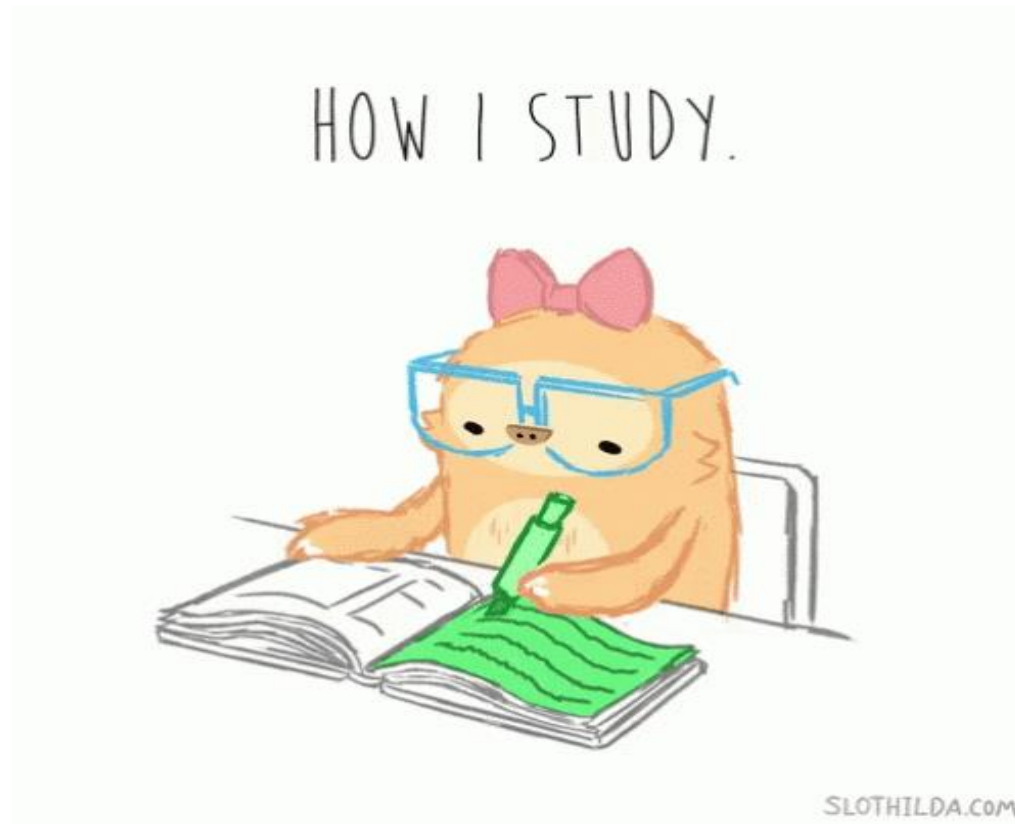
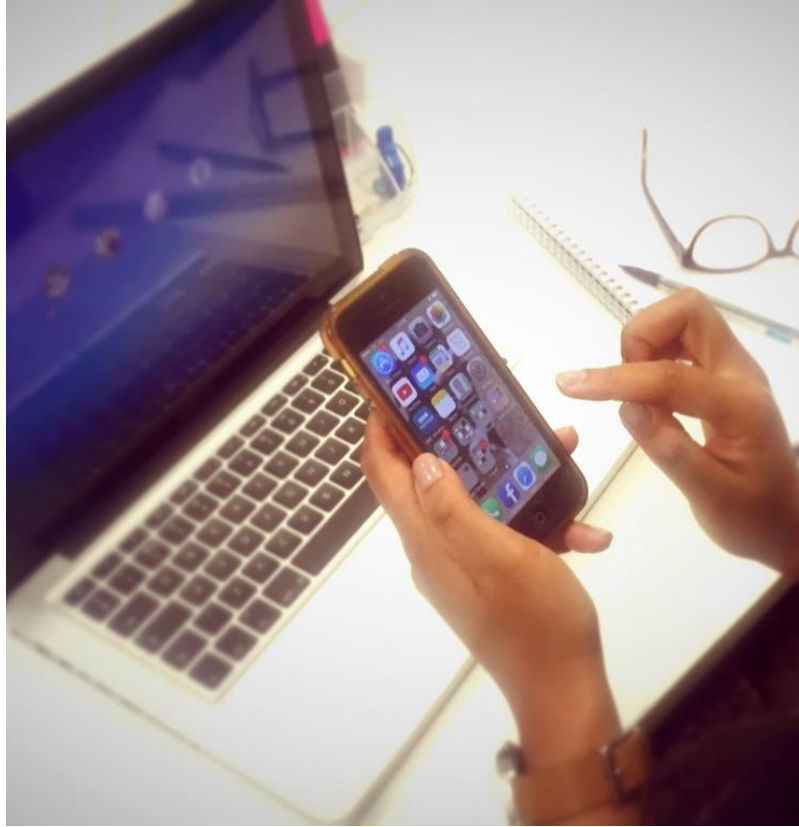


Revision

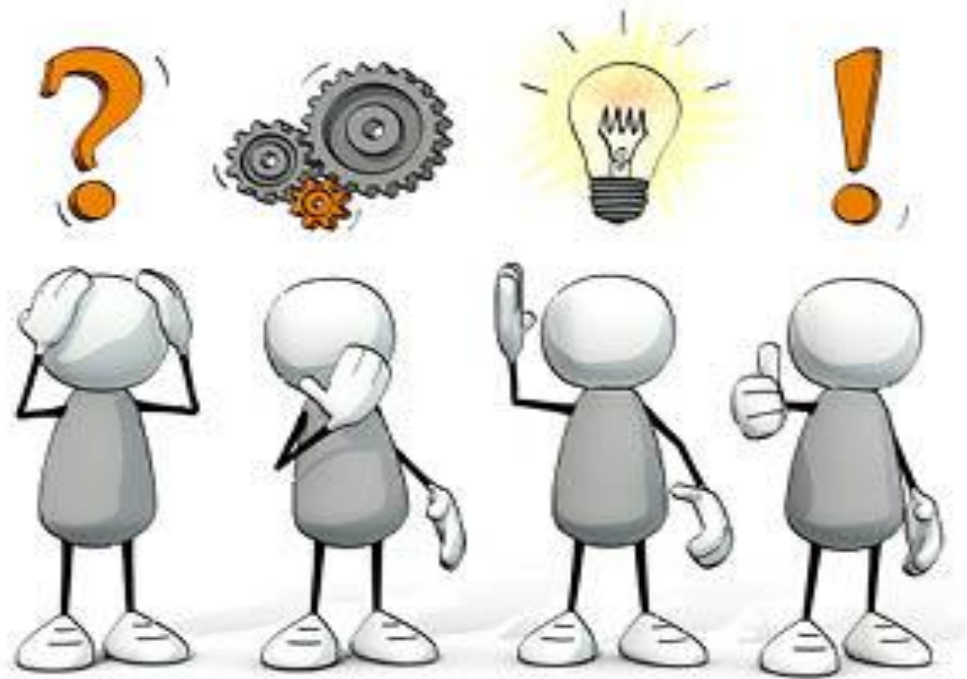
“It ain’t what you do it’s the way that you do it.
That’s what gets results.”





What does 'poor' revision look like?

What does 'good' revision look like?



Research into success revision concludes that the most effective techniques are:

- **Distributed practice (spaced learning)** - spreading out study over time
- **Practice testing** - Self-testing to check knowledge

Distributed practice (spaced learning) - spreading out study over time

Typically, most youngsters leave their revision until a few weeks (best case scenario) or days/hours (worst case scenario) before the examinations and tests. This presents a problem. Our short term memory is designed to be just that and has limited capacity. Students find themselves unable to retain the information, they become stressed and often give up, convincing themselves they are no good at revising or that they “can’t do subject ‘x’ ”. The secret to success is to regularly revisit the knowledge to be learned (known as ‘spaced retrieval’). This helps transfer the knowledge from the short-term memory to the long term memory. This not only helps to make ‘learning stick’ but it also frees up our short-term memory for day to day learning and experiences.





