

Welcome





Welcome to the Year 11 Parents/Carers' Curriculum Information Evening

Housekeeping

- Please put your phone on silent for the next hour and a half.
- No fire drill planned, so if you hear a continuous alarm please gather in the main carpark at the front of reception.

This evening's programme

- Welcome (Mrs. C Granville)
- The Finish Line (Mrs. A Husband)
- Examinations and Assessment (Mrs. B Duffield)
- Teaching and Learning & Supporting at Home (Mr. C Jacks)
- Science in Curriculum Information (Mr. R McDermott)
- Maths in Curriculum Information (Mrs. C Richards)
- English Curriculum Information (Miss D Snow)

Year 11

The **FINISH** Line



Mrs A. Husband
Raising Standards Leader

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Their outcomes are still progressing...

A mock grade just shows

one point in time

The choices you help them make this year will still change their final performance.

Example case study:

*Year 11 student LAST YEAR was sitting at grade 5s across most of her subjects in her Y10 mocks.
Turned it around and **left with a full set of grade 7s/8s.**
Her regret? Not starting sooner and getting those 9s!*



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Support is there waiting for you every day!

- ✓ Subject help

Take the help early.

- ✓ Feedback and resources

Keep coming back.

- ✓ Extra period 6 sessions on specific aspects you're finding hard

- ✓ Pastoral and wellbeing support

What can students do?

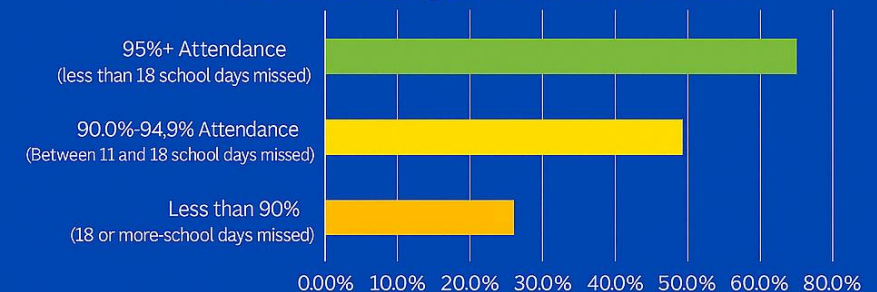
- Show up and work hard **every** day
- Be on time to school every day and utilise the Period 0 maths and English sessions
- Complete the independent study (homework) set
- Say yes to the additional opportunities provided to them throughout the year
- Engage with the compulsory Period 6 programme; 2-3 nights per week until 4:10pm
- Start early



CLIMBING THE MOUNTAIN

*Students who come to school
achieve great outcomes*

Percentage of students achieving Grade 5+ in
Maths and English at Coombe Dean

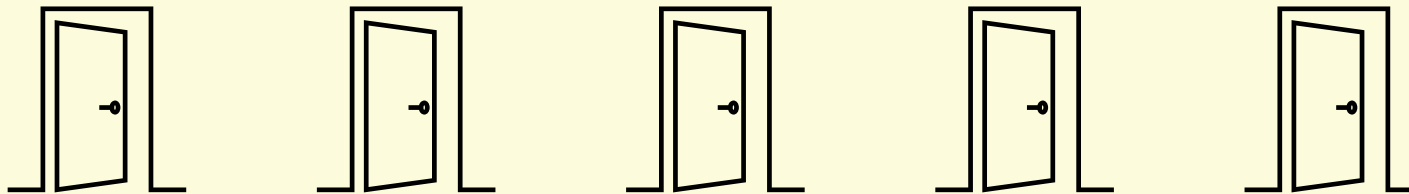


**ATTEND.
AIM HIGH.
ACHIEVE YOUR BEST.**
COOMBE DEAN
COMMUNITY - INTEGRITY - OPPORTUNITY

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Unlock future opportunities as adults who can understand, cooperate and shape the world.



Every Step Counts

Year 11 success isn't just about talent - it's about **consistent effort**, **engagement**, and **showing up**.

The "Every Step Counts" ethos means:

- Every lesson
 - Every homework
 - Every tutor session
 - Every Period 6
- ...contributes to progress.

"Success is a staircase, not a doorway. Every additional learning opportunity taken is a step up that staircase."



Why does every step count?

- Revision is like training for a marathon or learning to play an instrument, it isn't a one-off event it is something that needs to be done consistently over time.
- Consistency always wins over last minute cramming.
- Additional sessions aren't a punishment – they are a free opportunity to get ahead.
- This is their moment – their efforts now will define their results later.

"The future depends on what you do today."

Mahatma Gandhi

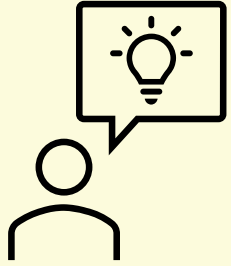
"I wish I hadn't revised as much and worked as hard"

(SOMETHING NO ONE HAS
EVER SAID ON RESULTS
DAY!)

Tutor Time Maths and English

- **An additional 1.5 hours per week** of targeted English or Maths teaching delivered by specialist subject teachers.
- **Designed to complement classroom learning**, ensuring students secure the fundamental knowledge and skills needed for success across the curriculum.
- **Targeted and responsive support** based on emerging need, identified through assessment information, teacher expertise and ongoing monitoring.
- **Selection is not about ability.** Being allocated to English or Maths does not mean a student is weaker in that subject.
- **Focused on individual development**, whether that is addressing gaps in knowledge, strengthening key skills, improving confidence or deepening understanding.
- **Challenge as well as support.** Some students are selected because they have the potential to achieve the highest grades and would benefit from additional stretch and challenge, including support towards Grade 7+.
- **Allocations are reviewed regularly** to ensure students receive the support that will have the greatest impact on their progress.





Period 6

Study Café – supervised independent study, revision, homework and access to resources.

Subject Sessions – invitation-only, targeted support in specific subjects to address identified areas for improvement.

Period 6 is a compulsory part of our Year 11 support programme and students are expected to attend all timetabled sessions.

Attendance is recorded and monitored for both Study Café and Subject Sessions. Absences should be reported through normal school procedures.

No new content is taught. Sessions focus on revision, consolidating learning, addressing misconceptions and closing knowledge gaps.

Support is personalised. Students are allocated to small-group sessions based on need, including assessment data, teacher recommendations and subject-specific knowledge gaps.

Timetables will vary between students and may change throughout the year following assessment points and mock examinations.



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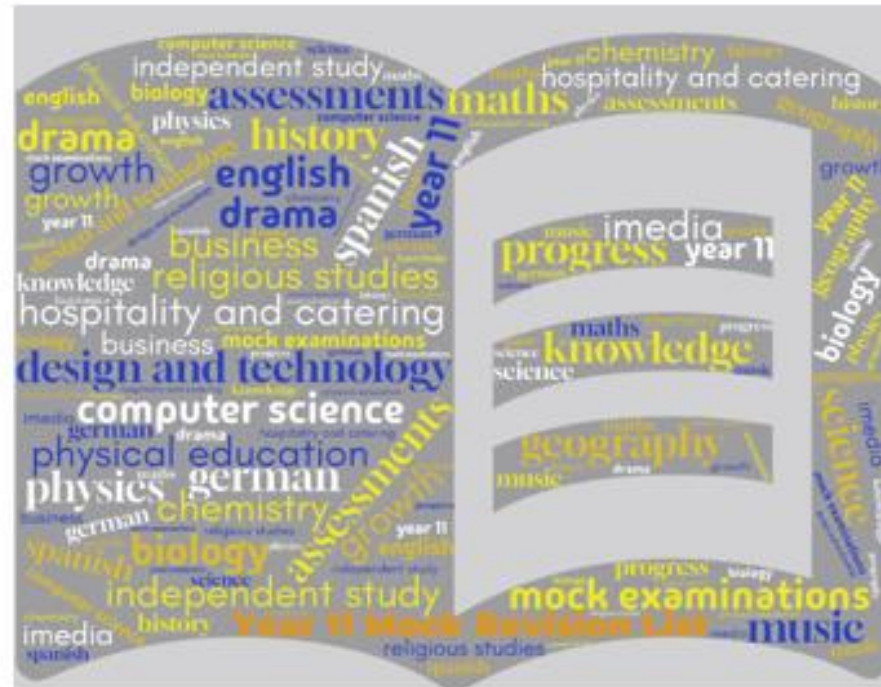
Revision Guidance



Coombe Dean School
Year 11 October/November
Mocks



Every Step Counts 



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Revision Guidance

Subject	Geography
Assessment details	• AQA GCSE Paper 1 • 1h 30 minutes (not including extra time) • 3 units: Answer all questions in Section A (The Living World) and Section B (Natural Hazards), answer only two questions in Section C (ONLY answer Q4 (Coasts) and Q5 (Rivers) - Do not answer Q6 Glacial Landscapes)
Topics covered	Students answer questions from the three Physical Geography units from the GCSE course: 1. Living World - Ecosystems - Tropical Rainforests - ~~Hot Deserts~~/Cold Environments (answer the question based on cold environments when given the choice as this is what was taught) 2. Natural Hazards - Tectonic Hazards - Weather Hazards - Climate Change 3. Physical Landscapes - Coasts - Rivers
Revision Guidance	Seneca set by your teacher – links on Class Charts Learn your case studies on the sheet given by your teacher and uploaded to Class Charts. Past papers available HERE Living with the physical environment - GCSE Geography - BBC Bitesize The Challenge of Natural Hazards (Paper 1) AQA GCSE Geography - YouTube The Living World (Paper 1) AQA GCSE Geography - YouTube UK Physical Landscapes (Paper 1) AQA GCSE Geography - YouTube

February Half Term NEA Programme

- Additional sessions offered during February Half term for those students studying subjects with Non-Examined Assessment (coursework)
 - Whole day sessions offered.
- Gives students the opportunity to finalise coursework – which in some subjects is worth approximately 40% of the overall grade.



Easter Revision Programme

- Additional revision sessions during the Easter Holidays
 - 4 × 1.5-hour sessions per day.
- Students are invited to attend additional sessions across certain days of the Easter holidays. These sessions will have specific foci and aim to give students focused revision ahead of their examinations beginning.



Exit Timetable

- From the date of the first written GCSE examination, students will continue to receive specialist teaching in all of their subjects.
- Once they have finished a subject, their time will be reallocated to a subject they have an upcoming examination in.

Why?

- To increase engagement, there will be some days from very early in the exam series where some of our students may have 3 'revision lessons'.
- To support our students – particularly those who can't effectively revise on their own.
- To ensure that all of our students receive specialist and targeted teaching for as long as possible.



Warm Up and Booster Sessions

- Every subject will have a warm-up session immediately prior to a live examination beginning; both Year 11 and Year 13. These dedicated warm-up sessions before all examinations to help settle any nerves and remove some of the cognitive overload involved with exams.
- Booster sessions will be run (most commonly the evening before the examination) for all live Year 11 examinations.





Assessment and Examinations

Mrs. B Duffield
Deputy Headteacher

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NEAs at Coombe Dean

NEA means Non-Examined Assessments

NEAs include a range of assessment methods, such as coursework, assignments, controlled assessments, practical work, sketchbooks, and other relevant projects and class-based examinations.



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NEAs at Coombe Dean

Qualifications with and an NEA element are so important for our Community because:

- **Less exam pressure** – Marks can be gained throughout the course.
- **Supports strong outcomes** – Feedback helps students improve and achieve better results.
- **Students can bank units** – A significant part of the grade can be secured before the final exam.
- **Encourages independent learning** – Builds confidence, organisation and independence.

NEAs at Coombe Dean

- Use of AI
- Your work being your own
- Writing frames & sentence starters
- Plagiarism
- Teacher support
- Feedback



Student Authentication

- By signing the declaration, you are confirming that:
- The work is your own and has been completed independently.
- You have not used AI or other unauthorised help to produce your work.
- All sources have been referenced, including websites, books, articles and images.
- You have followed your teacher's and JCQ's guidance throughout the assessment.
- You have not copied or submitted someone else's work as your own.
- Only sign the declaration if you are confident that your work meets these requirements.



What is JCQ



- JCQ stands for the Joint Council for Qualifications
- They set national rules and regulations for exams
- JCQ ensure all exams are fair and consistent across the UK
- They provide official notes and guidelines that all students must follow
- We must follow JCQ rules to keep assessments fair



Why do we do 'mock' examinations?

- To assess what students know, understand and can do from what they have been taught.
- To give everyone an idea of attainment, progress and understanding at this stage.
- To identify the knowledge and skills students are secure in and those that they aren't yet (identify gaps) secure in which will then inform teaching (and revision) moving forward.
- It's good rehearsal and supports students to get used to operating within the systems so they don't fall foul of the regulations and inadvertently (or intentionally) commit malpractice.
- Preparing for and undertaking assessment also helps stop pathways to memories decaying. To this end, assessment is part of the learning process.



Pressure is normal

- Pressure affects everyone differently
 - Some feel nervous, make mistakes
 - Other thrive on it and find their focus



- **The goal of the Year 11 Mocks:** learn how students react under pressure and get better with each opportunity
- Performing under pressure is **a skill students can build**; this is practice.

