

Year 11 Mock 1 Evening

Thursday 8th October



Campion School
The best in everyone™
Part of United Learning

#proudtobeCampion

Ambition ■ Respect ■ Integrity ■ Resilience

Welcome

- Kim Bradley-Smith – Principal
- Rebecca Bain – Assistant Principal
- Maria Fox – Head of English
- Abi Wiseman – Head of Science
- Martijn Van Der Spoel – Study Techniques

Attendance

Group	APS
Whole cohort	5.37
Band 1	6.75
Band 2	5.95
Band 3	5.53
Band 4	4.84
Band 5	4.83
Band 6	3.71
Band 7	3.12
Band 8	2.99
Band 9	n/a
Band 10	2.07
Band 11	1.92

Ambition

We want every student to *beat their best* .

Mock exam results are a starting point, not a ceiling.

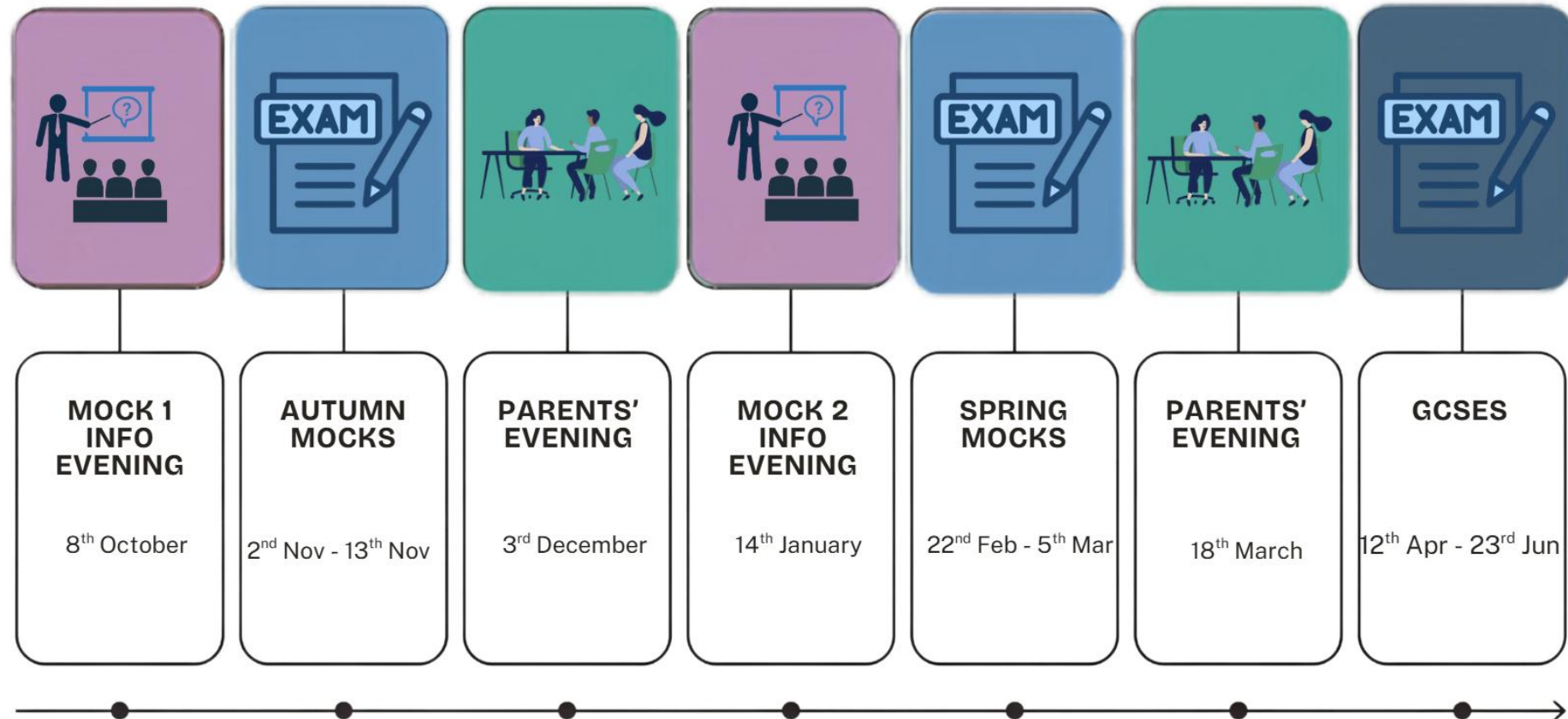
MEGs (Minimum Expected Grades) are exactly that - **minimum expectations, not targets**. Students should be aiming higher wherever possible.

With the right focus, effort, and support, there is still everything to play for between now and the final exams.

The guidance and strategies shared tonight are grounded in data and experience, giving students the best chance to succeed.

Aim high, stay motivated, and keep pushing beyond what you've already achieved.

Key Dates



Campion School
The best in everyone™
Part of United Learning

#proudtobeCampion
Ambition ■ Respect ■ Integrity ■ Resilience

Revision Timetable: 15:05-16:00

MONDAY

Maths

TUESDAY

Science

THURSDAY

English



Campion School
The best in everyone™
Part of United Learning

#proudtobeCampion

Ambition ■ Respect ■ Integrity ■ Resilience

English

Mrs. Fox

Head of English

Mock 1 English Literature and English Language

English Literature Paper 2: Modern texts and poetry	English Language Paper 2: Writers' Viewpoints and Perspectives
2 hours 15 minutes 60% of GCSE	1 hour 45 minutes 50% of GCSE
Section A: An Inspector Calls Section B Poetry: 'Power & Conflict' cluster. Section C: Unseen Poetry: Answer one question on one unseen poem and one question comparing this poem with a second unseen poem.	Section A: Reading 1 x 4 mark question 1 x 8 mark question 1 x 12 mark question 1 x 16 mark question Section B: Transactional Writing Task 1 x 40 mark extended writing task.

English Literature and English Language

English Literature Paper 1: Shakespeare and the 19th-century novel	English Literature Paper 2: Modern texts and poetry	English Language Paper 1: Explorations in Creative Reading and Writing	English Language Paper 2: Writers' Viewpoints and Perspectives
1 hour 45 minutes 40% of GCSE	2 hours 15 minutes 60% of GCSE	1 hour 45 minutes 50% of GCSE	1 hour 45 minutes 50% of GCSE
Section A: Macbeth. Section B: A Christmas Carol.	Section A: An Inspector Calls Section B Poetry: 'Power & Conflict' cluster. Section C: Unseen Poetry: Answer one question on one unseen poem and one question comparing this poem with a second unseen poem.	Section A: Reading 1 x 4 mark question 2 x 8 mark questions 1 x 20 mark question Section B: Descriptive or Narrative Writing 1 x 40 mark extended writing task.	Section A: Reading 1 x 4 mark question 1 x 8 mark question 1 x 12 mark question 1 x 16 mark question Section B: Transactional Writing 1 x 40 mark extended writing task.



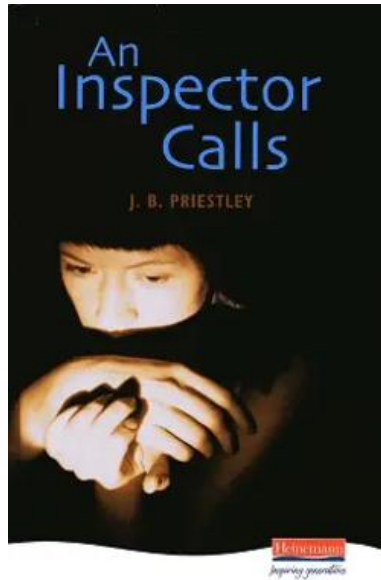
Assessment Objectives

English Literature	English Language
AO1 Read, understand and respond to texts: ● Maintain a critical style and an informed personal response ● Use textual references, including quotations	AO1 - READING ● Identify & interpret explicit and implicit information & ideas ● Select and synthesise from different texts
AO2 Analyse the language, form and structure to create meaning, using relevant subject terminology where relevant.	AO2 - READING Explain, comment on and analyse how writers to language and structure to achieve effects using relevant subject terminology where relevant.
AO3 Show understanding of the relationships between texts and the contexts in which they were written	AO3 – READING Compare writers' ideas & perspectives across two or more texts
AO4 Use a range of vocabulary and sentence structures with accurate spelling and punctuation.	AO4 – READING Evaluate texts critically and support with appropriate textual reference
	AO5 - WRITING • Communicate clearly for different forms, purposes and audiences. • Organise information and ideas effectively
	AO6 - WRITING Use a range of vocabulary and sentence structures with accurate spelling and punctuation.

