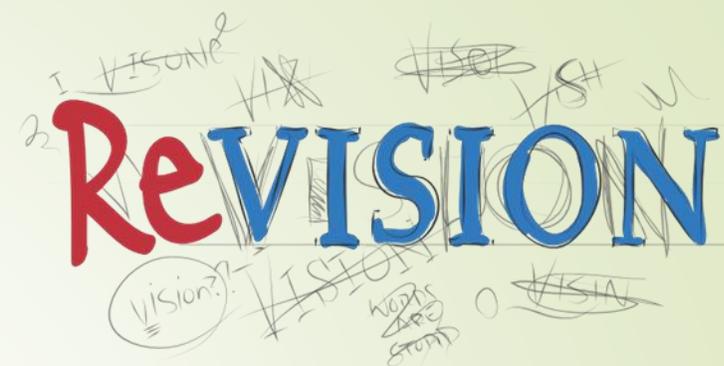




eat. sleep. revise. And repeat.



# Welcome to our Year 11 Revision & Study Skills Evening

Challenge yourself, have a go at the maths questions!

How much would you have won?

£500

-10

£50,000

210

£1000

$\frac{6}{8} = \frac{3}{4}$

£150,000

$2(A - 2) = 2A - 4$

£2000

9

£250,000

$25\pi$

£5000

£45

£500,000

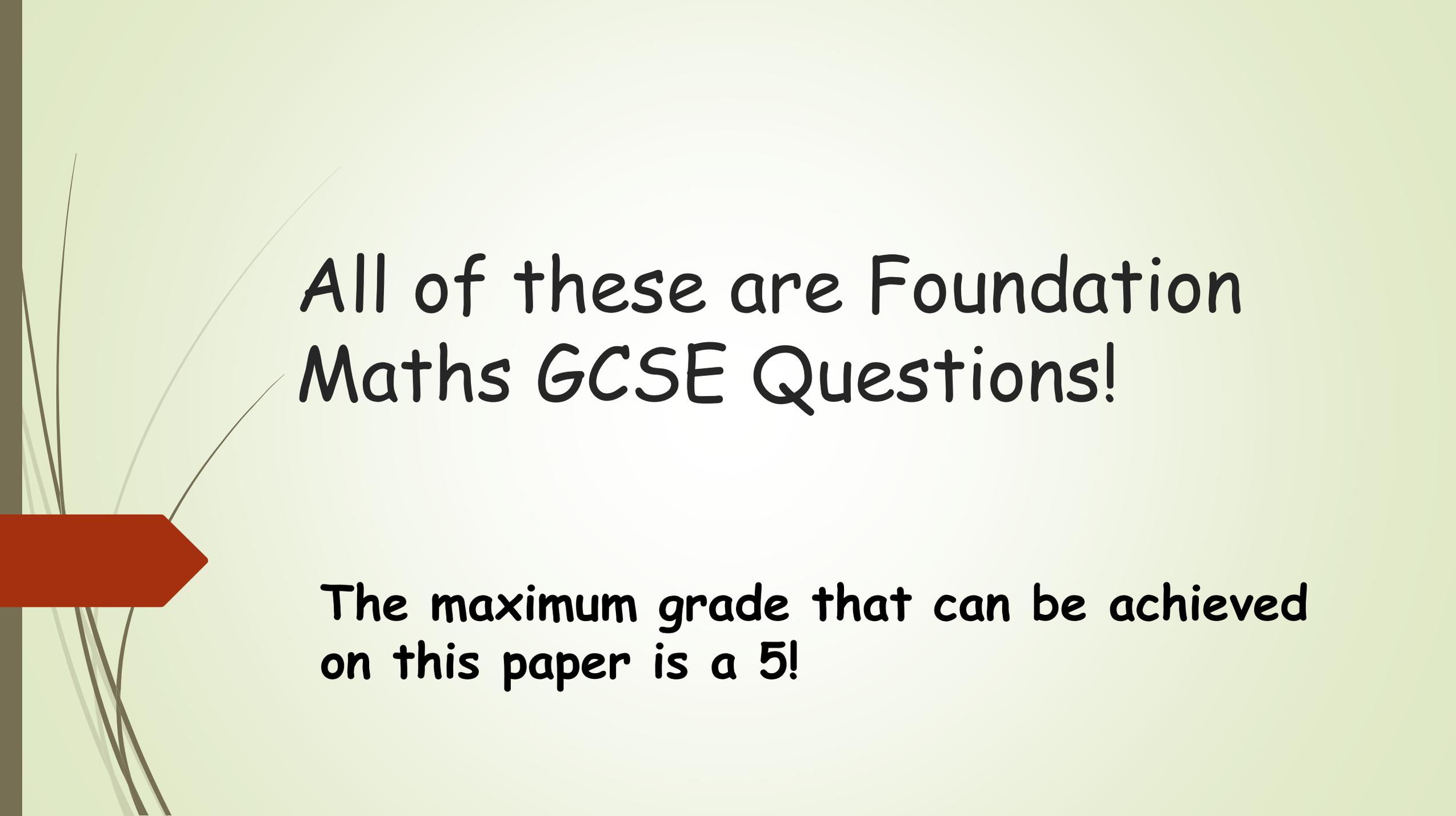
$\frac{5}{13}$

£10,000

4

£1,000,000

£135



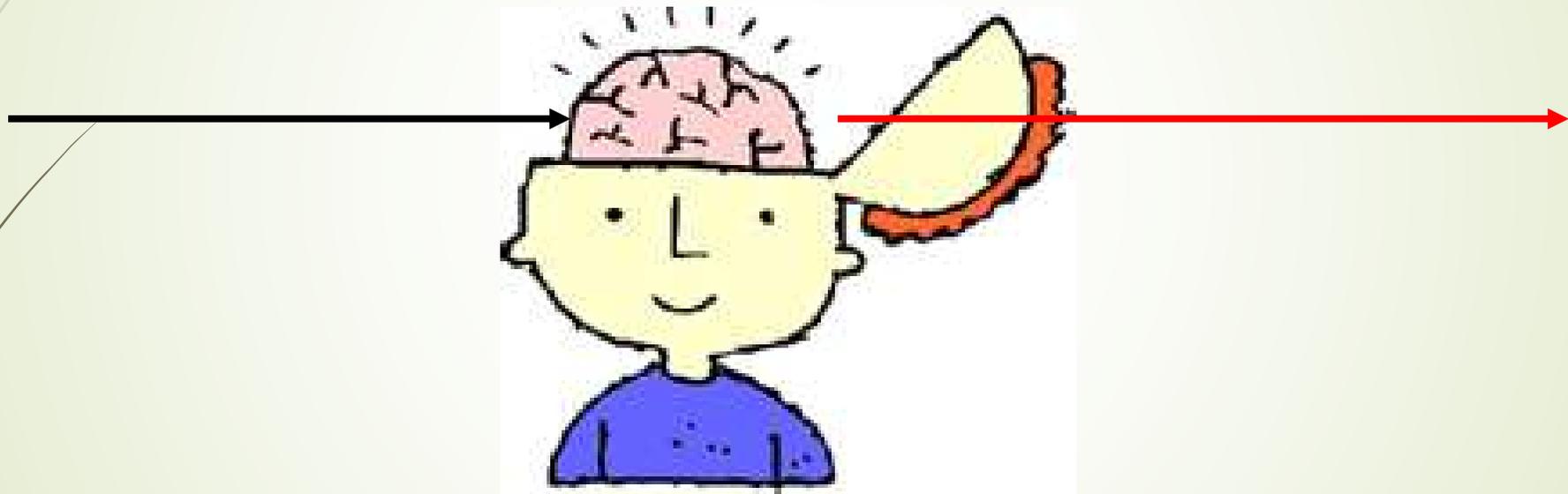
All of these are Foundation  
Maths GCSE Questions!

The maximum grade that can be achieved  
on this paper is a 5!

# New GCSE grades explained

9	A*
8	A
7	A
6	B
5 (strong pass)	B
4 (standard pass)	C
3	D
2	E
1	F
1	G
U	U

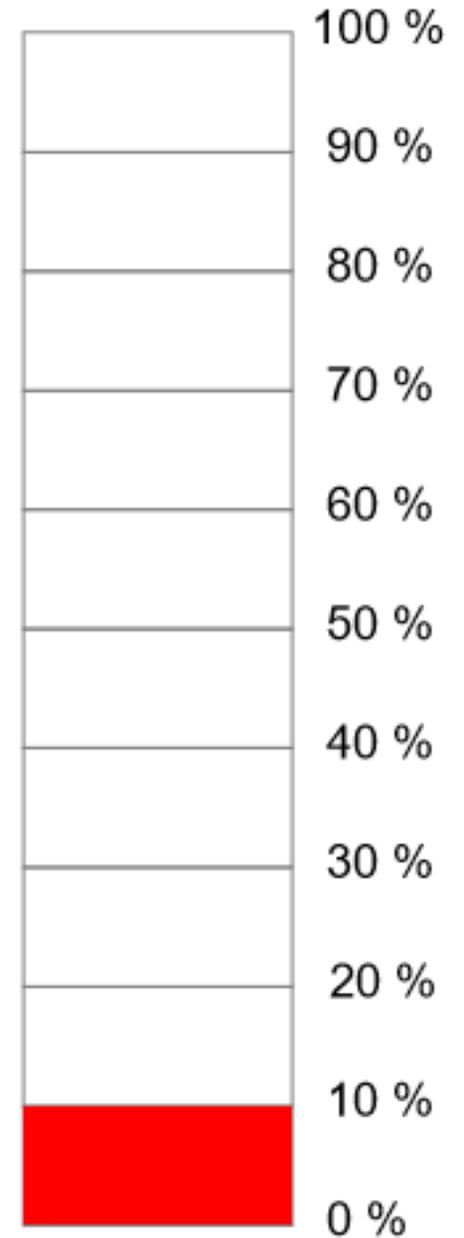
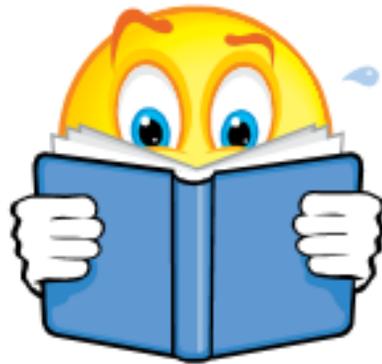
# REVISION



Its not what you do it's the  
way you do it!