Monday 19th October – Friday 6th November

...6 school days until the first written mock

Day & date	Session 1	Session 2
Mon 5 Oct	Languages Speaking Exams	
Tues 6 Oct	Languages Speaking Exams	
Mon 19 Oct	English Language Paper 2 (1h 45m, 2h 11m ET)	Combined Science Physics : Paper 1 (1h 15m, 1h 34m ET) Separate Science Physics : Paper 1 (1h 45m, 2h 11m ET)
Tues 20 Oct	Mathematics Paper 1: Non-calculator (1h 30m, 1h 53m ET)	History Paper 3: Weimar and Nazi Germany (1h 30m, 1h 53m ET) Food and DT Group A (2h) Lessons 4 and 5
Wed 21 Oct	Combined Science Chemistry : Paper 1 (1h 15m, 1h 34m ET) Separate Science Chemistry : Paper 1 (1h 45m, 2h 11m ET)	Geography Paper 1: Physical Geography (1h 30m, 1h 53m ET)
Thurs 22 Oct	Mathematics Paper 2: Calculator (1h 30m, 1h 53m ET)	French, German, Spanish Writing Foundation (1h 15m, 1h 34m ET), Higher (1h 20m, 1h 40m ET)
Friday 23 October: INSET day		
Monday 26 October – Friday 30 October: HALF TERM		
Mon 2 Nov	English Literature Paper 1 (1h 45m, 2h 11m ET)	French, German, Spanish Reading Foundation (45m, 56m ET), Higher (1h, 1h 15m ET) Religious Studies: (1h 45, 2h 11m ET)
Tues 3 Nov	Mathematics Paper 3: Calculator (1h 30m, 1h 53m ET) Higher (1h, 1h 15m ET)	Music Appraising (1h 15m, 1h 34m ET) Computer Science Computational Thinking (1h 30m, 1h 53m ET) Drama Component 3: Interpreting Theatre (1h 30m, 1h 53m ET) Sociology (1h 45m, 2h 11m ET) Food and DT Group B (2h) Lessons 4 and 5
Wed 4 Nov	PE: GCSE (1h 15m, 1h 34m ET) PE: CNAI (1h 00m, 1h 15m ET)	French, German, Spanish Listening Foundation (45m, 56m ET) Food and DT Group C (2h) Lessons 4 and 5
Thurs 5 Nov	Combined Science Biology : Paper 1 (1h 15m, 1h 34m ET) Separate Science Biology : Paper 1 (1h 45m, 2h 11m ET)	
Fri 6 Nov	Food and DT Group D (2h) Lessons 1 and 2 Catch up day	
Mon 9 Nov	Art (5hrs)	



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Exam Routines: What to expect

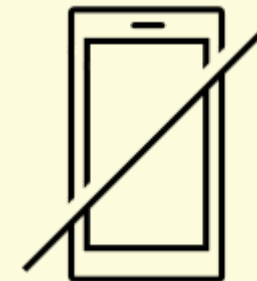
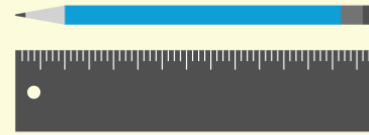


- Students will leave their belongings (phones, bags and coats) in the exams container.
- They will line up silently and enter the gym (where they will line up in tutor group order) and then Mr Hilton will direct them to the Exam Hall and to your seat
- Inside the Exam Hall: **silence at all times**, follow **invigilator instructions**
- Once seated, check desk number and get comfortable



Equipment Check

- ✓ ○ Transparent pencil case
- ✓ ○ Black pens (bring more than one!)
- ✓ ○ Pencils, ruler, rubber
- ✓ ○ Calculator (if permitted, no lid)
- ✓ ○ Water bottle (clear, label removed)
- ✗ ○ No notes, food, phones, smartwatches or tech



During the Mock Exams

- Need anything? Raise your hand – and invigilator will help 
- Toilet breaks are monitored
- **Five minute warning** before the end
- At the end, **stay silent** until dismissed row by row and you have left the exam venue



Toilet Breaks



- Toilet breaks must be the exception, not the norm.
- Most exams are 90 minutes or less – you should aim to go beforehand.
- Every toilet break:
 - Wastes your own time.
 - Interrupts the flow of your thinking
 - Can disrupt other students' concentration.
- Plan ahead and go before your exam starts.



Warning to candidates



1

You **must** be on time for all your examinations.

2

Possession of a mobile phone or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.

3

You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.

4

You **must** follow the instructions of the invigilator.

5

You **must not** sit an examination in the name of another candidate.

6

You **must not** become involved in any unfair or dishonest practice in any part of the examination.

7

If you are confused about anything, only speak to an invigilator.

The Warning to candidates must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.



AQA

City & Guilds

CCEA

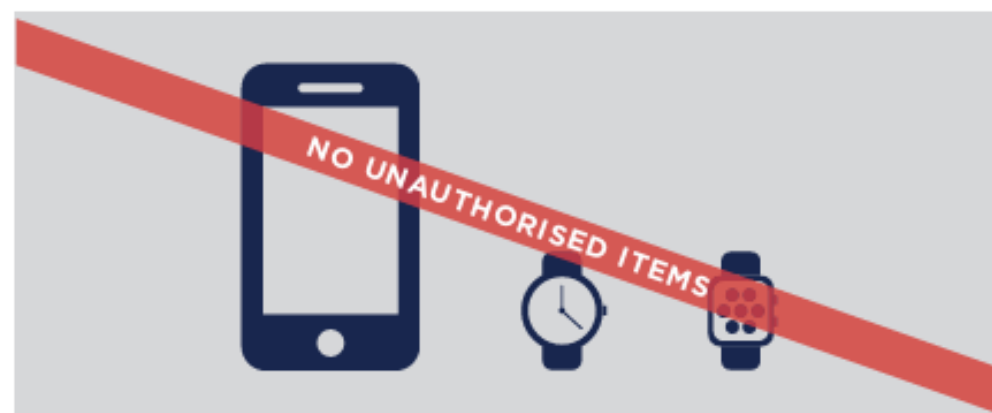
OCR

Pearson

WJEC

NO MOBILE PHONES NO WATCHES

NO POTENTIAL TECHNOLOGICAL/WEB
ENABLED SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone
or any watch, is a serious offence and could result in

DISQUALIFICATION

from your examination and your overall qualification.

Malpractice

- **Malpractice = breaking exam rules**
- Examples include:
 - Talking during the exam
 - Any form of communication during the exam
 - Leaving the exam venue before the end of the exam
 - Bringing in notes
 - Being in possession of a mobile phone
 - Copying or letting others copy
 - Disruptive behaviour
 - Offensive or inappropriate comments



Consequences of malpractice

- If you break exam rules you could face:
 - A warning
 - Loss of marks
 - Disqualification from one or more qualifications.
 - Debarral (banned from exams)



Remember the why...

- Think about *why* you do things - not just *what* you do.
- The results that students achieve in these mock examinations will inform the guidance that staff around them will give regarding their next steps:
 - Have they got the required grades for Post 16?
 - Have they got the required grades for the College course they are interested in?
 - Have they got the required grades for the apprenticeship they are interested in?



Our young people have got this!

- We're not testing them; we're preparing them.
- Every assessment is an **opportunity** to learn, grow and get better.
- Believe in themselves; this is another step towards GCSE success.



What happens after the Mock Examinations

- Teachers will be busy marking assessments.
- These results help us:
 - Understand what students know and where they need support
 - Guide their revision focus moving forward.
 - Decide if changes are needed to teaching groups or tutor time subject.
- Their results will be given to them(and you) in a 'Results Day' event at Parents' evening on Thursday 19th November.



Reporting and Next Steps

How will you be informed of progress?

- Are they working hard? (What, *specifically*, do they need to improve?)
- How is my child performing (*relative to other members of the group?*)?



Reporting and Next Steps

How will you be informed of progress?



Rank Order Information

Robert Smith
Autumn Term 2023



Below is some rank order information regarding students' attendance, learning behaviours and academic performance.

Rank Order Information is the process of averaging judgements about effort, conduct and independent learning in order to demonstrate the effort, conduct and independent learning of students at Coombe Dean compared to the other students in their year group. Rank order information is also provided based on assessing students through formalised examinations, in order to give an idea of where students at Coombe Dean compare to the other students in their year group before they are compared to the national cohort in August while the outcomes can still be influenced. Further information regarding this process can be found in the Rank Order Information Guide [here](#).

Attendance (National Target is 96%)

Percentage	Year Group Rank
97.8%	24/152

Behaviours for Learning

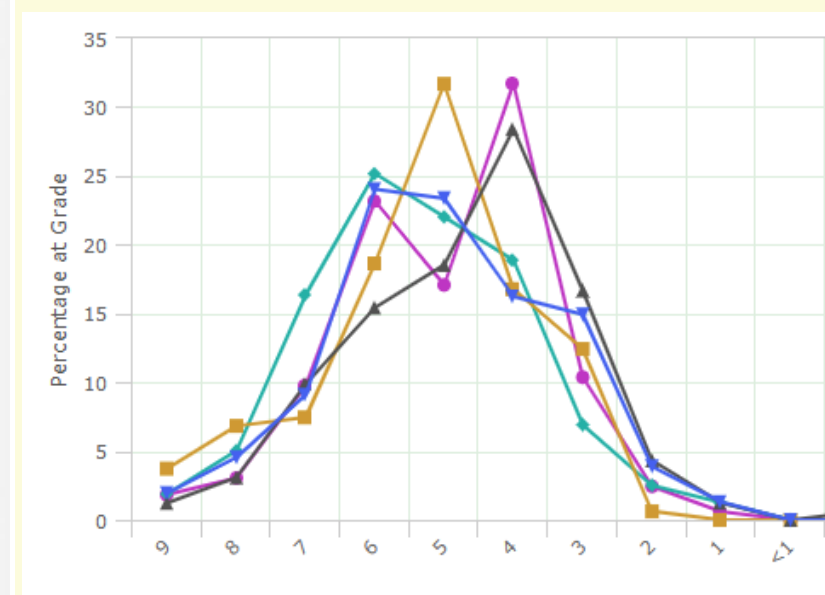
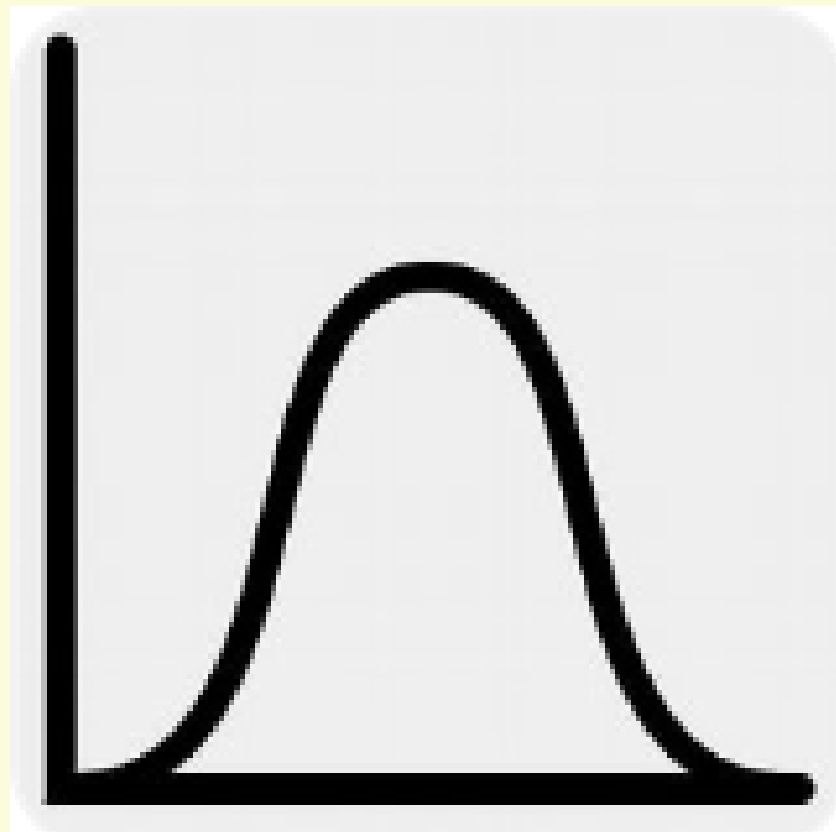
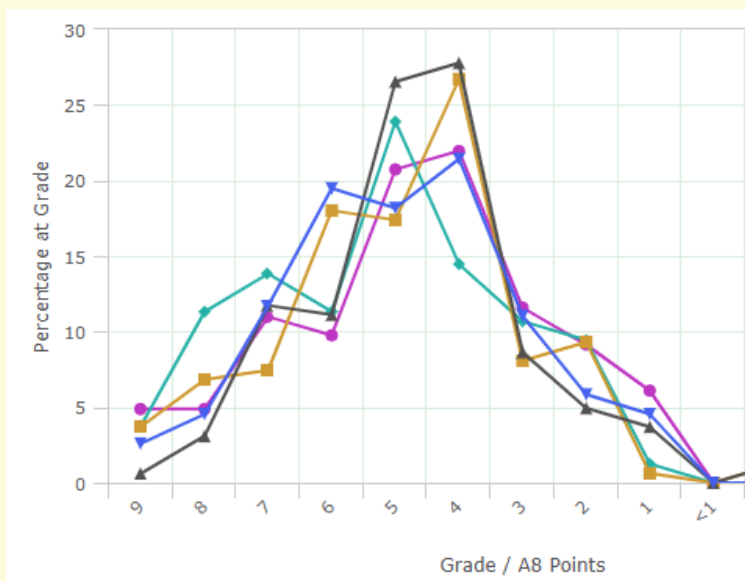
	Year Group Rank
Effort	12 / 180
Conduct	26 / 180
Independent Learning	87 / 180

Academic Information

Subject	Mock Percentage	Rank	Mock Grade	Current working grade
English Language	68%	56 / 180	5	5
English Literature	59%	68 / 180	5	5
Mathematics	62%	12 / 180	4	4

How is my child performing?

