

Year 11 Revision Conference

Friday 7th October, 2022
The Studio
Harleston Sancroft Academy

100%

Campaign
Year 11
Class of
2023



HARLESTON SANCROFT
ACADEMY

Year 11 Revision Conference

- **Welcome and refreshments**
 - **Session 1 - Cornell Notes**
- **Session 2 - Memory tips and tricks**
 - **Comfort break**
- **Session 3 - Maths Revision Tips**
- **Session 4 - English Revision Tips**

Cornell Notes - Mrs Leeder

CORNELL NOTES SHEET	Name Mrs Leeder Topic Ecology Sub - topic Sampling techniques
Keywords/terms	NOTES
SUMMARY: Write 4 or more sentences describing specific learning from these notes. _____ _____ _____ _____	

Why use Cornell notes?

Students will have an organised set of notes.

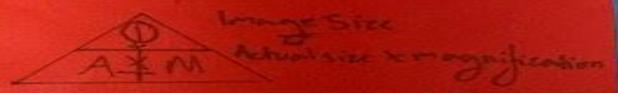
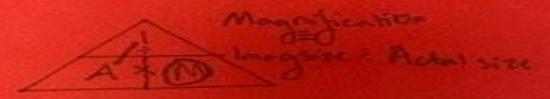
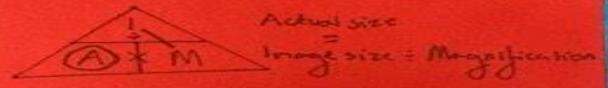
- The quality of the notes will be much better and suitable for revision.
- The information is in a format that suits both short and long-term memory.
- A simple homework of recording information which is already effective, becomes more challenging
- Preparing students for note taking at university. (The Cornell method is named after Cornell University)

Example of biology cornell notes

Key Words:

- ♥ Stem Cell
- ♥ Animal Cell
- ♥ Plant Cell
- ♥ Specialised Cell
- ♥ Organelle
- ♥ Eukaryotic & Prokaryotic Cells
- ♥ Diffusion
- ♥ S.A. Vol Ratio
- ♥ Mitosis
- ♥ Tissues
- ♥ Organs
- ♥ Magnification
- ♥ Embryonic Cells
- ♥ Melastems
- ♥ Function
- ♥ Adapted

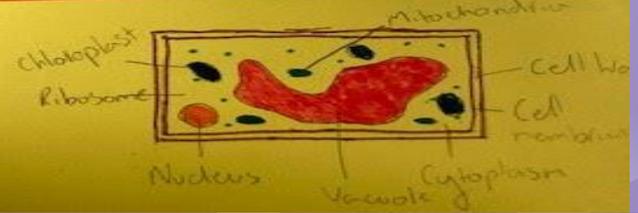
Calculating Magnification



Biology Revision! ♥ OX ☺

Prophase Replicate
Metaphase Equator
Anaphase Separate
Telophase Two identical cells

Mitosis! ♥



Memory Tricks & Tips - Miss Costello

The following tips are very useful for science revision:

1. Prioritising revision
2. Mnemonics & acronyms
3. Rules
4. Flow charts and graphs

Prioritising Revision

Exam Revision Lists will be posted on Googleclassrooms:

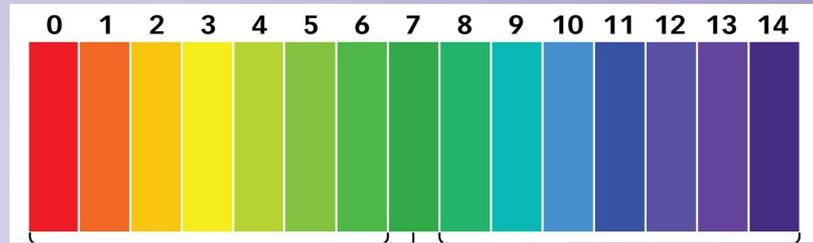
CELLS	Revised
1. Label diagrams of animal and plant cells.	
2. Describe the function of the main organelles.	
3. Prepare slides of plant and animal cells and describe the procedure.	
4. Correctly use a microscope to observe cells under different magnifications.	
5. Describe the order of size of: cell, nucleus, chromosome and gene.	
6. Use the magnification calculation to work out actual size and magnification of cells ($I=AM$)	

Mnemonics and acronyms

Biological Classification

King	Kingdom
Prawn	Phylum
Curry	Class
Or	Order
Fat	Family
Greasy	Genus
Sausages	Species

