



20th of January 2026

# Preparing for Success

## Evening 2: How to help your child achieve their best



Resilience



Pride



Respect



Ambition



Responsibility



# Mr Graham Principal



Resilience



Pride



Respect



Ambition



Responsibility



**Aston**  
ACADEMY

20th of January 2026

# Y11 Team



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# Key dates

Exam window (main)- 7/5/26 to 17/6/26

Exam contingency day- 24/6 – don't book holidays until **after this date**

GCSE Results day- 20/8/26



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**Aston**  
ACADEMY

# Thank you!

Attendance

Engagement

Behaviour

Support



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# 2 Cognitive Science tricks to aid revision:

- 1) Spaced repetition
- 2) Retrieval practise



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# Metacognition

## Metacognition and self-regulation

High impact for very low cost based on extensive evidence

Implementation cost ?



Evidence strength ?



Impact (months) ?

+8 months

"Planning, monitoring and evaluating your own learning and thinking"



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# Metacognition

- Metacognition isn't a magic bullet, it's a method
- It stays with learners for life
- It means that students take ownership of both sides of the process
- A lot of metacognitive processes are 'normal' or 'obvious' to adults



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# The metacognition toolkit

- Predicting outcomes- It helps the learner realise which information is needed to solve a problem and compare the initial understanding to the final result.
- Evaluating work- Identifying strengths and weaknesses in the child's thinking process as well as in their work is key.
- Questioning- Ask questions such as “what are you doing now? “why are you doing it?” and “how does it help you?”



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# The metacognition toolkit

- Self-assessing – Children must reflect on their performance to determine: what they've learned, how well they've learned it and the skills they needed to develop to solve the task.
- Self-questioning- Children question their own knowledge while learning and working, in order to direct their thinking and determine the help they may need



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# Metacognitive strategies we have shown children

- Leitner method
- Revision clocks
- Cornell Notes
- Two pass past papers
- Tonight: Forgetting curve and Retrieval practice



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## Effect of Spaced Repetition



The brain works a bit like a muscle, one training session won't get any gains in the gym.

The brain assimilates new knowledge into long term memory by building new neural pathways, the more these pathways are used the stronger they become.

Think about when you learned to drive, that first roundabout was a fire of information and decision making, now its autopilot.

This is why cramming doesn't work!

# The Forgetting Curve (Why Revision Fades)


- Students forget new content quickly without review.
- Cramming is ineffective.
- Spaced revision builds long-term memory.



## How Parents Can Support the Forgetting Curve.

- Encourage short, frequent revision sessions.
- Revisit topics after 1 day, 1 week, and 1 month.
- Ask your child to explain methods out loud.
- Use metacognitive revision techniques that mix knowledge with understanding (Cornell Notes,

# Maths revision wheel



**Averages from a table**

Tao works in a garden shop. The table shows information on the sizes of garden gnomes the last 20 customers bought.

Size	Size of Garden Gnomes (h cm)	Frequency
S	$0 < h \leq 5$	4
M	$5 < h \leq 10$	8
L	$10 < h \leq 15$	6
XL	$15 < h \leq 20$	2

a) Estimate the mean.

b) Tao is placing an order. He is going to order  $\frac{1}{4}$  of the gnomes in each size. Is this correct?

b) Estimate the mean time.

Jacob asks his class what their shoe sizes are and notes them down in a table.

Shoe Size	Frequency
4	4
5	11
6	12
7	3

a) Calculate the median shoe size.

b) Calculate the mean shoe size.

**Probability**

There are black, grey and white balls in a bag. On the probability scale mark with an arrow the probability of selecting a:

a) Black ball  
b) Grey ball  
c) Purple ball

A standard six sided fair dice is rolled. What is the chance of rolling the following numbers? Connect your answers with a line.

An odd number  
A multiple of 3  
A number more than 6  
A number 7

Certain  
Unlikely  
Impossible  
Evens  
Likely

Bag A contains 15 Maltesers and 30 Haribo. Bag B contains 9 Maltesers and 12 Haribo. A sweet is chosen at random from each bag. Deontai says, "I'm more likely to choose a Malteser sweet from bag A than B because there are more Maltesers in bag A than bag B. Is she correct? Show all of your working out."

**Averages from a table**

Compare the average goals scored of the two football teams. Which team is statistically the better football team?

Goals Scored	Hearts Headways Frequency	Hibernian Headways Frequency
0	12	6
1	15	13
2	8	14
3	4	6

Lucy asks her friends how pets they have. Her results are in the bar chart.

Find the median number of pets.

Number of pets	Frequency
0	5
1	6
2	1
3	4

Two running clubs are competing against each other in the great north run. The team with the fastest average wins. Compare the averages to decide the winning team.

Teesside flyers times  
3 hours 12 mins,  
2 hours 52 mins,  
3 hours 36 mins

Glasgow Getaways:  
3 hours 9 mins, 3 hours 15 mins,  
3 hours 21 mins

**Probability**

Poppy, Aleena and Erin decide to test the theory that toast always lands butter side up, when only one side is buttered. They test this with several pieces of toast and count how many times it lands butter side up. The table shows the results.

	No. of pieces of toast dropped	No. landing 'butter side up'
Poppy	10	6
Aleena	50	39
Erin	100	85

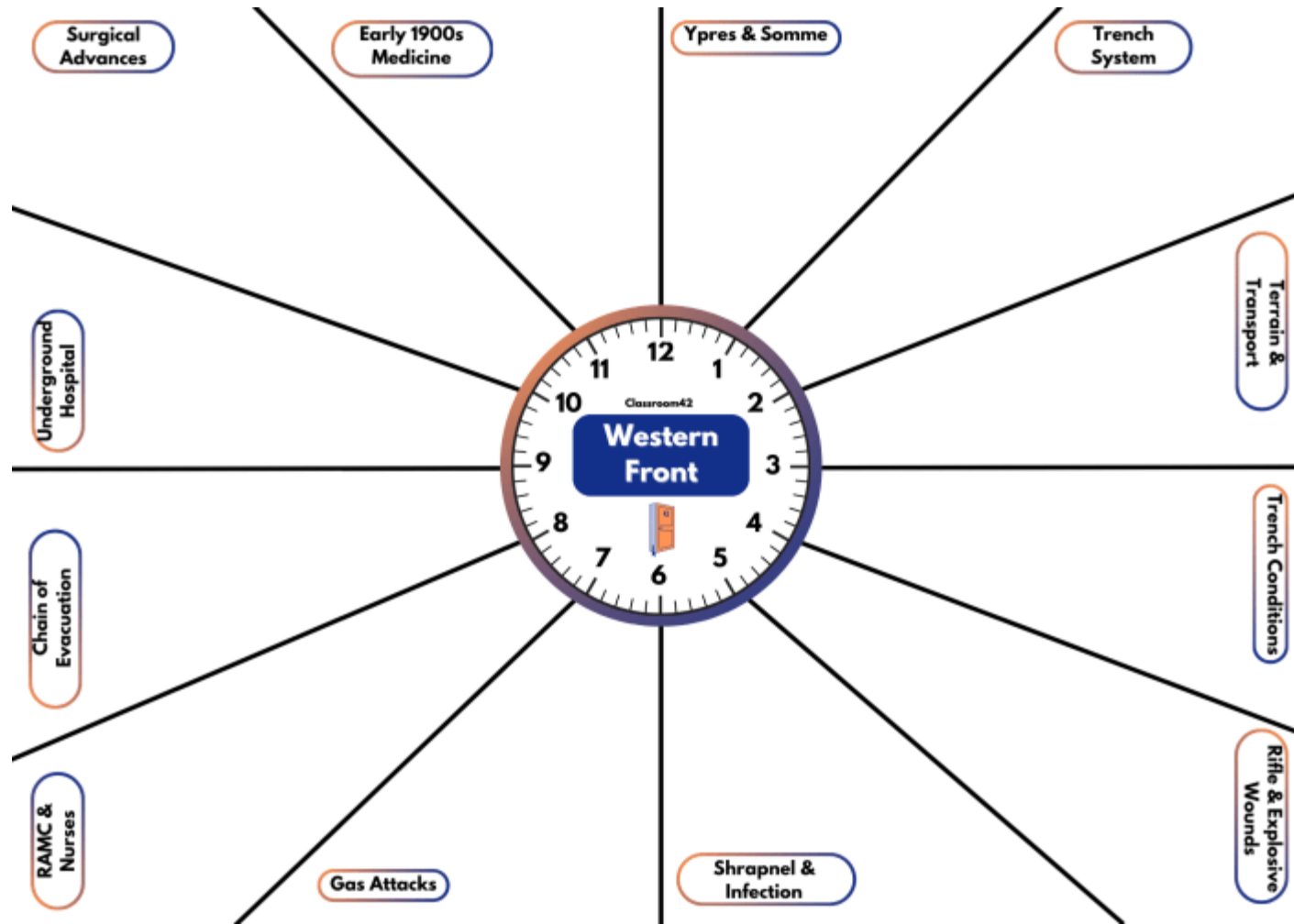
Erin's results give the best estimate of the probability of a piece of toast landing 'butter side up'. Explain why.

Miss B kept a record of the number of absences for each student in her class for one term. Here are her results.  
0, 2, 5, 3, 0, 1, 1, 0, 2, 0

a) Write down the mode.  
b) Work out the mean.  
c) Calculate the range of the absences.

There are 16 girls and 12 boys in a maths class.  $\frac{3}{4}$  of the girls and  $\frac{2}{3}$  of the boys arrive on time to lesson. The teacher selects a child at random from those who arrive late to hand out the books. Calculate the probability that child is a girl.

