

West Heath School

Exam Revision Guide



**‘Success is the sum of all small efforts repeated
day in and day out’**

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KS4 Summer Revision & Preparation Booklet

As you move through Key Stage 4, the knowledge and skills you develop now will play an important role in your future studies and examinations. This booklet has been designed to help you maintain your learning over the summer break and prepare confidently for the next stage of your courses.

All activities within this booklet are optional; however, they are strongly recommended. Completing even a small amount of revision or independent study over the summer can help you return to school feeling more confident, organised and ready to succeed.

As not all students study the same subjects, you should focus on the sections that are relevant to your individual option choices. You do not need to complete every activity in the booklet. Instead, select the subjects you are studying and choose activities that will help strengthen your knowledge, skills and understanding.

This booklet offers a range of opportunities to:

- Review key knowledge from your courses.
- Practise important examination skills.
- Develop independent learning habits.
- Explore topics beyond the classroom.
- Build confidence before the new academic year.

We recommend that you:

- Create a simple revision timetable.
- Work little and often rather than trying to do everything at once.
- Focus on your chosen GCSE subjects.
- Challenge yourself with activities that stretch your understanding.
- Take regular breaks and enjoy your summer.

Remember, successful revision is not about spending hours studying every day. It is about being consistent, organised and making small amounts of progress over time. Every revision session, practice question and project completed will help you build a stronger foundation for the year ahead.

"The future depends on what you do today."

– Mahatma Gandhi

The summer holidays are an opportunity to rest, recharge and enjoy time with family and friends. However, they are also a valuable chance to stay connected to your learning. By completing some of the suggested activities, you will be giving yourself a head start for next year and helping to reduce the pressure when exams begin to approach.

We look forward to seeing the progress you have made and hearing about the challenges you have completed when you return.

Have a wonderful summer, stay motivated, and remember: every small step you take today brings you closer to your goals tomorrow. 🌞📚✏️🎓

Mock Exam Guidance



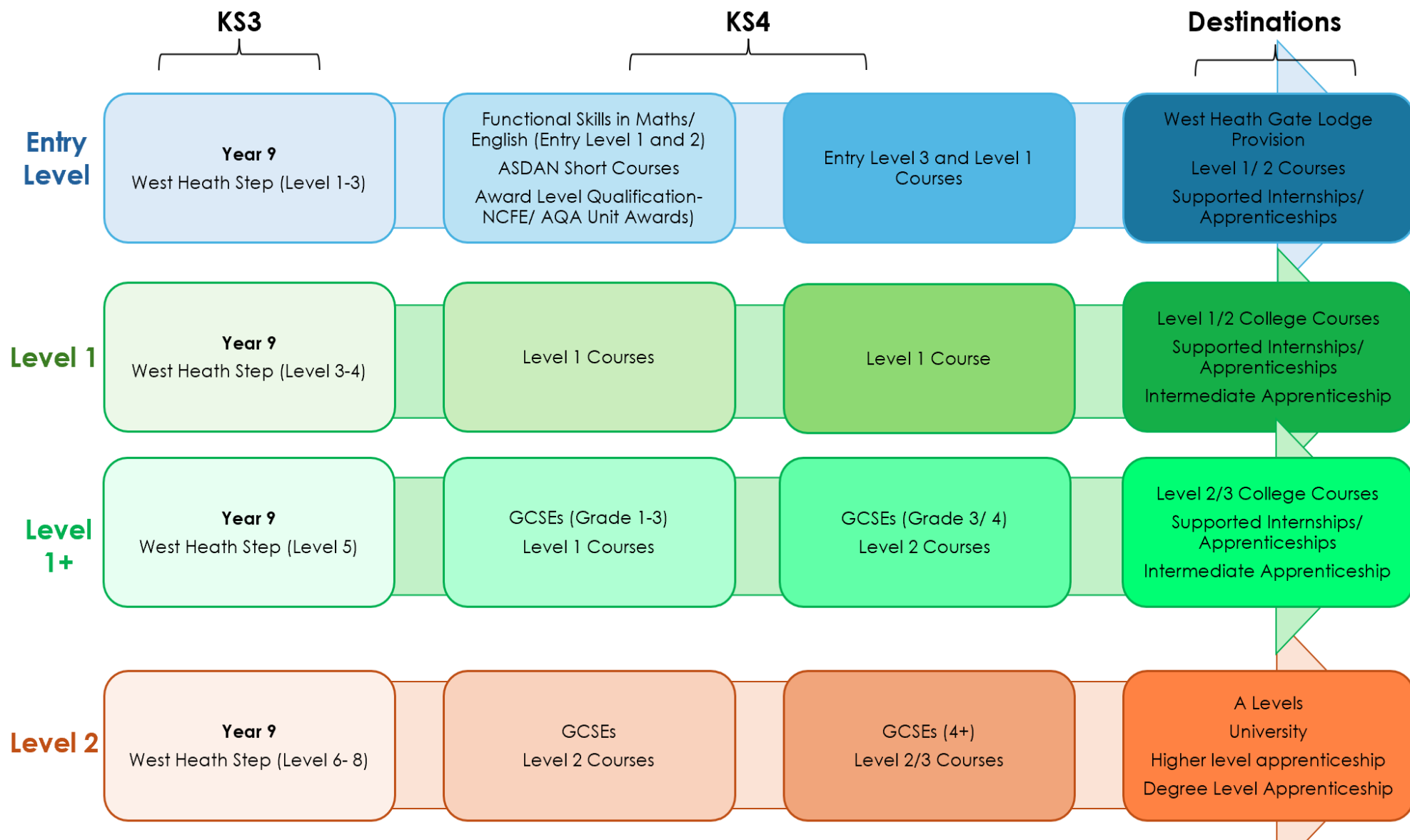
KS4 Compulsory Subjects

Subjects all Year 10 and 11 students' study.

Compulsory Subjects	Exam/ Coursework/ None
* English Language	GCSE Exam/ Functional Skills Exam
* Mathematics	GCSE Exam/ Functional Skills Exam
Science	- GCSE Exam (Double Award) - EL Exam (Entry Level) - None (World Science)
PE	None
PSHE	None
Self-Science	None
Preparation for Adulthood	None
College Preparation	None

Mock Results/ Grade Equivalents

		Level 3	A Level	
			9 (A**)	A Grade 9 is above the old A star grade. It is normally only the top 5% of the country who receive this result.
			8 (A*)	
			7 (A)	A GCSE grade 6 or 7 is often required to study A-Level qualifications.
			6 (B)	
			5 (C*)	A GCSE grade 4 is considered a 'pass' and a Grade 5 is considered a strong pass. No resits required in English and Maths.
			4 (C)	
		Level 2	3 (D)	A Grade 1-3 is an achievement but considered below a GCSE 'pass' mark. In English and Mathematics, students would re-sit this exam either at school or at college.
		Level 1	2 (E)	
			1 (F)	
Entry Level 3				
Entry Level 1/ 2				
Entry Level Certificate				
	Gold (180 hrs)			
	Silver (120 hrs)			
	Bronze (60hrs)			
	ASDAN	BTEC/ NCFE	GCSE Grades	



Preparation Strategies for AQA English Language



Key Information

Exam Board	AQA English Language
Assessment Objectives	AO1: Understand and respond to texts AO2: Analyse language and structure AO3: Compare texts AO4: Evaluate texts critically AO5: Communicate effectively in writing (writing to argue, describe) AO6: Use a range of vocabulary and sentence structures
AQA Resources Past Papers & AQA Mark Schemes	

1. Practise Reading Skills

- Work through past papers and focus on identifying **inference**, **language techniques**, and **writer's intentions**.
- Read a variety of texts (articles, speeches, letters, descriptions) to build confidence with unfamiliar material.
- Time yourself on Questions 1–4 to get used to the pace.

2. Build a Bank of Language Techniques

- Revise key terminology: metaphor, simile, personification, juxtaposition, tone, structure, contrast, shift, etc.

- Practise spotting these in real texts and explaining their effect.
-

3. Master the Structure Questions

- For Q3, practise describing how a text is organised:
 - What does it open with?
 - How does it develop?
 - What changes or shifts occur?
 - How does it end?
-

4. Practise Writing Descriptions and Narratives

- Use past Q5 prompts to practise planning and writing under timed conditions.
 - Focus on:
 - Varied sentence structures
 - Strong openings and endings
 - Sensory detail
 - Showing, not telling
 - Paragraphing for effect
-

5. Improve Spelling, Punctuation, and Grammar

- Review common errors (apostrophes, commas, homophones).
 - Practise proofreading your work — AQA awards marks for technical accuracy.
-

6. Learn How to Compare Texts

- For Paper 2 Q4, practise comparing viewpoints and methods.
 - Use sentence starters like:
 - “Both writers present...”
 - “However, Writer A suggests...”
 - “Writer B uses X to show...”
-

7. Read Non-Fiction Regularly

- Newspapers, opinion pieces, travel writing, speeches — anything that exposes students to different voices and viewpoints.
 - This builds confidence for Paper 2.
-

8. Build Stamina for the Exam

- Complete full papers in timed conditions.
 - Practise writing for 45 minutes for Q5 without stopping.
-

9. Review Mark Schemes and Exemplar Answers

- Look at what examiners reward.
 - Compare your own answers to high-level examples to see what's missing.
-

10. Create a Revision Routine

- Short, regular practice sessions are more effective than long cramming sessions.
 - Rotate between reading questions and writing tasks.
-

Improve your Reading GCSE Grade

GCSE Writing Structure

PEE STRUCTURE

P – POINT

Make your argument (*The writer shows...*)

E – EVIDENCE

Use a quotation or example (*This is shown when...*)

E – EXPLANATION

Explain how the evidence supports your point (*This suggests... because... therefore...*)

Example: A Christmas Carol

Point: Dickens presents Scrooge as a selfish character at the beginning of the novella.

Evidence: This is shown when Scrooge is described as "hard and sharp as flint."

Explain: The simile compares Scrooge to a hard stone, suggesting that he is cold-hearted and unwilling to show kindness to others.

PETER STRUCTURE

P – POINT

Write a simple, one line sentence response to the question that gives your opinion on it.

E – EVIDENCE

Use a direct quote from the text as evidence that backs up your point.

T – TECHNIQUE

Point out the language techniques used by the author in this quote, e.g. simile, metaphor, verb, etc.

E – EXPLANATION

Write about why the author used these techniques, and how they enhance the text

R – READER

Write about the effect this has on a modern reader and a reader from the time it was written

Example:

Maya Angelou demonstrates her feeling of freedom (**Point**), within the metaphor __ (**Technique**) 'I'm a black ocean, leaping and wide' __ (**Evidence**). She is suggesting that she is so full of life that her positive spirit is never-ending; she cannot be contained, in a similar way to the ocean being free (**Explanation**). This creates a sense of empowerment for the reader and a feeling of hope (**Reader**).

The What, How, Why Approach

The **What, How, Why** approach is an alternative to using PEE (Point, Evidence, Explanation) when analysing a quote or extract.

Rather than being a rigid structure like PEE, **WHW** is a way of thinking before even beginning writing.

The exam boards say that this ensures students are addressing each assessment objective.

As you are reading a text, before writing any sort of analysis, ask yourself these three questions:

What

What is the writing about?

Consider: *what is happening, what message they want to convey, what they are trying to say.*

How?

How does the writer present their ideas?

Consider: *how they get their point across, what evidence you can find, how the evidence illustrates the point, what specific methods and techniques have been used.*

Why?

Why has the writer written their work?

Consider: *the author's intentions, what feelings they wanted to evoke in their reader, why a particular word or phrase has been used, if their ideas have been influenced by social or historical context, the overall purpose of the text, whether someone else will feel differently.*

It would help to remember these three questions in order to make purposeful annotations of quotes or extracts.

Useful analytical verbs:

allude	clarify	critique	divulge	facilitate	provoke	substantiate
articulate	confirm	defend	elicit	imply	reveal	suggest
assert	contrast	depict	express	portray	state	validate

A simple formula is:

What: The writer shows...

How: This is shown when/ by the use of

Why: The writer does this/ uses this technique because... Therefore...

Model Answers:

Example 1

What: The writer creates a sense of excitement.

How: Using the phrase that the runner "raced towards the finish line."

Why: The writer uses the verb "raced" to suggest speed and urgency. This makes the reader feel the excitement of the moment and shows how determined the runner is to win.

Example 2: Language Analysis

What: The writer creates a frightening atmosphere.

How: This is shown when the forest is described as "dark, twisted, and silent."

Why: The use of the adjectives "dark" and "twisted" suggest danger and mystery, while "silent" makes the setting seem unnatural and unsettling. This encourages the reader to feel nervous about what might happen next.

Example 3: *A Christmas Carol*

What: Dickens presents Scrooge as a selfish character at the beginning of the novella.

How: This is shown when Scrooge is described as "hard and sharp as flint."

Why: The writer uses this simile to compare Scrooge to a hard stone, suggesting that he is cold-hearted and unwilling to show kindness to others.

Example 4

What: In *The Haunting of Aveline Jones*, the writer creates a tense and eerie atmosphere

How: by describing the storm as "clawing at the windows".

Why: This personification makes the weather feel aggressive and alive, turning a natural event into something threatening. By choosing the verb *clawing*, the author encourages the reader to imagine the storm as a creature trying to break into the house, which heightens the sense of danger and isolation. This helps the reader understand Aveline's fear and builds a classic Gothic atmosphere where the environment reflects the character's emotional state.

Improve your Descriptive Writing Grade

S – Senses

Using sight, sound, touch, taste, smell. Example: *The warm sand crumbled between my toes as the salty breeze brushed my face.*

P – Personification

Giving human qualities to non-human things. Example: *The wind whispered secrets through the trees.*

A – Alliteration

Repeating initial consonant sounds. Example: *The slippery, shimmering sea stretched into the sunset.*

M – Metaphors

A direct comparison. Example: *Her voice was honey, warm and soothing.*

R – Repetition

Repeating words or phrases for emphasis. Example: *He waited and waited, but nothing changed.*

O – Onomatopoeia

Sound-effect words. Example: *The fire crackled and popped in the quiet night.*

S – Similes

Comparisons using *like* or *as*. Example: *The water sparkled like scattered diamonds.*

Descriptive Writing: *The School Corridor*

The corridor stretched before me like a **long, waiting tunnel**, its pale lights flickering as if they were **tired of staying awake**. The **echoing footsteps** of students had faded now, leaving only the soft hum of the radiators and the distant **buzz** of a classroom projector. A faint smell of **warm dust and old textbooks** drifted through the air, clinging to the back of my throat. I ran my hand along the wall; the paint was cool and slightly rough, **scratching** my fingertips like sandpaper.

Outside, the playground **shivered** under the early-morning breeze, and the trees tapped gently against the windows, as though they were trying to be let

in. Posters curled at the edges, whispering secrets about clubs no one attended anymore. My bag felt **as heavy as a brick**, dragging at my shoulder, reminding me of the day ahead. The clock above the door ticked, ticked, **ticked**, each beat louder than the last, **repetition** hammering the silence.