Distributed practice (spaced learning) - spreading out study over time

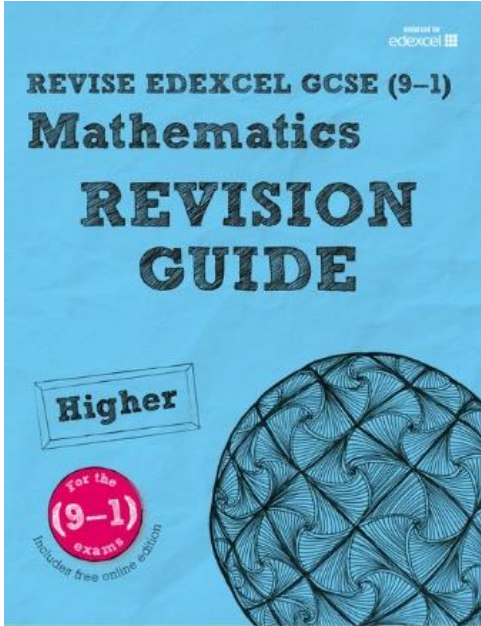
REVISION

Top Tips

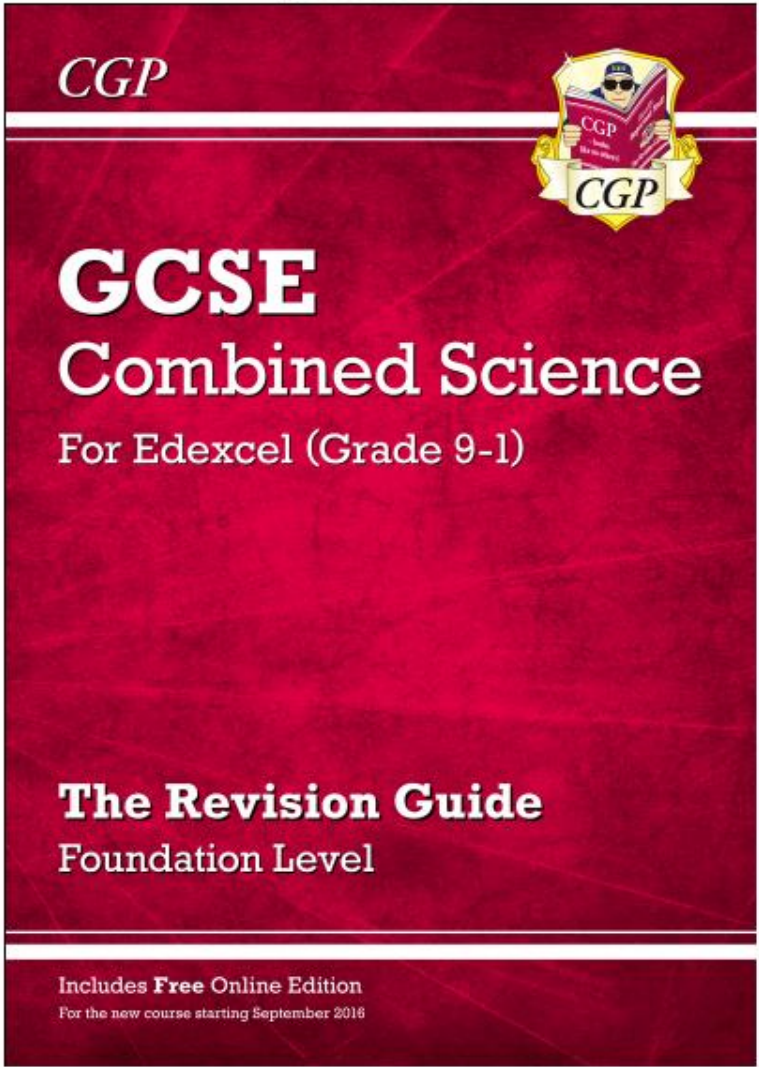
Tip 1: Plan your revision. Create a realistic and well-presented timetable which you will adhere to. Include exam dates and add in sports/social/family commitments.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
29/10/18	<i>Science Revision History/Geography Revision</i>	<i>English Language Revision Maths Revision</i>	<i>PE / MfL Revision Maths Revision</i>	<i>Science Revision History/Geograph y Revision</i>	<i>PE / MfL Revision Maths Revision</i>	<i>English Literature Revision MfL Revision</i>	<i>Science Revision Maths Revision</i>
5/11/18	<i>English Literature Revision MfL Revision</i>	<i>English Language Revision Maths Revision</i>	<i>Science Revision History/Geography Revision</i>	<i>PE / MfL Revision Maths Revision</i>	<i>English Literature Revision History/Geograph y Revision</i>	<i>Science Revision History/Geograph y Revision</i>	<i>English Language Revision Science Revision</i>
12/11/18	<i>English language Science Revision</i>	<i>Science PE Revision Maths Revision</i>	<i>PE Geography Revision English Literature Revision</i>	<i>Geography History Revision Science Revision</i>	<i>History</i>	<i>Science Revision</i>	<i>English Literature Revision Maths Revision</i>
19/11/18	<i>English Literature Maths Science Revision</i>	<i>Science Maths Revision</i>	<i>Maths</i>				

Tip 2: Get a revision guide for your course (don't rely on exercise books alone)



Pearson



Tip 3:

Assess your knowledge before you start revising. Then revise the topics you find hard. There is no point going over the things you can already do.

Topic 1 - Visible light and the Solar System

topic	What I need to know
1.1 - The solar system	<ul style="list-style-type: none">• Explain how our ideas of the structure of the Universe have changed• Explain how scientists use waves to investigate the Solar System and the Milky Way• Explain how Galileo collected evidence for the heliocentric model
1.2 - Refracting telescopes	<ul style="list-style-type: none">• Explain how to measure the focal length of a converging lens• Explain how the eyepiece of a telescope magnifies the image• Explain what refraction is
1.3 - Lenses	<ul style="list-style-type: none">• Explain what is meant by real and virtual images• Explain the factors that affect the magnification of a lens
1.4 - Reflecting telescopes	<ul style="list-style-type: none">• Explain how and why waves are reflected• Explain how a reflecting telescope works
1.5 - Waves	<ul style="list-style-type: none">• Explain how waves transfer energy• Explain what is meant by the frequency, wavelength and amplitude of a wave• Explain how the speed of a wave can be calculated from frequency and wavelength• Explain how a transverse wave is produced• Explain how a longitudinal wave is produced• Know the symbols and units for frequency, amplitude and wave speed

Why RAG?

R A G



There is no point focusing your revision on what you already know. This will have a **low impact** on your learning.

You need to start with the things you don't know; this requires grit and motivation but it will have a **high impact** on your learning.

Use **R A G** to identify what you know and don't know.

R – I don't know it

A – I know it a bit

G – I know it

Study Groups

Now revise the **RED** stuff and then the **AMBER** stuff.

Knowledge Organiser: English Literature



Find the page in your KO for the text you are studying in class.





AN INSPECTOR CALLS KNOWLEDGE ORGANISER

Context – *An Inspector Calls* was written by J.B. Priestley, and was first performed in the UK in 1946. However, it is set in 1912.

J.B. Priestley – John Boynton Priestley was born in Yorkshire in 1894. He fought in the first world war and came very close to death on a couple of occasions. In the 1930s, Priestley became concerned with the effects of social inequality in Britain, and in 1942 set up a new political party, the Common Wealth Party. It merged with the Labour Party, and was integral in developing the welfare state.



Socialism – Socialism is an approach to economic and social systems that is characterised by social ownership, democratic control, and high levels of equity. Socialist regimes are generally concerned with ensuring that disparities between wealth and social status are erased across society. After the two World Wars, British society was far more open to socialist ideas. In *An Inspector Calls*, the Inspector harbours socialist attitudes.



Pre and Post-War – Before the First World War, there was deemed to be a general air of complacency regarding the prospect of any war taking place. There were strong distinctions between upper and lower classes, and women were subservient to men in society. After the Second World War ended in 1945, class distinctions had been greatly reduced by the two wars, and women had earned a more valued place in society (they had filled in for men whilst they were away at war). After 1945, there was a greater desire for social change.



Social and Moral Responsibility – Attitudes towards social and moral responsibility changed rapidly in the time between when the play was set (1912) and the time when the play was written (1946). In 1912, the general attitude of those with social and economic sway was towards looking after oneself and one's family. By the mid-1940s, however, Clement Attlee's Labour party won a landslide election, reflecting a wave of enthusiasm towards communal responsibility for everyone in society.



Realism and Postmodernism – Many see *An Inspector Calls* as a play that combines contrasting styles. Certainly, it contains elements of both realism (popular early in the 20th Century) and postmodernism (which became popular later). The play features very real characters, speaking in common prose in a similar manner to dialogue in a novel. However, with the presence of the Inspector, Priestley introduces elements that are beyond rational reasoning and explanations.



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Main Characters – Consider what Priestley intended through his characterisation of each of the below...

Arthur Birling – Arthur is the patriarch of the Birling family. He is described as a 'portentous man in his early fifties.' His success as a businessman in the manufacturing industry allows the Birlings to live in upper-middle class comfort. He believes in capitalist principles and rejects socialist ideas of responsibility for one another in society. He considers his daughters' engagement as good for business.

Sheila Birling – Sheila is the daughter of Arthur and Sybil. She is described as being 'in her early twenties' and is engaged to Gerald Croft. Sheila is a sensitive character, who shows a caring side, and thus she is devastated upon hearing about her family's role in the death of Eva Smith. She wonders how others in her family can simply go on as though nothing has happened.

Quote: "You'll have a good laugh over it yet."

Quote: "You're pretending everything's just as it was before."

Sybil Birling – Sybil is the matriarch of the Birling family. She is often described as being a 'cold' character. It is suggested that Sybil comes from a family of higher social standing than Arthur, and at times she reminds him of proper social etiquette. She serves on a local committee to aid those in need, and seems primarily consumed with protecting the family's public image.

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Quote: "They're over-tired. In the morning they'll be as amused as we are."

Quote: "don't forget I'm ashamed of you as well – yes both of you."

The Inspector – The Inspector is (apparently) a representative of the local police force, sent to investigate the events leading up to the suicide of a young woman, who went by the name of both Eva Smith and Daisy Renton. When speaking to the family, the Inspector seems to know the answers to each of the questions that he asks, and appears to offer them a socialist message. After he leaves, the family gather evidence that he does not actually serve on the force.

Gerald Croft – Gerald is the fiancé of Sheila and the son of another prominent manufacturing family. Gerald's family have an elevated social status, and as a result Arthur worries that Gerald's family may feel that he is marrying beneath himself. Although the Inspector criticises Gerald's affair (and subsequent breakup) with Daisy, he seems to suggest that Gerald is the least morally culpable of the family for her death.

Quote: "We are members of one body. We are responsible for each other."

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Themes – A theme is an idea or message that runs throughout a text.

Responsibility and Guilt – All of the family are forced to reflect upon their behaviour towards Eva Smith/ Daisy Renton, and consider how responsible they are for her death. Some characters admit responsibility and feel guilt more readily, such as Sheila and Eric. On the other hand, characters such as Arthur and Sybil are more unwilling to accept responsibility for the girl's demise.

Age – Priestley uses age to show the different prevailing attitudes in society at the time. The older characters represent an outdated way of thinking; characters such as Arthur and Sybil believe in only looking after themselves in their family. The younger characters (Sheila and Eric) represent new towards caring about others in society.



Class and Gender – Class and gender are also predominant themes in the novel. Eva Smith's position in society is severely weakened because she is from a lower class background and she is also a woman. Because of biases related to class and gender, Birling is dismissive of the hundreds of working class girls looking for a pay-rise, whilst Mrs Birling refers to her as 'a girl of that sort' in a derogatory manner.

The Supernatural – The presence of the Inspector weaves a supernatural element into the play. His surname (Goole) is certainly a play on the word 'ghoul' (a ghost). He is unheard of by other members of the police force, leading the characters to at first dismiss him as simply a hoaxer, yet he seems to have prior knowledge of the characters' actions, and foresees the suicide before it happens.



Scene-by-Scene Summary – Alongside key quotations from each scene.

