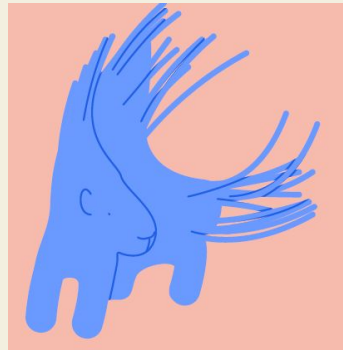


When it comes to exam preparation, which animal would you say you are or your child is?



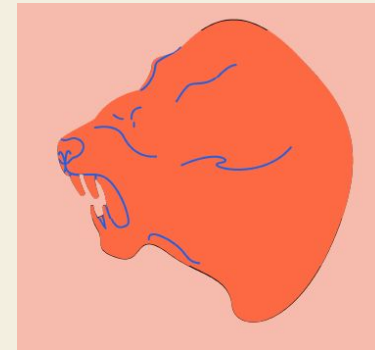
The Ostrich



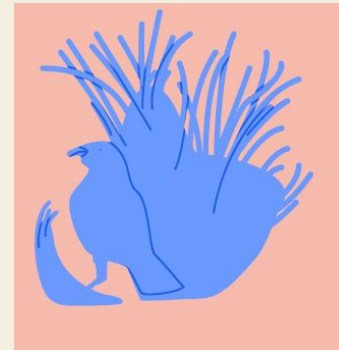
The Porcupine



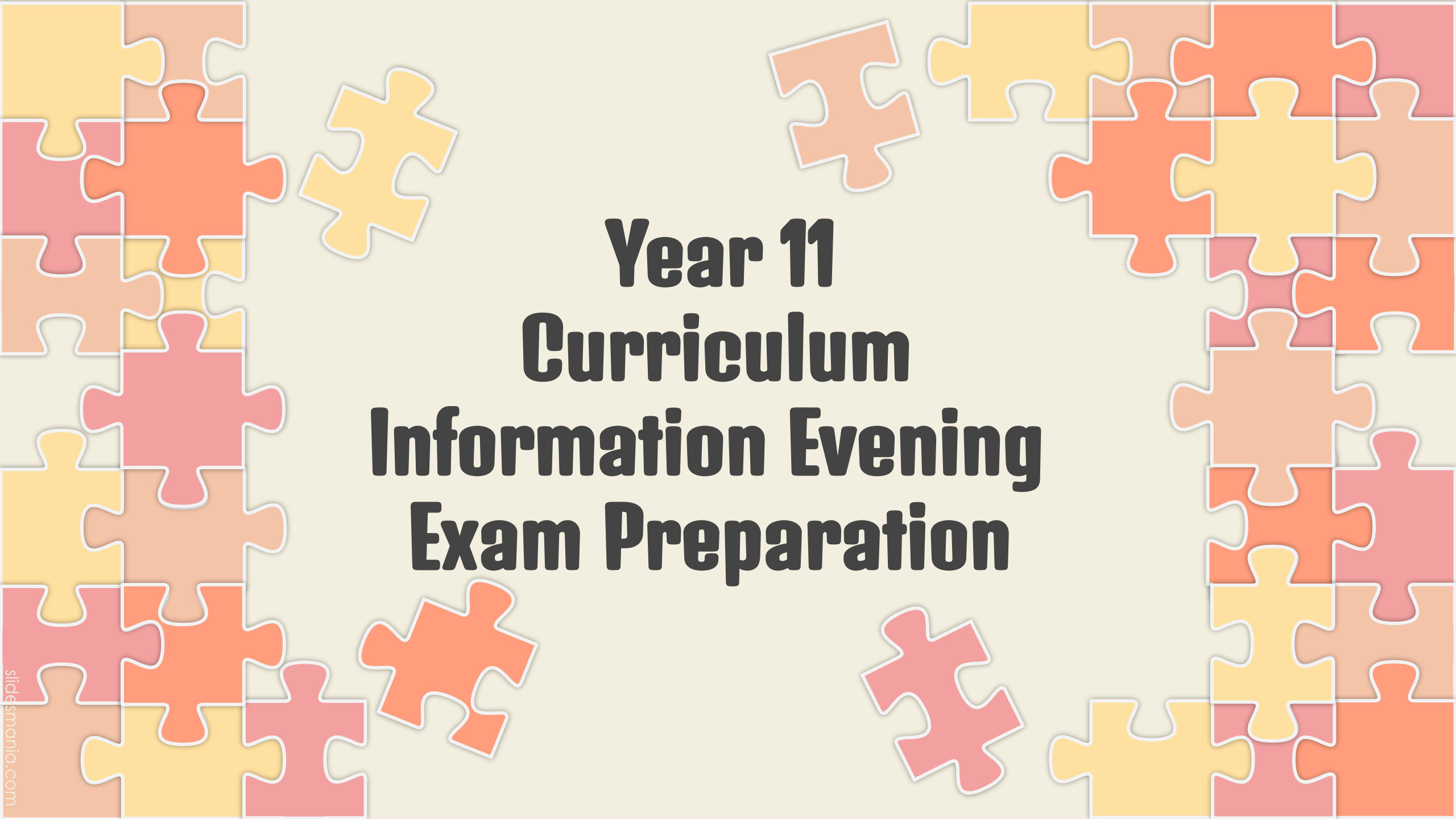
The Meerkat



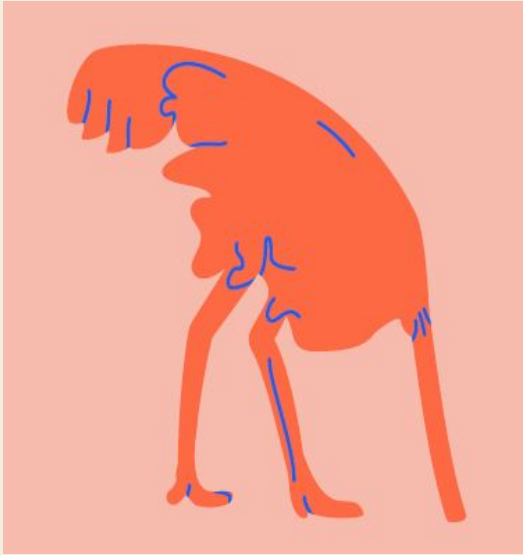
The Lion



The Bower Bird



**Year 11
Curriculum
Information Evening
Exam Preparation**

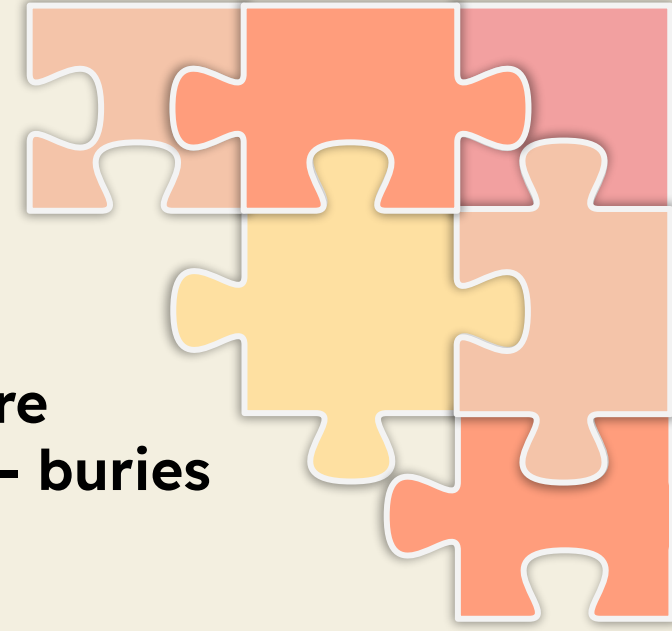


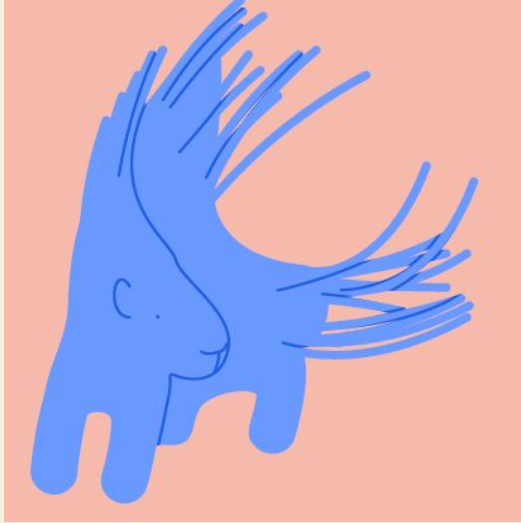
The Ostrich

The ostrich is that student who, at the mere mention of their exams - or their revision - buries their head in the sand.

They could be quite obvious in this behaviour - “I don’t want to talk about it” - or it might be subtler, finding an excuse to get out of the room and avoid the topic.

Waste no time in confronting this behaviour and making a plan together, because the very act of avoidance means that the revision work will pile up and the stress will increase.

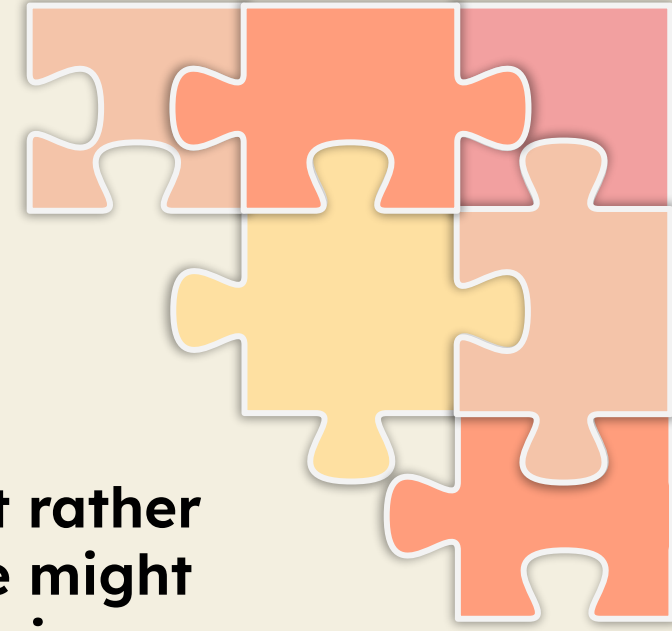




The Porcupine

Similar to the ostrich in many respects, but rather than avoid the conversation, the porcupine might become rather spikey and start shaking their quills.

The reasons are quite similar, and the approach, likewise requires calm, careful conversation and a structured plan to work together to remove the fear of the exams.



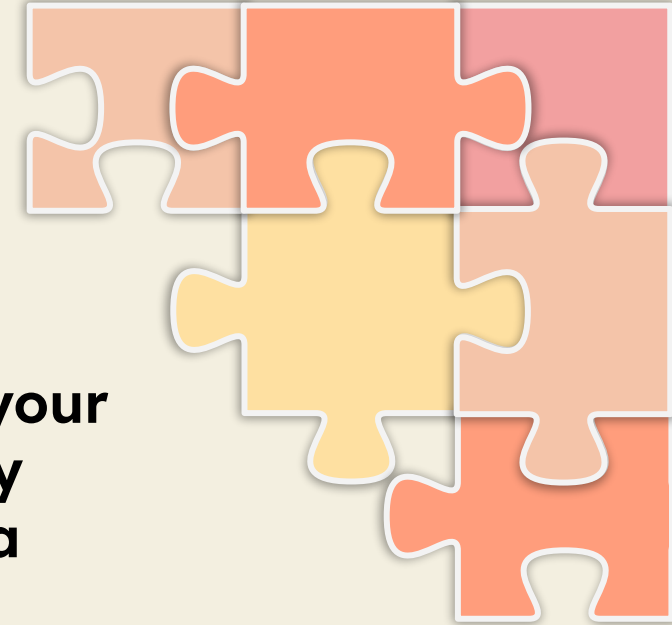


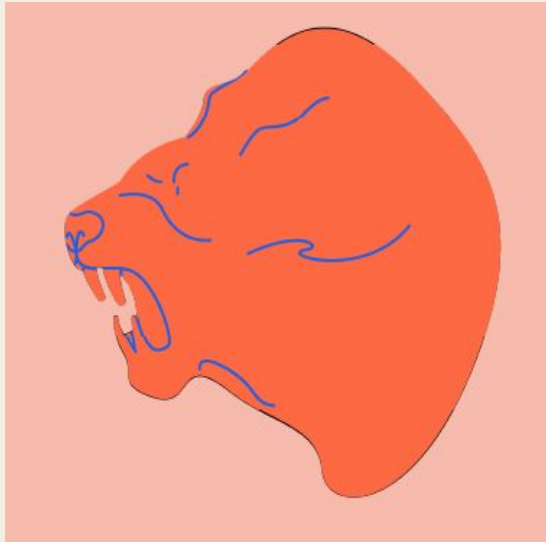
The Meerkat

You might think you've been fortunate if your child is the Meerkat: super busy, extremely diligent, revising late and requesting extra practice papers from the teacher.

But this behaviour may indicate a lack of confidence and a tendency to worry.

Talk to your child to make sure they're keeping things in perspective and limit the revision schedule in order to allow time for leisure activities, sleep, eating well and general R&R.



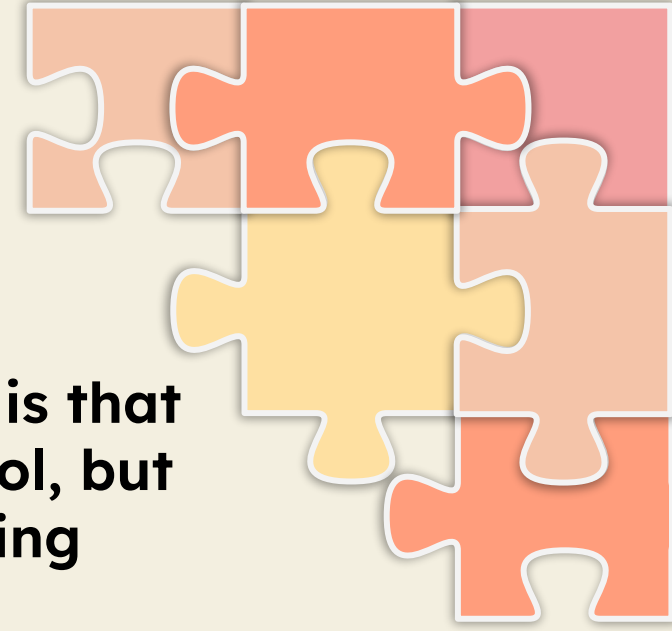


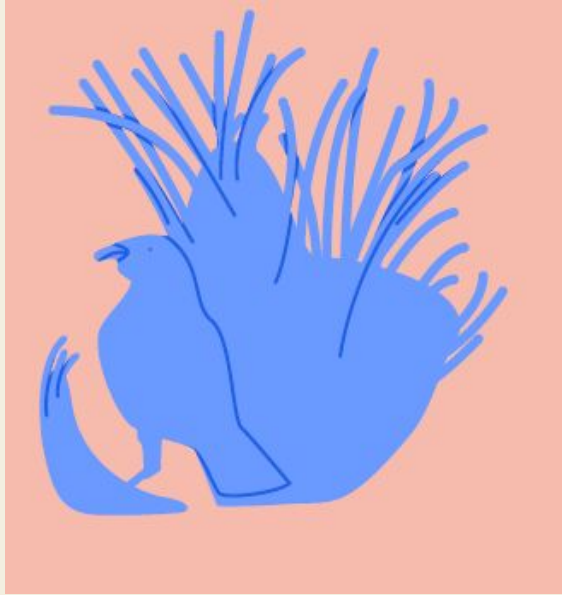
The Lion

A tendency of higher-achievers - the Lion is that child who seems to have it all under control, but spending an inordinate amount of time lying around.

If they're behaving as though the exams present no problems - to the point perhaps of arrogance or laziness - then it's time for a conversation.

Are they hiding any anxiety and feeling like they can't ask for help, or don't know how to?



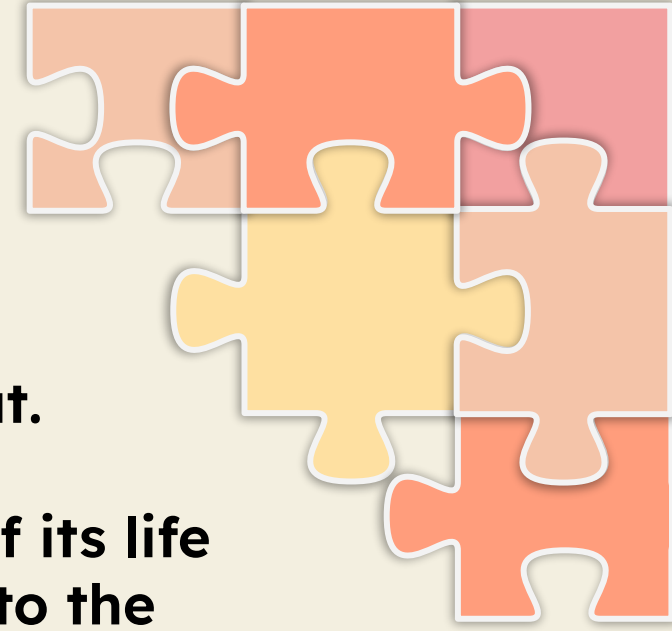


The Bower Bird

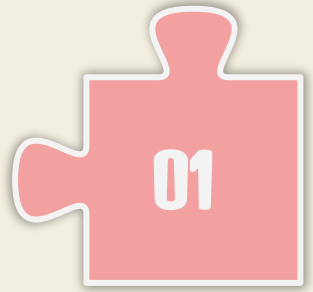
A classic behaviour, not unlike the Meerkat.

The Bower Bird (who spends large parts of its life decorating its nest) lends its name nicely to the type of student who keeps themselves terribly busy focusing on superficial tasks like colouring in notes or organising files and revision plans.

If you are the parent of a Bower Bird, then talk to them, constructively, about their aims for each revision session, and check in with them regularly to see how much they have achieved.



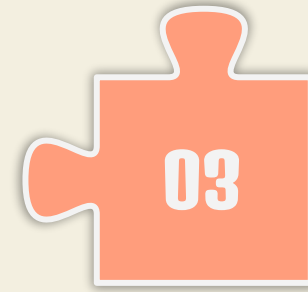
Order of Events



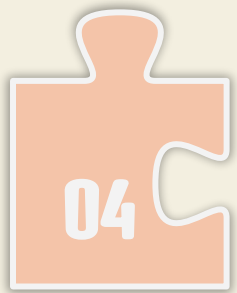
RF



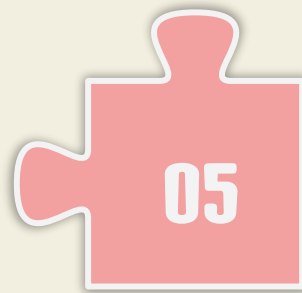
English



Maths



Science



General Advice



Q&A

Did you know?

Dogs and stress

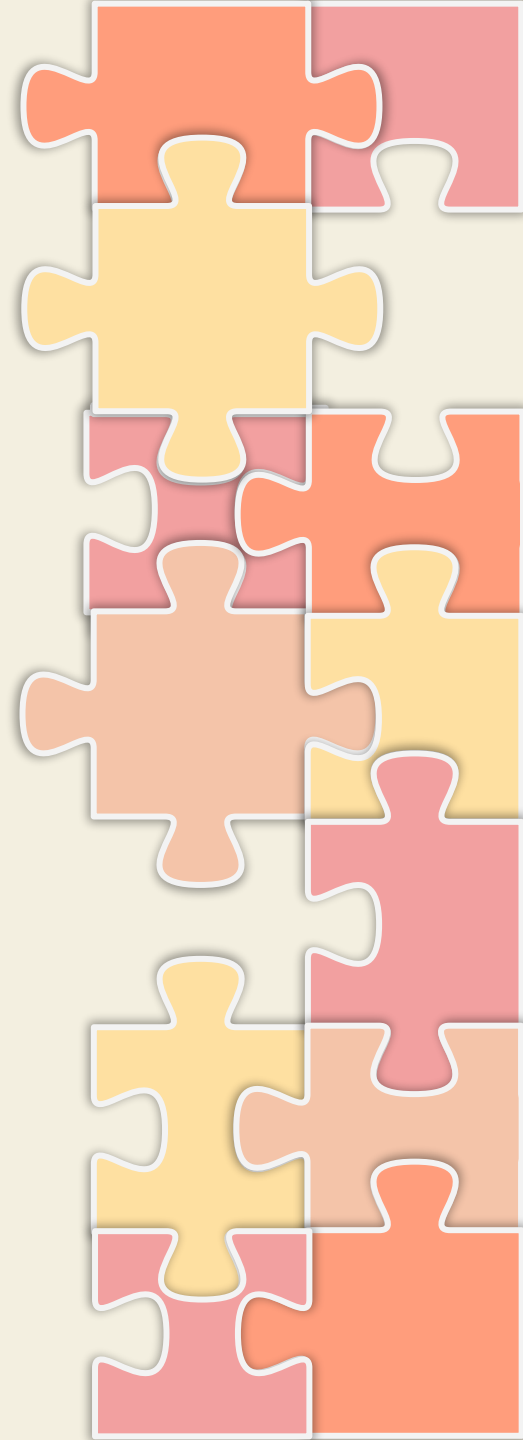


Did you know that dogs can sense stress in their owners?