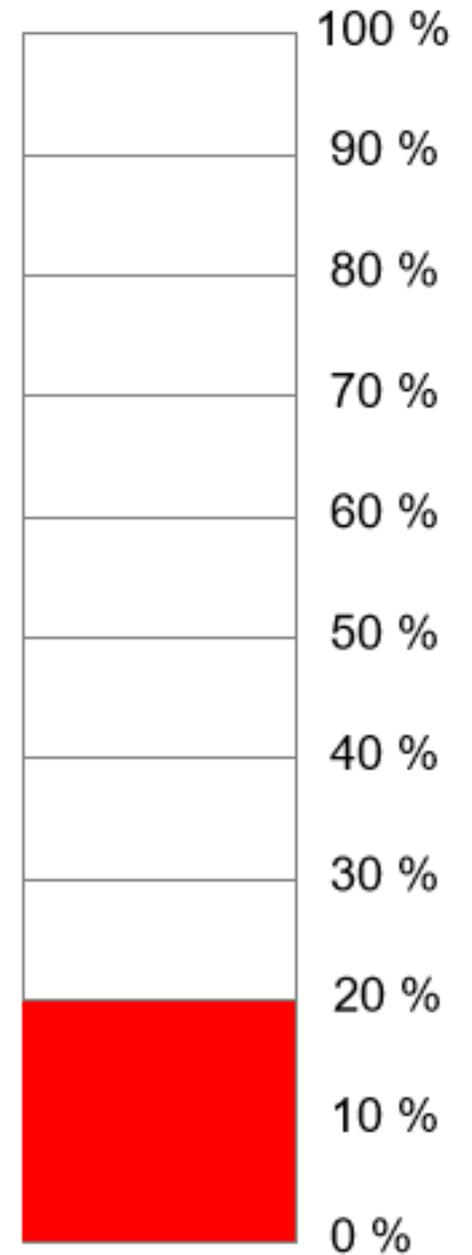
# “We Learn.....

10% of what we read



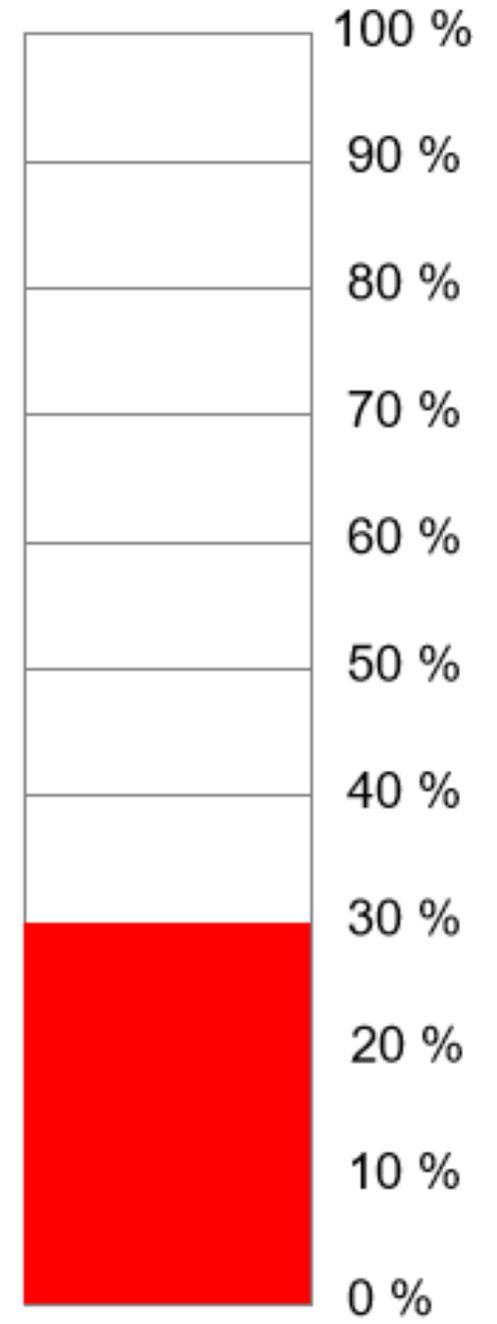
# “We Learn.....

20% of what we hear



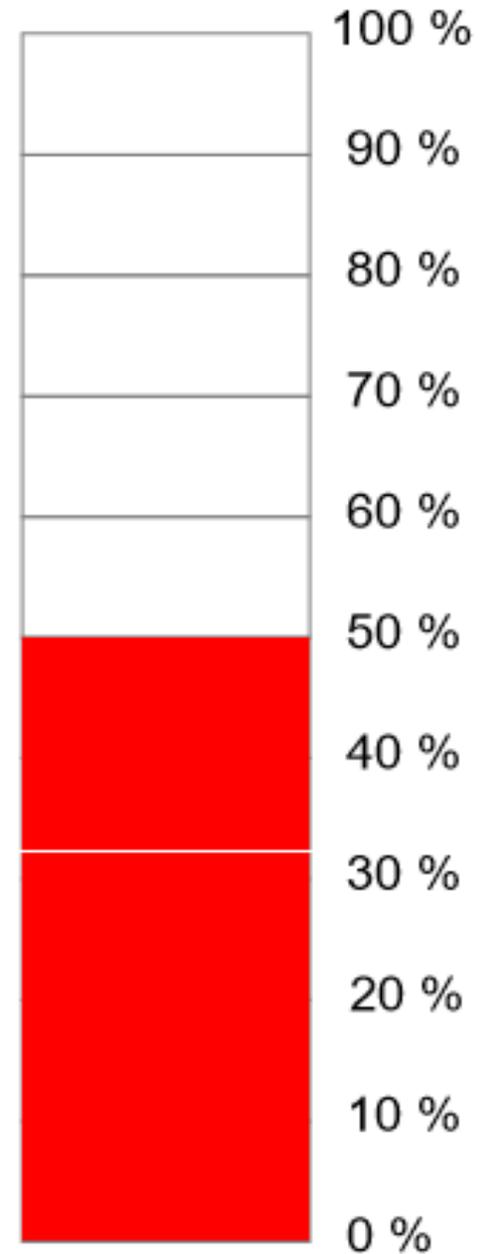
# “We Learn.....

30% of what we see



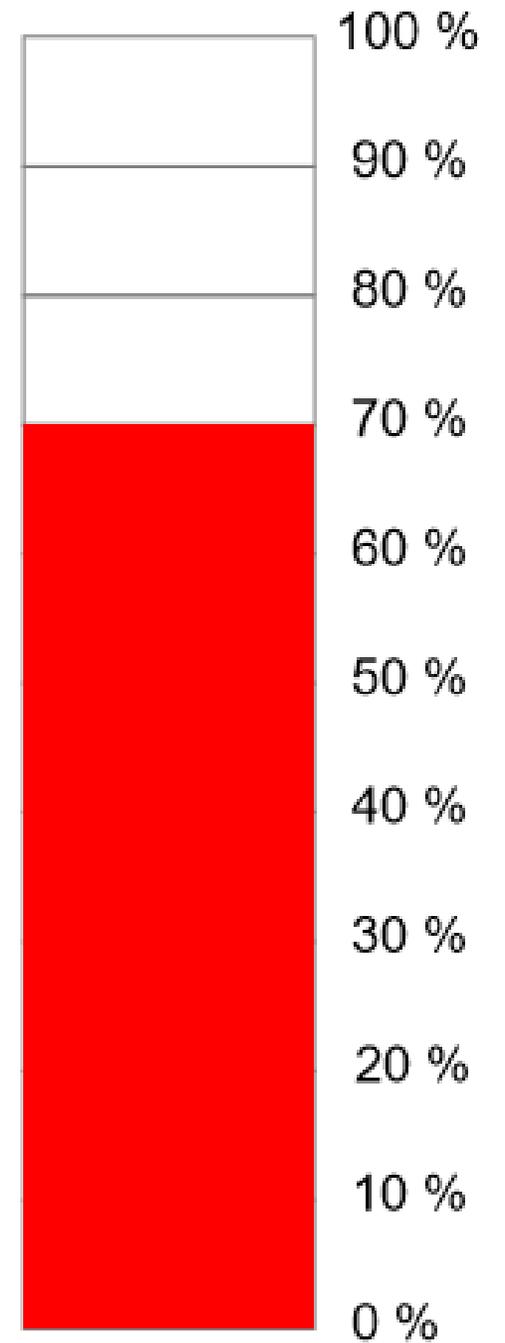
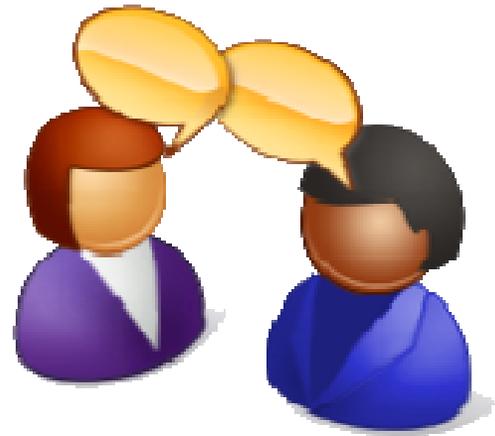
# “We Learn.....

50% of what we see and hear



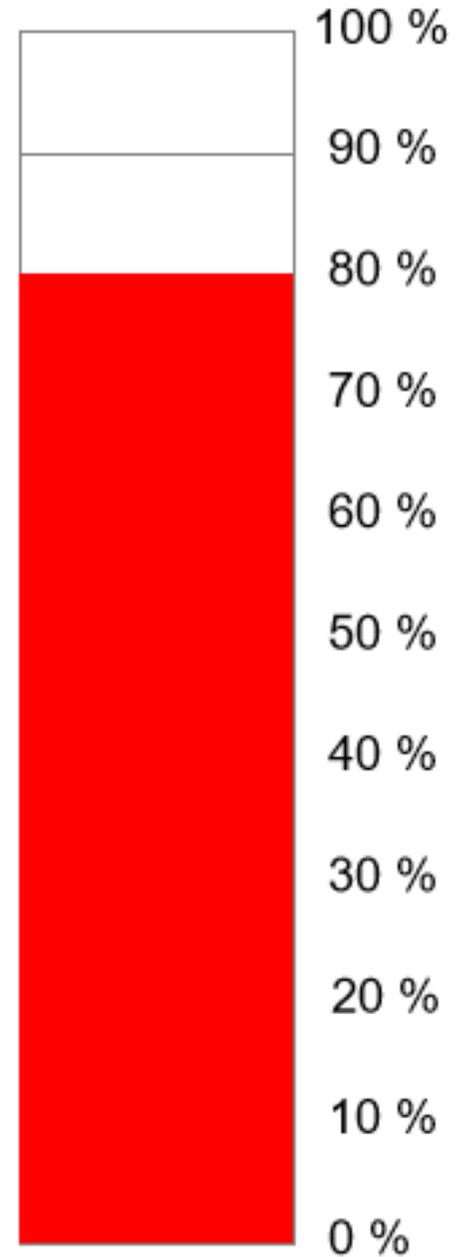
# “We Learn.....

