



Westfield Academy

Seeing the qualities in every child

Supporting Your Child for Success



Westfield Academy

Seeing the qualities in every child

To get you thinking...

- How much time do young people (7-16 year olds) spend online each day?

3 hours

- How much time do 15-16 year olds spend online each day?

4.8 hours

- How much time do young people spend watching TV each day?

2.1 hours - down from 3 hours in 2000

- 60% via a phone, tablet or laptop
- 38% do most TV viewing on demand

Source: Childwise Monitor report 2016

**So, how long should
Year 11 students be
spending revising?**

A rough guide...

Most students are taking exams in 8-9 subjects

Most subjects will have a number of different topics that need to be learned

Each topic could take at least 2 hours to learn fully...

How much at a time?

3 parts revision

to

1 part break

For most students this will be:

30 minutes revision

+

10 minutes break

The reality

...which means that
before the real GCSE
exams, most students
will need to find time for
around 200 hours of revision

The casual and laid back

“I’ve never felt like I’ve had to work that hard at school. When we have tests, I don’t really revise much – I might just look at my notes for 10 minutes that morning. But I do pretty well in those, so I don’t reckon I’m going to need to do too much revision for my GCSEs in the summer”

The super organised

“I worked really hard in October half term –I planned my revision timetable for the internal exams, colour coded all my folders and bought all the stationery I’m going to need for the mind maps I’m going to do. Some of my notes were in the wrong order, so I spent ages making sure that they were sorted out”

The disorganised

“We’re starting to get quite a lot of homework, but I have to message my friends most evenings to check if we’ve got any homework. Then I sometimes don’t have the sheet so have to rush it the next morning or get someone else’s and copy out their answers

The strategic planner

“I’m much better at the science subjects than in English or French. I’m making sure that I focus on science and maths in my revision, because I need really good grades in them. You can’t really revise for English anyway, and I find French hard, so I don’t think it’s really worth spending too much time revising that. I know I only need Grade 5s, so as long as English, maths and science go well, the others don’t really matter”

Students

Use your head

Tom Stafford

Tom Stafford is a lecturer in psychology and cognitive science at the University of Sheffield

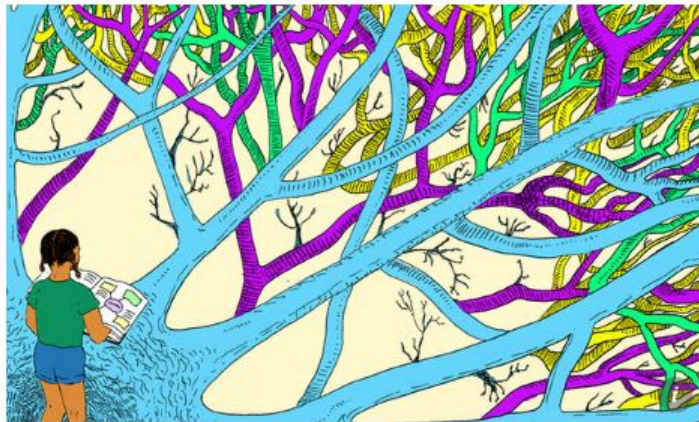
@tomstafford

Sat 7 May 2016 09.00 BST



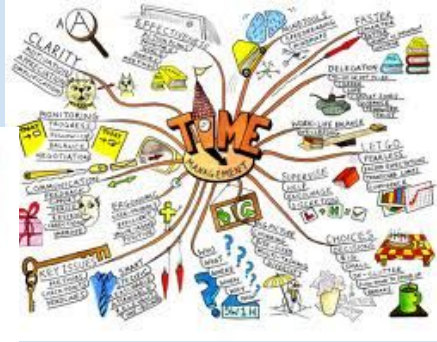
The way you're revising may let you down in exams - and here's why

Most people practise the wrong tasks, reveals a psychologist. Take your head out of those textbooks for a few minutes and read his advice



Even the most dedicated study plan can be undone by a failure to understand how human memory works. Only when you're aware of the trap set for us by overconfidence, can you most effectively deploy the study skills you already know about.

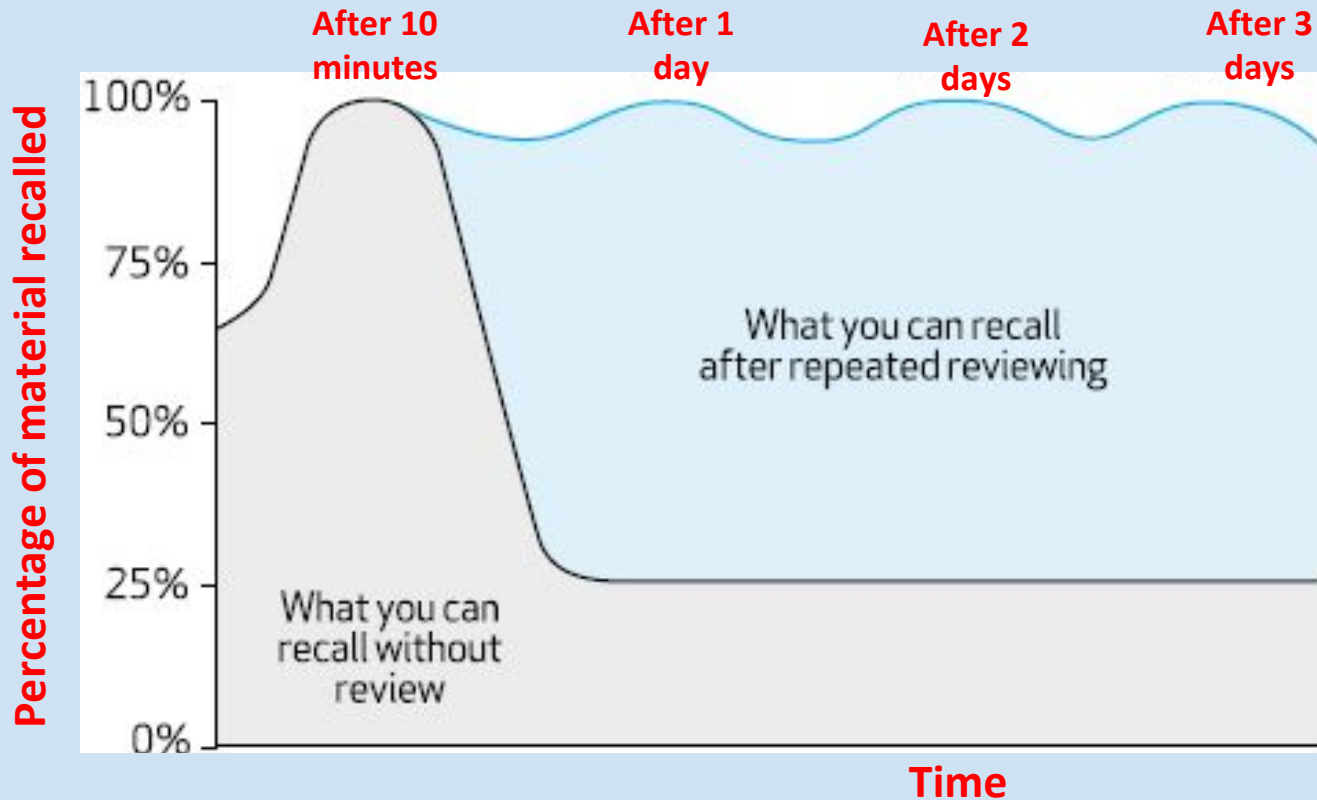
How do you know your daughter/ son is revising? What do you see/ hear them doing?