(relative to other members of the group)



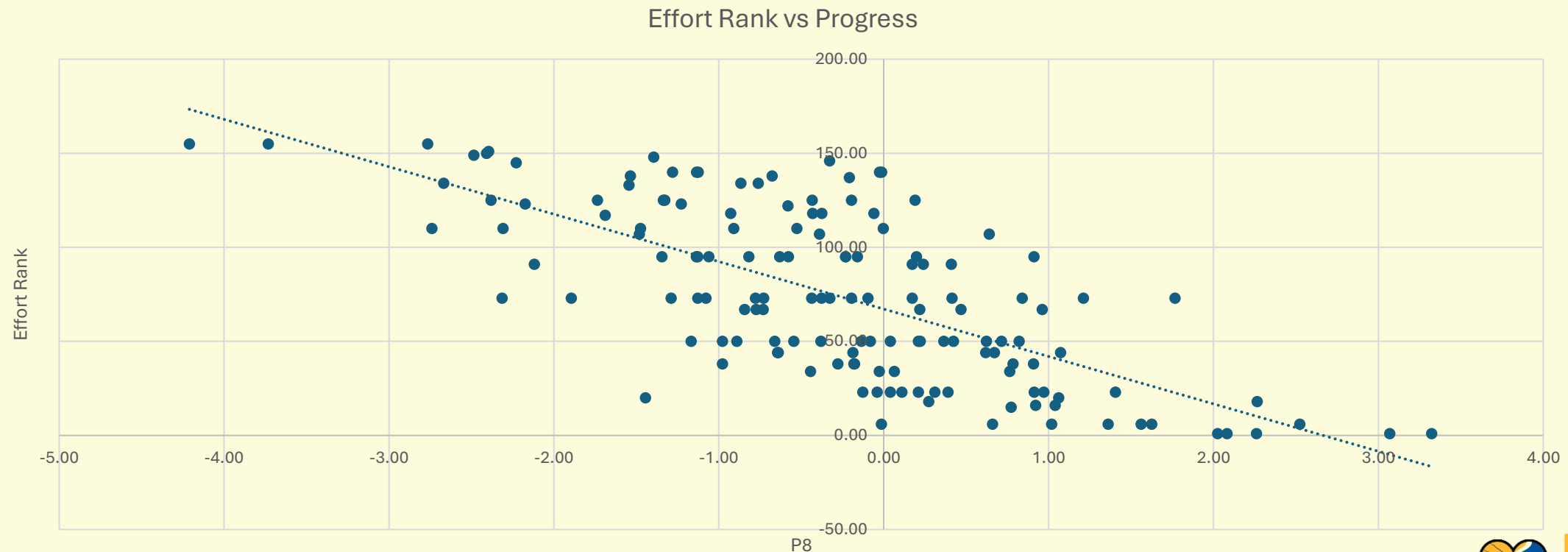
Reporting and Next Steps



Results from students in our own previous Year 11 cohorts prove this...

Reporting and Next Steps

There is clear correlation between a students' effort and conduct and their progress/attainment, with the link between Effort and Progress being strongest.



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Mystery Pupil 1

Attendance

98.73%

13th highest attendance in Year 11

Attainment

Improved **22** places in attainment rank

Effort

Improved **21** places in effort rank

Conduct

Improved **30** places in conduct rank

Independent Learning

Improved **67** places in independent learning rank

Mystery Pupil 1

Maths

5

3

English Language

4

3

English Literature

4

3

Business

5.5

4

Physics

8

8

Geography

6

3

Computing

5

4

Chemistry

8

6

Biology

7

5

Average Grade 5.83

Mystery Pupil 2

Attendance

97.44%

21st highest attendance in Year 11 (improved by 4 places)

Attainment

Improved **2** places in attainment rank

Effort

Improved **11** places in effort rank

Conduct

Improved **7** places in conduct rank

Independent Learning

Improved **1** place in independent learning rank

Mystery Pupil 2

Maths

9

8

English Language

7

8

English Literature

9

7

French

7

7

Physics

9

8

Geography

9

7

History

9

7

Chemistry

8

8

Biology

8

8

Average Grade 8.44

Revision And The Support Available With Revision

Mr. C Jacks
Deputy Headteacher

Independent Learning - Equipment

To successfully study at home, students need to replicate a similar working environment to that provided in school.

They will require:

- Pencil Case (pen, pencil, ruler, calculator)
- Writing resources (paper etc)
- Laptop
- A quiet space (preferably without their phone!)

Revision



1. Summarisation and Dual Coding

2. Flashcards and The Leitner Method

3. Effective Mindmapping

4. Cornell Notes

5. 'Practice, Practice Practice'

Revision @
Coombe
Dean School

 *Hard work pays off...*



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COOMBE DEAN SCHOOL

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CURRICULUM

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YEAR 9 CURRICULUM CHOICES

EXAM INFORMATION 2024 - 25

REVISION TIPS AND RESOURCES

REMOTE CURRICULUM

YEAR 10 SHAREPOINT

YEAR 11 SHAREPOINT

REPORTING STUDENT PROGRESS

STUDENT ACCOUNTABILITY FORM

Revision Tips and Resources

IN THIS SECTION

Revision Tips and Resources

This is a new page. Over the next few weeks we will be filling it up with useful advice and resources to help you perfect your revision technique. Watch this space!



- What is the Forgetting Curve?
- Spaced Repetition
- How to study flashcards using the Leitner system
- The Leitner System
- How to Make a Mind Map
- Cornell Notes Method of Taking Notes

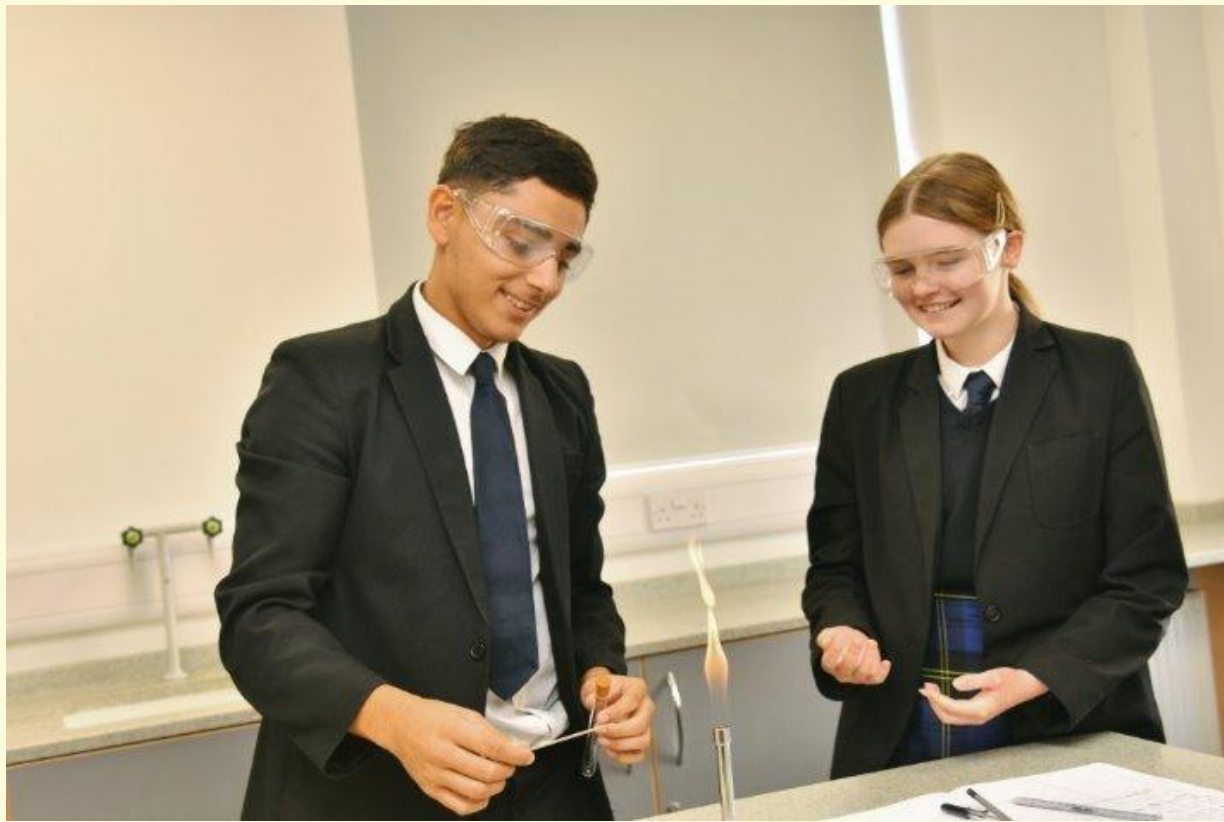


9 Revision Strategies

PDF FILE

Revision Folders (Spring Term Y11)

- Individual folders for students
- Past Papers from each of their subjects
- Directed/specific revision from each subject
- Paper-based revision activities – supporting you as parents.
- Students return folders to school to be checked after Easter Holidays.



Core Curriculum Evening Science – Mr R. McDermott Year 11 – 8th October 2026

GCSE COMBINED SCIENCE: TRILOGY

(8464)

Specification

For teaching from September 2016 onwards
For exams in 2018 onwards

GCSE BIOLOGY

(8461)

GCSE CHEMISTRY

(8462)

GCSE PHYSICS

(8463)

Specification
For teaching from September 2016 onwards
For exams in 2018 onwards

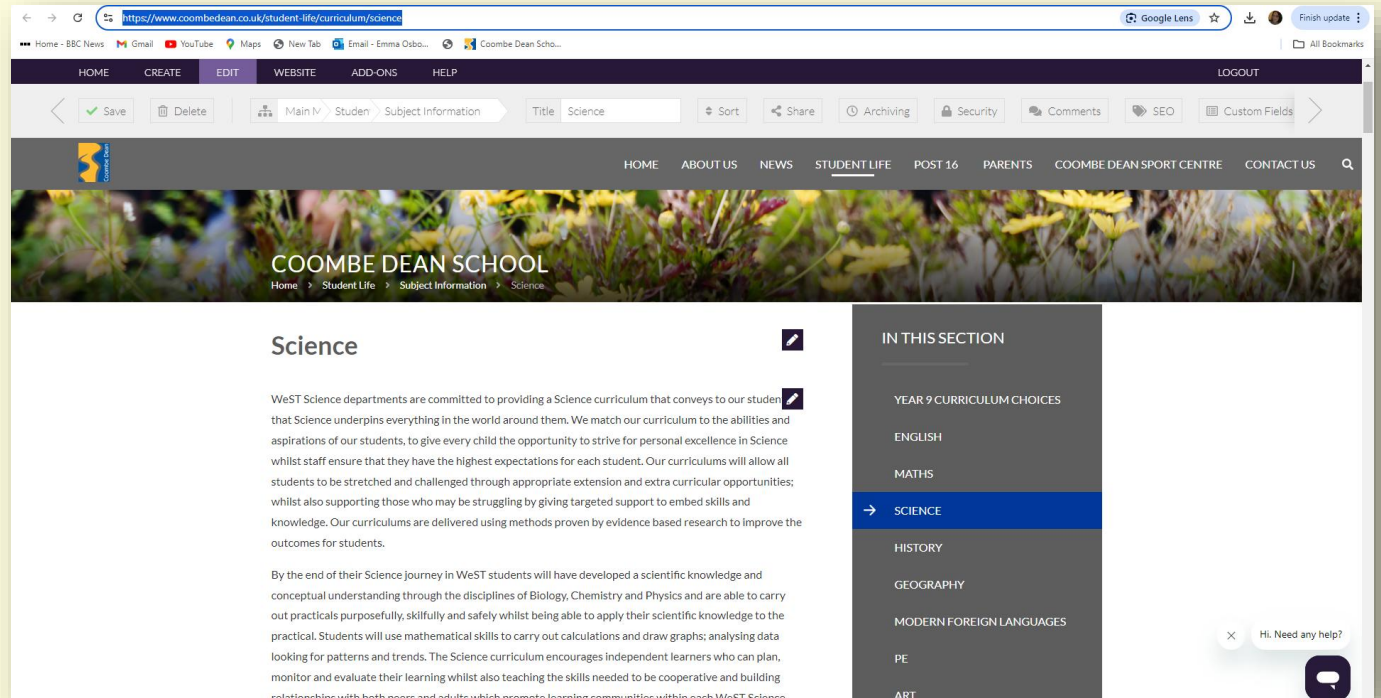
Version 1.0 21 April 2016

Accessing the Science Curriculum

Where can we find information about the curriculum?

<https://www.coombedean.co.uk/student-life/curriculum/science>

Mr R McDermott
Subject Leader



Combined Science

What do we teach and why?

What will students gain at the end of the course?

The course is the culmination of a 5 year scheme of work and will result in a qualification that carries the weight of *two* GCSEs.

Students will receive a pair of grades of the form 9–9, 9–8, 8–8, 8–7,...,2–2, 2–1, 1–1
(a 17-point scale!).



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Separate Science

What do we teach and why?

What will students gain at the end of the course?

The course is the culmination of a 5 year scheme of work and will result in 3 GCSEs.

Each GCSE will be individually graded 9 to 1.



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Assessment and Examinations

Tiers of Entry

- Foundation Tier - final grade 1 to 5
- Higher Tier – final grade 4 to 9
- We do not enter students for higher tier unless they have consistently shown that they can achieve a safe level 5 in the mock examinations.
- We would expect most of the triple science sets to be entered for Higher
- Most of Sets 2a and b trilogy also for Higher
- Most of Sets 3 for Foundation.

Teaching, Learning and Curriculum

What do we teach and why?

Year 11

- Year 11 – 6 Sets
- 1 Triple Science Sets 11/1a
- 14 hours every two weeks for 3 GCSEs with 3 science teachers.
- 5 Trilogy - Combined Science Sets
- 2 Higher Sets 11/2a and 11/2b
- 3 Parallel Foundation Tier Sets 11/3a / 11/3b 11/3c
- 9 Hours per week with 2 Science Teachers

Assessment and Examinations

How will your child be assessed?

The course is examined through a total of six papers

Examination dates 2027: May - June

Biology Paper 1

Biology Paper 2

Chemistry Paper 1

Chemistry Paper 2

Physics Paper 1

Physics Paper 2

Assessment and Examinations

Key Events

- November yr 11 Final Paper 1 Mock examination - This is the last formal opportunity to practice the paper 1 under exam conditions. Students should be preparing for this now.
- March yr 11 - Paper 2 – final round of paper 2 mock examinations..
- May yr 11-GCSE examinations

Independent Learning and Revision

How do they learn outside lesson?

- Workbook – these are free issued to yr 11 at the beginning of year 11. Students are expected to engage with these and work through during the course of the year. We have provided a schedule and shared this with you.
- The best way to use these books is to plan a weekly session of 1 hour per GCSE. We have set a schedule that will see every topic reviewed before the exams. (There are 45 topics for the science exams – they do need to work hard!)
- Start by revising the topics on the pages as directed – as a minimum review the relevant free science lesson available on the internet. (embed example) – this might take 3-5 min per topic.
- Answer the questions in the workbook
- Correct the work using the answers in the back - this is essential
- Attend after school support for areas that remain a challenge.
- Insist on the period of time suggested – if they ‘finish’ in 15 minutes they have not done enough.

