

Welcome to Y11 Preparing for Success & mock results evening



Aims:

- ▶ Provide guidance on how to support your child in the lead up to exams.
- ▶ Give advice on key revision techniques students can use to support with revision.
- ▶ Provide materials to support revision.
- ▶ Give students their mock results



THE BOURNE ACADEMY

Exam Dates

- ▶ GCSE examinations begin w/c 6th May, however, there are practical exams and some BTEC exams which take place earlier.
- ▶ Students will be completing NEA (coursework) and must meet strict deadlines for the exam boards.



THE BOURNE ACADEMY

Ambitious Self-confident Physically literate Independent learners Resilient Emotionally literate

Exam Expectations

To ensure that we adhere to strict exam regulations the following must be observed by all students taking assessments:

- ▶ Watches must be removed and are not permitted in the exam.
- ▶ Under no circumstances are phones allowed in the exam hall.
- ▶ Students must take their equipment into the exam in a clear pencil case.
- ▶ Students may take a bottle of water into the exam, but the bottle must be clear with no labels on it.

If students do not adhere to these regulations, this can put both their exam results and other students exam results in jeopardy with all assessments linked to that exam board. The school has a duty to inform the exam board if any of these are not adhered to.

Students are required to provide their own equipment for the exam:
2 x black biros, sharp pencil, sharpener, eraser, ruler, scientific calculator, protractor, compass.

Preparing for Success

Additional Support for students

- Weekend and holiday revision sessions
- Breakfast revision sessions
- Practice with formula sheets (Science & maths)
- Independent revision resources
- Targeted tutor time support
- Coursework catch up and study club
- Workshops on effective revision techniques.
- Maths tutoring
- 6th form maths mentoring
- **Core mocks will take place w/c 26th February**



How can you Support?

- ▶ Help them create a revision timetable and support them to stick to it.
- ▶ Little and often, encourage breaks.
- ▶ Know when their revision sessions are and support attendance.
- ▶ Support students to look after their mental health through:
 - ▶ Routine
 - ▶ Regular exercise
 - ▶ Healthy diet
 - ▶ Appropriate amount of sleep
 - ▶ Ask them about what is going well and what they are worried/concerned about
 - ▶ Reassurance - doing their best so that they can be proud of their effort

Impact of attendance on grades for last year

All pupils		
	Pupils	Average GCSE Grade
All Pupils	148	4.1
Attendance groups		
Above 95%	83	4.6
90.1 - 95%	26	3.5
80.1 - 90%	26	3.6
50.1 - 80%	8	3.3
0 - 50%	5	3.0

How can you support today?

- ▶ Listen to the guidance given by our Directors so you know how to support students in English, Maths and Science with their revision.
- ▶ When students are given their grades, celebrate their successes.
- ▶ Discuss with your child which subjects they are disappointed with and have the conversation about what they did/didn't do to prepare for the examination.
- ▶ Reinforce that it is never too late! This is the minimum of what they can achieve and now it is about what each individual does to get the grades they are capable of on results day.

How can students prepare for success in their core subjects?

The background features abstract, overlapping pink and magenta geometric shapes, including triangles and polygons, creating a modern and dynamic aesthetic.

Practising
~~Revising~~ for the
Mathematics Exams

The exams: Edexcel



Paper	Date
Paper 1 Non-Calculator Foundation/Higher	Thursday 16 th May (AM)
Paper 2 Calculator Foundation/Higher	Monday 3 rd June (AM)
Paper 3 Calculator Foundation/Higher	Monday 10 th June (AM)

Revision sessions available prior to each examination.

The Countdown

GCSE Mathematics

Paper 1

Thursday 16th May

126 days, 17 hours, 18 minutes and 44 seconds.

GCSE Mathematics

Paper 2

Monday 3rd June

144 days, 17 hours, 18 minutes and 44 seconds.

GCSE Mathematics

Paper 3

Monday 10th June

151 days, 17 hours, 18 minutes and 44 seconds.

The Papers

Foundation (grades 1-5)

Paper 1
Non-calculator

33.3% weighting



Paper 2
Calculator

33.3% weighting



Paper 3
Calculator

33.3% weighting



Higher (grades 4-9)

Paper 1
Non-calculator

33.3% weighting



Paper 2
Calculator

33.3% weighting



Paper 3
Calculator

33.3% weighting



Exam Content

Foundation	
Higher	

Crossover Content

Foundation

U	1	2	3	4	5
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Crossover content
Approximately 30 marks

Formulae Sheet confirmed this year

Foundation Tier Formulae Sheet

Perimeter, area and volume

Where a and b are the lengths of the parallel sides and h is their perpendicular separation:

$$\text{Area of a trapezium} = \frac{1}{2} (a + b) h$$

Volume of a prism = area of cross section \times length

Where r is the radius and d is the diameter:

$$\text{Circumference of a circle} = 2\pi r = \pi d$$

$$\text{Area of a circle} = \pi r^2$$

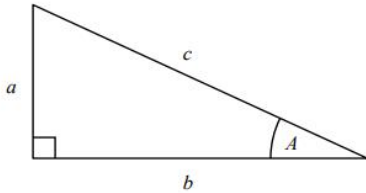
Pythagoras' Theorem and Trigonometry

In any right-angled triangle where a , b and c are the length of the sides and c is the hypotenuse:

$$a^2 + b^2 = c^2$$

In any right-angled triangle ABC where a , b and c are the length of the sides and c is the hypotenuse:

$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$



Compound Interest

Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded:

$$\text{Total accrued} = P \left(1 + \frac{r}{100} \right)^n$$

Probability

Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B :

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

END OF EXAM AID

An example of the Exam aid in previous years

Higher Tier Formulae Sheet

Perimeter, area and volume

Where a and b are the lengths of the parallel sides and h is their perpendicular separation:

$$\text{Area of a trapezium} = \frac{1}{2} (a + b) h$$

Volume of a prism = area of cross section \times length

Where r is the radius and d is the diameter:

$$\text{Circumference of a circle} = 2\pi r = \pi d$$

$$\text{Area of a circle} = \pi r^2$$

Pythagoras' Theorem and Trigonometry

Quadratic formula

The solution of $ax^2 + bx + c = 0$

where $a \neq 0$

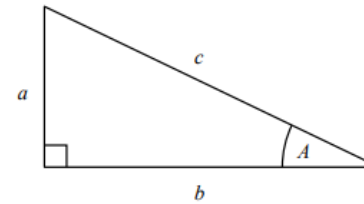
$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

In any right-angled triangle where a , b and c are the length of the sides and c is the hypotenuse:

$$a^2 + b^2 = c^2$$

In any right-angled triangle ABC where a , b and c are the length of the sides and c is the hypotenuse:

$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$

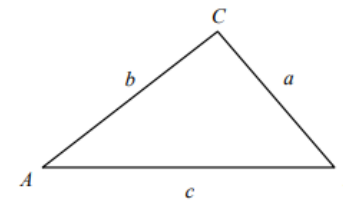


In any triangle ABC where a , b and c are the length of the sides:

$$\text{sine rule: } \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$\text{cosine rule: } a^2 = b^2 + c^2 - 2bc \cos A$$

$$\text{Area of triangle} = \frac{1}{2} a b \sin C$$



Compound Interest

Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded:

$$\text{Total accrued} = P \left(1 + \frac{r}{100} \right)^n$$

Probability

Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B :

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

$$P(A \text{ and } B) = P(A \text{ given } B) P(B)$$

END OF EXAM AID

Practice - Command words

Command words		What you need to know
1	Calculate	A calculator and some working will be needed.
2	Change	Usually convert from one unit to another; either using known metric unit conversions or the use of a conversion graph.
3	Complete	Fill in missing values. For example, on a probability tree diagram or a table of values.
4	Describe	Write a sentence that gives the features of the situation. For example, describing a transformation or trend in a graph.
5	Draw	Produce an accurate drawing (unless a sketch is being drawn). For example, draw a graph, draw an accurate elevation of a pyramid.

Practice- Types of questions

A01 is about **using and applying standard techniques**

50% Foundation
40% Higher

A02 is about **reasoning, interpreting and communicating** mathematically

25% Foundation
30% Higher

A03 is about **solving problems** in mathematics and in other contexts.

25% Foundation
30% Higher

Types of questions A01

20 (a) Write 7357 correct to 3 significant figures.

7357

7360

~~7350~~ 7360

(1)

1/1

(b) Work out $\frac{\sqrt{17+4^2}}{7.3^2}$

Write down all the figures on your calculator display.

$$17 + 4^2 = 33 \quad \frac{\sqrt{33}}{7.3^2} = 5.744562647$$

$$53.29 = 0.1077981356$$

0.1077981356
(2)

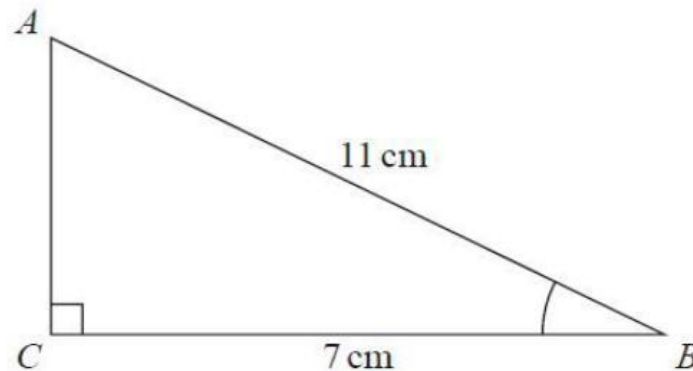
2/2

- ✓ Create some Flashcards.
- ✓ Test yourself.
- ✓ Knowledge Organiser practice
- ✓ Generate your own practice questions.
- ✓ Learn formulae and notation

A01

- ▶ A01 question- accurately recalling facts, terminology and definition, accurately carrying out routine procedures.

