

Year 11  
Final Week and Revision  
Techniques PIE

**Please help yourself to  
the food and drink on  
the table.**

**Please also scan the QR  
code to register  
attendance.**



# Mock Results

Will come on **24<sup>th</sup> March** during Form

## But in the meantime...

What can students learn from the mocks?

- What revision methods have worked? What haven't?
- Have they made mistakes with technique in the exam?



**The final 10 weeks...**



# Period 6

- Monday is no longer an early finish day from **9<sup>th</sup> March**. **School will finish at 3:45.**
- Students have been assigned a subject based on the data we have for **small group intervention**
- Research says that this gives **4 months** extra progress – we know this works!

# What else happens in the next 10 weeks?

- Final **NEA** deadlines
- **Practical exams** in Art, PE and Drama to name a few...
- **Speaking exams** in French and Spanish
- **Easter School** during the Easter holidays

# Additional Support

- Easter School Sessions
- Targeted Intervention Sessions
- Online Teams Revision

# Exams

- Exams commence: **Thursday 7<sup>th</sup> May**
- First full-cohort exam: **Monday 11<sup>th</sup> May – English Literature**

# Exams: Practicalities

- **Absence on the day**

- Signed medical letter (dated on the day of the exam) must be obtained and sent in within 24hrs of the exam.
- Score of 0 for that paper otherwise.

- **Prolonged absence**

- Speak with HOY and we will contact you to discuss impacts on exams

- **Contingency Day**

- 24<sup>th</sup> June – students must be available for this national contingency

# Study Leave

- We **do not do 'Study Leave' at Crompton House**
- Research proves that if left totally to their own devices, students **progress is lower than if supported in school**
- Therefore in school we provide a hybrid approach – we will be primarily in school, doing **'Super Learning Sessions'** – these will be targeting the next exam. Towards the end of the exam season, students will work from home on some occasions.



# **Mental Health Support**

## **Mrs A. Gadsby**

### **Head of Year 11**

# Understanding Exam Stress

- Exams are stressful for most of us.
- We all experience stress in different ways.
- Many students have strategies to cope with stress.
- An increasing number of students feel that they need support with managing their stress.
- We are here to help.

# Tips for Managing Year 11 Stress

**Take Breaks:** Schedule time for activities you enjoy to avoid burnout.

- Routine:** Maintain a balanced routine with structured revision, adequate sleep, exercise, and social time.
- Revision Technique:** Use the techniques shown in school.
- Open Up:** Talk to trusted friends, family, or teachers about your feelings.

*If a student feels overwhelmed, they should not hesitate to reach out.*



## SUPPORT IN SCHOOL

### Universal Support

- Assemblies
- PSHE Green Tuesdays
- Mental Health Prefects
- Form Tutors
- Assistant and Head of Year
- Other Hub staff
- Chapel Chat Drop in with Mr Holt
- #WriteaSmile and the library

### Selected Support

- MHST – Mental Health Support Team Wednesdays including: Exam Resilience Workshops
- Signposting materials for services around Oldham

### Targeted Support

- Access to School Counsellors
- MHST 1-2-1 sessions on Wednesdays
- Referral to TOGMIND
- CAMHS referral

Exam Resilience Workshops being delivered in school  
Email  
[a.gadsby@cromptonhouse.org](mailto:a.gadsby@cromptonhouse.org)  
if you feel your child would benefit

# Where to Find Help and Advice

Produced by Students for Students

## **Papyrus**

0800 068 4141

Provides safety plans, coping techniques and has a resource page too.

## **SHOUT**

85258

Free confidential TEXT messaging service.

## **The Mix**

0808 808 4994

If you need someone to talk to (Under 25's)  
3:00pm to 12:00am

## **Samaritans**

116 123

Talk about anything that is upsetting you.

## **Childline**

0800 1111

Call about anything that is worrying you.



# Websites and Apps

Produced by Students for Students

## **KOOTH**

Website - Get an online counsellor, support, confidential interaction with others.

## **Calm Harm**

Support for those who have the urge to Self Harm.

## **Mindshift CBT**

Support young people with anxiety symptoms.

## **Think Ninja**

Learn about Mental Health and Wellbeing. Build resilience.

## **Daylio**

App - Mood recording.

## **Stay Alive**

App - Suicide prevention.

## **Headspace**

App - Mindfulness.

## **Smiling Mind**

App - Meditation and breathing exercises.

## **Cove-app.com**

App - Help young people capture mood and express how they feel through music.

If you are worried for the safety or Wellbeing of yourself or someone you know please talk to a member of The Hub.



# RAMPIP<sup>UP</sup>

Reflect | Act | Master | Prove



**CROMPTON HOUSE**  
CofE SCHOOL

Like with anything in life,  
knowing how to revise is  
something our students  
need to learn.

Tonight marks the start of  
this learning journey.



Parental engagement has a significant positive impact on results. Supporting your child with revision begins with knowing how to do it.





Welcome to **RAMPup**

Our barrier busting  
revision process to  
achieve exam success.

So, what is it? ...



## **Reflect**

Identify your strengths, gaps in knowledge, and next steps.



## **Action Plan**

Make a clear plan for your revision.



## **Master**

Build your knowledge.



## **Prove**

Test what you've learned.

# RAMP UP

Reflect | Act | Master | Prove

Learn how to revise effectively  
and achieve excellence



CROMPTON HOUSE  
CoE SCHOOL

## Pomodoro Technique



The secret to effective time management is...thinking in tomatoes rather than hours. It may seem silly initially, but millions of people swear by the life-changing power of the Pomodoro Technique. (Pomodoro is Italian for tomato. 🍅).

### How to do it:

- 🍅 Pick a topic to revise.
- 🕒 Set a 25-minute timer.
- 📖 Work on the chosen revision task with 100% focus.
- ⏸ Take a 5-minute break.
- 🕒 Every 4 pomodoros, take a 30-minute break.

### No Interruptions is Essential

This only works if you fully commit to working during the 25-minutes. Turn off phones, music, screens and focus. Warn your family you are doing it and not to interrupt you. Use the 5-minute break to check messages.