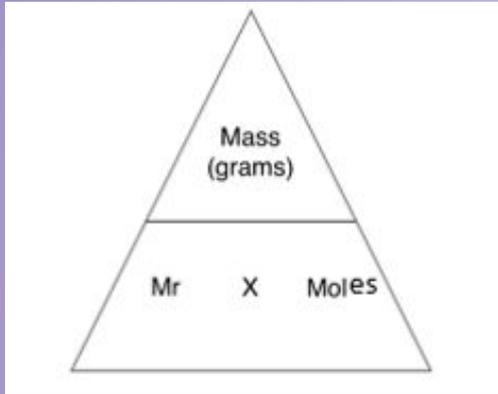
Universal Indicator Scale



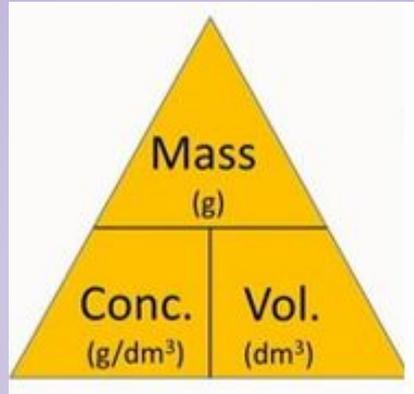
R O Y G B I V

Strong on the outside, weak on the inside

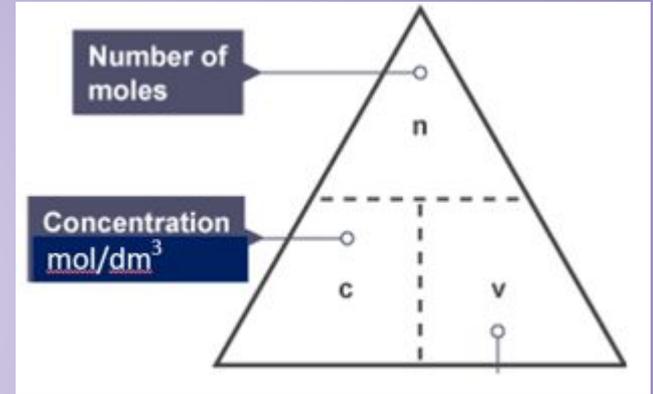
Equation Mnemonics



Mr Mole lives underground



My CV

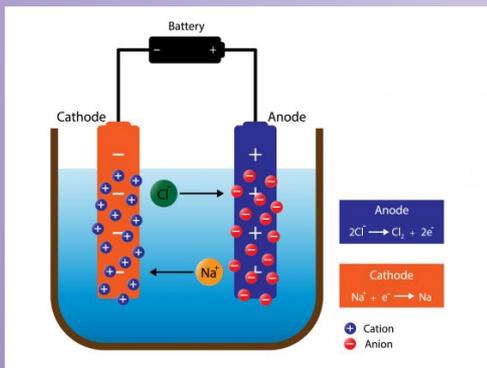


No current value

Rules

Electrolysis rules:

1. **PANIC** - positive anode, negative is cathode
2. Opposite charges attract
3. **RED CAT** - reduction at the cathode
4. **AN OX** - oxidation at the anode
5. **OIL RIG** - oxidation is loss of electrons, reduction is gain of electrons
6. Ions become atoms

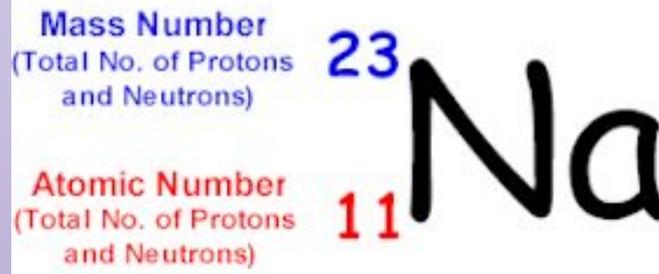


Working out numbers of sub-atomic particles

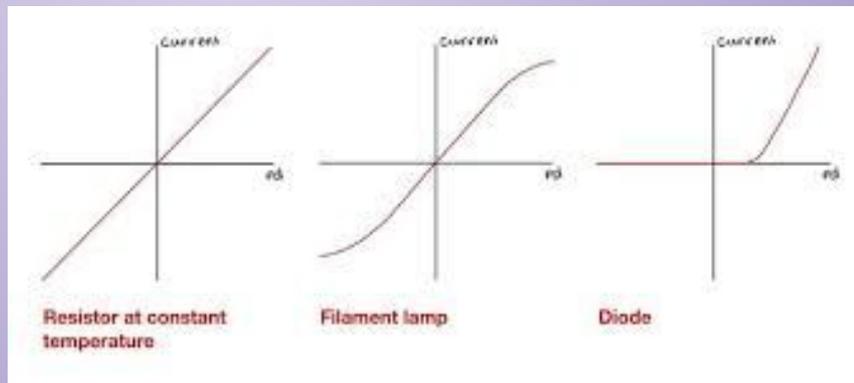
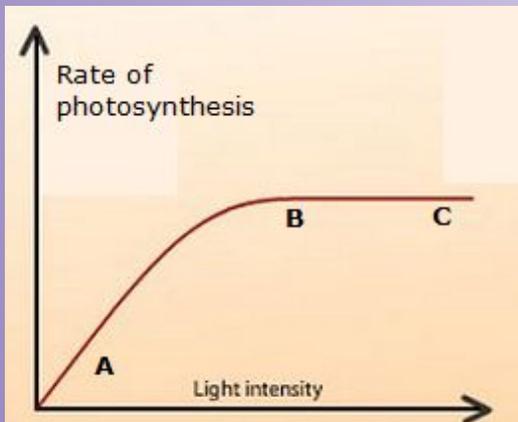
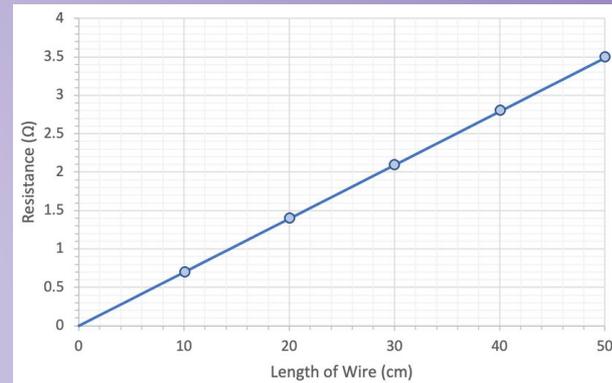
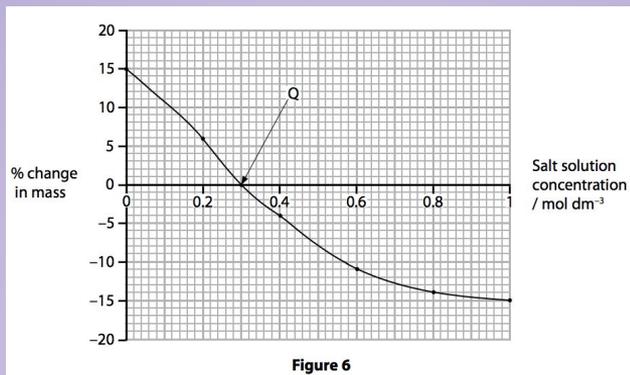
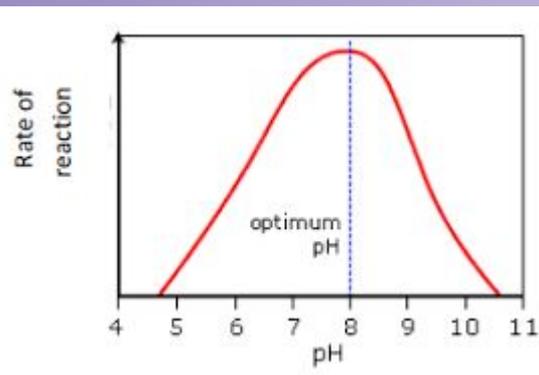
p^+ copy (atomic number)

