



# Year 10

## Exam Support & Information Evening

### Tuesday 28th April



<i>Start time</i>	<i>Theme</i>	<i>Staff</i>
5.30pm	Introduction & welcome Purpose of the evening	TEM
5.40pm	Key Stage 4 schedule Rules and regulations Wider study skills	RNS
5.55pm	Revision techniques	WIS
6.05pm	Preparing for Maths GCSE	SDU
6.10pm	Preparing for English GCSE	LEI
6.20pm	Preparing for Science GCSE	RCD
6.25pm	Next steps and thank you	TEM
6.30- 6.45pm	Opportunity to speak to leaders Purchase of revision guides	



# Mr Temple

## Headteacher



# Mrs Robinson

Assistant Headteacher  
Quality of Education  
Achievement



Year	Duration	Dates
Year 10 Mocks	2 weeks	w/c 22 June – w/e 3 July
Year 11 Mocks	2 weeks	w/c 9 November – w/e 20 November
	1 week Core	w/c 1 February
NEA & BTEC	Vary depending on the course specification but occur throughout the Key Stage	

Week 2

	Mon 22nd June	Tue 23rd June	Wed 24th June	Thurs 25th June	Fri 26th June
Reg					
P1	English Lang Paper 1 1hr 45 mins Teachers of Y10 please come to the sports hall at 10.45am to supervise pupils until break duty staff arrive	Science Paper 1 All - Biology Combined Science Pupils 1hr15mins Separate Science Pupils 1hr45mins Teachers of Y10 P2 please come to the sports hall at 10.15pm to escort pupils back to lesson	Maths - All Paper 1hr 30 mins Teachers of Y10 P2 please come to the sports hall at 10.30pm to escort pupils back to lesson	Maths - All Paper 1hr 30 mins Teachers of Y10 P2 please come to the sports hall at 10.30am to escort pupils back to lesson	English Lit Paper 2 2hr 15 mins Teachers of Y10 please come to the sports hall at 11.15am to supervise pupils until break duty staff arrive
P2					
Break					
P3	Normal Lessons				
Lunch	Lunch will be early - 12.25-12.55				
P4	Science Paper 2 All - Chemistry Combined Science Pupils 1hr15mins Separate Science Pupils 1hr45mins Teachers of Y10 P5 please come to the sports hall at 14.15pm to escort pupils back to lesson				Science Paper 3 All - Physics Combined Science Pupils 1hr15mins Separate Science Pupils 1hr 45mins Teachers of Y10 P5 please come to the sports hall at 14.15pm to escort pupils back to lesson
P5					

Week 1

	Mon 29th June	Tue 30th June	Wed 1st July	Thurs 2nd July	Fri 3rd July
Reg					
P1	History Exam 1hr 45	Geography Exam 1 hr 30 mins Pupils will return to lessons P2 following the Geography exam	Spanish 2 Hours	Option L - Max 2 hrs Some pupils will be in all lessons & you will have pupils returning at various intervals when their exam has finished	Option S - Max 2 hrs Some pupils will be in all lessons & you will have pupils returning at various intervals when their exam has finished
P2					
Break					
P3	Normal Lessons				
Lunch	Lunch will be early - 12.25-12.55				
P4	Option T - Max 2 hrs Some pupils will be in all lessons & you will have pupils returning at various intervals when their exam has finished	Option A - Max 2 hrs Some pupils will be in all lessons & you will have pupils returning at various intervals when their exam has finished	Transition Day	German 2 Hours	
P5					



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the app





## Titus Salt School

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EXAMS



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EXAM TIMETABLE

EXAM ENTRIES

EXAM RESULTS

1 days, 0 hours and 1 minutes until the start of CHEM4 GCE Chemistry Unit 4 exam

Date & Start Time	Board & Level	Code & Exam	Room	Seat	Duration
14 Jun 2016 1:00 PM	AQA GCE/B	CHEM4 GCE Chemistry Unit 4	Hall	H2	1hr 45m
14 Jun 2016 2:00 PM	AQA GCE/A	CHEM4 GCE Chemistry Unit 4	Hall	H2	1hr 45m










# On your exam day

This checklist will help you to be as prepared as possible for your exams, so that on the day itself you can focus on doing your best.


## Before sitting your exams, ensure you know:

- the date, time and location of your exams – you might find it helpful to write this information in a calendar or planner
- who to contact at school or college in case there's an emergency that makes you late or unable to sit your exam

## What you will need:

- a clear pencil case 
- at least two black ink pens – blue pens are not acceptable 
- an approved calculator for relevant exams 
- appropriate apparatus such as a ruler or protractor for relevant exams 
- a clear water bottle if you wish to take one in – it must not have a label 

## What you cannot take into exams:

- any type of phone 
- revision notes
- any type of watch (this includes analogue, digital and smart watches)

## Other important information:

- Listen carefully to the invigilator's instructions which will be specific to your exam. If you are unsure of anything, please raise your hand and wait for the invigilator.
- Fill in your details on the front of your answer booklet.
- If you need additional answer sheets, raise your hand and wait for an invigilator who will provide you with one. Remember to add your details to this booklet too.
- If you need to use the toilet or feel unwell, raise your hand and wait for an invigilator who will escort you from the exam room.
- Make sure you stay silent – talking to a fellow candidate could result in disqualification from all your exams.

