

# Helping your Child to Revise

Welcome



# Helping your Child to Revise

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7. Option Subject Revision
8. Core Subject Revision
9. Exam Malpractice
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## Year 11 Team

- Mrs McMorrow - Head of School
- Mrs Antrobus - AVP Yr 11
- Mr Schofield - AHOY
- Mr Haseler - AVP - Careers Lead
  
- Ms Jackson - HOY
- Mrs Fitzgerald - HOY

# Exams

Date	Start Time	Exam Week One
Thu, 02 May 2024	13:00	BTEC ICT
Wed, 08 May 2024	09:00	BTEC Enterprise
Wed, 08 May 2024	13:00	Geog Mock exam
Thu, 09 May 2024	09:00	BTEC Sport
Thu, 09 May 2024	09:00	Ethics
Thu, 09 May 2024	13:00	Drama COMPONENT3
Fri, 10 May 2024	09:00	Biology
Fri, 10 May 2024	13:00	Sociology Paper 1

# Exams

Week Two		
Mon, 13 May 2024	09:00	English Literature Paper 1 (8702/1)
Mon, 13 May 2024	13:00	Media Studies Paper 1 (8572/1)
Tue, 14 May 2024	09:00	French
Tue, 14 May 2024	13:00	Business Studies
Wed, 15 May 2024	09:00	History
Wed, 15 May 2024	13:00	Computer Science
Thu, 16 May 2024	09:00	Maths
Thu, 16 May 2024	13:00	Ethics
Fri, 17 May 2024	09:00	Chemistry
Fri, 17 May 2024	13:00	Geography
Week Three		
Mon, 20 May 2024	09:00	English Literature Paper 2 (8702/2)
Mon, 20 May 2024	13:00	Media Studies Paper 2 (8572/2)
Tue, 21 May 2024	13:00	Sociology Paper 2 (8192/2)
Tue, 21 May 2024	13:00	Child Dev: Hlth Wll Bng Chld Dev Wtn (R057/01)
Tue, 21 May 2024	13:00	Comp Sci: Comp Thnk Algrthm Prgrm Wtn (J277/02)
Wed, 22 May 2024	09:00	Physics
Thu, 23 May 2024	09:00	English Language Paper 1 (8700/1)
Fri, 24 May 2024	09:00	French

Week Four		
Mon, 03 Jun 2024	09:00	Maths
Tue, 04 Jun 2024	09:00	Spanish
Tue, 04 Jun 2024	13:00	History
Wed, 05 Jun 2024	09:00	Geography
Wed, 05 Jun 2024	13:00	Hsc: Prncpls Care In Hsc Sttns Wtn (R032/01)
Wed, 05 Jun 2024	13:00	Business Studies
Wed, 05 Jun 2024	13:00	Written Paper 1h (1ST0 1H)
Thu, 06 Jun 2024	09:00	English Language Paper 2 (8700/2)
Fri, 07 Jun 2024	09:00	Engineering
Fri, 07 Jun 2024	13:00	Biology
Week Five		
Mon, 10 Jun 2024	09:00	Maths
Mon, 10 Jun 2024	13:00	Spanish
Tue, 11 Jun 2024	09:00	Chemistry
Fri, 14 Jun 2024	09:00	Geography Paper 3 (8035/3)
Fri, 14 Jun 2024	13:00	Physics
Week Six		
Mon, 17 Jun 2024	AM	<b>Clash Stats first am Q with board</b>
Mon, 17 Jun 2024	13:00	Written Paper 2h (1ST0 2H)
Mon, 17 Jun 2024	13:00	Music Component 3 Appraising (C660U30-1)
Tue, 18 Jun 2024	09:00	D & T Comp 1 D & T In The 21st Century (C600U10-1)
Wed, 19 Jun 2024	09:00	Additional Mat Written Paper (95500001)
Wed, 19 Jun 2024	09:00	Foodprp & Ntrition COMP1 Written Princ (C560UA0-1)
Thu, 20 Jun 2024	09:00	Hosp & Catering Unit 1: Paper New (5409UB0-1)

**Wed 26 June 2024 - FINAL CONTINGENCY DAY -Students to remain available until this date**

# GCSE Exams

You have had your exam timetable already...

If you need another copy, your form tutor has been told how to get this for you so ask them in tutor time!

Date	Time	End Time	Subject	Examination	Duration	Location	Seat
Wed, 01 May 2024	(TBC)	(TBC)	English Language	English Language Spoken Language (8700/C) (AQA)	00:00	(TBC)	(TBC)
Wed, 01 May 2024	(TBC)	(TBC)	Hsc: Spprt Indvdl Life Evnts	Hsc: Sprtng Indvdl Lfe Evnt Mod Pst (R033/02) (OCR)	00:00	(TBC)	(TBC)
Wed, 01 May 2024	(TBC)	(TBC)	Hsc: Health Promotion Campaigns	Hsc: Hlth Prmtn Campaigns Mod Pst (R035/02) (OCR)	00:00	(TBC)	(TBC)
Wed, 01 May 2024	(TBC)	(TBC)	Design And Technology	D & T Comp 2 D & T Design & Make Task (C600U20-1) (WJEC)	00:00	(TBC)	(TBC)
Thu, 09 May 2024	AM 09:00	AM 09:01	Religious Studies A	Religious Studies A P1 3 Christ (8062/13) (AQA)		(TBC)	(TBC)
Thu, 09 May 2024	AM 09:00	AM 09:01	Religious Studies A	Religious Studies A P1 5 Islam (8062/15) (AQA)		(TBC)	(TBC)
Fri, 10 May 2024	AM 09:00	AM 10:10	Combined Science	Paper One: Biology (F) (1SC0 1BF) (Pearson)	01:10	(TBC)	(TBC)
Mon, 13 May 2024	AM 09:00	AM 10:45	English Literature	English Literature Paper 1 (8702/1) (AQA)	01:45	(TBC)	(TBC)
Thu, 16 May 2024	AM 09:00	AM 10:30	Mathematics	Non Calculator (H) (1MA1 1H) (Pearson)	01:30	(TBC)	(TBC)
Thu, 16 May 2024	PM 13:00	PM 14:45	Religious Studies A	Religious Studies A P2a Excl Text (8062/2A) (AQA)	01:45	(TBC)	(TBC)
Fri, 17 May 2024	AM 09:00	AM 10:10	Combined Science	Paper Two: Chemistry (F) (1SC0 1CF) (Pearson)			

**Please note that on PM exams, you may need to stay later.**

**Highlight your exams!**



# XL Sessions

	Monday	Tuesday	Wednesday	Thursday	Friday
AM Session		Science	Drama BTEC Sport	English	French and Spanish Photography (extra)
PM Session	ICT Maths BTEC Sport	Statistics Photography Ethics	Art Computer science Enterprise		Art

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Thu, 02 May 2024	13:00	BTEC ICT	Wed 3rd May PM
Wed, 08 May 2024	09:00	BTEC Enterprise	Wed 8th May AM
Wed, 08 May 2024	13:00	Geog Mock exam	Tues 7th May PM
Thu, 09 May 2024	09:00	BTEC Sport	Thurs 9th AM
Thu, 09 May 2024	09:00	Ethics	Thurs 9th AM
Thu, 09 May 2024	13:00	Drama COMPONENT3	Wed 8th AM
Fri, 10 May 2024	09:00	Biology	Fri 10th May AM
Fri, 10 May 2024	13:00	Sociology Paper 1	Thurs 9th May PM
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Mon, 13 May 2024	09:00	English Literature Paper 1 (8702/1)	Mon 13th May AM
Mon, 13 May 2024	13:00	Media Studies Paper 1 (8572/1)	Fri 10th May PM
Tue, 14 May 2024	09:00	French	Tues 14th May AM
Tue, 14 May 2024	13:00	Business Studies	Mon 13th May AM
Wed, 15 May 2024	09:00	History	Wed 15th May AM
Wed, 15 May 2024	13:00	Computer Science	Tues 14th May AM
Thu, 16 May 2024	09:00	Maths	Thurs 16th May AM
Thu, 16 May 2024	13:00	Ethics	Wed 15th May PM
Fri, 17 May 2024	09:00	Chemistry	Fri 17th May AM
Fri, 17 May 2024	13:00	Geography	Thurs 16th May PM

# Revision Timetable

Weekly Revision Timetable – Week 1 – WB: 22/04/24

Name:

Day	7:30 – 8:30 (Revision / XL)	8:30 – 3:00	3:00 – 4:00 (Revision / XL)	4:00 – 5:00	5:00 – 6:00	6:00 – 7:00	7:00 – 8:00	8:00 – 9:00	9:00 – 10:00
Monday		School Day	Maths booster		English Lit		Spanish		
Tuesday	Science booster		Ethics booster		Maths		Football training	English Lang	
Wednesday			Comp Science Booster		History		Science		
Thursday	English booster				Comp Science		Football training	Maths	
Friday	Spanish booster				Science		History		

Day	8:00 – 9:00	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 2:00	2:00 – 3:00	3:00 – 4:00	4:00 – 5:00	5:00 – 6:00	6:00 – 7:00	7:00 – 8:00	8:00 – 9:00	9:00 – 10:00
Saturday	FOOTBALL GAME						Eng Lang				Eng Lit			
Sunday		Spanish					Comp Science					Maths		

# Be Organised!

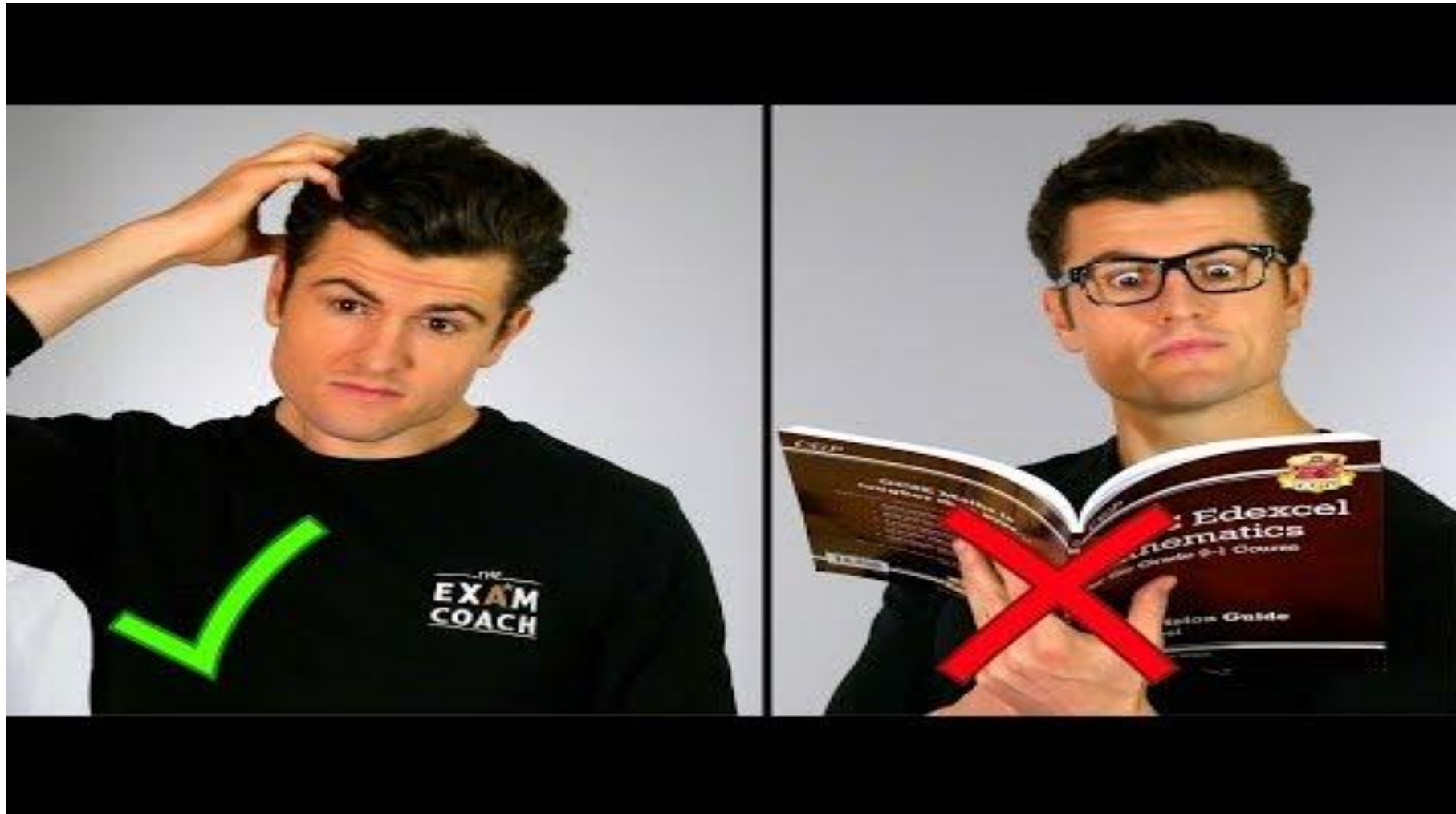
- Try and find a quiet space.
- Turn off your phone and devices
- Organise your resources: flash cards, study guides, past papers.
- Make yourself a timetable - what you will revise and when.
- Build in breaks for food / drink / fresh air.





