



ST PETER'S  
CATHOLIC SCHOOL

# Year 11 Revision Evening

Thursday 13<sup>th</sup> February 2025



# The format for this evening

1. A presentation by Mrs Gould about the spring assessments, summer exams and general revision information
2. Talks from the core subject leaders:
  - RE – Mrs Buchan
  - Science – Mrs Hutson
  - English – Mrs Nicholls
  - Maths – Mr Josic

# Key Information

Individual Candidate Timetable - Default

**Season:** Summer

**Name:** [Redacted]

**Gender:** Male

**Date of Birth:** [Redacted]

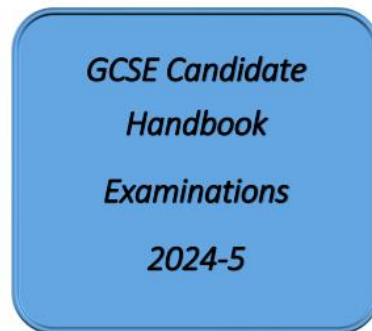
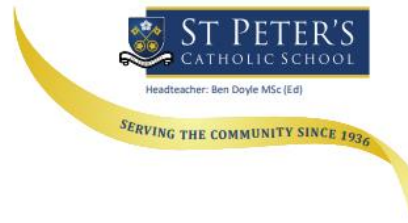
**Candidate Number:** [Redacted]

**Name on Certificate:** [Redacted]

**Special Arrangements:** [Redacted]

Timetabled Component

Date	Start
Mon 13/05/2019	13:30
Tue 14/05/2019	13:30
Wed 15/05/2019	13:30
Thu 16/05/2019	09:15
Fri 17/05/2019	13:30
Mon 20/05/2019	09:15
Mon 20/05/2019	09:15



11



Component

8063/1: GCSE Religious Studies B P1 Cath Christ

8464/B/1F: GCSE Combined Science Trilogy Biology P1F

1ET0 01: GCSE English Literature: Shakesp.& Post 1914

8464/C/1F: GCSE Combined Science Trilogy Chemistry P1F

1DR0 03: GCSE Drama Theatre Makers in Prac.

8063/2Y: GCSE Religious Studies B P2-A Judaism, B Themes

8063/2A: GCSE Religious Studies B P2-B Themes

Information that will be shared with you after half term:

1. Information about support sessions for various subjects
2. Statements of entry during the first week back after half term—please check that the subjects expected are on there, any exam access arrangements are listed and that the name is correct as this is expensive to change later when on certificates!
3. GCSE Candidate Handbook – lots of useful information about the exams this summer

# Spring assessments

- These will be taking place in class before the Easter holiday, starting on Monday 3rd March in class
- These are the assessments that subjects would be carrying out around this time but are put into this window to provide an overall update on how each student is progressing
- They also provide information about what areas are secure and what topics need further revision ahead of the Summer examinations as well as allowing teachers to update predicted grades.

# Examinations in Summer 2025

- First day of exams is Thursday 8<sup>th</sup> May
- Final day of GCSEs is Wednesday 25<sup>th</sup> June\*
- Results' Day is Thursday 21<sup>st</sup> August and results can be collected that morning (time TBC)

Changes to exam arrangements for this academic year:

- Formula sheets for maths, combined science and physics will be provided

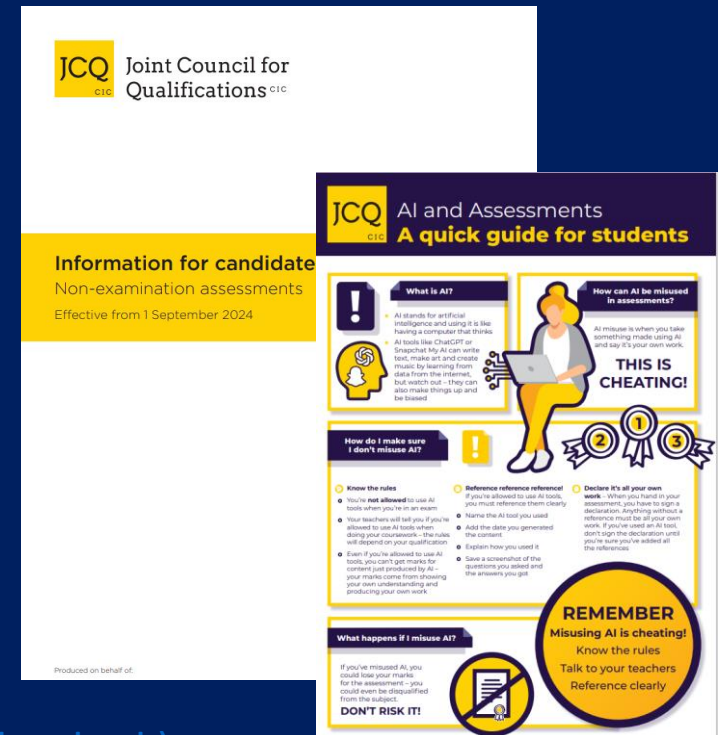
\* This is a contingency day but must be kept free just in case an exam has to be moved to this date for any reason

# Other useful information: School Website

- This school website has a section dedicated to exams with lots of useful and important information



The screenshot shows the school's website navigation menu. The 'SECONDARY' menu item is circled in red, and a sub-menu is open showing 'EXAMINATIONS' also circled in red. Other menu items include HOME, SCHOOL INFO, PRIMARY, SIXTH FORM, and CO. Below the navigation, there is a 'KEY INFORMATION' section with links for JOIN US, NEWS & EVENTS, and TERM DATES. A 'Parent Zone' section is also visible. The main content area features a large image of students and a section titled 'In this section' with links to KEY INFORMATION, JOIN US, PARENT ZONE, NEWS & EVENTS, and EXAMINATIONS. A banner at the bottom of the page reads 'HOME > SECONDARY > EXAMINATIONS' and 'Examinations'. Below this, it states: 'If you have any questions relating to the examinations at St Peter's School do not hesitate to contact our Examinations Officer on 01202 437216 or email exams@st-peters.bournemouth.sch.uk'.



The poster is titled 'JCO AI and Assessments A quick guide for students'. It provides information for candidates regarding non-examination assessments effective from 1 September 2024. The poster includes several key sections:
 

- What is AI?**: Explains that AI stands for artificial intelligence and using it is like having a computer that thinks for you. It lists tools like ChatGPT or Snapchat My AI that can write text, make art, and create music, but warns to watch out as they can also make things up and be biased.
- How can AI be misused in assessments?**: States that AI misuse is when you take something made using AI and say it's your own work. It includes a graphic that says 'THIS IS CHEATING!' with a '1' in a circle.
- How do I make sure I don't misuse AI?**:
  - Know the rules**: You are not allowed to use AI tools when you're in an exam. Your teachers will tell you if you're allowed to use AI tools when doing your coursework. The rules will depend on your qualification.
  - Even if you're allowed to use AI tools**, you can't get marks for content just produced by AI - your marks come from showing your own understanding and producing your own work.
  - Reference reference reference**: If you're allowed to use AI tools, you must reference them clearly.
    - Name the AI tool you used
    - Add the date you generated the content
    - Explain how you used it
  - Save a screenshot of the questions you asked and the answers you got**
- Declare it's all your own work**: When you hand in your assessment, you have to sign a declaration. Anything written or created must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references!
- REMEMBER**: Missing AI is cheating! Know the rules. Talk to your teachers. Reference clearly.
- DON'T RISK IT!**: A warning icon with a crossed-out AI symbol.

## Key information to draw your attention to

- This section of the website includes the following:
  - GCSE Candidate Booklet for 2024-2025
  - The overall summer 2025 timetable
  - General rules for examinations
  - JCQ information for all students - this includes non-exam assessments (NEAs)

## Key information to draw your attention to

- Exam conditions start from the moment students enter the exam hall/exam room
- Any communication (verbal or non-verbal) must be reported
- Students with multiple reports are at risk of disqualification
- Water bottles must be clear, have no writing of any kind on and a sports cap to avoid spillages
- Students with extra time as an exam access arrangement may leave at the end of the standard exam time or at the end of their extra time allowance (not in between)

# Ways you can help

1. Help them write a revision timetable, stick it to the fridge, make sure they follow it
2. Make a revision space at home for your child
3. Look after their phone / device whilst they are revising
4. Think about what rewards or incentives can help get them motivated. Keep targets small and realistic!

Exam Timetable	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Comments
Week 13	English 10:00-11:00 (Topic 3)	Maths 10:00-11:00 (Topic 3)	English 10:00-11:00 (Topic 3)	Maths 10:00-11:00 (Topic 3)	English 10:00-11:00 (Topic 3)	Maths 10:00-11:00 (Topic 3)	English 10:00-11:00 (Topic 3)	25 hours
Week 14	History 10:00-11:00	Maths 10:00-11:00	English 10:00-11:00	Maths 10:00-11:00	English 10:00-11:00	Maths 10:00-11:00	English 10:00-11:00	25 hours
Week 15	Physics 10:00-11:00 (Topic 1)	Maths 10:00-11:00 (Topic 1)	English 10:00-11:00 (Topic 1)	Maths 10:00-11:00 (Topic 1)	English 10:00-11:00 (Topic 1)	Maths 10:00-11:00 (Topic 1)	English 10:00-11:00 (Topic 1)	25 hours
Week 16	Chemistry 10:00-11:00	Maths 10:00-11:00	English 10:00-11:00	Maths 10:00-11:00	English 10:00-11:00	Maths 10:00-11:00	English 10:00-11:00	25 hours
Week 17	Art 10:00-11:00	Maths 10:00-11:00	English 10:00-11:00	Maths 10:00-11:00	English 10:00-11:00	Maths 10:00-11:00	English 10:00-11:00	25 hours
Week 18	Music 10:00-11:00	Maths 10:00-11:00	English 10:00-11:00	Maths 10:00-11:00	English 10:00-11:00	Maths 10:00-11:00	English 10:00-11:00	25 hours
Week 19	PE 10:00-11:00	Maths 10:00-11:00	English 10:00-11:00	Maths 10:00-11:00	English 10:00-11:00	Maths 10:00-11:00	English 10:00-11:00	25 hours
Week 20	Religion 10:00-11:00	Maths 10:00-11:00	English 10:00-11:00	Maths 10:00-11:00	English 10:00-11:00	Maths 10:00-11:00	English 10:00-11:00	25 hours



# Revision timetables: Example

Revision timetable - Easter holiday

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8am	Maths Fractions and algebra	Geography Revise case studies	Science exam paper 1 - timed conditions (2hr)	Family breakfast	Art Coursework	English Make notes on main text	
9am	Geography Volcanoes	Drums lesson			French Vocab revision	Drums lesson	
10am	History Essay question French vocab revision			Science revision day with friends	Maths Simultaneous equations		
11am	Maths Algebra	History Read through unit 2 notes	Time off		Geography Revise coastal defences	English Make notes on main text	
LUNCH	LUNCH	LUNCH	LUNCH		LUNCH	LUNCH	
2pm	Science Physics Art Coursework	Art Coursework	Football and swim lesson		Geography exam paper 1 - timed conditions (90 mins)	Science Biology	
3pm	Science Chemistry	Art Coursework			History Key dates		
4pm	Unplanned revision	English Complete an essay question			Unplanned revision		
5pm	Gym	Time off			Dinner and cinema		
6pm	Time off	Time off		Gym			
Evening	English Look through unit 1 notes	Maths formulas French vocab revision		Time off	History Make flash cards on unit 2	Evening off	

1. Break subjects down into topics
2. Divide your time into sessions
3. Include the non-revision stuff e.g. sports, time with family, breaks etc.
4. Add the subject **AND** the topic
5. Space out your revision
6. Mix up your subjects

## MOST EFFECTIVE STRATEGIES

**Distributed practice** - spreading out study over time (i.e. spreading revision over a longer period of time)

**Practice testing** - Self-testing to check knowledge - especially using flash cards  
(**top tip:** don't 'drop' cards you know)

## MODERATELY EFFECTIVE STRATEGIES

**Self-explanation** - how a problem was solved

**Interleaved practice** - switching between different kinds of problems

**Elaborative interrogation** - being able to explain a point or fact

## LESS EFFECTIVE STRATEGIES

**Keyword mnemonics** - choosing a word to associate with information

**Imagery** - forming mental pictures while reading or listening

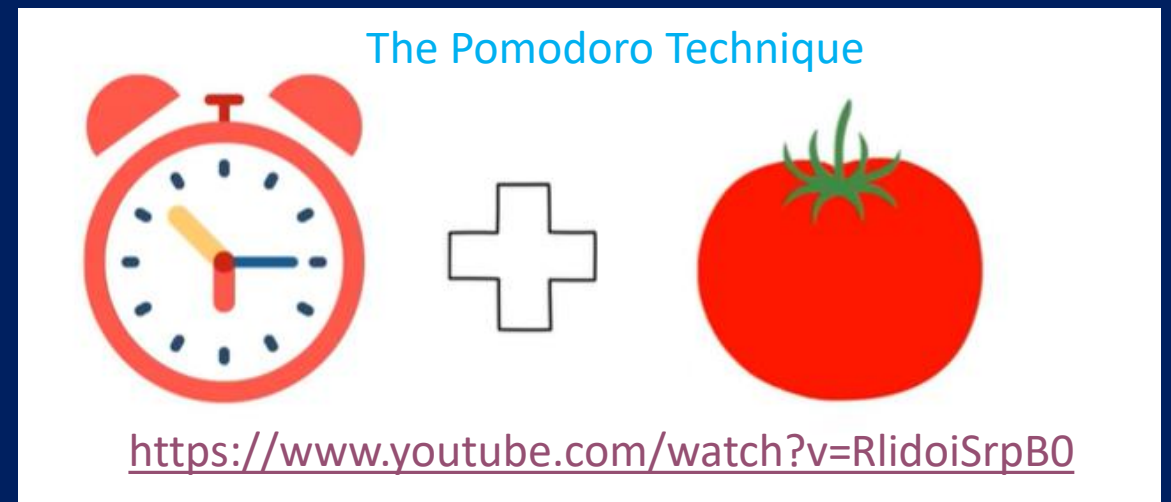
**Summarising** - writing summaries of texts