70% of what we discuss



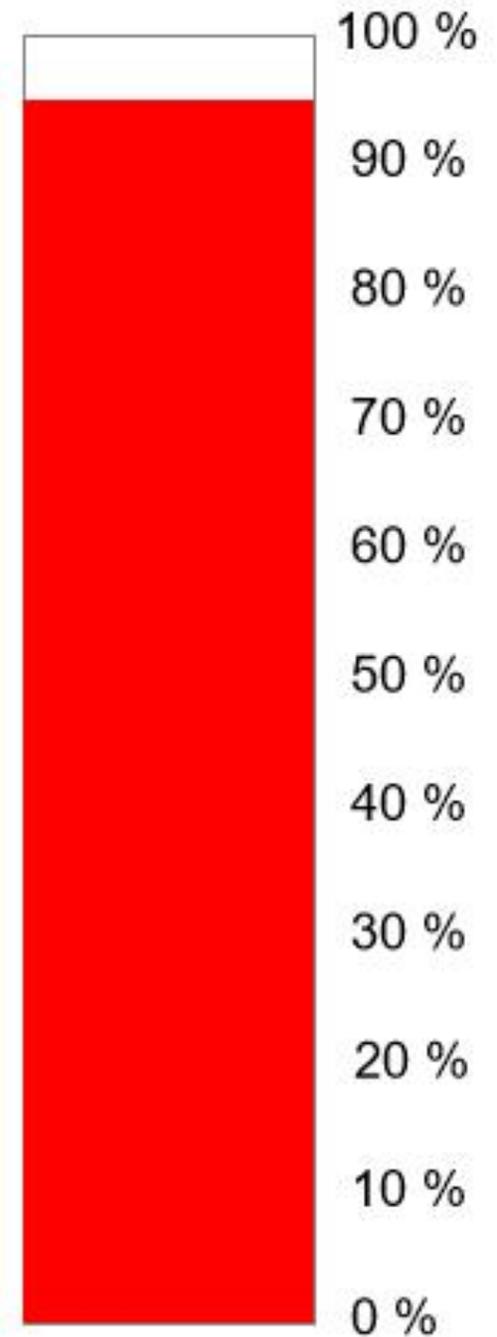
# “We Learn.....

80% of what we experience



# “We Learn.....

95% of what we teach others



## Key lesson:

- ➔ Just reading notes is NOT a good way of revising

I must do my revision  
I must do my revision



# Revision Techniques





# Revision Techniques

The following techniques are all shown to be **efficient** ways to revise.

# Flash Cards



Using flash cards is a very popular way of learning key facts. You learn through writing them and through reading them - so a very efficient method!



## How to use flash cards:

Write a question on one side and an answer on the other. Regularly go through these cards to ensure you have memorised the information. You know you have memorised something when you don't need to check your answer!

This is very helpful for learning vocabulary (for languages), learning quotations and context (for English) as well as learning facts for Science/Maths.

# Flash Cards



## Juliet

- "Lamb" Nurse's nickname reveals her innocence and dependence
- "come night - come Romeo!" act 3 scene 2 - eagerness shown through imperative language
- "I will not marry yet" defiant tone to her father
- "it is too rash, too unadvised, too sudden - too like the lightning" - act 2 scene 2 - foreshadowing
- "O happy dagger!" Oxymoron - violence and love linked



# Teaching other people

It doesn't matter whether you are teaching a friend, a parent, a pet, a sibling, a grandparent. It doesn't even matter if they know the subject well/ have never studied it before!

By teaching other people, you are discovering what you know really well as well as finding out where the gaps are.

Answering questions from people is also a brilliant way of revision as it forces you to explain difficult ideas in simple ways - thus helping yourself to understand difficult ideas!

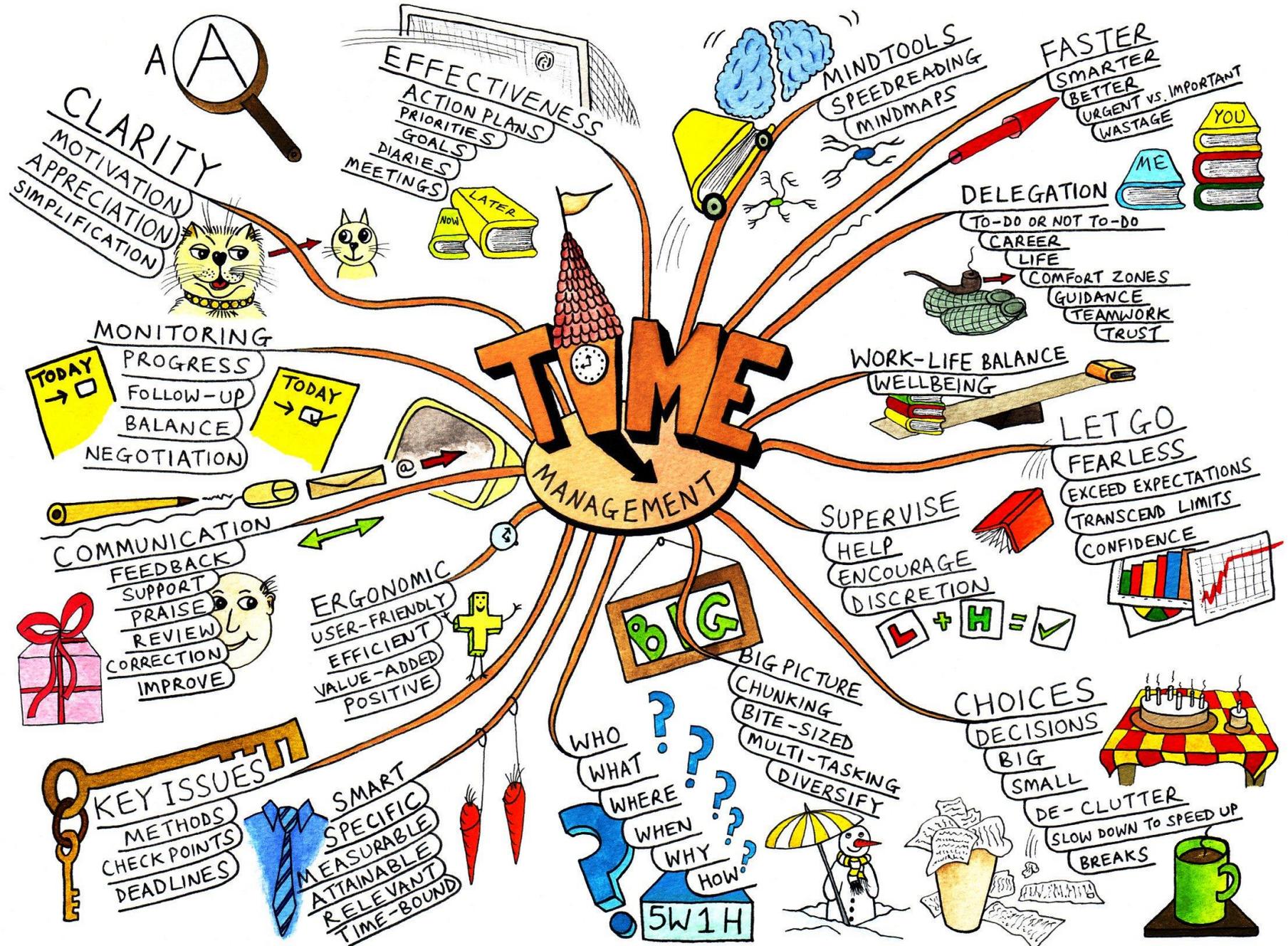


# Mindmaps

This technique is best for visual learners (they tend to be creative/ artistic and learn best by remembering information that holds significance through its visual presentation.)

Mindmaps convey all the information on a topic with a colour coding system.

The making of the map is shown to be the most helpful, but people also like to hang these mindmaps around their revision space.





# Note-taking

NEVER simply copy notes. To revise efficiently you need to be actively learning rather than passively copying.

Effective strategies include:

- Re-writing notes a number of times from memory.
- Reducing notes to the bare essential words in bullet points.

# Practice papers: the benefits

## Practise makes perfect!

Too often, students (particularly high ability) fall into the cycle of memorising information without applying their knowledge to exam questions. This lack of practise can lead to students narrowly missing the top marks.

## Question Style

In all subjects, examiners tend to like reusing the same question style and format. Completing practice papers will help you to familiarise yourself with the question style.

## Time Pressure

Retrieving information quickly is a skill that needs practising! Too often students miss out important information because of their time management.

## Creating your own paper

If you feel comfortable with the subject content but need to work on the skills necessary to answer questions, then creating your own exam paper and mark scheme is invaluable. This may be particularly helpful in a subject like English language, where you need to remember specific skills for each question.



Mnemonics.

How many of the following words can you remember after 30 sec?



- Airport

- Blanket

- Flags

- Monk

- Café

- Dragon

- Ice

- Skull

- Tea

- Cards

- Book

- Shell

- Crystal

- Teeth





- Airport

- Blanket

- Flags

- Monk

- Café

- Dragon

- Ice

- Skull

- Tea

- Cards

- Book

- Shell

- Crystal

- Teeth

# At the Airport

- Imagine that you wake up at the **airport** wrapped in a **blanket** that is made of **flags**. An old **monk** comes over and quietly whispers that you should go to the **café** upstairs to meet your friends. When you arrive at the café there is a foul smelling **dragon** sitting on a block of **ice** and opposite him is a beautiful girl sitting on a giant **skull**. They are drinking **tea** and playing **cards**. Suddenly the girl throws a card at you which, when you catch it, transforms into a little **book**. You look up again but the dragon and the girls have vanished. All that is left at their table is a **shell** full of **crystal teeth**!