In a study at Queen's University, Belfast, dogs were able to smell changes in human breath and sweat, and - with high accuracy - identify chemical odours people emit when feeling stressed!

This provides deeper knowledge of the human dog relationship and adds to our understanding of how dogs perceive and interact with human psychological states.

Top Tip: If you have a dog, take it for a walk when you get home from school. You can listen to a revision podcast, go through quotes, formulae, key words, timelines etc in your head and benefit from fresh air and exercise! Win Win for all involved. No dog? Just go for a walk!



Managing Exam Stress

We all recognise that exams and school in general can be stressful.

By preparing well for exams and spreading the work out throughout the year you are reducing your stress. However, stress affects all of us and it is important to know when it is moving from **healthy stress** (the type that motivates) to **unhealthy stress** (the type that causes anxiety).

Children and young people who are stressed may:

- worry a lot
- feel tense
- have headaches and stomach pains
- not sleep well
- be irritable
- lose interest in food or eat more than normal
- feel hopeless about the future
- not enjoy activities they previously enjoyed
- be negative and have a low mood

Having someone to talk to can help.

Support from a parent, tutor or study buddy can help young people share their worries and keep things in perspective.

Encourage your child to talk to a member of school staff who they feel is supportive. If you think your child is not coping, it may also be helpful for you to talk to their Head of House or teachers.

Try to involve your child as much as possible.

How you can help

Parents have the greatest influence on the achievement of young people **through supporting their learning in the home** rather than supporting activities in the school.

It is your support of learning within the home environment that makes the **maximum difference to achievement.**

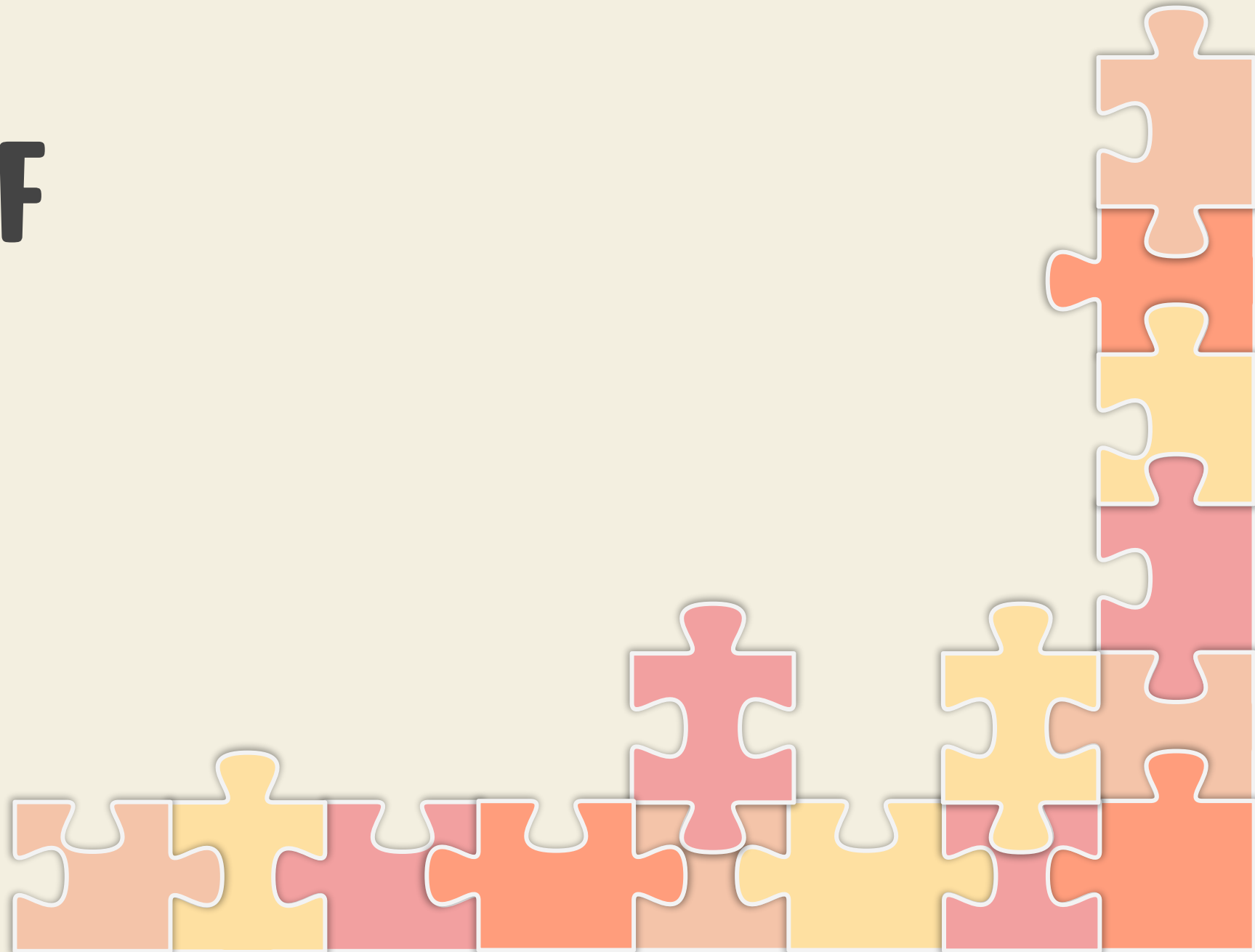
- Make sure your child eats well
- Help your child get enough sleep
- Be flexible during exams
- Help them study
- Talk about exam nerves
- Encourage exercise during exams
- Do not add to the pressure
- Make time for treats



01

RF

Mr McCarthy



my revision notes

EDEXCEL GCSE (9-1)

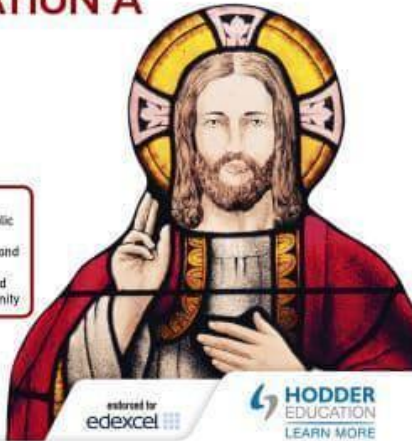
RELIGIOUS STUDIES: CATHOLIC CHRISTIANITY SPECIFICATION A

For the
2016
Specifications

Covering:

- Area of study 1 – Study of Catholic Christianity
- Area of study 2 – Study of a second religion – Judaism
- Area of study 3 – Philosophy and Ethics through Catholic Christianity

Victor W. Watton



Edexcel GCSE Religious Formation

Year 11 Parents' Information Evening.

All pupils will be entered for

3 papers

Please check the examination details below before entering your candidate information

Candidate surname: _____ Other names: _____

Centre Number: _____ Candidate Number: _____

Pearson Edexcel
Level 1/Level 2 GCSE (9-1)

Monday 13 May 2019

Afternoon (Time: 1 hour 45 minutes) Paper Reference **1RA0/1A**

Religious Studies A
Paper 1: Area of Study 1 – Study of Religion
Option 1A – Catholic Christianity

You do not need any other materials. Total Marks: _____

Instructions

- Use **black ink** or ball-point pen.
- Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – there may be more space than you need.

Information

- The total mark for this paper is 102.
- The marks for **each** question are shown in brackets – use this as a guide as to how much time to spend on each question.
- Questions labelled with an **asterisk (*)** are ones where the quality of your written communication will be assessed – you should take particular care on these questions with your spelling, punctuation and grammar, as well as the use of specialist terminology.
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

50%

Paper 1: Catholic Christianity

Tuesday 13th May – 1 hour 45 minutes (AM)

Please check the examination details below before entering your candidate information

Candidate surname: _____ Other names: _____

Centre Number: _____ Candidate Number: _____

Pearson Edexcel
Level 1/Level 2 GCSE (9-1)

Monday 20 May 2019

Morning (Time: 50 minutes) Paper Reference **1RA0/2F**

Religious Studies A
Paper 2: Area of Study 2 – Study of Second Religion
Option 2F – Judaism

You do not need any other materials. Total Marks: _____

Instructions

- Use **black ink** or ball-point pen.
- Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – there may be more space than you need.

Information

- The total mark for this paper is 51.
- The marks for **each** question are shown in brackets – use this as a guide as to how much time to spend on each question.
- The question labelled with an **asterisk (*)** is the one where the quality of your written communication will be assessed – you should take particular care on this question with your spelling, punctuation and grammar, as well as the use of specialist terminology.
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

P57691A

25%

Paper 2: Judaism

Wednesday 21st May – 50 minutes (PM)

Please check the examination details below before entering your candidate information

Candidate surname: _____ Other names: _____

Centre Number: _____ Candidate Number: _____

Pearson Edexcel
Level 1/Level 2 GCSE (9-1)

Thursday 23 May 2019

Afternoon (Time: 50 minutes) Paper Reference **1RA0/3A**

Religious Studies A
Paper 3: Area of Study 3 – Philosophy and Ethics
Option 3A – Catholic Christianity

You do not need any other materials. Total Marks: _____

Instructions

- Use **black ink** or ball-point pen.
- Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – there may be more space than you need.

Information

- The total mark for this paper is 51.
- The marks for **each** question are shown in brackets – use this as a guide as to how much time to spend on each question.
- The question labelled with an **asterisk (*)** is the one where the quality of your written communication will be assessed – you should take particular care on this question with your spelling, punctuation and grammar, as well as the use of specialist terminology.
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

P56383A

25%

Paper 3: Philosophy and Ethics

Wednesday 4th June – 50 minutes (PM)

Structure of paper – no choice of questions

- a) **Outline/state three** - e.g. ‘Outline three characteristics of God’ (3)
- b) **Explain two** beliefs about the Trinity (4)
- c) **Explain two** beliefs about the Resurrection. In your response you must refer to a source of wisdom (5)
- d) **“The Resurrection was the most important in the life of Jesus”** In your answer you must:
 - Refer to Catholic teachings
 - Appraise the evidence
 - Reach a justified conclusion (12)

Paper 1: Catholic Christianity

Tuesday 13th May AM: 1 hour 45mins

Paper 1: 1 hour 45 minutes

4 x 'a' questions

4 x 'b' questions

4 x 'c' questions

4 x 'd' questions

Unit 1.1

- The Trinity
- Biblical understandings of God as Trinity
- Creation
- The Incarnation
- The Paschal mystery
- Salvation and Grace
- Eschatology
- Nature of humanity

Unit 1.3

- The Second Vatican Council
- The four marks of the Church
- Mary as a model of the Church
- Sources of personal and ethical decision-making
- The Bible and how it is interpreted
- The Magisterium
- The Church as the Body of Christ

Unit 1.2

- The Sacramental nature of reality
- Catholic liturgical worship
- The Catholic funeral rite
- Prayer
- Forms of popular piety
- Pilgrimage
- Catholic social teaching
- Catholic mission and evangelisation

Unit 1.4

- The architecture and external features of a Catholic Church
- Internal features of a Catholic Church
- Sacred objects
- Paintings and frescos
- Sculptures and statues
- Symbolism and imagery in religious art
- Drama, mystery and passion plays
- Music in worship

Paper 2: Judaism

Wednesday 21st May PM: 50 mins

Unit 2.1

- Shekhinah
- Messiah
- Sanctity of life and Pikuach Nefesh
- Moral principles and the Mitzvot
- Nature of the Almighty
- Covenant at Sinai
- Covenant with Abraham
- Jewish beliefs about life after death

Unit 2.2

- Public acts of worship
- The Tenakh and Talmud
- Prayer
- Shema
- Rituals and ceremonies
- Shabbat
- Festivals
- Features of a synagogue

Paper 2: 50 minutes

2 x 'a' questions

2 x 'b' questions

2 x 'c' questions

2 x 'd' questions

Paper 3: Philosophy and Ethics

Wednesday 4th June PM : 50 mins

Unit 3.1

- Visions
- Miracles
- The design argument
- The cosmological argument
- Revelation
- Religious experiences
- Evil and suffering
- Solutions to the problem of evil and suffering

Unit 3.2

- Marriage
- Sexual relationships
- Families
- Support for the family in the local parish
- Contraception
- Divorce and remarriage
- Equality of men and women in the family
- Gender prejudice and discrimination

Paper 3: 50 minutes

2 x 'a' questions

2 x 'b' questions

2 x 'c' questions

2 x 'd' questions

Useful tips on revising for Religious Formation

- Use the **revision guides and revision grids** provided.
- Learn **key religious terms** to access the exam questions.
- **Practise doing questions** under exam conditions.
- Learn **sources of wisdom (quotes)** and **examples** to demonstrate a greater depth of understanding.
- Include a range of **divergent religious viewpoints and atheist and humanist responses**.
- Use **past papers and mark schemes** available on the 'student' section of the college website.

Understanding key words is important in answering questions.

(b) Explain **two** ways that Catholics can evangelise.

(4)

One way Catholics can evangelise is by attending church every Sunday and taking the Eucharist. This will help them be closer to God.

Another way is by going to reconciliation so that they can confess their sins and be pure.



There is no correct information in this answer.

0 marks

(c) Explain **two** reasons why the Decalogue is important for Jews.

In your answer you must refer to a source of wisdom and authority.

(5)

One reason the Decalogue is important to Jews is that one of the 10 commandments given to God by Moses at Mount Sinai was 'Do not take the Lord's name in vain'. This is why Jews would never swear using their God's name and they only say it during worship to keep it special and sacred.

Another reason the Decalogue is important to Jews is that the Ten Commandments order the honouring of the Sabbath in recognition that this was the day God rested when he was creating the world. This gave rise to many Mitzvot regarding what Jews may or may not do on the Sabbath.

Understanding key words is important in answering questions.

Level	Mark	Descriptor
N/A	0	No rewardable response.
1	1-3	A superficial analysis of the statement that uses undeveloped arguments, underpinned by isolated elements of understanding of religion and belief. Judgements are asserted without clear links to the analysis.
2	4-6	A basic analysis of the statement that uses some developed arguments to discuss different points of view, underpinned by limited understanding of religion and belief. This leads to simple judgements which have some links to the analysis, leading to a conclusion with limited justification.
3	7-9	A good analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by a sound understanding of religion and belief. This leads to reasoned judgements which are clearly linked to the analysis, leading to a partially justified conclusion.
4	10-12	A sustained and coherent analysis of the statement that uses logical chains of reasoning to discuss different points of view, underpinned by thorough understanding of religion and belief. This leads to reasoned judgements supported by the appraisal of arguments, leading to a justified conclusion that is consistent with the analysis.

'Point(s) of view' always means arguments for and against the statement. Where specified in the bullet points under the question, it may also include one of the following:

- different views within the religion
- non-religious views
- philosophical arguments
- ethical arguments.

“Christians should not use contraception” Evaluate this statement considering arguments for and against. **In your response to you must**

- refer to Catholic teachings
- refer to different Christian points of view
- Refer to atheist/humanist points of view
- reach a justified conclusion

One reason why Catholics should not use contraception is because this stops life from happening. This is a strong reason because the Church teaches it and Christians must follow what the Church teaches.

Others may disagree and say that contraception is acceptable as it is their choice. This is a strong argument as everyone has free will.

“Christians should not use contraception” Evaluate this statement considering arguments for and against. **In your response to you must**

- refer to Catholic teachings
- refer to different Christian points of view
- Refer to atheist/humanist points of view
- reach a justified conclusion

- One reason why I agree with this statement is that by using artificial contraception the individual may be stopping the potential growth of a baby (an early abortion). ✓ This can be seen in the case of the morning after pill where the individual takes the pill the morning after in order to prevent the implant of the embryo therefore the birth of a child ✓. This goes against catholic teachings as it means that the individual is taking the life of potential human life which is seen as a mortal sin (as its murder) ✓ **and goes against one of the commandments ‘You shall not kill’**. This is a strong statement as Catholics believe that birth starts at conception (**explain this term**). They also believe that a child is God's gift so by preventing the birth of this child would be going against God's will. ✓ Additionally, Catholics may say that the purpose of marriage is to have children and bring them up in the Christian faith, however these methods of contraception prevent this from occurring ✓. Atheists would counter this as, as they don't believe in God this statement is illogical. Additionally ,they would state that t can be seen as illogical even in the eyes of christians as God gave everyone free will (just as adam and eve) so it should be ultimately the individuals choice whether to use contraceptives. ✓ **You could also mention how contraception goes against preservation of life and reproduction according to Natural Moral Law. Remember that one of the purposes of sex is both unitive and procreative - the use of artificial contraception removes the procreative aspect of sex.**

Where to access some past exam papers

The image shows the website for St. Bede's Catholic College. The header features the college's name and logo on the left, and navigation icons and a 'Contact Us' link on the right. A blue navigation bar contains the following menu items: Home, Our College, Admissions, News, Key Information, College Life, 6th Form, Sports Complex, and Vacancies. The 'College Life' menu is expanded, showing two columns of links. A yellow arrow points to the 'Students' link in the first column. A red banner with a white exclamation mark is overlaid on the page, containing the text: 'MESSAGE FROM MR KING, PRINCIPAL 28TH FEBRUARY 2022' and 'CLICK HERE FOR MORE INFO'. A red circular badge in the bottom right corner says '15th/16th/17th College Production'. The background of the website features a photograph of students in a classroom setting.

ST. BEDE'S CATHOLIC COLLEGE

Home Our College Admissions News Key Information **College Life** 6th Form Sports Complex Vacancies

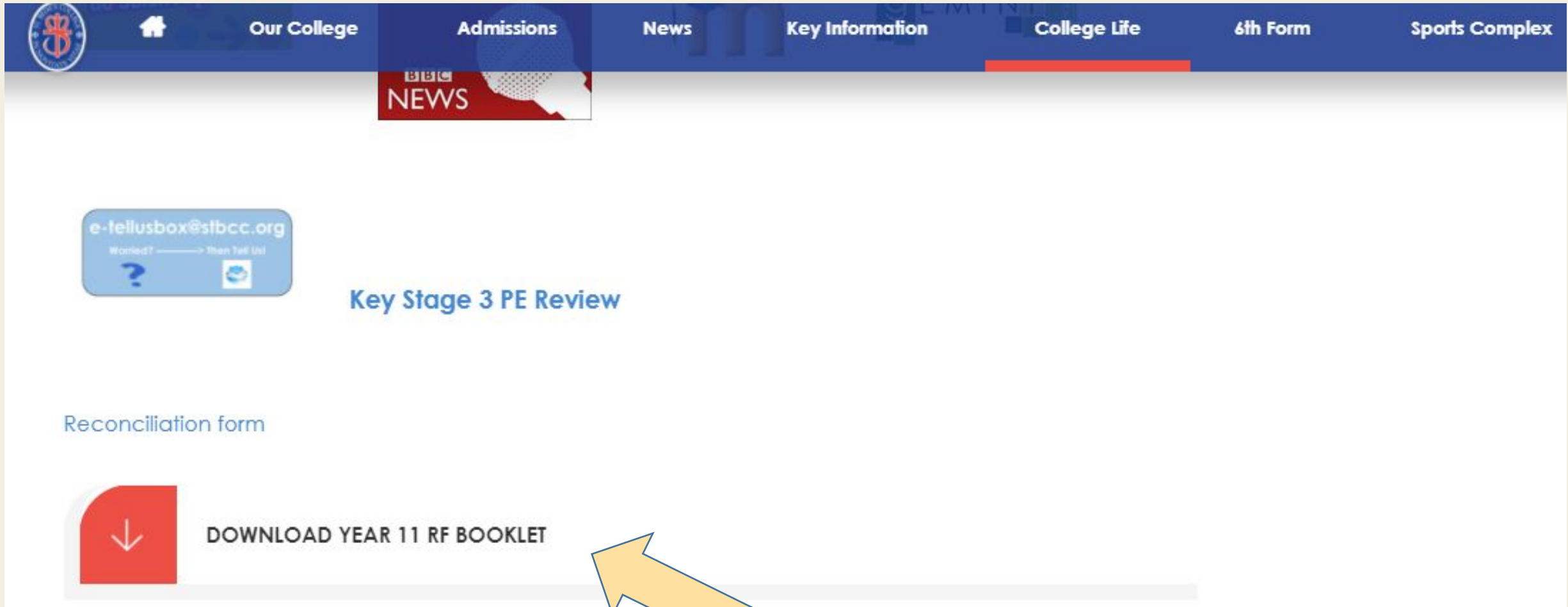
Students Year 7
Bell Burnell House Descartes House
Pasteur House Seacole House
Careers Information Exam Information
Ecologically friendly School Library
Galleries Photography Club
On-line Safety Classroom Booking
St Bede's Virtual Office Home Learning Guidance
Celebrating Achievement Duke of Edinburgh
Home Learning Lunch Menu

MESSAGE FROM MR KING, PRINCIPAL 28TH FEBRUARY 2022
CLICK HERE FOR MORE INFO

15th/16th/17th College Production

IN NOVITATE VITAE
TOWARDS NEW LIFE

Where to access some past exam papers



The image shows a screenshot of a school website. At the top is a dark blue navigation bar with the following menu items: 'Our College', 'Admissions', 'News', 'Key Information', 'College Life', '6th Form', and 'Sports Complex'. The 'College Life' item is highlighted with a red underline. Below the navigation bar is a white content area. On the left side, there is a blue button with the email address 'e-tellusbox@stbcc.org' and a question mark icon. To the right of this button is the text 'Key Stage 3 PE Review'. Below this, there is a link for 'Reconciliation form'. At the bottom left, there is a red download icon (a white arrow pointing down) next to the text 'DOWNLOAD YEAR 11 RF BOOKLET'. A large yellow arrow with a black outline points from the bottom right towards the 'DOWNLOAD YEAR 11 RF BOOKLET' link.

