Year 11

Exam Support & Information Evening

Tuesday 7 October 2025

5.30pm	Introduction & welcome Context	TEM
5.35pm	Maximising achievement KS4 Schedule	RNS
5.45pm	Revision	FLD
5.55pm	Presentation by English	LEI
6.05pm	Presentation by Maths	CRV
6.15pm	Presentation by Science	RCD
6.25pm	Through the eyes of a pupil	Rebecca
6.30pm	Next steps and thank you	TEM

Mr Temple

Headteacher

Mrs Robinson

Assistant Headteacher
Quality of Education

Achievement

Achievement is when a pupil has reached their full potential and has the opportunity to progress onto the next stage of education, training or employment, able to lead a happy and fulfilled life.

Attaining a grade 4 is a minimum benchmark, not a target.

Sixth form centres and colleges that offer level 3 qualifications, such as A levels, BTEC, T levels and equivalents, expect at least a grade 4 in English & Maths. Many popular and successful centres, like our own Denys Salt Sixth Form centre, request grades 5/6 in the subject being chosen and/or English or Maths.

In the UK, the government's GCSE English and Maths resit policy requires students aged 16-18 (and some 19-25s) who haven't achieved a Grade 4 (or above) to continue studying these subjects until they achieve a Grade 4 or reach the age of 18.

English and Maths

Evidence confirms that achieving a GCSE pass in English and Maths significantly improves life chances, leading to better educational progression and employment opportunities

The Link Between English/Maths & Life Chances

- **Improved Educational and Career Prospects:**
Securing a standard pass (grade 4) in GCSE English and Maths is a prerequisite for further study, training, and many job roles.
- **Access to Further Study:**
Without these qualifications, many young people struggle to access college courses, vocational training, and higher education.
- **Employment and Financial Stability:**
Employers value literacy and numeracy skills, and these skills are linked to better long-term employment and financial stability.
- **Disproportionate Impact:**
Young people from disadvantaged backgrounds are less likely to achieve these grades initially.

How to maximise achievement

Research and evidence tell us that the following strategies help to maximise achievement

Attendance

Parental Engagement

Study Skills

Home learning

Intervention

Science of Learning

Metacognition

Personal Development

Attendance

"missing just 10 days a year reduces the likelihood of achieving grade 5's by around 50% (educationhub.gov.uk)

Parental Engagement

"The achievement of the pupils where the families couldn't/didn't engage in parents evenings or the support evenings received, on average, a grade lower in their subjects compared to those that did " (2025 Summer outcomes)

Study Skills

"Too many students revise ineffectively or not at all. We might assume this is down to laziness, apathy or even defiance, but what they often lack the skills. Doug Lemov states, practice does not make perfect, but it does make permanent." (The Revision Revolution)

Home learning

"Homework increases the progress of a child by +5 months and +6 months when studies involve digital technology" (Education Endowment Foundation)

Intervention Sessions

"The pupils that attended over 10 intervention sessions achieved, on average, a grade higher in their subjects. Of those who attended over 20 they achieved on average 3 grades higher" (2025 Summer outcomes)

Science of Learning

"By integrating explicit instruction in disciplinary literacies, cognitive strategies and self-regulated learning into learning and support programmes, can significantly enhance student learning outcomes and success" (Webb, Lynne and Cotton (2017)

Metacognition

" metacognitive approaches have a high impact, with students making an average of 7 months' additional progress of where the teacher expected them to be." (Education Endowment Foundation)

Personal Development

"Evidence suggests that PSHE education directly supports young people in succeeding academically, particularly if they are socio-economically disadvantaged" (PHSE Association)

Year 11 calendar 2025/26

For the full calendar please go to the school website

	Holidays
	Mocks
	Results Day
	Exams/Masterclass sessions/ lessons
	Exams/Masterclass session
	Parents Evening
	Exam Information Evening
	W.C Results /Reports

