NORTHGATE

High School

Year 11 Revision Advice Evening

Wednesday, 26th March 2025

Programme

- Revision tips - structure and style
- Revision advice from our students
- Maths, English and Science
- Coping with exam anxiety
- Further advice from our students

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Tip 1: Get organised – produce a realistic weekly revision timetable

Plan ahead

- Start early to cut down on stress
- Make a revision timetable and commit to it

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Subject or Topic A Session 1: Test and reflect						
Take a Break for 5 minutes						
Subject or Topic A Session 2: Revise and Summarise						
Take a Longer Break						
Subject or Topic B Session 1: Test and reflect						
Take a Break for 5 minutes						
Subject or Topic B Session 2: Revise and Summarise						

Tip 2: Focus properly, take breaks and avoid distractions

Session 1	1. Choose a topic from your checklist	2. Set the timer for 25 minutes	3. Test yourself using the methods on page 3	4. Stop when the timer is up	5. Reflect – make a note of what you struggled with
	Take a Break for 5 minutes				
Session 2	1. Revisit what you struggled with from Session 1	2. Set the timer for 25 minutes	3. Summarise what you need to learn	4. Stop when the timer is up	5. Take a longer break

Before you start using this plan, you'll need to make sure you have all of the resources in place: Flashcards, mindmap or summary diagrams, exam questions.

Students waste **20%** of 'revision time' through distractions such as mobile phones or background noise

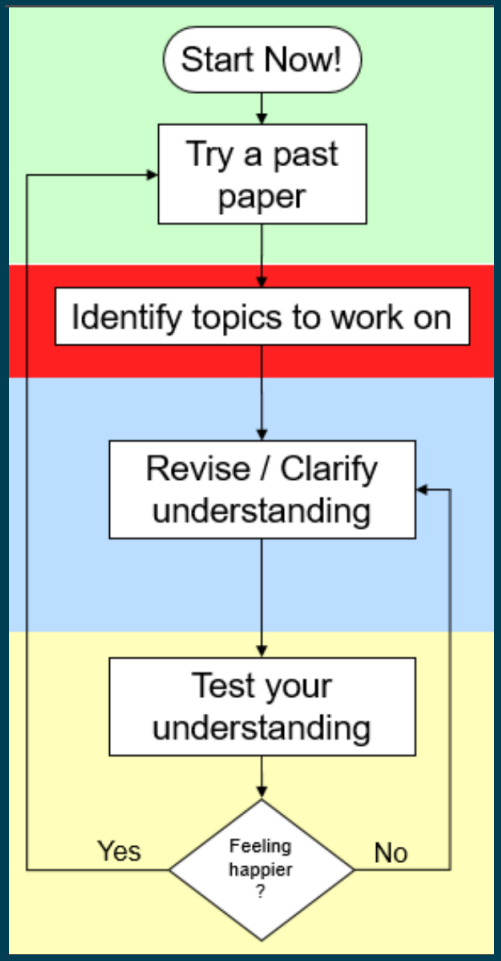
Tip 3: Start with a test then focus on your weak areas

Test yourself

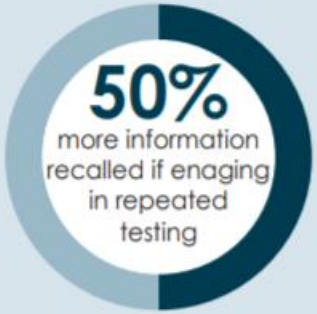
- Use flashcards – use the red, amber, green method
- Recreate information from memory
- Use past paper questions and markschemes
- Ask friends or family to test you verbally

Reflect on progress

- Make a note of what you struggled with or where you made mistakes
- Decide on what you need to do to improve
- Summarise the key points
- Ask your teacher for help if you need it



Students who engage in repeated testing recall **50%** more



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Tip 4: Use effective revision techniques

Test yourself

- Use flashcards – use the red, amber, green method
- Recreate information from memory
- Use past paper questions and markschemes
- Ask friends or family to test you verbally

Flash cards

Do not spend a long time making flashcards. If you do, make sure they only contain the really important things you need to remember. E.g. Definitions, quotes, formulae.

They are only useful for memorisation if you use them regularly to test your knowledge.

Red Amber Green Technique

THE RED BOX
THE AMBER BOX
THE GREEN BOX

Blank Page Retrieval

- Put away your class materials and write or sketch everything you know about a topic. Mind mapping is a very good way to do this.
- Then, check your class materials for accuracy and important points you missed.
- Write in the information you missed using a different colour pen.

Past paper Questions

- Use a section from a relevant past paper, or relevant practice questions that could come up in the assessment.
- When you have finished make sure you use a mark scheme or an assessment checklist to identify gaps in your knowledge.
- Aim to recreate the conditions that you'll sit the assessment in e.g. you might ask someone at home to time you.

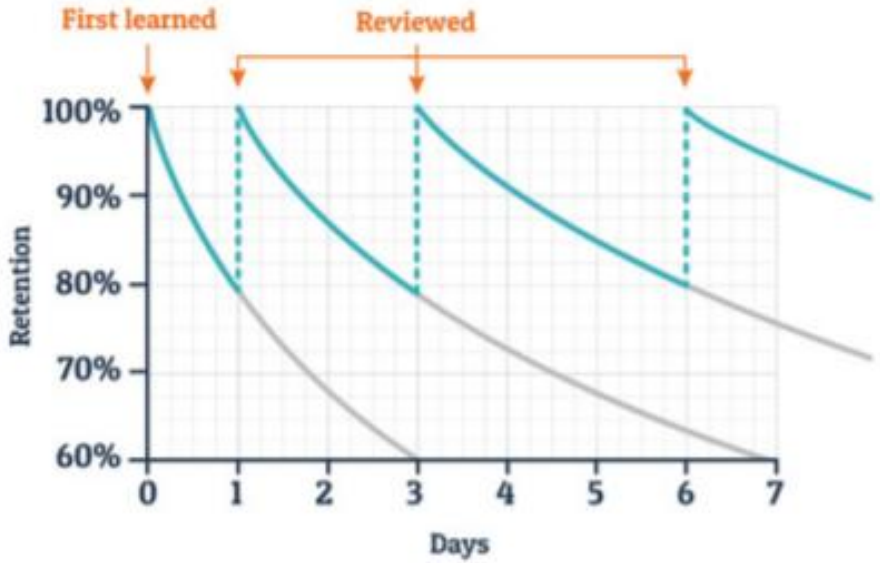
Tip 5: Revisit previous learning

We start to forget information over time unless that information is actively reviewed time and time again.

If students take time to revisit key information then the effects of forgetting are decreased.

Ideally, important information should be revisited 24 hours after first learning. This will reduce the rate of memory loss. It should then be revisited again regularly.

Typical Forgetting Curve for Newly Learned Information



WARNING: If we do not revisit information, it is likely to disappear from our memory. Cramming for revision does not work. It overloads our memory and leads to limited understanding.

EXAM STUDY EXPERT

(YESTERDAY)	TONIGHT	Time after that
Maths practice problems	RECAP: re-try 1-2 tricky maths questions	RECAP: test your Biology flashcards
	Make Biology flashcards	History

5 mins at start of next study session

Weekly recap session – everything from that week

To sum up …

As with most things in life, there are ways to make life easy for yourself when studying for exams

The long way

- Feels like less effort when you're studying
- Works eventually, but very slow process – a lot of unnecessary study time

The smart way

- Feels like more effort when you're studying
- BUT gets you better results, much faster

Pushing information INTO memory

- Reading
- Making notes
- Highlighting / underlining

Recall practice: testing yourself

- Flashcards
- Doing test / exam questions without notes
- Summarising topic from memory on blank sheet

Students

- How did you get organised?

- What revision techniques and resources worked well for you?