Our College Admissions News Key Information College Life 6th Form Sports Complex

BBC NEWS

e-tellusbox@stbcc.org
Worked? —> Then Tell Us!

Key Stage 3 PE Review

Reconciliation form

DOWNLOAD YEAR 11 RF BOOKLET

Revision and intervention

Lunchtime revision sessions: **Wednesday from 12:30 until 13:10 in D4.**

There will be Easter and half-term sessions run by individual teachers. Students will be invited to these sessions.

Do encourage your children to do past papers and send them to their RF teacher for checking.

Useful revision aids

my revision notes

EDEXCEL GCSE (9-1)

RELIGIOUS STUDIES: CATHOLIC CHRISTIANITY SPECIFICATION A

For the 2016 Specifications

Covering

- Area of study 1 – Study of Catholic Christianity
- Area of study 2 – Study of a second religion – Judaism
- Area of study 3 – Philosophy and Ethics through Catholic Christianity

Victor W. Watton

edexcel

HODDER EDUCATION LEARN MORE

Our College Admissions News Key Information College Life 6th Form Sports Complex

EDUCATION NEWS

tel: 01273 826000

Key Stage 3 PE Review

Reconciliation form

DOWNLOAD YEAR 11 RF BOOKLET

edexcel spec a catholic christianity

Haz Revision
478 subscribers

HOME VIDEOS PLAYLISTS CHANNELS ABOUT

Uploads PLAY ALL

Revision Summary For RE GCSE (9-1) Judaism Paper 2 - Part 2 8:56	Revision Summary For RE GCSE (9-1) Judaism Paper 2 - Part 1 7:01	Revision Summary For Edexcel RE GCSE (9-1) Paper 1 - Part 4 10:11	Revision Summary For Edexcel RE GCSE (9-1) Paper 1 - Part 3 10:45	Revision Summary For Edexcel RE GCSE (9-1) Paper 1 - Part 2 12:30	Revision Summary For Edexcel RE GCSE (9-1) Paper 1 - Part 1 8:41
Revision Summary For RE GCSE (9-1) Judaism Paper ... 7.9K views • 2 years ago	Revision Summary For RE GCSE (9-1) Paper 2 Judais... 23K views • 2 years ago	Revision Summary for EDEXCEL RE GCSE (9-1)... 5.3K views • 3 years ago	Revision Summary for EDEXCEL RE GCSE (9-1)... 6.9K views • 3 years ago	Revision Summary for EDEXCEL RE GCSE (9-1)... 11K views • 3 years ago	Revision Summary for EDEXCEL RE GCSE (9-1)... 33K views • 3 years ago

1.1 Revision A3 Grid

<p>The Trinity:</p> <p>Oneness of God (Unity) - Christians believe in one God because:</p> <ul style="list-style-type: none"> 17 of 26 commandments test 'worship one God' Jesus says 'believe in one God' and Jesus told his disciples the greatest commandment is love your God with all your heart, mind, soul' <p>How Trinity expressed in bible?</p> <ul style="list-style-type: none"> Trinity = 3 persons in 1 God: Father + Creator, Jesus like his child, answers our prayers, protects us from evil, Son = always obedient, but came to earth 2000 years ago to die for us, by dying and rising, God in flesh, Spirit = God's presence on earth, why God communicates with us, inspired Bible writers and Apostles as Predecessors, works through Church leaders and sacraments. <p>Why Catholics believe this:</p> <ul style="list-style-type: none"> CCC says 'Holy Trinity is central mystery of the Christian faith' which helps us understand how God connects with us/ Father is outside us, Son inside us, Spirit within us. Expressed in Bible in Baptism of Jesus God says 'This is my Son', Son baptised, HS in a dove. <p>Divergent Christian beliefs:</p> <ul style="list-style-type: none"> Most Christians believe in the Trinity, but Jehovah's witnesses say 'Trinity' not in Bible, believe Jesus is just a good prophet and spirit is sent by God, but neither are God. <p>How doctrine (belief) passed down of Trinity developed?</p> <ul style="list-style-type: none"> It was handed on to early Christians through Apostolic tradition. Then written in Bible. Two councils show Trinity, First Council of Nicea stated Jesus is equal to God (325 AD) and First Council of Constantinople confirmed Holy Spirit is equal to Father and Son (381 AD). Beliefs now written in Nicene Creed (received weekly in mass). <p>How do we reflect in daily life and worship?</p> <ul style="list-style-type: none"> In mass, we make sign of cross and say 'In name of Father, Son and Holy Spirit', recite Nicene Creed and receive Eucharist (great sign of prayer which thanks Father and asks Spirit to descend and bless bread so it becomes Jesus). <p>Trinity in Bible:</p> <ul style="list-style-type: none"> In Matthew, Jesus is baptised, Father says 'This is my son', Jesus baptised, Spirit as a dove. In Matthew, Jesus says 'go make disciples of all nations, baptising them in the name of the Father, Son and Holy Spirit'. In Peter says 'Christians have been chosen by God the Father, through the work of the Spirit so they can be obedient to the Son'. <p>Incarnation</p> <ul style="list-style-type: none"> Means Jesus is 'God in flesh', God in human form, Virgin mother + God the Father Jesus is fully God (divine) and fully human at same time, CCC Jesus is true God and true man, not part of each. Incarnation needed so man sinned, separating himself from God. In coming to earth, Jesus could die for our sins. <p>Biblical evidence for Incarnation:</p> <ul style="list-style-type: none"> Matthew: virgin Mary Joseph in a dream that Mary would give birth to Son of God, Jesus born in Bethlehem, David's city, three kings give Jesus gifts showing he's Son of God. Mark: no birth story, but Jesus baptised and Trinity is present. Luke: Angel tells Mary her child will be 'Son of the Most High', Shepherds worship Him as bringer of Good News to poor. John: calls Jesus 'word of God' and says 'word was with God and is God' showing Jesus is Son of God who has always existed. 'Word of God became flesh and dwelt among us'. <p>Why Incarnation is important</p> <ul style="list-style-type: none"> God must love us to sacrifice his Son, Jesus shows us what God is like, easier to relate to Jesus than invisible God, started salvation (born to die for us). 	<p>Creation:</p> <ul style="list-style-type: none"> In Genesis 1 God made the universe in 6 days. Day 1 = heaven & earth, light from dark; 2 = separating earth from sky; 3 = land, plants and trees; 4 = sun, moon, stars; 5 = fish and birds; 6 = animals and humans. Note and female created at same time. In Genesis 2 God creates humans and earth, then makes humans first. Adam from soil, breaths life into him (Holy Spirit gives life), trees and animals. God gives Adam special place in creation: power to name all the animals (animals: God makes Eve, companion for Adam. They connect original sin eating apple from tree of knowledge. Lucifer, Satan). John 1:1 - 5 makes Jesus to the Word who existed before the creation of the world, through Him God made all things so Jesus present in creation. <p>Significance of Creation accounts</p> <ul style="list-style-type: none"> Tells us God is Creator so life is not an accident but purposeful creation; benevolent (all knowing because he's present after each day, omnipotent (all powerful) as he creates ex nihilo (out of nothing) and eternal (no beginning or end) as he exists as a Trinity before he creates. Humans must be special, only ones made in God's image. We are made last in Gen 1 and given power to name animals in Gen 2. <p>Catholic view of Creation accounts</p> <ul style="list-style-type: none"> Catholic see stories as symbolic, not factual or scientific. Supported by both having two different accounts in Gen 1 and 2 about when humans made. Accounts tell us about God's nature (omnipotence, benevolence etc) and human nature (in God's image but sinful). CCC says they show God is 'origin of all that exists', Creation stories tell us why we are here, but evolution tells us how we got here. Catholic think you can believe Creation accounts and scientific accounts. Catholic priest La Scola invented Big Bang theory. <p>Other Christian views of Creation accounts</p> <ul style="list-style-type: none"> Evolution (fundamental) Christians believe Bible is direct word of God, so if Creation story says world made in 6 days, it's true. Reject Scientific explanations. Literal Protestants believe stories aren't factual accounts but give spiritual truths.
<p>Pascal Mystery (Death & Resurrection)</p> <p>Death events</p> <ul style="list-style-type: none"> 'Pascal' comes from 'passer' (Passover). Jesus died at Passover, so Pascal mystery = mystery of how Jesus' death and resurrection can bring salvation to all. Main events are: Last Supper - Jesus says 'this is my body, and blood' whilst eating with disciples (starts mass); Betrayal and Arrest - Judas betrays Jesus with a kiss, Jesus arrested, Peter cuts off ear of soldier; Jesus held in jail. Triumphal Entry - Pilate tries Jesus for treason. People release Barabbas instead of Jesus. Crucifixion - Jesus made to carry own cross, crucified between two criminals, under sign 'King of the Jews'. Dies on Good Friday after 3 hours. Resurrection - on Sunday, women find tomb empty, stone rolled away. Jesus appears to Mary (disciple) then others. Remains earth for 40 days teaching people. Ascension - Cloud covers Jesus, he goes up to heaven, two angels tells disciples he's ascended. <p>Importance of Pascal Mystery:</p> <ul style="list-style-type: none"> Death and resurrection proves Jesus is Son of God. CCC: resurrection has given the definitive proof of his divine authority. CCC: by his death Christ liberated us from sin. Guarantees our place in heaven: we can be saved through death and resurrection. Matthew: Jesus gave his life as a ransom for many (i.e. Jesus' death pays price for our sins). 	

Did you know?

Sleep and stress








Did you know that teenagers require eight to ten hours of sleep?

Exam season is a time defined by high stress, poor eating and terrible sleep habits. It always has been. Teenagers generally suffer from sleep deprivation, the additional stress and anxiety associated with exams can lead students to not sleeping at all to cram for each exam.

This can actually negatively impact your performance and your grades. For better performance, one supporting factor may be as simple as better sleep - but we all know that's easier said than done. And it is not just about the night before.

Top Tip: Follow a regular sleep schedule and include naps as a study break. When researchers assessed students' sleep habits leading up to an exam, they discovered that those who slept longer and enjoyed better sleep quality in the week and month before did get better grades.

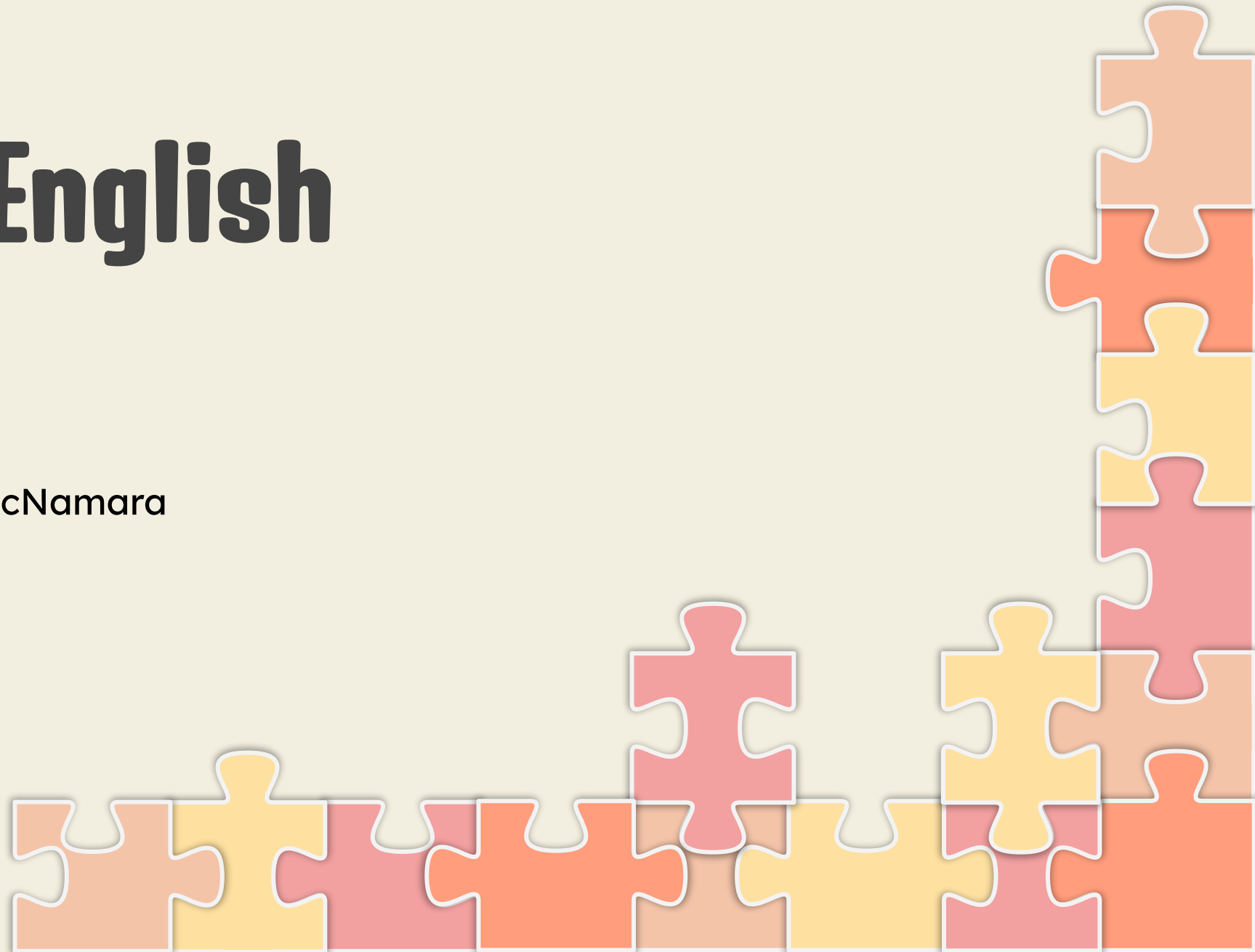
Sleep Tips Before an Exam

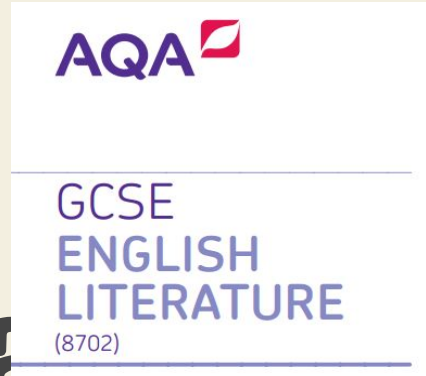
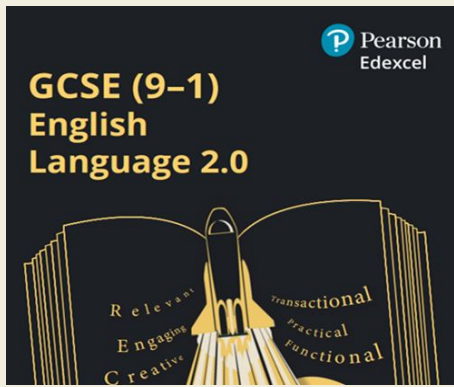
 Set a Sleep Schedule Aim to go to bed and wake up at consistent times every day.	 Take a Nap Be careful to keep naps under an hour and not too close to bedtime.	 Exercise During the Day Daily exercise and sunlight exposure are likely to improve sleep.
 Take a Break from Caffeine Coffee, tea, and caffeinated sodas are stimulants that can work for several hours.	 Reduce Your Screen Time Try not to use electronics right before bed.	 Revisit Material in the Morning Reviewing material after a night's sleep has been shown to be more effective than staying up all night cramming.
 Try Relaxing Before Bed Relaxation techniques may make it easier to fall asleep and relieve stress.	 Save the Bed for Sleep Don't study, watch TV, or text in bed.	 Customize the Bedroom The bedroom should be dark and quiet enough at night to promote relaxation.

02

English

Mr Slocombe and Mr McNamara





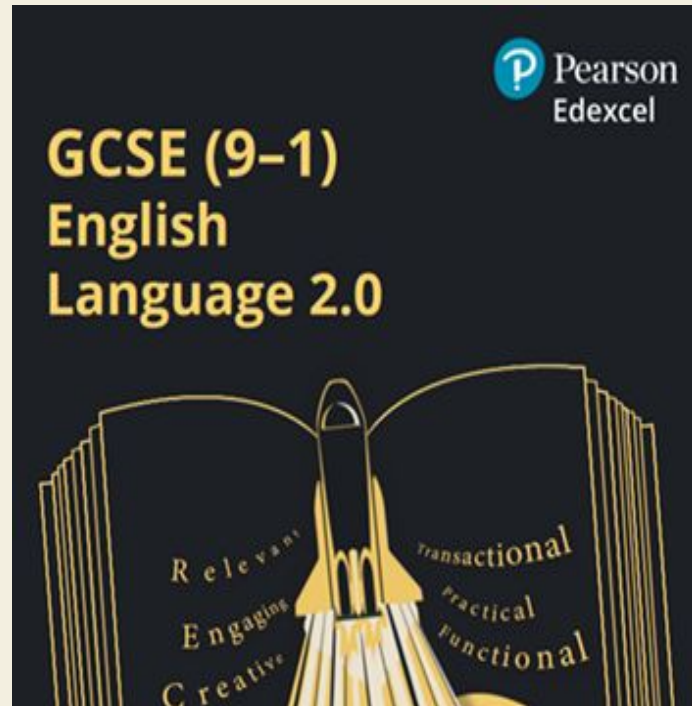
Edexcel GCSE English Language 2.0 *and* AQA GCSE Literature.



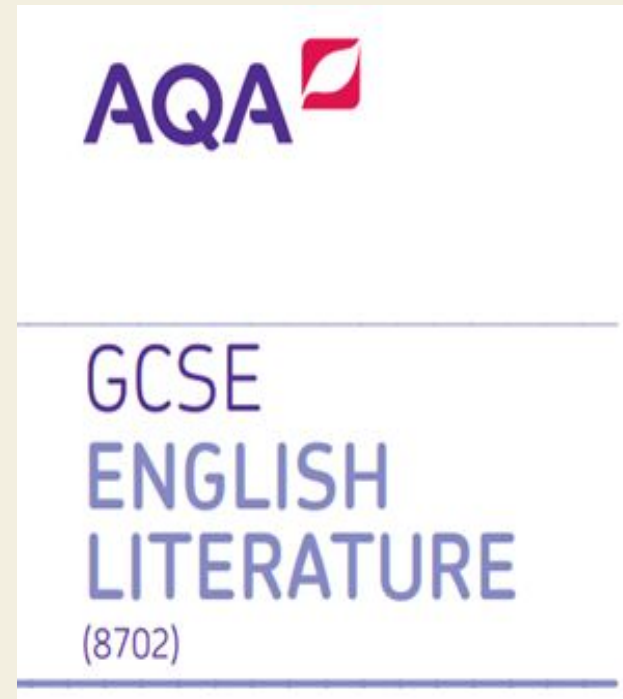
Two 'GCSEs'.