RAMP



# Revision at home...

## Biology (Combined & Separate)

- All resources mentioned can be found on either ClassCharts, Teams or will have been given to you in class
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right

Year 11 GCSE Revision 2026			
Week beginning	Topics for Revision	Revisit Work	Suggested activities
School Week 1: 2nd March	<b>Paper 1</b> Animal tissues, organs and organ systems	<ul style="list-style-type: none"><li>• Structure of heart and circulatory system</li><li>• Enzymes in the digestive system</li></ul>	<p>Blurt (e.g. on your mini whiteboard or blank paper) what you know the structure of arteries, veins and capillaries and then add to this with your notes or revision guide.</p> <p>Describe the effects of blocked coronary arteries on the functioning of the heart.</p> <p>Make a table that shows the enzymes produced by the digestive system, where they are produced and what they do.</p> <p>Watch the GCSEPod on the enzymes required practical by scanning the QR code. Identify the dependent, independent and control variables.</p>



# Effective, efficient and successful studying requires...

Retrieval Practice	Spaced Practice	Effort	Support	Attendance	=	Success
Retrieval Practice	Spaced Practice	Effort	Support	Missing	=	Gaps in Knowledge
Retrieval Practice	Spaced Practice	Effort	Missing	Attendance	=	Anxiety
Retrieval Practice	Spaced Practice	Missing	Support	Attendance	=	Under Performance
Retrieval Practice	Missing	Effort	Support	Attendance	=	Cramming
Missing	Spaced Practice	Effort	Support	Attendance	=	Ineffective Strategies





**So what does effective  
revision look like?**



# **Strategy 1: Look, Cover, Write, Check**

# Look, Cover, Write, Check

- Is the simplest form of revision – just like learning to spell in primary school.

## 4 steps:

- 1) **Look** – Read a page of information e.g. class notes or revision book
- 2) **Cover** – Close the book so you can no longer see it
- 3) **Write** – Write down as much as you can remember – on paper or a mini-whiteboard
- 4) **Check** – Check what you're written for mistakes/gaps and repeat

# Your turn!

- Find the information sheet about Shaw on your table.
- You are going to try this method using one of the blank pieces of paper

## **Shaw, England: A Vibrant Town with Rich History and Community Spirit**

Shaw is a town in Greater Manchester, England, located within the Metropolitan Borough of Oldham. It is situated about 12 miles northeast of Manchester, nestled between Oldham and Rochdale, offering a blend of rich industrial heritage, modern amenities, and a strong sense of community. With a population of around 21,000 people, Shaw has evolved significantly from its humble beginnings as a rural settlement to a thriving suburban area.

### **Historical Background**

The history of Shaw is deeply rooted in the Industrial Revolution. The town began as a part of the ancient parish of Oldham and grew rapidly in the 19th century, thanks to the boom in textile manufacturing. Shaw was home to numerous mills, and its economy was closely tied to the cotton industry. The mills provided employment for the growing population, and the construction of the Rochdale Canal and later the railway stations helped facilitate the transport of goods and workers to and from Shaw. As the textile industry declined in the 20th century, Shaw transitioned into a more suburban area, with new housing and local businesses sprouting to accommodate the changing population. Despite these changes, the town still retains elements of its industrial past, with some mill buildings and factories reserved or repurposed.

# The steps

## 4 steps:

1) **Look** – Read a page of information e.g. class notes or revision book

2) **Cover** – Close the book so you can no longer see it

3) **Write** – Write down as much as you can remember – on paper or a mini-whiteboard