2025				2026							
September	October	November	December	January	February	March	April	May	June	July	August
1 Mo	1 We	**1 Sa**	1 Mo	**1 Th** New Year's Day	**1 Su**	**1 Su**	1 We	1 Fr	1 Mo	1 We	**1 Sa**
2 Tu	2 Th	**2 Su**	2 Tu	2 Fr	2 Mo	2 Mo	2 Th	**2 Sa**	2 Tu	2 Th	**2 Su**
3 We	3 Fr	3 Mo	3 We	**3 Sa**	3 Tu	3 Tu	**3 Fr** Good Friday	**3 Su**	3 We	3 Fr	3 Mo
4 Th	**4 Sa**	4 Tu	4 Th	**4 Su**	4 We	4 We	**4 Sa**	**4 Mo** Early May	4 Th	**4 Sa**	4 Tu
5 Fr	**5 Su**	5 We	5 Fr	5 Mo	5 Th	5 Th	**5 Su**	5 Tu	5 Fr	**5 Su**	5 We
6 Sa	6 Mo	6 Th	**6 Sa**	6 Tu	6 Fr	6 Fr	**6 Mo** Easter Monday	6 We	**6 Sa**	6 Mo	6 Th
7 Su	7 Tu	7 Fr	**7 Su**	7 We	**7 Sa**	**7 Sa**	7 Tu	7 Th	**7 Su**	7 Tu	7 Fr
8 Mo	8 We	**8 Sa**	8 Mo	8 Th	**8 Su**	**8 Su**	8 We	8 Fr	8 Mo	8 We	**8 Sa**
9 Tu	9 Th	**9 Su**	9 Tu	9 Fr	9 Mo	9 Mo	9 Th	**9 Sa**	9 Tu	9 Th	**9 Su**
10 We	10 Fr	10 Mo	10 We	**10 Sa**	10 Tu	10 Tu	10 Fr	**10 Su**	10 We	10 Fr	10 Mo
11 Th	**11 Sa**	11 Tu	11 Th	**11 Su**	11 We	11 We	**11 Sa**	11 Mo	11 Th	**11 Sa**	11 Tu
12 Fr	**12 Su**	12 We	12 Fr	12 Mo	12 Th	12 Th	**12 Su**	12 Tu	12 Fr	**12 Su**	12 We
13 Sa	13 Mo	13 Th	**13 Sa**	13 Tu	13 Fr	13 Fr	13 Mo	13 We	**13 Sa**	13 Mo	13 Th
14 Su	14 Tu	14 Fr	**14 Su**	14 We	**14 Sa**	**14 Sa**	14 Tu	14 Th	**14 Su**	14 Tu	14 Fr
15 Mo	15 We	**15 Sa**	15 Mo	15 Th	**15 Su**	**15 Su**	15 We	15 Fr	15 Mo	15 We	**15 Sa**
16 Tu	16 Th	**16 Su**	16 Tu	16 Fr	16 Mo	16 Mo	16 Th	**16 Sa**	16 Tu	16 Th	**16 Su**
17 We	17 Fr	17 Mo	17 We	**17 Sa**	17 Tu	17 Tu	17 Fr	**17 Su**	17 We	17 Fr	17 Mo
18 Th	**18 Sa**	18 Tu	18 Th	**18 Su**	18 We	18 We	**18 Sa**	18 Mo	18 Th	**18 Sa**	18 Tu
19 Fr	**19 Su**	19 We	19 Fr	19 Mo	19 Th	19 Th	**19 Su**	19 Tu	19 Fr	**19 Su**	19 We
20 Sa	20 Mo	20 Th	**20 Sa**	20 Tu	20 Fr	20 Fr	20 Mo	20 We	**20 Sa**	20 Mo	20 Th
21 Su	21 Tu	21 Fr	**21 Su**	21 We	**21 Sa**	**21 Sa**	21 Tu	21 Th	**21 Su**	21 Tu	21 Fr
22 Mo	22 We	**22 Sa**	22 Mo	22 Th	**22 Su**	**22 Su**	22 We	22 Fr	22 Mo	22 We	**22 Sa**
23 Tu	23 Th	**23 Su**	23 Tu	23 Fr	23 Mo	23 Mo	23 Th	**23 Sa**	23 Tu	23 Th	**23 Su**
24 We	24 Fr	24 Mo	24 We	**24 Sa**	24 Tu	24 Tu	24 Fr	**24 Su**	24 We	24 Fr	24 Mo
25 Th	**25 Sa**	25 Tu	**25 Th** Christmas Day	**25 Su**	25 We	25 We	**25 Sa**	**25 Mo** Spring Bk. Hol.	25 Th	**25 Sa**	25 Tu
26 Fr	**26 Su**	26 We	**26 Fr** Boxing Day	26 Mo	26 Th	26 Th	**26 Su**	26 Tu	26 Fr	**26 Su**	26 We
27 Sa	27 Mo	27 Th	**27 Sa**	27 Tu	27 Fr	27 Fr	27 Mo	27 We	**27 Sa**	27 Mo	27 Th
28 Su	28 Tu	28 Fr	**28 Su**	28 We	**28 Sa**	**28 Sa**	28 Tu	28 Th	**28 Su**	28 Tu	28 Fr
29 Mo	29 We	**29 Sa**	29 Mo	29 Th		**29 Su**	29 We	29 Fr	29 Mo	29 We	**29 Sa**
30 Tu	30 Th	**30 Su**	30 Tu	30 Fr		30 Mo	30 Th	**30 Sa**	30 Tu	30 Th	**30 Su**
	31 Fr		31 We	**31 Sa**		31 Tu		**31 Su**		31 Fr	**31 Mo** August Bk. Hol.

Mr Field

Assistant Headteacher
Sixth Form and Staff Development

1
Get set!

2
Get listing!

3
Plug the gaps

How do I make the most of revision time?

4
Plot your route

5
Break up the learning

6
Look after yourself

Create the environment

Agree to the role of devices

Listen a lot (and talk a little!)

How can my child make the most of revision time?

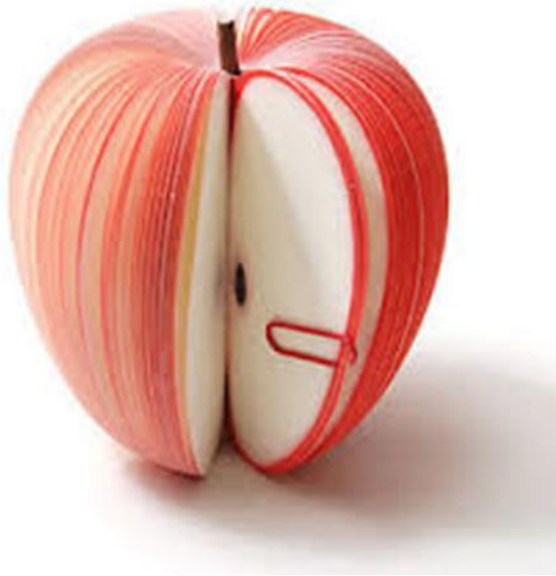
Agree a switch-off time

Learn alongside them. Become a coach!

Mr Leitch

Faculty Leader
English

English Language



What do pupils need to remember?