If you have any questions about the format on the day, please ask your teacher or exams officer.





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	Lunch	Tier	After School
<b>Monday</b>	YR11 Health & Social YR10 & YR11 TE04. YR11 Religious Studies HU06. YR11 Geography HU02. Maths Drop In Maths Pod.	1	Maths Yr11 Maths Pod.
		2	YR11 Computer Science Paper 1 11T (Week 1) IT02. YR11 Computer Science Paper 2 11T (Week 2) IT01. YR11 Computer Science Paper 1 11S (Week 1) IT04. YR11 Geography (from Jan) HU02. YR11 History (from Nov) HU10. YR11 Spanish week 1 (Foundation) week 2 (Higher) LA02.
<b>Tuesday</b>	YR10 Psychology (from Nov) BS02. YR11 BTEC & GCSE Music MU02. Maths Drop In Maths Pod.	1	English Lang & Lit Yr11 (YR10 from Easter) English Classrooms. KS4 Art Coursework Support AR02.
		2	YR11 Design Coursework Support TE01. YR10 Enterprise & Marketing 10A RO68 Coursework (from Nov) BS03. YR11 Enterprise & Marketing 11S & 11T RO69 BS01. Y11 NEA Hospitality and Catering catchup TE06. YR 10&11 BTEC Sport HU08, YR10 GCSE PE AR03. YR11 Textiles Coursework Support TE03.
<b>Wednesday</b>	Y11 NEA Hospitality and Catering catchup TE06. YR10 Enterprise & Marketing 10S RO68 Coursework (from Nov) BS03. YR11 Enterprise & Marketing 11A & 11L RO69 Coursework BS03. Maths Drop In Maths Pod.		Whole School Staff Teaching & Learning Meetings.
<b>Thursday</b>	YR11 Drama (Open to YR10) Green Room. YR11 French Speaking Drop In LA03. Maths Drop In Maths Pod.	1	YR11 Combined Science (Subject directed by staff) Science Pod.
		2	YR11 Textiles Coursework Support TE03. YR10 &11 BTEC Sport HU08 & YR10 GCSE PE AR03. YR11 Music GCSE & BTEC MU02. YR11 Media MS01. YR11 IT RO60 Coursework (from Nov) IT01. YR11 IT R050 Exam and R070 Coursework IT01/IT04. YR11 French week 1 (foundation) week 2 (higher) LA02. YR11 NEA Hospitality and Catering TE06. YR11 Engineering TE02. YR11 Drama Green Room. YR11 Design Coursework Support TE01. KS4 Art Coursework Support AR02.
<b>Friday</b>	Maths Drop In Maths Pod.		



# 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**

**Metacognition**

**Personal Development**





# Mrs Willis

## Deputy Headteacher

# How to help with revision

## Key areas pupils find difficult:

1. Planning time to revise
2. Knowing what to revise
3. Knowing how to revise
4. Getting started
5. Staying motivated

All of these are things parents and carers can help with even if we don't know much about the subject they are revising



## Planning time to revise:

- Support with helping to select good times for revision
- Work backwards from the exams to create a timetable and remind them to stick to this
- Plan meals and other commitments around the revision times when you can
- Little and often is better than long periods of revision



## Knowing what to revise:

- Know your exam boards and where to find the syllabus
- Use knowledge organisers and other planners in your books
- Get revision lists from your teachers
- Use your books and revision guides



## Knowing how to revise:

- Proper revision feels hard – re-reading and highlighting notes feels better but doesn't lead to long term recall
- Testing and trying to remember key points is scientifically proven to work better – you can support by being the quizzier
- Online tools like Sparx, Seneca, PMT and Quizlet are helpful for this

## Getting started:

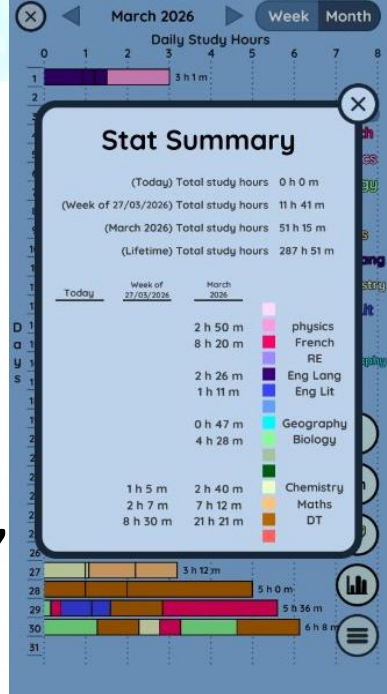
- Make sure all books and notes are organised to start with and preferably in one place
- Use an app like Study Bunny or Forest to track revision times and avoid distractions
- Start with the easy things and build up to the more tricky
- Give them chores they want to avoid!!





## Staying motivated:

- Rewards – small and larger to support e.g. favourite snacks, trips out, time on devices
- Track achievements – tick off or keep records of work covered and celebrate this
- Make sure to do lists are not too long as this can be overwhelming. Break down into smaller sections and celebrate completion.





