



Year 11 Study Evening

Monday 20th January 2025

Mr Wordsworth – Head of School

Mrs Gavin – Deputy Headteacher and Year 11 Lead



Welcome

- Priorities for Year 11
 - PPEs (pre-public exams)
 - Wellbeing – support and success
 - Awards, rewards, positive recognition and celebration events
 - Post-16 progression pathways
 - Belonging and participating
 - Revision classes and intervention



Tutor time – revision and planning focus, including interventions

Richard Huish College & BTC interviews – post-16 planning and focus

Year 11 Study Evening – Monday 20th January in school – students and families

Curriculum enrichment days – 22nd and 23rd January – metacognition & revision skills
– PPE booklet - revision planning, techniques, exam command words – and bowling!

Yr 11 pre-public exams (PPEs) – Feb/March 2024 – your last set of practice exams
before the real exams – all subjects



Mid/end of March – Leavers' hoodies distributed

Thursday 3rd April – PPE results day, Easter Eggs assembly, Yr 11 Progress Evening

Final external exams begin Thursday 8th May (some subjects will have controlled assessments / non-examined assessments before this date, such as the arts)

Leavers assembly – Friday 20th June 9:30am



Prom – Wednesday 25th June evening at Oake Manor Golf Club



Results Day – Thursday 21st August



Do you know how to revise?

- The purpose of revision is to build knowledge. Revisiting content again and again means it will stay in your brain!
- It isn't going to just happen... being in lessons is a good start, but you are going to need to do much more than this
- Being 'present' or being 'busy' doesn't mean you are learning
- You need to be tactical and focussed with revision...



Part
1

Organizing Your Revision



- Quiet, well lit space
- No phone or social media
- Avoid distractions but do what helps you – music for example
- Revise in different places if it helps you – library, different rooms, coffee shop – if you're not at home, no TV or console

How to revise



- A timetable, or plan of some sort, will help keep you focussed and will also reduce anxiety – you are in control and you can see your goals being met
- Even a list of topics that you can tick off will help



How to revise

Part
2

Revising Actively



- Revise actively – doesn't mean walk around reading...
- To revise successfully, you have to do something with your information/knowledge – this might include:
 - Mindmap/poster/cards
 - Exam Qs / practice applying
 - Quizzing
 - Read and summarise
- Don't just read or highlight – do more with the information



How to revise



- Find support this year – from family, friends, teachers and school staff
- You are not alone in this and we've been through it all before – so we know what you need and how to help
- Manage your year with the right balance of relaxation, enjoyment and hard work



Name: The Castle School ACHIEVE | BELONG | PARTICIPATE Tutor Group:

Pre-public Exams (PPEs) Success Booklet 2025

Your PPEs are the final opportunity before the real exams to:

- Check your knowledge and skills, to understand best where to focus your revision and learning
 - Experience exams under exactly the same conditions, so you know what to expect
 - Experience a busy exam block of time, to help you practice prioritising and managing work
 - Practice different revision techniques and strategies, so you know what works best for you
 - Have a set of accurate current grades, so that you can see the progress you are making

Only YOU can maximise the time and resources that you have now, to get the most out of your PPEs

Weekly Actions: Monday 20th January

Week 1 Monday Check-In

Friday Check-out

To do this week...	✓	Next steps and reflections

Write down all of the tasks you need to complete this week, including NEA work, homework, coursework, revision, research tasks.....anything you need to do to prepare for success!

- Plan your revision effectively
- Keep you organised
- Prioritise and track key topics/questions/areas you need to focus on in revision! Use in lessons...

Subject Goals & Reflections

Week beginning:
Monday 20th January 2025

Subject	Targets/Topics for Improvement	✓
English		
Maths		
Science		



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HIDE PAGE

SAVE PAGE



EXAM STRESS AND PRESSURE

If you're feeling stressed about your exams, you aren't alone. Get advice and tips to help you cope.

On this Page

- Worrying about exams
- Dealing with exam stress
- Coping with pressure
- Coping with other problems





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Help your child beat exam stress

Tests and exams can be a challenging part of school life for children and young people and their parents or carers. But there are ways to ease the stress.

Watch for signs of stress

Children and young people who are stressed may:

- worry a lot
- feel tense



How to support your child

- Watch for stress
- Make sure your child eats well
- Help your child get enough sleep
- Be flexible during exams
- Help them study
- Talk about exam nerves
- Encourage exercise during exams
- Do not add to the pressure
- Make time for treats
- Manage their devices with them



How long have we got left?

19 school days until February half term

30 school days until the Easter break

Then, 11 school days

8th May – first formal GCSE external exams

You have **60** school days until the exams begin...



This evening...

A focus on the core subjects that all students will complete:

English (Literature and Language)

Maths

Science (either Combined (two GCSEs) or Separate (three GCSEs))

as well as a session on...

Metacognition and revision skills

Revision guides and other materials available to purchase online.

Tutor Groups	6.00pm – 6.10pm	6.15pm – 6.30pm	6.30pm – 6.45pm	6.45pm – 7pm	7pm – 7.15pm
11G1 11G2	Welcome and plan for the evening Mr Wordsworth Main Hall	English Old Hall Mrs Whysall	Maths New Hall Mrs Sully	Revision Skills and Metacognition Room T4 Mr Simpson	Science Room 09 Mr Collings
11O 11M		Science Room 09 Mr Collings	English Old Hall Mrs Whysall	Maths New Hall Mrs Sully	Revision Skills and Metacognition Room T4 Mr Simpson
11R 11B		Revision Skills and Metacognition Room T4 Mr Simpson	Science Room 09 Mr Collings	English Old Hall Mrs Whysall	Maths New Hall Mrs Sully
11Y1 11Y2		Maths New Hall Mrs Sully	Revision Skills and Metacognition Room T4 Mr Simpson	Science Room 09 Mr Collings	English Old Hall Mrs Whysall



Thank you very much for taking the time this evening to be here and work with us to support your child.

A stylized illustration of a human head in profile, facing right. The brain is depicted as a glowing, translucent blue structure with visible gyri and sulci. The word "REVISION" is written in a bold, white, sans-serif font across the center of the brain. The background is dark, making the glowing brain stand out.

REVISION

Long Term
Memory

More
space!