- Basics - punctuation, spelling, sentences, paragraphing
- Use memory to understand words make links to extend meanings
- Format of questions
- Time allocations for each task
- Recall language devices
- Recognise structural features

English Language

Past Papers:

https://laurawebbcpd.com/resources/

Question	Mark	Task
1	4	Multiple choice
2	8	Language Analysis
3	8	Structure Analysis
4	20	Evaluative statement
5	40	Creative Writing: Narrative or Descriptive

Question	Mark	Task
1	4	Choose 4 true statements
2	8	Comparison of similarities and differences
3	12	Language analysis
4	16	Comparison of viewpoints and perspectives
5	45	Non Fiction Writing: article, letter or speech

English Literature

What do pupils need to remember ?

- Characters and settings are conscious constructs
- Plot, character, theme, structure, context, writer's intentions, language use
- How to analyse a text - process
- Recall language and structural devices
- Engage with the question
- Links to outside the extract
- What happens and in what order
- Range of supporting quotes

English Literature

- **Online copies of the text:**
- ACC: https://tinyurl.com/2redp5ze
- AIC: https://tinyurl.com/22hxy9j5
- **Anthology: https://tinyurl.com/363cnamr**
- **R+J: https://tinyurl.com/3mmd66rp**

Task	**Paper 1:** Shakespeare and the 19th-century novel	Mark
1	Shakespeare: Romeo and Juliet	34
2	A Christmas Carol	30

Task	**Paper 2:** Modern texts and poetry	Mark
1	An Inspector Calls	34
2	P'Comparison: Power and Conflict	30
3	Unseen poem analysis	24
4	Comparison of unseen poems	8

English Language

- Read a range of texts regularly
- Use question prompts to self test understanding of what has been read
- Collect and learn subject specific vocabulary
- Practise writing

English Literature

- Explore the texts
- Learn character details
- Learn theme details
- Practise exploring poems
- Practise essay plans
- Learn subject specific vocabulary

How can pupils revise?

English Language

English Literature

- Flash Cards
- Post-it quotes
- Quizzes
- Mind-maps
- Voice notes

How can pupils revise?

Discuss	Look out	Read	Discuss	Write	Listen and learn
Discuss texts – they need to really know them well.	Look out for TV programmes, radio podcasts, theatre websites etc. that might support study of the texts	Read together – short fiction/non-fiction extracts and discuss what you both think the writer is trying to do.	Discuss issues and support your child in constructing and communicating an opinion	Write together – short descriptions of the kitchen, the weather outside, the dog….	Be the pupil, let them teach you about how to answer the questions, what happens in the text, what the writer is trying to achieve. Ask them to mark your writing!

How can you help?

Mr Craven

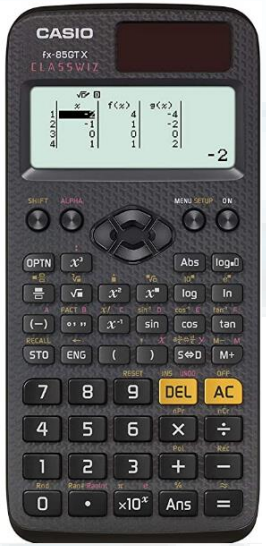
Faculty Leader
Maths

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9).

What's assessed
Content from any part of the specification may be assessed

How it's assessed
- 3 written exam papers
- 1 hour 30 minutes each
- 80 marks each
- 1 non-calculator paper and 2 calculator papers
- Each paper is 33⅓% of the GCSE Mathematics assessment

Questions
A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.



Maths Exam dates

14th May 2026 – Non Calculator Paper

3rd June 2026 – Calculator Paper

10th June 2026 – Calculator Paper

We recommend that all pupils have the Casio fx-85GTX or fx-83GTCW

Available from student services for £8

Mathematics Feedback Sheet

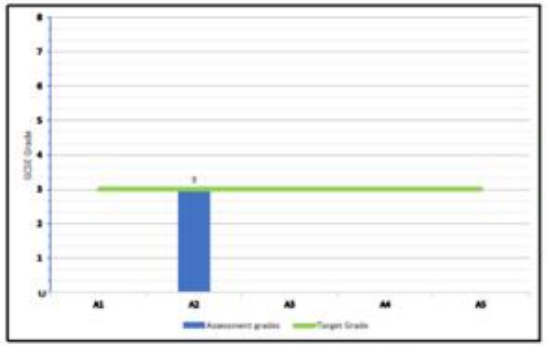
Name:
Class:
Teacher:
Target:
Mock Result: Grade 3+
Score: 152

December Mock Exams

	SPARX	Objective	Max	My Score
1a	U453	Using a written method to divide integers	1	1
1b	U417	Adding and subtracting integers	2	2
2a	U388	Converting units of length	1	1
2b	U388	Converting units of mass	1	1
2c	U388	Converting between miles and kilometres	2	2
3a	U925	Writing numbers as percentages of other numbers	1	1
3b	U881	Finding fractions of amounts without a calculator	2	0
4a	U298	Rounding decimals	2	1
4b	U548	Add & subtract, multiply & divide with negative numbers	2	1
5a	U121	Line and shape properties	1	1
5b	U789	Reading and plotting coordinates	2	2
6a	U851	Calculating with powers	1	1
6b	U851	Calculating with roots	1	1
6c	U851	Calculating with powers	1	1
7a	U104	Sample space diagrams	1	1
7b	U751	Finding the lowest common multiple (LCM)	2	2
8	U127	Using a written method to multiply & divide integers	4	3
9a	U526	Calculating the range, calculating the median	2	2
9b	U717	Choosing suitable averages and solving problems	1	0
10	U554	Finding percentages of amounts without a calculator	3	3
11a	U144	Substitution - Calculating cost	2	0
11b	U144	Substitution - Identifying an error	1	1
12	U746	Ordering fractions	2	2
13a	U577	Sharing amounts in a given ratio	2	2
13b	U176	Converting between ratios, fractions and percentages	1	1
14a	U453	Using a written method to divide integers	1	1
14b	U293	Using a written method to multiply decimals	1	0
14c	U127	Using a written method to multiply integers	2	0
15	U790	Understanding congruence	1	1
16	U417	Adding, subtracting, multiplying and dividing integers	3	2
17	U213	Term-to-term rules	4	1
18	U945	Finding the area of triangles	2	0
19	U196	Translation	1	0
20a	U657	Finding error intervals	1	0
20b	U657	Finding error intervals	1	0
21a	U590	Drawing line graphs	2	1
21b	U193	Interpreting line graphs	1	0
22a	U523	Finding the surface area of cones	1	1
22b	U225	Estimating calculations, Finding the surface area of cones	2	0
22c	U225	Estimating calculations, Finding the surface area of cones	1	0
23	U736	Adding and subtracting fractions, Multiplying fractions	3	0
24	U870	Solving equations with the unknown on both sides	3	0
25	U163	Constructing fractions	3	0
26a	U509	Reading and drawing inequalities on number lines	1	0
26b	U759	Solving single inequalities	2	0
27	U519	Enlargement by a positive scale factor	3	0
			80	40