# History revision wheel



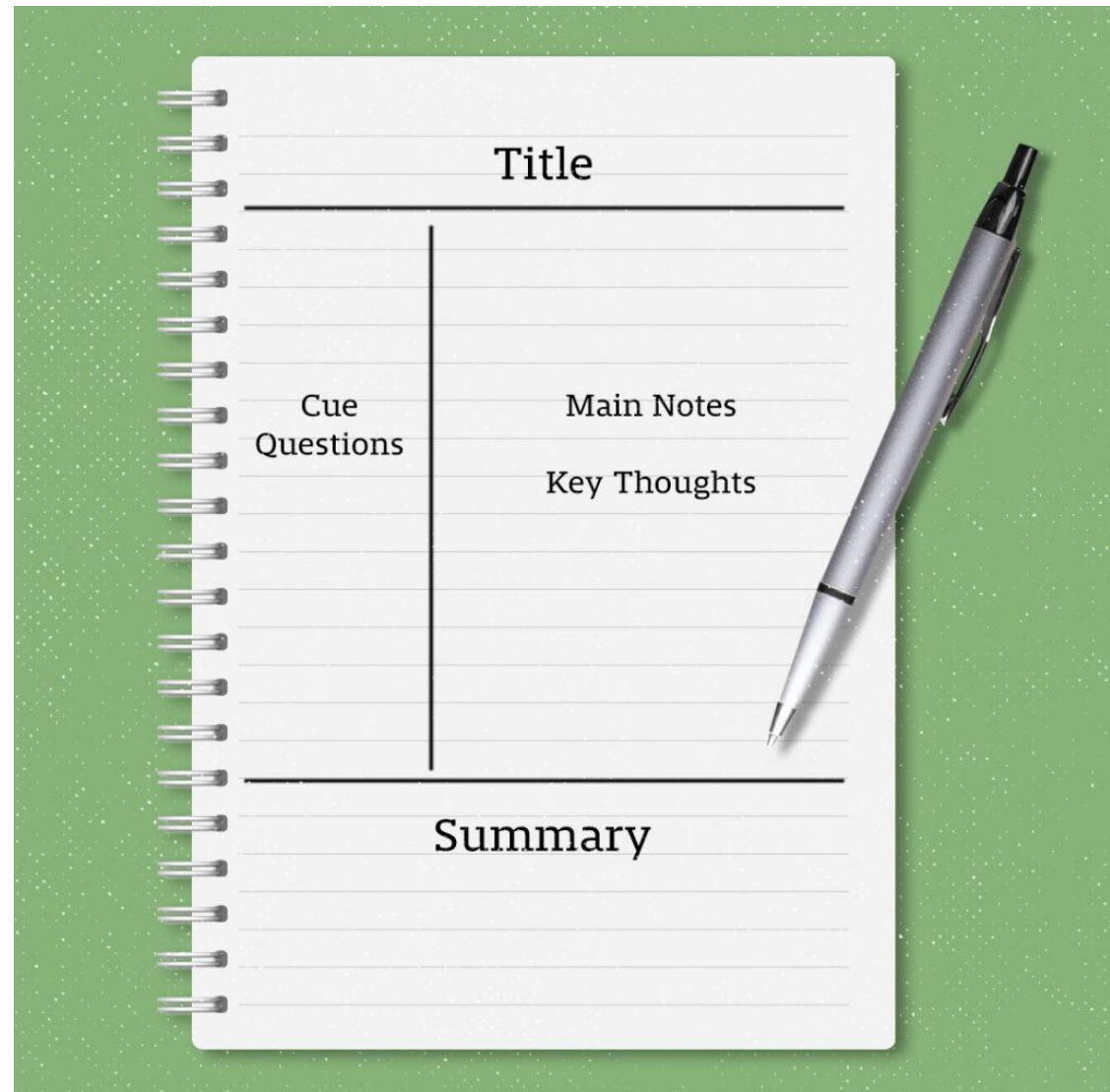
## The Revision Wheel

- Breaks subject areas into manageable topics.
- Prevents focusing on just one area.
- Work on weaker areas.
- Encourages regular, varied practice.
- Lots of templates online
- Top tip- students could complete from memory in black pen, go away for an hour and then make improvements in red, that way they can see exactly what they do and don't know, and how that changes over time

# Retrieval practise

- Students love to take notes as part of their revision, but note taking itself isn't very effective, but it is reassuring to students (you can see what you've done)!
- Cornell Notes are a revision technique that combines note taking with retrieval practise (a lot like spaced repetition).
- The notes, once taken, include questions and retrieval prompts, and can be used over and over to ensure best retention of knowledge.
- Students have been shown in tutor how to make Cornell Notes.

# Cornell Notes



# Cornell Notes

Y12 Name

**Membrane Structure**  
 Composed of phospholipids, hydrophilic heads phosphate, hydrophobic (fatty acid) tails  
 it is arranged like a ball in a phospholipid bilayer hydrophilic heads face outwards meaning the hydrophobic tails face inwards  
 This phospholipid bilayer acts as a barrier which regulates what enters and exits the cell and out of the cell surface membrane. The hydrophobic tails (which form the core of the bilayer) act as a barrier by not allowing water soluble substances (including ions and molecules which are polar) to diffuse through the membrane. Non-polar molecules (oxygen) are able to cross and diffuse across this bilayer.  
 Cholesterol is a lipid attached to fatty acid hydrophobic tails. Cholesterol helps to pack the membrane together, help to maintain stability in hydrophobic areas which therefore means cholesterol acts as a barrier to polar substances.

Integral proteins - amino, channel used to transport ions, large molecules  
 Peripheral proteins - attached to inner/outer surfaces, used in recognition of chemicals/hormones and signalling  
 Glycoproteins - protein with carbohydrate attached (signalling)  
 Phospholipid bilayer

What is involved in the 1972 fluid mosaic model?  
 Phospholipids - lipids attached, used for support (structures)  
 Carriers allow active transport for ions/polar molecules, from recognition sites and act as a receptor  
 1972 - fluid mosaic model - bilayer always moving so fluid, making structure like mosaic

All plants, animal, fungal and bacterial cells contain cell surface membranes  
 1972 - fluid mosaic model  
 They act as a barrier to the environment and the membrane composed of phospholipids is responsible for controlling the entry + exit of substances into and out of the cell.  
 non-polar can diffuse.

**Questions:**  
 1) Define active transport.  
 Movement of molecules against a concentration gradient, using energy released from ATP and carrier proteins.  
 highly specific to individual molecules

2) How do molecules travel across a membrane via active transport?  
 Process of Active Transport:  $\rightarrow$  at a receptor site  
 1) Molecule/ion binds to carrier proteins in the plasma membrane  
 2) ATP binds to the other side of the protein  
 3) ATP is hydrolyzed - energy is released. Phosphate molecule binds to protein & changes its shape  
 4) Molecule/ion released to the other side of the membrane

3) How do  $\text{Na}^+$ / $\text{K}^+$  antiporters work?  
 Eg.  $\text{Na}^+/\text{K}^+$  antiporter:  $\rightarrow$  3:2 ratio  
 Sodium-potassium pump - allows active transport of sodium ions ( $\text{Na}^+$ ) out of the cell and  $\text{K}^+$  into the cell.  
 Same time, swim protein, different directions.

4) How does glucose/sodium co-transport occur?  
 Co-transport:  
 Glucose/sodium co-transporter  
 Concentration gradient for sodium allows it to enter the cell (facilitated), but glucose is trying to enter against its concentration gradient. Therefore, it enters alongside  $\text{Na}^+$  in the carrier protein.

5) How is glucose transported to the blood from the small intestine?  
 Active & Co-transport:  $\rightarrow$  inside the ileum  
 Absorption of Glucose  
 Aim - to import glucose into the blood from the ileum  
 $\text{Na}^+/\text{K}^+$  pump lowers  $\text{Na}^+$  concentration in cell  
 $\text{Na}^+$  & glucose thus enter cell via carrier protein (co-transporter)  
 Eventually, glucose concentration is higher in the than blood, so it travels down the concentration gradient and into the blood.

**Summary:**  
 Active transport is the movement of molecules against a concentration gradient with ATP and carrier proteins. Co-transporters are an example of active transport. Occurs between glucose and sodium.



20th of January 2026

# English

# Miss Rogers- Head of English Faculty



Resilience



Pride



Respect



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Responsibility

# On Results Day

Students will receive two different grades for English:

- English Literature
- English Language

These are separate qualifications and worth one GCSE each.

Level	Element Code	Title
GCSE/9DA	8464H	Combined Sci: Trilogy Tier H
GCSE/9FC	1MA1H	Mathematics Option H
GCSE/9FC	8035	Geography
GCSE/9FC	8145HA	History HA
GCSE/9FC	8658H	French Tier H
GCSE/9FC	8700	English Language
GCSE/9FC	8702	English Literature
GCSE/9FC	C680QS	Media Studies

# English Literature Paper 1 – 40% of the GCSE

- 2 hours
- Four Questions
- Section A – Macbeth
- Section B – The Poetry Anthology
- Each section is worth the same number of marks
- Students need to know:
  - The plot of Macbeth, how characters change and develop, Shakespeare’s message, and key quotations (and what to say about them)
  - The content of each of the 18 poems, their messages and context, key quotations (and what to say about them), and which poems link together



GCSE

C720U10-1



S23-C720U10-1



Part of WJEC

WEDNESDAY, 17 MAY 2023 – MORNING

**ENGLISH LITERATURE  
COMPONENT 1**

**Shakespeare and Poetry**

2 hours

**SECTION A**

	Pages
<i>Romeo and Juliet</i>	2–3
<i>Macbeth</i>	4–5
<i>Othello</i>	6–7
<i>Much Ado About Nothing</i>	8–9
<i>Henry V</i>	10–11
<i>The Merchant of Venice</i>	12–13

**SECTION B**

<i>Poetry</i>	14–15
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The exam board send the question booklet to us and within it, there are questions on Shakespeare plays we haven't studied.

This is because schools across the country have a choice of which texts they study.

This is the first hurdle as students need to avoid answering the wrong question.

# Macbeth Q1

- Students need to be able to read and understand what's happening in this scene.
- They need to know what's happened before and what happens next.
- They need to analyse how Shakespeare presents the characters on stage and comment on how the audience might react

## Macbeth

Answer both   and  .

You are advised to spend about 20 minutes on  , and about 40 minutes on  .

Read the extract on the opposite page. Answer the following question:

Look at how the characters speak and behave here. How do you think an audience might respond to this part of the play? Refer closely to details from the extract to support your answer.