How do you know it's working?

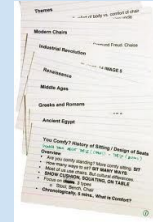
A small table with the word 'SPAN' at the top. It contains several rows of numbers and some text, but the details are too small to read clearly. It appears to be a data table or a checklist.

Memory performance over time



Which do you think were found to have higher – moderate – lower effectiveness?

Distributed practice
Elaborative interrogation
Self – explanation
Regular practice testing
Interleaved practice
Summarising
Highlighting
Mnemonics
Regular practice testing
Imagery to represent text
Re-reading



Dunlowsky et al (2013) studied 10 strategies used by students to revise and prepare for examinations.

What has the lowest impact?

1)Unstructured revision:

revision needs to be planned, with a realistic goal for each session

2)Reading:

unless you go over everything again and again, which is time-consuming

3)Highlighting/underlining:

although useful when done well, it is often done poorly

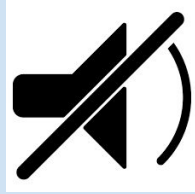
Effective revision strategies – what the research says

- Higher effectiveness
 - **Regular practice testing**
 - **Distributed practice (short sessions)**
- Moderate effectiveness
 - Elaborative interrogation (turning facts to be learned into why-questions and then answering them)
 - Self – explanation (explaining to yourself what you are doing and thinking)
 - Interleaved practice

A **blend** of these techniques is most effective

A recent study shows music did **not** improve learning;

What will effective revision in your household look and sound like?



Revision Timetable

examtime Beta Explore Actions Cathy

Calendar Timeline Today < 22 — 28 Jul 2013 > Month Week

- History 2 hours
- Geography 1.5 hours
- Information & Communic... 1 hours
- English 4 hours
- Physics 0 hours
- Chemistry 0 hours
- Biology 1 hours
- Mathematics 2 hours
- Additional Mathematics 1 hours

Subject Breakdown

	MON 7/22	TUE 7/23	WED 7/24	THU 7/25	FRI 7/26	SAT 7/27	SUN 7/28
ALL-DAY	Issue	Issue	Issue	Rain Issue Floral garden	Issue Floral garden	Issue Floral garden	Floral garden History
7AM		7am - 8am General					
8AM							
9AM	9am - 10am History	9am - red	8:30am - 10:30am English				
10AM							
11AM	11am - Forest				11am - 12pm Biology		
12PM				12pm - 1pm Mathematics			
1PM	1pm - 2pm English		1pm - 2pm Mathematics		1pm - 2pm Additional Mathematics		
2PM							
3PM	3pm - 4pm Information & C...	3pm - 4pm Geography					
4PM						3:30pm - 4:30pm English	
5PM							
6PM							
7PM							
8PM							
9PM							

Revision timetable

Name: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 am							
9 am							
10 am							
11 am							
12 pm							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							
8 pm							

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1		Maths	Science	Block C	
Week 2	English	Maths	Block A	Block B	

Option Block A will be the subject the student has a lesson 5, week 1, Monday

Option Block B will be the subject the student has a lesson 3 and 4 , week 1, Monday

Option Block C will be the subject the student has a lesson 5 , week 1, Wednesday



<https://www.gcsepod.com/parents/>

Revising for your English GCSE

English Exam Board - AQA

Let's see how you do?

Question. How does the writer use language to create an impression of the character Mr Hyde?

You could include the writer's choice of:

- Words and phrases
- Language features and techniques
- Sentence forms.

8 marks (roughly 8 minutes)

Firstly, **BUGS** the question.

Then select **RELEVANT** information.

Question. How does the writer use **language** to create an impression of the character Mr Hyde?

~~“Well, it was this way” returned Mr Enfield: “I was coming home from some place at the end of the world, about three o’clock of a black winter morning, and my way lay through a part of town where there was literally nothing to be seen but lamps. Street after street, all lighted up as if for a procession and all as empty as a church—till at last I got into that state of mind when a man listens and listens and begins to long for the sight of a policeman. All at one, I was two figure: one a **little man** who was **stumping** along eastward at a good walk, and the other a girl of maybe eight or ten who was running as hard as she was able down a cross street. Well, sir, the two ran into one another naturally enough at the corner; and then came the horrible part of the thing; for the man **trampled calmly** over the child’s body and left her **screaming** on the ground. It sounds nothing to hear, but it was hellish to see. **It wasn’t like a man**; it was **like some damned Juggernaut**. I gave a few halloo, took to my heels, collared my **gentleman**, and brought him back to where there was already quite a group about he screaming child. He was **perfectly cool** and made no **resistance**, but gave me one **look, so ugly that it brought out the sweat on me like running.**~~

AQA GCSE English Language

Paper 1 50%

Paper 2 50%

Section A:
Reading

1 unseen literature
fiction text

Section B:
Writing

Descriptive or
narrative writing

Section A:
Reading

1 non-fiction and 1
literary non-fiction
text

Section B:
Writing

Writing to present
a viewpoint

Total exam time:
1 hour and 45 minutes

Total exam time:
1 hour and 45 minutes

All exams will be at the end of Year 11. You will also sit an English Literature GCSE.

AQA GCSE English Literature

Paper 1 40%

Paper 2 60%

Section A:
Shakespeare
'Romeo and Juliet'

Section B:
19th Cent Prose
A Sign of Four

Section A:
Modern Texts
'An Inspector Calls'

Section B:
Anthology
poetry.

Section C:
Unseen
Poetry

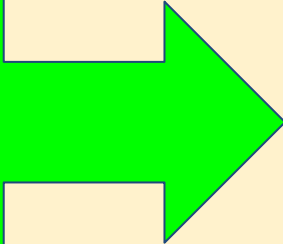
Total exam time:
1 hour and 45 minutes

Total exam time:
2 hours and 15 minutes

All exams will be at the end of Year 11. You will also sit an English Language GCSE.

Examination Skills:

To complete examinations in English, your child must be able to:



Select
Interpret
Deduce
Analyse
Evaluate
Create
Describe
Narrate
Summarise
Compare
Synthesise
Comprehend

They must be able to analyse:

- how writers use words and phrases
- How those words and phrases convey the writer's message.
- WHY they writer has chosen specific words.
- WHAT effect those words create on the reader.