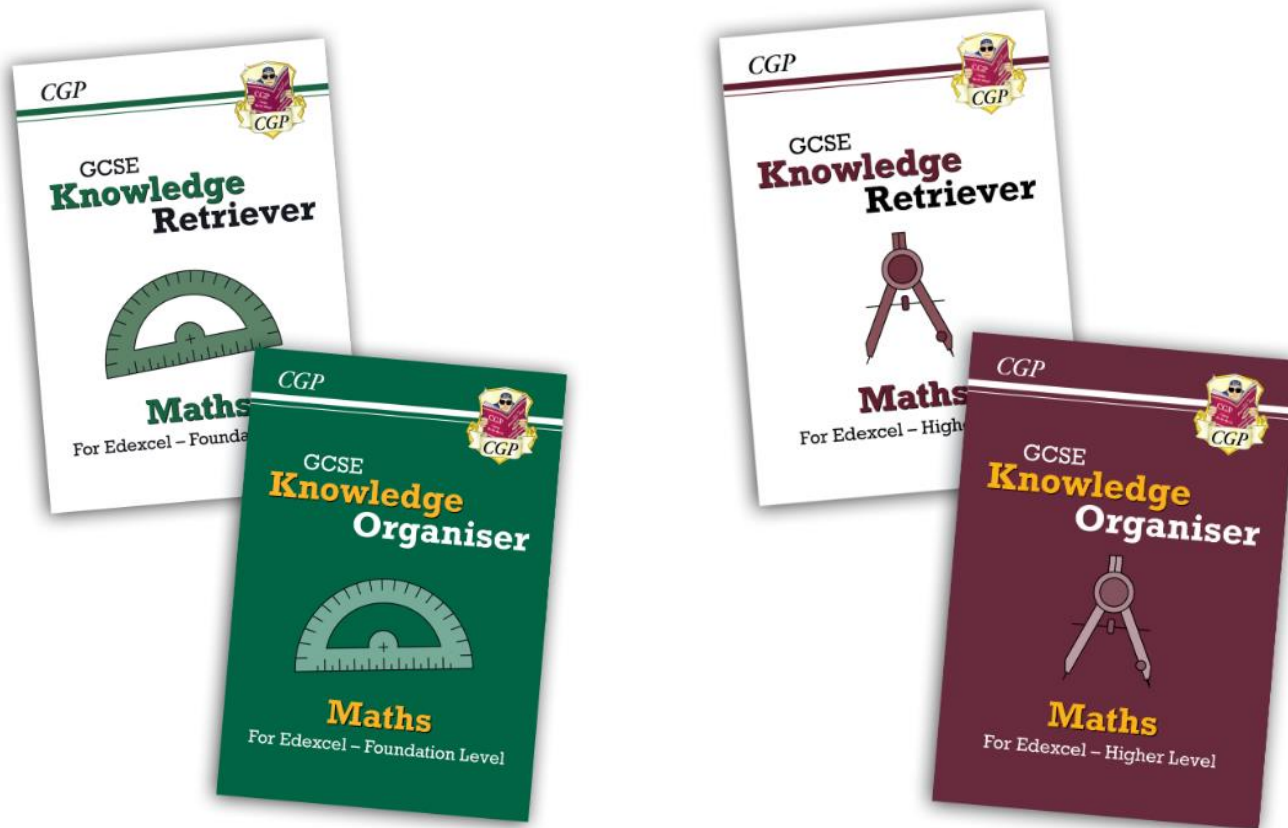
5 ABC is a right-angled triangle.



- (a) Work out the size of angle ABC .
Give your answer correct to 1 decimal place.

✓ **Concentrate on the things you do not know how to do!**

Knowledge organisers



Excellent for recall

A02

A02 Reason, interpret and communicate mathematically

Strands	Elements
1 – Make deductions, inferences and draw conclusions from mathematical information	1a – make deductions to draw conclusions from mathematical information
	1b – make inferences to draw conclusions from mathematical information
2 – Construct chains of reasoning to achieve a given result	<i>2 – construct chains of reasoning to achieve a given result</i>
3 – Interpret and communicate information accurately	3a – interpret information accurately
	3b – communicate information accurately
4 – Present arguments and proofs	4a – present arguments
	4b – present proofs (higher tier only)
5 – Assess the validity of an argument and critically evaluate a given way of presenting information	5a – assess the validity of an argument
	5b – critically evaluate a given way of presenting information

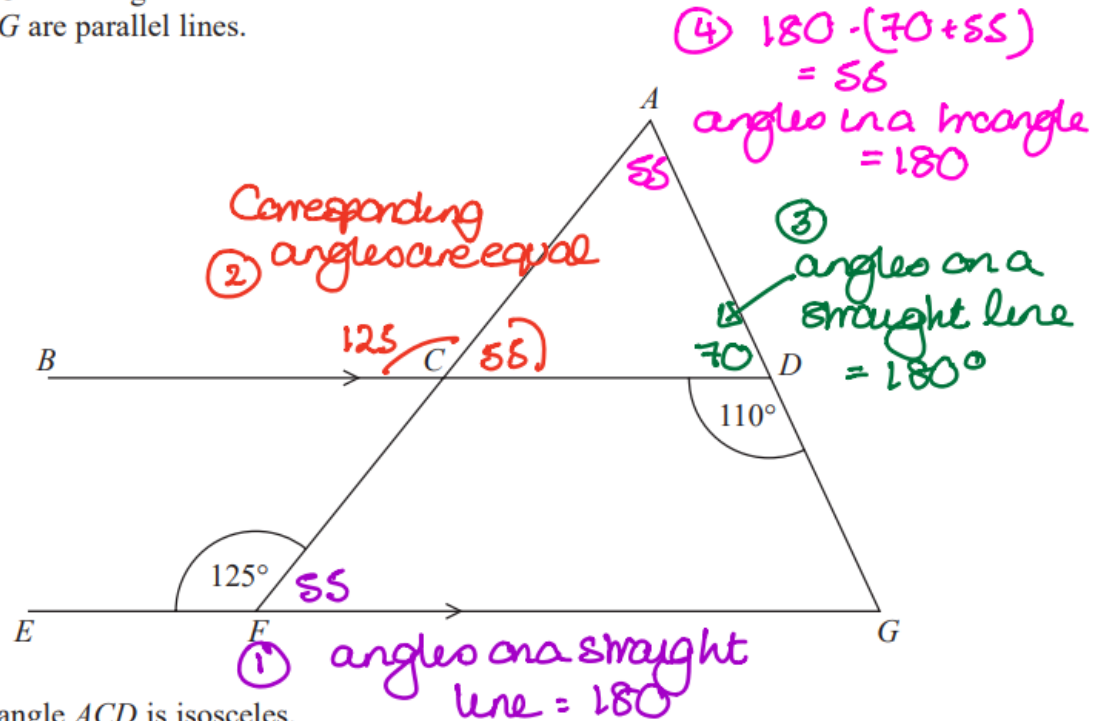
Types of questions A02

A02 Reason, interpret and communicate mathematically	
Strands	Elements
1 – Make deductions, inferences and draw conclusions from mathematical information	1a – make deductions to draw conclusions from mathematical information
	1b – make inferences to draw conclusions from mathematical information
2 – Construct chains of reasoning to achieve a given result	<i>2 – construct chains of reasoning to achieve a given result</i>
3 – Interpret and communicate information accurately	3a – interpret information accurately
	3b – communicate information accurately
4 – Present arguments and proofs	4a – present arguments
	4b – present proofs (higher tier only)
5 – Assess the validity of an argument and critically evaluate a given way of presenting information	5a – assess the validity of an argument
	5b – critically evaluate a given way of presenting information

A02

ACF and ADG are straight lines.
 BCD and EFG are parallel lines.

- ✓ Practice the keywords and explain the processes.
- ✓ Fluency papers (since Year 9!)
- ✓ Get familiar with the mark schemes



Show that triangle ACD is isosceles.
Give a reason for each stage of your working.

The angles in triangle ACD are 55 , 55 and 70
so the triangle is isosceles, as 2 angles are equal

Types of questions - A03

A03 Solve problems within mathematics and in other contexts	
Strands	Elements
1 – Translate problems in <u>mathematical</u> or <u>non-mathematical</u> contexts into a <u>process</u> or a <u>series</u> of <u>mathematical processes</u>	1a – translate problems in mathematical contexts into a process
	1b – translate problems in mathematical contexts into a series of processes
	1c – translate problems in non-mathematical contexts into a mathematical process
	1d – translate problems in non-mathematical contexts into a series of mathematical processes
2 – Make and use connections between different parts of mathematics	<i>2 – make and use connections between different parts of mathematics</i>
3 – Interpret results in the context of the given problem	<i>3 – interpret results in the context of the given problem</i>
4 – Evaluate methods used and results obtained	4a – evaluate methods used
	4b – evaluate results obtained
5 – Evaluate solutions to identify how they may have been affected by assumptions made	<i>5 – evaluate solutions to identify how they may have been affected by assumptions made</i>

A03

- ✓ Past Paper practice- 4/5 mark questions
- ✓ Change the numbers and practice the processes.
- ✓ Use the mark scheme
- ✓ Look a worked solutions
- ✓ Watch videos

Renee buys 5 kg of sweets to sell.
She pays £10 for the sweets.