**Re-reading**

**Highlighting/underlining**



- Say it out loud: record yourself reading the key points of a topic and listen to the recording regularly
- Knowledge organisers and knowledge retrievers
- Tackle those tricky questions – break them down into steps and underline key information
- Learn, revise, test, repeat



## Useful links

Helping your child with revision and managing exam stress:

<https://www.bbc.co.uk/bitesize/articles/zmy692p>

Free revision planning tools:

<https://getrevising.co.uk/planner>



Revision myths busted:

<https://www.mytutor.co.uk/blog/parents/biggest-learning-myths-debunked/>

A parents guide to GCSEs

<https://tutorful.co.uk/guides/a-parents-guide-to-gcse>

# Useful links – Past Paper Finders

AQA:

<https://www.aqa.org.uk/find-past-papers-and-mark-schemes>

Pearson:

<https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html>

OCR:

<https://www.ocr.org.uk/qualifications/past-paper-finder/>

**PLUS: Resources on Microsoft Teams for each subject area**

# Additional Support

- Subject support sessions that are running now and after half term
- Departmental resources on Teams
- GCSE candidate handbook (on the school website and also sent by email)
- Tutors, class teachers and subject leaders are all here to help

# Key People

- Should you have any questions, please do get in touch with the relevant person via email:
- Mr Trickey [tr@st-peters.Bournemouth.sch.uk](mailto:tr@st-peters.Bournemouth.sch.uk)
- Mrs Gould [rgd@st-peters.Bournemouth.sch.uk](mailto:rgd@st-peters.Bournemouth.sch.uk)
- Exams [exams@st-peters.Bournemouth.sch.uk](mailto:exams@st-peters.Bournemouth.sch.uk)
- SENCO [ari@st-peters.Bournemouth.sch.uk](mailto:ari@st-peters.Bournemouth.sch.uk)
- Subject leaders or teachers [info@st-peters.Bournemouth.sch.uk](mailto:info@st-peters.Bournemouth.sch.uk)

## Further Information

- There will now follow presentations from each of our core subject leaders:
  - Mrs Buchan –Religious Education
  - Mrs Hutson –Science
  - Ms Nicholls –English
  - Mr Josic –Maths
- These will focus on what you can do to help your son or daughter when revising for these subjects



# Core Subject: RE

Mrs Buchan

# GCSE Religious Studies

**“I have fought the good fight, I have finished the race, I have kept the faith”**



[FBN@st-peters.bournemouth.sch.uk](mailto:FBN@st-peters.bournemouth.sch.uk)

# AQA – Catholic: 13<sup>th</sup> May 2025

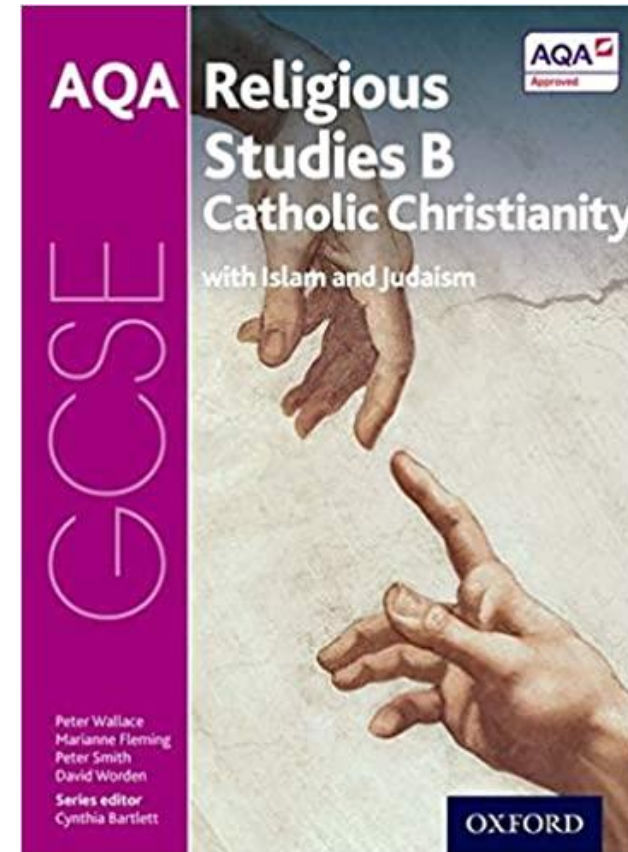
Final assessment- two GCSE exams in Year 11. 1 hour and 45 minutes each

Paper 1:

**Catholic Christianity: 50%**

- 1. Creation**
- 2. Incarnation**
- 3. Triune God**
- 4. Redemption**
- 5. Kingdom of God**
- 6. Eschatology**

**Only four in the exam**



# AQA – Judaism and Themes: 21<sup>st</sup> May 2025

Final assessment- two GCSE exams in Year 11. 1 hour and 45 minutes each

Paper 2:

**Judaism: 25%**

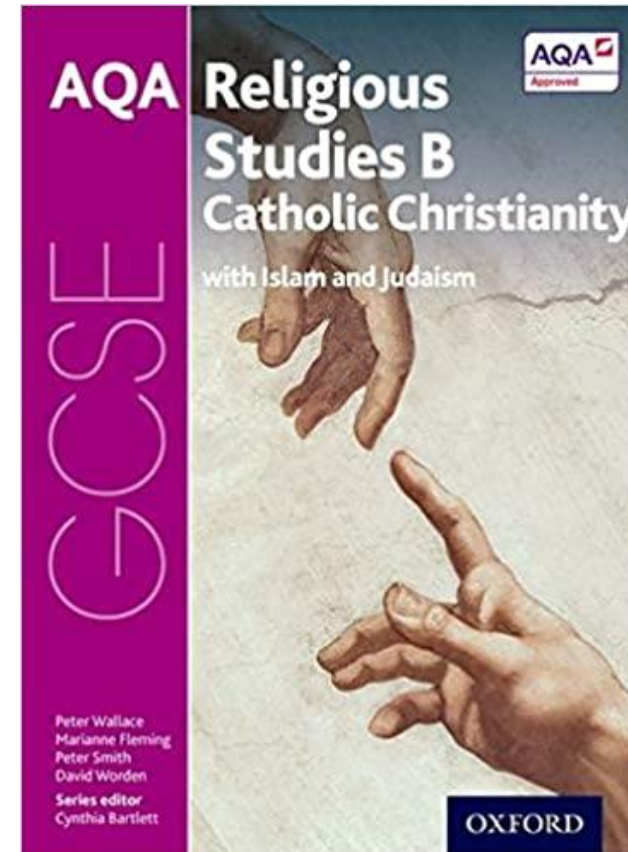
**Jewish faith teaching**

**Jewish practices of the faith**

**Philosophical themes: 25%**

**A. Relationships**

**B. Responses to conflict**



# Syllabus and Schedule

## Year 11 RE GCSE Topics

Unit 1: Creation	Unit 2: Incarnation
1.1 Michelangelo's Creation of Adam 1.2 Other Christians art showing creation 1.3 Creation and Genesis 1: nature of God 1.4 Creation and Genesis 2: nature of humans 1.5 The significance of the creation stories 1.6 The origins and structure of the Bible 1.7 Inspiration and the Bible as the word of God 1.8 Interpreting the Genesis creation stories 1.9 Natural law and Catholic attitudes towards science 1.10 Caring for the environment 1.11 The meaning of stewardship 1.12 CAFOD and sustainability	2.1 Jesus as God incarnate 2.2 God's message to Joseph 2.3 Jesus, the Word of God 2.4 Jesus as both fully human and fully God 2.5 Christian symbols 2.6 How the Incarnation affects Christian attitudes to art 2.7 Interpreting statues of Jesus 2.8 The moral teachings of Jesus 2.9 Tradition and St Irenaeus on Jesus 2.10 Different understandings of the incarnation 2.11 Grace and the sacramental nature of reality 2.12 The seven sacraments 2.13 Imago Dei and abortion
Unit 3: Triune God	Unit 4: Redemption
3.1 Plains and music in worship 3.2 Music in the liturgy 3.3 Acclamations used in the Mass 3.4 The Triune God explained in the Bible 3.5 The Trinity in the Nicene Creed and Genesis 1 3.6 The influence of the Trinity on Christians today 3.7 The Trinity in the Bible 3.8 The Trinity and God's love 3.9 The authority of the Magisterium and its views on the Trinity 3.10 Baptism 3.11 Traditional and spontaneous prayer 3.12 Prayer and posture	4.1 How church architecture reflects beliefs 4.2 The main parts of a Catholic church 4.3 Contrasting features and artefacts used 4.4 The role of Jesus in restoration through sacrifice 4.5 The significance of Jesus' death, burial, resurrection and ascension 4.6 Salvation (past, present, future) 4.7 Redemption in the Bible 4.8 St Irenaeus' and St Anselm on salvation 4.9 The importance of the conscience 4.10 Redemption and the Mass 4.11 Different Christian understandings of the Eucharist 4.12 Prayers in the Mass and adoration
Unit 5: Church and the Kingdom of God	Unit 6: Eschatology
5.1 Pilgrimage and the Stations of the Cross 5.2 Pilgrimage to Rome, Lourdes and Walsingham 5.3 Mission and evangelism in drama 5.4 The Kingdom of God and the Lord's Prayer 5.5 Signs of the Kingdom: justice peace and reconciliation 5.6 The hierarchy of the Catholic Church and the Second Vatican Council 5.7 The importance of Mary and the Magnificat 5.8 The four marks of the Church and apostolic succession 5.9 The conciliar and pontifical nature of the Church 5.10 The Church as the Body of Christ: the importance of charity 5.11 Kingdom values in different vocation 5.12 Kingdom values in the life of a Catholic	6.1 The Paschal Candle 6.2 Michelangelo's <i>The Last Judgement</i> 6.3 Memorials for the dead 6.4 Eschatology and life after death 6.5 The four last things 6.6 Purgatory and judgement 6.7 The Parable of the Rich Man and Lazarus 6.8 Cosmic reconciliation 6.9 The Church's teachings on the end of time 6.10 The last rites 6.11 The funeral rite 6.12 The care of the dying and euthanasia

### Catholic Christianity Paper – Tuesday 13<sup>th</sup> May MORNING

Unit 9: Judaism – beliefs and teaching	Unit 10: Judaism – practices
9.1 The nature of G-d: G-d as one 9.2 The nature of G-d: G-d as creator 9.3 The nature of G-d: G-d as lawgiver and judge; the divine presence 9.4 Life after death, judgement and resurrection 9.5 The nature and role of the Messiah 9.6 The Promised Land and the covenant with Abraham 9.7 The Sinai covenant and the Ten Commandments 9.8 Key moral principles in Judaism 9.9 Sanctity of life 9.10 Free will and mitzvot	10.1 The importance of the synagogue 10.2 Interior features of a synagogue 10.3 Worship in Orthodox and Reform synagogues 10.4 Daily services and prayer 10.5 Shabbat in the synagogue 10.6 Shabbat in the home 10.7 Worship in the home; the written and oral law 10.8 Ceremonies associated with birth 10.9 Bar and Bat Mitzvah 10.10 Marriage 10.11 Mourning for the dead 10.12 Dietary Laws 10.13 Rosh Hashanah and Yom Kippur 10.14 Pesach

Unit 11: Theme A – Religion, relationships and families	Unit 12: Theme B – Religion, peace and conflict
11.1 Human beings as sexual, male and female 11.2 Pope John II's 'Theology of the Body' 11.3 Human sexuality and its expression 11.4 A valid marriage in the Catholic Church 11.5 The nature of marriage, marriage promises and cohabitation 11.6 Annulment, divorce and remarriage 11.7 Family planning and contraception 11.8 The nature and purpose of the family 11.9 Roles and responsibilities within the family 11.10 Gender equality in the Bible 11.11 Catholic teaching on the equality of women and men 11.12 Gender prejudice and discrimination	12.1 Biblical perspectives on violence and bullying 12.2 Forgiveness and reconciliation 12.3 Justice 12.4 The just war theory 12.5 Nuclear war and weapons of mass destruction 12.6 The consequences of modern warfare 12.7 Religion as a reason for violence and war 12.8 Pacifism 12.9 The role of religion in conflicts of the 21 <sup>st</sup> century 12.10 Terrorism 12.11 Torture, radicalisation and martyrdom 12.12 Conflict, resolution and peace-making

### Themes and Judaism Paper – Wednesday 21<sup>st</sup> May AFTERNOON

## Year 11 RE Revision Schedule 2025

Week Beginning	Revision Focus	Topics within this unit	Week Beginning	Revision Focus	Topics within this unit	Week Beginning	Revision Focus	Topics within this unit
Week 1 13 <sup>th</sup> January	Unit 1: Creation	1.1 Michelangelo's Creation of Adam 1.2 Other Christians art showing creation 1.3 Creation and Genesis 1: nature of God 1.4 Creation and Genesis 2: nature of humans	Week 2 20 <sup>th</sup> January	Unit 2: Incarnation  Unit 4: Redemption	2.1 Jesus as God incarnate 2.2 God's message to Joseph 2.3 Jesus, the Word of God 2.4 Jesus as both fully human and fully God  4.1 How church architecture reflects beliefs 4.2 The main parts of a Catholic church 4.3 Contrasting features and artefacts used 4.4 The role of Jesus in restoration through sacrifice	Week 3 27 <sup>th</sup> January	Unit 1: Creation  Unit 5: Church and the Kingdom of God	1.5 The significance of the creation stories 1.6 The origins and structure of the Bible 1.7 Inspiration and the Bible as the word of God 1.8 Interpreting the Genesis creation stories  5.1 Pilgrimage and the Stations of the Cross 5.2 Pilgrimage to Rome, Lourdes and Walsingham 5.3 Mission and evangelism in drama 5.4 The Kingdom of God and the Lord's Prayer
Week 4 3 <sup>rd</sup> February	Unit 2: Incarnation  Unit 6: Eschatology	2.5 Christian symbols 2.6 How the Incarnation affects Christian attitudes to art 2.7 Interpreting statues of Jesus 2.8 The moral teachings of Jesus  6.1 The Paschal Candle 6.2 Michelangelo's <i>The Last Judgement</i> 6.3 Memorials for the dead 6.4 Eschatology and life after death	Week 5 10 <sup>th</sup> February	Unit 3: The Triune God  Unit 4: Redemption  Unit 10: Judaism - practices	3.5 The Trinity in the Nicene Creed and Genesis 1 3.6 The influence of the Trinity on Christians today 3.7 The Trinity in the Bible 3.8 The Trinity and God's love  4.5 The significance of Jesus' death, burial, resurrection and ascension 4.6 Salvation (past, present, future) 4.7 Redemption in the Bible 4.8 St Irenaeus' and St Anselm on salvation 4.9 The importance of the conscience 4.10 Redemption and the Mass 4.11 Different Christian understandings of the Eucharist 4.12 Prayers in the Mass and adoration	Week 6 24 <sup>th</sup> February	Unit 1: Creation  Unit 5: Church and the Kingdom of God  Theme A: Religion, relationships and families	1.9 Natural law and Catholic attitudes towards science 1.10 Caring for the environment 1.11 The meaning of stewardship 1.12 CAFOD and sustainability  5.5 Signs of the Kingdom: justice peace and reconciliation 5.6 The hierarchy of the Catholic Church and the Second Vatican Council 5.7 The importance of Mary and the Magnificat 5.8 The four marks of the Church and apostolic succession  11.5 The nature of marriage, marriage promises and cohabitation 11.6 Annulment, divorce and remarriage 11.7 Family planning and contraception 11.8 The nature and purpose of the family

You have approximately 15 weeks of school before your RE GCSE exam. This schedule offers you a suggested approach to your RE revision. As theme B is still being covered in school it is not in the early revision weeks but the topics are listed to the right.