English revision



3 Top Tips:

1. Little and often - 20 minutes done regularly is better than 1 hour done weekly
2. Test yourself before and after you do any revision.
3. Be focussed on what you are revising. Split your revision into manageable sections

Some ways YOU can help:

- Revision Cards
- Quick game of 'guess who'
- The post it note game
- 'Who said this' quotation game
- Create a post it note timeline
- Character pictionary.
- Put the plot in order against the clock.
- Test your child on the 'parts of speech'.
- Explain the relevance quick quiz.
- Match the character to the characteristics game.
- Competitive Kahoot

Revision Guides

If you missed the last order run (and don't intend to buy them individually) we can arrange one more bulk purchase.

Letters can be collected at the end of this session.



Suggested Revision Materials

GCSEpod <https://www.gcsepod.com/>

Mr Bruff's YouTube channel

https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w?disable_polymer=true

Shmoop

<https://www.shmoop.com/teachers/best-practices/subject/english.html>

Sparknotes <https://www.sparknotes.com/lit/>

Subject Google Classroom page and revision guides

Revising for your Science GCSE

Science Exam Board - AQA

Science at Westfield

- ❑ AQA Combined Science (Trilogy)

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

- ❑ Triple Science (Biology, Chemistry, Physics)

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

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

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



GCSE COMBINED SCIENCE

DOUBLE AWARD GRADE COMBINATIONS

- Combined science awards grades on a 17 point scale

For example combined science: 5-5

- Triple Science awards a separate grade for Biology, Chemistry and Physics

For example: Bio 5, Chem 4, Physics 5



How to prepare

It is essential you/your child revises regularly, science has lots of content that needs to be recalled.

Where to find revision resources

There is lots of choice out there:

- Revision guides/workbooks
- Specification
- Past test papers
- The internet
- The school team drive

Just remember to keep the revision specific to our exam board (AQA)

- BTEC (2)
- A-Level (89)

More

School Year

- Year 7 (23)
- Year 8 (23)
- Year 9 (23)
- Year 10 (165)
- Year 11 (165)

More

Subject

- Maths (1)
- English (1)
- Science (283)

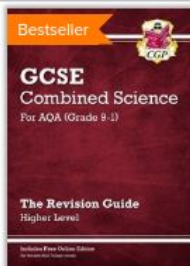
Exam Board

Product Type

Tier

Course or Syllabus Type

Format



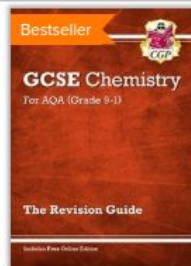
Quick View

New Grade 9-1 GCSE Combined Science: AQA Revision Guide with Online Edition - Higher

SAHR45
In stock

£9.95

1 [Add to Basket](#)



Quick View

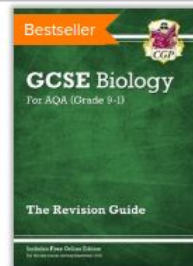
New Grade 9-1 GCSE Chemistry: AQA Revision Guide with Online Edition

CAR45

In stock

£5.95

1 [Add to Basket](#)



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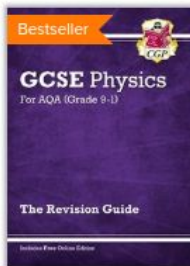
New Grade 9-1 GCSE Biology: AQA Revision Guide with Online Edition

BAR45

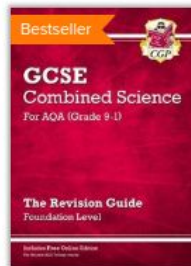
In stock

£5.95

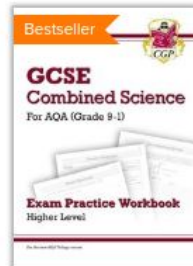
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Quick View



Quick View



Quick View

- International GCSE (0)
- BTEC (0)
- A-Level (18)
- National 5 (0)

School Year

- Year 7 (0)
- Year 8 (0)
- Year 9 (0)
- Year 10 (14)
- Year 11 (14)

More

Subject

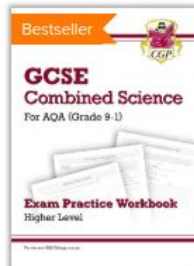
- Maths (0)
- English (0)
- Science (32)

Exam Board

- All Boards (14)
- AQA (32)
- OCR (24)
- Edexcel (22)
- WJEC & WJEC Eduqas (0)

More

Clear



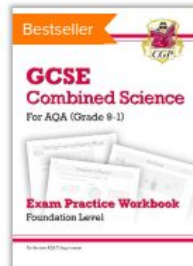
Quick View

New Grade 9-1 GCSE Combined Science: AQA Exam Practice Workbook - Higher

SAHQ41
In stock

£9.95

1 **Add to Basket**



Quick View

New Grade 9-1 GCSE Combined Science: AQA Exam Practice Workbook - Foundation

SAFQ41
In stock

£9.95

1 **Add to Basket**



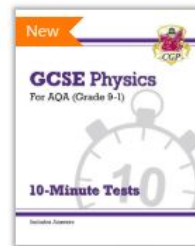
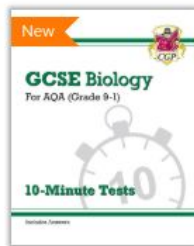
Quick View

New Grade 9-1 GCSE Combined Science: AQA 10-Minute Tests (with answers) - Higher

SAHXP41
In stock

£5.95

1 **Add to Basket**

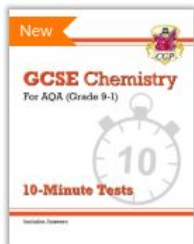


Tier ▼

Course or Syllabus Type ▼

Format ▼

Clear all



Quick View

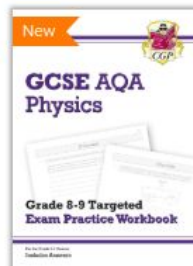
New Grade 9-1 GCSE Chemistry: AQA 10-Minute Tests (with answers)

CAXP42

In stock

£4.95

1 **Add to Basket**



Quick View

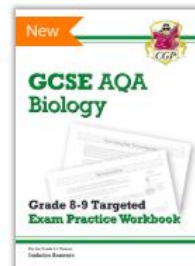
New GCSE Physics AQA Grade 8-9 Targeted Exam Practice Workbook (includes Answers)

PA9Q41

In stock

£5.95

1 **Add to Basket**



Quick View

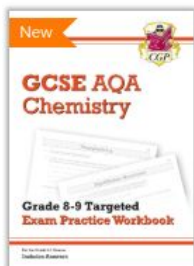
New GCSE Biology AQA Grade 8-9 Targeted Exam Practice Workbook (includes Answers)