Renee puts all the sweets into bags.
She puts 250 g of sweets into each bag.
She sells each bag of sweets for 65p.

Renee sells all the bags of sweets.

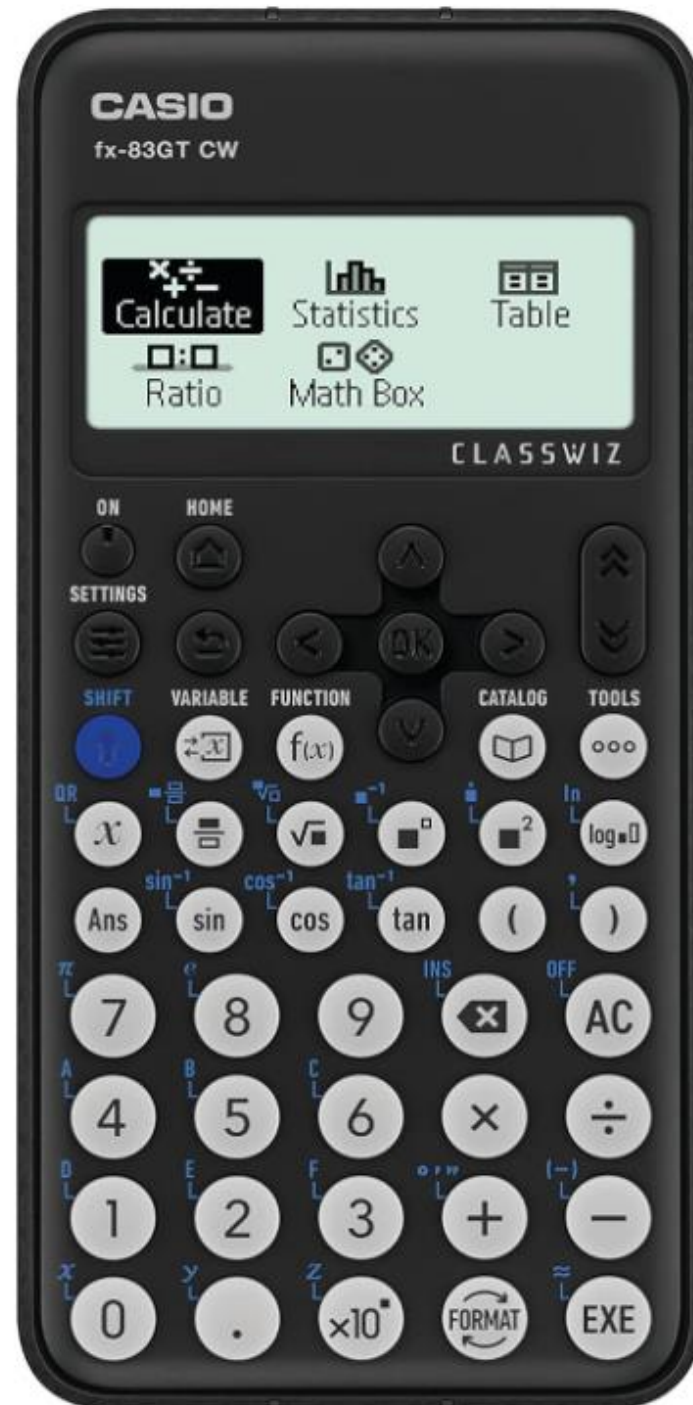
Work out her percentage profit.

(Total for Question 3 is 4 marks)

Know how to use the calculator efficiently. (2/3) of the papers

RECOMMENDED
New Casio FX-83GTCW
Scientific Calculator

A new model with new
features



Practice recalling and applying formula that doesn't appear on the paper

$$\text{Speed (s)} = \frac{\text{distance (d)}}{\text{time (t)}}$$

$$\text{Density (d)} = \frac{\text{mass (m)}}{\text{volume (V)}}$$

	0°	30°
sin	0	$\frac{1}{2}$
cos	1	$\frac{\sqrt{3}}{2}$
tan	0	$\frac{1}{\sqrt{3}}$

	45°	60°	90°
sin	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
cos	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
tan	1	$\sqrt{3}$	-

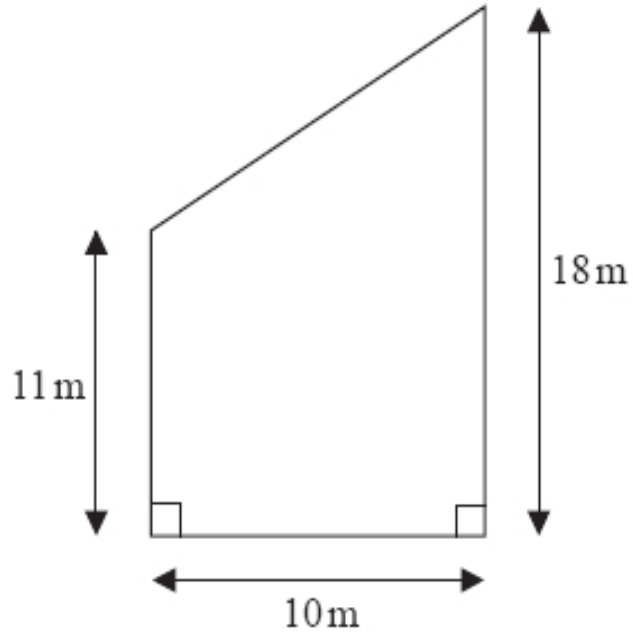
$$\text{Sum of interior angles for a regular polygon} = (\text{number of sides} - 2) \times 180$$

$$\text{Interior angle of a regular polygon} = \frac{(\text{number of sides} - 2) \times 180}{\text{number of sides}}$$

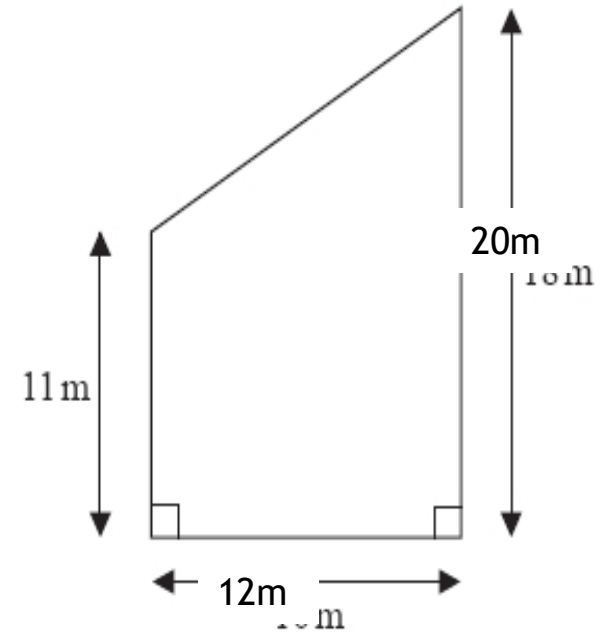
$$\text{Exterior angle of a regular polygon} = \frac{360}{\text{number of sides}}$$

Practice Minimally different questions

* Here is part of a field.



* Here is part of a field.



Weekly Fluency papers

Write your name here	
Surname	Other names
Pearson Edexcel	Centre Number
Level 1 / Level 2	Candidate Number
GCSE (9-1)	
Mathematics	
SPRING 2 FLUENCY 11MA5 - MODEL	
Foundation Tier	
Tuesday 13 June 2017 – Morning	Paper Reference
Time: 1 hour 30 minutes	1MA1/3F
You must have: Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser, calculator. Tracing paper may be used.	Total Marks

Instructions

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



Information

- The total mark for this section is 56.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on time.
- Try to answer every question.
- Check your answers if you have time at the end.

Question Level Analysis

Targeted revision with their QLA.

Start on BLANK questions

Then Red and Yellow

Questions	Topic	Sparx Code
1	Rounding integers	U480
2	Converting between fractions, decimals and percentages	U888
3	Converting units of length, mass and capacity	U388
4	Using algebraic notation	U613
5	Finding the lowest common multiple	U751
6a	Using probability phrases	U803
6b	Using probability phrases	U803
7a	Estimating and measuring	U102
7b	Understanding, measuring and drawing angles	U447
7c	Line and shape properties	U121
8	Drawing and interpreting scale diagrams	U257
9a	Term-to-term rules	U213
9b	Writing and simplifying ratios	U687
10a	Using and interpreting linear real-life graphs	U638
10b	Use & interpret linear real-life graphs, Read, convert & calculate with time	U638, U902
11	Interpreting frequency tables and two-way tables	U981
12a	Reflection	U799
12b	Reflection	U799
13	Finding fractions of amounts with a calculator	U916
14	Find volumes of cubes and cuboids, Convert units of length, mass and capacity	U786, U388
15	Writing probabilities as fractions, Ordering fractions	U408, U746
16	Calculating with speed	U151
17	Calculating the mean	U291
18a	Solving direct proportion word problems	U721
18b	Solving direct proportion word problems	U721
19a	Frequency trees	U280
19b	Frequency trees, Writing numbers as percentages of other numbers	U280, U925
20a	Using a calculator	U926
20b		
21	Prime factor decomposition	U739
22	Sharing amounts in a given ratio	U577
23a	Reading and drawing inequalities on number lines	U509
23b	Reading and drawing inequalities on number lines	U509
23c	Solving single inequalities	U759
24	Area of triangles, Area of rectangles, Constructing and solving equations	U945, U226, U599
25	Find percentages of amounts with a calculator, Share amounts in a given ratio	U349, U577
26	Finding error intervals	U657
27	Compound interest calculations	U332
28	Graphs of quadratic, cubic and reciprocal functions	U989, U980, U593
	Total	

Sparx Independent Learning

Choose to practice any topic from the Sparx library at any difficulty level.

