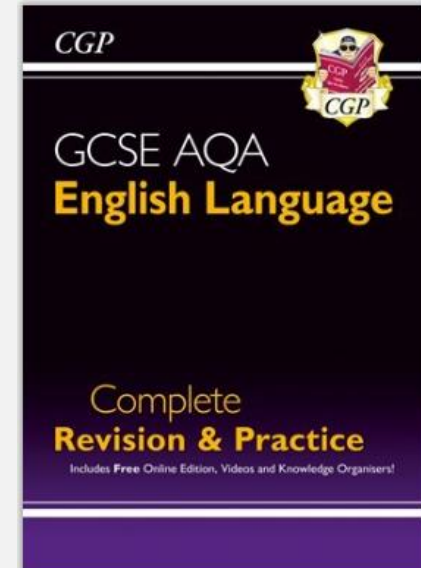
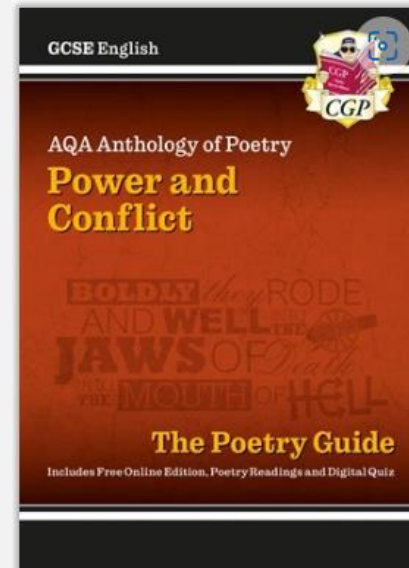
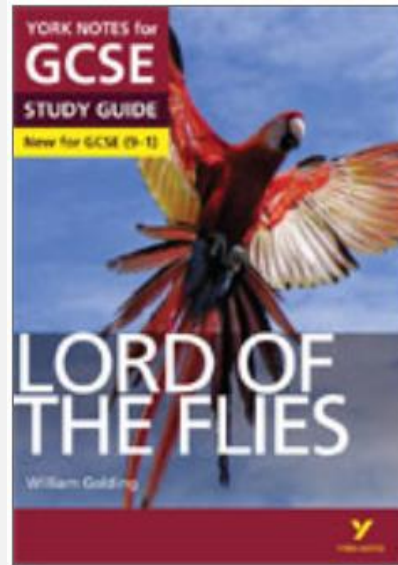
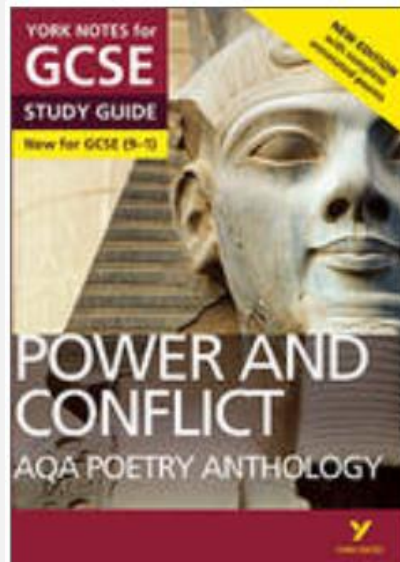
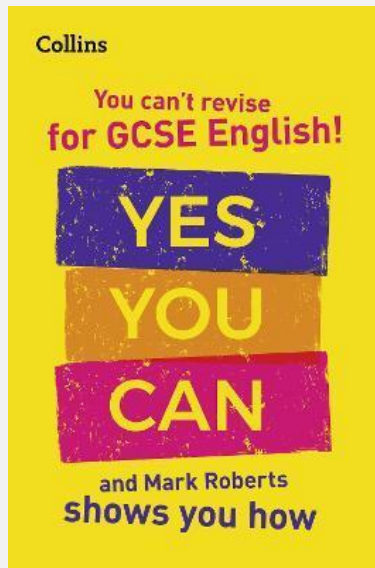