# Using Mnemonics Effectively

- **Symbols** : information can be stored and communicated by symbols. When creating mnemonics use symbols that are powerful and meaningful for you
- **Outstanding** : making things stand out will make them easier to remember - this is why the story had a monk and dragon
- **Link**: include clear link to speed up recall - this is why the girl threw a card which became a book

# Using Mnemonics Effectively

- **All five senses:** the best mnemonics evoke different senses - in the story you should have been able to imagine the **sound** of the monk whispering, the **smell** of the dragon, the **sight** of the crystal teeth
- **Repetition** - go back to your mnemonics several times. Memorising the story and then telling it back to someone else should make it easier to remember the 14 key words



History Example - Wall Street Crash is one of most significant incidents in 20<sup>th</sup> century. Some key events which took place around this time were:

- There was high demand for US goods after WW1
- Certain US industries e.g. Motor industry grew rapidly in the early 1920s
- The US economy started to decline in the late 1920s
- Panic selling of stock led to WSC in 1929
- US banks and companies were force to close
- Widespread poverty resulted, because many people lost their jobs and savings

Wall Street Crash - to memorise these events you need to think of an anchor symbol e.g. as the WSC took place in USA one option would be to centre your mnemonic around the US flag





Imagine that a man grabs a US flag (**high demand for American goods**) and sticks it on top of his huge car (**growth of motor industry**). He then gets into a much smaller car (**decline of US economy**) and drives off. He passes through a market where everyone is frantically trying to sell things (**panic selling**) and hears a huge explosion (**Wall Street Crash**). The man arrives at a town where every shop is closed (**banks and companies are forced to close**) and gives his car to a beggar on the roadside (**widespread poverty**).





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### 1.1 Aims of Cyber Security:

1. C \_\_\_\_\_
2. I \_\_\_\_\_
3. A \_\_\_\_\_

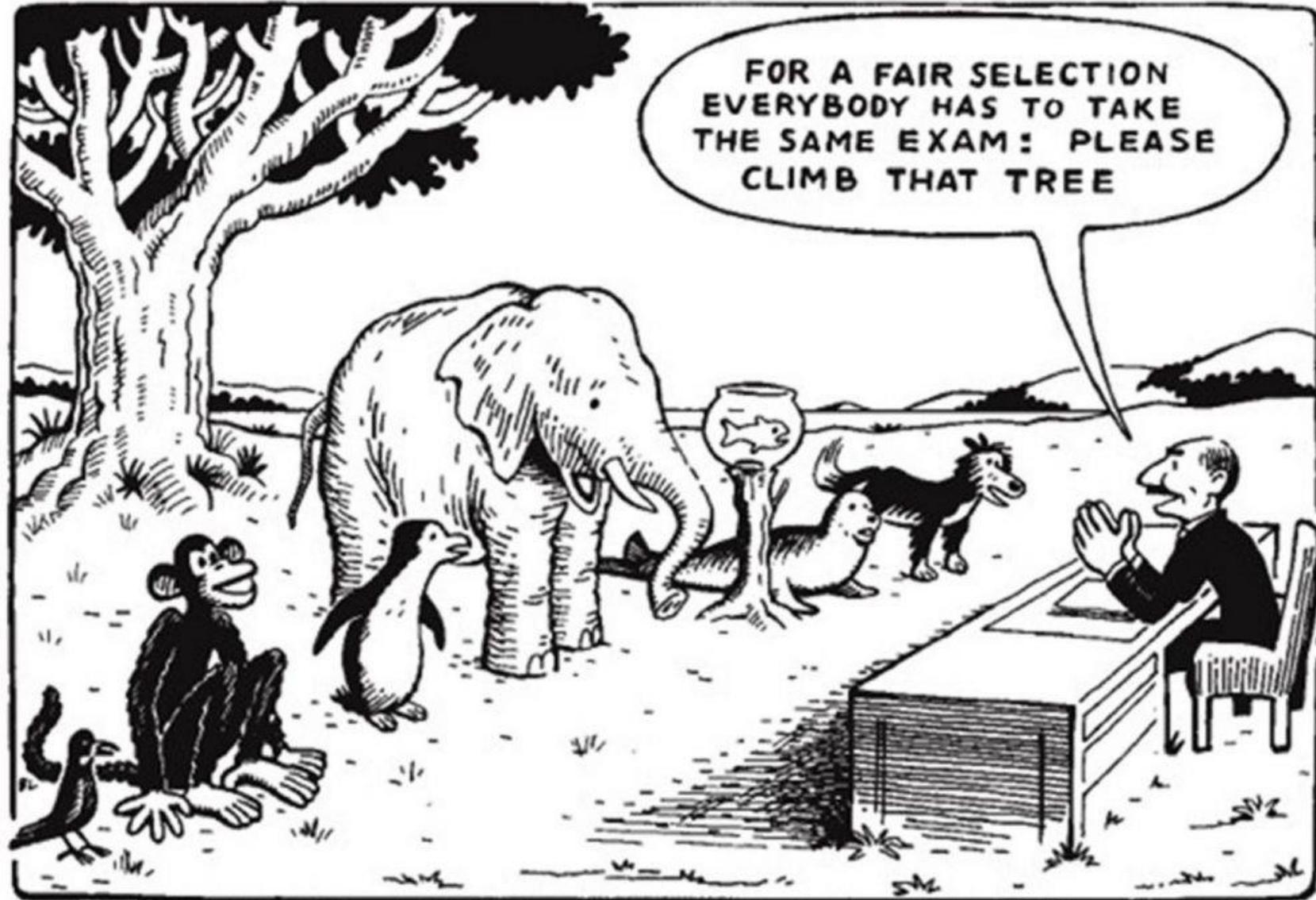
### 2.6 Other Considerations of Cyber Security:

1. L \_\_\_\_\_
2. E| \_\_\_\_\_
3. O \_\_\_\_\_

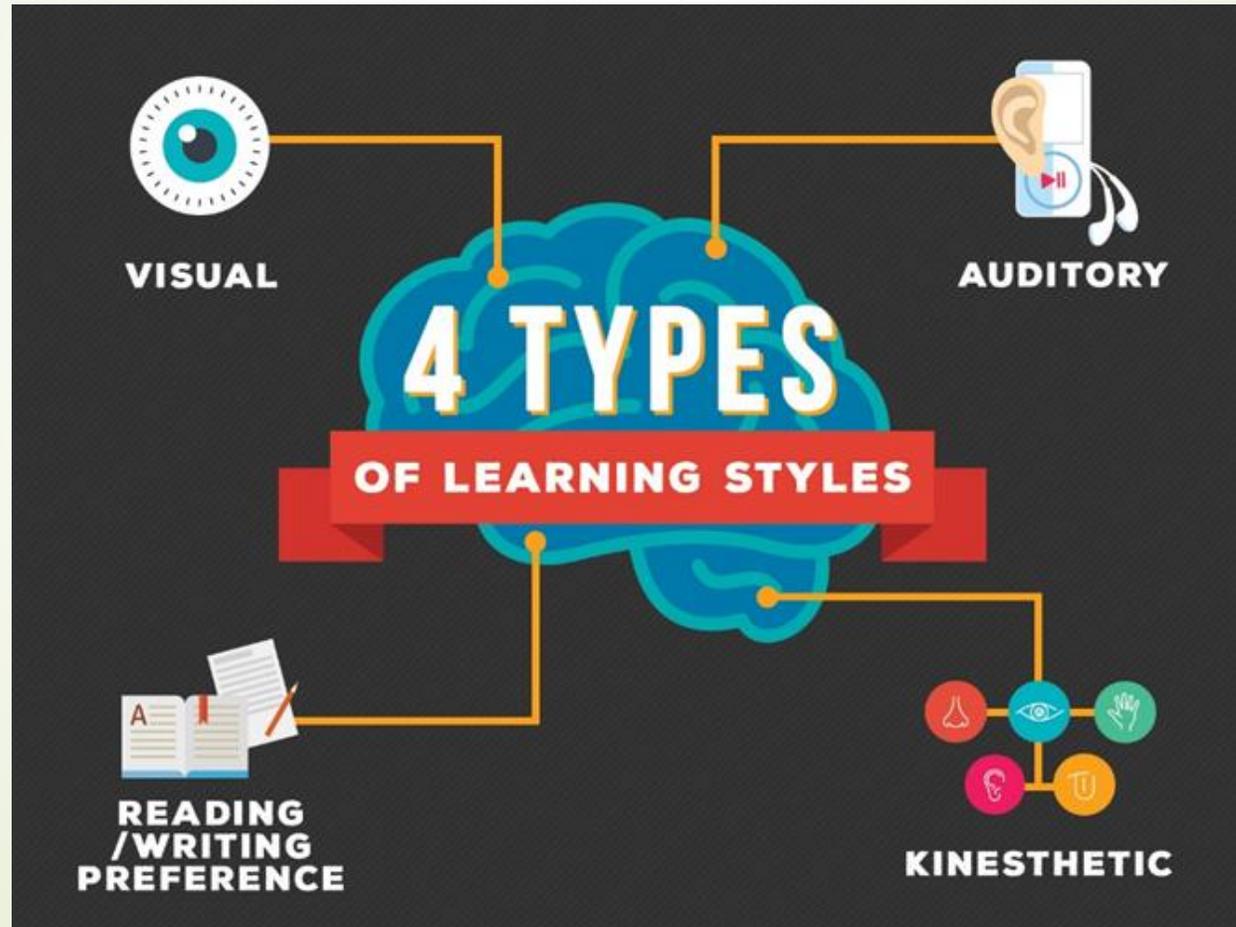
### 1.3 The importance of Cyber Security:

1. need to protect p\_\_\_\_\_ d\_\_\_\_\_ (e.g. h\_\_\_\_\_, f\_\_\_\_\_, n\_\_\_\_\_, i\_\_\_\_\_)
2. need to protect o\_\_\_\_\_ d\_\_\_\_\_ (e.g. f\_\_\_\_\_, r\_\_\_\_\_, d\_\_\_\_\_, p\_\_\_\_\_)
3. need to protect s\_\_\_\_\_ d\_\_\_\_\_ (e.g. e\_\_\_\_\_, n\_\_\_\_\_, s\_\_\_\_\_)