e^- copy (atomic number)

N subtract



Required Practicals: Methods & Graphs



Flow charts

Organic Chemistry (containing Carbon)

Crude Oil

Fractional distillation

(Physical process that separates oil fractions based on different boiling points)

- Heating
- Evaporation
- condensation

Short chain alkanes

(Mum Eats Peanut Butter)
Low BP
Useful as fuels
Low viscosity

Complete combustion

Good supply of oxygen
Products: carbon dioxide and water

Incomplete combustion

Short supply of oxygen
Products: carbon monoxide and water (and sometimes Carbon (soot))

Long chain alkanes

High BP
Not as in demand or useful
High viscosity

Cracking (chemical reaction)

(thermal decomposition reaction to break down long chain alkanes into small chain alkanes and alkenes)
Conditions: High temperature or adding a catalyst)

Balanced Chemical Equations

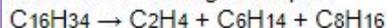
Complete combustion:



Incomplete combustion:



Chemical cracking example:



General word equation: for chemical cracking

Long chain alkane → **shorter chain alkanes** + **alkenes**
(Not as useful) (good fuels) (making plastics)

Test for alkanes and alkenes



Bromine water stays orange-brown for alkanes (saturated)

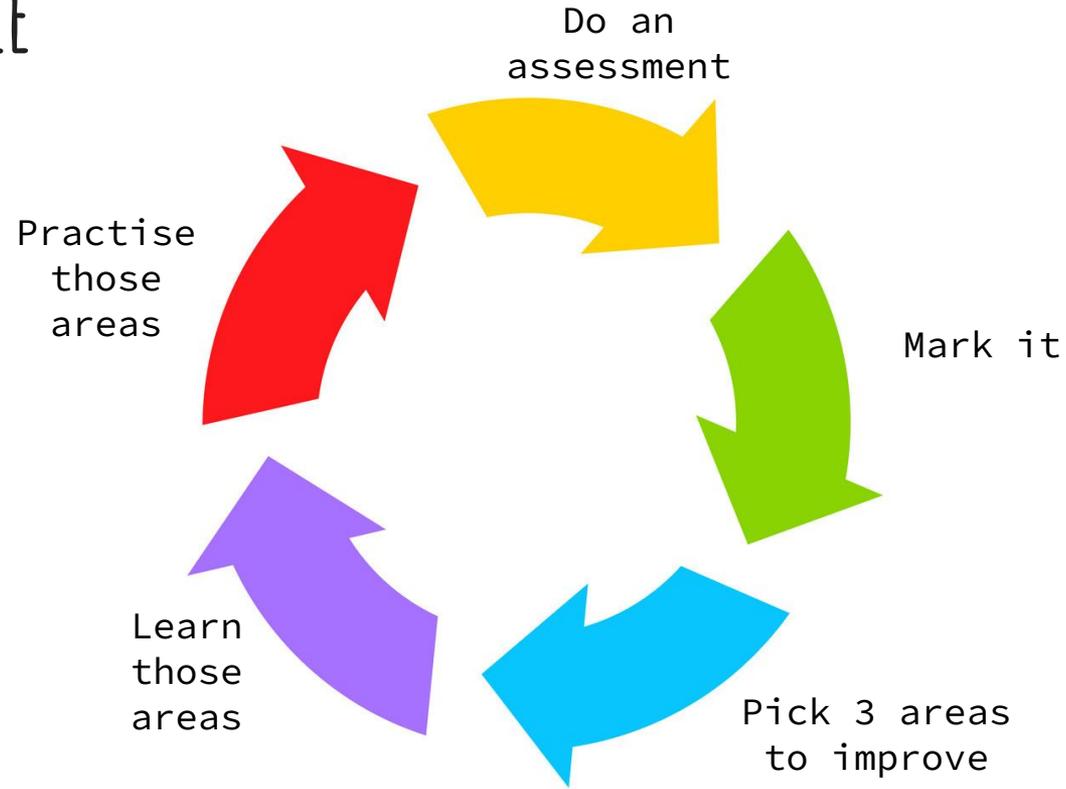
Bromine water changes from orange-brown to colourless for alkenes (unsaturated)

MATHS REVISION



WHAT ARE YOU AIMING FOR?