[15]

MACBETH *[Aside]* Glamis, and Thane of Cawdor:  
The greatest is behind. *[To Ross and Angus]*  
Thanks for your pains.  
*[To BANQUO]* Do you not hope your children shall be kings,  
When those that gave the Thane of Cawdor to me  
Promised no less to them?

BANQUO That trusted home,  
Might yet enkindle you unto the crown,  
Besides the Thane of Cawdor. But 'tis strange,  
And oftentimes, to win us to our harm,  
The instruments of darkness tell us truths;  
Win us with honest trifles, to betray's  
In deepest consequence. –  
Cousins, a word, I pray you.

MACBETH *[Aside]* Two truths are told,  
As happy prologues to the swelling act  
Of the imperial theme. – I thank you, gentlemen. –  
*[Aside]* This supernatural soliciting  
Cannot be ill, cannot be good. If ill,  
Why hath it given me earnest of success,  
Commencing in a truth? I am Thane of Cawdor.  
If good, why do I yield to that suggestion,  
Whose horrid image doth unfix my hair  
And make my seated heart knock at my ribs  
Against the use of nature? Present fears  
Are less than horrible imaginings.  
My thought, whose murder yet is but fantastical,  
Shakes so my single state of man that function  
Is smothered in surmise, and nothing is,  
But what is not.

BANQUO Look how our partner's rapt.

MACBETH *[Aside]* If chance will have me king, why chance may crown me  
Without my stir.

BANQUO New honours come upon him  
Like our strange garments, cleave not to their mould,  
But with the aid of use.

MACBETH *[Aside]* Come what come may,  
Time and the hour runs through the roughest day.

# Macbeth Q2

- An essay
- No help is given
- Students need to have learnt quotes, the order of the plot, and key messages to answer this question.

\* 

2	2
---	---

 Lady Macbeth changes throughout the play. Write about some of the ways Lady Macbeth changes and how Shakespeare presents this. [25]

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





MICHAEL FASSBENDER MARION COTILLARD

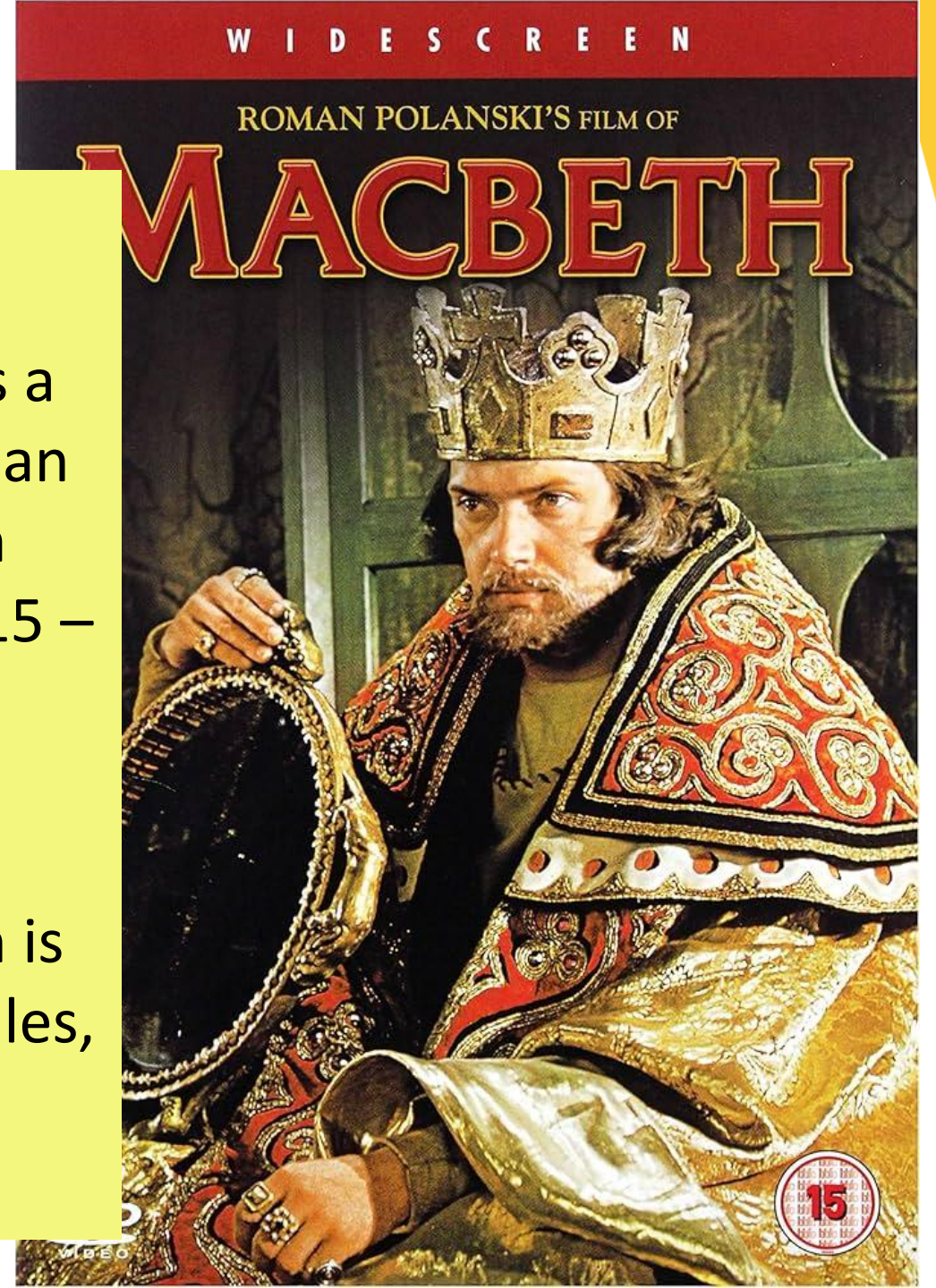
# MACBETH

A FILM BY JUSTIN KURZEL

STUDIOCANAL and FILM4 present in association with BBC FILM ANTON CAPITAL ENTERTAINMENT s.c.a. and CREATIVE SCOTLAND. SEE-SAW FILMS production a film by JUSTIN KURZEL MICHAEL FASSBENDER MARION COTILLARD MACBETH PROUDLY CONS. ELIZABETH BERICKI and DAVID TREWIS COSTUME DESIGNER JINA JAY MUSIC BY JENNY SHIROCORE EDITOR JACQUILINE DURRAN EXECUTIVE PRODUCERS JEB KURZEL PRODUCED BY FIONA CROMBIE WITH CHRIS DICKENS A.C.E. EXECUTIVE PRODUCERS ADAM ARKAPAP AND ANDREW WARREN COSTUME DESIGNER DANIEL PERKINS EXECUTIVE PRODUCERS JENNY BOBBARS BOB WEINSTEIN HARVEY WEINSTEIN PRODUCED BY BAIN CANNING EMILIE SHERMAN LAURA HASTINGS-SMITH EXECUTIVE PRODUCERS TODD LOUISO & JACOB KOSKOFF AND MICHAEL LUSLIE EXECUTIVE PRODUCERS JUS

STUDIOCANAL FILM4

There is a 2015 version of 'Macbeth' – It is a 15 and the Roman Polanski version which is also a 15 – Both are great versions to help with revision. Another version is the animated tales, available on YouTube.



W I D E S C R E E N

ROMAN POLANSKI'S FILM OF

# MACBETH

15

# The Poetry Anthology

- Students study 18 poems.
- They poems present various themes and ideas, including power, nature, love, war, loss, and change.
- On the first question, students will be given *one* of the 18 poems. We don't know which poem this is going to be.
- On the second question, students need to compare the poem they've been given with one from memory – this is probably the most difficult question across all of the papers.

## SECTION B (Poetry)

Answer both **7 1** and **7 2** .

You are advised to spend about 20 minutes on **7 1** , and about 40 minutes on **7 2** .

**7 1** Read the poem below, *London*, by William Blake.

*London* is a poem about a place. How does William Blake present this place in the poem? Refer to the contexts of the poem in your answer. [15]

### London

I wander thro' each charter'd street,  
Near where the charter'd Thames does flow,  
And mark in every face I meet  
Marks of weakness, marks of woe.

5 In every cry of every Man,  
In every Infants cry of fear,  
In every voice, in every ban,  
The mind-forg'd manacles I hear.

10 How the Chimney-sweeper's cry  
Every blackning Church appalls;  
And the hapless Soldier's sigh  
Runs in blood down Palace walls.

15 But most thro' midnight streets I hear  
How the youthful Harlot's curse  
Blasts the new-born Infants tear,  
And blights with plagues the Marriage hearse

WILLIAM BLAKE

**7 2** Choose **one** other poem from the anthology in which the poet also writes about a place.

Compare the way the poet presents the place in your chosen poem with the way William Blake presents the place in *London*. [25]

In your answer to **7 2** you should:

- compare the content and structure of the poems – what they are about and how they are organised
- compare how the writers create effects, using appropriate terminology where relevant
- compare the contexts of the poems, and how these may have influenced the ideas in them.

# Revision Tips

- It is crucial that students know the gist (at the very least) of each of the poems.
- Although we know which poems have already been on the exam, we cannot definitively say that those poems will not come up again.
- To try to reduce the amount of revision students need to do, they could select a poem from each of the themes and revise those poems in more depth.

Certain poems cover several themes.

For example:

War/nature: Mametz Wood

Power/nature: Ozymandias

Love: Valentine

Love/place: Cozy Apologia

Loss/nature: Death of a Naturalist

# Students have been given a knowledge organiser for every poem.

## Afternoons

Summer is fading:  
The leaves fall in ones and twos  
From trees bordering  
The new recreation ground.  
In the hollows of afternoons  
Young mothers assemble  
At swing and sandpit  
Setting free their children.

Behind them, at intervals,  
Stand husbands in skilled trades,  
An estateful of washing,  
And the albums, lettered  
Our Wedding, lying  
Near the television:  
Before them, the wind  
Is ruining their courting-places

That are still courting-places  
(But the lovers are all in school),  
And their children, so intent on  
Finding more unripe acorns,  
Expect to be taken home.  
Their beauty has thickened.  
Something is pushing them  
To the side of their own lives.