Less Tiring
To access



Working
Memory

Short term

LIMITED
Space

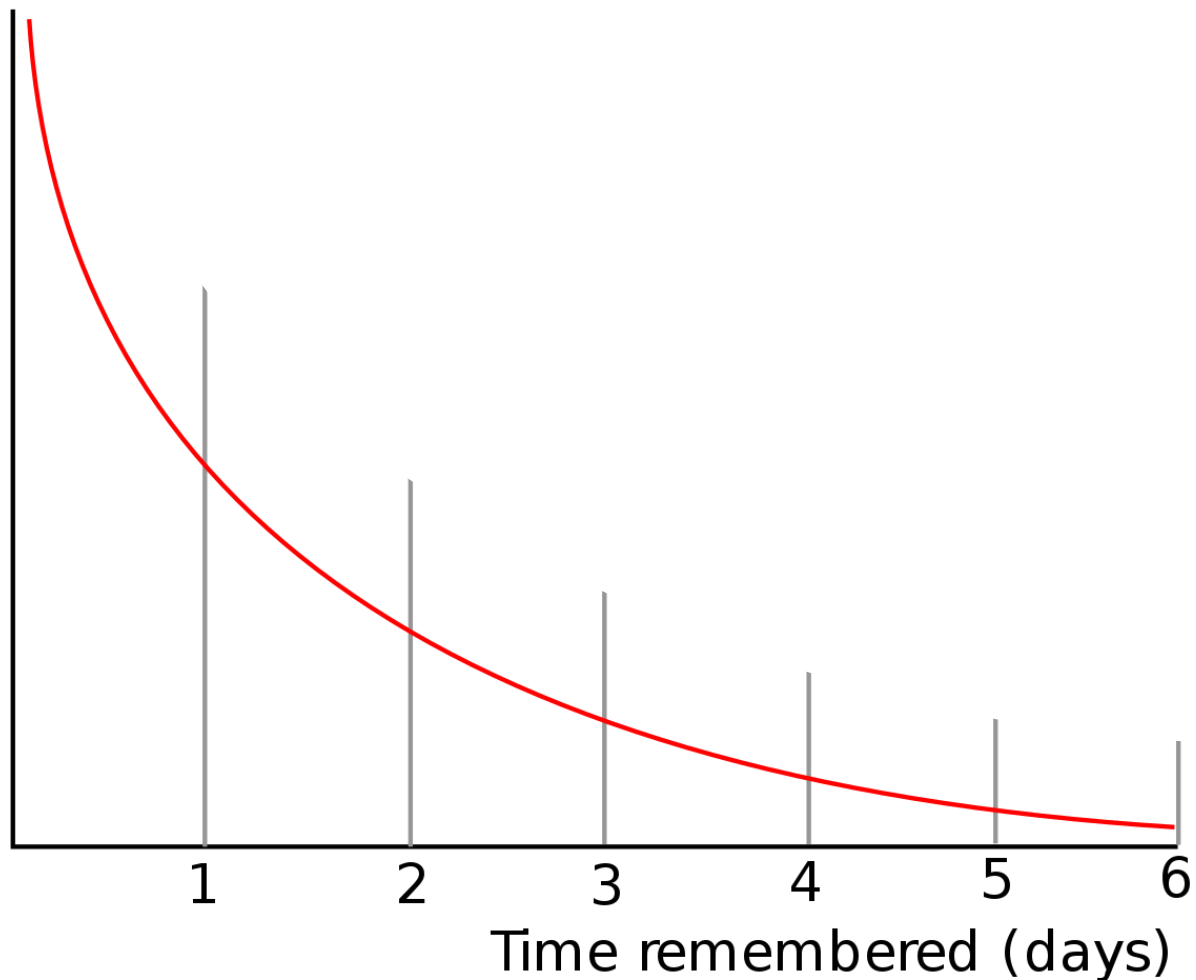
Uses
Energy

100%

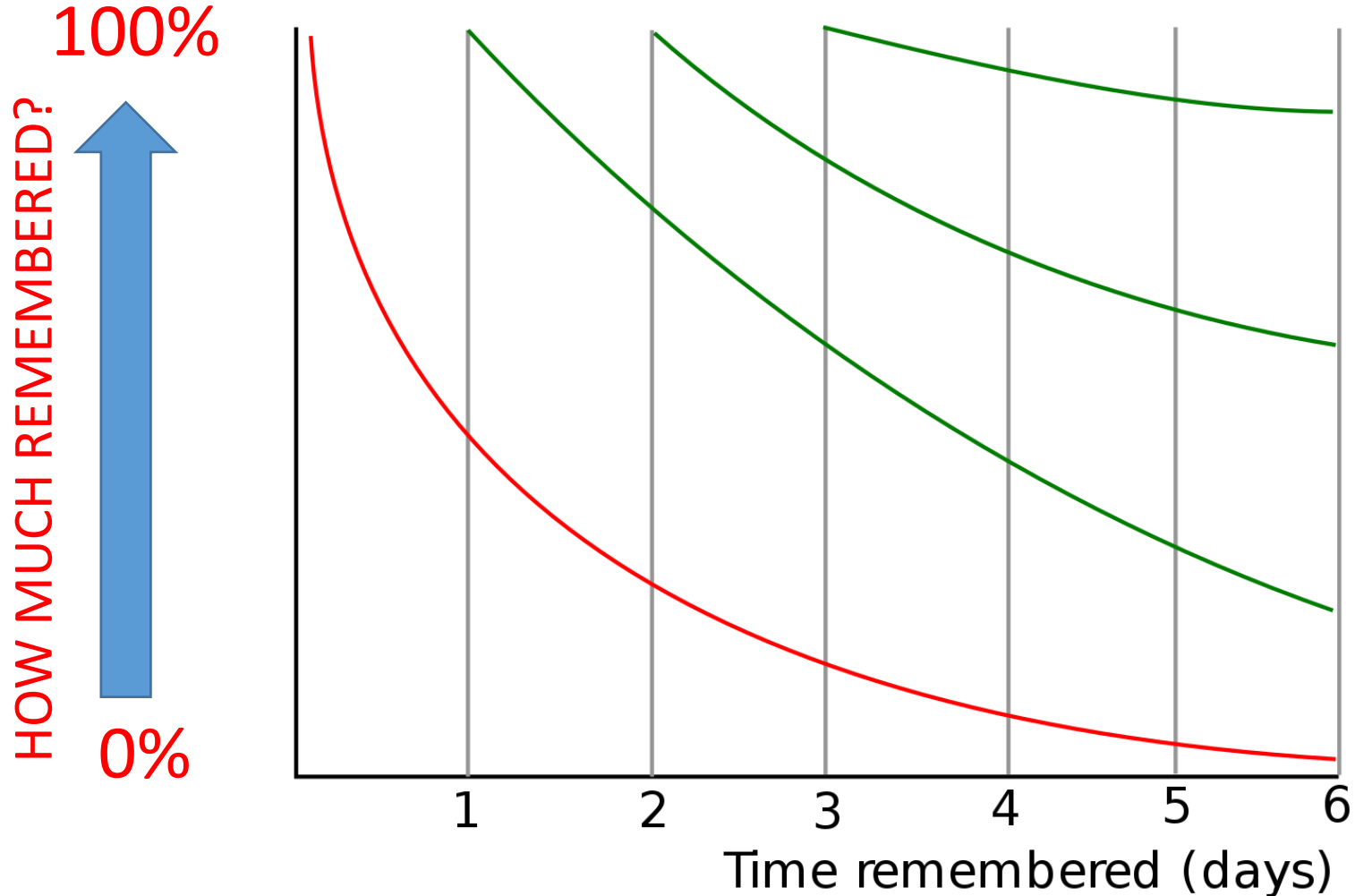
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HOW MUCH REMEMBERED?