Back to Homework

Search for topics:

Enter topic name or code

Your curriculum:

GCSE

Default level:

Level 3

Select a topic:

Number



Algebra



Ratio and Proportion



Geometry



Probability



Statistics



Activate W
Go to Settings

HOMWORK CHANGES

Sparx Independent Learning
15- 20 mins

Sparx Maths

Sparx Maths FOUNDATION TIER Crossover Skills List
NAME:

For your homework each week you are expected to complete 15-20 mins of revision using Independent Learning on Sparx. Use your QLA to support you on this in terms of where to start. Each week you will need to bring this with you and your teacher will stamp it to confirm this has been done.

A reminder that your other piece of homework is to complete the 45 minute paper and Green Pen this each week. Over the holidays you will be given full papers.

Date due	Codes completed	Teacher Stamp
15.01.24	U332 / U657 / U988	JAN 22 2026
22.01.24		
29.01.24		
05.02.24		

Number - Crossover

Topic	Topic code	R	A	G
Fractions	U224, U538, U793			
Factors, multiples and primes	U739, U250			
Percentage change	U671, U332, U988			
Standard form	U330, U534, U264, U290			
Error intervals	U657			

Past paper practice

Write your name here
Surname _____ Other Names _____

Mathematics

June 2018 Paper 1 (Non Calculator)
Part 1 (First half of the paper)
Edexcel Foundation Tier

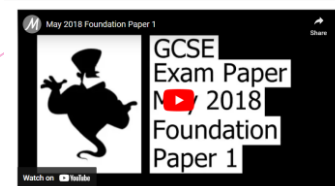
Time: 45 minutes

Q	Topic	Max Mark	My Marks
1	Rounding	1	
2	Ordering Negative Numbers, Place Value	2	
3	Fractions, Decimals and Percentages	1	
4	Simplifying Fractions, Equivalent Fractions	1	
5	Multiples	1	
6	Simplifying Algebra	2	
7	Writing Probability, Probability Scale	5	
8	Direct Proportion	2	
9	Circles, Labelling Circles	2	
10	Calculation (Money) Problems	3	
11	Factors, Place Value	2	
12	(Composite) Bar Charts	7	
13	Calculation Problems	3	
14	Ratio, Fractions, Decimals and Percentages	4	
15	Percentage of Amount	2	
Total		38	



For worked solutions and video solutions visit mathsgenic.co.uk

Edexcel May 2018 Foundation Exam Paper 1



Recall and Mind mapping

PROBABILITY OF THE SAME COLOUR TWICE = BLACK → BLACK OR WHITE → WHITE = $\frac{9}{64} + \frac{25}{64} = \frac{34}{64} = \frac{17}{32} = 53.1\%$

ADD THE PROBABILITIES

TREE DIAGRAMS

PROBABILITY OF COMBINED EVENTS

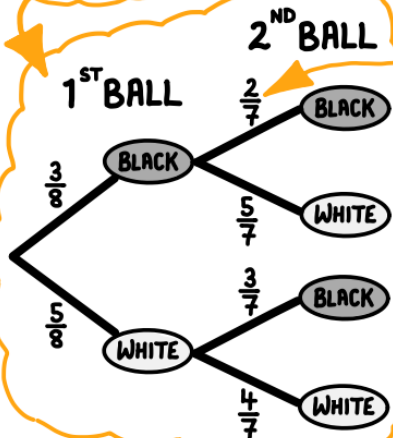


CHOOSE TWO BALLS FROM THE BAG (WITHOUT REPLACING THE FIRST ONE)

THE FIRST CHOICE IMPACTS THE SECOND CHOICE

THE CHOICES ARE DEPENDENT

PROBABILITIES FOR THE SECOND CHOICE CHANGE DEPENDING ON THE FIRST CHOICE



PROBABILITY OF BLACK → BLACK = $\frac{3}{8} \times \frac{2}{7} = \frac{6}{56}$

PROBABILITY OF BLACK → WHITE = $\frac{3}{8} \times \frac{5}{7} = \frac{15}{56}$

PROBABILITY OF WHITE → BLACK = $\frac{5}{8} \times \frac{3}{7} = \frac{15}{56}$

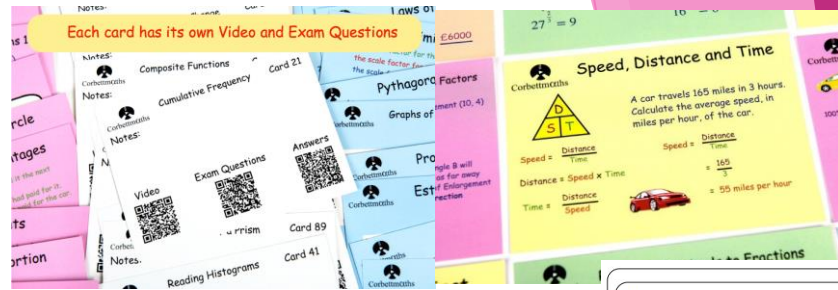
PROBABILITY OF WHITE → WHITE = $\frac{5}{8} \times \frac{4}{7} = \frac{20}{56}$

PROBABILITY OF THE SAME COLOUR TWICE = BLACK → BLACK OR WHITE → WHITE = $\frac{6}{56} + \frac{20}{56} = \frac{26}{56} = \frac{13}{28} = 46.4\%$


Ideas - Revision Session ideas 20-30 mins 4-5 times a week

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Use your QLA and watch 3-5 videos+ Quiz on SPARX		Create a set of flash cards for all formula for area, perimeter and volume			Complete a set of flash cards on compound measures	RAG rate the Advance Information
	Create a mind map on angles	Maths Homework topic past paper questions + self assess	Complete the develop on a topic you are confident in on Sparx		Complete the a maths paper- with a YouTube video	
	Use your QLA and watch 3-5 videos+ Quiz on SPARX	List all the different ways you can solve an equation	Maths Homework topic past paper questions + self assess	Visit 1 st Class Maths to work through a topic		Create a set of flash cards for expressions, formulae and equations
Maths Homework past paper questions on trigonometry + self assess	Create a mind map on graphs	Use the mark scheme to assess some questions.		Complete past paper questions related to graphs		
	Maths Homework Full past paper question + self assess	Watch 4 videos on Corbett maths	Recreate the formula sheet from scratch adding additional formulae		RAG rate the Advance Information	Complete 5 questions on an exam paper
Maths Homework past paper question + self assess		Maths Homework past paper question + self assess	Quiz yourself on statistical graphs			

Resources



Name: _____

Exam Style Questions 

[Expanding Three Brackets](#) Corbettmaths

Ensure you have: Pencil, pen, ruler, protractor, pair of compasses and eraser
You may use tracing paper if needed

- Guidance**
1. Read each question carefully before you begin answering it.
 2. Don't spend too long on one question.
 3. Attempt every question.
 4. Check your answers seem right.
 5. Always show your workings

Revision for this topic

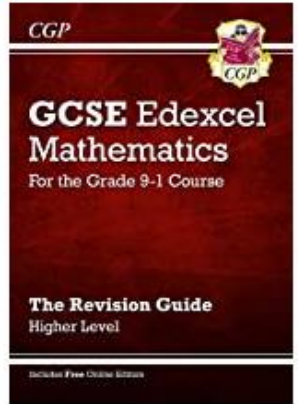
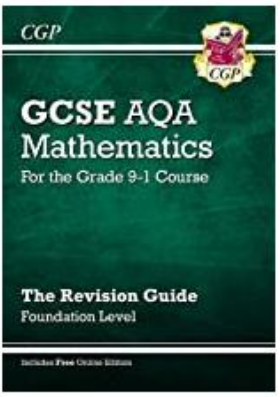
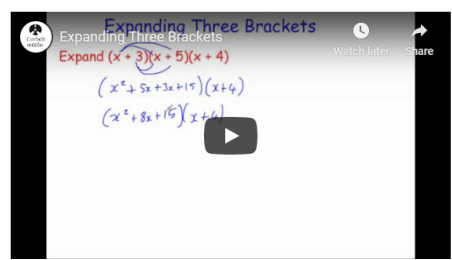
www.corbettmaths.com/contents

Video 15



Welcome Videos and Worksheets Primary 5-a-day More Revision Cards

Expanding Three Brackets Video



[GCSE Maths Edexcel Revision Guide: Higher - for the Grade 9-1 Course \(with Online Edition\) \(CGP GCSE Maths 9-1 Revision\)](#)

[GCSE Maths Edexcel Revision Guide: Foundation - for the Grade 9-1 Course \(with Online Edition\) \(CGP GCSE Maths 9-1 Revision\)](#)

EDEXCEL resources
Higher and Foundation revision guides and practice workbooks

WH Smiths
Amazon.com
Waterstones

Other useful resources

- ▶ **Sparx** - Videos on the topic to practice the skills.
- ▶ **Corbett Maths**- Practice the skills with worksheets, Topic tests, predicted papers.
- ▶ **Maths Genie** - Practice the skills exam board past paper questions with mark schemes and videos.
- ▶ **Onmaths**- Predicted papers.
- ▶ **MME** - Making Maths Easy, Topic tests and worksheets.
- ▶ **BBC Bitesize** - Reviewing information and practice tests.
- ▶ **1st class maths** - Break down of content and frequency it has appeared over the years.
- ▶ **Hannah Kettle Maths** - Half papers each week online.
- ▶ **Youtube** - Past paper/ Predicted papers/ Advance information walk throughs.

