GCSE Success Evening

Tuesday 7th October 2025

Supporting your Child

18:00 – Headteacher's welcome (JPL)

18:05 - Head of Year address (LHE)

18:20 – Supporting your child to revise effectively (CLO)

18:35 – subject spotlight – maths

18:45 - subject spotlight – English

18:55 - subject spotlight – science

19:05 – 19:30 – Opportunity to chat to staff

HEADTEACHER'S WELCOME ADDRESS

HEAD OF YEAR ADDRESS

KEY DATES

TORPOINT COMMUNITY COLLEGE

INSPIRING OPTIMISTIC LEARNERS

SIXTH FORM OPEN EVENING at TCC

Thursday 16th 2025

6-8pm October

An opportunity to come and find out about the courses on offer at Torpoint Sixth Form.

There will be refreshments available and a presentation by Miss Bell Head of Sixth Form. Post 16 Subject Leaders will be available to share course materials and to discuss the options and courses on offer. Careers advice from a range of organisations will be there to help too.

There will also be opportunities to speak to current post-16 students and ask them about their courses.

Sixth Form Common Room

Careers

Tonight we are pleased to welcome **Next Steps South West** and **Charmaine Scrace from the Department for Work and Pensions (DWP)**.
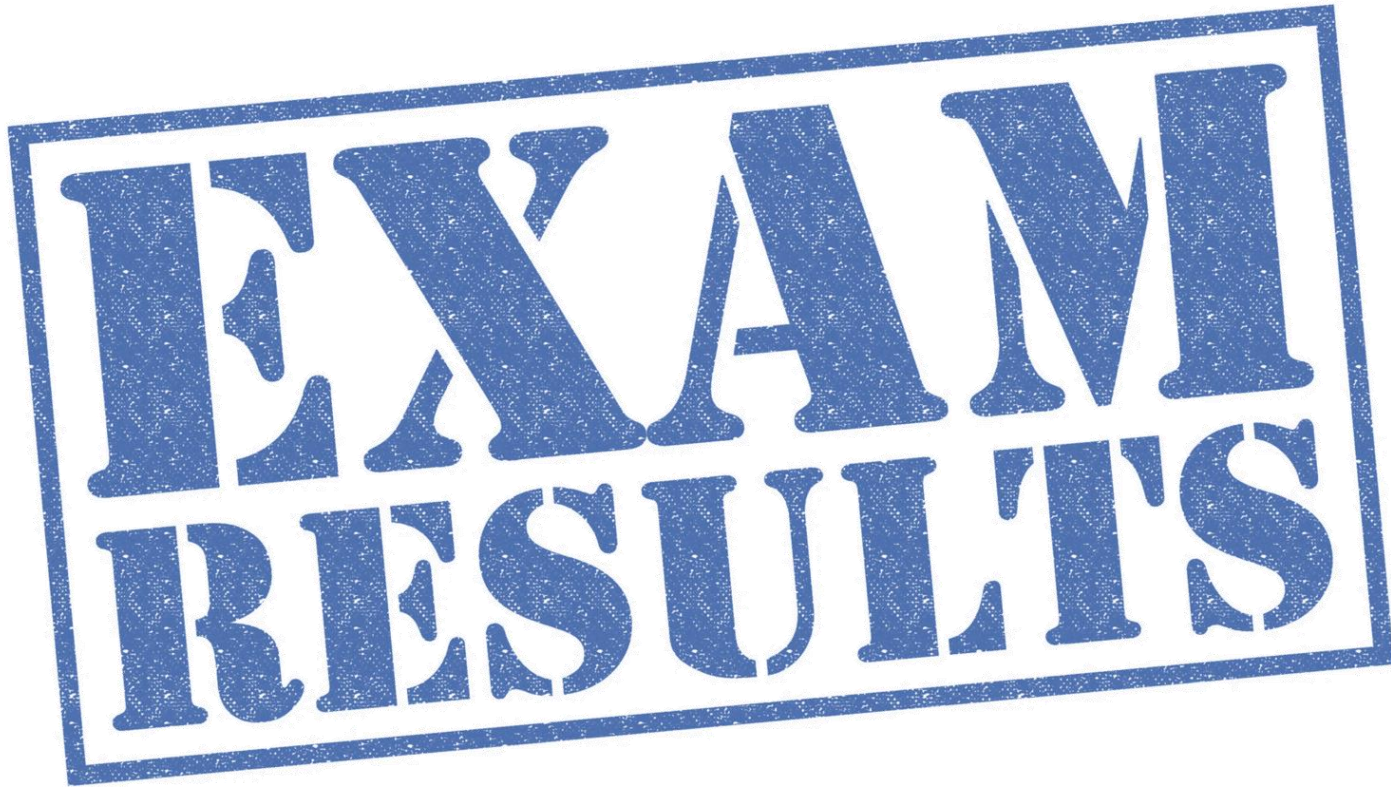
- **Year 11 students** have been working on CVs during tutor time in preparation for their **Practice Interview Morning on 21st October**.

- We're excited to host **over 20 guests** who will support students with:
  - Practising interview-style questions
  - Sharing insights into their career sectors

- This week, Year 11s will also hear from **Falmouth University Outreach** during PSHE, focusing on **applying to Higher Education**.

Tuesday 11th November 2025

5 weeks from now, students will sit mock exams in the hall.

Thursday 8th January 2026

EXAM RESULTS

Mock results will be published at year 11 parents evening.

Examination Dates

- **The first written GCSE exam is on 7th May 2026**

- **The very last exam day is on 24th June 2026**

Wednesday 24th June 2026

Thursday 20st August 2026

EXAM RESULTS

You will be able to collect your examination results between 9am and 11am

Friday 3rd
July 2026

MAXIMISING THE TIME LEFT

MOMENTS MATTER, ATTENDANCE COUNTS.

4 school weeks until mocks
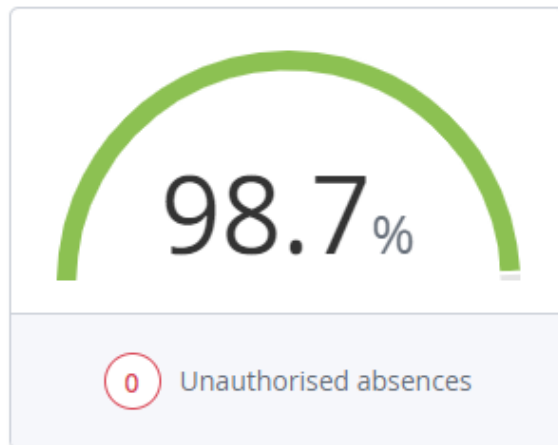
30 weeks and 24 school weeks until GCSEs begin

Attendance Matters

How do I know my attendance?

TORPOINT COMMUNITY COLLEGE

Inspiring Optimistic Learners

satchel:one

Attendance rate

98.7%

⊘ Unauthorised absences

SIMS PARENT

tendance

100

% this term

10 / 10 this week

Good attendance is key to ensuring that you are **safe** , **healthy** and **successful** in your learning.

Study Spaces

Library

Friday: Lunchtime
Friday: After College

HWK Club

Room 1
Mondays and Wednesdays
after college

ROOM 1

Tuesday/Wednesday/Thursday

Lunchtimes

Daily Intervention/ revision sessions

Intervention Sessions

Intervention Sessions

Monday	Lunchtime	PE- Room 5- CPE Science- (Week 1) Room 23- ESH Revision Skills- Room 10- LHE
	After College	Drama (Week 2) Room 52- CCO DT/Art intervention- Room 30- RLO Food Tech- EBA History- Room 14- KRI
Tuesday	Lunchtime	Geography- Room 54- SGA NLU Pe- Room 5- CPE Drama- Week 1 Room 52- CCO
	After College	Geography- 3.10-3.50- Room 54 SGA DT/Textiles 3.20-5- EBE Room 36 Food Tech- EBA
Wednesday	Lunchtime	Physics- LBA French- Room 69- KJO Spanish (Week 1 foundation- Week 2 higher) KMU
	After College	Chemistry- Room 21- LOD Physics- 3.20-3.45- Room 15-LPR French- Room 69- KJO
Thursday	Lunchtime	English- Room 5- CPE for 11FPE/CPE Computer Room 1 open
Friday	Lunchtime	English- Room 10 LHE
	After College	Revision skills- Until 4pm Room 10- LHE

THE TUTOR PROGRAMME

How Tutor Sessions Will Run

To maximise the time left, we are making a change to tutor sessions to support students to achieve success in the core subjects.