0%



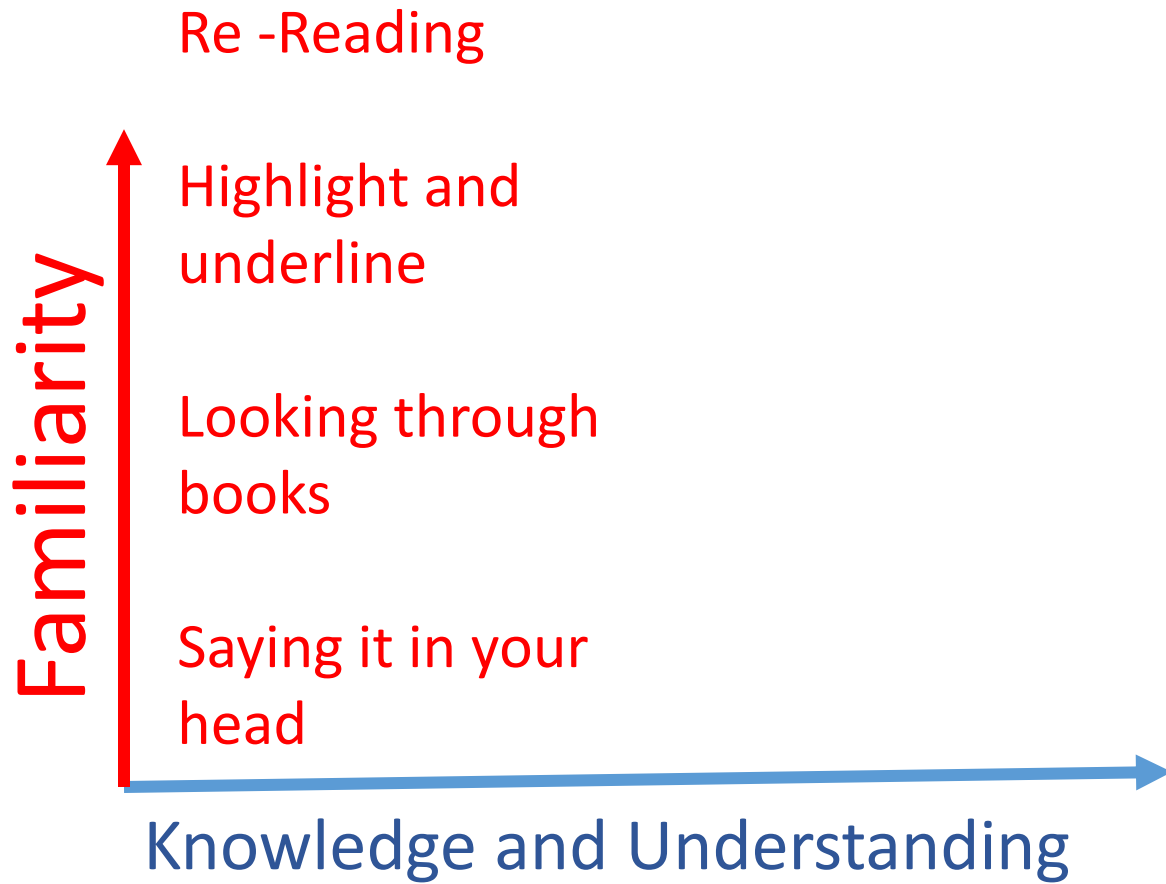
The Forgetting Curve

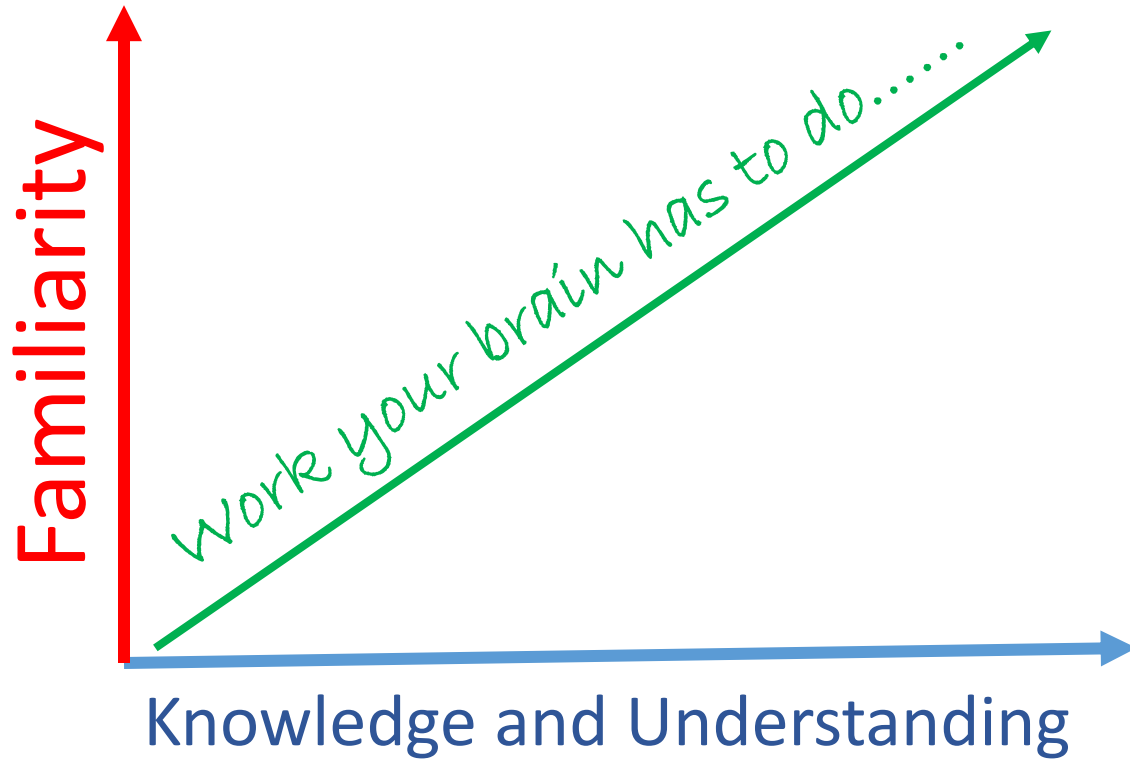


**“Memory is the
residue of thought”.**

Daniel Willingham Professor of Psychology





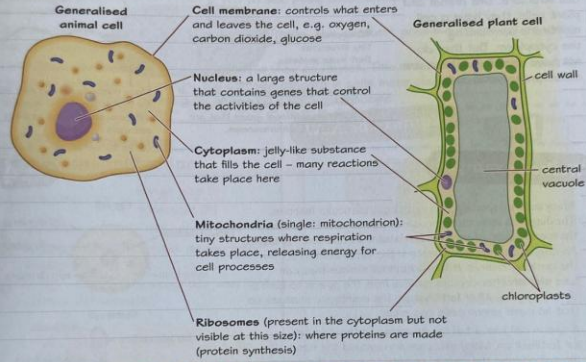


- Select and present the information yourself
- Answer questions do tests + quizzes
- Explain / Teach it to someone
- Say or read aloud

Plant and animal cells

Animals and plants are formed from **cells**. Animal cells and plant cells have some parts in common. These parts have particular functions in a cell. Cells like these, with a nucleus and membrane-bound organelles such as mitochondria, are called eukaryotic cells.

Generalised structures



Summary - what we need to know

Key info

Worked example here shows how knowledge will be used to answer an exam style question

Worked example

Name the three structures that are found in most plant cells but not animal cells, and describe their functions. (4 marks)

Chloroplasts are the structures where photosynthesis takes place to make food for the plant cell.

The cell wall is made of cellulose, and is tough so that it helps support the cell and helps it keep its shape.

The large central vacuole contains cell sap, which helps to keep the plant cell rigid.

Target grade 3

1 mark is for naming the three structures and there is 1 mark for each function.

Watch out! The cell membrane and cell wall are different and separate structures.

Now try this

- 1 Muscle cells contain more mitochondria than skin cells. Suggest why.
- 2 Plants don't have skeletons. Explain how they stand upright.
- 3 Explain why not all plant cells have chloroplasts.

Target grade 4

(3 marks)
(2 marks)
(2 marks)

Answer these!

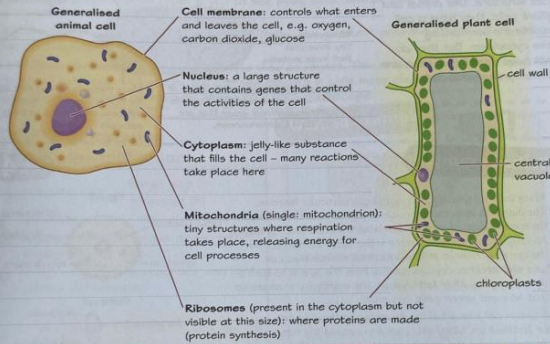
Had a look Nearly there Nailed it!

Core

Plant and animal cells

Animals and plants are formed from **cells**. Animal cells and plant cells have some parts in common. These parts have particular functions in a cell. Cells like these, with a nucleus and membrane-bound organelles such as mitochondria, are called eukaryotic cells.

Generalised structures



Worked example

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Target grade 4

WHAT SIMILARITIES + DIFFERENCES
BETWEEN PLANT AND ANIMAL CELLS.
WHAT DO THE PARTS DO?

PLANT AND ANIMAL

NUCLEUS:

LARGE STRUCTURE - CONTAINS GENES THAT CONTROL ACTIVITIES OF CELL

CELL MEMBRANE:

CONTROLS WHAT ENTERS AND LEAVES CELL
EG. CO₂ OR GLUCOSE

CYTOPLASM:

JELLY LIKE SUBSTANCE THAT FILLS CELL
REACTIONS TAKE PLACE HERE

MITOCHONDRIA

SMALL STRUCTURES WHERE RESPIRATION HAPPENS - RELEASES ENERGY FOR CELL PROCESSES

RIBOSOMES:

PRESENT IN CYTOPLASM BUT VERY SMALL
WHERE PROTEINS ARE MADE

PLANT CELL ONLY

CELL WALL:

MADE OF CELLULOSE - STRONG - GIVES CELL STRUCTURE

CHLOROPLASTS:

STRUCTURES WHERE PHOTOSYNTHESIS TAKES PLACE

CENTRAL VACUOLE

LARGE CENTRAL SPACE ALSO WITH CELL SAP
HELPS KEEP PLANT RIGID.

Select + Present

Select, Present

Had a look Nearly there Nailed it! Core

Plant and animal cells

Animals and plants are formed from cells. Animal cells and plant cells have some parts in common. These parts have particular functions in a cell. Cells like these, with a nucleus and membrane-bound organelles such as mitochondria, are called eukaryotic cells.

Generalised structures

Generalised animal cell

Cell membrane: controls what enters and leaves the cell, e.g. oxygen, carbon dioxide, glucose.

Nucleus: a large structure that contains genes that control the activities of the cell.

Cytoplasm: jelly-like substance that fills the cell - many reactions take place here.

Mitochondria (single: mitochondrion): tiny structures where respiration takes place, releasing energy for cell processes.

Ribosomes (present in the cytoplasm but not visible at this size): where proteins are made (protein synthesis).

Generalised plant cell

cell wall

central vacuole

chloroplasts

Worked example

Task 3

1 mark is for naming the three structures and there is 1 mark for each function. (4 marks)

Name the three structures that are found in most plant cells but not animal cells, and describe their functions.

Chloroplasts are the structures where photosynthesis takes place to make food for the plant cell.

The cell wall is made of cellulose, and is tough so that it helps support the cell and helps it keep its shape.

The large central vacuole contains cell sap, which helps to keep the plant cell rigid.

Watch out! The cell membrane and cell wall are different, and separate structures.

Now try this

Task 4

- 1 Muscle cells contain more mitochondria than skin cells. Suggest why. (3 marks)
- 2 Plants don't have skeletons. Explain how they stand upright. (2 marks)
- 3 Explain why not all plant cells have chloroplasts. (2 marks)

Q. PLANT AND ANIMAL CELLS WHAT ARE THE TYPICAL STRUCTURES - WHAT ARE THE NAME & FUNCTIONS HOW ARE THEY SIMILAR AND HOW DIFFERENT?

Nucleus: A large structure that contains genes that control the activity of the cell.

Cytoplasm: JELLY LIKE - FILLS THE CELL. WHERE REACTIONS TAKE PLACE

Mitochondria: THIS STRUCTURE HELPS RESPIRATION TAKE PLACE RELEASING ENERGY FOR CELL PROCESSES

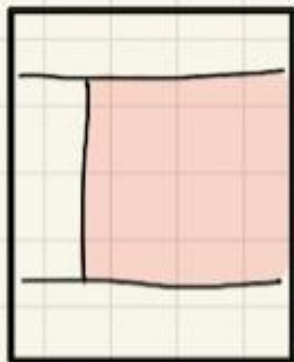
CELL MEMBRANE: CONTROLS WHAT ENTERS AND WHAT LEAVES E.G. OXYGEN CO2 GLUCOSE

PLANTS:
CHLOROPLASTS: WHERE PHOTOSYNTHESIS HAPPENS
CELL WALL: TO PROVIDE STRUCTURE
CENTRAL VACUOLE

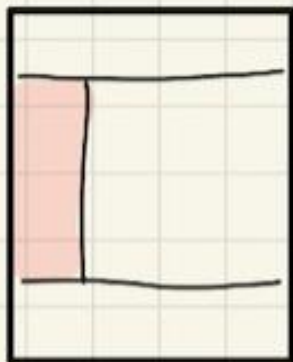
RIBOSOMES IN THE CYTOPLASM BUT V. SMALL WHERE PROTEINS ARE MADE (PROTEIN SYNTHESIS)

Cornell Notes:

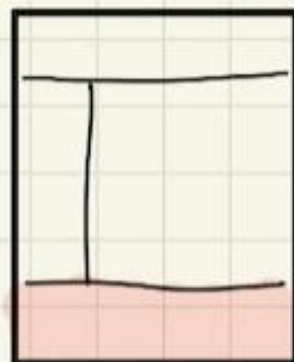
Notes



Keywords/Questions



Summary



TO BE...