The background features abstract, overlapping pink and magenta geometric shapes, including triangles and polygons, creating a modern and dynamic aesthetic.

Revising for English Language and English Literature

English Revision

Date	Focus
Monday 13 th May	English Literature Paper 1 (am)
Monday 20 th May	English Literature Paper 2 (am)
Thursday 23 rd May	English Language Paper 1 (am)
Thursday 06 th June	English Language Paper 2 (am)

English Language exams



Paper	Date	% of GCSE grade
Paper 1 Creative Reading & Writing	23.05.24 (AM) 1hr 45mins	50%
Paper 2 Writers' Viewpoints & Perspectives	06.06.24 (AM) 1hr 45 mins	50%



Targeted Revision - QLAs

Language Paper 2

Name:	
Class:	
Target grade:	
Mock grade:	

Topic Area	Progress	Mark
Question 1 (List 4 things)		
Question 2 (Compare ideas)		
Question 3 (Analyse language)		
Question 4 (Compare viewpoints)		
Writing (Content and Organisation)		
Writing (Technical accuracy)		

Next steps:

--

Practice Questions



THE BOURNE ACADEMY

English Language

Revision Booklet

Paper 1 and 2

Exam dates:

Language paper 1: 18th May 2022

Language paper 2: 10th June 2022

Practice Questions

When suddenly I notice Peeta, he's about five tributes to my right, quite a fair distance, still I can tell he's looking at me and I think he might be shaking his head. But the sun's in my eyes, and while I'm puzzling over it the gong rings out.

And I've missed it! I've missed my chance! Because those extra couple of seconds I've lost by not being ready are enough to change my mind about going in. My feet shuffle for a moment, confused at the direction my brain wants to take and then I lunge forward, scoop up the sheet of plastic and a loaf of bread. The pickings are so small and I'm so angry with Peeta for distracting me that I sprint in twenty yards to retrieve a bright orange backpack that could hold anything because I can't stand leaving with virtually nothing.

A boy, I think from District 9, reaches the pack at the same time I do and for a brief time we grapple for it and then he coughs, splattering my face with blood. I stagger back, repulsed by the warm, sticky spray. Then the boy slips to the ground. That's when I see the knife in his back. Already other tributes have reached the Cornucopia and are spreading out to attack. Yes, the girl from District 2, ten yards away, running toward me, one hand clutching a half-dozen knives. I've seen her throw in training. She never misses.

And I'm her next target. All the general fear I've been feeling condenses into an immediate fear of this girl, this predator who might kill me in seconds. Adrenaline shoots through me and I sling the pack over one shoulder and run full-speed for the woods. I can hear the blade whistling toward me and reflexively hike the pack up to protect my head. The blade lodges in the pack. Both straps on my shoulders now, I make for the trees. Somehow I know the girl will not pursue me. That she'll be drawn back into the Cornucopia before all the good stuff is gone. A grin crosses my face. Thanks for the knife, I think.

Question 1: Reread lines 1-10. List four things that we learn about the Cornucopia. (4 marks)

Question 2: Reread paragraph 5. How is language used to describe the activity? (8 marks)

Question 3: You now need to think about the whole of the source. How has the writer structured the text to interest you as a reader? (8 marks)

Question 4: Focus this part of your answer on the final two paragraphs. A student having read this said 'This is clearly a dramatic moment for the reader' to what extent do you agree? (20 marks)

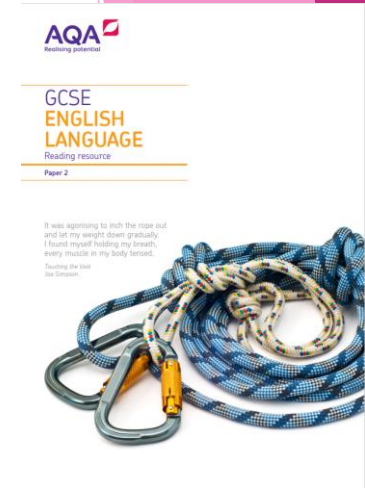
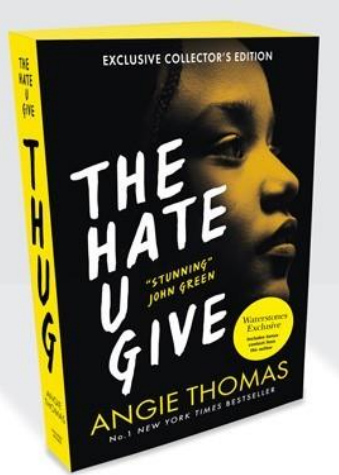
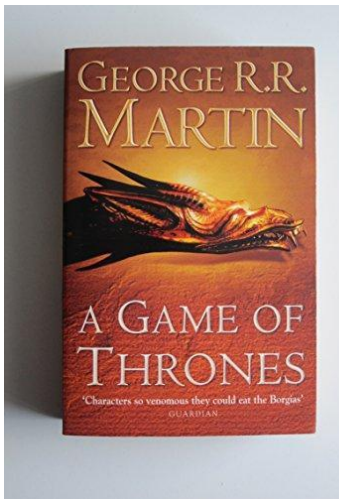
Practice Questions

Q5. Either: Write a description suggested by this picture:



Or: Write the opening of a story with the title 'The Outsider'.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]



Read

BBC Your account Home News Sport Weather iPlayer Sounds CBBC More Search

NEWS

Home UK World Business Politics Tech Science Health Family & Education Entertainment & Arts Stories Video & Audio In Pictures Newsbeat More

England N. Ireland Scotland Alba Wales Cymru Local News

Police search Streatham knife attacker's hostel

Two buildings are searched as it emerges attacker Sudesh Amman was released from prison last month.

1h | UK

- Who was the Streatham attacker?
- 'I gave them a blanket to help stem the bleeding'

▶ Video of moments after shooting

China accuses US of spreading coronavirus 'panic'

The US is denying entry to all foreign nationals who have visited China in the past two weeks.

3h | China

One Briton fell ill during second Wuhan flight

23m | UK

Woman cleared of murdering 'controlling' father

1h | Tees

Emily Maitlis stalker breached order for 12th time

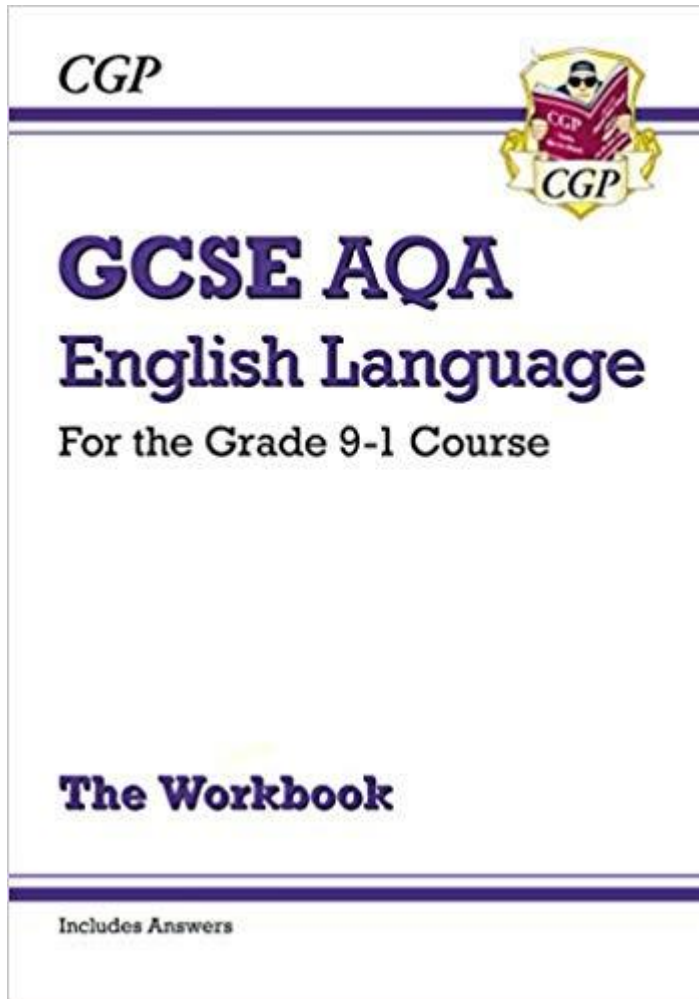
2h | Nottingham

▶ **LIVE** Watch live: Donald Trump's impeachment trial

US & Canada



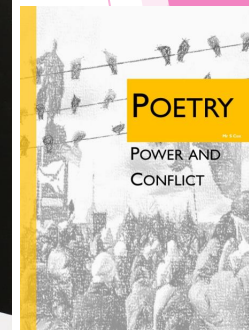
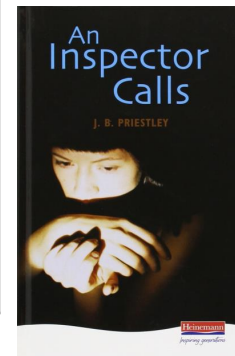
English Language Workbook



English Literature exams



Paper	Date	% of GCSE grade
Paper 1 Macbeth and Jekyll & Hyde	13.05.24 (AM) 1hr 45mins	40%
Paper 2 An Inspector Calls, Power & Conflict poetry and unseen poetry	20.05.24 (AM) 2hrs 15 mins	60%



Targeted Revision - QLAs

<u>English Literature Paper 2</u>
--

Name:	
Class:	

Topic Area	Progress	Mark
Macbeth AO1: Question	Yellow	
Macbeth AO1: Quotes	Pink	
Macbeth AO2: Terminology	Yellow	
Macbeth AO2: Effect	Yellow	
Macbeth AO3: Context	Green	
Macbeth AO4: SPaG	Green	
Unseen Poetry AO1: Question	Yellow	
Unseen Poetry AO1: Quotes	Pink	
Unseen Poetry AO2: Terminology	Yellow	
Unseen Poetry AO2: Effect	Yellow	
Unseen Poetry AO4: SPaG	Green	
Unseen Comparison	Yellow	

Next steps:
--

Practice Questions

An Inspector Calls Practice Questions

You will have a choice of two questions and you must answer one of them.