Literature Paper 2 Section A - An Inspector Calls

Section A Modern Texts:

Students will answer **one essay question from a choice of two** on their studied modern text.



JB Priestley: *An Inspector Calls*

Either

0 1

How does Priestley present what life is like for women in *An Inspector Calls*?

Write about:

- what life is shown to be like for women in the play
- how Priestley presents what life is like for women.

[30 marks]
AO4 [4 marks]

or

0 2

How does Priestley present the different ways older and younger characters respond to the Inspector?

Write about:

- the different ways older and younger characters respond to the Inspector
- how Priestley presents the different ways older and younger characters respond to the Inspector.

[30 marks]
AO4 [4 marks]

Literature Paper 2 Section B - Poetry Anthology

Section B Poetry Anthology:

Power & Conflict Poetry

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster, which is the Power & Conflict cluster.

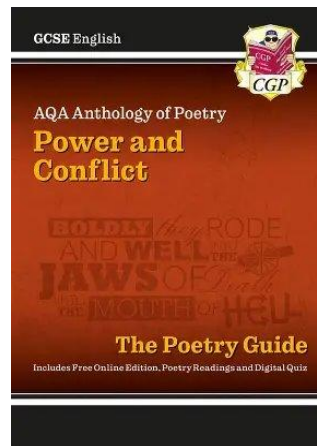
2 6 Compare how poets present the effects of power in 'My Last Duchess' and in one other poem from 'Power and conflict'.

[30 marks]

My Last Duchess

Ferrara

That's my last Duchess painted on the wall,
Looking as if she were alive. I call
That piece a wonder, now: Frà Pandolf's hands
Worked busily a day, and there she stands.
5 Will't please you sit and look at her? I said
'Frà Pandolf' by design, for never read
Strangers like you that pictured countenance,
The depth and passion of its earnest glance,
But to myself they turned (since none puts by
10 The curtain I have drawn for you, but I)



The poems you have studied are:

Percy Bysshe Shelley
William Blake
William Wordsworth
Robert Browning
Alfred Lord Tennyson
Wilfred Owen
Seamus Heaney
Ted Hughes
Simon Armitage
Jane Weir
Carol Ann Duffy
Imtiaz Dharker
Carol Rumens
John Agard
Beatrice Garland

Ozymandias
London
Extract from The Prelude
My Last Duchess
The Charge of the Light Brigade
Exposure
Storm on the Island
Bayonet Charge
Remains
Poppies
War Photographer
Tissue
The Emigrée
Checking Out Me History
Kamikaze

Turn over for the next question

Literature Paper 2 Section C - Unseen Poetry

Section C Unseen poetry:

Students will answer one question on one unseen poem and one question on this poem with a second unseen poem.

A Day in Autumn

It will not always be like this,
The air windless, a few last
Leaves adding their decoration
To the trees' shoulders, braiding the cuffs
5 Of the boughs with gold; a bird preening

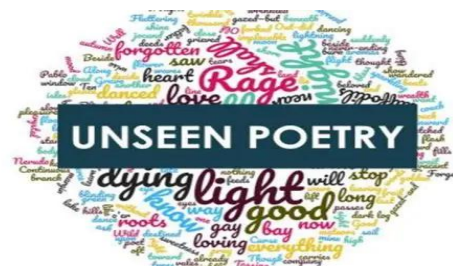
In the lawn's mirror. Having looked up
From the day's chores, pause a minute,
Let the mind take its photograph
Of the bright scene, something to wear
10 Against the heart in the long cold.

R S Thomas

2 | 7 | 2 In both 'A Day in Autumn' and 'The washing never gets done', the poets present ideas about daily life and connecting with the natural world.

What are the similarities and/or differences between the methods the poets use to present these ideas?

[8 marks]



Section C: Unseen poetry

Answer **both** questions in this section.

The washing never gets done

The washing never gets done.
The furnace never gets heated.
Books never get read.
Life is never completed.
5 Life is like a ball which one must continually
catch and hit so it won't fall.
When the fence is repaired at one end,
it collapses at the other. The roof leaks,
the kitchen door won't close, there are cracks in the foundation,
10 the torn knees of children's pants...
One can't keep everything in mind. The wonder is
that beside all this one can notice
the spring which is so full of everything
continuing in all directions – into the evening clouds,
15 into the redwing's* song and into every
drop of dew on every blade of grass in the meadow,
as far as the eye can see, into the dusk.

*redwing: a type of bird

Jaan Kaplinski

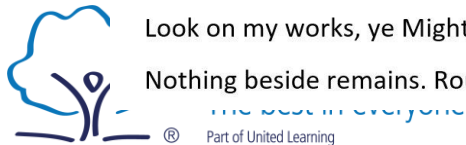
2 | 7 | 1 In 'The washing never gets done', how does the poet present ideas about daily life and connecting with the natural world?

[24 marks]

Year 11 Teams Folder

Ozymandias by Percy Bysshe Shelley (1792 – 1822)

I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them on the sand,
Half sunk, a shattered visage lies, whose frown
And wrinkled lip, and sneer of cold command
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them and the heart that fed;
And on the pedestal these words appear:
'My name is Ozymandias, king of kings:
Look on my works, ye Mighty, and despair!'
Nothing beside remains. Round the decay



**Read the poem and
annotate it with your
initial ideas. Use the
prompts to help you.**

Read the poem

- Who is speaking in the poem?
- Who is being addressed?
- What is the topic of the poem?
- Where is the poem set?

Read the poem again

- What are the BIG IDEAS explored in the poem?
- How does the poet feel about these BIG IDEAS? What is their attitude towards them?
- What could the deeper meaning of the poem be?

Annotate the poem

- Highlight THREE important and interesting images in the poem and explain your choices. What do these images make you think of?
- How is the end of the poem

Name	Modified	Modified By	+ Add column
Lesson 1 - Ozymandias (No Narration).pptx.pptx	Tuesday at 11:32 AM	Maria Fox (Staff)	
Lesson 10 - Charge of the Light Brigade Analysis (No Narration).pptx.pptx	Tuesday at 11:32 AM	Maria Fox (Staff)	
Lesson 11 - Bayonet Charge (No Narration).pptx.pptx	Tuesday at 11:32 AM	Maria Fox (Staff)	
Lesson 12 - Bayonet Charge Analysis (No Narration).pptx.pptx	Tuesday at 11:32 AM	Maria Fox (Staff)	
Lesson 13 - Exposure (No Narration).pptx.pptx	Tuesday at 11:32 AM	Maria Fox (Staff)	
Lesson 14 - Exposure Analysis (No Narration).pptx.pptx	Tuesday at 11:32 AM	Maria Fox (Staff)	
Lesson 15 - Storm on the Island (No Narration).pptx.pptx	Tuesday at 11:32 AM	Maria Fox (Staff)	
Lesson 16 - Storm on the Island Analysis (No Narration).pptx.pptx	Tuesday at 11:32 AM	Maria Fox (Staff)	
Lesson 17 - War Photographer (No Narration).pptx.pptx	Tuesday at 11:32 AM	Maria Fox (Staff)	
Lesson 18 - War Photographer Analysis (No Narration).pptx.pptx	Tuesday at 11:32 AM	Maria Fox (Staff)	
Lesson 19 - Remains (No Narration).pptx.pptx	Tuesday at 11:32 AM	Maria Fox (Staff)	
Lesson 2 - Ozymandias Analysis (No Narration).pptx.pptx	Tuesday at 11:32 AM	Maria Fox (Staff)	
Lesson 20 - Remains Analysis (No Narration).pptx.pptx	Tuesday at 11:32 AM	Maria Fox (Staff)	
Lesson 3 - London (No Narration).pptx.pptx	Tuesday at 11:32 AM	Maria Fox (Staff)	
Lesson 4 - London Analysis (No Narration).pptx.pptx	Tuesday at 11:32 AM	Maria Fox (Staff)	
Lesson 5 - My Last Duchess (No Narration).pptx.pptx	Tuesday at 11:32 AM	Maria Fox (Staff)	
Lesson 6 - My Last Duchess Analysis (No Narration).pptx.pptx	Tuesday at 11:32 AM	Maria Fox (Staff)	