# One size does not fit all



Use different techniques that suit your Learning style(s)

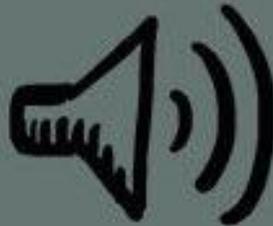


# WARK

by justadandak.com



like to be shown  
not told, prefer  
illustrated  
examples and  
visual cues of  
achievement



prefers to listen  
and will be  
adept at  
converting  
spoken  
instruction into  
action



best within the  
'traditional'  
educational  
approach by  
devouring text  
and replicating  
the medium



love just getting  
their hands on  
tools and  
figuring it out  
through physical  
feedback cues

# Visual Learners... now let's see...

- Write things down on post it notes and stick them around the house
- Draw lots of diagrams and pictures
- Traffic light work to see where you need to focus your attention
- Highlight revision notes - colour code topics
- Use revision websites and You tube
- Make mind maps / knowledge organisers for each topic - include colour and pictures
- Draw boxes or circles around important points and arrows to show links

# Auditory Learners... how does this sound?

- Record yourself reading your notes and listen to them on your phone
- Revise with a friend - teach and test each other
- Make up mnemonics or rhymes to help you remember important facts
- Read out loud and repeat back to yourself
- Ask an adult to test you and discuss what you are learning
- Play revision games that you have made
- Download and listen to podcasts

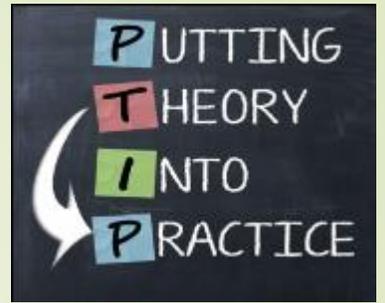
# Read/Write Learners... let me spell it out for you

- Mind maps
- Past paper exam questions
- Cue cards
- Graffiti walls
- Summarising notes / extracts from text books

# Kinaesthetic Learners... let's do this!

- Use ICT to make revision material - make PowerPoints, or kahoot quizzes
- Keep active - walk around when reading, bounce a ball, tap a foot
- Write down your own notes - make revision cards
- Do something physical when you take a break
- Invent signs / mimes to help you explain concepts
- Play a revision game on BBC Bitesize or other revision websites

# Putting it into practice



- If you're bored of revising... you're boring yourself!
- Change the activity - if you were doing something visual, do something kinaesthetic etc.
- Get a study buddy - mixing your styles of revision will help you get the best possible results from your revision time



# Revising Efficiently!

Research suggests that revising consistently throughout the year is much more effective than 'cramming' before an exam.

A revision timetable is key to this

# Some Really Useful Tips.....

- Revision is best undertaken in small chunks of time
- It is best to work in 20 minute slots
  - either 15 minutes revision plus a 5 minute rest
- Or
  - 10 minutes revision plus a 10 minute rest
- Basically, 3 slots per hour
- With a specific focus on what you want to learn
- During your rest break, do something different - walk around, make a drink & go over what you've learned.
- Try to revise different subjects rather than the same ones

October	November	December	January	February	March	April	May
1	1	1		1	1	Easter Holiday	1
2	2	2		2	2		2
3	3	3	3	3	3		3
4	4	4	4	4	4		4
5	5	5	5	5	5		5
6	6	6	6	6	6		6
7	7	7	7	7	7		
8	8	8	8	8	8		
9	9	9	9	9	9		
10	10	10	10	Half Term	10	Main Exams	
11	11	11	11		11		
12	12	12	12		12		
13	13	13	13		13		
14	14	14	14	14			
15	15	Christmas Holiday	15	15	15		
16	16		16	16	16		
17	17		17	17	17		
18	18		18	18	18		
19	19		19	19	19		19
20	20		20	20	20	20	
Half Term	21		21	21	21	21	
	22		22	22	22	Photography Exam	22
	Inset		23	23	23	23	23
	25		24	24	24	24	24
	26	25	25	25	Art Exam	25	
27	26	26	26	26	26		
28	27	27	27	27	27		
29	28	28	28		28		
30	29	29	29		29		
31	30	30	30		30		
			31				

**206 days in total!**

# Time Management

- ▶ Let's say there are 206 Days until the first written GCSE exam
- ▶ You all study about 10 subjects
- ▶ Most GCSEs are divided into 6 units
- ▶ You will need to revise for about 3 hours per unit
- ▶ That's 18 hours per subject
- ▶ or 180 hours in total
- ▶ And 540 revision slots
- ▶ If you start revising today you will need to revise for 2.5 slots every day!!



# Now it's time for you to think about planning your own timetable.

- Try colour-coding your subjects so that your timetable is easy to read and you can glance at it quickly and know what you're doing.
- Try to split each subject into topics so that you have a clearer structure.
- Make sure you put sessions in that allow you to relax and unwind.
- You will still have homework! Make sure you give yourself time to do it!

Make a list of extra-curricular activities that you do that need to be added on to your revision timetable (e.g. football between 1-4pm on a Saturday afternoon)

- Be realistic! For example: Don't plan to revise maths for 12 hours solid on a Saturday, because it won't happen and you won't benefit from it.
- Have your revision timetable somewhere where you will see it everyday, so it acts as a reminder of what you need to do. Tell your family members that you have made one so that they can support you!



	Slot 1 (15 minutes)	Rest	Slot 2 (15 minutes)	Rest	Slot 3 (15 minutes)	Rest	Slot 4 (15 minutes)	Rest	Slot 5 (15 minutes)	Rest	Slot 6 (15 minutes)	Rest
3	Science		French		Geography		History		PE		Maths	

November	Slot 1 (15 mins)	R	Slot 2 (15 mins)	R	Slot 3 (15 mins)	R	Slot 4 (15 mins)	R	Slot 5 (15 mins)	R	Slot 6 (15 mins)	R
3	Science		French		Geography		History		PE		Maths	
4	French		English Lang		Science		English Lit		Maths		French	
5	Science		English Lit		Geography		Maths		PE		English Lang	
6	French		Geography		History		PE		Maths		English Lang	
7	History		Science		English Lit		Maths		Geography		PE	
8	English Lang		French		History		Science		English Lit		Maths	
9	Science		English Lang		Geography		History		PE		Maths	
10	French		Science		Maths		English Lit		Science		History	
11	Maths		Geography		PE		English Lang		Science		French	
12	Geography		French		Science		English Lit		History		PE	
13	Geography		History		PE		Maths		History		Science	

Day	9-10	10-11	11-12	12-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10
Monday								HWK	Break	Geog	English	Relax	Relax
Tuesday								HWK	Break	English	Science	Relax	Relax
Wednesday								HWK	Break	BS	Spanish	Relax	Relax
Thursday								HWK	Break	Science	IT	Relax	Relax
Friday								HWK	Break	Maths	Geog	Relax	Relax
Saturday	Science	Maths	BS	Sport	Sport	Sport	Relax	Relax	Break	Relax	Relax	Relax	Relax
Sunday	HWK	HWK	English	Science	Relax	Relax	Relax	Relax	Break	Spanish	IT	Relax	Relax



## Other Useful Tips.....

- Plan carefully + plan ahead
- Choose times that work best for you - morning, afternoon, evening
- Stick to a routine - this is how we work best!
- Set realistic targets for yourself & reward yourself
- Teach others what you have learned



Resources that  
will help you



# Maths

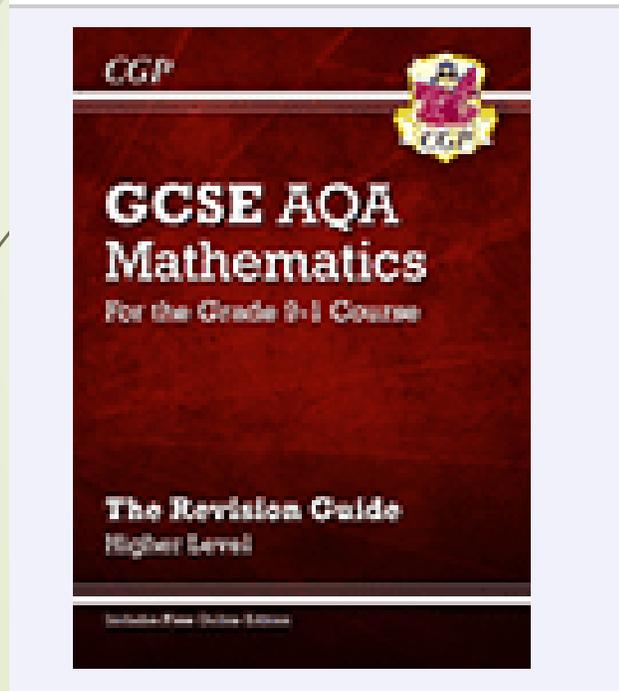
# GCSE Maths revision aids

The maths department recommend:

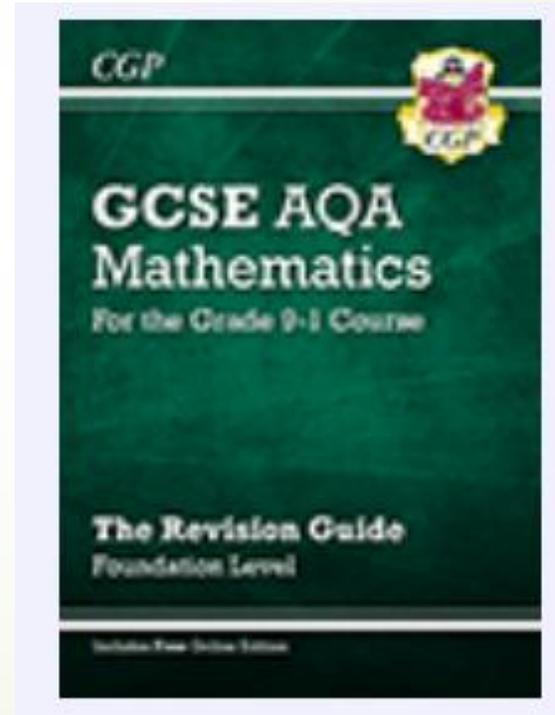
- 1) revision guides – available from maths shop (currently £2.50 but subject to change)
- 2) Kerboodle – video tutorials and MyMaths links
- 3) attend revision sessions that start in the Spring term
- 4) revision question cards for AQA – available from CGP website (currently £9.50)  
[www.cgpbooks.co.uk](http://www.cgpbooks.co.uk)
- 5) revision cards – available from the Maths Association website (currently £9 for higher tier and £8 for foundation tier) [www.m-a.org.uk](http://www.m-a.org.uk)

Revision guides - available from maths shop (current stock £2.50)

Higher tier



Foundation tier



# Kerboodle – students already have access to this for free

This is the online textbook that the students currently use and have login details for accessing resources.