Q: WHEN TO USE SER AND ESTAR

SER

SON

ES

ES

SON

SON

SON

SER = WHAT SOMETHING IS (PERMANENT)

CHARACTERISTICS THAT ARE AN ESSENTIAL PART OF THE
THING...

DATE, OCCASION, CIRCUMSTANCES, TIME, ORIGIN, RELATION

ALSO NATURALITY DECISIONS WHAT IS MADE OF
RELATIONSHIP ONE PERSON TO ANOTHER, PROFESSION

ESTAR

ESTOY

ESTÁS

ESTÁ

ESTAMOS

ESTÁIS

ESTÁN

ESTAR = WHAT TO DO ABOUT HOW SOMETHING IS.

SO CONDITION, LOCATION, CHOICE AND ACTIONS
(TEMPORARY STATES)

POSITION, LOCATION, ACTION, CONDITION, CHOICE

CONCRETE LOCATION OR PHYSICAL

CHOICES

ESTÁS EN CASA?

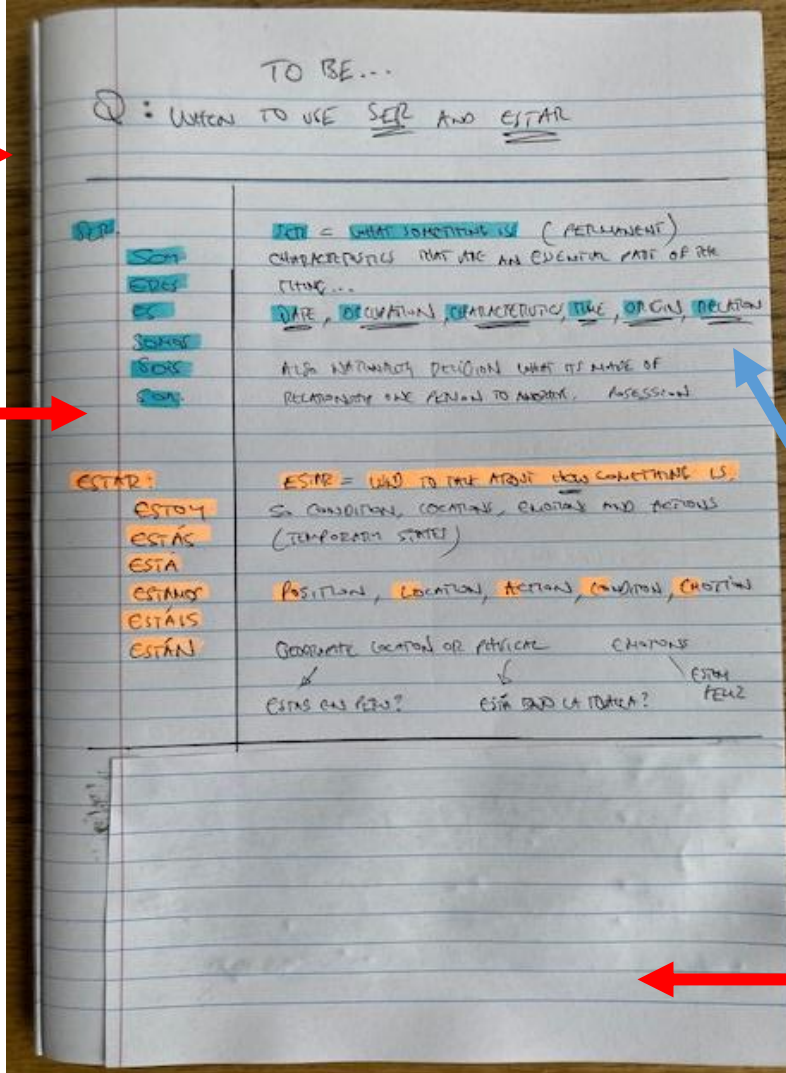
ESTÁ EN LA TIENDA?

ESTÁS
FELIZ

The thing I need to learn

Key facts
Or defining key words

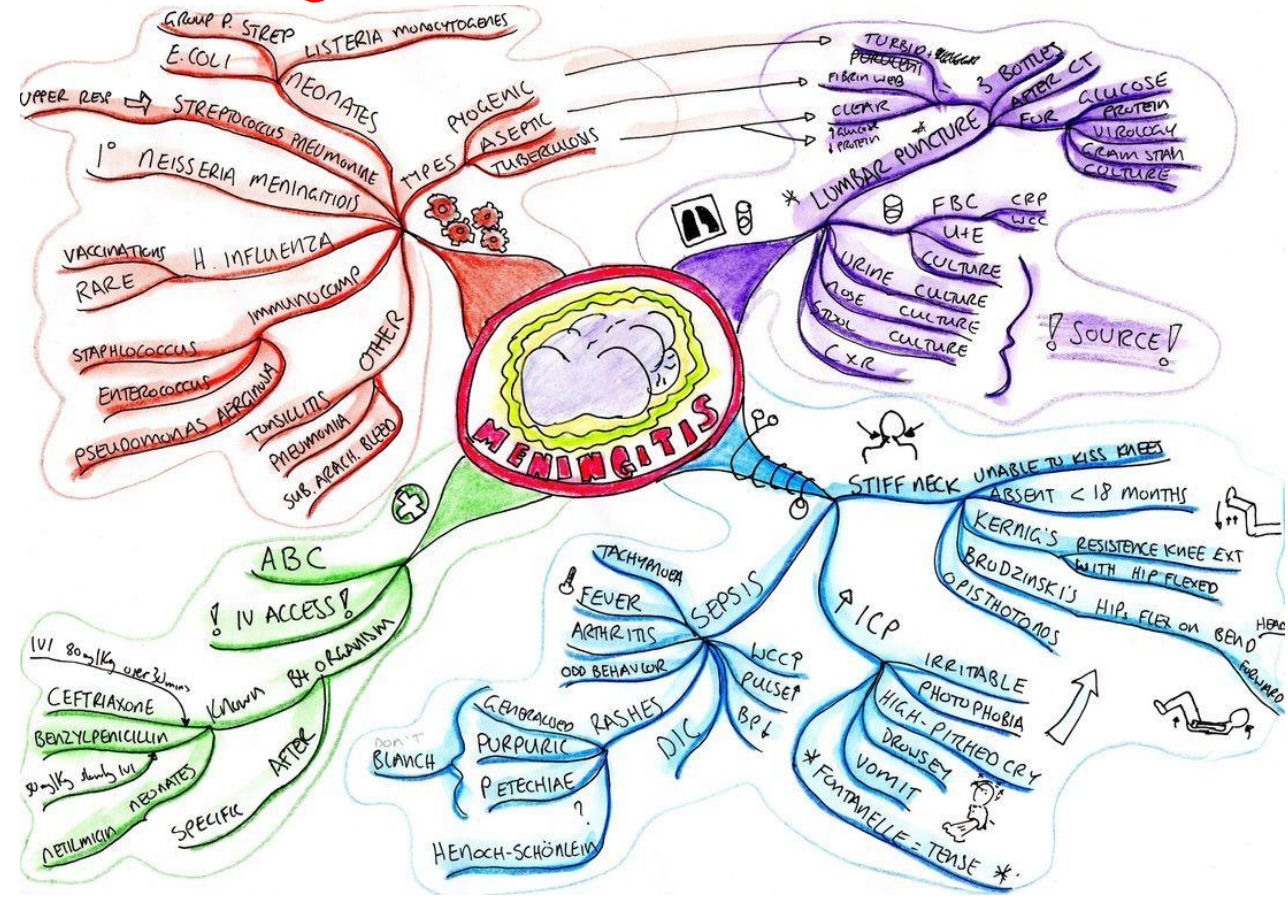
Here I have reminded myself of the conjugations of Ser and extra – present tense. I really need to know this well.



My explanation of how to use Ser and Estar.

This bit for examples / practise - now or later...

Map what you know



LETTERING

- 1 TITLES
 - 2 UPPER CASE
 - 3 lower case
- Just use 3

VISUAL VOCABULARY

practice and grow your own icons

library ☺ 📱 ⭐

ideas on hour project.com

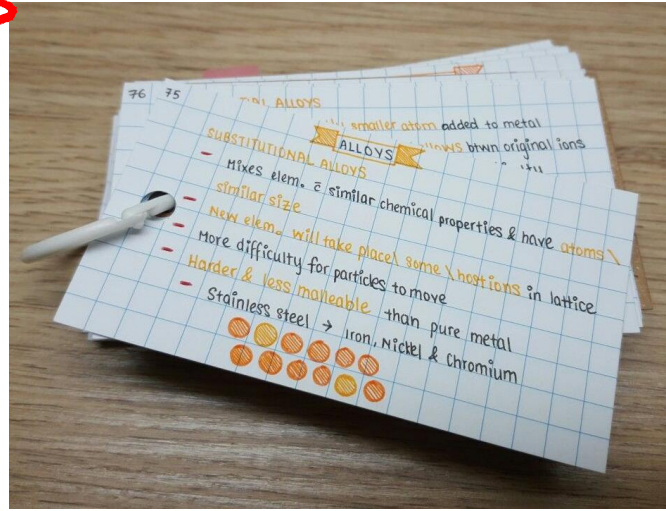
Organize

are there patterns?

are there metaphors?

connect key points

Flash Cards



Bought or home made.

Question on one side, answers and key explanations on the other.

