



REVISION SKILLS EVENING

Class of 2022

Format for the event

Introduction: Ed Slingsby

Effective use of revision guides: Julie MacIntyre

Effective use of past papers: Karen Holden

Making the most out of online resources: Rachel Hollingworth

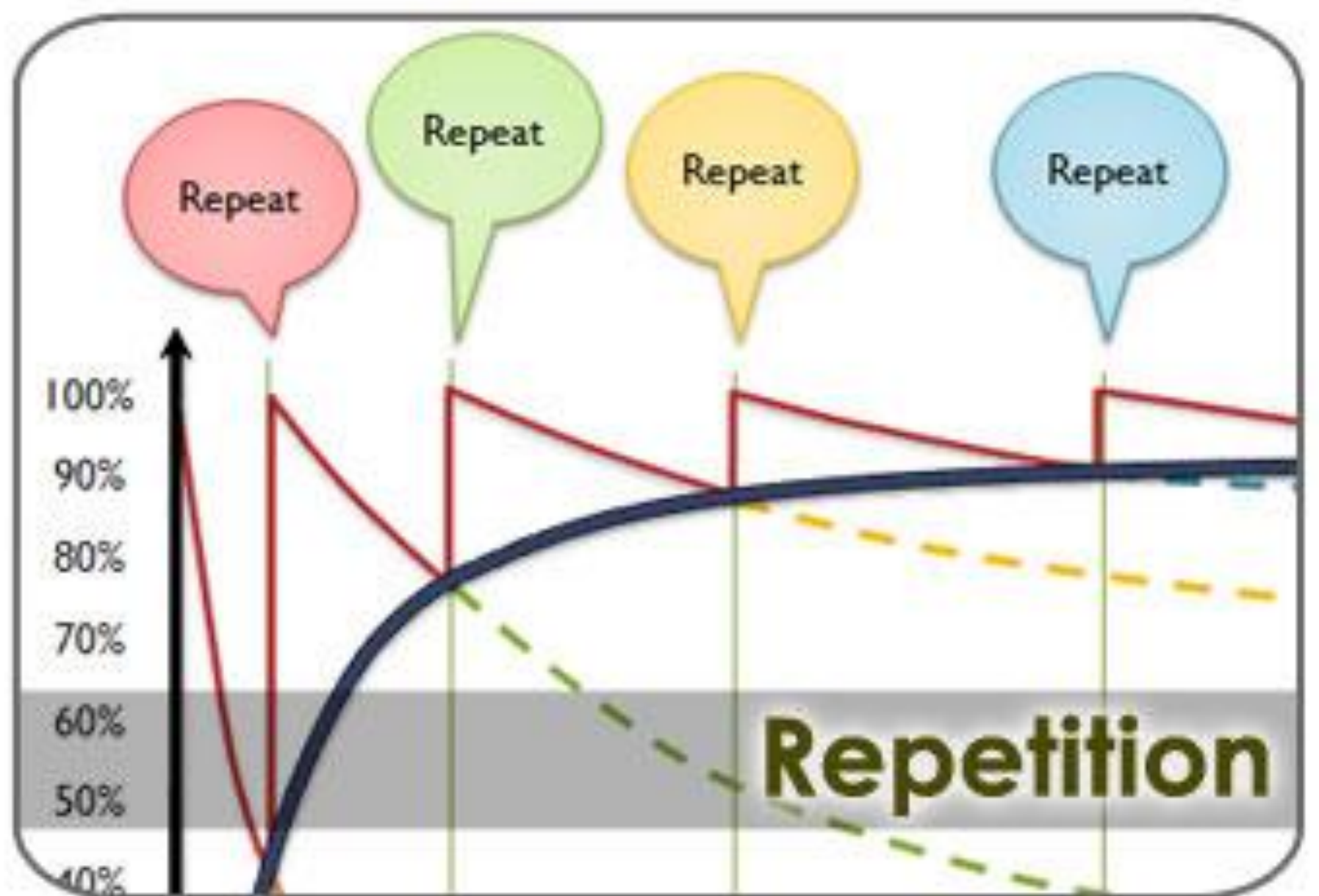
Questions and answers: Ed Slingsby

What is the most effective way to improve skills and remember information?



Repetition is the mother of all learning.
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**How
memory
works**



Concentrated
Practice

VS.

Distributed Practice



Much more effective

Distributed practice, little and often
has a massive impact on how much
you can learn



Feel like revision
isn't making a
difference?

Not sure how
to revise?

Use the
revision
pyramid

**EXAM
READY**

**EXAM
QUESTIONS**

– apply your
knowledge to
past exam or
exam style
questions

SIMPLE QUIZZES – write simple
quizzes that quiz you on facts,
quotes, essay techniques and
structures. Make your own or find
published ones.

NOTE TAKING – getting familiar with all the things
you need to know and knowing where to look them
up. Fill in revision sheets, watch podcasts, use
your revision guide, use sites such as BBC
bitesize, use resources your teacher directs you to.

The revision pyramid

Successes

START

START

Practical things you can do to help your child

Make sure they have somewhere quiet to study and a table to do it and tell them to leave their phone somewhere else when they revise and stay away from social media



Practical things you can do to help your child

Help them to plan their revision timetable

	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
Monday	The school day												
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													

**Weekly revision timetable –
one for school time, one for
the holidays**

	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													



Practical things you can do to help your child

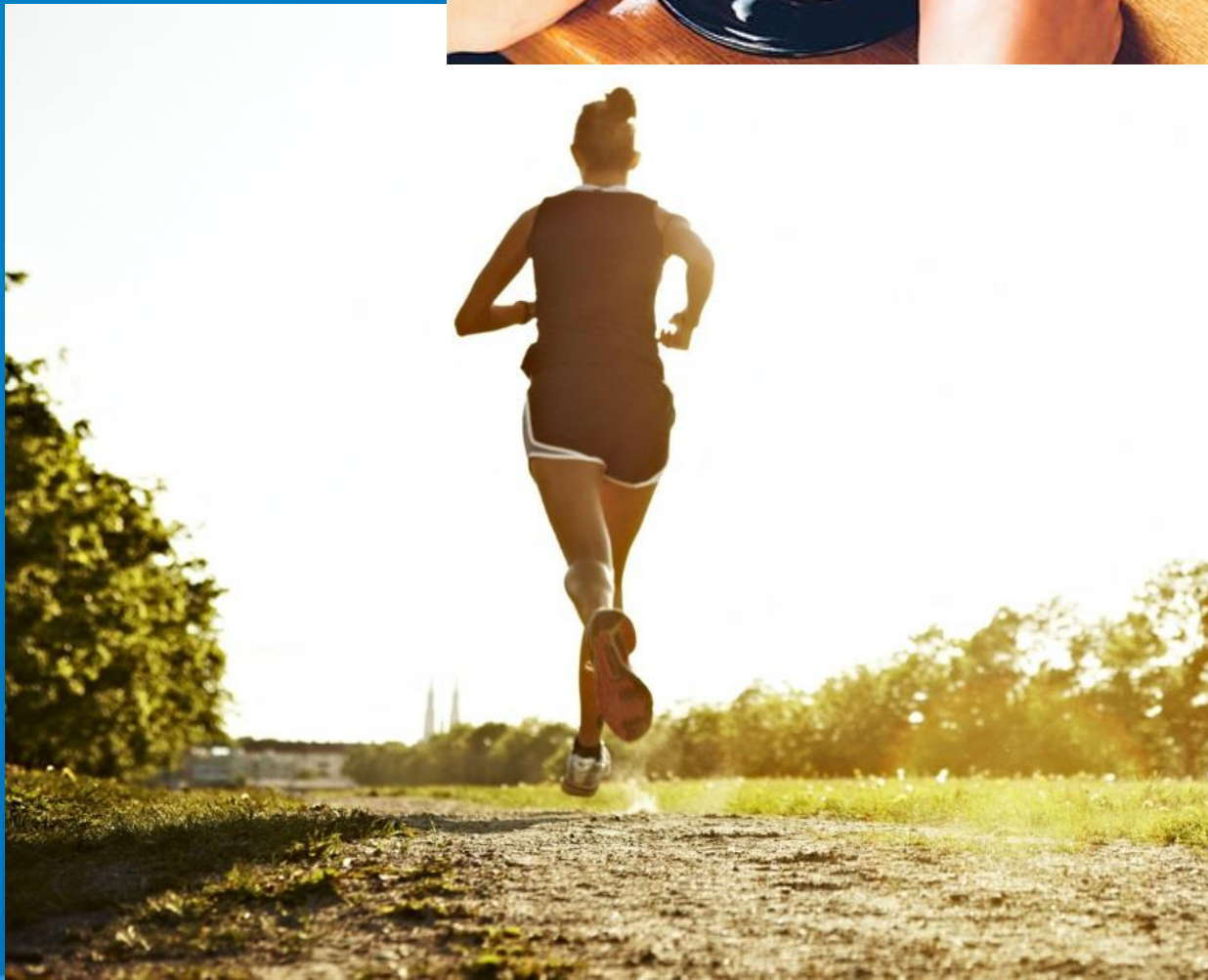
Encourage them to get to bed at sensible times and eat properly. Just asking questions and taking an interest in the revision can be a real motivation, even if you know nothing about it!