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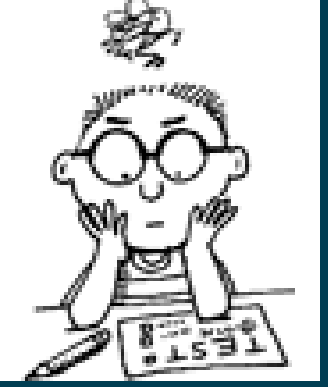

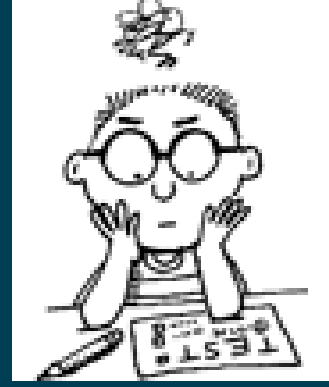

Revising for Maths, English and Science

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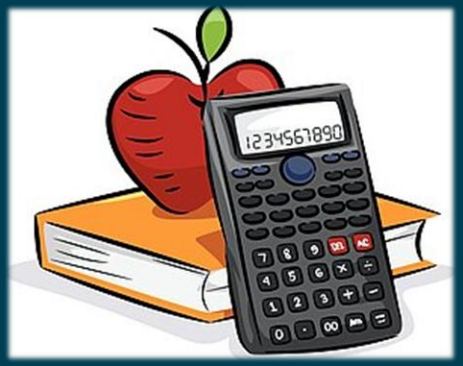
Maths (OCR)



northgatemaths.co.uk

Password = pencil

For advice from past Year 12 students:
https://youtu.be/zevWtSFUv44

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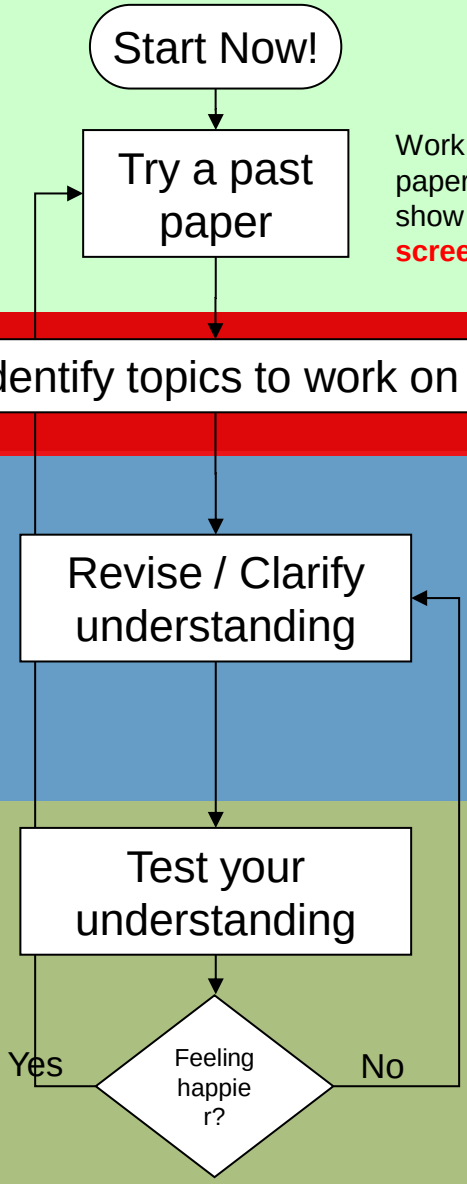

Work through a past paper. Use **red pen** to show where you needed **screencast support**.

Make a list of topics to work on based on the red ink parts of your past paper.

Use the various learning resources to revise or clarify each **red topic**.

Test your revised understanding using the various quizzes, questions and exercises available.

Revision Resources

- Past Papers and Screencasts – via www.northgatemaths.co.uk
  - From Feb-Mar concentrate on OCR J567 (old syllabus), with screencasts, to identify topics to work on
  - From April-June concentrate on OCR J560 (new syllabus), with screencasts, to practise problem-solving skills
- Other exam board papers – e.g. Edexcel 1MA1, AQA 8300
- Past paper attempts – red ink
- Teacher advice & feedback on areas for improvement
- Topic Practice questions and screencasts
  - via www.northgatemaths.co.uk
- My Maths lessons
  - select 'GCSE 9-1 (Eng)' from drop down list on left of page
- Sparx Maths videos (www.sparxmaths.com)
- Maths Genie – http://www.mathsgenie.co.uk/gcse.html
- Revision Guides (e.g. CGP)
- Your own notes and worked examples
- Your maths teacher
- Maths Genie – http://www.mathsgenie.co.uk/gcse.html
- Sparx Independent Learning Tasks
- Revision Guide Workbook or Textbook exercises
- The red ink questions from your past papers

For exam resources, advice and information…

www.northgatemaths.co.uk

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Northgate High School Maths Revision Portal

Tips and Tools to prepare for your exams

110 Days 17 Hours 10 Mins ...to make a difference!

Welcome to the maths revision portal for Northgate High School students.

Papers and Screencasts

How to revise

Click a button or use the menu above to navigate

Assessment Information

Topic Practice

J560 (New Syllabus) Higher
Past Papers and Screencasts

Click here if the table is blank **Link to available Mark Schemes**

Use the table below to find the past paper and screencasts you need. You can download the past paper as a PDF to print out and you can click on the Play link to go directly to the supporting screencasts on YouTube.

Year	Month	Type	Paper 4 Download	Paper 4 Screencast	Paper 5 Download	Paper 5 Screencast	Paper 6 Download	Paper 6 Screencast
2018	June	Past paper	Download	Play	Download	Play	Download	Play
2018	Nov	Past paper	Download	Play	Download	Play	Download	Play
2019	Nov	Past Paper	Download	Play	Download	Play	Download	Play
2019	June	Past Paper	Download	Play	Download	Play	Download	Play
2020	Nov	Past Paper	Download	Mark Scheme	Download	Mark Scheme	Download	Mark Schem
2021	Nov	Past Paper	Download	Play	Download	Play	Download	Play
2022	Nov	Past Paper	Download	Mark Scheme	Download	Mark Scheme	Download	Mark Schem
2022	June	Past Paper	Download	Mark Scheme	Download	Play	Download	Play
2023	June	Past Paper	Download	Mark Scheme	Download	Mark Scheme	Download	Mark Schem
2023	Nov	Past Paper	Download	Mark Scheme	Download	Mark Scheme	Download	Mark Schem

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Trending
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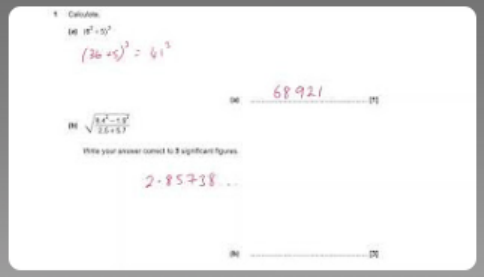
Live
Gaming
News
Sports
Learning
Fashion & Beauty
Podcasts
Playables



OCR Nov 2021 Paper 4

by MrCollettMaths

Playlist · 21 videos · 748 views

Play all

1 

Nov 2021 P4 Q1

MrCollettMaths • 49 views • 2 years ago

2 

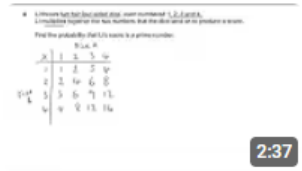
Nov 2021 P4 Q2

MrCollettMaths • 37 views • 2 years ago

3 

Nov 2021 P4 Q3

MrCollettMaths • 33 views • 2 years ago

4 

Nov 2021 P4 Q4

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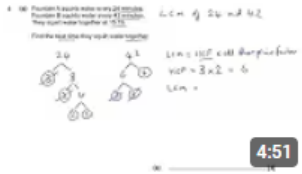
5 

Nov 2021 P4 Q5a

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6 

Nov 2021 P4 Q5b

MrCollettMaths • 52 views • 2 years ago

Nov 2021 P4 Q6

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Maths Advice

- Resist the urge to use the screencasts to just copy answers.
- Use them as an **aid** to prompt prior learning.
- You need to be ***doing*** the Maths, **not copying** the Maths, as this will develop the deeper learning.
- There is a screencast on how to use screencasts on the 'How to Revise' page of the website.

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English Language (AQA)

- Many Year 11s seem to believe the myth that you cannot revise for English Language because it is skills-based.
  - This is wrong!

English Language (AQA)

- Use the language **past papers** provided
  - Ask your teachers
- Always work to teacher-taught **timings** per question.
- Learn the key **techniques** for each reading-style question.
- Practise lots of **plans** for the writing sections.