**What do you do with this sheet?** Use this to revise exactly what to say about Larkin's 'Afternoons' and how to structure your answer in case it comes up as the named poem.

## Context and Content:

A poem, written in 1959, filled with a deep-seated sadness about the loss of youth making way for the tedious routine of adult life – seen from the outsider's perspective of Larkin, who was never a father or married. This is an example of the poet's pessimism and cynical eye as he sees the mothers losing their identities, looking after their children, and the cycle starting all over again.. Larkin disliked the modern world. He watched these mothers and children from the flat he lived in in Hull in the 1960s and would walk around the park, observing the everyday people he describes.

## Possible Themes/ Question Topics:

Change, adulthood, aging, loss, place, relationships



## 'AFTERNOONS' BY PHILIP LARKIN

WHO?	Young mothers with their children while fathers stand on the sidelines
WHAT?	Summer fades into autumn as mothers supervise their children playing in a park; the husbands seem distant; domestic life carries on while the reminiscences of past romance fade away, like the summer; the women continue to age as their identity is taken over with the pressures of being a mother
WHERE?	In a park in Hull
WHEN?	Late 1950s/ early 1960s

At home, you could quiz your child on the 'who', 'what', 'where', 'when', and 'why' of each poem, along with the rest of the context and content.

You could then check they know the quotations and what to say about them.

Students could turn these into voice notes on their phone to listen to, revision cards, or posters of their own.

Written in free verse to reflect the mundane everyday life of the estate; Larkin repeatedly focuses on the women, suggesting it is they who are most affected by becoming parents; tableau-like imagery reflects the monotony of everyday life

Cozy Apologia, Valentine, To Autumn, As Imperceptibly as Grief, A Wife in London, London

# English Literature Paper 2 – 60% of the GCSE

- This paper is one of the longest GCSEs as it is 2 and a half hours long.
- There are three sections:
- Post-1914 Drama (An Inspector Calls)
- 19<sup>th</sup> Century Prose (A Christmas Carol)
- Unseen Poetry (Poetry students haven't seen before but have to analyse)



GCSE

C720U20-1



WEDNESDAY, 24 MAY 2023 – MORNING

**ENGLISH LITERATURE  
COMPONENT 2**

**Post-1914 Prose/Drama, 19th Century Prose  
and Unseen Poetry**

2 hours 30 minutes

	SECTION A	Pages
<i>Lord of the Flies</i>		2
<i>Anita and Me</i>		3
<i>Never Let Me Go</i>		4
<i>The Woman in Black</i>		5
<i>Oranges are not the Only Fruit</i>		6
<i>The Curious Incident of the Dog in the Night-Time</i>		7
<i>A Taste of Honey</i>		8–9
<i>An Inspector Calls</i>		10–11
<i>The History Boys</i>		12–13
<i>Blood Brothers</i>		14–15
	SECTION B	
<i>A Christmas Carol</i>		16
<i>Silas Marner</i>		17
<i>War of the Worlds</i>		18
<i>Pride and Prejudice</i>		19
<i>Jane Eyre</i>		20
<i>The Strange Case of Dr Jekyll and Mr Hyde</i>		21
	SECTION C	
<i>Unseen Poetry</i>		22–23

- As with Literature Paper 1, students first need to *find* the questions that they need to answer.
- They need to ignore the texts they haven't studied.

**An Inspector Calls**

You are advised to spend about 45 minutes on this question.

**You should use the extract on the opposite page and your knowledge of the whole play to answer this question.**

In *An Inspector Calls* characters react to the discovery of truths in different ways. Write about **some** of these reactions and how they are presented at different points in the play.

In your response you should:

- refer to the extract and the play as a whole
- show your understanding of characters and events in the play. [40]

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

- Students answer one essay question on 'An Inspector Calls'.
- They need to have memorised quotes – they're given an extract *as a starting point only*.
- The majority of their essay should come from their own knowledge.

INSPECTOR And if her story is true – that he was stealing money –

MRS BIRLING [rather agitated now] There's no point in assuming that –

INSPECTOR But suppose we do, what then?

MRS BIRLING Then he'd be entirely responsible – because the girl wouldn't have come to us, and have been refused assistance, if it hadn't been for him –

INSPECTOR So he's the chief culprit anyhow.

MRS BIRLING Certainly. And he ought to be dealt with very severely –

SHEILA [with sudden alarm] Mother – stop – stop!

BIRLING Be quiet, Sheila!

SHEILA But don't you see –

MRS BIRLING [severely] You're behaving like an hysterical child tonight.

[SHEILA begins crying quietly. Mrs BIRLING turns to INSPECTOR.]

And if you'd take some steps to find this young man and then make sure that he's compelled to confess in public his responsibility – instead of staying here asking quite unnecessary questions – then you really would be doing your duty.

INSPECTOR [grimly] Don't worry, Mrs Birling. I shall do my duty. [He looks at his watch.]

MRS BIRLING [triumphantly] I'm glad to hear it.

INSPECTOR No hushing up, eh? Make an example of the young man, eh? Public confession of responsibility – um?

MRS BIRLING Certainly. I consider it your duty. And now no doubt you'd like to say good night.

INSPECTOR Not yet. I'm waiting.

MRS BIRLING Waiting for what?

INSPECTOR To do my duty.

SHEILA [distressed] Now, Mother – don't you see?

MRS BIRLING [understanding now] But surely... I mean... it's ridiculous...  
[She stops, and exchanges a frightened glance with her husband.]

BIRLING [terrified now] Look, Inspector, you're not trying to tell us that – that my boy – is mixed up in this –?

INSPECTOR [sternly] If he is, then we know what to do, don't we? Mrs Birling has just told us.

BIRLING [thunderstruck] My God! But – look here –



# A Christmas Carol

- Students answer one essay question on 'A Christmas Carol'.
- They need to have memorised quotes – they're given an extract *as a starting point only*.
- The majority of their essay should come from their own knowledge.
- They need to discuss what the text teaches us about the context of Victorian England

## SECTION B (19th Century Prose)

Answer on one text only.

2 1

### A Christmas Carol

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole novel to answer this question.

*A Christmas Carol* is full of supernatural and ghostly happenings. Write about some of the supernatural events in *A Christmas Carol* and how they are important to the novel as a whole.

In your response you should:

- refer to the extract and the novel as a whole
- show your understanding of characters and events in the novel
- refer to the contexts of the novel.

[40]

Now, it is a fact, that there was nothing at all particular about the knocker on the door, except that it was very large. It is also a fact, that Scrooge had seen it, night and morning, during his whole residence in that place; also that Scrooge had as little of what is called fancy about him as any man in the city of London, even including—which is a bold word—the corporation, aldermen, and livery. Let it also be borne in mind that Scrooge had not bestowed one thought on Marley, since his last mention of his seven years' dead partner that afternoon. And then let any man explain to me, if he can, how it happened that Scrooge, having his key in the lock of the door, saw in the knocker, without its undergoing any intermediate process of change: not a knocker, but Marley's face.

Marley's face. It was not in impenetrable shadow as the other objects in the yard were, but had a dismal light about it, like a bad lobster in a dark cellar. It was not angry or ferocious, but looked at Scrooge as Marley used to look: with ghostly spectacles turned up on its ghostly forehead. The hair was curiously stirred, as if by breath or hot air; and, though the eyes were wide open, they were perfectly motionless. That, and its livid colour, made it horrible; but its horror seemed to be in spite of the face and beyond its control, rather than a part of its own expression.

As Scrooge looked fixedly at this phenomenon, it was a knocker again.

To say that he was not startled, or that his blood was not conscious of a terrible sensation to which it had been a stranger from infancy, would be untrue. But he put his hand upon the key he had relinquished, turned it sturdily, walked in, and lighted his candle.

He *did* pause, with a moment's irresolution, before he shut the door; and he *did* look cautiously behind it first, as if he half expected to be terrified with the sight of Marley's pigtail sticking out into the hall. But there was nothing on the back of the door, except the screws and nuts that held the knocker on, so he said "Pooh, pooh!" and closed it with a bang.

## A CHRISTMAS CAROL – ENGLISH LITERATURE PAPER 2 – 60% OF YOUR GCSE

**STAVE 1** – Scrooge treats his employee, Bob, his cousin, Fred, and others with contempt. He only cares for money and this is shown through his treatment of these characters at his counting house. He returns home that Christmas Eve and is visited by Marley's Ghost, his ex-business partner. He warns Scrooge that he must change and that he will be visited by three spirits.

**STAVE 2** – The Ghost of Christmas Past visits and shows Scrooge scenes from his past such as when he was a young school boy, his sister, Fan, visiting, and when he was an apprentice at Fezziwig's. He then shows him his fiancée, Belle, breaking up with him due to his obsession with money. He then shows him the life he could have had by showing Scrooge Belle with her husband. Scrooge begins to reflect on how he has treated others.

**STAVE 3** – The Ghost of Christmas Present visits and takes Scrooge to see people from all walks of life celebrating Christmas. This includes solitary places such as miners, but also includes a tight-knit family – the Cratchits. He sees how ill Tiny Tim is. He also

### FORMAT OF ENGLISH LITERATURE PAPER 2:

ONE ESSAY QUESTION ON 'AN INSPECTOR CALLS' – EXTRACT ANALYSIS & EXPLORATION OF THE WHOLE PLAY

ONE ESSAY QUESTION ON 'A CHRISTMAS CAROL' - EXTRACT ANALYSIS & EXPLORATION OF THE WHOLE NOVELLA

UNSEEN POETRY – TWO QUESTIONS – ONE SINGLE POEM ANALYSIS OF AN UNSEEN POEM; ONE QUESTION COMPARING THE FIRST UNSEEN POEM WITH A SECOND UNSEEN POEM

**CONTEXT:** Written by Dickens in 1843 as a direct comment on the conditions endured by the poor (particularly children) during the 'Hungry Forties'. Initially intending to write a pamphlet on the subject, Dickens felt the novel would have more impact and be a "sledgehammer blow" on behalf of the poor.