Four Papers (TOTAL)

Language

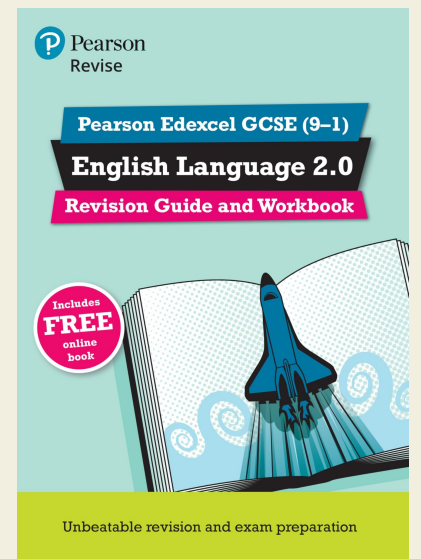


Literature



The English Exams: End of Term 5 and Beginning of Term 6.

Wk 4 Bg. 12th May	GCSE Monday 12 th May AM Paper 1 Lit. 1hr 45 (R+J and Scrooge)
Wk 5 Bg. 19th May	GCSE Tuesday 20 th May AM Paper 2 Lit. 1hr 45 (Inspector and Poetry) GCSE Friday 23rd May AM Paper 1 Language. 1hr 55 (Non-Fiction)
Half Term	
Wk 6 Bg. 2nd June	GCSE Friday 6th June AM Paper 2 Language. 1hr 55 (Comprehension + 'Story')



AQA Literature GCSE Paper 1 40% / Paper 2 60%

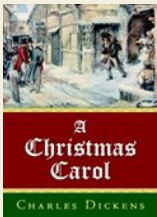


GCSE
ENGLISH
LITERATURE
8702

Specification
For teaching from September 2015 onwards
For results in June 2017 onwards
Version 1.0 (September 2015)

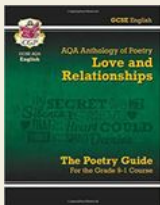
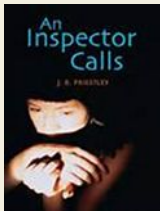


1



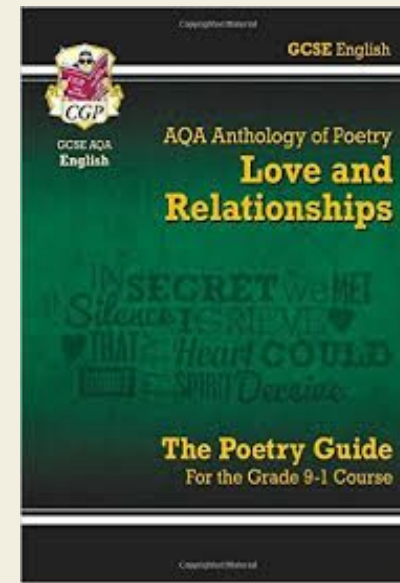
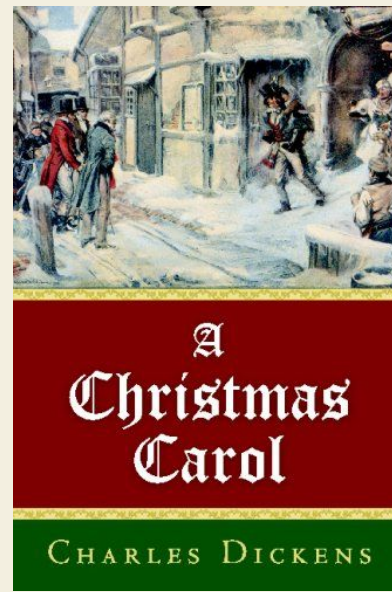
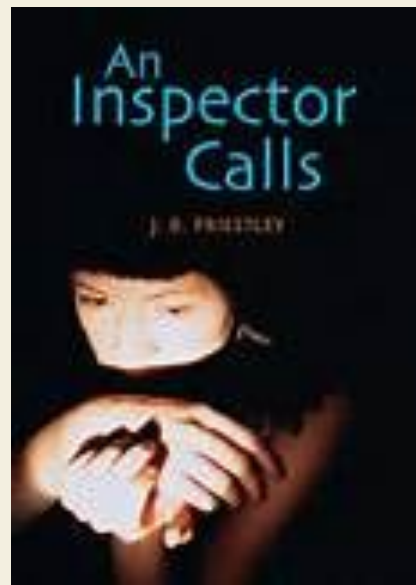
AQA GCSE English Literature:	What's it worth?	Minutes?	Thoughts?
Shakespeare and the Nineteenth Century Novel.			
Section A: Shakespeare.	22% 34 Marks	55 mins.	'Romeo and Juliet' – Shakespeare. Question focuses on an extract and then 'play as a whole' e.g. Lord Capulet [Act 1, Sc.2].
Section B: The Nineteenth Century Novel.	18% 30 Marks	50 mins.	'A Christmas Carol' – Dickens. Question focuses on an extract and then 'novel as a whole' e.g. Scrooge in 'Chapter' 1.

2



AQA GCSE English Literature:	What's it worth?	Minutes?	Thoughts?
Modern Texts and Poetry.			
Section A: Modern Prose or Drama	22 % 34 Marks	45 mins.	'An Inspector Calls' – Priestley. Choice of question – character or theme e.g. How and why does Sheila change?
Section B: AQA Love and Relationships Anthology.	18 % 30 Marks	45 mins.	One named (shown) poem e.g. <u>Follower</u> . e.g. Compare how poets present attitudes to love in...
Section C: 'Unseen' Poetry	20 % 32 Marks	45 mins.	Two questions! <ul style="list-style-type: none"> • 24 Marks (15%) 35 mins. Focus on 'Unseen' poem A. e.g. Speaker's feelings. • 8 marks (5%) 10 mins? Comparison of poems A+B

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

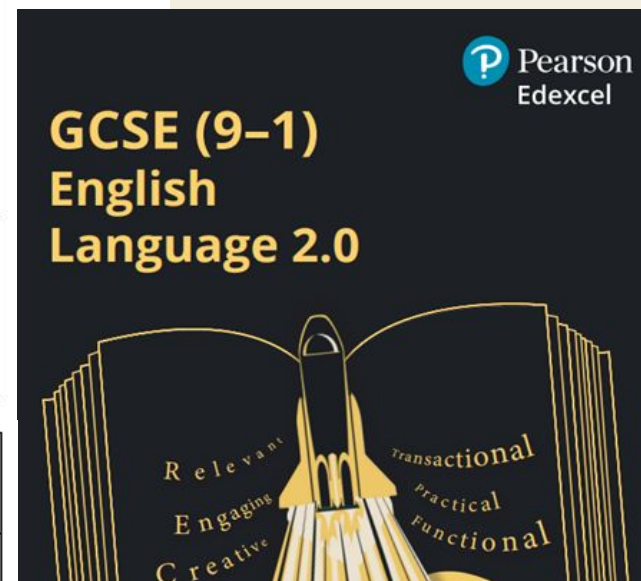


Set Texts?



Edexcel GCSE Language 2.0	What's it worth?	Minutes.	Thoughts?
Paper 1	50% 80 Marks	1 hr 55 minutes.	
Section A (READING) TWO linked Nineteenth Century Non-Fiction Texts. Comprehension Questions.	40 Marks.	1 hour and 10 minutes?	
Section B (WRITING) Non-Fiction Writing Task e.g. Article, letter, Speech...	40 Marks	45 Minutes?	

Edexcel GCSE Language 2.0	What's it worth?	Minutes.	Thoughts?
Paper 2	50% 80 Marks	1 hr 55 minutes.	
Section A (READING) TWO linked (Contemporary Texts): Twentieth and Twenty First Century Fiction and Literary Non-Fiction Texts. Comprehension Questions.	40 Marks.	1 hour and 10 minutes?	
Section B (WRITING) Imaginative Writing Task e.g. story, narrative ...	40 Marks	45 Minutes?	Dual-narrative?



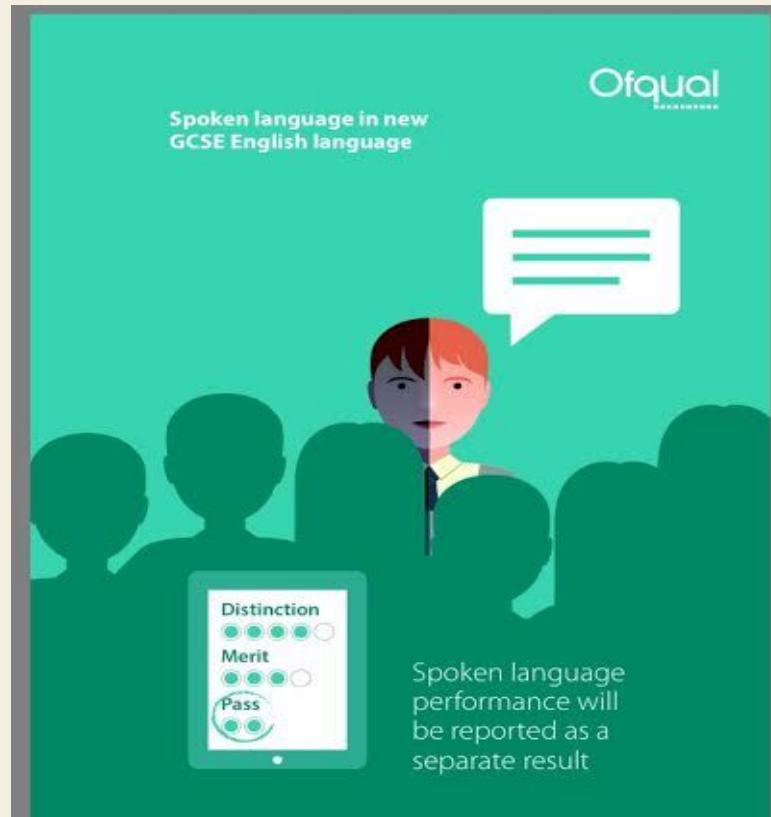
Speaking/Listening PASS/MERIT/DISTINCTION

Formal: Individual Speech/Talk + Questions (10 mins. max)

Subject – Your Choice...

Completed Already (ESU/The Life of a Teenager)?

Deadline May



Revision

Set Texts...

- 'Romeo'
- 'Christmas'
- 'Inspector'
- AQA Love Poems.



Revision Dates (to follow)....

- Lunchtimes.
- Easter
- Directed Study

**ENGLISH
'HAGWON'**



**"LEARNING IS NOT ATTAINED BY CHANCE,
IT MUST BE SOUGHT FOR WITH ARDOR
AND DILIGENCE." – ABIGAIL ADAMS, 1780**



Assessment Objectives

L.S.F.

Language

Form

Structure

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE English Literature specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Read, understand and respond to texts. Students should be able to:
 - maintain a critical style and develop an informed personal response
 - use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

AQA 

GCSE
ENGLISH
LITERATURE

(8702)

9 = L3

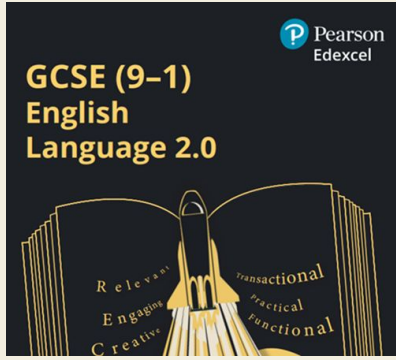
12 = L4
14 = L5

16 = L6
18 = L7
19 = L8

20 = L9



Level	Mark	A05 descriptor Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
Level 3	10-14	<ul style="list-style-type: none">• Clear ability to communicate clearly, effectively, and imaginatively.• Selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register.• Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear.
Level 4	15-19	<ul style="list-style-type: none">• Secure ability to communicate clearly, effectively, and imaginatively.• Organises material for particular effect, with effective use of tone, style and register.• Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.
Level 5	20-24	<ul style="list-style-type: none">• Sophisticated ability to communicate clearly, effectively, and imaginatively.• Shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register.• Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.



L3 = 39%
L4 = 52%
L5 = 59%
L6 = 66%
L7 = 73%
L8 = 79%
L9 = 84%



Level	Mark	A06 descriptor Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
Level 3	8-10	<ul style="list-style-type: none"> • Uses a varied vocabulary and spells words containing irregular patterns correctly. • Uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect. • Sound ability to write for clarity, purpose and effect.
Level 4	11-13	<ul style="list-style-type: none"> • Uses a wide, selective vocabulary with only occasional spelling errors. • Positions a range of punctuation for clarity, managing sentence structures for deliberate effect. • Secure ability to write for clarity, purpose and effect.
Level 5	14-16	<ul style="list-style-type: none"> • Uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. • Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects. • Sophisticated ability to write for clarity, purpose and effect.

6 = L3

8 = L4

9 = L5

11 = L6

12 = L7

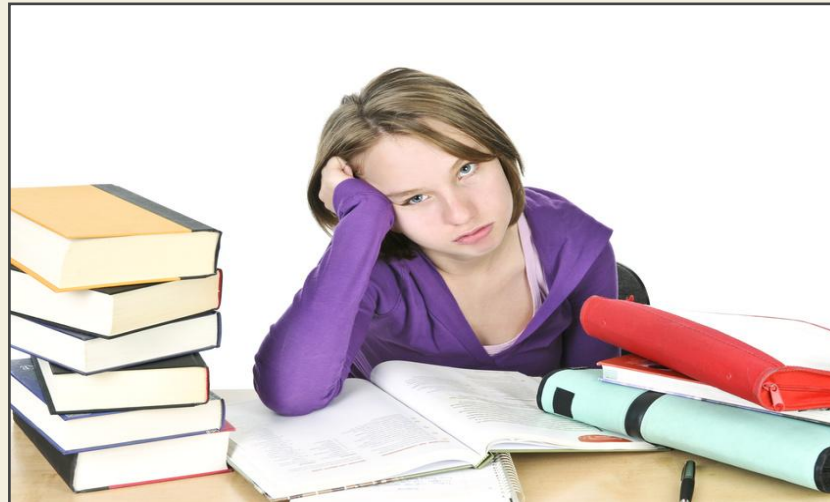
13 = L8

14 = L9

L3 = 39%
L4 = 52%
L5 = 59%
L6 = 66%
L7 = 73%
L8 = 79%
L9 = 84%

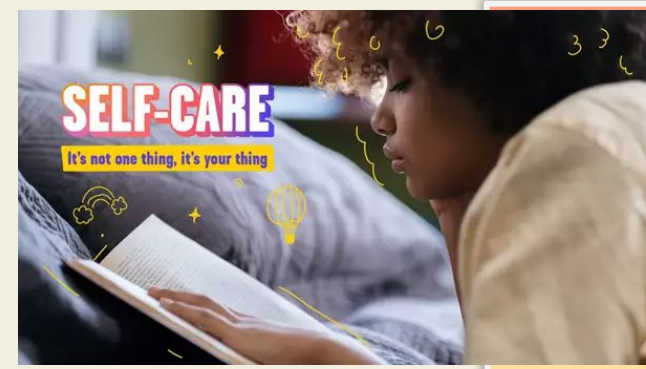
Final Thoughts.

- Revision – Reading/CGP/YouTube/E-MrBruff...
- Revision – **Work Packs ‘New’** / Practice Questions.
- Timing.



Did you know?

The importance of self-care during exams



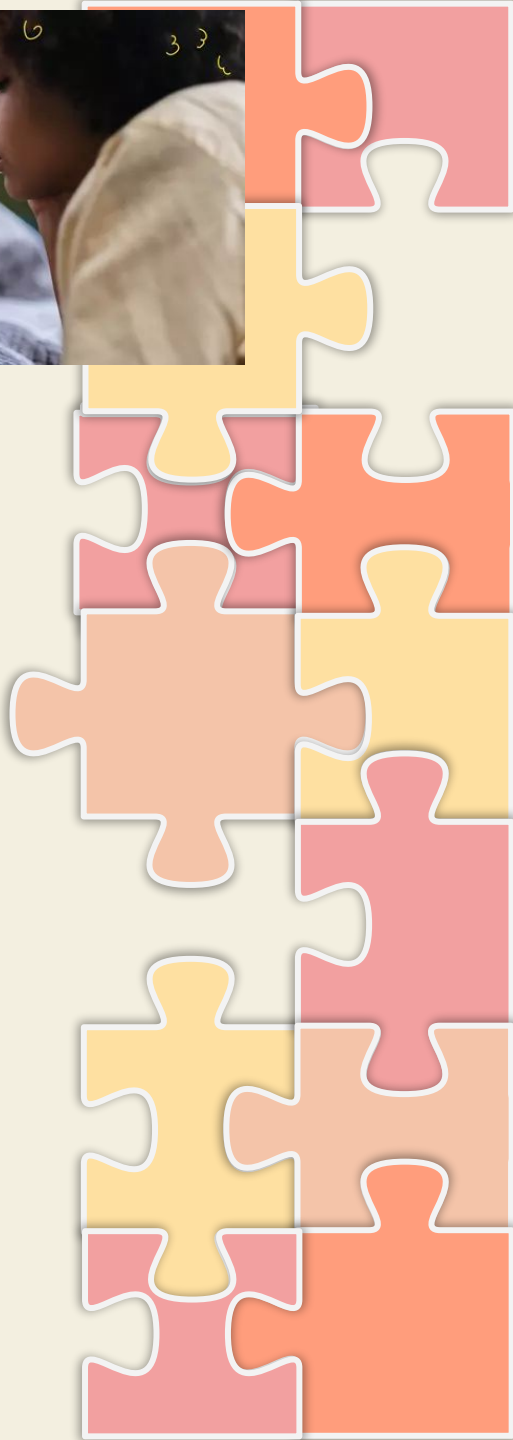
Self-care is the little things we do to look after our own mental health.

When you're worried about exams, you may feel like you don't have time for self-care, or that you need to spend all your time revising.

Whilst it is, of course, important to revise, if you don't take the time to look after yourself by doing things like eating and sleeping well and unwinding by doing something you enjoy, you will find it harder to revise.

It's not all about candles and bath bombs! It's about taking time out when you're feeling overwhelmed by doing an activity that makes **YOU** feel good.

Top Tip: Factor in time into your revision schedule to look after yourself, whether that is gaming, reading, playing sport, exercising, cooking, spending time with friends and family.



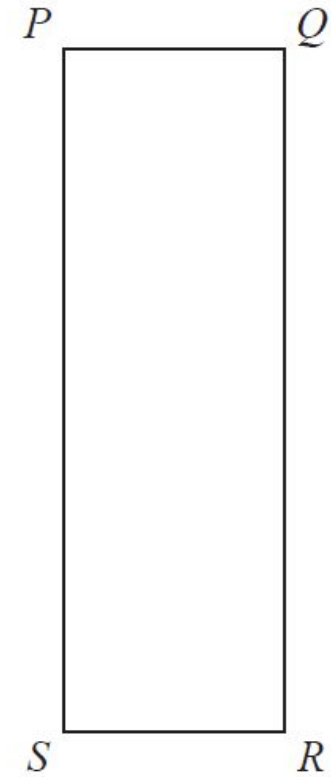
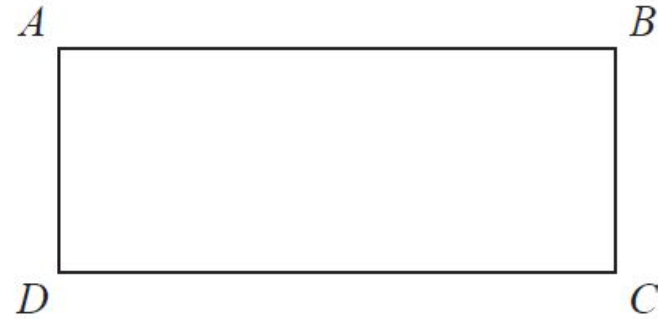
03 Maths

Mr Colebourne



Mathematics: The Road to Summer 2025

Here are two rectangles.



$$QR = 10 \text{ cm}$$

$$BC = PQ$$

The perimeter of $ABCD$ is 26 cm

The area of $PQRS$ is 45 cm^2

Find the length of AB .

Mathematics: The Road to Summer 2025

8.5	P1	for process to use the area of $PQRS$ to find the length of PQ , eg $10y = 45$ or $45 \div 10 (= 4.5)$	Sets up equation for area
	P1	for process to use the perimeter of $ABCD$, eg $2x + 2 \times "4.5" = 26$ or $26 - 2 \times "4.5" (= 17)$ or $26 \div 2 (= 13)$	Uses perimeter of $ABCD$
	P1	for process to use length of BC to find length of AB , eg solves $2x + 2 \times "4.5" = 26$ or $(26 - 2 \times "4.5") \div 2$ or $"13" - "4.5"$	
	A1	for 8.5 or $8\frac{1}{2}$	Accept $\frac{17}{2}$

Nationally approximately one third of 16 year olds do not pass their maths GCSE.