You could be asked about any of the characters or themes below. Sometimes you might be asked about more than one character and the theme might be worded differently eg. instead of 'generations' they might ask you about older and younger people.

Characters

- G Mr Birling
- A Mrs Birling
- G Sheila Birling
- A Eric Birling
- A Gerald Croft
- G Eva Smith
- R Inspector Goole

Themes

- G Social class
- A Responsibility
- R Gender
- A Generations
- R Guilt

Example:

EITHER

01. How does Priestley use the character of Mr Birling to highlight issues within society?

Write about:

- How Priestley presents Mr Birling
- Priestley's ideas about society

OR:

02. How does Priestley explore gender inequality in *An Inspector Calls*?















Write about:

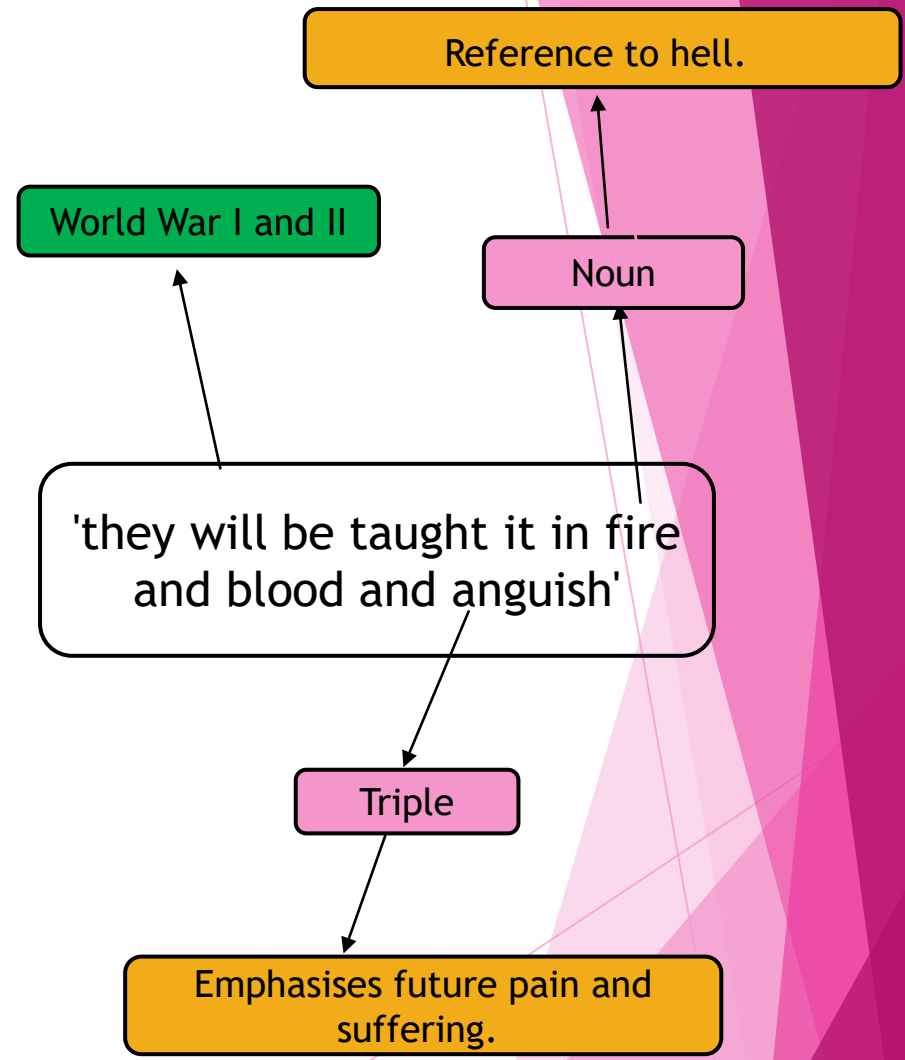
- Priestley's ideas about gender
- How Priestley presents these ideas through his characters and the way he writes

[30 marks]

Learning quotes

- Subject terminology
- Effect
- Context

Number	Quotation:	Number	Quotation:
1 	<i>Stage direction:</i> 'heavy-looking, rather portentous man... with fairly easy manners but rather provincial in his speech.' (Mr B)	22 	<i>Gerald:</i> 'Young and fresh and charming'
2 	<i>Stage direction:</i> 'a rather cold woman and her husband's social superior.' (Mrs B)	23 	<i>Gerald:</i> 'I didn't feel about her as she felt about me.'
3 	<i>Stage direction:</i> 'pretty girl in her early twenties, very pleased with life and rather excited.' (Sheila)	24 	<i>Sheila:</i> 'You were the wonderful fairy prince.'
4 	<i>Stage direction:</i> 'well-bred young man-about-town.' (Gerald)	25 	<i>Inspector:</i> 'Public men have responsibilities as well as privileges.'
5 	<i>Stage direction:</i> 'half shy, half assertive.' (Eric)	26 	<i>Mrs B:</i> 'Naturally that was one of the things that prejudiced me against her case.'
6 	<i>Stage direction:</i> 'Pink and intimate... brighter and harder.' (Inspector's arrival)	27 	<i>Mrs B:</i> 'she only had herself to blame.'
7 	<i>Mr B:</i> 'Lower costs and higher prices.'	28 	<i>Mrs B:</i> 'I did nothing I'm ashamed of. You have no power to make me change my mind.'
8 	<i>Sheila:</i> 'Oh – it's wonderful! Look – Mummy – isn't it a beauty?'	29 	<i>Mrs B:</i> 'Go and look for the father of the child. It's his responsibility.'
9 	<i>Mr B:</i> 'I speak as a hard-headed businessman.'	30 	<i>Mrs B:</i> 'I don't believe it. I won't believe it.'
10 	<i>Mr B:</i> 'The Germans don't want war.'	31 	<i>Eric:</i> 'I was in that state when a chap easily turns nasty.'
11 	<i>Mr B:</i> 'Unsinkable, absolutely unsinkable.'	32 	<i>Eric:</i> Eva 'was pretty and a good sport.'
12 	<i>Mr B:</i> 'as if we were all mixed up together like bees in a hive – community and all that nonsense.'	33 	<i>Eric:</i> 'You're not the kind of father a chap could go to when he's in trouble.'
13 	<i>Mr B:</i> 'If we were all responsible for everything that happened to everybody we'd had anything to do with, it would be very awkward.'	34 	<i>Eric to Mrs B:</i> 'You killed them both - damn you, damn you.'
14 	<i>Inspector:</i> 'A chain of events.'	35 	<i>Insp:</i> 'used her for the end of a stupid drunken evening, as if she was an animal, a thing, not a person.'
15 	<i>Eric:</i> 'Why shouldn't they try for higher wages?'	36 	<i>Mr B:</i> 'There'll be a public scandal.'
16 	<i>Sheila:</i> 'But these girls aren't cheap labour – they're people!'	37 	<i>Insp:</i> 'There are millions and millions and millions of Eva Smiths and John Smiths still left with us.'
17 	<i>Gerald:</i> 'We're respectable citizens and not criminals.'	38 	<i>Insp:</i> 'We are members of one body.'
18 	<i>Sheila:</i> 'I'll never, never do it again.'	39 	<i>Insp:</i> 'If men will not learn that lesson, they will be taught it in fire and blood and anguish.'
19 	<i>Gerald:</i> 'I've suddenly realised – taken it in properly – that she's dead.'	40 	<i>Eric:</i> 'The money's not the important thing, it's what happened to the girl.'
20 	<i>Mrs B:</i> 'Girls of that class.'	41 	<i>Sheila:</i> 'It frightens me the way you talk.'
21 	<i>Sheila to Mrs B:</i> 'You mustn't try to build up a kind of wall between us and that girl.'	42 	<i>Gerald:</i> 'Everything's all right now, Sheila. What about this ring?'



Seneca Learning

The screenshot displays the Seneca Learning app interface. At the top left, the Seneca logo and a home button are visible. The main header area includes a 'GET PREMIUM' button and a 'New' indicator. The central content area is titled 'Key Quotations in London' and includes a sub-header 'Here are key quotations to remember for your exam:'. Below this is an aerial view of London with a text box containing the quote: "Chartered street...chartered Thames...". A list of bullet points explains the quote: "Trapped imagery.", "Something that is chartered is listed and regulated.", and "Repetition of 'chartered' highlights the extent of government authority: they even have control over rivers, which are usually associated with nature and freedom." The interface also features a sidebar menu on the left with a list of topics, a progress indicator at the bottom right showing '1 / 5', and a 'Scroll down to continue' button at the bottom center.

English Lit: GCSE
Power & Conflict
Poetry - Quotations

GET PREMIUM

New

Key Quotations in London

1 / 5

Here are key quotations to remember for your exam:

"Chartered street...chartered Thames..."