# Top Tips for Revising

<https://youtu.be/97Rs3oDzEtc>



# Top Tips for Revising - In Summary

Active recall is key - this is the act of retrieving information from your brain without having the information in front of you.

Can you use more active recall techniques rather than focussing on, for instance, note taking, highlighting, rearranging the information?

It's about putting in the mental effort trying to recall the key information. When you repeat this it strengthens the brain's ability to recall this information.

# Top Tips for Revising - In Summary

## **Tip 1**

Complete a practice test at the end of the study session.

Write questions for yourself whilst reading the information, at the end of the revision session close your book and move away your notes. Now test yourself on the questions you wrote.

## **Tip 2**

Create a fact sheet - put the questions down the left hand side of a piece of A4 paper and answers on the right. Cover the answer side and test yourself. This is very good for definitions, dates etc

## **Tip 3**

Make a mind map:

Step 1: create your mind map using textbooks and notes.

Step 2: reproduce it on a blank piece of paper.

Step 3: repeat the reproducing stage!

This is useful for subjects where you need to write essays or give longer answers.

# Memory

- WE REMEMBER...
- *10% of what we read*
- *20% of what we hear*
- *30% of what we see*
- *50% of what we see and hear*
- *70% of what we discuss with others*
- *80% of what we personally experience*
- *95% or what we teach others*

# Top Tips for Revising - In Summary

## **Tip 4**

Testing yourself 'inside your head'. Ask yourself the questions, what topics are the easiest or the hardest?

## **Tip 5**

Talking through with someone else - ask questions of each other, make sure you explain your answer, why you think it is correct and how you got to the answer.

## **Tip 6**

Become the teacher - work with someone else and walk them through the topic and then swap over.

## **Tip 7**

Write down everything you can remember on the topic with no notes at all in front of you. Try to break it down into subtopics and then compare it with your previous revision notes. Have you missed key facts or got concepts wrong? If so these can form the basis for your next revision session.



# Strategies to Revise

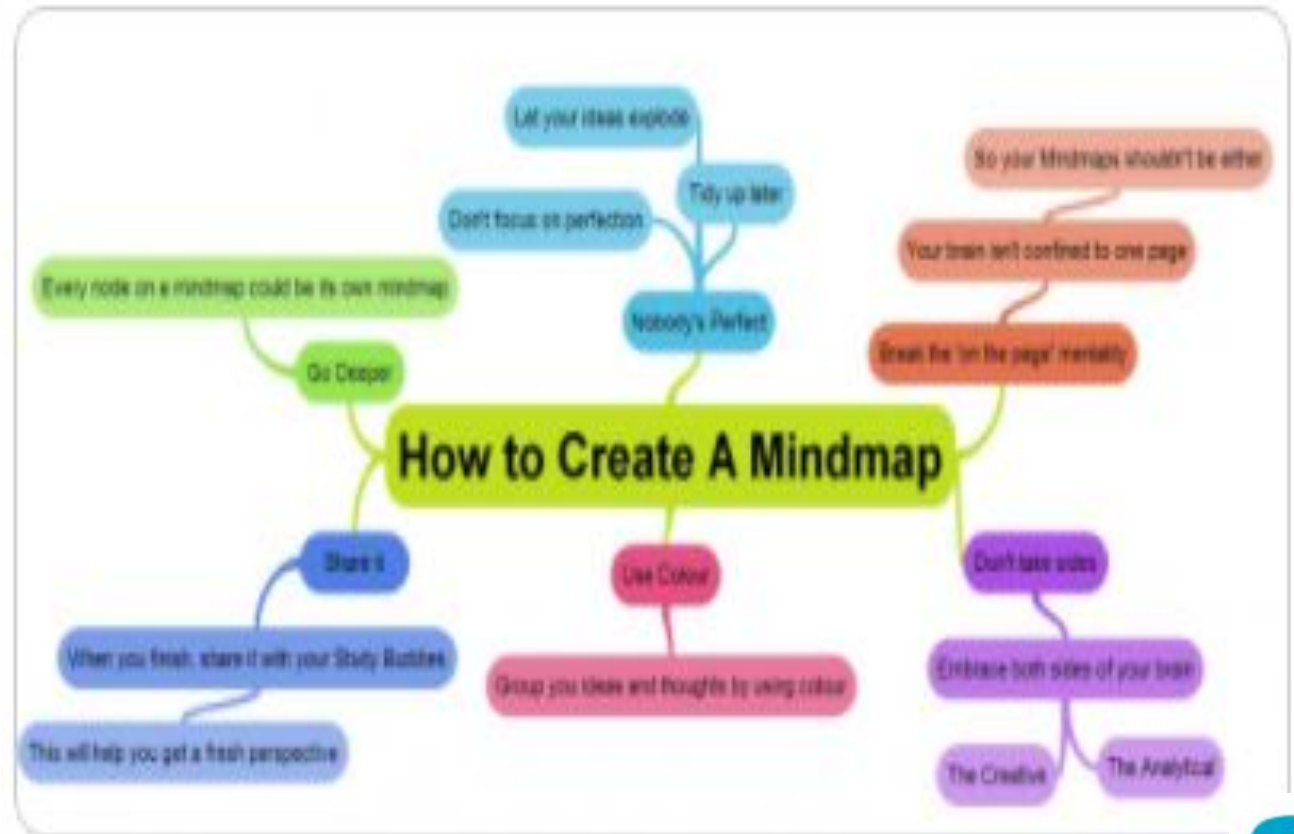
- Mind-maps
- Use post-its of keywords
- Create flash Cards
- Listen to revision podcasts
- Ask family and friends to test you
- Highlight key information on worksheets
- Chants/Raps
- Exam questions and mark scheme
- Write your own questions
- Make mnemonics to help you remember processes

# Mind Map

Put the main idea in the middle of the page.

Use colours to organize your thoughts into sections

Images can help you to remember the key information.



# Flashcards



Create your flashcards of key information / key words.

Include pictures / images to help you remember the information.

Use these to test yourself regularly - or ask friends / family to test you.

# Flashcards



## Learning

Write a keyword / phrase on one side and the definition / meaning on the other.

Read the cards and test your child/yourself

Pick cards at random to quiz if you can give the definition/keyword without looking at the other side

## Look, Cover, Write Check

Read the set of keywords

Put them to one side and try to recall the keywords and the definitions

Check them

## Grouping

Group the cards into different piles, based on:

- Definitions known
- Definitions unsure
- Definitions unknown

And focus on the unsure and unknown ones

# Flashcards



## Match up

Have keywords and their corresponding definition on different cards

Lay all cards face up, and race/time to see who can correctly match all the pairs up first

## Concentration

Have keywords and the corresponding definition on different cards

Lay all cards face down.

Turn cards over 2 at a time, trying to memorise where keywords and definition pairs are

When a player matches a pair of cards, they keep that set

## Bingo

Select , 4, 9, 16 keywords from a selection, and fill in on in a square grid

Have the "bingo caller" pick cards at random and read the definition.

Players mark of the keywords from the definitions called

The winner is the first to get all keywords on a line, and then the full house



# Digital Revision

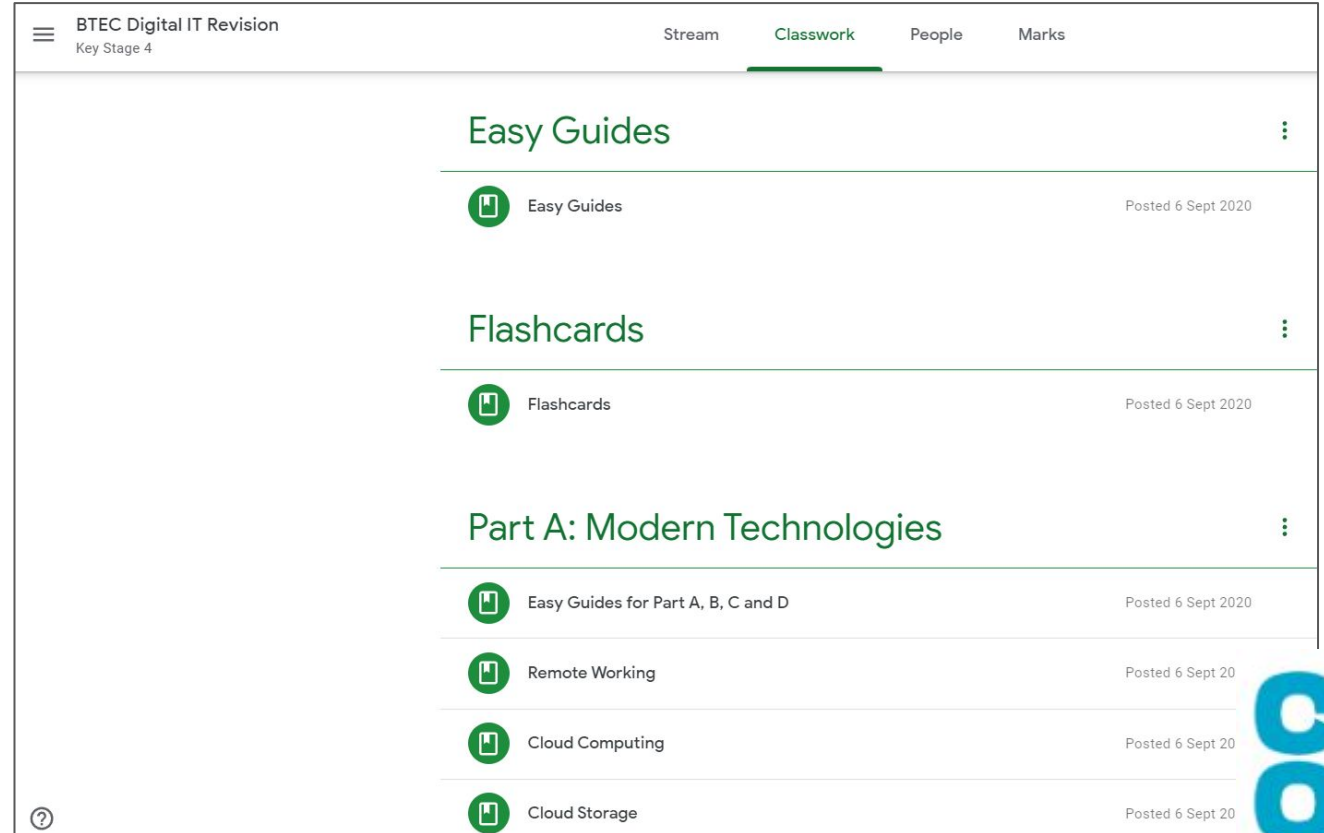
Subject	Name	Link
ICT	Know It All Ninja	<a href="https://www.knowitallninja.com/">https://www.knowitallninja.com/</a>
Computer Science	Seneca	<a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>
French	Lots on the Google classroom!!!	<a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> (AQA French) <a href="https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#gsc.tab=0">https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#gsc.tab=0</a> (French grammar) BBC Bitesize ( <a href="https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr">https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr</a> ) Quizlet - vocab and past questions ( <a href="https://quizlet.com/en-gb/content/aqa-gcse-french-resources">https://quizlet.com/en-gb/content/aqa-gcse-french-resources</a> )
Spanish	Lots on the Google classroom!!!	<a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> (AQA Spanish) <a href="https://www.languagesonline.org.uk/Hotpotatoes/index.html#google_vignette">https://www.languagesonline.org.uk/Hotpotatoes/index.html#google_vignette</a> (Spanish grammar) BBC Bitesize

