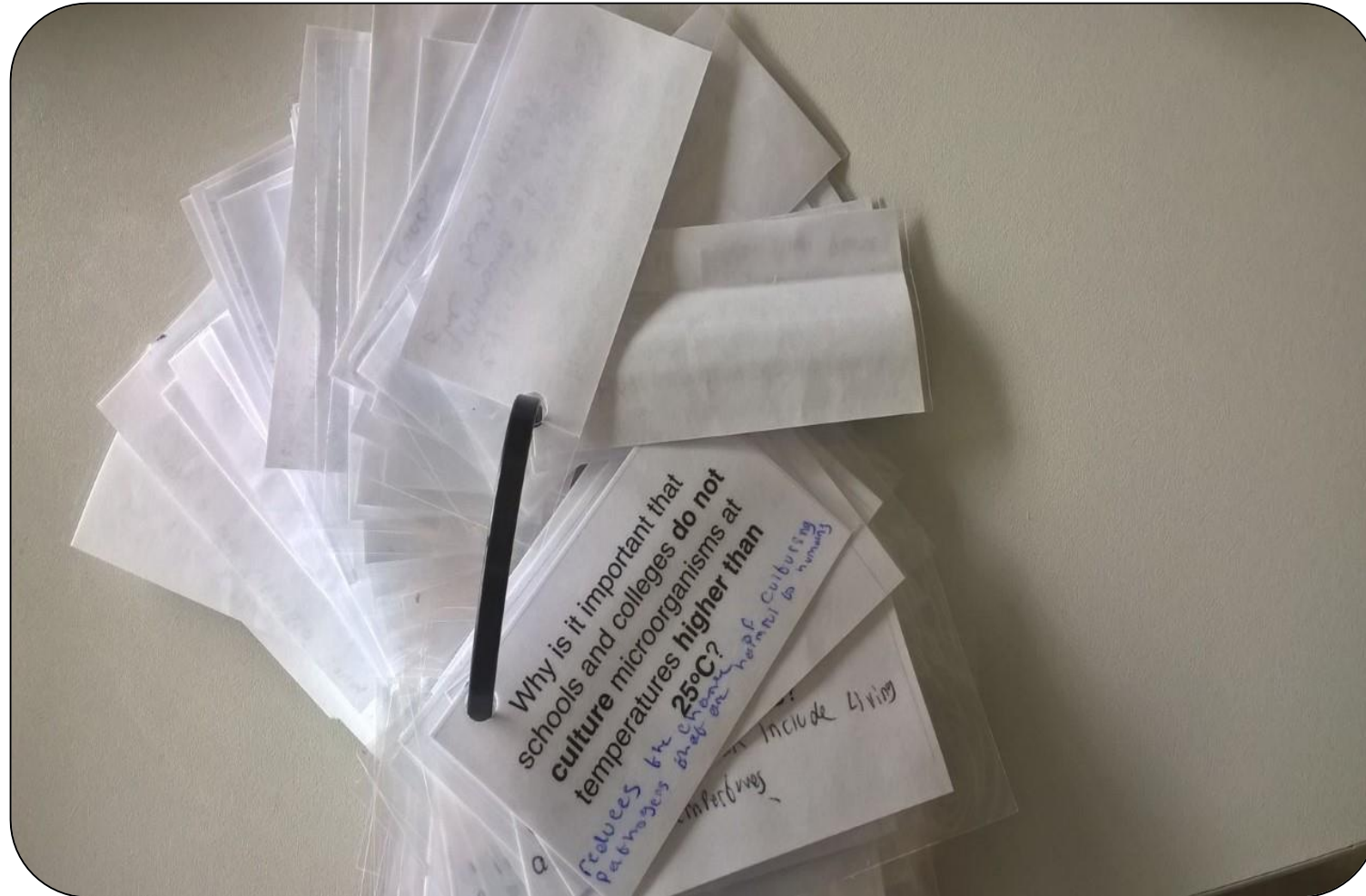
Watershed

Boundary between drainage basins.

Knowledge Organisers



Flash Cards



Transform



PiXL Revisit: Transform

Unit / Topic:

Page 20

Example

PICTURE/ SOURCE/ INFO/ RESOURCE



Key Points

1. **Social impacts** – high value housing area is at risk. Recreational activities (e.g. tennis courts) are close to the river, low value land, so less impact of flooded. Buildings of historical importance are at risk, e.g. the castle.
2. **Economic impacts** – high costs if houses are flooded, businesses might have to close due to the flooding, so profits will fall. There is reduced access to the town as roads are flooded.
3. **Environmental impacts** – farmland is flooded and other natural habitats.

Most important

Impacts of flooding are social, economic and environmental.