	SPARX	Objective	Max	My Score
1a	U888	Converting between decimals and fractions	1	1
1b	U888	Converting between fractions and decimals	1	1
1c	U888	Converting between decimals and percentages	1	1
2a	U105	Simplifying expressions by collecting like terms	1	0
2b	U613	Algebraic notation	1	1
2c	U103	Simplifying algebraic fractions by cancelling common factors	1	0
2d	U662	Simplifying expressions using index laws	1	1
3a	U447	Identifying obtuse angles	1	1
3b	U447	Identifying acute angles	1	1
3c	U849	Lines of symmetry	1	1
4a	M681	Value for money	1	1
4b	U721	Solving direct proportion word problems	1	1
5a	U506	Interpreting pictograms	2	2
5b	U506	Calculating income	3	3
6a	U687	Writing and simplifying ratios	1	1
6b	M900	Finding areas using grids	2	2
7	U993	Area and perimeter of simple shapes, Estimating and measuring	3	1
8a	U926	Using a calculator	2	2
8b	U510	Writing probabilities as fractions, decimals and percentages	3	0
9	U721	Solving direct proportion word problems	3	3
10a	U721	Using proportion to find a cost	4	4
10b	U721	Interpreting worded proportion problems	2	2
11a	U741	Plotting straight line graphs	2	2
11b	U741	Reading values from a graph	2	2
12	U851	Calculating with roots and powers	3	0
13	U291	Calculating the mean	3	3
14a	U675	Changing the subjects of formulae with one step	1	0
14b	U675	Changing the subjects of formulae with one step	1	0
15	U498	Position-to-term rules for arithmetic sequences	2	1
16	U767	Identifying parts of circles	2	0
17	U903	Adding and subtracting column vectors	1	1
18a	U558	Completing tree diagrams	2	0
18b	U558	Calculating probability from tree diagrams	2	0
19	U283	Finding unknown sides in right-angled triangles	3	3
20	U286	Standard form with positive indices	3	0
21a	U599	Constructing and solving equations	1	1
21b	U364	Interpreting inverse proportion equations	2	0
22a	U408	Writing probabilities as fractions	3	2
22b	U683	Probabilities of mutually exclusive events	1	0
23a	U669	Interpreting equations of straight line graphs	2	1
23b	U667	Interpreting graphs of quadratic functions	2	1
24	U580	Calculating experimental probabilities	2	0
25	U462	Calculating speed from distance-time graphs	3	0
			80	47

	SPARX	Objective	Max	My Score
1a	U363	Drawing bar charts	1	1
1b	U557	Interpreting bar charts	1	1
2	U947	Ordering negative numbers	2	2
3a	U213	The next term in a linear sequence	1	1
3b	U213	Term-to-term rules	1	1
4	U928	Adding integers	2	2
5	U594	Ordering fractions, decimals and percentages	3	3
6a	U719	Properties of 3D shapes - Faces	1	1
6b	U719	Properties of 3D shapes - Edges	1	1
6c	U719	Properties of 3D shapes - Vertices	1	1
7a	M175	Using a function machine	1	1
7b	M175	Completing a function machine	1	1
7c	M175	Identifying operations in a function machine	2	2
8	U478	Adding and subtracting decimals, Constructing fractions	3	3
9	U926	Using a calculator	2	2
10	U349	Frequency trees, Finding percentages of amounts with a calculator	5	5
11a	U889	Solving shape problems involving coordinates	1	1
11b	U799	Reflection	1	0
12a	U199	Plotting scatter graphs	2	2
12b	U277	Interpreting scatter graphs	2	2
13	U390	Angles on a line and about a point	3	3
14	U179	Expanding single brackets	2	2
15	U662	Simplify expressions by collecting like terms and using index laws	3	2
16	U721	Solving direct proportion word problems	5	4
17a	U687	Writing and simplifying ratios	2	2
17b	U176	Converting between ratios, fractions and percentages	1	1
17c	U687	Writing and simplifying ratios	1	1
18a	U213	Term-to-term rules	1	1
18b	U978	Position-to-term rules for sequences of patterns	1	1
19	U385	Using Pythagoras' theorem in 2D	3	3
20	U162	Sampling and bias	1	1
21	U613	Using algebraic notation	1	1
22	U671	Solving direct proportion worded problems, Percentage change with a calculator	5	1
23	U743	Volume of cubes and cuboids, Plans and elevations	2	2
24a	U902	Convert units of length & time, direct proportion worded problems	5	3
24b	U357	Solving inverse proportion word problems	1	0
25	U172	Calculating the mean and interpreting pie charts	4	1
26	U332	Compound interest calculations	2	0
27	U248	Substituting into real life formulae, Converting units of area	3	3
			80	65