# Mr Sandhu

## Key Stage 4 Leader Maths



**Paper 1** - (Non-Calculator) for both Foundation Tier and Higher Tier

– 1 hour and 30 minutes

**Paper 2** - (Calculator) for both Foundation Tier and Higher Tier

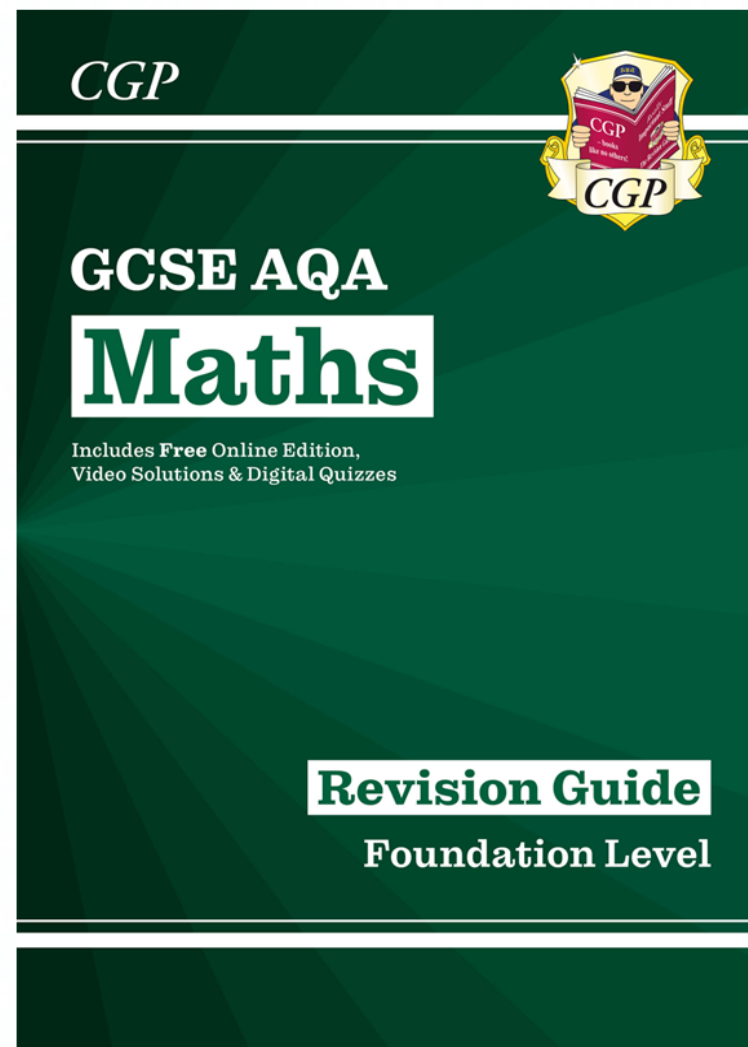
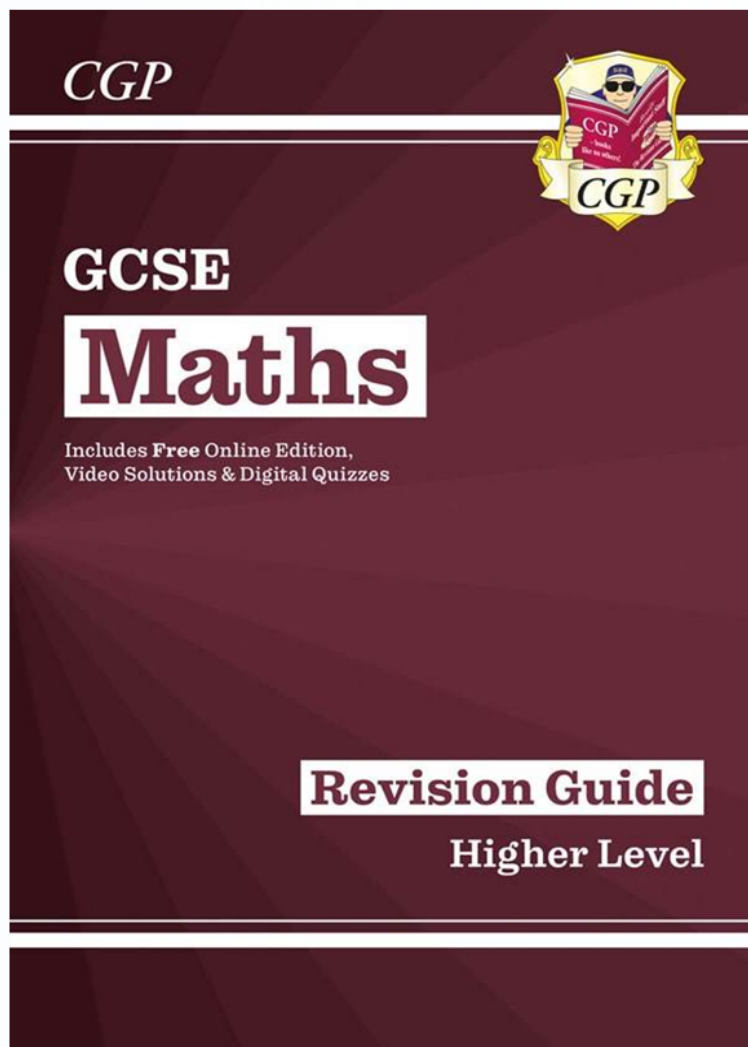
– 1 hour and 30 minutes