Monday	Tuesday	Wednesday	Thursday	Friday
Steps to Success	English/ Maths	English/ Maths	English/ Maths	Assembly

This gives students an extra 1.5 hours a week of targeted revision delivered by specialist teachers in core subjects.

That's 36 hours before the start of exams.

How Tutor Sessions Will Run

Monday	Tuesday	Wednesday	Thursday	Friday
Steps to Success	English/ Maths	English/ Maths	English/ Maths	Assembly

Current Maths set	Maths	English
AMA	Mr Watkins	Mrs Hodgkinson
GBA	Mr Watkins	Mrs Hodgkinson
CBA/MBL	Mr Maestri	Mr/Mrs Pease
GST	Mr Maestri	Mr/Mrs Pease
JSE	Miss Stacey	Miss Doidge
LWA	Miss Stacey	Miss Doidge

COPING WITH EXAMS

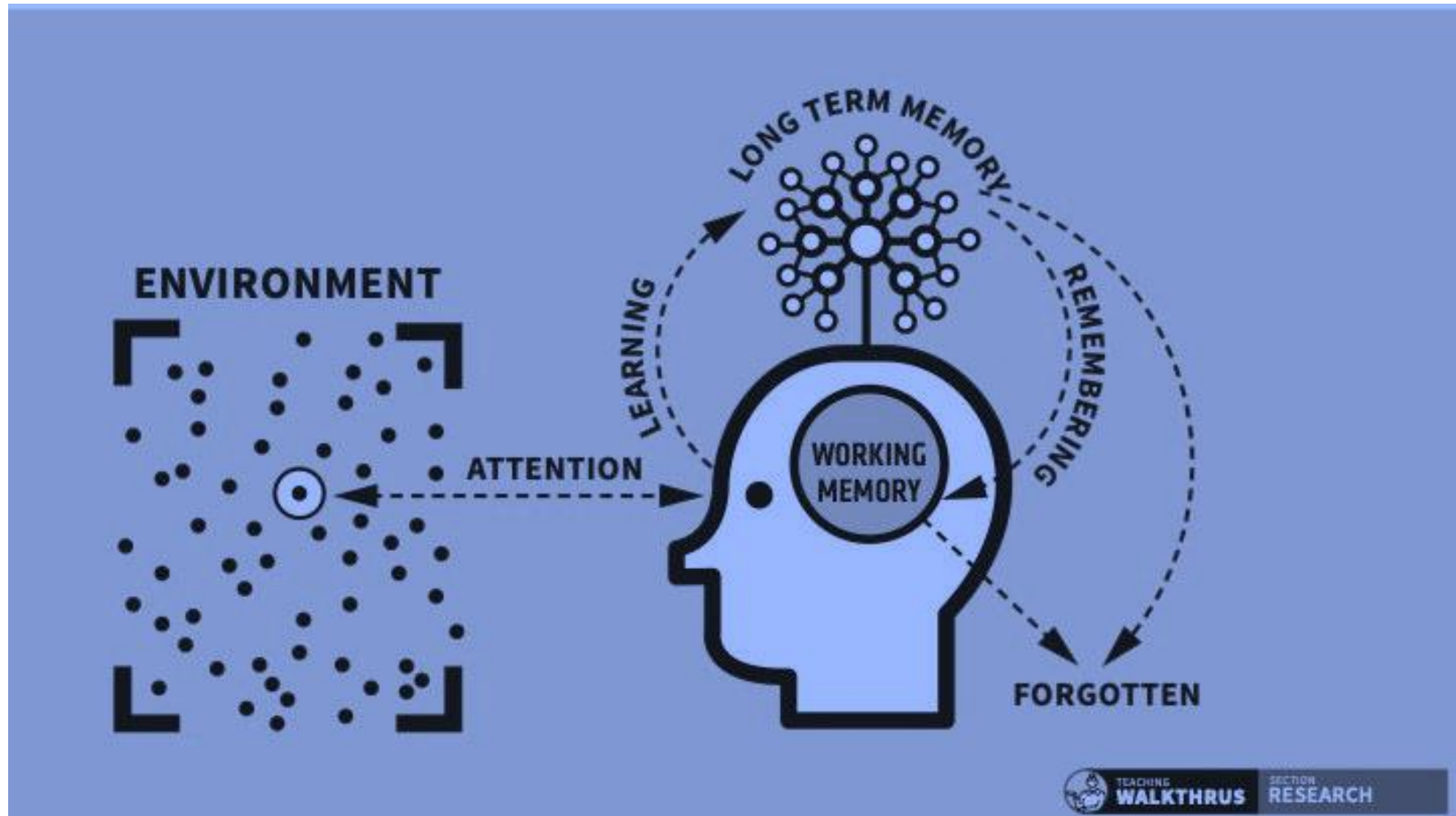# Coping with exam stress
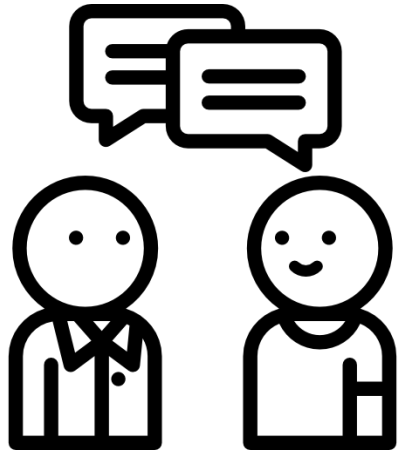
Keep Talking