The first 9 weeks outline topics 1-6, 9-10 and theme A. These have been split into chunks to allow for interleaving. Interleaving is the theory that revising more than one topic in a revision session helps you to make connections between them. It also allows for a break in a particular topic. The next 4 weeks group more units together so you can start to summarise larger amounts of information using your initial revision/class notes. There is also a final week for each exam to apply and consolidate.

Theme B: Religion, peace and conflict

- 12.1 Biblical perspectives on violence and bullying
- 12.2 Forgiveness and reconciliation
- 12.3 Justice
- 12.4 The just war theory
- 12.5 Nuclear war and weapons of mass destruction
- 12.6 The consequences of modern warfare
- 12.7 Religion as a reason for violence and war
- 12.8 Pacifism
- 12.9 The role of religion in conflicts of the 21<sup>st</sup> century
- 12.10 Terrorism
- 12.11 Torture, radicalisation and martyrdom
- 12.12 Conflict, resolution and peace-making

Unit 5: Church and the Kingdom of God	5.9 The conciliar and pontifical nature of the Church 5.10 The Church as the Body of Christ: the importance of charity 5.11 Kingdom values in different vocation 5.12 Kingdom values in the life of a Catholic
Unit 6: Eschatology	6.9 The Church's teachings on the end of time 6.10 The last rites 6.11 The funeral rite 6.12 The care of the dying and euthanasia
Theme A: Religion, relationships and families	11.9 Roles and responsibilities within the family 11.10 Gender equality in the Bible 11.11 Catholic teaching on the equality of women and men 11.12 Gender prejudice and discrimination
Units 4,5&6	What are the main features of a Catholic Church? What is Jesus' role in redemption and salvation? Why is the conscience important? What happens at Mass? What are the different Christian understandings of the Eucharist?  Why is pilgrimage important for Catholics? What is the Kingdom of God and what are the signs of this? What is the Second Vatican Council? Why is Mary important? What are the four marks of the Church? Why is the Church the Body of Christ?  What is Eschatology? How do memorials remember the dead? What is the afterlife? What is the parable of the Rich Man and Lazarus about? What are the last and funeral rites? What are Catholic beliefs about caring for the dying and euthanasia?

and contraception: what is gender equality and how is the Bible linked?	paper	timed exam questions.	Collate your sources of wisdom and make connections between different units. You may be able to apply a Bible passage to more than one topic.  Make sure you are clear on PEPE, SOW and RATE techniques
What is war, justice, warfare and nuclear weapons? How is religion linked to war? What is pacifism? What is terrorism, torture, radicalisation and martyrdom? What is conflict resolution and peace-making?			
Catholic Christianity Paper – Tuesday 13 <sup>th</sup> May MORNING		Themes and Judaism Paper – Wednesday 21 <sup>st</sup> May AFTERNOON	

# Teams



Mrs F Buchan 27/01 10:56



## Look at the Revisor

Hello year 11,

Please look at the Revisor following links to take you

[AQA GCSE Religio](#)

<https://www.youtube.co>

...  
see more

**General** Posts Files

New Upload

Documents > General

	Name
	Class Materials
	Knowledge Organisers
	Revision
	Template-Letter-Assiste

**General** Posts Files

New Upload Share Copy link Sync Add shortcut to OneDrive ...

Documents > General > Revision > Revision Materials

	Name	Modified	Modified By	+ Add column
	K.Os (PDF format)	January 27	Mrs F Buchan	
	Knowledge organisers	January 27	Mrs F Buchan	
	Past Papers	January 27	Mrs F Buchan	
	Revision Guide	January 27	Mrs F Buchan	
	Revision Materials	January 27	Mrs F Buchan	
	Revision Youtuber- Ben Wardle	January 27	Mrs F Buchan	
	Revision Youtuber- Mr McMillan Revis	January 27	Mrs F Buchan	
	Super Quiz HF	January 27	Mrs F Buchan	

# Interleaving and Organisation

## Effective Use:

Start your revision sooner rather than later. Break things into small and manageable chunks. The schedule that was sent home gives students a suggestion for which topics to focus on each week.

It also suggests interleaving – this is a way to mix up topics within a unit. This keeps revision dynamic and it also encourages students to make links between different units

Week 5 10 <sup>th</sup> February	Unit 3: The Triune God	3.5 The Trinity in the Nicene Creed and Genesis 1 3.6 The influence of the Trinity on Christians today 3.7 The Trinity in the Bible 3.8 The Trinity and God's love
	Unit 4: Redemption	4.5 The significance of Jesus' death, burial, resurrection and ascension 4.6 Salvation (past, present, future) 4.7 Redemption in the Bible 4.8 St Irenaeus' and St Anselm on salvation
	Unit 10: Judaism - practices	10.5 Shabbat in the synagogue 10.6 Shabbat in the home 10.7 Worship in the home; the written and oral law 10.8 Ceremonies associated with birth 10.9 Bar and Bat Mitzvah

## Blocking



## Interleaving



# Knowledge Organisers

## 6.7 – The Rich Man + Lazarus

### Heaven + hell

- Jesus' Hell: 'eternal punishment in the outer darkness, where there will be weeping and gnashing of teeth'. (Matthew 25).
- Jesus' Heaven: 'the righteous to eternal life' befitting 'a wedding banquet' (Matthew 25).

### The parable of the Rich Man + Lazarus (Luke 16:19-31)

- The unnamed rich man ignored the poor man (Lazarus) sitting by the gates of his house.
- It is the lack of warmth for the needs of others, rather than the wealth, that condemns the rich man to Hades (Hell).
- Abraham + Lazarus are in Heaven >> the rich man pleads to Abraham for Lazarus to dip the tip of his finger in water and cool his tongue of the agony of the flames: **25** "But Abraham replied, 'Son, remember that in your lifetime you received your good things, while Lazarus received bad things, but now he is comforted here and you are in agony. **26** between us and you a great chasm has been set in place, so that those who want to go from here to you cannot, nor can anyone cross over from there to us.'
- Those in hell have brought the suffering on themselves.
- The rich man's plea is forsaken as there is no movement between Heaven and Hell – past + present choices determine the eternal future.

- Jesus' Hell: 'eternal punishment in the outer darkness, where there will be weeping and gnashing of teeth'. (Matthew 25).
- Jesus' Heaven: 'the righteous to eternal life' befitting 'a wedding banquet' (Matthew 25).

### The Parable of the Rich Man and Lazarus.

- Rich man disregards the needs of Lazarus - this is what sends him to hell not the wealth he has.
- He is not able to go back to warn his brothers.
- His place in the afterlife is eternal and unchangeable.

- Those in hell have brought their punishment on themselves.
- → SOW: "between us and you a great chasm has been set in place"

- Jesus' Hell: 'eternal punishment in the outer darkness, where there will be weeping and gnashing of teeth'. (Matthew 25).

- Jesus' Heaven: 'the righteous to eternal life' befitting 'a wedding banquet' (Matthew 25).

### The Parable of the Rich Man and Lazarus.

- Rich man disregards the needs of Lazarus - this is what sends him to hell not the wealth he has.
- He is not able to go back to warn his brothers.
- His place in the afterlife is eternal and unchangeable.

- PURPLE PEN ADDITIONS:
- → Those in hell have brought their punishment on themselves
- → SOW: "between us and you a great chasm has been set in place"

daism

tionships &

ving God and each other.  
n be



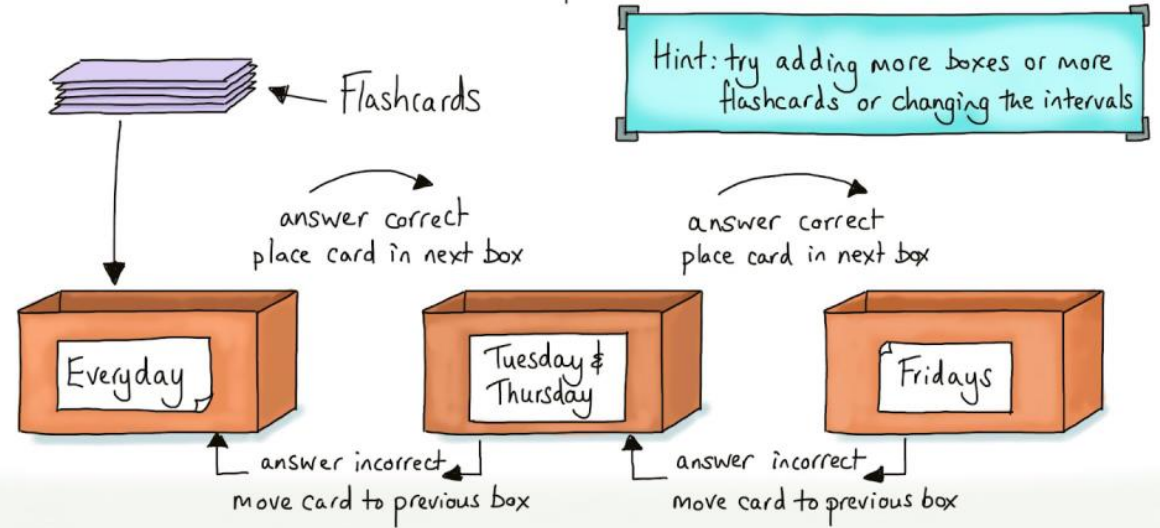
# Flashcards

## Effective Use:

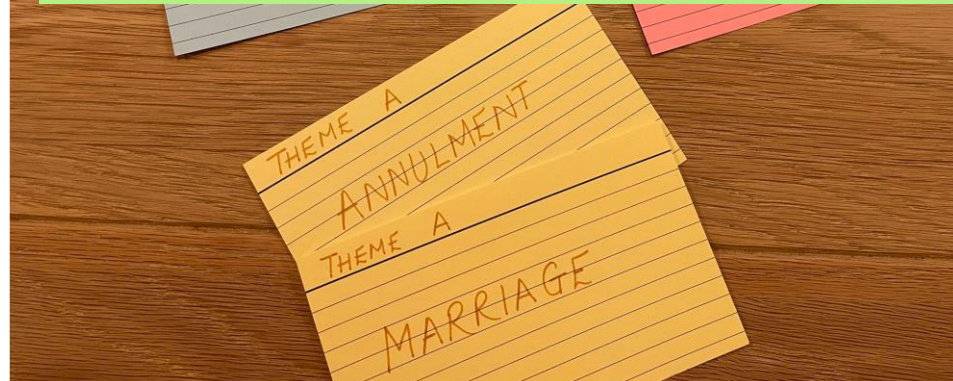
The best flashcards are simple so don't overload them with information – one key question/term/SOW is enough. Split your information up into more cards so it is easier for your brain to process

Use different coloured card for different units or types of flashcards.

Be active in your use of flashcards by using self-quizzing and/or employing the Leitner system. This is something you could get involved in with your children



An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.



# Dual Coding

## Effective Use:

Dual coding – combining verbal and pictorial information increases recall

We use this in class and with glossary sheets.

Unit 9 Judaism Beliefs and Teachings Glossary


Key Word	Definition	Synonyms	Symbol
Monotheism	The belief in 1 God	1	
Shema	A Jewish prayer that shows belief in only 1 God	Oneness	
Torah	The Jewish holy book which is the first five books of the bible	5	
Creator	The one who makes all things	Designer	
Orthodox Jews	Jews who emphasize the importance of following the laws and guidance in the Torah was given directly by God to Moses, so should be followed as closely as possible	Literal Interpretation	
Ultra Orthodox Jews	Jews who are even more committed than orthodox Jews to strictly following the laws and guidance in the Torah	Word for Word	
Shabbat	The Jewish holy day of the week. Spiritual renewal.	Rest	
Omnipotent	All powerful	Creator	
Omniscient	All knowing	Knowledge of all	
Omnipresent	All present seeing	Everywhere	
Ten Commandments	Ten laws giving to Moses by God	10 rules	
Mitzvot	A Jewish rule	Law	
Merciful		Forgiving	
Shekhinah	The divine presence of God on earth	Everywhere	
Temple	A place of worship at the time of Jewish	Place of Worship	
Judgement	The belief of God judges a person on their actions in life where there will be reward / punishment	Taking account	

# Annotations

## Effective Use:

Annotations of pictures and SOW – first attempt followed by purple pen additions

creation is equal



created two genders

“For God created humankind in his image, in the image of God and of God he created them; male and female he created them. God blessed them, and God said to them, ‘Be fruitful and multiply.’”  
Genesis 1:27 27-28

Marriage/Unity is promoted

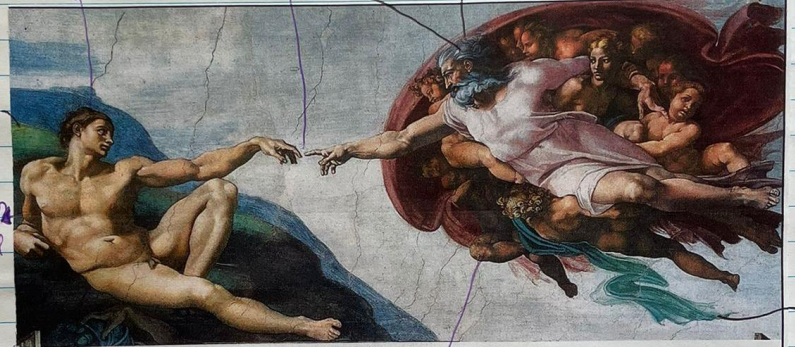
encouraged to have children - Sex is encouraged

Issues are numbered

1. There is no Eve?  
doesn't show creation of all humanity  
weak

Children?