REVISION CYCLE



STEP 1: DO AN ASSESSMENT - WWW.MATHSGENIE.CO.UK

Browser address bar: <https://www.mathsgenie.co.uk/AQApapers.html>

Navigation menu: *Maths Genie* | GCSE Revision | **GCSE Papers** | A Level Revision | A Level Papers | KS2 Revision | Resources

Dropdown menu (under GCSE Papers):
Edexcel Exam Papers
OCR Exam Papers
AQA Exam Papers

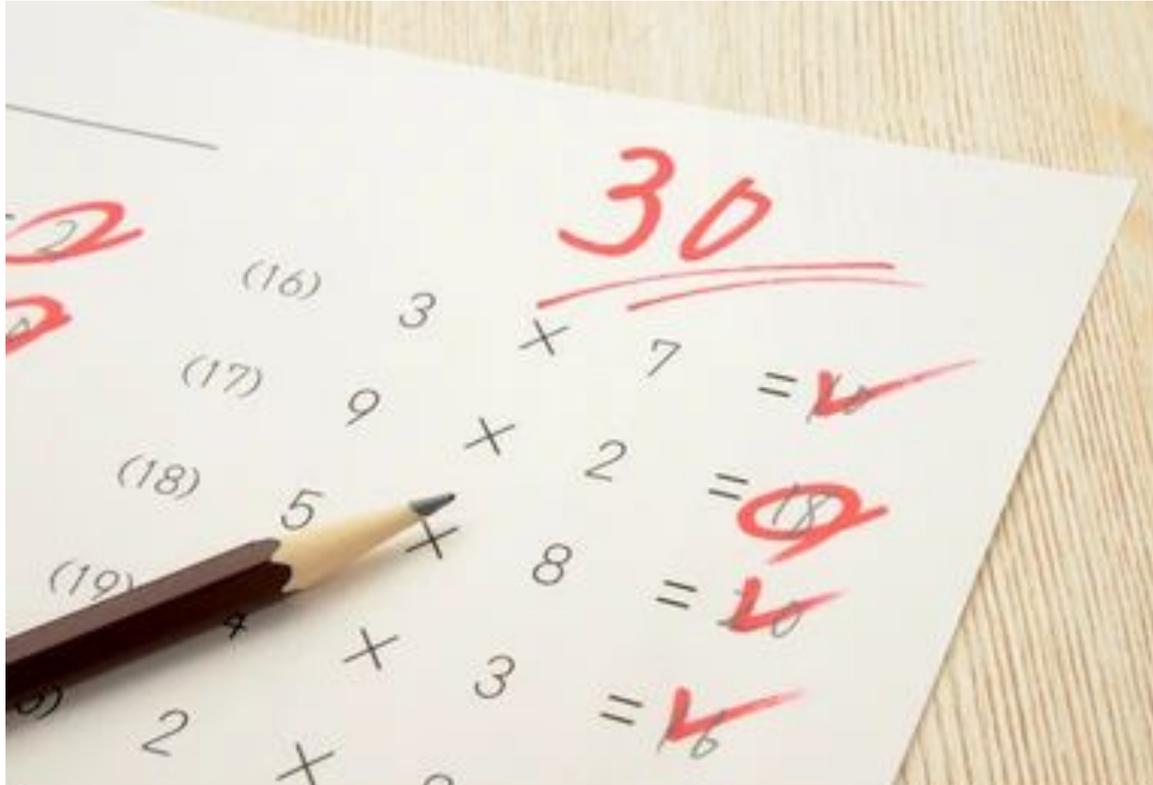
AQA GCSE Exam Papers

AQA Past papers

Question Paper	Mark Scheme
November 2021 Foundation Paper 1	Mark Scheme
November 2021 Foundation Paper 2	Mark Scheme
November 2021 Foundation Paper 3	Mark Scheme
November 2021 Higher Paper 1	Mark Scheme
November 2021 Higher Paper 2	Mark Scheme
November 2021 Higher Paper 3	Mark Scheme
2020 Foundation Paper 1	Mark Scheme
2020 Foundation Paper 2	Mark Scheme
2020 Foundation Paper 3	Mark Scheme
2020 Higher Paper 1	Mark Scheme
2020 Higher Paper 2	Mark Scheme
2020 Higher Paper 3	Mark Scheme
June 2019 Foundation Paper 1	Mark Scheme



STEP 2: MARK IT



YOU MARK IT
OR
YOUR TEACHER MARKS IT

TRY TO WORK THROUGH
QUESTIONS YOU
STRUGGLED WITH AGAIN
USING THE MARK SCHEME

STEP 3: PICK 3 AREAS TO WORK ON



BE SPECIFIC AND REALISTIC

E.G. MULTIPLYING
FRACTIONS

STEP 4: LEARN THOSE AREAS

BBC

Bitesize



Maths Genie

dfm
drfrostmaths.com

CGP



GCSE AQA
Mathematics

Higher Level

Complete
Revision & Practice

Includes **Free** Online Edition, Video Solutions & Digital Quizzes!