Teenagers need 8-9 hours of sleep

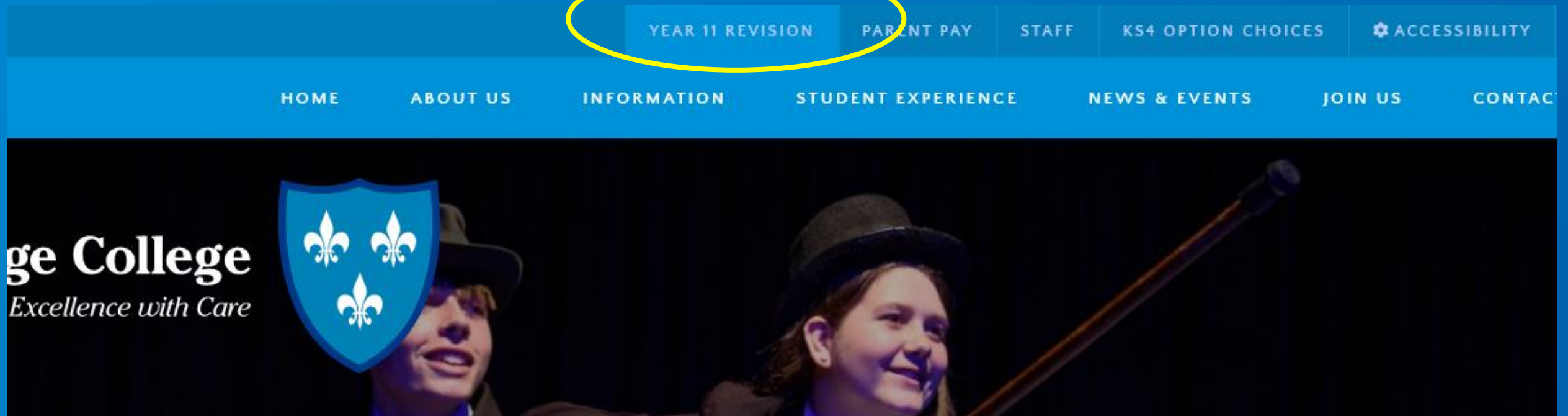


Practical things you can do to help your child

*Make sure they are still making time to relax and stay active
– exercise is great way to unwind and relieve stress*



Exam revision booklet



Contents

- ❖ *How do I organise my revision?*
- ❖ *Where can I get resources to revise for my subjects?*
- ❖ *I get stressed by exams, what can I do?*
- ❖ *How do I revise?*
- ❖ *How do I login to the PiXL Maths app?*



Subject: English Language

Number of mock exams in March and length:

One paper: English Language exam – 2 hours

Component 2 (only) – reading and writing non-fiction

Revision session – Monday 14th March

Topics that may come up in the mock:

Section A – Reading (40 marks)

This section will test through structured questions the reading of a newspaper article (from the 21st century) and an extract from a non-fiction book (from the 19th century). This section assesses AO1 (and 2), AO2, AO3 and AO4.

Section B – Writing (40 marks)

This section will test transactional, persuasive and/or discursive writing through two equally weighted compulsory tasks (20 marks each). Across the two tasks candidates will be expected to write a **formal letter** and a **magazine article** for different audiences and purposes, adapting style to form and to real-life contexts. This section assesses AO5 and AO6.

Recommended resources to use to revise and where they can be found:

- Relevant revision resources can be found on the specially dedicated Google Classroom: **ead55so**. Students should only complete the sections on Component 2 Section A, Component 2 Section B and General Writing Skills in preparation for this mock. There are also practice papers available on there.
- All students should complete the revision PPT on the Google Classroom for their English class. This should be completed together with the practice paper given to each student by their class teacher. This PPT contains audio of an Eduqas examiner talking students through a sample paper and how to answer each question. This activity will take around 4 hours of revision time if completed fully. The link (<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1533>) is available on Google Classroom and students should only complete the PPT labelled 'Component 2'. There is now no need for them to complete the review task at the end of the paper.
- Language revision workbooks are available from the Finance Office. Many students already have these from sitting the Component 1 mock exam in November. Students should complete all the activities from pages 67-111, pages 113-120 and pages 134-140. Once complete, they can use the practice paper on page 156 to page 159. Question B1 should be completed as a formal letter.

Subject: Maths

Number of mock exams in March and length:

2 papers, 1.5 hours each (P1 is non-calculator, P2 is calculator allowed)

Topics that may come up in the mock:

Topics on the mock paper are based on the advanced information provided by the Edexcel exam board in February. We have put this into a revision checklist which is available on Google Classroom. Please note the specific paper by paper breakdown in the advanced information will not be followed in the mocks but will be invaluable in the preparation for summer exams.

Recommended resources to use to revise and where they can be found:

- Past papers will be given out to be used in class and at home.
- Extra set of past papers will be available in google classroom and on G4S.
- Mymaths www.mymaths.co.uk
- Corbettmaths videos and exam practise www.corbettmaths.com
- Maths Genie <https://www.mathsgenie.co.uk/gcse.html>
- Mathswatch <https://vle.mathswatch.co.uk/vle/>
- Onmaths <https://www.onmaths.com/>

Revision sessions will run after school on the following days:

Wed 23rd Feb

Wed 2nd Mar

Wed 9th Mar

Wed 27th Apr

Wed 4th May

These will be bookable on the parents evening booking system. We will send a letter out nearer the time with full details.



Information for parents and carers

Theory and practical advice about how to support your child to study and revise independently

The theory behind revision and practical ways to maximize revision efficiency

Cognitive Load Theory

Information for parents and carers

PiXL
partners in excellence



Did you know?



Cognitive load theory is a handy model to understand challenge and how to learn information which isn't too hard, or too easy, but just right. (Sweller 1998) Cognitive load is the amount of information our working memory can hold at any one time. The capacity of our working load is limited and therefore students can maximise their working memory by practising a range of strategies.

Research shows that strategies for reducing cognitive load can assist the human brain to learn and store knowledge, boost confidence and improve memory retention.

Further research has identified that reducing the cognitive load can reduce stress and anxiety and the feeling of being overwhelmed with tasks.



The Pressures of Exams



Some stress isn't a bad thing. It can be a great way to focus at a time when it really matters.

But it is crucial to find the **balance**, somewhere between not caring at all to being so anxious that they are not able to perform in the exam.

What can you do?

- **Spotting signs**- changes to the 'norm' – appetite, sleep, mood, energy (not to be confused with adolescent/ hormone changes of teenagers!)
- **Positivity & Perspective**- Keep things positive at home and put everything into perspective
- **Communication**- Let your child's tutor know





What can we do?

Possible solutions include:

- **Self-help resources**- we use some fantastic resources that have been written for students around exam times. Students can pop into the Hub to pick up a pack or they can sign up to receive 6 emails that firstly explain what anxiety is and then how to manage it.
- Offer support and strategies to manage anxiety- **group/ individual sessions** to explore what the root cause is and then offering the right support
- Tweaks to **exam arrangements**
- Pre-exam **guided meditation** sessions- hugely successful in focusing and calming students just before they go into the exam



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Weekly Revision Timetable – In the holidays (for a more detailed plan if you prefer)

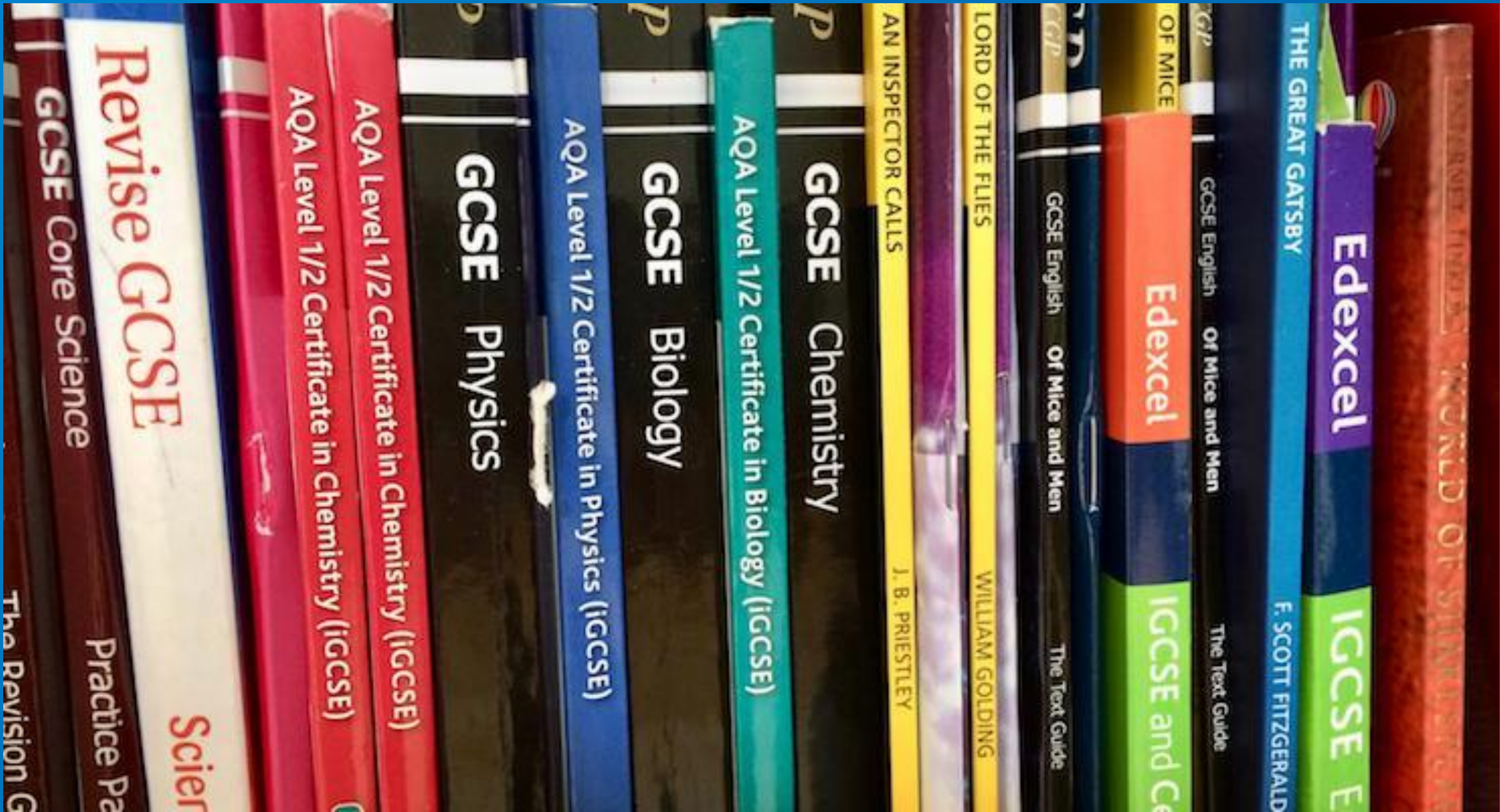
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REVISION GUIDES

ENGLISH

HOW IS YOUR REVISION GOING?