Section	Revise	Specific Focus Areas
Modern Text (<i>An Inspector Calls</i>)	Full plot summary Key character arcs Major themes Context Writer's methods	Characters: Birling, Sheila, Eric, Gerald, Inspector, Mrs Birling Themes: Responsibility, class, gender, generational divide, power, guilt Context: 1912/1945, class system, capitalism vs socialism, post-war society Methods: Dramatic tension, stage directions, symbolism (lighting, props), contrast of characters
Power & Conflict Anthology Poetry	Understanding of all 15 poems Big ideas/themes Poetic techniques Context for each poem How to compare poems	Themes: Power, conflict, identity, memory, nature, war, control, loss Poetic Devices: Imagery, metaphor, structure, form, tone Context Examples: <i>Ozymandias:</i> rulers, power, time <i>War Photographer:</i> war reporting, morality <i>Bayonet Charge:</i> soldier's fear, propaganda <i>London:</i> inequality, Industrial Revolution <i>Kamikaze:</i> honour, culture
Unseen Poetry (Poem 1)	How to analyse a poem independently Spotting themes, tone, mood Analysing language & structure Writing analytical paragraphs	Skills: Identify message/meaning quickly Pick out key language choices Comment on structure & form Explain effect on reader Include a thesis statement
Unseen Poetry Comparison (Poem 2)	How to compare effectively Linking themes, ideas, feelings Comparing techniques Comparing poets' messages	Skills: Compare similarities/differences Use comparative connectives Focus on FEELINGS, TONE, METHODS Avoid feature spotting; focus on meaning

Literature Paper 2 Grids

Literature Paper 2 2 hours 15 minutes 96 marks in total Tips for Literature P2: - DO NOT retell the plot to the examiner – they know it already! - Remember: An Inspector Calls is a PLAY with a Playwright or Writer and an AUDIENCE. - Remember: Section B and C are POEMS who have POETS and SPEAKERS. - NO CONTEXT NEEDED FOR SECTION C – UNSEEN POETRY. - SPELL WRITER'S NAMES CORRECTLY.	Section A – Play (An Inspector Calls) 45 minutes 34 marks (30 for content, 4 for SPAG) - NO EXTRACT. - Choice of 2 questions – Answer 1. - Refer to multiple moments across the play. WRITTEN IN 1945 (Post-War). SET IN 1912 (Edwardian). - Priestley was a Socialist and was an advocate for the welfare system – like the NHS that was founded in 1945 by the Labour Government. - In 1912 there was no welfare system (benefits) set up, so people in poverty would be forced into undesirable situations – like Eva Smith. Essay Structure: Thesis 3-4 x Analytical Paragraphs (Chronological order) Conclusion Each Paragraph MUST Include: Establish – Write a clear sentence exploring your idea in relation to the question. Identify – Embed a quote that is supporting your established idea. Analyse – MINIMUM of 3 layers of analysis from your quote. Include the effect that the language choices might have had on the CONTEMPORARY (1945) Audience and MODERN (Us) Audience. Interpret – Make sure you include context (Historical, Political, or Social) and explore Priestley’s intentions for writing each thing you examine.	Section B – Anthology Poetry (Power and Conflict) 45 mins 30 marks. Comparison Question. - One poem printed in the exam <u>paper</u>, you must compare to another poem from the anthology from MEMORY. - Context for each poet/poem is essential. Each Paragraph MUST Include: Establish – Write clear comparative sentence exploring idea in relation to the question. Identify – Embed quote that supports your established idea. Analyse – MINIMUM 3 layers analysis from quote. Interpret – Make sure you include context. COMPARATIVE CONNECTIVE Establish – Write a clear comparative sentence exploring your idea in relation to the question. Identify – Embed quote that supports your established idea. Analyse – MINIMUM 3 layers analysis from quote. Interpret – Make sure you include context.
	Section C – Unseen Poetry 45 minutes 2 Questions. - Question 1 is 24 marks. One essay question, based on one unseen poem, spend 30 minutes on this question. Each Paragraph MUST Include: Establish – Write clear point exploring idea in relation to Q. Identify – Embed quote that supports your established idea. Analyse – MINIMUM of 3 layers of analysis from your quote. Include effect that language choices might have on reader. - Question 2 is 8 marks. Comparison question based on the first unseen poem and a second unseen poem given with this question. Spend 15 minutes on this question. Each Paragraph MUST Include: Establish – Write comparative point. Identify – Embed quote that supports. Analyse – 3 layers of analysis; include effect. COMPARATIVE CONNECTIVE Establish – Write comparative point. Identify – Embed quote that supports. Analyse – 3 layers of analysis; include effect.	

Language Paper 2 Grids

English Language Paper 2

Read the two extracts in 8 mins

Question 1: Statements

5 mins, 4 marks

As you read the stated lines read the 8 statements at the same time.

The statements are in chronological order.

Write T or F on the left of the statements as you check them.

Check if you have 4 true statements, if not check again.

Shade in your correct statements.

Question 2: Summary of what you understand

12 mins, 8 marks, 2 Paragraphs, SQIISQII

Underline the focus of the question and stick to it!

Write two paragraphs of:

- Source A summary statement
- Quotation
- What does this infer?
- What else does this infer? (additionally...)
- Linking sentence (however, likewise, on the other hand etc.)
- Source B summary statement
- Quotation
- What does this infer?
- What else does this infer? (Furthermore...)

Question 4: Comparing attitudes

20 mins, 16 marks, 3 paragraphs, SQAQASQAQA

Highlight the focus of the question.

Identify how each writer thinks/feels/argues about this focus.

First paragraph:

- List what source A writer thinks, feels and argues
- List what source B writer thinks, feels and argues

Write two paragraphs based on:

- Comparison sentence of what the writer of Source A and B thinks/feels/argues
- Source A embedded quotation
- Analysis
- Source A embedded quotation
- Analysis
- Source B embedded quotation
- Analysis
- Source B embedded quotation
- Analysis

Question 5: Persuasive Writing

45 mins - 5 mins planning, 35 mins writing and 5 mins proofreading, 40 marks, no more than 2-2.5 sides

Your plan must include:

- WHAT do you think?
- WHY do you think this?
- HOW will this be achieved?
- WHO will need to be involved?
- WHAT will the benefits be?

Make sure you:

- Use an angry/passionate tone
- Use lots of language techniques like short sentences, anecdote, anaphora, hypophora, epistrophe, anadiplosis, expert opinion, metaphors etc.
- High level vocabulary

Stuck for a headline? Use a list of three adjectives, a short opinionated sentence or use the word horror.

Question 3: Analysing language

15 mins, 12 marks, 3-4 paragraphs:

Annotate the extract and gather three ideas that link to the focus.