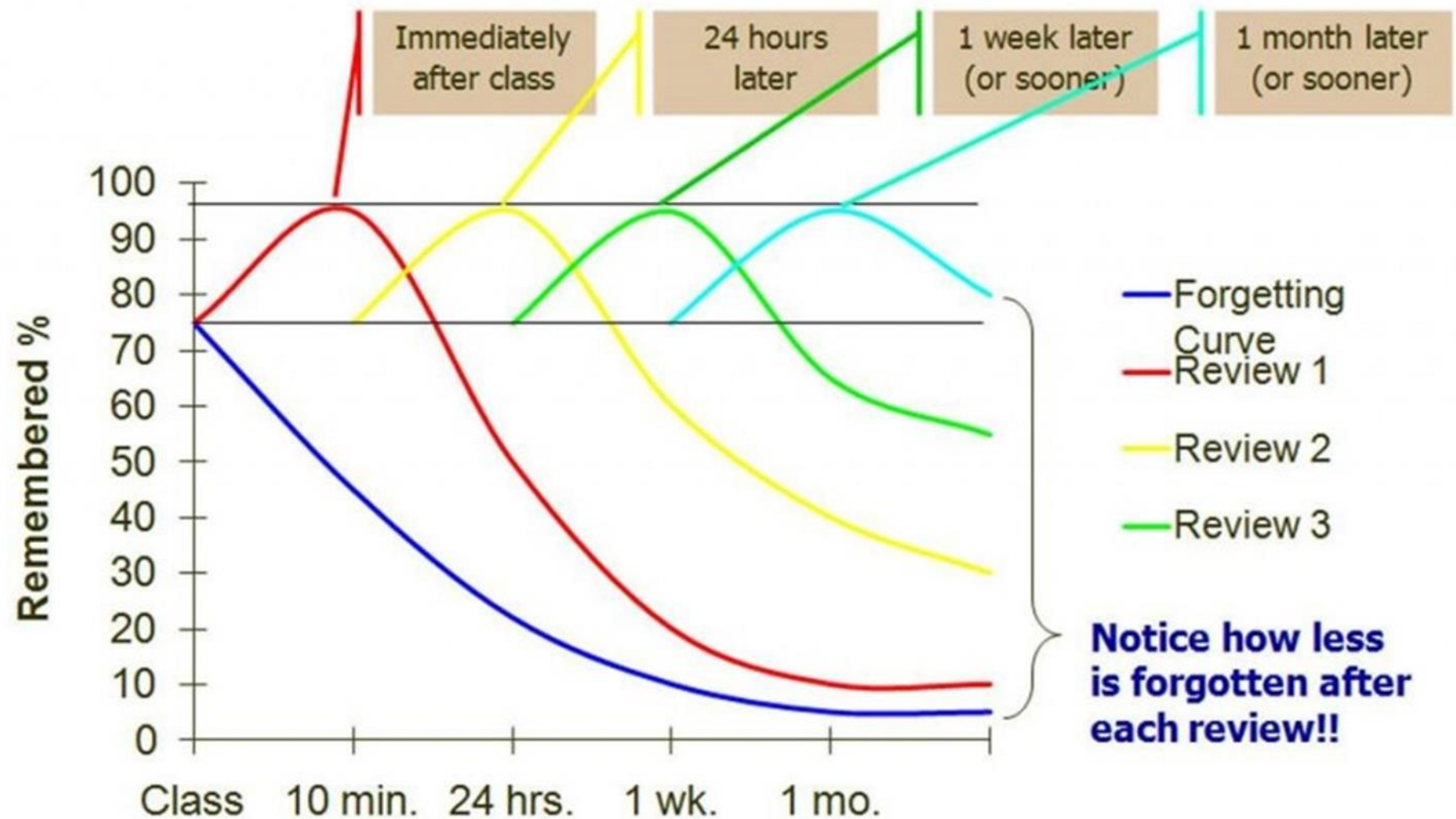Time out

Sleep

Develop a plan

MISS LOCKETT - EFFECTIVE REVISION

Effective Revision

The Ebbinghaus Forgetting curve

HOW TO REVISE EFFECTIVELY

KNOW what the most effective strategies are

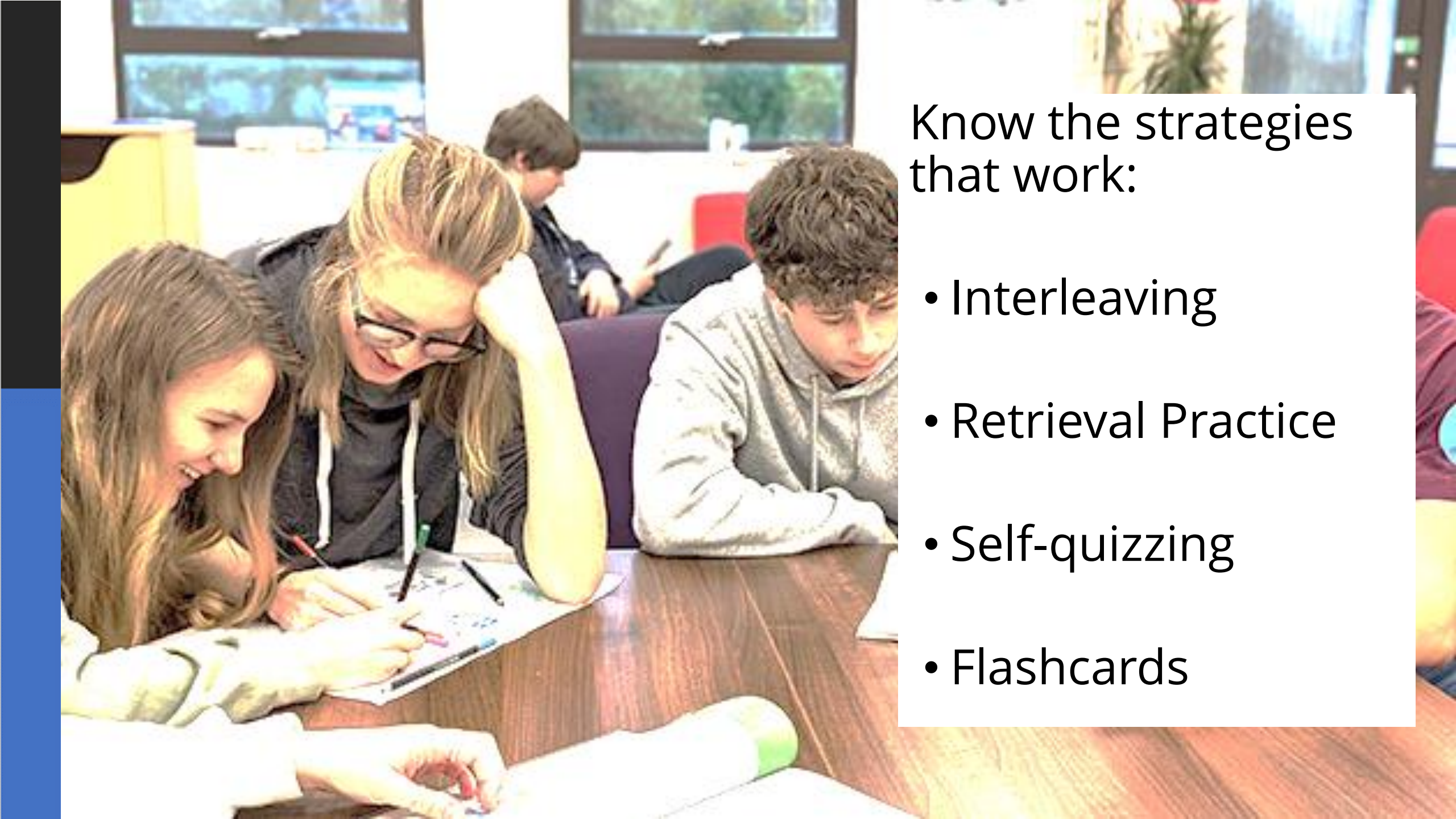**BELIEVE** that these strategies will work for you

COMMIT to using these strategies as you revise
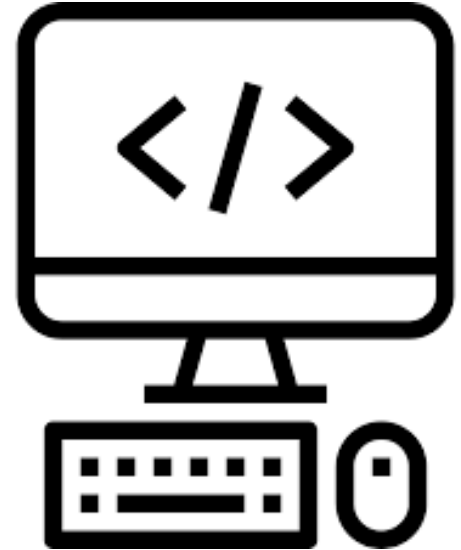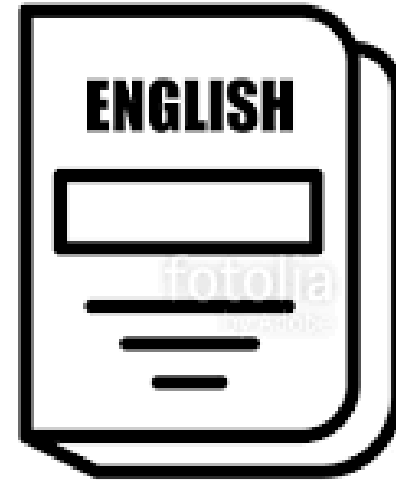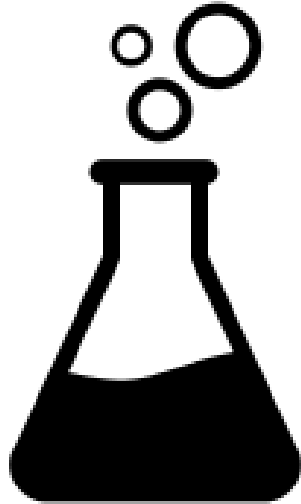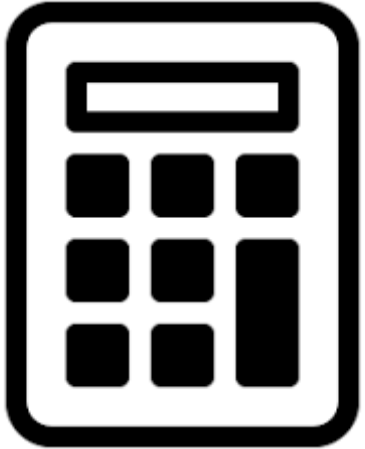
PLAN specifically how you will use these strategies

Know the strategies that work:

- Interleaving

- Retrieval Practice

- Self-quizzing

- Flashcards

Interleaving

Mixing subjects and topics when revising is shown to be more effective.