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End of Act I	The Inspector introduces himself as Goole. Arthur declares that he has never heard of him before. The Inspector states that a girl named Eva Smith has committed suicide by drinking disinfectant. He shows Arthur alone a photograph of her. Arthur admits that he employed her two years before, but dismissed her for striking over wages. He then shows Sheila the photograph, who is shocked. She admits to getting the girl fired from her next job, at a clothes shop, out of jealousy. There she worked under the name Daisy Renton. Sheila is horrified. Gerald becomes aware that this is a girl that he had an affair with.	"Two hours ago a young woman died on the infirmary. She'd been taken there this afternoon because she'd swallowed a lot of strong disinfectant."
Beginning of Act II	As the Inspector speaks to Gerald and Sheila, Sybil enters and calls his questions 'impertinent.' Sheila warns Sybil not to fall into the trap of complacency with the Inspector, but Sybil warns her to be quiet. Sybil expresses that Eric has had too much to drink at dinner – to Sybil's embarrassment, Sheila and Gerald admit that this is a steady problem with Eric. The Inspector then questions Gerald, who reluctantly admits that he knows a Daisy Renton. He had protected her in a bar from a lecherous old man, and then put her up in a friend's lodgings. She became his mistress. Eventually it ended, and they lost contact. Sheila explains that she actually respects Gerald now, for telling the truth. However, she says they must start again in their relationship. Gerald is allowed to leave.	"I don't dislike you as I did half an hour ago, Gerald. In fact, in some odd ways, I rather respect you more than I've ever done before."
End of Act II	The Inspector shows Sybil the photograph of the deceased woman – she lies and says that she does not know her. Sheila pleads with her to tell the truth. It emerges that Sybil refused to give the girl money in her role as a member of the Brumley Women's Charity Organisation, out of 'impudence.' She had pretended that she was called 'Mrs Birling.' The Inspector reveals that she was looking for money as she was pregnant (not Gerald's baby!). The girl eventually admitted that she was not married, and couldn't take money off the father, as she knew it was stolen. Under pressure from the Inspector, Sybil contends that the man should bear the responsibility of the girl's subsequent death. It is at this point that the other characters realise that Eric must in fact be the father. Sybil pauses in shock, seemingly wishing to retract her past statements. Eric enters the room, with all staring at him.	"If, as she said, he didn't belong to her class, and was some drunken young idler, then that's all the more reason why he shouldn't escape. He should be made an example of. If the girl's death is due to anybody, then it's due to him."
Beginning of Act III	Eric confesses that he was very drunk the night that he met the girl, and that he followed her home and convinced her to let him stay over. He began a relationship with her, and she fell pregnant. As she needed financial support, Eric swindled Arthur's company out of money. Arthur is extremely angry when he hears this. With the family now in a state of complete anguish, the Inspector goes through each of them, explaining that they all had a significant part to play in the girl's death. Before leaving, the Inspector states that all people should look out for one another if society is to survive. He notes that the Birlings and Gerald must now live with the repercussions of their actions for the rest of their lives, as recompense for Eva Smith/ Daisy Renton, who lost hers.	"We don't live alone. We are members of one body. We are responsible for each other. And I tell you that the time will soon come when, if men will not learn that lesson, then they will be taught it in fire and bloody and anguish."
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Priestley's Dramatic Devices

Priestley's Dramatic Devices		Form – The play fits into three possible forms.		
Dramatic Irony	Arthur Birling suggests that the <i>Titanic</i> is unsinkable, and yet the audience knows that it sank on its maiden voyage.	Well-Made Play	Morality Play	Crime Thriller
Cliffhangers	At the end of Act One, the Inspector appears and says 'Well?' to Gerald, leaving the audience to wonder how Gerald is implicated.	-A popular type of drama from the 19 th Century -The events build to a climax -Primarily concerned with events that happened before the play -Plot is intricate and complex.	-These were most popular during the 15 th and 16 th centuries -They taught the audience lessons that focused on the seven deadly sins. -Characters who committed these sins were punished.	-As the name suggests, this involves a gripping tale based around a crime -The audience receives clues and must guess what has happened before the end. -All is revealed by the climax.
Stage Directions	The precise directions detailing Gerald 'gravely' stating his involvement with Daisy Renton adds more detail to aid the actor's delivery.			
Dramatic Tension	The audience feels an increase in tension as they await information regarding how each character is implicated in Eva Smith's death.			



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Priestley's Dramatic Devices		Form – The play fits into three possible forms.		
Dramatic Irony	Arthur Birling suggests that the <i>Titanic</i> is unsinkable, and yet the audience knows that it sank on its maiden voyage.	Well-Made Play	Morality Play	Crime Thriller
Cliffhangers	At the end of Act One, the Inspector appears and says 'Well?' to Gerald, leaving the audience to wonder how Gerald is implicated.	-A popular type of drama from the 19 th Century -The events build to a climax -Primarily concerned with events that happened before the play	-These were most popular during the 15 th and 16 th centuries -They taught the audience lessons that focused on the seven deadly sins. -Characters who committed these sins were punished.	-As the name suggests, this involves a gripping tale based around a crime -The audience receives clues and must guess what has happened before the end. -All is revealed by the climax.
Stage Directions	The precise directions detailing Gerald 'gravely' stating his involvement with Daisy Renton adds more detail to aid the actor's delivery.	-Plot is intricate and complex.		
Dramatic Tension	The audience feels an increase in tension as they await information regarding how each character is implicated in Eva Smith's death.			

Main Characters – Consider what Priestley intended through his characterisation of each of the below...	
<p>Arthur Birling – Arthur is the patriarch of the Birling family. He is described as a 'portentous man in his early fifties.' His success as a businessman in the manufacturing industry allows the Birlings to live in upper-middle class comfort. He believes in capitalist principles and rejects socialist ideas of responsibility for one another in society. He considers his daughters engagement as good for business.</p> <p>Quote: "You'll have a good laugh over it yet."</p>	<p>Sheila Birling – Sheila is the daughter of Arthur and Sybil. She is described as being 'in her early twenties' and is engaged to Gerald Croft. Sheila is a sensitive character, who shows a caring side, and thus she is devastated upon hearing about her family's role in the death of Eva Smith. She wonders how others in her family can simply go on as though nothing has happened.</p> <p>Quote: "You're pretending everything's just as it was before."</p>
<p>Sybil Birling – Sybil is the matriarch of the Birling family. She is often described as being a 'cold' character. It is suggested that Sybil comes from a family of higher social standing than Arthur, and at times she reminds him of proper social etiquette. She serves on a local committee to aid those in need, and seems primarily consumed with protecting the family's public image.</p> <p>Quote: "They're over-tired. In the morning they'll be as amused as we are."</p>	<p>Eric Birling – Eric is the son of Arthur and Sybil Birling, and the older brother of Sheila. Eric works part-time for the family business, and has a drinking problem that he attempts to hide from his family. When it is revealed that Eric has made a woman pregnant, outside of marriage, and has stolen from the family business, the family are finally forced to confront issues surrounding Eric.</p> <p>Quote: "don't forget I'm ashamed of you as well – yes both of you."</p>
<p>The Inspector – The Inspector is (apparently) a representative of the local police force, sent to investigate the events leading up to the suicide of a young woman, who went by the name of both Eva Smith and Daisy Renton. When speaking to the family, the Inspector seems to know the answers to each of the questions that he asks, and appears to offer them a socialist message. After he leaves, the family gather evidence that he does not actually serve on the force.</p> <p>Quote: "We are members of one body. We are responsible for each other."</p>	<p>Gerald Croft – Gerald is the fiancé of Sheila and the son of another prominent manufacturing family. Gerald's family have an elevated social status, and as a result Arthur worries that Gerald's family may feel that he is marrying beneath himself. Although the Inspector criticises Gerald's affair (and subsequent breakup) with Daisy, he seems to suggest that Gerald is the least morally culpable of the family for her death.</p> <p>Quote: "I didn't feel about her as she felt about me."</p>

What next?

For any 'red' or 'amber' characters, you are going to make character revision cards.

Each revision card must display the following information:

1. The characters name
2. Adjectives that describe the characters personality
3. A quote that supports the adjective you have used to describe the character.

Gerald Croft

YOUNG CAPITALIST
* BIRLING: (...) for lower costs and higher prices.
GERALD: "Hear, hear!"

HAD GOOD INTENTIONS
"I made her go to Morgan Terrace because I was sorry for her"
(said by BIRLING)
"Let me finish, Eric. You've a lot to learn yet"

FAVoured BY BIRLING

UNFAITHFUL
"I did keep a girl last summer. I've admitted it"

BRIDGES THE GENERATIONS
"Unless Eric's been up to something. (Nodding confidentially to BIRLING)"

ARTHUR BIRLING OF THE FUTURE
(After BIRLING says Eva "had to go")
"You couldn't have done anything else"

UNDERESTIMATES THE INSPECTOR
"... don't say anything to the Inspector [...] We can keep it from him."
"... this is Mr Gerald Croft — the son of Sir George Croft"

SOCIALLY SUPERIOR
"(rather impatiently) Mrs Birling, the Inspector knows all that."

INTOLERANT OF LOWER CLASSES
"I hate those hard-eyed dough-faced women"

REMORSELESS
SHEILA: Between us we drove that girl to suicide.
GERALD: Did we? Who says so?

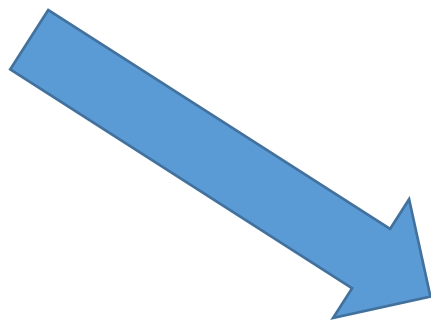
Elements and the periodic table

Learning outcome	Red	Amber	Green
Recall the chemical symbols of some common elements.			✓
Describe how Mendeleev arranged elements into a periodic table.		✓	
Describe how Mendeleev predicted the existence and properties of some elements yet to be discovered.	✓		
Explain how Mendeleev's early ideas were supported by later evidence.		✓	

What next?