Corbettmaths

Quizlet

STEP 5: PRACTISE THOSE AREAS

www.angelaterris.com

* **PRACTICE** *

~~Makes PERFECT.~~ *

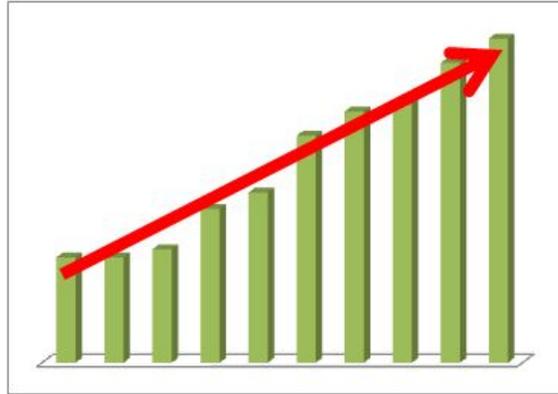
* Makes **PROGRESS.**

* Brings understanding of what **WORKS** and what *doesn't work.*

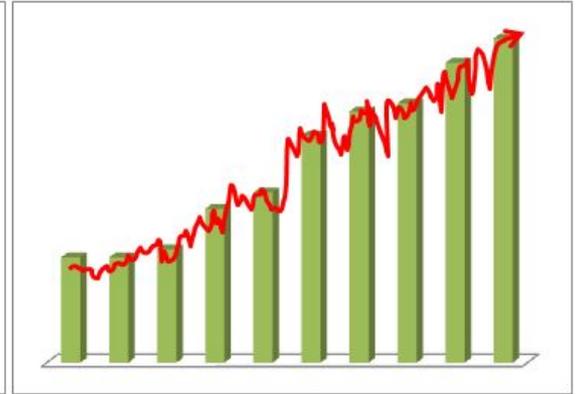
* UPs your **SKILL** level.

* Creates new **HABITS**.

* Builds **CONFIDENCE**.

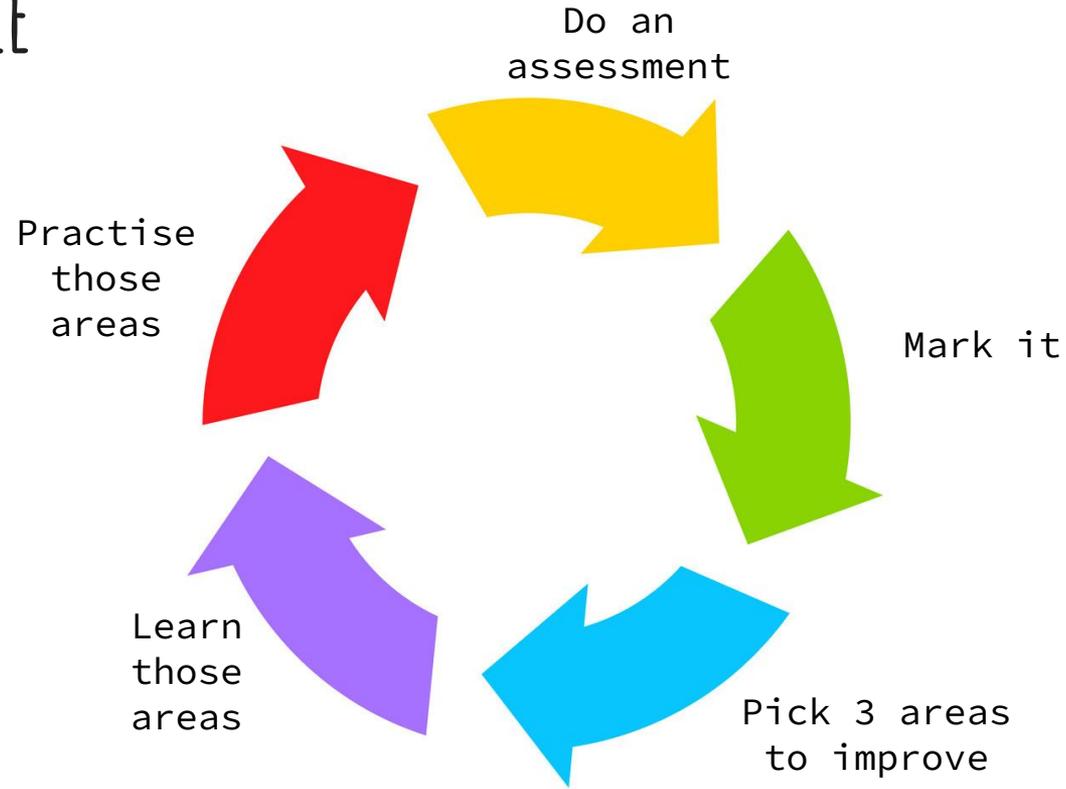


The trendline we like to imagine...



... and something like reality

REVISION CYCLE



REAL EXAMS (PROVISIONAL DATES)

8300	Mathematics				
8300/1F	Written (non - calculator)	1h 30m	19 May 2023	am	
8300/1H	Written (non - calculator)	1h 30m	19 May 2023	am	
8300/2F	Written (calculator)	1h 30m	06 June 2023	am	
8300/2H	Written (calculator)	1h 30m	06 June 2023	am	
8300/3F	Written (calculator)	1h 30m	14 June 2023	am	
8300/3H	Written (calculator)	1h 30m	14 June 2023	am	

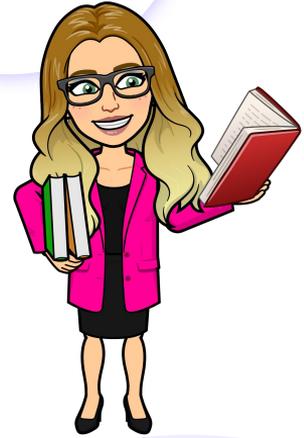
MOCK EXAMS

THURSDAY 3RD NOVEMBER - NON CALCULATOR

MONDAY 7TH NOVEMBER - CALCULATOR

How to revise for your English GCSEs

With Miss Hambling



Key Information – English Literature

Literature Paper 1: *Romeo & Juliet* and *An Inspector Calls* - 50% of GCSE

Section A: *Romeo and Juliet* - 55 minutes

Q3a) Extract Q → How a **character** is **presented**

20 marks

Q3b) Essay Q → Whole play → Usually on a **key theme**

20 marks

You must include CONTEXT in the essay

Section B: *An Inspector Calls* - 50 minutes

Essay Q → two options of question on **character** or **theme**
8 for SPAG)

40 marks (**32 for content,**

→ you **MUST** only answer one!