(Here at St Bede's it is approximately 1 in 10 that do not pass)

There is no standard that must be met to pass maths.

Essentially, a student passes if they perform in the top 70% of students nationally – approx. 750,000 students.

So our learners need to work at least as hard as their peers and revise as efficiently and effectively as possible.

Mathematics: The Road to Summer 2025

Write your name here		
Surname	Other names	
Pearson Edexcel	Centre Number	Candidate Number
Level 1/Level 2 GCSE (9–1)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Mathematics		
Paper 1 (Non-Calculator)		
Higher Tier		
Thursday 24 May 2018 – Morning	Paper Reference	
Time: 1 hour 30 minutes	1MA1/1H	
You must have: Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser. Tracing paper may be used.		Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- You must **show all your working**.
- Diagrams are **NOT** accurately drawn, unless otherwise indicated.
- **Calculators may not be used.**



Three exam papers.

Paper 1 Non Calculator - Thursday 15 May

Paper 2 Calculator - Wednesday 4 June

Paper 3 Calculator - Wednesday 11 June

All papers assess across the specification.

All papers are 90 minutes.

Two tiers of entry:

Higher – Grades 4 - 9

Foundation – Grades 1 - 5

Mathematics: The Road to Summer 2025

The impact of COVID-19:

- Formulae sheet provided in exam.

Mathematics: The Road to Summer 2025

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:

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

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

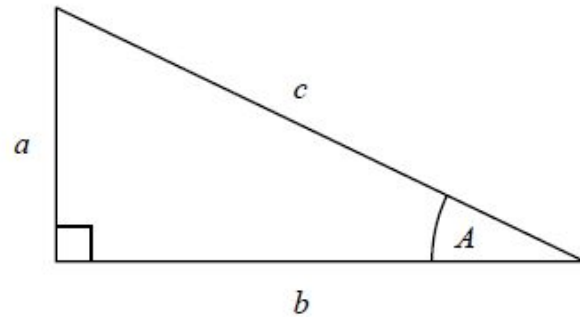
Quadratic formula

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:

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

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



Corbettmaths

The Maths Revision Cycle

(how to get better at maths!)



Analyse

What area or topic do I need to improve?
E.g. Pythagoras theorem, adding fractions

Assess

Complete a past paper or previous assessment.

Learn

External input – e.g. video, notes from exercise book, revision guide etc.



Check

Check you know the new knowledge or can do the new skill

e.g. quiz yourself using flash cards, answer questions from Corbett Maths, Sparx, etc.



Analyse

Identify the area or topics I need to improve.
E.g. Pythagoras theorem, adding fractions

1. Go back to your assessments – look at your Review & Improve sheets
2. Identify some areas as priorities – these may be the same ones you identified at the time of the assessment, or different ones – make a list. (where will you make this list – in your book, on Google Keep?)
3. Look at your list and order the topics in priority order – this list could have 20 things on it, or just a few.

Mathematics: The Road to Summer 2025

Learn

External input – e.g. video, notes from exercise book, revision guide etc.

1. Take the next item on your revision list and identify some sources for study.
2. Do some learning – this could be making notes from a revision guide or watching a video... it has to work for you. **In general, the more effort this stage requires, the better you will remember the learning** – so don't do the easy option e.g. do not just read something

Check

Check you know the new knowledge or can do the new skill
e.g. quiz yourself using flash cards, answer questions from
Corbett Maths, Sparx, etc.

1. Quiz yourself on the topic(s) you have studied – short snappy practice questions to check you have acquired the knowledge.
2. Space this out – don't expect to do one check and think that topic is done.
3. Go back and do some more learning of the topic if your learning is not secure.
4. Go back and do some **learning of different topics**.
5. As your knowledge becomes more secure, you could complete some more challenging exam style questions on the topic(s) you have studied.

Assess

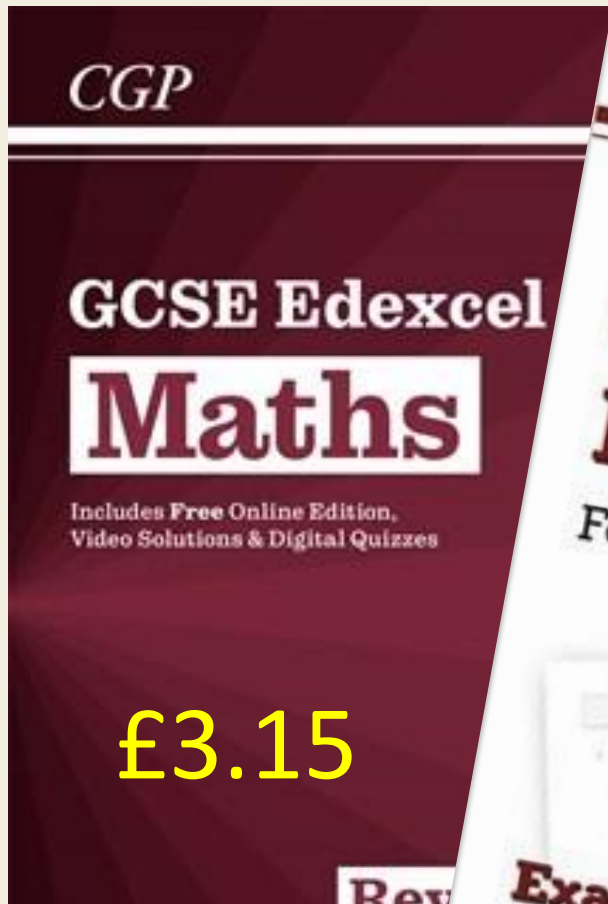
Complete a past paper or previous assessment.

1. Once you have completed learning of a number of topics (or you have exhausted your list) you should complete a past paper.
2. This will do two things:
 1. Help you identify new priorities for revision moving forward
 2. Give you vital exam question practice.

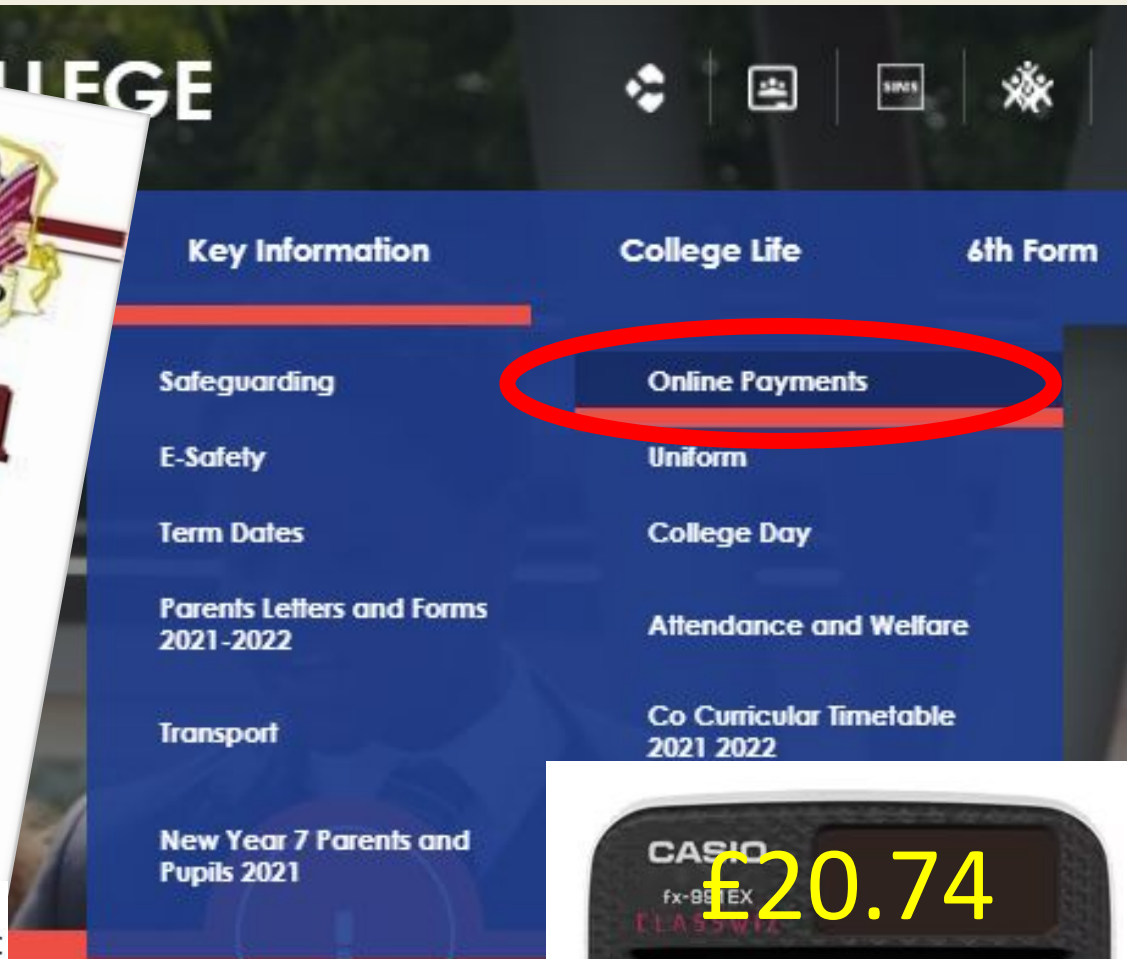
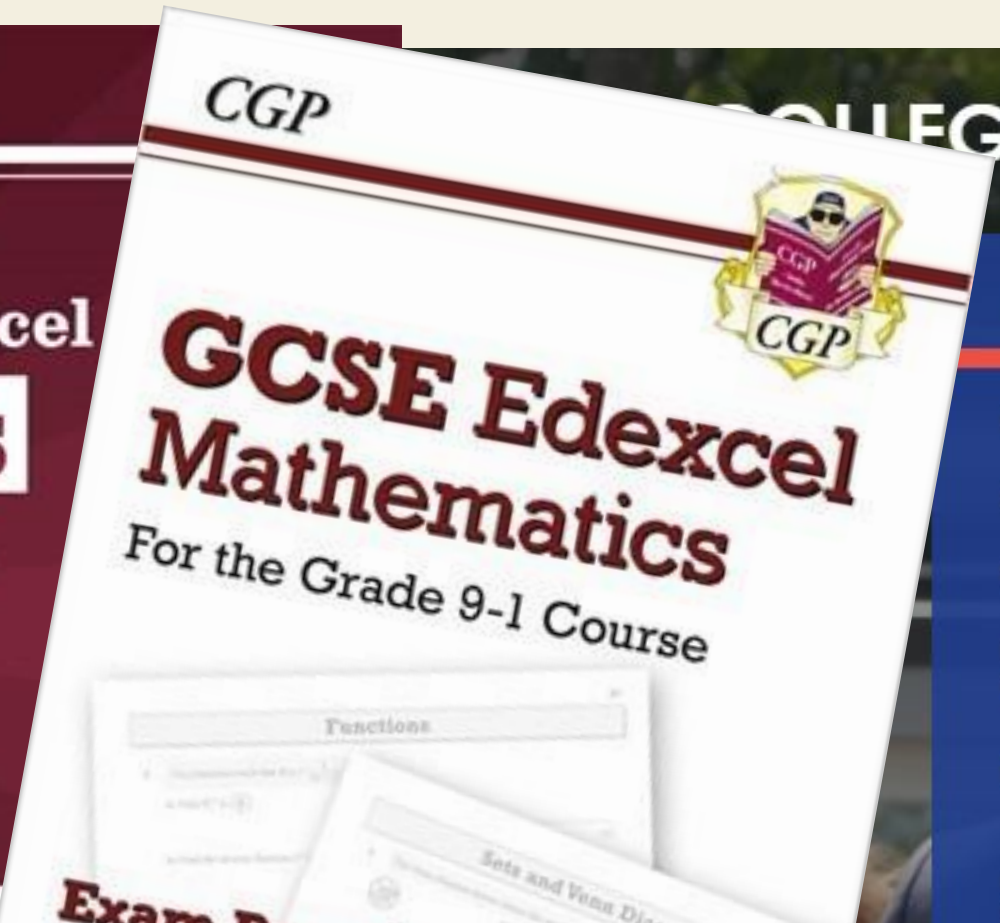
Mathematics: The Road to Summer 2025

Maths Drop In
Monday Lunch
A12


Mathematics: The Road to Summer 2025



£3.15



£9.17

 **Casio FX-83GTCW Black Scientific Calculator**
Visit the Casio Store
4.5 ★★★★★ 3,328 ratings
Amazon's Choice for "casio fx83"
5K+ bought in past month
-27% £11.99
RRP: £16.49



£20.74

	A	B	C	D
38	177	179	176	176
39	177	175	171	182
40	173	175	175	177
41	175.75	179.6	176.2	177.55

=Mean (D1 :D40)

Did you know?

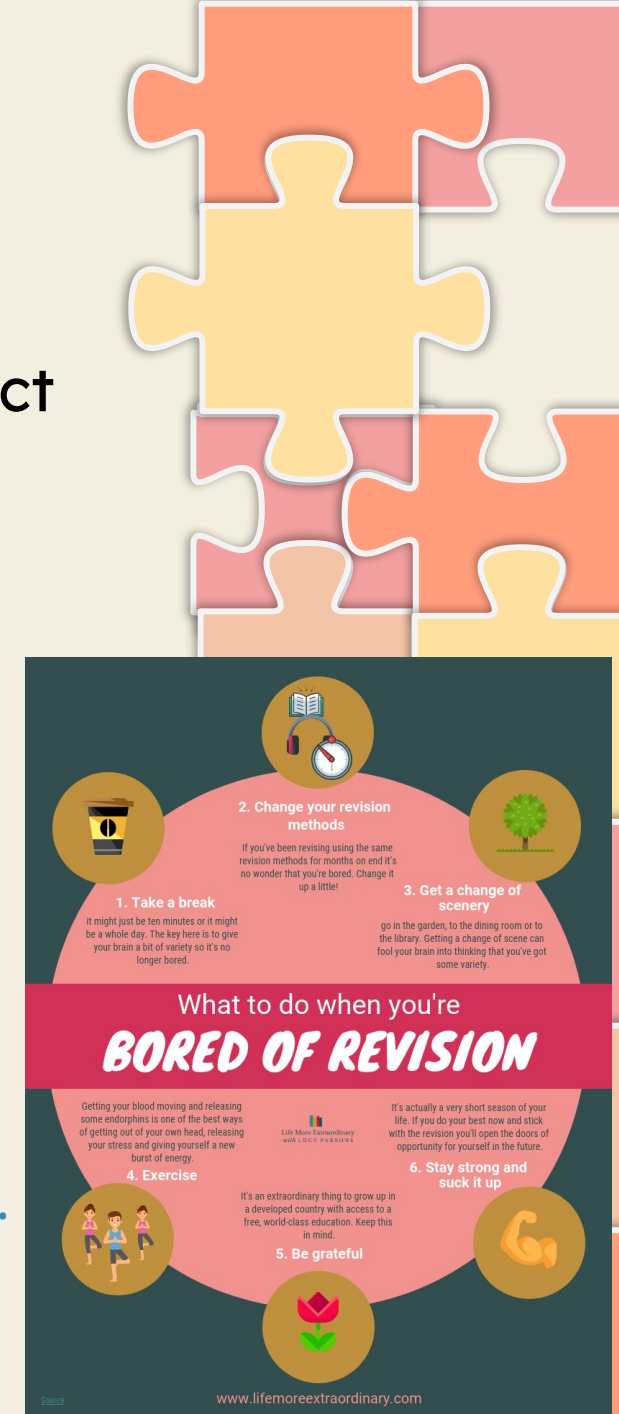
Your brain gets bored

Did you know that once you're familiar with a particular subject your brain actually reduces blood flow to those areas?

If you're just reading notes without actively engaging with the material or going over the topics you are already strong in, it can be difficult to stay focused and interested. This could lead to procrastination when your brain is desperately searching to anything else to do other than revision!

Top Tip: Clearing your desk can have a positive effect on the mind. This is linked to breaking revision down.

Focusing on a single area of study on your desk and for a predetermined period of time gives you a sense of control and helps you keep on top of things. By doing this, you are teaching your brain to overcome study inertia and you are giving yourself micro rewards throughout the day.



04

Science

Mrs Powers



Triple science

- Two papers for each of the three science subjects
- Each paper is **1hr 45mins** long
- Range of questions: multiple-choice, sentence completion, labelling & drawing diagrams, short answer, calculations, extended response
- Foundation (1-5) or Higher (4-9) Tiers
- Students will be awarded **a grade based for each GCSE subject**

Double science

- Two papers for each of the three science subjects
- Each paper is **1hr 15mins** long
- Range of questions: multiple-choice, sentence completion, labelling & drawing diagrams, short answer, calculations, extended response
- Foundation (1-5) or Higher (4-9) Tiers
- Students will be **awarded two grades based on their performance on all 6 papers** e.g. 6-6, 6-5, 5-5, 5-4 etc.

	Paper 1	Paper 2
Biology	Tues 13th May	Mon 9th June
Chemistry	Mon 19th May	Friday 13th June
Physics	Thurs 22nd May	Mon 16th June

Triple Science: Each paper is **1hr 45mins** long

Double Science: Each paper is **1hr 15mins** long

What will be assessed?

40% - **Demonstrate knowledge and understanding of:** scientific ideas & scientific techniques and procedures.

Recall definitions, formula, explanations (flashcards)

40% - **Apply knowledge and understanding of:** scientific ideas, scientific enquiry, scientific techniques & procedures.

Linking what has been learnt to unfamiliar contexts (PPQs)

20% - **Analyse information and ideas to:** interpret, evaluate, make judgements, draw conclusions, develop experimental procedures & improve experimental procedures.

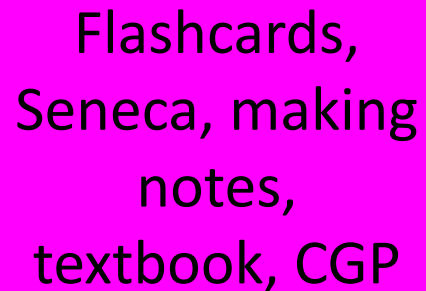
Working scientifically skills linked to the required practicals – YouTube, PPQs

Revision tips:

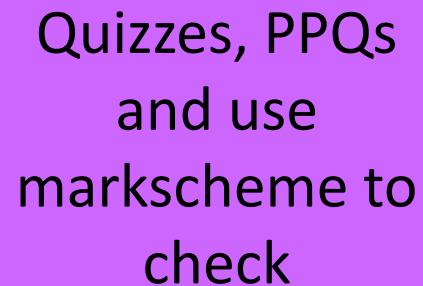
DO plan your revision to target the areas you're less confident about first – but mix it up with aspects of topics you like.

- Look for links between different areas of the specification.
- Make Flashcards to learn the chemical calculations and equations included in biology, chemistry and physics topics.

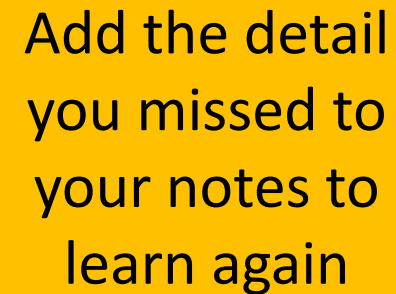
Learn **Check** **improve notes/flashcards**



Flashcards,
Seneca, making
notes,
textbook, CGP



Quizzes, PPQs
and use
markscheme to
check



Add the detail
you missed to
your notes to
learn again

Example of a Revision Plan

Biology Revision Plan

Paper 1 = Kerboodle chapters 1-9 (16 May 2023)

Paper 2 = Kerboodle chapters 10-18 (9 June 2023)

Week beginning...	Topics	CGP Pages	CGP Revision Qs answered	Seneca	Flashcards /keywords	Past paper Qs
13/03	B1 Cell structure & B2 Cell division p.4-35	11-26		1.1-1.3		
20/03	B3 Organisation & digestion system p.36-51 B4 Organising animals and plants p.52-71	27-37, 42-45		2.1-2.2, 2.3 + 2.5		
27/03	B5 Communicable diseases p.74-97 B6 Preventing disease p.98-111	46-47, 48-56		3.1 + 3.3, 3.2		
03/04 Easter	B8 Photosynthesis p.124-133 & B9 Respiration p. 134-143	57-64		4.1 + 4.2		
10/03 Easter	B7 Non-communicable diseases p.112-123 B10 Human nervous system p. 146-159	37-41, 65-71		2.4, 5.2		
17/04	B11 Hormonal co-ordination p.160-181 B12 Homeostasis in action p.182-193	72-76, 80- 83		5.1, 5.3 + 5.4		
24/04	B13 Reproduction p.196-217	77-94		6.1		
01/05	B14 Variation and evolution p.218-233 B15 Genetics and evolution p.234-255	95-100, 101-105		6.2-6.3		
08/05	Paper 1 general revision					
15/05	Paper 1 – Tuesday 16 th May					
22/05	B16 Adaptation p.258-275	106-111		7.1		
29/05 Half Term	B17 Organising an ecosystem p.276-285, B18 Biodiversity and ecosystems p.286-311	112-115, 116-125		7.2 – 7.5		

Other suggested revision activities - write out key words and concepts, answer end of chapter questions, keyword links, use bump up your grade w/s from Kerboodle resources and checklists. GCSE Pod, Seneca Learning tasks, Free Science Lessons on YouTube, BBC Bitesize notes, videos and tests.