BBC Bitesize

Describe how Mendeleev predicted the existence and properties of some elements yet to be discovered.

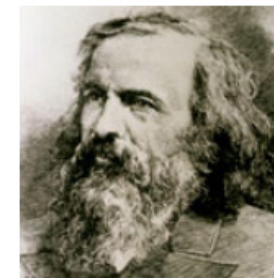


Mendeleev's periodic table

Another table in order of relative atomic mass

In 1869, just five years after John Newlands put forward his law of octaves, a Russian chemist called Dmitri Mendeleev published a periodic table. Mendeleev also arranged the elements known at the time in order of *relative atomic mass*, but he did some other things that made his table much more successful.

He realised that the physical and chemical properties of elements were related to their atomic mass in a 'periodic' way, and arranged them so that groups of elements with similar properties fell into vertical columns in his table.



Dmitri Mendeleev (1834 - 1907)

Part of Mendeleev's periodic table

Row	Group I	Group II	Group III	Group IV	Group V	Group VI	Group VII	Group VIII
1	H							
2	Li	Be	B	C	N	O	F	
3	Na	Mg	Al	Si	P	S	Cl	
4	K	Ca	?	Ti	V	Cr	Mn	Fe, Co, Ni, Cu

Gaps and predictions

Sometimes this method of arranging elements meant there were gaps in his horizontal rows or 'periods'. But instead of seeing this as a problem, Mendeleev thought it simply meant that the elements which belonged in the gaps had not yet been discovered.

He was also able to work out the atomic mass of the missing elements, and so predict their properties. And when they *were* discovered, Mendeleev turned out to be right. For example, he predicted the properties of an undiscovered element that should fit below aluminium in his table. When this element, called gallium, was discovered in 1875, its properties were found to be close to Mendeleev's predictions. Two other predicted elements were later discovered, lending further credit to Mendeleev's table.

Tip 3:

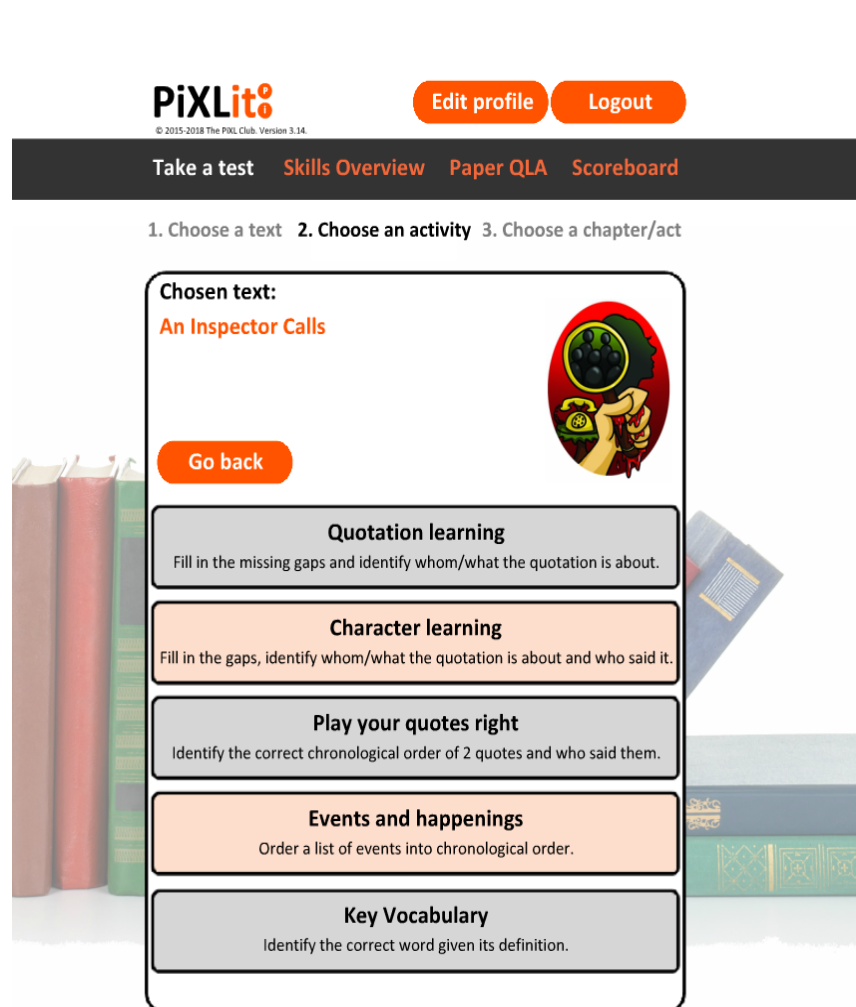
Don't think you know it, test it. Doing questions is the only way of testing your application of knowledge. This is easier in some subjects than others. In science there is no excuse for not doing loads of practise questions but you need to have revised the content first.



Research into success revision concludes that the most effective techniques are:
Practice testing - Self-testing to check knowledge

Research into success revision concludes that the most effective techniques are:

Practice testing - Self-testing to check knowledge



PiXLit
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[Edit profile](#) [Logout](#)

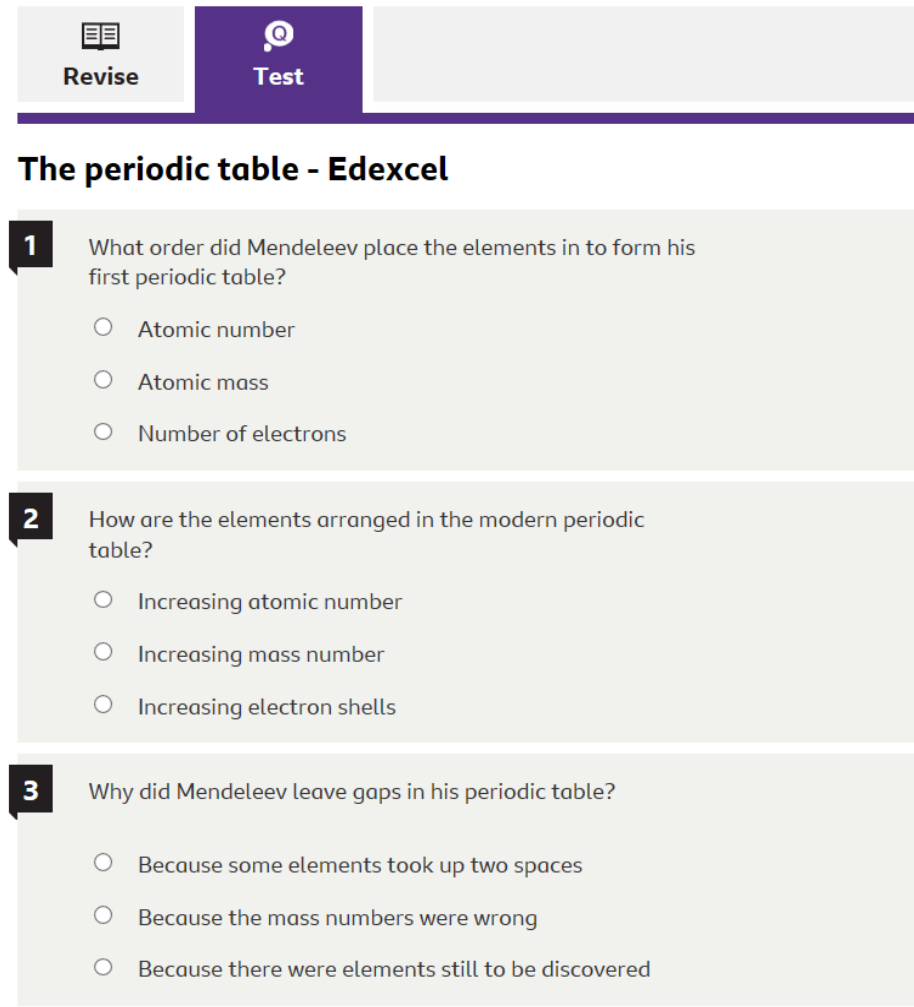
[Take a test](#) [Skills Overview](#) [Paper QLA](#) [Scoreboard](#)

1. Choose a text 2. Choose an activity 3. Choose a chapter/act

Chosen text:
An Inspector Calls

[Go back](#)

- Quotation learning**
Fill in the missing gaps and identify whom/what the quotation is about.
- Character learning**
Fill in the gaps, identify whom/what the quotation is about and who said it.
- Play your quotes right**
Identify the correct chronological order of 2 quotes and who said them.
- Events and happenings**
Order a list of events into chronological order.
- Key Vocabulary**
Identify the correct word given its definition.



[Revise](#) [Test](#)

The periodic table - Edexcel

- 1 What order did Mendeleev place the elements in to form his first periodic table?
 - Atomic number
 - Atomic mass
 - Number of electrons
- 2 How are the elements arranged in the modern periodic table?
 - Increasing atomic number
 - Increasing mass number
 - Increasing electron shells
- 3 Why did Mendeleev leave gaps in his periodic table?
 - Because some elements took up two spaces
 - Because the mass numbers were wrong
 - Because there were elements still to be discovered

<https://www.bbc.com/bitesize/guides/z36cfcw/test>

Gerald Croft

YOUNG CAPITALIST

* BIRLING: (...) for lower costs and higher prices.

GERALD: "Hear, hear!"

HAD GOOD INTENTIONS

"I made her go to Morgan Terrace because I was sorry for her"

(said by BIRLING)

"Let me finish, Eric. You've a lot to learn yet"



FAVoured BY BIRLING

"You're just the kind of son-in-law I always wanted"

UNFAITHFUL

"I did keep a girl last summer. I've admitted it"

BRIDGES THE GENERATIONS

"Unless Eric's been up to something. (Nodding confidentially to BIRLING)"

ARTHUR BIRLING OF THE FUTURE

(After BIRLING says Eva 'had to go')

"You couldn't have done anything else"

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"... don't say anything to the Inspector [...] We can keep it from him."

"... this is Mr Gerald Croft — the son of Sir George Croft"

SOCIALLY SUPERIOR

"(rather impatiently) Mrs Birling, the Inspector knows all that."

INTOLERANT OF LOWER CLASSES

"I hate those hard-eyed dough-faced women"

REMOVED

SHEILA: Between us we drove that girl to suicide.