Revise:

- Key **quotes**
- Key **characters**
- Key **events**
- Key **context**

Key Information – English Literature

Literature Paper 2: Dr Jekyll & Mr Hyde and Anthology & Unseen Poetry - 50% of GCSE

Section A: *Dr Jekyll & Mr Hyde* - 55 minutes

Q3a) Extract Q → How a character is presented 20 marks

Q3b) Essay Q → Whole novella → Usually on a key theme 20 marks

NO CONTEXT required for J&H

Section B: Anthology and Unseen Poetry

Part A) Relationships Anthology - 50 minutes 20 marks

→ You will be given one poem from the anthology, with a clean copy - you have to choose another poem to compare it to from the anthology (it's all about memory).

Part B) Unseen Poetry - 30 minutes 20 marks

→ You will be given two unseen poems and one comparison question.

Revise:

→ Key **quotes**

→ Key **characters**

→ Key **events**

→ Key **context**

Key Information – English Language

Language Paper 1: Fiction and Imaginative Writing - 40% of GCSE

Section A: Fiction Reading Skills - 1 Hour

24 marks

→ A mixture of four short and extended response questions on one fiction extract.

Section B: Imaginative Writing - 45 minutes

40 marks

→ Choose from two creative writing tasks.

→ One of the writing tasks will provide two images that students can use to help them generate ideas for their writing.

Revise:

→ Key **language** and **structure** techniques

→ What the **command** words mean

→ **Time management**

→ What are the **qualities of a successful fiction text**

Key Information – English Language

Language Paper 2: Non-fiction and Transactional Writing - 60% of GCSE

Section A: Non-fiction Reading Skills - 1 Hour and 20 minutes

56 marks

- A mixture of eight short and extended response questions on two non-fiction extracts.
- The questions test a range of Assessment Objectives - familiarise yourself with them.

Section B: Transactional Writing - 45 minutes

40 marks

- You will be given the choice of two transactional texts - you must pick one and write according to the brief.
- You could be asked to write: Letter, Article, Leaflet, Report, Speech, Review etc.

Revise:

- Key **language** and **structure** techniques
- What the **command** words mean
- **Time management**
- What are the **qualities of a successful non-fiction text**

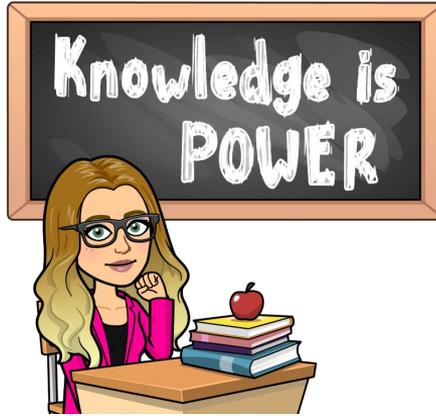
How do I revise all this?!

1) Don't panic

Ensure that you go into a period of revision calm and collected

2) Chunk it

Decide what you want to have achieved before you start revising



3) Prioritise

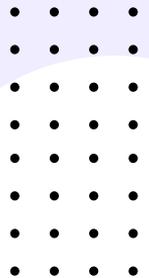
Which area have you struggled with the most?

5) Be Resilient

You might not always get things right the first time around - that's ok

4) Wellbeing

Schedule in rest breaks and time for reflection



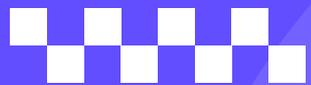
What to consider...

English Literature

- ★ **Familiarise** yourself with the core texts → re-read key scenes/ extracts
- ★ **Memorise key content:** Events, themes, characters and context that you have studied
- ★ **Memorise** the correct names of all the **language and structure devices** you have studied, and make sure you can identify examples of them in the texts
- ★ **Memorise** the **juicy quotes** you will be given in revision lessons, and the reasons why they are so juicy

English Language

- ★ **Memorise** the **method** for answering each question - what do the command words mean?
- ★ **Memorise** the correct names of all the **language and structure devices** you have studied, and make sure you can identify each one when it appears in a text
- ★ **Memorise** the **expected features** of all the different forms of writing you have studied - fiction & non-fiction
- ★ **Practise exam questions** - in timed conditions



Let's look at
specific ways
you can revise
in English



QUOTATION CHALLENGE

Rules: complete each task based on the quotation in the middle of the page

TECHNIQUES: highlight and label the LANGUAGE / STRUCTURE techniques(s) the writer has used in this quotation.

CONTEXT: explain how this quotation conveys/ suggests something about the key character/theme/setting/plot.

Insert quote here - make sure there is enough in your chosen quote to talk about and pick a part!

ZOOM: in on the use of a word/ part of the phrase that can be explained further - word class/punctuation etc.

CONTRAST: How does the quote either confirm or deny original/ preconceived ideas of the character/theme/setting/plot.

What is the effect?

02b What's the Effect?

What is the effect?