2. The angels reflect God's transcendence → beyond checks → the earth



Maintain

Perfect man  
"God said and it was good"

→ Same sized we are both equal

Ribbon

Creation of Adam  
Michelangelo

Adam

Both muscular strong body image

Both human forms

Imago dei  
Image of God

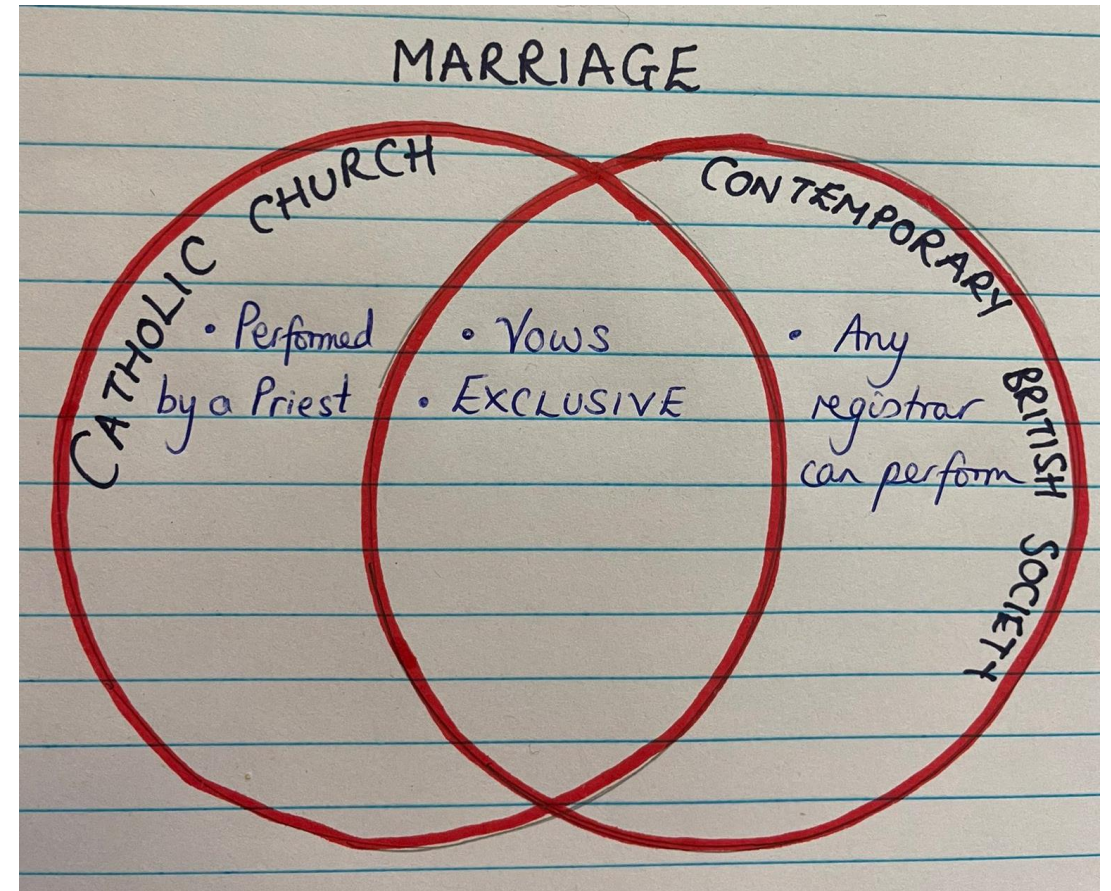
↳ God is old, people don't like this as he is eternal.  
16th century

# Venn Diagrams

## Effective Use:

Venn diagram – good to combine beliefs on a particular issue or source of wisdom

Particularly useful as a start to planning a 12 mark response or when you need to show **contrasting** views

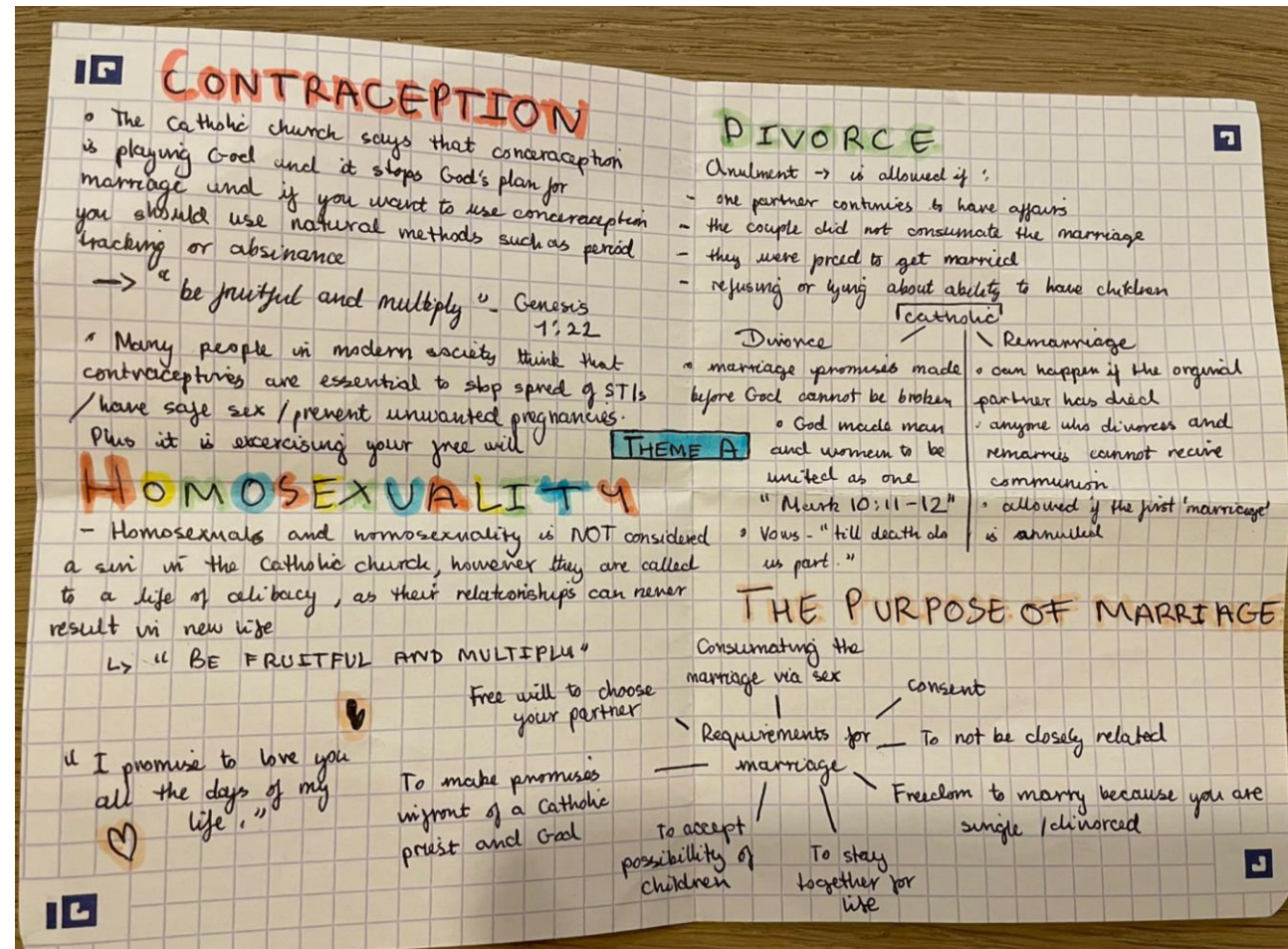


# Visuals

## Effective Use:

Brain dumps – great way to start out with a topic and then add purple pen additions

Students can use KOs to add more detail in



# Folding Frenzy

## Effective Use:

Students choose a particular topic and create a page of notes as the first step. They then fold their page and create a graphic organiser such as a flow diagram on the second page. They then fold again and write down 5-6 keywords on page three. It is folded one final time and students use dual coding.

### Using Folding Frenzy



#### Notes

Students write a page of notes on a piece of blank paper on a specifically chosen topic. Focussing on;

1. key vocabulary
2. summarising content
3. using symbols

Fold



#### Graphic Organiser

Students then create a graphic organiser representing the core terminology of the notes.

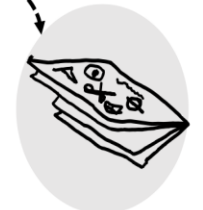
Fold



#### Flashcard

Students write down 5/6 keywords that summarise the topic.

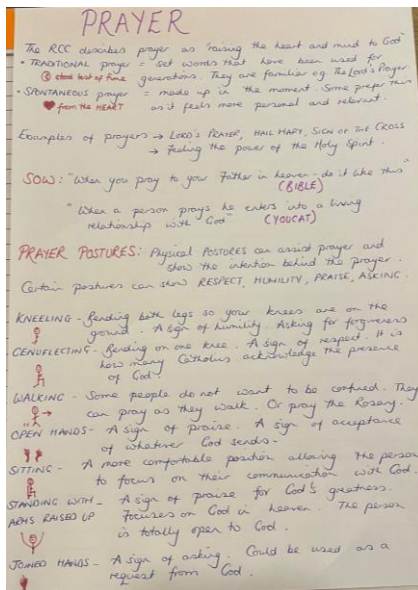
Flip



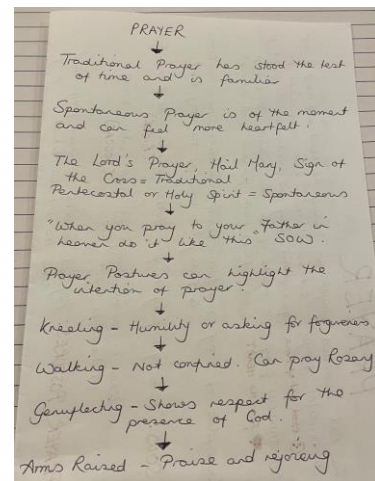
#### Symbols

Students use the symbols from their original notes.

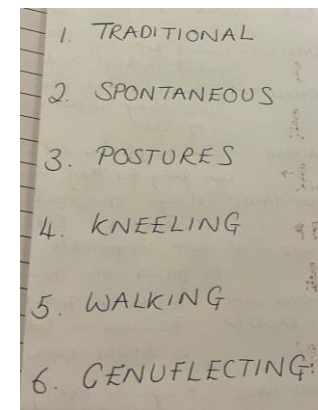
### Step 1: Key notes



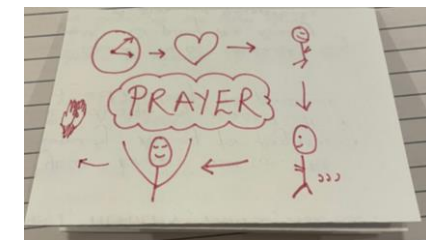
### Step 2: Graphic organiser



### Step 3: Six word summary flashcard



### Step 4: Symbols



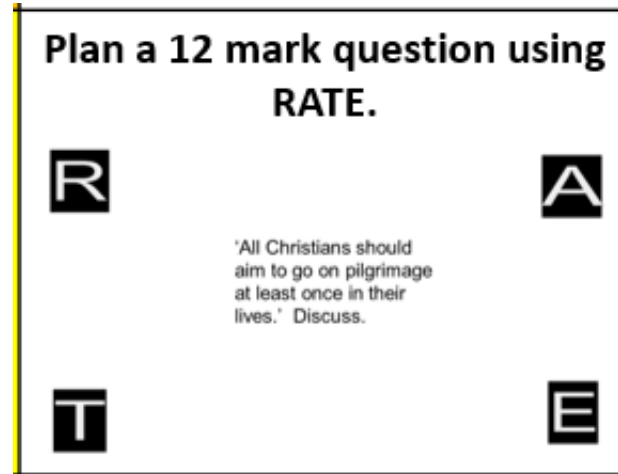
# Past Papers

## Effective Use:

There are past papers in the revision folder on Teams.

You can also access them directly from the AQA website:

[https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8063/assessment-resources?start\\_rank=1](https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8063/assessment-resources?start_rank=1)



**4 marks: PEPE**  
**5 marks: PEPE+SOW**  
**12 marks: RATE**

9	90%+
8	83%+
7	76%+
<u>6</u>	<u>67%+</u>
5	59%+
<u>4</u>	<u>50%+</u>
3	37%+
2	24%+
1	11%+

# RE in action

## In The NEWS

### Catholic women urged to strike over 'betrayal' on ordination

Pope Francis and cardinals accused of ignoring calls to give women greater leadership roles



#### The Liturgy of the Eucharist

For Catholics, the Eucharist is the source and summit of the whole Christian life. It is the vital centre of all that the Church is and does, because at its heart is the real presence of the crucified, risen and glorified Lord, continuing and making available his saving work among us. There are three main sections of the Eucharist: the offertory, the Eucharistic prayer (which includes the consecration), and the Our Father and Communion.