GERALD: Did we? Who says so?

Verbal quizzing with family or peers

Flashcards

Tip 4: Print off all the past papers AND **mark schemes possible**. Use half the papers during revision, and half to test your knowledge after revision.

Mathematics (9-1) from 2015



Specification Course materials Published resources News Teaching support Switch to Pearson

Specification

First teaching: **2015**
First assessment: **2017**

Here you'll find everything you need to prepare for teaching GCSE (9-1) Mathematics including our specification and free qualifications support materials.

Latest updates
➤ [Accessible assessments for all](#)

DOWNLOAD
PDF | 1.0 MB

Switch to Pearson

We provide full support to help you with switching. [Learn more](#)

Course materials

- [Specification and sample assessments \(3\)](#)
- [Exam materials \(15\)](#)
- [Teaching and learning materials \(82\)](#)

Teaching support and training

- [Learn more about our training and events](#)
- [Read our GCSE Mathematics case studies](#)
- [See our full range of published resources](#)

Useful documents

- GCSE (9-1) Practice tests Sets 1-6
ZIP | 11.2 MB
- GCSE 9-1 Mathematics need to know formulae A4 colour poster
PDF | 3.2 MB
- Question paper - Paper 1F June 2018
PDF | 220.3 KB

FOUNDATION TIER CANDIDATES ANSWER QUESTIONS 1-24
HIGHER TIER CANDIDATES START AT QUESTION 17.

Santiago's Sore Leg



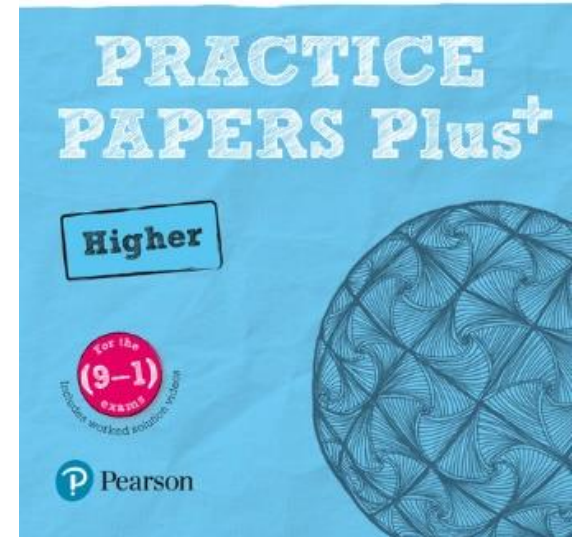
Santiago hurts his leg in a tackle.

His coach sends him to the hospital to have his leg checked.

The hospital takes an X-ray photograph of Santiago's leg.

- The X-ray photograph shows whether Santiago
 - A has broken his leg
 - B has sprained a muscle
 - C has low blood pressure
 - D has a high heart rate
- The X-ray photograph shows Santiago's bones as light patches because bones
 - A reflect X-rays
 - B emit X-rays
 - C absorb X-rays
 - D transmit X-rays
- The female nurse leaves the room while the X-ray photograph is being taken. Why **must** she leave the room?
 - A to avoid being in the X-ray image
 - B to avoid the X-ray damaging her cells
 - C to avoid the X-rays melting her mobile phone
 - D to avoid the X-rays giving her a tan
- What kind of waves are X-rays?
 - A longitudinal
 - B seismic
 - C electromagnetic
 - D ultrasonic

REVISE EDEXCEL GCSE (9-1) Mathematics



Practice testing - Self-testing to check knowledge

Practice testing - Self-testing to check knowledge

Revision ⌚ POWER HOUR

STEP
01

Choose a past
paper question

Google your subject,
level and exam board
e.g. "Geography A-Level
Past Papers AQA"



STEP
02



Revise
Spend 20 minutes
revising what you need
to know to answer your
chosen question

STEP
03

Do the question

Set a timer for 20
minutes and answer the
past paper question you
chose



STEP
04

Get feedback

Show your teacher your
work. Ask them whether
your marking is accurate
and how you could
improve your answers



STEP
05

Mark your answer

Using the mark scheme
for the past paper mark
your answer. This will
help you to think like an
examiner *



Tip 5: Tell your teacher if you get stuck, they will help you. Your teacher will be happy if you turn up for revision sessions knowing which topics you want help with.



Tip 6:

Get the right environment:

- no distractions (no music, Facebook, tv, family and friends)
- not too hot (cold temperature keeps your body awake open a window if necessary)
- comfortable
- space or organisation (don't get your papers all muddled up)
- paper to write notes
- pens/pencils





Tip 7:

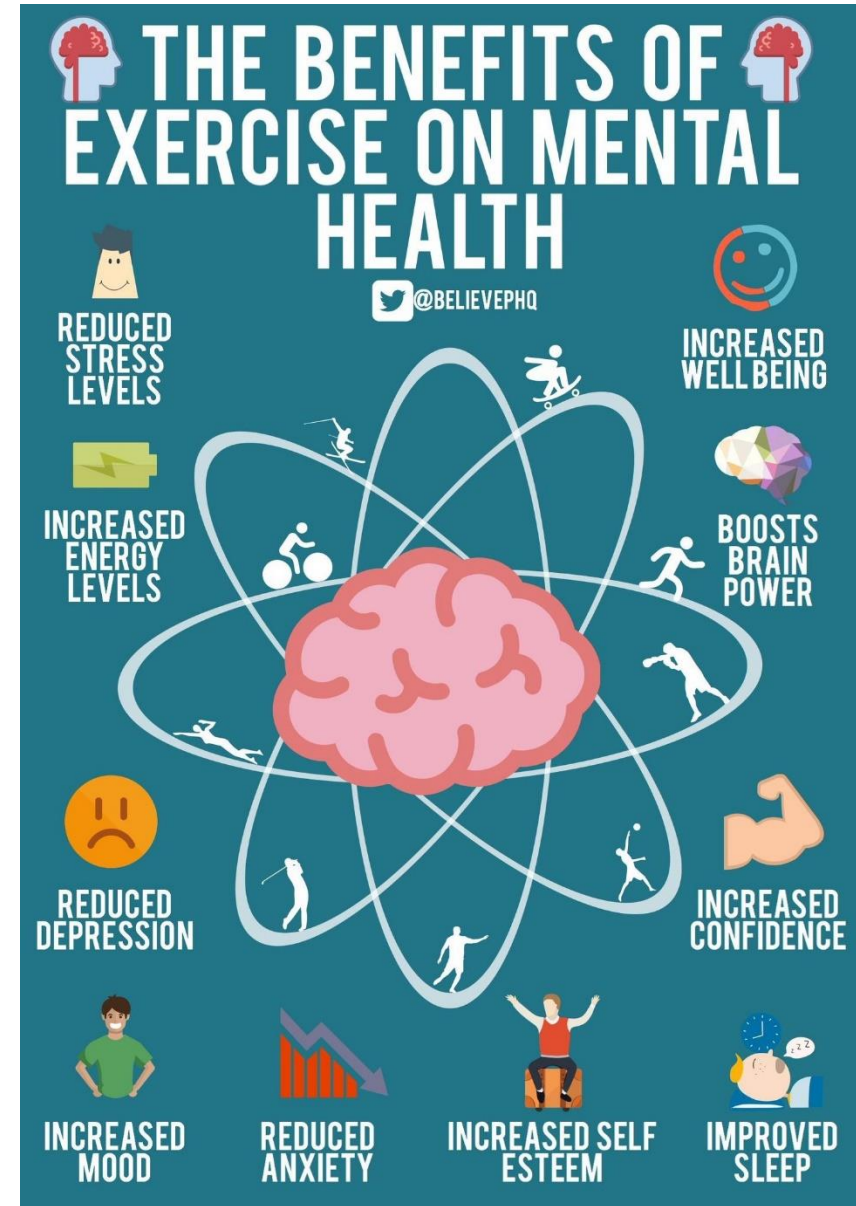
Revise smart. Don't revise for more than your brain can cope with. You need to be aware of when it has stopped going in. Then take short useful breaks. Revise in different ways.

Tip 8:

Healthy body healthy mind.

- Eat well
- Sleep well
- Exercise

Have a good revision-life balance.



English

Students will be completing a full **English Language Component 1 Paper (1 hr 45 mins)** and an **English Literature** question relating to **'Blood Brothers' (45 minutes)**

The **language paper** includes a **reading** section (1hr). In this, students will be expected to understand a **fiction text** and be able to identify quotations, literary techniques and explore the effect of these. They should allow 5/10 minutes for reading the text and 50/55 minutes to answer the **five** reading questions. **[40 marks]**

In addition, there will be a **writing task** where students will be required to write a piece of **creative prose**. They will need to display their ability to effectively use writing techniques covered in class including technical accuracy (use of punctuation and structural features). Students should allow 5/10 minutes for planning and then use the remaining 35/40 minutes to write their response (450 - 600 words). **[40 marks: 24 for content and 16 for technical accuracy]**.

The **literature paper** includes a question on how a character is presented in the supplied extract from **'Blood Brothers'** or **'An Inspector Calls'** (depending on which text has been studied in class) and the play as a whole. Students will need to identify relevant quotations from the extract and analyse the effect of these quotations in presenting a character. In addition, students will be expected to refer to quotations about the specified character from other sections of the text therefore they will need to recall revised quotations. **[40 marks- 5 of this question's marks are allocated to accuracy in spelling, punctuation and the use of vocabulary and sentence structures]**


English Language

Google: BBC bitesize English Language WJEC

GCSE WJEC

English Language

Part of [English Language](#)



Topics

Analysing fiction >

- [Fiction text types – WJEC](#)
- [Setting – WJEC](#)
- [Themes – WJEC](#)
- [Characterisation and narrative voice – WJEC](#)
- [Language and structure – WJEC](#)
- [Annotating texts – WJEC](#)
- [Responding to a fiction text – WJEC](#)
- [Sample exam question and answer – WJEC](#)

<https://www.bbc.com/bitesize/examspecs/ztjmv4j>

Responding to a fiction text

In an extended response essay to a fiction text you can talk about character, setting, themes and language. You should also explain the effect that a text has on you.