# Google Classroom

- All pupils have access to the Google Classroom, for each of their subjects.
- Some subjects will place extra revision resources on here.



JSC



# Revision through Song

- The Macbeth song

<https://www.youtube.com/watch?v=YXPVS-n8-0o>

- Parallelogram song

<https://www.youtube.com/watch?v=Rpkjb4Tx844>

Use youtube to find songs on key topics – your teachers will be able to help you with this.

Listen to the song at different times: while you are having breakfast, while you are walking home from school, while you are tidying your room!



Listen to one of these songs  
– Write down three things  
you can remember.

You can also learn formulas and ideas through song.





# Easy Guides

## What are they? How can they be used?

**Physics 2 paper, 1h 30 mins, 60 marks**  
**Energy transfers and systems**  
**Electricity and circuits**  
**Magnetic fields**  
**Wires**

**Energy**  
 The different energy stores are:  
 Kinetic, thermal, chemical, gravitational potential, elastic potential, electrostatic, magnetic and nuclear.

When an object (or objects) changes, energy is transferred. Energy is always dissipated and stored in less useful ways.

Energy can be transferred by:  
 Heating  
 Forces doing work (i.e. lifting a box off the floor).  
 Electrical equipment (i.e. an electric toothbrush) transferring energy from the chemical store of the batteries to the kinetic store of its bristles.

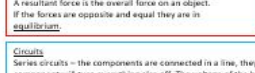
**Work and power**  
 To make an object move we have to apply a force to it. When we transfer energy, work is done so they are the same thing.  
 To calculate the work done we use:

work (in Joules) = force (in Newton's) X distance (in metres)

Power is a measure of how quickly energy is transferred. It is measured in Watts, and one watt is equal to one Joule being transferred per second.

**Power (W) = work done (J) ÷ time taken (in seconds)**

**Forces**  
 Forces are vectors – this means they have a size and a direction. We use arrows to represent them.  
 A free body diagram is a way of showing an object and all of the forces acting on it.

**Example of free body diagram for**  


A resultant force is the overall force on an object. If the forces are opposite and equal they are in **equilibrium**.

**Current and circuits**  
 Current is the flow of an electric charge (i.e. electrons or ions) around a circuit. It will only flow through a component if there is a potential difference across the component.  
 The unit for current is the Ampere (amp = A)  
 Potential difference is the driving force that pushes the current around and is measured in volts (V).  
 Resistance is anything that slows the flow down, measured in ohms (Ω).

These are linked in the equation  $V = I \times R$

We can also calculate the charge that flows around a circuit using:  
 Charge = current x time

Change is measured in coulombs (C).  
 You need to know these circuit symbols:


**Potential difference and resistance**  
 As current flows around a circuit, the charges transfer energy as they struggle against resistance.  
 To calculate energy transferred in a circuit:  
 Energy = charge moved X potential difference  
 $E = Q \times V$

Potential difference = current X resistance  
 $V = I \times R$

When electricity flows through an object it has to work against resistance. This causes a transfer of energy and so energy is usually lost as heat. As the particles in the material get hot they vibrate more making it harder for the electrons to get through the resistor → the resistance increases.

**Series circuits** – the components are connected in a line, they are all on (or all off) at the same time. Removing one component will turn everything else off. The voltage of the battery is shared between all of the components, in practice this means bulbs will be dimmer. The current is the same at all places in a series circuit.  
**Parallel circuits** – each component is connected separately and so can work even if other components are broken or change across it as the battery (it is NOT shared) and so bulbs will be brighter. The current in the main branch of the circuit is equal to the sum of the currents in the smaller branches.

**Energy in circuits**  
 The amount of energy transferred depends on the current, the voltage and the time.  
 $E = I \times V \times t$

Objects transfer energy to useful forms of energy, such as a kettle transferring electrical energy from the mains to thermal energy in the water, a torch transfer's chemical energy in the battery, to electrical energy in the wires to light (and heat) energy in the bulb.

Heat energy is always lost to the environment, making objects more efficient reduces the amount of energy lost.

**Power in circuits**  
 Power tells us how much energy is being transferred over a particular time.  
 Power = energy/time  
 $P = E/t$

The higher the power rating an appliance has the quicker it transfers energy. So an 80 Watt light bulb transfers 80 Joules of energy every second, a 60 W bulb only transfers 60 per second and so will be dimmer.

We can also calculate the power of a circuit by including the current and potential difference.  
 $P = I \times V$

**Magnets/magnetic fields**  
 Magnets have magnetic fields around them. The magnetic field is strongest where the lines are closest together (at the ends or POLES of the magnet).

**Magnetic fields show the forces between magnets.**  
 Like poles repel and opposite poles attract.


**Solenoids**  
 To increase the strength of a current flowing through a wire, we can wrap it into a long coil called a **solenoid**. We can also use more batteries or could put an iron core through the middle of the loop.  
 This magnetic field can be turned on and off so it is an **electromagnet**.

**Electromagnetic induction**  
 If you move a magnet into a coil of wire or move a coil of wire near a magnet then a voltage will be induced. Reversing the movement will reverse the magnetic field.  
 If you move the magnet faster, increase the strength of the magnetic field or have more coils of wire then a larger voltage will be induced.

**Transformers**  
 These use electromagnet induction to change the voltages in electric currents.  
 The two coils of wire are wrapped around opposite sides of an iron core. When current flows around the primary coil it produces a magnetic field. This alternating magnetic field induces a voltage in the secondary coil.  
 Step up transformers increase the voltage as they have more turns of wire on the secondary coil.  
 Step down reduce the voltage.

**Electricity in the home**  
 Household electricity is ac (alternating current). The voltage is 230V and the frequency is 50Hz (meaning the direction of the current changes time 50 times per second).

Plugs contain 3 wires:  
 Blue = Bottom Left, neutral wire that carries the electricity out of the circuit.  
 Brown = Bottom Right, live wire that carries current in.  
 Yellow/Green = Earth wire, this carries the current away safely if something goes wrong.



**Fuses**  
 If too much current flows through the fuse it overheats and melts. This prevents any more current from entering.


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**Example of free body diagram for**  


**Current and circuits**  
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When electricity flows through an object it has to work against resistance. This causes a transfer of energy and so energy is usually lost as heat. As the particles in the material get hot they vibrate more making it harder for the electrons to get through the resistor → the resistance increases.

**Series circuits** – the components are connected in a line, they are all on (or all off) at the same time. Removing one component will turn everything else off. The voltage of the battery is shared between all of the components, in practice this means bulbs will be dimmer. The current is the same at all places in a series circuit.  
**Parallel circuits** – each component is connected separately and so can work even if other components are broken or removed. Each component has the same voltage across it as the battery (it is NOT shared) and so bulbs will be brighter. The current splits and so the current in the main branch of the circuit is equal to the sum of the currents in the smaller branches.

**Physics 2 paper, 1h 30 mins, 60 marks**  
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**Electricity and circuits**  
**Magnetic fields**  
**Wires**

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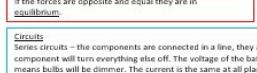
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 The amount of energy transferred depends on the current, the voltage and the time.  
 $E = I \times V \times t$

Objects transfer energy to useful forms of energy, such as a kettle transferring electrical energy from the mains to thermal energy in the water, a torch transfer's chemical energy in the battery, to electrical energy in the wires to light (and heat) energy in the bulb.

Heat energy is always lost to the environment, making objects more efficient reduces the amount of energy lost.

**Power in circuits**  
 Power tells us how much energy is being transferred over a particular time.  
 Power = energy/time  
 $P = E/t$

The higher the power rating an appliance has the quicker it transfers energy. So an 80 Watt light bulb transfers 80 Joules of energy every second, a 60 W bulb only transfers 60 per second and so will be dimmer.

We can also calculate the power of a circuit by including the current and potential difference.  
 $P = I \times V$

**Magnets/magnetic fields**  
 Magnets have magnetic fields around them. The magnetic field is strongest where the lines are closest together (at the ends or POLES of the magnet).

**Magnetic fields show the forces between magnets.**  
 Like poles repel and opposite poles attract.


**Solenoids**  
 To increase the strength of a current flowing through a wire, we can wrap it into a long coil called a **solenoid**. We can also use more batteries or could put an iron core through the middle of the loop.  
 This magnetic field can be turned on and off so it is an **electromagnet**.

**Electromagnetic induction**  
 If you move a magnet into a coil of wire or move a coil of wire near a magnet then a voltage will be induced. Reversing the movement will reverse the magnetic field.  
 If you move the magnet faster, increase the strength of the magnetic field or have more coils of wire then a larger voltage will be induced.

**Transformers**  
 These use electromagnet induction to change the voltages in electric currents.  
 The two coils of wire are wrapped around opposite sides of an iron core. When current flows around the primary coil it produces a magnetic field. This alternating magnetic field induces a voltage in the secondary coil.  
 Step up transformers increase the voltage as they have more turns of wire on the secondary coil.  
 Step down reduce the voltage.

**Electricity in the home**  
 Household electricity is ac (alternating current). The voltage is 230V and the frequency is 50Hz (meaning the direction of the current changes time 50 times per second).