Somewhere down the hall, laughter burst out- sharp, bright, and sudden- slicing through the stillness like a spark in the dark. The corridor swallowed it quickly, returning to its usual hush. I took a breath, tasting the faint tang of floor polish, and stepped forward. The school wasn't just a building; it was a **restless creature**, watching, waiting, breathing in every moment we lived inside it.

Descriptive Writing: *The Face in the Crowd*

Her face stood out in the corridor like a **lantern in fog**, glowing softly even in the dull afternoon light. I noticed first the **quiet shimmer of her eyes**, a deep hazel that seemed to **whisper** secrets no one else could hear. They flicked towards me, warm and sharp at the same time, catching the light like **polished amber**. A faint scent of citrus drifted from her as she passed, bright and clean, cutting through the dusty smell of the hallway.

Her skin was smooth, almost **glass-like**, cool in tone but warm in expression. When she smiled, the corners of her mouth curled gently, **soft and subtle**, as though the smile was something precious she didn't want to spill. A tiny freckle sat just beneath her left eye, a dot so small it felt like a secret punctuation mark in the story of her face. Her hair framed her features in loose waves, brushing her cheeks with a **soft swish**, the sound barely audible but somehow comforting- a quiet murmur of movement.

As she looked up again, her expression shifted- a flicker, a pause, a moment. **A moment. A moment.** The **repetition** echoed in my mind, stretching time. Her eyes widened slightly, brightening like the first spark of sunrise. She wasn't just another face in the crowd; she was a **portrait come alive**, every feature moving with quiet intention, every detail telling a story I hadn't yet learned.

Extended Writing Task



Core Features of Gothic Fiction (with examples)

1. Setting

Dark, isolated, eerie places. Example: *The abandoned mansion loomed over the cliffs, its windows staring like empty eyes.*

2. Atmosphere

Created through sensory detail, weather, and mood. Example: *A cold mist curled around my ankles, swallowing the path ahead.*

3. Supernatural elements

Ghosts, curses, unexplained events. Example: *The portrait's eyes seemed to follow her across the room.*

4. Isolation

Characters cut off from help or safety. Example: *Miles from the nearest village, the storm trapped him inside the crumbling tower.*

5. High emotion

Fear, panic, dread, obsession. Example: *Her heartbeat thundered as the footsteps crept closer.*

6. Mystery

Secrets, locked rooms, hidden pasts. Example: *No one knew what lay behind the iron door- only that it had been sealed for decades.*

7. Villains or monstrous figures

Human or supernatural threats. Example: *A shadowy figure lingered at the end of the corridor, unmoving, watching.*

8. Pathetic fallacy

Weather mirrors mood. Example: *Thunder cracked as the truth finally surfaced.*

Language Features Common in Gothic Writing

These link beautifully to SPAMROOS:

- Similes- *The corridor stretched like a throat waiting to swallow her.*
- Metaphors- *Fear was a hand tightening around his chest.*
- Personification- *The house groaned as if waking from a long sleep.*
- Onomatopoeia- *The door creaked open.*
- Alliteration- *Silent shadows slithered across the floor.*
- Repetition- *He ran. Ran from the truth. Ran from the darkness.*

Task: Create a piece of descriptive writing based on a gothic theme.

Improve your Persuasive Writing Grade

Alliteration

Alliteration is the occurrence of the same letter or sound at the beginning of a number of words in the same sentence.

Example: *She sells seashells by the seashore.*

Facts

Facts are pieces of information that are known to be true. They are used to persuade the audience through logic (logos).

Example: *you need a driving license to drive in the UK*

Triplets

Triplets, also known as the 'rule of three', is the presentation of an idea three times throughout a speech, making this idea more memorable for the audience.

Example: *"Blood, sweat and tears"* - used to express the idea of the effort put into a task.

Rhetorical question

A rhetorical question is a question that does not require an answer. They are added to a speech to make a point or draw attention to an idea.

Example: *Why are people so annoying?*

Planning some persuasive writing?
Don't forget to take a walk through...

AFOREST

Statistics

Statistics are presented through numbers and/or percentages. They are used in a speech to appeal to logic and help to support the speaker's argument.

Example: *Almost 45% of students agreed...*

Opinion

An opinion is a view or judgement based on personal ideas - but not necessarily always true

Example: *Pineapple has no place on top of a pizza!*

Emotive language

Words or phrases that evoke emotional responses in the audience.

Example: *I had made a terrible mistake...*

Self-assessment on Persuasive Writing

AFOREST

I have used alliteration

I have included facts

I have included opinions

I have asked the audience rhetorical questions

I have used emotive language

I have included statistics

I have used triplets

☐
☐
☐
☐
☐
☐
☐

Please write down what you believe went well (WWW) and what you need to improve (EBI).

English Language Revision Questions

Writing to Persuade

Model Answer (Grade 4)

Question: Write an article for a magazine in which you persuade young people to spend less time on social media.

Many young people spend a lot of time on social media every day. They use apps to watch videos, look at photos and talk to friends. While social media can be enjoyable, I think people should spend less time using it.

One reason is that social media can waste a lot of time. Many teenagers spend hours scrolling through videos when they could be doing something more useful. They could be playing sports, completing homework or spending time with family and friends. Do you have enough life to live to spend it endlessly scrolling on your phone?

Another reason is that social media can make people feel unhappy. Sometimes people compare themselves to others online. Most people only share the best parts of their lives, so it can make other people feel like they are missing out.

Social media is not always bad. It can help people stay in touch and learn new things. However, it is important to use it in moderation and not let it become the most important part of your day.

In conclusion, young people should spend less time on social media because it can waste time and affect confidence. By setting limits and doing other activities, people can enjoy a healthier and happier lifestyle.

Why this is Grade 4

- ✓ Clear paragraphs and simple structure
 - ✓ Gives reasons and examples
 - ✓ Some persuasive language
 - ✓ Balanced view included
 - ✗ Limited vocabulary
 - ✗ Less detailed and less sophisticated argument
 - ✗ Few persuasive techniques compared with Grade 8/9
-

Model Answer (Grade 6)

Question: Write an article for a magazine in which you persuade young people to spend less time on social media.

Many young people spend a significant amount of time on social media each day, using apps to watch videos, browse photos and chat with friends. Although social media can be entertaining and even helpful, I believe young people should reduce the amount of time they spend online.

One reason for this is that social media can become a major distraction. Teenagers often spend hours scrolling through endless videos, losing track of time and avoiding more meaningful activities. Instead of staring at a screen, they could be developing skills through sports, improving their schoolwork or building stronger relationships with family and friends. When so much of life happens offline, it seems wasteful to spend it endlessly scrolling.

Another reason is that social media can negatively affect confidence and wellbeing. Online, people usually share only the most exciting or perfect parts of their lives. This creates unrealistic expectations and can make others feel as though they are not achieving enough. Constant comparison can lead to anxiety, low self-esteem and a distorted view of reality.

Of course, social media is not entirely harmful. It allows people to stay connected, learn new information and express themselves creatively. However, it is important to use it in moderation, making sure it does not become the most important part of the day.

In conclusion, young people should spend less time on social media because it can waste valuable time and damage confidence. By setting limits and choosing a wider range of activities, they can enjoy a healthier, more balanced lifestyle.

Why this is Grade 6

- ✓ Clear, well-organised paragraphs with logical sequencing and purposeful connectives
- ✓ Developed reasons and explanations, showing *why* social media affects time, wellbeing and confidence
- ✓ More sophisticated vocabulary such as *significant*, *meaningful activities*, *distorted view of reality*

- ✓ Balanced evaluation, acknowledging benefits while emphasising moderation
 - ✗ Still not fully analytical, as arguments could be expanded with evidence or statistics
 - ✗ Persuasive techniques are present but limited, compared with Grade 8/9 writing
 - ✗ Some phrasing remains straightforward, lacking the complexity expected at higher grades.
-

Model Answer (Grade 8/9)

Question: *Write an article for a magazine in which you persuade young people to spend less time on social media.*

Is Social Media Stealing Your Life?

Imagine waking up and the first thing you see isn't sunlight streaming through your window, but a glowing screen demanding your attention. Sound familiar? For many young people today, social media has become an unavoidable part of daily life. But the question we should all be asking is this: are we controlling social media, or is it controlling us?

Every day, teenagers spend hours scrolling through endless videos, pictures and posts. Hours become days, days become weeks, and before long, valuable time has disappeared. Time that could have been spent learning a new skill, exercising or simply enjoying the real world. Why waste precious moments watching somebody else's life when you could be living your own?

Furthermore, social media can damage mental health. Constantly comparing ourselves to carefully edited images can make us feel inadequate. Nobody posts their failures, their bad days or their insecurities online. Instead, we see a perfect version of reality that simply doesn't exist. As a result, many young people feel pressure to look, act and live in impossible ways.

Think about the opportunities we miss. A conversation with a friend. A walk in the fresh air. A hobby that could become a passion. These experiences create lasting memories, while social media provides only temporary entertainment. Which would you rather remember in ten years' time: another hour scrolling through videos, or an adventure with friends?

This does not mean we must abandon technology altogether. Social media can be useful, informative and enjoyable when used responsibly. However,

there must be a balance. Set limits. Put your phone down. Reconnect with the world beyond the screen.

So, I urge you to take back control today. Don't allow an app to decide how you spend your time, your energy and your life. Because your future is far too important to be sacrificed with a single swipe of a finger.

Why this is grade 8/9

1. Strong, Engaging Title

"Is Social Media Stealing Your Life?"

This immediately grabs the reader's attention because it is a rhetorical question. It makes the reader curious and encourages them to think about the topic.

2. Direct Address

The writer speaks directly to the reader:

"Why waste precious moments watching somebody else's life when you could be living your own?"

Using "you" makes the writing personal and more persuasive.

3. Rhetorical Questions

Examples:

"Are we controlling social media, or is it controlling us?"

"Which would you rather remember in ten years' time...?"

These make the reader consider the writer's viewpoint rather than simply being told what to think.

4. Emotive Language

Words and phrases such as:

"valuable time has disappeared"

"pressure"

"impossible ways"

"take back control"

create an emotional response and make the issue seem important.

5. Clear Structure

The article follows a logical order:

1. Introduction to the issue
2. Time wasted on social media
3. Effects on mental health
4. Missed opportunities
5. Counter-argument (social media can be useful)
6. Strong conclusion

This makes the argument easy to follow.

6. Varied Sentence Lengths

Short sentences add impact:

"Then everything changed."

Longer sentences provide explanation.

This variety keeps the reader interested.

7. Balanced Argument

A top-band answer doesn't just attack social media.

It says:

"Social media can be useful, informative and enjoyable when used responsibly."

This makes the writer seem reasonable and intelligent, strengthening the argument.

8. Call to Action

The conclusion tells the reader to do something:

"Set limits. Put your phone down. Reconnect with the world beyond the screen."

This is a classic persuasive technique.

9. Powerful Ending

The final sentence is memorable:

"Because your future is far too important to be sacrificed with a single swipe of a finger."

This leaves the reader thinking about the message after they have finished reading.

Revision: Example Writing to Argue/ Persuade Questions

- ☐ Write an article for a magazine arguing that schools should start later in the morning.
 - ☐ Write an article persuading people to spend less time on their phones.
 - ☐ Write a speech to your school persuading students to take part in extracurricular activities.
 - ☐ Write a speech arguing that homework does more harm than good.
 - ☐ Write a letter arguing against plans to ban mobile phones completely in schools.
 - ☐ Write a letter persuading a newspaper editor that public parks should receive more funding.
-

Writing to Describe

Model Answer (Grade 4)

Question: *Describe a place as the storm begins.*

You could imagine a beach, a city, a forest, or the scene below:

The sky darkens suddenly on a summer afternoon. The wind begins to rise and people rush for shelter.

The afternoon started with warm sunshine and blue skies. People were sitting outside enjoying the weather and children were playing in the town square.

Slowly, dark clouds began to appear in the sky. The sunlight disappeared behind them and everything seemed darker. A cool wind started to blow through the streets and the trees began to move from side to side.

People looked up at the sky and realised that a storm was coming. Shopkeepers started putting things away and families quickly gathered their belongings. The air felt heavy and uncomfortable.

A loud clap of thunder echoed in the distance. Soon after, flashes of lightning could be seen across the sky. The wind became stronger and leaves blew across the pavement.

Then the rain began. Large drops fell onto the ground and quickly turned into heavy rain. Within minutes, people were running for cover and the once busy square became quiet.

Why this is Grade 4

- ✓ Clear description with some atmosphere
 - ✓ Uses simple sensory details
 - ✓ Organised into paragraphs
 - ✓ Some vocabulary variation
 - ✗ Limited use of language techniques
 - ✗ Less ambitious vocabulary
 - ✗ Less detailed imagery than Grade 8/9
-

Model Answer (Grade 6)

Question: Describe a place as the storm begins.

You could imagine a beach, a city, a forest, or the scene below:

The sky darkens suddenly on a summer afternoon. The wind begins to rise and people rush for shelter.

The afternoon began with warm sunshine spilling across the town square, turning the pavements a soft golden colour. People relaxed outside cafés, enjoying the brightness, while children chased each other beneath the clear blue sky. The whole town felt calm and content.

Gradually, a bank of dark clouds crept across the horizon. The sunlight faded behind them, and the square shifted from cheerful to uneasy. A cool wind threaded its way through the streets, tugging at jackets and making the trees sway as though they were warning of what was coming.

People paused and looked upward, sensing the change. Shopkeepers hurried to gather their displays, and families packed away their belongings, moving with a new urgency. The air grew heavy, thick with the feeling that the weather was about to break.

A sudden crack of thunder rolled across the rooftops, echoing like a distant drum. Moments later, sharp flashes of lightning split the sky, illuminating the dark clouds. The wind strengthened, sweeping leaves across the pavement in restless spirals.

Then the rain arrived. At first, large droplets splashed onto the ground, but within seconds they became a relentless downpour. People dashed for shelter, their footsteps splashing through puddles. The lively square emptied quickly, leaving only the sound of rain hammering against the stones.

★ Why this is Grade 6

- ✓ More ambitious vocabulary (e.g., spilling, threaded, restless spirals, relentless downpour)
- ✓ More detailed imagery, creating a clearer sense of atmosphere and change
- ✓ Stronger sensory description, using sight, sound and movement more effectively

- ✓ More sophisticated sentence structures, including varied openings and complex sentences
 - ✗ Still not Grade 8/9, as it could include more figurative language or symbolism
 - ✗ Some moments remain straightforward, without deeper emotional or thematic impact
 - ✗ Could use more advanced techniques, such as extended metaphor or personification throughout
-

Model Answer (Grade 8/9)

Question: *Describe a place as the storm begins.*

You could imagine a beach, a city, a forest, or the scene below:

The sky darkens suddenly on a summer afternoon. The wind begins to rise and people rush for shelter.

The afternoon had begun in perfect stillness. Golden sunlight spilled across the town square, warming the stone buildings and casting long shadows upon the ground. Children laughed as they chased each other between benches, while pigeons pecked lazily at abandoned crumbs.