Links to video tutorials for topic

These symbols will be found on numerous pages throughout the book



Links to MyMaths website for further practice and explanation for topic



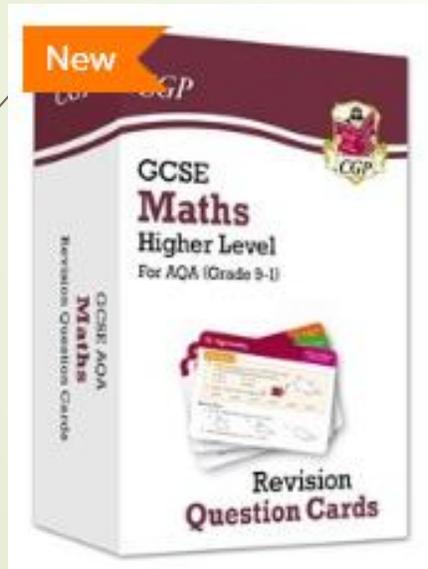
# Spring term revision sessions

- ▶ These will be run by your child's maths teacher either after school or before school and students will be made aware of when these sessions will be starting and which day and time they will be taking place.
- 

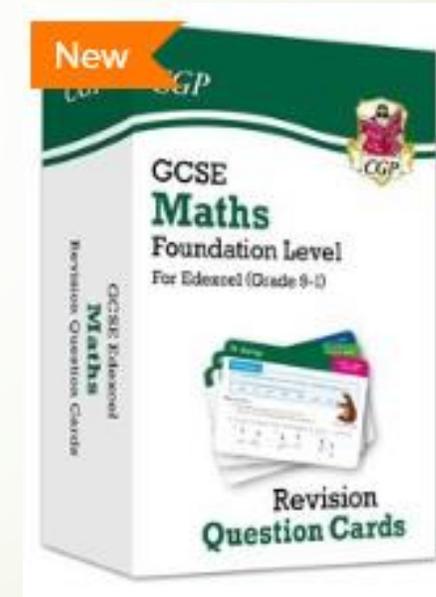
Revision question cards for AQA  
available from CGP website (currently £9.50)

[www.cgpbooks.co.uk](http://www.cgpbooks.co.uk)

Higher tier



Foundation tier

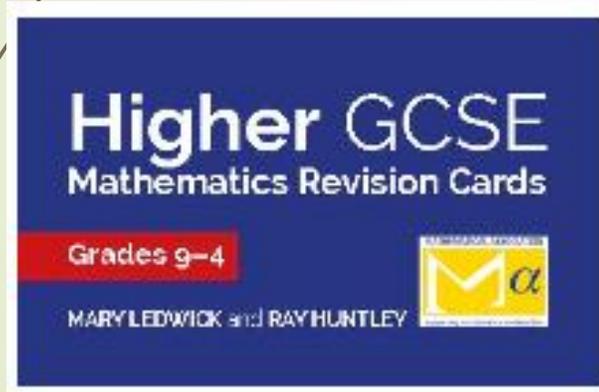


## Revision cards

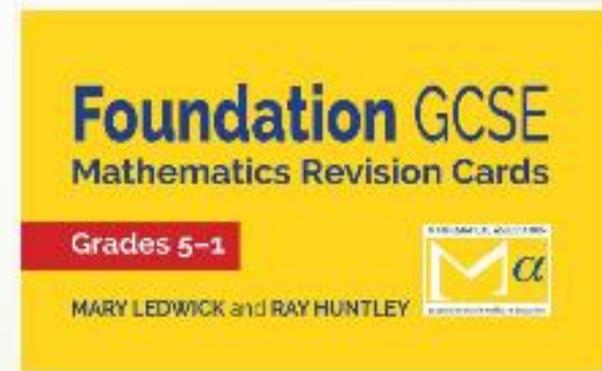
available from the Maths Association website  
(currently £9 for higher tier & £8 for foundation tier)

[www.m-a.org.uk](http://www.m-a.org.uk)

Higher tier



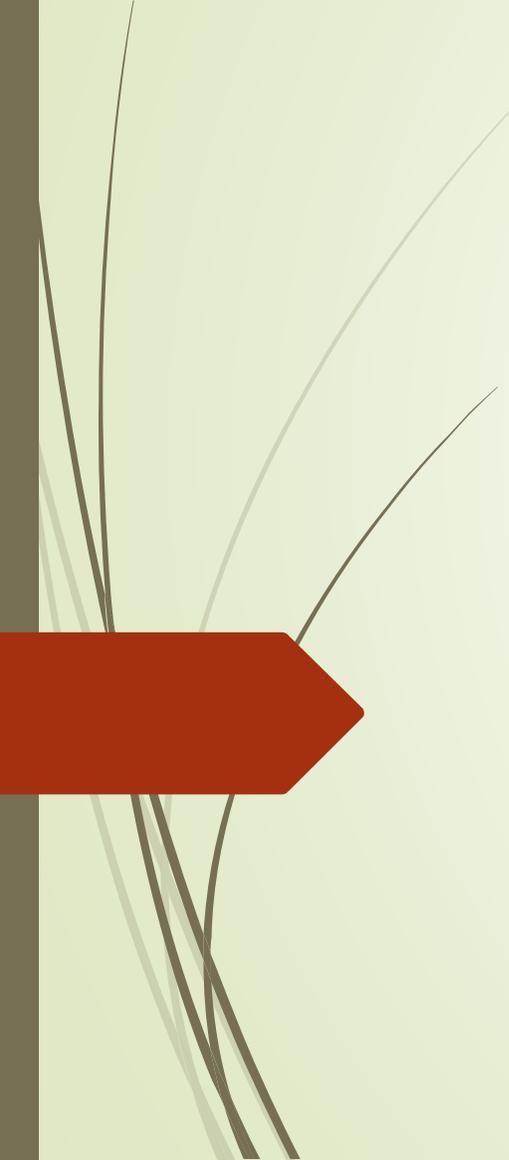
Foundation tier





# English

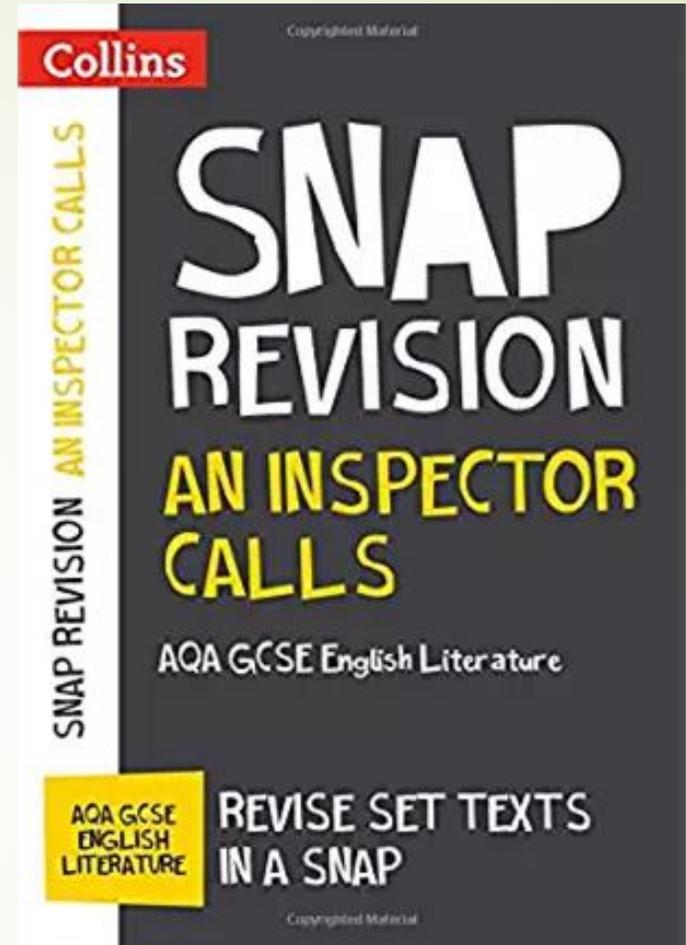
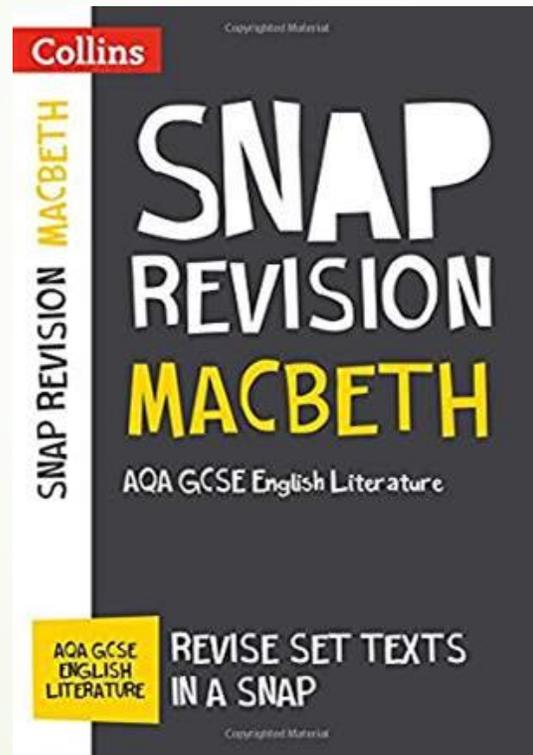
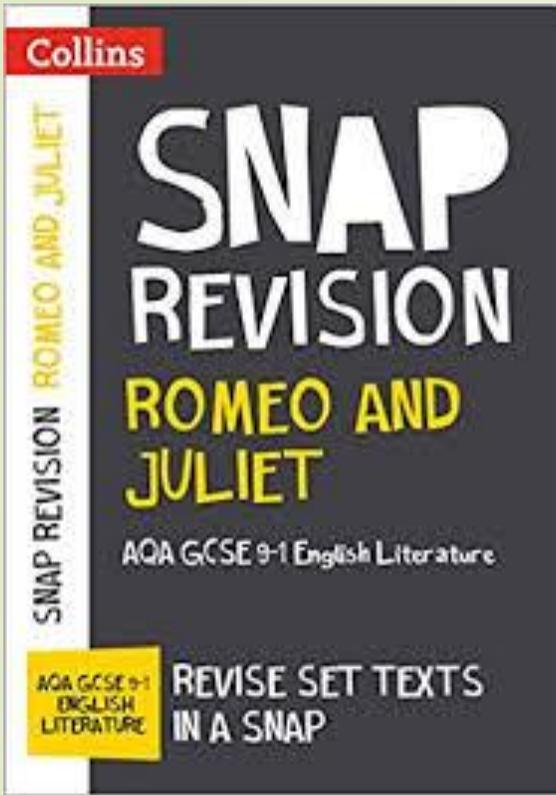
# **GCSE English Language and English Literature Revision**