BA9Q41

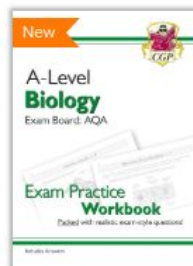
In stock

£5.95

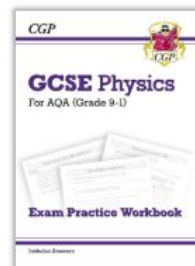
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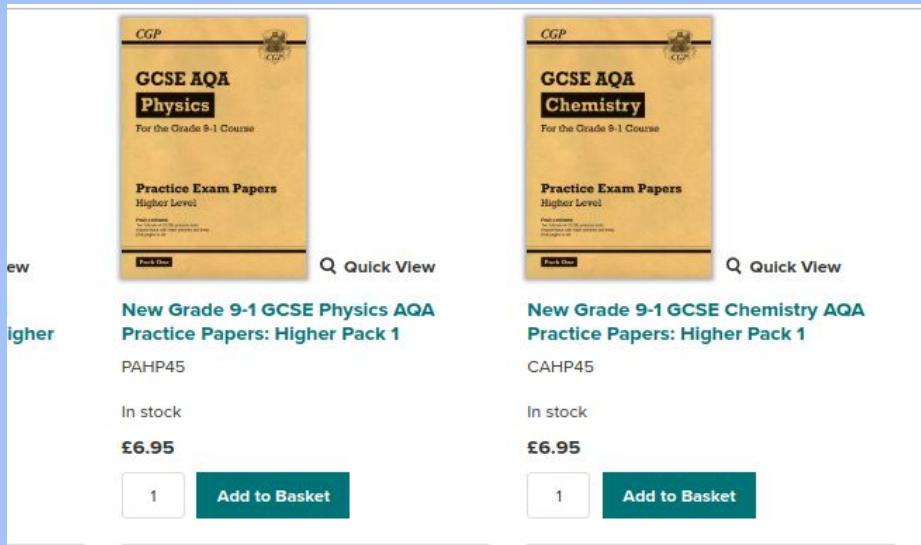


Quick View



Quick View

Exam papers



The screenshot shows two product listings on the CGP website. On the left is the 'New Grade 9-1 GCSE Physics AQA Practice Papers: Higher Pack 1' (PAHP45), priced at £6.95. On the right is the 'New Grade 9-1 GCSE Chemistry AQA Practice Papers: Higher Pack 1' (CAHP45), also priced at £6.95. Both listings include a 'Quick View' link, a quantity selector set to '1', and an 'Add to Basket' button.

<https://www.cgpbooks.co.uk/secondary-books/science>

<https://www.aqa.org.uk/subjects/science/gcse/combined-science>

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

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

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

Assessment resources

June 2018 papers and mark schemes

 Insight report: results at a glance June 2018 (1.1 MB)

Specimen papers and mark schemes

Foundation

-  Paper 1 (Foundation): Specimen mark scheme (180.6 KB)
-  Paper 1 (Foundation): Specimen question paper (666.2 KB)
-  Paper 2 (Foundation): Specimen mark scheme (219.3 KB)
-  Paper 2 (Foundation): Specimen question paper (782.4 KB)

Higher

-  Paper 1 (Higher): Specimen mark scheme (232.2 KB)
-  Paper 1 (Higher): Specimen question paper (623.8 KB)
-  Paper 2 (Higher): Specimen mark scheme (252.4 KB)
-  Paper 2 (Higher): Specimen question paper (677.9 KB)

Google drive → Team Drives → Year 11 Science Revision resources Team drive

Drive

New

- STAFF Safeguarding...
- Subject Leaders
- TLC Group
- Tutor Programme
- TV Recordings
- Year 11 Science Revi...**
 - Combined Scien...
 - Independence B...
 - Biology Ind...
 - Chemistry I...
 - Physics Ind...
 - Triple Science R...
- Shared with me

Search Drive

Year 11 Science Revision resources
100 members · Add members

WA L WA

- Triple Mock revision timetable
You edited this year
- Resistance student sheet
You edited this year
- Mock revision timetable com...
You opened this year
- Resistance things to think ab...
You edited this year

Name	Last modified	File size
Independence Booklets	6 Nov 2018 me	-
Triple Science Required Practical HELP SHEETS	6 Nov 2018 me	-
Combined Science Required Practical HELP SHEETS	5 Nov 2018 me	-
Triple Mock revision timetable	6 Nov 2018 me	-
Mock revision timetable combined	6 Nov 2018 me	-

Command words (Science)

Command words are the words and phrases used in exams that tell students how they should answer a question.

The following command words are taken from Ofqual's official list of command words and their meanings that are relevant to this subject. In addition, where necessary, we have included our own command words and their meanings to complement Ofqual's list.

Command words marked * are new for teaching from 2016.

Calculate

Students should use numbers given in the question to work out the answer.

Choose*

Select from a range of alternatives.

Compare

This requires the student to describe the similarities and/or differences between things, not just write about one.

Team drive

Command
words

Required practicals

In their exams, students will be required to demonstrate their understanding of scientific experimentation. At least 15 percent of the total marks available in each science GCSE will be dedicated to this. This proportion is large enough to have a significant effect on a student's grade.

- Write a method / change a method to test a different hypothesis
- Improve an investigation to give valid results
- Explain why a conclusion is correct or not
- Identify variables
- Identify errors
- Understand the relevance of a control group

Required practicals- in revision guide

The first chapter 'working scientifically' in the revision guide is specifically designed to help your child prepare for these questions. For example what is a variable?

The revision guide also has an outline of each of the required practicals in the relevant topic area.

Required practical support

Team drive



Search Drive



New

Year 11 Science Revision resources > Triple Science Required Practical HELP SHEETS

Name	Last modified	↓	File size
PHYSICS REQUIRED PRACTICALS	6 Nov 2018	me	—
CHEMISTRY REQUIRED PRACTICALS	6 Nov 2018	me	—
BIOLOGY REQUIRED PRACTICALS	6 Nov 2018	me	—
EXAM QUESTION COMMAND WORDS & MEANINGS	6 Nov 2018	me	94 KB
REQUIRED PRACTICAL KEYWORDS & MEANINGS	6 Nov 2018	me	151 KB
PHYSICS REQUIRED PRACTICAL HANDBOOK.PDF	6 Nov 2018	me	8 MB
CHEMISTRY REQUIRED PRACTICAL HANDBOOK.PDF	6 Nov 2018	me	3 MB
BIOLOGY TRIPLE REQUIRED PRACTICAL HANDBOOK.PDF	6 Nov 2018	me	3 MB

Subject specific vocabulary



Subject specific vocabulary (Science)

The following subject specific vocabulary provides definitions of key terms used in our GCSE Science specifications.

Wherever possible we have used the definitions derived from a booklet created in a joint project of the Association for Science Education and the Nuffield Foundation, *The Language of Measurement: Terminology used in school science investigation*, ISBN 978 0 86357 424 5, Association for Science Education (ASE), 2010.

Accuracy

A measurement result is considered accurate if it is judged to be close to the true value.

Calibration

Marking a scale on a measuring instrument. This involves establishing the relationship between indications of a measuring instrument and standard or reference quantity values, which must be applied. For example, placing a thermometer in melting ice to see whether it reads zero, in order to check if it has been calibrated correctly.

Investigating the specific heat capacity of different metals.