This writer has used exclamation marks to create an effect of:

- allowing the reader to add emotional weighting to the sentence and feel its impact
- adding urgency to a text
- showing someone's/something's power
- adding tone to dialogue
- signalling shock or surprise
- conveying the anger or humour of the writer
- making key moments stand out
- drawing the reader's attention to parts of the text

Rhetorical Questions are used, by this writer, to create an effect of:

- withholding information and provoking the reader to read on in the text in hope of finding the answer
- showing an ironic point or humorous idea that requires no answer in the text
- expressing outrage or anger at a particular situation
- revealing the inner thoughts of a person
- making the reader have some kind of emotional response
- making the reader question
- engaging the reader's interest
- making the reader get involved by creating their own answers
- emphasising the message/moral of the story
- provoking a response
- appealing to the reader on an emotional level

This writer uses connectives to great effect so that:

- points in arguments follow on logically seeming considered and convincing
- a sequence of points is established
- ideas are linked and the relationship between them is explained
- points can be made for emphasis or opposition
- comparisons can be clearly made
- cause and effect relationships become clear and concise
- contrasting points are balanced
- the reader can evaluate the ideas
- more information is added
- key points are developed
- there is textual cohesion
- a change in subject matter is clearly indicated
- changes in tone are signalled
- changes in mood and atmosphere are signalled

This writer has used compound sentences to have the effect of:

- continuing the 'flow' of text drawing together two or more ideas of equal weighting
- adding additional information
- adding further detail
- linking ideas together

Simple sentences are used, by this writer, to have the effect of:

- urgency
- shock/fear/surprise
- imperative instructions
- being memorable in their simplicity
- emphasising an idea
- clarity
- simplicity
- importance
- creating statements
- normality

Complex sentences have been used effectively because they have:

- provided extra layers of meaning
- been used to express more complex ideas and concepts
- added sophistication to the style of writing
- provided additional information
- been contrasted to simple sentences
- introduced complicated ideas
- added variety
- stretched the imagination
- helped to vary written style through sentence structure
- created more vivid descriptions
- developed ideas related to character / plot

Metaphors are used, by this writer, to create an effect of:

- a clearer image / picture
- speaking of one thing in terms of another to enable the reader to understand/picture what the writer is saying
- building an image

Similes are used, by this writer, to create an effect of:

- a clearer image /picture appealing to one's senses
- developing an image

Organise that knowledge!

An Inspector Calls – Knowledge Organiser

Plot	Punctuation		Grammar	
	Type	Example	Type	Example
<p>Act One – The play begins in 1912 with a dinner celebrating the marriage of Sheila Birling to Gerald Croft. Gerald gives Sheila her ring, and Sheila and Sybil leave the room to try on wedding clothes. Eric goes upstairs. Arthur tells Gerald he knows the Croft family considers themselves social superiors of the Birlings, but that is easily remedied, he says, as he expects a knighthood for his business successes. Eric returns, and Arthur gives the two young men advice about life, saying that people ought to look out for themselves and their families, and not fall prey to socialist propaganda about the collective good. Edna, the maid, announces that an Inspector Goole is here to speak to Arthur. He announces that a girl named Eva Smith has died of an apparent suicide. The Inspector asks Arthur if he knows anyone by that name. Arthur initially denies it, but after seeing a picture, he admits to employing Eva at his factory, and firing her when she incites a failed strike for higher wages. Arthur says he is not sorry for doing so, even though he is sad to hear of the girl's death. Arthur believes that his foremost obligation is to his profits. When Sheila returns to the room, the Inspector begins interrogating her. It is revealed that Sheila got a girl fired from Milward's, a local shop, for giving Sheila mean looks as she was trying on clothing. Sheila regrets to hear that the person she incriminated was none other than Eva Smith, and that she and Arthur are responsible, in part, for Eva's poverty and suicide. The Inspector turns to Gerald and asks if he knows someone named Daisy Renton. Sheila realizes, from Gerald's expression, that Gerald knows this name. When all but Sheila and Gerald leave the room, Sheila accuses Gerald of having had an affair with Daisy Renton the previous summer. Gerald admits to this. He asks Sheila to hide this information from the Inspector, but she says it will not be possible because the Inspector probably already knows.</p> <p>Act Two begins with the same set. The Inspector questions Gerald about Daisy Renton, and Gerald admits to the affair in front of Sheila and her parents, Arthur and Sybil. Gerald is embarrassed by his indiscretion, but insists his concern for Daisy was authentic. Sheila wonders if she can forgive Gerald enough to continue their relationship. Gerald tells the Inspector he is going to leave for a walk. The Inspector moves on to Sybil, who, on being questioned, says that she, as director of a charity, refused assistance to a pregnant woman. The Inspector tells them that the girl Sybil turned away was Eva Smith, or, as Gerald knew her, Daisy Renton. The Inspector also says that Gerald was not the one who got Eva pregnant. Sybil says she feels no regret, as Eva/Daisy had claimed she was pregnant but was not married to the child's father. To this, Sybil responded that Eva/Daisy should ask the child's father for money. Sybil blames the unnamed father for the situation, and for Eva/Daisy's suicide. Sheila and Arthur tell Sybil to stop talking. In this moment, Sybil realizes that her son, Eric, must be the father of the child, since Eva/Daisy presented herself to the charity as "Mrs. Birling." Eric returns to the room.</p> <p>Act Three, with the same set, begins with Eric admitting to an affair with Eva/Daisy, and to a drinking problem that makes many of the details hazy. The Inspector demonstrates that each member of the Birling family, and Gerald, has played a part in Eva/Daisy's suicide, and that all should consider themselves guilty. Before he leaves, the Inspector says that people must look out for one another, and that society is "one body." The Inspector departs. Sheila, wracked with guilt, wonders aloud whether the Inspector is a member of the police force. The family puzzles this out, and when Gerald returns, he says he spoke to a sergeant outside who does not know of any Inspector with the name of Goole, the man who just visited the Birling home. Arthur believes that the family has been hoaxed, and that this is a good thing, since their misdeeds will not now result in public scandal. Sheila resents Arthur's rationalization of the family's behaviour, and she says they are still guilty for Eva/Daisy's death, even if the Inspector was not a genuine officer. Gerald, however, notes that no family member saw the picture of Eva/Daisy at the same time, and that the Inspector might have conflated the family's stories by offering pictures of different women, and changing the names from Eva Smith to Daisy Renton. The phone rings, and Arthur answers. He alerts the family that a girl has been admitted to the hospital just now, and that her death is a suicide. As the play ends, Arthur relays to the family that a police inspector is headed to the house to begin an inquiry.</p>	Listing comma	Goole is fair, stern, logical, and he annoys the Birlings.	Cohesive device	For example, ____ In conclusion, ____ However, ____ Similarly, ____
	Parenthetical comma	Arthur Birling, who is a capitalist, likes profit.	Minor sentence	Alone. Dead.
	Subordinating comma	Even though Sheila is a higher class, she accepts responsibility.	Active voice	She drank disinfectant.
	Colon	The Birlings got what they deserved: their actions scrutinised.	Passive voice	The disinfectant was drunk by her.
	Brackets for stage directions	[telephone rings sharply]	Simple sentence	The Inspector highlighted their issues.
	Terminology	Definition	Example	
Final Speech	The last speech of a character, designed to have an impact and give a message.	INSPECTOR: "We are responsible for each other. And I tell you that the time will soon come when, if men will not learn that lesson, they will be taught it in fire and blood and anguish."		
Responsibility	The state or fact of being accountable or to blame for something.	"Miss Birling has just been made to understand what she did to this girl. She feels responsible. And if she leaves us now, and doesn't hear any more, then she'll feel she's entirely to blame, she'll be alone with her responsibility."		
Socialist viewpoint	A socialist viewpoint expounds the principles of equality, communal sharing, and responsibility	INSPECTOR: "We are responsible for each other. And I tell you that the time will soon come when, if men will not learn that lesson, they will be taught it in fire and blood and anguish."		
Semantic field	A group of words, which relate to a common theme or motif.	Semantic field: Death Murder, suicide, weapon, poison.		
Simile	A comparison using like or as	"...as if we were all mixed up together like bees in a hive"		
Dramatic irony	When the audience knows information that the characters do not.	Macbeth having Banquo murdered.		
Foreshadowing	To give an indication of what is to come.	A clue or hint is given at the start of a novel and reappears throughout.		