AQA exam papers: <https://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources>

More past papers: <https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/>

Practice with past paper questions (PPQs):

- Loads of sources online
- Complete questions by topic to help focus revision
- Make sure you learn before attempting
- Use the markscheme to see how you can improve your answers
- Add this detail to your flashcards / study notes to relearn
- Repeat...

See links on final
Science slide

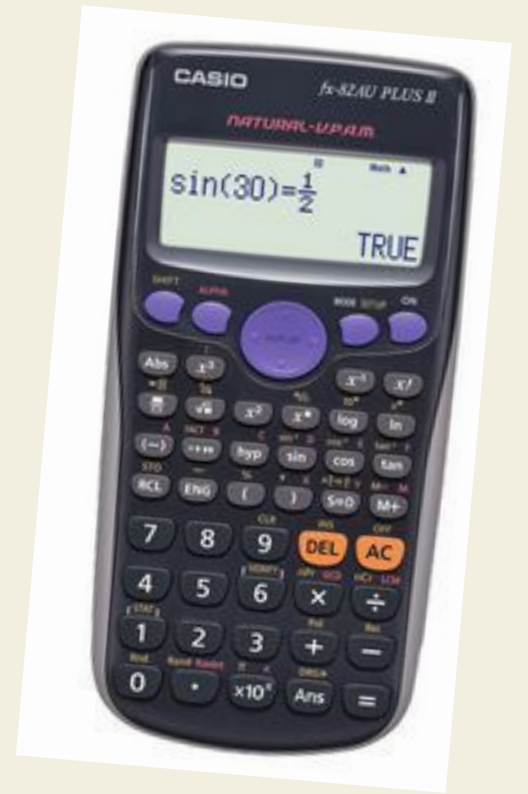
Maths Skills

- In **Triple Science**

- **10%** in biology;
- **20%** in chemistry
- **30%** in physics

- In **Double Science**

- a minimum of **20%** of marks will test maths skills
- Made up of a minimum of **10%** in biology
- **20%** in chemistry
- **30%** in physics).



See links on final Science slide

Working Scientifically

- Know the required practicals – use YouTube

1  **Making Salts - GCSE Science Required Practical**
Malmesbury Education • 461K views • 6 years ago

2  **Rates Of Photosynthesis - GCSE Science Required Practical**
Malmesbury Education • 400K views • 4 years ago

- Practice skills by answering PPQs

See links on final
Science slide

Notes:

- Practical Skills - AQA Chemistry GCSE
- RP 1 - Making Salts
- RP 2 - Neutralisation (FT)
- RP 2 - Neutralisation (HT)
- RP 3 - Electrolysis
- RP 4 - Temperature Changes
- RP 5 - Rate of Reaction
- RP 6 - Chromatography
- RP 7 - Identifying Ions
- RP 8 - Water Purification

Questions by Topic:

- RP 1 - Making Salts MS (1)
- RP 1 - Making Salts MS
- RP 1 - Making Salts QP (1)
- RP 1 - Making Salts QP
- RP 2 - Neutralisation MS (1)
- RP 2 - Neutralisation MS
- RP 2 - Neutralisation QP (1)
- RP 2 - Neutralisation QP
- RP 3 - Electrolysis MS (1)
- RP 3 - Electrolysis MS

YouTube


AQA Combined Science GCSE Trilogy Physics Key Words - YouTube - Google Chrome


Secure | https://www.youtube.com/watch?v=5sZN87j5J0g&list=PLbt5Cdl-yv50IHachBQUo-el0bF2vwziM


Apps Gmail - hmason

AQA Biology 9-1

About 6,950 results

 14

 SCIENCE WITH HAZEL biology 2:20:26

 AQA Cell Structure Whole topic 12:22

AQA Combined Science 346 views

www.PrimroseKitten.com
@primrose_kitten

Primrose Kitten
YouTube tutorials for
Science and Maths 

1. Define homeostasis. *Maintained of a constant internal environment*
2. What does the brain do in homeostasis? *Cerebellum*
3. What does central nervous system do in homeostasis? *heart rate, breathing, uric acid, digestive.*
4. What is the endocrine system? *collection of glands*
5. Where is the pituitary gland?
6. Where is the pancreas?
7. Where is the thyroid?
8. Where is the adrenal gland?
9. Where are the ovaries?
10. Where are the testis?
11. How is blood glucose monitored?
12. What happens when blood glucose is too high?
13. What is the menstrual cycle?
14. What is ovulation?
15. What is testosterone?
16. What is contraception?

1:21 / 13:04

HOMEOSTASIS AND RESPONSE. AQA B2 Topic 5 Quick Fire Questions. 9-1 GCSE Biology or Combined Science

Kerboodle – online textbook & more...

B13.1 Interactive: Sexual and asexual reproduction

Which of these
sexual repro

B8 Photosynthesis

Summary questions

- a** Complete the word equation for photosynthesis.

$$\text{_____} + \text{water} \xrightarrow{\text{light}} \text{glucose} + \text{_____}$$

(2 marks)

b Geraniums are green plants that grow in gardens.

 - Where does the light for photosynthesis in the geranium come from? (1 mark)
 - How does the geranium absorb this light? (2 marks)

c On a cold morning, the rate of photosynthesis in the geranium plant is very slow. Suggest which factors may be limiting and why. (2 marks)

d Some of the glucose produced by the geranium plant is used for respiration. Give three other ways in which the plant uses the glucose produced in photosynthesis. (3 marks)

e Plants grown in pure water will die, even if they are supplied with light, carbon dioxide, and a growing temperature of around 20°C, explain why this happens. (4 marks)

- The figures in Table 1 show the mean growth of two sets of oak seedlings. One set was grown in 85% full sunlight and the other set in only 35% full sunlight.

Table 1

Year	Mean height of seedlings grown in 85% full sunlight in cm	Mean height of seedlings grown in 35% full sunlight in cm
2000	12	10
2001	16	12.1
2002	18	14
2003	21	17
2004	28	20
2005	35	27
2006	36	23

- Plot a graph to show the growth of both sets of oak seedlings. (4 marks)
 - Using what you know about photosynthesis and limiting factors, explain the difference in the growth of the two sets of seedlings. (4 marks)
- Plants make food in one organ and take up water from the soil in another organ. But both the food and the water are needed all over the plant.

 - Where do plants make their food? (2 marks)
 - Where do plants take in water? (1 mark)
 - Describe how you would demonstrate that photosynthesis had taken place in the leaves of a plant. (6 marks)

- Palm oil is made from the fruit of oil palms. Large areas of tropical rainforests have been destroyed to make space to plant these oil palms, which grow rapidly.

- Explain why you think that oil palms can grow rapidly in the conditions that support a tropical rainforest. (3 marks)
- Where does the oil in the oil palm fruit come from? (1 mark)
- What is it used for in the plant? (2 marks)
- How else is glucose used in the plant? (3 marks)

- Table 2 shows the yields of some different plants grown in Bengal. The yields per acre when grown normally in the field and when grown hydroponically are compared.

Table 2

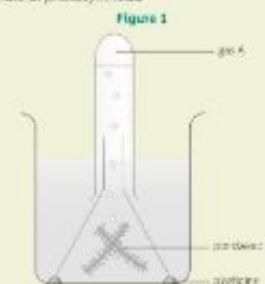
Name of crop	Hydroponic crop per acre in kg	Ordinary soil crop per acre in kg
wheat	8629	2040
rice	5443	408
cabbage	70760	8164
broccoli	8184	5806
peas	62503	11340
tomatoes	181437	9672
lettuce	2525	4080
cauliflower	12700	2175

- Explain why yields are always higher when the crops are grown hydroponically. (2 marks)
- Which crops would be most economically sensible to grow hydroponically? Explain your choice. (4 marks)
- Which crops would it be least sensible to grow hydroponically? Explain your choice. (3 marks)
- Explain the benefits and problems of growing crops in:
 - the natural environment. (3 marks)
 - an artificially manipulated environment. (3 marks)

Practice questions

- What is the correct word equation for photosynthesis?

 - Carbon dioxide + glucose → oxygen + water
 - light + carbon dioxide → glucose + oxygen
 - water + carbon dioxide → glucose + oxygen
 - water + oxygen → carbon dioxide + glucose
 - Write down the chemical symbol for glucose. (1 mark)
 - Photosynthesis is an endothermic reaction. What does this statement mean? (2 marks)
 - Give two reasons why photosynthesis in plants is essential for the survival of animals. (2 marks)
- 02** Figure 1 shows the apparatus used to measure the rate of photosynthesis.



- Name gas X. (1 mark)
 - Suggest why the funnel is supported on pieces of plasticine. (2 marks)
 - Describe how the apparatus is used to measure the rate of photosynthesis. (2 marks)
 - Give three factors that could affect the rate of photosynthesis in the pondweed. (3 marks)
- 03** Read the following method used to test a leaf for the presence of starch.
- Put the leaf in boiling water for 1 minute.
 - Transfer the leaf into boiling ethanol for 5 minutes.
 - Wash the leaf in hot water.
 - Spread the leaf on a white tile and cover it with iodine solution.

- Explain the purpose of each step in the method. (4 marks)
 - Describe two safety precautions you should take in Step 2. (2 marks)
- Figure 2 shows a leaf that is part green and part white. It has been removed from a plant that has been in bright light.



- The leaf is tested for the presence of starch. The green part of the leaf is stained black. The white part of the leaf is stained orange. What conclusion could you make from this result? (2 marks)
- Plants need to make starch. Starch is used as a food storage product. Describe how plants make starch from simple raw materials. (6 marks)

C3.3 Ionic bonding

Learning objectives

- After this topic, you should be able to:
- how ionic compounds are formed
 - which elements form ionic compounds
 - how the charges on ions are related to the group number of the element.

AQA
GCSE

Name _____

Conservation and
Energy

Lesson

P 1.1 Changes in
energy stores

P1.2 Conservation
energy

Produces glucose

Needs one

Produces glucose

Carried out

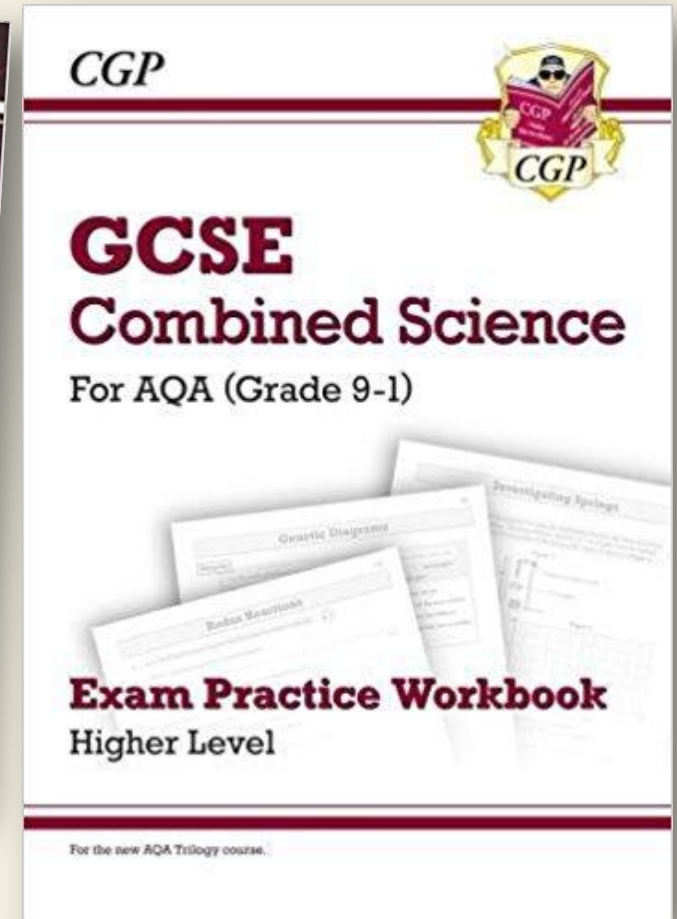
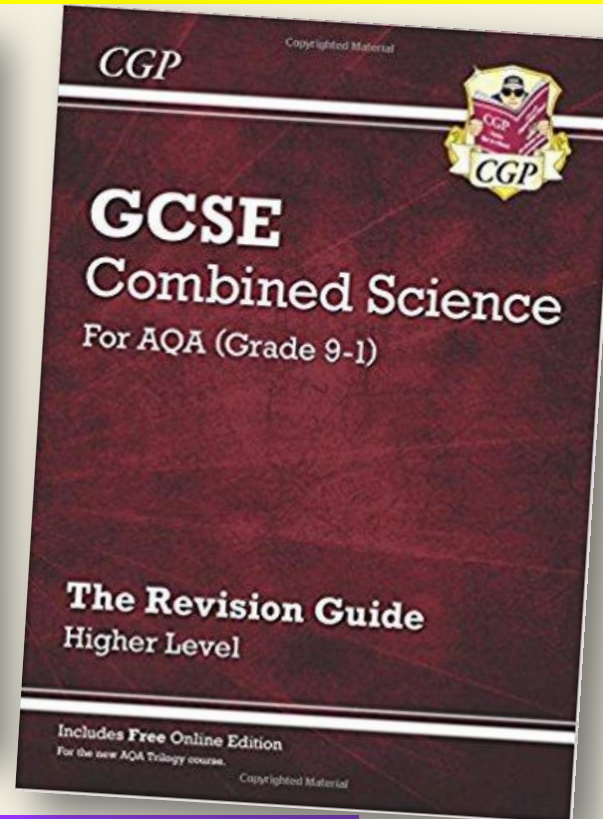
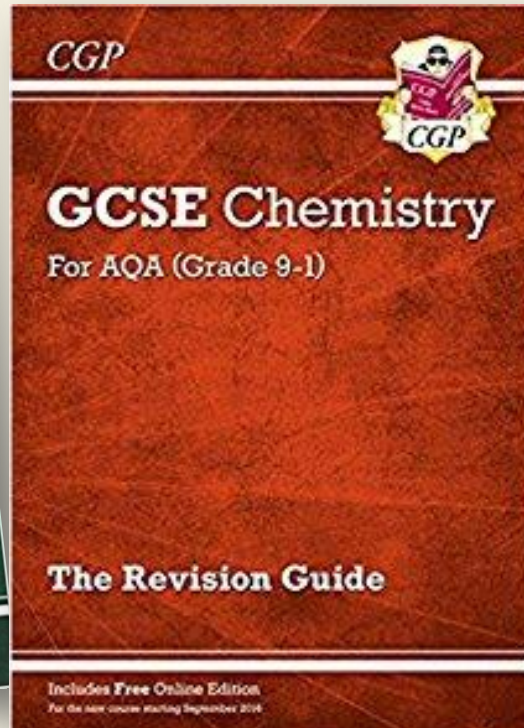
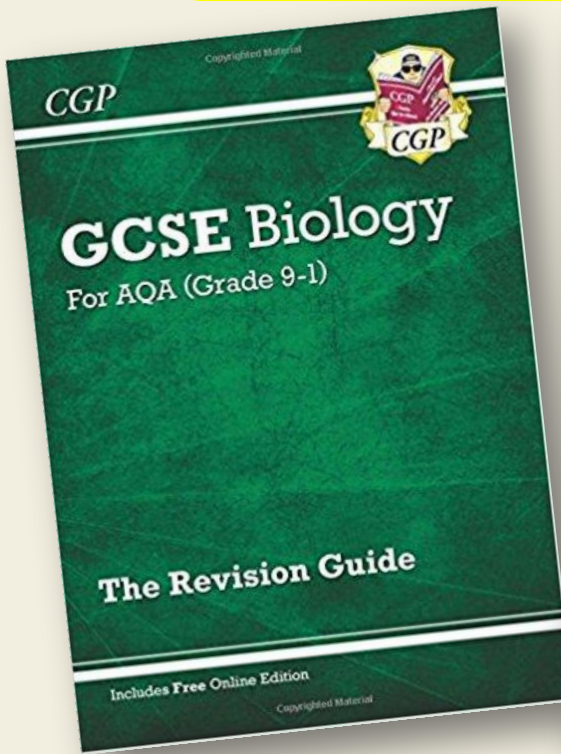
Needs two

Carried out

Try again

pendulum and bungee.

CGP Revision guides & Exam practice workbooks:



Available online through www.cgpbooks.co.uk or Amazon

Useful Websites

Maths Skills:

<http://www.aqa.org.uk/resources/science/gcse/teach/maths-skills-in-GCSE-sciences>

<https://filestore.aqa.org.uk/resources/science/AQA-MATHS-IN-SCIENCE-FACTSHEET-PTT.PDF>

BBC Bitesize (for notes and quizzes): <https://www.bbc.com/education/subjects/zrkw2hv>

Seneca Learning: <https://www.senecalearning.com/>

Kerboodle (for online textbooks, practice questions & checklists): <https://www.kerboodle.com>

Past papers (PPQs) to practice

Triple Science:

<https://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-Resources>

<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/assessment-resources>

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463/assessment-resources>

Double Science:

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources>

More PPQs: <https://www.physicsandmathstutor.com/past-papers>

PPQs by topic: <https://mathsmadeeasy.co.uk/gcse-science-revision/>

PPQs on required practicals:

<https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/practical-skills/>

<https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/practical-skills/>

<https://www.physicsandmathstutor.com/physics-revision/gcse-aqa/practical-skills/>

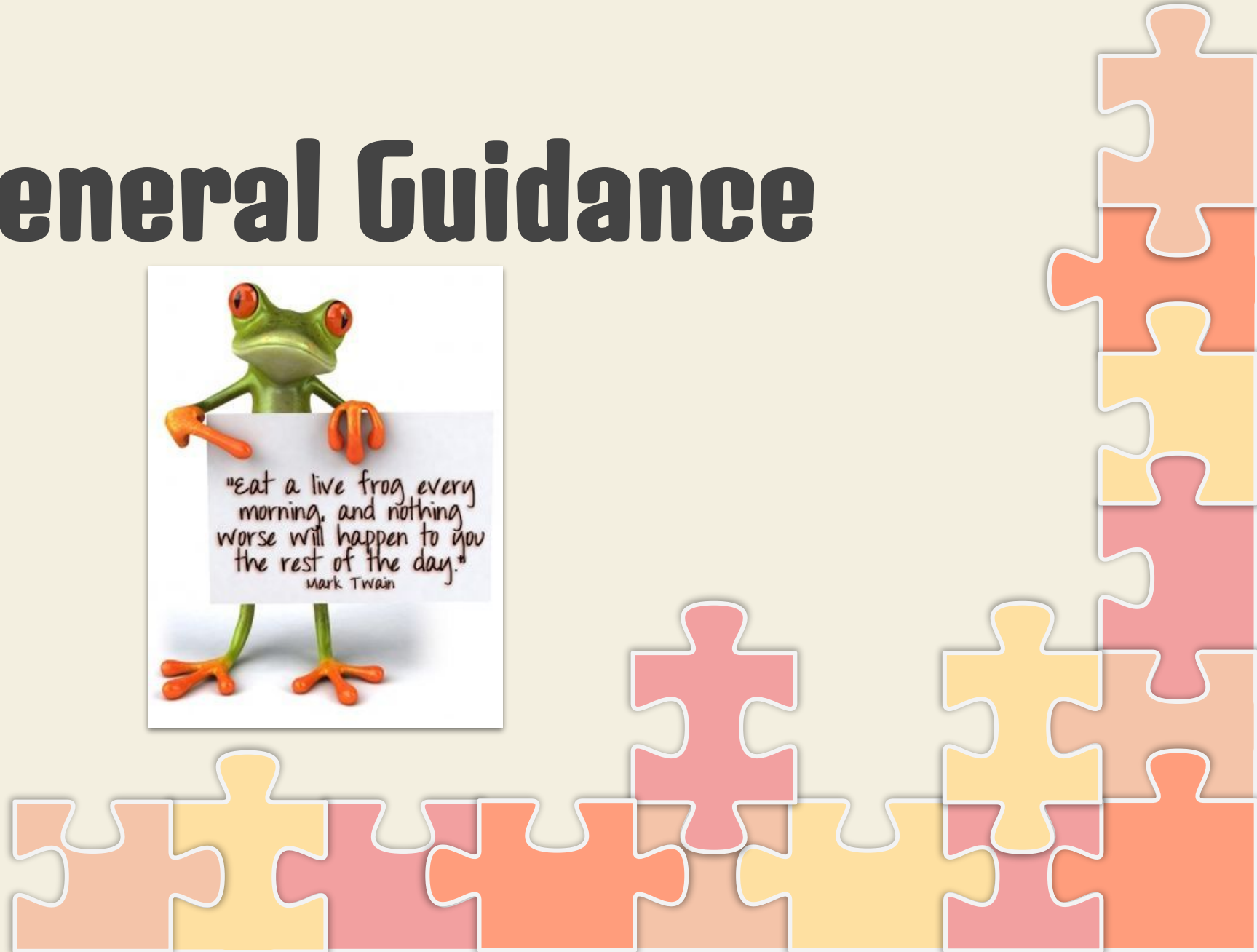
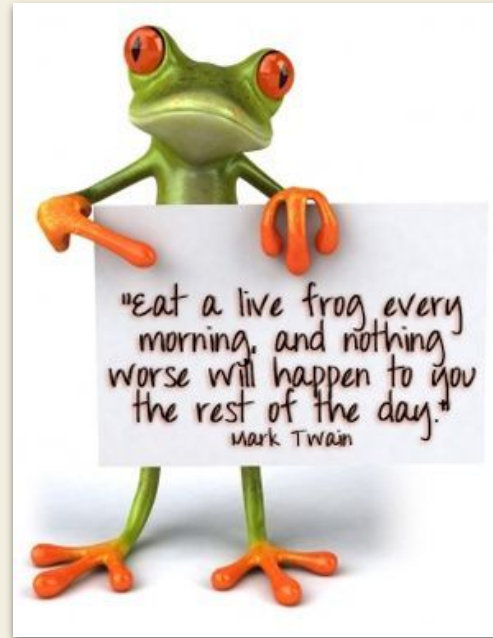
YouTube (highly recommend 'cognito' & 'Primrose Kitten'):