Each paragraph must include:

- Key concept
- Embedded quotation
- 3 layers of analysis (looking at the impact of language techniques and use of key words)

#proudtobeCampion

Ambition ■ Respect ■ Integrity ■ Resilience

Online Past Papers & Mark Schemes

Power of Humans & Nature

Ozymandias
London
The Prelude
My Last Duchess
Storm on the Island

Individuals & Identity

The Émigrée
Poppies
Kamikaze
Tissue
Checkin' Out Me Histo

War & Conflict

Charge of the Light Brigade
Exposure
Bayonet Charge
War Photographer
Remains

☐ Select All [Clear](#)

☐ GCSE English Language (130)
☒ GCSE English Literature (68)

Qualification Level –

☒ Select All [Clear](#)

☒ GCSE (68)

Exam Series +

Resource Type –

☐ Select All [Clear](#)

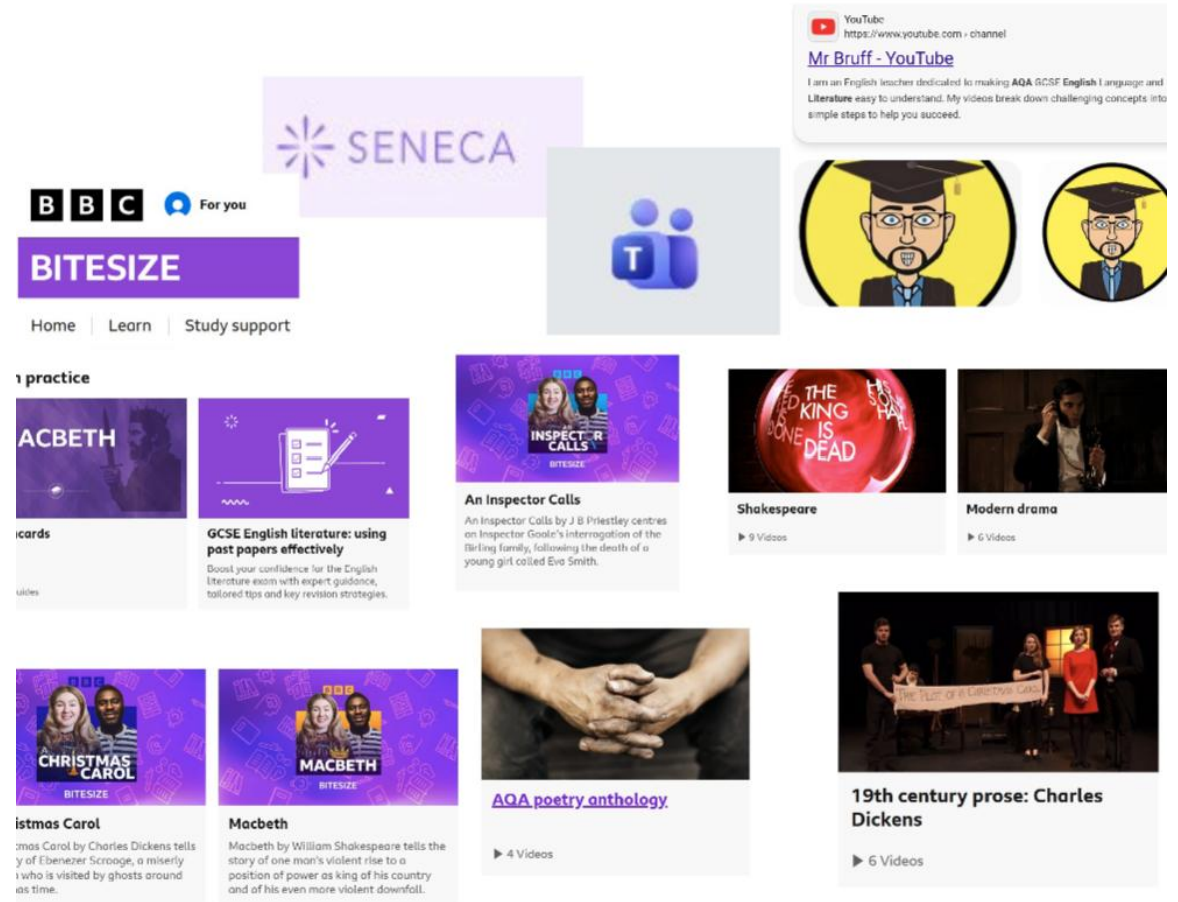
☐ Examiner Reports (18)
☒ Mark Schemes (18)
☒ Question Papers (51)

Showing 68 results

	Question paper: Paper 1 Shakespeare and the 19th-century novel - June 2025 - English	Download Share Heart
GCSE English Literature • PDF • 330.8 KB • Published: 10 Jul 2026		
	Question paper: Paper 2 Modern texts and poetry - June 2025 - English	Download Share Heart
GCSE English Literature • PDF • 653.41 KB • Published: 10 Jul 2026		
	Mark scheme: Paper 2 Modern texts and poetry - June 2025 - English	Download Share Heart
GCSE English Literature • PDF • 396.5 KB • Published: 10 Jul 2026		
	Mark scheme: Paper 1 Shakespeare and the 19th-century novel - June 2025 - English	Download Share Heart
GCSE English Literature • PDF • 273.56 KB • Published: 10 Jul 2026		
	Question paper: Paper 1 Shakespeare and the 19th-century novel - Sample set 1 - English	Download Share Heart
GCSE English Literature • PDF • 255.53 KB • Published: 21 Nov 2014		
	Question paper: Paper 1 Shakespeare and the 19th-century novel - June 2023 - English	Download Share Heart
GCSE English Literature • PDF • 379.81 KB • Published: 07 Dec 2024		

Independent Learning

- **SENECA** bespoke homework set by teacher
- **Sparx Reader and the Sora** – re-read texts to aid revision
- **Printed resources** outside F6 in F block
- **Any extra resources needed?**
Their teacher or myself / Miss. Cox



Macbeth live performance during the school day

Thursday 17th December 2026



Brain Break

A man is alone in his house washing dishes. When he looks down, there are more glasses in the sink than there were before. How come?



Campion School
The best in everyone™
Part of United Learning

#proudtobeCampion

AMBITION ■ respect ■ Integrity ■ Resilience

...The man's glasses fell inside the sink



Campion School
The best in everyone™
Part of United Learning

#proudtobeCampion

Ambition ■ Respect ■ Integrity ■ Resilience

Science

Science revision and planning

Science feels hard



Campion School
The best in everyone™
Part of United Learning

#proudtobeCampion

Ambition ■ Respect ■ Integrity ■ Resilience

Papers - AQA

Actual exam

6 papers

Chemistry, Physics and Biology

1 hour 15 minutes long

1 hour 45 minutes for triple students

November mock exam

3 papers

Chemistry, Physics and Biology

1 hour 15 minutes long

1 hour 45 minutes for triple students

Remember:

This is **2 GCSEs**

3 GCSE if triple scientist

November mocks are paper 1 only

Biology:

B1 Cell Biology (Year 9)
B2 Organisation (Year 10)
B3 Infection and response
(Year 10)
B4 Bioenergetics (Year 10)

Chemistry:

C1 Atomic structure and the
periodic table (Year 9)
C2 Bonding (Year 10)
C3 Quantitative chemistry (Year
10)
C4 Chemical changes (Year 10)
C5 Energy changes (Year 10)

Physics:

P1 Energy (Year 9)
P2 Electricity (Year 10)
P3 Particle model (Year 10)
P4 Atomic structure (Year 10)

Specification

4.1.1.2 Animal and plant cells

Content	Key opportunities for skills development
Students should be able to explain how the main sub-cellular structures, including the nucleus, cell membranes, mitochondria, chloroplasts in plant cells and plasmids in bacterial cells are related to their functions. Most animal cells have the following parts: • a nucleus • cytoplasm • a cell membrane • mitochondria • ribosomes. In addition to the parts found in animal cells, plant cells often have: • chloroplasts • a permanent vacuole filled with cell sap. Plant and algal cells also have a cell wall made of cellulose, which strengthens the cell.	WS 1.2 Recognise, draw and interpret images of cells.
Students should be able to use estimations and explain when they should be used to judge the relative size or area of sub-cellular structures.	MS 1d, 3a AT 7 Images of cells in videos, bioviewers, photographs and micrographs can be used as comparison for students own drawings.