In this practical you will:

- Heat up blocks of different metals using an elec
- Measure the mass and temperature of the block
- Calculate the work done by the heater.
- Plot a graph of temperature change against work done
- Determine the specific heat capacity of the metal.

Apparatus

- three metal blocks, one copper, one iron and one aluminium
- one thermometer and heater
- some insulation material to wrap around the blocks
- one thermometer
- a pipette to put water in the thermometer hole
- a 12 V immersion heater (30 – 110W)

Specific heat capacity

An investigation to determine the specific heat capacity of one or more materials. The investigation will involve linking the decrease of one energy store (or work done) to the increase in temperature and subsequent increase in thermal energy stored.

Apparatus and techniques

In doing this practical students should cover these parts of the apparatus and techniques requirements.

Physics AT 1 – use appropriate apparatus to make and record measurements of mass, time and temperature accurately.

In this investigation, how would you measure:

Mass

Time

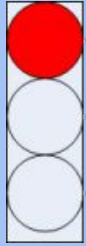
Temperature

Physics AT 5 – use, in a safe manner, appropriate apparatus to measure energy changes/transfers and associated values such as work done.

How do you calculate work done?

What are the units for work done?

Diagnosis - Personalised Learning Checklists



Combined PLCs

Triple PLCs

AQA Biology (8461) from 2016 Topic B4.5 Homeostasis and response			
Topic	Student Checklist	B	A
4.5 .1 Ho meo sta sis	Describe what homeostasis is and why it is important stating specific examples from the human body		<input checked="" type="checkbox"/>
	Describe the common features of all control systems		
4.5 .3 Hor mon al coo rdin atio n in hum ans	Describe the endocrine system, including the location of the pituitary, pancreas, thyroid, adrenal gland, ovary and testis and the role of hormones		
	State that blood glucose concentration is monitored and controlled by the pancreas		
	Describe the body's response when blood glucose concentration is too high		
	Explain what type 1 and type 2 diabetes are and how they are treated		
	HT ONLY: Describe the body's response when blood glucose concentration is too low		
	HT ONLY: Explain how glucagon interacts with insulin to control blood glucose levels in the body		
	Describe how water, ions and sugars are lost from the body		

Therapy

For each area that is red or amber your child should try to improve using the techniques and places already discussed.

*Remember if there is a particular area of weakness you can be asked for this to be gone over in class or pop along to a revision session/drop in with a science teacher.

AQA Biology (8461) from 2016 Topic B4.1 Cell biology				
Topic	Student Checklist	R	A	G
1.1 Cell structure	Use the terms 'eukaryotic' and 'prokaryotic' to describe types of cells			
	Describe the features of bacterial (prokaryotic) cells			
	Demonstrate an understanding of the scale and size of cells and be able to make order of magnitude calculations, inc standard form			
	Recall the structures found in animal and plant (eukaryotic) cells inc algal cells			
	Use estimations and explain when they should be used to judge the relative size or area of sub-cellular structures			
	<i>Required practical 1: use a light microscope to observe, draw and label a selection of plant and animal cells</i>			
	Describe the functions of the structures in animal and plant (eukaryotic) cells			
	Describe what a specialised cell is, including examples for plants and animals			
	Describe what differentiation is, including differences between animals and plants			
	Define the terms magnification and resolution			
Compare electron and light microscopes in terms of their magnification and resolution				

GCSEpod

For each area of the specification GCSE pod has an exam board specific clip to describe and explain the key concepts.

The internet

POD GAMES SIGN UP TO POD GAMES NOW!

PLAYLISTS/
AQA: BIOLOGY: PAPER 1 (FOUNDATION)

AQA: BIOLOGY: PAPER 1 (FOUNDATION)

- 4.1/Cell biology** -
Biology: 3 titles (14 Pods)
- 4.1.1/Cell structure** 4 Pods -
 - Bacterial Growth 00:04:28
 - Unspecialised Plant Cells 00:03:08
 - Cell Differentiation 00:03:07
 - Cell Structures and Microscopes 00:04:46
- 4.1.2/Cell division** 6 Pods +
- 4.1.3/Transport in cells** 4 Pods +
- 4.2/Organisation** +
Biology: 2 titles (14 Pods)
- 4.3/Infection and response** +

The internet

The screenshot shows a web browser window with the URL [bbc.com/bitesize/examspecs/z8r997h](https://www.bbc.com/bitesize/examspecs/z8r997h). The page features a purple header with the 'Bitesize' logo and a 'Change language' button. Below the header is a navigation bar with links for 'Home', 'Learn & revise', 'Support', 'Careers', 'My Bitesize', and 'All Bitesize'. The main content area is titled 'GCSE AQA Trilogy Combined Science' and is described as 'Part of Combined Science'. To the right of the text is an illustration of a science experiment setup including a U-tube, a flower, and a test tube with orange liquid. Below the main title, there is a 'Topics' section with a highlighted 'Biology (Combined Science)' link and a list of sub-topics: 'Cell biology', 'Organisation', and 'Infection and response'. The browser's taskbar at the bottom shows various application icons and a 'Sign out' button.

<https://www.bbc.com/bitesize/examspecs/z8r997h>

Triple Science

Biology <https://www.bbc.com/bitesize/subjects/z9ddmp3>

Chemistry

<https://www.bbc.com/bitesize/subjects/zs6hvcw>

Physics

<https://www.bbc.com/bitesize/subjects/zpm6fg8>

GCSE free science lessons

The internet



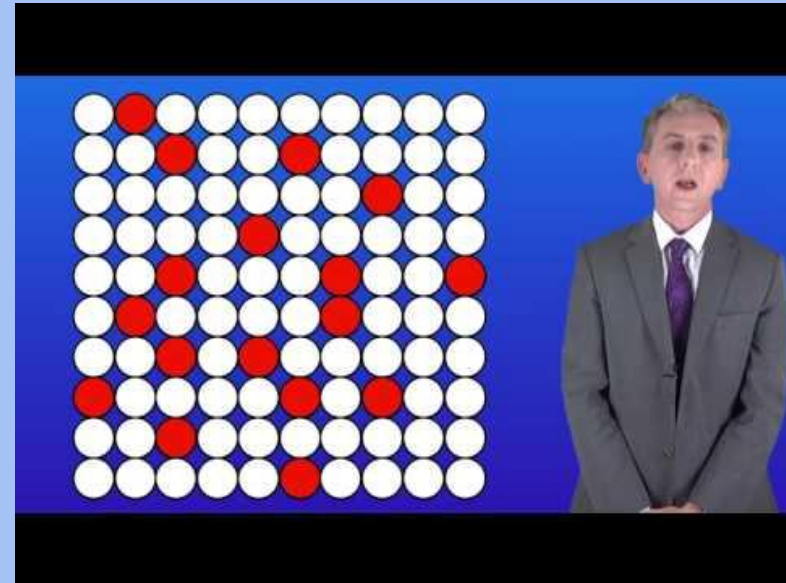
The videos can be found at

<https://www.freesciencelessons.co.uk/videos>

Or on the youtube channel
['freesciencelessons'](https://www.youtube.com/channel/UC...)