20

Transform



PiXL Revisit: Transform

Unit / Topic:

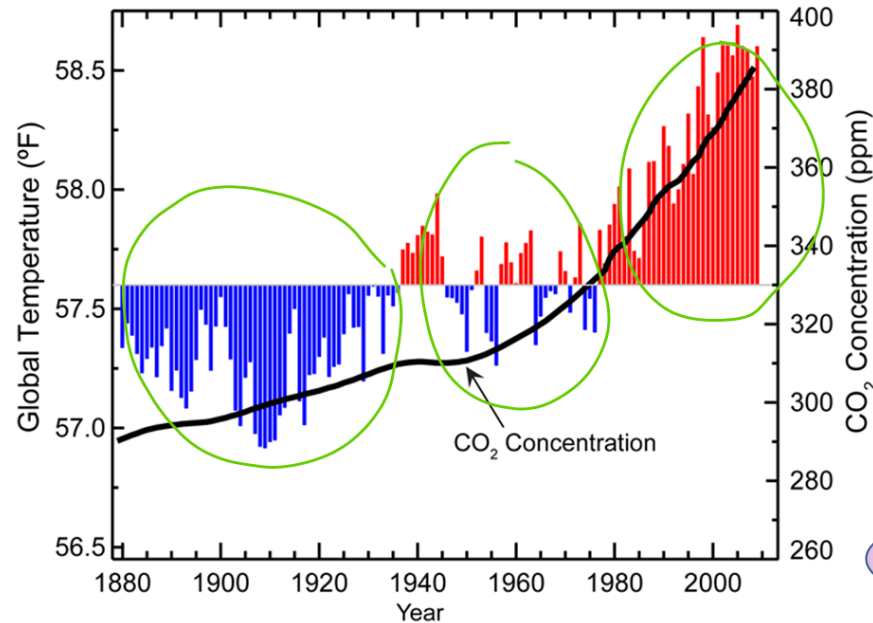
Climate change trends

Page 20

Example

PICTURE/ SOURCE/ INFO/ RESOURCE

Global Temperature and Carbon Dioxide



Key Points

1. 1880-1935 – global temperature is below average, e.g. 1910 57°F.
2. 1935–1980 temperature fluctuates from below to above average. E.g. 1940 was above average at 58.0°F and 1955 was below average.
3. From 1980 to the present day, temperatures have been above average and peaked in 2005 with temperatures of over 58.5°F.
4. The trend for CO₂ levels is a steady increase in ppm. From 1880 290ppm to 2005 levels being over 380ppm, an increase of 90ppm.

Most important

Trend of CO₂ is increasing.
Trend in temperature fluctuates but since 1980 has been above average.