4) **Check** – Check what you're written for mistakes/gaps and repeat



## **Strategy 2: Mindmaps**

# Mindmaps

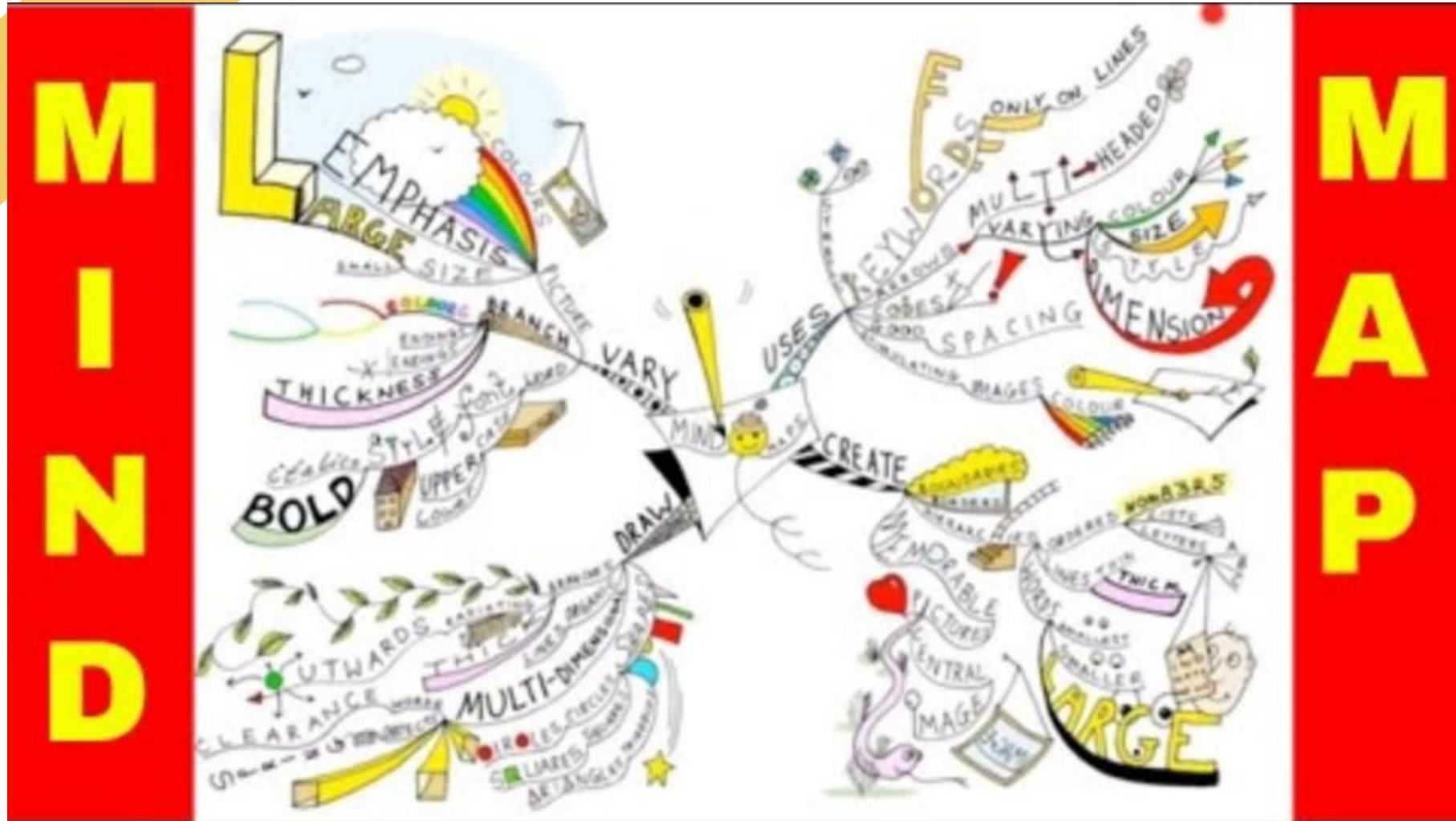
## Master



**Build your knowledge.**

Fill gaps, learn key facts and processes, and strengthen your understanding.

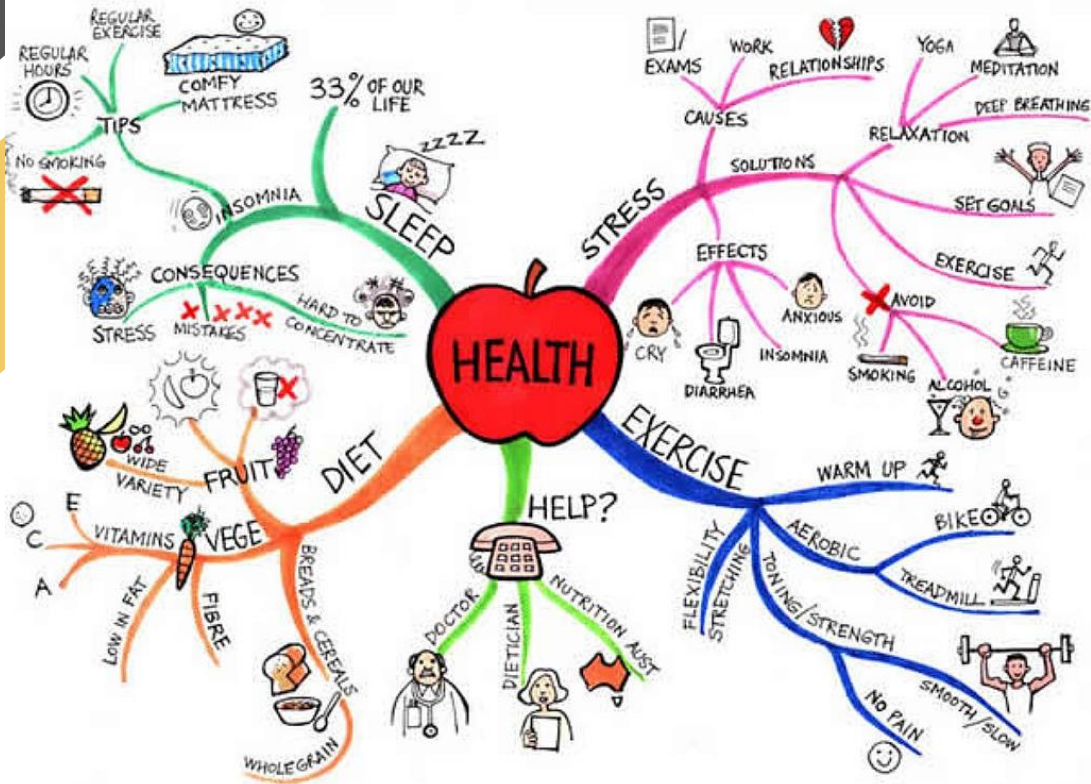
# Mindmaps – video help



# Mind maps serve two purposes:

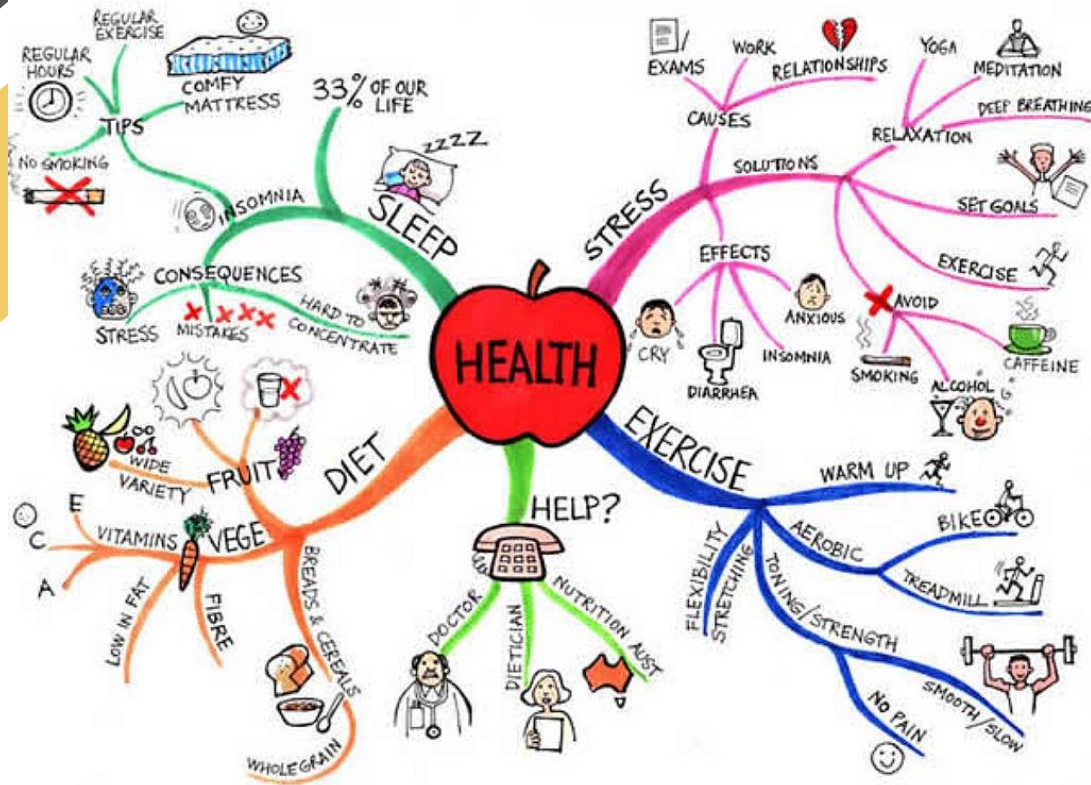
- ✓ To generate new ideas.
- ✓ To help you remember key information more efficiently.
- Research suggests that you remember approximately a third of what you read or hear but two-thirds of what you **transform**.
- Mind mapping is an enjoyable (for some!) and effective way of remembering key knowledge.