'Desirable Difficulty'

The more effort put into retrieval, the greater the learning.

Revision needs to be challenging and test what information you can retrieve from your long term memory into your working memory .

Its needs to **active**. It is not highlighting a set of notes or simply reading
a page in your book

Retrieval practice involves recreating something you've learned in the past from your memory, and thinking about it right now.

In other words, a while *after* you've learned something by reading it in a book or hearing it in a class or from a teacher, you need to bring it to mind (or "retrieve" it).

The word *after* is really important; you need to forget the information at least a little in order for retrieval to be effective!

You don't want to just immediately recite what you see in the book or what the teacher told you, but rather you want to bring the information to mind on your own, once it starts to get a little more difficult to remember what you studied.

If your teacher provides **practice tests**, or there are **practice questions** in your textbook, make sure to do them – but without looking at your book or notes!

If you don't have practice questions (or you've already answered all of your practice questions a few times), you can **make your own questions**. This process takes a lot of time, but if you create a study group you can each create a few questions and trade.

Past paper questions

Past paper questions are a great way of testing recall and familiarising students with the style of exam question they will face.

Some past paper questions can be found on online

The revision guides that departments recommended all contain past paper questions with answers

Staff will supply students with past papers/questions frequently throughout the year

Self quizzing questions

1. Read over notes - cover up the notes - try to write down as much as you can remember – self assess
2. Read back over notes - use the notes to write questions - answer the questions - self assess
3. Aim for 80% accuracy on every quiz

Students will be familiar with self quizzing questions as it is used in many lessons.
Self-quizzing is a powerful strategy to get knowledge stuck in your long-term memory.
And it's so simple to do!
It is good because it makes the revision session active. Rather than just reading notes students are challenging themselves and making their brain work

Look, Cover, Write, Check
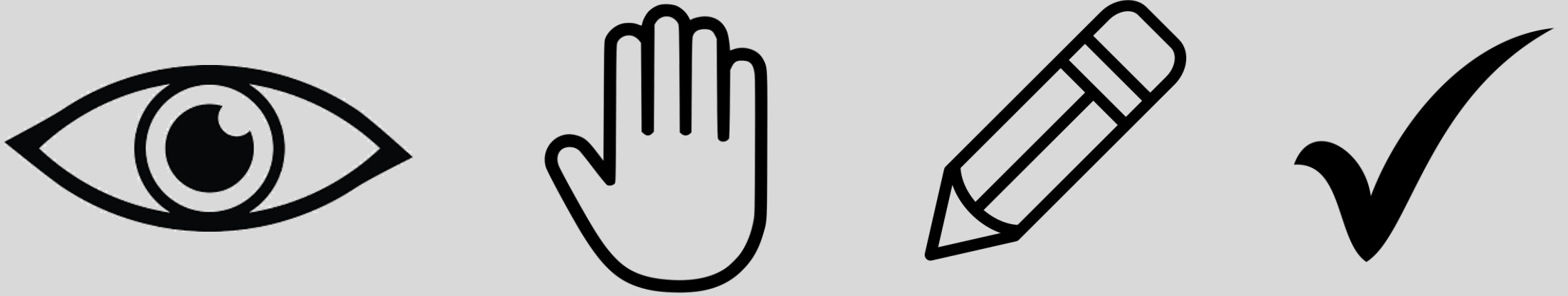
Another revision method that students are very familiar with and have been using since primary school
Great for learning spelling of key words, quotes for English, formulas for science, key events and dates

Dump Test
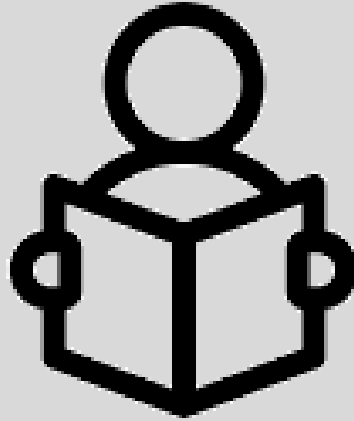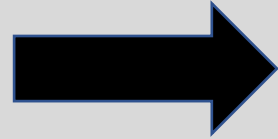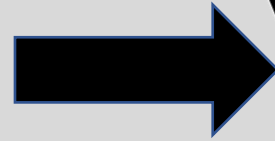
DUMP   READ NOTES   DUMP
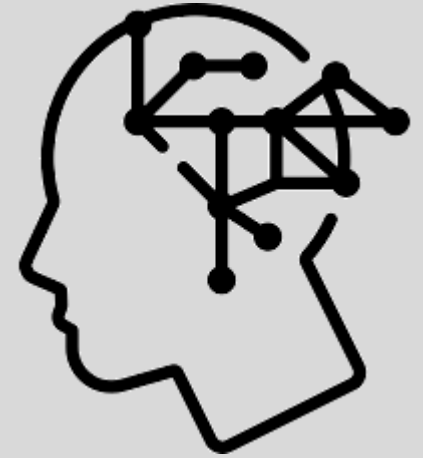
Take a blank sheet of paper. Decide which subject you will revise and which precise topic, i.e. Science –Photosynthesis Using no books or notes spend exactly 60 seconds dumping everything you know about the topic onto the paper. It does not need to be structured – random words or images are good. You are accessing prior knowledge and sending messages to the brain to retrieve the information from your long-term memory. Put the Dump Test away and spend 20 minutes reviewing the topic in any way you want…. Reading notes, watching a video. At the end, put all books and notes away again. Pick up the Dump Test again. Take a different colour pen. Dump again for 60 seconds – You will write down on average 7-15 things which you could not write at the beginning of the session. This is progress – it visibly shows that you have just got better. Keep repeating the process, keep the dumps to review progress.

Talk about a topic

This offers students an alternative to writing things down. But is still active and tests recall! It can also be done anywhere / anytime.

There are lots of different ways this can be done and as a parent you can get involved too:
- ask them questions from a prepared list of questions or their flash cards
- Give them key subject vocab for a topic and ask them to give you a definition or vice versa
- Ask them to tell you everything they know about a particular topic , ask them to expand on anything you still don't understand

Revision sites

There are lots of websites that can be used for revision. When revising online encourage your child to use websites that have built in activity sections. Think about the need for revision to be challenging and active!

There are lots of different sites and students have already received a list of recommended websites from subject teachers.

Video/ You Tube

There is nothing wrong with watching a video or a You Tube clip , but in order for this to count as revision there needs to be some test of recall following the clip. Remember that revision has to be active.

Whilst watching the video the student can pause and write down self quizzing questions. They could add to their flash cards or they could create a mind map.

You can also **create flashcards**, but make sure that you really use them to practice retrieval (bring to mind what you think is on the other side!) rather than peeking.

There are also many apps for this if you prefer to use technology.

Do make sure to practice retrieving more than just the simple concept definitions you write on your flashcards, though – try linking concepts, or trying to remember how two concepts are similar/different.

Example

Non Example

The Leitner System

Good flash cards have a question on one side and the answer on the other
Students can place the cards into 3 separate boxes; Novice, Intermediate, Expert based on how well they can answer the questions
As they continue to use the cards and revise from them they will be able to move cards from Novice →
Intermediate→ Expert
You can buy premade revision cards which are also an effective way of revising
Quizlet is an online tool for revision cards which students can use.

Flash cards

Escape Conditioning	Give a real life example of this concept.
Limited Hold (LH)	Why is knowledge of this concept useful to you?
Extinction	Draw this concept

Create two piles of flashcards

1. Key concepts

2. Tasks

Draw one card from each pile and do the task for the concept

Planning Revision

Our message to students has been clear all year:

- ✓ Revision should be done every day

- ✓ Revision should cover all subject areas

- ✓ Revision should be active and challenge them to retrieve information from their long-term memory.