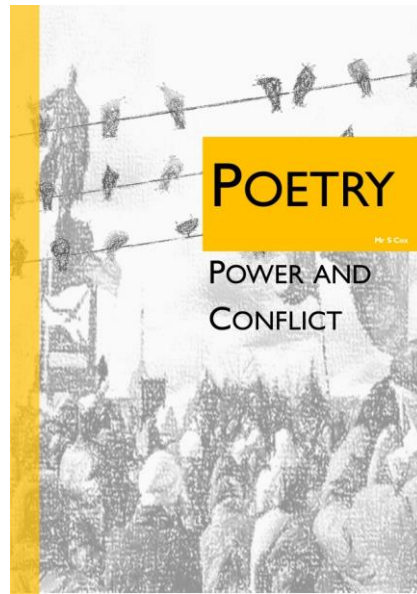
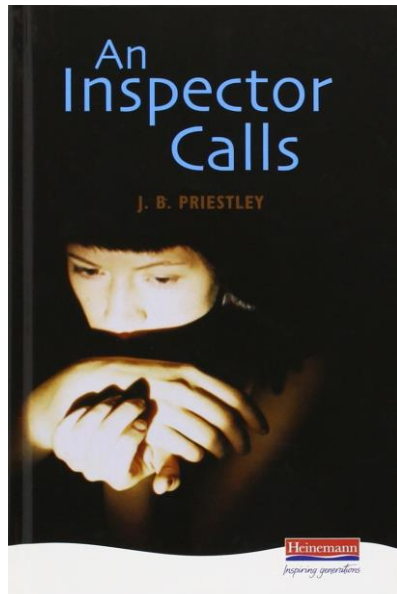
- Trapped imagery.
- Something that is chartered is listed and regulated.
- Repetition of "chartered" highlights the extent of government authority: they even have control over rivers, which are usually associated with nature and freedom.

Feedback?

Typing speed: x2.5

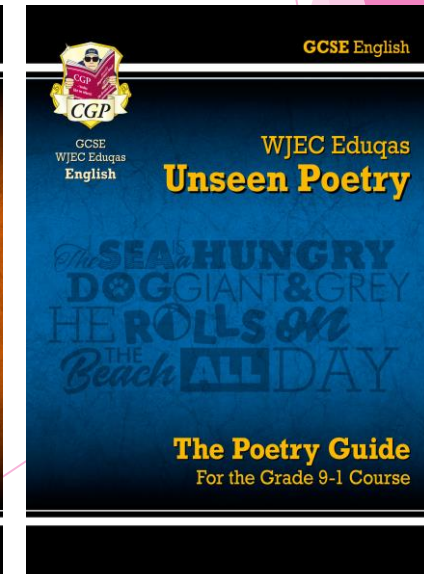
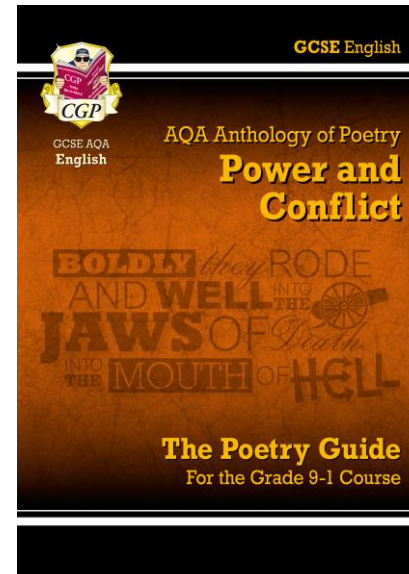
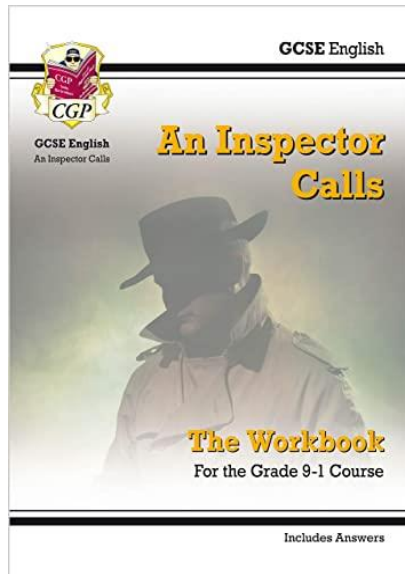
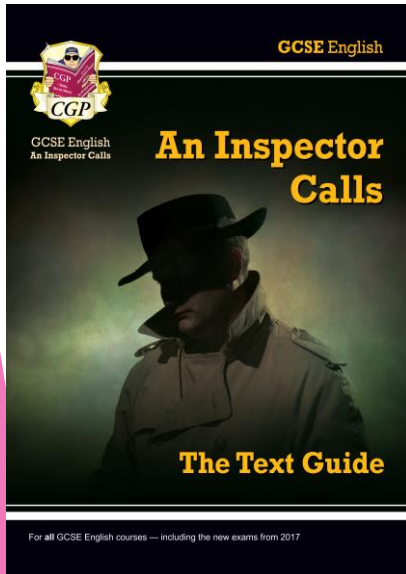
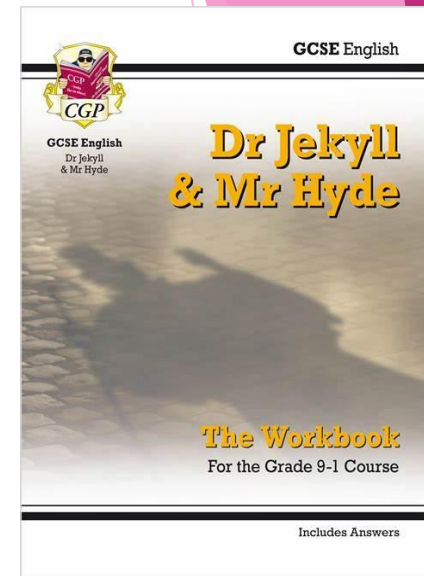
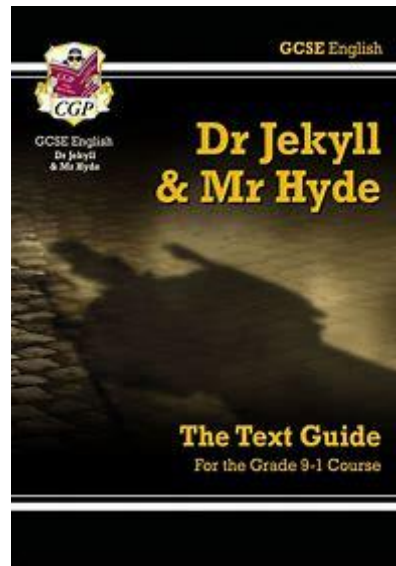
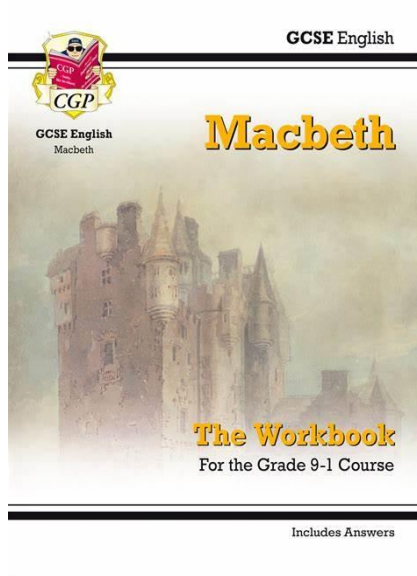
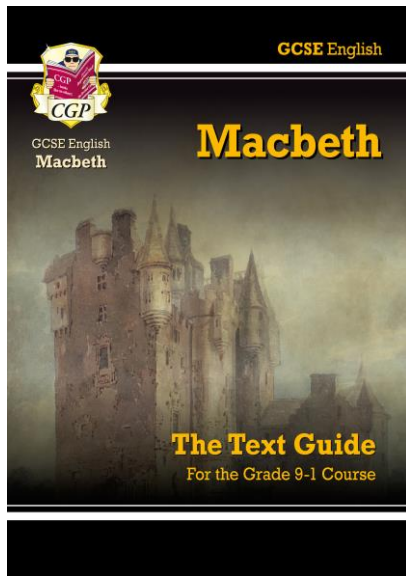
Scroll down to continue

Read, watch and discuss



POETRY
FOUNDATION

CGP revision guides



Science Exam Preparation

Key Strategies

SCIENCE

EXAM	DATE	TIME	TOPICS
Biology Paper 1	Friday 10 th May	9 am	B1, B2, B3, B4
Chemistry Paper 1	Friday 17 th May	9 am	C1, C2, C3, C4, C5
Physics Paper 1	Wednesday 22 nd May	9 am	P1, P2, P3, P4
Biology Paper 2	Friday 7 th June	1 pm	B5, B6, B7
Chemistry Paper 2	Tuesday 11 th June	9 am	C6, C7, C8, C9, C10
Physics Paper 2	Friday 14 th June	9 am	P5, P6, P7

EXTRA REVISION SESSIONS

- ▶ We will be running revision sessions for all three sciences. They are always well attended.
- ▶ We concentrate on key areas that come up in the exams each year.
- ▶ We will send out the dates to your parents and carers closer to the time. Your teachers will all remind you as well.

KEY STRATEGIES

(1) Weekly Revision Bundle

- ▶ Each week your teachers post revision work and questions on SMH.
- ▶ There are multiple questions to answer so that you have lots and lots of practice.
- ▶ Go back and answer questions on the topics you **don't** like! Again, this will build your confidence.

KEY STRATEGIES

(2) Know your data sheet!