**Paper 3** - (Calculator) for both Foundation Tier and Higher Tier

– 1 hour and 30 minutes

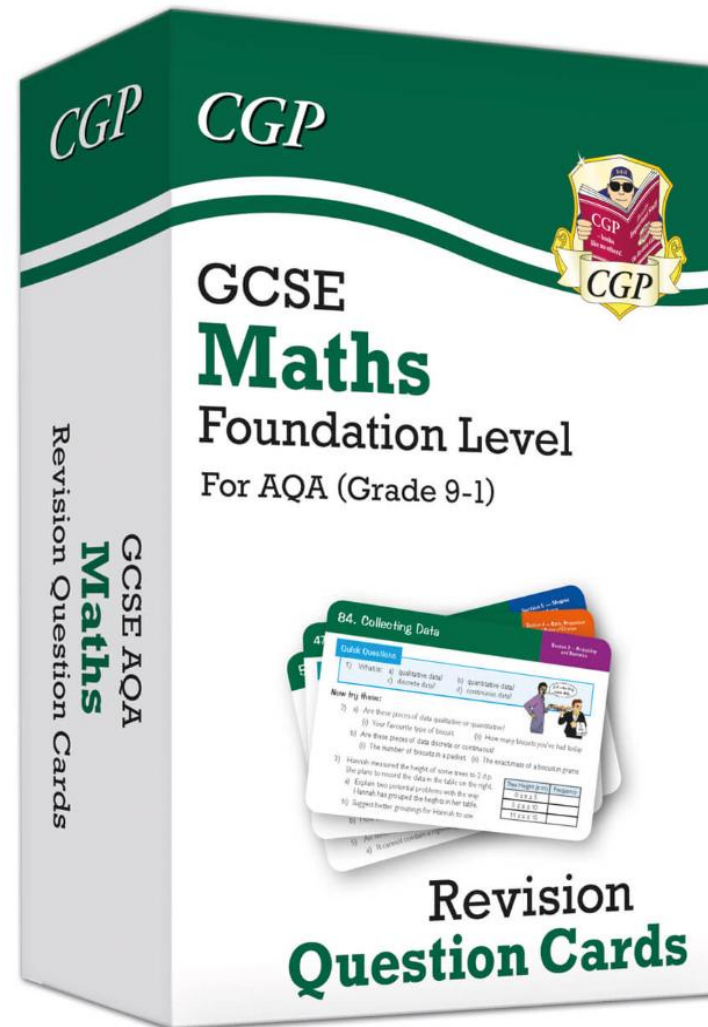
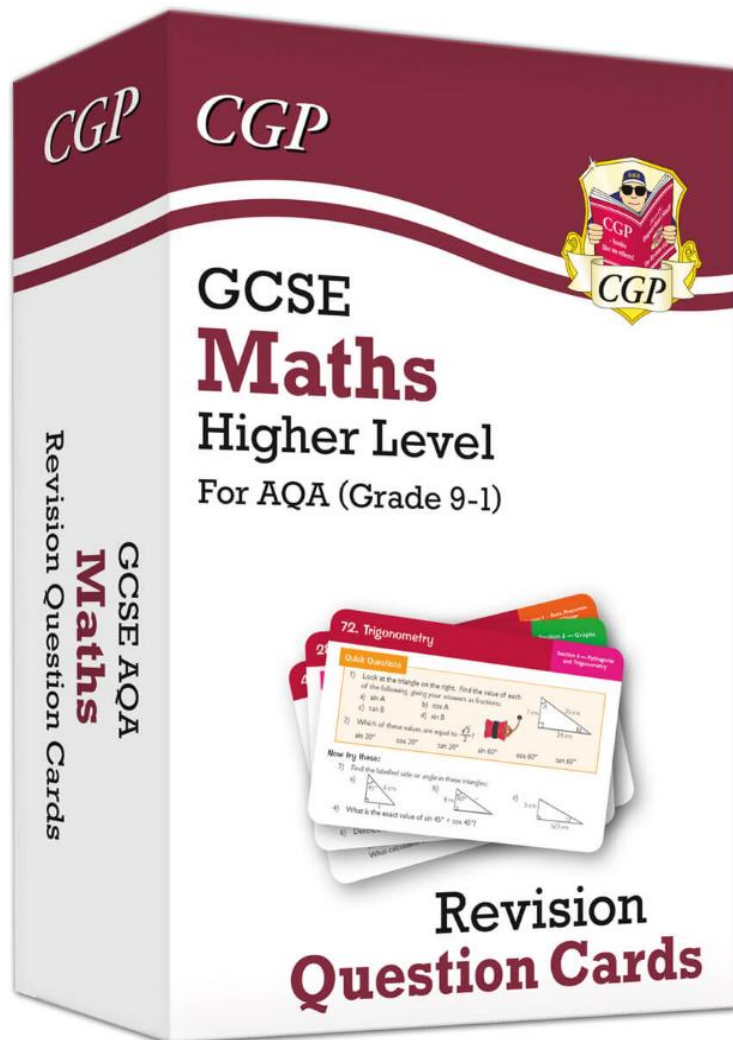


# AQA Revision Guides





# AQA Flash Cards



## End of year 10 mock exams

Will be used:

- To determine the appropriate route onto the Higher or Foundation tiers
- To inform adjustments in sets going into year 11

Students will receive feedback linked to SPARX Maths so they may address areas for improvement before starting year 11.