- ✓ Revision should be happening in addition to homework

Planning Revision

Week Days	7 - 8	8 - 9	School	4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10-11
M										
T										
W										
T										
F										

Weekend	S	S
7 - 8		
8 - 9		
9 - 10		
10 - 11		
11 - 12		
12 - 1		
1 - 2		
2 - 3		
3 - 4		
4 - 5		
5 - 6		
6 - 7		
7 - 8		
8 - 9		
9 - 10		
10 - 11		
11 - 12		

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Planning Revision

Study Habits Tracker	Name:		T.Group:
Day	Hwk	Intervention sessions	Revision
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Wednesday

Thursday
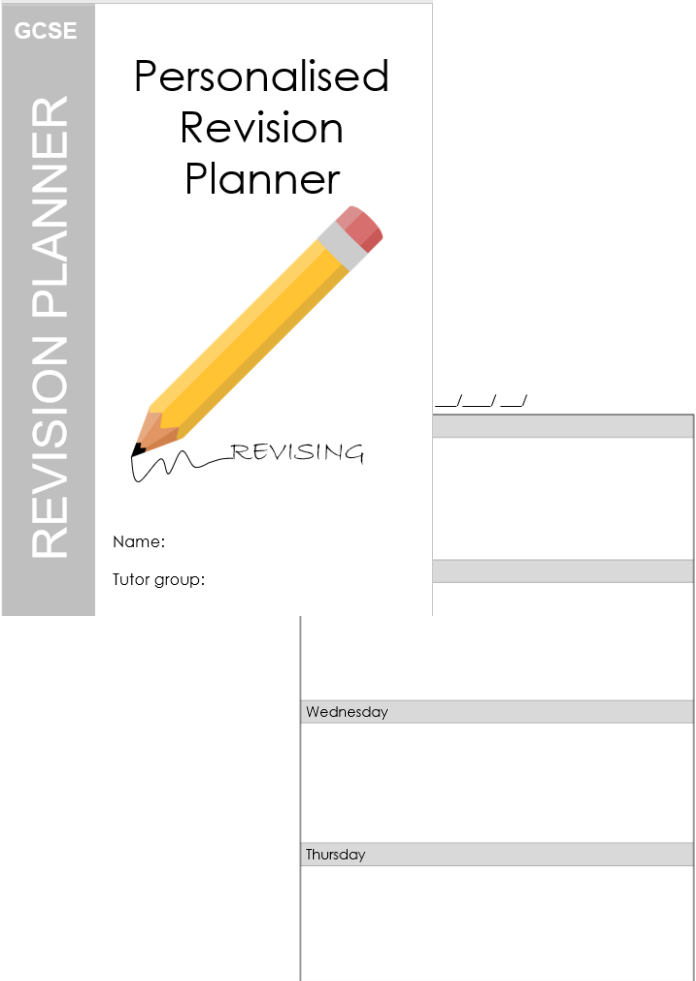
Planning Revision

Day	Hwk	Intervention sessions	Revision
Monday	History – 10-15 minutes Quiz on SS/SA/SD & Hitler, A Christmas carol. (21st) English quiz – 5-10mins English – 27th		Spanish – Duolingo (20 mins)
Tuesday	Spanish words and first try on test (10 minutes). (22nd) Physics paper 1 quiz (28th) History quiz (28th	English @ break (blood brothers).	History Revision/catch up 1 hours – Propaganda Spanish – Duolingo (20 mins)
Wednesday	Maths – 20 minutes -24th		Spanish – Duolingo (20 mins)
Thursday	Maths – 20 minutes Spanish quiz (second (23rd) attempt) 5 minutes.	English – story writings (10 mins) going through) @lunch. (23rd)	Food tech (dishes for future and timing).
Friday	Spanish quiz (last attempt) 5mins		History (30 mins) Maths (30 mins) Spanish Duolingo (10 mins)

Monday	English	Cadets	Physics maths
Tuesday	911 / any out standing homework		
Wednesday			maths Biology
Thursday	Cadets		English Chemistry
Friday			Geography History

Day	Hwk	Intervention sessions	Revision
Monday	Maths English	Food	Maths English – tutor (evening) Science flash cards
Tuesday	Science Food	Geography	English – quotes Media Geography
Wednesday	Geography	Physics	Food Geography English
Thursday	Science Media	—	Science maths English
Friday	History	—	Maths paper + weekend History + weekend

We asked students to log their revision in the lead up to the mocks.

A copy of their logs will be shared with the results envelopes.

Positive home environment

Most revising will be done at home; having a good environment while studying will help your child stay focused.

Ensuring that they have a quiet place in the home to revise is important.

Make sure they have a quiet space to work in

Remove all possible distractions

Make sure they have the equipment they will need including revision guides

TIPS FOR THE MOCKS

Equipment – particularly for maths exams

Attendance – in the real exams, there are no second chances

Silence – at all times

Take the full time – do not finish early

Drawing on hands – could lead to a disqualification

Banned items – listen carefully to the briefing and do not take anything in

SUBJECT SPOTLIGHT

MATHS

GCSE Mathematics

Pearson Edexcel

Higher Tier:

9, 8, 7, 6, 5, 4, (3)

Half of the paper is work at grades 7, 8, and 9

Foundation Tier:

5, 4, 3, 2, 1

Half of the paper is work at grades 4 and 5

Paper 1	Paper 2	Paper 3
1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes
Non-Calculator	Calculator allowed	Calculator allowed
80 marks total	80 marks total	80 marks total
Covers all aspects of content	Covers all aspects of content	Covers all aspects of content

Examination Aid: Higher

Students will all be provided with an examination aid (formulae sheet) in their exams. They have seen these in lessons and should familiarise themselves with what they need to know.

Higher Tier Formulae Sheet

Perimeter, area and volume

Where a and b are the lengths of the parallel sides and h is their perpendicular separation:

Area of a trapezium $= \dfrac{1}{2} (a + b) h$

Volume of a prism = area of cross section × length

Where r is the radius and d is the diameter:

Circumference of a circle $= 2\pi r = \pi d$

Area of a circle $= \pi r^2$

Quadratic formula

The solution of $ax^2 + bx + c = 0$

where $a \neq 0$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Pythagoras' Theorem and Trigonometry

In any right-angled triangle where a, b and c are the length of the sides and c is the hypotenuse:

$$a^2 + b^2 = c^2$$

In any right-angled triangle ABC where a, b and c are the length of the sides and c is the hypotenuse:

$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$

In any triangle ABC where a, b and c are the length of the sides:

sine rule: $\dfrac{a}{\sin A} = \dfrac{b}{\sin B} = \dfrac{c}{\sin C}$

cosine rule: $a^2 = b^2 + c^2 - 2bc \cos A$

Area of triangle $= \dfrac{1}{2} a b \sin C$

Compound Interest

Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded:

Total accrued $= P \left(1 + \dfrac{r}{100} \right)^n$

Probability

Where P (A) is the probability of outcome A and P (B) is the probability of outcome B:

P $(A$ or $B)$ = P (A) + P (B) − P $(A$ and $B)$

P $(A$ and $B)$ = P $(A$ given $B)$ P(B)

END OF EXAM AID

Examination Aid: Foundation

Students will all be provided with an examination aid (formulae sheet) in their exams. They have seen these in lessons and should familiarise themselves with what they need to know.

Foundation Tier Formulae Sheet

Perimeter, area and volume

Where a and b are the lengths of the parallel sides and h is their perpendicular separation:

Area of a trapezium = $\dfrac{1}{2}(a+b)h$

Volume of a prism = area of cross section × length

Where r is the radius and d is the diameter:

Circumference of a circle = $2\pi r = \pi d$

Area of a circle = πr^2

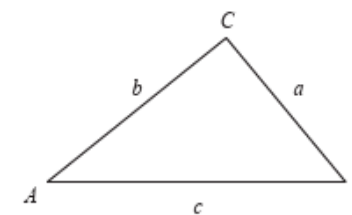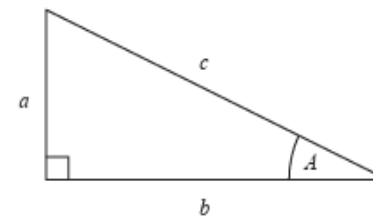**Pythagoras' Theorem and Trigonometry**
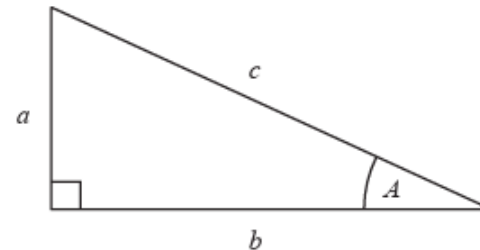
In any right-angled triangle where a, b and c are the length of the sides and c is the hypotenuse:

$$a^2 + b^2 = c^2$$

In any right-angled triangle ABC where a, b and c are the length of the sides and c is the hypotenuse:

$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$

Compound Interest

Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded:

$$\text{Total accrued} = P\left(1 + \frac{r}{100}\right)^n$$

Probability

Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B:

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

END OF EXAM AID

Essential Equipment:

- Black ball-point pen

- Pencil

- Eraser

- Ruler (mm and cm)

- Protractor

- Pair of compasses

- Scientific calculator for P2 and P3*

Main topics covered

- Number
- Algebra
- Geometry
- Ratio and Proportion
- Probability
- Statistics

QLAs

Students will be given an analysis of their mock papers (the papers are secure and not allowed to be written on/copied/brought home), students have already had this for their End of Year 10 tests.