- You have the data sheet in the exam which will have all the equations you need to know.
- Practice looking for equations on the data sheet.
- Example:

‘Which equation links charge flow, current and time?’

Pick one term and look for that first. This will save you time.

Physics Equations Sheet GCSE Combined Science: Trilogy (8464) and GCSE Combined Science: Synergy (8465)

FOR USE IN JUNE 2023 ONLY

HT = Higher Tier only equations

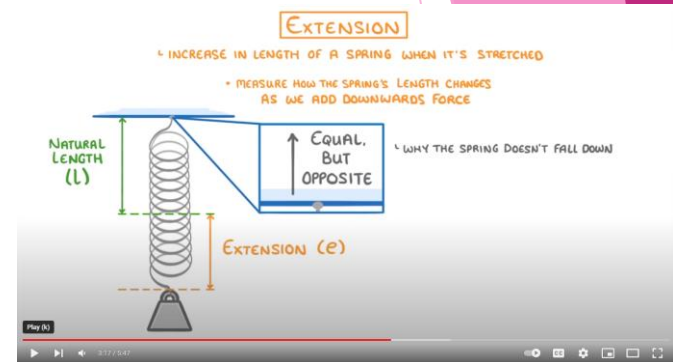
kinetic energy = $0.5 \times \text{mass} \times (\text{speed})^2$	$E_k = \frac{1}{2} m v^2$
elastic potential energy = $0.5 \times \text{spring constant} \times (\text{extension})^2$	$E_e = \frac{1}{2} k e^2$
gravitational potential energy = $\text{mass} \times \text{gravitational field strength} \times \text{height}$	$E_p = m g h$
change in thermal energy = $\text{mass} \times \text{specific heat capacity} \times \text{temperature change}$	$\Delta E = m c \Delta \theta$
power = $\frac{\text{energy transferred}}{\text{time}}$	$P = \frac{E}{t}$
power = $\frac{\text{work done}}{\text{time}}$	$P = \frac{W}{t}$
efficiency = $\frac{\text{useful output energy transfer}}{\text{total input energy transfer}}$	
efficiency = $\frac{\text{useful power output}}{\text{total power input}}$	
charge flow = $\text{current} \times \text{time}$	$Q = I t$
potential difference = $\text{current} \times \text{resistance}$	$V = I R$
power = $\text{potential difference} \times \text{current}$	$P = V I$
power = $(\text{current})^2 \times \text{resistance}$	$P = I^2 R$
energy transferred = $\text{power} \times \text{time}$	$E = P t$

KEY STRATEGIES

(3) Use your Tassomai and Cognito accounts

Keep up with the Tassomai questions. They really help with the multiple choice questions.

Watch the Cognito videos and then answer exam questions based on the videos you watched (this is much more active than just watching videos).



Topic 1 - Energy

	Not viewed	Started	Completed		
Changes in Energy 1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Paper	Mark Scheme
Changes in Energy 2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Paper	Mark Scheme
Efficiency 1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Paper	Mark Scheme
Efficiency 2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Paper	Mark Scheme
Efficiency 3	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Paper	Mark Scheme
Energy Change in a System	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Paper	Mark Scheme
Energy Transfers in a System	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Paper	Mark Scheme
National & Global Energy Resources 1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Paper	Mark Scheme
National & Global Energy Resources 2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Paper	Mark Scheme

KEY STRATEGIES

(4) Facts to Learn Sheet

- ▶ Learn the definitions on your 'Facts to Learn' sheets.
- ▶ These are all worth one to two marks in an exam and they build up quickly.

Facts to Learn – Electricity in the Home

1. Give the frequency and potential difference of the mains electricity supply.	1. 50 Hz and 230 V.
2. State the difference between AC and DC/	2. AC (alternating current) – the current changes direction. DC (direct current) – the current flows in the same direction.
3. State the colours of the live, neutral and earth wires.	3. Live wire – brown, neutral wire – blue, earth wire – green and yellow stripes.
4. state the function of the live, earth and neutral wires.	4. Live wire carries the AC, neutral wire completes the circuit, earth wire is a safety wire.
5. Describe what happens to a fuse if the current is too high.	5. The fuse will melt, which breaks the circuit and stops current from flowing.
6. Which equation links power, current and potential difference?	6. Power = Current x Voltage ($P = I \times V$)
7. Which equation links current, power, and resistance? (HINT It is found on the data sheet).	7. Power = Current ² x Resistance ($P = I^2 \times R$)
8. Which equation links energy, power, and time?	8. Energy = Power x time ($E = P \times t$)
9. Which equation links Energy, charge, and potential difference?	9. Energy = Charge x voltage ($E = Q \times V$)
10. What is the function of the national grid?	10. A network of cables and transformers linking power stations to consumers.
11. What is the function of a step-up transformer?	11. It increases the potential difference but decreases the current to reduce heat loss in cables.
12. What is the function of a step-down transformer?	12. It decreases the potential difference to a safe level for consumers.

KEY STRATEGIES

▶ (5) Exam questions

▶ Do lots and lots and lots of exam questions and check your answer carefully to the mark scheme.

▶ Add whatever you need to and always try and use as few words as possible to save time.

(a) The chemical composition of fatbergs can be tested.

Describe how a sample from a fatberg could be tested for fat and for protein.

Test for fat _____

Positive result for fat _____

Test for protein _____

Positive result for protein _____

(4)

(b) Some fats in fatbergs come from undigested food in faeces.

Most fat that humans eat is digested.

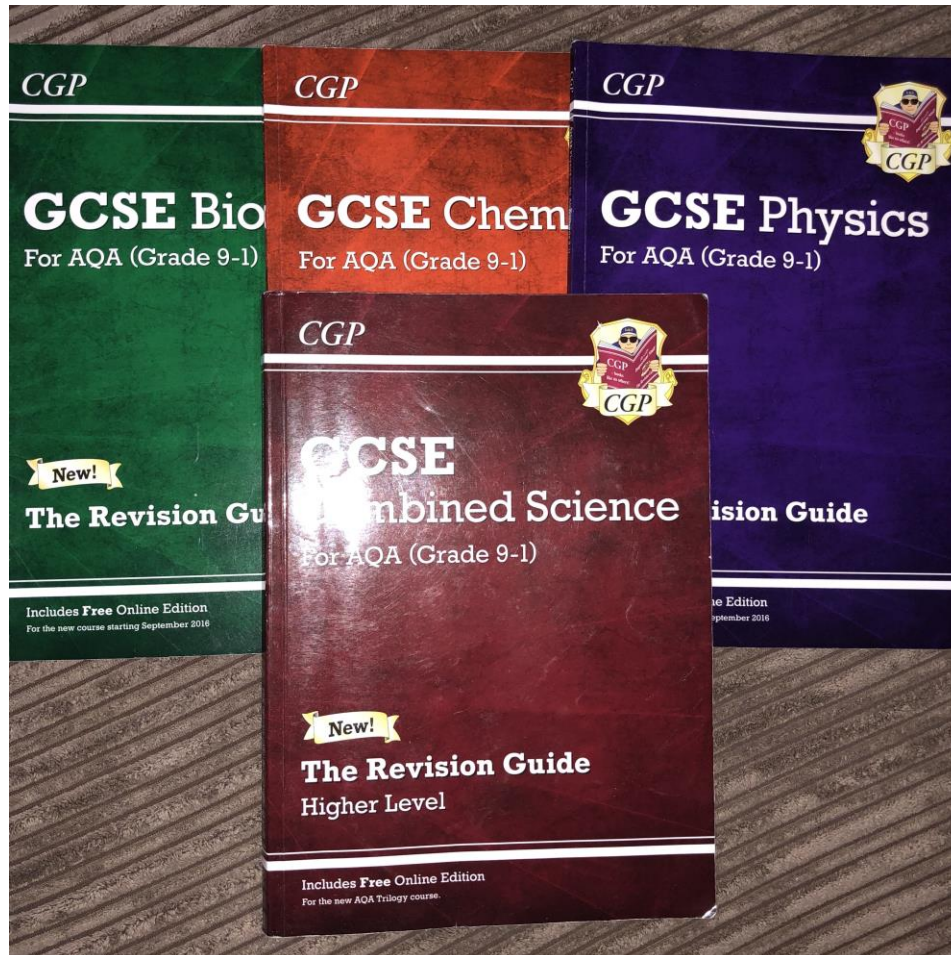
Give the **two** products of fat digestion.

1. _____

2. _____

(2)

Promote Active Home Study CGP Revision Guides



AS PARENTS, YOU CAN HELP MORE THAN YOU KNOW

- ▶ Push your child to complete Science revision at home.
- ▶ Revision Weekend Session attendance.
- ▶ Monitor your son/daughter's revision timetable to make sure they are revising on a regular basis.
- ▶ Test your child on the Facts to Learn sheets every day.
- ▶ Let us know if you need help.

AWARENESS

Be aware of the exam timetable.

- ▶ Students will often show a very strong preference for one of the three Science subjects.
- ▶ **Be aware** of when each exam is coming up. Your child should not be revising Biology if they have a Physics exam the next day.

COMMUNICATE

- ▶ It will very likely have been some time since you yourselves studied Science.
- ▶ Contact us at school if you have any questions or if you need clarification on a specific topic.



Results Time

- ▶ **Students** will be invited to go the following sections to collect their results. These are allocated by surname:
 - ▶ A-C
 - ▶ D-H
 - ▶ I-L
 - ▶ M-Q
 - ▶ R-S
 - ▶ T-Z

- ▶ Please encourage students to open their results here so that you can discuss any concerns with staff and we can celebrate students successes.