Required practical activity 1: use a light microscope to observe, draw and label a selection of plant and animal cells. A magnification scale must be included.

AT skills covered by this practical activity: biology AT 1 and 7.

This practical activity also provides opportunities to develop WS and MS. Details of all skills are given in [Key opportunities for skills development](#) (page 176).

[AQA Biology specification on the school shared drive](#)

Checklists

Personalised Learning Checklists AQA Biology Paper 1



AQA Biology (8461) from 2016 Topic B4.1 Cell biology				
Topic	Student Checklist	R	A	G
4.1.1 Cell structure	Use the terms 'eukaryotic' and 'prokaryotic' to describe types of cells			
	Describe the features of bacterial (prokaryotic) cells			
	Demonstrate an understanding of the scale and size of cells and be able to make order of magnitude calculations, inc standard form			
	Recall the structures found in animal and plant (eukaryotic) cells inc algal cells			
	Use estimations and explain when they should be used to judge the relative size or area of sub-cellular structures			
	<i>Required practical 1: use a light microscope to observe, draw and label a selection of plant and animal cells</i>			
	Describe the functions of the structures in animal and plant (eukaryotic) cells			
	Describe what a specialised cell is, including examples for plants and animals			
	Describe what differentiation is, including differences between animals and plants			
	Define the terms magnification and resolution			
	Compare electron and light microscopes in terms of their magnification and resolution			
	Carry out calculations involving magnification using the formula: magnification = size of image/size of real object -inc standard form			
	<i>Bio ONLY: Describe how bacteria reproduce and the conditions required</i>			
	<i>Bio ONLY: Describe how to prepare an uncontaminated culture</i>			
	<i>Bio ONLY: Calculate cross-sectional areas of colonies or clear areas around colonies using πr^2</i>			
	<i>Bio ONLY: Calculate the number of bacteria in a population after a certain time if given the mean division time</i>			
	<i>Bio & HT ONLY: Express answers for last two points in standard form</i>			
	<i>Required practical 2: investigate the effect of antiseptics or antibiotics on bacterial growth using agar plates and measuring zones of inhibition</i>			

3 Pillars of science revision

Pillar 1: Learn the Content

Active Recall

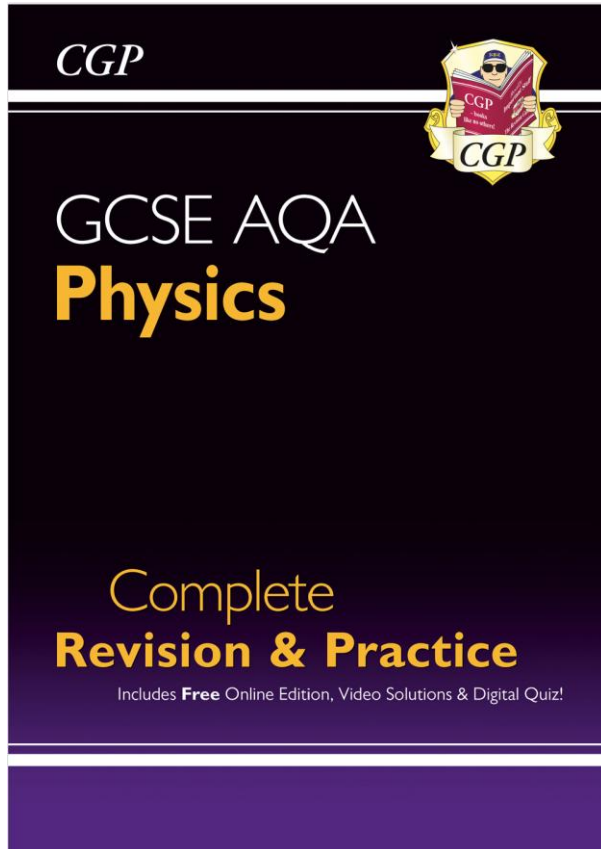
- Cover the page and try to write the definition from memory
- Use flashcards (physical or digital like Quizlet)
- Use “blurting”

Retrieval Practice

- Chunking - Break topics into small sections:
- Biology: Cells → Transport → Organisation → Digestion
- Chemistry: Atoms → Bonding → Quantitative → Chemical Changes
- Physics: Energy → Electricity → Forces → Waves

Effective science revision: Revision guide and workbook

Good for: Summarised information, practice and exam questions



Campion School
The best in everyone™
Part of United Learning

Topic 3 — Particle Model of Matter 63

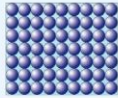
Particle Model

The **particle model** is simpler than it sounds. It says that everything is made up of **lots of tiny particles** and describes how those particles behave in the three states of matter — **solids, liquids and gases**.

The Particle Model can Explain the Three States of Matter

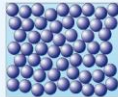
- 1) In the **particle model**, you can think of the particles that make up matter as **tiny balls**. You can explain the ways that matter behaves in terms of how these tiny balls move, and the forces between them.
- 2) The **three states of matter** are **solid** (e.g. ice), **liquid** (e.g. water) and **gas** (e.g. water vapour). The **particles** of a substance in each state are the same — only the **arrangement** and **energy** of the particles are different.

Solids



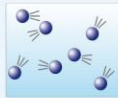
- 1) **Strong forces** of attraction hold the particles **close together** in a **fixed, regular** arrangement.
- 2) The particles don't have much **energy**, so they can only **vibrate** about their **fixed** positions.
- 3) The **density** is generally **highest** in this state as the particles are **closest together**.

Liquids



- 1) There are **weaker forces** of attraction between the particles.
- 2) The particles are **close together**, but can **move past each other**, and form **irregular** arrangements.
- 3) For any given substance, in the liquid state its particles will have **more energy** than in the solid state (but less energy than in the gas state).
- 4) They move in **random directions** at **low speeds**.
- 5) Liquids are generally **less dense** than solids.

Gases



- 1) There are **almost no** forces of attraction between the particles.
- 2) For any given substance, in the gas state its particles will have **more energy** than in the solid state or the liquid state.
- 3) They are **free to move**, and travel in **random directions** and at **high speeds**.
- 4) Gases have **low** densities.

The higher their kinetic energy, the faster particles move...

Learn those diagrams above and make sure that you can describe the **arrangement** and **movement** of particles in solids, liquids and gases — it could earn you a few easy marks in the exam.

Topic 3 — Particle Model of Matter

70

Exam Questions

3 The following question is about specific latent heat. 

3.1 What is the name given to the specific latent heat of a substance when it's changing between a solid and a liquid? [1 mark]

3.2 The energy required to convert 40.8 g of liquid methanol to gaseous methanol is 47 100 J. Calculate the specific latent heat of vapourisation of methanol. Use the correct equation from the Physics Equation Sheet on page 256. Give your answer in J/kg and to 3 significant figures. [3 marks]

3.3 The energy used to change liquid methanol to gaseous methanol was supplied by heating the system. How does the internal energy of the system change as the system is heated? Explain your answer. [2 marks]

3.4 Explain, using the particle model, what happens when methanol is heated so that it changes from a liquid to a gas. [2 marks]

4 The movement of particles in a gas can be described using the particle model. 

4.1 Describe the particles in a gas using the particle model. In your answer, you should refer to the arrangement, energy and movement of the particles. [3 marks]

A scientist is calculating the density of a gas in a sealed, rigid container.