Having known periods of poverty and hardship in his own childhood, Dickens was a fierce opponent of the Poor Law, which advocated workhouses and prisons as a solution to the problem of social inequality. Dickens saw a need for the wealthy to share their fortunes and help the most vulnerable in society. He directly references the views of Thomas Malthus, who saw poverty as inevitable and a need to 'decrease the surplus population'.

Christmas had fallen out of favour by 1843 and was not universally celebrated. Although a Christian holiday, celebrating the birth of Jesus Christ, it also encompassed pagan traditions around the winter solstice and looked ahead to the coming spring. In addition, Dickens saw Christmas as a time of sharing food, gifts and time. For Dickens, the 'Christmas spirit' is generosity and compassion for others. Dickens can be partially credited with cementing the popularity of the holiday. Ghost stories were traditional at Christmas. These were often read aloud, and the novella format allows for this. The story uses many tropes of the ghost genre and combines these with a morality tale.

### QUOTE

"Solitary as an oyster"

"If they would rather decrease the surplus population"

"darkness is cheap and

"You may be an undigested

"I wear the chain I forged

"mankind was my business"

At home, you could quiz your child on the order of events from the plot summary.

You could then check they know the quotations and what to say about them.

Students could turn these into voice notes on their phone to listen to, revision cards, or posters of their own.



THE HOLIDAY CLASSIC IN COLOR!

There's no  
Christmas Carol  
quite like this  
British version!  
- Leonard Maltin



# A CHRISTMAS CAROL

STARRING ALASTAIR SIM AS  
"SCROOGE"

# Unseen Poetry – The Final Section

## SECTION C (Unseen Poetry)

Answer both **3 1** and **3 2** .

You are advised to spend about 20 minutes on **3 1** and about 40 minutes on **3 2** .

Read the two poems, *Nettles* by Vernon Scannell and *Swimming with Aidan, aged 4* by Luke Wright. In both of these poems the poets write about the experiences of fathers with their young sons.

**3 1** Write about the poem *Nettles* by Vernon Scannell, and its effect on you. [15]

You may wish to:

- consider what the poem is about and how it is organised
- consider the ideas the poet may have wanted us to think about
- consider the poet's choice of words, phrases and images and the effects they create
- consider how you respond to the poem.

### **Nettles**

My son aged three fell in the nettle bed.  
'Bed' seemed a curious name for those green spears,  
That regiment of spite behind the shed:  
It was no place for rest. With sobs and tears  
The boy came seeking comfort and I saw  
White blisters beaded on his tender skin.  
We soothed him till his pain was not so raw.  
At last he offered us a watery grin,  
And then I took my billhook, honed the blade  
And went outside and slashed in fury with it  
Till not a nettle in that fierce parade  
Stood upright any more. And then I lit  
A funeral pyre to burn the fallen dead,  
But in two weeks the busy sun and rain  
Had called up tall recruits behind the shed:  
My son would often feel sharp wounds again.

Vernon Scannell

**3 2**

Now compare *Swimming with Aidan, aged 4* by Luke Wright and *Nettles* by Vernon Scannell. [25]

You should:

- compare what the poems are about and how they are organised
- compare the ideas the poets may have wanted us to think about
- compare the poets' choice of words, phrases and images and the effects they create
- compare how you respond to the poems.

### **Swimming with Aidan, aged 4**

You struggle more than other kids your age,  
can't help yourself: picked scabs, pulled threads, left feet.  
The effort overwhelms. Half-drowned in rage,  
life throws you angry tears and sodden sheets.  
But here you're magic, boy. While others tip-toe,  
too scared to dunk their heads or leave their depth,  
you swagger: grace, grit, guts and get-me gusto.  
You gulp existence down with each gasped breath.  
But when our time is up, the shiver-showers  
smash your short-lived victory to shards.  
That sock just won't go on. You've lost your powers.  
I try to offer word but, boy, it's hard.  
Aloud, my wise old lines are arid spin;  
and so, a hug to keep the victory in.

Luke Wright

Students have a booklet which includes model responses and a ‘how to answer’ section, along with practice questions. The key with unseen poetry is that they practise looking at a range of unseen poems so it’s not so intimidating in the actual exam.

# Unseen Poetry

## Revision

## Booklet

# Aston Academy

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

### 3.1 Model Response

‘Yesterday’ is an exploration into the complex relationship between mother and child. It tells the story of a mother who thinks back over her child’s life as she cleans their shoes. Pogson may have written the poem to highlight how quickly parenthood passes and the slow breaking of the bond of mother and child.

Structurally, the poem follows no clear rhythm with examples of enjambment spanning over several lines. It is possible that Pogson made this choice to emphasise the chaotic nature of parenthood. It is almost as if there is not enough time or space to fit all of her thoughts and feelings in. Like her attitude to parenthood, it appears to be rushed and unpredictable, with the changes in the poem taking the speaker off guard, much like the changes in her child.

(Comment) The poem opens with very positive image of the mother remembering her child as a baby as she (EVIDENCE) “marvelled that anything so perfect could be so small”. (EXPLORE) This suggests to us that the speaker can hardly believe how much she adored her new-born child. The verb “marvelled” creates the image of her simply staring at her child, excited at the child’s mere existence. This creates a stark contrast to her current, boring task

#### Intro

- Answer those three key questions:
- What is the poem?
- What is the story?
- Why did they write it?

#### Structure

**(This can be left out!)**

- Only write about structure if you can link it to meaning!
- Nobody cares if it is written in “Trochaic Tetrameter” if you cannot comment on WHY the poet may have made that choice.

#### Beginning

- Comment / Evidence / Explore
- EXPLORE: Ask yourself the 5 analysis questions from the previous page

## Y11 Online Revision Resources for English Literature

### **Podcasts for every Literature text:**

<https://www.bbc.co.uk/bitesize/topics/zk3dmbk>



### **A Christmas Carol:**

<https://www.bbc.co.uk/bitesize/topics/zwhkxsg> - Revision of plot, characters, and context

<https://www.youtube.com/watch?v=e98F6whQUFM> – Sophisticated analysis of the text

<https://www.youtube.com/watch?v=w7V4tXuhbk8> – Social and Historical Context

### **An Inspector Calls:**

<https://www.bbc.co.uk/bitesize/topics/zpr639g> - Revision of plot, characters, and context

<https://www.youtube.com/watch?v=-nIZckXku0> – Key Quotes and their meaning

<https://www.youtube.com/watch?v=3fXw8lWWtIA&t=313s> – Social and Historical Context

# **English Language Paper 1 – 40% of the GCSE**

## **23<sup>rd</sup> of May - AM**

- **1 hour 45 minutes**
- **One fiction text to read – students haven't seen this story excerpt before and neither have we**
- **Five reading questions**
- **One writing task (a story)**
- **Students have been drafting stories since Y10 in lessons**
- **We have a dedicated Period 6 session for this**
- **Lunchtime sessions ongoing**

0 1 **Read lines 1–6.**

List five things you learn about Lisa in these lines. [5]

0 2 **Read lines 7–14.**

What impressions does the writer create of Lisa's mother in these lines? [5]

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

0 3 **Read lines 15–33.**

In what ways does Lisa change when she goes to art college? How does the writer show these changes? [10]

You should write about:

- what happens in these lines
- the writer's use of language and structure

You must refer to the text to support your answer, using relevant subject terminology where appropriate.

0 4 **Read lines 34–66.**

What are the narrator's thoughts and feelings in these lines? How does the writer show her thoughts and feelings? [10]

You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

0 5 **To answer this question, read lines 67–78 and consider the passage as a whole.**

"The narrator and her mother are totally unaware of what Lisa is really like."

To what extent do you agree with this statement? [10]

You should write about:

- your thoughts and feelings about how the narrator and her mother are presented in lines 67–78 and the passage as a whole
- how the writer has created these thoughts and feelings

You must refer to the text to support your answer.

- The reading questions test the ability to understand, infer, and track how the characters change or develop across the course of the text.
- Students also need to demonstrate that they can evaluate a statement.

**SECTION B: 40 marks**

In this section you will be assessed for the quality of your **creative prose writing** skills.

24 marks are awarded for communication and organisation; 16 marks are awarded for vocabulary, sentence structure, spelling and punctuation.

You should aim to write about 450–600 words.

Choose **one** of the following titles for your writing:

[40]

Either,

1	1
---	---

 a) The Big Decision.

Or,

1	1
---	---

 b) Write a story that ends:  
... and I don't miss her at all.

Or,

1	1
---	---

 c) Write about an occasion when you did someone a favour.

Or,

1	1
---	---

 d) Write a story that begins:  
Mum insisted that I went to the supermarket with her.

The space below can be used to plan your work.

In 45 minutes, students are expected to produce a story of around 2 ½ sides.

They are awarded marks for how well they communicate and how accurately they spell, punctuate, and use grammar.

They are given four story titles as options.

# English Language Paper 2 – 60% of the GCSE

- Six reading questions
- The first two focus on the modern text
- The second two focus on the Victorian text
- The final two focus on both texts

## SECTION A: 40 marks

Answer all the following questions.

The separate Resource Material for use with Section A is a newspaper article, 'We save people. It's just our job', by Louise France.

The extract on the opposite page is a newspaper article which appeared in the *New York Tribune* in 1869.

Read the newspaper article, 'We save people. It's just our job' in the separate Resource Material.

- 1 1
- a) What was the date of the rescue that Aileen Jones was involved in? [1]
  - b) What was the name of the boat that got into trouble? [1]
  - c) How long did the rescue last? [1]

- 1 2
- How does the writer, Louise France, try to show the rescue was both dangerous and dramatic?
- You should comment on:
- what is said
  - the use of language, tone and structure [10]

You must refer to the text to support your comments, using relevant subject terminology where appropriate.

To answer the following questions you will need to read the newspaper article on the opposite page from the *New York Tribune*.

- 1 3
- a) How many people did Ida Lewis save in her first rescue? [1]
  - b) How long were the soldiers in the water before the boy was swept away? [1]
  - c) Give one piece of evidence to show that the soldiers were in a poor condition after the rescue. [1]

- 1 4
- "The newspaper article paints a vivid picture of the difficult conditions faced by Ida and her brother on the day they rescued the soldiers."