Use for look/say/cover/write/check, for Self Test, or for Testing / Explaining with a partner.

Practice Questions

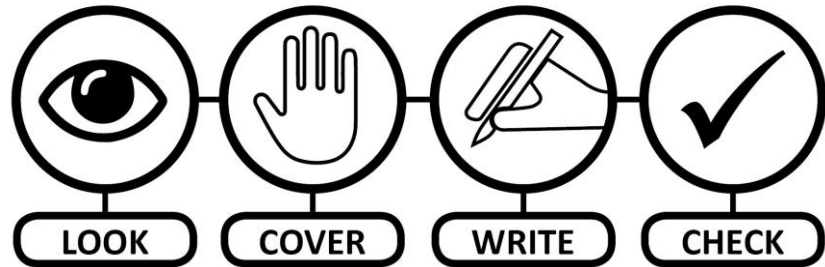
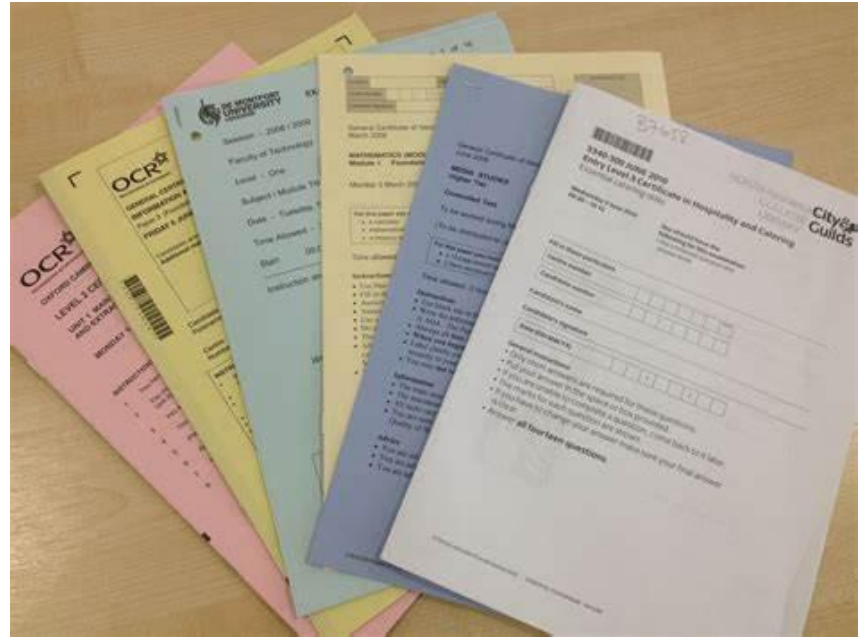
Past papers

Practice Qs

Online quiz

Test me on this...

Self test





English

Mrs Whysall – Head of English

Now

- Students are sitting Literature Paper 1 (today and tomorrow).
- Everyone then moves onto revising English Language.
- We then have a rolling programme of revision (everyone revises the same topic at the same time).
- Homework is set twice a week.
- Revision runs every week.
- Intervention (for invited students is on four mornings a week).

English Language 2 exams: each 1hour 45 minutes.

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' viewpoints and perspectives
Assesses one literature fiction text from either C20th or C21st	Assesses two non-fiction texts linked by theme but from different centuries – C19th and either C20th or C21st
Section A Reading: Q1 find facts	Section A Reading: Q1 Identify statements which are true
Q2 Analyse effect of language	Q2 Summarise differences/ similarities from both texts
Q3 Exploration of the extract as a whole	Q3 Looking at only one of the texts, analyse effects of language
Q4 Explores impressions of characters created and how the author achieves this	Q4 Comparing both texts, explore how attitude is conveyed
Section B Writing: Choice of two questions. a)Write a description suggested by an image b)Write part of a story or describe emotions	Section B Writing: Writing for purpose Letter Article Speech

Can they explain terminology? This is all needed for both Language and Literature

- Do they know the difference between a common noun, a proper noun, an abstract noun and a pronoun?
- Can they tell you what an adjective does for a noun?
- Can they explain how verbs and adverbs work? What about modal verbs?
- Can they identify a simile and explain the effect?
- What about a metaphor, personification, onomatopoeia, sibilance, juxtaposition and oxymoron?
- What about zoom in, focus shift, narrative perspective, wide view?
- There are lovely exercises on BBC Bitesize to help with these

How to revise English Language

- Make sure you understand the skill of each of the questions on the two papers (8 questions in the combined Section As): get someone to test you
- Make sure you are practising annotating extracts so that you are actively reading and identifying information as you go
- Use past papers to see which questions are weak or strong and practise these (watch Mr Bruff's videos to help you).
- Read articles – what is the viewpoint, how is this attitude created through the language, sentence length and punctuation?
- Make sure you know lots of different techniques and you are able to talk about the effect created.
- Revise the very specific terminology for Q3, LP1 (different to every other question)
- Attend revision and the targeted intervention sessions (tutors have lists of students' names and parents have been informed)

English Literature 2 exams: 1 hour 45 minutes and 2 hours 15 minutes

Paper 1: Shakespeare and the C19th Novel

Section A Shakespeare, one question on play studied
Explores character in an extract and the wider play

Section B C19th Novel, one question on the text studied
Explores an extract and the wider novel

Paper 2: Modern texts and poetry

Section A Modern texts, one essay question from a choice of two. This must show knowledge of the whole novel

Section B Poetry, one comparative question on one named poem printed on the exam paper and one other from their chosen anthology cluster

Section C Poetry, one question on an unseen poem and one question comparing that poem to another unseen poem.



"Choir!
Stand still!"



"I ought to be
chief,' said Jack
with a simple
arrogance"



"Jack drew his
knife again with
a flourish"



"the enormity of the
knife descending and
cutting into living
flesh"



"We've got to have
rules and obey
them. After all,
we're not savages."



"We're English; and
the English are best
at everything."



"He was down
like a sprinter"



"The opaque, mad
look came into his
eyes again"



"Jack planned his
new face" - "white",
"red" and "black"



"an awesome
stranger."

How to use the metacognition sheets

- Print the sheets, cut them up into individual images and quotes (remember to write the character's name on the back).
- First, learn the quote with the image.
- Next, fold the quote behind and recite the quote (keeping the images in the same order).
- Then, muddle the images up and recite the quotes linking to context if possible.
- Once confident with characters' quotes, create theme maps (see slide 9: savagery).
- Again, start with quotes and images (but you should be much faster at being able to recite quotes from just the images).

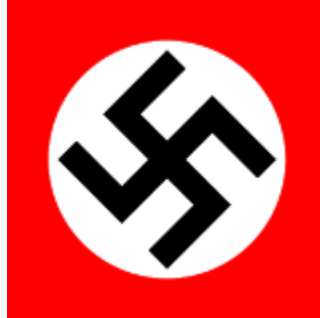




“bloodthirsty snarling”



“A blackness within, a blackness that spread”



“Jack planned his new face” –
“white”, “red” and
“black”



“stuck his fist into Piggy’s stomach”



“Unless we get frightened of people”

Theme map: savagery



“Shut up, fatty!”



“Wielding a nameless authority”



“Roger sharpened a stick at both ends.”



“the desire to squeeze and hurt was over mastering”



“Ralph wept for the end of innocence”



Character pages – collated quotes

Men, gives the right
command

Human condition =

Men produces evil like
beasts produce
horror.

What can he do more than he has?
about Jack

"It's all we got. Sam - let me hold
on to you."

"Unless we get frightened
of people."

"Piggy could think. Only Piggy was
no chief. But Piggy, with his
ludicrous ^{eyes} body, had brains."

... and friend called Piggy
had opened and stuff come
out turned out Piggy's arms and legs
and a bit, like a pig's after it has been killed.

Which is better, to be a part of
power - like you do, or to be sensible
like Ralph is?
Which is better, to have rules and agree or
to hunt and kill?.