Plugs contain 3 wires:  
 Blue = Bottom Left, neutral wire that carries the electricity out of the circuit.  
 Brown = Bottom Right, live wire that carries current in.  
 Yellow/Green = Earth wire, this carries the current away safely if something goes wrong.



**Fuses**  
 If too much current flows through the fuse it overheats and melts. This prevents any more current from entering.


**Work and power**  
 To make an object move we have to apply a force to it. When we transfer energy, work is done so they are the same thing.  
 To calculate the work done we use:

work (in Joules) = force (in Newton's) X distance (in metres)


Power is a measure of how quickly energy is transferred. It is measured in Watts, and one watt is equal to one Joule being transferred per second.

**Power (W) = work done (J) ÷ time taken (in seconds)**

**Forces**  
 Forces are vectors – this means they have a size and a direction. We use arrows to represent them.  
 A free body diagram is a way of showing an object and all of the forces acting on it.

**Example of free body diagram for**  


Electricity being carried across the national grid is stepped up so that it is at a high voltage. This means it can be at a low current in high the voltage and energy is lost to the environment.



JSC



# Revision Guides

Use the revision guide pages 1 to 5.

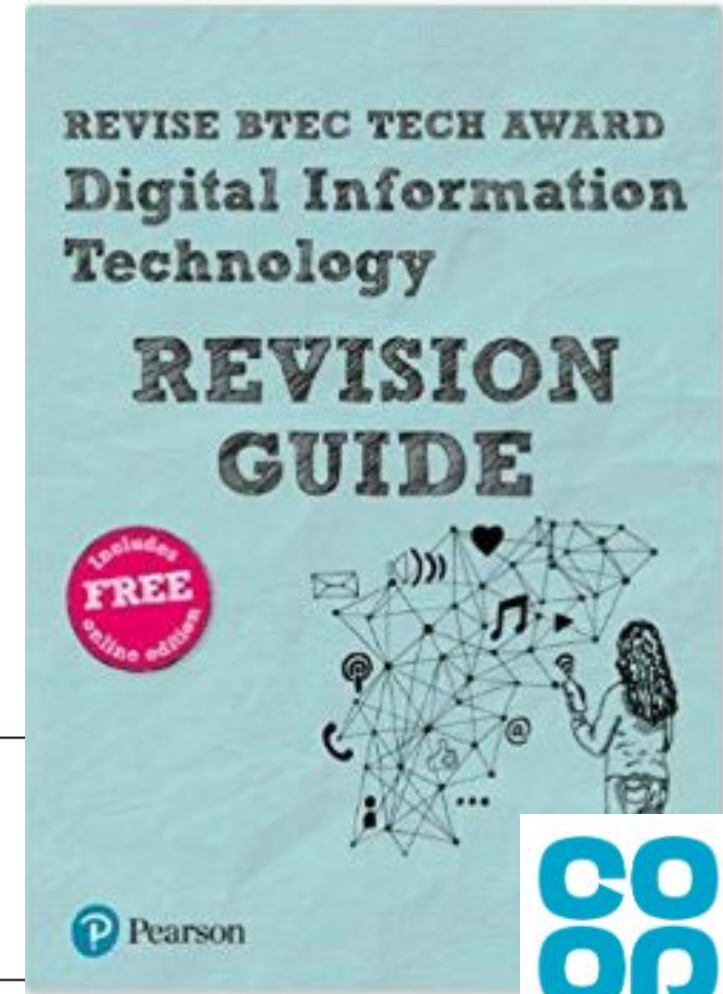
## Exam Question Quick Quiz 1

1. Explain what a personal hotspot is.
2. Give one example of when you might use a personal hotspot.
3. State two benefits of connecting to open Wi-Fi in a café.
4. Give two reasons why mobile internet may not be available everywhere.
5. State two drawbacks of using open Wi-Fi.

**C: Answers in revision guide**

**E: Use pages 1 to 5**

**K: Answer independently**



# Using Images to Aid Memory

## Photosynthesis

Sunlight shines on the leaves.

Cells in all green parts of the plants, but concentrated near the upper surface of the leaf, absorb this sunlight.(the parts of the cells that do this are called chloroplasts).

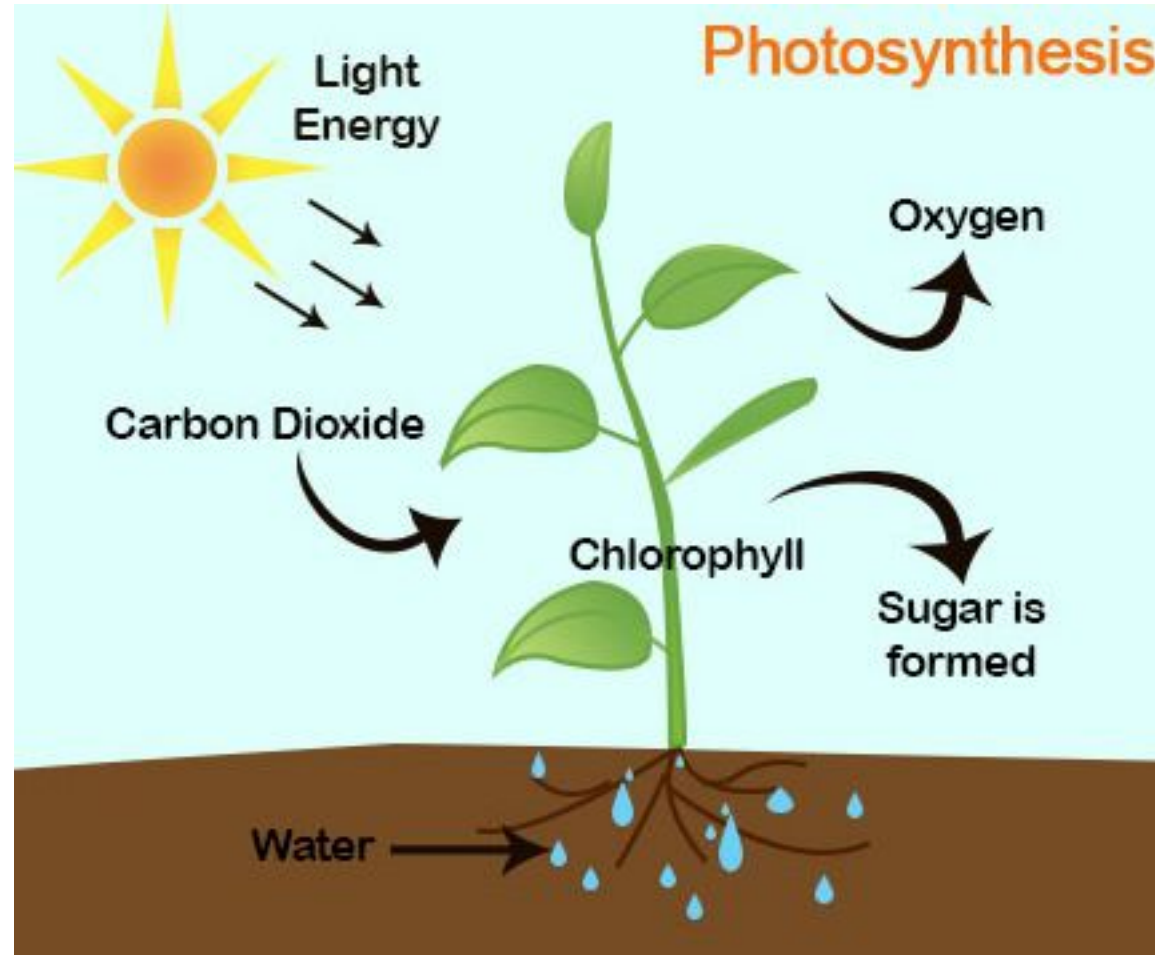
Carbon dioxide is also taken in to the leaves

Water, which has been taken up by the roots, travels up the plant stem/trunk to the leaves.

A chemical reaction happens where the water and carbon dioxide react, using the sunlight's energy to produce water and sugar (glucose).

The oxygen is released through the stomata and the glucose is used as an energy source for the plant to power life processes or turned into starch to be stored.

# Using Images to Aid Memory



# Core Subject Quizzes

English - Quiz

Frankenstein Quiz

Macbeth Quiz



# Science - Quiz

# Maths - Quiz

Quiz 1

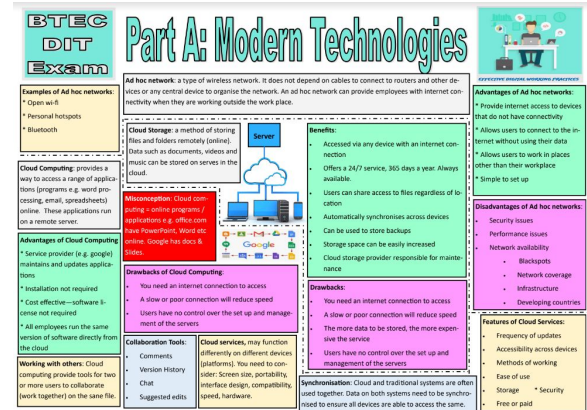
(Quiz 2)

Quiz 3

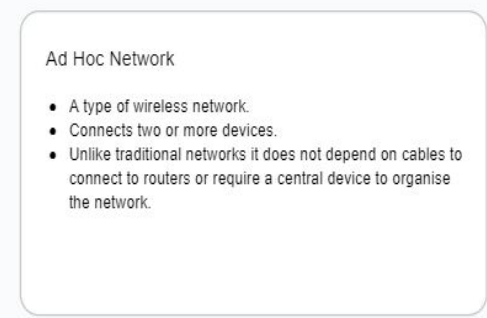
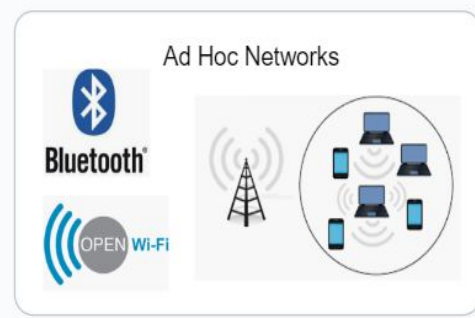
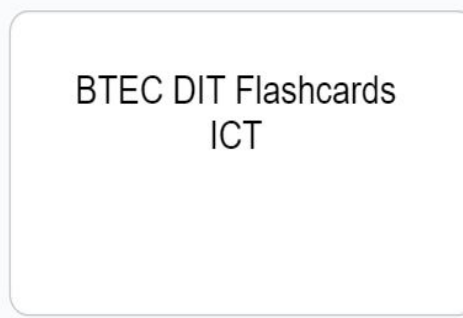
# Option Subject Tips