To what extent do you agree with this view?

You should comment on:

- what is said
- how it is said [10]

You must refer to the text to support your comments.

- Two writing tasks
- Students do both
- Usually, a combination of a letter, speech, and an article.
- Usually, one is quite a lively written task whereas the other is more formal.
- Like paper 1, students are marked on their technical accuracy but are also marked on how well they fit the brief. For example, if it's an article, it needs to read like an article and not a letter, for instance.

**SECTION B: 40 marks**

Answer Question 

2	1
---	---

 and Question 

2	2
---	---

.

In this section you will be assessed for the quality of your writing skills.

For each question, 12 marks are awarded for communication and organisation; 8 marks are awarded for vocabulary, sentence structure, punctuation and spelling.

Think about the purpose and audience for your writing.

You should aim to write about 300–400 words for each task.

2	1
---	---

You have been asked to write an article for your school/college magazine with the title: 'The Best Way to Spend a Saturday'.

**Write your article.**

[20]

2	2
---	---

A letter has appeared in a local newspaper suggesting that young people should have to do a period of voluntary work when they leave school.

**Write a letter to the local newspaper giving your views on this suggestion.** [20]

The space below can be used to plan your work.

# How to revise for English Language Paper 1 and 2

- Use the past papers in the printed booklet.
- The key with English Language is practising questions as students don't need to learn quotes, a plot, or about characters.
- Practise a question from the booklet, under timed conditions, and ask English teacher to provide feedback. Miss. Rogers is happy to read any answers you produce, too.
- You can also revise the stories you have written as these can be adapted in the exam.
- The past papers are also uploaded onto your Google Classroom for students to use.

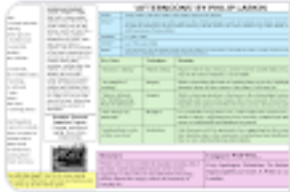
# Revision materials provided to students



Y11 Example Answer Book...  
Microsoft Word

Unseen Poetry  
Revision  
Booklet  
Aston  
Academy

Unseen booklet.docx  
Microsoft Word



Poetry Anthology Knowle...  
Microsoft PowerPoint



Y11 Online Revision Resou...  
Microsoft Word



Literature Practice Questi...  
Microsoft Word



AIC REVISION POSTER 1.d...  
Microsoft Word



MACBETH REVISION post...  
Microsoft Word



ACET English Language  
2020 Revision Pack  
Name: \_\_\_\_\_  
Teacher: \_\_\_\_\_

ACET Spring Booklet with ...  
Microsoft Word



ACC REVISION POSTER.d...  
Microsoft Word

# Revision materials provided to students

A Christmas  
Carol  
The Plot

00:00

A Christmas Carol Plot.wmv  
Windows Media Player

An Inspector Calls  
Key Quotes – Act I

00:00

AIC Act I Quotes.wmv  
Windows Media Player

An Inspector Calls  
Quotes  
Act II

00:00

AIC Act II Quotes.wmv  
Windows Media Player

Revising An  
Inspector Calls –  
Plot and Form

00:00

AIC Plot.wmv  
Windows Media Player

# What extra support will students have in the lead up to examinations?

- Period 6 every Thursday
- Teacher support at lunchtimes
- Dedicated Wednesday lunchtime sessions
- Practising questions in lesson time
- Booster sessions in the afternoons before each exam
- Saturday school online sessions
- Easter/May half-term sessions



20th of January 2026

# Maths

# Mr Aloba- Head of Maths Faculty



Resilience



Pride



Respect



Ambition



Responsibility

If you think you can, or if u think you can't.. Either way ur correct... It's the thinking that makes it so.

— *Henry Ford* —

Our success has not been a continual series of victories. We have had a number of devastating setbacks; how these are handled is the making of a great team... winning does not happen in straight lines.

— *Clive Woodward* —

Marginal gains comes not from doing 1 thing 100% better but by doing 100 things 1% better.

—— *Sir Dave Brailsford* ——

# Why GCSE Maths Matters.

- Essential for further education and careers.
- Builds problem-solving and confidence.
- It is a key life skill that helps with budgeting and understanding interest rates.
- Improves employability.
- With a GCSE in Maths, a change in career options is more viable.

# Common Challenges in GCSE Maths Exams.

- Forgetting key methods.

The table shows the average number of miles a particular car can travel using one gallon of fuel.

Miles per gallon on roads <b>in town</b>	Miles per gallon on roads <b>out of town</b>
24.9	51.4

In one month, the car travels a total of 600 miles.

The car travels 100 miles on roads **in town** and travels the remaining miles on roads **out of town**.

One gallon of fuel costs £6.04.

By **rounding numbers to a suitable degree of accuracy, estimate** the total cost of the fuel used in that month.

You must show your working.

**[6]**



# These are the 3 Maths Exam Dates

- Exam Board is **OCR**. The paper code is **J560**
- Paper 1: Thursday 14<sup>th</sup> May 26: **Calculator** Paper.
- Paper 2: Wednesday 3<sup>rd</sup> June 26: **Non-Calculator** Paper.
- Paper 3: Wednesday 10<sup>th</sup> June 26: **Calculator** Paper.



# Using a Maths Revision Wheel at Home

- Include key areas: Number, Algebra, Ratio, Geometry, Data.
- 10–20 minutes per section
- Display it clearly and review weekly

## How Parents Can Support the Revision Wheel.

- Encourage short, frequent revision sessions.
- Revisit topics after 1 day, 1 week, and 1 month.
- Your child should have a personal calculator.
- No valid Maths method is outdated.

# Zones of Emotional Stability

- Learning is affected by emotions.
- Calm zone = best learning.
- Stress or shutdown reduces focus and memory



# Creating a Positive Maths Study Routine.

- Consistent time and quiet space.
- No phones during revision.
- Short sessions are more effective than long ones.
- No music should be playing when revising.
- Keep disruption from siblings to a minimum.



# Exam Preparation Tips.

- Practise past papers little and often.
- Focus on exam technique.
- Review mistakes carefully.
- Work on areas that you feel less confident.
- Simulate exam condition to help manage time and concentration.
- Have the right equipment. Especially a calculator

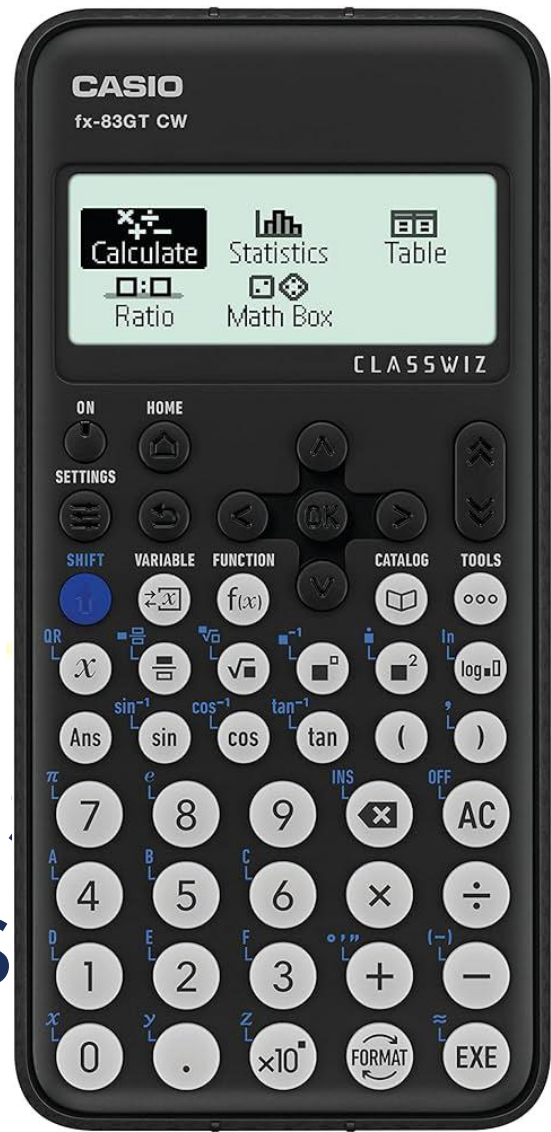
# Calculate.

$$\frac{270}{2.5^2} - \frac{4.6 + 17.2}{8.4 - 6.8}$$

- Saves time
- Helps on questions

Give your

to 2  
te  
s s





# Working Together for Success

- Stay in contact with teachers.
- Support strategies deployed by the teachers.
- Encourage attendance and homework completion.
- Your support builds confidence and resilience.
- Support the faculty with decisions made to support your child.

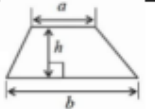
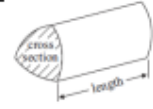

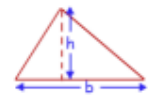



# What the faculty is doing to support.

- Period 6 every Tuesday 3.00pm – 4.00pm.
- Setting homework every week to support.
- Intervention classes created to support and improve outcomes.
- Past paper Thursday every week.
- Visit from exam board to support students.
- Holiday School. (Not confirmed yet)

## MATHS FACTS – FOUNDATION (Grades 4/5)

These are some of the key formulae, conversions and facts you need to remember and apply to exam questions.