GCSE (9–1) November 2021 Paper 1MA1_1F	Write a fraction as a percentage	Order numbers	Write a fraction as a decimal	Round to the nearest 10	Work out the value of a square number	Identify a quadrilateral	Identify a solid	Share a quantity of money	Identify an error in a bar chart	Problem involving money and how much change should be received	Problem involving temperature	Interpret a pictogram	Interpret a pictogram	Complete a pictogram	Problem involving ratio	Explain a sequence	Find a given term in a sequence	Problem involving money	Expand an expression	Factorise an expression	Solve a two-step equation	Problem involving algebra and length	Problem involving the perimeter of a kite and algebra	Recipe problem	Recipe problem	Draw a straight line graph	Find percentage loss	Multiply two decimals	Divide two decimals	Complete a Venn diagram	Subtract mixed numbers	Problem involving money and percentages	Problem involving ratio	Find the height of a prism	Problem involving the surface area of a cube and a sphere	Calculate an error interval	State the gradient of a line	Find the y-intercept of a line	Total marks for paper	Percentage	Grade on individual paper
Question	1	2	3	4	5	6a	6b	7	8	9	10	11a	11b	11c	12	13a	13b	14	15a	15b	15c	16a	16b	17a	17b	18	19	20a	20b	21	22	23	24	25	26	27	28i	28ii			
Available	1	1	1	1	1	1	1	2	1	3	2	1	2	3	3	1	2	4	1	1	2	1	3	4	1	3	3	3	3	3	3	4	3	3	4	2	1	1			

Revision:

- All lessons in school are revision based, either topic/content reviews or with past papers.
- Students should complement this with revision done in their own time.
- Eedi work is being set alongside mymaths homework each week to help students focus their independent learning time.
- There are plenty of resources online, teachers will give lists out at Parents Evening – students can see class teachers if they would like a copy in advance.
- Revision guides are available through the department – see Mr Watkins

SUBJECT SPOTLIGHT
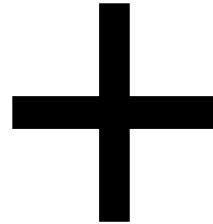
ENGLISH

AQA
8700

English Language

Language paper 1

Fiction

Reading – 1 extract from a novel

Writing – descriptive or narrative

+

Language paper 2

Non-fiction

Reading – 2 extracts. 1 modern + 1 pre-19th Century

Writing – persuasive or argument

Language paper 1

Fiction

Reading – 1 extract from a novel

Writing – descriptive or narrative

Source A

In this extract from the beginning of the novel, Kino, a poor pearl diver, is with his wife Juana and their baby Coyotito in their village home in Mexico.

1   The sun was warming the brush house, breaking through its crevices in long streaks. And one
    of the streaks fell on the hanging bed-box where baby Coyotito lay, and on the ropes that held
    it. It was a tiny movement that drew their eyes to the hanging box. Kino and Juana froze in
    their positions. Down the rope that hung the baby's box from the roof support, a scorpion
5   moved slowly. His stinging tail was straight out behind him, but he could whip it up in a flash of
6   time.

7   Kino's breath whistled in his nostrils and he opened his mouth to stop it. And then the startled
    look was gone from him and the rigidity from his body. In his mind a new song had come, the
    Song of Evil, the music of the enemy, of any foe of the family, a savage, secret, dangerous
10 melody, and underneath, the Song of the Family cried plaintively. The scorpion moved
    delicately down the rope toward the box. Kino was in motion. His body glided quietly across
    the room, noiselessly and smoothly. His hands were in front of him, palms down, and his eyes
    were on the scorpion. It sensed danger when Kino was almost within reach of it. It stopped,
    and its tail rose up over its back in little jerks and the curved thorn on the tail's end glistened.
15 Kino stood perfectly still. He could not move until the scorpion moved, and it felt for the source
    of the death that was coming to it. Kino's hand went forward very slowly, very smoothly. The
17 thorned tail jerked upright.

    And at that moment, the laughing Coyotito shook the rope and the scorpion fell.

19 Kino's hand leaped to catch it, but it fell past his fingers, fell on the baby's shoulder, landed and
20 struck. Then, snarling, Kino had it, had it in his fingers, rubbing it to a paste in his hands. He
    threw it down and beat it into the earth floor with his fist, and Coyotito screamed with pain in his
    box. But Kino beat and stamped the enemy until it was only a fragment and a moist place in
    the dirt. His teeth were bared and fury flared in his eyes and the Song of the E_ _ _
    his ears.

25 But Juana had the baby in her arms now. She found the puncture with rednes_ _ _
    already. She put her lips down over the puncture and sucked hard and spat a_ _ _
    while Coyotito screamed.

    Kino hovered; he was helpless, he was in the way.

    The screams of the baby brought the neighbours. "Scorpion. The baby has b_ _ _

30 Juana stopped sucking the puncture for a moment. The little hole was slightly_ _ _
    _ _ g extended farther around_ _ _
    _ a baby could easily die fr_ _ _
    _ _oat, and then cramps in_ _ _
    one in. But the stinging p _ _
    _ _s.

15 mins reading time
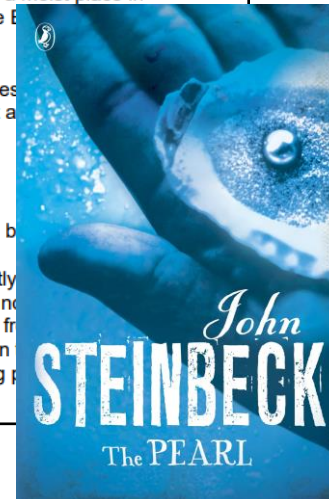
Language paper 1

Fiction

Reading – 1 extract from a novel

Writing – descriptive or narrative

Question 1

4 multiple choice questions… (4 marks)

Question 2

How does the writer use language to describe… (8 marks)

Question 3

How has the writer structured the te[xt]
the reader? (8 marks)

Question 4

A student said… how far do you ag[ree]
(20 marks)

Section A:
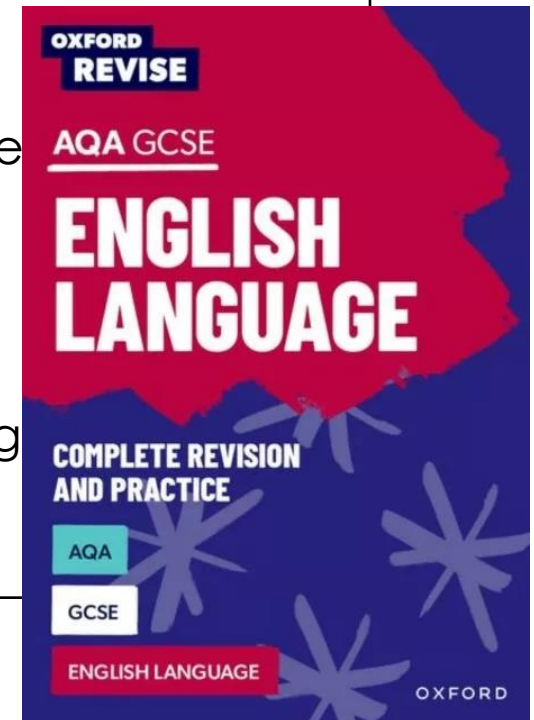
Language paper 1

Fiction

Reading – 1 extract from a novel

Writing – descriptive or narrative

Question 5

| 0 | 5 |

A magazine has asked for contributions for their creative writing section.