Part of [English Language](#) | [Analysing fiction](#)

+ Add to My Bitesize



Revise



Video



Test



Writing >

[Context, audience and purpose – WJEC](#)

[Writing fiction – WJEC](#)

[Writing non-fiction – WJEC](#)

[Planning – WJEC](#)

[Organising information and ideas – WJEC](#)

[Literary techniques – WJEC](#)

[Vocabulary – WJEC](#)



Revise



Test

Literary techniques

1

Which of the following are usually used to create descriptive writing?

- Hyperbole, rhetorical questions, similes
- Metaphors, direct address, flattery
- Metaphors, similes or personification

2

Which of the following is an example of an oxymoron?

- A screaming wind
- A dull roar
- A creepy atmosphere

3

Which of the following is the best simile to describe a spooky forest?

- The trees moved like ghostly figures
- The trees swayed happily in the darkness
- The trees chattered like children in the wind

English Literature

Google: BBC bitesize blood brothers WJEC or Eduqas
BBC bitesize an inspector calls WJEC or Eduqas



The screenshot shows a digital revision interface. At the top, there are two tabs: 'Revise' (selected) and 'Test'. Below the tabs is a navigation bar with a series of numbered buttons from 1 to 7, with button 1 highlighted. The main content area is titled 'Blood Brothers - Characters overview'. It contains three paragraphs of text describing the main characters and their relationships. Below the text is an illustration depicting the social classes and characters. The 'Working Class' side shows Mrs Johnstone and Mickey. The 'Middle Class' side shows Linda, Mrs Lyons, and Edward. Mickey and Edward are shown shaking hands in the center, representing their connection across class lines.

Blood Brothers - Characters overview

The main characters in *Blood Brothers* are the twins Mickey Johnstone and Edward Lyons, and their mothers Mrs Johnstone and Mrs Lyons. Mickey and Edward's friend Linda, who becomes Mickey's wife, is also an important character.

The Narrator is on stage throughout the play and communicates with the audience rather than being involved in the events.

Mickey's brother Sammy and Edward's father Mr Lyons feature less in the play, but both have an impact on the plot.



- English books
- Knowledge organisers
- BBC Bitesize
- Pixl App

<https://www.bbc.com/bitesize/topics/zc8s4j6>

<https://www.bbc.com/bitesize/guides/z94qycw/revision/1>

Google: Pixl lit app

Insert your own name

School id

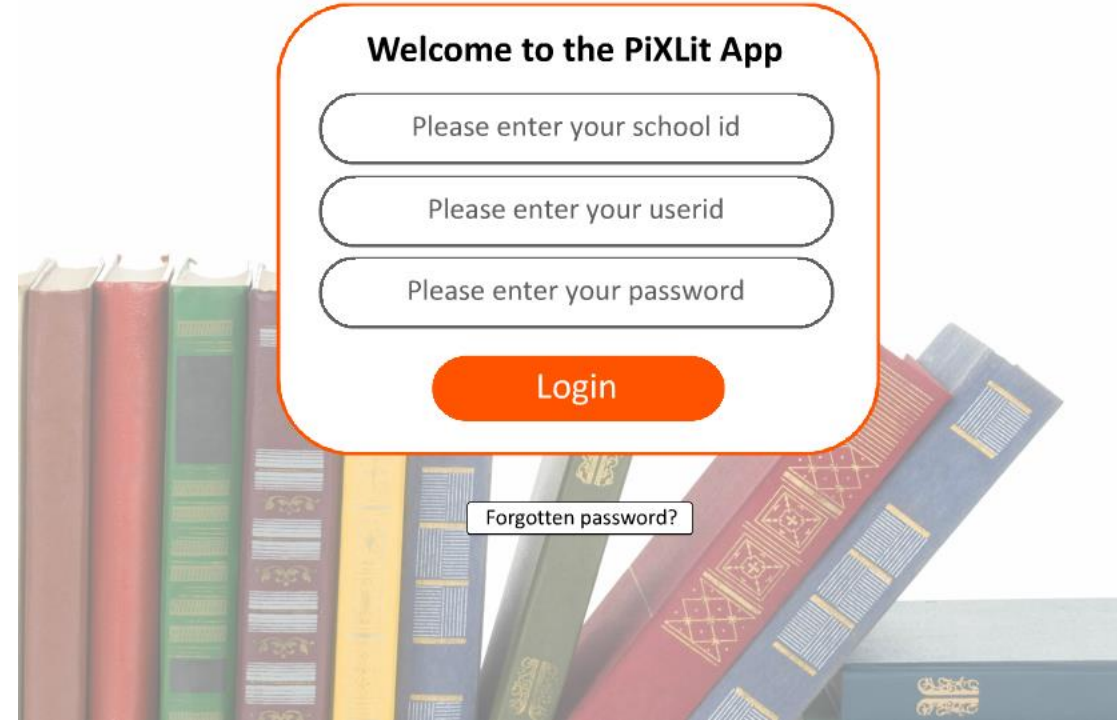
GR5739

User id

RawcliffeK

Password

RawcliffeK2019



1. Choose a text 2. Choose an activity 3. Choose a chapter/act

A Christmas Carol

An Inspector Calls

Animal Farm

Blood Brothers
All quotes for "Blood Brothers" by Willy Russell, published edition 2004, are reproduced with permission of Bloomsbury Methuen Drama, an imprint of Bloomsbury Plc

Frankenstein

Great Expectations

Henry V

Heroes
Copyright © 1998 by Robert Cormier. Currently appears in HEROES, published by Delacorte Books for Young Readers and Penguin UK. Reproduced by permission of Curtis Brown, Ltd

Hobson's Choice

1. Choose a text 2. Choose an activity 3. Choose a chapter/act

Chosen text:

An Inspector Calls



Go back

Quotation learning

Fill in the missing gaps and identify whom/what the quotation is about.

Character learning

Fill in the gaps, identify whom/what the quotation is about and who said it.

Play your quotes right

Identify the correct chronological order of 2 quotes and who said them.

Events and happenings

Order a list of events into chronological order.

Key Vocabulary

Identify the correct word given its definition.



Quotation Learning

Level 1

Level 2

Level 3

The first 3 words have been removed from the start of the following quote. Complete the quotation by typing within the asterisks the correct missing word/s:

(*****) ***** ** I had better go to the drawing-room and leave you men -

Reset quotation

Whom or what is this quotation about?

Clothes

Current affairs

Education

Eric

Maths

Year 11 Set 4

Maths revision list for November Exam

1 Number

- 1.1 Calculations
- 1.2 Decimal numbers
- 1.3 Place value
- 1.4 Factors and multiples
- 1.5 Squares, cubes and roots
- 1.6 Index notation
- 1.7 Prime factors

Graphs, tables and charts

- 3.1 Frequency tables
- 3.2 Two-way tables
- 3.3 Representing data
- 3.4 Time series
- 3.5 Stem and leaf diagrams
- 3.6 Pie charts
- 3.7 Scatter graphs
- 3.8 Line of best fit

2 Algebra

- 2.1 Algebraic expressions
- 2.2 Simplifying expressions
- 2.3 Substitution
- 2.4 Formulae
- 2.5 Expanding brackets
- 2.6 Factorising
- 2.7 Using expressions and formulae

4 Fractions and percentages

- 4.1 Working with fractions
- 4.2 Operations with fractions
- 4.3 Multiplying fractions
- 4.4 Dividing fractions
- 4.5 Fractions and decimals
- 4.6 Fractions and percentages
- 4.7 Calculating percentages 1
- 4.8 Calculating percentages 2



MathsWatch

Science

11TR1 Physics paper 1 & physics paper 2:

Physics 1 – topics 1-7

- Key concepts of physics
- Motion and forces
- Conservation of energy
- Waves
- Light and the electromagnetic spectrum
- Radioactivity
- Astronomy

Physics 2 - topic 1 + topics 8-15

- Key concepts of physics
- Energy - Forces doing work
- Forces and their effects
- Electricity and circuits
- Magnetism and the motor effect
- Electromagnetic induction
- Particle model
- Forces and matter

11TR2 Physics paper 2 & biology paper 2:

Biology 2: topic 1 + topics 6-9

- Key concepts in biology
- Plant structures and their functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystems and material cycles

Physics 2 - topic 1 + topics 8-15

- Key concepts of physics
- Energy - Forces doing work
- Forces and their effects
- Electricity and circuits
- Magnetism and the motor effect
- Electromagnetic induction
- Particle model
- Forces and matter

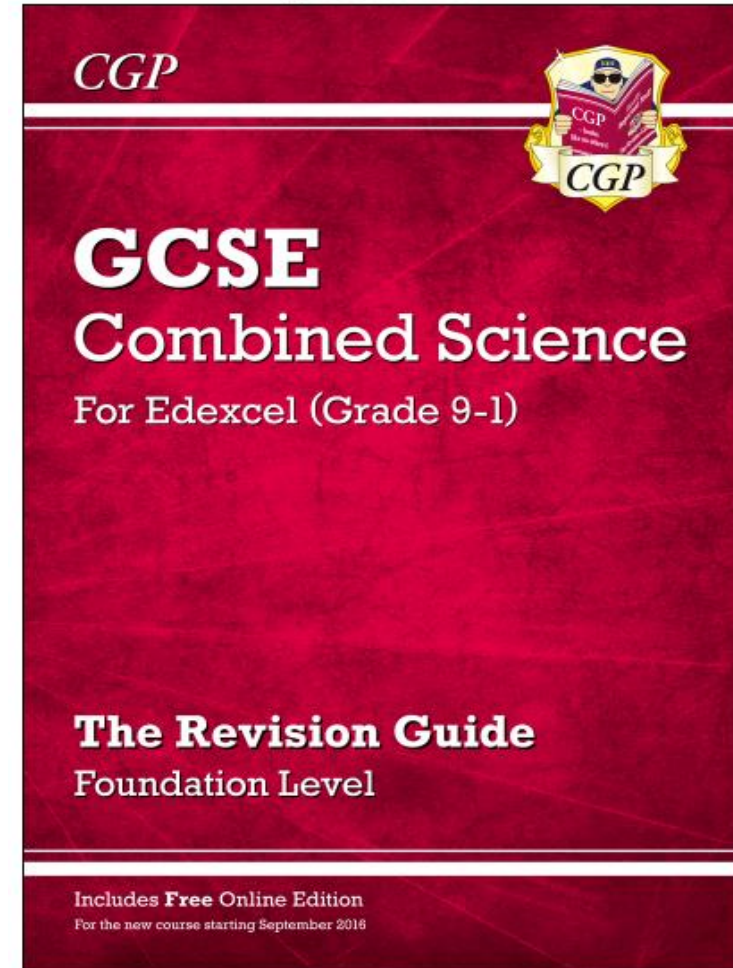
11CS1 Chemistry paper 2 & biology paper 2