USING REVISION GUIDES

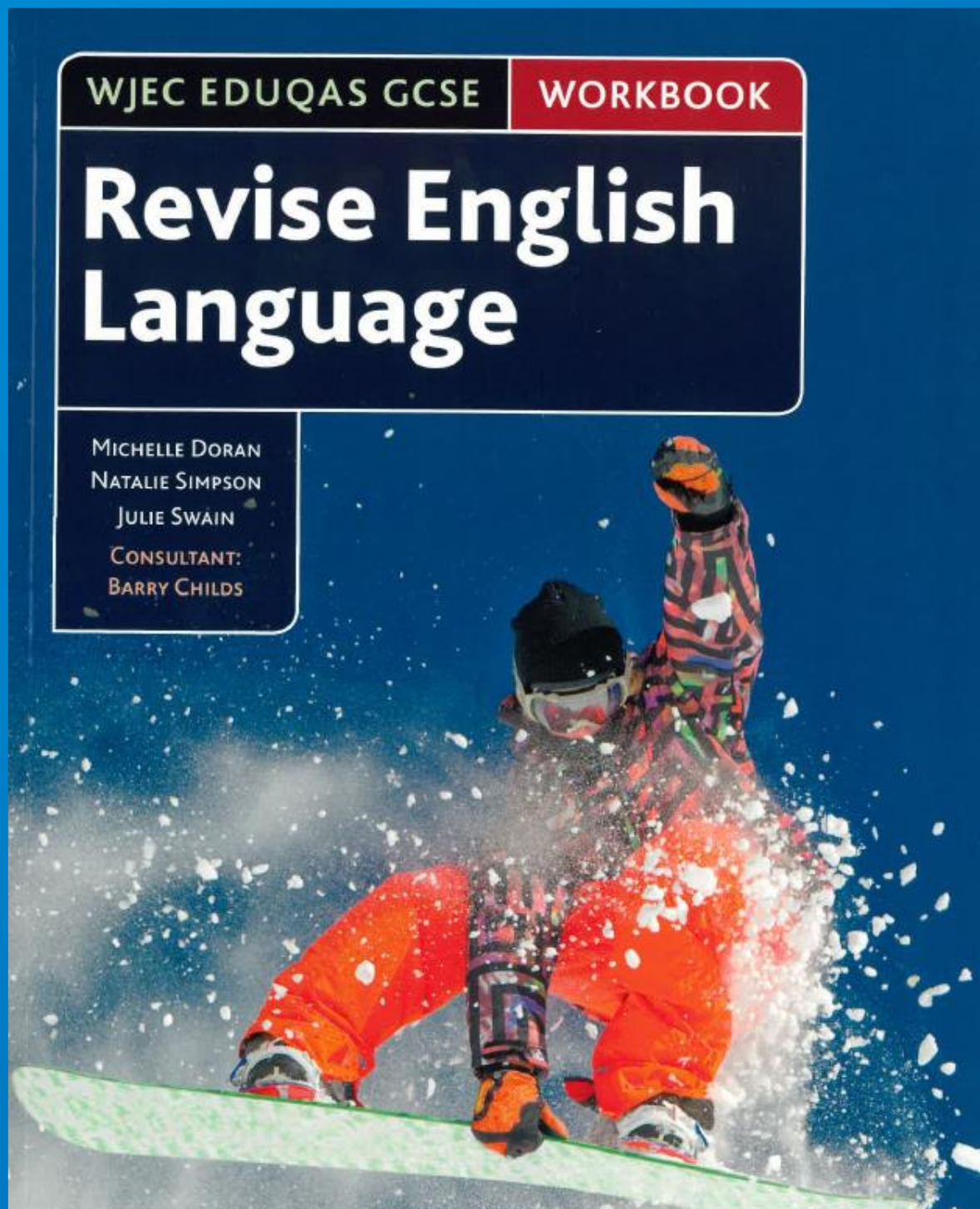
Students should be using revision guides **actively**.

They should **not** just read them. They need to **engage** with them.

What does this mean?



USING REVISION GUIDES

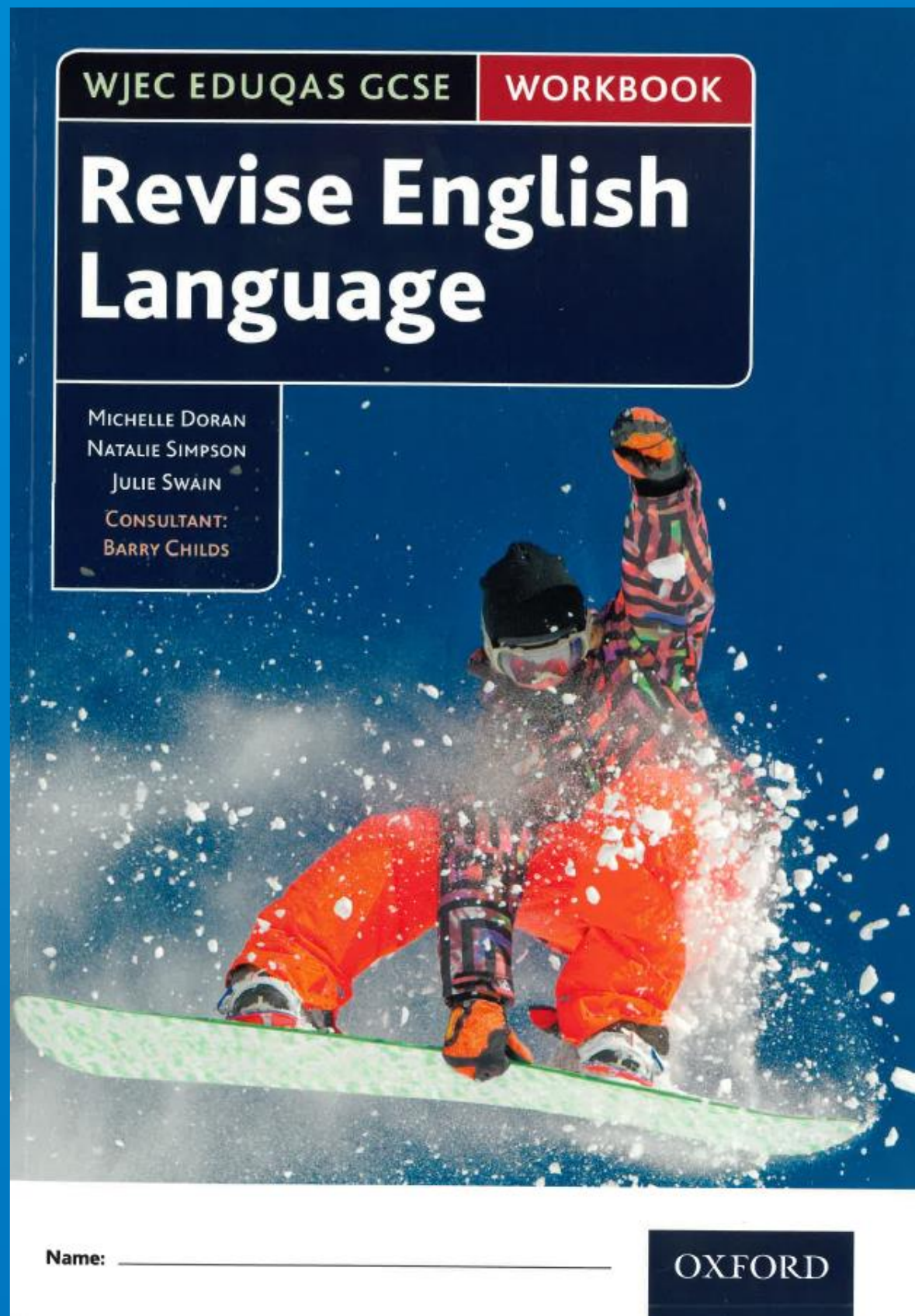


- Available from the Finance Office
- Priced £4.50 at SVC (£3.50 cheaper than Amazon)
- Everything needed for **English Language** revision

The next English mock is on Wednesday 16th March. This will be on Component 2.



USING REVISION GUIDES



- It is a workbook. Students need to work their way through it.
- They should complete every page before the first GCSE exam in May.



READING

4 How writers use language

Learning focus:

- Revising how to comment on, explain and analyse how writers use language, using relevant subject terminology
- Making sure language/text analysis remains purposeful and relevant to the task set

Activity 1

Read the extract below carefully.