During the Offertory Song the gifts of bread and wine are brought in procession. The Priest offers the prayers of blessing quietly at the altar. If the priest says the prayers aloud the people say the following acclamation each time:

**Blessed be God for ever.**

The Priest completes additional personal preparatory rites, and the people rise as he says:

Pray, brothers and sisters, that my sacrifice and yours may be acceptable to God, the almighty Father.

**May the Lord accept the sacrifice at your hands for the praise and glory of his name, for our good and the good of all his holy Church.**

Then the Priest says the Prayer over the Offerings, at the end of which the people acclaim:

**Amen.**

#### The Eucharistic Prayer

The Lord be with you.

And with your spirit.

Lift up your hearts.

**We lift them up to the Lord.**

Let us give thanks to the Lord our God. It is right and just.

The Priest gives praise and thanks to God and everyone sings or says the Sanctus together. The word Sanctus is Latin for 'holy'. It is based on the vision of Isaiah in the Temple (Isaiah 6: 1-3) when the angels cried out: 'Holy, holy, holy is the Lord of hosts; the whole world is full of his glory'. Repeating 'holy' three times is showing that God is completely holy. The idea of the three Persons in one God (the Trinity) being thrice holy adds another dimension to this great hymn of praise.

**Holy, Holy, Holy Lord God of hosts. Heaven and earth are full of your glory. Hosanna in the highest.**

**Blessed is he who comes in the name of the Lord.**

**Hosanna in the highest.**

The Priest continues with the Eucharistic Prayer.

During the Eucharistic Prayer, at the consecration, the words of Jesus at the Last Supper are repeated over the bread and wine.

In these words the following beliefs are shown:

- Jesus was anticipating his death.
- Jesus was showing that his whole being was present, by saying the bread was his Body and the wine was his Blood.
- Jesus' command to eat and drink makes his followers sharers in the offering that he made to the Father on the cross. It is also a command – the disciples were not asked to simply remember but to make this event a reality every time his followers meet to celebrate the Eucharist.
- Just as the Last Supper was a Passover meal that celebrated the time when the Jews were freed from slavery in Egypt, so the Mass is a meal that celebrates the freedom of all believers from their slavery to sin. Humans are redeemed through the blood of Jesus, just like the Jews were saved from death in Egypt by the blood of the Passover lamb (Exodus 12)

Catholics believe that Christ is truly present in the Eucharist. This is called the **Real Presence**. The bread and wine are not just symbols of the presence of Christ: Christ is fully present, Body, Blood, Soul and Divinity. The sacrifice of the Mass is the most important form of worship for Catholics.

After the words of Consecration the priest says:

The mystery of faith

**We proclaim your Death, O Lord, and profess your Resurrection until you come again.**

Or:

**When we eat this Bread and drink this Cup, we proclaim your Death, O Lord, until you come again.**

Or:

**Save us, Saviour of the world, for by your Cross and Resurrection you have set us free.**

## Sunday 4<sup>th</sup> May St. Joseph's Catholic Church in Christchurch

# Other Revision Tools

<https://senecalearning.com/en-GB/>

<https://www.youtube.com/user/MrMcMillanREvis>

<https://www.aqabookshop.co.uk/product/aqa-gcse-religious-studies-b-catholic-christianity-with-islam-and-judaism-revision-guide/harriet-power/9780198422877/>

## 1.4.1 Architecture & Design

Preview

This is a teacher preview that shows all possible questions. Our learning algorithm will adapt to show each of your students the best questions for them.

Try as a student

What is considered the central internal feature of the church?

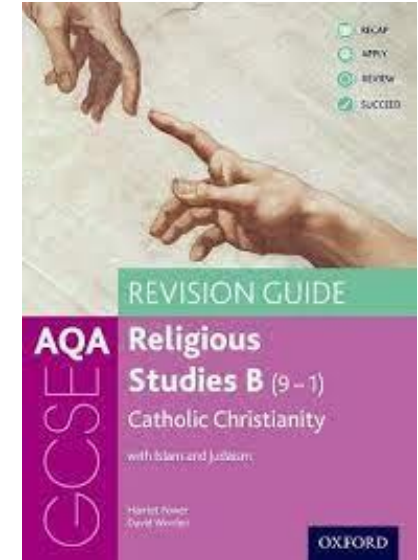


The Lectern

The Altar

The Baptismal Font

The Nave



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How To Revise (1 of 5) Regular Revision Strategies | by MrMc...

100,588 views · 9 years ago

A series of 5 short videos designed for any students preparing for exams.

# Keep Going!

## Remember

The top of the mountain is nothing without the climb...

...keep pushing yourself to become the best you can be



[FBN@st-peters.bournemouth.sch.uk](mailto:FBN@st-peters.bournemouth.sch.uk)

The background features a gradient from dark purple at the top to dark blue at the bottom, speckled with white stars. Overlaid on this are several faint, light-colored diagrams. On the left, there are circular gauges with numerical scales (160, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260) and curved arrows. On the right, there are circular diagrams with arrows indicating clockwise and counter-clockwise directions, resembling orbital paths or molecular structures.

# YEAR 11 SCIENCE

## COURSES

- All our GCSEs are through **AQA**
- We offer 4 different qualifications in Science, on two pathways.
- In order to figure out which pathway your child is on, you need to know which Science group they are in.

## 11X1 BIO/CH/PH AND 11Y1BI/CH/PH

- Separate GCSEs awarded for each subject- Biology (8461), Chemistry (8642) and Physics (8643).

### Exams:

- Biology- paper 1, paper 2 (1hr 45mins each)
- Chem- paper 1, paper 2 (1hr 45mins each)
- Physics- paper 1, paper 2 (1hr 45mins each)

### Coursework:

- There is none

## 11XSC2,3,4 AND 11YSC2,3,4

- A double GCSE awarded for Combined Science **TRILOGY (8464)**

### Exams:

- Biology- paper 1, paper 2 (1hr 15mins each)
- Chem- paper 1, paper 2 (1hr 15mins each)
- Physics- paper 1, paper 2 (1hr 15mins each)

### Coursework

- There is none

# TIERS OF ENTRY

- These have mostly been decided, but the second set of mocks in Feb/ March will allow us to make some tweaks if students show a late surge.
- Any child with more than one level 6 or above in tests, has been offered HT- those with ONE have been offered a HT trial in March but are on FT for now.
- **THERE IS NO MIXED TIERING- ALL PAPERS MUST BE DONE ON THE SAME TIER**
- FT has simpler and more straightforward papers (level 1-5); HT requires more insight and better skills in extended writing (level 4 to 9) and maths.

## A-LEVEL

- To get onto any Science A-level at St Peters, students need a level 6 in the relevant Science OR a 6-6 for combined Science.
- So they need to be doing HT in the final exams
- So they needed to have been getting 6's in tests from Years 9, 10 and 11

## HOW MUCH REVISION IS ENOUGH?

- *How long is a piece of string??*
- **When they know their key words and are hitting their target grades regularly on the past papers, that's enough.**
- **May I suggest that 4 hours (outside of school hours) per PAPER is a start?**

## WHAT CAN PARENTS DO TO HELP?

- **Quiz on key words (from e-book or cards)- 3 per meal? Per car journey?**
- **Ask to SEE their revision output- reading the book is NOT enough.**
- **Help mark past papers from mark schemes - objective judge- be STRICT!**
- **Be their student.**

# REVISION TECHNIQUES

Reading the text book/notes  
only in order to do something more

# REVISION TECHNIQUES

## CHECKLISTS

Available on Kerboodle- Resources>Checklists

Know what you **NEED** to know, what you **DO** know and what you **DON'T** know

## Cell Structure and transport

Lesson	Aiming for 4		Aiming for 6		Aiming for 8	
B1.1 The world of the microscope	I can use a light microscope.	<input type="checkbox"/>	I can describe the difference between magnification and resolution.	<input type="checkbox"/>	I can compare and contrast the magnification and resolution obtained by using light and electron microscopes.	<input type="checkbox"/>
	I can state why microscopes are useful in the study of cell biology.	<input type="checkbox"/>	I can describe the advantages and disadvantages of using a light and electron microscope.	<input type="checkbox"/>	I can justify the use of an electron microscope.	<input type="checkbox"/>
	I can calculate total magnification.	<input type="checkbox"/>	I can use the formula: magnification = size of image/size of real object.	<input type="checkbox"/>	I can re-arrange the magnification equation and measure the size of cells.	<input type="checkbox"/>
B1.2 Animal and plant cells	I can identify a plant and animal cell from a diagram.	<input type="checkbox"/>	I can describe the functions of the parts of cells.	<input type="checkbox"/>	I can explain how the main structures of cells are related to their functions.	<input type="checkbox"/>
	I can name the main parts of cells.	<input type="checkbox"/>	I can compare plant and animal cells.	<input type="checkbox"/>	I can suggest reasons why some cells do not contain all cell structures.	<input type="checkbox"/>
	I can prepare a microscope slide.	<input type="checkbox"/>	I can use a microscope to study plant and algal cells.	<input type="checkbox"/>	I can compare sizes of cells using units of length and standard form.	<input type="checkbox"/>

# REVISION TECHNIQUES

**Key word cards**

**To learn all definitions**

**Glossary lists on Kerboodle**

**Resources>Glossary**

### **active transport**

the movement of substances from a dilute solution to a more concentrated solution against a concentration gradient, requiring energy from respiration

### **algae**

simple aquatic organisms (protista) that make their own food by photosynthesis

### **alveoli**

tiny air sacs in the lungs that increase the surface area for gaseous exchange

### **bacteria**

single-celled prokaryotic organisms

### **cell membrane**

the membrane around the contents of a cell that controls what moves in and out of the cell

### **cell wall**

the rigid structure around plant and algal cells. It is made of cellulose and strengthens the cell

# MEMORY IS THE RESIDUE OF THOUGHT...

*NO THOUGHT = NO MEMORY*

## Other techniques that go BEYOND basic:

- **Mind maps**
- **Change-of-format**
- **Out-loud**
- **Flow charts**
- **Teach a friend**
- **Mnemonics**
- **Mind palaces**

# GETTING KNOWLEDGE IN... GETTING KNOWLEDGE OUT...

- All the techniques mentioned are ways to get knowledge INTO memory
- But how do you know if it's there or not???

# INTERACTIVES

- Kerboodle
  - Text book
    - Specific page
      - Resources (bottom left)

**MOST IMPORTANT REVISION TECHNIQUE OF ALL...**

# Past paper questions

- **Do**
- **Mark**
- **REPEAT**

**Type “AQA past papers” into Google- first site that comes up!**

## PAST PAPERS HELP TO...

- **See if knowledge is really there (at all? still?)**
- **See how questions are asked**
- **See what specific key words they are looking for**

# WEB BASED REVISION- LIKE DRINKING FROM A FIRE HOSE!

- Websites must be used with care especially GENERIC sites- ideally they must be board specific (unless you are looking for a specific answer e.g.: what enzyme digests starch?)

## **You must know what you need to know from the specification and use the sites to explain**

- Chemguide.co.uk looks boring at first glance but is really good for explaining concepts
- Khanacademy.org and Cognito are also good
- Watching youtube clips CAN be good, but is very passive and should be a quick help NOT the key method used

## REVISION RESOURCES

- Revision guides (as a starting point!)
- Electronic book- [www.kerboodle.com](http://www.kerboodle.com)
- Class note book- use in conjunction with text book.
- PATs- use to highlight problem areas and for past paper style questions.
- Work books and flash cards are available on-line (there have been two chances to buy through school)

# KERBOODLE

- This is a website where all students can see an e-version of the text book for revision and homework purposes. There are also **MANY** resources for revision
- The address is **[www.kerboodle.com](http://www.kerboodle.com)**
- The login is their school system login (eg: 14hutk10123)
- The password starts the same (eg: 14hutk10123) but then **HAS** to change.
- The institution code is **af1**
- **Passwords can be reset but it would be better if they are kept the same as the school system one**

# HOW TO USE THE TEACHERS!

- Students must be PROACTIVE.
- Revise at HOME; ask questions in class- hedgehog revision.
- EVERY teacher will book a day/time with students who ask, to ask for help with SPECIFIC concepts that are proving tricky during revision.
- After a past paper, book a slot with the teacher to clarify questions where you cannot see WHY the mark scheme is right.

- What's in the exams?

## KNOWLEDGE RECALL

- Complete the following sentences.

It is difficult to kill viruses inside the body because  
viruses .....

A vaccine contains an .....  
form of the virus.

The vaccine stimulates the white blood cells to  
produce .....

## APPLICATION

- *People do not always agree about the use of antibiotics in food production.*
- *Some farmers put low doses of antibiotics in feed for animals such as cattle and sheep. Antibiotics help to keep animals disease-free. Antibiotics also help animals to grow.*
- *The use of antibiotics in livestock feed means that there is a higher risk of antibiotic-resistant bacteria developing. These could be dangerous to human health.*
- (a) Explain how a population of antibiotic-resistant bacteria might develop from non-resistant bacteria in cattle.

## DATA RESPONSE

The information in the table compares two farms. Both are the same size, on similar land, close to one another and both are equally well managed.

<b>Name of farm</b>	<b>Activity</b>	<b>Energy value of food for humans produced in one year</b>	<b>Number of people whose energy requirements can be met by this food</b>
Greenbank Farm	Grows food for humans	3285 million kJ	720
Oaktree Farm	Grows food for animals on the farm which become food for humans	365 million kJ	80

- (a) Use this information to work out the average daily human energy requirement in kilojoules (kJ) per day.

.....

.....

# EVALUATION

The following is adapted from an article which appeared in January 1994 in the Sunday Times.

## **A woman gives birth at 59**

**Designer babies are just the first step in science's ability to create a super race.**

Test-tube baby techniques give doctors an unprecedented degree of control over the offspring produced. When eggs and sperms are donated they seek to match the characteristics of the donor whose role has been replaced. As more is learned about the genetic contribution to characteristics such as intelligence, beauty or strength, this capacity to mix-and-match will increase.

Technological change frightens us when it is outside our control and when we fear how it might be exploited by others. People wonder where the potential Brave New World of "retirement births" and 'designer' babies will ultimately lead us: cloning, genetic grading and even the introduction of animal genes into humans. Unthinkable, perhaps, but entirely possible.