Biology 2 - topic 1 + topics 6-9

- Key concepts in biology
- Plant structures and their functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystems and material cycles

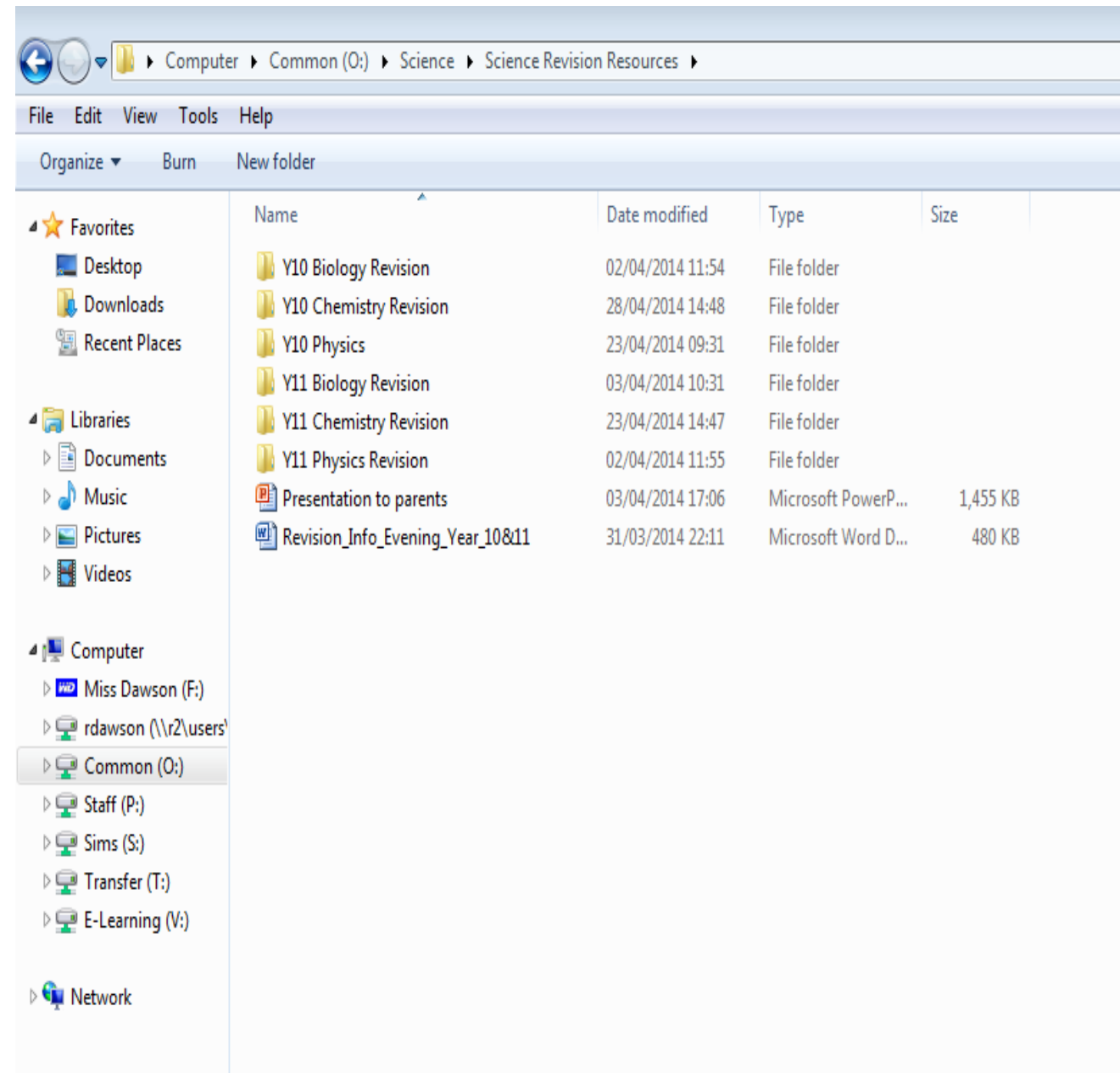
Chemistry 2 - topic 1 + topics 6-8

- Key concepts in chemistry
- Groups in the periodic table
- Rates of reaction and energy changes
- Fuels and Earth science



Science Revision Resources O-Drive

We strongly recommend that students bring a pen-drive into school to download a free electronic science revision folder which gives students access to revision lists, end of topic tests and mark schemes, PowerPoints, and sample assessment materials.



C > Common Drive (O:) > Science > Science Revision >

Name	Date modified	Type	Size
Combined Science	06/11/2017 10:19	File folder	
CS Biology Paper 1	22/10/2018 12:04	File folder	
CS Biology Paper 2	22/10/2018 1:01 PM	File folder	
CS Chemistry Paper 1	23/10/2018 7:45 AM	File folder	
CS Chemistry Paper 2	24/10/2018 8:51 AM	File folder	
CS Physics Paper 1	22/10/2018 12:02	File folder	
CS Physics Paper 2	22/10/2018 3:15 PM	File folder	
Triple Science	06/11/2017 10:27	File folder	
TS Biology Paper 1	16/10/2018 9:35 AM	File folder	
TS Biology Paper 2	16/10/2018 9:35 AM	File folder	
TS Chemistry Paper 1	16/10/2018 9:35 AM	File folder	
TS Chemistry Paper 2	16/10/2018 9:36 AM	File folder	
TS Physics Paper 1	23/10/2018 10:58	File folder	
TS Physics Paper 2	16/10/2018 9:36 AM	File folder	
01 Y11 Mock Exam Nov 2018 Information	16/10/2018 9:40 AM	Microsoft Word D...	
02 The Power Hour Revision Strategy	16/10/2018 9:41 AM	Microsoft Word D...	

PC > Common Drive (O:) > Science > Science Revision > CS Chemistry Paper 1

Name	Date modified	Type	Size
1. Edexcel Knowledge Mat GCSE - Key Co...	16/10/2018 9:15 AM	Microsoft PowerP...	593 KB
1SC0_1CF_ADDSAM_MS (1)	22/10/2018 1:06 PM	Adobe Acrobat D...	340 KB
1SC0_1CF_ADDSAM_QU (1)	22/10/2018 1:06 PM	Adobe Acrobat D...	193 KB
2. Edexcel Knowledge Mat GCSE - States ...	16/10/2018 9:15 AM	Microsoft PowerP...	840 KB
3. Edexcel Knowledge Mat GCSE - Chemi...	16/10/2018 9:15 AM	Microsoft PowerP...	863 KB
4. Edexcel Knowldge Mat GCSE - Extracti...	16/10/2018 9:15 AM	Microsoft PowerP...	428 KB
Edexcel PLC Student Checklist Combined...	16/10/2018 9:34 AM	Microsoft Word D...	411 KB
KnowIT_GCSE Chemical Changes	17/09/2018 4:39 PM	Microsoft PowerP...	3,548 KB
KnowIT_GCSE Extracting metals and equi...	17/09/2018 4:40 PM	Microsoft PowerP...	3,903 KB
KnowIT_GCSE Key concepts in chemistry	17/09/2018 4:39 PM	Microsoft PowerP...	4,311 KB
KnowIT_GCSE States of matter and mixtu	17/09/2018 4:39 PM	Microsoft PowerP...	3,007 KB

[Drive \(O:\) Science](#)

History

Preparation for Year 11 History exam week.

Please find a list of topics to begin focusing on now for your History internal exam.

Begin creating: Mind Maps/flashcards/key question/creating quizzes/word lists.

I have also attached useful links and resources for students to use on SMH

Focus Revision on the following areas of Paper 1, sections A&B:

- Nazi Opposition
- Race Policy
- Golden Years of Weimar
- Hitler's rise to Power
- Treaty of Versailles
- Steps to WWII (SCRAMCUP)
- Anschluss
- League of Nations



PE

Content : Topic 1 Health, Fitness and Well Being

Topic 2 Sports Psychology

Topic 3 Socio - Cultural Influences

Topic 4 Use of Data

The test is 1hr and 15 minutes, worth 70 Marks, the test consists of Multiple Choice questions, Short answer questions and 2 - 9 Mark extended Questions.

Geography

Revise:

- Urbanisation
- Rio- social, economic and environmental opportunities
- Manchester - greenfield / brownfield use
- Manchester - Traffic and environmental problems / solutions
- Earthquake distribution
- Earthquakes and volcanoes - prediction / monitoring, planning and preparation for.
- Using OS maps / photos to identify Coastal features
- Coastal defence / management
- Coastal erosional features (wave-cut platforms, headlands and bays only)

*Some more
revision
techniques*

Use the exam board website

Google: Edexcel Science GCSE 2016

The screenshot shows the Pearson website for Edexcel GCSE Sciences (2016). At the top left is the Pearson logo. To the right are navigation links: 'Our qualifications', 'Subjects', 'Support', 'About us', 'Contact us', 'UK', and a search icon. Below this is a breadcrumb trail: 'QUALIFICATIONS > Our qualifications > GCSEs > Sciences (2016)'. The main heading is 'Edexcel GCSE Sciences (2016)' with a colorful DNA double helix graphic. A secondary navigation bar includes 'Specification', 'Course materials', 'Published resources', 'News', 'Teaching support', and 'Year 10 exam'.