Either

Describe a place at sunset as suggested by this picture:

or

Write a story about a new beginning.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

Section B: 45 mins

Question 5

A structure for writing

Effective for both descriptive and narrative

Can be rehearsed and practiced to time

AO5 – content and organisation

AO6 – Technical accuracy

Drop the reader into the setting or the middle of the action
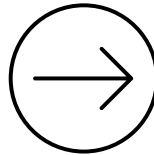
Shift the focus to a character or time
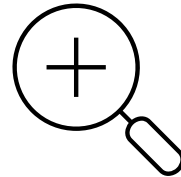
Zoom in on a significant detail or moment

Zoom out to the wider picture and atmosphere

Link back to an earlier detail to create a cyclical structure

Language paper 2

Non-fiction

Reading – 2 extracts. 1 modern + 1 pre-19ᵗʰ Century

Writing – persuasive or argument

Source A

Source A is an extract from a travel book in which Peter Fleming describes his train journey on the Trans-Siberian Railway in 1933. The journey is over nine thousand kilometres and takes more than a week to complete.

1   And now the journey was almost over. There is no more luxurious sensation than what may
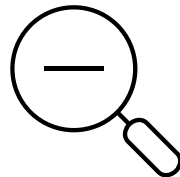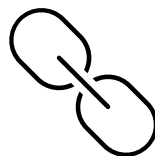   be described as the 'end of term' feeling. I felt very content. After tomorrow there would be
     no more trips to the dining-car; no more of that black bread, in consistency and flavour
     suggesting rancid peat; no more of that equally earthy tea; no more of a monk's existence; no
5   more days entirely blank of action. It was true that I did not know what I was going to do
     that I ha
7   doing, a

     I wande
     and got
10 that the
     I could r

12 All of a s
     rack abo
     either kr

Source B

Source B is an extract from a letter written by Fanny Kemble to a friend about her first ride on a steam train in 1830, when she was 21. The steam engine had recently been invented by George Stephenson and he was also on this ride.

     A normal sheet of writing paper is enough for love, but only a large sheet can contain my
     raptures about my railroad journey. And now I will give you an account of my excursion
     yesterday…

     A party of sixteen persons was ushered into a courtyard where there stood a carriage of a
5   peculiar construction, prepared for our reception. It was a long-bodied vehicle with seats
     placed across it, back-to-back; the one we were in had six of these benches and was a sort of
     uncovered carriage. The carriage was set in motion by only a push and rolled with us down a
     slope into a tunnel which forms the entrance to the railroad.

     Here, we were introduced to the little train engine which
10 was to drag us along the rails. She (for they make these
     curious little fire-horses all mares*) consisted of a boiler, a
     stove, a small platform, a bench, and behind the bench a
     barrel containing enough water to prevent her being thirsty
     on our journey. She goes upon wheels which are her feet
15 and are moved by bright steel legs called pistons which are
     propelled by steam. The reins of this wonderful beast are a
     small steel handle, which applies or withdraws the steam from its legs or pistons, so that a

15 mins reading time

Language paper 2

Non-fiction

Reading – 2 extracts. 1 modern + 1 pre-19th Century

Writing – persuasive or argument

Question 1

Select 4 statements that are true... (4 marks)

Question 2

Write a summary of the differences between...(8 marks)

Question 3
How does the writer use lang
(12 marks)

Question 4
Compare the writers attitude
(16 marks)
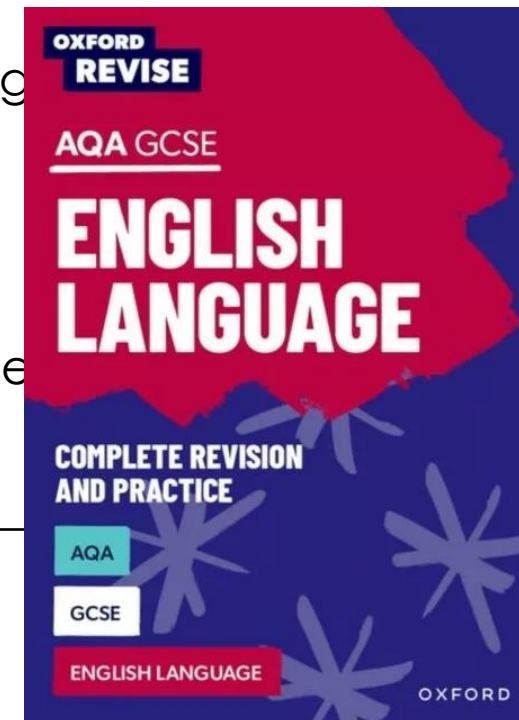
Section A:

Language paper 2

Non-fiction

Reading – 2 extracts. 1 modern + 1 pre-19th Century

Writing – persuasive or argument

Question 5

Section B: Writing

You are advised to spend about 45 minutes on this section.
Write in full sentences.
You are reminded of the need to plan your answer.
You should leave enough time to check your work at the end.

0 5 'Cars are convenient, comfortable and save time. However, we need to use them less by making public transport such as trains, trams and buses cheaper, more reliable and easier to access.'

Write a speech to be given at a meeting of your local council in which you argue your point of view on this statement.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

You are advised to plan your answer to Question 5 before you start to write.

Section B: 45 mins

How can I support?

1) Ask your child about each paper and the order, timings and approaches to each question.

2) Use an AQA Language Revision guide and practice questions. Focus on key areas identified from their mock.

3) Encourage your child to write stories and arguments to time. Practice that writing stamina and write for 45mins.

4) Use YouTube videos such as those from AQA Insights, Mr Bruff or GCSEpod.

5) Encourage your child to attend Language revision on Wednesdays after college in room 9. Monday room 2 for Literature. Two lunchtime sessions are also running!

6) Reading! Good readers are rewarded in this paper.

SUBJECT SPOTLIGHT

SCIENCE

Combined Science 1 hr 15 mins Total of all papers	Separate Sciences 1 hr 45 mins Total for each subject

Biology Paper 1 Tue 12/05/26	Chemistry Paper 1 Mon 18/05/26	Physics Paper 1 Tue 02/06/26
Biology Paper 2 Mon 08/06/26	Chemistry Paper 2 Fri 12/06/26	Physics Paper 2 Mon 15/06/26

Paper 1 – Year 10 teaching	Paper 2 – Y11 Teaching
•Cell Biology •Organisation •Infection and Response •Bioenergetics	•Inheritance, Variation and Evolution •Ecology •Homeostasis and Response
•Atomic Structure and The Periodic Table •Bonding, Structures and Properties of Matter •Quantitative Chemistry •Chemical Changes •Energy Changes	•Rate and extent of chemical change •Organic Chemistry •Chemical Analysis •Chemistry of the Atmosphere •Using resources
•Energy •Electricity •Particle model of Matter •Atomic Structure RP	•Forces •Waves •Magnetism and Electromagnetism •Solar System (Sep Sci only)

Physics Equations Sheet

GCSE Combined Science: Trilogy (8464) and GCSE Combined Science: Synergy (8465)

FOR USE IN JUNE 2023 ONLY

HT = Higher Tier only equations

kinetic energy = 0.5 × mass × (speed)^2	$E_k = \dfrac{1}{2} m v^2$
elastic potential energy = 0.5 × spring constant × (extension)^2	$E_e = \dfrac{1}{2} k\ e^2$
gravitational potential energy = mass × gravitational field strength × height	$E_p = m\ g\ h$
change in thermal energy = mass × specific heat capacity × temperature change	$\Delta E = m\ c\ \Delta\theta$
power = $\dfrac{\text{energy transferred}}{\text{time}}$	$P = \dfrac{E}{t}$
power = $\dfrac{\text{work done}}{\text{time}}$	$P = \dfrac{W}{t}$
efficiency = $\dfrac{\text{useful output energy transfer}}{\text{total input energy transfer}}$	
efficiency = $\dfrac{\text{useful power output}}{\text{total power input}}$	
charge flow = current × time	$Q = I\ t$
potential difference = current × resistance	$V = I\ R$
power = potential difference × current	$P = V\ I$
power = (current)^2 × resistance	$P = I^2\ R$
energy transferred = power × time	$E = P\ t$