- Work on **openings/endings** and creating a carefully-structured written answer

English Literature (AQA)

Try using **flashcards** …

- **On one side**:
  - Put the **quotation** you need to learn.
- **On the other side**:
  - **Who** said it?
  - **When**?
  - **How** is it said?
    - Language devices
  - **Why** is it important?
    - How does it connect to the message of the play/novel/poem?

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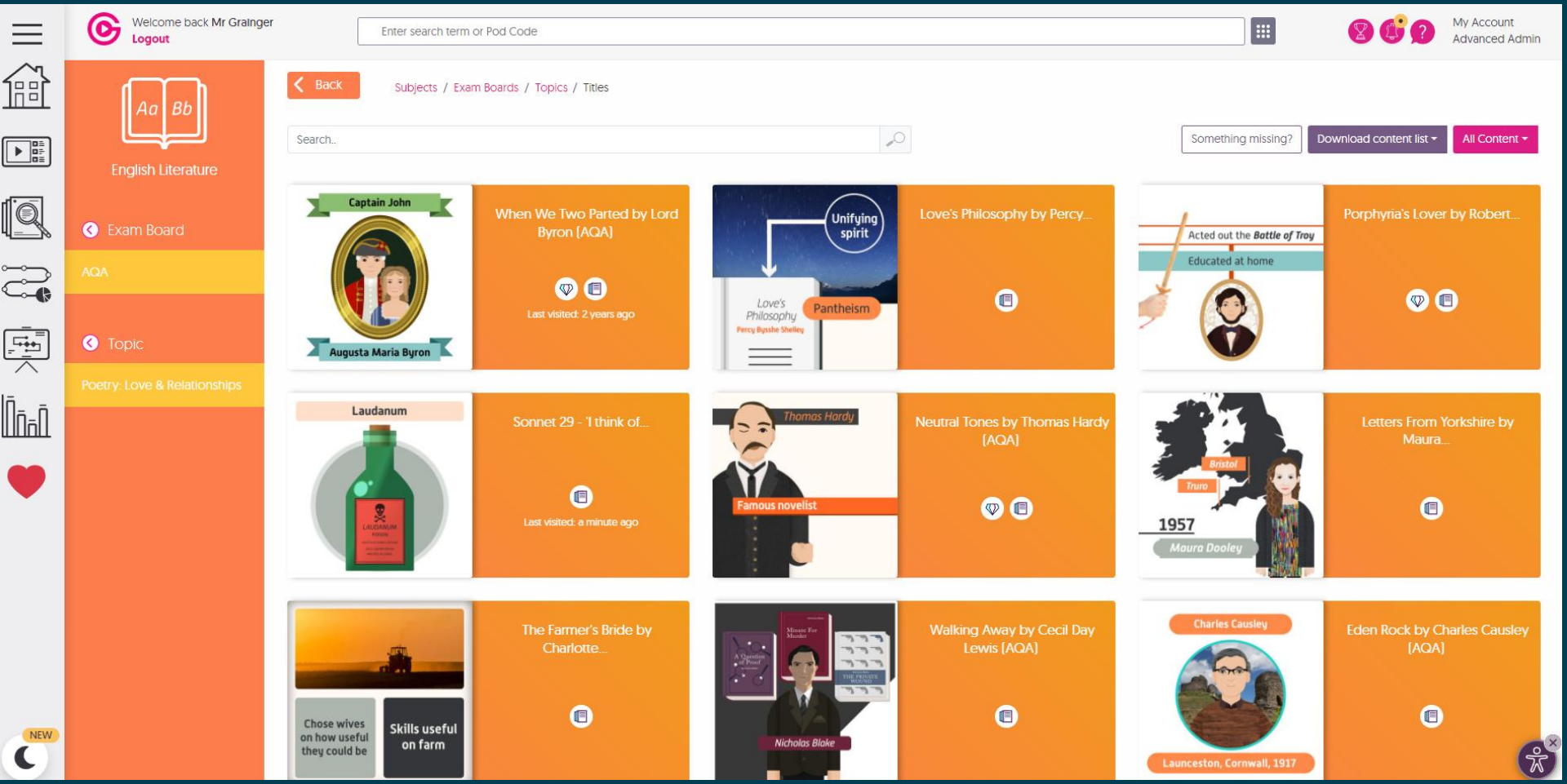
GCSEpod



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Mr Bruff - Youtube

Mr Bruff
310K subscribers

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HOME VIDEOS PLAYLISTS COMMUNITY CHANNELS ABOUT

AQA English Language Playlists

AQA English Language Paper 1
Mr Bruff
Updated 7 days ago
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AQA English Language Paper 2
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Full Marks Exam Answers: English Language
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GCSE Poetry: Choose Your Cluster

AQA 'Power and Conflict' Poetry
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AQA 'Love and Relationships' Poetry
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Edexcel 'Conflict' Poetry
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Edexcel 'Relationships' Poetry
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Edexcel 'Time and Place' Poetry
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OCR 'Love & Relationships' Poetry
Mr Bruff
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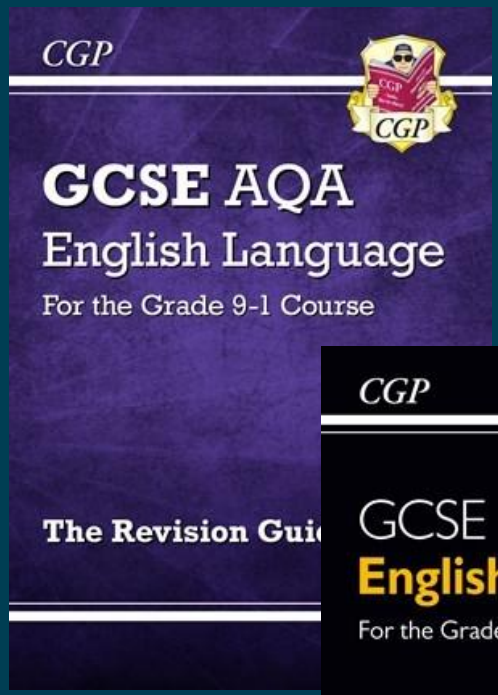
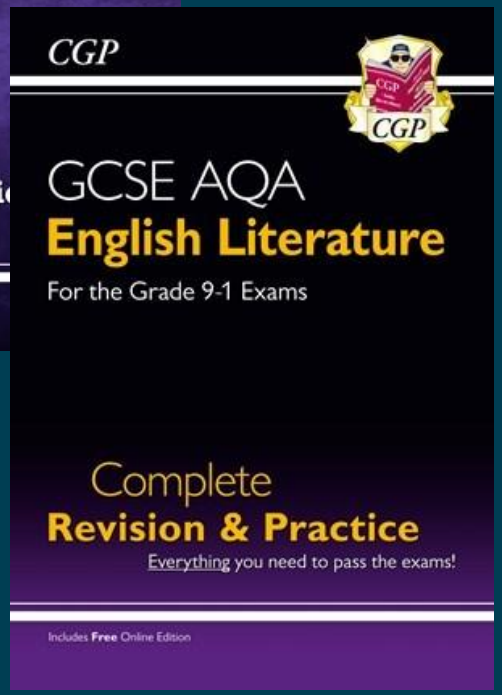
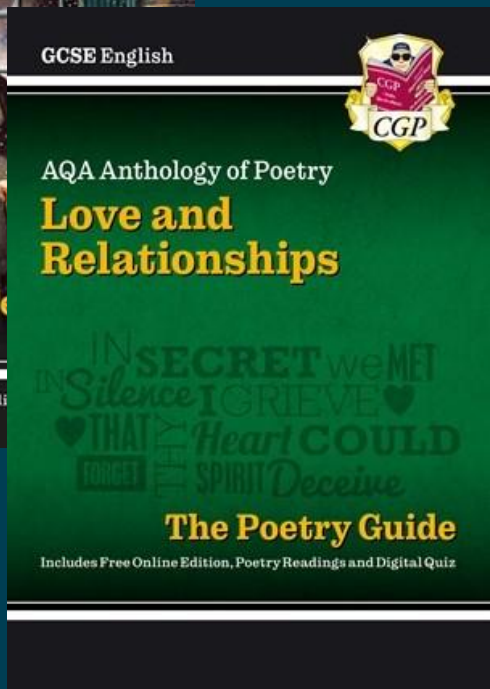
English Revision Guides