Supporting success in science

- + Inclusive assessments that give every student the opportunity to achieve
- + A free externally marked Year 10 exam in 2017
- + A tried-and-tested approach to core practicals and assessment of practical skills
- + Tools to help you measure and track progress
- + Free support when you need it, from our team of experts
- + Two terms' worth of free teaching and learning resources

On this page

- ▼ Specification
- ▼ GCSE Sciences 2016: What's changing
- ▼ Teacher support
- ▼ Related qualifications

Tell us you are teaching this specification and we will send you updates

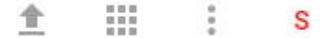
> LET US KNOW

YouTube

YouTube: Edexcel GCSE science 9-1

<https://www.youtube.com/watch?v=ZdJGGRgP0ys>

☰ YouTube^{GB} edexcel gcse science 9-1 🔍



Key Concepts in Biology

Edexcel GCSE (9-1) Combined Science and Biology

0:04 / 9:53 Edexcel GCSE (9-1) Combined Science and Biology

Up next

AUTOPLAY



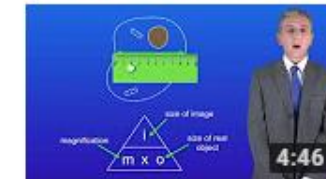
Edexcel Biology Lesson 2 - Eukaryotic and Prokaryotic
9-1GCSEScience
441 views

11:09



B2 Cells & Microscopes (EDEXCEL)
StudySmart: Science
12K views

B2: Cells & Microsc: 15:42



GCSE Biology (9-1) Microscop
Freesciencelessons
4.3K views

4:46



The whole of Edexcel B1 in on 27 minutes!!! GCSE Core
Science and Maths by Primrose I
20K views

26:34

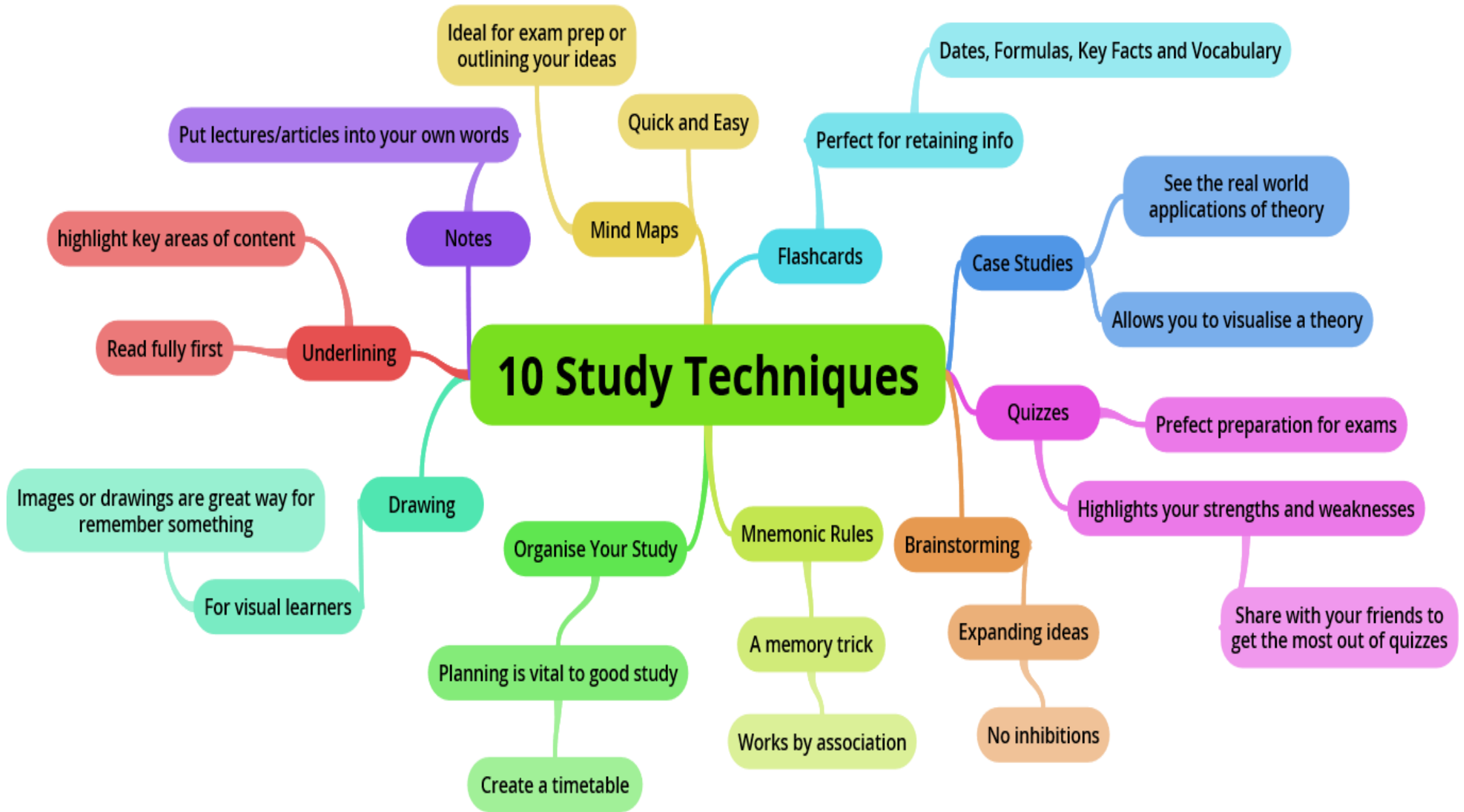


***New* AQA 9-1 GCSE Biology: Specialised Cells**

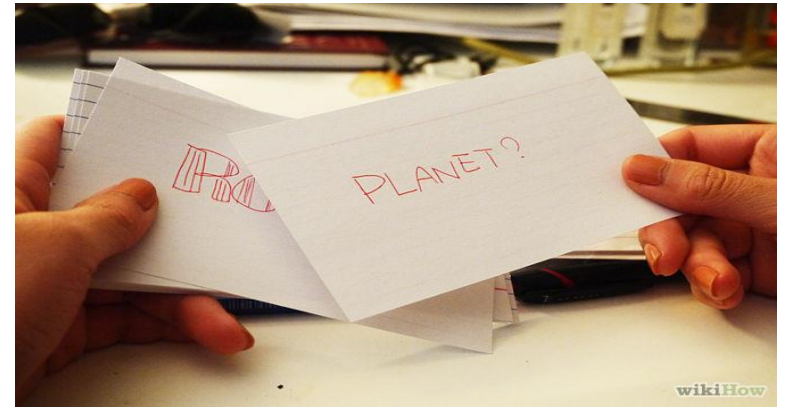
Mind Maps

Mind Maps enhance your learning experience by helping you make connections. Having a greater understanding of a topic or subject by connecting ideas will improve your memory. Mind Maps are widely recognised as an effective learning tool as a result of this key benefit and through the visual representation of information.





Flash Cards




1. Write a question or term to define on one side of an index card.
2. Jot down the answer to the question or the definition of the term on the other side of the card.
3. Make flash cards for all of the terms or facts you'd like to memorize.
4. Test yourself or get someone else to test you.
5. If you get an answer correct, place that card in a pile designated for facts you've memorized. If you miss an answer, put that card in a pile of facts you still need to learn.

GCSEPhysicsNinja.com FORCES & MOTION

Q NEWTON'S 2ND LAW IS:
"THE **ACCELERATION** OF AN OBJECT DEPENDS ON THE _____
FORCE ACTING ON THE OBJECT AND THE _____ OF THE OBJECT."

F = m × a

F IS THE _____ (UNITS _____)
m IS THE _____ (UNITS _____)
a IS THE _____ (UNITS _____)



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Notes (using a revision guide)

Notes allow you the freedom to jot down ideas or pull together more in-depth information in one place.

Use bullet points to summarise paragraphs of writing. This means you are **not mindlessly copying out**.

Use post-it notes to identify concepts you don't understand and then ask your teacher for help.

Blood and the Circulatory System

Blood transport various substances around the body through the circulatory system. E.g. it carries oxygen and glucose (for respiration) and removed carbon dioxide (as a waste product of respiration) to and (to the muscles). So... it's a bit like a party train. But what's it got?

RED BLOOD CELLS

- abnormally large
- can be put in the blood with nitrogen which is a special pigment which carries with the one and only oxygen!
- large surface area - large surface area for carrying oxygen around the body
- 7-8 micrometers
- slightly biconcave from the av. diameter of a capillary

WHITE BLOOD CELLS (leucocytes)

- smaller than RBC
- infection from disease spreads NOT to the specific - party train!
- will produce antibodies to engulf and destroy pathogens (macrophages)

PLATELETS

- FRAGMENTS OF CELLS - made from the cytoplasm of larger cells
- THEY SLICK! - by example, when you cut your skin, they stick to the cut edge and seal off a series of chemical reactions to begin clotting (the latter conversion) to clotted blood
- stick like fish scales

PLASMA

- TRANSPORTS EVERYTHING
- carries blood with water
- fluid that 45% contains

But, what even is blood, like, who does she think she is?

Yeah, that's who she is. She ain't no organ. She's a group of many cells working together to carry out a function. Like:

- TRANSPORT** - carries glucose + oxygen to muscles
- also transport urea to be removed from the body (typ. urea is removed by urine produced in the kidneys and into itself excreted in the liver)
- DEFENCE** - WBCs respond to invading pathogens (bacteria etc) by producing antibodies (yup!) or by phagocytosis of pathogens (devour 'em!)

The Double Circulatory System

What exactly does a 'double' circulatory system mean? Well, for one circuit of the body, a red blood cell has to be pumped through the heart twice.

- The first circuit pumps deoxygenated blood to the lungs to get oxygen, then it goes 'back home' to the 'pumping station' (the heart).
- The second circuit pumps oxygenated blood to the body, where it gives up its blood and returns to the 'pumping station' deoxygenated, where the cycle begins again.

Latin Terms

- PULMONARY = LUNGS
- HEPATIC = LIVER
- RENAL = KIDNEY

What does 'good' revision look like?

Research into success revision concludes that the most effective techniques are:

- **Distributed practice (spaced learning)** - spreading out study over time
- **Practice testing** - Self-testing to check knowledge