Advantages:

- Exam board specific
- Slow pace
- Covers the whole specification in short bites



Malmesbury Science

Subscribe to the youtube channel

'Malmesbury Science'

Required practicals

<https://www.youtube.com/playlist?list=PLAd0MS>

Advantages:

- ❑ Exam board specific
- ❑ Produced by teachers for their students
- ❑ Excellent coverage of the required practicals

The internet



Malmesbury Science
3,932 subscribers

HOME VIDEOS PLAYLISTS

GCSE Science Required Practicals

GCSE Biology Required Practical 8
Malmesbury Science
Updated 6 days ago
VIEW FULL PLAYLIST (8 VIDEOS)

GCSE Physics Required Practical 11
Malmesbury Science
Updated 6 days ago
VIEW FULL PLAYLIST (11 VIDEOS)

Fuse School

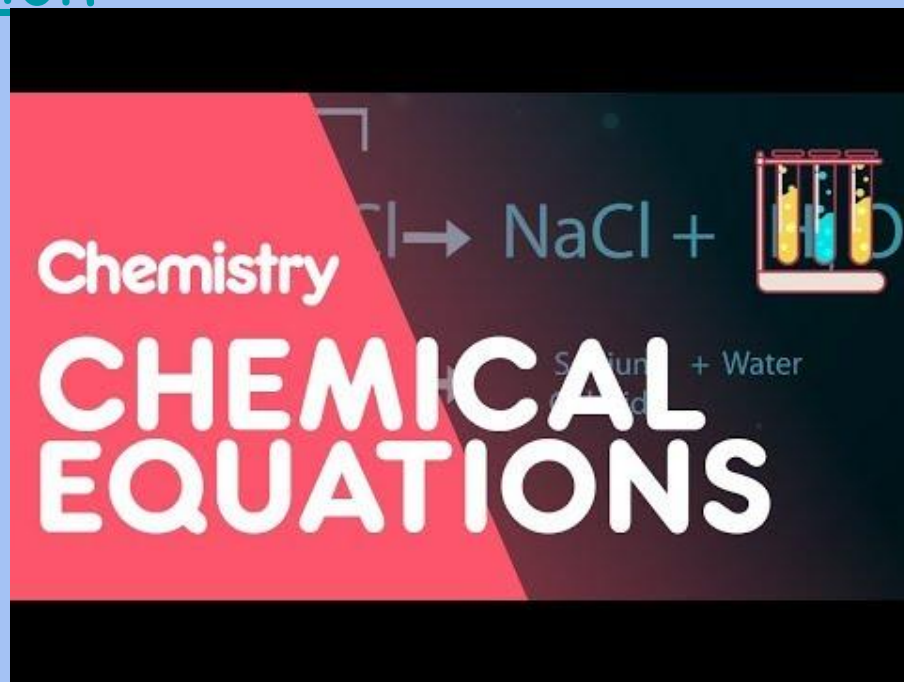
The internet



The videos can be found at the youtube channel
['FuseSchool-global education'](#)

Advantages:

- ❑ Reasonable graphics
- ❑ More engaging than free science lessons
- ❑ For chemistry especially worked examples are given for the calculation questions



Revision timetable

Week 1: Wednesday 3.15- 4.00 Combined Science

Week 2: Wednesday 3.15- 4.00 Triple science

The next sessions are:

- ❑ Wednesday 23rd January 3.15 Triple Bonding (Foundation room 34, Higher room 36)
- ❑ Wednesday 30th January 3.15 Combined Bonding (Foundation room 34, Higher room 36)

Revision tips

Make sure you know the:

- ❑ physics equations and units
- ❑ chemistry equations
- ❑ definitions of the subject specific vocabulary
- ❑ how to describe the method for each required practical
- ❑ what each exam question command word means (and the type of answer required)

Make the most of your lesson time:

You have an expert in front of you

Maths



Maths Exam Board - Edexcel

Exam Dates:

Paper 1 Non- Calculator

May 21st am

Paper 2 – Calculator

June 6th am

Paper 3 – Calculator

June 11th am

TOP 10 TIPS

- **Before you start revising, get all your notes sorted, and draw up a list of all the topics you need to cover.**
- **Plan exactly when you are going to revise, and be strict with yourself.**
- **Don't just read through the textbook!**
- **Use the internet.**

Logins	Minutes Spent	Practice Questions	Assignment Questions	Videos	OMM
5	141	5	40	1	0
1	2	0	0	0	0
1	2	0	0	0	0
4	56	11	9	0	0
8	117	11	38	0	0
1	2	0	1	0	0
6	87	0	29	0	0
1	9	0	2	0	0
12	167	20	47	0	0
2	41	20	0	0	0
1	16	3	0	0	0
8	179	16	33	5	0
4	151	8	5	7	0
2	81	14	8	5	0
4	70	25	0	4	0

- Mathswatch
- Mymaths
- Corbettmaths
- Pixl Maths App
- GCSE Pod

- **Don't just practice the topics you can do**
- **Make sure you ask for help**
- **Practice doing questions under exam conditions**
- **Practice using your calculator!**
- **If it works for you, try revising with a friend for a bit of the time**
- **Most important of all, try not to worry.**



The Guide to the PiXL Maths App



pixl maths app



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PMA

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PiXL Maths – Android Apps on Google Play

<https://play.google.com/store/apps/details?id=air.PiXLMaths&hl=en...> ▾

★★★★★ Rating: 3.5 - 107 votes - Free

The **PiXL Maths App** (PMA) is a skills based assessment program. The app successfully highlights your strengths and your areas to develop. This is a very useful ...



Welcome to the PMA support page. You will be able to find all that you need on this support page to help you get up and running. Please find below all of the available download links and Youtube clips to assist you in getting started.

BETTER FUTURE AND A BRIGHTER HOPE

Available on :
Desktop



Available on :
Google Play



Available on :
iTunes



Version history:

- 1.34 & 1.35 Staff can now download the gap analysis as a csv file. This might prove useful if reports to parents include the need for a www and ebi comment. Homework now has a specific results feature and report button. Bug fix for WTM feature when device has a low memory capacity. General bug fixes.
- 1.32 & 1.33 New features added to "Class Edit" that enables staff to create single accounts and edit single accounts easily. A new homework feature has now been integrated where staff can set tasks for students to complete. WTM library has been added.
- 1.31 Create new account button phased out and power to create accounts is now in the power of staff. Work offline feature restored for mobile devices. Bug fixes.
- 1.19 Bug fixes for specific questions. Username now allows numbers where there are duplicate names within a class. Bulk edit feature now introduced within the staff account (go to "Class Edit" to utilise). Critical fix for uploading files to the gap

Welcome to the PiXL Maths App

Please enter your school id

WF13

Please enter your userid

70

Please enter your password

Login

[Forgot password](#)

Algebra simplification - 8 out of 10

Simplify an expression by expanding and collecting like terms.
Factorise an expression.