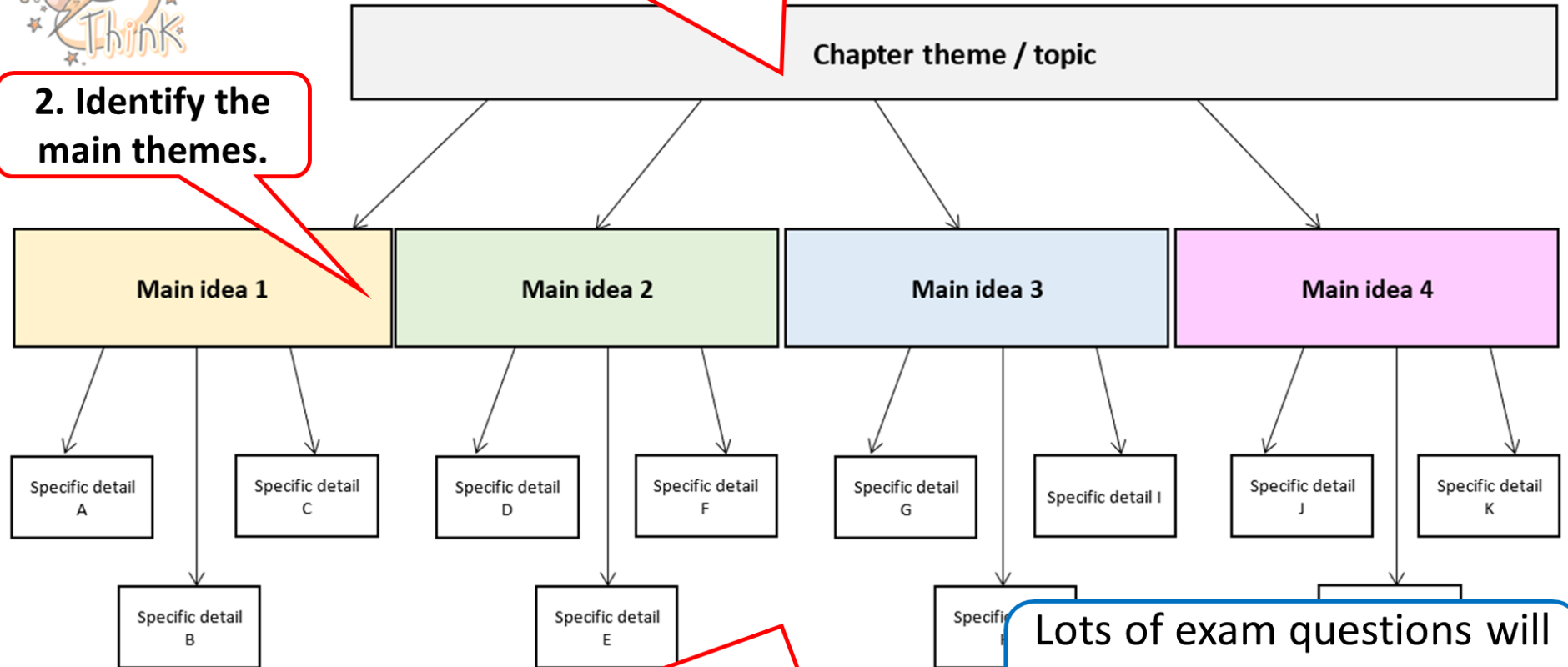
20

Deconstruct



1. Choose a topic/book/chapter.

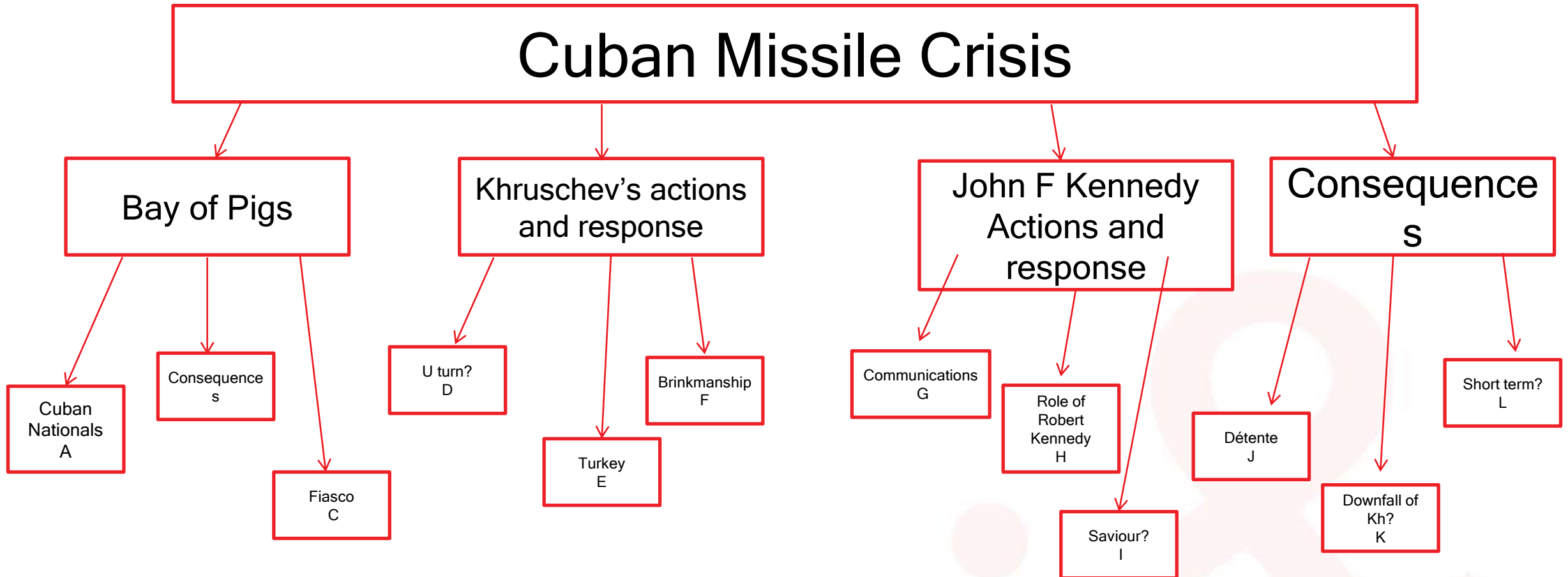
2. Identify the main themes.



3. Pick out the details that link to the main ideas: these could be, quotes, places, dates, facts, key words.

Lots of exam questions will expect you to develop your points and use evidence.

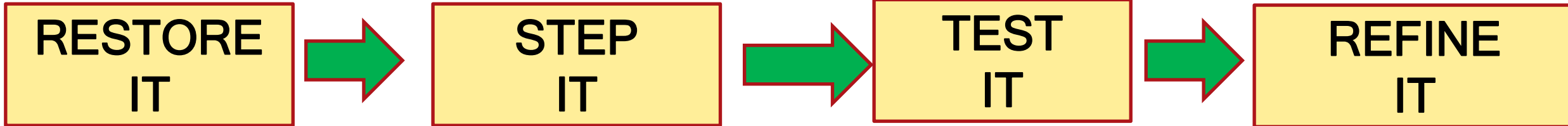
Deconstruct: Make a large amount of learning manageable.





PiXL Re-visit

Download



Go back to your Reduce it bullet points. Restore them to their original state.

Go back to your images and restore them back into written form.

Create a 5 step process explaining the most difficult learning points here.

Recall the process or order of events you have studied.

Use the Thinkit images to test your knowledge.

Write yourself 3-5 exam questions on this topic or skill.

Improve it
Rank it
Reorder it
Change it
Condense it
Add to it
What you missed out from your topic on a page?

Re-Structure Notes

AIR POLLUTION -

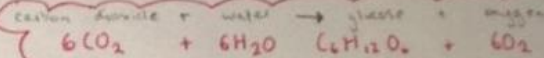
fossil fuels contain hydrocarbons - example of fossil fuels would be crude oil and coal when there's CO_2 , all the fuel burns = COMPLETE COMBUSTION - the particles that are released cause several problems: if inhaled, can stay in lungs/cause damage and respiratory problems. Bad for environment - clouds help reflect light back into space. This means less light reaches the Earth - causing global dimming.