Then everything changed.

Without warning, a wall of black clouds rolled across the sky, swallowing the sun whole. The bright blue above faded into an ocean of grey. The air seemed heavier somehow, thick and oppressive, pressing down on everything beneath it.

A sudden gust of wind tore through the square. Leaves spiralled wildly through the air like frightened birds. Market stalls rattled and groaned as their canvas roofs strained against the growing storm. Conversations stopped. Laughter vanished. People glanced upwards nervously.

The first rumble of thunder echoed in the distance.

It was deep and powerful, as though the sky itself was growling. A woman hurriedly gathered her shopping bags. Shopkeepers rushed outside to pull signs and displays indoors. Even the pigeons seemed to sense danger, scattering into the air in a chaotic burst of wings.

The wind strengthened.

It howled through narrow streets and whistled around corners. Tree branches bent and twisted under its force. Dust danced along the pavement, stinging eyes and scratching skin. Above, jagged flashes of lightning split the darkness into blinding fragments of white.

Then came the rain.

Heavy droplets crashed onto the ground, leaving dark marks on the pale stone. Within moments, the shower became a torrent. Water poured from rooftops and rushed along the gutters like small rivers. Umbrellas blossomed across the square, but many were useless against the fierce wind.

As the storm unleashed its full fury, the once cheerful town square stood almost deserted. The only sounds were the relentless drumming of rain, the roar of thunder and the shriek of the wind. Nature had transformed the peaceful afternoon into a scene of wild, unstoppable power.

Why this is a strong answer

- ✓ Uses sensory imagery (sights, sounds and feelings)
- ✓ Includes varied sentence lengths for effect
- ✓ Uses ambitious vocabulary:
 - oppressive
 - torrent
 - relentless
 - chaotic
 - unleashed
- ✓ Creates atmosphere
- ✓ Uses language techniques:
 - Personification: "*the sky itself was growling*"
 - Simile: "*Leaves spiralled wildly through the air like frightened birds*"
 - Metaphor: "*an ocean of grey*"

A description like this would fit the style expected for the top bands in AQA Paper 1 Question 5.

Example Writing to Describe Questions

1. The Abandoned House

Describe an old, abandoned house at dusk.

Think about:

- The building's appearance
 - Sounds and smells
 - The atmosphere
-

2. The Busy Market

Describe a crowded market on a hot summer afternoon.

Think about:

- People
 - Colours
 - Movement and noise
-

3. The Winter Landscape

Describe a snowy landscape early in the morning.

Think about:

- The weather
 - The silence
 - The effect of the snow
-

4. The Forest

Describe a forest at night.

Think about:

- Shadows
 - Sounds
 - Things that might be hidden in the darkness
-

5. The City at Night

Describe a city centre after dark.

Think about:

- Streetlights
- Traffic
- Different types of people

Parent/ Carer Notes



Target Grade

Red (areas not covered and/ or to focus on)

Amber (areas that may require improvement)

Green (areas that your child excels in)

Preparation Strategies for English Functional Skills



1. Reading Skills

Students should practise:

- Spotting key information in texts (facts, opinions, main ideas).
- Understanding the purpose of a text (to inform, persuade, advise, describe).
- Comparing how two texts present ideas.
- Identifying language features such as tone, emotive language, rhetorical questions, and persuasive techniques.
- Working with everyday text types: emails, letters, articles, leaflets, instructions.

2. Writing Skills

Students should focus on:

- Writing clearly and logically for a specific audience and purpose.
- Using correct spelling, punctuation, and grammar.
- Structuring writing with paragraphs, clear openings, and strong endings.
- Using appropriate tone (formal/informal).

- Planning before writing and proofreading at the end.
-

3. Common Writing Tasks

Students should practise writing:

- Emails
 - Formal and informal letters
 - Articles
 - Reports
 - Reviews
 - Leaflets or information sheets
-

4. Practical Exam Tips

- Read questions slowly and highlight key words.
 - Use PEE/PEEL for reading answers (Point, Evidence, Explain, Link).
 - In writing, always check SPaG at the end as it's worth a lot of marks.
 - Keep sentences clear and avoid overcomplicating ideas.
 - Practise with real-life texts (job adverts, websites, instructions, news articles).
-

Functional Skills English Revision Questions

Model Question

Write a description of a park on a sunny summer day.

Model Answer

The park was full of life on the warm summer afternoon. Bright green grass covered the ground, and colourful flowers lined the paths. The sun shone high in the clear blue sky, filling the park with light and warmth.

Children laughed as they played on the swings and climbing frames. Families sat on picnic blankets, sharing food and enjoying the beautiful weather. Dogs ran across the open fields, chasing balls and wagging their tails excitedly.

Near the pond, ducks glided peacefully across the water. The surface sparkled like glass as the sunlight reflected from it. A gentle breeze moved through the trees, causing the leaves to rustle softly.

The air was filled with the smell of freshly cut grass and blooming flowers. Birds sang from the branches above, adding to the peaceful atmosphere. Everywhere people seemed relaxed and happy.

As the afternoon continued, the park remained a place of joy and calm. It was the perfect place to enjoy a sunny day and escape from the busy city beyond its gates.

Useful Descriptive Openings for Functional Skills

- *The town centre was busy and full of activity.*
- *As I entered the building, I immediately noticed...*
- *The beach stretched for miles beneath the bright sky.*
- *The garden was quiet and peaceful.*
- *The market was crowded with people rushing from stall to stall.*

Descriptive Words to Learn

Weather: bright, warm, cloudy, windy, freezing

Sounds: rustling, buzzing, chirping, roaring, whispering

Colours: golden, emerald, scarlet, silver, pale

Feelings: peaceful, exciting, relaxing, cheerful, lonely

A response of about 150–250 words with clear paragraphs and sensory details is usually a good target for Functional Skills English writing tasks.

Revision Questions

1. Describe a place you enjoy visiting.

You could describe:

- A beach
 - A park
 - A shopping centre
 - A holiday destination
-

2. Describe a memorable journey.

You could write about:

- A train journey
 - A car journey
 - A flight
 - A walk
-

Informal Writing (Email)

3. Write an email to a friend recommending a place to visit.

Include:

- Why they should visit
 - What they can do there
 - Your personal experience
-

4. Write an email to a friend describing a recent event you attended.

Include:

- What happened
 - Who was there
 - Why you enjoyed it
-

Formal Writing (Letters)

5. Write a letter to your local council asking for improvements to a public park.

Include:

- What the problems are
 - How they could be improved
 - Benefits to the community
-

6. Write a letter of complaint to a company about poor customer service.

Include:

- What happened
 - Why you are dissatisfied
 - What action you would like them to take
-

Parent/ Carer Notes



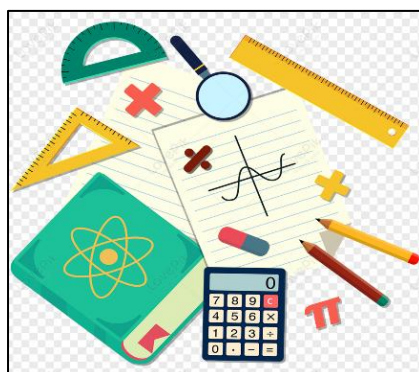
Target Grade

Red (areas not covered and/ or to focus on)

Amber (areas that may require improvement)

Green (areas that your child excels in)

Preparation Strategies for Edexcel Mathematics



Exam Board	Edexcel Mathematics
Key Topics	1. Number: • Place value, rounding, and estimation • Fractions, decimals, and percentages • Ratio and proportion • Powers and roots 2. Algebra: • Simplifying expressions • Solving equations and inequalities • Graphs of linear and quadratic functions • Sequences and patterns 3. Geometry and Measures: • Properties of shapes (2D and 3D) • Angles and their properties • Perimeter, area, and volume calculations • Transformations (translations, rotations, reflection and enlargements) 4. Statistics: • Collecting and representing data • Averages (mean, median, mode) and range • Probability concepts and calculations • Interpreting charts and graphs 5. Ratio and Proportion: • Understanding and solving problems involving ratios • Direct and inverse proportion

As your child approaches their Edexcel GCSE Mathematics examinations, we want to ensure they are as well prepared and confident as possible. To support this, we are sending home Maths Revision Booklets, specifically designed to help guide their independent study and consolidate key topics that will be examined.

The Edexcel GCSE Maths examinations:

• **Paper 1 (Non-Calculator)**

• **Paper 2 (Calculator)**

• **Paper 3 (Calculator)**

Each paper is 1 hour 30 minutes, 80 marks

These revision booklets cover key topic areas from the course and include practice exam style questions and helpful prompts to support effective revision at home. Completing regular and purposeful revision is one of the most impactful ways your child can improve their understanding, build confidence and boost their final outcomes.

We encourage you to support your child by:

- Setting a revision routine- consistent, short sessions are more effective than last-minute cramming.
- Use MyMaths to consolidate learning
- Checking progress- ask them what they're working on and review completed tasks together.
- Encouraging use of the booklets - they are structured to support independent study but can also be used alongside online resources and class notes.

We believe that with the right preparation and support, every student can perform at their best. Thank you for your ongoing involvement in your child's learning - your support makes a real difference.

If you have any questions about the revision materials or how best to support your child, please don't hesitate to contact the Maths department.

Edexcel GCSE Mathematics Revision Questions

Number

1. Work out:

$$3.5 \times 2.4$$

2. Write 0.375 as a fraction in its simplest form.

3. Calculate:

$$5^3$$

Algebra

4. Simplify:

$$3x + 5x - 2$$

5. Solve:

$$4x + 7 = 27$$

6. Expand:

$$3(2x + 4)$$

7. Factorise:

$$5x + 15$$

Geometry

8. A rectangle has length 12 cm and width 7 cm.

Calculate its area.

9. Find the circumference of a circle with radius 5 cm.

Use $\pi = 3.14$.

10. The angles in a triangle are 45° , 65° and x .

Find x .

Ratio and Proportion

11. Share £60 in the ratio 2:3.

12. A recipe uses 300 g of flour for 12 cakes.

How much flour is needed for 18 cakes?

Percentages

13. Find 15% of £240.

14. A TV costs £500.

It is reduced by 20%.

What is the new price?

Probability

15. A bag contains:

- 4 red counters
- 5 blue counters
- 1 green counter

Find the probability of selecting a green counter.

Statistics

16. Find the mean of:

6, 8, 9, 12, 15

17.The heights of five students are:

150 cm, 162 cm, 155 cm, 160 cm, 153 cm

Find the range.

Higher-Tier Questions

18.Solve:

$$x^2 - 9 = 0$$

19.Make x the subject:

$$y = 3x + 5$$

20.Using Pythagoras' theorem, find the hypotenuse of a right-angled triangle with sides 6 cm and 8 cm.

Answers

1. 8.4
2. $\frac{3}{8}$
3. 125
4. $8x - 2$
5. $x = 5$
6. $6x + 12$
7. $5(x + 3)$
8. 84 cm^2
9. 31.4 cm
10. 70°
11. £24 and £36
12. 450 g
13. £36
14. £400
15. $\frac{1}{10}$
16. 10
17. 12 cm
18. $x = 3$ or $x = -3$
19. $x = \frac{y-5}{3}$
20. 10 cm

Parent/ Carer Notes



Target Grade

Red (areas not covered and/ or to focus on)

Amber (areas that may require improvement)

Green (areas that your child excels in)

Preparation Strategies for Edexcel Functional Skills Mathematics



Functional Skills Maths (Level 1 and Level 2) is designed to test how well students can use maths in **real-life situations**. It's practical, problem-solving-based, and focuses on everyday skills rather than abstract theory.

The exam has **two sections**:

- **Non-calculator**
- **Calculator**

Both sections assess the same skill areas, but the non-calculator part checks mental maths and number fluency.

1. Using Numbers and the Number System

What students need to know

- Whole numbers, decimals, fractions, percentages
- Rounding and estimating
- Ratio and proportion
- Positive and negative numbers
- Converting between units (e.g., cm to m, litres to ml)

What this looks like in the exam

- Working out discounts and sale prices
- Splitting a bill or sharing amounts

- Comparing prices to find the best value
- Estimating totals before calculating
- Converting between money, measures, or units

Common difficulties

- Switching between fractions, decimals, and percentages
 - Misreading place value
 - Forgetting to show working (losing method marks)
-

2. Measures, Shape, and Space

What students need to know

- Perimeter, area, and volume
- Time calculations (timetables, durations)
- Using scales on maps or drawings
- Converting between metric units
- Recognising shapes and using formulas

What this looks like in the exam

- Working out how much paint or flooring is needed
- Reading a bus or train timetable
- Measuring ingredients for a recipe
- Calculating the area of a garden or room
- Using scale drawings to find real distances

Common difficulties

- Forgetting formulas
- Mixing up units (cm vs m, ml vs litres)
- Not labelling answers correctly

3. Handling Data

What students need to know

- Reading and interpreting tables, charts, and graphs
- Comparing sets of data
- Calculating averages (mean, median, mode)
- Understanding simple probability
- Using data to make decisions

What this looks like in the exam

- Reading information from bar charts or line graphs
- Comparing sales figures or survey results
- Working out the average score in a test
- Interpreting data from tables or lists

Common difficulties

- Misreading scales
- Confusing different types of average
- Not explaining answers clearly enough

4. Problem Solving (the core of the exam)

Functional Skills Maths is all about **using maths to solve real problems**.

What students need to do

- Read the scenario carefully
- Identify what maths is needed
- Work step by step
- Show clear working
- Check their answers make sense

What this looks like in the exam

- Planning a journey using time and cost
- Comparing mobile phone or energy tariffs
- Working out wages, overtime, or holiday pay
- Budgeting for an event
- Deciding the best deal from several options

Common difficulties

- Not understanding the question
- Missing key information
- Not showing enough working for method marks
- Giving an answer that doesn't make sense in context

Tips for Success

1. Highlight key information

Students should underline numbers, units, and instructions.

2. Estimate before calculating

This helps them spot mistakes.

3. Show every step

Even if the final answer is wrong, method marks can save them.

4. Use the calculator efficiently

Especially in Level 2, accuracy matters.

5. Check units

A common cause of lost marks is mixing up units.

6. Practise with real-life examples

Shopping, travel, wages, recipes — these build confidence and relevance.

Mathematics Functional Skills Revision Questions

Percentage Questions

1. A jacket costs £80. It is reduced by 25% in a sale.

What is the sale price?

2. A company's profits increased from £12,000 to £15,000.

What is the percentage increase?

Ratio Questions

3. Orange juice and water are mixed in the ratio 2:3.

If there are 18 litres of water, how much orange juice is needed?

4. A school has boys and girls in the ratio 5:7.

There are 84 girls.

How many boys are there?

Fractions Questions

5. A bag contains 60 sweets.

$\frac{3}{5}$ of the sweets are strawberry flavour.

How many strawberry sweets are there?

6. Calculate:

$$\frac{3}{4} + \frac{1}{8}$$

Area and Perimeter

7. A rectangular garden is 12 m long and 8 m wide.

a) Find the perimeter.

b) Find the area.