# ICT - Three Top Tips

1. Easy guides

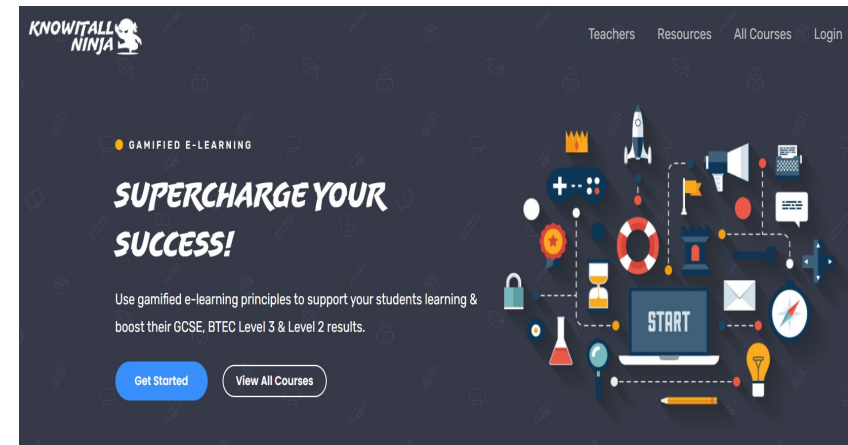


2. Flashcards



3. [www.knowitallninja.com](http://www.knowitallninja.com)

Google Classroom Code: **yj27667**

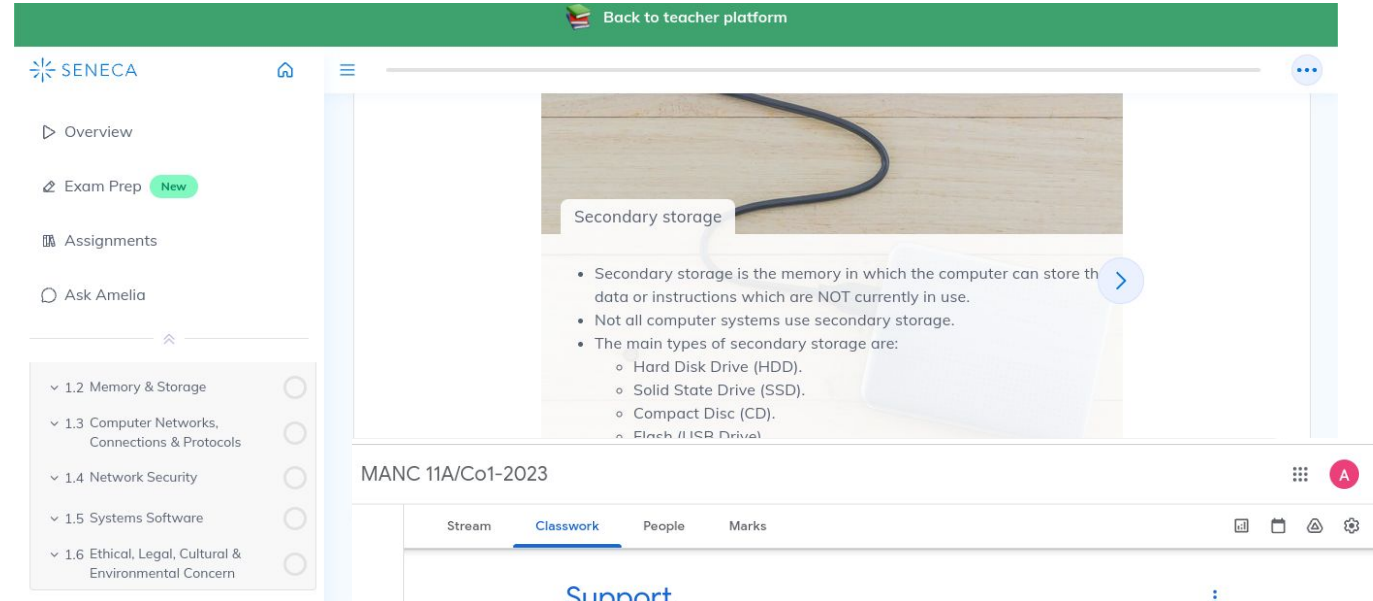


# Computer Science - Three Top Tips

1. CGP Revision Flash Cards

2. Smart revise

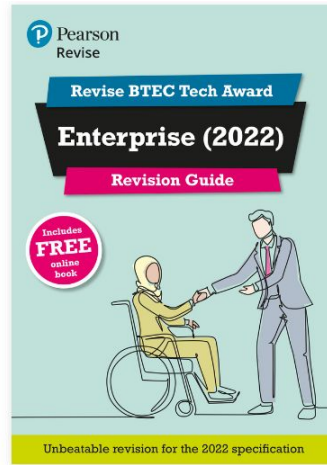
3. Seneca learning



**SMART**  
  
**REVISE**

# Enterprise - Three Top Tips

1. Revision guides



2. Google classroom

3. Quizlet Match & Flashcards

**Google Classroom Code:**

Pmhwler - 11A

L3tn6yq - 11C

Xf27w5x - 11D

## Revision hub

Formulas	Posted 17 Oct 2023
Keywords	Posted 17 Oct 2023
Knowledge organiser	Posted 17 Oct 2023
Past papers	Posted 17 Oct 2023
6 Marker questions	Posted 17 Oct 2023
A Marketing activities	Edited 17 Oct 2023
B Financial documents and statements	Edited 17 Oct 2023
C Financial planning and forecasting	Edited 17 Oct 2023
A, B, C revision booklets	Edited 17 Oct 2023

Quizlet

Your library

Study tools

Search for flashcards

## BTEC TECH AWARD - ENTERPRISE

43 studiers today 5.0 (2 reviews)

Name 4 types of fixed costs?

retained profit = Net profit - Amount of net profit paid to owners of enterprise.

Calculating retained profit?

Types of capital?

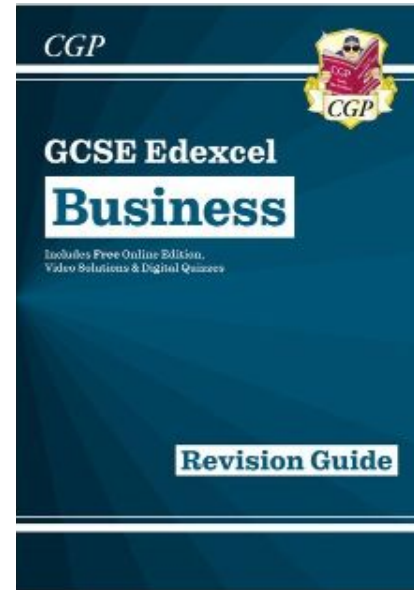


# Business - Three Top Tips

1. Past Papers

2. Revision books

3. Google classroom



Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Centre Number	Candidate Number		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Pearson Edexcel Level 1/Level 2 GCSE (9-1)</b>			
Time 1 hour 30 minutes	Paper reference	<b>1BS0/01</b>	
<b>Business</b>			
<b>PAPER 1: Investigating small business</b>			
You do not need any other materials.			Total Marks

#### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.

# MFL - Three Top Tips

## 1. Speaking Easy Guides

**PART 1 Role Play (2 mins) 15 marks (1/4 exam)**

**Top tips**

- Keep your responses short, to the point
- Ask a question
- Something unexpected from the teacher
- 2 points per response
- Up to 5 marks for all your responses

**Link(s) to youtube videos**  
<https://www.youtube.com/watch?v=kPifHDNoGHQ>

**Key words to learn (link to quizlet = <https://quizlet.com/257397555/gcse-spanish-roleplay-vocabulary-flash-cards/>)**

**Asking questions**

¿Dónde está...? (Where is?)  
 ¿Cuánto tiempo...? (How long...?)  
 ¿Cuánto es...? (How much...?)  
 ¿Cómo es? (What's it like?)  
 ¿Tienes...? (Have you got...?)  
 ¿Puedo ir a...? ¿Cómo llego a...? (How do you get to...?)  
 ¿A qué hora...? (At what time...?)  
 ¿Hay...? (Is there...?)  
 ¿Prefieres...? (Do you prefer...? - informal)  
 ¿Preferire...? (Do you prefer...? - formal)  
 ¿Y tú? / ¿Y usted? (And you?)

**Description**

Hay... (there is / are)  
 Es... (it is)  
 Soy... (I am...)  
 Él/ella es... (he / she is...)  
 Ellos/ellas son... (they are...)

**Requests**

Me gustaría... (I would like...)  
 ¿Tienes?... (Have you got...?)  
 Necesito... (I need...)  
 Quiero... (I want...)

**Empiezo a... (starts at...)**  
 Termina en... (finishes at...)  
 Llego a... (arrives at...)  
 Se debe... (you must...)

**Coping strategies**

Repita, por favor. (Repeat please)  
 No entiendo nada (I don't understand)  
 Explícame. (Explain to me)

**Practice questions**



- Qu'est-ce qu'il y a sur la photo?
- Quelles sont tes matières préférées et pourquoi?
- Qu'est-ce que tu as fait au collège hier matin?

- Qu'est-ce qu'il y a sur la photo?
- Quelle sorte de vacances préfères-tu?
- Qu'est-ce que tu as fait l'année dernière pendant les grandes vacances?

## 2. Writing Easy Guides

SPANISH GCSE VERB TENSES			
<b>Present tense - I do</b>	<b>Immediate future - I am going to do</b>	<b>Conditional tense - I would do</b>	<b>INFINITIVE + ENDINGS</b>
AR ER IR	ir infinitive	Trabajaría I would work	Trabajar
Haber Comer Vivir	ir voy venir	Trabajarías You would work	(ni) Trabajas
Hablar Comer Vivir	ir vas venir	Trabajarías We would work	(ni) Trabajas
(ni) Hablas Comes Vives	ir voy venir	Trabajarías They would work	Trabajarían
(nosotros) Hablamos Comemos Vivimos	ir voy voy voy	Trabajarían	Trabajarían
(vosotros) Habláis Coméis Vivís	ir voy voy voy	Trabajarían	Trabajarían
(ellos/ellas) Hablan Comen Viven	ir voy voy voy	Trabajarían	Trabajarían
<b>Preterite tense - I did</b>	<b>Pure future - I will do</b>	<b>Irregulars:</b>	
yo tomé comí decidí	Yo iré iré iré	Haber hablar Poder pedir	
tú tomaste comiste decidiste	Tú irás irás irás	Saber salir Decir dar	
ella tomó comió decidió	El/ella irá irá irá	Querer vender	
nosotros tomamos comemos decidimos	Nosotros iremos iremos iremos	Querer vender	
vosotros tomasteis comisteis decidisteis	Vosotros iréis iréis iréis	Querer vender	
ellos/ellas tomaron comieron decidieron	Ellos/ellas irán irán irán	Poner pondrá Haber habrá	
<b>Imperfect tense - I used to do</b>	<b>INFINITIVE + ENDINGS</b>	<b>Perfect tense - I have done</b>	
Yo comía comía comía	Yo iré iré iré	Yo he comido comido comido	
Tú comías comías comías	Tú irás irás irás	Tú has comido comido comido	
El/ella comía comía comía	El/ella irá irá irá	El/ella ha comido comido comido	
Nosotros comíamos comíamos comíamos	Nosotros iremos iremos iremos	Nosotros hemos comido comido comido	
Vosotros comíais comíais comíais	Vosotros iréis iréis iréis	Vosotros habéis comido comido comido	
Ellos/ellas comían comían comían	Ellos/ellas irán irán irán	Ellos/ellas han comido comido comido	
<b>Preterite tense - I did</b>	<b>Imperfect tense - I used to do</b>	<b>Perfect tense - I have done</b>	
yo tomé comí decidí	Yo comía comía comía	Yo he comido comido comido	
tú tomaste comiste decidiste	Tú comías comías comías	Tú has comido comido comido	
ella tomó comió decidió	El/ella comía comía comía	El/ella ha comido comido comido	
nosotros tomamos comemos decidimos	Nosotros comíamos comíamos comíamos	Nosotros hemos comido comido comido	
vosotros tomasteis comisteis decidisteis	Vosotros comíais comíais comíais	Vosotros habéis comido comido comido	
ellos/ellas tomaron comieron decidieron	Ellos/ellas comían comían comían	Ellos/ellas han comido comido comido	