# A successful mindmap



- Has a **central idea** or topic.
- Has **coloured-branches** for parts of that idea or topic.
- Has **sub-branches** to split the key information of those parts down even further.
- Is a **mixture** of words and pictures or symbols.

# Modelled example



Begin a mindmap on Charles Dickens' 'A Christmas Carol'

Your central words should be 'A Christmas Carol' and the central symbol should represent that.

Branches can be anything you know about the novella.

# Read, Read and Read Some More

- High Quality Fiction (novels and short stories)
- High quality non-fiction (newspaper opinion articles, autobiography, biography, travel writing.)

Year 11 GCSE Revision 2025			
Week beginning	Topics for Revision	Revisit Work	Suggested activities
School Week 1: 3 <sup>rd</sup> March	<ul style="list-style-type: none"> <li>An Inspector Calls</li> </ul>	<ul style="list-style-type: none"> <li>Plot</li> <li>Character</li> <li>Themes</li> <li>Methods</li> <li>Context</li> </ul>	<ul style="list-style-type: none"> <li>Using the knowledge organiser and web link provided to make flashcards for plot, characters, themes, methods and context.</li> </ul>
School Week 2: 10 <sup>th</sup> March	<ul style="list-style-type: none"> <li>Power and Conflict poetry</li> </ul>	<ul style="list-style-type: none"> <li>Meaning</li> <li>Themes</li> <li>Methods</li> <li>Context</li> <li>Comparison</li> </ul>	<ul style="list-style-type: none"> <li>Using the knowledge organiser and web link provided to make flashcards for meaning, themes, methods, context and which poems to compare. <a href="#">Power and Conflict</a></li> </ul>
School Week 3: 17 <sup>th</sup> March	<ul style="list-style-type: none"> <li>Macbeth</li> </ul>	<ul style="list-style-type: none"> <li>Plot</li> <li>Character</li> <li>Themes</li> <li>Methods</li> <li>Context</li> </ul>	<ul style="list-style-type: none"> <li>Using the knowledge organiser and web link provided to make flashcards for plot, characters, themes, methods and context.</li> </ul>
School Week 4: 24 <sup>th</sup> March	<ul style="list-style-type: none"> <li>A Christmas Carol</li> </ul>	<ul style="list-style-type: none"> <li>Plot</li> <li>Character</li> <li>Themes</li> <li>Methods</li> <li>Context</li> </ul>	<ul style="list-style-type: none"> <li>Using the knowledge organiser and web link provided to make flashcards for plot, characters, themes, methods and context.</li> </ul>
School Week 5: 31 <sup>st</sup> March	<ul style="list-style-type: none"> <li>Unseen Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Methods</li> <li>Comparison</li> </ul>	<ul style="list-style-type: none"> <li>Using the revision sheet provided to make flashcards on key language and structural features.</li> </ul>
Easter Holiday 1: 7 <sup>th</sup> April	<ul style="list-style-type: none"> <li>An Inspector Calls</li> </ul>	<ul style="list-style-type: none"> <li>Essay technique</li> </ul>	<ul style="list-style-type: none"> <li>Use the model answers provided to write the past paper question provided.</li> </ul>
Easter Holiday 2: 14 <sup>th</sup> April	<ul style="list-style-type: none"> <li>Power and Conflict poetry</li> </ul>	<ul style="list-style-type: none"> <li>Essay technique</li> </ul>	<ul style="list-style-type: none"> <li>Use the model answers provided to write the past paper question provided.</li> </ul>
School Week 8: 21 <sup>st</sup> April	<ul style="list-style-type: none"> <li>Macbeth</li> </ul>	<ul style="list-style-type: none"> <li>Essay technique</li> </ul>	<ul style="list-style-type: none"> <li>Use the model answers provided to write the past paper question provided.</li> </ul>
School Week 9: 28 <sup>th</sup> April	<ul style="list-style-type: none"> <li>A Christmas Carol</li> </ul>	<ul style="list-style-type: none"> <li>Essay technique</li> </ul>	<ul style="list-style-type: none"> <li>Use the model answers provided to write the past paper question provided.</li> </ul>
School Week 10: 5 <sup>th</sup> May	<ul style="list-style-type: none"> <li>Unseen poetry</li> </ul>	<ul style="list-style-type: none"> <li>Essay technique</li> </ul>	<ul style="list-style-type: none"> <li>Use the model answers provided to write the past paper question provided.</li> </ul>