Evolution of Atmosphere -

billions of yrs ago - volcanic used to erupt to create the original atmosphere - no O_2 (Mars and Venus' atmo) (condensed leads to oceans)

CO_2 nitrogen - produce methane/water/water vapour

CO_2 was dissolved and gained sediment on the seabed



today: 80% nitrogen, 20% oxygen and small amount of other gases around 1%
 other gases - CO_2 , noble gases, water vapour.

CARBON

a measure of the amount of CO_2 and other greenhouse gases released over the full cycle of something - can be a source - e.g. the school bus, travelling the carbon footprint of something can be really big - or even impos-

FOOTPRINTS

this is coz of many different factors - you would have to count the emissions released as a result of buying all the parts of something and making it. A rough calculation can give a good idea of what the world emits all.

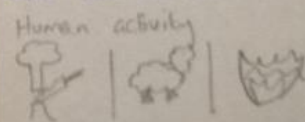
GREENHOUSE GASES-

Fact live a layer of protection, insulating the earth - made up of CO_2 , methane and water vapour

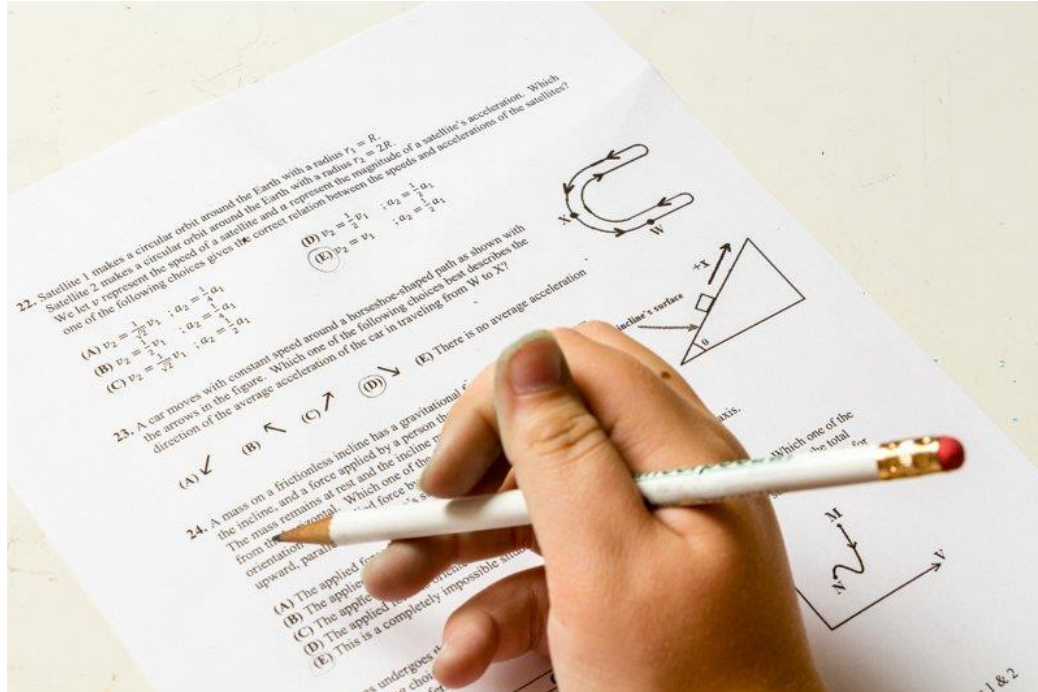
increased gas emissions will lead to global warming as the layer contains to many gases - EARTH WILL GET HOTTER



gases have in the layer of space - keep the earth warm



DEFORESTATION
 AGRICULTURE
 BURNING FOSSIL FUELS



Write your name here

Surname

Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9-1)

Centre Number

Candidate Number

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Mathematics

Paper 2 (Calculator)

Foundation Tier

Thursday 7 June 2018 – Morning

Time: 1 hour 30 minutes

Paper Reference

1MA1/2F

You must have: Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser, calculator. Tracing paper may be used.

Total Marks

--

Subject-Specific Guidance / Targeted Support

- Encourage your son/ward to read daily for at least 20 minutes.
- Make sure that your son/ward has familiarised himself with the 'Advice Sheets' (available on English SharePoint).
- Ensure that your son/ward has revision guides for:
 - English Language
 - Romeo & Juliet
 - A Christmas Carol
 - Lord of the Flies
 - Power & Conflict Poetry

English

- In English, your son/ward is entered for two GCSE qualifications, English Language and English Literature.
- The exams are designed to be challenging and rigorous.
- Both English Language examinations are unseen - students need to be confident readers to access the extracts in the examination.
- Both English Literature examinations are closed book. This means that students need to have secure knowledge of plot, character and themes and they must learn quotations.
- Writing stamina is an important skill - the longest examination for English Literature is 2 hours and 15 minutes long.

English

Your son/ward should be....