 <p>Area of trapezium = <math>\frac{1}{2}(a + b)h</math></p>	 <p>Volume of prism = Area of cross section <math>\times</math> Length</p>	 <p>Circumference of a circle = <math>2\pi r = \pi d</math> Area of a circle = <math>\pi r^2</math></p>
<p>Total accrued = <math>P\left(1 + \frac{r}{100}\right)^n</math></p> <p>Where <b>P</b> is the principal amount, <b>r</b> is the interest rate over a given period and <b>n</b> is the number of times that the interest is compounded.</p>	 <p>Area of a triangle = <math>\frac{bh}{2}</math></p>	 <p>Chord, Tangent, Diameter, Radius</p>
<p>Conversions to remember...</p> <p>1km = 1000m 1m = 100cm 1cm = 10mm 1kg = 1000g</p>	<p>Simple Algebra...</p> <p><math>y + y + y = 3y</math> <math>w \times w \times w = w^3</math> <math>a \times b = ab</math> <math>3c \times 4cd = 12c^2d</math></p>	<p>Laws of Indices...</p> <p><math>w^2 \times w^7 = w^9</math> <math>w^2 \div w^7 = w^{-5}</math> <math>(w^2)^7 = w^{14}</math> <math>w^0 = 1</math> <math>w^{-2} = \frac{1}{w^2}</math></p>

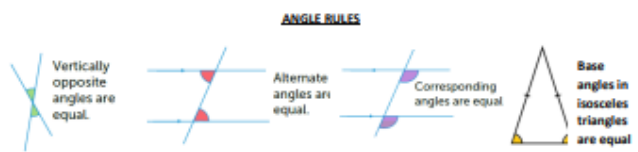
**TRANSFORMATIONS**

**Rotate** - turn around a point  
**Reflect** - in a mirror line  
**Translate** - Move  $\begin{pmatrix} x \\ y \end{pmatrix}$   
**Enlarge** - Change the size

**SIMULTANEOUS EQUATIONS**

Same Signs... Subtract  
Different... Add

<b>D</b>	<b>M</b>
$\frac{D}{S \times T}$	$\frac{M}{D \times V}$
Speed	Density



# Maths facts.

### LEARN THESE...

Fraction	Decimal	Percentage	Symbol	Meaning	Word	Meaning
$\frac{1}{2}$	0.5	50%	<	Less than	Mean	Add the numbers together and divide by how many numbers there are
$\frac{3}{4}$	0.75	75%	>	Greater than	Median	Put the numbers in order and find the middle
$\frac{1}{3}$	0.333...	33.3%	$\leq$	Less than or equal to	Mode	The number you see the most
$\frac{1}{8}$	0.125	12.5%	$\geq$	Greater than or equal to	Range	Biggest number subtract the smallest
$\frac{2}{3}$	0.666...	66.6%	=	Equal/ the same		
			Error interval	$... \leq x < ...$		

**Square numbers:** 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144

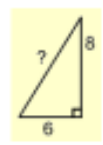
**Cube numbers:** 1, 8, 27, 64

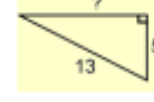
**First 10 Prime numbers:** 2, 3, 5, 7, 11, 13, 17, 19, 23, 29

You will need to know what the letters stand for in the **SUVAT** equations

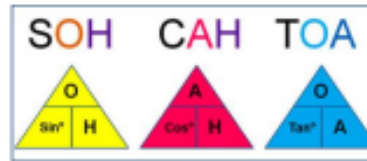
**S** - Distance  
**U** - Initial Velocity  
**V** - Final Velocity  
**A** - Acceleration  
**T** - Time

### RIGHT ANGLED TRIANGLES

Finding the longest side? 

Finding a shorter side? 

"Square it, square it, add it, root it"  
"Square it, square it, subtract it, root it"



Label the sides with H, O and A  
Cross out the side you don't need  
Decide whether it's SOH CAH or TOA

### OTHER THINGS TO REMEMBER...

**Probability Trees** - branches from the same point must add to 1, we multiply along the branches to find the probability of 2 events happening

**Nth term** - Use DINO

**BIDMAS** - Use when answering a long number sentence, e.g.  $2 + 3 \times 5^2$

**Calculate / Estimate the Mean** (from a table of data) - Use MMAD

**Factorise** - Put back into brackets, e.g.  $10ab + 15b^2 = 5b(2a + 3b)$

**Probability Tables** - must add to 1

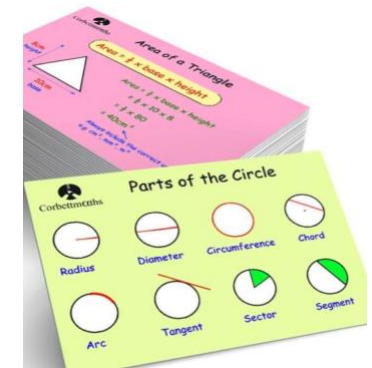
**Estimate** - When estimating, round EVERYTHING to 1 significant figure, e.g. Estimate  $\frac{37.2 \times 3.781}{4.82} = \frac{40 \times 4}{5} = \frac{160}{5} = 32$

**Substitution** - There is a hidden times between a number and letter, e.g. Find  $4x$  when  $x = 7$ , means  $4 \times 7$

**Standard Form** - always written as a number between 1 and 10 then  $\times 10^n$ , positive powers means the number gets bigger, negative power means the number gets smaller

$5.2 \times 10^4$	$\leftrightarrow$	52000
$3.7 \times 10^{-2}$	$\leftrightarrow$	0.0037

- Use the maths facts sheets given today to make flashcards.
- Get your family or friends to test you.



- Make "look, cover, write" sheets by folding a piece of paper to help you memorise.

		
<b>Look, Say, Cover</b>	<b>Write and Check</b>	<b>Write and Check</b>

# Useful Websites

## Useful Info:

- Sparx Maths.

All homework is set on Sparx maths. Students can use QLA from trial exams to independently revise on Sparx.

Q	Topic	Mark	Max	SparxMaths Code
1	Using a calculator, Rounding decimals using significant figures	2	2	U926, U965
2	Finding the percentage an amount has been changed by	1	3	U278
3a	Sharing amounts in a given ratio	2	2	U577
3b	Converting between ratios, fractions and percentages	3	3	U176
4a	Simple interest calculations	2	3	U533
4b	Simple interest calculations	0	3	U533
5a	Using standard form with negative indices	1	1	U534
5b	Using standard form, Reading, converting and calculating with time	2	2	U534, U330, U902
5c	Standard form with a calculator	1	3	U161
6	Finding averages from frequency tables	1	4	U569
7a	Graphs of reciprocal functions	x	3	



# Useful Websites

## Useful Info:

- **Google Classroom.** All past paper Thursdays with mark scheme on for students to use,



AA-24-25-11Y/Ma2

Instructions Student work

 **Maths: Past Paper Thursday 1** 

Maths TLR • Jan 9 Due Jan 15

Question paper and mark scheme attached. Remember to bring your completed and marked booklet to your next past paper Thursday for your teacher to see your independent work.

	<b>P4 November 2018 MS.pdf</b> PDF		<b>P4 November 2018 QP.pdf</b> PDF
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# Useful Websites

## Useful Info:

### - Maths Genie

#### Grade 4

#	Videos	Exam Questions	Exam Questions Booklet	Solutions
4.1	<a href="#">Compound Interest and Depreciation</a>	<a href="#">Exam Questions</a>	<a href="#">Compound Interest and Depreciation</a>	<a href="#">Solutions</a>
4.2	<a href="#">Indices</a>	<a href="#">Exam Questions</a>	<a href="#">Indices</a>	<a href="#">Solutions</a>
4.3	<a href="#">Prime Factors, HCF and LCM</a>	<a href="#">Exam Questions</a>	<a href="#">HCF, LCM</a>	<a href="#">Solutions</a>
4.4	<a href="#">Real Life and Distance Time Graphs</a>		<a href="#">Real Life Graphs</a>	<a href="#">Solutions</a>
4.5	<a href="#">Inequalities</a>	<a href="#">Exam Questions</a>	<a href="#">Inequalities</a>	<a href="#">Solutions</a>

# Useful Websites

## Useful Info:

### - Corbett Maths

#### **Revision Checklists**

[OCR Foundation – Revision Checklist](#)

#### **A Bit of Everything Paper**

[OCR Foundation – A Bit of Everything Paper](#)

[OCR Foundation – A BIT OF EVERYTHING answers Q1 to Q50](#)

[OCR Foundation – A BIT OF EVERYTHING answers Q51 to Q116](#)

#### **Practice Papers**

[Practice Papers and Solutions](#)

#### **YouTube Playlists**

[OCR Foundation – YouTube Playlist](#)

#### **Revision Cards**

[Foundation Revision Cards](#)

# Useful Websites

## Useful Info:

- **Physics and Maths Tutor**

### GCSE / IGCSE Maths Papers

**Online Maths Easter Crash Courses**  
Struggling with Maths? Join our 2-day [online GCSE Maths Easter Revision Courses](#). Separate courses for Edexcel and Edexcel International GCSE. Targeted revision to boost your understanding. [Learn more!](#)

Here you will find past exam papers and mark schemes for each of the modules below.

AQA	CAIE	Edexcel GCSE	<b>OCR</b>	Eduqas
<a href="#">Paper 1</a>	<a href="#">Paper 1</a>	<a href="#">Paper 1</a>	<a href="#">Paper 1</a>	<a href="#">Component 1</a>
<a href="#">Paper 2</a>	<a href="#">Paper 2</a>	<a href="#">Paper 2</a>	<a href="#">Paper 2</a>	<a href="#">Component 2</a>
<a href="#">Paper 3</a>	<a href="#">Paper 3</a>	<a href="#">Paper 2</a>	<a href="#">Paper 3</a>	

# Useful Websites

A and B, are mathematically similar.  
Volume  $2400 \text{ cm}^3$  and height  $12 \text{ cm}$ .  
Volume  $750 \text{ cm}^3$

of cylinder B.  
er correct to an appropriate degree of accuracy.

Ratio lengths  $x : y$   
areas  $x^2 : y^2$   
Volumes  $x^3 : y^3$

$2400 : 750$   
 $3.2 : 1$   
 $\sqrt[3]{3.2} : 1$

[5]

1. 473612599

1:12:49 / 1:34:27 • Q19 - Similar s... >

**Useful Info:**  
Mr Tompkins  
EdTech  
OCR Exam  
Walkthroughs to  
match PPT.

## GCSE Maths OCR November 2018 Paper 4 Higher Tier Walkthrough



Mr Tompkins EdTech  
23.3K subscribers

Subscribe

89



Share



# Useful Websites

Hannah Kettle  
teaching Maths for 12 years now |  
examined for Ed XL every

## GCSE MATHS LIVE LESSONS:

Open to Everyone	Subscribers Only
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Thurs 4th Jan	Sun 7th Jan
Thurs 11th Jan	Sun 14th Jan
Thurs 18th Jan	Sun 21st Jan
Thurs 25th Jan	Sun 28th Jan
Thurs 1st Feb	Sun 7th Feb
Thurs 8th Feb	Sun 14th Feb

FREE to access on my own channel. LIVE on my own channel. Link to my bio

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GCSE Maths Live Revision Lessons!  
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Hannah Kettle  
MATHS TUTORIALS

3x on the left hand side and that equals 15.