Three identified areas of strength	Max	My Score
Using proportion to find a cost	4	4
Solving direct proportion word problems	3	3
Calculating income	3	3

Select three areas you would like to improve
1 -
2 -
3 -

Unit Tests

Short, regular assessments

Compiled using past exam questions

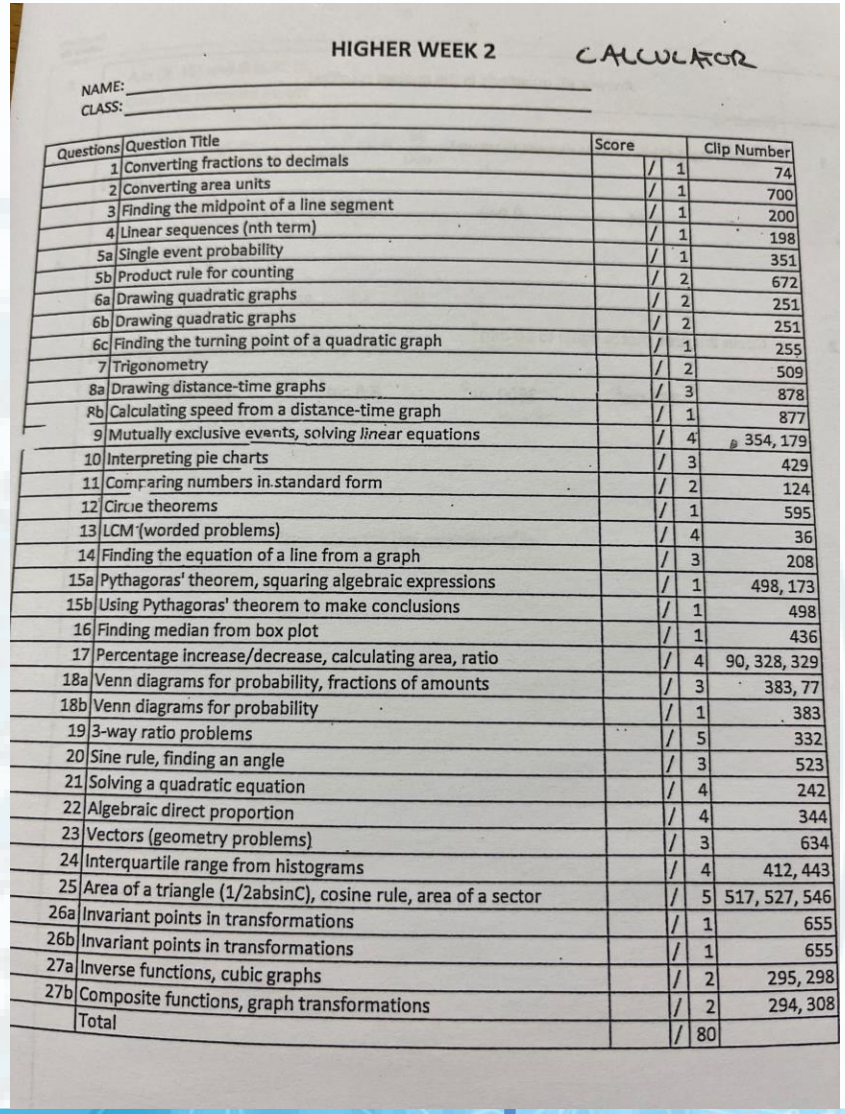
Formative to measure progress

Y11 Higher Algebra 1 – 35 minutes Total Marks ____ Percentage ____

Question 1	Question 2
Solve $\frac{2w}{15} = \frac{4}{5}$	Solve $5(2x - 1) = 6x + 9$
Total 2 marks	**Total 3 marks**
Question 3	**Question 4**
Rearrange $9m + 4(2m - 1) = p^2 + pm$ to make m the subject.	Rearrange $y = \frac{5x+9}{x}$ to make x the subject.
Total 4 marks	**Total 4 marks**
Question 5	**Question 6**
Expand and simplify fully $(x - 3)(x - 4)(x + 8)$	Simplify fully $\frac{6}{a} - \frac{11}{4a}$
Total 3 marks	**Total 4 marks**
Question 7	**Question 8**
Factorise $3x^2 - 16x - 12$	Circle the inequality represented by the diagram.  $-5 < x < 1$ $-5 < x \leqslant 1$ $-5 \leqslant x < 1$ $5 \leqslant x \leqslant 1$
Total 2 marks	**Total 1 mark**