The techniques are there – in fact they have been for years. But who on earth would want to use them, apart from some power mad politician?

Use information from the article and any of your own knowledge to discuss the arguments for

# HOW SCIENCE WORKS

	Low-carbohydrate diet	Low-fat diet
Proportion of volunteers who completed the trial	76%	57%
Mean change in body mass	-12.9%	-6.7%
Mean change in body fat mass	-9.4 kg	-4.8 kg
Mean change in blood HDL concentration	+55 mg per litre	-16 mg per litre
Mean change in blood LDL concentration	+16 mg per litre	-74 mg per litre

(a) What was the independent variable in this investigation?

.....

(1)

(b) Give **one** variable that the scientists tried to control in this investigation.

.....

(1)

If you have any queries, please contact the relevant teacher on:

[info@st-peters.bournemouth.sch.uk](mailto:info@st-peters.bournemouth.sch.uk)

Please type “For attention of Mr/Ms ABCD” in the Subject line.

# GCSE English Language and Literature

Two GCSEs and four exams

English Language  
&  
English Literature

# English Literature

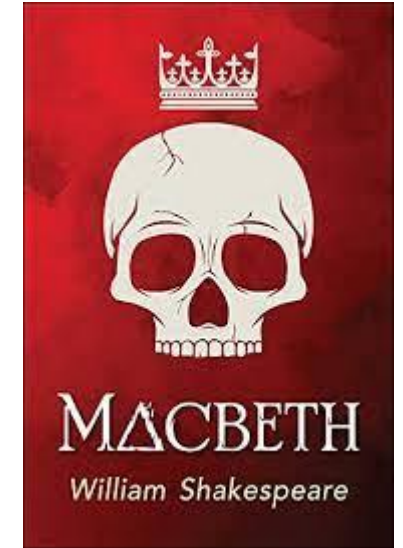
Edexcel – Code – 1ETO

Paper One – Shakespeare and Post 1914 Literature – 1 hour 45 minutes

Paper 1 – Monday 12<sup>th</sup> May

Paper Two – 19<sup>th</sup> Century Novel and poetry since 1789 – 2 hours 15 minutes

Paper 2 – Tuesday 20<sup>th</sup> May



# English Language

Edexcel – Code 1ENO



Paper One: Fiction and Imaginative Writing: 1 hour 45 minutes:

Friday 23<sup>rd</sup> May

Paper Two: Non-fiction and Transactional Writing: 2 hours 5 minutes:

Friday 6<sup>th</sup> June



# Knowledge (Things you know)

## Skills (Things you can do)

### Knowledge – of plot, character, theme

- Macbeth,
- An Inspector Calls,
- Poetry
- A Christmas Carol
- Aspects of context for
  - Macbeth
  - An Inspector Calls
  - Poetry from the anthology

### SKILLS: To be able to...

- Identify explicit information
- Analyse language, form and structure
- Compare texts
- Evaluate writer's use of language
- Write clearly and imaginatively for different audiences and purposes
- Organise writing well
- Use interesting vocabulary/ sentence types for effect/ accurate SPAG

# The skills and knowledge tracker

GCSE English Knowledge Tracker									
		Red	Amber	Green			Red	Amber	Green
An Inspector Calls	I understand the context				Poetry (understanding poetry includes: knowing quotes, knowing context and knowing comparisons.)	I understand A Poison Tree			
	I understand the plot					I understand Destruction of Sennacherib			
	I understand the characters					I understand Extract from The Prelude			
	I understand the themes					I understand The Man He Killed			
	I can remember the key quotes					I understand Cousin Kate			
	I can answer the exam question					I understand Half-caste			
A Christmas Carol	I understand the context					I understand Exposure			
	I understand the plot					I understand Charge of the Light Brigade			
	I understand the characters					I understand Catrin			
	I understand the themes					I understand War Photographer			
	I can remember the key quotes					I understand Belfast Confetti			
	I can answer the exam question					I understand The Class Game			
Macbeth	I understand the context					I understand Poppies			
	I understand the plot					I understand No Problem			
	I understand the characters					I understand What were they like?			
	I understand the themes					I can understand unseen poems			
	I can remember the key quotes					I can compare unseen poems			
	I can answer the exam question					I can answer the exam questions			
Language (Reading)	I can identify key ideas in a text				Language (Writing)	I can use sophisticated vocabulary			
	I know and can spot language devices					I can spell sophisticated vocabulary			
	I can analyse the use of language					I can use paragraphs			
	I know and can spot structural devices					I can punctuate my work effectively			
	I can analyse the use of structure					I can use a range of sentence types			
	I can explain the impact on the reader					I can structure a story as a narrative			
	I can explore the connotations					I can write a review			
	I can evaluate a text					I can write a speech			
	I can spot similarities in texts					I can write an article/guide			
	I can compare two different texts					I can write a letter			

# RAG Rating for Tracking Progress

		Red	Amber	Green
<b>An Inspector Calls</b>	I understand the context			
	I understand the plot			
	I understand the characters			
	I understand the themes			
	I can remember the key quotes			
	I can answer the exam question			

# We are supporting students in the following ways:

- Revising all the key texts and skills in a variety of ways
- Giving students regular opportunities to practise their examination skills through timed assessments which are marked promptly.

Giving students opportunities to look closely at their work once it has been marked, and to develop their skills in DIRT TIME (AKA Purple Pen.)

- Setting home learning tasks every week on Teams which are designed to help students with their revision and skills development.

# Revision Sessions

Individual teachers are making their own arrangements. Students should speak to their teachers.

# Effectively Revise English Language and Literature

- **30 minute revision blocks with 10 minute breaks in between**
- **Reflect on areas of strengths and weaknesses to prioritise key areas of revision**
- **Spaced Retrieval – 1 day, 3 days, 7 days, 14 days, etc. if confident, return more frequently to areas with less confidence**
- **Anki – Great for creating flashcards and spacing the retrieval for you**
- **For flashcards, keep it simple: 1 key idea, quote, question per card**
- **For any revision materials created – dual-code: use images and colours alongside words**
- **Most effective revision is to practice exam questions – use what you have revised to write exam responses**

- Mark your own work using mark schemes, sample answers and indicative content from examiners to know what sort of things the examiners are looking for

## Course materials

- Google “Edexcel English Literature Past Papers”, click on the first link and find ‘Exam Materials’ to find past papers, mark schemes and examiners reports for each year.

### FILTERS

#### CATEGORIES

- Specification and sample assessments (3)
- Exam materials (63)
- Forms and administration (9)
- Teaching and learning materials (134)

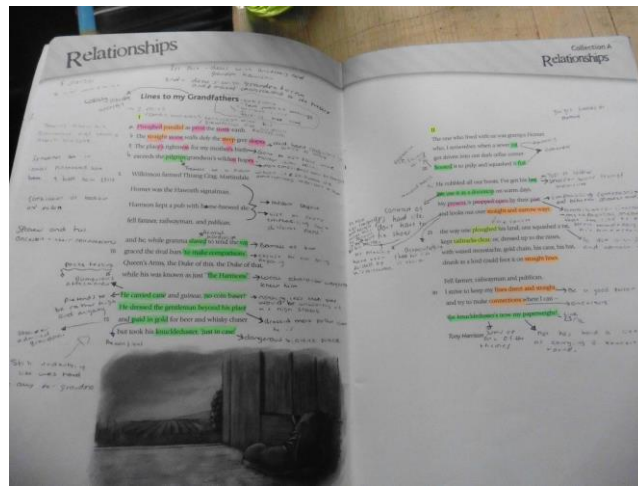
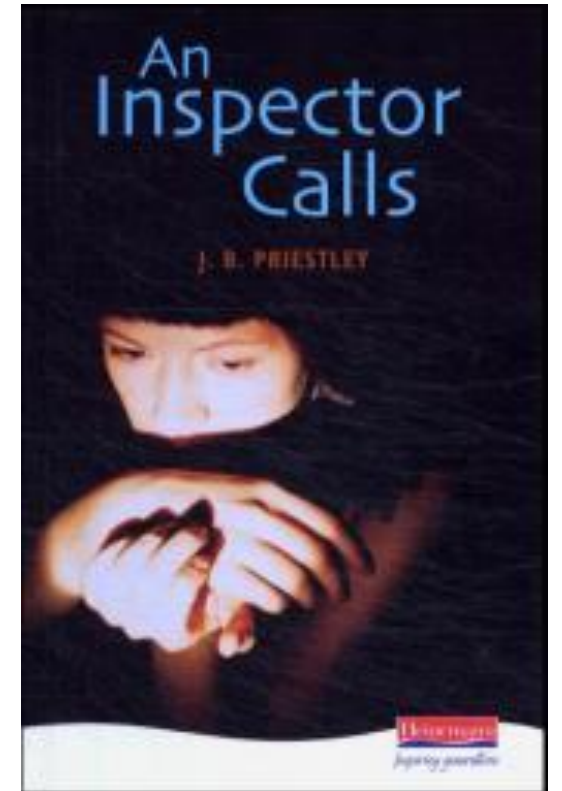
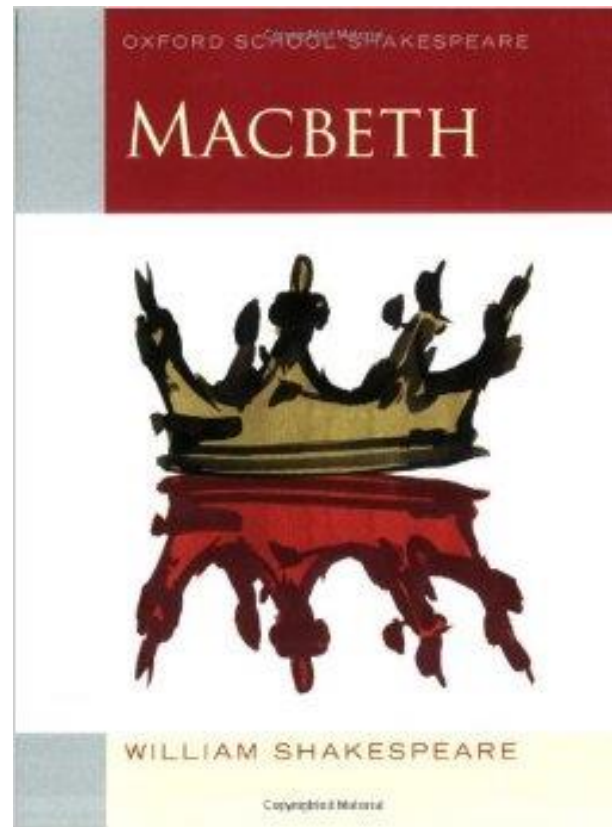
- The mark schemes will have both skills descriptors to mark your own work and the indicative content for each question – what the examiners have noted could be included in responses!

Level	Mark (20 marks)	Descriptor - AO2 Please refer to page 3 (20 marks)
	0	No rewardable material.
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• The response is simple and the identification of language, form and structure is minimal.</li> <li>• Little evidence of relevant subject terminology.</li> </ul>
<b>Level 2</b>	5–8	<ul style="list-style-type: none"> <li>• The response is largely descriptive. There is some comment on the language, form and structure.</li> <li>• Limited use of relevant subject terminology to support examples given.</li> </ul>
<b>Level 3</b>	9–12	<ul style="list-style-type: none"> <li>• The response shows an understanding of a range of language, form and structure features and links these to their effect on the reader.</li> <li>• Relevant subject terminology is used to support examples given.</li> </ul>
<b>Level 4</b>	13–16	<ul style="list-style-type: none"> <li>• The response is focused and detailed. Analysis of language, form and structure features and their effect on the reader is sustained.</li> <li>• Relevant subject terminology is used accurately and appropriately to develop ideas.</li> </ul>
<b>Level 5</b>	17–20	<ul style="list-style-type: none"> <li>• The response is a cohesive evaluation of the interrelationship of language, form and structure and their effect on the reader.</li> <li>• Relevant subject terminology is integrated and precise.</li> </ul>

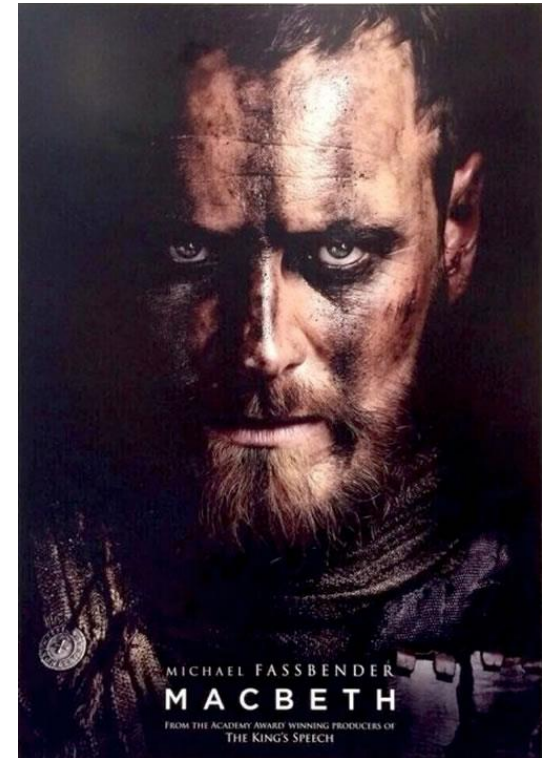
- **Retry the question**

Question Number	Indicative content
<b>1(a) Macbeth</b>	<p>The indicative content is not prescriptive. Reward responses that explore how Shakespeare presents the character of Lady Macbeth.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• Lady Macbeth appears to be having a conversation with her husband whilst sleepwalking: 'my lord'. She is reliving the murder of Duncan and the murders committed by Macbeth and his followers: 'The Thane of Fife had a wife: where is she now?'</li> <li>• Lady Macbeth's continual attempts to wash her hands: 'will these hands ne'er be clean?', 'Wash your hands', and her obsession with the smell: 'Here's the smell of blood still!' mirrors her unsettled and guilty mind</li> <li>• short erratic sentences are used by Lady Macbeth to mirror her mental breakdown and distress: '- Hell is murky. - Fie, my lord, fie!'</li> <li>• the use of repetition: 'Out', 'Out I say!' reflects Lady Macbeth's horror and guilt at the murder and the blood she imagines she sees</li> <li>• the regular use of exclamations ('O! Oh, oh,') and questions ('a soldier, and afeard?') indicates that Lady Macbeth is carrying a heavy burden of guilt, which is reflected by the doctor's comment: 'The heart is sorely charged'</li> <li>• language used is from the lexical field of death and murder: 'grave', 'buried', 'blood', 'Hell', to show why Lady Macbeth is so distressed and talking in her sleep.</li> </ul> <p>Reward all valid points.</p>

# Re-reading



Watch it... Film versions can be good!