AQA GCSE English Revision

Paper 1 – Shakespeare and the 19th-century Novel

Section A:
Macbeth

Section A:
Romeo and Juliet

Section B:
The Strange Case of Dr Jekyll and Mr Hyde

Section B:
A Christmas Carol

Paper 2 – Modern Texts and Poetry

Section A:
An Inspector Calls

Section B:
Poetry: Love and Relationships

Section B:
Poetry: Power and Conflict

Section C:
Unseen Poetry

Macbeth

Notes

- Brief Overview
- Context
- Glossary of Key Terms
- Key Terms Flashcards

Exam Prep

- Guide to Paper 1 - AQA English Literature GCSE
- Guide to Paper 1
- How to plan and write a top mark essay - English Literature GCSE
- How to plan and write a top mark essay

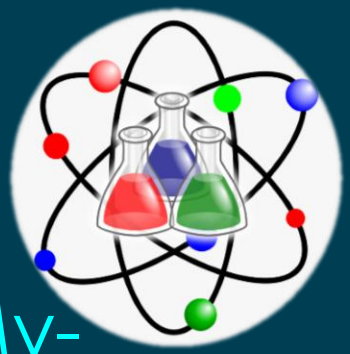
Character Profiles

- Banquo
- Lady Macbeth (Brief)
- Macbeth (Brief)
- Macduff
- The Witches

Themes

- Abuse of Power and Kingship
- Ambition
- Appearance vs Reality
- Gender
- Guilt, Innocence and Paranoia

Sciences (AQA)



- **Test** (using exam paper questions, My-GCSEScience.com quizzes and criteria sheets).
- **Diagnose** 'weak areas'.
- **Address** weak areas (using the revision guides, videos and the Learning Portal resources).
- Don't forget the **required practicals**, the other **practical skills** and the **maths skills**.

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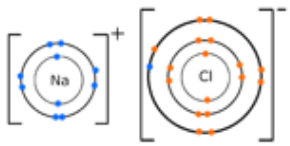
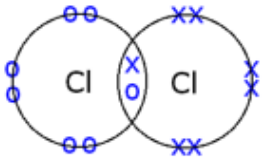
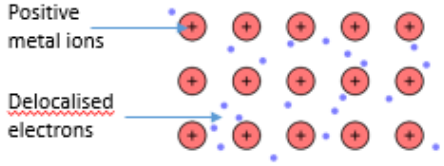
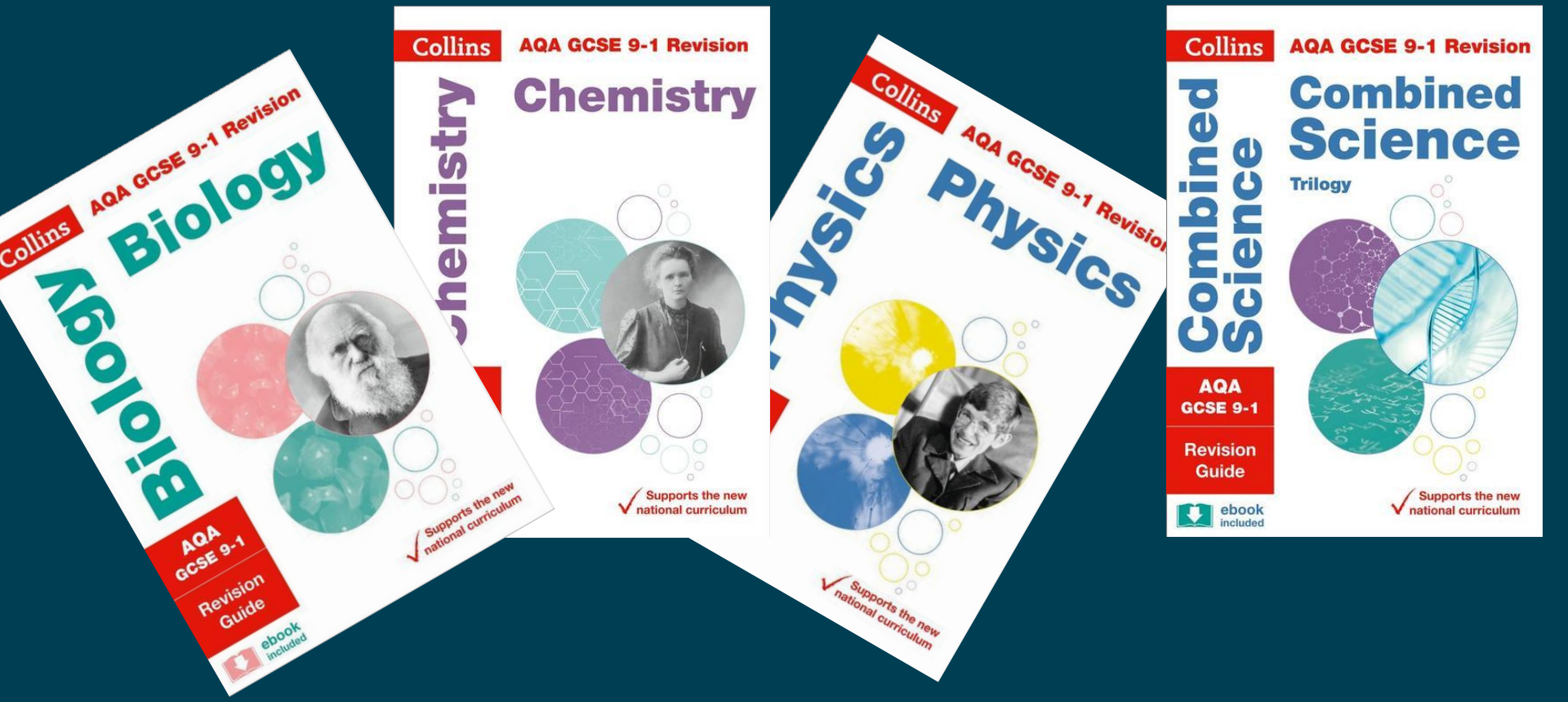
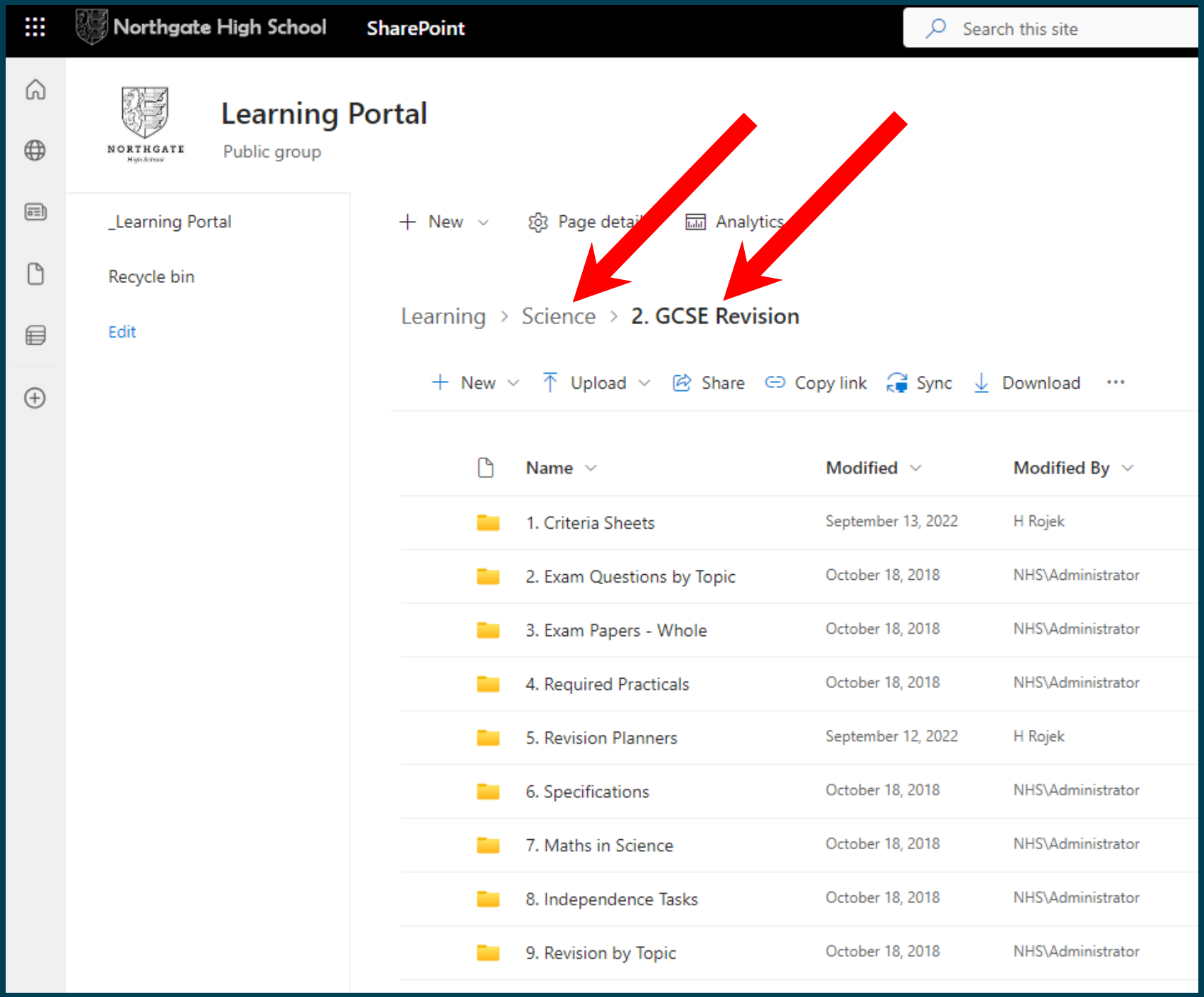
Flash Card Booklets