Vulnerable

Intelligent

Threatened

Abused

Allegory

Piggy

Resist

The fat boy wanted to be a

My auntie told me not to run

Ass man

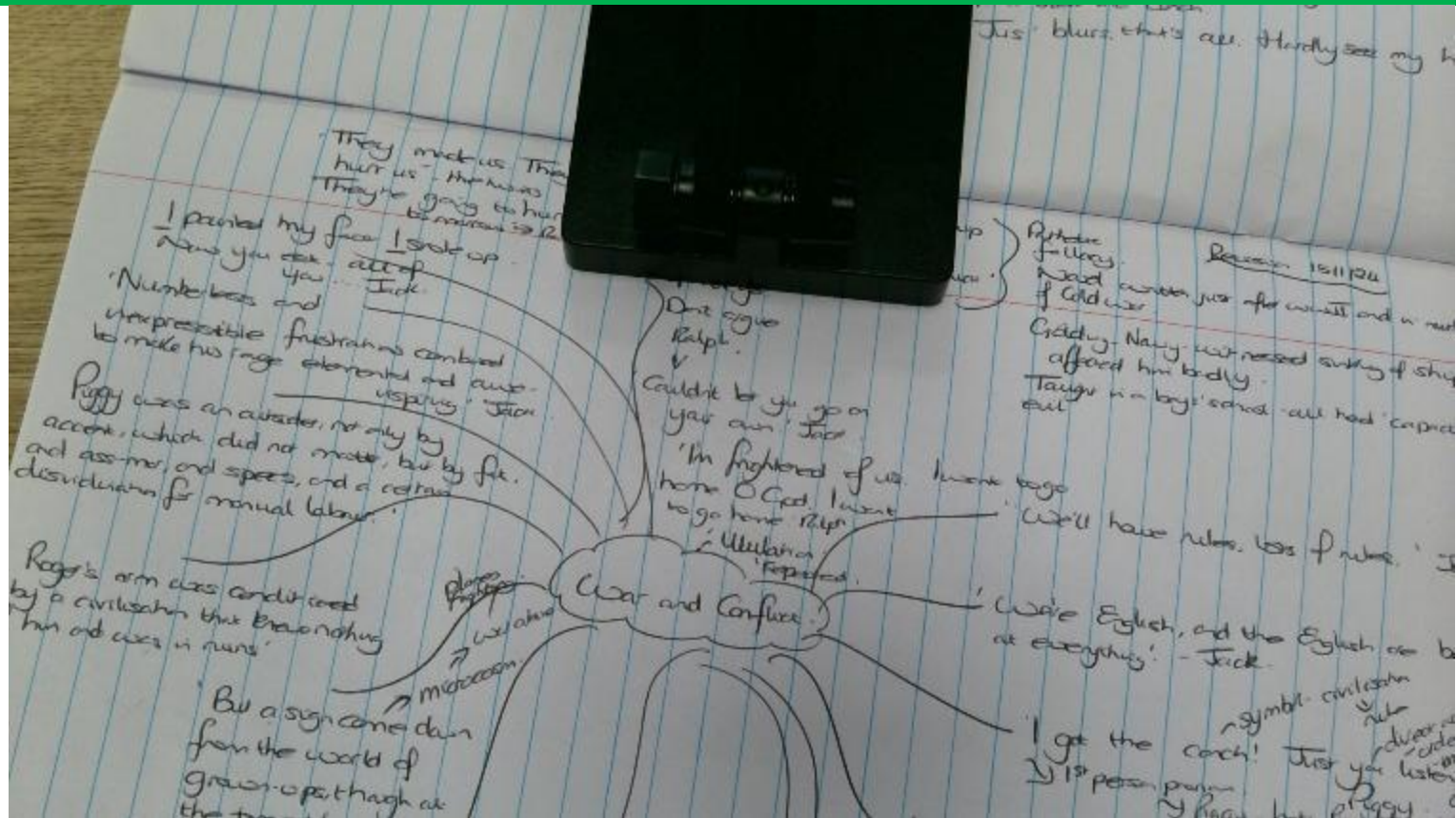
"Shove in your ass man" Ralph

I've been wearing spurs since

They used to call me Piggy

They're all dead. or
nobody does know where he
nobody does know.

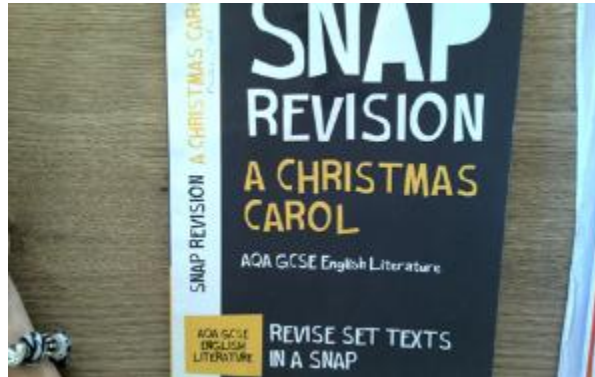
Theme pages –allows you to think ‘bigger’ so that different characters’ quotes go together



Context: Talking about why the author wrote the text is key. If students do not include this, they will limit their potential grade.

Level 6 <i>Convincing, critical analysis and exploration</i> 26–30 marks	AO1	<ul style="list-style-type: none"> • Critical, exploratory, conceptualised response to task and whole text • Judicious use of precise references to support interpretation(s)
	AO2	<ul style="list-style-type: none"> • Analysis of writer's methods with subject terminology used judiciously • Exploration of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> • Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task
Level 5 <i>Thoughtful, developed consideration</i> 21–25 marks	AO1	<ul style="list-style-type: none"> • Thoughtful, developed response to task and whole text • Apt references integrated into interpretation(s)
	AO2	<ul style="list-style-type: none"> • Examination of writer's methods with subject terminology used effectively to support consideration of methods • Examination of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> • Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task

Revision Resources



We sell a range of books – all really good. Character and theme pages, exam style questions and responses.

Flip Cards

We have them for all of the topics

Again, cover characters, themes, key terminology



WAR PHOTOGRAPHER - DUFFY 1985 24

Context and themes

Carol Ann Duffy is a British playwright and poet, born in Glasgow, and was the British Poet Laureate from 2009 to 2019. Her poetry includes themes of gender, oppression, and love. The latter two are intentional lies in the hands of almost religious commitment focus is the photographer, who devotes his life to this dramatic, sacred work.

Through this essay but gently determined poet, believed to interpret signs and impart meaning. Duffy connects the arts of photography and poetry as tools of understanding and communication that should challenge their audiences.

Key quotations

- speak of suffering actual in ordered rows
- as though this were a church
- All flesh is grass
- He has a job to do
- a half-formed ghost
- the first stones into foreign dust
- A hundred agonies

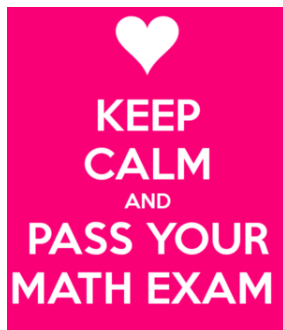


KEY VOCABULARY 40

anastrophe	the formation of a word from the associated word
oxymoron	terms which are contradictory, appearing together
paradox	a seemingly absurd or self-contradictory statement
refrain	repetition of phrases or lines at regular intervals within and across different stanzas
rhythm	strong, regular, repeated pattern of sound
alliteration	repetition of flosive sounds such as /s/, /sh/, and /z/

How you can help with Literature and Language revision

- Make sure your child is completing homework and taking it into school.
- Around your child's room, encourage them to have key quotes for each of the key characters for the **three** texts and **15** poems.
- If you have time, ask them to recite quotes. Can they separate them into themes? Can they link them to context? Can they explain how different character's quotes can be linked together?
- Make sure they understand the requirements for each question in the Language exams.
- They should know where their gaps are in Language: this would be any question where they received less than half marks. Work on these skills at home. If they log into 'youtube' and look at 'Mr Bruff' his videos talk students through the questions.
- Encourage attendance at intervention and revision sessions.
- On revision timetables, don't just write 'English' but build in time for each of the topics covered (including English Language), spending less time on areas they feel most confident.
- If you are concerned, please contact your child's teacher who will be able to help.



How to prepare for a Maths exam.

How will we be helping your child prepare?

What can your child be doing at home?

What resources are available?



Exam board - AQA

PPEs: 27 Feb, 4 March, 6 March

GCSEs: 15 May, 4 June, 11 June

THREE written exams

Paper 1 Non calculator (80 marks) $1\frac{1}{2}$ hours

Paper 2 Calculator (80 marks) $1\frac{1}{2}$ hours

Paper 3 Calculator (80 marks) $1\frac{1}{2}$ hours



There are 2 tiers of entry, Higher or Foundation.

Higher	9	8	7	6	5	4	3		
Foundation					5	4	3	2	1

Final decisions will be made after the PPE.



PREPARING FOR EXAMS IN SCHOOL

In Lessons:

- **Targeting topics specific to reaching their milestone**
- **Problem-solving**
- **Practicing exam technique through online exam papers**

Morning registration:

- **targeted intervention for selected pupils**

Lunchtime & after school:

- **revision sessions for all pupils**



REVISION SESSIONS

Class	When	Where	Teacher
11A1	Wed 3.20pm	S2	Mr Buckingham
11A2	Thurs lunch	S4	Mrs Davis
11A3	Wed 3.20pm or Thurs lunch	S13	Mrs Sully
11A4	Tues 3.20pm	T4	Mr Keay
11A5	Wed 3.20pm	09	Mr Berriman
11B1	Tues 3.20pm or Frid 3.20pm	Q12/Q13	Mr George
11B2	Wed 3.20pm or Thurs lunch	S13	Mrs Sully
11B3	Wed 3.20pm	S1	Mr Pitts
11B4	Wed 3.20pm	09	Mr Berriman
11B5	Tues 3.20pm	S14	Mr Owen



How can you support your child with maths revision?