- Reading a fiction text for at least 20 minutes every evening.
- Reading non-fiction (newspaper articles/autobiographies/travel writing/blogs).
- Re-reading Literature set texts.
- Engaging in wider reading of the set texts.
- Learning quotations from Literature set texts.
- Revising using study guides and online.
- Creating knowledge organisers to revise for both qualifications.
- Improving writing stamina by planning and writing responses to GCSE exam questions.

Mathematics

Your son/ward should be...

- Bringing a calculator to school every day so they are used to working with it by the time of the exams.
- Using the Maths department's PLCs, which can be accessed through the SharePoint, as a revision checklist. These are all linked to videos and sets of practice questions for each topic on the syllabus.
- Using the feedback from the recent PPEs and weekly in class tests to identify areas of weakness to work on.
- Accessing past papers, also available through the SharePoint, and completing these under timed conditions and making sure you mark them afterwards. Do not complete a paper and consider that revision completed - you just know what you knew before.
- Revising using revision guides, BBC bitesize, Corbett Maths and Dr Frost Maths etc.

Science

Students will sit six examination papers:

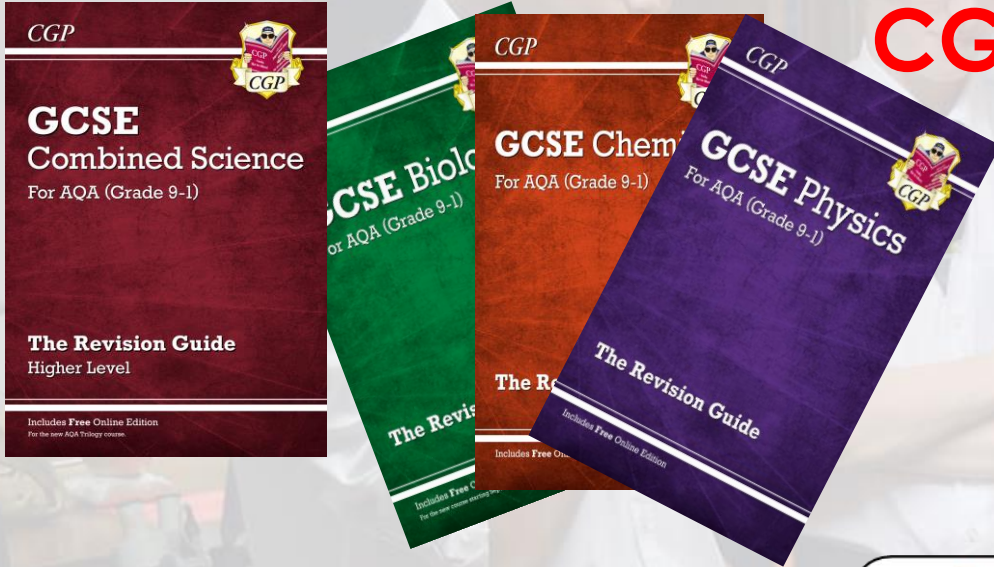
- Paper 1 Biology
 - Paper 1 Chemistry
 - Paper 1 Physics
- } Year 10 content
- Paper 2 Biology
 - Paper 2 Chemistry
 - Paper 2 Physics
- } Year 11 content

Each paper will assess three skill areas:

- Subject Knowledge
- Application of subject knowledge
- Practical Skills

Science: Revise Subject Knowledge by using:

CGP revision guide



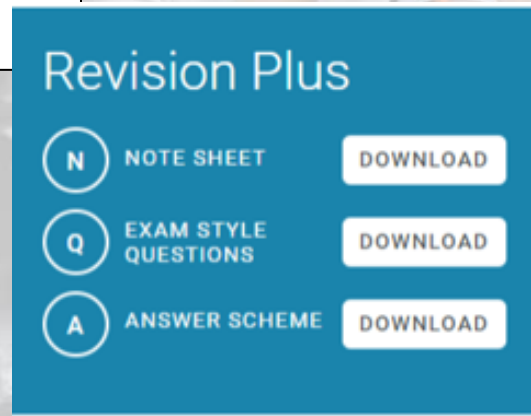
ENZYMES learn IT – Questions and Answers	
What is an enzyme?	Biological catalyst that has the ability to speed up chemical reactions without getting used itself A protein, made up if a chain of amino acids
How does an enzyme work?	<ol style="list-style-type: none"> 1. An enzyme has an active site that is a complimentary shape to a substrate 2. The substrate will fit into the active site to make an enzyme-substrate complex 3. The new product will leave the active site
Why are enzymes known to be specific?	They can only work for one reaction. The shape of the active site only allows the shape of one substrate to fit in
What factors affect the function of enzymes?	pH and temperature
How does temperature affect enzyme function?	<ul style="list-style-type: none"> • As temperature increases the enzyme and substrate gain more kinetic energy and move faster, making more enzyme substrate complexes – faster reaction • At an optimum temperature the enzymes and substrate have the most kinetic energy and move the fastest making the most enzyme-substrate complexes – fastest reaction • As the temperature gets too hot, the shape of the active site changes and the enzyme is denatured. The substrate can no longer fit into the active site.