Question: 1. What is the bonding between a metal and a non-metal? 2. Draw an example.	Answer: Ionic bonding 
Question: 1. What is the bonding between two non-metals? 2. Draw an example.	Answer: Covalent bonding 
Question: 1. What is the bonding between two metals? 2. Draw an example.	Answer: Metallic bonding 
Question: How is a giant ionic structure held together? *(use the correct words)*	Answer: Positive and negative ions held together in a lattice by a strong electrostatic force of attraction
Question: What are the limitations of using dot and cross, ball and stick and 2D or 3D diagrams to represent molecules?	Answer: 2D – shows the bonds, but not what they actually look like 3D – shows what they look like, but not the bonds and can be confusing

Revision Guides



The Learning Portal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SharePoint
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Public group
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Edit
New
Page detail
Analytics
Learning
Science
2. GCSE Revision
New
Upload
Share
Copy link
Sync
Download
Name
Modified
Modified By
1. Criteria Sheets
September 13, 2022
H Rojek
2. Exam Questions by Topic
October 18, 2018
NHS\Administrator
3. Exam Papers - Whole
October 18, 2018
NHS\Administrator
4. Required Practicals
October 18, 2018
NHS\Administrator
5. Revision Planners
September 12, 2022
H Rojek
6. Specifications
October 18, 2018
NHS\Administrator
7. Maths in Science
October 18, 2018
NHS\Administrator
8. Independence Tasks
October 18, 2018
NHS\Administrator
9. Revision by Topic
October 18, 2018
NHS\Administrator

Criteria Sheets

Topic 4. Bioenergetics – Criteria sheet

4.1 Photosynthesis

Photosynthetic reaction - p.42

Specification Content	☹	😐	☺
Photosynthesis is represented by the equation: carbon dioxide + water $\xrightarrow{\text{light}}$ glucose + oxygen			
Recognise the chemical symbols: CO_2, H_2O, O_2 and $C_6H_{12}O_6$.			
Describe photosynthesis as an endothermic reaction in which energy is transferred from the environment to the chloroplasts by light.			

Rate of photosynthesis - p.42-43

Specification Content	☹	😐	☺
Explain the effects of temperature, light intensity, carbon dioxide concentration, and the amount of chlorophyll on the rate of photosynthesis.			
Be able to:			
· **measure** and **calculate** rates of photosynthesis			
· **extract** and **interpret** graphs of photosynthesis rate involving one limiting factor			
· **plot** and **draw** appropriate graphs selecting appropriate scale for axes			
· **translate** information between graphical and numeric form.			
(HT only) These factors interact and any one of them may be the factor that limits photosynthesis.			
(HT only) Students should be able to explain graphs of photosynthesis rate involving two or three factors and decide which is the limiting factor.			
(HT only) Students should understand and use inverse proportion – the inverse square law and light intensity in the context of photosynthesis.			
(HT only) Limiting factors are important in the economics of enhancing the conditions in greenhouses to gain the maximum rate of photosynthesis while still maintaining profit.			
(HT only) WS 1.4 Use data to relate limiting factors to the cost effectiveness of adding heat, light or carbon dioxide to greenhouses.			
RPA 6 **Investigate** the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed.			

Name	Modified	Modified By	Shared With	Shared With De...
Combined Biology, Topic 1, Level 1 - Mark Schemes.pdf	October 31, 2018	D Elmer		
Combined Biology, Topic 1, Level 1 - Questions.pdf	October 31, 2018	D Elmer		
Combined Biology, Topic 1, Level 2 - Mark Schemes.pdf	October 31, 2018	D Elmer		
Combined Biology, Topic 1, Level 2 - Questions.pdf	October 31, 2018	D Elmer		
Combined Biology, Topic 1, Level 3 - Mark Schemes.pdf	October 31, 2018	D Elmer		
Combined Biology, Topic 1, Level 3 - Questions.pdf	October 31, 2018	D Elmer		

Name	Modified	Modified By
Chromatography 1..mp4	October 30, 2018	D Elmer
Chromatography 2..mp4	October 30, 2018	D Elmer
Electrolysis 1.mp4	October 30, 2018	D Elmer
Electrolysis 2.mp4	October 30, 2018	D Elmer
Identifying Ions 1 - Triple Only.mp4	October 30, 2018	D Elmer
Identifying Ions 2 - Triple Only.mp4	October 30, 2018	D Elmer
Making Salts 1.mp4	October 30, 2018	D Elmer
Making Salts 2.mp4	October 30, 2018	D Elmer
Neutralisation 1 - Triple Only.mp4	October 30, 2018	D Elmer
Neutralisation 2 - Triple Only.mp4	October 30, 2018	D Elmer
Rates of Reaction 1.mp4	October 30, 2018	D Elmer
Rates of Reaction 2.mp4	October 30, 2018	D Elmer
Temperature Changes 1.mp4	October 30, 2018	D Elmer
Temperature Changes 2.mp4	October 30, 2018	D Elmer

Chemistry Triple and Combined Science

Water Purification

Analysis and purification of water samples from different sources, including pH, dissolved solids and distillation.

Method

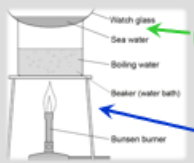
Testing for pH
- Remove a small sample of the **sea water**.
- Test using **universal indicator solution** or universal indicator **paper**.
- **Compare** the colour to a **colour chart**.
- **Repeat** for **spring water** and **rain water**.

Testing for dissolved solids
- **Weigh** a **watch glass** and fill it with 4 cm^3 of **sea water**.
- **Heat** over a beaker of **boiling water**.
- When all the water has **evaporated** from the watch glass, **reweigh** it.
- **Subtract** the initial mass to find the mass of the dissolved solids.
- **Repeat** with the other water samples.

Distillation
- Pour some of the sea water sample into a **conical flask**.
- Place on a tripod over a **Bunsen burner**.
- Attach a **delivery tube** to the top, going to a test tube in a beaker of **ice cold water**.
- **Heat** the conical flask to **boil** the sea water.
- The water molecules will **evaporate** off and then **condense** inside the test tube.
- Ensure that the end of the delivery tube does not go under the water being collected.

Checking for purity after distillation
- **Repeat** the **dissolved solids test** and the **pH test** with the **distilled water** and compare the result to those collected before.