Independent Learning and Revision

How will we support?

- After school support: Tuesday/Weds/Thursday (main day) 3.10-4.10
- Revision Guide - all students are strongly advised to purchase one. These are available from the school shop. [here](#)
- Workbook
- Internet Support - we recommend 'Free Science lessons' a series of 5 minute revision videos.
- Educake self study – all topics can be self studied on educake.
- Past papers and mark schemes / Save my exams - January onwards – use of laptops
- AQA website for access to past papers.
- Talk to teachers

Making the mock paper useful

**LOOK at the paper → ASK what it wanted
→ LEARN what to do next**

The aim: turn mistakes into marks next time.

Command words matter

The command word tells students what kind of answer earns marks.

STATE / NAME

Give the fact.

DESCRIBE

Say what happens. If from a graph – use data

EXPLAIN

Give the reason and link ideas.

CALCULATE

Equation → working → answer → unit.

COMPARE

Give similarities and/or differences.

EVALUATE

Compare using data and conclude

Best habit: circle the command word before answering.

Same topic. Different question. Different answer.

Current, charge and time can be tested in very different ways.

STATE

State the equation.

$$I = Q \div t$$

Short and precise.

CALCULATE

24 C passes in 6 s.

$$I = 24 \div 6$$

$$I = 4 \text{ A}$$

Show working + unit.

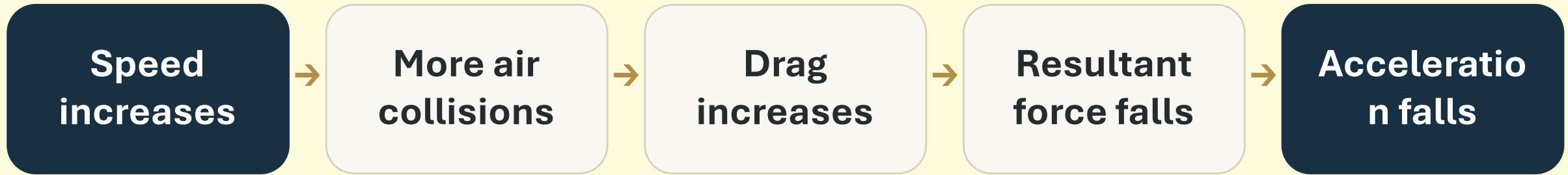
EXPLAIN

Why does current change when resistance changes?

Link the science using “because”, “so” or “therefore”.

“Explain” = build a chain of reasoning

Each idea should lead clearly to the next.



because • so • therefore • this means that

One correct fact may not be enough — the links often earn the marks.

Giving everything a go matters

A blank answer guarantees no marks. A sensible attempt can earn marks.

BLANK

0 marks

No working.
No scientific idea.
Nothing to award.

ATTEMPT

Write the equation.
Show working.
Use a keyword.
Give a sensible suggestion.

When you review the paper together

Focus on the process — not just the total score.

- 1 What was the command word?**
- 2 What science did it need?
- 3 Did you answer that question?
- 4 Where was one more mark available?
- 5 What will you do differently next time?**

A simple routine: LOOK → ASK → LEARN

Use the paper as a revision tool, not just a result.

LOOK

Choose one question where marks were lost.

Notice the command word and marks available.

ASK

What exactly was the examiner asking for?

Was the science missing — or the communication?

LEARN

Correct the answer.

Write one action for next time.

One small improvement at a time.

The message to take away

The mock is feedback — not the finish line.

KNOW

the science

USE

it carefully

THINK

and explain

Read the command word • Show working • Attempt every question

Then practise the thing that cost the marks.

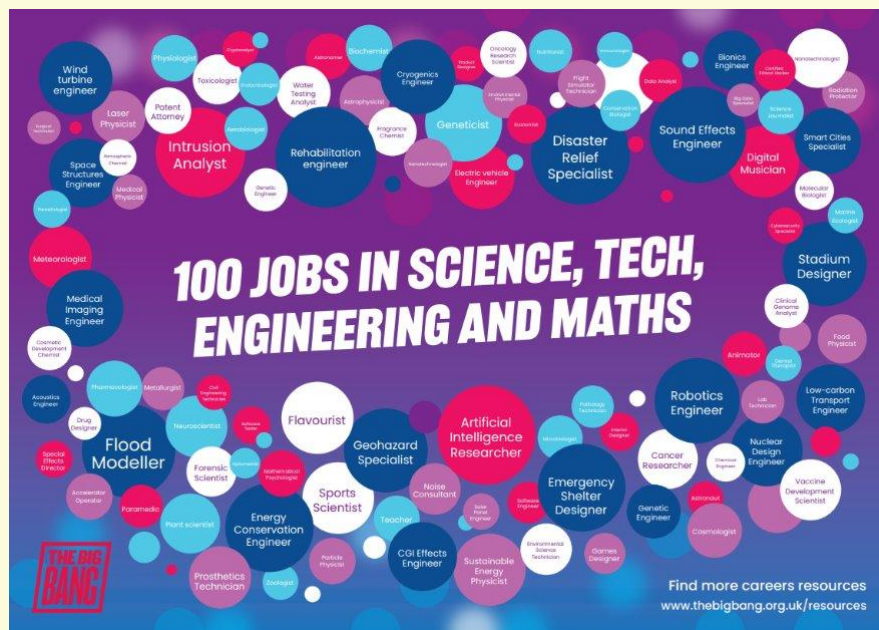
Independent Learning and Revision

How can you support?

- The more prepared a student is, the less likely they are to be stressed.
- Try and create a quiet study space with everything they need to hand
- Get into a routine – Revision timetable, prepared resources, no distractions, check completion.
- Communicate with their teachers. We're here to help.
- Start NOW



Further Study at Post 16



A Levels - Biology / Chemistry / Physics / Environmental Science

Students must achieve grade 6 to embark on A level science courses, plus a minimum of grade 6 in Maths

Enabling A levels - create a huge range of exciting apprenticeships / degrees and careers in personally rewarding and financially benefitting avenues of work.

Community – Integrity - Opportunity



Thank you!

Contact us:

rmcdermott@coombedean.co.uk (Subject Leader)

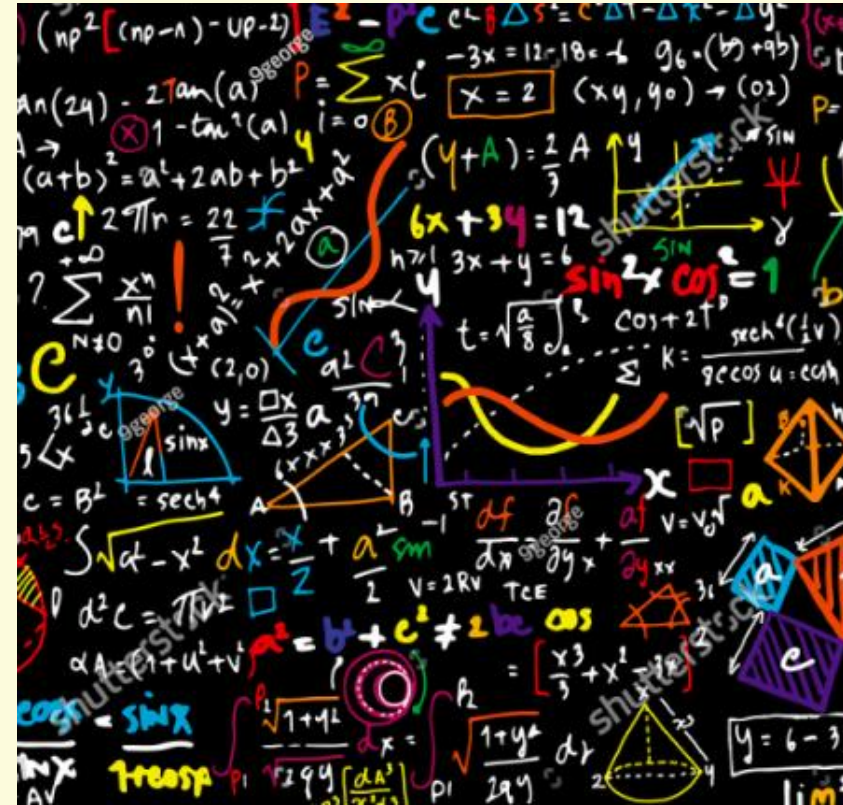
aemerson@coombedean.co.uk (Deputy Subject Leader)



Core Curriculum Evening Mathematics Year 11 – 8th October 2026

Welcome to the Maths Department

- Mrs Chloe Richards – Subject Leader of Maths
crichards@coombedean.co.uk
- Miss Victoria Burns – Deputy Subject Leader of Maths
vburns@coombedean.co.uk



Meet The Team

Higher Tier	Foundation Tier
11M/Ma1 - Mr Crocker Dcrocker@coombedean.co.uk	11M/Ma4 - Mr Wainwright Swainwright@coombedean.co.uk
11M/Ma2 - Mr Nutter Mnutter@coombedean.co.uk	11M/Ma5E - Mrs Edwards Cedwards@coombedean.co.uk
11M/Ma3 - Mrs Duffield Bduffield@coombedean.co.uk	11M/Ma5R - Mrs Richards Crichards@coombedean.co.uk

Curriculum Content

- At Key Stage 4, the pathways that students study differ depending on a student's mathematical ability and progress across Key Stage 3.
- Both Higher and Foundation tier assess five key areas of maths; algebra, number, ratio & proportion, geometry & measure, statistics & probability.
- This will further develop their mathematical understanding and skills alongside preparing them for their Edexcel GCSE examinations and for potential Key Stage 5 mathematical studies.

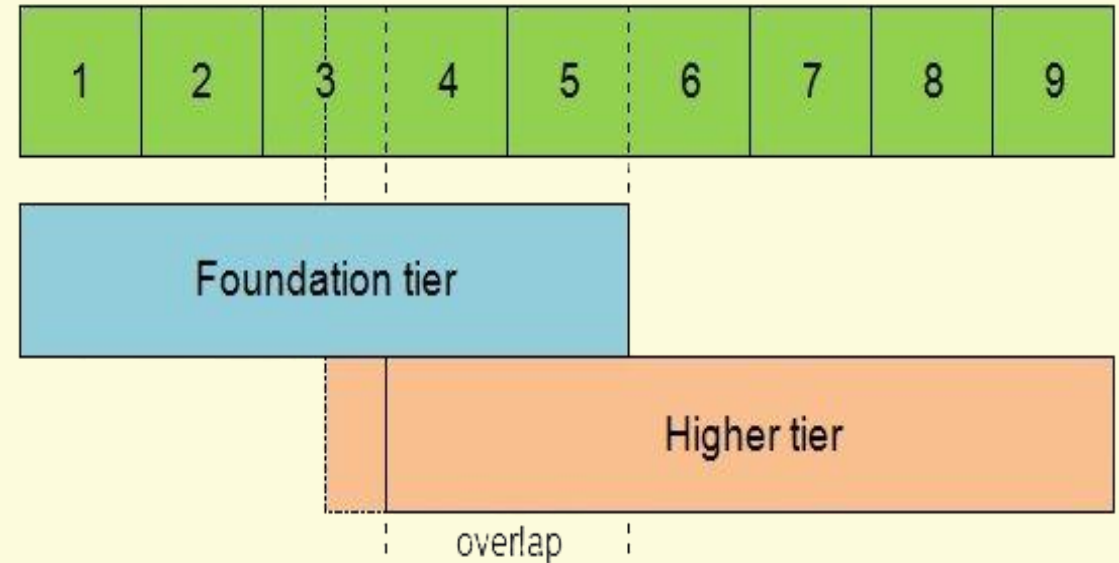


Curriculum Content

Topic Area	Foundation	Higher
Algebra	23%	33%
Number	28%	18%
Ratio & Proportion	28%	23%
Geometry & Measures	18%	23%
Statistics & Probability	18%	18%

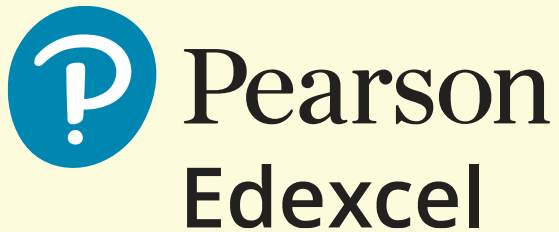
Curriculum Content

- There are two tiers of entry - Higher and Foundation.
- Higher tier covers grades from 9-4 (grade 3 allowed) and foundation grades 5-1.
- Final level of entry is determined in year 11.



Mock Examinations

- Paper 1 (Non-Calculator) - Tuesday 20th October
- Paper 2 (Calculator) - Thursday 22nd October
- Paper 3 (Calculator) - Tuesday 3rd November
- Students will be provided with a formulae sheet.
- Students revision list will include all topics taught so far in the GCSE curriculum, not just the ones to be assessed.



About the GCSE Exam

When?

Paper 1 Non-Calculator 8:40am Friday 14th May 2027

Paper 2 Calculator 8:40am Thursday 27th May 2027

Paper 3 Calculator 8:40am Monday 14th June 2027

Equipment

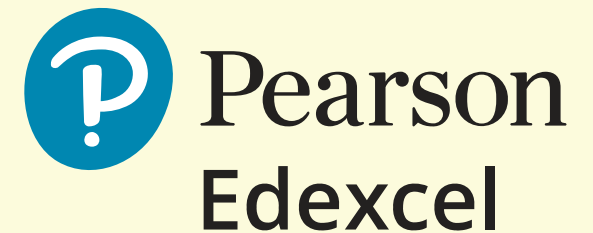
Casio calculator (FX-83 or 85)

Black pen

Pencil

Ruler

All other equipment provided



Knowledge vs Problem Solving

Knowledge

- Regardless of tier, students should not be dropping marks on the first 2 pages of the exam.
- Foundation Tier; largely made up of 1 mark questions.
- Higher Tier; usually operations with decimals/fractions, LCM/HCF, etc
- Has your child answered everything on the first 2 pages?
- Lessons / Retrieval Starters / Flashcards / Tutor Programme / Sparx Homework

Problem Solving

- A huge part of the exam!
- Do you know what is being asked of you?
- Working with Y11 to develop these skills
- The Big Six!