'Just how good is the modern TV?'

By 1970 almost 90 per cent of all homes had a television, but with only three channels and a relatively small screen, it is difficult for many modern TV fanatics to imagine just how far the humble television has come in the last 40 years.

With high-resolution, panoramic, curved screen 3D televisions that not only show hundreds of channels but can be used to watch shows 'on demand', to surf the internet, to play games and even monitor your health, modern televisions are an essential way of life, not just something we can watch for half an hour. We are addicted to them because they literally offer so much.

Last week, Dr Johnson (although he could be a doctor of seal studies in the Sudan), slammed the modern TV for making us lazy and obese. Does he have a point? He claims we are so seduced by what the modern TV can offer that we have become a slave to its functions. Johnson claims that anyone who watches more than an hour a day is an 'addict' and ought to cut back on their viewing immediately. But those of us who are firmly fixed to our TVs would prefer him to keep his views to himself. The modern TV is amazing, wonderful and quite literally as the TV Times claims, an entertainment package for the whole family. A few hours a night is not an addiction, it's absolute bliss, it's escapism and it's brilliant...

Ted Knowles

A number of different questions could be asked about this brief text. One mistake made by students when they read the word 'how' is that they don't read the rest of the question and then produce a generic answer with no real focus. Work through the following activities carefully to help you write meaningful answers that link to the question.

Tip

When you are asked to consider 'how' a writer achieves an effect or influences the reader, you will need to consider the language, structure, tone and effects used by the writer. Some candidates will simply spot devices and write down relevant subject terminology but the best candidates will consider the effect of these devices and will link their ideas back to the question.

Activity 3 continued

Example of language	Technique/method	Link/effect
'only three channels and a relatively small screen... just how far the humble television has come'	Compares past to present	The comparison shows modern TV is impressive as so many huge developments have been made.
'high-resolution, panoramic, curved screen 3D televisions'	Lists a wealth of positives	
'Dr Johnson (although he could be a doctor of seal studies in the Sudan)'	Uses an anecdote to undermine what the doctor claims	
	Rhetorical question	The reader questions whether the doctor's claims are valid in an attempt to make their own argument seem more balanced.
'TV Times claims, an entertainment package for the whole family.'	Expert opinion	
'A few hours a night is not an addiction'	Repeats key phrase	
'it's absolute bliss, it's escapism and it's brilliant...'		

Tip

The text has been explored chronologically. Tracking the text makes it easier when structuring a clear answer.

Activity 4

- a. Using the information in the table in Activity 3 and your own ideas, write up a response to the question:

The writer is clearly impressed by the modern TV. How does the writer persuade us that the modern TV is impressive? [10]

WRITING

1 Formal Letters

Learning focus:

- Exploring the importance of planning and ways it can assist writing
- Drafting an effective opening to a formal letter which makes the viewpoint clear
- Developing paragraphs and a strong ending

In this lesson you will be guided through a number of activities which will help you revise how to write a formal letter. In an exam you can be asked to write to a number of different audiences for a number of different purposes.

Activity 1

a. Read the following sample exam style tasks:

1.

Write a letter to your local MP persuading them that greater government funding is needed to support the social needs of young people in your area.

2.

You read this part of a letter in the newspaper:

I can't believe that some people try to argue that zoos are a great step forward for the livelihood of endangered animals. This is just an excuse to overlook the cramped and unhealthy conditions they are kept in.

3.

Write a letter to your local MP persuading them that greater government funding is needed to support the social needs of young people in your area.

b. Now fill in the grid below to show:

- who each of the letters in the sample exam style tasks are aimed at – this is known as the **audience**
- Why the letter has been written – this is known as the **purpose**

Sample exam style task	Audience	Purpose(s)
1		
2		
3		

Activity 2

Lots of students start their answer without planning their writing. Look at these critical comments a teacher gave to their students. All of them could be helped by planning. Match up the comments to the reason for planning. The first is done for you.

Reasons for planning

Teacher comments

- | | |
|---|---|
| 1. Think of/gather ideas | a. There is little range of ideas, more would have helped. |
| 2. Develop your ideas with examples/detail | b. The order is muddled and there is repetition in places. |
| 3. Decide on your own view before you start writing | c. There is only really a topic sentence for each idea and no detail. |
| 4. Work out the most effective ideas to argue your case | d. Some of the ideas do not help your argument. |
| 5. Decide on the order of your ideas | e. Your viewpoint does not come across clearly as you change your mind half way through the letter. |

Read the following sample exam style question:

You see this notice on the wall in school written from your Headteacher, Mrs Burnley:

NOTICE

I am considering banning mobile phones from school and would like to hear your opinions on the matter.

I know mobiles can be useful to you for contacting home and sometimes they are used in lessons as calculators or for independent research. However, students consistently ignore our current school rule that they must be switched off and out of sight which causes disruption in lessons.

Please write a letter saying whether you think I should ban mobile phones or not. Hand your letters into the main office and I will consider your views before I make my decision.

Regards,

Mrs Burnley

Write a letter to answer her request.

Activities 3 to 9 that follow will help you write a response to the above task.

USING REVISION GUIDES

1. Read with a highlighter at the ready.
2. Identify key quotations and significant information.
3. Don't highlight everything.



USING REVISION GUIDES

TOP TIP

Consider the extent to which the witches are to blame for the death of Duncan. Is Macbeth's ambition or their prophecy the real reason for his actions?

Macbeth is a **warrior** and the Thane of Glamis. His **ambitions** lead him to betray and murder his king to take the throne of Scotland. In the play, Macbeth:

- defeats the armies of the rebellion against King Duncan (I.2).
- meets three witches who prophesy that he will be king.
- plots with his wife to murder Duncan and assume the throne (I.7, II.2, 4).
- arranges for his friend, Banquo, to be murdered (III.2, 3) in fear of the witches' prediction that Banquo's children will be kings.
- has Macduff's family killed on the basis of further prophecies.
- is cornered by English and Scottish forces, and killed in single combat by Macduff.

MACBETH'S IMPORTANCE TO THE PLAY AS A WHOLE

Macbeth is the **fatal protagonist** of the play whose tragic rise and fall is told. Although he is initially presented as **brave** and **valiant**, we witness how **ambition drives Macbeth to betrayal, brutality and ultimately his death.**

EXAM FOCUS: WRITING ABOUT MACBETH

Key point	Evidence/Further meaning
• Macbeth is first and foremost a warrior – courage is his defining quality.	<ul style="list-style-type: none"> • 'For brave Macbeth – well he deserves that name' (I.2.16). • The Captain describes Macbeth's bravery in battle.
• He is not essentially a brutal character. In fact, Lady Macbeth worries that her husband might be too kind to kill the king.	<ul style="list-style-type: none"> • 'Yet do I fear thy nature; / It is too full o'the milk of human-kindness / To catch the nearest way' (I.5.14–16). • Mildness and pure white colour of milk suggests Macbeth has these attributes too.
• Banquo observes that the witches' prophecies have come true, but he fears his friend has accelerated events with dishonesty.	<ul style="list-style-type: none"> • 'Thou hast it now: king, Cawdor, Glamis, all, / As the weird women promised, and, I fear, / Thou play'st most foully for't' (III.1.1–3). • Echoes the witches claim that 'fair is foul' (I.1.9).
• Finally, Macbeth is thought of as a mass murderer .	<ul style="list-style-type: none"> • 'this dead butcher' (V.6.108). • Malcolm does not even use his name.

that the... does... At the start of the play he has good qualities. He changes under the influence of the witches and his wife. You need to balance his final condition – the treacherous, mass murderer under the sway of supernatural forces – with his earlier and finer qualities: his love of his wife, his sensitive imagination and bravery. Ask, what remains at the end? Ensure your answer is balanced.

KEY QUOTATION: A FATAL FLAW

At the end of his soliloquy, Macbeth admits he has 'no spur / To prick the sides of my intent, but only / Vaulting ambition' (lines 25–7). This reveals his **fatal flaw** to the audience, and suggests the tragedy to come. Shakespeare shows us that Macbeth knows King Duncan is 'meek' and 'great' (lines 17–18) but still his **ambition is stronger than his respect.**



TOP TIP

Don't forget, Shakespeare places Macbeth between two opposing forces: the witches who are evil and God who is good. Macbeth is human, and so a mixture of good and evil. This is what interests us about him.

KEY THEME: SECURITY

Macbeth has been **obsessed with the need for security** since assassinating Duncan. Shakespeare portrays him as frightened of what he cannot control. This is shown in his need to visit the witches and find the certainty of 'security' (III.5.32). **One factor in establishing the trustworthiness of the prophecies in Macbeth's mind is the speed with which they happen:** he becomes 'Cawdor' (I.3.106) immediately after the witches say he will; now, having been told to watch out for Macduff, Shakespeare has Lennox appear with the same warning. The effect of this is that Macbeth (and, to an extent, the audience) feels secure at this point that the prophecies can be trusted.

REVISION FOCUS: MACBETH'S TRANSFORMATION

Consider how **Macbeth changes throughout the play**. Make a chart to show how he descends into a moral abyss. Choose a series of key moments and quotations to record his fall and add these to your graph. Learn the pattern of these events so that you can write confidently about his character development.

TOP TIP: MAKING CONNECTIONS

Look for original and powerful **connections** between characters. For example, Banquo and Macduff are linked by their opposition to Macbeth; Lady Macbeth and Lady Macduff both die, though in very different circumstances. You could focus on how Macbeth is tempted. Contrast this with how Banquo is tempted, but does not give way.