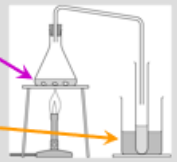
The set-up



Place impure water in a watch glass over a water bath

Heat to evaporate the water, leaving dissolved solids behind

Heat to evaporate and distil the water



Ice cold water in the beaker will condense the pure water

Check out some videos here

Analysing Data

Water Sample	pH	Mass (g)		
		Watch Glass	Watch Glass + Dissolved Solids	Dissolved Solids
Sea	8.1	30.23	30.38	0.15
Spring	6.5	30.23	30.24	0.01
Rain	5.5	30.23	30.23	0.00
Distilled	7.0	30.23	30.23	0.00

pH test results
- **Sea** water is slightly **alkaline**. This is due to **carbonates** dissolved in the water.
- **Rain** water is naturally **acidic** due to carbon dioxide dissolving in it to form **carbonic acid**.
- **Spring** water **varies**, depending on the source it is collected from and the **rocks** and **soil** it has run through.
- **Distilled** water has **nothing** dissolved in it, so has a pH of 7 - **neutral**.

Dissolved solids results
- **Sea** water has lots of dissolved **salts**, which are left behind when the **water** has **evaporated** away.
- **Spring** water has **more** dissolved solids than **rain** water because it has run through the **ground** and will have dissolved some solids on the way.
- **Distilled** water will have **no** dissolved solids - they are **left behind** during distillation because they **don't evaporate**.

Potable water
- **Distilled** water will be **pure**. It will contain **no solids or dissolved substances**. It is therefore safe to drink (potable).
- **Potable** water can still contain **some** dissolved substances, but must have **low enough** levels of **microbes** and dissolved **salts** to be **safe to drink**.

Limitations and Sources of Error

- Any water droplets left in/on the watch glass will affect the mass recorded and cause inaccurate results.
- If the impure water is heated too rapidly, it will **boil over** and send impure water through the delivery tube. This will **contaminate** the product.
- If the end of the delivery tube goes under the water being collected, **suck-back** will occur when the heat source is removed (as the gases contract).

Improvements

- **Dry** the watch glass carefully on the bottom and ensure that all the water has **evaporated** before reweighing.
- Use an **electric heater** to heat the impure water **gently** to ensure that it does not boil over, or remove the Bunsen burner when bubbles become too vigorous.
- Using a more complex **condenser** means that the end of the delivery tube can be suspended higher above the collection vessel.

Physics Triple and Combined Science

Density

Use appropriate apparatus to make and record the measurements needed to determine the densities of regular and irregular solid objects and liquids.

Volume should be determined from the dimensions of regularly shaped objects and by a displacement technique for irregularly shaped objects.

Method

Testing regular solid objects
- Use a **ruler** to measure the object's **length**, **width** and **height** to the **nearest millimetre** (mm). **Convert** into metres (m).
- Calculate the object's volume in m^3.
- Use an **electronic balance** to record the **mass** of the object to the nearest gram (g).
- **Convert** mass into kilograms (**kg**).
- Calculate **density** in kg/m^3.

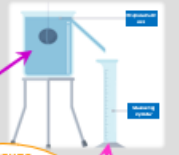
Testing irregular solid objects
- Measure the object's **mass** using an **electronic balance**, in g. **Convert** to kg.
- Fill a **displacement can** with **water**, stand it on a tripod and allow the water to drain until no more comes out of the spout.
- Place a **measuring cylinder** under the spout.
- Lower the object into the displacement can (this can be done using a piece of **cotton**).
- Water will be displaced out of the spout into the measuring cylinder.
- Record the **volume** of water displaced (the object's volume) in cm^3. **Convert** to m^3.
- Use the data to calculate density.

Testing liquids
- Measure the **volume** of some of the liquid in a **measuring cylinder** in cm^3. **Convert** to m^3.
- Place an empty **beaker** on an **electronic balance** and record its mass in g.
- Pour the liquid into the beaker.
- Record the new mass in g.
- **Subtract** the empty beaker mass to calculate the liquid's **mass**. **Convert** to kg.

The set-up

Use a ruler for regular objects

Measure to the nearest mm, then convert to m



Use a displacement can for irregular objects

Measure mass in kg on an electronic balance

Measure the volume displaced in a measuring cylinder

Check out some videos here

Analysing Data

Regular object	Size measurements (m)			Volume (m^3)	Mass (kg)	Density (kg/m^3)
	Length	Width	Height			
1	0.107	0.067	0.049	0.000351	0.943	2,684
2	0.058	0.048	0.034	0.000095	0.682	7,205
3	0.081	0.065	0.030	0.000158	1.406	8,902

Outcomes
- **For the regular solid objects:**
  - **Compare** the calculated densities to values for 'known' substances.
  - In this example, object 1 is **closest to aluminium**, object 2 is **zinc** and object 3 is **copper**.
- **For the irregular solid objects and for liquids:**
  - Density is calculated in exactly the same way from the mass and volume measurements.
  - Density is usually calculated in kg/m^3, but can sometimes be calculated in g/cm^3.

Known substances	Density (kg/m^3)
Aluminium	2,720
Titanium	4,500
Zinc	7,135
Copper	8,940
Lead	11,340
Gold	19,320

Converting Lengths and Masses
- There are 1,000 mm in 1 m.
- So, 81 mm $= \frac{81}{1,000} =$ **0.081 m**
- There are 1,000 g in 1 kg.
- So, 1,406 g $= \frac{1,406}{1,000} =$ **1.406 kg**

Density
- Density $= \frac{\text{Mass}}{\text{Volume}}$
- That's $\rho = \frac{m}{v}$
- e.g. $\rho = \frac{1.406\ kg}{0.000158\ m^3} = 8,902\ kg/m^3$

Volume
- Multiply all sides together.
- e.g. 0.081 × 0.065 × 0.010 = **0.000158 m^3**
- Also, 1,000,000 cm^3 are in 1 m^3.
- So, divide by 1,000,000 if you need to convert from cm^3 to m^3.

Limitations and Sources of Error

- Larger measuring cylinders have a lower **resolution**, leading to more **uncertainty** in the volume measurement.
- **Viewing** the measuring cylinder incorrectly can lead to inaccurate volume measurements.
- For irregular objects, the volume recorded will be inaccurate if the object does not completely **submerge**.

Improvements

- Use the **smallest** measuring cylinder possible for the volume being measured, to **maximise resolution**.
- Always view the measuring cylinder at **eye level** and read the volume from the **bottom of the meniscus**.
- For objects less dense than water, use a thin needle to push the object **below** the surface of the water.

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- Helps to **organise** revision by showing progress in every section.
- Red, amber, green used to **diagnose** weak areas.
- Videos, multiple choice quizzes and exam questions.

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Paper 1

1. Atomic structure

- Atoms, elements, compounds, mixtures →
- Separating mixtures →
- Scientific models of the atom →
- Atomic Structure →
- Relative Atomic Mass →
- Electronic Structure →
- The Periodic Table →
- Group 0 – The Noble Gases →
- Group 1 – The Alkali Metals →
- Group 7 – Halogens →
- Transition elements →

Multiple Choice Quiz

Answer these questions to show you've understood the topic. The result is linked to the Progress Tracker. Score an amber for most questions correct, or a green for all correct.

1 **Where are the transition elements found in the periodic table?**

- In the centre
- On the left
- At the top
- On the right

2 **Which of the following statements about transition elements is correct?**

- They are metals that form positive ions
- They are non-metals that form negative ions
- They are non-metals that form positive ions
- They are metals that form negative ions

3 **Which of the following is not a property of the transition elements?**

- They are strong
- They have high melting points
- They form coloured compounds
- They are very reactive

4 **Which copper ion is present in copper(II) sulfate?**

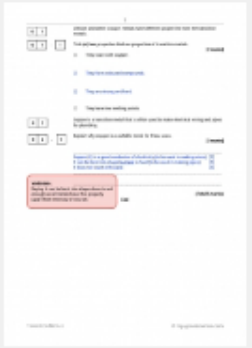
- Cu^{2-}
- Cu^{2+}
- Cu^{+}
- Cu^{-}

CHECK YOUR ANSWERS

Exam-style Questions

This is the type of question you will see in the exam itself. Print it out for serious exam practice. Try it yourself first, before you check the mark scheme!

⭳ QUESTION



⭳ MARK SCHEME

Cognito

Daily goal

0 XP 0 / 150

T W T F S S M

Courses GCSE

Biology

GCSE - AQA Higher Triple

Continue

Chemistry

No course selected

+ Add course

Physics

No course selected

+ Add course

Maths

No course selected

+ Add course

Cognito

Biology

GCSE Biology - AQA Higher Triple

Study multiple subtopics

Build a quiz or flashcard deck tailored to you by selecting multiple subtopics.