8. A room measures 5 m × 4 m.

Carpet costs £15 per m².

How much will it cost to carpet the room?

Measures and Conversions

9. Convert 3.5 kg into grams.

10. A car travels 150 kilometres.

Convert this distance into metres.

Money Questions

11. You buy:

- A sandwich £3.45
- A drink £1.85
- A snack £2.20

You pay with £10.

How much change should you receive?

12. You work 18 hours at £12.50 per hour.

How much will you earn?

Reading Graphs

13. The temperature at 9 am is 12°C. At 3 pm it is 20°C.

What is the increase in temperature?

14.A shop sold:

- 40 apples
- 25 bananas
- 35 oranges

Which fruit sold the most?

Probability

15.A bag contains:

- 5 red balls
- 3 blue balls
- 2 green balls

What is the probability of picking a blue ball?

Exam-Style Problem Solving

16.A train ticket costs £24.

A group discount gives 15% off.

What is the discounted price?

17.A recipe for 4 people requires:

- 200 g flour
- 100 g sugar

How much flour and sugar are needed for 10 people?

18.A water tank contains 250 litres.

It is 80% full.

What is the total capacity of the tank?

Challenge Question

19. A shop sells bicycles for £320 each.

A customer pays a 20% deposit and the rest in monthly payments.

a) How much is the deposit?

b) How much remains to be paid?

Answers

1. £60
 2. 25%
 3. 12 litres
 4. 60 boys
 5. 36 sweets
 6. $\frac{7}{8}$
 7. a) 40 m b) 96 m^2
 8. £300
 9. 3500 g
 10. 150,000 m
 11. £2.50
 12. £225
 13. 8°C
 14. Apples
 15. $\frac{3}{10}$
 16. £20.40
 17. 500 g flour, 250 g sugar
 18. 312.5 litres
 19. a) £64 b) £256
-

Parent/ Carer Notes



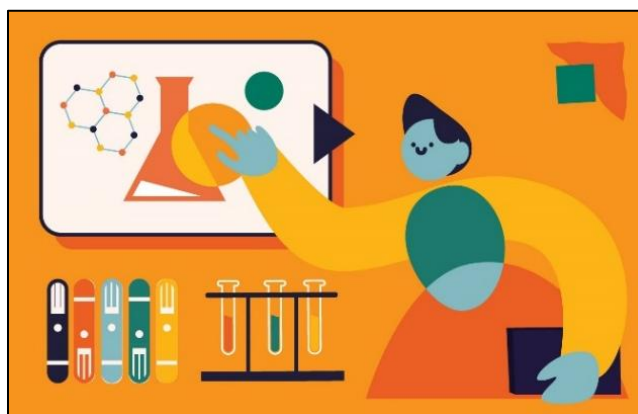
Target Grade

Red (areas not covered and/ or to focus on)

Amber (areas that may require improvement)

Green (areas that your child excels in)

Preparation Strategies for Edexcel Combined Science



Assessment Objective	What it means	Weighting
AO1	Demonstrate knowledge and understanding of scientific ideas, techniques, and procedures	40%
AO2	Apply knowledge and understanding of scientific ideas, enquiry, techniques, and procedures	40%
AO3	Analyse information and ideas to interpret, evaluate, make judgements, draw conclusions, and improve experimental procedures	20% GOV.UK

Edexcel Combined Science covers **Biology, Chemistry, and Physics**. Students receive **two GCSE grades** (e.g., 5–5 or 4–3). The course focuses on understanding scientific ideas and applying them to real-world situations.

There are **six exam papers**:

- **Biology Paper 1**
- **Biology Paper 2**
- **Chemistry Paper 1**
- **Chemistry Paper 2**
- **Physics Paper 1**
- **Physics Paper 2**

Each paper tests knowledge, application, maths skills, and practical science understanding.

Chemistry Topic Areas

Topic	Key Themes
C1: Key Concepts in Chemistry	Atomic structure, periodic table
C2: States of Matter & Separation Techniques	Purification, chromatography
C3: Chemical Changes	Acids, electrolysis
C4: Extracting Metals & Equilibria	Reactivity, extraction, reversible reactions
C5: Groups in the Periodic Table	Group 1, 7, 0
C6: Rates of Reaction & Energy Changes	Collision theory, exo/endo
C7: Fuels & Earth Science	Crude oil, atmosphere
C8: Materials	Polymers, composites
C9: Practical Skills	Required practicals embedded throughout

Biology Topic Areas

Topic	Key Themes
B1: Key Concepts in Biology	Cells, enzymes, transport
B2: Cells & Control	Mitosis, growth, nervous system
B3: Genetics	DNA, inheritance, variation
B4: Natural Selection & Genetic Modification	Evolution, selective breeding, GM
B5: Health, Disease & Medicine	Pathogens, immunity, antibiotics
B6: Plant Structures & Functions	Photosynthesis, transport, adaptations
B7: Animal Coordination, Control & Homeostasis	Hormones, regulation
B8: Exchange & Transport in Animals	Circulation, respiration
B9: Ecosystems & Material Cycles	Interdependence, nutrient cycles

Physics Topic Areas

Topic	Key Themes
P1: Key Concepts in Physics	Motion, forces, energy
P2: Motion & Forces	Newton's laws, momentum
P3: Conservation of Energy	Energy stores, efficiency
P4: Waves	Properties, EM spectrum
P5: Light & the EM Spectrum	Refraction, lenses
P6: Radioactivity	Nuclear decay, hazards
P7: Astronomy	Solar system, orbits
P8: Energy – Forces Doing Work	Work, power
P9: Electricity & Circuits	Current, voltage, resistance
P10: Magnetism & Electromagnetism	Fields, motors
P11: Particle Model	States, gas laws
P12: Forces & Matter	Elasticity, pressure

1. Biology

What students need to know

Biology focuses on living organisms and how they function. Key topics include:

- Cells and microscopy
- Enzymes and digestion
- Genetics and inheritance
- Health, disease, and immunity
- Photosynthesis and respiration
- Ecosystems and biodiversity
- Evolution and natural selection

Skills tested

- Explaining processes (e.g., how enzymes work)
- Interpreting graphs and data
- Understanding practical methods (e.g., testing for glucose)
- Applying knowledge to new situations

Common challenges

- Remembering specialised vocabulary
 - Understanding complex processes (e.g., protein synthesis)
 - Interpreting unfamiliar graphs
-

2. Chemistry

What students need to know

Chemistry focuses on substances, reactions, and the structure of matter. Key topics include:

- Atomic structure and the periodic table
- Bonding and properties of materials
- Chemical reactions and equations
- Acids, alkalis, and titrations
- Electrolysis
- Rates of reaction
- Earth chemistry and the atmosphere

Skills tested

- Balancing equations
- Using formulas (e.g., relative formula mass)
- Interpreting practical results
- Explaining why reactions happen

Common challenges

- Remembering ion charges
 - Understanding moles and calculations
 - Visualising particles and bonding
-

3. Physics

What students need to know

Physics focuses on energy, forces, and the physical world. Key topics include:

- Energy stores and transfers
- Forces and motion
- Waves and the electromagnetic spectrum
- Electricity and circuits
- Radioactivity
- Magnetism
- Space physics (depending on tier)

Skills tested

- Using equations (e.g., speed, force, energy)
- Interpreting graphs
- Understanding practical setups
- Applying physics ideas to real-life scenarios

Common challenges

- Remembering formulas
 - Rearranging equations
 - Understanding abstract ideas (e.g., wave behaviour)
-

4. Maths Skills Across All Sciences

Around **20%** of the marks involve maths, including:

- Using formulas
- Rearranging equations
- Converting units
- Plotting and interpreting graphs
- Calculating percentages, averages, and ratios

Students are given a formula sheet, but they must know how to use it confidently.

5. Required Practical Skills

Students must understand **core practicals** from all three sciences. They don't perform all of them in the exam, but they must know:

- The method
- The equipment
- The variables
- How to analyse results
- How to improve accuracy

Examples include:

- Osmosis in potatoes (Biology)
 - Electrolysis of copper chloride (Chemistry)
 - Investigating resistance in circuits (Physics)
-

6. Exam Skills and Strategies

To succeed, students need to:

- Read questions carefully and highlight key words
 - Use scientific vocabulary accurately
 - Show working in maths questions
 - Use diagrams and graphs to support answers
 - Practise applying knowledge to unfamiliar contexts
 - Learn command words (e.g., “describe”, “explain”, “evaluate”)
-

7. Common Mistakes to Avoid

- Not answering every part of the question
- Mixing up similar terms (e.g., mitosis vs meiosis)
- Forgetting units in physics calculations
- Not linking ideas together in longer answers
- Leaving maths questions blank

Tips for Revision

- Use flashcards for key terms and formulas
- Practise past papers under timed conditions
- Review required practicals regularly
- Use diagrams to break down complex processes
- Watch short revision videos to reinforce understanding
- Create summary sheets for each topic

GCSE Science Question Revision

Biology

Cells

1. What is the function of the nucleus in a cell?
2. Name two differences between plant and animal cells.
3. What is diffusion?
4. How does surface area affect the rate of diffusion?

Organisation

1. What is the function of:
 - the heart?
 - the lungs?
 - the stomach?
2. Name the four components of blood.

Infection and Response

1. What is a pathogen?
2. Name three types of pathogen.
3. How do white blood cells help protect the body?

Bioenergetics

1. Write the word equation for photosynthesis.
2. What three factors can affect the rate of photosynthesis?
3. Write the word equation for aerobic respiration.

Ecology

1. What is biodiversity?
2. What is meant by a food chain?
3. Explain how carbon cycles through an ecosystem.

Chemistry

Atomic Structure

1. What are the charges of:
 - protons
 - neutrons
 - electrons?
1. What is an isotope?
2. What is the atomic number?

Periodic Table

1. Why are elements in the same group similar?
2. Describe the properties of Group 1 metals.
3. Describe the properties of Group 7 halogens.

Bonding

1. What is ionic bonding?
2. What is covalent bonding?
3. Why do metals conduct electricity?

Quantitative Chemistry

1. What is the relative formula mass (M_r) of CO_2 ?
2. State the law of conservation of mass.

Chemical Changes

1. Write the general word equation for an acid reacting with a metal.
 2. What is electrolysis?
 3. What happens at the cathode during electrolysis?
-

Physics

Energy

1. Name the main energy stores.
2. State the equation linking kinetic energy, mass and velocity.
3. What is meant by energy conservation?

Electricity

1. State the equation:

$$V = ?$$

using current and resistance.

1. What is the unit of current?
2. What happens to current in a series circuit?

Particle Model

1. Describe the arrangement of particles in a:
 - solid
 - liquid
 - gas
1. What is density?
2. State the density equation.

Forces

1. What is the equation for weight?
2. What is the unit of force?
3. What happens when forces are balanced?

Waves

1. State the wave speed equation.
2. Which wave is used in:
 - microwave ovens?

- X-ray imaging?
- TV remote controls?

Radioactivity

1. Name the three types of nuclear radiation.
2. Which type is the most ionising?
3. What is half-life?

Exam-Style 4 Mark Question

Biology

1. Explain how exercise causes an increase in breathing rate. (4 marks)

Chemistry

2. Explain why ionic compounds have high melting points. (4 marks)

Physics

3. Explain how insulation reduces energy transfer from a house. (4 marks)

Quick Answers

1. Controls cell activities.
2. Plant cells have a cell wall and chloroplasts.
3. Movement of particles from high to low concentration.
4. Larger surface area = faster diffusion.
5. Disease-causing microorganism.
6. Carbon dioxide + water → glucose + oxygen.
7. Glucose + oxygen → carbon dioxide + water.
8. Proton +1, neutron 0, electron -1.
9. Atoms of the same element with different numbers of neutrons.
10. Transfer of electrons.
11. Sharing of electrons.

12. Kinetic, thermal, chemical, gravitational, elastic, magnetic, electrostatic, nuclear.

13. $KE = \frac{1}{2}mv^2$

14. $V = I \times R$

15. Density = mass $\div$ volume

16. Weight = mass $\times$ gravitational field strength ($W = mg$)

17. Wave speed = frequency $\times$ wavelength

18. Alpha, beta, gamma.

19. Alpha.

20. Time taken for half the radioactive nuclei to decay.

Parent/ Carer Notes



Target Grade

Red (areas not covered and/ or to focus on)

Amber (areas that may require improvement)

Green (areas that your child excels in)

Preparation Strategies for Edexcel Entry Level Science



Edexcel Entry Level Science is designed for learners who need a more accessible, supportive route through science. It focuses on **core ideas**, **practical skills**, and **real-life understanding**, without the heavy maths or long-answer demands of GCSE.

Students complete **three units**:

- **Biology**
- **Chemistry**
- **Physics**

Each unit includes:

- Short written tasks
- Practical activities
- Teacher-assessed assignments

The aim is to build confidence, independence, and scientific understanding at a manageable level.

Biology (Entry Level)

What students learn

- Basic cell structure (plant and animal cells)
- Human body systems: breathing, digestion, circulation
- Health, lifestyle, and simple disease prevention
- Plants, photosynthesis, and growth

- Food chains and simple ecosystems

Skills developed

- Naming key parts of cells and the body
- Understanding simple processes step by step
- Using diagrams and simple data
- Making observations in practical work

Typical tasks

- Label a diagram of the heart
- Describe what plants need to grow
- Record results from a simple food test

Chemistry (Entry Level)

What students learn

- Solids, liquids, and gases
- Simple chemical reactions
- Acids and alkalis
- Everyday materials (metals, plastics, rocks)
- Separating mixtures (filtering, dissolving, evaporation)

Skills developed

- Recognising materials and their properties
- Following simple practical instructions
- Observing changes in reactions
- Using basic equipment safely

Typical tasks

- Test the pH of household liquids
- Separate salt from water
- Identify materials based on their properties

3. Physics (Entry Level)

What students learn

- Energy types and transfers
- Forces and motion
- Light and shadows
- Sound and vibrations
- Electricity and simple circuits
- Basic ideas about space

Skills developed

- Using simple formulas (e.g., $\text{speed} = \text{distance} \div \text{time}$)
- Reading basic graphs
- Building simple circuits
- Understanding everyday physics

Typical tasks

- Measure how far a toy car travels
- Build a simple series circuit
- Investigate how shadows change

4. Practical Science Skills

Practical work is central to Entry Level Science. Students learn to:

- Use equipment safely
- Follow step-by-step instructions
- Record results in tables
- Make simple conclusions
- Spot patterns in data

These practicals help students understand science through hands-on experience rather than long written explanations.

5. Assessment Structure

Students complete:

- **Teacher-set tasks** (short written activities)
- **Practical tasks**
- **Short tests**

These assessments are:

- Short
- Supported
- Accessible
- Designed to build confidence

There are no long essays, extended calculations, or high-level maths questions.