# PREPARING FOR THE EXAMS AHEAD

MELLONEY EASTBURN-CUTTS, HELEN LOGAN,  
JAMES GREENWOOD, TAZ HALL, TEIGAN COCKER, & JENNA CARLYON

# ENGLISH

- Revision Guide(s)
- Revision techniques – Dual coding, Clock revision
- Exam Content



# Revising English

## Exam dates

- 22/06/23 English Language Paper 1
- 23/06/23 English Literature Paper 2 (bespoke)

## Revision sessions

- 15/06/23 English Language Paper 1, Questions 4 + 5
- 22/06/23 Power and Conflict poetry

# How are you marked?

**AO1:** Read, understand and respond to texts. Using a **critical style** and relevant **textual references** to support.

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

**AO3:** Show understanding of the relationships between texts and the **contexts** in which they were written.

**AO4:** Use a range of **vocabulary** and sentence structures for clarity, purpose and effect, with accurate **spelling** and **punctuation**.

## Bespoke Literature Paper 2

### What will the exams look like?

#### Bespoke Literature Paper 2 (1hr 30mins)

**Lord of the Flies (30+4 marks)**

*Choice of two questions (character/theme). Choose one.*

*No extract given. You must consider the entirety of the text.*

**Power and Conflict poetry (30 marks)**

*Named poem will be printed. Compare to another poem from the cluster from memory.*

*There will be other texts there that other schools will study, make sure you find Lord of the Flies and Power and Conflict and **ONLY** answer these.*

# How are you marked?

**AO1:** Read, understand and respond to texts. Using a **critical style** and relevant **textual references** to support.

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

**AO4:** **Evaluate** texts critically.

**AO5:** Communicate clearly with the appropriate **tone**.

**Organise** ideas to support cohesion.

**AO6:** **Range** of vocabulary and sentence structures with accurate **spelling** and **punctuation**.

## Language Paper 1

### What will the exams look like?

#### Language Paper 1 (1hr 45mins)

One fiction extract.

#### Section A: Reading

Q1 – List four things. (4 marks)

Q2 – Language analysis (8 marks)

Q3 – Structural analysis (8 marks)