4.2 Use the particle model to explain how gas particles create pressure in a sealed container. [2 marks]

4.3 State the equation that links density with mass and volume. [1 mark]

4.4 A certain gas had a mass of 8.2 g and a volume of 6.69 cm³. Calculate the density of the gas. Give your answer to an appropriate number of significant figures. [4 marks]

4.5 The scientist heats the container. What happens to the pressure of the gas within the container? Explain your answer using the particle model. [3 marks]

5 A student is doing an investigation into the masses of different materials of different densities. A cube has edges of length 1.5 cm and a density of 3500 kg/m³. Calculate the mass of the cube.  [5 marks]

6 A sealed balloon contains 0.034 m³ of gas at a pressure of 98 kPa. The balloon is compressed to 0.031 m³. The temperature of the air inside it remains constant. Calculate the air pressure inside the balloon after the compression.  [3 marks]

Topic 3 — Particle Model of Matter

#proudtobeCampion

Ambition ■ Respect ■ Integrity ■ Resilience

Videos - Cognito

Good for: Videos of all the key content in an illustrative way



Videos – free science lessons

Good for: Videos of all the key content in an lecture style



Campion School
The best in everyone™
Part of United Learning

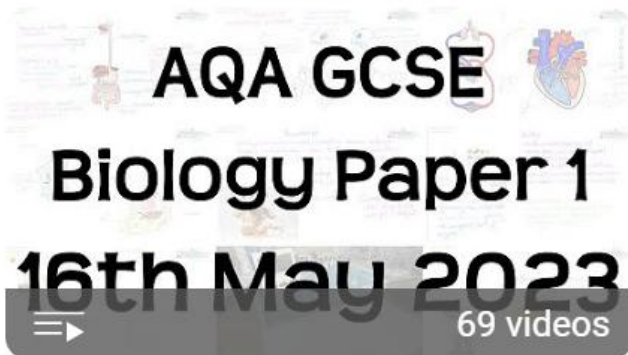
#proudtobeCampion

Ambition ■ Respect ■ Integrity ■ Resilience

Videos: Primrose kitten (YouTube)

Good for: Videos on every GCSE topic with teacher explanation

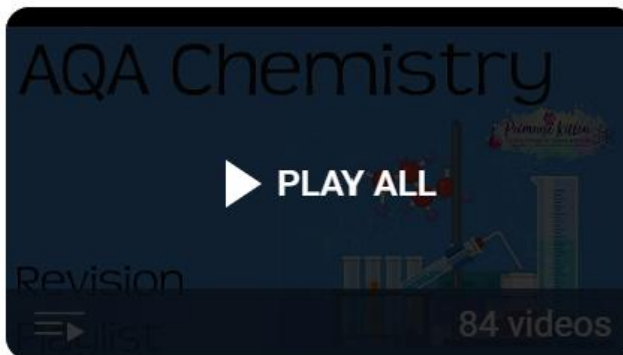
GCSE Science - Complete teaching and revision in one playlist BOOKMARK THIS!



AQA GCSE Biology Paper 1 |
Paper 2 | Ultimate Exam Revisio...

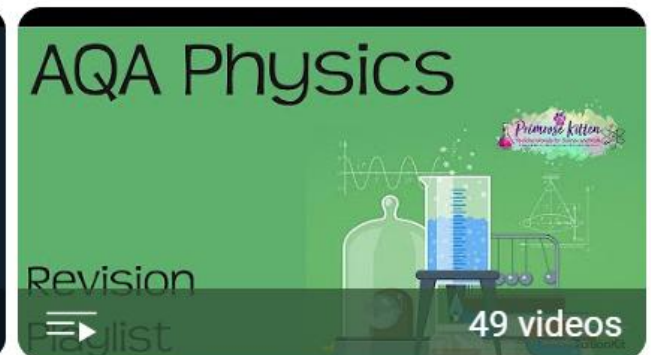
Primrose Kitten Academy · Playlist ✓
Updated yesterday

[View full playlist](#)



AQA Chemistry Paper 1 |
Revision Playlist for Combined...

Primrose Kitten Academy · Playlist ✓
[View full playlist](#)



AQA Physics Paper 1 | Revision
Playlist for Combined and...

Primrose Kitten Academy · Playlist ✓
[View full playlist](#)



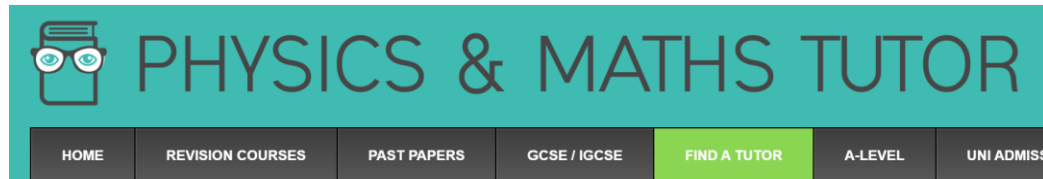
Campion School
The best in everyone™
Part of United Learning

#proudtobeCampion

Ambition ■ Respect ■ Integrity ■ Resilience

Effective science revision: Physics and maths tutor

Good for: Revision notes, past paper questions by topic



This topic is included in [Paper 1](#) for GCSE AQA Biology.

Notes

- [Definitions](#)
- [Detailed Notes](#)

Flashcards

- [Cell Structure](#)
- [Cell Division](#)
- [Transport in Cells](#)

Mind Maps

- [1.1 Cell Structure](#)
- [1.2 Cell Division](#)
- [1.3 Cell Transport](#)

Questions by Topic

2018-2021 papers

- [1.1 Cell Structure MS](#)
- [1.1 Cell Structure QP](#)
- [1.2 Cell Division MS](#)
- [1.2 Cell Division QP](#)
- [1.3 Transport in Cells MS](#)
- [1.3 Transport in Cells QP](#)