The Periodic Table of Elements

Key

relative atomic mass
atomic symbol
name
atomic (proton) number

1	2											3	4	5	6	7	0
																	4 **He** helium 2
7 **Li** lithium 3	9 **Be** beryllium 4											11 **B** boron 5	12 **C** carbon 6	14 **N** nitrogen 7	16 **O** oxygen 8	19 **F** fluorine 9	20 **Ne** neon 10
23 **Na** sodium 11	24 **Mg** magnesium 12											27 **Al** aluminium 13	28 **Si** silicon 14	31 **P** phosphorus 15	32 **S** sulfur 16	35.5 **Cl** chlorine 17	40 **Ar** argon 18
39 **K** potassium 19	40 **Ca** calcium 20	45 **Sc** scandium 21	48 **Ti** titanium 22	51 **V** vanadium 23	52 **Cr** chromium 24	55 **Mn** manganese 25	56 **Fe** iron 26	59 **Co** cobalt 27	59 **Ni** nickel 28	63.5 **Cu** copper 29	65 **Zn** zinc 30	70 **Ga** gallium 31	73 **Ge** germanium 32	75 **As** arsenic 33	79 **Se** selenium 34	80 **Br** bromine 35	84 **Kr** krypton 36
85 **Rb** rubidium 37	88 **Sr** strontium 38	89 **Y** yttrium 39	91 **Zr** zirconium 40	93 **Nb** niobium 41	96 **Mo** molybdenum 42	[98] **Tc** technetium 43	101 **Ru** ruthenium 44	103 **Rh** rhodium 45	106 **Pd** palladium 46	108 **Ag** silver 47	112 **Cd** cadmium 48	115 **In** indium 49	119 **Sn** tin 50	122 **Sb** antimony 51	128 **Te** tellurium 52	127 **I** iodine 53	131 **Xe** xenon 54
133 **Cs** caesium 55	137 **Ba** barium 56	139 **La*** lanthanum 57	178 **Hf** hafnium 72	181 **Ta** tantalum 73	184 **W** tungsten 74	186 **Re** rhenium 75	190 **Os** osmium 76	192 **Ir** iridium 77	195 **Pt** platinum 78	197 **Au** gold 79	201 **Hg** mercury 80	204 **Tl** thallium 81	207 **Pb** lead 82	209 **Bi** bismuth 83	[209] **Po** polonium 84	[210] **At** astatine 85	[222] **Rn** radon 86
[223] **Fr** francium 87	[226] **Ra** radium 88	[227] **Ac*** actinium 89	[261] **Rf** rutherfordium 104	[262] **Db** dubnium 105	[266] **Sg** seaborgium 106	[264] **Bh** bohrium 107	[277] **Hs** hassium 108	[268] **Mt** meitnerium 109	[271] **Ds** darmstadtium 110	[272] **Rg** roentgenium 111	[285] **Cn** copernicium 112	[286] **Nh** nihonium 113	[289] **Fl** flerovium 114	[289] **Mc** moscovium 115	[293] **Lv** livermorium 116	[294] **Ts** tennessine 117	[294] **Og** oganesson 118

* The Lanthanides (atomic numbers 58 – 71) and the Actinides (atomic numbers 90 – 103) have been omitted.
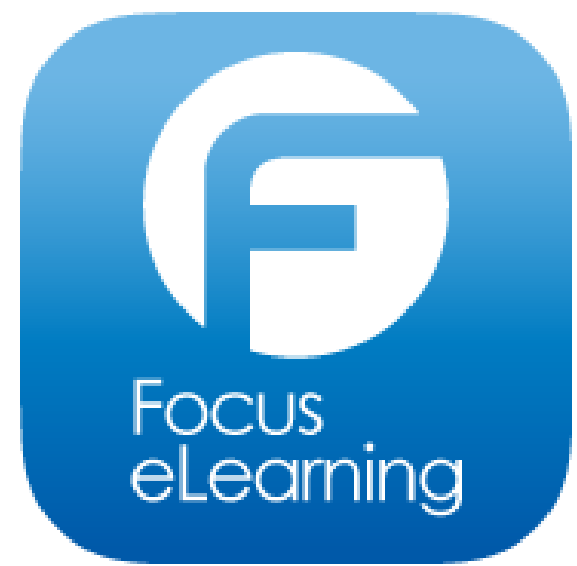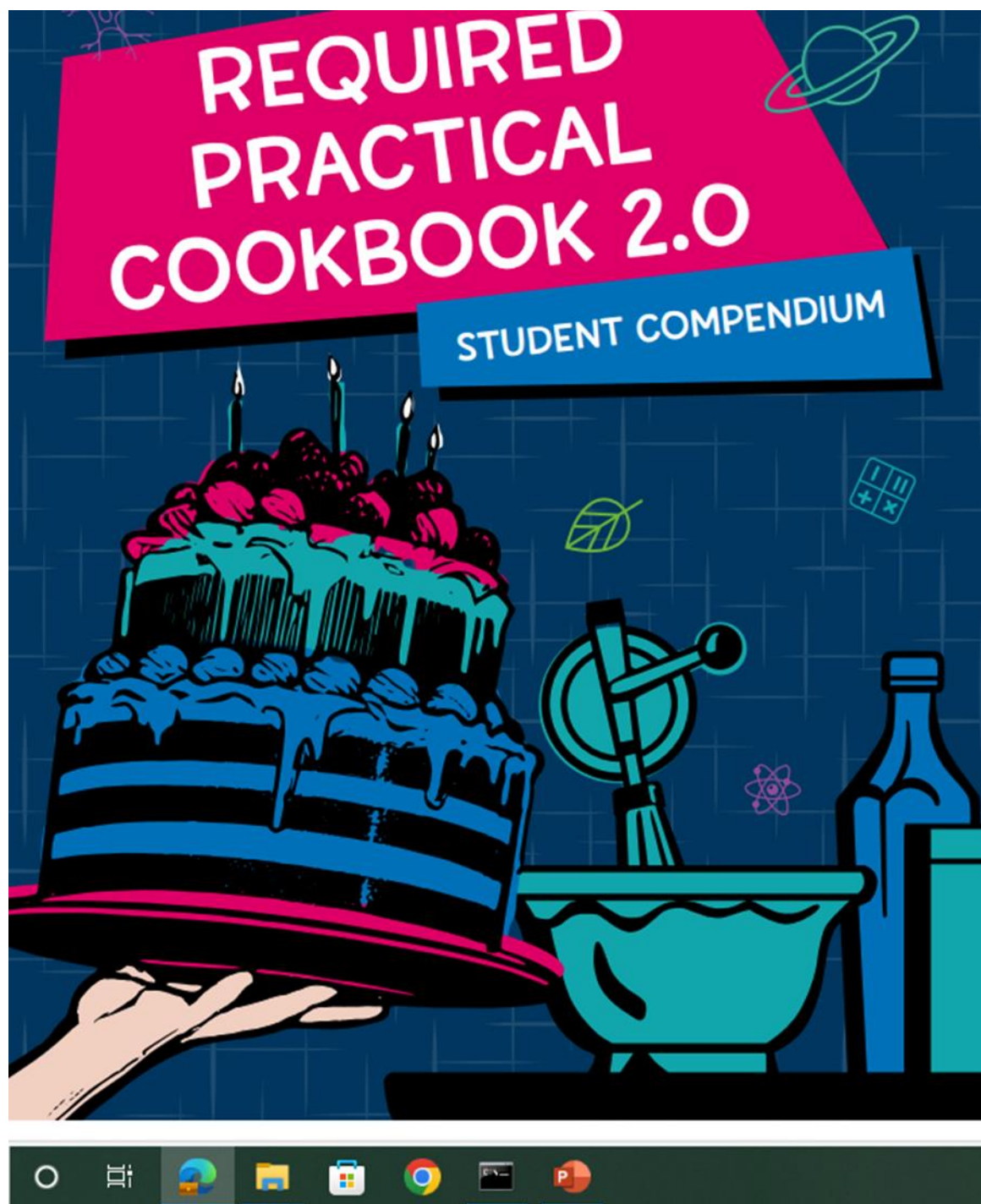
Relative atomic masses for **Cu** and **Cl** have not been rounded to the nearest whole number.

Insert for GCSE Chemistry (8462), Combined Science: Trilogy (8464), and Combined Science: Synergy (8465) papers v1

Educake

satchel: one

REQUIRED PRACTICAL COOKBOOK 2.0

STUDENT COMPENDIUM

Focus eLearning

You Tube

HEADTEACHER'S CLOSING ADDRESS