Algebraic manipulation - 0 out of 4

Substitute integers into a formula. Change the subject.
Identify expressions, equations, formulae and identities.

Algebraic manipulation and equations - 0 out of 7

Write expressions and substitute values into them.
Write a quadratic in surd form and evaluate the answers.

Algebraic understanding - 0 out of 5

Interpret formulae for length, area and volume.
Identify expressions, equations, formulae and identities.

Sequences - 4 out of 6

Continue a sequence given an illustration or first few terms.
Generate the nth term rule to calculate the 100th term.

Equations - 3 out of 5

Solve a linear equations (including 2-step, brackets, unknowns on both sides, simple quadratics and graphically).

Simultaneous equations - 0 out of 4

Solve 2 linear simultaneous equations.
Solve 1 linear and 1 non-linear simultaneous equations.

Inequalities - 4 out of 5

Interpret inequalities represented on a number line.
Solve inequalities.

Inequalities on a graph - 0 out of 1

Interpret a region on a graph using inequalities.

[Next](#)

[Begin Test](#)

Equations



Question 1 of 1

Solve the following equations:

$$3x + 9 = 18$$

x =

$$-1(5x + 2) = -7$$

x =

$$4 + 2x = -1 + -3x$$

x =

$$x^2 = 1$$

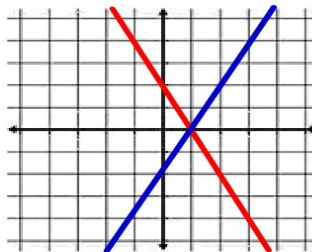
x =

or x =

Looking at the following graph, solve:

$$2x - 2 = -2x + 2$$

x =



Therapy video

Targeted Skill 46: Solve a linear equation (including 2-step and involving brackets)

Close

Key Skills

- Use BODMAS in reverse
- Expand brackets

Examples

Solve the following equations:

a) $2y = 11$
 $\frac{2y}{2} = \frac{11}{2}$
 $y = 5.5$

b) $3d - 4 = 17$
 $3d = 21$
 $\frac{3d}{3} = \frac{21}{3}$
 $d = 7$

c) $3(g - 6) = 12$
 $3g - 18 = 12$
 $+18 \quad +18$



Select 'Homework task' to set a task for a specific class
or select a pre-designed challenge.

Arithmetic challenge

Maths in Science

Problem solving

Grade 1/2/3 challenge

Grade 4 challenge

Grade 5 challenge

Grade 6 challenge

Grade 7/8/9 challenge

$$\text{div } \vec{E} = (\nabla \cdot \vec{E}) = \frac{\partial E_x}{\partial x} + \frac{\partial E_y}{\partial y} + \frac{\partial E_z}{\partial z}$$
$$\text{rot } \vec{E} = \begin{pmatrix} \frac{\partial E_z}{\partial y} - \frac{\partial E_y}{\partial z} \\ \frac{\partial E_x}{\partial z} - \frac{\partial E_z}{\partial x} \\ \frac{\partial E_y}{\partial x} - \frac{\partial E_x}{\partial y} \end{pmatrix}$$
$$P(v) = c$$
$$P_{i-1} - 2P_i + P_{i+1}$$
$$P_i = \frac{1}{4}(P_{i-2} + P_{i-1} + P_{i+1} + P_{i+2})$$
$$A_n = \frac{1}{2} RVT, \quad \frac{v}{u} = 0$$
$$E = 2\pi G \frac{h^2}{2m} \frac{\partial^2 \psi}{\partial x^2}$$
$$\psi'' + k^2 \psi = 0 \quad (E > u_0)$$
$$\psi = c_1 e^{ikx} + c_2 e^{-ikx} \quad k = \frac{\sqrt{2m(E-u_0)}}{\hbar}$$
$$u_3 = VRT$$
$$-u_1 + A_{12}$$
$$P_4 v_1 v_2 v_3 v_4$$
$$SQ = dU + SA \quad Q_m =$$

$$= 2\pi G \frac{h^2}{2m} \frac{\partial^2 \psi}{\partial x^2} + (E-u_0)\psi = 0$$
$$\psi'' + k^2 \psi = 0 \quad (E > u_0) \quad \lambda = ik, \quad \lambda = -ik$$
$$\psi = c_1 e^{ikx} + c_2 e^{-ikx} \quad k = \frac{\sqrt{2m(E-u_0)}}{\hbar}$$
$$\begin{cases} \psi(0) = \psi_0 \\ \psi'(0) = \psi'_0 \end{cases} \Rightarrow \begin{cases} c_1 + c_2 = \psi_0 \\ ikc_1 - ikc_2 = \psi'_0 \end{cases}$$
$$c_1 = \frac{\psi_0 - \psi'_0/k}{2}, \quad c_2 = \frac{\psi_0 + \psi'_0/k}{2}$$
$$Q = \frac{A_1 - A_2}{k_1 - k_2}$$
$$\frac{\partial E_x}{\partial x} + \frac{\partial E_y}{\partial y} + \frac{\partial E_z}{\partial z}$$
$$SQ = dU + SA$$
$$Q_m = A_{12} = VRT$$
$$Q_m = u_1 - u_2 + A_{12}$$
$$\text{rot } \vec{E} = \begin{pmatrix} \frac{\partial E_z}{\partial y} - \frac{\partial E_y}{\partial z} \\ \frac{\partial E_x}{\partial z} - \frac{\partial E_z}{\partial x} \\ \frac{\partial E_y}{\partial x} - \frac{\partial E_x}{\partial y} \end{pmatrix}$$
$$\Delta = \left(\frac{\partial^2}{\partial x^2} + \frac{\partial^2}{\partial y^2} + \frac{\partial^2}{\partial z^2} \right)$$
$$(\psi_{i-2} + \psi_{i-1} + \psi_{i+1} + \psi_{i+2})$$

Class Analysis

pxl The PIXL Club - Home | PMA | http://mat...uk/PMA.swf | http://maths...&schoolid=3 | (3 unread) - alan_ma... | Volleyball England | Sign In | Huddle

mathsapp.pixl.org.uk/gapwebview.php?schoolname=TESTACCOUNT&yeargroup=2016&topic=1&classname=N1&schoolid=3