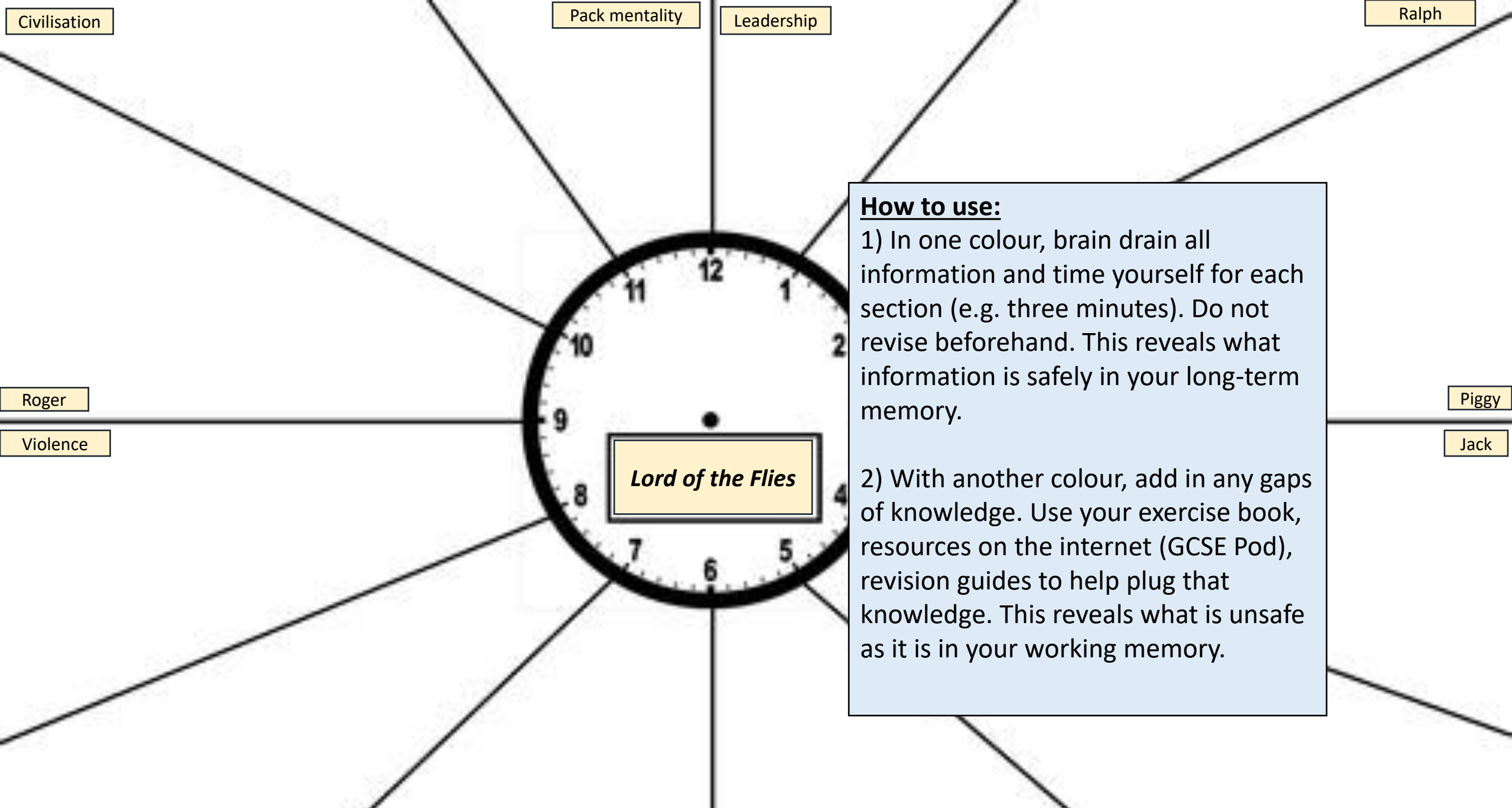
Q4 – Response to a statement and evaluation (20 marks)

#### Section B: Writing

Q5 – Description/narrative writing. Picture stimulus. (40 marks)

# Revision clock

- Clock revision
- Colour coded based on memory
- Rehearse knowledge
- Visually reflects the increasing knowledge that is secure in the long-term memory
- Chunks literature texts into more a more manageable size!



**How to use:**

1) In one colour, brain drain all information and time yourself for each section (e.g. three minutes). Do not revise beforehand. This reveals what information is safely in your long-term memory.

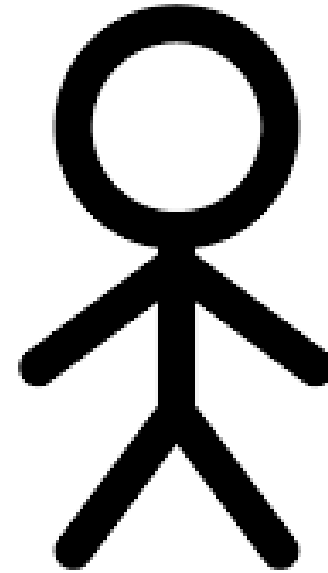
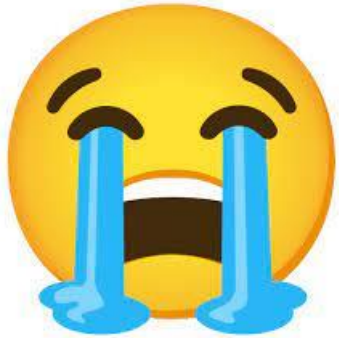
2) With another colour, add in any gaps of knowledge. Use your exercise book, resources on the internet (GCSE Pod), revision guides to help plug that knowledge. This reveals what is unsafe as it is in your working memory.