Solve  $3x - 2 = 13$

$$\begin{array}{r} +2 \quad | \quad +2 \\ 3x \quad | \quad 15 \end{array}$$

Search "solving equations foundation gcse"

@HannahKettleMaths [Subscribe](#)

Solving Equations

**Useful Info:**  
Hannah Kettle Maths Live Lessons on TikTok and useful exam short videos.

# Testimonial from students.

Ast  
ACAD



work, doing past papers, all that added



# Testimonial from students.

"At the start of my GCSE Maths journey, I didn't feel very confident in maths and found some topics difficult. I struggled most with things like probability and problem-solving questions.

To improve, I practised A LOT of exam paper questions, revised key topics, and asked for help when I didn't understand something. Over time, my confidence grew and my results improved."

"Although maths was challenging for me, I learned to not give up and to manage my time better in exams. Overall, I am proud of the progress I made during my GCSE Maths journey."

"I ended up with a very high 6 (6 marks off a 7) for my maths GCSE's and that was an improvement from the lower 5 I had gotten by the end of Year 10. I hope this encourages the next Year 11's to work hard and be resilient over their GCSE maths course."

# Why science matters!

- Science builds problem-solvers
- It supports everyday decisions (health, tech, environment)
- Strong science grades open doors

# What's assessed (AQA)

- Trilogy (Combined): Bio/Chem/Phys Paper 1 & 2 (6 papers total) – 1 hr 15 min – Double award (Grade 5-5)
- Separate Sciences: 2 x 1 hr 45 min papers per subject (6 papers total)
- Written exams test: knowledge + application + maths + practical skills
- Higher tier (Grade 3-9); Foundation tier (Grade 1-5).  
Final tiering decision March 26

# What's assessed (AQA)

Biology		Chemistry		Physics	
Paper 1	Paper 2	Paper 1	Paper 2	Paper 1	Paper 2
Cell biology	Homeostasis	Atoms	Reactions	Energy	Forces
Organisation	Inheritance	Bonding	Organics	Electricity	Waves
Infection	Ecology	Calculations	Analysis	Matter	Magnetism
Bioenergetics		Changes	Atmosphere	Atoms	
			Resources		

# What students need to be confident with

- Learn key knowledge accurately
- Apply ideas to new scenarios
- Use maths and units correctly
- Practical questions: variables, method, graphs, evaluating

# 5 Common errors (and the quick fixes)

## 1. Not answering the question / command word

0 4 . 3 Explain why aluminium window frames do **not** corrode after they are made.

[2 marks]

They react with the oxygen to ~~to~~ form an aluminium oxide outer layer ~~and~~ which protects the Aluminium. (sacrificial protection)

Answer states 'aluminium is protected', but doesn't explain why.

Total 1 mark.

# 5 Common errors (and the quick fixes)

## 2. Vague science language

0 5 . 3 Insulin cannot be taken as a tablet. This is because insulin is a type of protein.

What would happen to the insulin in the tablet if it reached the stomach?

[1 mark]

~~It~~

It would be broken down  
into protease

If the student hadn't written 'into protease' they could have scored the mark as this part is incorrect science.

# 5 Common errors (and the quick fixes)

## 3. Missing working or units in calculations

0 2 . 4 The gymnast has a mass of 45 kg  
gravitational field strength = 9.8 N/kg

Calculate the weight of the gymnast.

Use the equation:

$$\text{weight} = \text{mass} \times \text{gravitational field strength}$$

9.8 45 [2 marks]

---

$$9.8 - 45 = 4.5918367$$

---

Weight = 4.5918367 N

The correct numbers have been used, but not the equation given. The student has written

$$9.8 - 45$$

The student has then used their calculator incorrectly for their final answer, so scores no marks.

# 5 Common errors (and the quick fixes)

## 4. Graph mistakes (scale/labels/best fit)

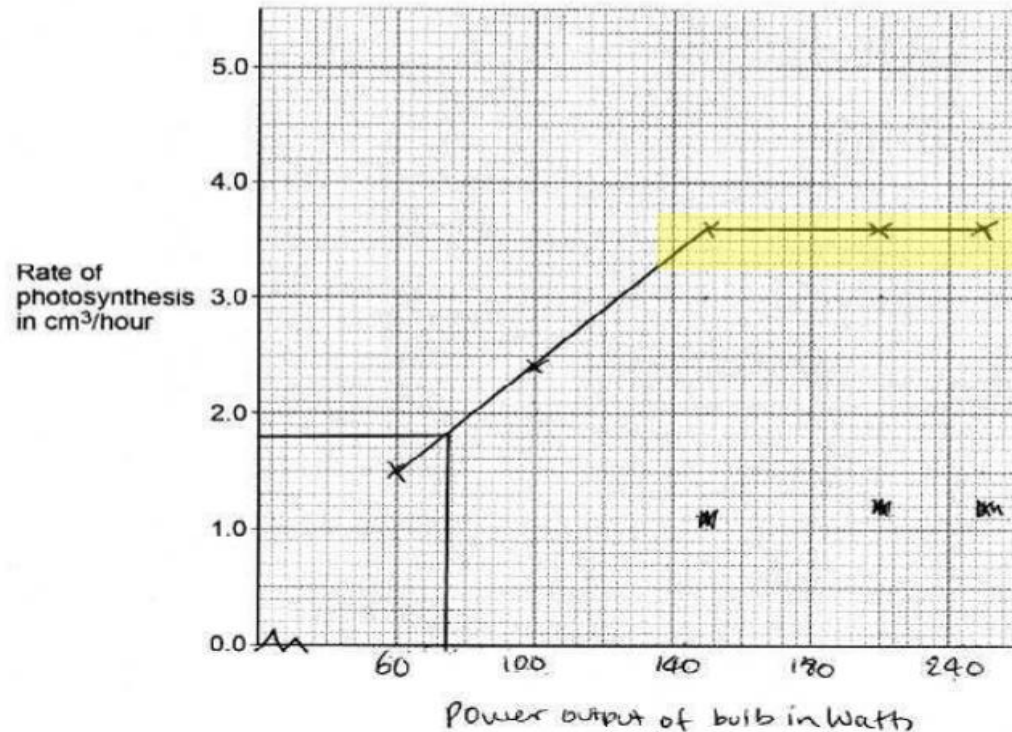
09.5 Complete Figure 15.

[4 marks]

You should:

- label the x-axis
- use a suitable scale
- plot the data from Table 9 and your answer to Question 09.4
- draw a line of best fit.

Figure 15



One point is plotted incorrectly.

The line should be a curve.

Uneven scale and no scale after 240 – we don't know what the scale will be above 240.

# 5 Common errors (and the quick fixes)

## 5. Practical evaluation: not specific

1 1

A student carried out an investigation to determine the spring constant of a spring.

Table 4 gives the data obtained by the student.

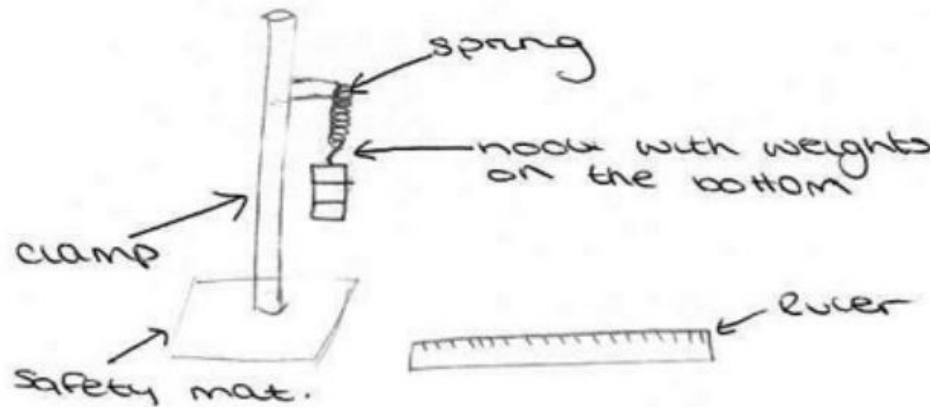
1 1 . 1

Describe a method the student could have used to obtain the data given in Table 4.

Your answer should include any cause of inaccuracy in the data.

Your answer may include a labelled diagram.

[6 marks]



- Get a clamp, a ruler (in cm), a spring, a hook, weights of 2N each
- Attach the spring to the clamp and

Table 4

Force in N	Extension in cm
0	0.0
2	3.5
4	8.0
6	12.5
8	16.0
10	20.0

# The revision routine that works

Weekly “3–2–1” structure

- 3 × 20–30 min: learn + questions
- 2 × 10–15 min: retrieval (no notes)
- 1 × 20–30 min: timed exam questions + self-mark + next steps

# Best websites and YouTubers

- Seneca (course practice)
- Physics & Maths Tutor (PMT) (topic Qs + past papers)
- Primrose Kitten
- Science Shorts



# How we support in school

- Period 6: Wednesday (Week B)
- Tutor time: Required practical focus
- Seneca Homework: online learning & practice
- Period 7 Past papers with Mr Rubbo

# What can you do without being a science expert

- Ask: “Explain it to me in 60 seconds”
- Check: working + units (e.g. Grams, Newtons, Joules, after every mathematical answer)
- Use a timer: focus then break
- Prioritise weak topics (not favourites)
- Do some exam questions early
- Praise effort and routine, not just results

# Quick checklist

This week, check:

- 3 learning sessions done (Seneca/Science Short)
- 2 retrieval sessions done (no notes)
- 1 timed exam-question session done (PMT/past paper)
- Corrections completed
- Period 6 attended (Wed Week B)