**Practice questions**



## 3. Reading Easy Guides

### Time indicators

TIME MARKERS		
PRESENT	PAST	FUTURE
Aujourd'hui	Hier	Demain
Le weekend	Le weekend dernier	Le weekend prochain
Cette semaine	La semaine dernière	La semaine prochaine
Cette année	L'année dernière	L'année prochaine
Ce matin	Hier matin	Demain matin
Le lundi	Lundi dernier	Lundi prochain

Ensure you know these words – they look like something else in English!

actual	current	grabar	to record
actualmente	nowadays	largo	long
arena	sand	lectura	reading
asistir	to attend	librería	book shop
campo	countryside	parientes	relatives
carpeta	folder; file	raro	strange
codo	elbow	recordar	remember
collar	necklace	ropa	clothing
conductor	driver	sensible	sensitive
contestar	to answer	simpático	nice, friendly
embarazada	pregnant	sopa	soup
es preciso	it's necessary	soportar	to stand/bear
éxito	success	últimamente	recently
fábrica	factory	vaso	drinking glass

# GCSE Music - Three Top Tips

## 1. Keywords Dictionary



### Melody = The Tune

Anacrusis	(aka upbeat) a note or notes before the first strong beat (downbeat) of a musical phrase
Anticipation note	A note or notes from the next chord being played early
Conjunct	(aka stepwise) a melody moves to the note next to another
Disjunct	(aka angular) the melody jumps between notes
Arpeggio / broken chord	Playing the notes from a chord one at a time
Triadic	A melody using the three notes from a "triad" chord
Scalic	A melody which moves by step, just like a scale (ascending/descending)

## 2. Set Work Eduqas

**Form and structure:**  
The piece is in **strophic** or **verse-chorus** form.

Intro	Verse 1 / Verse 2	Chorus 1 / Chorus 2	Link 1 / Link 2	Instrumental	Chorus 3	Outro
1 - 4	5 - 20 (14 + 6)	41 - 57	58 - 65	66 - 82	40 - 52	93 - 96
4 bars	35 bars (21 bars)	18 bars	8 bars	17 bars	22 bars	4 bars

**Lyrics:**  
Mostly **conjunct** (moving in steps) with a **wide vocal range**.  
Biff uses the **pentatonic scale** (interspersed through E notes).

**Harmony:**  
**Diatonic** structure of root position and inverted chords.  
Biff can be heard during the intro, verses, link sections, instrumental and outro. This riff uses a three-chord pattern: **A - C<sup>9</sup>m - C<sup>9</sup>m**.

**Tempo:**  
The tempo is **moderately fast**.

## 3. Music GCSE Quiz:

[https://resource.download.wjec.co.uk/vtc/2019-20/int19-20\\_1-5/eduqas/unit01/01-musical-terms.html](https://resource.download.wjec.co.uk/vtc/2019-20/int19-20_1-5/eduqas/unit01/01-musical-terms.html)



Select the correct answer. Each time you play you will be given a random set of 10 questions. How many can you get right?

What does legato mean?

smooth

detached

high

Next question

# Drama - Three Top Tips

## 1. Component 3 Structure

**Drama Paper: Component 3**  
(1 hr 30 minutes)

**Section A (ILYM) - 1-12 marks**  
**What?** You will have to answer 7-9 questions ranging from 1 to 12 marks on acting, costume, set, staging, props, lighting or sound.  
**How?** Make sure you look at the marks and decide whether you need to:  

- Describe** - Give in detail the main features or characteristics of the topic
- Explain** - Give details about how and why something is the way it is
- Suggest** - Give your own ideas
- Name/State** - Make a list

**Why?** These questions assess your knowledge of the play and different elements of theatre.  
**NB: You would follow this same structure for a 15 mark ILYM question on lighting, sound, set etc but you would change the paragraph headings and sentence structure in accordance with the bullet points in the question.**

**Section A (ILYM) - 15 marks**  
**What?** This question asks you to explain or describe.  
**How?** X4 PEE  
**Character motivation**  
 The first extract I have chosen is...  
 In this extract (character)'s motivation is...  
**Voice** (discuss 2 points about voice)  
 P: It I were playing (character), I would use ...  
 E: I would do this on the line...  
 E: It would be performed in this way because this shows that... X2  
**Movement** (discuss 2 points about movement)  
 P: In addition, I would use ...  
 E: I would do this on the line...  
 E: It would be performed in this way because... X2  
**Interaction**  
 The above shows that the character interaction between (character) and (other characters' names) is that she...  
**I comparing two extracts, 2x PEE for each analysing one extract, 4x PEEs in total**

**Section B Live Theatre (Peter Pan) - 15 marks**  
**What?** This question asks you to analyse and evaluate.  
**How?** X4 detailed PEE  
**Memorised Introduction**  
**Paragraph Structure:**

- The first/second key scene where (refer to question) stood out for me was (choose one - Flying to Neverland/Hook's Entrance/Peter's Monologue)
- In this scene ... (Give brief description of scene)

**P:** Firstly I noticed that... (describe the moment)  
**E:** This was achieved by... (analyse the scene using terms such as pitch, pace, levels etc)  
**E:** As an audience member, this communicated to me that I felt this was effective because...  
**I comparing two extracts, 2x PEE for each analysing one extract, 4x PEEs in total**

## 2. Peter Pan Knowledge Organiser

<b>Peter Pan – a play by Sally Cookson LIVE THEATRE</b>	<b>Peter Pan (Paul Wilson)</b> Peter is charismatic and cocky with a certain sulky desperation; he is emotionally underdeveloped. High pitch, medium pace, exaggerated gesture, clumsy movement - all represent a child. <i>'To die would be an awfully big adventure'</i>	<b>Hook (Anna Frolino)</b> Hook farsely mimics mothering instinct by trying to impress Wendy on the ship and comfort the Pirate about his teddy. Nasal tone, changes in pitch, clears throat, repulsive, dominant, controlling nature. <i>'How about some lemon?'</i>
<b>Plot</b> <b>Section A - Flight to Neverland</b> 25 – 31.45 minutes In the Darling's house in London, Peter persuades the children (Wendy, Michael and John) to fly away with him to Neverland through the use of fairy dust. <b>Section B - Hook's Entrance</b> 39.15 – 43.50 minutes This is the first time the audience is introduced to Hook. She discusses her plan to kill Peter with her crew of Pirates. <b>Section C - Peter's Monologue</b> 1hr 13.50 – 1hr 16.25 Peter has been wounded by Hook and is deserted with Wendy. The water is rising and he sacrifices Wendy's safety for his own. <b>SEE PETER PAN CHEAT SHEET FOR MORE DETAILS ON THE SPECIFIC SECTIONS</b> <b>To re-watch Peter Pan, your access details are:</b> <a href="https://www.dramanonlineibrary.com/series/national-theatre-collecti-on-uid-190464">https://www.dramanonlineibrary.com/series/national-theatre-collecti-on-uid-190464</a> Username: 84ju-7M6l Password: 0ia.2T0'	<b>Wendy Darling (Madeline Warner)</b> Wendy is wise and mature for her age. She seems to be the only 'adult' of her family, looking after them and the Lost Boys, like a mother, as their journey unravels. High pitch, RP accent, straight posture, fast pace - all represents a child. <i>'Boy, why are you crying?'</i> <b>Smee (Felix Hayes)</b> Smee is Hook's right hand man. He is scared and intimidated by her. He displays a respect for her in person but really despises her. Slow pace, hunched posture, stretches out words, grimacing facial expressions <b>Themes</b> <ul style="list-style-type: none"> <li>• Motherhood - Peter is highly opposed to the idea of mothers and their demands - the maternal principle is his deadliest enemy.</li> <li>• Childhood VS Adulthood</li> <li>• Gender stereotypes</li> </ul> <b>Dramatic Techniques</b> <ul style="list-style-type: none"> <li>• Wendy uses narration at the beginning and at the end.</li> <li>• The ensemble are visible on stage throughout the beginning, watching the action on stage</li> <li>• Puppetry e.g. Peter's shadow, the 'Neverbird', the crocodile</li> <li>• Multi-rolling e.g. Mother/Hook, Tootles/Nana/Mermoid, Smee/Father/Twin One</li> <li>• Breaking the fourth wall - Audience participation (clapping), Peter flying over the audience.</li> <li>• Slow motion - Flying to Neverland sequence</li> <li>• Stage Combat - Hook and Peter</li> <li>• Choreography/movement - The Lost Boys</li> </ul> <b>Sound</b> <ul style="list-style-type: none"> <li>• A play with music NOT a musical</li> <li>• Live orchestra on stage throughout (sometimes hidden, sometimes not)</li> <li>• Music has a 70s feel, with use of heavy bass and synth.</li> <li>• Some pieces of music are original such as 'Go to sleep', 'Oh please Peter', 'We are the lost boys' and some are not such as a song by 'The Carpenters'.</li> <li>• Some recorded sound effects are used such as the announcement 'Ladies and Gentlemen, welcome to Neverland'.</li> </ul>	<b>John (Max Atoll) and Michael Darling (John Phamouso)</b> John and Michael are Wendy's younger brothers. John is more upright whereas Michael is more playful as he is the youngest. Energetic movements, high pitch, exaggerated gestures, fast pace expressions <b>Themes</b> <ul style="list-style-type: none"> <li>• Childhood VS Adulthood</li> <li>• Gender stereotypes</li> </ul> <b>Lighting</b> <ul style="list-style-type: none"> <li>• White wash at the opening of the play in London - resembles how they believe their life is boring and plain compared to Wendy's stories.</li> <li>• Lighting changes into green when Peter appears to represent his links to Nature.</li> <li>• First thing first, we need to open the window - Peter. Transition occurs, lighting changes to a spotlight on Wendy and Peter.</li> <li>• Flying sequence - lighting is dim with a low intensity, silhouetting shadows which links to him losing his shadow at the beginning.</li> <li>• UV balls are lit up on sticks to represent planets in orbit. Clouds are on sticks - all of this is quite childlike - imagination.</li> <li>• Lighting changes to red when they crash land into Neverland</li> <li>• Glowing ball of light moves around the room to represent Tink.</li> <li>• Hook scenes are dimly lit using blue and purple lighting with dry ice.</li> </ul>