How Do Students Secure Marks?

- 80 marks per paper, 18-26 questions (so a significant amount of method marks available!)
- Show clear workings; detail your method; communicate clearly ie. label
- Showing workings - "justify your answer", "give a reason for each stage of your working", "show that", etc
- Brain Dump

How Do Students Secure Marks?

Foundation Paper 1 - Q6

6 Josh buys

3 coffees at £2.60 each
2 identical pastries.

Josh pays with a £20 note.
He gets £2.20 change.

How much does Josh pay for each pastry?

$$\begin{array}{r}
 2.60 \\
 2.60 \\
 + 2.60 \\
 \hline
 £ 7.80 \quad \text{on coffee} \\
 \\
 \begin{array}{r}
 17.80 \\
 - 7.80 \\
 \hline
 £ 10.00 \quad \text{spent in total}
 \end{array} \\
 \\
 \begin{array}{r}
 17.80 \\
 - 7.80 \\
 \hline
 £ 10.00
 \end{array} \rightarrow £10 \div 2 = £5 \quad 5
 \end{array}$$

(Total for Question 6 is 4 marks)

Foundation Paper 1 - Q16

16 Batteries are sold in packs of 4, in packs of 8 and in packs of 12



£2.20



£4.20



£6.20

A pack of 4 batteries costs £2.20

A pack of 8 batteries costs £4.20

A pack of 12 batteries costs £6.20

Which pack gives the best value for money?
You must show how you get your answer.

$$\begin{array}{r}
 0.54 \\
 4 \overline{) 2.20} \\
 \underline{4} \\
 20 \\
 \underline{20} \\
 0
 \end{array}$$

54p per battery

$$\begin{array}{r}
 0.525 \\
 8 \overline{) 4.20} \\
 \underline{4} \\
 20 \\
 \underline{16} \\
 40 \\
 \underline{40} \\
 0
 \end{array}$$

52.5 p per battery

$$\begin{array}{r}
 0.5166 \dots \\
 12 \overline{) 6.20} \\
 \underline{6} \\
 20 \\
 \underline{12} \\
 80 \\
 \underline{72} \\
 80 \\
 \underline{72} \\
 80
 \end{array}$$

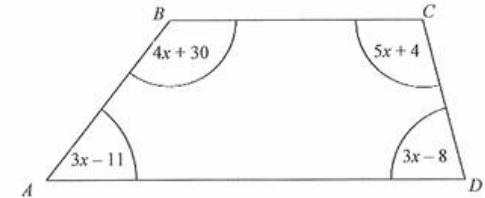
51.6 p per battery

Best value is
the pack of 12

(Total for Question 16 is 3 marks)

13 ABCD is a quadrilateral.

Higher Paper 1 - Q13



All angles are measured in degrees.

Show that ABCD is a trapezium.

Co-interior angles sum to 180°
if ABCD is a trapezium.

$$\begin{aligned}
 C + D &= 5x + 4 + 3x - 8 = 180^\circ \\
 8x - 4 &= 180^\circ \\
 8x &= 184 \\
 x &= \frac{184}{8} = 23^\circ
 \end{aligned}$$

$$\begin{array}{r}
 23 \\
 8 \overline{) 184} \\
 \underline{16} \\
 24
 \end{array}$$

$$\begin{aligned}
 A + B &= 4x + 30 + 3x - 11 = 180^\circ \\
 7x + 19 &= 180^\circ \\
 7x &= 161 \\
 x &= \frac{161}{7} = 23^\circ
 \end{aligned}$$

$$\begin{array}{r}
 23 \\
 7 \overline{) 161} \\
 \underline{14} \\
 21
 \end{array}$$

As $A + B$ and $C + D = 180^\circ$
then BC and AD are parallel
and ABCD is a trapezium.

(Total for Question 13 is 4 marks)

How to revise in Mathematics



We revise all of the time in class through our retrieval starters.



Regular retrieval is key.



Corbett Maths 5 a day questions are great for this.



Corbett Maths practice questions – videos are included to aid revision if required.



Revision flash cards to help recall of key facts that students must learn.



Past papers

www.mathsgenie.co.uk

Pearson Edexcel-past papers

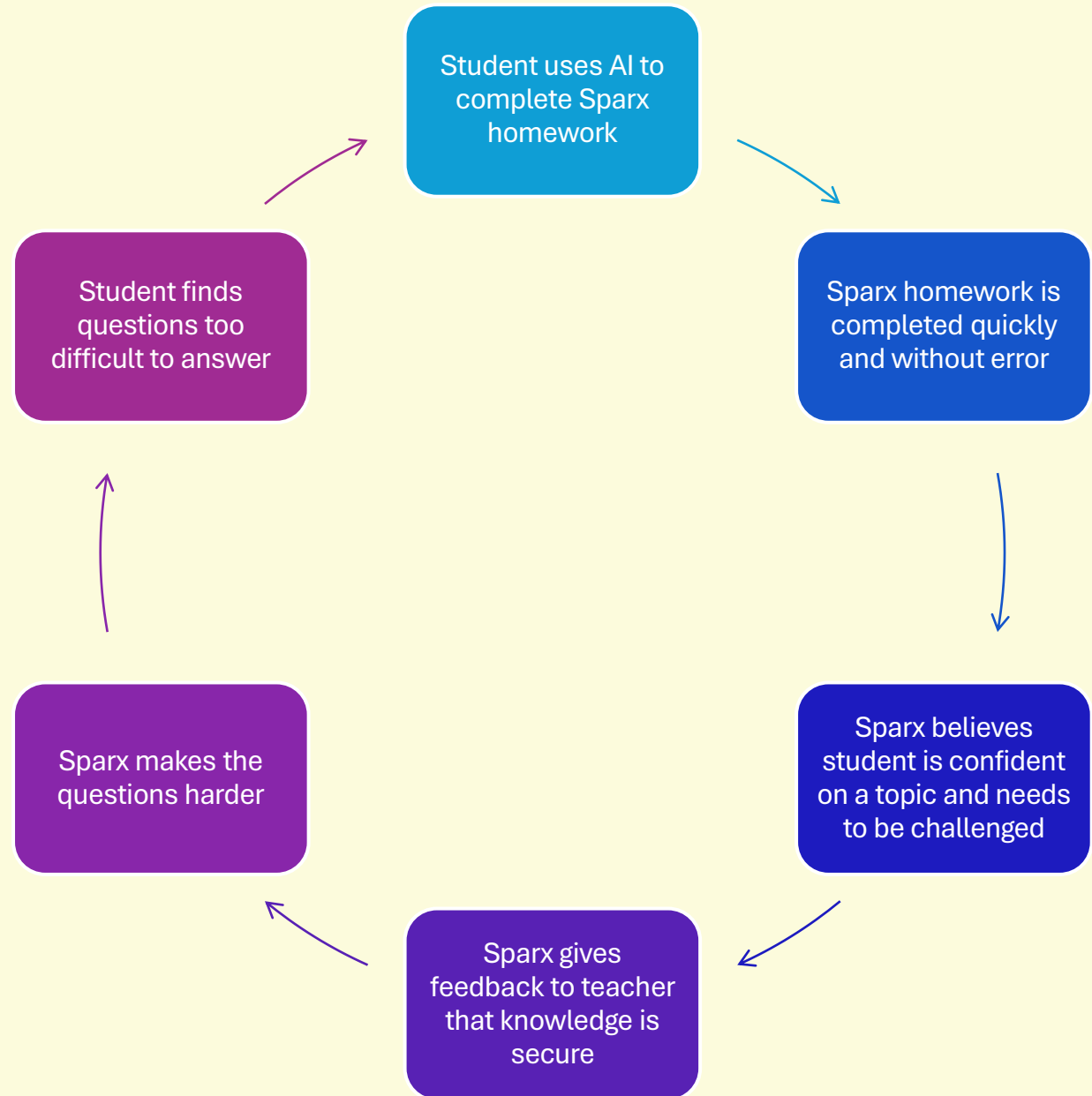
Practice Makes Permanent

Expectations of Independent Study

Sparx Maths

- Students will be set homework every week via the Sparx Platform.
- This will be set on a Wednesday and due the following Tuesday.
- This will contain a mixture of topic questions, exam questions and flashcards
- This should be taking students approximately 1 hour per week.

AI use in Sparx Homework



Seeking Support On Sparx

Support video

Tip! Watching all of the video will help you get it right. Pause it if you need.

Using Pythagoras' theorem, calculate the value of x .

Pythagoras' theorem

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



c is the length of the **hypotenuse** (longest side) and a and b are the other side lengths of a **right-angled triangle**

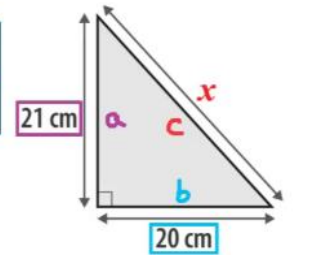
Label the side lengths

The hypotenuse is opposite the right angle

Use Pythagoras' theorem to find x

Take the square root of both sides

$$\begin{aligned}a^2 + b^2 &= c^2 \\21^2 + 20^2 &= x^2 \\841 &= x^2 \\29 &= x\end{aligned}$$



Not drawn accurately

Remember units (cm)

29 cm ans

▶ 0:00 / 1:16



< Previous

Close video X

Answer

Community – Integrity – Opportunity



How Do We Respond?

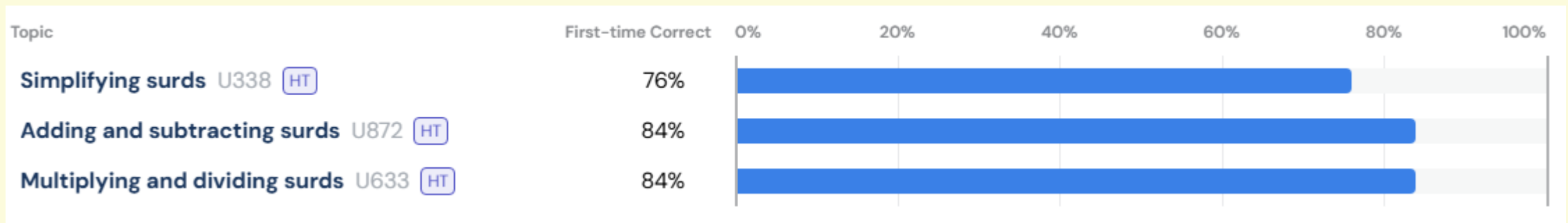
Follow-up Five: Key Questions

Questions that students struggled with in this homework.



Key Flashcards

Core factual knowledge that students struggled with in this homework.



What Can You Do To Support?

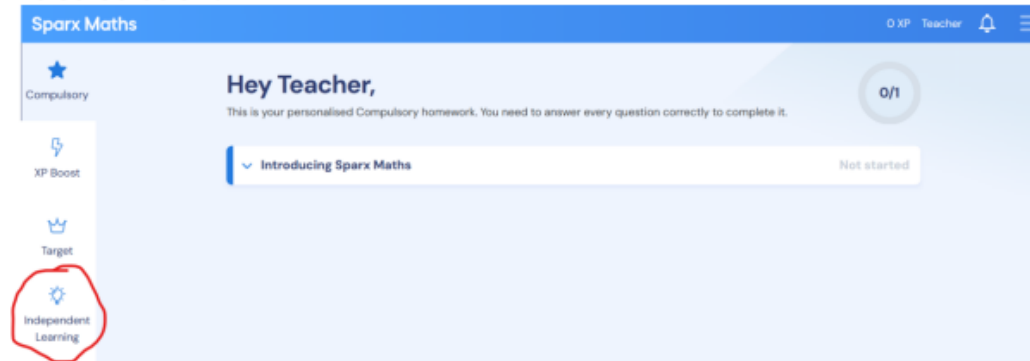
- 1. Check written workings
- 2. Monitor students' difficulty levels
- 3. Monitor working times
- 4. Encourage students' to be resilient, and to give things a try

Practice Makes Permanent

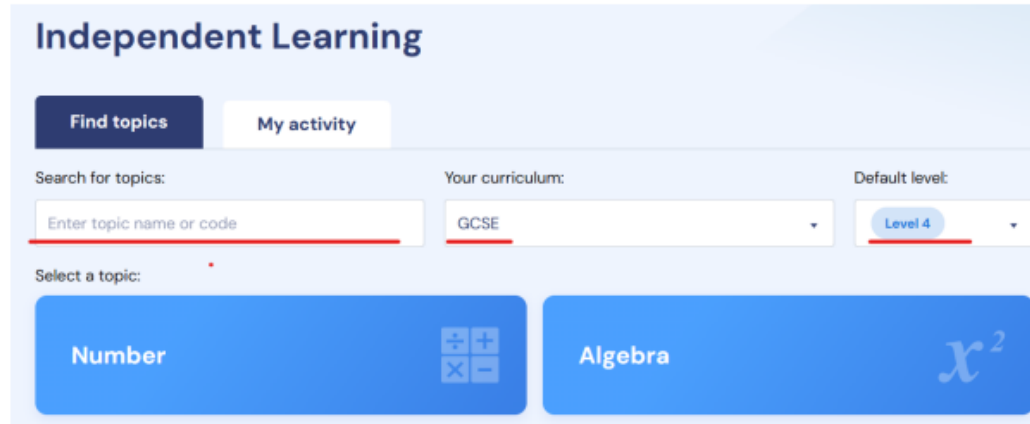
Sparx Independent Learning

Sparx Independent Learning

- Login to Sparx using your usual details.
- Click on the Independent Learning Button in the bottom left corner as indicated below.



- Type in the topic code given on the revision list above and change your 'Curriculum' to GCSE.
- Foundation tier GCSE students should be completing questions at level 2 or 3. (If there are no questions available at this level, please select level where there are questions).