# Dual coding

- Using picture/symbol prompts for memorising quotations



# What's the quotation?



# What's the quotation?



# What's the quotation?



# Try it yourself!

## Task: Pick one of the quotations and dual code it!

- ‘He snatched his knife out of the sheath and slammed it into a tree trunk.’
- “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.”
- “This head is for the beast. It’s a gift.”
- “Anyway, you don’t hunt or build or help – you’re a lot of cry-babies and sissies.”
- ‘...leapt on to the beast, screamed, struck, bit, tore.’
- ‘Authority sat on his shoulder and chattered in his ear like an ape.’

# Online revision

Below are some handy websites to help you remind yourself of plot and character:

## REMEMBER GCSE POD WILL HELP YOU REVISE!

### Language links:

<https://members.gcsepod.com/shared/podcasts/title/14254/85111>

<https://members.gcsepod.com/shared/podcasts/title/14256/85126>

<https://members.gcsepod.com/shared/podcasts/title/14259/85140>

<https://members.gcsepod.com/shared/podcasts/title/14257/85133>

## LORD OF THE FLIES

Plot video:

<https://www.youtube.com/watch?v=-tXpA3dIEtI>

Themes:

<https://www.litcharts.com/lit/lord-of-the-flies/themes>

Character:

<https://www.sparknotes.com/lit/flies/characters/>

Analysis:

<https://www.youtube.com/watch?v=B57kzFfEPwA>

Full text:

<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbm9qb2FubnVuemlhdGEzfGd4OjNhMWQ2ZjJkMMDc5ZWJjOTA>

## POWER AND CONFLICT POETRY

My Last Duchess:

['My Last Duchess' by Robert Browning: Mr Bruff Analysis - YouTube](#)

Ozymandias:

[Percy Shelley's 'Ozymandias': Mr Bruff Analysis – YouTube](#)

London:

[William Blake: 'London' - Mr Bruff Analysis – YouTube](#)

War Photographer:

[https://www.youtube.com/watch?v=HeZCQIUMQxI&list=PLqGFsWf-P-cA064IBHZTFwTz2X0DD\\_Cxk&index=11](https://www.youtube.com/watch?v=HeZCQIUMQxI&list=PLqGFsWf-P-cA064IBHZTFwTz2X0DD_Cxk&index=11)

Poppies:

[https://www.youtube.com/watch?v=FEqSAT77SDQ&list=PLqGFsWf-P-cA064IBHZTFwTz2X0DD\\_Cxk&index=10](https://www.youtube.com/watch?v=FEqSAT77SDQ&list=PLqGFsWf-P-cA064IBHZTFwTz2X0DD_Cxk&index=10)

Bayonet Charge:

[https://www.youtube.com/watch?v=6AMuwf9zzKM&list=PLqGFsWf-P-cA064IBHZTFwTz2X0DD\\_Cxk&index=8](https://www.youtube.com/watch?v=6AMuwf9zzKM&list=PLqGFsWf-P-cA064IBHZTFwTz2X0DD_Cxk&index=8)

Charge of the Light Brigade:

[https://www.youtube.com/watch?v=OXVs8KydoNY&list=PLqGFsWf-P-cA064IBHZTFwTz2X0DD\\_Cxk&index=5](https://www.youtube.com/watch?v=OXVs8KydoNY&list=PLqGFsWf-P-cA064IBHZTFwTz2X0DD_Cxk&index=5)

Kamikaze:

[https://www.youtube.com/watch?v=9zwoe5twfd4&list=PLqGFsWf-P-cA064IBHZTFwTz2X0DD\\_Cxk&index=15](https://www.youtube.com/watch?v=9zwoe5twfd4&list=PLqGFsWf-P-cA064IBHZTFwTz2X0DD_Cxk&index=15)

Remains:

[https://www.youtube.com/watch?v=vmUCX-dSb9E&list=PLqGFsWf-P-cA064IBHZTFwTz2X0DD\\_Cxk&index=9](https://www.youtube.com/watch?v=vmUCX-dSb9E&list=PLqGFsWf-P-cA064IBHZTFwTz2X0DD_Cxk&index=9)

# SCIENCE

- Revision Guide
- Revision techniques – Mind Maps
- Formula sheet - issued for trials not summer 2024 Exams



## Photosynthesis and Limiting Factors

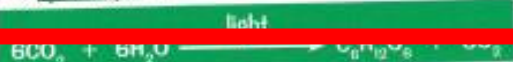
First, photosynthesis equations. Then there are some more bits in books you should know...