Tips for Success

- Use diagrams and pictures to support learning
- Practise key words regularly
- Break processes into small steps
- Use real-life examples to explain ideas
- Repeat practicals to build confidence
- Use simple graphs and tables to build data skills

Parent/ Carer Notes



Target Grade

Red (areas not covered and/ or to focus on)

Amber (areas that may require improvement)

Green (areas that your child excels in)

Preparation Strategies for AQA GCSE History



Key Information

AQA History Exam

AO1: Demonstrate knowledge and understanding of key features and characteristics of the period studied.

AO2: Explain and analyse historical events and periods using second-order historical concepts.

AO3: Analyse, evaluate, and use sources to make substantiated judgments in the context of historical events.

AO4: Analyse and evaluate interpretations of historical events, including how and why interpretations may differ.

Topic Areas

- **Germany 1890–1945: Democracy and Dictatorship**
- **Conflict and Tension: The Inter-War Years 1918–1939**
- **Britain: Migration, Empires and the People (790–Present)**
- **British Depth Study - Restoration England (1660–1685)**

[AQA | Resources | Past Papers & AQA Mark Schemes](#)

Germany 1890–1945: Democracy and Dictatorship

This period study looks at how Germany changed from an unstable new democracy to a brutal dictatorship under Hitler. Students explore political, economic, and social change over 55 years.

Key content areas

a) Kaiser Wilhelm II and the difficulties of ruling Germany (1890–1914)

- The Kaiser's personality and ambitions
- Industrialisation and social tensions
- Growth of socialism and political opposition
- Militarism and foreign policy

b) Impact of the First World War

- Food shortages, strikes, and unrest
- Abdication of the Kaiser
- Creation of the Weimar Republic

c) Weimar Republic (1919–1933)

- Strengths and weaknesses of the new constitution
- Treaty of Versailles and its impact
- Hyperinflation crisis (1923)
- Stresemann and recovery
- Cultural changes in the 1920s
- Rise of extremist parties

d) Rise of the Nazis

- Hitler's early career
- Munich Putsch
- Great Depression and unemployment
- Propaganda, fear, and political deals

- Hitler becoming Chancellor (1933)

e) Nazi dictatorship (1933–1945)

- Enabling Act and removal of opposition
- Police state: Gestapo, SS, concentration camps
- Propaganda and censorship
- Life under the Nazis: women, youth, workers
- Persecution of Jews and minorities
- Second World War and total war

Skills tested

- Explaining cause and consequence
- Analysing change over time
- Evaluating historical interpretations
- Using evidence to support arguments

Conflict and Tension: The Inter-War Years 1918–1939



This depth study explores why peace after the First World War failed and how tensions grew until the outbreak of the Second World War.

Key content areas

a) Peace-making after WWI

- Aims of the Big Three (Wilson, Clemenceau, Lloyd George)
- Terms of the Treaty of Versailles
- German reactions
- Strengths and weaknesses of the treaty

b) The League of Nations

- Structure and aims
- Early successes
- Major failures: Manchuria (1931), Abyssinia (1935)
- Weaknesses in membership, power, and decision-making

c) International tension in the 1920s

- Attempts at peace: Locarno Treaties, Kellogg-Briand Pact
- Economic problems and the Great Depression

d) Hitler's foreign policy

- Rearmament
- Rhineland
- Anschluss with Austria
- Sudetenland and Munich Agreement
- Invasion of Czechoslovakia

e) Road to war

- Appeasement: arguments for and against
- Nazi-Soviet Pact
- Invasion of Poland (1939)

Skills tested

- Explaining causes of conflict
- Analysing international relations
- Evaluating decisions and consequences
- Using sources to understand viewpoints

Britain: Migration, Empires and the People (790–Present)



This thematic study looks at **over 1,200 years of migration**, empire, and the changing identity of Britain. It focuses on long-term patterns, turning points, and the experiences of different communities.

Key Themes

- **Push and pull factors:** war, persecution, jobs, empire, trade.
- **Impact of migration:** culture, economy, politics, diversity.
- **Government attitudes:** immigration laws, citizenship, responses to refugees.
- **Empire and global connections:** how Britain expanded overseas and how this shaped migration.
- **Changing national identity:** how Britain's population and culture evolved.

Major Time Periods Covered

- **Viking and Anglo-Saxon migration (790–1066)**
- **Norman Conquest and medieval migration (1066–1500)**
- **Early modern migration (1500–1750)** including empire, trade, and slavery
- **Industrial era migration (1750–1900)** including Irish migration, Jewish migration, empire migration

- **20th century migration:** Windrush, Commonwealth migration, refugees
- **21st century migration:** EU migration, globalisation, modern debates

Skills Assessed

- Understanding long-term change
- Explaining causes and consequences
- Using sources and interpretations
- Making connections across time periods

British Depth Study - Restoration England (1660–1685)



This depth study focuses on the dramatic period after the English Civil War, when the monarchy was restored under **Charles II**. It explores political tension, religious conflict, scientific discovery, and major events that shaped England.

Key Topics

- **The Restoration of the monarchy (1660)**
 - Return of Charles II
 - Changing government and royal power
- **Religion and conflict**
 - Catholics, Protestants, and fears of plots
 - The Popish Plot and Exclusion Crisis
- **Science and culture**
 - The Royal Society
 - Growth of new ideas and discoveries
- **Everyday life**
 - Fashion, theatre, entertainment
 - Life in towns and countryside
- **Major events**
 - The Great Plague (1665)

- The Great Fire of London (1666)
- Rebuilding London

Historic Environment Study

Each year, AQA selects a specific site linked to Restoration England. Students must understand:

- Why the site is important
- What it shows about life in Restoration England
- How it connects to wider themes (power, society, culture)

Skills Assessed

- Using sources about a specific place
 - Explaining causes, consequences, and significance
 - Understanding political and religious conflict.
-

One Page History Revision

Germany 1890–1945

- Germany changed from a monarchy to a democracy, then to a dictatorship under Hitler.
- The Weimar Republic struggled with problems like the Treaty of Versailles and hyperinflation.
- Hitler rose to power using propaganda, fear, and the effects of the Great Depression.
- Life under the Nazis was tightly controlled, with persecution of Jews and strict rules for everyday life.

Conflict & Tension 1918–1939

- After WWI, leaders tried to make peace, but the Treaty of Versailles caused anger and problems.
- The League of Nations tried to keep peace but was too weak to stop aggression.
- Hitler broke the rules of the treaty and took more land, increasing tension in Europe.
- Appeasement failed, and war began when Germany invaded Poland in 1939.

Britain: Migration, Empires and the People (790–Present)

- Learn how different groups of people moved to and from Britain over time.
- Understand why people migrated (war, work, religion, empire).
- See how migration changed Britain's culture, economy, and society.
- Study key stories of individuals and groups who shaped Britain.

British Depth Study – Restoration England (1660–1685)

- Learn about England after the monarchy returned with King Charles II.
- Study big changes in politics, religion, science, and daily life.
- Understand key events like the Great Plague and the Great Fire of London.
- Explore a real historic place linked to the period (Historic Environment).

AQA History Revision Questions

Germany 1890–1945

- Explain two consequences of the Treaty of Versailles for Germany.
 - Explain why the Nazis were able to gain support between 1929 and 1933.
 - "Propaganda was the most important method the Nazis used to control Germany." How far do you agree? Explain your answer.
-

Conflict & Tension 1918–1939

- Explain two effects of the League of Nations' failures in the 1930s.
 - Explain why Britain followed a policy of appeasement.
 - "Appeasement was the main cause of the Second World War." How far do you agree?
-

Britain: Migration, Empires and the People (790–Present)

Exam-Style 4-Mark Questions

- Describe two features of Huguenot migration to Britain.
 - Describe two features of the Windrush migration.
 - Describe two features of migration from the British Empire during the eighteenth century.
-

British Depth Study – Restoration England (1660–1685)

4-Mark Questions

- Describe two features of migration during the Restoration period.
 - Describe two features of the lives of Black people in Restoration Britain.
-

8-Mark Questions

- Explain two consequences of the growth of the British Empire during the Restoration period.
 - Explain two ways migration affected Britain during the Restoration era.
-

16-Mark Questions

- "Trade was the most important reason for migration during the Restoration period." How far do you agree?
- "The Restoration period was a turning point in Britain's relationship with the wider world." How far do you agree?

Model Answer (Grade 4)

"The Wall Street Crash was the main reason Hitler became Chancellor in 1933."

How far do you agree? Explain your answer.

I partly agree that the Wall Street Crash was the main reason Hitler became Chancellor in 1933.

The Wall Street Crash caused serious economic problems in Germany. Many people lost their jobs and businesses closed. This made people unhappy with the Weimar government and more willing to vote for extreme parties such as the Nazis.

Another reason was Hitler's leadership. He was a good speaker and gave people hope that Germany could become stronger again. The Nazis also used propaganda to spread their ideas and gain support.

The Weimar government also had weaknesses. Governments often changed and people did not trust politicians. This made it easier for Hitler and the Nazis to gain support.

In conclusion, the Wall Street Crash was a very important reason because it caused unemployment and hardship. However, Hitler's leadership and the weaknesses of the Weimar Republic were also important.

Why this is Grade 4

- ✓ Answers the question directly
- ✓ Gives more than one reason
- ✓ Some relevant knowledge
- ✓ Includes a conclusion
- ✗ Limited detail and evidence
- ✗ Few specific facts and dates
- ✗ Less developed explanation

Model Answer (Grade 4)

"The Wall Street Crash was the main reason Hitler became Chancellor in 1933."

How far do you agree? Explain your answer.

The Wall Street Crash was the main reason Hitler became Chancellor in 1933.
How far do you agree? Explain your answer.

I mostly agree that the Wall Street Crash was a major reason Hitler became Chancellor in 1933, but other factors were also important.

The Wall Street Crash of 1929 caused a severe economic crisis in Germany. American loans were withdrawn, businesses collapsed and unemployment rose to over six million by 1932. This created anger and desperation, and many people lost faith in the Weimar government, which seemed unable to solve the crisis. As a result, more voters turned to extreme parties like the Nazis, who promised jobs, stability and strong leadership.

However, Hitler's leadership also played a key role. He was a powerful and confident speaker who offered hope at a time of chaos. The Nazis used effective propaganda, including posters, rallies and radio broadcasts, to present Hitler as the only person who could restore Germany. This helped the party gain support even from people who had not previously supported extremist ideas.

The weaknesses of the Weimar Republic also contributed. Governments were unstable, with frequent elections and coalition disagreements. Many Germans felt the democratic system was failing. Additionally, key political decisions — such as von Papen and President Hindenburg using backroom deals — allowed Hitler to be appointed Chancellor even though the Nazis did not have a majority.

In conclusion, the Wall Street Crash was a crucial reason because it caused mass unemployment and pushed people towards extremist solutions. However, Hitler's leadership, Nazi propaganda and the political weaknesses of the Weimar Republic were also significant in enabling his rise to power.

★ Why this is Grade 6

- ✓ More detailed knowledge, including dates, unemployment figures and key political actors
- ✓ Clear explanation of WHY events mattered, not just what happened
- ✓ More sophisticated vocabulary (e.g., *desperation, instability, backroom deals*)
- ✓ Balanced judgement

Model Answer (Grade 8/9)

"The Wall Street Crash was the main reason Hitler became Chancellor in 1933."

How far do you agree? Explain your answer.

I agree that the Wall Street Crash was a very important reason why Hitler became Chancellor in 1933. However, it was not the only reason. Other factors, such as weaknesses in the Weimar government and Hitler's leadership, were also significant.

One reason the Wall Street Crash helped Hitler rise to power was because it caused severe economic problems in Germany. Following the crash in 1929, American banks demanded repayment of loans that had supported the German economy. As businesses closed and unemployment rose to over six million by 1932, many Germans lost faith in the Weimar government. The Nazis promised jobs and economic recovery, making them more attractive to desperate voters. As a result, Nazi support increased dramatically, with the party becoming the largest in the Reichstag in 1932.

Another reason the Wall Street Crash was important was that it increased support for extremist parties. During times of economic hardship, many Germans believed that moderate parties were unable to solve the country's problems. This led some people to vote for the Nazis or the Communists. Fear of communism encouraged wealthy businessmen and politicians to support Hitler, believing he could restore order and protect Germany from a communist revolution.

However, weaknesses in the Weimar government were also a major factor. Germany's system of proportional representation made it difficult to form stable governments, and many coalitions collapsed. President Hindenburg increasingly relied on ruling by decree under Article 48. This created political instability and made Germans lose confidence in democracy. Without these weaknesses, Hitler may not have been able to exploit the economic crisis so successfully.

Hitler himself was also an important reason for Nazi success. He was a powerful speaker and used propaganda effectively to appeal to different groups in society. The Nazis organised rallies, posters and speeches that spread their message across Germany. Hitler presented himself as a strong leader who could solve Germany's problems, which attracted many voters. Therefore, Nazi organisation and leadership played a significant role in Hitler's rise.

In conclusion, I mostly agree that the Wall Street Crash was the main reason Hitler became Chancellor because it created the economic conditions that allowed Nazi support to grow rapidly. However, the crash alone would not have been enough without the weaknesses of the Weimar Republic and Hitler's effective leadership. Overall, the Wall Street Crash was the most important factor because it acted as the catalyst that made the other factors much more significant.

Why this is a top band answer:

- ✓ Clear judgement throughout
 - ✓ Detailed factual knowledge (1929, 1932, Article 48, unemployment)
 - ✓ Explains several factors
 - ✓ Directly answers "How far do you agree?"
 - ✓ Strong conclusion with a supported judgement
-

Parent/ Carer Notes



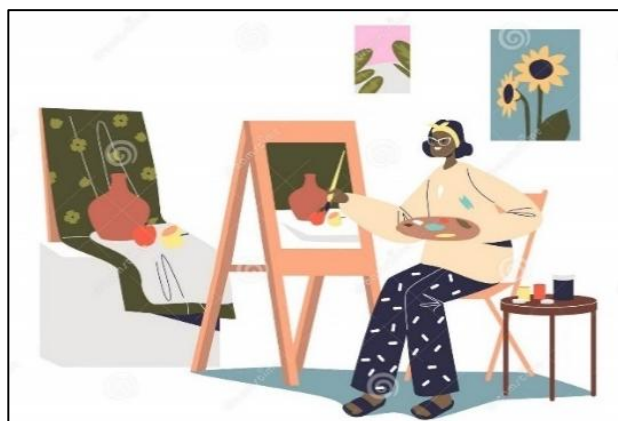
Target Grade

Red (areas not covered and/ or to focus on)

Amber (areas that may require improvement)

Green (areas that your child excels in)

Preparation Strategies for AQA GCSE Art



AQA Art and Design is a practical, creative GCSE that focuses on developing skills in **making, recording, experimenting**, and **responding** to ideas. Students build a portfolio of work and complete an externally set task.

The course encourages independence, creativity, and personal expression.