# Edgbarrow Website and Google Classroom

- Revision resources
- Revision calendar after Christmas
- Links to BBC Bitesize for revision of Literature texts
- Links to Spark Notes for Literature texts
- Teachers also post individual resources for their specific classes on google classroom and provide revision packs.
- Revision guides for Literature texts and Language Reading and Writing can be recommended by department:



# What it looks like inside...

## Key quotations

### Characters

## Macbeth

You must be able to: analyse how Shakespeare presents the character of Macbeth.

### What are the first impressions of Macbeth?

Shakespeare introduces the audience to Macbeth in Act 1 scene 2 through other characters.

He is a good soldier, with **adjectives** and **verbs** depicting his strength and determination, 'bloody execution ... carv'd out his passage'.

**Personification** is used by the Captain to describe how, even though the odds were against him, Macbeth fought bravely, 'Disdaining Fortune'.

The King makes him Thane of Cawdor and uses the adjective 'noble' to show Macbeth is honourable, 'What he hath lost, noble Macbeth hath won'.

**Simile** and **metaphor** emphasise this respect by showing how quickly all the thanes send news of Macbeth's valour to the King: 'As thick as hail, / Came post with post; and every one did bear / Thy praises in his kingdom's great defence, / And pour'd them down before him'.

### How is he affected by the witches?

Macbeth is fascinated by the witches' prophecies but does not take them seriously until he hears that the King has named him Thane of Cawdor.

Shakespeare then uses asides in Act 1 scene 3 to reveal Macbeth's deepest thoughts and show he is now hiding things from Banquo.

Adjectives show he is excited by the possibility of becoming King, 'happy prologues to the swelling act / Of the imperial theme'.

However, metaphors make it clear that the idea of killing the King shocks and terrifies him, 'horrid image doth unfix my hair, / And make my seated heart knock at my ribs'.

### Does Macbeth have a conscience?

Metaphor is used to show Lady Macbeth's fears that Macbeth is too honourable to achieve his ambitions: 'I fear thy nature: / It is too full o'th'milk of human kindness'.

During Act 1, he battles with his feelings of right and wrong. Shakespeare shows this through Macbeth's soliloquies and his dialogue with Lady Macbeth.

He knows that **regicide** will damn him to Hell but Lady Macbeth convinces him to go ahead. His weakness is seen where she manipulates and dominates him.

Before and after killing the King, Macbeth is plagued by fears, visions and paranoia. This emphasises how he isn't a simple villain but a good man turned bad. He also believes he will never rest again and will always have the King's blood on his hands.

### Key Quotations to Learn

Captain: 'For brave Macbeth (well he deserves that name),' (lii)

Macbeth: 'I have brought / Golden opinions from all sorts of people, / Which would be worn now in their newest gloss, / Not cast aside so soon.' (lvii)

Macbeth: 'Will all great Neptune's ocean wash this blood / Clean from my hand?' (liii)

### Summary

- Macbeth begins the play as a good, honourable soldier who is respected by all.
- The witches manipulate him by playing on his ambitions.
- Macbeth's greatest weakness is his wife. He loves her and is manipulated by her.
- At the start of the play he battles his conscience, whether it is right or wrong to kill the King.

### Sample Analysis

Shakespeare shows Macbeth's corruption in Act 1 scene 4 when he says, 'Stars, hide your fires! / Let not light see my black and deep desires'. Traditional images of light and dark are used to present good and evil, with Macbeth turning away from goodness. The rhyme in this couplet emphasises the sinfulness of his burning ambitions. However, his demand to the night for help is a reminder that he is struggling with his conscience. This speech is said as an aside, allowing the audience to see how Macbeth is changing. The **dramatic irony** is highlighted by King Duncan commenting to Banquo on how 'valiant' Macbeth is.

### Questions

#### QUICK TEST

1. How does Shakespeare establish that Macbeth is a good man?
2. What begins to change Macbeth?
3. In what way is Macbeth more complex than a basic villain?
4. Why does Macbeth kill the King, even though his conscience tells him not to?

#### EXAM PRACTICE

Using one or more of the 'Key Quotations to Learn', write a paragraph analysing how Shakespeare presents the character of Macbeth at the start of the play.

Easy to read sections about the text

Quick Test Questions

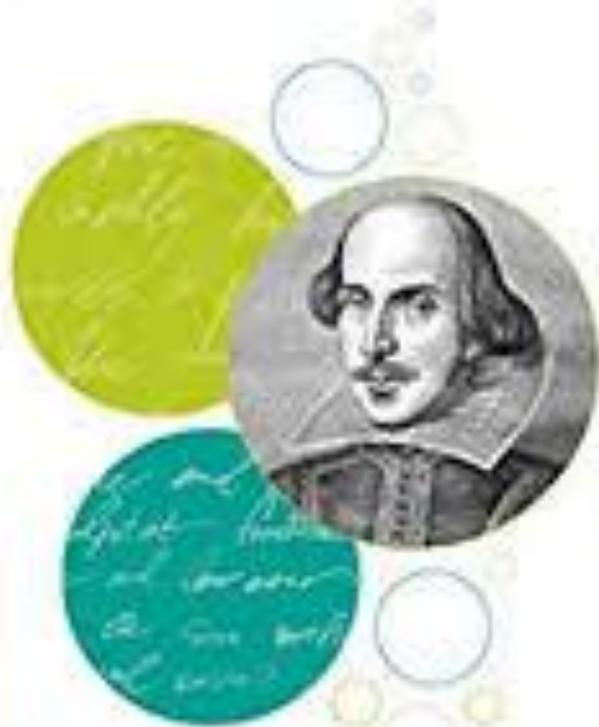
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AQA GCSE 9-1 Revision

# English

# English

Poetry Anthology: Power & Conflict



AQA GCSE 9-1

Poetry Revision Guide

ebook included

Supports the new national curriculum

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## Poem Overviews 1: Ozymandias

The narrator 'met' a traveller who describes the statue and then tells us the traveller's story. This narrative framing creates a sense of distance in time and place, giving an almost mythical quality.

Half of the statue has already been buried in the sand; perhaps the rest will follow?

**Caesura** highlights the sentence and strengthens the contrast between Ozymandias's words and reality.

The oxymoron 'colossal wreck' accentuates the destruction of the statue.

### Ozymandias

I met a traveller from an antique land  
 Who said: Two vast and trunkless legs of stone  
 Stand in the desert. Near them on the sand,  
 5 Half-sunk, a shatter'd visage lies, whose frown  
 And wrinkled lip and sneer of cold command  
 Tell that its sculptor well those passions read  
 Which yet survive, stamp'd on these lifeless things,  
 The hand that mock'd them and the heart that fed;  
 And on the pedestal these words appear:  
 10 'My name is Ozymandias, king of kings:  
 Look on my works, ye Mighty, and despair!'  
 Nothing beside remains. Round the decay  
 Of that colossal wreck, boundless and bare,  
 The lone and level sands stretch far away.

The land is vague and distant, making it clear that Ozymandias's achievements belong to the past.

The sculptor had a clear understanding of the character of Ozymandias.

'mock'd' can mean copied or scorned.

'Look on' and 'Nothing' - the changes in metre in lines 11 and 12 give emphasis to these words.

Alliteration highlights the barrenness of the desert and contributes to the tone of futility.