### Photosynthesis Produces Glucose Using Light

- 1) Photosynthesis uses energy to change carbon dioxide and water into glucose and oxygen.
- 2) It takes place in chloroplasts in green plant cells — they contain granums and stroma.
- 3) Energy is transferred to the chloroplasts from the environment by light.
- 4) Photosynthesis is endothermic — this means energy is transferred from the environment in the process.
- 5) The word equation for photosynthesis is:



- 6) Here's the symbol equation too:



### Plants Use Glucose in Five Main Ways...

- 1) Respiration — this transfers energy from glucose (see p.54) which enables the plants to convert the rest of the glucose into various other useful substances.
- 2) Making cellulose — Glucose is converted into cellulose for making strong plant cell walls (see p.11).
- 3) Making amino acids — Glucose is combined with nitrate ions (absorbed from the soil) to make amino acids, which are then made into proteins.
- 4) Stored as oils or fats — Glucose is turned into lipids (fats and oils) for storing in seeds.
- 5) Stored as starch — Glucose is turned into starch and stored in roots, stems and leaves, ready for use when photosynthesis isn't happening, like in the winter. Starch is insoluble, so it doesn't leak out of the cell with lots of glucose in it. It also doesn't draw in loads of water and swell up.

### Limiting Factors Affect the Rate of Photosynthesis

- 1) The rate of photosynthesis is affected by intensity of light, concentration of CO<sub>2</sub>, and temperature.
- 2) Any of these three factors can become the limiting factor — this just means that it's stopping photosynthesis from happening any faster.
- 3) These factors have a combined effect on the rate of photosynthesis, but which factor is limiting at a particular time depends on the environmental conditions:
  - at night it's pretty obvious that light is the limiting factor,
  - in winter it's often the temperature,
  - if it's warm enough and bright enough, the amount of CO<sub>2</sub> is usually limiting.
- 4) Chlorophyll can also be a limiting factor of photosynthesis.

The amount of chlorophyll in a plant can be affected by disease (e.g. infection with the tobacco mosaic virus) or environmental stress, such as a lack of nutrients. These factors can cause chloroplasts to become damaged or to not make enough chlorophyll. This means the rate of photosynthesis is reduced because they can't absorb as much light.

### Now you'll have something to bore the great-grandkids with...

You'll be able to tell them how, in your day, all you needed was a bit of carbon dioxide and some water and you could make your own entertainment. But at the moment you need to learn this page...

Q1 Name the products of photosynthesis.

[2 marks]

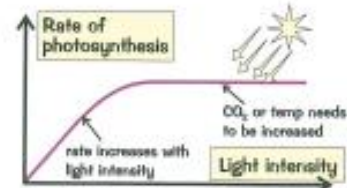
Q2 Apart from temperature, name three other limiting factors of photosynthesis.

[3 marks]

## The Rate of Photosynthesis

Now that you know light, CO<sub>2</sub>, and temperature all affect the rate of photosynthesis, you also need to know how to measure it. You can do this by using a light meter or a CO<sub>2</sub> sensor. You can also do it in an experiment and an equation in for good measure. I can tell these pages are going to be your favourites...

### Three Important Graphs for Rate of Photosynthesis

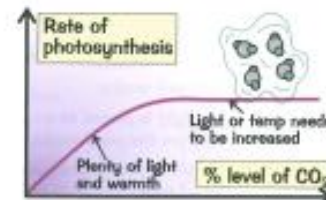


- 1) Light provides the energy needed for photosynthesis.
- 2) As the light level is raised, the rate of photosynthesis increases steadily — but only up to a certain point.
- 3) Beyond that, it won't make any difference — as light intensity increases, the rate will no longer increase. This is because it'll be either the temperature or the CO<sub>2</sub> level which is now the limiting factor, not light.
- 4) In the lab you can change the light intensity by moving a lamp closer to or further away from your plant (see the next page for this experiment).