Video lessons | Quiz | Flashcards | **Exam practice** | Past papers

Search

Collapse all

Topic 1 - Cell Biology

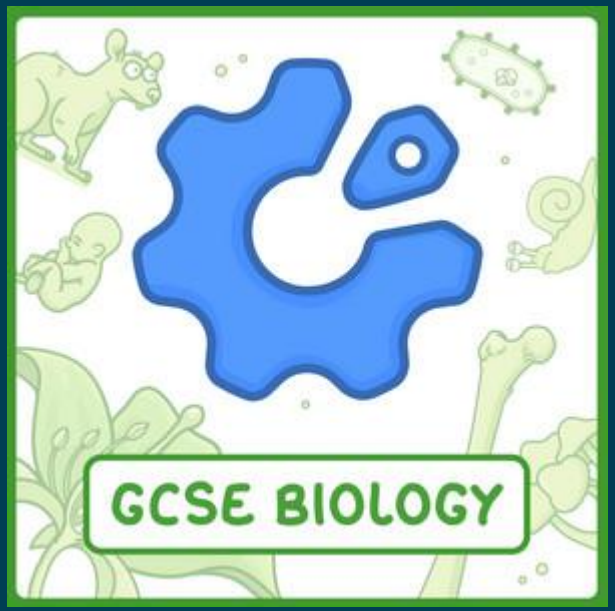
- 1.1 - Cell Structure & Microscopy
- 1.2 - Cell Division, Differentiation & Stem Cel...
- 1.3 - Transport in Cells

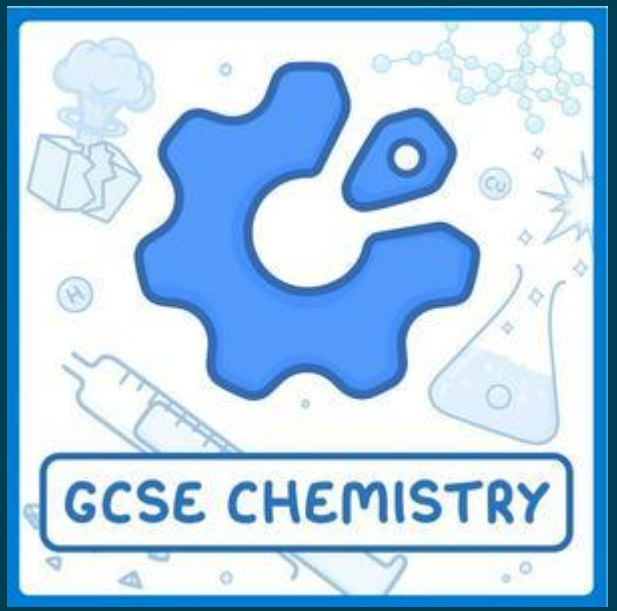
Topic 2 - Organisation

- 2.1 - Enzymes
- 2.2 - Digestive System & Biological Molecules
- 2.3 - Cardiovascular & Respiratory System
- 2.4 - Health, Disease & Medicine
- 2.5 - Plant Tissues, Organs & Systems

Cognito

- Also on Spotify……





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Videos

GCSE Chemistry, Physics & Biology

Biology Paper 1

- Cell Biology
- Organisation
- Infection and Response
- Bioenergetics
- Required Practicals

Chemistry Paper 1

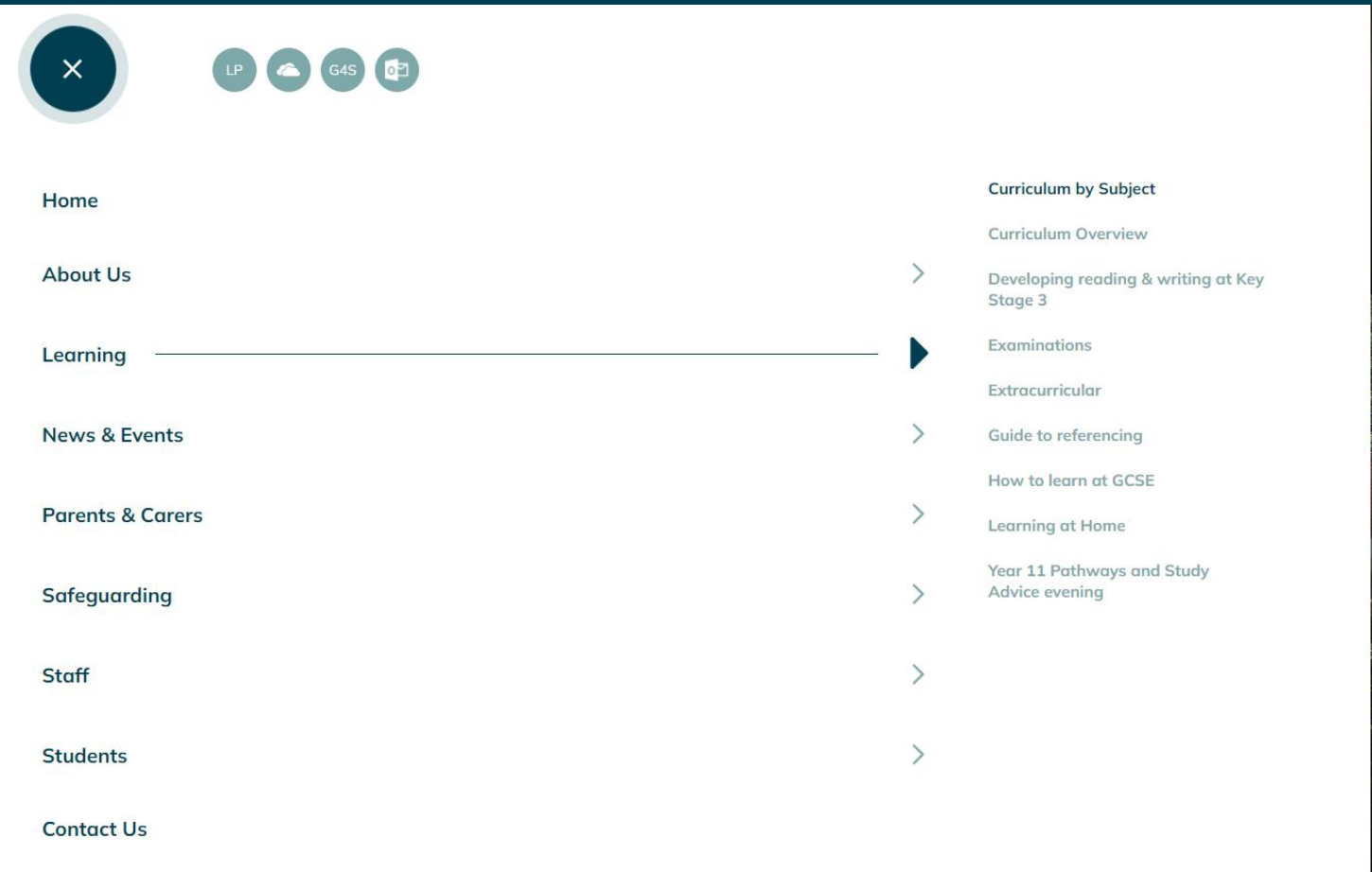
- Atomic Structure and the Periodic Table
- Structure and Bonding
- Quantitative Chemistry
- Chemical Changes
- Energy Changes
- Required Practicals

Physics Paper 1

- Energy
- Electricity
- Particle Model of Matter
- Atomic Structure and Radioactivity
- Required Practicals

Options Subjects

- Information and advice can be found on the school website: Learning > Curriculum by Subject



Geography

Key Stage 4

Revision Advice

A subject specific guide featuring key content, recommended resources and the specifications we cover in that particular subject can be downloaded below:

GEOGRAPHY REVISION ADVICE

How Can Parents Help?

1. Check that your son/daughter is making full use of all the resources and support available:
We have worked hard to provide resources that will help with revision. Please check that your son/daughter is using these resources.