Scroll to the bottom of this analysis page to view all skill definitions

Name	Last accessed	.s1	.s2	.s3	.s4	.s5	.s6	.s7	.s8	.s9	.s10	.s11	.s12	.s13	.s14	.s15	.s16	.s17	.s18	.s19	.s20	.s21	.s22	.s23	.s24	.s25	.s26	.s27	.s28	.s29	.s30	.s31	.s32	.s33	.s34	.s35	.s36	.s37	.s38	.s39	.s40				
STUDENT1	13.01.16	1/4	0/4	0/4	0/2	0/2	0/1	0/2	0/2	0/1	0/2	0/2	0/3	0/3	0/1	0/1	0/2	0/1	0/1	0/2	0/1	0/3	0/2	0/2	0/1	0/4	0/3	0/3	0/4	0/3	0/2	0/2	0/3	0/4	0/8	0/5	0/3	0/2	0/3	0/1	0/4	0/3	0		
STUDENT10	0	0/4	0/4	0/4	0/2	0/2	0/1	0/2	0/2	0/1	0/2	0/3	0/3	0/1	0/1	0/2	0/1	0/1	0/1	0/2	0/1	0/3	0/2	0/2	0/1	0/4	0/3	0/3	0/4	0/3	0/2	0/2	0/3	0/4	0/8	0/5	0/3	0/2	0/3	0/1	0/4	0/3	0		
STUDENT2	07.01.16	1/4	0/4	1/4	0/2	0/2	0/1	0/2	0/1	0/2	0/3	0/3	0/1	0/1	0/2	0/1	0/1	0/2	0/1	0/1	0/2	0/1	0/3	0/2	0/2	0/1	0/4	0/3	0/3	0/4	0/3	0/2	0/2	0/3	0/4	0/8	0/5	0/3	0/2	0/3	0/1	0/4	0/3	0	
STUDENT3	0	0/4	0/4	0/4	0/2	0/2	0/1	0/2	0/2	0/1	0/2	0/3	0/3	0/1	0/1	0/2	0/1	0/1	0/2	0/1	0/2	0/1	0/3	0/2	0/2	0/1	0/4	0/3	0/3	0/4	0/3	0/2	0/2	0/3	0/4	0/8	0/5	0/3	0/2	0/3	0/1	0/4	0/3	0	
STUDENT4	07.01.16	1/4	0/4	0/4	0/2	0/2	0/1	0/2	0/2	0/1	0/2	0/3	0/3	0/1	0/1	0/2	0/1	0/1	0/2	0/1	0/1	0/2	0/1	0/3	0/2	0/2	0/1	0/4	0/3	0/3	0/4	0/3	0/2	0/2	0/3	0/4	0/8	0/5	0/3	0/2	0/3	0/1	0/4	0/3	0
STUDENT5	0	0/4	0/4	0/4	0/2	0/2	0/1	0/2	0/2	0/1	0/2	0/3	0/3	0/1	0/1	0/2	0/1	0/1	0/2	0/1	0/1	0/2	0/1	0/3	0/2	0/2	0/1	0/4	0/3	0/3	0/4	0/3	0/2	0/2	0/3	0/4	0/8	0/5	0/3	0/2	0/3	0/1	0/4	0/3	0
STUDENT6	0	0/4	0/4	0/4	0/2	0/2	0/1	0/2	0/2	0/1	0/2	0/3	0/3	0/1	0/1	0/2	0/1	0/1	0/2	0/1	0/1	0/2	0/1	0/3	0/2	0/2	0/1	0/4	0/3	0/3	0/4	0/3	0/2	0/2	0/3	0/4	0/8	0/5	0/3	0/2	0/3	0/1	0/4	0/3	0
STUDENT7	07.01.16	0/4	0/4	0/4	0/2	0/2	0/1	0/2	0/2	0/1	0/2	0/3	0/3	0/1	0/1	0/2	0/1	0/1	0/2	0/1	0/1	0/2	0/1	0/3	0/2	0/2	0/1	0/4	0/3	0/3	0/4	0/3	0/2	0/2	0/3	0/4	0/8	0/5	0/3	0/2	0/3	0/1	0/4	0/3	0
STUDENT8	0	0/4	0/4	0/4	0/2	0/2	0/1	0/2	0/2	0/1	0/2	0/3	0/3	0/1	0/1	0/2	0/1	0/1	0/2	0/1	0/1	0/2	0/1	0/3	0/2	0/2	0/1	0/4	0/3	0/3	0/4	0/3	0/2	0/2	0/3	0/4	0/8	0/5	0/3	0/2	0/3	0/1	0/4	0/3	0
STUDENT9	07.01.16	0/4	0/4	0/4	0/2	0/2	0/1	0/2	0/2	0/1	0/2	0/3	0/3	0/1	0/1	0/2	0/1	0/1	0/2	0/1	0/1	0/2	0/1	0/3	0/2	0/2	0/1	0/4	0/3	0/3	0/4	0/3	0/2	0/2	0/3	0/4	0/8	0/5	0/3	0/2	0/3	0/1	0/4	0/3	0

Skill 1: Operate with integers (+, -, ×, ÷)
 Skill 2: Operate with decimals (+, -, ×, ÷)
 Skill 3: Operate with directed numbers (+, -, ×, ÷)
 Skill 4: Calculate a number complement to 100
 Skill 5: Calculate an answer to a related calculation
 Skill 6: Operate with integers and apply BIDMAS
 Skill 7: Round numbers to a decimal place or significant figure
 Skill 8: Identify a factor or a multiple
 Skill 9: Reduce a number to it's prime factors using the factor tree
 Skill 10: Find the HCF and LCM of 2 numbers
 Skill 11: Simplify a fraction
 Skill 12: Convert between fractions, decimals and percentages
 Skill 13: Write one number as a percentage of another
 Skill 14: Order fractions
 Skill 15: Convert between improper fractions and mixed numbers
 Skill 16: Add fractions with common denominators
 Skill 17: Subtract fractions with different denominators
 Skill 18: Multiply and divide vulgar fractions
 Skill 19: Add mixed numbers
 Skill 20: Convert recurring decimals into fractions
 Skill 21: Find a fraction or percentage of a quantity
 Skill 22: Increase or decrease a quantity by a given percentage
 Skill 23: Find a reverse percentage of a quantity
 Skill 24: Recall simple powers, including square and cube numbers
 Skill 25: Understand and apply the first 3 index laws
 Skill 26: Evaluate positive, negative or fractional indices
 Skill 27: Convert between standard index form and ordinary numbers
 Skill 28: Operate with numbers written in standard index form
 Skill 29: Simplify a surd
 Skill 30: Rationalise a denominator
 Skill 31: Operate with surds

22:18
22/01/2016

What else will make the difference?

- Attending revision class – Tuesday 3:15 to 4:15
- Prepare thoroughly for the 45 minutes assessments each fortnight
- Purchase a revision guide or Practice papers

**Revising little BUT often will
make all the difference in
Maths.**

GO FOR IT !



GOOD LUCK !

Examinations and stress

We need to distinguish between:

- A – **Eustress** (positive and motivational)
- B – **Distress** (damaging to health and relationships)

Recognising stress

- These are high stakes examinations and your child will probably be feeling under pressure;
- This pressure is likely to grow between now and May;
- You might see some of the following behaviour signs:
 - Increased moodiness and irritability;
 - Increasingly argumentative;
 - Disrupted sleep patterns;
 - Becoming withdrawn;
 - Complaining of stomach aches and headaches;
 - Making negative statements about him or herself.

How to manage this

- Listen and try to be available;
- Offer reassurance – these examinations will not last for ever;
- Try not to lose your temper;
- Encourage your child to use problem – focused strategies, by being well planned and developing feelings of control;
- Encourage your child to use emotion – focused strategies by taking planned breaks and arranging some positive distractions.