NON NOBIS SED OMNIBUS

USING REVISION GUIDES

Now turn these highlighted notes into PERSONAL revision.

G4 - Copy out key quotations ten times each.

G5/G6 - Use the information to create a mind map or list about the topic on the revision page.

G7-G9 – Create an essay plan including AO2 (language, form and structure).



FLASH CARDS

Lady Macbeth

FLASH CARDS

A1S5 - 'too full o'th'milk of human kindness'

A1S5 - 'Come you spirits'

A1S5 - 'look like th'innocent flower / But be the
serpent under't'

A1S7 - 'dashed the brains out'

A1S7 - 'screw your courage to the sticking place'

A2S2 - 'I shame to wear a heart so white.'

A2S3 - 'Help me hence, ho!' - *faints*

A3S2 - 'What's done is done.' - to Macbeth

A3S4 - 'Are you a man?'

A5S1 - 'Out, damned spot! Out, I say!'

FLASH CARDS

A1S5 - 'too full o'th' **milk** of human kindness'

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A1S5 - 'look like th'innocent flower / But be the **serpent** under't'

A1S7 - '**dashed** the brains out'

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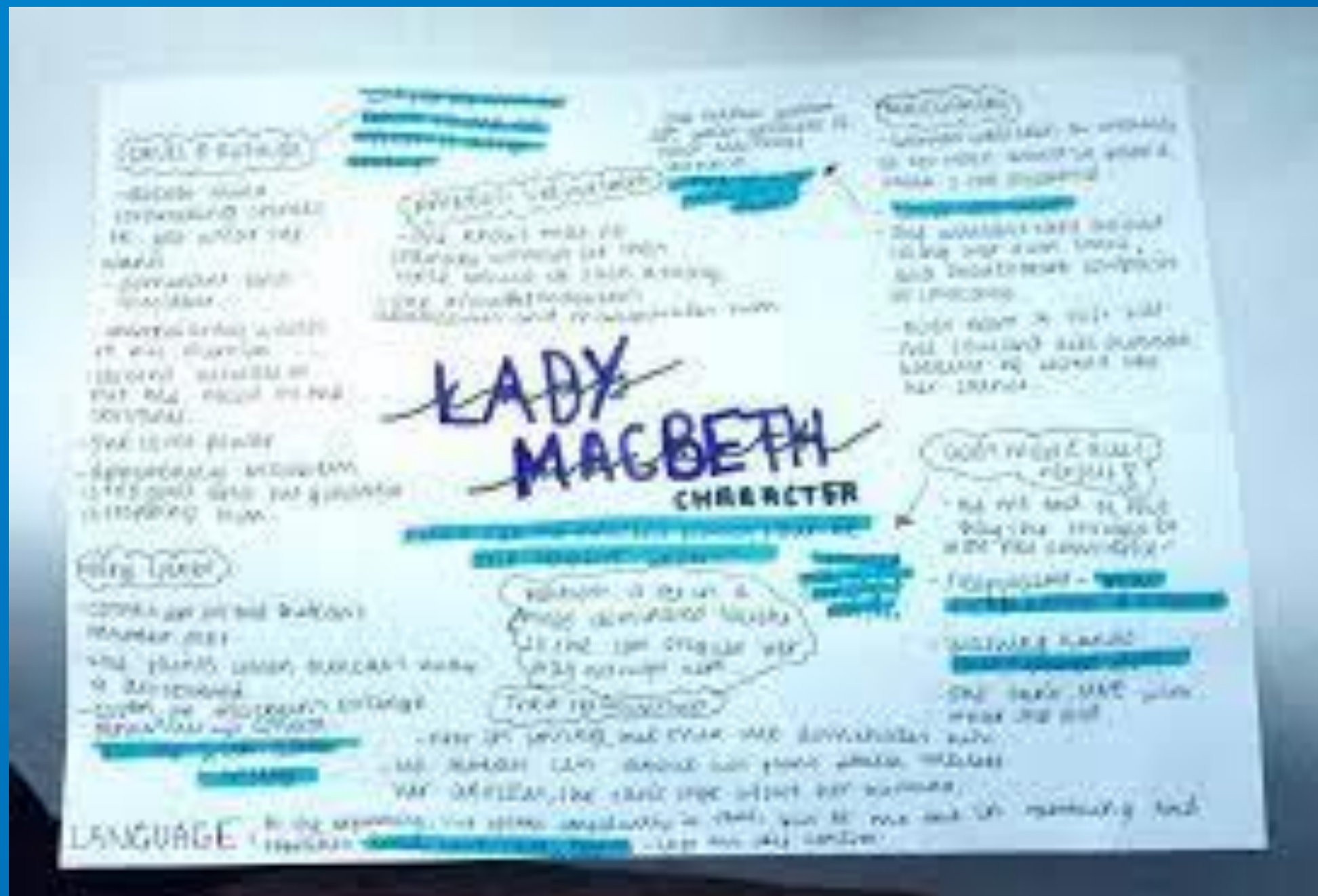
A2S3 - 'Help me hence, ho!' - *faints*

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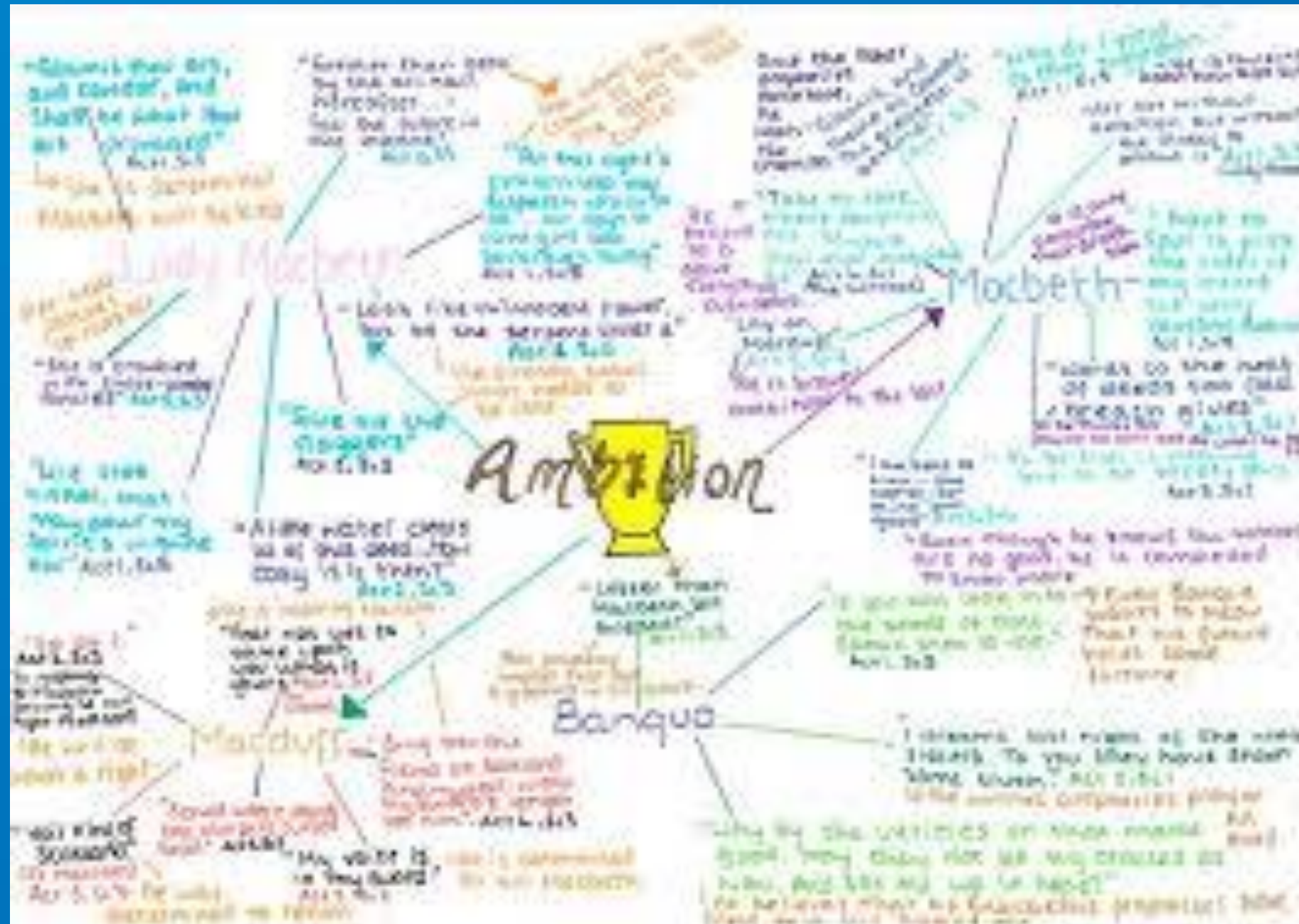
A3S4 - 'Are you a man**?**'

A5S1 - 'Out, **damned** spot! Out, I say!'

MIND MAPS / LISTS



MIND MAPS / LISTS



ESSAY PLAN

Essay Plan: Write about how Shakespeare presents the relationship between Macbeth and Lady Macbeth at different points in the play.

[25]

5 of this question's marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures.