Key Information

Exam Board	AQA Art
Assessment Objectives	• AO1: Develop ideas through investigations Students are expected to demonstrate critical understanding of sources by developing their ideas through research and exploration. This involves investigating various artists, styles, and techniques relevant to their work. • AO2: Refine work by exploring ideas This objective focuses on the refinement of work through experimentation with appropriate media, materials, techniques, and processes. Students should show their ability to select and experiment with different approaches to enhance their artistic outcomes. • AO3: Record ideas, observations, and insights Students must document their creative process, including observations and insights that inform their work. This involves keeping a sketchbook or portfolio that reflects their artistic journey and development. • AO4: Present a personal and meaningful response The final objective requires students to create a personal piece of art that reflects their intentions and demonstrates an understanding of visual language. This is where students showcase their unique artistic voice and the culmination of their creative efforts.

Course Structure

Students complete **two main components**:

Component 1: Portfolio (60%)

This is made up of work completed during the course. It includes:

- Sketchbooks
- Experiments with materials
- Artist research
- Final pieces
- Photographs, drawings, prints, sculptures, textiles, digital work (depending on the chosen specialism)

Students must show:

- **Developing ideas**
- **Experimenting with materials and techniques**
- **Recording observations**
- **Creating a personal final outcome**

This is known as the **four assessment objectives** (AO1–AO4).

Component 2: Externally Set Assignment (40%)

- Students receive an exam paper with a choice of starting points.
- They develop a project over several weeks.
- They complete a **10-hour practical exam** to produce a final piece.

Specialisms (Options)

Schools choose one or more of these titles:

- **Art, Craft and Design** (broad, mixed-media)
- **Fine Art** (drawing, painting, printmaking)
- **Graphic Communication** (digital art, illustration, typography)

- **Textile Design** (fabric, fashion, surface pattern)
- **Three-Dimensional Design** (sculpture, product design, ceramics)
- **Photography** (digital or lens-based media)

Each specialism follows the same assessment objectives but uses different materials and techniques.

What Students Learn

Practical Skills

- Drawing from observation
- Using different materials (paint, clay, textiles, digital tools)
- Experimenting with colour, texture, shape, and form
- Developing ideas through sketchbooks
- Creating final outcomes

Creative Thinking

- Generating ideas from themes
- Researching artists, designers, and cultures
- Analysing artwork
- Making personal, meaningful responses

Technical Skills

- Composition
 - Colour theory
 - Mark-making
 - Photography techniques
 - 3D construction
 - Digital editing (Photoshop, Procreate, etc.)
-

4. Assessment Objectives (AOs)

Students are marked on four areas:

AO1 – Develop Ideas

- Research artists
- Explore themes
- Show understanding of context

AO2 – Experiment

- Try different materials and techniques
- Show creativity and risk-taking

AO3 – Record

- Drawings, photos, notes, colour tests
- Observations and reflections

AO4 – Present

- Produce a final piece
 - Show a clear link from idea → experiment → outcome
-

What Success Looks Like

Strong students:

- Show clear development in their sketchbook
 - Try lots of materials and techniques
 - Make personal, meaningful work
 - Reflect on what works and what doesn't
 - Produce a confident final piece
-

Common Challenges

- Leaving sketchbook work too late
 - Not showing enough experimentation
 - Forgetting to annotate or explain ideas
 - Rushing the final piece
 - Not linking the final outcome to earlier work
-

Tips for Students

- Work little and often — sketchbook progress matters
 - Take your own photos for inspiration
 - Visit galleries or look at online exhibitions
 - Keep all experiments, even the “bad” ones
 - Annotate simply: *What did I do? Why? What worked? What next?*
 - Practise drawing regularly
 - Be brave with materials — experimentation earns marks
-

Parent/ Carer Notes



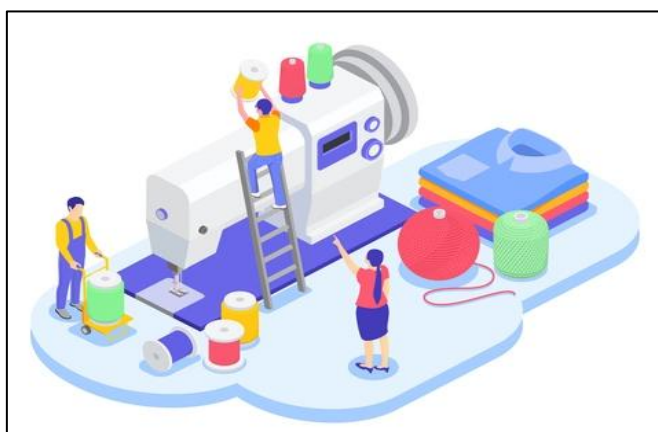
Target Grade

Red (areas not covered and/ or to focus on)

Amber (areas that may require improvement)

Green (areas that your child excels in)

Preparation Strategies for AQA GCSE Textiles



AQA Textile Design sits under the Art & Design umbrella. It focuses on **creative textile techniques**, **design thinking**, and **practical making skills**. Students explore fabrics, surface decoration, construction, and textile art.

Key Information

Exam Board	AQA Textiles
Assessment Objectives	• AO1: Develop ideas through investigations Students are expected to demonstrate critical understanding of sources by developing their ideas through research and exploration. This involves investigating various artists, styles, and techniques relevant to their work. • AO2: Refine work by exploring ideas This objective focuses on the refinement of work through experimentation with appropriate media, materials, techniques, and processes. Students should show their ability to select and experiment with different approaches to enhance their artistic outcomes. • AO3: Record ideas, observations, and insights Students must document their creative process, including observations and insights that inform their work. This involves keeping a sketchbook or portfolio that reflects their artistic journey and development. • AO4: Present a personal and meaningful response The final objective requires students to create a personal piece of art that reflects their intentions and demonstrates an understanding of visual language. This is where students showcase their unique artistic voice and the culmination of their creative efforts.

The course is split into two components:

- **Portfolio (60%)**
- **Externally Set Assignment (40%)**

Both assess the same four objectives: **develop ideas, experiment, record, and present.**

What Textile Design Includes

Textiles is broad and creative. Students can explore:

Surface Decoration

- Embroidery (hand and machine)
 - Appliqué
 - Fabric painting and printing
 - Batik
 - Tie-dye
 - Digital surface design
-

Fabric Manipulation

- Pleating
 - Folding
 - Quilting
 - Smocking
 - Layering
 - Distressing fabrics
-

Construction Techniques

- Sewing skills
 - Pattern cutting
 - Garment construction
-

- Soft furnishings
 - Textile sculpture
-

Mixed Media

- Combining textiles with paper, plastics, wire, or found materials
 - Using digital tools (Photoshop, Procreate)
 - Creating textile installations or wall hangings
-

Component 1: Portfolio (60%)

Students produce a body of work showing:

- **Artist/designer research**
- **Idea development**
- **Material experiments**
- **Samples and swatches**
- **Drawings and photographs**
- **A final textile outcome** (e.g., garment, cushion, textile art piece)

The sketchbook is essential. It shows the journey from idea → experimentation → final piece.

Component 2: Externally Set Assignment (40%)

Students receive an exam paper with starting points such as:

- “Layers”
- “Movement”
- “Identity”
- “Natural forms”

They develop a project over several weeks, then complete a **10-hour practical exam** to produce a final textile outcome.

Assessment Objectives (AOs)

AO1 – Develop Ideas

- Research textile artists and designers
- Explore themes and concepts
- Show understanding of influences

AO2 – Experiment

- Try a wide range of textile techniques
- Show creativity and risk-taking
- Produce Models and swatches

AO3 – Record

- Drawings, photos, fabric tests
- Notes explaining decisions
- Colour palettes and material choices

AO4 – Present

- A final textile piece
- Clear links to sketchbook work
- A well-organised project

What Success Looks Like

Strong students:

- Show lots of experimentation
- Use a variety of textile techniques
- Produce high-quality Models
- Make personal, meaningful work
- Keep a well-organised sketchbook
- Create a confident final outcome

Common Challenges

- Not enough experimentation
 - Sketchbook work left too late
 - Weak annotation
 - Final piece not linked to earlier work
 - Limited range of materials used
-

Tips for Students

- Work regularly in your sketchbook
 - Take your own photos for inspiration
 - Collect fabric scraps, textures, and Models
 - Practise sewing and construction skills
 - Annotate simply: *What did I do? Why? What worked? What next*
 - Look at a wide range of textile artists
 - Be brave with materials and techniques
-

Parent/ Carer Notes



Target Grade

Red (areas not covered and/ or to focus on)

Amber (areas that may require improvement)

Green (areas that your child excels in)

Preparation Strategies for AQA GCSE English Literature



Key Information

Exam Board	AQA English Literature
Assessment Objectives	AO1: Read, understand and respond to texts. Students should be able to communicate. AO2: Analyse the language, form, and structure of texts. This involves exploring how these elements contribute to meaning. AO3: Contextualize texts. Students should consider the historical, cultural, and social contexts of the texts they study. AO4: Compare texts. This objective is applicable in certain assessments, where students are required to make connections between different texts.
Shakespeare	Macbeth
19th Century Novel	'The Strange Case of Dr Jekyll and Mr Hyde' by Robert Louis Stevenson
20th Century Text	An Inspector Calls by J. B. Priestley
Poem Collection	AQA Anthology: Power & Conflict
AQA Resources Past Papers & AQA Mark Schemes	

AQA English Literature tests how well students understand **stories, characters, themes, language, and context** across a range of texts. The course is split into **two exam papers**.

Students study:

- One Shakespeare play
- One 19th-century novel
- One modern text (play or novel)
- A collection of poems
- Unseen poetry

The focus is on reading, understanding, analysing, and writing clearly.

Paper 1: Shakespeare and the 19th-Century Novel

Section A: Shakespeare- Macbeth

What students must do

- Analyse an extract from the play
- Link the extract to the whole text
- Discuss characters, themes, language, and dramatic techniques
- Use quotations (short, relevant ones)

Skills tested

- Understanding Shakespeare's language
 - Explaining how characters change
 - Exploring themes like ambition, love, conflict, power
 - Linking ideas to the play's context (e.g., beliefs, society, gender roles)
-

Section B: 19th-Century Novel- *Jekyll and Hyde*

What students must do

- Answer a question with an extract
- Link the extract to the whole novel
- Analyse characters, themes, and writer's methods

Skills tested

- Understanding Victorian society
-

- Analysing how writers create mood, tension, or character
 - Using quotations effectively
-

Paper 2: Modern Texts and Poetry- *An Inspector Calls*

What students must do

- Answer one essay question
 - Write about characters, themes, and writer's choices
 - Use quotations and examples
-

Section B: Poetry Anthology

Students study a cluster of poems from the AQA anthology- **Power and Conflict**

What students must do

- Compare two poems
 - Discuss themes, language, structure, and context
-

Section C: Unseen Poetry

Students read two poems they have never seen before.

What students must do

- Analyse the first poem
 - Compare the second poem to the first
 - Comment on meaning, tone, and techniques
-

Key Skills Across the Course

Students must show they can:

- Understand characters, themes, and ideas
 - Analyse language, structure, and form
 - Use quotations (short and relevant)
-

- Write clear, organised essays
 - Link ideas to context when relevant
 - Compare texts (poetry section)
-

Common Challenges

- Remembering quotations
 - Writing long essays under time pressure
 - Understanding older language (Shakespeare, Victorian texts)
 - Comparing poems effectively
 - Using subject terminology accurately
-

Tips for Success

- Learn short, flexible quotations
 - Use PEEL/PEA paragraphs (Point, Evidence, Explain, Link)
 - Practise timed essays
 - Create character/theme mind maps
 - Read model answers to understand structure
 - Use colour-coding for themes and quotations
 - Practise unseen poetry regularly
-

AQA English Literature Revision Questions

Macbeth

Question 1

Starting with this extract, explore how Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

- how Shakespeare presents Lady Macbeth in this extract
 - how Shakespeare presents Lady Macbeth in the play as a whole.
-

Question 2

Starting with this extract, explore how Shakespeare presents ambition in *Macbeth*.

Write about:

- how ambition is presented in this extract
 - how ambition is presented in the play as a whole.
-

Question 3

Starting with this extract, explore how Shakespeare presents the supernatural in *Macbeth*.

Model Answer (Grade 4)

Starting with this extract, explore how Shakespeare presents Macbeth as a tragic hero.

(Assuming the extract is from later in the play when Macbeth reflects on his actions, but this answer can be adapted to most extracts.)

Shakespeare presents Macbeth as a tragic hero because he starts the play as a respected soldier but later makes bad decisions that lead to his downfall.

At the beginning of the play, Macbeth is described as "brave Macbeth". This shows that he is admired and respected for fighting well in battle.

As the play continues, Macbeth becomes ambitious after hearing the witches' prophecies. He decides to kill King Duncan so that he can become king. This shows how ambition changes his behaviour.

Macbeth begins to feel guilty about what he has done. He worries about losing power and becomes more violent. He orders the deaths of other people, including Banquo.

At the end of the play, Macbeth is defeated and killed by Macduff. His death shows the consequences of his actions and completes his downfall.

In conclusion, Macbeth is a tragic hero because he starts as a good man but his ambition causes him to make mistakes that destroy him.

Why this is Grade 4

- ✓ Uses quotations
- ✓ Understands the character
- ✓ Refers to the whole play
- ✗ Limited language analysis
- ✗ Little discussion of Shakespeare's methods
- ✗ Context not developed

Model Answer (Grade 8/9)

Starting with this extract, explore how Shakespeare presents Macbeth as a tragic hero.

(Assuming the extract is from later in the play when Macbeth reflects on his actions, but this answer can be adapted to most extracts.)

Shakespeare presents Macbeth as a tragic hero whose fatal flaw, overwhelming ambition, leads to his downfall. Although Macbeth begins the play as a brave and respected nobleman, his desire for power gradually corrupts him and transforms him into a tyrannical ruler. Through Macbeth's journey, Shakespeare explores the destructive consequences of unchecked ambition.

At the beginning of the play, Macbeth is presented as a heroic figure. The Captain describes him as "**brave Macbeth**", praising his courage and loyalty in battle. The adjective "brave" establishes him as a respected soldier who

fight honourably for King Duncan. Shakespeare deliberately introduces Macbeth as a noble character so that the audience can witness the tragedy of his downfall. In a tragic play, the hero is often admired at first before a fatal flaw causes their destruction, and Macbeth fits this pattern perfectly.

However, Shakespeare also hints at Macbeth's tragic flaw early in the play. After hearing the witches' prophecies, Macbeth immediately begins to think about becoming king. His aside, "**Stars, hide your fires; Let not light see my black and deep desires,**" reveals that ambitious thoughts are already developing within him. The imagery of darkness suggests that Macbeth is aware these desires are immoral. This creates dramatic tension because the audience can see the conflict between his honourable nature and his growing ambition.

As the play progresses, Macbeth's ambition causes him to commit increasingly terrible crimes. After murdering Duncan, he becomes consumed by fear and paranoia. Shakespeare shows that Macbeth cannot enjoy the power he has gained because he constantly worries about losing it. This is evident when he arranges the murder of Banquo and later Macduff's family. Unlike the heroic soldier seen at the start of the play, Macbeth has become a ruthless tyrant. Shakespeare demonstrates how his tragic flaw has completely corrupted him.