together - resilient - ambitious - Caring

PAST PAPER HOMEWORK



HIGHER WEEK 2 CALCULATOR

NAME: _____

CLASS: _____

Questions	Question Title	Score			Clip Number
1	Converting fractions to decimals		/	1	74
2	Converting area units		/	1	700
3	Finding the midpoint of a line segment		/	1	200
4	Linear sequences (nth term)		/	1	198
5a	Single event probability		/	1	351
5b	Product rule for counting		/	2	672
6a	Drawing quadratic graphs		/	2	251
6b	Drawing quadratic graphs		/	2	251
6c	Finding the turning point of a quadratic graph		/	1	255
7	Trigonometry		/	2	509
8a	Drawing distance-time graphs		/	3	878
8b	Calculating speed from a distance-time graph		/	1	877
9	Mutually exclusive events, solving linear equations		/	4	354, 179
10	Interpreting pie charts		/	3	429
11	Comparing numbers in standard form		/	2	124
12	Circle theorems		/	1	595
13	LCM (worded problems)		/	4	36
14	Finding the equation of a line from a graph		/	3	208
15a	Pythagoras' theorem, squaring algebraic expressions		/	1	498, 173
15b	Using Pythagoras' theorem to make conclusions		/	1	498
16	Finding median from box plot		/	1	436
17	Percentage increase/decrease, calculating area, ratio		/	4	90, 328, 329
18a	Venn diagrams for probability, fractions of amounts		/	3	383, 77
18b	Venn diagrams for probability		/	1	383
19	3-way ratio problems		/	5	332
20	Sine rule, finding an angle		/	3	523
21	Solving a quadratic equation		/	4	242
22	Algebraic direct proportion		/	4	344
23	Vectors (geometry problems)		/	3	634
24	Interquartile range from histograms		/	4	412, 443
25	Area of a triangle (1/2absinC), cosine rule, area of a sector		/	5	517, 527, 546
26a	Invariant points in transformations		/	1	655
26b	Invariant points in transformations		/	1	655
27a	Inverse functions, cubic graphs		/	2	295, 298
27b	Composite functions, graph transformations		/	2	294, 308
	Total		/	80	

Please encourage your child to complete their past paper before the due day to make the most of our support sessions.

Each paper is 90 minutes long

Pupils can use Sparx Maths to revise the topic

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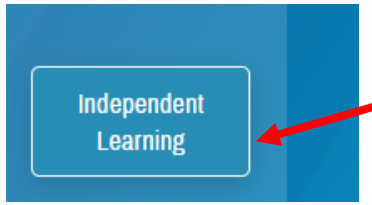
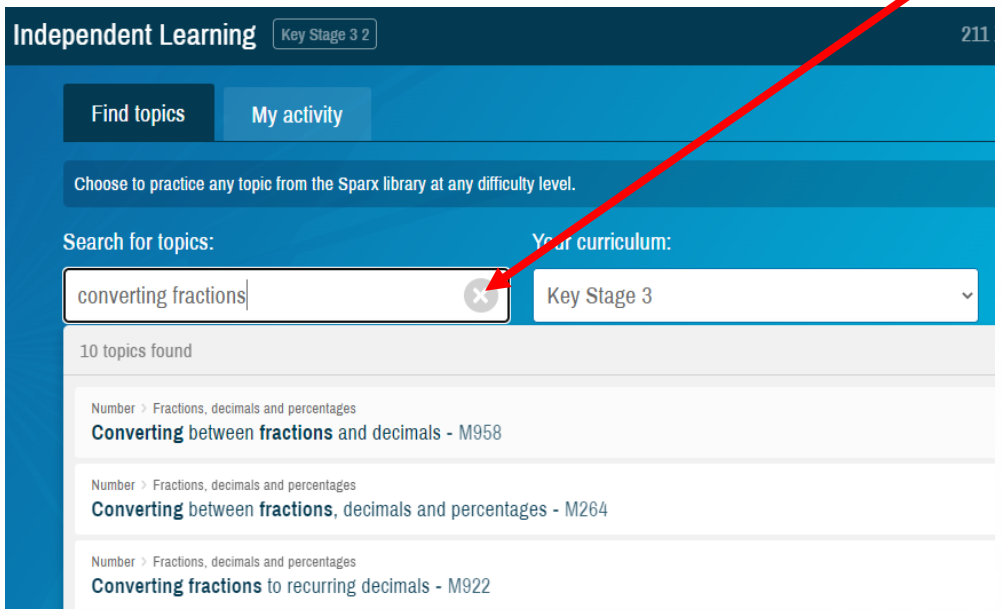
22	Algebraic direct proportion	/	4	344
23	Vectors (geometry problems)	/	3	634
24	Interquartile range from histograms	/	4	412, 443
25	Area of a triangle (1/2absinC), cosine rule, area of a sector	/	5	517, 527, 546
26a	Invariant points in transformations	/	1	655
26b	Invariant points in transformations	/	1	655
27a	Inverse functions, cubic graphs	/	2	295, 298
27b	Composite functions, graph transformations	/	2	294, 308
	Total	/	80	



Click independent learning and type in the topic



Mrs Richardson

Faculty Leader
Science

Why is science GCSE important?

DfE NC:

Science is changing our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science.

They should be helped to appreciate the achievements of science in showing how the complex and diverse phenomena of the natural world can be described in terms of a number of key ideas relating to the sciences which are inter-linked, and which are of universal application.

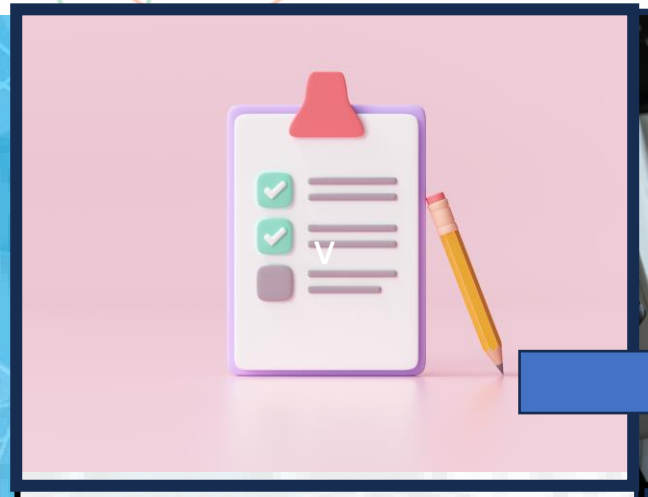
What is effective Science revision?