AO1 - Read, understand and respond to texts. Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations

AO2 - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

Introduction

- Macbeth's need to send word to his wife about the prophecies (A154)
- Lady Macbeth's reaction to his letter (A155) **Q**
- Shakespeare's use of language in Lady Macbeth's soliloquy
- Significance of Shakespeare introducing the two characters separately

Lady Macbeth's control

- Language choices used to manipulate and their interaction (A157) **QQ**
- Lady Macbeth's actions (stage directions) forcing Macbeth into action (A251)
- Lady Macbeth taking charge when Macbeth panics and feels guilt (A252) **Q**
- Their different reactions to Duncan's death (A253) **Q**

The shift in power between the two characters

- Macbeth leaves Lady Macbeth out of his decision to kill Banquo (A351)
- The audience see their insecurity about their positions as king and queen. Lady Macbeth gloomily talks about their position but tries to appear strong when her husband enters. Macbeth only hints at his decision to kill Banquo. Macbeth's speech then echoes Lady Macbeth's soliloquy from A155. (A352) **QQ**
- Lady Macbeth struggles to maintain control as Macbeth sees Banquo's ghost. (A354) **Q**
- Macbeth acts without informing Lady Macbeth and orders the murder of Macduff's family.

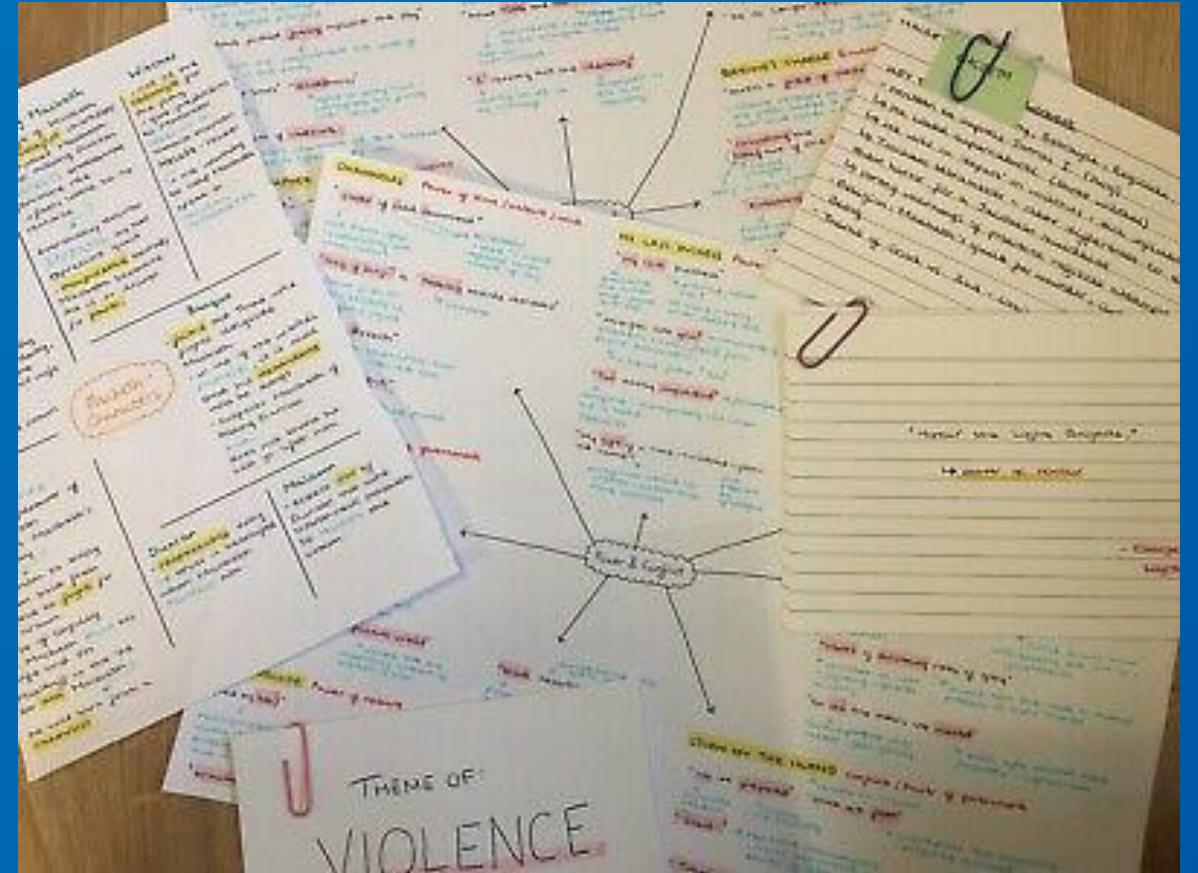
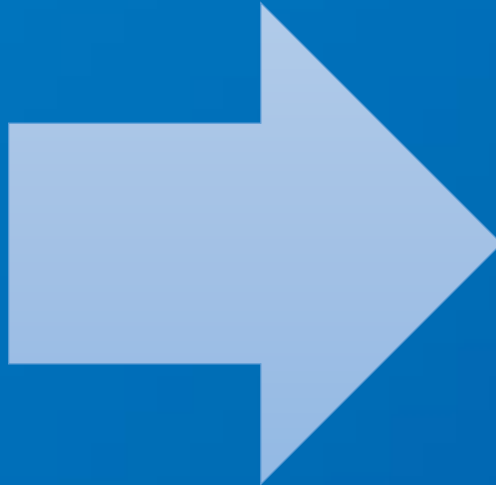
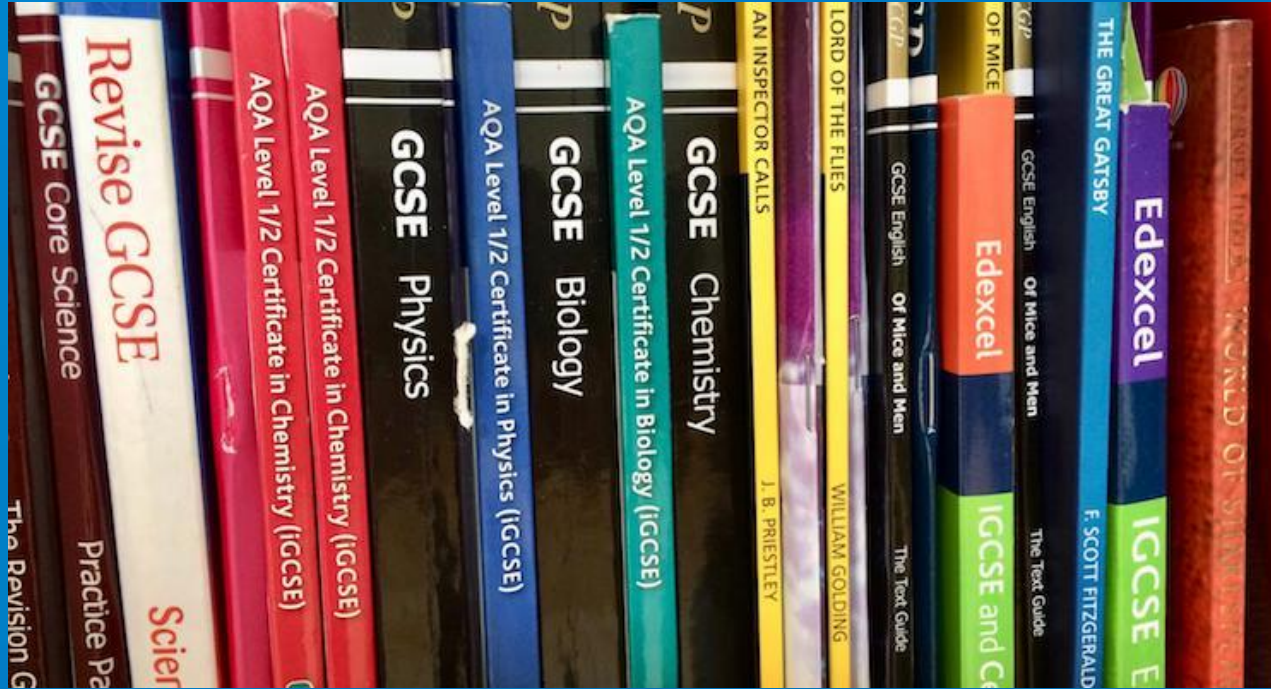
The collapse of their relationship

- Shakespeare ensures that the two characters do not appear together on stage after A354
- Lady Macbeth's appearance on her own and expression of guilt. (A551) **Q**
- Juxtaposition of the state of mind of the two characters in the last Act.
- Macbeth's reaction to the death of his wife. (A555) **Q**

Conclusion

- Summary of the change in their relationship
- Introduction of new point: how would events have been different if their relationship had not changed?

HOW IS YOUR REVISION GOING?



IN-SCHOOL REVISION

- **Monday 14th March**
- **3pm-4pm**
- **Beechurst Hall**
- **Booking information sent out via email**



PAST PAPERS

SCIENCE

Google Classroom Resources



- We have set up bespoke Google Classrooms to support your son/daughter with their revision
- The Google classroom codes are as follows
Triple: **v4i3lap**
Higher: **4gqqm2y**
Foundation: **oxrr7qp**



Google Classroom Resources

There are a variety of different resources for your son/daughter to choose from.

- Educational Videos (revision)
- Links to educational websites (revision)
- Broadsheets with mark schemes (activities)
- Kahoot quizzes (activities)
- Topic tests & mark schemes (activities)
- Full past papers and mark schemes (activities)

Chemistry Paper 1	
READ THIS FIRST	Draft
Required Practical [RP.C1, RP.C2 & RP.C4]	Draft
Past Papers and Mark schemes	Draft
Kahoots [Expires]	Draft
T1: Atomic Str. & the Periodic Table REVISION	Draft
T1: Atomic Str. & the Periodic Table ACTIVITI...	Draft

Open Google Classroom



Advanced information released by the exam board

The exam board have released some **advanced information about GCSE exams this summer.**

We've analysed this information and put together a document that will be shared with the students via the classroom.