Year 11 GCSE Revision 2025			
Week beginning	Topics for Revision	Revisit Work	Suggested activities
School Week 1: 3 <sup>rd</sup> March	<ul style="list-style-type: none"> <li>Paper 1 reading and question 1</li> </ul>	<ul style="list-style-type: none"> <li>Reading an unseen fiction text for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>X2 reading for comprehension sheets</li> </ul>
School Week 2: 10 <sup>th</sup> March	<ul style="list-style-type: none"> <li>Paper 1 questions 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>Analysing language and structure in an unseen fiction text</li> </ul>	<ul style="list-style-type: none"> <li>Watching linked YouTube videos and answering Nov 18 past paper questions 2 and 3 <a href="#">Question 2</a> <a href="#">Question 3</a></li> </ul>
School Week 3: 17 <sup>th</sup> March	<ul style="list-style-type: none"> <li>Paper 1 questions 4</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating an unseen fiction text</li> </ul>	<ul style="list-style-type: none"> <li>Reading model answers and answering past paper question 4</li> </ul>
School Week 4: 24 <sup>th</sup> March	<ul style="list-style-type: none"> <li>Paper 1 question 5</li> </ul>	<ul style="list-style-type: none"> <li>Writing to describe or narrate</li> </ul>	<ul style="list-style-type: none"> <li>Watching linked YouTube videos and answering past paper question 5</li> </ul>
School Week 5: 31 <sup>st</sup> March	<ul style="list-style-type: none"> <li>Paper 1 question 5</li> </ul>	<ul style="list-style-type: none"> <li>Writing to describe or narrate</li> </ul>	<ul style="list-style-type: none"> <li>Reading model answers and answering past paper question</li> </ul>
Easter Holiday 1: 7 <sup>th</sup> April	<ul style="list-style-type: none"> <li>Paper 2 reading and question 1</li> </ul>	<ul style="list-style-type: none"> <li>Reading unseen non-fiction texts for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>X2 reading for comprehension sheets</li> </ul>
Easter Holiday 2: 14 <sup>th</sup> April	<ul style="list-style-type: none"> <li>Paper 2 questions 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>Summarising unseen fiction texts</li> <li>Analysing language in unseen fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>Watching linked YouTube videos and answering past paper questions 2 and 3</li> </ul>
School Week 8: 21 <sup>st</sup> April	<ul style="list-style-type: none"> <li>Paper 2 question 4</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating unseen fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>Reading model answers and answering past paper question 4</li> </ul>
School Week 9: 28 <sup>th</sup> April	<ul style="list-style-type: none"> <li>Paper 2 question 5</li> </ul>	<ul style="list-style-type: none"> <li>Writing to give a viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>Watching linked YouTube videos and answering past paper question 5</li> </ul>
School Week 10: 5 <sup>th</sup> May	<ul style="list-style-type: none"> <li>Paper 2 question 5</li> </ul>	<ul style="list-style-type: none"> <li>Writing to give a viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>Reading model answers and answering past paper question</li> </ul>



## **Strategy 3: Online Platforms to Support Exam Questions**

How many weeks to the first maths GCSE paper, Thursday 15<sup>th</sup> May ?

## 10 Week Plan: Mathematics

Topics to revise independently using SPARX, Corbett maths, 1<sup>st</sup> Class Maths, Maths Genie

Skills based tasks which are retrieval of past topics

Year 11 GCSE Revision 2025			
Week beginning	Topics for Revision	Revisit Work	Complete and mark past paper
School Week 1: 3 <sup>rd</sup> March	<ul style="list-style-type: none"> <li>Forming and solving equations (93%) <b>U599</b></li> <li>Fraction calculations (100%) <b>U736/U475/U544</b></li> </ul>	Corbett Maths - 5 a day task for the whole week	<ul style="list-style-type: none"> <li>Maths Genie 1F <a href="#">June 2023</a></li> </ul>
School Week 2: 10 <sup>th</sup> March	<ul style="list-style-type: none"> <li>Reflections (86%) <b>U799</b></li> <li>Calculations with money (100%) <b>M901</b></li> </ul>	Corbett Maths - 5 a day task for the whole week	<ul style="list-style-type: none"> <li>Maths Genie 2F <a href="#">June 2023</a></li> </ul>
School Week 3: 17 <sup>th</sup> March	<ul style="list-style-type: none"> <li>Speed, distance, time (86%) <b>U151</b></li> <li>Area (80%) <b>U226/U265/U575</b></li> </ul>	Corbett Maths - 5 a day task for the whole week	<ul style="list-style-type: none"> <li>Maths Genie 3F <a href="#">June 2023</a></li> </ul>
School Week 4: 24 <sup>th</sup> March	<ul style="list-style-type: none"> <li>Factorising: single and double brackets (93%) <b>U178/U365</b></li> <li>Averages (100%) <b>U526/U456/U260/U291</b></li> </ul>	Corbett Maths - 5 a day task for the whole week	<ul style="list-style-type: none"> <li>Maths Genie 1F <a href="#">June 2022</a></li> </ul>
School Week 5: 31 <sup>st</sup> March	<ul style="list-style-type: none"> <li>Linear equations (93%) <b>U325/U755</b></li> <li>Substitution into formulae (80%) <b>U201/U585</b></li> </ul>	Corbett Maths - 5 a day task for the whole week	<ul style="list-style-type: none"> <li>Maths Genie 2F <a href="#">June 2022</a></li> </ul>
Easter Holiday 1: 7 <sup>th</sup> April	<ul style="list-style-type: none"> <li>Quadratic graphs (86%) <b>U989</b></li> <li>Probability (93%) <b>U408/U683/U166</b></li> </ul>	Corbett Maths - 5 a day task for the whole week	<ul style="list-style-type: none"> <li>Maths Genie 3F <a href="#">June 2022</a></li> </ul>
Easter Holiday 2: 14 <sup>th</sup> April	<ul style="list-style-type: none"> <li>Ratio (93%) <b>U687/U753/U577</b></li> <li>Collecting like terms (86%) <b>U105</b></li> </ul>	Corbett Maths - 5 a day task for the whole week	<ul style="list-style-type: none"> <li>Maths Genie 1F <a href="#">November 2021</a></li> </ul>

**HOMEWORK**  
Past paper given out **EVERY MONDAY** in lessons.  
Completed at home by the student, marked, corrected and completed using the Maths Genie MS, worked solutions or video.

Topic	Grade	Edexcel Higher	AQA Higher	Edexcel Foundation	AQA Foundation
Using a Calculator	3+	56%	19%	100%	63%
Direct Proportion	3+	75%	56%	100%	94%
Fractions, Decimals, Percentages	1+	0%	50%	100%	100%
Calculations with Money	3+	13%	31%	100%	100%
Fraction Operations	4+	56%	75%	100%	94%
Share into a Ratio	3+	94%	94%	100%	94%
Find Probability	1+	31%	50%	100%	100%
Fraction of an Amount	2+	44%	69%	100%	100%
Like Terms	1+	0%	0%	100%	100%

# WEEKLY MATHS SESSIONS



Each week, Hannah delivers online maths sessions which support and engage students in their maths education. These interactive online sessions are recorded so if you miss the session, you can log back in and rewatch any time. Ask questions in the chat, direct to Hannah, to get the support you need.