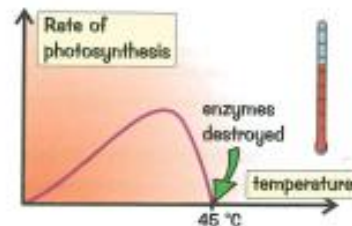
- 5) But if you just plot the rate of photosynthesis against "distance of lamp from the plant", you get a weird-shaped graph. To get a graph like the one above you either need to measure the light intensity at the plant using a light meter or do a bit of nifty maths with your results.

### 2) Too Little Carbon Dioxide Also Slows it Down

- 1) CO<sub>2</sub> is one of the raw materials needed for photosynthesis.
- 2) As with light intensity, the amount of CO<sub>2</sub> will only increase the rate of photosynthesis up to a point. After this the graph flattens out — as the amount of CO<sub>2</sub> increases, the rate no longer increases. This shows that CO<sub>2</sub> is no longer the limiting factor.
- 3) As long as light and CO<sub>2</sub> are in plentiful supply then the factor limiting photosynthesis must be temperature.



### 3) The Temperature has to be Just Right



- 1) Usually, if the temperature is the limiting factor it's because it's too low — the enzymes needed for photosynthesis work more slowly at low temperatures.
- 2) But if the plant gets too hot, the enzymes it needs for photosynthesis and its other reactions will be damaged.
- 3) This happens at about 45 °C (which is pretty hot for outdoors, although greenhouses can get that hot if you're not careful).

# MATHS

- Online revision – SPARX maths (Independent Learning or Target activities)
- Revision techniques – Cornell notes
- Formula sheet – issued for trials not summer 2024 Exams



## ATTENDANCE – WHAT WE KNOW

- Quality teaching – only if you are in school and accessing those lessons.
- Students with attendance >95% achieve a whole grade higher per subject.
- As attendance drops, every 5% results in the loss of another grade per subject.

# HOMework

- Subject specific homework still set – consolidates Y7 - 9
- Set your own 'Revision homework.'
- Specific tasks to be completed to consolidate learning and revise key topics from year 10.

## MATERIALS TO SUPPORT

- Revision planner
- Targeted subject revision – personal timetable
- Online login codes
- Exam timetable
- Folder to hold knowledge organisers and documents
- Stationery
- Quiet place to work

## REVISION BOOKLET

- Exam timetable
- Assessment overview
  - duration
  - marks available
  - location
  - type of assessment
- Topics within assessment
- Revision resources
- Revision Timetable



### STUDENT REVISION PLANNER Year 10 Exams June 2023 (16<sup>th</sup> – 30<sup>th</sup>)

NAME
FORM

We are what we repeatedly do.  
Excellence, therefore, is not an act but a habit.