Furthermore, Shakespeare presents Macbeth as a tragic hero through his suffering and guilt. Shortly after Duncan's murder, Macbeth hears a voice cry, "**Macbeth does murder sleep.**" Sleep symbolises peace and innocence, suggesting that Macbeth has destroyed his own ability to live peacefully. The psychological torment he experiences makes him a tragic character because the audience can see that he is suffering as a result of his actions. While Macbeth is responsible for his crimes, Shakespeare encourages the audience to feel some sympathy for him because he is trapped by the consequences of his choices.

In the final acts, Macbeth begins to recognise the emptiness of his achievements. When he declares that life is "**a tale told by an idiot, full of sound and fury, signifying nothing,**" Shakespeare presents a man who has lost everything. The nihilistic language reflects Macbeth's despair and isolation. He realises that his pursuit of power has brought him neither happiness nor security. This moment is particularly tragic because Macbeth understands the extent of his mistakes, yet it is too late to change his fate.

Finally, Macbeth's death completes his role as a tragic hero. Despite knowing the odds are against him, he chooses to fight Macduff rather than surrender. This bravery recalls the courageous warrior from the beginning of the play. His

death restores order to Scotland and highlights the tragic consequences of ambition. Shakespeare suggests that while Macbeth possesses heroic qualities, his inability to control his ambition ultimately leads to his destruction.

In conclusion, Shakespeare presents Macbeth as a tragic hero by showing his transformation from a noble and courageous soldier into a guilty and isolated tyrant. His fatal flaw of ambition drives the action of the play and causes his downfall. Although Macbeth commits terrible crimes, Shakespeare ensures that the audience sees both his strengths and weaknesses, making his fall both shocking and tragic.

Why this is Grade 8/9

- ✓ Clear argument throughout
 - ✓ References Macbeth as a **tragic hero** in every paragraph
 - ✓ Embedded quotations
 - ✓ Analysis of language and methods
 - ✓ Context of the tragic hero form (without forcing it)
 - ✓ Developed, conceptual understanding of ambition, guilt and downfall
 - ✓ Strong conclusion linking back to the question.
-

Dr Jekyll and Mr Hyde, Stevenson

Question 1

Starting with this extract, explore how Stevenson presents Mr Hyde as frightening and mysterious.

Write about:

- how Hyde is presented in this extract
 - how Hyde is presented in the novel as a whole.
-

Question 2

Starting with this extract, explore how Stevenson presents good and evil.

Question 3

Starting with this extract, explore how Stevenson presents Dr Jekyll as a complex character.

Model Answer (Grade 4)

Starting with this extract, explore how Stevenson presents violence in the novel.

Stevenson presents violence as frightening and dangerous in the novel.

In the extract, Hyde attacks Sir Danvers Carew violently. He is described as acting with "ape-like fury". This shows that Hyde behaves like an animal and loses control.

Earlier in the novel, Hyde tramples a young girl. This shocks the other characters and shows that he has little concern for other people.

Violence is linked to Hyde throughout the story. Stevenson uses Hyde to show the evil side of human nature. When readers discover that Jekyll and Hyde are the same person, they learn that everyone can have both good and bad sides.

In conclusion, Stevenson presents violence as shocking and dangerous. Hyde's actions help show the darker side of human nature.

Why this is Grade 4

- ✓ Relevant quotations
 - ✓ Some explanation of ideas
 - ✓ Covers more than one event
 - ✗ Analysis is mostly simple
 - ✗ Limited context
 - ✗ Less detailed interpretation
-

Model Answer (Grade 8/9)

Starting with this extract, explore how Stevenson presents violence in the novel.

Stevenson presents violence as shocking, animalistic and deeply disturbing throughout *The Strange Case of Dr Jekyll and Mr Hyde*. Through Hyde's brutal actions, Stevenson explores the darker side of human nature and suggests that violence emerges when people give in to their primal instincts.

In the extract, Stevenson presents Hyde's violence as savage and uncontrollable. Hyde attacks Sir Danvers Carew with "ape-like fury". The simile compares Hyde to an ape, suggesting that he is primitive and lacking human morality. Victorian readers would have found this particularly disturbing because the comparison implies that Hyde has abandoned civilisation and returned to a more animalistic state. The noun "fury" also suggests that Hyde's violence is driven by uncontrollable rage rather than reason. Stevenson therefore presents violence as something irrational and dangerous.

Furthermore, Stevenson emphasises the brutality of the attack through graphic imagery. Hyde is described as "clubbing him to the earth". The violent verb "clubbing" suggests repeated and merciless blows, highlighting Hyde's extreme cruelty. Stevenson deliberately makes the violence shocking to demonstrate the destructive consequences of allowing evil desires to take control. The attack is so severe that Carew is left dead, showing the devastating effects of Hyde's actions.

Elsewhere in the novel, violence is presented as part of Hyde's very nature. Early in the story, Enfield describes how Hyde "trampled calmly" over a young girl. The juxtaposition of "trampled" and "calmly" is deeply unsettling because Hyde appears completely unaffected by his actions. Stevenson suggests that Hyde lacks empathy and conscience. The incident also foreshadows the

more serious acts of violence later in the novel, showing that Hyde's cruelty continues to escalate.

Stevenson also uses violence to explore the dual nature of humanity. While Hyde commits the violent acts, readers eventually learn that Hyde and Jekyll are the same person. This revelation suggests that violent impulses exist within everyone, even respectable individuals. Jekyll initially believes he can separate his good and evil sides, but Hyde grows stronger and increasingly violent. Stevenson may be suggesting that attempting to repress human desires can make them more powerful and dangerous.

Contextually, Stevenson was writing in a Victorian society that valued respectability and self-control. Hyde's violence threatens these values and exposes the hidden darkness beneath the surface of civilisation. The novel reflects contemporary fears that beneath the appearance of order, human beings possess dangerous and violent instincts that cannot be fully controlled.

In conclusion, Stevenson presents violence as brutal, disturbing and deeply connected to humanity's darker nature. Through Hyde's savage attacks and Jekyll's transformation, Stevenson warns readers of the dangers of giving in to evil impulses. Violence is not simply presented as physical harm but as evidence of the hidden darkness that exists within every human being.

Why This Is Grade 8/9

✓ Focuses on the theme throughout

Every paragraph links back to violence, rather than drifting into general character analysis.

✓ Analyses language in detail

For example:

"ape-like fury"

The answer explores the *simile*, its connotations, and its effect on Victorian readers.

✓ Uses evidence from across the novel

- Carew's murder
- The trampling of the girl

- Jekyll and Hyde's connection

This is essential because the question says:

"Starting with this extract..."

meaning you must discuss the extract and the novel as a whole.

✓ Includes context naturally

Instead of bolting context on, it links Victorian ideas about:

- respectability
- self-control
- hidden evil

to the theme of violence.

✓ Conceptual interpretation

The highest marks come from developing ideas such as:

Violence represents humanity's hidden darker nature.

This moves beyond simply saying "Hyde is violent."

✓ Strong conclusion

The answer ends with a clear argument about Stevenson's message, which is a feature of top-band responses.

An Inspector Calls, J.B. Priestley

Question 1

How does Priestley present **the Inspector as a powerful character**?

Question 2

How does Priestley present **Sheila Birling's development throughout the play**?

Question 3

How does Priestley present **Mr Birling as a symbol of capitalism**?

Model Answer (Grade 4)

How does Priestley present responsibility in *An Inspector Calls*?

Write about:

- how Priestley presents responsibility
 - how Priestley uses responsibility to convey his ideas
-

Priestley presents responsibility as an important idea throughout the play.

At the beginning of the play, Mr Birling believes that people should only care about themselves. He says that a man should "look after himself". This shows that he does not want to take responsibility for other people.

Sheila is different because she accepts responsibility for what happened to Eva Smith. She admits that she was involved and feels sorry for her actions.

The Inspector teaches the family that everyone should care about each other. He says that "we are members of one body". This means that society is connected and that people should help one another.

By the end of the play, the younger characters have learned from their mistakes, but the older characters have not.

In conclusion, Priestley presents responsibility as something people should accept. He wants the audience to think about how their actions affect others.

Why this is Grade 4

- ✓ Focuses on the theme
 - ✓ Uses quotations
 - ✓ Includes multiple characters
 - ✗ Simple analysis
 - ✗ Context briefly implied rather than explored
 - ✗ Less detailed argument
-

Model Answer (Grade 8/9)

How does Priestley present responsibility in *An Inspector Calls*?

Write about:

- how Priestley presents responsibility
 - how Priestley uses responsibility to convey his ideas
-

Priestley presents responsibility as a moral duty that everyone has towards others in society. Throughout *An Inspector Calls*, he contrasts characters who accept responsibility with those who reject it in order to encourage the audience to adopt a more caring and collective attitude. Through the Inspector's message, Priestley argues that society functions best when people recognise their actions affect others.

At the beginning of the play, Priestley presents Mr Birling as a character who refuses to take responsibility for others. Birling proudly claims that a man should "look after himself and his own". The use of the pronoun "himself" highlights Birling's selfish and individualistic attitude. Priestley presents these views negatively because they reflect capitalist beliefs that prioritise profit over people. Birling's decision to dismiss Eva Smith from his factory demonstrates his lack of concern for those less fortunate than himself. Through Birling, Priestley criticises wealthy members of society who ignore their responsibilities towards others.

In contrast, Sheila is presented as a character who learns to accept responsibility. After hearing about Eva Smith's death, she immediately admits, "I know I'm to blame – and I'm desperately sorry." The adjective "desperately" conveys genuine remorse, showing that Sheila recognises the consequences of her actions. Unlike her parents, she does not attempt to avoid responsibility or shift the blame onto others. Priestley uses Sheila to demonstrate that people

can change if they are willing to reflect on their mistakes. As a younger character, she may also represent Priestley's hope for future generations.

The Inspector is the character most closely associated with responsibility. He teaches the Birlings that "we are members of one body". This metaphor suggests that society is interconnected and that everyone has a duty to care for one another. The phrase reflects socialist beliefs, which Priestley strongly supported. The Inspector's message challenges the selfish attitudes of characters such as Birling and encourages both the characters and the audience to recognise their social responsibilities. Through the Inspector, Priestley acts as a moral teacher, presenting responsibility as essential for creating a fairer society.

Furthermore, Priestley presents the consequences of ignoring responsibility through the Inspector's final speech. He warns that if people fail to learn this lesson, they will be taught it in "fire and blood and anguish". The powerful triplet creates a threatening and dramatic tone. Written in 1945 but set in 1912, the play's audience would associate this warning with the two World Wars. Priestley suggests that society's failure to care for others can lead to devastating consequences. Therefore, responsibility is presented not simply as a personal choice but as something necessary to prevent suffering and conflict.

Priestley also uses the contrast between the older and younger generations to reinforce his ideas. While Sheila and Eric accept responsibility for their actions, Mr and Mrs Birling remain stubborn and unwilling to change. Even at the end of the play, Mr Birling is more concerned about the possibility of a scandal than the death of Eva Smith. This contrast suggests that social progress depends upon people's willingness to accept responsibility for their actions.

In conclusion, Priestley presents responsibility as one of the central themes of the play. Through the Inspector's teachings and the contrasting reactions of the characters, he argues that individuals have a responsibility towards one another. Priestley uses the play to promote his socialist belief that society will only improve when people work together and care for those around them.

Why This Is Grade 8/9

 Clear Argument Throughout

The answer doesn't just describe events. It continually answers the question:

"Priestley presents responsibility as a moral duty..."

This conceptual argument is typical of the top band.

✓ Embedded Quotations

Instead of dropping in long quotations, it weaves them into sentences:

Birling claims that a man should "look after himself and his own".

This feels more sophisticated and saves time in the exam.

✓ Language Analysis

The answer zooms in on key words:

- "himself"
- "desperately"
- "one body"
- "fire and blood and anguish"

Top-grade essays analyse how Priestley uses language to present ideas.

✓ Context Is Linked to the Argument

Rather than adding context randomly, it is connected to Priestley's message:

Priestley supported socialist beliefs.

The audience would connect "fire and blood and anguish" with the World Wars.

This is exactly what AQA wants.

✓ Multiple Characters Used

The essay discusses:

- Mr Birling
- Sheila
- The Inspector
- Eric
- Mrs Birling

This shows knowledge of the whole play.

✓ Focus on Priestley's Intentions

A Grade 8/9 response always asks:

Why did Priestley do this?

For example:

Priestley uses Sheila to demonstrate that people can change.

Priestley acts as a moral teacher through the Inspector.

This analysis of the writer's purpose pushes the essay into the highest levels.

✓ Strong Conclusion

The conclusion answers the question directly and links back to Priestley's overall message about society and socialism.

Examiner comment: This response would likely reach Level 6 (26–30 marks) because it offers a developed, critical interpretation of the theme, uses well-selected evidence, analyses methods effectively, and maintains a clear focus on Priestley's intentions throughout.

Power and Conflict Poetry

Compare Questions

1 Compare how poets present the effects of **war** in *Remains* and one other poem.

2 Compare how poets present power in *Ozymandias* and one other poem.

3 Compare how poets present memory in *Poppies* and one other poem.

Model Answer (Grade 4)

Compare how poets present conflict in *Bayonet Charge* and one other poem from *Power and Conflict*.

Both *Bayonet Charge* and *Remains* present conflict as something that has a negative effect on soldiers.

In *Bayonet Charge*, the soldier is running across a battlefield and feels frightened. The word "Suddenly" makes the reader feel the panic of battle. The soldier seems confused and scared.

In *Remains*, the speaker describes shooting a looter. He remembers the event long after it happened. This shows that conflict can affect people even after the fighting is over.

Both poems show that war is dangerous and causes suffering. In both poems, the soldiers experience fear and violence.

However, *Bayonet Charge* mainly focuses on what happens during battle, while *Remains* focuses on the memories left behind afterwards.

In conclusion, both poets present conflict as harmful. They show that war affects soldiers physically and mentally.

Why this is Grade 4

- ✓ Clear comparison
- ✓ Relevant quotations/references
- ✓ Structured response
- ✓ Understands main ideas

- ✗ Limited exploration of methods
 - ✗ Less detailed analysis
 - ✗ Less conceptual understanding than Grade 8/9
-

Model Answer (Grade 8/9)

Compare how poets present conflict in *Bayonet Charge* and one other poem from *Power and Conflict*.

Both Hughes in *Bayonet Charge* and Armitage in *Remains* present conflict as a deeply disturbing experience that affects soldiers physically and psychologically. However, while Hughes focuses on the immediate fear and chaos of battle, Armitage explores the long-lasting mental impact of conflict after the fighting has ended.

In *Bayonet Charge*, Hughes presents conflict as terrifying and confusing. The poem begins "*Suddenly he awoke and was running*", immediately throwing the reader into the action. The adverb "suddenly" creates a sense of panic and disorientation, mirroring the soldier's experience. Hughes deliberately places the reader in the middle of the battle to emphasise how quickly conflict can overwhelm an individual. Similarly, the soldier is described as "*stumbling across a field of clods*", suggesting both physical and emotional uncertainty. Conflict is therefore presented as a force that strips soldiers of control and understanding.