Number

Topic	Topic code	R	A	G
Ordering positive integers	U600			
Ordering decimals	U435			
Ordering negative numbers	U947			
Adding and subtracting positive integers	U417			
Multiplying and dividing positive integers	U127, U453			
Adding and subtracting negative numbers	U742			
Multiplying and dividing negative numbers	U548			
Adding and subtracting decimals	U478			
Multiplying and dividing with place value	U735			
Multiplying and dividing with decimals	U293, U868			
Order of operations	U976			
Prime numbers, prime factorisation	U236, U739			
Factors, multiples, HCF and LCM	U211, U751, U529			
Powers and roots	U851			
Using standard form	U330, U534			
Calculating with standard form	U264, U290, U161			
Equivalent fractions and simplifying fractions	U704, U646			
Mixed numbers and improper fractions	U692			
Ordering fractions	U746			
Addition and subtraction of fractions	U736, U793			
Multiplication and division of fractions	U475, U544			
Converting and ordering fractions, decimals and percentages	U888, U594			
Fractions of amounts	U881, U916			
Percentages of amounts	U554, U349			
Percentage change	U773, U671			
Reverse percentages	U286, U278			
Simple interest	U533			
Rounding	U480, U298			
Rounding to significant figures	U731, U965			
Estimating answers	U225			
Value for money	M681			

Algebra

Topic	Topic code	R	A	G
Algebraic expressions	U613			
Collecting like terms	U105			
Substitution	U201, U585, U144			
Expanding brackets	U179, U768			
Factorising expressions	U365			
Index laws	U235, U694, U662, U103			
Changing the subject	U556			
Coordinates	U789, U889			
Midpoints	U933			
Plotting straight line graphs	U741			
Equations of straight line graphs	U315, U669			
Parallel lines	U377			
Distance-time graphs	U403, U914, U462, U966			
Quadratic graphs	U989, U667			
Linear equations	U755, U325, U870, U505, U599			
Quadratic expressions and equations	U178, U228			
Linear sequences	U213, U530, U498, U978			
Other sequences	U958, U680			

Ratio and proportion

Topic	Topic code	R	A	G
Simplifying ratios	U687			
Sharing amounts in a ratio	U753, U577			
Converting between ratios, fractions and percentages	U176			
Direct proportion	U721, U640			
Inverse proportion	U357, U364			
Proportion graphs	U238			
Units of measure: Length, Mass and Capacity	U102, U388			
Units of measure: Time	U902			
Units of measure: Area	U248			
Currency conversion	U610			
Conversion graphs	U652, U638, U862			
Compound units: Speed	U151			

Number

Topic	Topic code	R	A	G
Fractions	U224, U538, U793			
Factors, multiples and primes	U739, U250			
Percentage change	U671, U332, U988			
Standard form	U330, U534, U264, U290			
Error intervals	U657			

Algebra

Topic	Topic code	R	A	G
Linear equations	U325, U870, U599			
Linear inequalities	U759, U738, U145, U337			
Index laws	U662			
Linear simultaneous equations	U760, U757, U836, U137			
Linear graphs and coordinates	U315, U669, U477, U848, U377			
Quadratic graphs and equations	U989, U667, U228, U601			

Sparx Maths

Higher Skills List

Number

Topic	Topic code	R	A	G
Calculating with roots and fractional indices	U851, U985, U772, U299			
Converting recurring decimals to fractions	U689			
Surds	U338, U663, U872, U499			
Rationalising the denominator	U707, U281			
Error intervals	U657, U301, U587			

Algebra

Topic	Topic code	R	A	G
Expanding triple brackets	U606			
Operations with algebraic fractions	U685, U457, U824			
Factorising quadratic expressions: ax^2+bx+c	U858			
Simplifying algebraic fractions	U294			
Factorising to solve quadratics equations	U228, U960			
Using the quadratic formula	U665			
Completing the square to solve quadratics	U397, U589			
Quadratic equations in context	U150			
Quadratic simultaneous equations	U547			
Index laws	U235, U694, U662			
Equation of a straight line: Perpendicular lines	U898			
Quadratic graphs: Turning points	U769			
Quadratic simultaneous equations on graphs	U875			
Exponential graphs	U229			
Exponential growth and decay problems	U988			
Trigonometric graphs	U450			

Sparx Maths

Higher Skills List

Ratio and proportion

Topic	Topic code	R	A	G
Algebraic direct and inverse proportion	U407, U138			
Compound units: Density problem solving	U910			

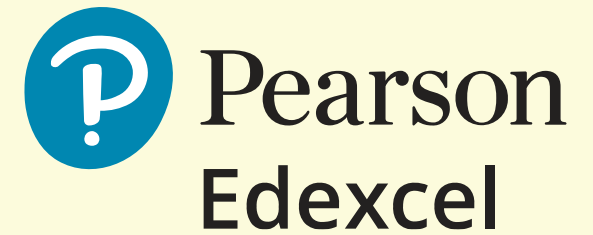
Geometry

Topic	Topic code	R	A	G
Congruence proofs	U866, U887			
Enlargements	U134			
Describe combined transformations	U766			
Circle theorems: Angles inside a circle	U459, U251			
Circle theorems: Tangents and chords	U489, U130			
Circle theorems problems	U808			
Prove circle theorems	U807			
Volume of frustums	U350			
Volume: Problem solving	U543, U426			
Similar Shapes: Area and volume	U630, U110			
Pythagoras' Theorem in 2D and 3D	U385, U541			
Right-angled trigonometry: Problem solving	U319, U283, U545, U967			
3D trigonometry	U170			
The area rule	U592			
Sine rule	U952			
Cosine rule	U591			
Trigonometry and bearings	U164			
Vectors problems	U781, U560			

Past Exam Papers

Available from the Pearson website using the following link: [Past papers | Past exam papers | Pearson qualifications](#)

- Select 'GCSE' from the menu
- Select 'Mathematics'
- Select 'Mathematics 9-1 from 2015'



Students will be set full past papers as part of their revision on the Dr Frost platform after Christmas.



Further Study at Post 16

AQA A-Level Mathematics

- Requires Grade 6+ in GCSE Maths

AQA A-Level Further Mathematics

- Requires Grade 7+ in GCSE Maths

Level 3 Certificate in Core Mathematics

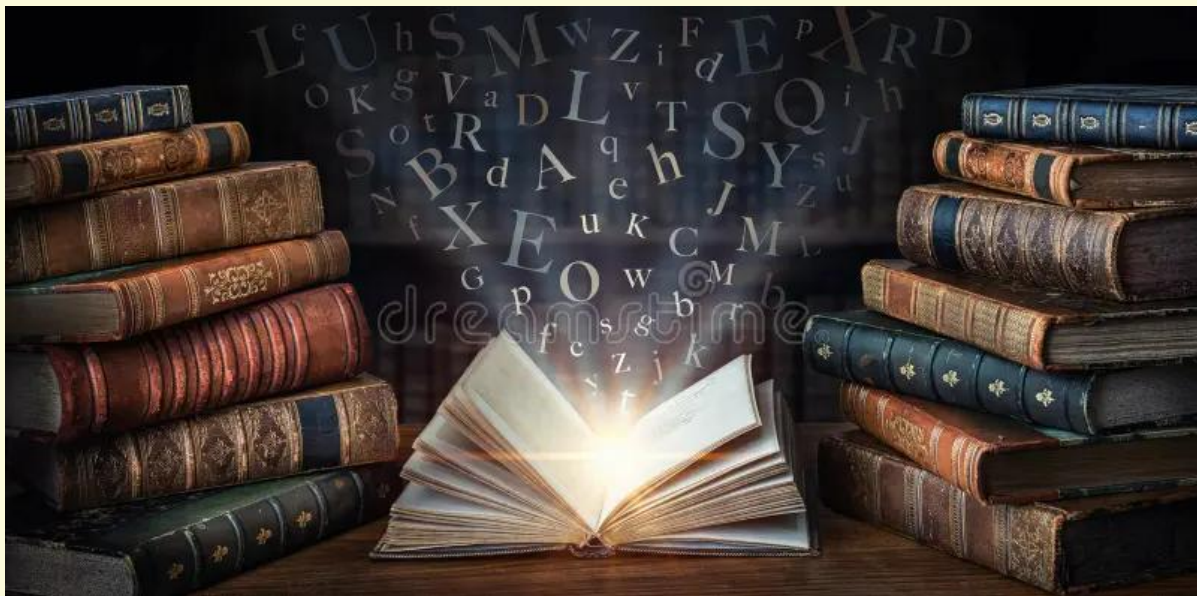
- Equivalent to AS Level

Practice Makes Permanent



Core Curriculum Evening English Year 11 – 8th October 2026

Welcome to the English Department



Dana Snow – Subject Leader of English

dsnow@coombedean.co.uk

Will Lintell - Deputy Subject Leader of English

wlintell@coombedean.co.uk

Our Curriculum Mantra

"Literature is about the endless challenges and thrills of being human. To understand literature is to understand about life."

Curriculum Intent Statement

English is about the universality of relationships:

The relationships between families, friends and lovers;

The relationships between nations, races and classes;

The relationships between writers, ideas and readers;

The relationships between all living things.

Life is about establishing, building and repairing relationships.

Every English text - be it a novel, a poem, a speech, a play – discusses, criticises or celebrates the relationships we all experience.

English is a subject that has, and will always, explore how and why writers write about these relationships.

This is what we mean by universality.

Y11 Teachers

- 11EnS – Mr Lintell
wlintell@coombedean.co.uk
- 11EnO – Mr Crawford
pcrawford@coombedean.co.uk
- 11EnT – Mrs Wenmoth
swenmoth@coombedean.co.uk
- 11EnB – Mrs Granville
cgranville@coombedean.co.uk
- 11EnB – Mrs Weaver
mweaver@coombedean.co.uk
- 11EnD – Miss Snow
dsnow@coombedean.co.uk

Your English GCSEs – a brief guide

You will end up with 2 GCSE grades: English Literature and English Language

- English Language – 2 exams

Paper 1:

- Analysing and writing fiction
- 4 reading questions (40)
- 1 writing question (40)

Paper 2:

- Analysing and writing non-fiction
- 4 reading questions (40)
- 1 writing question (40)

- English Literature – 2 exams

Paper 1:

- Macbeth (extract) (30+4)
- A Christmas Carol (extract) (30)

Paper 2:

- An Inspector Calls (closed book) (30+4)
- Power and Conflict poetry (1 printed poem) (30)
- Unseen poetry (2 printed poems) (32)

Year 11 2026-27 Curriculum



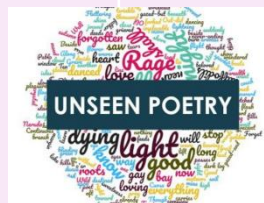
Literature and Language

Autumn Term

Language
Paper 2

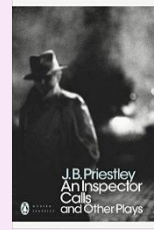


Macbeth and
A Christmas
Carol



Spring Term

Language
Paper 1



An
Inspector
Calls and
Power and
Conflict
Poetry



Summer Term

Revision and exams



Mock Exams

Year 11:

- English Language Paper 2 – Tuesday 21st October
- English Literature Paper 1 (Macbeth and A Christmas Carol) – Thursday 23rd October
- English Language Paper 1 – March
- English Literature Paper 2 (An Inspector Calls, Power and Conflict Poetry and Unseen Poetry) - March

Summer Exams

Year 11:

- English Literature Paper 1 – Wednesday 12th May
- English Literature Paper 2 – Wednesday 19th May
- English Language Paper 1 – Monday 24th May
- English Language Paper 2 – Tuesday 8th June





What is learning?



In its simplest form, learning is the process of improving our knowledge and improving our ability to do things.

The more you know, the easier it is to do things.

The more you remember, the more you can do; the more you can do, the more you will remember.

Knowing what you know, and what you don't know, is fundamental to being a successful student.

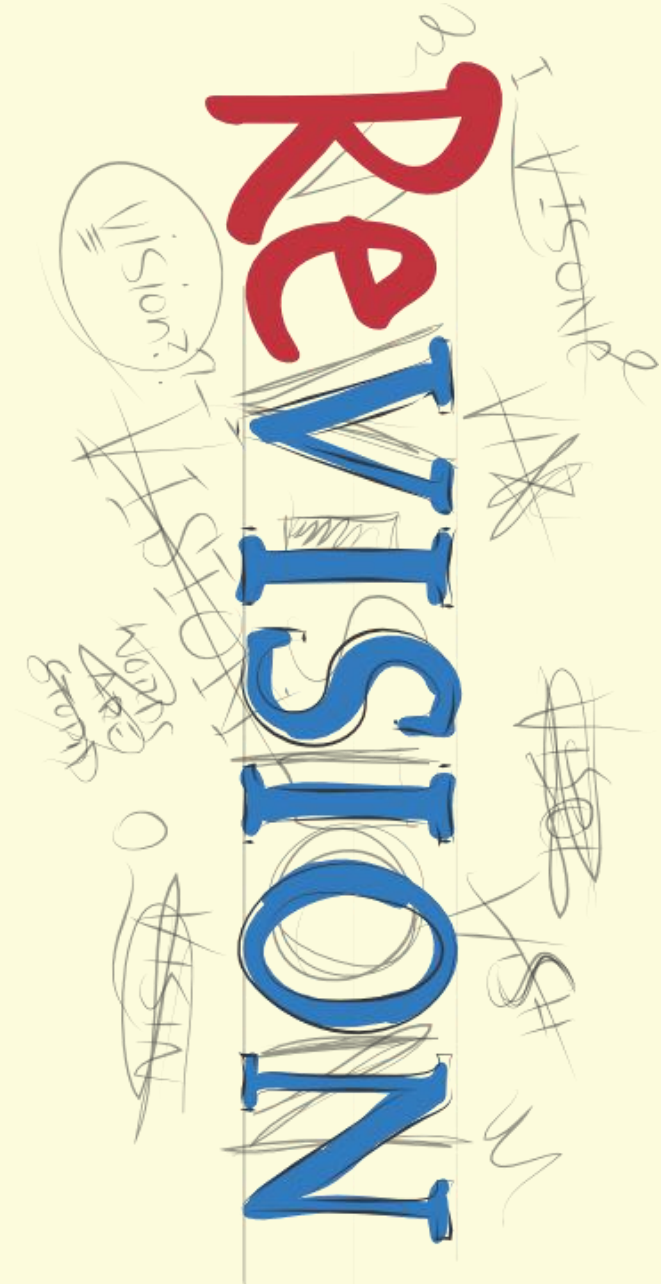
So how can you help yourself know more?