 Sparx Learning

 YouTube

*Maths Genie*



## Home learning

SPARX Maths is used to set tasks linked to the Year 11 SOW. This will be set and available throughout year 11.

Students will receive a weekly practise paper from their first set of mock exams and onwards leading up to their Summer exams in 2027.

These will be used in lessons to help identify areas of strength and those requiring improvement.

The Sparx Learning logo features a stylized starburst icon in shades of blue and purple to the left of the text 'Sparx Learning' in white, all contained within a dark blue rectangular box.

**Sparx Learning**

The AQA logo consists of the letters 'AQA' in a bold, purple, sans-serif font, followed by a red square icon containing a white leaf-like shape, all enclosed in a thin blue rectangular border.

**AQA**



## 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

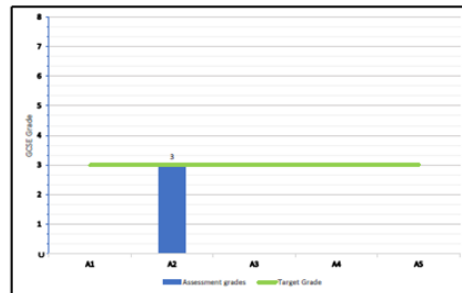
80 40

SPARX	Objective	Max	My Score
1a	U888 Converting between decimals and fractions	1	1
1b	U888 Converting between fractions and decimals	2	2
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 canceling 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	U590 Calculating experimental probabilities	2	0
25	U462 Calculating speed from distance-time graphs	3	0

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SPARX	Objective	Max	My Score
1a	U363 Drawing bar charts	1	1
1b	U557 Interpreting bar charts	1	1
2	U947 Ordering negative numbers	1	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	1	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	3	2
12b	U277 Interpreting scatter graphs	3	2
13	U990 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	3	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	U557 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 -



	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch time	SDU and CRV Ma09 and Ma01	SDU and CRV Ma09 and Ma01	SDU and CRV Ma09 and Ma01	SDU and CRV Ma09 and Ma01	SDU and CRV Ma09 and Ma01
Drop in session		HLD Ma10 3pm – 4pm		MRE Ma06 8am – 8:25am	
Booster Sessions Specific topics 3:10pm – 4pm	SDU and CRV Ma09 and Ma07				Further Maths CRV, SDV & WEB MA05



# Mr Leitch

## Faculty Leader English



# Outline Language Paper 1

- 80 Mark Paper
- 1 hour 45 minutes
- Section A: Comprehension, 4 questions analysis a fiction extract
- Section B: Creative Writing, Narrative or Descriptive Task

Why is this so important?

*The grade from this paper will be added to your mock in Year 11 to create your first 'total GCSE grade' - this will be used by many people to consider your study journey*

*Please see below for a filedrive of newly created practice papers: [Resources – Laura Webb CPD](#)*



## Explorations in Creative Reading and Writing (80 marks)

Section A- Read one extract of fiction (could be from a novel or short story)

1. 4 marks multiple choice
2. 8 marks analyse language
3. 8 marks analyse structure
4. 20 marks evaluate a statement



**A01:**

**identify and interpret explicit and implicit information and ideas**

Four multiple choice questions based on an extract at the start of the source

## Question 2- analysing language

**AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views**

This question will ask you to focus on a selected part of the longer extract.

It will give you a focus- how something is described, usually.

You will need to pick out key words, phrases and (crucially) techniques that have an effect on the reader.



## Question 3- analysing structure

**AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views**

This question will ask you to focus on the structure of the whole source.

There used to be a very generic phrasing to this question:

How has the writer structured the text to interest you as a reader?

# New style

Q4. Focus this part of your answer on the second part of the Source from line 20 to the end.

You can tell that Goldfinger is trying to intimidate James Bond. Oddjob is clearly very dangerous and powerful.

To what extent do you agree?

In your response, you could:

- write about your own impressions of the characters
- **comment on** how the writer has created these impressions (METHODS)
- support your opinions with references to the text.

## Question 5 - Creative Writing

Choice between two tasks:

1. Narrative Writing
2. Descriptive Writing

There is a visual stimulus to support:

### Section B: Writing

You are advised to spend about 45 minutes on this section.  
Write in full sentences.  
You are reminded of the need to plan your answer.  
You should leave enough time to check your work at the end.

Q5: A website has asked for examples of creative writing for its new page.