Understanding vs. Memorisation

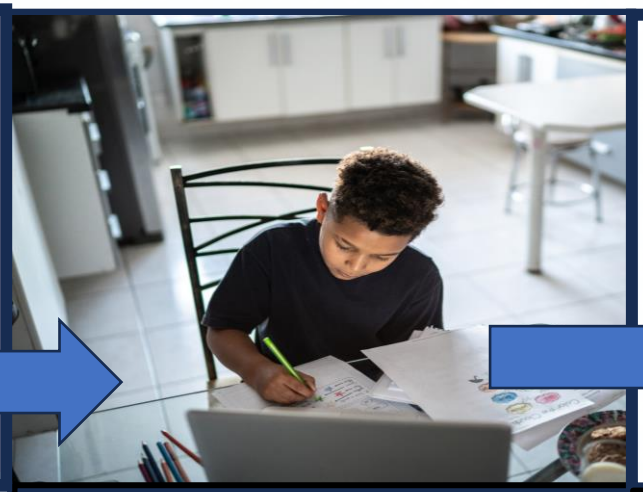
Memorisation involves recalling facts verbatim (e.g. key definitions or Newton's laws).
Understanding means you can explain *why* those facts work, and more importantly, apply them to exam questions.

- **AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures. 40%**
- **AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures. 40%**
- **AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures. 20%**

How to Revise: the learning cycle



- **Use checklists and the specification to audit your knowledge.**
- **Focus your limited time on the weaker areas.**



- **Find a place where you can focus away from distractions.**
- **Use your class notes or revision guide and carry out retrieval.**

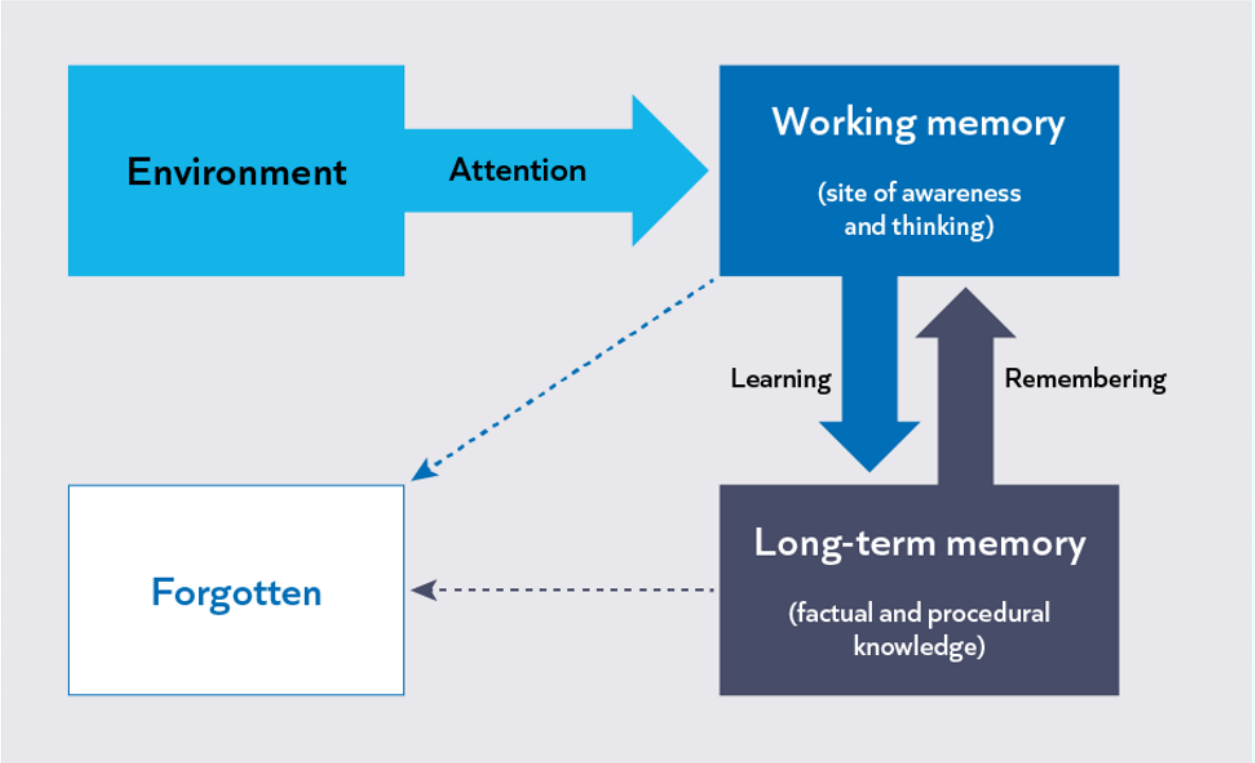
- **Test your knowledge and understanding on exam questions.**
- **Practising skills such as exam technique**