After subscribing, you will receive a link to join the class. Want to know what I'll be teaching this half term? **You can find the schedule here.**

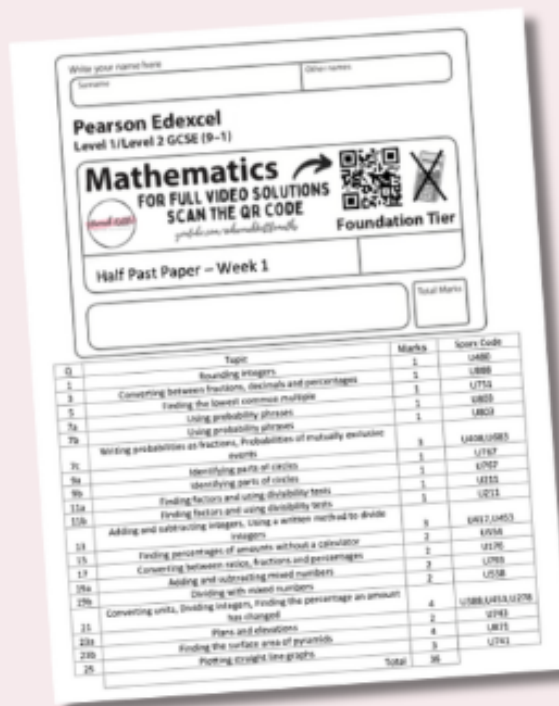
**£0**  
PER MONTH

## FREE SUPPORT



**Thursday Eve Revision:** LIVE on YouTube  
7-7:30pm Foundation & 7:30-8pm Higher  
Already pre-recorded on YouTube (@hannahkettlemaths)

**GO TO SCHEDULE + VIDEOS**



Ideal for homework and/or revision, these are GCSE Maths past papers, split into odd and even question numbers to give a 45 minute (ish) paper each week.

Each paper has a QR code on the front, which will take you to a [YouTube](#) tutorial with guidance and solutions for all questions. The topics for each question are also listed on the front page.

Hannah will also do each paper LIVE on a Thursday evening on [TikTok](#) and [YouTube](#) (@hannahkettlemaths) from 7-7:30pm for Foundation and 7:30-8:00pm for Higher.

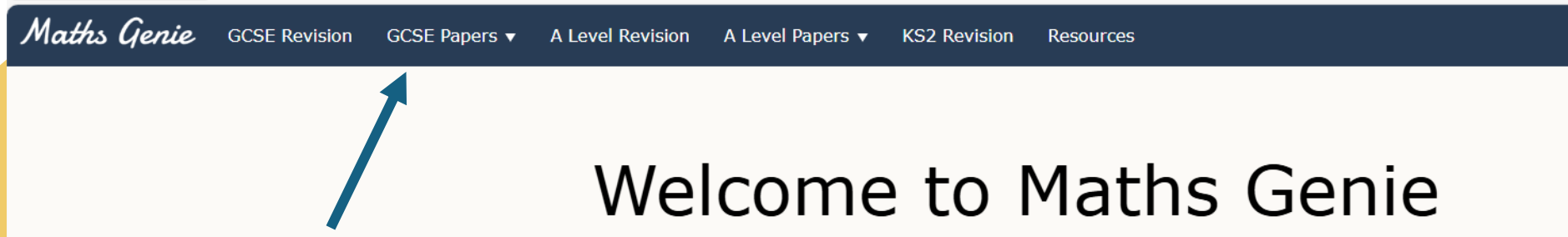
# Past Paper Practice

- Improves examination technique.
- Improves familiarity with examination questions and hence confidence in the examination.
- Identifies areas to work on.

# Past papers

Blue is Higher Tier.

- Use your smart phones to access Maths Genie ([www.mathsgenie.co.uk](http://www.mathsgenie.co.uk))



Select Edexcel exam papers

Foundation GCSE Exam Papers		
Paper	Answers	
<a href="#">November 2023 Paper 1</a>	<a href="#">MS</a>	<a href="#">Ans</a>
<a href="#">November 2023 Paper 2</a>	<a href="#">MS</a>	<a href="#">Ans</a>
<a href="#">November 2023 Paper 3</a>	<a href="#">MS</a>	<a href="#">Ans</a>
<a href="#">May 2023 Paper 1</a>	<a href="#">MS</a>	<a href="#">Ans</a>

Select May 2023 Paper 1.  
You can select the Mark Scheme, or the worked solutions or watch the video solution.

# TASK

There are three questions on your desks.

Easy, medium, hard. Try and appropriate question

There are worked solutions printed in the envelopes on the tables.

Also, QR codes on the worksheets to access video solutions.

**REMEMBER: HAVING THE MARK SCHEME AND VIDEO SOLUTIONS ARE AMAZING BUT IT IS EASY TO CHEAT.**

**If you're struggling, try and use them to aid understanding and not jump to the answer.**

How many weeks to the first maths GCSE paper, Thursday 15<sup>th</sup> May ?