Search "AQA trilogy biology revision" or "AQA GCSE biology revision" (change Biology to chemistry & physics) to find lots of useful video clips

You can also search for the required practicals "AQA GCSE biology revision required practicals"

03

General Guidance



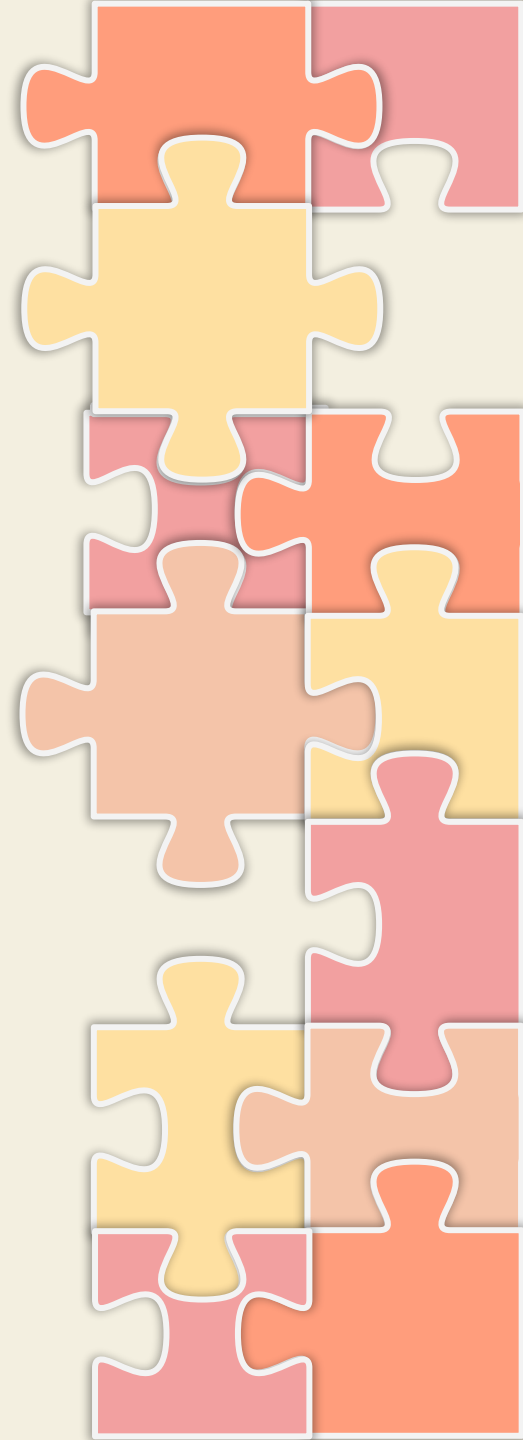
Access Arrangements Training

Mrs Parry and the SEND team have been running training for all Y11/Y13 students who have Access Arrangements.

If your child has not attended the training, please let Mrs Parry know.

As well as the Exam Entries and the Exam Timetable, Parent Portal has information about confirmed Access Arrangements.

****Please collect a Frequently Asked Questions sheet from the front****



JCQ Regulations



Joint Council for
Qualifications

It is essential that each student agrees to the JCQ Regulations and the consequences of committing **malpractice**.

Miss Mendez has emailed Y11 students with a link to the regulations and most importantly a form to [complete stating that you have read, understand and agree to the regulations.](#)

EXAM CONTINGENCY DAY Summer 2025

You **MUST** ensure you are available on **Tuesday 11th June (Afternoon) and Wednesday 25th June (All Day) 2025.**

Awarding bodies plan a contingency day/afternoon for the GCSE and A Level examination should national or local disruption arise during the June 2025 exam series.

Results day Summer 2025: GCSE - Thursday 21st August 2025

GCSE Certificate Collections: End of November/December 2025

Exams Information



Click to access [St Bede's Exams Information](#)

If you have any questions about exams, in the first instance, please look on the College Website.

If you cannot find the information or the answer, please contact Miss Mendez and Mrs Greenaway (in E4 or email) who are available to help you.

To Tech or not Tech? - that is the question!

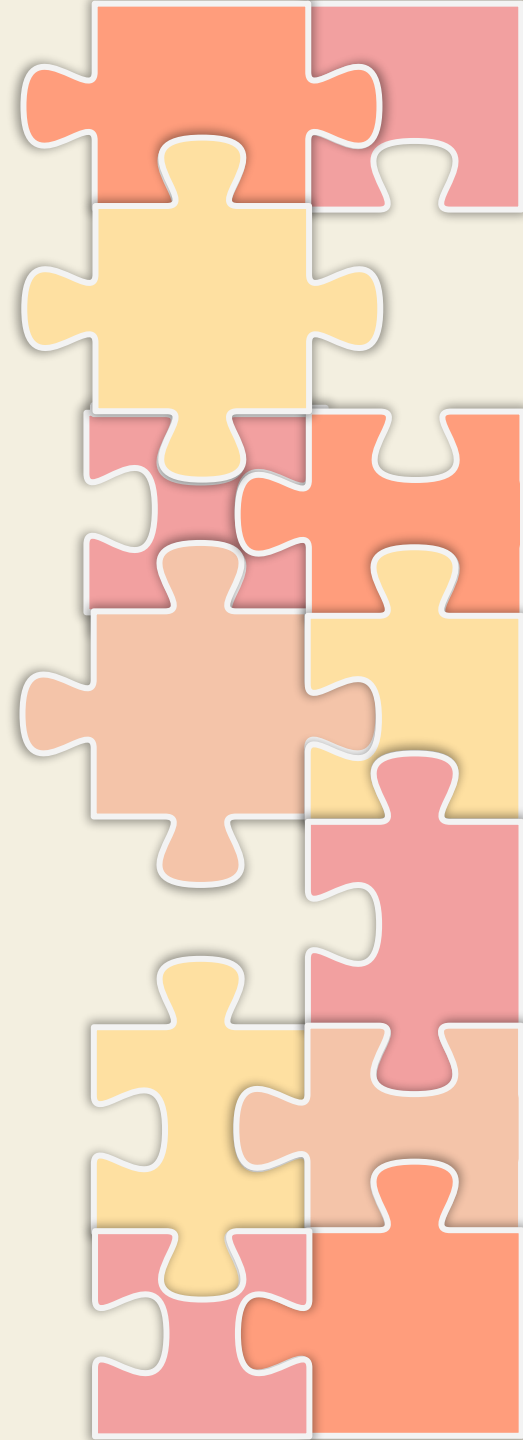
Using EdTech to revise EFFECTIVELY

“Effective use of technology to support learning doesn’t mean using flashy tools” Mark Anderson, ICT Evangelist

1. Pomodoro Timer
2. Quizizz
3. Seneca Learning
4. GCSE Pod
5. Kahoot
6. BBC Bitesize
7. YouTube channels
8. Kerboodle

Small selection of online resources available.

Your teachers will have shared useful websites for their subjects.



To Tech or not Tech? - that is the question!

Using EdTech to revise EFFECTIVELY

ChatGPT

☀ Examples	⚡ Capabilities	⚠ Limitations
"Explain quantum computing in simple terms" →	Remembers what user said earlier in the conversation	May occasionally generate incorrect information
"Got any creative ideas for a 10 year old's birthday?" →	Allows user to provide follow-up corrections	May occasionally produce harmful instructions or biased content
"How do I make an HTTP request in Javascript?" →	Trained to decline inappropriate requests	Limited knowledge of world and events after 2021

<https://openai.com/blog/chatgpt>

c Create a GCSE revision timetable for me. I want to study maths, English, biology, physics, chemistry, computer science, religious formation, psychology and French. I have 2 hours every weekday after 5pm and would like two 1 hour sessions on Saturday and four 1 hour sessions on Sunday.

g Sure, here is a GCSE revision timetable for you:

Monday:
5:00-6:00pm: Maths
6:00-7:00pm: English

Tuesday:
5:00-6:00pm: Biology
6:00-7:00pm: Physics

Wednesday:
5:00-6:00pm: Chemistry
6:00-7:00pm: Computer Science

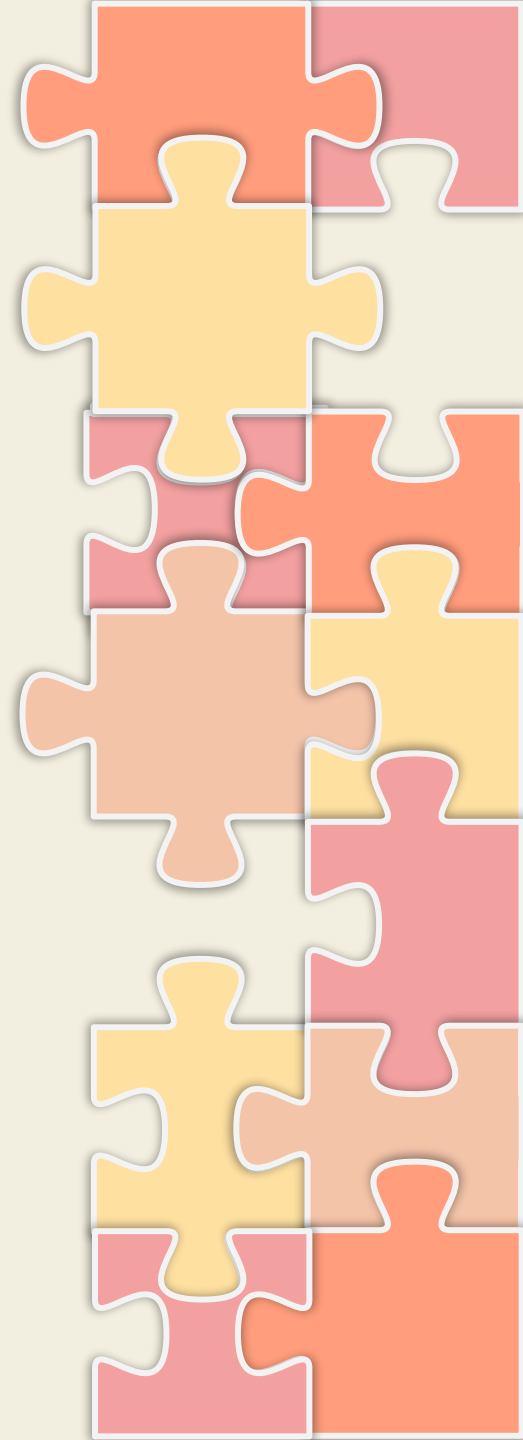
Thursday:
5:00-6:00pm: Religious Formation
6:00-7:00pm: Psychology

Friday:
5:00-6:00pm: French
6:00-7:00pm: Review/catch-up

Saturday:
10:00-11:00am: Maths
11:00am-12:00pm: English

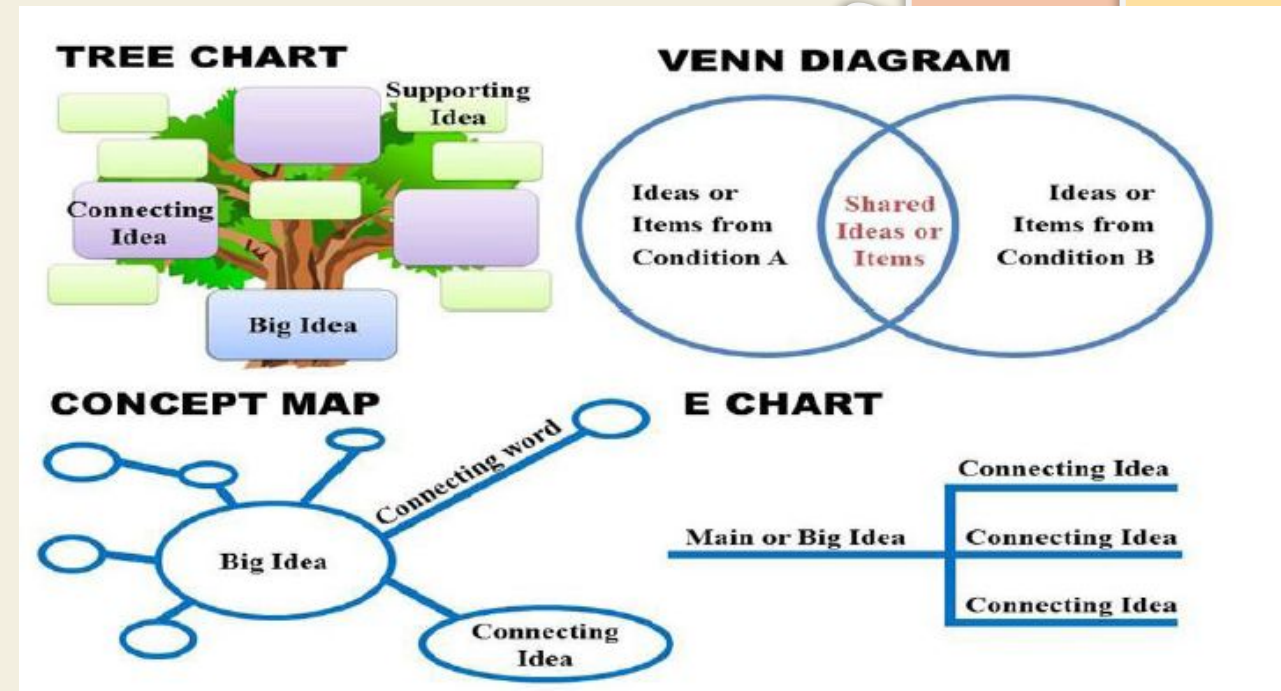
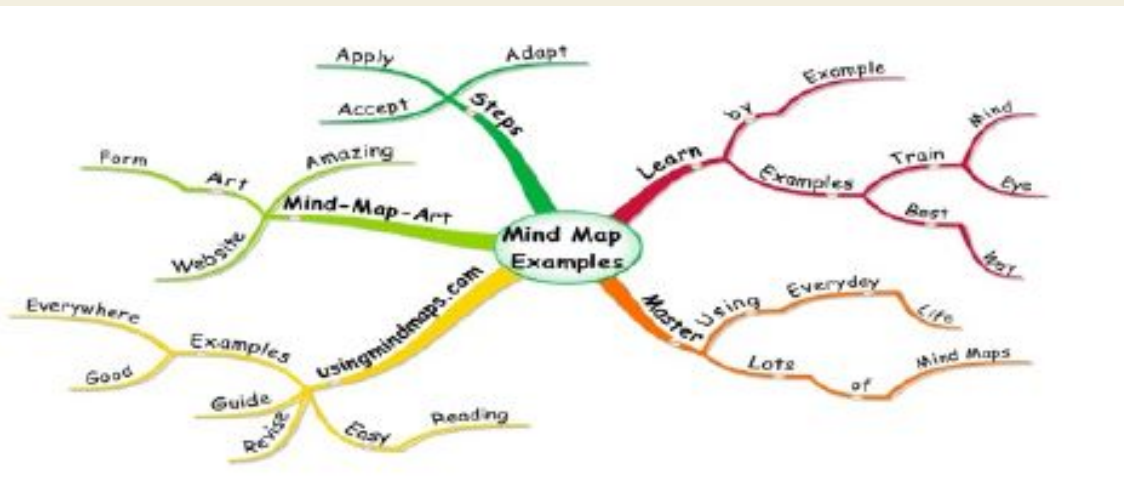
Sunday:
10:00-11:00am: Biology
11:00am-12:00pm: Physics

Regenerate response



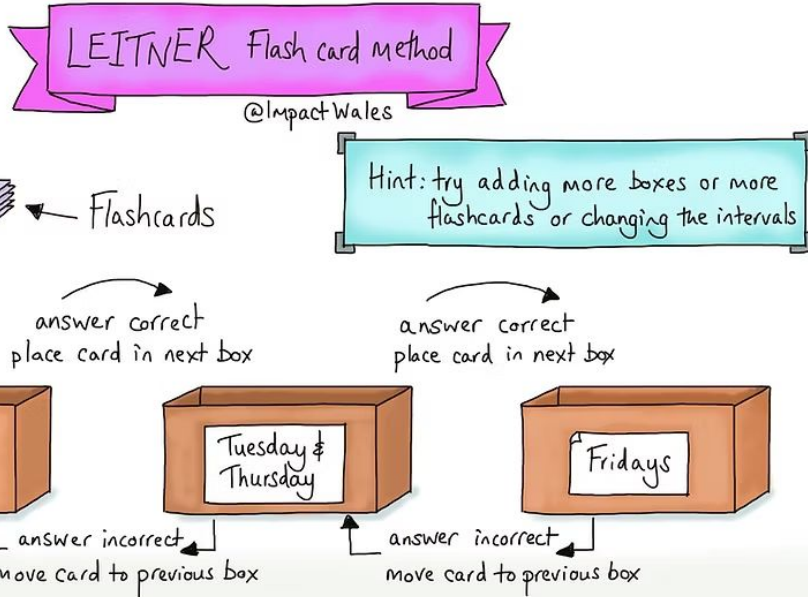
Develop your own toolbox of strategies

- Learn when to use each tool
- Understand distributed practice and retrieval practice
- Seamlessly integrate them into your routine



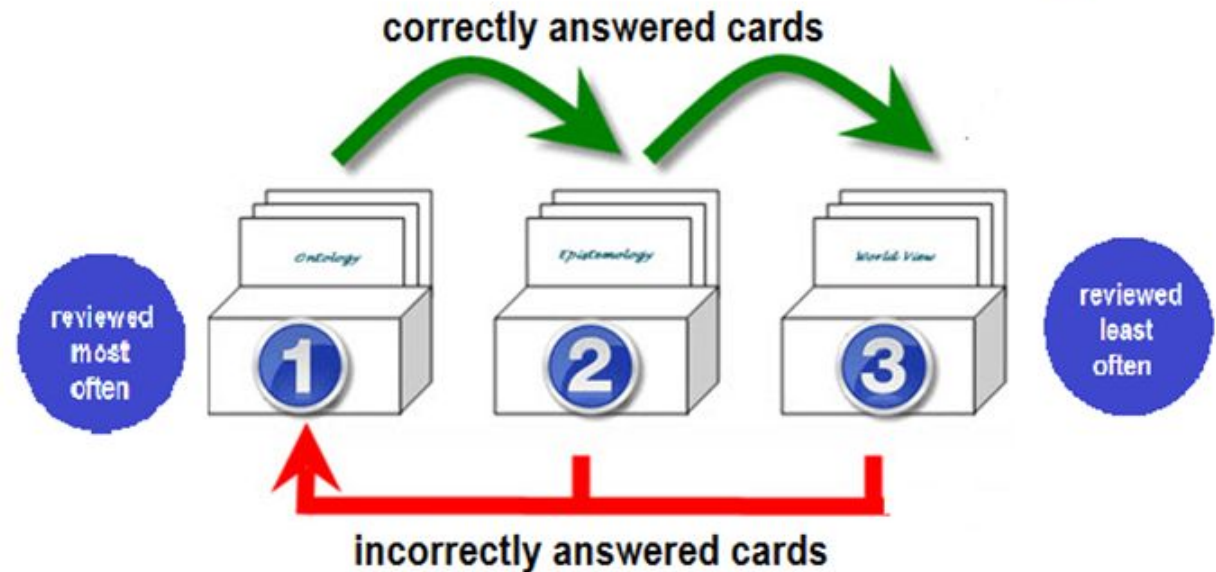
Flashcards using the Leitner System

Copyright © 2018



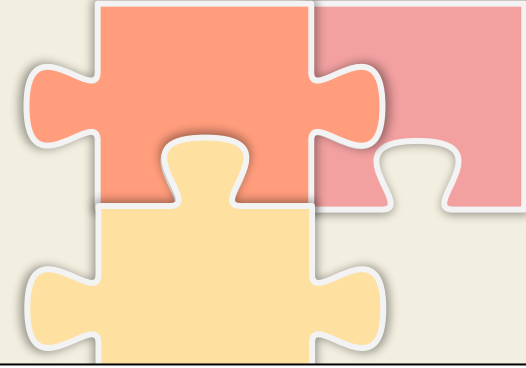
An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.