# A Multi-media Approach to Revision

## MIND MAP



## Mary Meredith on Edexcel Conflict Poems



But remember that you have to do something with the information for it to stick in your mind.



BBC Sounds – Documentaries on Macbeth and A Christmas Carol – In our Time

Youtube – documentaries on context – Macbeth, An Inspector Calls, A Christmas Carol

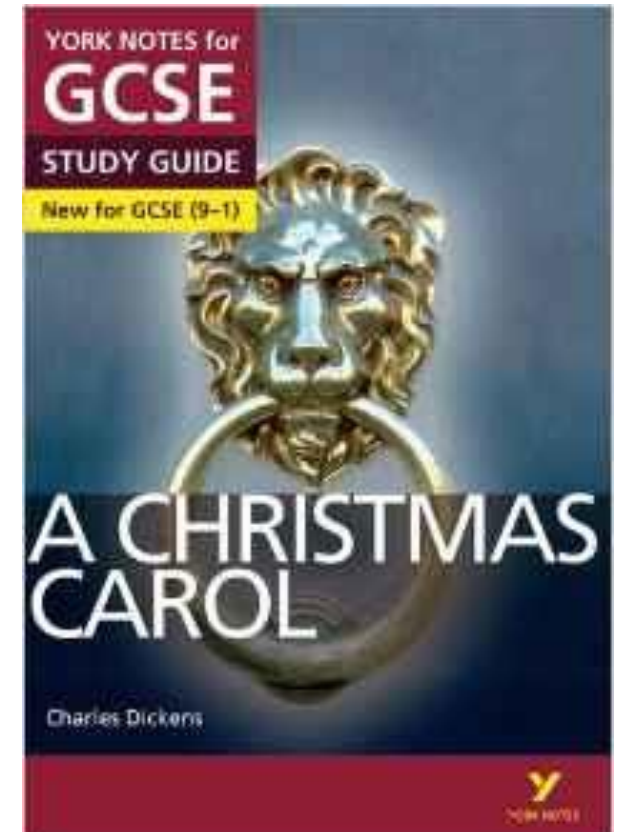
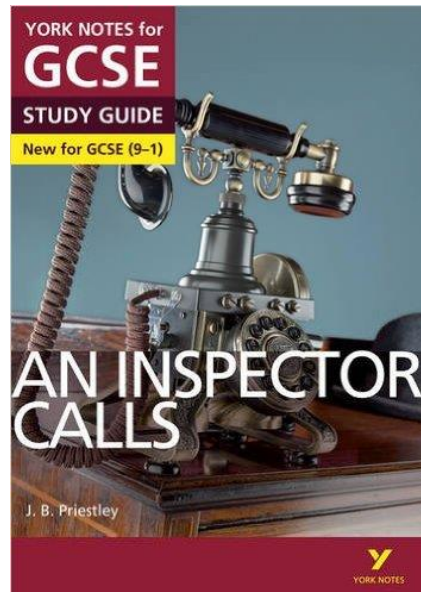
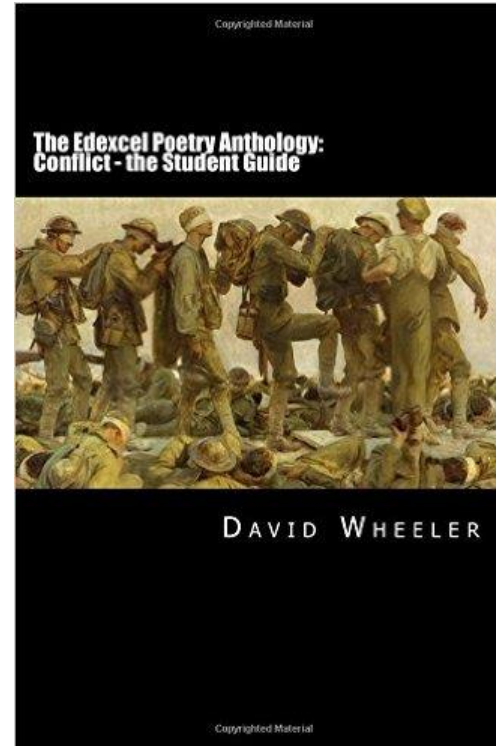
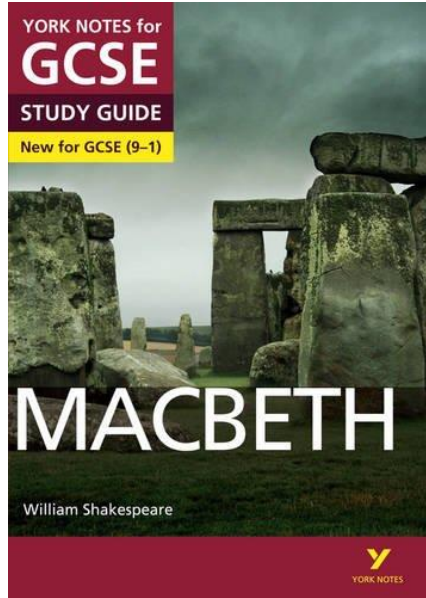
Mary Meredith – lessons on every poem in the Conflict Anthology

BBC Bitesize – for GCSE English Language and Literature

Edexcel Pearson website for past papers, mark schemes and examiner reports.

# Revision Guides

Do something with them!



# Creative, recreative, engaging and collaborative revision.

Collages, mind-maps, posters, diagrams, key words, games, teach each other, collaborate



		Red	Amber	Green
An Inspector Calls	I understand the context			
	I understand the plot			
	I understand the characters			
	I understand the themes			
	I can remember the key quotes			
	I can answer the exam question			



# How to prepare for GCSE English Language

## Skill

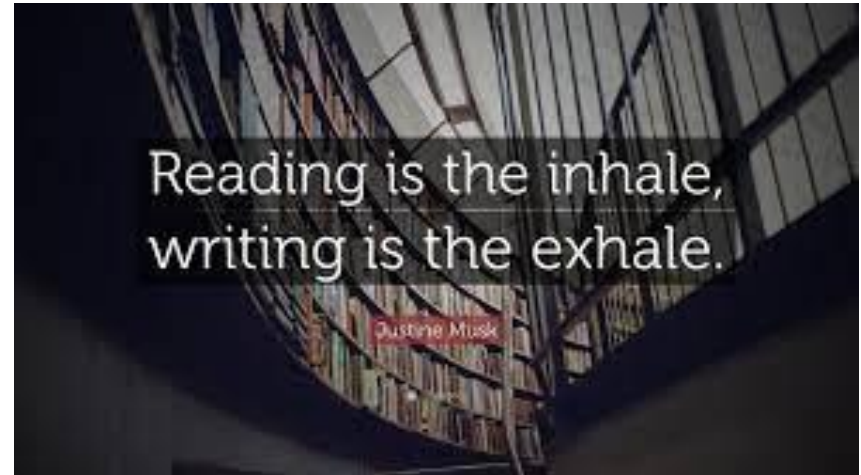
Adapting your writing to suit purpose and audience.

Reading and writing a variety of fiction and non-fiction

In paper one, you will write a piece of creative writing which can be real or imagined.

In paper two you will write one of the following non-fiction texts.

Article, letter, review, speech, section for a guidebook.



SPAG practice – If you have been given a SPAG workbook, use it daily to brush up skills.

TAPS: Familiarise yourself with the conventions of the different text types – be aware of the texts around you.

Practise using the strategies given by the teacher – TAPs/ AFOREST etc

# **Student, teacher and parent partnership: Together we can do this!**

## **Teacher: What we do**

- **Plan lessons tailored to your child's needs**
- **Supply relevant and stimulating home learning tasks**
- **Give regular written and verbal feedback with specific targets for improvement**
- **Offer specific support if intervention is needed**

## **What the student should do**

- **Behave well in lessons and complete tasks to the best of their ability.**
- **Complete home learning tasks to a good standard – have pride**
- **Regular short revision episodes – do some research, watch some Youtube lessons – make posters etc**
- **Plenty of reading – fiction and non-fiction texts**
- **Wider critical reading and research**

## **What parents can do**

- **Encourage students to attend lessons and work hard.**
- **Ensure that home learning is completed with careful thought and pride.**
- **Encourage them to check writing for paragraphing, punctuation and accuracy.**
- **Encourage plenty of reading – have fiction and non-fiction texts around the house – get your child to read and discuss these.**



# GCSE Revision Evening Mathematics

Sam Josic – Head of Mathematics

# Examinations

Paper 1	Thursday 15 <sup>th</sup> May	Non - Calculator	1 hour 30 minutes
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## May Half Term

Paper 2	Wednesday 4 <sup>th</sup> June	Calculator	1 hour 30 minutes
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Paper 3	Wednesday 11 <sup>th</sup> June	Calculator	1 hour 30 minutes
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# Achievable Grades

X Band	Y Band	Exam Tier of Entry	Achievable Grades
11X1	11Y1	Higher	4-9
11X2	11Y2		
11X3a	11Y3a	Foundation (a few exceptions)	1-5
11X3b	11Y3b		

\* Grade 4+ is a “Good” pass

# Foundation Exam Aid

## Foundation Tier Formulae Sheet

### Perimeter, area and volume

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

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

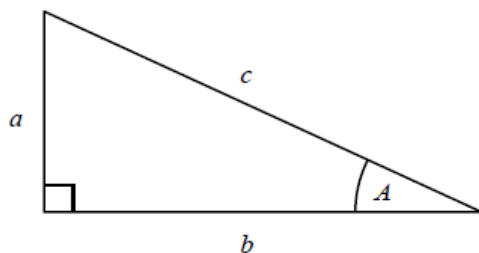
Volume of a prism = area of cross section  $\times$  length

Where  $r$  is the radius and  $d$  is the diameter:

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

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

### Pythagoras' Theorem and Trigonometry



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

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

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

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

### Compound Interest

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

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

### Probability

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

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

END OF EXAM AID

# Higher Exam Aid

## Higher Tier Formulae Sheet

### Perimeter, area and volume

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

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

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

Where  $r$  is the radius and  $d$  is the diameter:

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

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

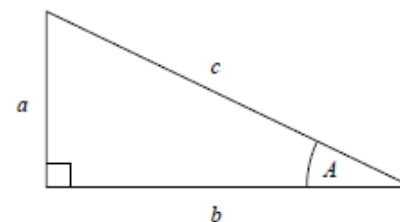
### Quadratic formula

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

where  $a \neq 0$

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

### Pythagoras' Theorem and Trigonometry

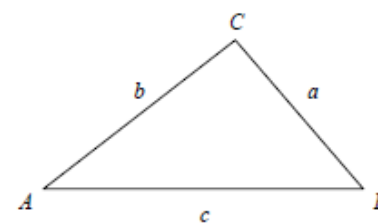


In any right-angled triangle where  $a$ ,  $b$  and  $c$  are the length of the sides and  $c$  is the hypotenuse:

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

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

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



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

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

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

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

### Compound Interest

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

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

### Probability

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

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

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

END OF EXAM AID



# Past paper Analysis

## Mathematics Assessment Feedback

Paper	Paper 1 Non Calc			
Name				
Teacher	Mrs Dunn			
Questions	Question Title	Score	Clip Number	
1	Linear sequences (nth term)	2 / 2	198	
2	Multiplying mixed numbers	3 / 3	69	
3	Recognise quadratic, cubic and reciprocal graphs	1 / 2	251,299,301	
4	Congruent triangles	1 / 1	682	
5	Percentage profit	3 / 3	760	
6	Multi-step angle problems	5 / 5	490,491	
7	Interpret stem-and-leaf diagrams	1 / 3	432	
8	Pressure, volume of a prism	1 / 3	571,735	
9	Compare numbers in standard form	2 / 2	124	
10	Harder problems involving ratios	3 / 3	336	
11a	Order of operations	0 / 2	120	
11b	Index form (powers of unit fractions)	1 / 2	108	
11c	Manipulating powers	0 / 2	792	
12a	Cumulative frequency tables	1 / 1	437	
12b	Draw a cumulative frequency diagram	2 / 2	437	
12c	Interpret a cumulative frequency diagram	3 / 3	438	
13	Density of a mixture	0 / 3	730	
14	Independent events and probability trees	2 / 3	362	
15	Straight line graphs (perpendicular lines)	3 / 3	216	
16a	Capture-recapture	3 / 3	873	
16b	Capture-recapture	1 / 1	873	
17	Change the subject of the formula	4 / 4	286	
18	Algebraic direct proportion, percentage multipliers	0 / 3	89,344	
19a	Function notation	1 / 1	288	
19b	Composite functions	2 / 2	293	
19c	Inverse functions	0 / 2	295	
20	Rationalise surds	0 / 4	119	
21	Vectors (geometry problems)	0 / 4	632	
22	Area of circles and sectors, quadratic equations	1 / 5	245,539,547	
23	Harder problems involving ratios	1 / 3	336	