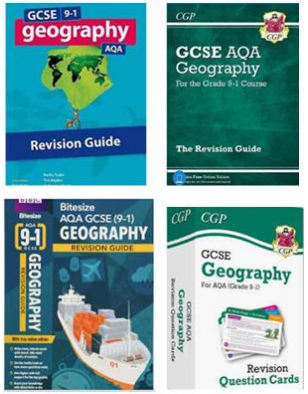
- *Are they using the revision materials (including past papers) that are on the Learning Portal in the 'Geography AQA GCSE Revision Folder'?*
- *Are they using the revision checklists and knowledge organisers that they have been given?*
- *Are they being proactive in asking for help?*
- *Do they have their class workbooks to hand? If they have misplaced these completed ones can be downloaded from the 'Geography AQA Revision Folder'.*

2. Check that your son/daughter is using effective revision strategies:
It is crucial that pupils follow the advice they have been given on preparing themselves for their examinations. Simply reading through notes is not enough. The key tips for success in Geography are:

- Regular self-testing – *encourage your son/daughter to test their knowledge. Recalling what they have learned will help to embed key knowledge into their memory which in turn will make it easier for them to recall it in the exam. The CGP revision guide and knowledge organisers that they have been given will help them with this. They could always teach you about a key topic from the revision checklist or you could ask them questions about specific topics or case studies. Blank page retrieval exercises also work well.*

- Practice answering exam questions – *learning Geographical content on its own is not enough to secure a good GCSE grade. Examiners are looking for students to apply their knowledge to a variety of different question types. Some of these will be low tariff questions involving data interpretation, calculations and data completion while others will be higher tariff and will require extended writing. We have spent a lot of time in class working on these, but we strongly suggest that your son/daughter uses past papers questions as a central part of their revision. Their class teacher will mark and provide feedback on any questions they complete.*

GCSE Geography AQA



Advice for Effe

What Do I Need To Revise?

PAPER 1: Living with the Physical Environment
35% of the final GCSE: 1 ½ hour examination

Section A: The Challenge Of Natural Hazards
Tectonic hazards, tropical storms, extreme weather, climate change

Section B: The Living World
Ecosystems, tropical rainforests, hot desert environments

Section C: Physical Landscapes Of The UK
Coastal landscapes, river landscapes

PAPER 2: Challenges in the Human Environment
35% of the final GCSE: 1 ½ hour examination

Section A: Urban Issues & Challenges
Patterns of urban growth, cities in the developing & developed world

Section B: The Changing Economic World
The development gap, development in Nigeria, UKs changing economy

Section C: The Challenge of Resource Management
Global distribution of resources, UK resource challenges, food resources

PAPER 3: Geographical Applications
30% of the final GCSE: 1 ½ hour examination

Section A: Issue Evaluation
Questions based on topic in the pre-release resource

Section B: Fieldwork
Questions on human and physical fieldwork undertaken

What Can I Do To Improve?

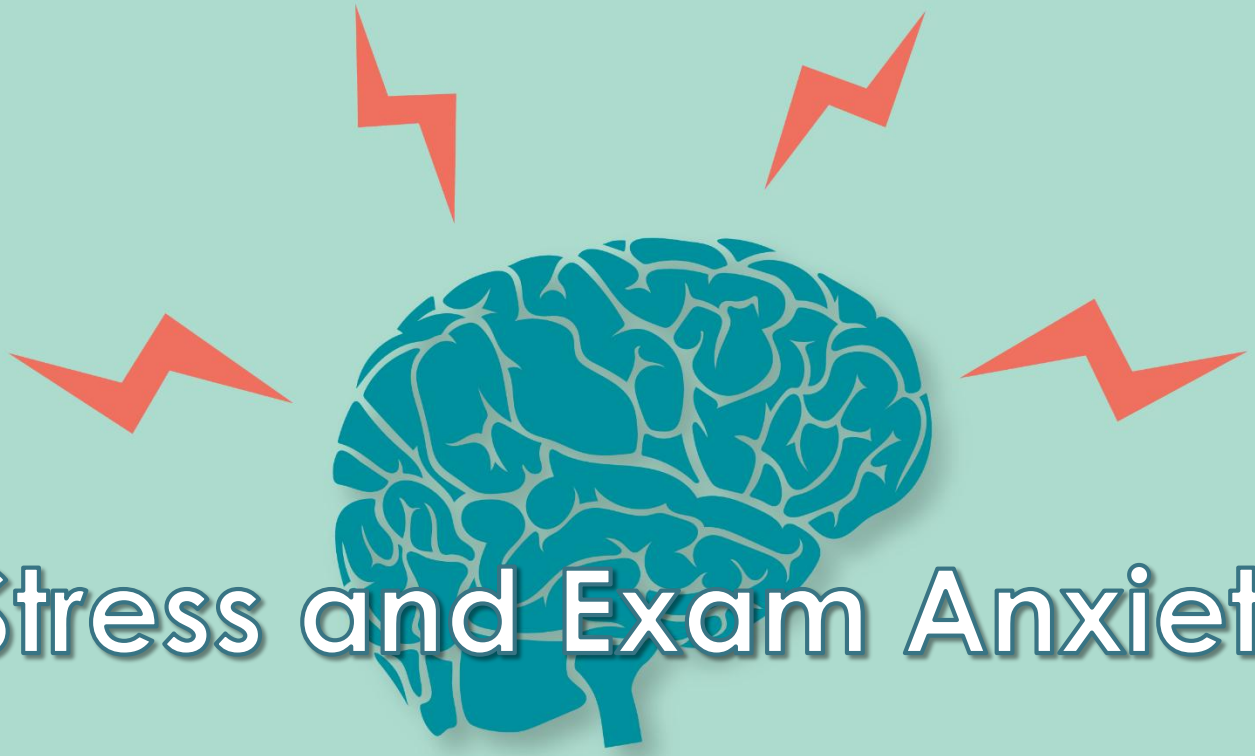
Resource	Study Skill	What to do
Checklists, Mind Maps & Flashcards	Reflect / Review	Use the revision mind maps and checklists you have been given to identify your strong and weak areas (see **GCSE Geography Revision folder** if you have misplaced these) Spend at least one hour per week revising weak areas. It would be a good idea to use knowledge tests/notes from lessons/information from revision guides and resources in the **GCSE Geography Revision folder** to create flashcards – particularly for your case studies.
Past Papers		Look back through your book and write out the exam questions you have answered, use the feedback given (especially any model answers) to improve on these. Look at sample and past papers in the **GCSE Geography Revision folder**.
BBC GCSE Bitesize	Bitesize Geography	GCSE Bitesize AQA Geography is a great place to start: https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc Cool Geography is also an excellent resource: http://www.coolgeography.co.uk/gcsen/revision_zone.php
Microsoft Stream		Many of the GCSE topics have been screen casted and can be accessed through the school's Microsoft Stream account. The links to these are in a word document in the 'Geography AQA GCSE Revision Folder' in the Geography Folder on the school's Learning Portal.

Year 11 Study Centre

- **Mon - Thurs**
- M38
- **3:15 - 4:30**
- Running until all exams are finished

- Refreshments
- PCs, laptops, iPads and printer
- Use of multiple rooms, including quiet space
- Text books, stationery and other resources
- Plus point for attending
- Maths support as required

Stress and Exam Anxiety



- **Irrational beliefs**

  "If I don't pass, my family will think I'm useless."

- **Excessive demands**

  "I have to get at least grade 7 in everything, or I've failed."

- **Catastrophic predictions**

  "I'll fail no matter what I do. There's no point."

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Exam Anxiety Is….

Experienced **by many students**.

Made more manageable by:

- following a plan and developing good study habits (we tend to become anxious when we feel we have too much to do in too little time)
- aiming to be the best YOU can be (not comparing yourself to others)

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Stress-busting tips

- **Believe in yourself:** If you prepare properly, you should be fine.
- **Aim to do your best:** It's not about being perfect. Doing your best will help avoid regrets.
- **Take steps to overcome problems:** Check any subject issues with your teachers.
- **Don't keep things bottled up:** Talk to others (friends, parents, teachers).
- **Take regular breaks where you can 'switch off':** Build things you enjoy doing into your weekly plan.

Students

- How did you balance your workload and combat stress and anxiety?

- What did your parents/carers do to help?

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Final tips

- Tackle each week one at a time – focus on the **here and now** and plan how to meet your key targets.

- Prepare yourself as well as you can for every exam – **that starts now**.

- Work as a **partnership**
  - student - school – parent.

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Good Luck Year 11!