EITHER: Write a description as suggested by this picture:



OR: Write a short story that begins with the sentence: "It was a disaster. I didn't know what to do."



## Literature Paper 2 Format

Section	Task	Time	Mark	Revision
1.	An Inspector Calls: Essay	45mins	30 marks 4 SPaG	Plot, themes, context, quotes, understanding of key scenes
2.	Anthology Poetry: Power and Conflict	45mins	30 marks	Refamiliarising with poems we have read, memorising of quotes, revisiting poetic features
3a.	Unseen Poetry: Essay	30mins	24 marks	Revising poetic features, completing past papers
3b.	Unseen Poetry: Comparison	15mins	8 marks	Revising poetic features, completing past papers



Seneca:





# 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.

Many careers use science and many competitive courses require a high grade in science at GCSE



# What is expected of students from the science GCSE

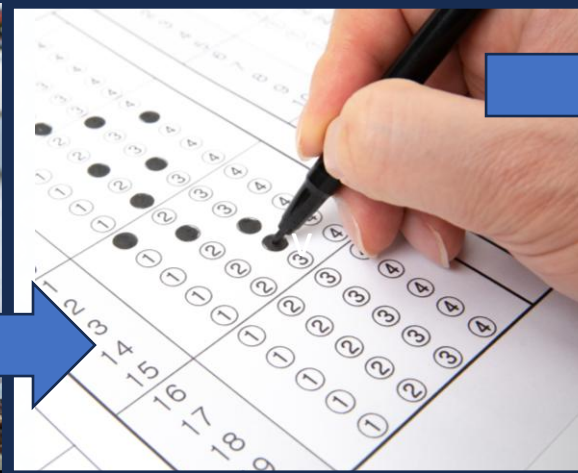
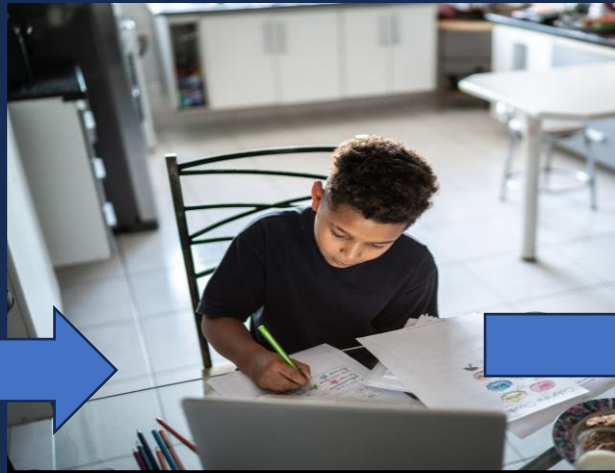
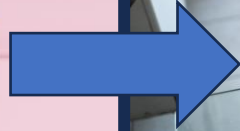
## Understanding vs. Memorisation

**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**

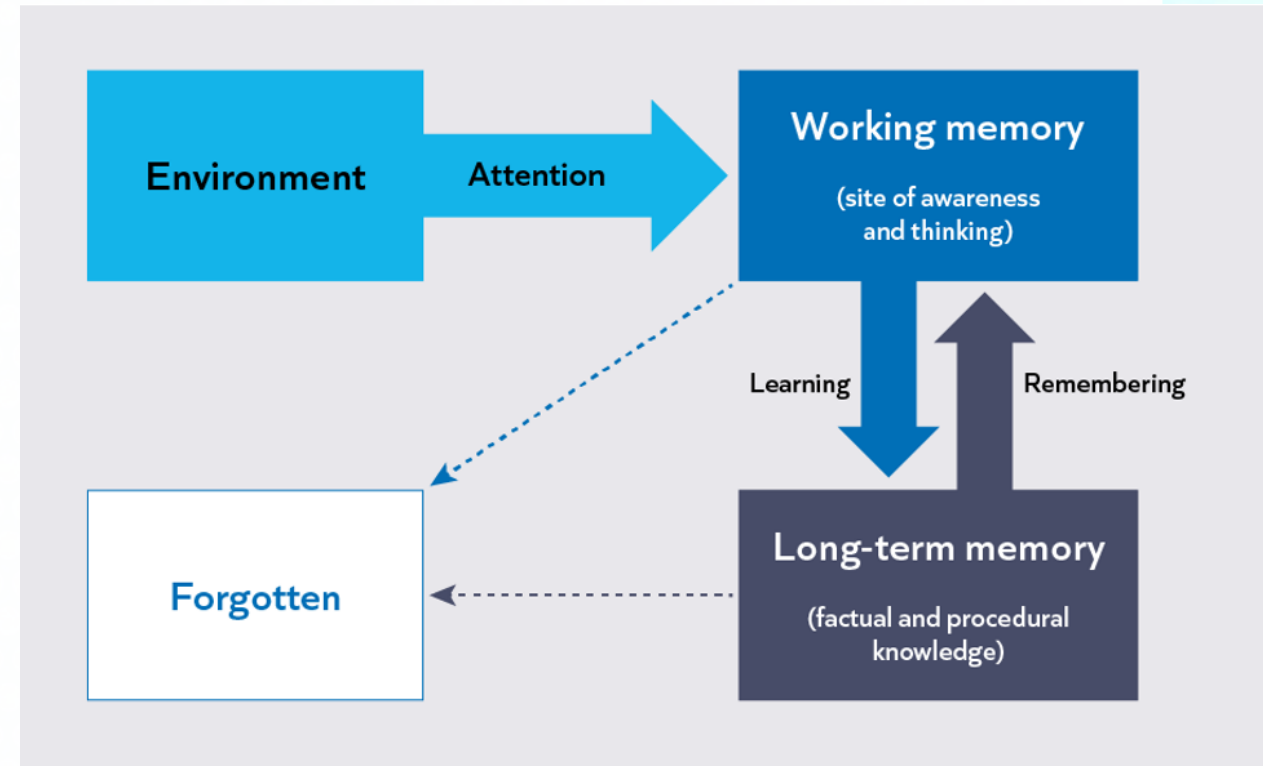
- **Mark your responses, find your successes and gaps.**
- **Seek help from a teacher or a peer**