Mock exam & PPE

**Teachers will provide feedback
identifying what topics your child needs
to work on**



How to use a PLC (personal learning checklist) effectively

Question Level breakdown:			Paper 1			Paper 2			Paper 3		
		Total Marks		% Marks achieved		Total Marks	% Marks achieved		Total Marks	% Marks achieved	
1	Similar Shapes (291, 292)	1	100%		1	10	100%	1	Write as a Fraction (156)	1	
2	Fraction multiplication (142)	1	100%		2	10	100%	2	Probability of 2 or more events (249, 251)	1	
3	Arc Length (58)	1	100%		5	10	100%	5	Enlargement (104-104a)	2	
4	Decimal to Fraction (123)	1	100%		6	10	100%	6	Upper and Lower Bounds (183-184)	3	
5	Standard form (300)	3	67%		7	10	100%	7	Density/Proportion (384)	3	
6	Probability Tree Diagram (252)	6	19%		8	10	100%	8	Rearranging Formulas (7-8)	1	
7	Reverse Percentages (240)	2	100%		9	50%		9	Forming an Equation (115)	4	
8	Laws of Indices (172-175)	3	67%		10	10	100%	10	Compound Interest (236)	3	
9	Area of Circles (40)	4	25%		11	10	100%	11	Mean and Ratio (53)	3	
10	Reciprocal Graph (345)	4	100%		12	10	100%	12	Find equation of line (194)	4	
11	Sharing in Ratio (270)	3	100%		13	40%		13	Vectors - Drawing (353, 353a)	3	
12	Sequences (230)	1	100%		14	10	100%	14	Ratio and Proportion (263, 271a)	1	
13	Estimation/Volume Prism (280, 183, 184)	3	0%		15	25%		15	Algebraic Fractions/Indices (23)	3	
14	Ratio/Angles in Quadrilateral (271)	3	100%		16	75%		16	Area of Sectors (46)	2	
15	Cumulative frequency (143, 150, 154)	5	60%		17	33%		17	Relative Frequencies (248)	3	
16	Algebraic Fractions (24)	3	100%		18	10	100%	18	Expanding Brackets (13, 7)	3	
17	Forming Equations (115)	3	33%		19	75%		19	Box Plots (143)	2	
18	Identical/DOTS (120)	3	0%		20	25%		20	Direct proportion (254)	5	
19	Recurring Decimals (36)	1	100%		21	10	100%	21	Ratio and Proportion (269, 271a)	5	
20	Proof/Circle Theorems (366)	5	40%		22	Surds (305-308)	3	22	Venn Diagrams (380)	2	
21	Simultaneous Equations (295-298)	4	50%		23	Volume & area of similar shapes (293ab)	1	23	Exponential Graph (345)	2	
22	Vectors (353)	4	25%		24	Quadratic Inequalities (378)	3	24	3D pythagoras & trig, Volume (257, 332)	3	
23	Laws of Indices (172-175)	3	33%		25	Histograms (157-159)	4	25	Transformations - Invariant Points (332)	5	
24	Trig Values (341)	1	100%		26	Identity Values (15)	3	26	Composite Functions (370)	3	
25	Equation of Circles - Straight lines (372)	6	0%		27	Functions (363)	5	27	Cosine Rule (Ratio) (336)	5	
26	Completing the Square (265, 267a, 371)	3	0%		0			28	Area under (383)	6	
27	Trig Values/Surds (341, 305)	3	0%		0			0			



Revision list

HIGHER REVISION LIST:

In February/ March you will sit three maths papers, each lasting 1 hour 30 mins. Paper 1 is non-calculator; papers 2 & 3 both require the use of a calculator. To all exams you should also bring a black pen, pencil, ruler, rubber, protractor and compasses. The topics shown below are topics that will appear in the Spring term PPE. You should RAG rate your understanding of each of these, based on your PLCs from the October PLCs, then spend longer working on your red and amber topics.

To revise you should

- watch the [Corbettmaths](#) video & make revision notes
- do the practice questions and mark them
- use your revision guide, workbook & [Corbettmaths](#) revision cards to revise & practice topics
- come to revision sessions, ready with questions to ask

TOPIC	CORBETTMATHS			
Add subtract, multiply & divide decimals	90,91,92,93,94			
Reverse fractions	138			
Reciprocal	145			
% of quantities with and without a calculator	234,235, 238, 239			
Write one quantity as a fraction or % of another	136, 233, 237			
Compound interest & depreciation	236			
Change between fractions, decimals & %	121 - 129			
Limits of accuracy & error intervals	183, 184, 280, 377			
Prime numbers & product of prime factors	225, 223			
Multiples, factors, HCF & LCM	220,216, 218, 219, 224			
Indices (incl. negative & fractional)	172, 173, 174, 175			
Ratio	269 - 271			
Standard form	300 - 303			
Direct & inverse proportion	254, 255			
Surds	305 - 308			
Substitution	20			
Linear Sequences	286 - 290			
Expanding single, double & triple brackets	13, 14			
Factorising	117, 118, 119, 120			
Completing the square	267a			
Solve quadratic equations by factorising	266			
Solving equations	110 - 115			



Go back through the topic. You can use...



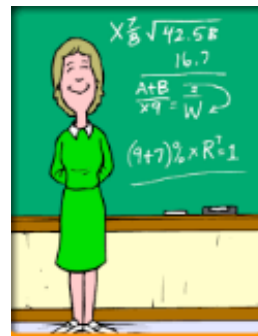
The Corbettmaths
videos



Mathsgenie videos



Test them on
remembering facts



Attend extra
Maths revision



Dr Frost videos



- Practice by doing questions. You can use....



Corbettmaths
Practice questions



Maths Genie
Practice questions

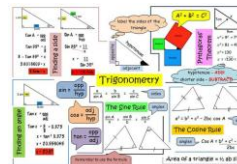
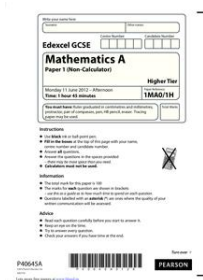


Dr Frost
Practice questions

- CHECK – mark your work



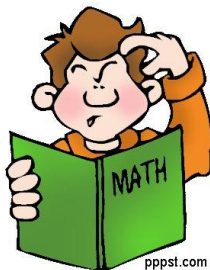
“ Do all the guided practice papers.”



“ Make revision cards.”

Which method is best?

“ Use
revision guides.”



pppst.com



“ Use maths websites
to practise”



Resources

- **Maths equipment: pen, pencil, ruler, protractor, compasses £2.50**
- **Scientific calculator £9.50**
- **Corbettmaths Revision cards £6.30**
- **Grade 8/9 Targeted workbook £3.50**



The Castle School
ACHIEVE | BELONG | PARTICIPATE

Year 11 Study Evening Science: Key Messages

20th January 2025



2025 Exams

- Normal exams (post covid)- all content covered.
- All pupils will sit 6 examinations: Paper 1 and 2 in each of Biology, Chemistry and Physics.
- Higher and Foundation Tier
- **Formula sheets will still be provided-** no need to memorise the formulae but they still need to be selected and applied.



GCSE Science Exam dates

- Biology Paper 1: Tuesday 13th May (pm)
- Chemistry Paper 1: Monday 19th May (am)
- Physics Paper 1: Thursday 22nd May (am)

All exams are 70 mins (Combined Science) or 105 mins (Separate Sciences)



GCSE Science Exam dates

- Biology Paper 2: Monday 9th June (am)
- Chemistry Paper 2: Friday 13th June (am)
- Physics Paper 2: Monday 16th June (am)

All exams are 70 mins (Combined Science) or 105 mins (Separate Sciences)



Need for revision





- Vital in science.
- Fact/ knowledge based work as well as application.
- Approx 250 taught content lessons as well as details of required core practical lessons.
- 100% of final assessment via terminal exams.



What does good revision look like?

- Active
- Frequent
- Planned

Don't let this be you...

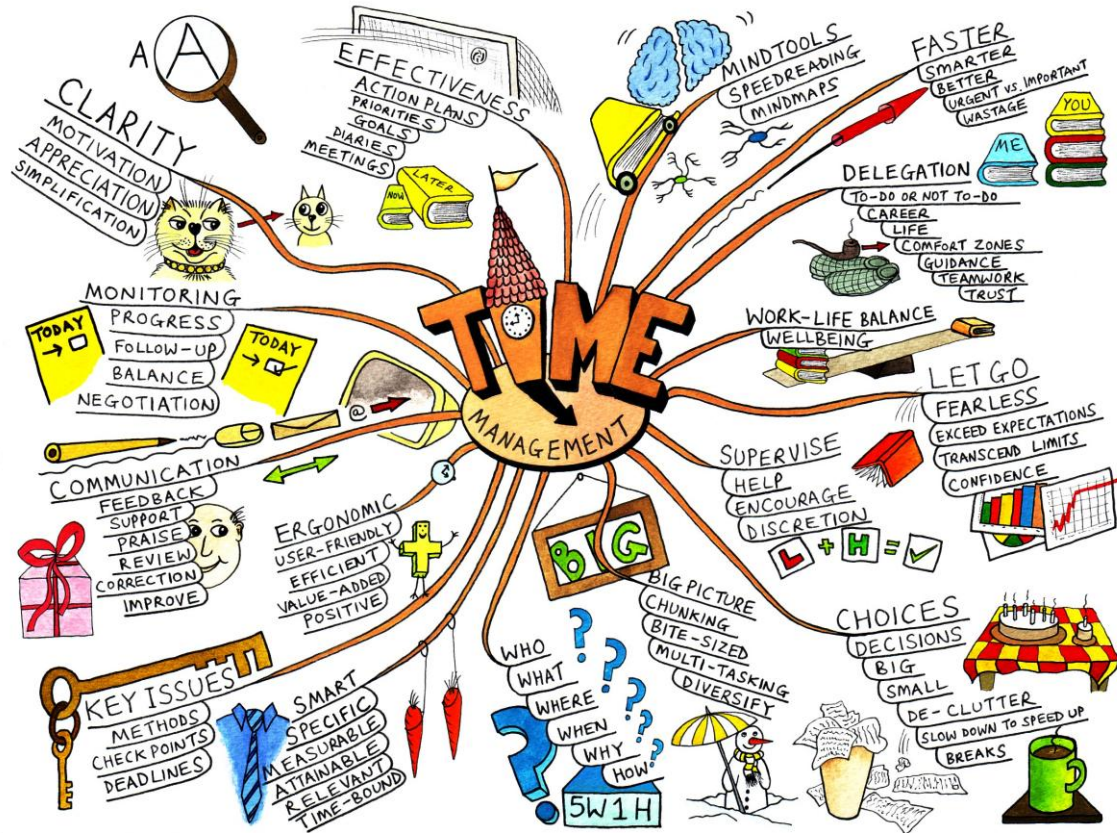





STUDY TIMETABLE

☀ SCHOOL
🌙 FREE TIME

	MON	TUE	WED	THU	FRI	SAT	SUN
9-4	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL		
4-5	CHEM	BAND	BAND	ENGLIS	BAND		
5-7							
7-7:50	BIOLOGY	TRUMPET	ENGLISH		MATHS	HISTORY	
7:50-8:20	GEO	CHEM	MUSIC		ENGLISH	MUSIC	
8:20-9	HISTORY	MATHS	BIOLOGY		BIOLOGY	MATHS	
9-9:50							