## 3. "I Love You Mum" Knowledge Organiser

<b>I Love You Mum - I Promise I Won't Die - a play by Mack Whittier</b>	<b>Mimi Whittier</b> Playwright - Well educated - Professional - Compassionate - Ethical	<b>Dan Spargo-Matth</b> Died at 16 years old from taking MDMA at a illegal rave - Described as 'bright, articulate, funny, shy, popular and talented, a big, engaging, much loved character' - Played by members of the ensemble using a blue hoodie
<b>Plot</b> <b>Act One: I Love You Mum</b> Section 1: Introducing Dan Section 2: Alice & Dan Section 3: The Rave Section 4: The Aftermath <b>Act Two: I Promise I Won't Die</b> Section 1: The Trial Section 2: Dan - The Most Important Person in Croydon Section 3: Back Home Without Dan Section 4: Horror in the Hospital Section 5: The Night of the Rave Section 6: Last Words Section 7: Fiona and Tim's Daniel	<b>Lizy Forester</b> - Dan & Hope's Drama teacher - Educated - Compassionate  <b>Jenna</b> - Dan's girlfriend - 15 (18 months younger than Dan) - Didn't get involved in drugs - Sensible - Caring  <b>Archie</b> - Jenna's older brother (same age as Dan) - Slightly dated/hippie - Angry at Dan for taking MDMA - Protective of his sister  <b>Kate</b> - Jenna and Archie's mum - Compassionate - Protective of her children - Proud mum	<b>Fiona</b> - Dan & Jacob's mum - 46 years old at the time of Dan's death - Christian - Middle class/Well educated - Used to work in education - Author of 'Walk 10 Aways: Young People, Drugs and Decisions - A Guide for Parents and Carers' and 'Talking the Tough Stuff with Teens' - Has dedicated her life to trying to prevent other teenagers suffering the same fate.  <b>Tim</b> - Dan & Jacob's dad - 50 years old at the time of Dan's death - Christian - Middle class/Well educated - Co-founder of the GEM Foundation - Works in the charitable sector supporting adults with learning disabilities - He often joins Fiona in telling Dan's story and speaking at events, and in prisons as part of the <b>Sycamore Tree</b> victim awareness programme.  <b>Acob</b> - Dan's older brother - Middle class - At university - Angry at Dan for taking MDMA - Regrets he wasn't more involved with Dan's friendship group, feels he could have prevented what happened - Tries to stay strong for his parents - Copers by trying to distract himself, sometimes breaks down  <b>Conline</b> - Jacob's girlfriend - Caring

# Core Subject Tips



# English - Three Top Tips

## 1. Knowledge Organisers

Critical Knowledge Sheet: Blood Brothers	
The plot	
<b>Act 1</b>	1. Mrs Johnstone finds out she is pregnant with twins. She agrees to give a twin to Mrs Lyons who cannot have children. 2. At the age of 7, Mickey and Edward meet and become best friends. Mickey and his friend Linda influence Edward. 3. Mrs Lyons does not like this and moves her family to the countryside. Mrs Johnstone is later moved there too.
<b>Act 2</b>	4. At the age of 14, Mickey and Edward meet again. 5. At the age of 18, Edward goes to university and Mickey and his childhood sweetheart Linda get married. 6. Because of the economic situation, Mickey loses his job. Mickey's older brother Sammy persuades him to take part in a robbery. 7. Mickey goes to prison and becomes addicted to tablets for depression. 8. Out of prison, Mickey cannot get a job. Edward helps Linda and Mickey get a house. Linda and Edward begin an affair. 9. Mrs Lyons tells Mickey and he finds Edward and shoots him dead. 10. The police shoot Mickey dead.

Macbeth Knowledge Organiser (English Literature Paper 1)

Very Brief Plot Summary	Context: Politics	Key Quotations
<p>Act 1: Macbeth and Banquo meet the witches; Banquo is crowned; Lady Macbeth reads the letter and stunts Macbeth; Duncan arrives.</p> <p>Act 2: Macbeth kills Duncan; Malcolm flees; Macbeth is crowned; Act 3: Banquo suspects Macbeth; Banquo is murdered but his fiance escapes; Macbeth is haunted by Banquo's ghost at the banquet.</p> <p>Act 4: The Witches show Macbeth future kings - sons of Banquo.</p> <p>Act 5: Lady Macbeth sleepwalks; dies; Macduff kills Macbeth; Malcolm restored as King.</p>	<p>Written in 1606. There is a strong political theme throughout, with the idea that excessive ambition has terrible consequences. In 1605, the Gunpowder Plot took place: an attempt to assassinate the king. Shakespeare warned to warn society against such heinous acts.</p> <p>Context: Supernatural</p> <p>Macduff and the supernatural were both of great interest and hugely feared. Again, King James I was highly intrigued by kind suggestions of the supernatural, and even wrote about the subject. The audience believed anything associated with the supernatural to be evil and menacing.</p>	<p><b>"Brave Macbeth"</b> - Act 1 Scene 2 - a soldier describes Macbeth in battle</p> <p><b>"Unsex me here"</b> (Act 1 Scene 5) - Lady Macbeth</p> <p><b>"Look like the innocent flower but be the serpent under it"</b> (Act 1 Scene 5) - Lady Macbeth</p> <p><b>"Is this a dagger I see before me?"</b> (Act 2 Scene 1) - Macbeth</p> <p><b>"Infirm of purpose! Give me the daggers."</b> (Act 2 Scene 2) - Lady Macbeth is angry with Macbeth for bringing the daggers back after the heinous act of regicide</p> <p><b>"Our fears in Banquo stick deep."</b> (Act 3 Scene 1) - Macbeth</p> <p><b>"Oh, full of scorpions is my mind, dear wife!"</b> (Act 3 Scene 2) - Macbeth</p> <p><b>"Never shake thy gory locks at me."</b> (Act 3 Scene 4) - Macbeth speaks to Banquo's ghost commanding him not to accuse Macbeth of the murder.</p> <p><b>"Beware Macduff!"</b> (Act 4 Scene 1) - The witches</p> <p><b>"Be bloody, bold and resolute...none of woman born shall harm Macbeth."</b> (Act 4 Scene 1) - The witches</p> <p><b>"Out damn spot"</b> (Act 5 Scene 1) - Lady Macbeth's mental state deteriorates and she is consumed by crippling mental turmoil and anguish</p> <p><b>"This dead butcher and his fiend-like queen."</b> (Act 5 Scene 8) - Malcolm describes Macbeth and Lady Macbeth as evil and tyrannical</p>
<p><b>Macbeth:</b> One of King Duncan's generals. He loves power; the witches tempt him into murder. Originally Thane of Glamis, he becomes the Thane of Cawdor, then King of Scotland.</p> <p><b>Lady Macbeth:</b> Macbeth's wife, she is ambitious and drives him to murder but is driven mad by guilt.</p> <p><b>Three Witches:</b> Cursed ladies of witchcraft who tempt Macbeth to do dark deeds.</p> <p><b>Banquo:</b> A general and friend of Macbeth. The prophecy does not count him; he is murdered by Macbeth as he is considered a threat. He sheds heaven's blessing.</p> <p><b>King Duncan:</b> The good and noble King of Scotland, murdered by Macbeth.</p> <p><b>Macduff:</b> Thane of Fife. He opposes Macbeth and supports Malcolm. He kills Macbeth in revenge for the murder of his family.</p> <p><b>Malcolm:</b> Duncan's son. He flees with his brother after the murder of Duncan but returns with English support to challenge Macbeth.</p> <p><b>Fleance:</b> Banquo's son. Macbeth tries and fails to murder him, so Fleance survives but is implied he will return one day to fulfil the prophecy and become King.</p> <p><b>Hecate:</b> Queen of the Witches.</p>	<p>Context: The Divine Right of Kings</p> <p>The accepted belief was that everyone had to obey their place in life. Monarchs were seen as second only to God. The idea of Macbeth plotting to kill the King of Scotland would have caused outrage and shock in the audience. This would have gone against everything that was so firmly believed at the time.</p> <p>Context: Gender</p> <p>There were strong expectations of both men and women throughout the period. Women were expected to be submissive to their husbands. A woman with an independent will is rarely. Women were ruled by men and supposed to be pious and pure. The idea that a woman could challenge a man was unheard of and would have shocked audiences.</p>	

## 2. Language Scaffold Sheet

Paper 1 English Language Scaffold Sheet (1 hour 45 mins in total)

**Question 1 (4 MINS) (4 MARKS)**  
Make 4 points.  
**Only look at the lines you are told to.** Underline the key words in the question. Make sure your 4 points refer to the question.

**Question 2 (Analysing Language Devices and key words)**  
**(12 MINS) (8 MARKS)**

Firstly, the writer presents.....as.....  
"EVIDENCE HERE"  
This (name language device if relevant) suggests that ...because...  
The (word class) "KEY WORD" indicates that ...because...  
The writer wants the reader to think / feel / imagine that ...

x2

Instead of 'This suggests'  
-illuminates, highlights,  
reinforces, emphasises, develops

**Question 3 (Analysing structure – No LDs/No key words)**  
Setting, Perspective, Atmosphere, Character, Events  
**(12 MINS) (8 MARKS)**

Pick 2 from SPACE and analyse them using the following frame:

The [STRUCTURAL DEVICE] at the start focuses on "EMBEDDED QUOTE"  
The writer has done this in order to establish...  
The [SAME STRUCTURAL DEVICE] later shifts to/continues to focus on "EMBEDDED QUOTE"  
The writer has done this in order to...  
x2

**Question 4 (Evaluate a statement – analysing language devices and key words)**

**(30 MINS) (20 MARKS)**

I agree that....(use words from the statement in the question)

Firstly, the writer presents.....as.....  
"EVIDENCE HERE"  
This (name language device if relevant) suggests that ...because...  
The (word class) "KEY WORD" indicates that ...because...  
The writer wants the reader to think / feel / imagine that ...

x3

When zooming in, can you use:  
1) Literally/metaphorically  
2) Not only, but also  
3) Upon first glance/On closer inspection

## 3. Literature Easy Guides

<p><b>LONDON BY WILLIAM BLAKE</b> <b>What is it about?</b> The poem is written in the first person and describes the streets of London in the 1800s. The speaker sees as the terrible conditions faced by the people of the city: child labour, poor housing and prostitution. Each stanza of 'London' points out ways in which the British monarchy and English laws cause human suffering. The speaker notices how oppressed (hard back) people are in London because the wealthy own or control everything. At the end of the poem we see how terrible the streets are at night; London has been corrupted by greed and inequality.</p> <p><b>Context</b> 18<sup>th</sup> century London was developing rapidly because of industrialisation this resulted in lots of poverty and poor living conditions; there was a lack of freedom now the wealthy controlled the city. Child labour was common and children who were very poor worked long hours in dangerous environments. William Blake wrote the poem to cry out about the social injustices in London at the time.</p> <p><b>STRUCTURE</b> Even <b>SHALL</b> rhyme scheme to each stanza making it sound like a song. Each stanza gives a snapshot of the London streets.</p> <p><b>QUOTES</b> "Marks of weakness, marks of woe." "Mind-forged manacles." "blights with plagues the marriage-hearse"</p>	<p><b>OZYMUNDIAS BY PERCY BYSSHE SHELLEY</b> <b>What is it about?</b> The speaker describes a meeting with someone who has travelled to a place where ancient civilizations once existed in Egypt. The traveller told the speaker a story about an old, fragmented statue in the middle of the desert. The statue is broken apart, but you can still make out the face of a person. The face looks stern and powerful, like a ruler. The sculptor did a good job of expressing the ruler's personality; he ruler was a cold and stern leader who once was very powerful. However, all the remains of the ruler now is a broken statue showing that power does not last forever and that the power of nature is more powerful than the power of mankind.</p> <p><b>Context</b> Ozymandias was the Ancient Greek name for the Egyptian Pharaoh Ramses II. The poem was inspired by the removal of parts of statues from temple in Greece to a British museum. In the poem, Percy Shelley wants to highlight the pointlessness of great empires as great power is soon lost.</p> <p><b>STRUCTURE</b> It is written in a sonnet form (14 lines) and uses iambic pentameter (like Shakespearean sonnets). These are usually written as love poems. <b>Paraphs</b> showing Ozymandias' love of power.</p> <p><b>QUOTES</b> "Two vast and trunkless legs of stone." "The sneer of cold command" "The lone and level sands stretch far away."</p>	<p><b>PRELUDE: Stealing the Boat BY WILLIAM WORDSWORTH</b> <b>What is it about?</b> The speaker comes across a boat and uses it to row into a lake at night and appreciates the beauty of its surroundings. The boy is pleased with his skill in rowing and describes how he finds his sight on a rocky ridge in the distance. A peak behind the ridge appears suddenly as if it is chasing the boy for stealing the boat. Scared, the boy turns the boat around and returns it to its mooring. The speaker is haunted by the experience afterwards and realises that he is not as powerful as nature; nature is strong and can be frightening.</p> <p><b>Context</b> Wordsworth presents the reader with realistic descriptions of the lake and its surroundings at night, reflecting the Romantic movement's love of the natural world. Wordsworth started the Romantic movement in England with his friend Samuel Taylor Coleridge.</p> <p><b>STRUCTURE</b> This is an extract from a longer autobiographical work by Wordsworth. Written in blank verse meaning lines don't rhyme. This is to make it sound more like a story. There are no stanzas – the writing is continuous telling a complete story.</p> <p><b>QUOTES</b> "One summer evening (led by half)" "huge peak, black and huge." "With trembling oars, I turned"</p>
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# Science - Three Top Tips