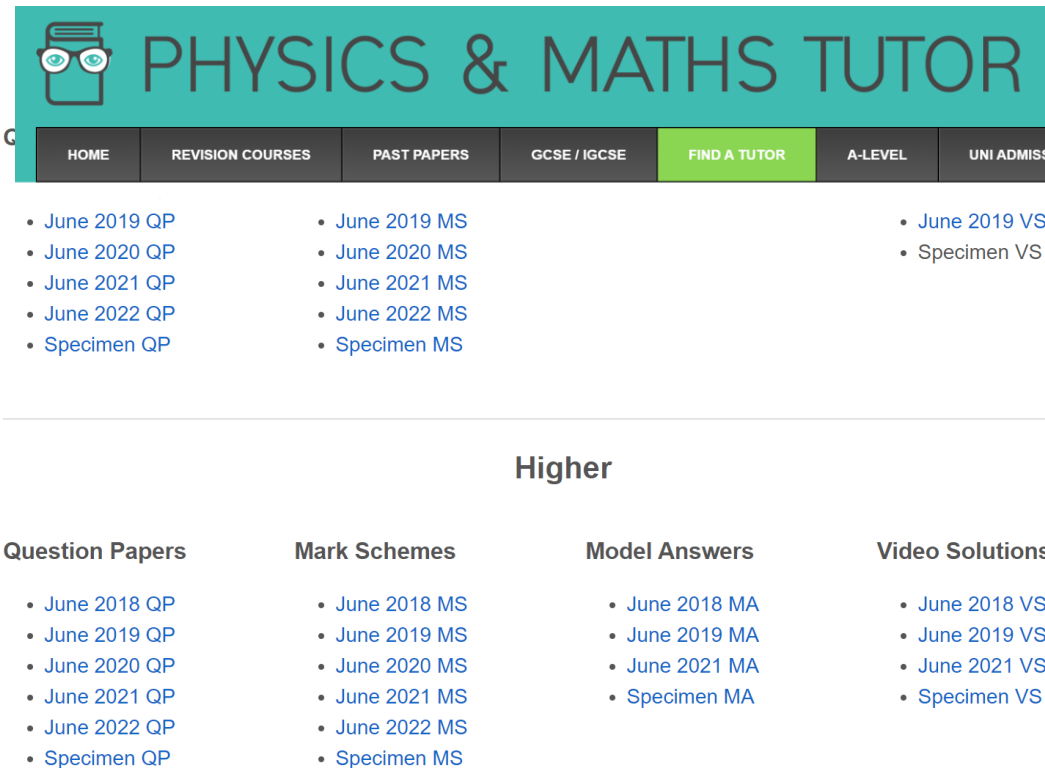
pre-2018 papers

Questions selected for the current specification

- [1.1 Cell Structure 1 MS](#)
- [1.1 Cell Structure 1 QP](#)
- [1.1 Cell Structure 2 MS](#)
- [1.1 Cell Structure 2 QP](#)
- [1.1 Cell Structure 3 MS](#)
- [1.1 Cell Structure 3 QP](#)
- [1.2 Cell Division 1 MS](#)
- [1.2 Cell Division 1 QP](#)
- [1.2 Cell Division 2 MS](#)
- [1.2 Cell Division 2 QP](#)
- [1.2 Cell Division 3 MS](#)
- [1.2 Cell Division 3 QP](#)
- [1.3 Transport in Cells 1 MS](#)
- [1.3 Transport in Cells 1 QP](#)
- [1.3 Transport in Cells 2 MS](#)
- [1.3 Transport in Cells 2 QP](#)
- [1.3 Transport in Cells 3 MS](#)
- [1.3 Transport in Cells 3 QP](#)

Effective science revision: Physics and maths tutor

Good for: All past papers in one place, model/worked answers



The image shows the homepage of the Physics & Maths Tutor website. The header features a logo of a book with glasses and the text 'PHYSICS & MATHS TUTOR'. Below the header is a navigation bar with links: HOME, REVISION COURSES, PAST PAPERS, GCSE / IGCSE, FIND A TUTOR (highlighted in green), A-LEVEL, and UNI ADMISSIONS. Under 'PAST PAPERS', there are three columns of links for Question Papers (QP), Mark Schemes (MS), and Model Answers (MA) for June 2019, June 2020, June 2021, June 2022, and Specimen papers. A section titled 'Higher' is also visible, with similar links for Question Papers, Mark Schemes, Model Answers, and Video Solutions.

054

Compare the effectiveness of the three antibiotics at killing the different types of bacteria.

[6 marks]

On bacteria A, 3 is most effective. On B, 1 is most effective. On C, 2 is most effective. Number 3 has no effect on bacteria C.

qualitative (effect)

2 kills more on C compared to A or B, but about the same amount for A and B each.

3 kills more on A than on B or C, and kills more of B than of C. C is resistant to 3.

quantitative (more or less)

1 kills more on B than on A or C, and more on C than on A.

Do not write outside the box

Effective science revision: AQA- Past papers

Good for: Bank of all past papers and mark schemes

The screenshot shows the AQA website interface. At the top, the AQA logo is on the left, and navigation links for 'Contact us', 'About us', 'Join us', and 'Log in' are on the right. A search bar is also present. Below the header, a purple navigation bar contains links for 'Subjects', 'Qualifications', and 'Professional development'. The breadcrumb trail indicates the path: 'Subjects / Science / GCSE / Combined Science: Trilogy (8464) / Assessment resources'. The main content area is titled 'GCSE Combined Science: Trilogy' with the code '8464'. Below this, there are tabs for 'Specification', 'Planning resources', 'Teaching resources', 'Assessment resources' (which is selected), and 'Key dates'. The 'Assessment resources' section is titled 'Assessment resources' and includes a search bar, a 'Clear all filters' button, and a filter for 'Resource type (1)' with options for 'Examiner reports (13)', 'Mark schemes (12)', and 'Question papers' (which is selected). The 'Component' filter is also visible. The results show 'Showing 41 results' and a list of documents, including 'Insert (Foundation; Higher): equations sheet - June 2018' and 'Insert (Modified A4 18pt) (Foundation; Higher): equations sheet - June 2018'.

Pillar 2: Understand the Required Practicals

There are 21 required practicals

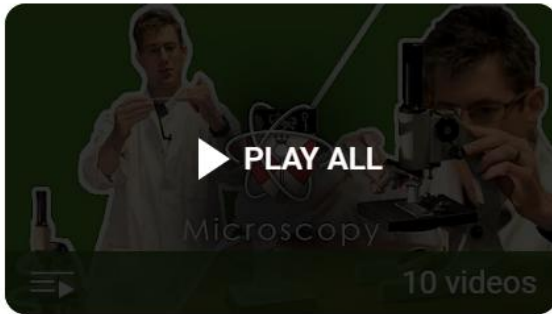
You *must* know:

- The method
- The variables
- The equipment
- The risks
- The graph you'd draw
- The conclusion you'd expect

Effective science revision: Malmesbury Education (YouTube)

Good for: Videos of all the required practicals

GCSE Science Required Practicals



GCSE Biology Required Practicals

Malmesbury Education · Playlist
[View full playlist](#)



GCSE Physics Required Practicals

Malmesbury Education · Playlist
[View full playlist](#)



GCSE Chemistry Practicals

Malmesbury Education · Playlist
[View full playlist](#)



GCSE Science Required Practicals

Malmesbury Education · Playlist
[View full playlist](#)

Pillar 3: Master Exam Technique

You need to practise:

Multiple-choice questions

Short-answer questions

Longer 4–6 mark questions

Maths in science

Graph questions

Required practical questions

Key tips:

Use the command words: describe, explain, compare, evaluate

Always show working in calculations

Use units correctly

Underline key information in the question

Don't leave blanks — write something

Why do past papers?

The same/very similar questions come up again and again...

White blood cells produce antibodies. This is one way white blood cells protect us against pathogens.

Give **two** other ways that white blood cells protect us against pathogens.

1. _____

2. _____

Give **two** ways in which white blood cells protect us from disease.

The body's immune system protects us from diseases.

Describe the different ways in which white blood cells protect us from infectious diseases.



Campion School
The best in everyone™
Part of United Learning

#proudtobeCampion

Ambition ■ Respect ■ Integrity ■ Resilience

Why do past paper questions?

So, you can learn the key words needed in your answers...

produce antitoxins

engulf / ingest / digest pathogens / viruses / bacteria / microorganisms any **one** from:

accept phagocytosis or description

ignore eat / consume / absorb for engulf

ignore references to memory cells

- (antibodies) destroy or kill pathogens / bacteria / viruses / germs

ignore destroy / kill disease

ignore attack / fight pathogens

2 of:

ingest microbes;)allow higher level answers

produce antibodies;)allow cause and effect

produce antitoxins)eg antitoxins neutralise poisons = •

- (antitoxins) counteract / destroy / neutralise toxins / poisons

ignore attack / killing toxins

reasonable reference to memory cells **or** rapid production of antibodies upon re-infection

each for 1 mark

How to revise

SCIENCE EXAM PLAN		
All Science papers: 1 hour and 15mins (combined) 1 hour and 45mins (separate) Each paper 33% of GCSE (2 GCSEs) or 50% of GCSE (3 GCSEs) Each paper 60 marks (combined) 100 marks (separate)		
Answers ALL Questions		
Before you start	3 minutes	- Write down all the equations/formulas at the back of the paper straight away, before you forget them - Scan all of the questions, often there are some parts of questions that link to other questions.
All Questions		- They can come in any order and in any topic with differing numbers of marks. - The difficulty of the questions builds through the paper but in a zig zag. E.g (std paper) Q1 grade 1-3, Q2 grade 2-4, Q3 Grade 3-4 so do not get to a point where it is too difficult and then stop, the beginning of the next question is always easier! 1 minute for 1 mark. - The space left gives you an indication of how much to write - Don't write in spaces that say 'Do not write' as they are scanned in and the examiner won't see it - Ensure your handwriting is clear so the examiner can read it

What a Good Revision Week Looks Like

Monday

- 20 minutes Biology content
- 10 minutes flashcards – on content
- 10 minutes exam questions

Wednesday

- 20 minutes Chemistry content
- 10 minutes required practical revision
- 10 minutes exam questions

Friday

- 20 minutes Physics content
- 10 minutes flashcards – on content
- 10 minutes exam questions

Weekend

- One past paper section (not a full paper)
- Mark it using the mark scheme
- Write down your mistakes

Common Mistakes to Avoid

- Rewriting notes
- Highlighting everything
- Watching videos without taking notes
- Doing past papers without marking them
- Leaving revision until the last minute
- Only revising topics you like

Brain Break

You are sitting on a plane. There is a horse in front of you, and a car behind you. Where are you?