Likewise, in *Remains*, Armitage presents conflict as frightening and traumatic. The speaker recalls a shooting in a casual tone, describing how he and his fellow soldiers "*probably armed, possibly not*" killed a looter. The uncertainty in this phrase highlights the confusion soldiers often face in conflict. Unlike traditional ideas of warfare, there is no clear distinction between right and wrong. Armitage suggests that modern conflict forces soldiers to make impossible decisions, which can have devastating consequences.

Both poets also use imagery to emphasise the brutality of conflict. In *Bayonet Charge*, Hughes describes a "*blue crackling air*". The violent imagery suggests bullets tearing through the battlefield and creates a sense of danger surrounding the soldier. Nature itself seems hostile, reflecting the intensity of battle. Similarly, Armitage graphically describes how the looter's body is "*torn apart by a dozen rounds*". The violent verb "torn" emphasises the horrific reality of warfare and prevents the reader from romanticising conflict. In both poems, conflict is shown as destructive and brutal rather than heroic.

However, the poets differ in the way they present the effects of conflict on soldiers. In *Bayonet Charge*, Hughes focuses on the soldier's immediate reaction during battle. The rhetorical question "*In what cold clockwork of the stars and nations was he the hand pointing that second?*" suggests that the soldier begins to question the purpose of war. Hughes implies that patriotic ideas become meaningless when faced with the reality of death. The soldier's fear overwhelms any sense of duty or honour.

In contrast, *Remains* focuses on the lasting psychological effects of conflict. The speaker admits that the dead man is "*dug in behind enemy lines*" in his memory. This metaphor suggests that the trauma continues long after the battle has ended. Furthermore, the poem ends with the powerful phrase "*his bloody life in my bloody hands*". The repetition of "bloody" could refer both to physical blood and to the speaker's guilt. Armitage presents conflict as something that continues to damage soldiers even after they return home.

Both poets challenge the idea that war is glorious. Hughes presents soldiers as frightened individuals struggling to survive, while Armitage presents conflict as a source of lasting trauma and guilt. Neither poem celebrates warfare; instead, both expose the human suffering it causes.

In conclusion, both *Bayonet Charge* and *Remains* present conflict as brutal and damaging. Hughes focuses on the fear, confusion and chaos experienced during battle, whereas Armitage explores the psychological consequences that remain afterwards. Ultimately, both poets suggest that conflict has devastating effects on those who experience it firsthand.

Why This Is Grade 8/9

 Clear Comparison Throughout

A weaker essay might discuss one poem and then the other.

This answer compares from the start:

"Both Hughes and Armitage..."

"Similarly..."

"In contrast..."

Examiners reward comparative thinking.

 **Focuses on the Theme**

The question is about conflict, and every paragraph links back to conflict.
A lower-grade response often drifts into general analysis.

Analyses Language

For example:

"Suddenly"

"torn"

"bloody"

The essay zooms in on individual words and explains their effects.

This is a key feature of Level 6 responses.

Discusses Methods

The answer analyses:

- Imagery
- Metaphors
- Rhetorical questions
- Repetition
- Structural choices

Top-band essays explain how poets present ideas, not just what they present.

Develops Ideas

Instead of saying:

"The soldier is scared."

It says:

"Patriotic ideas become meaningless when faced with the reality of death."

This conceptual interpretation is what often pushes answers into Grades 8–9.

Uses Relevant Context Indirectly

The essay hints at:

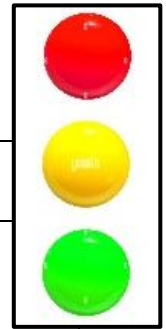
- The realities of modern warfare
- Psychological trauma (PTSD)
- Anti-war messages

without forcing large chunks of context into the answer.

Strong Conclusion

The conclusion doesn't repeat points; it answers the question directly and compares the poets' overall messages.

Parent/ Carer Notes



Target Grade

Red (areas not covered and/ or to focus on)

Amber (areas that may require improvement)

Green (areas that your child excels in)

Preparation Strategies for Edexcel GCSE Statistics



1. Understand the Specification (Your Anchor Point)

Edexcel statistics exams are extremely specification-driven. Every question maps to a bullet point.

Build your revision around three things:

Core content areas you must master

- Data collection & sampling
- Representing data (charts, diagrams, distributions)
- Measures of central tendency & spread
- Probability & probability distributions
- Correlation & regression
- Hypothesis testing
- The Normal distribution
- The Binomial distribution
- Interpreting statistical findings in context

How to use the specification effectively

- Print it and annotate each bullet with:
- **RAG rating** (Red/Amber/Green)
- **Example question** you've attempted

- **Formulae needed**
- **Common mistakes**

This turns the spec into a living revision tracker.

2. Build a Formula Strategy (Not Just Memorisation)

Edexcel expects you to *apply* formulae, not just recall them.

Create a formula sheet organised by topic

For each formula:

- Write the formula
 - Define each variable
 - Add a worked example
 - Add a “trap” (e.g., “don’t forget to square the standard deviation when using variance”)
-

High-value formulae to prioritise

- Mean, median, mode (grouped & ungrouped)
- Standard deviation & variance
- Binomial probability: $P(X=k) = \binom{n}{k} p^k (1-p)^{n-k}$
- Normal distribution Z-scores
- Regression line: $y = a + bx$
- Conditional probability

You’ll retain them far better when they’re embedded in examples.

3. Master the Calculator (This is where marks are won)

Edexcel statistics papers assume fluency with your calculator’s stats mode.

Practice using your calculator for:

- Standard deviation
 - Regression line & correlation coefficient
-

- Binomial cumulative probabilities
 - Normal distribution probabilities
-

Create a “calculator drill” routine

Spend 10 minutes a day doing:

- 3 binomial calculations
- 3 normal distribution calculations
- 1 regression line
- 1 standard deviation

This builds automaticity- crucial under time pressure.

4. Use a Three-Layer Practice Approach

Layer 1: Topic-by-topic practice

Use:

- Textbook questions
- Revision guides
- Online platforms

Focus on:

- Understanding the method
 - Checking your working
 - Identifying misconceptions
-

Layer 2: Mixed-topic sets

Statistics exams rarely isolate topics.

Create or find mixed sets that combine:

- Probability + distributions
 - Data representation + interpretation
 - Regression + contextual reasoning
-

This builds flexibility.

Layer 3: Full past papers

This is where exam technique is built.

How to use past papers effectively

For each paper:

- ☐ Do it under timed conditions
 - 1. Mark it using the official mark scheme
 - 2. Annotate every lost mark:
 - Was it a method error?
 - A misread?
 - A calculator slip?
 - A misunderstanding of context?
 - 3. Redo the same paper 2–3 weeks later
 - 4. Track your improvements
-

5. Build Contextual Reasoning Skills (Edexcel loves this)

Statistics isn't just numbers — it's interpretation.

Practice writing short, precise explanations

For example:

- “Explain why a Model may not be representative.”
- “Interpret the correlation coefficient in context.”
- “State a limitation of using the mean here.”

Create a bank of model sentences you can adapt.

6. Create a Revision Cycle That Actually Works

Weekly structure

- **2 sessions** on new or weak topics
-

- **1 session** of mixed questions
 - **1 past paper**
 - **Daily 10-minute calculator drills**
 - **One “explain it aloud” session** (teaching someone else or talking through a method)
-

Daily micro-habits

- 5 flashcards
 - 1 formula recall
 - 1 contextual explanation
 - 1 quick probability question

These tiny repetitions build long-term retention.

7. Build a Mistake Log (Your secret weapon)

Every time you get something wrong, record:

- The question
- The topic
- The exact mistake
- The correct method
- A similar question you'll try next

Patterns will emerge — and you can target them ruthlessly.

8. Exam Technique for Edexcel Statistics

Show method even when using a calculator

Edexcel awards method marks generously.

Underline key words in the question

Especially:

- “Cumulative”
- “At least”

- “Between”
- “Interpret”
- “Context”

Check units and context

Statistics papers love to penalise:

- Missing units
- Misinterpreting correlation
- Forgetting that correlation $\neq$ causation

Use the answer space wisely

If a question is worth 4 marks, your working should reflect that.

9. Revision Resources That Work Well

(These are general categories — not specific copyrighted content.)

- Edexcel past papers & mark schemes
- Examiner reports (gold dust for understanding common errors)
- Revision guides
- YouTube walkthroughs for statistics topics
- Online question banks

Edexcel Statistics Revision Questions

Data Collection

1.What is the difference between:

- Primary data
- Secondary data

2.State one advantage and one disadvantage of using a questionnaire.

3.A researcher wants to survey students in a school.

Explain why a random Model is better than a convenience Model.

Averages and Range

4.Find the mean of:

8, 12, 15, 10, 5

5.Find the median of:

7, 12, 18, 20, 4

6.Find the mode of:

2, 5, 5, 7, 8, 5, 9

7.Find the range of:

15, 19, 7, 24, 12

Frequency Tables

8.

Score	Frequency
1	3
2	5
3	6
4	4

Find:

a) The total frequency

b) The modal score

9. Calculate the mean from the frequency table above.

Charts and Graphs

10. What type of chart would be most suitable for:

a) Categories of favourite fruit

b) Changes in temperature over time

c) Population data by age group

11. Give one advantage of a pie chart.

12. Give one disadvantage of a pie chart.

Probability

13. A bag contains:

- 6 red counters
- 4 blue counters

What is the probability of selecting a blue counter?

14. A coin is flipped once.

What is the probability of getting tails?

15. A spinner has 8 equal sections numbered 1–8.

What is the probability of landing on an even number?

Scatter Graphs

16. State the type of correlation shown:

a) As revision time increases, exam marks increase.

b) As temperature increases, heating bills decrease.

c) Shoe size and intelligence.

17. What is meant by an outlier?

Histograms and Cumulative Frequency

18. What is frequency density?

19. What graph is used to estimate:

- a) The median
 - b) The interquartile range
-

Box Plots

20. What are the five values needed to draw a box plot?

21. What does the interquartile range measure?

Higher Tier Questions

22. The mean of 8 numbers is 15.

What is the total of the 8 numbers?

23. The probability of rain tomorrow is 0.35.

What is the probability it will not rain?

24. The mean height of 20 students is 160 cm.

One more student joins with a height of 180 cm.

Calculate the new mean.

Exam-Style Questions

25. (4 marks)

A survey found:

- 48 students preferred football
- 32 preferred rugby
- 20 preferred tennis

Calculate the angle needed for football on a pie chart.

26. (5 marks) The test scores are:

12, 15, 18, 22, 12, 10, 16

Calculate:

- a) Mean
 - b) Median
 - c) Range
-

27. (6 marks) A class recorded the number of books read:

Books	Frequency
0	5
1	8
2	10
3	4
4	3

Calculate the mean number of books read.

Answers

4. Mean = 10

5. Median = 12

6. Mode = 5

7. Range = 17

8.

a) 18

b) 3

9. Mean = $47 \div 18 \approx 2.61$

13. $4/10 = 2/5$

14. $1/2$

15. $4/8 = 1/2$

16.

a) Positive correlation

b) Negative correlation

c) No correlation

20.

- Minimum
- Lower quartile
- Median
- Upper quartile
- Maximum

22.120

23.0.65

24.

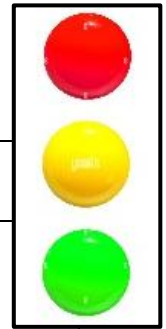
$$\frac{(20 \times 160) + 180}{21} = \frac{3380}{21} \approx 161 \text{ cm}$$

25.Total = 100 students

Football angle:

$$\frac{48}{100} \times 360 = 172.8^\circ$$

Parent/ Carer Notes



Target Grade

Red (areas not covered and/ or to focus on)

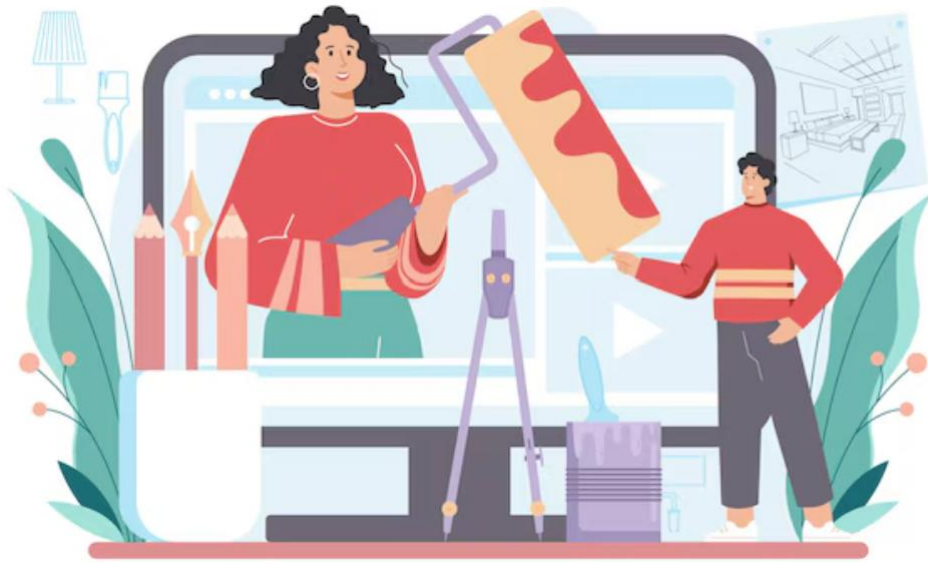
Amber (areas that may require improvement)

Green (areas that your child excels in)

Revising for the BTEC and NCFE Qualifications



How to revise for the NCFE and BTEC Qualifications



Understand the Assessment Model (This is the foundation)

Both NCFE and BTEC qualifications use a mix of:

- **Externally assessed exams**
 - **Internally assessed coursework/assignments**
 - **Practical or scenario-based tasks**
-

Success depends on knowing:

- What each unit is assessing
 - How marks are awarded
 - What "Pass", "Merit", and "Distinction" actually look like.
-

Build Your Work Around the Command Words

These qualifications rely heavily on precise command words.

Examples

- **Describe** → give features
 - **Explain** → give reasons
 - **Analyse** → break down and explore
-

- **Evaluate** → weigh up and conclude
-

Manage Your Time and Workflow

BTEC and NCFE success is as much about organisation as knowledge.

Weekly structure that works

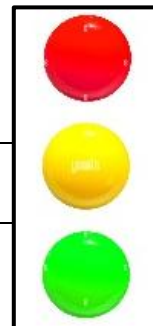
- 1 session: learning outcome revision
 - 1 session: assignment drafting or refining
 - 1 session: scenario practice
 - 1 session: past paper or synoptic task
 - Daily: 5–10 minutes of key terms
-

Avoid the biggest pitfall...

Leaving assignments until the last minute.

These qualifications reward depth, not speed.

Parent/ Carer Notes



Target Grade

Red (areas not covered and/ incomplete NCFE or BTEC work)

Amber (areas that may require improvement)

Green (areas that your child excels in)