## 1. Physics Easy Guides

A comprehensive guide for Physics Paper 1 topics. It includes sections for 'Energy', 'Kinematics', 'Dynamics', 'Electricity', and 'Waves'. Key formulas like  $E = mc^2$  and  $GPE = mgh$  are highlighted. There are also diagrams of a car and a graph of velocity vs. time.

A comprehensive guide for Physics Paper 2 topics. It includes sections for 'Electricity', 'Waves', 'Thermodynamics', and 'Atomic Structure'. It features diagrams of a car, a circuit, and a graph of force vs. extension.

## 2. Chemistry Easy Guides

A comprehensive guide for Chemistry Paper 1 topics. It includes sections for 'States of Matter', 'Chemical Changes', 'Extraction of Metals', and 'The Periodic Table'. It features a diagram of a distillation apparatus and a periodic table.

A comprehensive guide for Chemistry Paper 2 topics. It includes sections for 'Molecular Structure', 'Chemical Reactions', 'Rates of Reaction', and 'Acids and Bases'. It features a diagram of a titration setup and a graph of reaction progress.

## 3. Biology Easy Guides

A comprehensive guide for Biology Paper 1 topics. It includes sections for 'Cells', 'Plant and Animal Tissues', 'Enzymes', and 'Reproduction'. It features diagrams of a cell, a microscope, and a graph of enzyme activity.

A comprehensive guide for Biology Paper 2 topics. It includes sections for 'Plant and Animal Tissues', 'Enzymes', 'Reproduction', and 'Genetics'. It features diagrams of a plant, a microscope, and a graph of enzyme activity.

# Maths - Three Top Tips

1. Past Papers

*Hannah Kettle*  
MATHS TUTORIALS

## GCSE MATHS LIVE LESSONS:

Open to Everyone	Subscribers Only
<b>EVERY THURS LIVE ON TIKTOK DOWNLOAD PAPER FROM <a href="http://www.hannahkettlemaths.co.uk">www.hannahkettlemaths.co.uk</a></b>	<b>EVERY SUNDAY £10 / MONTH LINK ON MY WEBSITE TO JOIN <a href="http://www.hannahkettlemaths.co.uk">www.hannahkettlemaths.co.uk</a></b>
Thurs 18th April Thurs 25th April Thurs 2nd May Thurs 9th May	Sun 14th April Sun 21st April Sun 28th April Sun 5th May Sun 12th May
<b>PAPER 1 - THURS 16TH MAY</b>	
Thurs 16th May Thurs 23rd May	Sun 19th May Sun 26th June Sun 2nd June
<b>PAPER 2 - MON 3RD JUNE</b>	
Thurs 6th June	Sun 9th June
<b>PAPER 3 - MON 10TH JUNE</b>	
<b>FOUNDATION 7-7:45PM HIGHER 7:45-8:30PM</b>	<b>FOUNDATION 7-8:15PM HIGHER 7:50-9PM</b>

Write your name here

Surname	Other names
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**Pearson Edexcel** Centre Number Candidate Number  
Level 1/Level 2 GCSE (9-1)

## Mathematics

**Paper 3 (Calculator)**

**Higher Tier**

Tuesday 12 June 2018 – Morning  
Time: 1 hour 30 minutes

Paper Reference  
**1MA1/3H**

**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

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- You must **show all your working**.
- Diagrams are **NOT** accurately drawn, unless otherwise indicated.
- **Calculators may be used.**
- If your calculator does not have a  $\pi$  button, take the value of  $\pi$  to be 3.142



# Sparx Maths



Corbettmaths

Maths Genie

2. Easy Guides

3. Online Revision Tools

# Exam Rules

# Instructions for Candidates Video

[https://www.youtube.com/watch?v=sifbrx9\\_do4](https://www.youtube.com/watch?v=sifbrx9_do4)



# Exams - Remember

- **Make sure you know your seat number** before you enter the exam room.
- No smart watches, mobile phones, Air-Pods/Earphones or any other electrical devices are allowed in the exam hall. Please ensure that you have put these away before you enter the sports hall. **\*\* No keys or glasses cases\*\***
- No papers of any description should be brought in.
- There should be no writing on hands.
- There should be no badges on blazers.
- Once in the exam hall you must remain in silence.
- Remember to bring a clear water bottle and go to the toilet before your exam starts.
- **If you have any valuables these should be put in your locker.**



# Summer Exam Rules



AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
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## Warning to Candidates

1. You **must** be on time for all your examinations.
2. **Possession of a mobile phone** or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.
3. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.
4. You **must** follow the instructions of the invigilator.
5. You **must not** sit an examination in the name of another candidate.
6. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
7. If you are confused about anything, only speak to an invigilator.



AQA City & Guilds CCEA OCR Pearson WJEC

## NO MOBILE PHONES NO WATCHES

NO POTENTIAL TECHNOLOGICAL/WEB  
ENABLED SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone or any watch, is a serious offence and could result in

## DISQUALIFICATION

from your examination and your overall qualification.



# Summer Exam Rules

## Don't fall for exam paper scams!



Trying to buy an exam paper, which claims to be real, is a serious matter. The penalties are strict, and you could end up losing your qualification, and your money!

If you see anyone selling exam papers online, including on social media, **it's most likely a scam.**

**Stay clear and report it to your teachers or exam board.**



# Malpractice

Thank you for reporting the late arrival of the above named candidate.

In accordance with the JCQ Instructions for Conducting Examinations ([www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations)) Pearson allows candidates into examinations up to one hour after the scheduled start time, or a period equal to the duration of the examination if less than one hour. However, we cannot permit any further relaxation of the starting time because of the risk to the security of the examination concerned.

After consideration of all the information provided, I regret to advise you that Pearson is therefore unable to accept this candidate's script for the above examination and a mark of zero will be imposed.

Thank you for the JCQ malpractice notification form that you have submitted in which you report that during the The Music Industry 21512E examination [REDACTED] walked out of exam early and did not attempt it.

To reflect this malpractice, it has been decided that any marks awarded to the candidate in The Music Industry 21512E of the 2301 examination series will be disallowed and a mark of zero will be imposed, this means that [REDACTED] will not be able to certificate in FYR88. In order to certificate [REDACTED] will need to resit The Music Industry

# Malpractice

In accordance with Appendix 6 of the *JCQ Suspected Malpractice Policies and Procedures* document, the nature of the offence is 'Introduction of unauthorised material into the examination room – mobile phone or similar electronic devices; in the candidate's possession but no evidence of being used by the candidate'.

In line with the *JCQ Suspected Malpractice Policies and Procedures* document, AQA is imposing a **loss of all marks gained for a component**. The candidate will receive a mark of zero for the above examination component.



# Malpractice

Talking or attempted communication of any form during an examination is not permitted. Whilst it cannot be concluded that [REDACTED] attempted to communicate with relation to the examination, the evidence available leads to the conclusion that [REDACTED] has acted in an inappropriate manner whilst under examination conditions and that has breached regulations by this conduct.

Page 1 of 2

To reflect this malpractice, it has been decided that a mark of zero will be imposed for the Combined Science 1SC0\_2BF component for this candidate. The candidate's results will then be issued in due course as normal.

# Tenacity Takeover

Monday - Revision Timetable/Revision

Tuesday - Science

Wednesday - English

Thursday - Maths

Friday - PSHE/Assembly

# SECURE YOUR POST 16 OPTION

- Colleges - Some are still accepting applications
- Apprenticeships - vacancies <https://www.gov.uk/apply-apprenticeship>
- Ensure that you attend your interview and accept your offer, you will then receive a start date or enrolment slot
- A vast majority of options require certain entry requirements - your offer will be conditional, you must meet these requirements - your GCSEs are very important
- If you have not applied for your next step or need further help please see the Career Adviser Mrs Davey
- Our Pass - <https://ourpass.co.uk/> applications open in May, it gives you access to free travel around Greater Manchester



# POST 16 OPTIONS MADE SIMPLE



Use the information below to help you understand the options available to you after Year 11.

**IF I ACHIEVE THE FOLLOWING GCSEs ...**      **I CAN MOVE ONTO LEVEL ...**      **AND CONSIDER THESE OPTIONS ...**      **AND APPLY FOR ...**

THESE ARE MINIMUM REQUIREMENTS YOU MUST CHECK WITH YOUR LOCAL PROVIDERS

5+ 5+ 5+ 5+ 5+      inc English Language and Maths at a Grade 4  
Exact requirements vary according to the subject

4+ 4+ 4+ 4+ 4+      inc English and Maths at a Grade 4 and above

4+ 4+ 4+ 4+ 4+      inc English and Maths at a Grade 3  
Exact requirements vary according to the course

3+ 3+ 3+ 3+      inc English at a Grade 3 and Maths at a Grade 2

2+ 2+ 2+      inc English at a Grade 2 and Maths at a Grade 1

4+ 4+      Exact requirements vary according to the employer.  
3+ 3+

What if I get grades below **2** ?

**3**

**3**

**3**

**2**

**1**

**3**

**2**

**ENTRY 3**

**PRE-ENTRY (ENTRY 1 & 2)**

**A LEVELS**

**T LEVELS**

**VOCATIONAL COURSES**

**VOCATIONAL COURSES**

**APPRENTICESHIPS**

**VOCATIONAL COURSES**

**FUNCTIONAL SKILLS COURSES**

**3 or 4 SUBJECTS**

**1 SUBJECT**

**1 to 3 SUBJECT COURSES**

**1 SUBJECT COURSE**

**APPLY FOR VACANCIES**

**1 SUBJECT COURSE**

Speak to your Careers Adviser to help you explore the options in more detail.

Any Questions?

Feedback

<https://forms.gle/Bn9wRyZqHpMA8V2K8>



# Resources and Revision Timetable



# Closing Words

Thank you for attending.