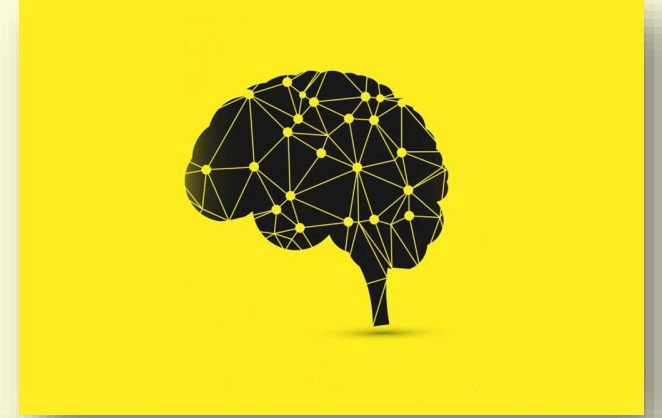
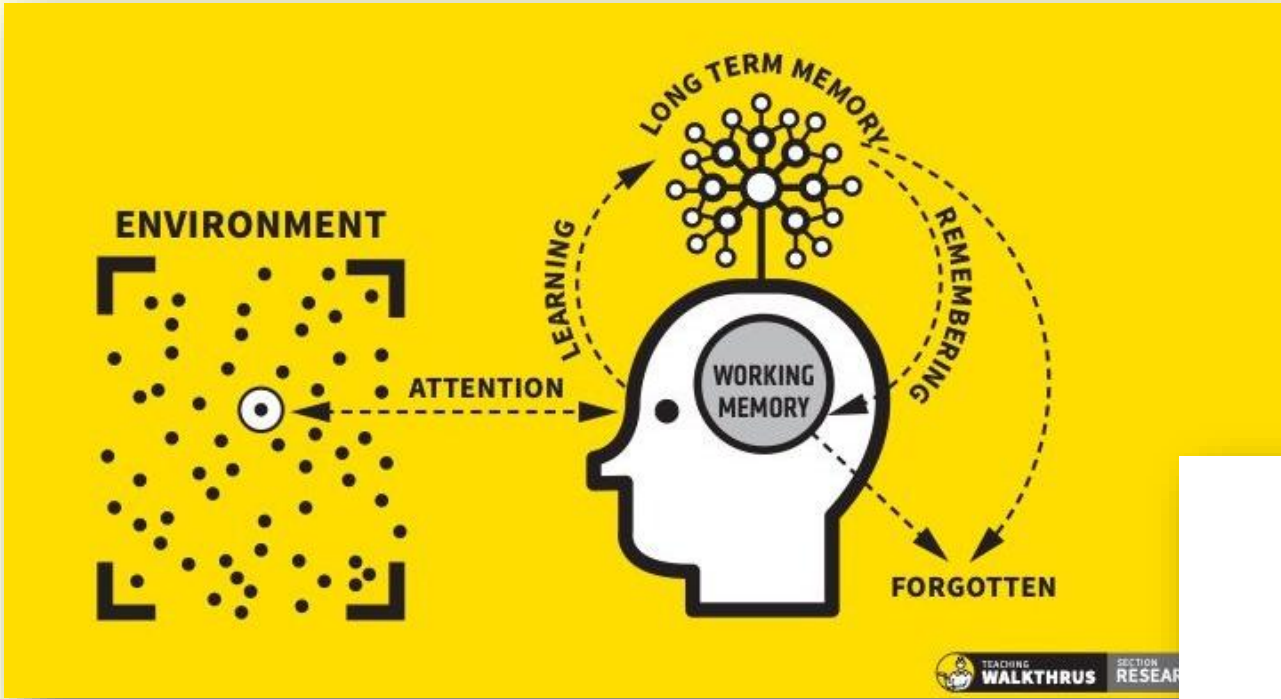
Why do we revise?

Put simply, we revise in order to get better at something.

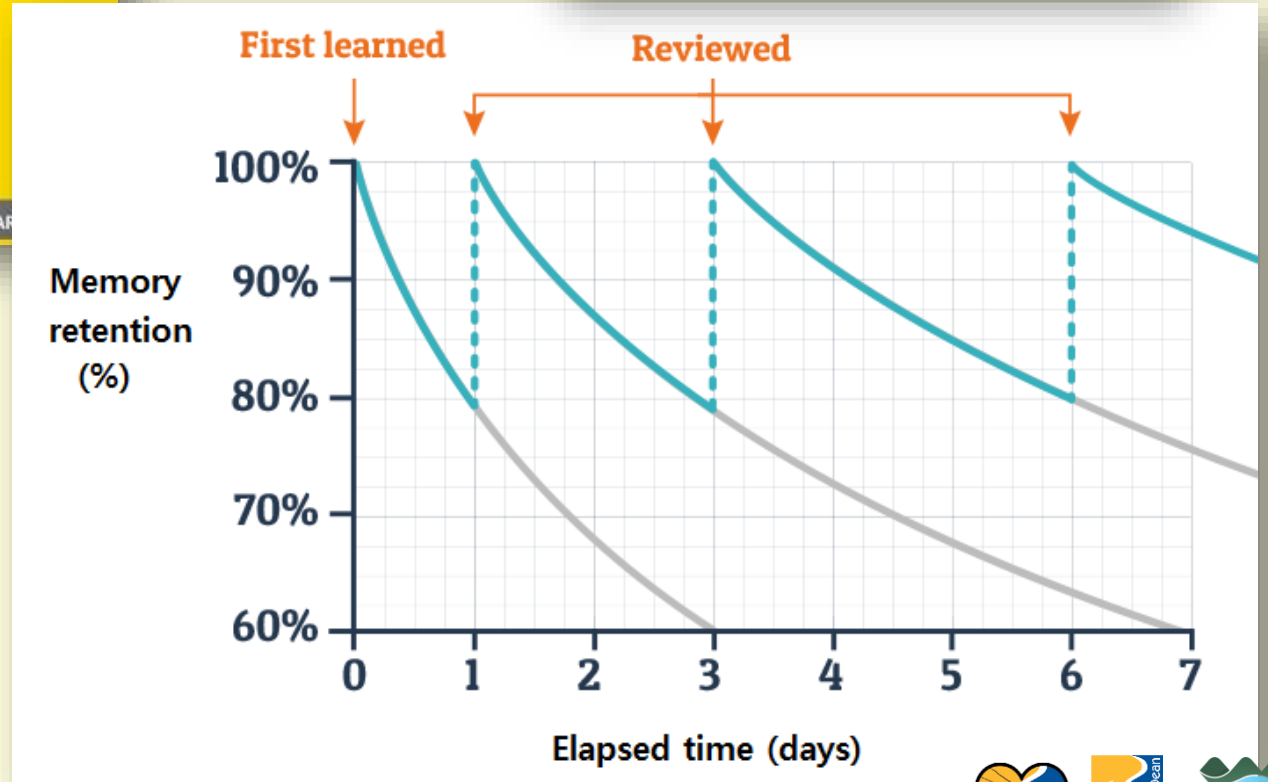
When we revise, we revisit a particular skill, or some previous knowledge or an idea and we re-examine it in order to understand how well we know that thing or how well we can do it.

If we understand what we know and what we can do (or indeed what we don't know or what we can't do - yet) then we will begin to understand what we need do to get better.





1. VISION
2. **ReVISION**
VISION?
WORDS ARE STUPID



How can I revise?

There are many ways to revise, but here are some strategies we have used in class:

'Brain dump':

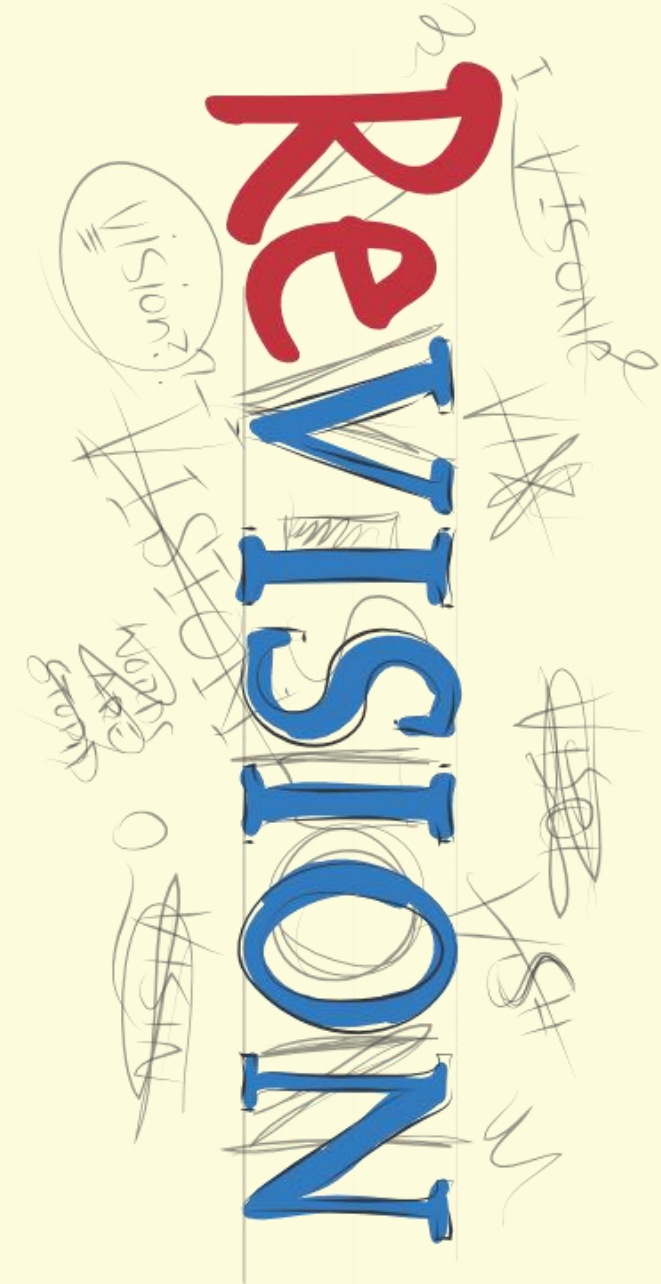
Pick a topic and write down everything you can **remember** about that topic.
Check (against an accurate source of information)*, correct and add.
Do something else then come back and repeat the process.

Reduce:

Pick a topic and write down everything you **know** about that topic (be accurate).
Reduce that information to a mind-map.
Reduce that mind-map to four key words.
Transform those key words into simple images.
Ask someone to test you.

Flash cards:

Write a key quote or theme on one side of the card (accurately).
Write a clear and organised analysis of that topic on the reverse of the card (accurately).
Memorise the quote/ theme and analysis (look, cover, write, check).
Ask someone to test you.



Top tips

Revision must be active:

Reading a chapter of a book again or watching a video about your topic has some value, but it only has real value if you interact with that information.

Turn INformation into OUTformation:

Make notes as you interact with relevant information*.
Make sure that notes are simple, clear and organised.

Transform:

Transform those notes into mind-maps; transform those mind-maps into summaries; transform those summaries into questions...

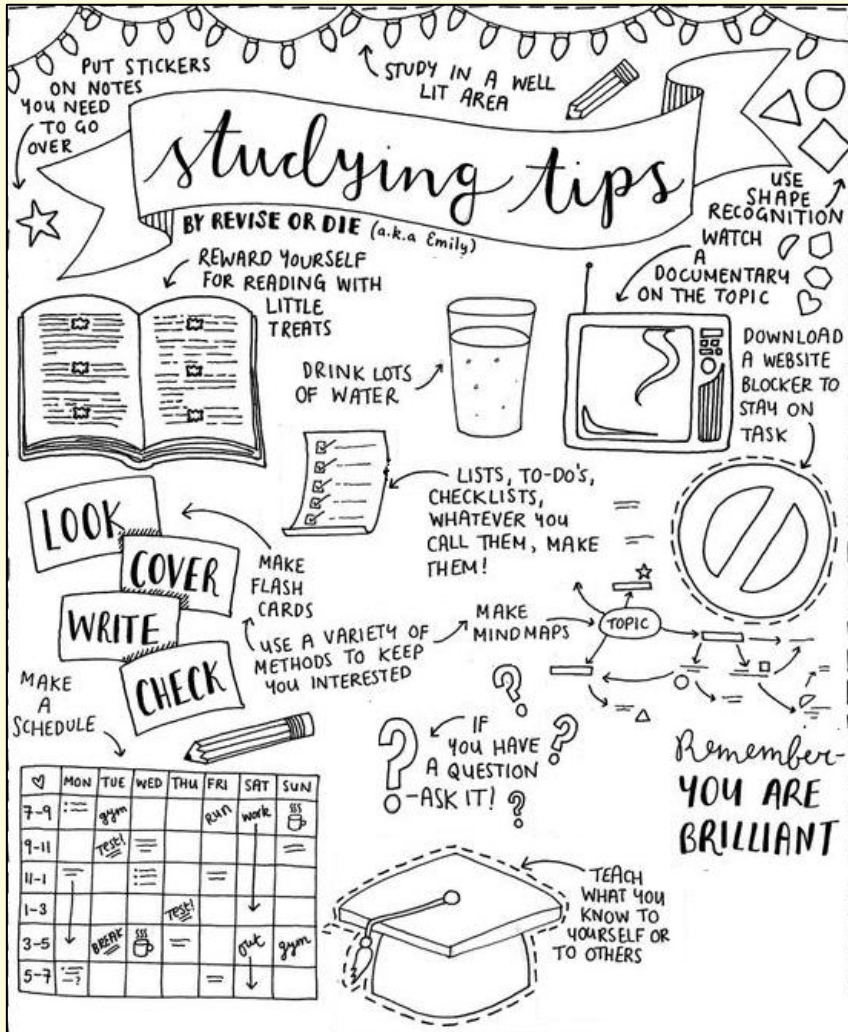
Test yourself:

Or ask a friend or someone at home to test you.
Use 'look, cover, write, check'.
If you've forgotten something, start the process again.