If a topic is **green** this means it is a focus for the exam paper, whilst **red** means it won't be assessed. **Amber**, means it could come up but only as a low tariff question.

DUAL CHEMISTRY PAPER 1 FOUNDATION

KEY

	Foundation
Focus topic for high tariff questions	✓
Content that will not be assessed	x
Content that may be assessed through low tariff questions	✓

Specification point	Foundation
5.1 Atomic Structure & the Periodic Table	
5.1.1 Simple model of the atom, symbols, Ar, charge & isotopes	
5.1.1.1 Atoms, elements & compounds	✓
5.1.1.2 Mixtures	✓
5.1.1.3 Development of the nuclear atom	✓
5.1.1.4 Charge of subatomic particles	✓
5.1.1.5 Size & mass of atoms	✓
5.1.1.6 Relative atomic mass	✓
5.1.1.7 Electron structure	✓
5.1.2 The Periodic Table	
5.1.2.1 The Periodic Table	✓
5.1.2.2 Development of the Periodic Table	✓
5.1.2.3 Metals & non-metals	✓
5.1.2.4 Group 0	✓
5.1.2.5 Group 1	✓
5.1.2.6 Group 7	✓
5.2 Bonding, Structure, and the Properties of Matter	
5.2.1 Chemical bonds (ionic, covalent & metallic)	



Using past exam questions & past papers

Past papers and topic tests are one of the most effective ways to revise and improve grades.

- In support we have sourced all the available **AQA past papers** and their **mark schemes** and posted them in the classroom.
- We have also used past paper exam questions to compile **focused topic tests** with **mark schemes**



Using topic tests & past paper markschemes

When completing exam style questions students are honing their exam skills so they need to **focus on:**

- using the **correct terminology**
- **matching the number of points they make to the marks available**
- **apply their knowledge in a variety of different context**
- making sure they answer **each part of the question, especially those 6 mark extended prose questions.**



Using the mark scheme:

When given a **list** of acceptable answers where more than one mark is available you will see ‘**any two from**’ for example. Each bullet point is a potential mark, but *watch out for answers that are from the **same marking point** i.e. bullet point*

0 5 . 7 Suggest **two** reasons why the survival rates for all cancers have increased.

[2 marks]

1 Improved treatments for patients

2 Improved drugs used

05.7	any two from: <ul style="list-style-type: none">• improved treatment / drugs• earlier diagnosis• more cancer screening• improved patient knowledge (of risk factors)	allow improved patient diet / lifestyle	2	AO3/2a 4.2.2.6 4.2.2.7
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A bold **and** is used to indicate that both parts of the answer are required to award the mark and **or** is used to indicate alternative answers, *don't forget to look in the column additional information for more guidance.*

06.4

Infected mosquitoes landed on the socks three times more often than uninfected mosquitoes.

Explain how this information can be used to reduce the spread of malaria.

[2 marks]

Wear clean socks to stop mosquitos from being attracted

06.4	use worn socks or use chemical from worn socks		1	AO3/3a 4.3.1.5
	to attract / trap infected mosquitoes	or accept: wear clean socks / change socks regularly (1) to reduce the chance of attracting mosquitoes (1)	1	AO3/3a 4.3.1.5



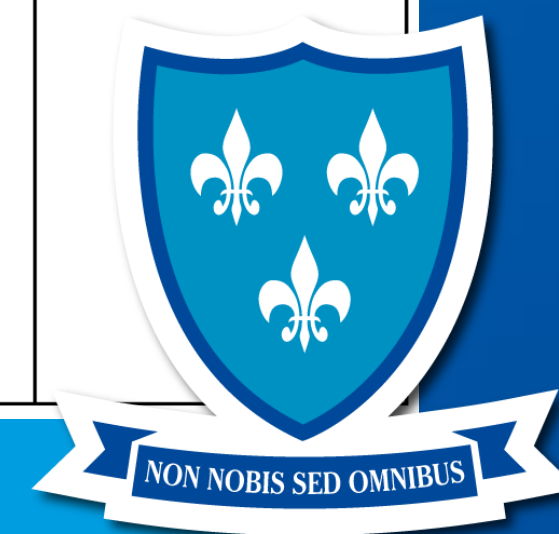
Brackets (...) are used to indicate which bits of information are **not essential** for the mark *but add clarity to the mark scheme*.

0 **1** . **6** Describe how an indicator can be used to show when all the sodium hydroxide has reacted with sulfuric acid.

[3 marks]

Put a pH probe into the acid then add the sodium hydroxide
until it reads 7.

01.6	Add indicator to sodium hydroxide solution	allow add indicator to sulfuric acid	1	AO2/2 5.4.2.2, 4
	Add sulfuric acid (gradually)	allow add sodium hydroxide solution (gradually)	1	
	until indicator just changes (colour) or until universal indicator turns green or shows pH7	allow pH probe	1	



Any wording that is **underlined** is essential for the marking point to be awarded.

Allow and **accept** means that the response is creditworthy

03.2 . **2** A helium atom is much larger than an alpha particle.

Give **one** other difference between a helium atom and an alpha particle.

[1 mark]

It is lighter

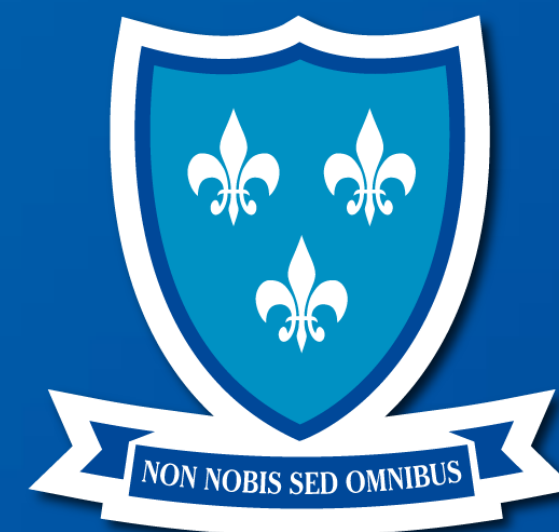
03.2	(a helium atom) has 2 <u>electrons</u>	accept it has more mass allow it is not charged	1	AO2/1 6.4.1.1
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Questions involving chemical formulae, the **case** does **matter** as does the **superscript** and **subscript**.

For example, writing the formulae for carbon dioxide

<u>Student</u>	<u>Response</u>	<u>Marks awarded</u>
1.	CO2	0
2.	CO ₂	1
3.	Co ₂	0



Questions involving calculations.

Marks are awarded for **each stage of the calculation**
so the students are encouraged to **show their working!** I
encourage them to apply **ESRA**

E = write down the **E**quation

S = **S**ubstitute the numbers given into the equation

R = **R**earrange the equation so what they are calculating become the subject of the equation.

A = **A**nsWER including units if applicable

Error carried forward (**e.c.f**) is used when marking
questions involving several parts, where the
answer to part 1 is used in the answer to part 2.



Often a **mark** is allocated to writing the answer to the correct **level of precision**.

(i) The teacher used 1.00 g of magnesium.

Use the equation to calculate the maximum mass of magnesium oxide produced.

Give your answer to **three significant figures**.

Relative atomic masses (A_r): O = 16; Mg = 24

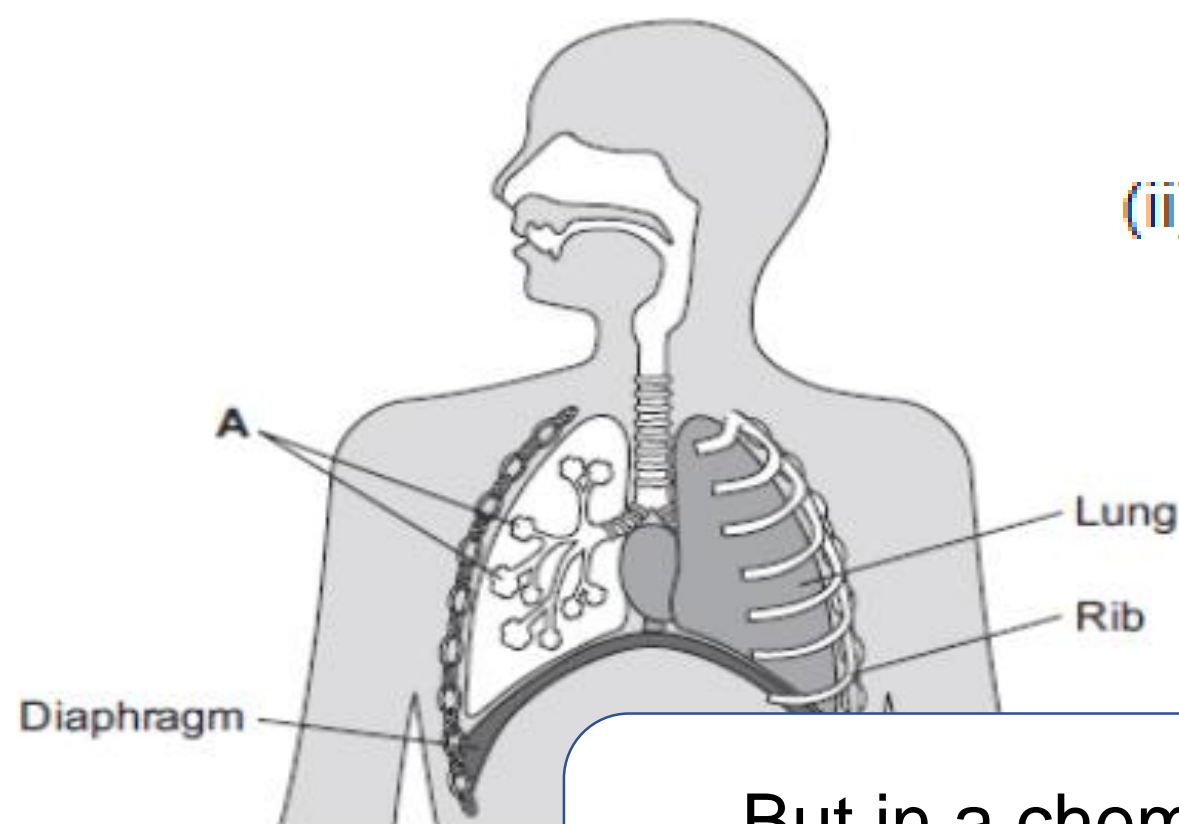
Maximum mass = _____ g

(3)

Phonetic spelling of correct scientific terminology is **acceptable unless** there is a possible confusion with another technical term.