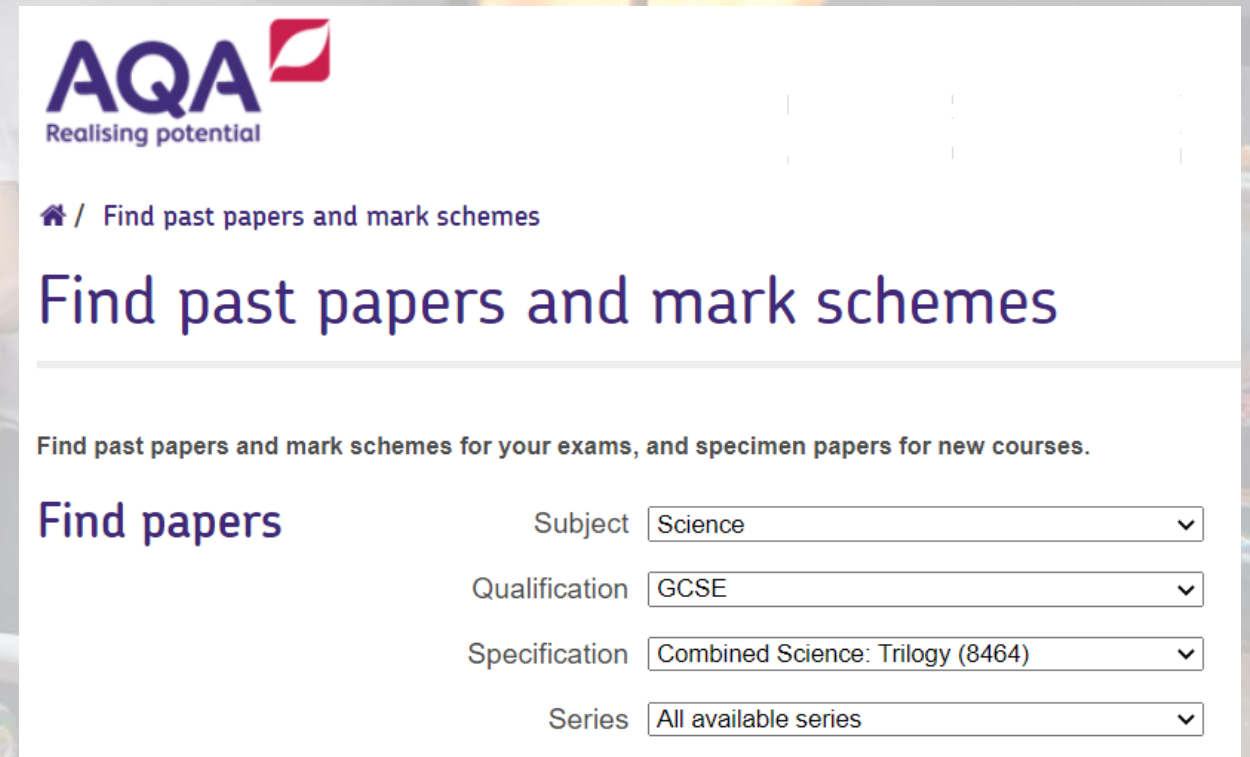
Video tutorials
myGCSEscience.com

Learn Its and PLCs

Science: Revise Application of Knowledge by: Practising Exam Style Questions



a) Using the Revision plus feature on myGCSEscience



b) Past papers on AQA website

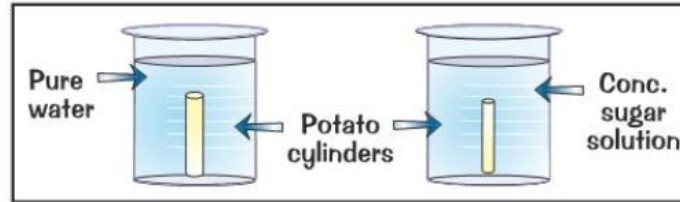
Science: Revise Practical Skills by:

You can **Observe** the Effect of **Sugar Solutions** on **Plant Tissue**

PRACTICAL

There's a fairly dull experiment you can do to show osmosis at work.

- 1) You cut up an innocent potato into identical cylinders, and get some beakers with different sugar solutions in them. One should be pure water and another should be a very concentrated sugar solution (e.g. 1 mol/dm^3). Then you can have a few others with concentrations in between (e.g. 0.2 mol/dm^3 , 0.4 mol/dm^3 , 0.6 mol/dm^3 , etc.)
- 2) You measure the mass of the cylinders, then leave one cylinder in each beaker for twenty four hours or so.
- 3) Then you take them out, dry them with a paper towel and measure their masses again.
- 4) If the cylinders have drawn in water by osmosis, they'll have increased in mass. If water has been drawn out, they'll have decreased in mass. You can calculate the percentage change in mass, then plot a few graphs and things.
- 5) The dependent variable is the chip mass and the independent variable is the concentration of the sugar solution. All other variables (volume of solution, temperature, time, type of sugar used, etc. etc.) must be kept the same in each case or the experiment won't be a fair test.



By calculating the percentage change (see p.130), you can compare the effect of sugar concentration on cylinders that didn't have the same initial mass. An increase in mass will give a positive percentage change and a decrease will give a negative percentage change.