* = use existing and authoritative sources of information (knowledge organisers; revision guides; *reliable* online sources)



How to Revise



Text	What to do
A Christmas Carol An Inspector Calls Macbeth Poetry	For each text, you need to be secure on 5 main elements: - Plot - Characters - Themes - Context - Writer's Message and Craft (how the writer uses language/structure etc to get his main ideas across) For this, you will create a variety of revision resources using the revision guide that I have given you, along with any resources online (Shmoop, sparknotes, BBC Bitesize) You need to understand all 15 poems and have annotated them in detail, consider: - Structure - Language - Poet's message + Effect on the audience - Use of any literary devices and why - Context (if appropriate)

A circular diagram illustrating the deaths of characters in Macbeth. The circle is divided into segments, each with a character's name and a brief description of their death. The characters are: Macbeth (executed by Duncan), Thane of Cawdor (executed by Duncan), Duncan (murdered by Macbeth), Duncan's Guards (murdered by Macbeth), Banquo (murdered on Macbeth's orders), Lady Macduff and her children (murdered on Macbeth's orders), Lady Macbeth (dies of insanity, commits suicide), Young Siward (killed by Macbeth), and Macbeth (sleuthed by Macduff).

Stubborn + Marcassatic

"Fiddlesticks! The Germans don't want war. Nobody wants war."

"I'm talking as a practical, hard-headed man of business. And I say there isn't a chance of war."

"Look - you just keep out of this. You haven't even started in the works when this happened."

Feels no guilt/remorse.

- "You're the one I blame for this."
- "There'll be a public scandal."
- "We've been hard, that's all."
- "I've got to cover this up as soon as I can."
- "You ought to have stood up to him."

Aggressively Capitalist

"May we look forward to a time when Crofts and Birlings are no longer competing but working together for dividends and..."

Patronising / Judgmental

- "Nonsense! You'll have a good laugh over it yet. Frank, you'd better ask Gerald for those ring you gave back to him, hadn't you? Then you'll feel better."
- "The famous younger generation who know it all and they can't even take a joke."

Arrogant, Shows off

- "Giving us the part, Edna?"
- "There's a fair chance I might find my way into the next Honours' list. Just a mighty odd of course." But it's a bit too early for that. So don't say anything."
- "I think you're a pretty fortunate young man too, Gerald."

Easily Angered

"Look here, I'm not going to have this, Inspector."

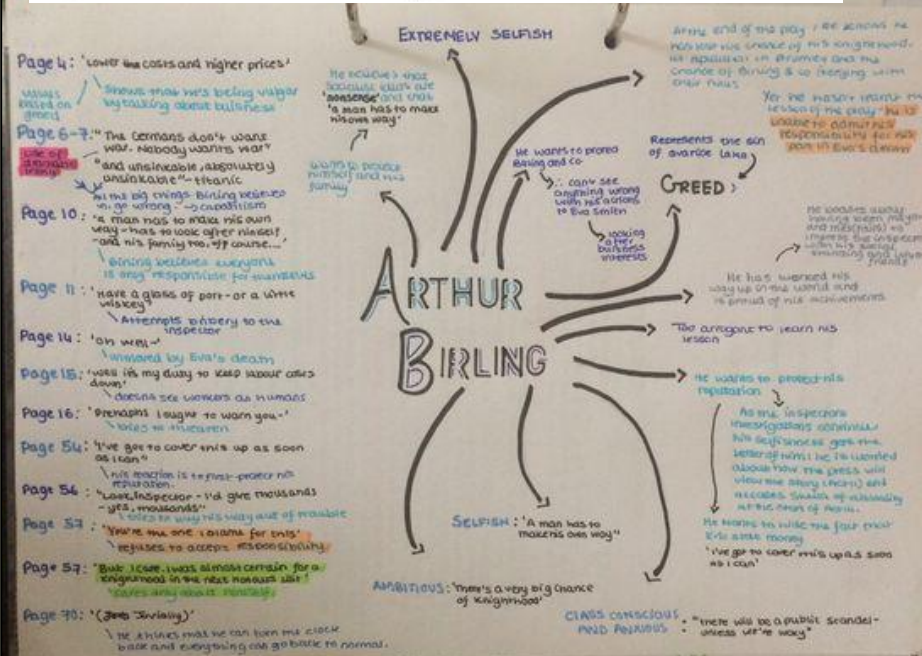
Arthur Birling is a heavy - looking, rather portentious man

Macbeth - Thane of Glamis - Renowned general - Prone to suggestion	Lady Macbeth - Macbeth's wife - Impatient & ambitious - Doesn't like spots	Duncan - King of Scotland - Rather avuncular - Totally doomed
Malcolm - Duncan's eldest son - Kind of slippery - Natural politician	Donalbain - Duncan's second son - Doesn't say much - Doesn't do much	Banquo - Macbeth's friend and fellow general - Somewhat skeptical
Fleance - Banquo's son - Fortuitously good at running away	Macduff - Thane of Fife - Dedicated family man	Lady Macduff - Macduff's wife - Worries a lot, for good reason
Macduff's Son - Smart-mouthed kid - Unfortunately not good at running away	Ross - Thane of Ross - Macduff's cousin - Delivers the news	Lennox - Scottish nobleman - Also delivers news - A bit suspicious
Seyton - Macbeth's servant - Has the great line "The queen, my lord, is dead."	Porter - Macbeth's gate-keeper - Drunken philosopher - Knock knock. He's there.	Captain - In Duncan's army - Badly wounded, but quite talkative
Sward & Young Sward - English backup for Malcolm	Doctor - Not a psychiatrist - Doesn't like serving usurping murderers	Gentlewoman - Not to be trusted with the care of unstable patients
Murderers - Hired by Macbeth - Identity of Third Murderer is hotbed of speculation	Witches - Scheming evil secret black and midnight hags - Like making prophecies	

Hecate

- Queen of the witches
- Kind of shoe-horned into proceedings to beef up the occult factor

www.goodticklebrain.com



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Revision Guides

- CGP and/or Collins Snap Revision books for Macbeth
- CGP and/or Collins Snap Revision books for A Christmas Carol
- CGP and/or Collins Snap Revision books for Power and Conflict Poetry
- CGP and/or Collins Snap Revision books for An Inspector Calls
- CGP and/or Collins Snap Revision books for Unseen Poetry
- CGP English Language (the workbook it is paired with is really good)
- Collins Snap Revision Writing
- Collins Snap Revision Reading

YouTube – Mr Bruff videos
BBC Bitesize



CGP



GCSE AQA English Language

Complete Revision & Practice

Includes Free Online Edition, Videos and Knowledge Organisers!

GCSE English



An Inspector Calls



The Text Guide

CGP CGP



GCSE English An Inspector Calls

For the Grade 9-1 course

Revision Question Cards

GCSE English
An Inspector Calls
Revision Question Cards

Collins

SNAP REVISION A CHRISTMAS CAROL

SNAP REVISION A CHRISTMAS CAROL

AQA GCSE English Literature

AQA GCSE
ENGLISH
LITERATURE

REVISE SET TEXTS
IN A SNAP

Collins

SNAP REVISION READING

SNAP REVISION READING

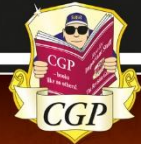
(for papers 1 and 2)

AQA GCSE English Language

AQA GCSE
ENGLISH
LANGUAGE

REVISE TRICKY
TOPICS IN A SNAP

GCSE English



AQA Anthology of Poetry

Power and Conflict

BOLDLY they RODE
AND WELL INTO THE
JAWS OF Death
INTO THE MOUTH OF HELL

The Poetry Guide

Includes Free Online Edition, Poetry Readings and Digital Quiz

Includes P

GCSE English



Unseen Poetry

Exam Board: AQA

CITY WEAR THE
Garment
Beauty
Morning

The Poetry Guide

Includes Free Online Edition

Book One

Collins

SNAP REVISION MACBETH

SNAP REVISION MACBETH

AQA GCSE English Literature

AQA GCSE
ENGLISH
LITERATURE

REVISE SET TEXTS
IN A SNAP

Collins

SNAP REVISION WRITING

SNAP REVISION WRITING

(for papers 1 and 2)

AQA GCSE English Language

AQA GCSE
ENGLISH
LANGUAGE

REVISE TRICKY
TOPICS IN A SNAP

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What do students have to help them revise?

Literature Paper 1: Revision Booklet

Office on the web Frame

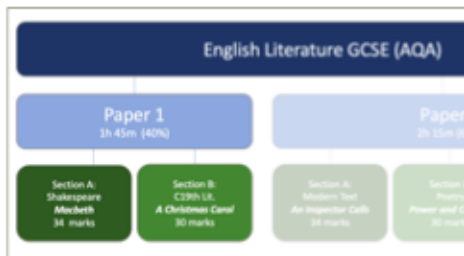
This revision guide is intended to provide you with the key knowledge you need for the English Language Paper 1 exam as well as the means to prepare for it. It includes the following:

- Exam overview
- Lit. P1 Self-reflection document
- Practice log
- Feedback notes
- Essay self-reflection grid (RAG)
- Organisation and timing guidance
- Exam and question paper format guidance
- Planning guidance (with an annotated example)
- 'Macbeth' knowledge organiser
- 'A Christmas Carol' knowledge organiser

Overall, your revision for this exam should focus on three main areas:

1. Knowledge of the texts.
2. Knowledge of this exam and how to approach it.
3. Knowledge of how to plan and write an essay.
4. Practice of planning and writing essays.

Exam Overview



Literature Paper 2: Revision Booklet

Office on the web Frame

This revision guide is intended to provide you with the key knowledge you need for the English Language Paper 2 exam as well as the means to prepare for it. It includes the following:

- Exam overview
- Lit. P2 Self-reflection document
- Practice log
- Feedback notes
- Essay self-reflection grid (RAG)
- Organisation and timing guidance
- Exam and question paper format guidance
- 'An Inspector Calls' revision guidance
- Power and Conflict poetry revision guidance
- Unseen poetry revision guidance

Overall, your revision for this exam should focus on three main areas:

1. Knowledge of the texts.
2. Knowledge of this exam and how to approach it.
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4. Practice of planning and writing essays.

Exam Overview



Language Paper 1: Revision Booklet

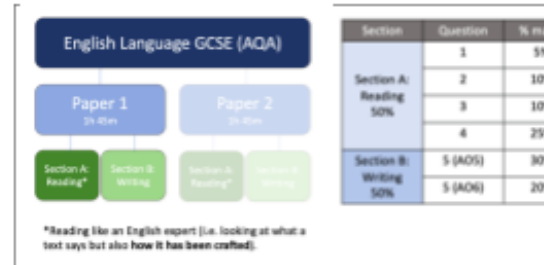
Office on the web Frame

This revision guide is intended to provide you with the key knowledge you need for the English Language Paper 1 exam as well as the means to prepare for it. It includes the following:

- An overview of the exam.
- A self-reflection tool to help you identify your priorities for revision.
- Trackers to allow you to see how you're doing.
- A place to record feedback you get so that you know what to do to improve.
- Guidance on timing and organisation for the exam.
- For each question: guidance on how to approach and answer the question; a model response; a self-assessment grid.
- Three complete past AQA papers to practice with.

Most importantly, don't let anyone tell you that you can't revise for English Language – you can and you should. Being confident about the knowledge in this document and practising each question repeatedly is the way to do it.

Exam Overview



Self-reflection

Regularly complete the table below to get a sense of what you know about Language Paper 1. Write date at the top of the column and then shade each box either red, amber or green according to the following:

Red: I haven't studied or I have studied it but remember virtually nothing.

Amber: I have some understanding of this. However, there are parts I either don't understand or can't remember.

Green: I know this well and could explain it confidently to someone else.

V3.0 (June 2026 Format)

Language Paper 2: Revision Booklet

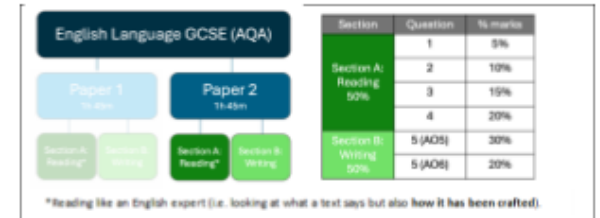
Overview

This revision guide is intended to provide you with the key knowledge you need for the English Language Paper 2 exam as well as the means to prepare for it. It includes the following:

- An overview of the exam.
- A self-reflection tool to help you identify your priorities for revision.
- Trackers to allow you to see how you're doing.
- A place to record feedback you get so that you know what to do to improve.
- Guidance on timing and organisation for the exam.
- For each question: guidance on how to approach and answer the question; a model response; a self-assessment grid.
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Exam Overview



Subject	English Language
Assessment details	English Language Paper 2: Writers' Viewpoints and Perspectives • 1h45m long • 5 questions • 80 marks in total • 50% of the English Language GCSE qualification • Section A: Reading (40 marks). Students are presented with two texts that they will not have seen before: one non-fiction and one literary non-fiction. The questions assess students' comprehension of the texts and their understanding of how they have been deliberately crafted for effect. • Section B: Writing (40 marks). Students are asked to produce a piece of writing expressing their viewpoint on a given topic. The question assesses students' discursive writing skills as well as their technical control of writing.
Topics covered	The exam assesses the following: • Q1: Comprehension • Q2: Inference (comparing two texts) • Q3: Language analysis • Q4: Comparing the writers' viewpoints and perspectives in the two texts. • Q5: Discursive writing (article, speech, essay, letter or leaflet).

What's next?



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Further study at Post-16

AQA A-Level English Literature B

- Requires Grade 6+ in GCSE English Language and GCSE English Literature

Eduqas/WJEC A-Level Film Studies

- Requires Grade 5+ in GCSE English Language and GCSE English Literature