THE "LEITNER" SYSTEM of flash card reviewing

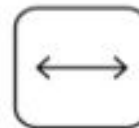


Shift your perception of stress

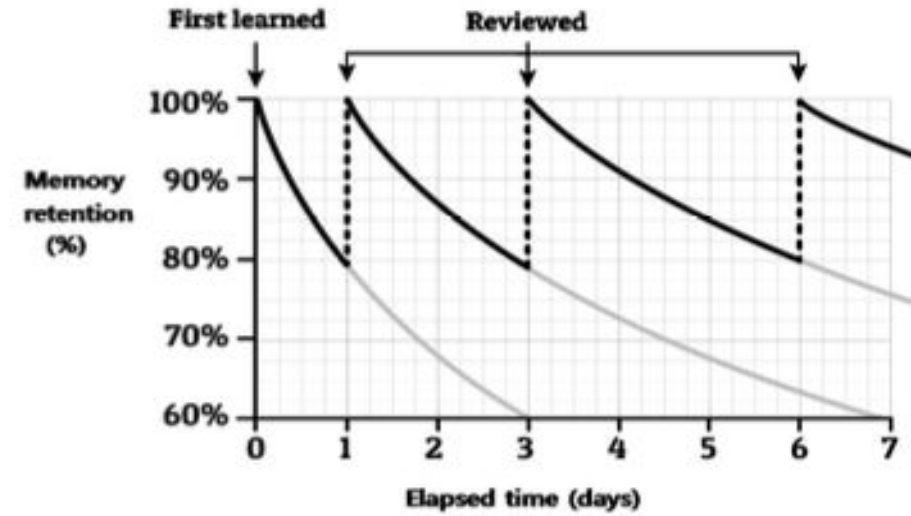
- Manage stress by managing time
- Create a plan
- Include breaks and time for social events and self-care activities



Space out your learning on a subject



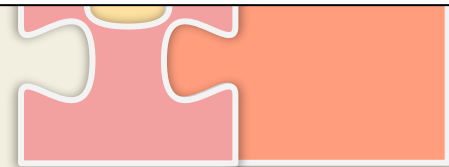
Spacing out your learning over time is far more effective than last minute cramming. This is based on research into how we forget and how we remember. The speed at which we forget something will depend on many factors such as the difficulty of the material, how meaningful it was to us, how we learned it and how frequently we relearn or remember it. What the last factor tells us is that when we learn something for the first time, we need to review it quickly afterwards. The more times we force ourselves to remember something, the longer the gap can be between reviews, which the diagram below illustrates nicely.

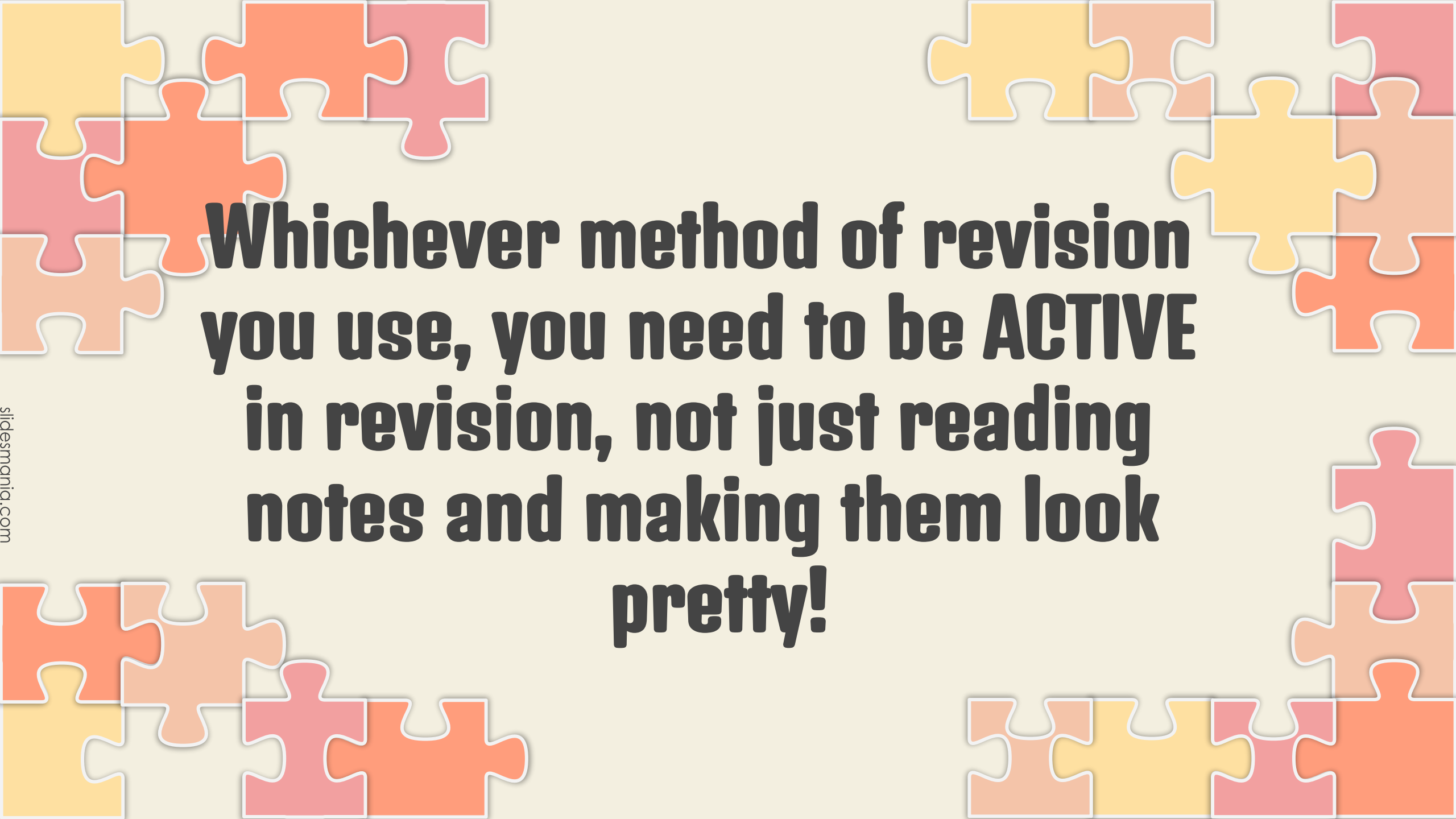


REVISION

* = revise if possible
 // = no revision/break

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
8:30-4:30	school	school	school	school	school	*	*
4:30-5:00	media	chemistry	media	maths	english	maths*	//
5:00-5:30	english	chemistry	media	maths	english	maths*	//
5:30-6:00	//	//	maths	english	media	//	//
6:00-6:30	english	english	//	//	//	//	//
6:30-7:00	maths	english	//	//	chemistry	//	//
7:00-7:30	//	//	english	chemistry	//	*	biology
7:30-8:00	//	//	physics	chemistry	//	*	media
8:00-8:30	maths	biology	//	//	chemistry	english	//
8:30-9:00	maths	maths	maths	biology	physics	english	//



The background of the slide is composed of several interlocking puzzle pieces in shades of yellow, orange, and pink, arranged in a decorative border around the central text.

**Whichever method of revision
you use, you need to be ACTIVE
in revision, not just reading
notes and making them look
pretty!**



drawing helps memory as it engages you to perform an action, elaborate upon data and use your visual memory

Timeline



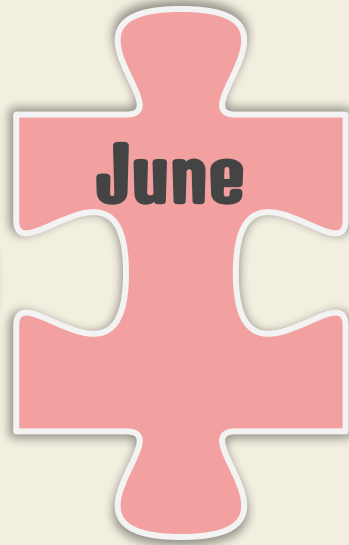
- Music Ensemble
- Practical Exams:
 - Food
 - Engineering
 - 3D Art
 - Drama
 - Textiles



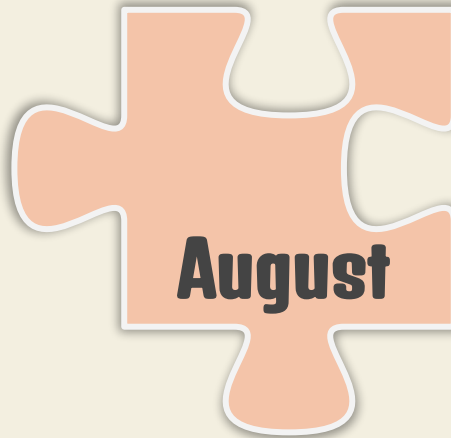
- MFL Speaking Exams



- Exams
- Directed Study Sessions
- First exams: Tuesday 6th May (BTEC Health & Social Care)



- Exams
- Directed Study Sessions
- Last exam: Weds 18th June (Further Maths)
- Final Assembly
- Prom



Results Day
Thursday 25th August

Directed Study Programme

Term 5: Tues 22nd April - Fri 23rd May

- Exams
- Lessons
- Compulsory Directed Study Programme

Study Leave begins after half term

Term 6: Starts Monday 2nd June

- Exams
- Directed Study Programme
- Study Room available

- Pick up your copy
- Will be distributed in tutor time and will be emailed to families and students

Week	Day	Date	Session	Exam Board	Level	Subject	Title	Length
A	Friday	02/05/2025	PM			Directed Study	Health and Social Care	
	Tuesday	06/05/2025	AM	Pearson	BTEC Tech Award 2022		Health and Social Care	1h
	Wednesday	07/05/2025	PM			Directed Study	Drama	
	Wednesday	07/05/2025	PM			Directed Study	Psychology	
	Thursday	08/05/2025	AM	WJEC	GCSE		Drama Component 3 (Edugas)	1h 30m
	Thursday	08/05/2025	AM	OCR	GCSE		Psychology	1h 30m
	Thursday	08/05/2025	PM			Directed Study	Business	
	Friday	09/05/2025	AM			Directed Study	English Literature	
	Friday	09/05/2025	PM	Pearson	GCSE		Business	1h 45m
	Monday	12/05/2025	AM	AQA	GCSE		English Literature	1h 45m
	Monday	12/05/2025	PM			Directed Study	Computer Science	
	Monday	12/05/2025	PM			Directed Study	Geography (except Computer Science students)	
	Monday	12/05/2025	PM	OCR	GCSE		Computer Science	1h 30m
	Monday	12/05/2025	PM			Directed Study	RF (except Computer Science students)	
	Tuesday	13/05/2025	AM	Pearson	GCSE		Religious Studies A	1h 45m
	Tuesday	13/05/2025	PM			Directed Study	Biology	
	Tuesday	13/05/2025	PM	AQA	GCSE		Combined Science: Trilogy	1h 15m
	Tuesday	13/05/2025	PM	AQA	GCSE		Biology Paper 1 (both tiers)	1h 45m
	Wednesday	14/05/2025	AM	AQA	GCSE		Geography	1h 30m
	Wednesday	14/05/2025	PM			Directed Study	Mathematics	
	Thursday	15/05/2025	AM	Pearson	GCSE		Mathematics	1h 30m
	Thursday	15/05/2025	PM			Directed Study	Psychology	
	Thursday	15/05/2025	PM	OCR	GCSE		History (except Psychology students)	1h 30m
	Friday	16/05/2025	AM	AQA	GCSE		History	2h
	Friday	16/05/2025	PM			Directed Study	Business	
	Friday	16/05/2025	PM	Pearson	GCSE		Business	1h 45m
	Friday	16/05/2025	PM			Directed Study	Chemistry (except business students)	1h 45m
	Monday	19/05/2025	AM	AQA	GCSE		Combined Science: Trilogy	1h 15m
	Monday	19/05/2025	AM	AQA	GCSE		Chemistry	1h 45m
	Monday	19/05/2025	PM			Directed Study	PE	
	Monday	19/05/2025	PM	Pearson	GCSE		Physical Education	1h 30m
	Monday	19/05/2025	PM			Directed Study	English Literature (except PE students)	
	Tuesday	20/05/2025	AM	AQA	GCSE		English Literature	2h 15m
	Tuesday	20/05/2025	PM			Directed Study	Computer Science	
	Tuesday	20/05/2025	PM	OCR	GCSE		Computer Science	1h 30m
	Tuesday	20/05/2025	PM			Directed Study	French (except Computer Science students)	
	Wednesday	21/05/2025	AM	AQA	GCSE		French	35m
	Wednesday	21/05/2025	AM			Directed Study	Physics (except French/Engineering students)	
	Wednesday	21/05/2025	AM			Directed Study	Engineering 24 students (except French students)	
	Wednesday	21/05/2025	PM			Directed Study	RF	
	Wednesday	21/05/2025	PM	Pearson	GCSE		Religious Studies A (Clergy)	1h 30m
	Wednesday	21/05/2025	PM	WJEC	WJEC		NCE Level 1/2 Technical Award in Engineering	1h 30m
	Thursday	22/05/2025	AM	AQA	GCSE		Combined Science: Trilogy	1h 15m
	Thursday	22/05/2025	AM	AQA	GCSE		Physics	1h 45m
	Thursday	22/05/2025	PM			Directed Study	English Language	
	Friday	23/05/2025	AM	Pearson	GCSE		English Language 2.0	1h 55m
							Paper 1: Non-Fiction Texts	
							HALF TERM	
	Tuesday	03/06/2025	AM	Edexcel	GCSE		Portuguese	1h 45m
	Tuesday	03/06/2025	PM	AQA	GCSE		Listening and Reading	45m
	Wednesday	04/06/2025	AM	Pearson	GCSE		Mathematics	1h 30m
							Paper 2 (Calculator)	

Week	Day	Date	Session	Exam Board	Level	Subject	Title	Length
	Wednesday	04/06/2025	PM			Directed Study	RF	
	Wednesday	04/06/2025	PM	Pearson	GCSE		Religious Studies A	0h 50m
	Thursday	05/06/2025	AM	AQA	GCSE		History	2h
	Thursday	05/06/2025	PM			Directed Study	French	
	Thursday	05/06/2025	PM	AQA	GCSE		French	1h 15m
	Thursday	05/06/2025	PM			Directed Study	Writing	
	Friday	06/06/2025	AM	Pearson	GCSE		English Language 2.0	1h 55m
	Friday	06/06/2025	PM			Directed Study	Geography	
	Friday	06/06/2025	PM	AQA	GCSE		Geography	1h 30m
	Monday	09/06/2025	AM	AQA	GCSE		Combined Science: Trilogy	1h 15m
	Monday	09/06/2025	AM	AQA	GCSE		Biology Paper 2 (both tiers)	1h 45m
	Monday	09/06/2025	PM			Directed Study	Media	
	Monday	09/06/2025	PM	OCR	Cambridge National		Creative (Media in the media industry: Written Paper	1h 30m
	Monday	09/06/2025	PM	Pearson	GCSE		Physical Education	Component 2: Health and Performance
	Monday	09/06/2025	PM			Directed Study	Spanish	1h 15m
	Tuesday	10/06/2025	AM	AQA	GCSE		Spanish	Spanish Listening and Reading
	Tuesday	10/06/2025	PM			Directed Study	Maths	1h 45m
	Wednesday	11/06/2025	AM	Pearson	GCSE		Mathematics	1h 30m
	Wednesday	11/06/2025	PM			Directed Study	Geography	
	Thursday	12/06/2025	AM	AQA	GCSE		Geography	1h 30m
	Thursday	12/06/2025	PM			Directed Study	Further Maths	
	Thursday	12/06/2025	PM			Directed Study	Chemistry	
	Thursday	12/06/2025	PM	AQA	AQA Cert		Certificate in Further Mathematics Level 2	1h 45m
	Friday	13/06/2025	AM	AQA	GCSE		Combined Science: Trilogy	1h 15m
	Friday	13/06/2025	AM	AQA	GCSE		Chemistry	1h 45m
	Friday	13/06/2025	PM			Directed Study	Physics	
	Friday	13/06/2025	PM	AQA	GCSE		Polish	1h 15m
	Friday	13/06/2025	PM	Edexcel	GCSE		Portuguese	1h 20m
	Monday	16/06/2025	AM	AQA	GCSE		Combined Science: Trilogy	1h 15m
	Monday	16/06/2025	AM	AQA	GCSE		Physics	1h 45m
	Monday	16/06/2025	PM			Directed Study	Music	
	Monday	16/06/2025	PM	AQA	GCSE		Spanish	1h 30m
	Monday	16/06/2025	PM	AQA	GCSE		Music	1h 15m
	Tuesday	17/06/2025	AM	AQA	GCSE		Spanish	1h 15m
	Tuesday	17/06/2025	PM			Directed Study	Food Preparation and Nutrition	
	Tuesday	17/06/2025	PM	WJEC	GCSE		Food Preparation and Nutrition	Food Preparation and Nutrition Component 1 (Written) (Edugas)
	Wednesday	18/06/2025	PM			Directed Study	Further Maths	
	Wednesday	18/06/2025	PM	AQA	AQA Cert		Certificate in Further Mathematics Level 2	1h 45m

Thank you!

Do you have any questions?



GOOD REVISERS

by @Inner_Drive
www.innerdrive.co.uk

POOR REVISERS

Eat breakfast		Skip breakfast
Sleep 8-10 hours a night		Get little sleep
Have regular bed times		Have inconsistent bed times
Get fresh air each day		Stay indoors all day
Exercise regularly		Do no exercise
Do past papers		Mostly revise highlighting "key" passages
Spread out their revision		Cram their revision
Keep a diary to capture negative thoughts		Dwell on worst case scenarios
Revise in a quiet environment		Revise while listening to music or TV
Drink water regularly		Forget to stay hydrated
Put their phone away during revision		Revise with their mobile phone next to them



Useful Websites.

<https://www.youngminds.org.uk/young-person/coping-with-life/exam-stress/>

<https://www.healthforteens.co.uk/feelings/exam-stress/exam-stress-just-the-facts/>

<https://blog.stir.ac.uk/7-ways-to-beat-boredom-and-procrastination-when-studying/>

<https://ictevangelist.com/research-informed-ways-of-using-edtech-to-help-learners-revise-effectively/>

<https://lifemoreextraordinary.com/study-skills/post-it-notes-revision/>

<https://www.youngminds.org.uk/young-person/coping-with-life/self-care/>

<https://www.ion.ac.uk/news/exam-stress-how-nutrition-can-help>



YouTube.

[Leitner Flashcards](#)

[Ali Abdaal - The Retrospective Revision Timetable](#)

[Quick Guide to the Pomodoro Technique](#)

[Zach Highley - Upgrading the Pomodoro Method](#)

[Sarah Chu - 30 Days before exams tips and motivation](#)

[Udoka Finkelman - GCSE Tips](#)

[UnJaded Jade - Tier Ranking Study Techniques](#)

[Smile with Sola - you're NOT dumb \(improving your grade\)](#)

[Smile with Sola - You're NOT lazy - how to study when you're tired](#)

[Ali Abdaal - Evidence based revision tips](#)