## 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 surrounds us. Foster confidence that they can do it.



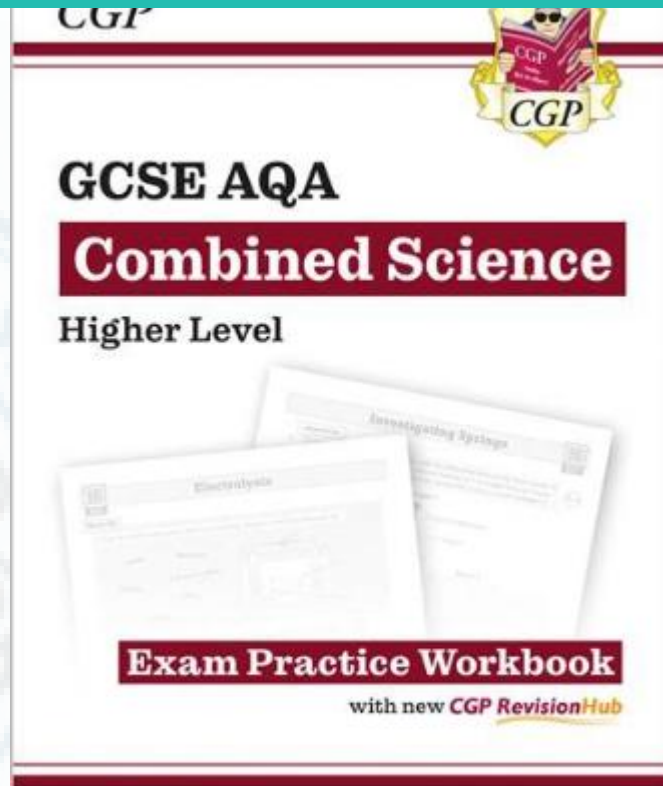
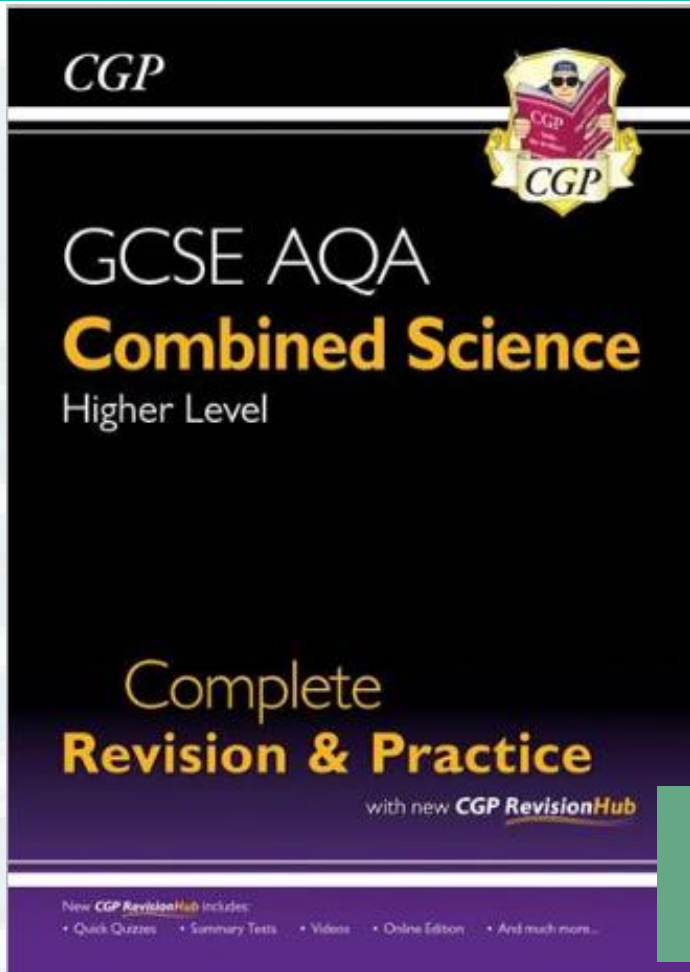
Willingham's Memory model