- Can you outline the method?
- Can you explain the results?

You will also be expected to analyse graphs and tables:

Describe and Explain command words.

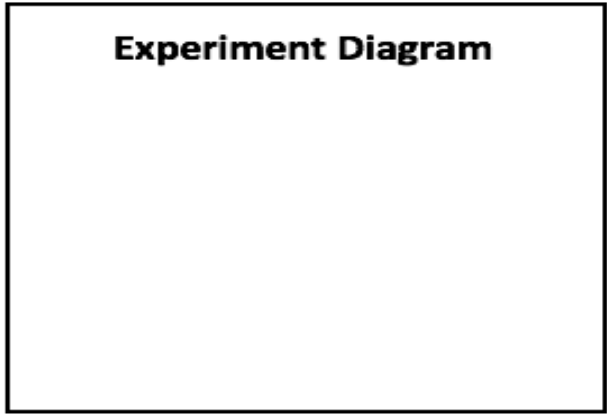


PIXL Revisit: Experiment on a page

Experiment Title: _____

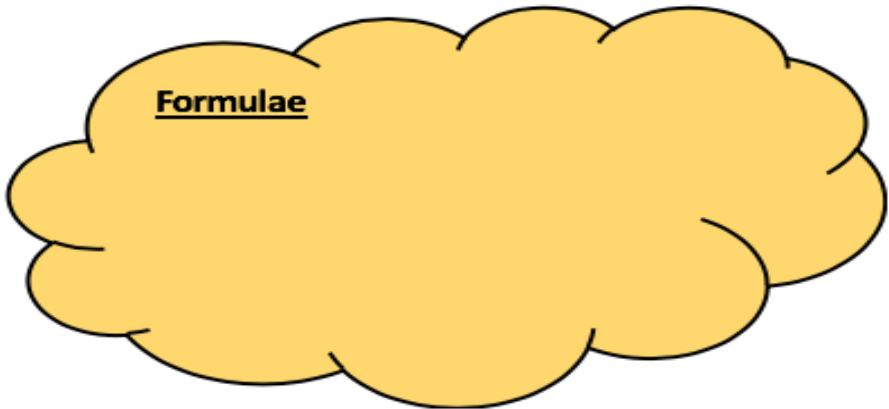
Process / Method

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



Results

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Exam Strategy

the **PiXL** club
partners in excellence

GCSE Paper
Analysis
2017-18

Test paper	Word count	Flesch Kincaid rating	Time allowance (mins)	Time to read at 90wpm	Time to read at 100 wpm	Time to read at 110 wpm	Time to read at 120 wpm	Possible gains
AQA English Literature Paper 1 (Shakespeare/novel)	4417	75.7	105	49.08	44.17	40.15	36.81	12.27
AQA Chemistry Foundation Tier	3078	58.6	105	34.20	30.78	27.98	25.65	8.55
EdExcel Biology Foundation Tier	3008	66.1	105	33.42	30.08	27.35	25.07	8.36
AQA Physics Foundation Tier	2974	62.6	105	33.04	29.74	27.04	24.78	8.26
EdExcel Biology Higher Tier	2954	61.5	105	32.82	29.54	26.85	24.62	8.21
AQA Chemistry Higher Tier	2404	58.3	105	26.71	24.04	21.85	20.03	6.68
AQA Physics Higher Tier	2178	53.7	105	24.20	21.78	19.80	18.15	6.05
AQA English Literature Paper 2 (Modern texts and poetry)	2145	74.1	135	23.83	21.45	19.50	17.88	5.96
EdExcel Maths Higher Tier Paper 2	1542	81.3	90	17.13	15.42	14.02	12.85	4.28
EdExcel Maths Foundation Tier Paper 3	1472	84.9	90	16.36	14.72	13.38	12.27	4.09
EdExcel Maths Foundation Tier Paper 2	1451	84.6	90	16.12	14.51	13.19	12.09	4.03
EdExcel Maths Foundation Tier Paper 1	1366	86.4	90	15.18	13.66	12.42	11.38	3.79
Eduqas English Language Paper 2	1272	69.8	120	14.13	12.72	11.56	10.60	3.53
EdExcel Maths Higher Tier Paper 3	1226	81.4	90	13.62	12.26	11.15	10.22	3.41
EdExcel Maths Higher Tier Paper 1	1113	86.8	90	12.37	11.13	10.12	9.28	3.09
Eduqas English Language Paper 2 Insert	779	54.3	120	8.66	7.79	7.08	6.49	2.16
Eduqas English Language Paper 1	668	70.3	105	7.42	6.68	6.07	5.57	1.86

Exam Command Words

Command words tell you how to answer an exam question. If you don't pay attention to the command words, you can fail to address the question in your answer and lose marks!!!

Identify... State... Name...

This is a simple instruction to just write the correct term or name. 1 mark. AO1 or AO3.

Describe...

Detail the features or process of the subject in the question. Let the number of marks available for the question guide you on how much detail and how many points you must include in your answer. 2-8 marks. AO1 or AO3.

Define...

What does the term mean? Write a definition. 1-3 marks. AO1 or AO3.