Campion School
The best in everyone™
Part of United Learning

#proudtobeCampion

AMBITION ■ respect ■ Integrity ■ Resilience

.... On a merry-go-round!



Campion School
The best in everyone™
Part of United Learning

#proudtobeCampion

Ambition ■ Respect ■ Integrity ■ Resilience

Maths

Edexcel GCSE revision and exam preparation

Maths – Miss Bain

Paper 1	Paper 2	Paper 3
Non-Calculator	Calculator	Calculator

The first half of the paper

For any student, on either tier, the first half of the paper is crucial for obtaining either a Grade 4 or 5 on Foundation, or a Grade 6+ on Higher.

The first half of the paper is roughly 40 marks. If you gain 40 marks on all 3 papers then you have already scored 120 marks.

Based on recent grade boundaries:

- **Grade 4** on Foundation requires approximately 150 marks
You would need an approximate average of 10 more marks per paper
- **Grade 5** on Foundation requires approximately 180 marks
You would need an approximate average of 20 more marks per paper
- **Grade 6** on Higher requires approximately 120 marks
You can achieve this on the first half of the paper alone!
- **Grade 7** on Higher requires approximately 150 marks
You would need an approximate average of 10 more marks per paper

Types of Revision

Topic Based-

Use QLA

Sparx Revision

Mathsgenie.co.uk

Mixed Practice

Sparx Exam Revision

Past Papers (mathsgenie.co.uk)

Aiming For Booklets

Homework is set weekly on Sparx.

Students who complete an hour of Sparx a week perform a third of a grade above their peers.

Sparx adapts the needs of every learner.

Students all have access to the revision section on Sparx for the GCSE, which includes:

- Fix up tasks from mocks
- Revision for each unit of the GSCE
- Personalised revision and retrieval weekly

Evidence shows that completing Sparx homework for the hour weekly, increases students GCSE grade by a sublevel. Students who complete 200 hours of Sparx over their time at school, statistically increase by a full GSCE grade.

Walking Talking Mocks

Students complete Walking Talking Mocks fortnightly in class

These include teachers walking a student through a mock paper - showing them how to approach the paper, to support exam technique.

Students are set a similar paper to complete each fortnight.

We advise students to attempt the full paper, alongside completing the paper from the lesson each fortnight to support their revision.

Exam paper practice is the best form of revision for GCSE maths

How to support your child

Promote independent study, and timed sessions completing exam papers

Provide a place to complete regular Sparx practice, without disruption

Direct your child's to complete the "Aiming for..." booklets in the teams drive

Opportunities for further guidance

The Secret to GCSE Success

Wed 14th Oct - 7pm (with replay available)

It's designed to help parents feel confident supporting their teens at home, so they arrive in school calmer, more motivated, and better prepared.

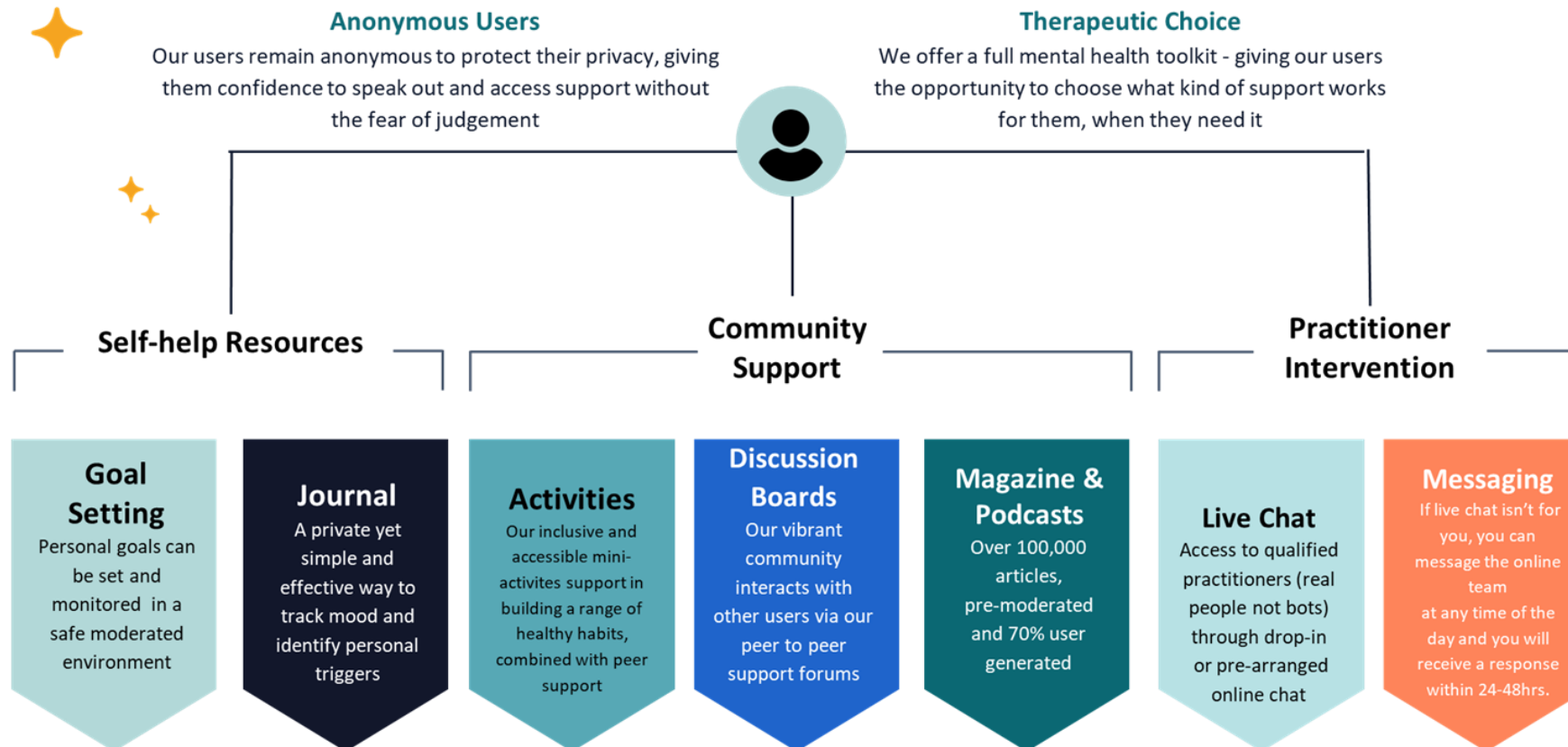
Scan the QR code to book your space

<https://parentguidetoeducation.com/reg/gcse-success/2215>



Wellbeing

Kooth provides 365 & 24/7 access



Campion School
The best in everyone™
Part of United Learning

#proudtobeCampion

Ambition ■ Respect ■ Integrity ■ Resilience



Resources
for Families



Frequently
asked Questions