Our lungs help us to breathe.

The image below shows the human breathing system.



(a) (i) alveoli / alveolus

allow air sacs

allow phonetic spelling

(ii) any **one** from:


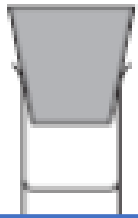
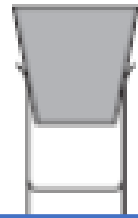
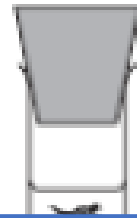
- protection (of lungs / heart)
- help you breathe / inflate lungs.

(a) (i) Name part A.

(ii) Give **one** function of the ribs.

But in a chemistry question, they wouldn't accept biuret for burette Or vice versa for a biology question ...

Do not accept means an answer is **wrong** even if the correct answer is also given but **ignore** means that further amplification can still gain full credit.

Tube A	Tube B	Tube C	Tube D
			
<p>(b) (i) control</p> <p>do not accept 'control variable'</p> <p>allow:</p> <p>to show the effect of the organisms</p> <p>or</p> <p>to allow comparison</p> <p>or</p> <p>to show the indicator doesn't change on its own</p>			
Stays green	Turns blue	Turns yellow	Stays green

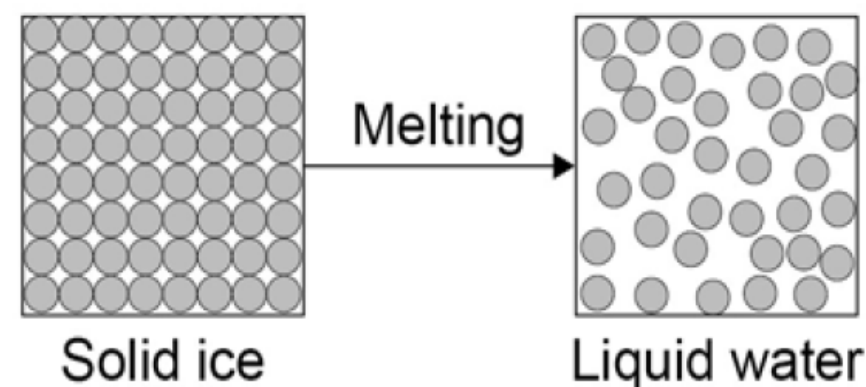
(i) What is the purpose of **Tube A**?

(1)



0 5 . 1 Use the particle model to describe how the heating element causes the arrangement of particle in ice to change as the ice melts.

Figure 7



You should include a description of how the particles are arranged in the solid ice and in the water

[6 marks]

- When tackling this type of question students are encouraged to:
- plan their answer before attempting it, *so that it is presented in a logical order*
 - make sure that they answer all parts of the question, *so highlight each part.*

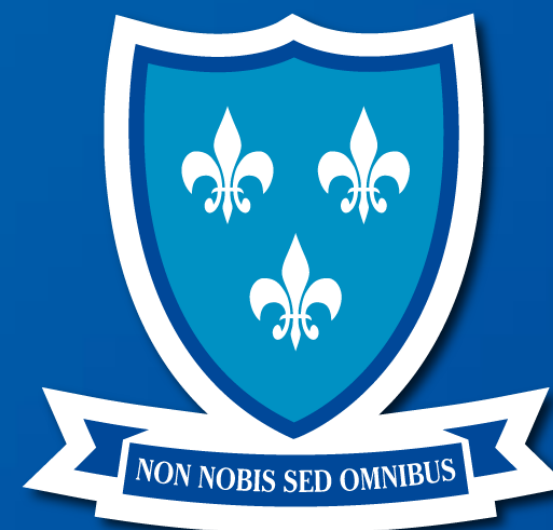
They can bullet point their answers, but they must be in a logical order to gain full credit.



ONLINE REVISION

MATHS

Maths revision is not a spectator sport!



ONLINE REVISION RESOURCES

- Online revision is an excellent way of revising, however it should be used as part of a balanced approach
- The PiXL Maths App is one of many online revision resources.
- Links to other good online resources can be found on the Maths revision google classrooms:
Higher: [gra4lpe](#)
Foundation: [mp7iyyv](#)
- Reminder: Maths after school revision sessions – bookable through the parents evening system (link on school website)

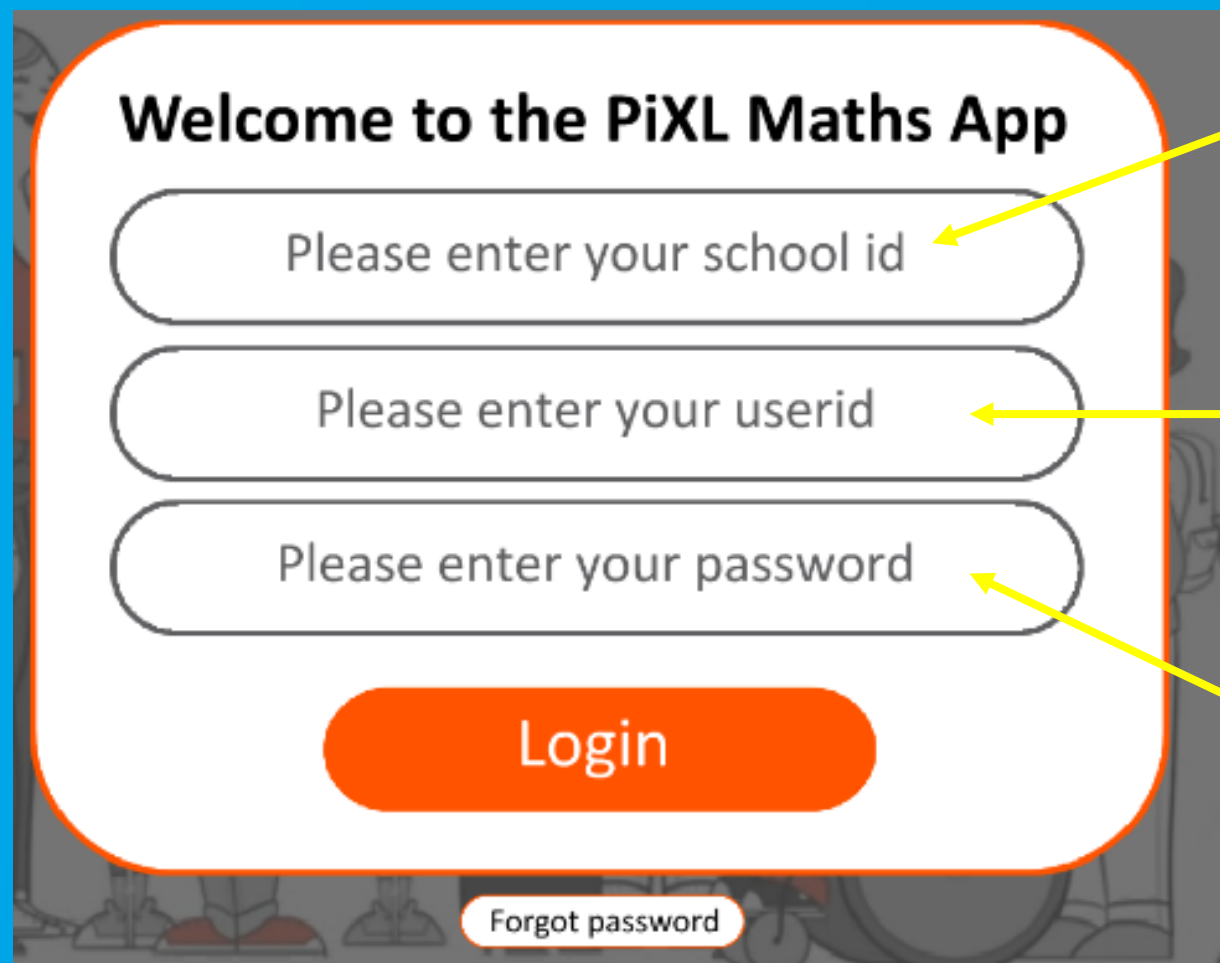


ONLINE REVISION RESOURCES

- We recommend the PiXL Maths App because it is directly focused on GCSE exams and linked to students' real results.
- The PiXL Maths App can be used on a PC, tablet or phone. It is particularly well suited to short, regular practice: e.g. on the school bus!



ONLINE REVISION RESOURCES



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Eg: BROWNT

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Eg: BROWNT9





QUESTIONS & ANSWERS

Mr Slingsby