*Aristotle*

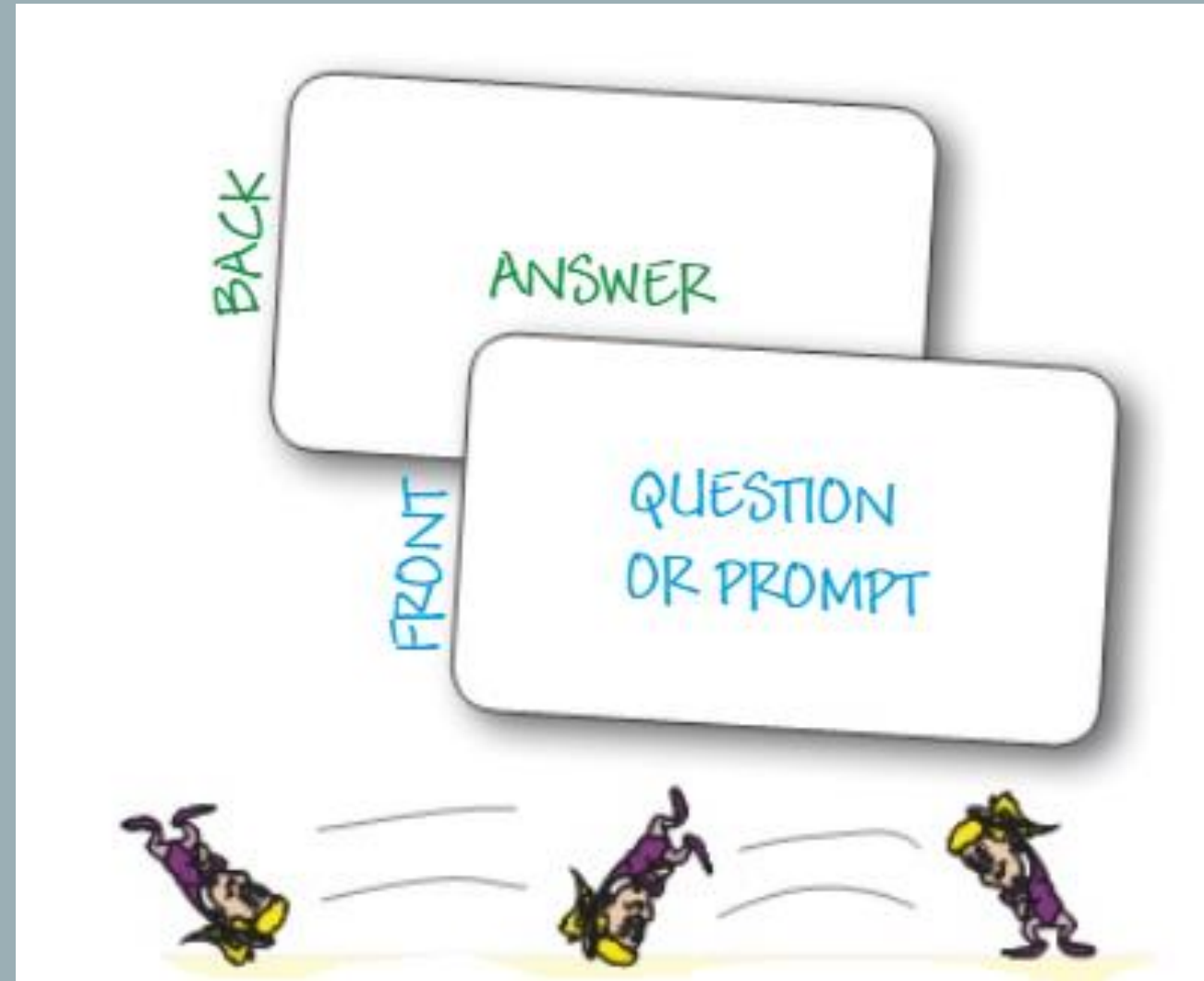
## Year 10 Trial Examinations 2023 – Friday 16<sup>th</sup> June – Friday 30<sup>th</sup> June

DATE	AM REG	1 & 2 8.40 – 10.40	BREAK	3 & 4 11.00 – 13.00	PM REG & TUTORIAL	LUNCH	5 14.00 - 15.00
<b>Friday 16<sup>th</sup> June</b>	Week B	Science/PE Option Z Textiles All Day		Normal Lessons			Normal Lessons

DATE	AM REG	1 & 2 8.40 – 10.40	BREAK	3 & 4 11.00 – 13.00	PM REG & TUTORIAL	LUNCH	5 14.00 - 15.00
<b>Monday 19<sup>th</sup> June</b>	Week A	Science/PE Option X Art/Photography All Day		Normal Lessons			Normal Lessons
<b>Tuesday 20<sup>th</sup> June</b>	Week A	Maths Option Y Photography		Normal Lessons			Normal Lessons
<b>Wednesday 21<sup>st</sup> June</b>	Week A	Option W Art/Photography/Graphics All Day		Normal Lessons			Normal Lessons
<b>Thursday 22<sup>nd</sup> June</b>	Week A	Science Chemistry Sep/Physics Trilogy		English Language Paper 1 1:45			Normal Lessons
<b>Friday 23<sup>rd</sup> June</b>	Week A	English Literature Paper 2 1:45		Option Z Ax/Cg/Df/En/G/Gr/H/Rs/B Cg 1:30 En G 1:15 H 1:15 Rs 1:45 B 1:45			Normal Lessons