Outline...

Describe the theory, process or research study in detail. 4-8 marks. AO1

...how...

Describe HOW something is done.

...why...

Explain WHY something happens.

Explain... Justify...

Elaborate on your answer providing evidence or examples. 2-6 marks. AO2

Refer to psychology research...

You must refer to relevant research studies or theories in your answer. If you don't, you will only score low marks.

Discuss...

This means you should describe AND evaluate the relevant theory or study.

Use your knowledge of psychology to...

You must apply your understanding of psychological theories or research to answer the question. If you don't, you will only score low marks.

Evaluate..

You should evaluate the relevant theory or research by identifying and elaborating on the associated strengths and weaknesses.

When analysing exam questions, circle the command words, underline or highlight the subject words and box any limiters.

Don't be afraid to annotate the question! For example...

AO1: 6 marks AO2: 6 marks

A5 - Outline and evaluate two models of memory. (12 marks)

A2 - Describe and evaluate gender schema theory. (8marks + 16marks)

AO1: 8 marks AO2: 16 marks

Tier 2 Words

Cross curricular and often descriptive. They are words that are useful across subjects and in various situations (e.g. poverty, welfare, reluctant, etc.). Students are likely to encounter these words through exposure to written texts and are unlikely to come across them in day to day discussion.

It's easy to see why a limited knowledge of tier 2 words would be problematic to students. Consider this science question:

'What evidence is there to suggest that the distribution of organisms in this area is affected by factors such as nutrients in the soil? Describe a method you would use to collect data to provide evidence for this'.

There are a whole host of tier 2 words there, that could potentially block a number of students from being able to access this question e.g. evidence; distribution; factors; method; data; evidence.

Key Information / Dates

Exam Busters Revision Workshop



- Tuesday 2 April, 12.30 – 2.30pm
- We are pleased to offer Year 11 students an exciting opportunity on Monday 2 April 2024. It is an interactive learning experience called Strategies for Success, run by an external company. We have reviewed their presenters and believe that at this time and with their input, it will be invaluable for Year 11.
- To book your son/ward place, we are asking for a £5 payment via Tucasi here. As an incentive, if your son/ward attends the session, £5 will be transferred back into their canteen account making the event Free of Charge.

Other Subjects

- GCSE Art exam –
 - 2 days – Friday 19th April & Monday 22nd April
- MFL (French & Spanish)
 - Tuesday 23rd April – Friday 26th April
- Heritage – Speaking
 - Wednesday 17th April – Friday 19th April
- GCSE PE moderation
 - Thursday 2nd May

Summer Exam Timetable

- Students are in school full-time until May Half Term
- After May Half Term, the timetable will reduce to exams and revision
- Final Year 11 Leavers Assembly - Friday 14th June from 3:30pm

Exam Timetable

Year 11 Examinations & Compulsory Sessions Summer 2024

Monday 13 - Friday 17 May 2024

Examination

Revision

Timetabled lessons

Morning examinations take place at 08:30, unless otherwise stated. Afternoon examinations are scheduled for 13:40.

	Reg	PERIODS 1 & 2		PERIODS 3 & 4		PERIODS 5 & 6	
		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
MONDAY 13 MAY		GCSE English Literature: Paper 1				GCSE Economics: Paper 1	
						CNAT Sport Studies: Unit 1	
TUESDAY 14 MAY		GCSE French: Listening & Reading				GCSE Business: Paper 1	
						GCSE Film Studies: Component 1	
WEDNESDAY 15 MAY		GCSE History: Medicine In Britain				GCSE Computer Science: Paper 1	
THURSDAY 16 MAY		GCSE Mathematics: Paper 1 (Non-Calculator)					
FRIDAY 17 MAY		GCSE Chemistry: Paper 1 (H/F/T)				GCSE Geography: Paper 1	

Exam Timetable

Year 11 Examinations & Compulsory Sessions Summer 2024

Monday 3 - Friday 7 June 2024

Examination

Revision

Morning examinations take place at 08:30, unless otherwise stated. Afternoon examinations are scheduled for 13:40.

	Reg	PERIODS 1 & 2		PERIODS 3 & 4		PERIODS 5 & 6	
		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
MONDAY 3 JUNE		GCSE Mathematics: Paper 2 (Calculator)			History GCSE PE Spanish	GCSE PE: Paper 2	
TUESDAY 4 JUNE		GCSE Spanish: Listening & Reading		Games (optional)	Games (optional)	GCSE History: Superpowers & Elizabethan	
		Geography History	Science			Mathematics	
WEDNESDAY 5 JUNE		GCSE Geography: Paper 2			Business	GCSE Business: Paper 2	
			Engineering History Music				
THURSDAY 6 JUNE		GCSE English Language: Paper 2		Engineering Geography	History Engineering Music	Science	
FRIDAY 7 JUNE		Mathematics			Science (Biology)	GCSE Biology: Paper 2	

Other points

- Uniform and appearance policies will still be in place and sanctions will be given
- Students will no longer be allowed to go into debt in the canteen or borrow a book from the library if they have not returned one
- For those students on Transition Report, their review meeting will be conducted on Tuesday 16th April.