## Mathematics Assessment Feedback

Paper	Paper 2 Calc			
Name				
Teacher	Mrs Dunn			
Questions	Question Title	Score	Clip Number	
1a	Indices with algebraic expressions	1 / 1	174	
1b	Simplify expressions involving division	2 / 2	159	
1c	Solve single linear inequalities	0 / 2	269	
2	Speed (calculating time)	1 / 3	721	
3	Error intervals	2 / 2	774	
4a	Direct proportion and area of rectangles	0 / 4	341,554	
4b	Direct proportion and area of rectangles	0 / 1	341,554	
5a	Independent events and simplified probability trees	2 / 2	363	
5b	Independent events and simplified probability trees	2 / 2	363	
6a	Simultaneous equations using straight lines	0 / 1	218	
6b	Solve a quadratic equation with a graph	0 / 2	251	
7	Mean of two combined data sets	3 / 3	408	
8	Mutually exclusive events, expectation	1 / 3	354,355	
9	Volume of a prism, right-angled trigonometry	0 / 5	510,571	
10a	Multiplying with standard form	2 / 2	125,128	
10b	Dividing with standard form	1 / 2	126,128	
11a	Combined transformations	2 / 3	657	
11b	Invariance	0 / 1	655	
12a	Algebraic fractions with quadratics	2 / 3	229,244	
12b	Expand triple brackets	3 / 3	166	
13a	Linear inequalities as graph regions	0 / 4	275	
13b	Linear inequalities as graph regions	0 / 1	275,276	
14	Circle theorems	1 / 4	597,598	
15	Convert recurring decimals to fractions	0 / 2	54	
16a	Area under a curve	0 / 2	893	
16b	Area under a curve (over and under estimates)	0 / 1	892	
16c	Area under a curve reasoning	0 / 1	893	
17	Calculate mean from a histogram	2 / 4	418,442	
18	3D Pythagoras, bounds calculations	1 / 4	139,506	
19	Area of a triangle ( $\frac{1}{2}ab\sin C$ ), area of similar shapes	0 / 4	519,615	
20	Lowest common multiple (prime factorisation)	0 / 1	35	
21a	Ratio problem solving with algebra	0 / 2	285,329	
21b	Ratio problem solving with algebra	0 / 3	232,329	

# SPARX for revision

The screenshot shows a web browser window with the URL `sparxmaths.uk/student/homework`. The page header is blue and contains the text "Sparx Maths" on the left, and "170 XP Teacher" and a "Menu" icon on the right. A notification "New Chrome available" is visible in the top right corner. The main content area has a light blue background. On the left, there is a vertical sidebar with four items: "Compulsory" (with a star icon), "XP Boost" (with a lightning bolt icon), "Target" (with a crown icon), and "Independent Learning" (with a lightbulb icon). The main content area displays "Hey Teacher," followed by the text "This is your personalised Compulsory homework. You need to answer every question correctly to complete it." To the right of this text is a green circular progress indicator showing "0/0".

← → ↻ 📄 sparxmaths.uk/student/homework 🔍 ☆ 👤 New Chrome available ⋮

Sparx Maths 170 XP Teacher 🔔 Menu ☰

★  
Compulsory

⚡  
XP Boost

👑  
Target

💡  
Independent Learning


## Hey Teacher,

This is your personalised Compulsory homework. You need to answer every question correctly to complete it.

0/0

# TEAMS

< All teams



**Mathematics Student Room** ...

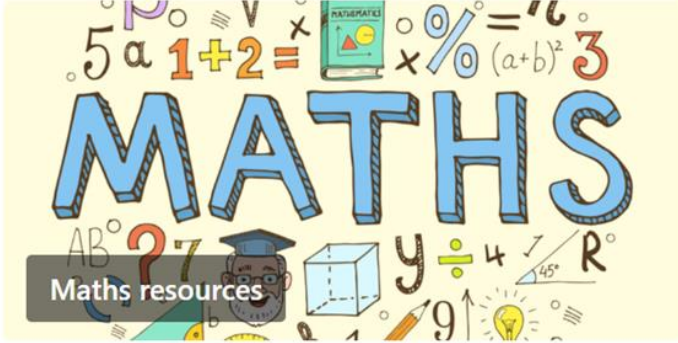
- Home page
- Class Notebook
- Classwork
- Assignments
- Grades
- Reflect
- Insights

▼ Main Channels

- General

Home page

Page details Analytics Published 10/7/2024



Maths resources

YEAR 7

- Year 7
- Year 7 - Support

YEAR 8

- Year 8
- Year 8 - Support

GCSE

- Higher
- Foundation

Level 2 Further Maths

- Home

## Revision Sites with videos and exam style questions



1st class maths



Corbettmaths



Maths Genie

## Year 10



White Rose  
Maths SOW

## Past Papers and Practice papers



Corbettmaths



Maths Genie

## Revision List



Revision List

## Year 11



Homework  
papers

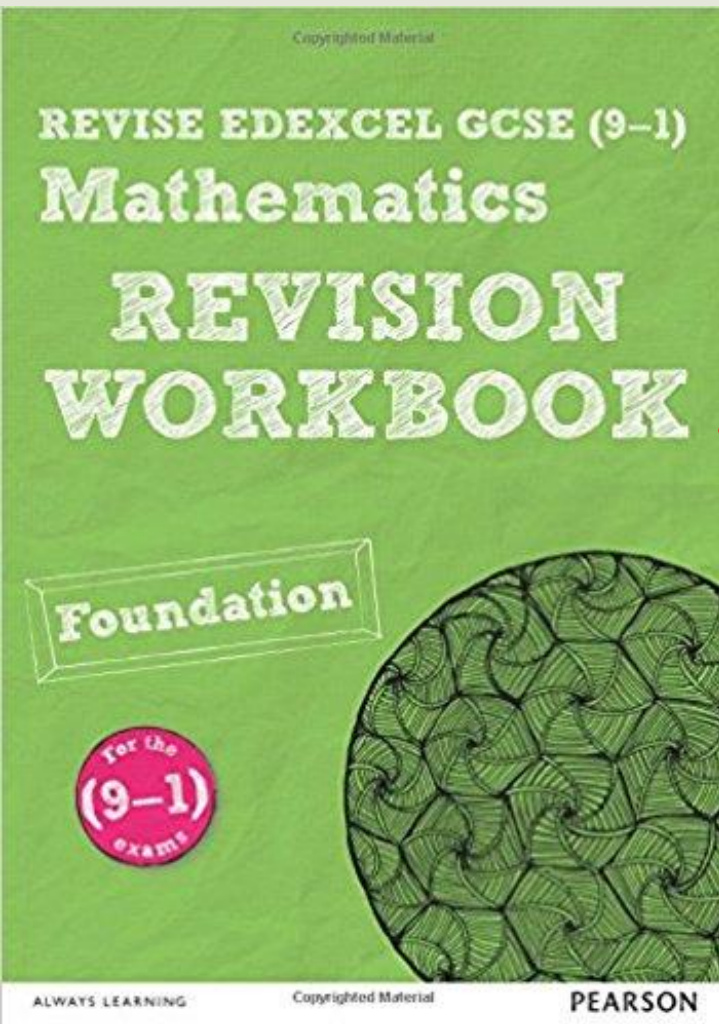


"Aiming at...."  
Papers

# Websites

- [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)
- [www.corbettmaths.com](http://www.corbettmaths.com)
- [www.mrbartonmaths.com/students/gcse](http://www.mrbartonmaths.com/students/gcse)
- <https://www.youtube.com/c/MrMorleyMaths/playlists>
- <https://www.mathedup.co.uk/gcse-maths-takeaway/>

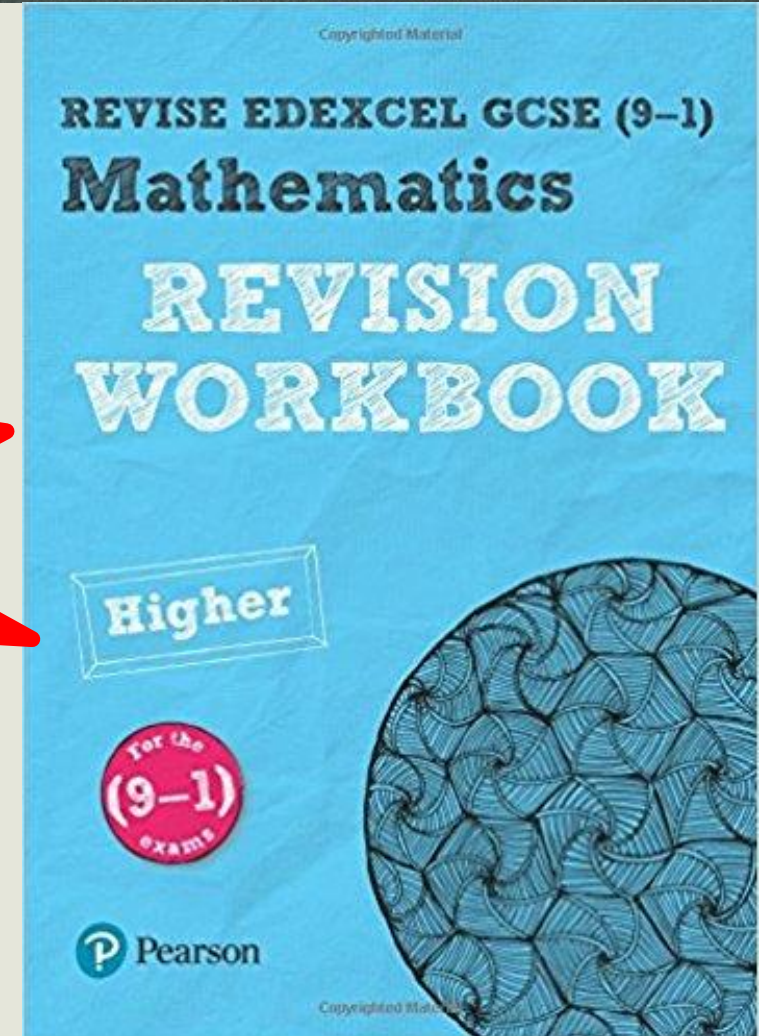
# Revision Workbooks



Currently around £6 online

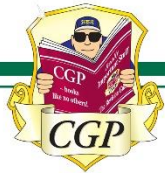
F - ISBN-13: 978-1447987925

H - ISBN-13: 978-1292210889



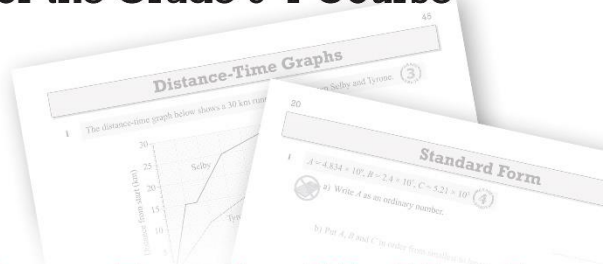
# CGP Exam practice workbook

CGP



## GCSE Edexcel Mathematics

For the Grade 9-1 Course



**Exam Practice Workbook**  
Foundation Level

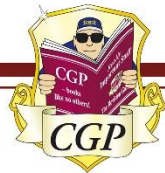
Includes Answers

Currently around £6 online

F – ISBN: 978-1782943990

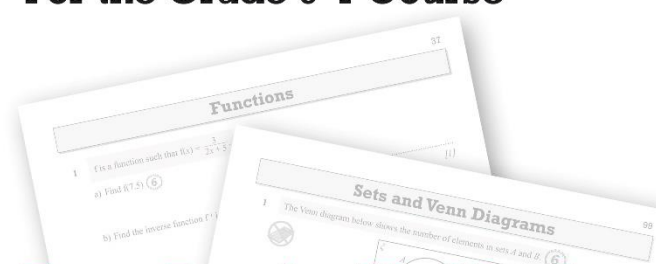
H – ISBN: 978-1782944034

CGP



## GCSE Edexcel Mathematics

For the Grade 9-1 Course



**Exam Practice Workbook**  
Higher Level

Includes Answers

# Self Supported Study Sessions

<b>Tier</b>	<b>Session</b>	<b>MON</b>	<b>TUE</b>	<b>WED</b>
Foundation	Lunch	KDN B23		
Foundation	After School	LPR B40		SJC B24
Higher	Lunch			DWE B18
Higher	After School	CSO B16 DGT B17	DWE B18	CSO B16 DGT B17

- There will be more focused revision slots later in the year
- Please feel free to come with specific question, topic or resource in mind

# Revision Advice

- Exam technique – underline key words, don't over allocate time to one question if 'stuck'
- Learn key facts and formulae – post it notes, mind maps, revision cards etc.
- Focus on a few topics at a time, split revision in to small manageable chunks and work constantly for 20/30 minutes bursts with short breaks in-between
- If you get stuck try a different method/revision resource or ask your teacher and then try the question again within the next week
- Target your revision at the right grade
- Make sure you see your teacher in-between each paper for an updated list of 'unseen topics'

# How can you help your child succeed?



Encourage resilience – problem solving skills take a long time to develop and questions can be frustrating



Be present when they are completing their home learning or practice papers, take an interest in what they are learning and ask questions



Quiz them on formulae and key facts



Eliminate distractions



Ensure they have access to the resources and equipment they need

# Equipment



- At time of writing the cheapest place for a Exam recommended Casio [Amazon](#)
- If you are think about A-level and need a new calculator I would recommend [Amazon](#)

# Future Ambitions

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National requirement to pass English and Mathematics (Grade 4 or above)

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GCSE Grade 7 required for study of Mathematics A Level

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GCSE Grade 8 required for study of Further Mathematics A Level

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Numerous college courses and A Level subjects require a GCSE Grade 6 in Mathematics

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Some universities offering lower entry requirements for students who study Maths in KS5

# Thank you

- Any further enquiries, please email:

**Mr Josic - [sjc@st-peters.bournemouth.sch.uk](mailto:sjc@st-peters.bournemouth.sch.uk)**

# A reminder of key people

- Should you have any questions, please do get in touch with the relevant person via email:
- Mr Trickey [tr@st-peters.bournemouth.sch.uk](mailto:tr@st-peters.bournemouth.sch.uk)
- Mrs Gould [rgd@st-peters.Bournemouth.sch.uk](mailto:rgd@st-peters.Bournemouth.sch.uk)
- Exams [exams@st-peters.Bournemouth.sch.uk](mailto:exams@st-peters.Bournemouth.sch.uk)
- SENCO [ari@st-peters.Bournemouth.sch.uk](mailto:ari@st-peters.Bournemouth.sch.uk)
- Subject leaders or teachers [info@st-peters.Bournemouth.sch.uk](mailto:info@st-peters.Bournemouth.sch.uk)

**Thank you for listening**