# FLASH CARDS

- Great to test yourself and find gaps in your knowledge.
- Useful for learning
  - Dates
  - Key words
  - Formulae
  - Labelled diagrams
  - Definitions



## Plants Use Glucose in Five Main Ways...

- 1) For respiration — This transfers energy from glucose (see p.54) which enables the plants to convert the rest of the glucose into various other useful substances.
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# MEMORY TECHNIQUES

- Great to test yourself and find gaps in your knowledge.
- Useful for learning
  - Dates
  - Key words
  - Formulae
  - Labelled diagrams
  - Definitions





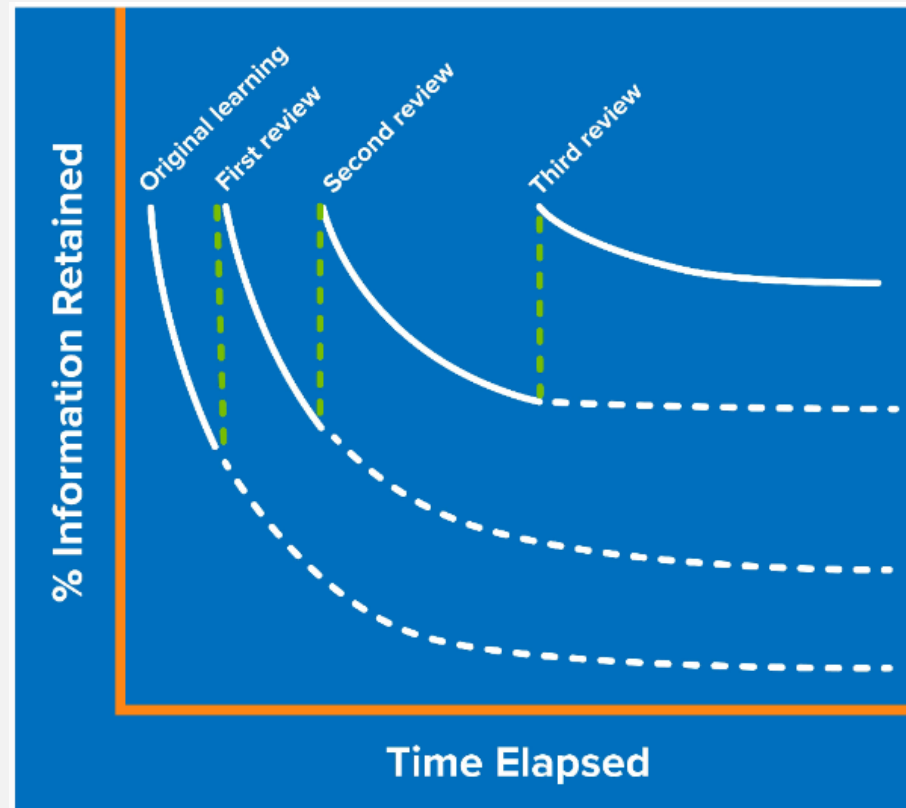
# REVISION PLANNING

[Students need] “A system to organise learning so that pupils can make sense of it all”

“For many pupils, academic challenges are related more to a lack of organisation than to lack of intellectual ability”

The GCSE Mindset 40 Activities for transforming student commitment, motivation and commitment - Steve Oakes and Martin Griffin

# REVISION PLANNING



# REVISION PLANNING

Revision planning takes time ...

We will be doing this with students over the next two weeks in tutorial.

# MISSING SOMETHING?

- Make a list of what you need
- Ask class teachers or form tutors or year team