## 10 Week Plan: Mathematics

Topics to revise independently using SPARX, Corbett maths, 1<sup>st</sup> Class Maths, Maths Genie

Year 11 GCSE Revision 2025			
Week beginning	Topics for Revision (% appearance)	Revisit Work	Complete and mark past paper
<b>School Week 1:</b> <b>10<sup>th</sup> March</b>	<ul style="list-style-type: none"> <li>Forming and solving equations (93%)</li> <li>Fraction calculations (100%)</li> </ul>	WEEK 1 TASKS	Maths Genie 1F Nov 2023
<b>School Week 2:</b> <b>17<sup>th</sup> March</b>	<ul style="list-style-type: none"> <li>Reflections (86%)</li> <li>Calculations with money (100%)</li> </ul>	WEEK 2 TASKS	Maths Genie 2F Nov 2023
<b>School Week 3:</b> <b>24<sup>th</sup> March</b>	<ul style="list-style-type: none"> <li>Speed, distance, time (86%)</li> <li>Area (80%)</li> </ul>	WEEK 3 TASKS	Maths Genie 3F Nov 2023
<b>School Week 4:</b> <b>31<sup>st</sup> March</b>	<ul style="list-style-type: none"> <li>Factorising: single and double brackets (93%)</li> <li>Averages (100%)</li> </ul>	WEEK 4 TASKS	Maths Genie 1F June 2023
<b>Easter Holiday 1:</b> <b>7<sup>th</sup> April</b>	<ul style="list-style-type: none"> <li>Linear equations (93%)</li> <li>Substitution into formulae (80%)</li> </ul>	WEEK 5 TASKS	Maths Genie 2F June 2023
<b>Easter Holiday 2:</b> <b>14<sup>th</sup> April</b>	<ul style="list-style-type: none"> <li>Quadratic graphs (86%)</li> <li>Probability (93%)</li> </ul>	WEEK 6 TASKS	Maths Genie 3F June 2023
<b>School Week 8:</b> <b>21<sup>st</sup> April</b>	<ul style="list-style-type: none"> <li>Ratio (93%)</li> <li>Collecting like terms (86%)</li> </ul>	Standard form	Maths Genie 1F June 2022
<b>School Week 9:</b> <b>28<sup>th</sup> April</b>	<ul style="list-style-type: none"> <li>Proportion (100%)</li> <li>Angle rules (86%)</li> </ul>	Volume	Maths Genie 2F June 2022
<b>School Week 10:</b> <b>5<sup>th</sup> May</b>	<ul style="list-style-type: none"> <li>Using a calculator (100%)</li> <li>Fraction of an amount (100%)</li> </ul>	Graphs	Maths Genie 3F June 2022
<b>School Week 10:</b> <b>12<sup>th</sup> May</b>	<ul style="list-style-type: none"> <li>Percentages (93%)</li> <li>Metric conversions (93%)</li> </ul>	HCF/LCM	Maths Genie 1F Nov 2022

Booklets worked through in lessons to improve examination technique under the guidance of the class teacher.

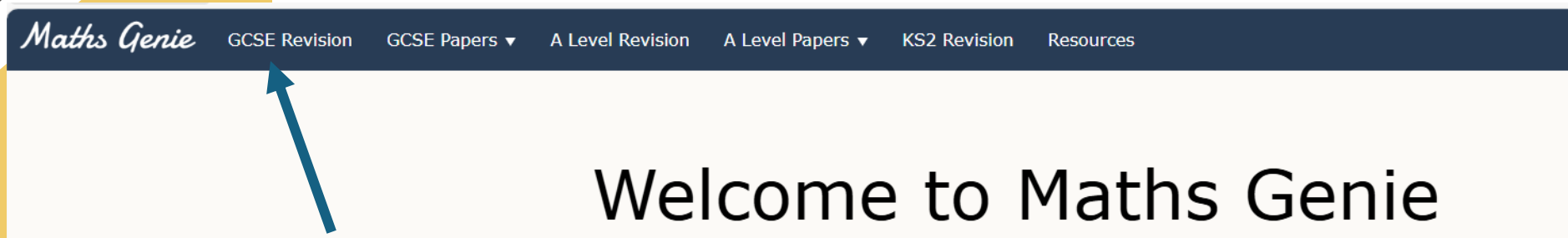
**HOMEWORK**  
Past paper given out **EVERY MONDAY** in lessons.  
Completed at home by the student, marked, corrected and completed using the Maths Genie MS, worked solutions or video.

# Past Paper Practice

- Improves examination technique.
- Improves familiarity with examination questions and hence confidence in the examination.
- Identifies areas to work on.

# TASK

- Try the examination questions on your desk: Green is Foundation Tier and Blue is Higher Tier.
- Use your smart phones to access Maths Genie ([www.mathsgenie.co.uk](http://www.mathsgenie.co.uk))



Select Edexcel exam papers

Foundation GCSE Exam Papers		
Paper	Answers	
<a href="#">November 2023 Paper 1</a>	<a href="#">MS</a>	<a href="#">Ans</a>
<a href="#">November 2023 Paper 2</a>	<a href="#">MS</a>	<a href="#">Ans</a>
<a href="#">November 2023 Paper 3</a>	<a href="#">MS</a>	<a href="#">Ans</a>
<a href="#">May 2023 Paper 1</a>	<a href="#">MS</a>	<a href="#">Ans</a>

Select May 2023 Paper 1.  
You can select the Mark Scheme, or the worked solutions or watch the video solution.



## **Strategy 4: 3 Pen Technique**

# What is the 3 Pen Technique?

The 3-pen technique helps you:

**Black Pen:** Test your current knowledge identifying gaps

**Blue Pen:** Build new knowledge

**Red Pen:** Develop exam technique

Without realising it, you are doing perfect revision!



# Black Pen



Complete the exam question under exam conditions.

- Set a time
- No notes
- No distractions

# Let's try one together...

Q1.

Plants and animals have become adapted in many different ways to reduce the risk of being eaten by predators.

Describe these adaptations.

Give examples of animals and plants adapted in the ways you describe.

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(Total 6 marks)



# Blue Pen

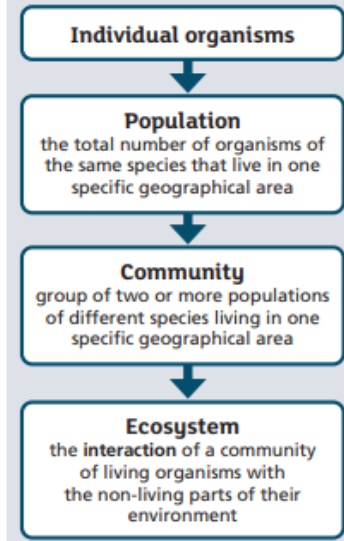


1. Now go back to the start.
2. Use your revision resources (videos, revision guides, notes) to add to the questions. Try to add as much as you can.
3. If you really don't understand what a question is even asking put a blue star next to it.

# Chapter 16: Adaptations, interdependence, and competition

## Knowledge organiser

### Ecosystem organisation



A stable community is one where all the species and environmental factors are in balance so that **population** sizes remain fairly constant.