# Resources



## PHYSICS & MATHS TUTOR



Sparx Science



SENECA

Free interactive content to keep students engaged



Save My Exams



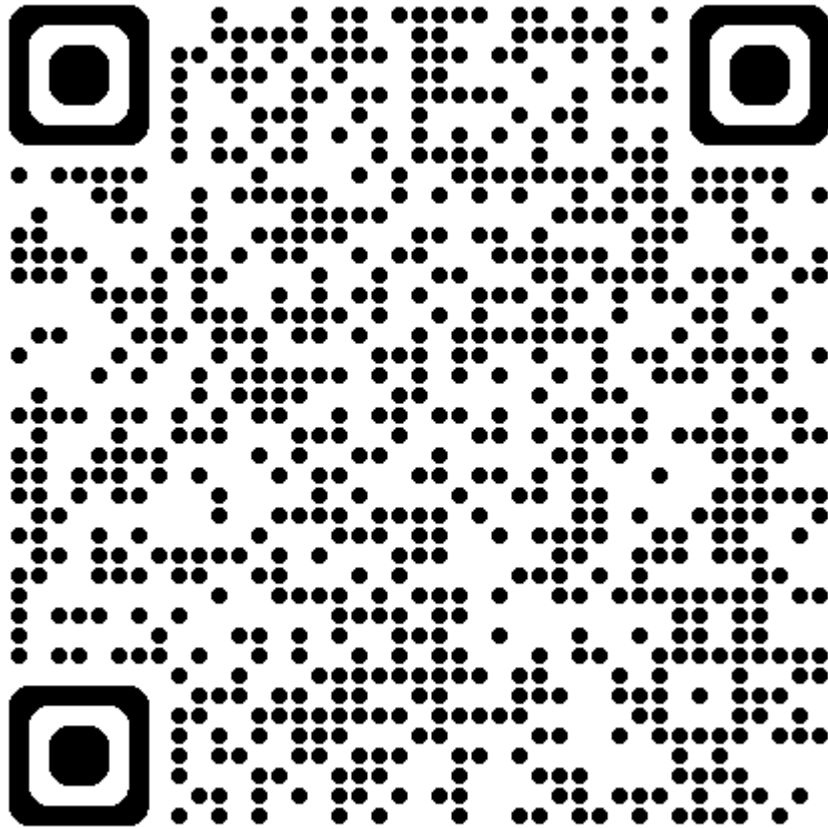
Subjects Qualifications Profession

Questions matter

Home > Find past papers and mark schemes

Find past papers

# Resources



This QR code will take pupils to the Science Pupil Hub, here they will find knowledge organisers, exam specification, exam papers, question banks, and checklists which they will be able to use to support their revision.

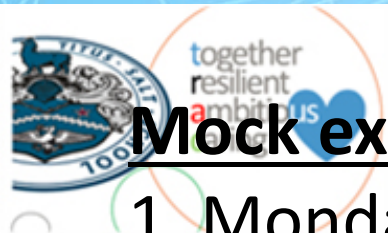
They will just have to sign on with their office 365 account.



# Exam timetable

## Exam technique tips:

1. Use all the information on the page or the previous page related to each whole question.
2. Ensure you take note of the command word, what focus should your response have? E.g Describe, Explain, Evaluate, Determine
3. How many marks is each question worth, that's how many discrete points you need to make.
4. Take note of any guidance they give you. E.g include these terms, give your answer to 3.s.f.
5. Have you gone into the depth you were taught, don't answer questions generally.



# Exam timetable

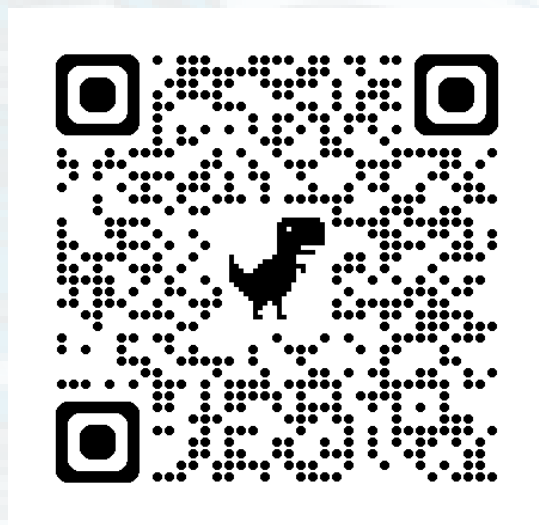
## Mock exams:

1. Monday June 22<sup>nd</sup> Afternoon – Chemistry Combined = 1hr 15mins  
Topics 1-4  
- Chemistry Separates = 1 hr 45 mins  
Topics 1-5
2. Tuesday June 23<sup>rd</sup> Morning – Biology Combined = 1hr and 15 mins  
Topics 1-4  
- Biology Separate = 1hr and 45 mins  
Topics 1-4
3. Friday June 26<sup>th</sup> Morning – Physics Combined = 1hr and 15 mins  
Topics 1-4  
- Physics separate = 1 hr and 45 mins.  
Topics 1-4



# Thank you

Exam & Revision resources



The TSS way

<https://www.youtube.com/watch?v=Y5WR-y5kA7Q>

Feedback survey