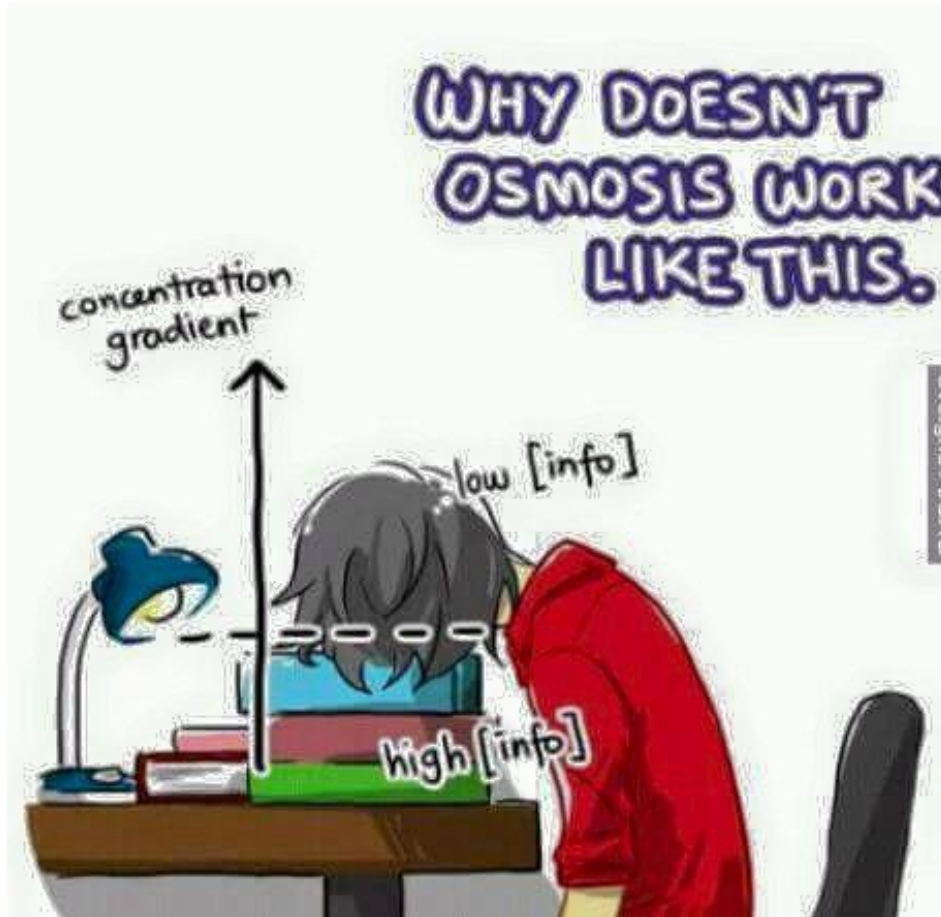


Subject: Why take Cornell notes?		Date: 11/20/01
PROCESS (output)	Main Ideas (input)	
How can Cornell notes help me organize my ideas?	Can be used to provide an outline of chapter or lecture. Organized by main ideas and details. Can be as detailed as necessary. Sequential- take notes as they are given by instructor or text in an orderly fashion. After class, write a summary of what you learned to clarify and reinforce learning and to assist retention. Can be used as study tool:	
Which side for diagrams?	<ol style="list-style-type: none">1. Define terms or explain concepts listed on left side.2. Identify the concept or term on the right side.	
Why use concept maps?	Can be used to provide a "big picture" of the chapter or lecture. Organized by main ideas and sub-topics Limited in how much detail you can represent. Simultaneous- you can use this method for instructors who jump around from topic to topic. After class, you can add questions to the left side	
 What are the benefits to me?	Can be used as a study tool to get a quick overview and to determine whether you need more information or need to concentrate your study on specific topics.	



- What does bad revision look like?







7 known species of sea turtle today

flatback sea turtle which is native to Australia

green sea turtle which is found all over the world

larger populations of the green sea turtle in the Atlantic and Pacific oceans

hawksbill turtle is a critically endangered species of sea turtle and can be found all over the world

kemp's ridley turtle is the rarest species of sea turtle in the world and is found in the Atlantic ocean and in the Gulf of Mexico

leatherback sea turtle is the largest species of sea turtle and is the most widely distributed species of sea turtle, found all over the world

loggerhead sea turtle is known for its large head and is mainly found in the Atlantic, Indian and Pacific oceans

olive ridley sea turtle is the smallest species of sea turtle and is generally found in the Indo-Pacific and Atlantic oceans

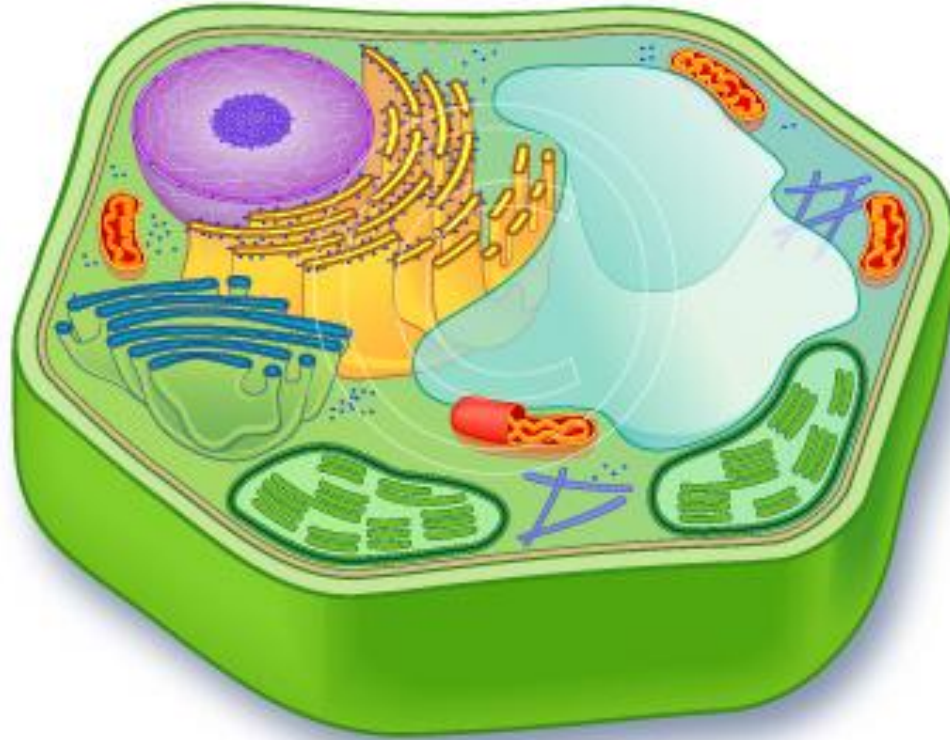
Sea turtles are found in all of the major oceans and smaller seas

all of the 7 different species of sea turtle are under threat from extinction

decline in the world's sea turtle population is thought to be mainly due to the sea turtles being caught accidentally by large fishing boats and due to the fact that humans will often take the eggs of the sea turtle to eat as a delicacy

sea turtles spend their time out at sea, sea turtles always go back to the same beach to breed and often travel huge distances to get there

female sea turtles bury their eggs in the sand on the beach where they were born. After laying her eggs the female sea turtle will return to the sea, leaving her eggs to hatch in their nest under the sand. When the baby sea turtles hatch, they walk straight into the ocean and begin their life at sea





Resources

- PPEs- feedback and next steps. Next set in February/ March- 2 x paper 2 (Year 11 work).
- **Edexcel revision guide and workbook.**
- Teachers splitting up revision material- supported by questions on SENECA.
- **Revision sessions- LUNCHTIMES/ EVENINGS AFTER SCHOOL.**
- Science revision YouTube channels- cognito etc.



- After school revision sessions with class teacher-FREE TUITION!
- **Various lunchtimes/ evenings- 3.30-4.30**
(contact class teacher for details if not already attending)
- Topics chosen by those which regularly appear in papers or students have common misconceptions in.
- Teacher input plus guided practice questions.
- All pupils need to be attending if available please.



Be prepared for the day!





Equipment

- More than one working black pen.
- Ruler
- Pencils (sharp!)
- Eraser
- Own calculator (preferably), or one borrowed well in advance.



Best of luck. Start revising NOW!





Finally- THANK YOU