An example of this is the interaction between predator and prey species, which rise and fall in a constant cycle so that each remains within a stable range.

### Competition

To survive and reproduce, organisms require a supply of resources from their surroundings and from the other living organisms there.

This can create competition, where organisms within a **community** compete for resources.

There are two types of competition – **interspecific competition** is between organisms of different species and **intraspecific competition** is between organisms of the same species.

Animals often compete for:

- food
- mates
- territory.

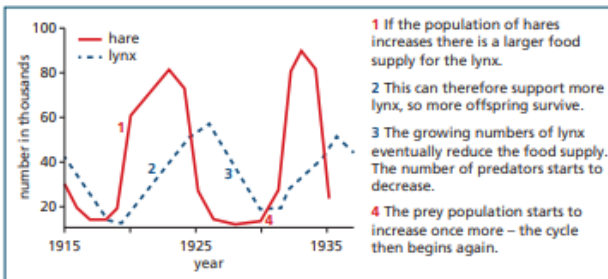
Plants often compete for:

- light
- space
- water and mineral ions from the soil.

### Interdependence

Within a community each species **interacts** with many others and may depend on other species for things like food, shelter, pollination, and seed dispersal.

If one species is removed it can affect the whole community – this is called **interdependence**.



### Abiotic factors

**Abiotic factors** are non-living factors in the ecosystem that can affect a community.

Too much or too little of the following abiotic factors can negatively affect the community in an ecosystem:

- carbon dioxide levels for plants
- light intensity
- moisture levels
- oxygen levels for animals that live in water
- soil pH and mineral content
- temperature
- wind intensity and direction.

### Biotic factors

**Biotic factors** are living factors in the ecosystem that can affect a community.

For example, the following biotic factors would all negatively affect populations in a community:

- decreased availability of food
- new predators arriving
- new pathogens
- competition between species, for example, one species outcompeting another for food or shelter, causing a decline in the other species' population.

### Adaptations of organisms

Organisms have features – **adaptations** – that enable them to survive in the conditions in which they live. The adaptations of an organism may allow it to outcompete others, and provide it with an evolutionary advantage.

#### Structural adaptations

The physical features that allow an organism to successfully compete:

- sharp teeth to hunt prey
- colouring that may provide camouflage to hide from predators or hunt prey
- a large or small body-surface-area-to-volume ratio.

#### Behavioural adaptations

The behaviour of an organism that gives it an advantage:

- making nests to attract a mate
- courtship dances to attract a mate
- use of tools to obtain food
- working together in packs.




#### Functional adaptations

Adaptations related to processes that allow an organism to survive:

- photosynthesis in plants
- production of poisons or venom to deter predators and kill prey
- changes in reproduction timings.

You can work out how an organism is adapted to where it lives when given information on its environment and what it looks like.

For example, without the following adaptations the organisms below would be at a disadvantage in their environment.

Organism	Example adaptations
	<ul style="list-style-type: none"> <li>• white fur for camouflage when hunting prey</li> <li>• feet with large surface area to distribute weight on snow</li> <li>• small ears to reduce heat loss</li> <li>• thick fur for insulation</li> </ul>
	<ul style="list-style-type: none"> <li>• feet with large surface area to distribute weight on sand</li> <li>• hump stores fat to provide energy when food is scarce</li> <li>• tough mouth and tongue to allow camel to eat cacti</li> <li>• long eyelashes to keep sand out of eyes</li> </ul>
	<ul style="list-style-type: none"> <li>• spines instead of leaves to reduce surface area and therefore water loss, and to deter predators</li> <li>• long roots to reach water underground</li> <li>• large, fleshy stem to store water</li> </ul>

Some organisms are **extremophiles**, which means they live in environments that are very extreme where most other organisms could not survive. For example, areas with:

- very high or low temperatures
- extreme pressures
- high salt concentrations
- highly acidic or alkaline conditions
- low levels of oxygen or water.

Bacteria that live in deep sea vents are extremophiles.

Deep sea vents are formed when seawater circulates through hot volcanic rocks on the seafloor. These environments have very high pressures and temperatures, no sunlight, and are strongly acidic.

### Key terms

Make sure you can write a definition for these key terms.

abiotic factor adaptation biotic factor community ecosystem extremophile  
interaction interdependence interspecific competition intraspecific competition population

# Red Pen



Now we need to check our answers.

1. Use the mark scheme to mark each question.
2. Mark both the black and blue pen.

Reflect:

- Where there any questions you didn't get full marks on?
- Why did you get full marks – key words/process/wrong content?
- How much blue pen –vs- black pen was there?



# Mark Scheme



- **camouflage** – the method of camouflage should be described plus a statement that the predator is less likely to see the prey
- **mimicry / warning colouration** – the method should be described plus a statement that the predator is likely to confuse the prey with e.g. a poisonous organism
- **thorns / prickles / spines / horns** – a statement that these are sharp and are likely to hurt a predator
- **long limbs / streamlining** – a statement that these increase speed and make it more likely that prey will outrun predator
- **bad taste / poison** – a statement that predator will find this unpleasant and ‘spit out’ prey / not attack same prey again
- **large ears / position of eyes** – a statement that predators will be detected earlier so the prey can escape sooner



## Mark schemes

### Q1.

Marks awarded for this answer will be determined by the Quality of Written Communication (QWC) as well as the standard of the scientific response. Examiners should also apply a 'best-fit' approach to the marking.

#### **0 marks**

No relevant content.

#### **Level 1 (1-2 marks)**

There is at least one example of an adaptation of either an animal **or** a plant. However, it may not be clear how the adaptation helps the organism to avoid being eaten.

#### **Level 2 (3-4 marks)**

There is a description of an adaptation of at least one animal **and** at least one plant. It is clear how at least one of these adaptations helps the organism to avoid being eaten.

#### **Level 3 (5-6 marks)**

There are clear and detailed descriptions of a range of adaptations of named animals **and** named plants. It is clear how most of these adaptations help the organisms to avoid being eaten.



# Final Thoughts

# Feedback

Please scan the QR code to access the feedback form.

We would really value your feedback to alter and refine the session.