- **Mark your responses, find your successes and gaps.**
- **Seek help from a teacher or a peer**

together - resilient - ambitious - caring

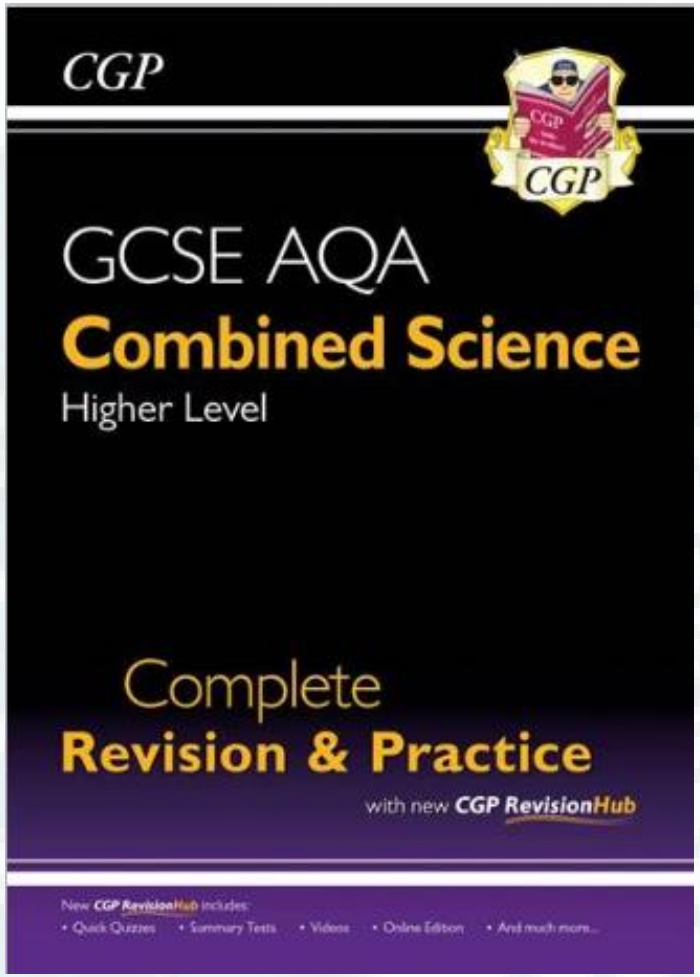
How to revise - How to help

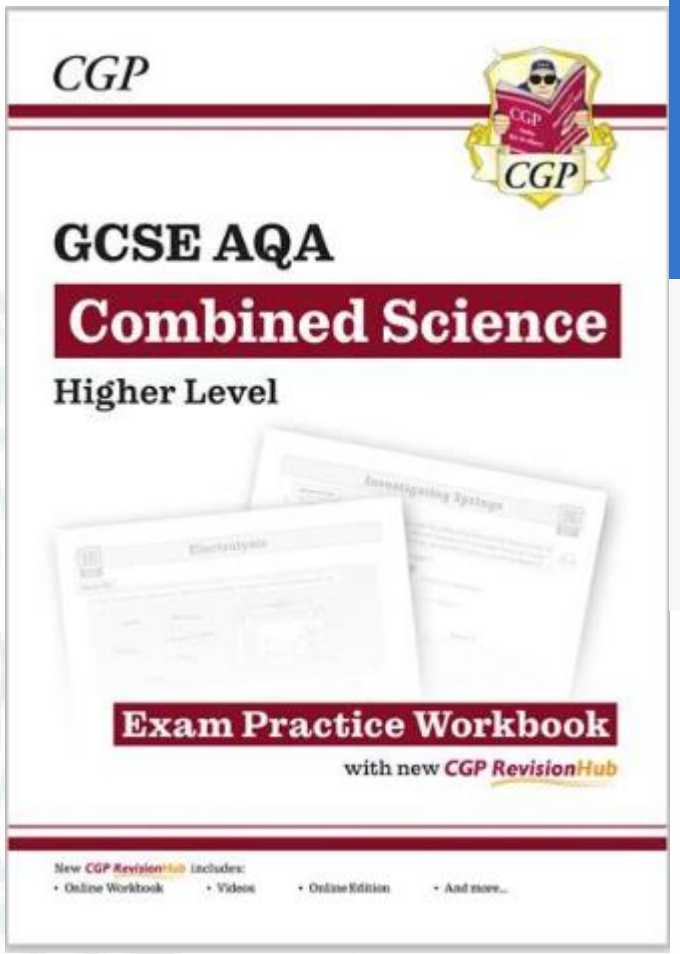
- Reminders and encouragement. Even if there is no homework set encourage students to do a 20-minute retrieval task or one exam question. Think HIIT for science.
- Retrieval through blurting, mind maps, quizzes, labelling activities.
- Practise exam technique with past paper questions
- Provide an area for students to work without distractions.
- Positivity – science is abstract and complex but also surround us. Foster confidence that they can do it.



Willingham's Memory model

Resources and papers





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Support and Monitoring

- Students will know which grade they are aiming for self-determined or school given target.
- Students will be aware of their current level of attainment and the gap between this and their target.
- Students will receive personalised targets and guidance on how to improve.
- Communication home following assessments.
- Targeted intervention sessions.
- Increased support in lessons for students
- Homework tasks set to enable retrieval practise.
- Students will be provided with resources

Exam timetable

rs, 1 for each science assessing all content covered since year 9.
for each science assessing all content covered since year 9.
tries to be made after February Mock exams

All papers consist of Multiple choice, structured, closed short answer and open response

6 x Exam Papers

2 for each subject

Date			urse	What
12th May			eparates Combined	Biology T Biology
18th May	84 846		Separates Combined	Chem Chem
2nd June	8463/ 8464/P Paper 1 F and H	1 hr 15	Separates Combined	Physic Physics
8th June	8461/ Paper 2 F and H 8464/B Paper 2 F and H	1 hr 45 1 hr 15	Separates Combined	Biology To Biology top
12th June	8462/ Paper 2 F and H 8464/C Paper 2 F and H	1 hr 45 1 hr 15	Separates Combined	Chemistry Topics 6–10, 100 marks 50% Chemistry topics 13–17. 70 marks 16.7%
15th June	8463/ Paper 2 F and H 8464/P Paper 2 F and H	1 hr 45 1 hr 15	Separates Combined	Physics topics 5-8 100 marks 50% Physics topics 22–24 70 marks 16.7%

Year 13 pupil

Rebecca

Thank you