GCSE Pod

Dr Jekyll and Mr
Hyde
GCSE Pod podcasts

Romeo and Juliet
GCSE Pod videos

An Inspector Calls
00 GCSE Pod videos

These videos take you through the:

- Plot
- Setting
- Themes
- Characters
- Language and Structure...

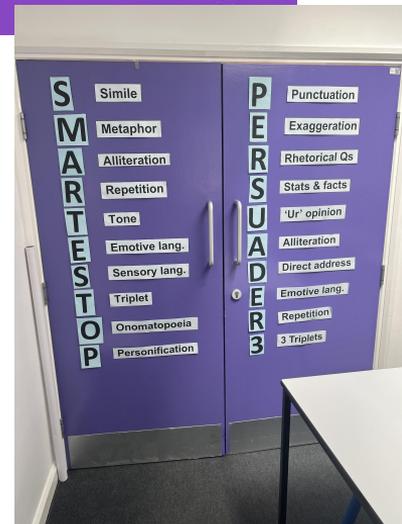
They are really worth watching.

Teamwork makes the dreamwork!

One of your greatest assets is each other!

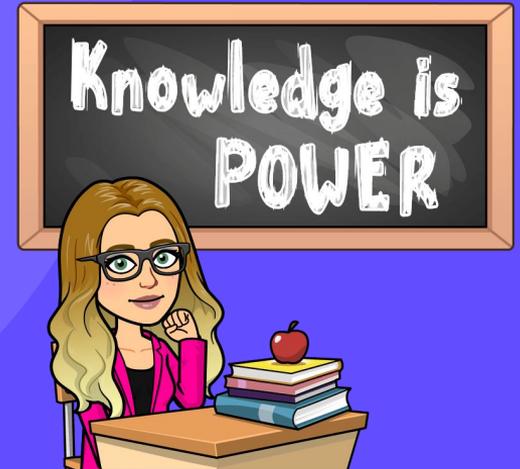
Revise and create material with each other - but make it fun!

- Make quizzes that you can test each other on
- Come up with anagrams, rhymes and acrostics to help you remember
- Use flashcards and post-it notes to make revision portable
- Set up chances for debates and discussions around our key content e.g. why do we as a modern audience hate Gerald so much, in comparison to a contemporary audience?



“Be not afraid of greatness: some are born great, some achieve greatness, and some have greatness thrust upon 'em.”

*From Twelfth Night
(II, v, 156-159)*



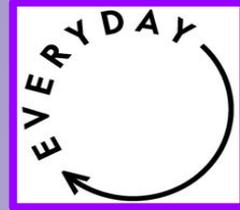
Year 11 Revision Conference



Campaign
Year 11
Class of
2023



HARLESTON SANCROFT
ACADEMY



- Thanks for listening
- Remember listen to the advice
 - Ask questions
 - Look after yourselves
 - Stay calm
- You can do this! This is your journey.