Key: Change in metre Alliteration Oxymoron

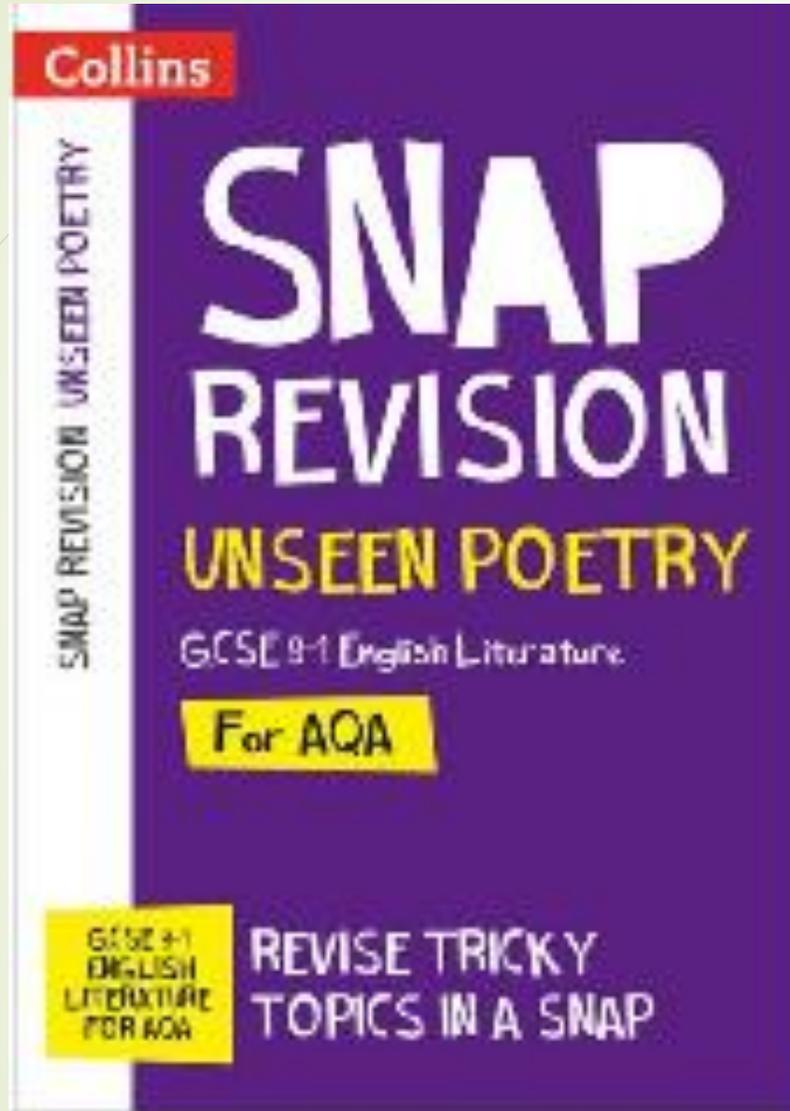
### About the Poem

- The poem was written by Percy Bysshe Shelley in 1818. It is thought that the poem was inspired by the statue of the powerful Egyptian ruler Rameses II (Ozymandias in the poem), which was brought to London about that time.
- The narrator recounts an anonymous traveller's tale.
- The narrator re-tells the traveller's description of the remains of a vast, ruined statue of a powerful ruler, half-buried in the desert.
- The statue is a **metaphor** which reveals the character and foolishness of the ruler.
- There are two voices in the poem - the traveller and Ozymandias. We learn about two characters: the artist and Ozymandias. Ozymandias's words are in inscription on the pedestal.
- The poem can be seen as an analogy: time will challenge any great civilisation or ruler.



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Includes great notes on each of the poems and comprehension questions



Tips and practice for this compulsory unit of the Literature exam.

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SNAP REVISION WRITING

# SNAP REVISION WRITING

(for papers 1 and 2)

AQA GCSE English Language

AQA GCSE ENGLISH LANGUAGE

REVISE TRICKY TOPICS IN A SNAP

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SNAP REVISION READING

# SNAP REVISION READING

(for papers 1 and 2)

AQA GCSE English Language

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REVISE TRICKY TOPICS IN A SNAP

Key Technical Skills: Reading

## Analysing Form and Structure

You must be able to:

- Explain, comment on and analyse how writers use form and structure
- Use relevant subject terminology to support your views.

### Form and Structure

- The structure of a text is the way in which it is organized: for example, the order in which information is given or events described.
- The terms 'structure' and 'form' are both used to describe how a text is set out on the page.

### Openings

- The beginning (**opening**) of a text is very important as it has to draw in the readers and encourage them to continue reading.
- Some texts begin by giving an overview of the subject, indicating what the text is going to be about:

There are thousands of varieties of butterfly. In this article I will discuss some of the most common.

- A writer might explain why he or she has decided to write:

Lewis's views about youth unemployment are fundamentally wrong.

- Fiction writers can use their openings to introduce characters or settings:

'I shall never forget Tony's face,' said the carrier.

- Texts can also start with dramatic statements, designed to shock, surprise or intrigue:

It was a bright cold day in April, and the clocks were striking thirteen.

### Endings

- Fiction writers might give a neat **conclusion**: for example, with the solving of a crime or a marriage:

Reader, I married him.

- They might prefer to leave us with a sense of mystery or suspense:

'Who are they?' asked George [...]  
'Wolves.'

- Writers of essays and articles usually end by drawing together their main points and reaching a conclusion.

- Some texts end with a question or even an instruction:

Get out there now and use your vote!



#### Key Point

You should consider why the writer has decided to arrange things in a particular way and the effect of this on the reader.

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GCSE English Revision Guide

## Chronological Order

- **Chronological order** gives events in the order in which they happened. This is the most common way of ordering fiction, and non-fiction texts such as histories, biographies and travel writing.
- Writers might, however, start at the end of the story or somewhere in the middle before going back to recap previous events in 'flashbacks'.
- **Reverse chronological order** means starting with the latest event and working backwards. You will see this in **blogs** and discussion forums.

## Other Ways of Ordering Texts

- Some texts start with general information and move on to more detailed information and explanation.
- A text giving a point of view might build up to what the writer thinks are the most persuasive arguments.
- Information can be arranged in **alphabetical order**, as in dictionaries and encyclopaedias.
- Texts sometimes rank things or people in order of importance or popularity, as in a music chart, either starting with the best and working down or starting with the worst and working up.

## Divisions

- Books are usually divided into **chapters**, sometimes with titles or numbers.
- Most prose is arranged in **paragraphs**, while verse is often divided into **stanzas**. Make sure you use the correct terminology.
- Other devices used to divide up text include **bullet points**, numbering and **text boxes**. Headlines and subheadings help to guide readers through the text.

## Analysing Structure

- When analysing a short text, or an extract from a longer text, think about how and why the writer changes focus from one paragraph or section to another, perhaps moving from a general description to something more detailed, from a group of people to a particular character, or from description to action or speech.

### Quick Test

Put the following in:

1. chronological order
2. reverse chronological order
3. alphabetical order
  - a) December 2014
  - b) January 2002
  - c) April 2011
  - d) November 2011

Revise



#### Key Point

Texts, especially longer texts, are often divided into sections. These give order to their contents and help readers find their way through the text.

#### Key Words

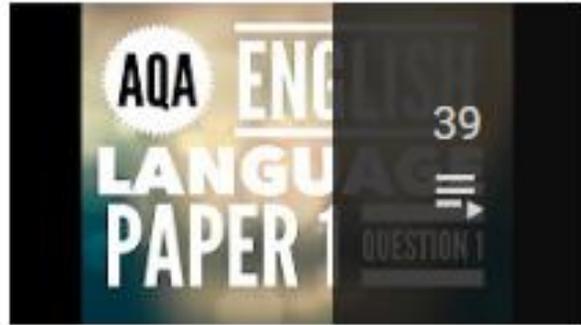
opening  
conclusion  
chronological order  
reverse chronological order  
blog  
alphabetical order  
chapter  
paragraph  
stanza  
bullet point  
text box

Analysing Form and Structure: Revise

17

# Language Reading and Writing

# YouTube



AQA English Language Paper 1



AQA 'Power and Conflict' Poetry



J.B Priestley's 'An Inspector Calls' Analysis



William Shakespeare's 'The Tempest'

## Mr Bruff

Covers both Language papers and all Literature modules.

A quick search will find you thousands of videos centred around the AQA English GCSEs.



## This is what you can do now ...

- Re-read all your Literature texts and notes.
- Choose 3 quotations to learn from each poem from the Anthology.
- Make sure you have your texts fully annotated with comments on language, structure and form.
- Learn at least 5 versatile quotations for each character from different points in each text. Make sure you can write something about the language used in each quotation.
- Learn the contextual information for each text.

# Science



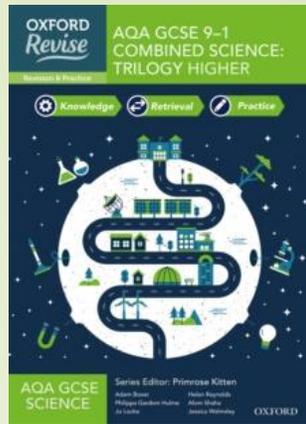
# Science Revision Material



- *Free access to digital textbooks on kerboodle*
- *Revision Guides and practice in one book*
- *GCSEpod*
- *Seneca*
- *Freesciencelessons.co.uk (other online tutorials are available!)*



# Revision Guides



- *Comprehensive revision content for **all** science courses.*
- *A revision guide and practice material for all three sciences in one book (Trilogy).*
- *Available through the school at a discount – letters sent out late-September.*

# Practice



- Differentiated questions to **help all** students to build confidence, at **Higher** and **Foundation** tiers, available for both Combined Science and also Biology, Chemistry and Physics separate GCSEs
- Provide **support** with new practical questions and challenging calculations.



- Available as a free App.
- Approved by the school for Science and many other subjects.
- Accessible from phones, tablets, computers
- Focuses on building core subject knowledge - essential to making progress



Seneca Learning

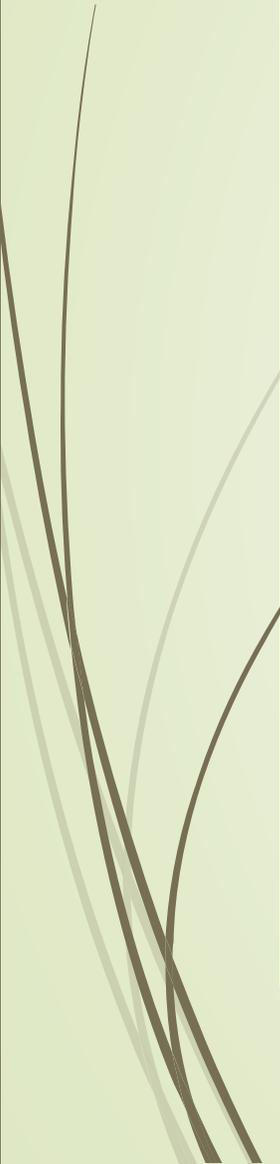
- Accessible from phones, tablets, computers
- Focuses on building core subject knowledge - essential to making progress



- Available as a free online simulation to help with practical investigations.
- Approved by the school for Science.
- Accessible from computers with no login required if you go via the school website
- Focuses on building practical subject knowledge - essential to making progress



# GCSEPoD



# What can you do as parent/ carer to help?





# What can you do as parent/ carer to help?

- ➔ Help establish a positive revision environment - remove all distractions
- ➔ Help create and display a realistic revision timetable
- ➔ Help ensure there are breaks in the revision programme - little and often is best approach
- ➔ Reward/ old fashioned bribery if they keep to revision schedule

- 
- Engage in conversations about what revision has taken place that day - volunteer to be the 'teacher' test audience
  - Encourage your child to ask for help at school if they are struggling / need support
  - Engage in on line support materials e.g. GCSE podcast
  - In lead up to exam ensure exercise regularly, eat healthily, drink plenty of water and go to bed early the night before exams