



# Y11 English Revision strategy

February 2026



*Empowering students to achieve their best through academic excellence, personal growth, and a vibrant, caring community.*

# Revision for English

Procrastination: why we do it? How we can overcome it?

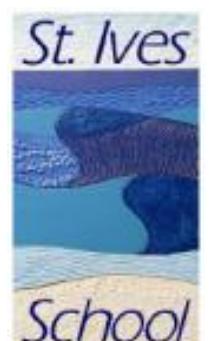


Why this evening is important:

'You can't revise for English'  
'I don't know how to revise for English.'

When surveyed about the December mocks,  
68% did less than 1-2 hours of revision.

Therefore, with this in mind, thank you for coming.



# English Language

## Paper 1 – 50% of GCSE

### Reading:

- Short questions
- Question on language and structural analysis
- Question evaluating a text

### Writing:

- Imaginative writing / descriptive writing
- Based on an image – two choices of question / prompt.

## Paper 2- 50% of GCSE

### Reading:

- Short questions
- Question on summarising and comparison
- Question language analysis
- Question asking them to compare ideas across two extracts

### Writing:

- Writing from a viewpoint- asked to write a speech / article / letter expressing their point of view on a topic

Time: 1 Hour 45 minutes

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# English Literature

## Paper 1

### Romeo and Juliet

Extended essay based on an extract /34

### Frankenstein

Extended essay based on an extract / 34

Time: 1 Hour 45 minutes

## Paper 2

### Blood Brothers

- Choice of two essay questions / no extract or prompt - /34

### Poetry

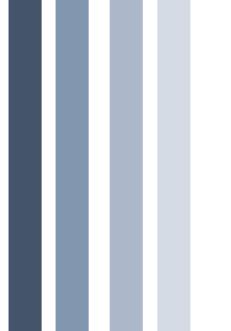
Q1- comparative essay based on 15 poems from Power and Conflict anthology – one poem given and student choice on which one to compare / 30

Q2- unseen poetry question. Student given an unseen poem and expected to write an essay on poem. /24

Q3- unseen poetry comparison /8

Time: 2 hours and 15 minutes





# Revising for literature and language : key areas



**Skills:** synthesising, analysing language and structure , evaluation, essay writing and structure.

+



**Content:** what do you know? What can you remember?

+



**Assessment:** putting it all together / exam strategy / how to answer the question / planning



# Content:



**Plot:** what happens / when/ to who

**Key quotations:** who says it and what do they mean.

**Themes / Big ideas-** what point is the author making? What are the lessons we can learn about... love / family

**Context:** what was happening at the time socially / politically/ economically / does a modern day reading of this differ from a 19<sup>th</sup> Century reading?

# How to revise content? Be active



# Key image booklets

# Mind Maps / Spider Diagrams

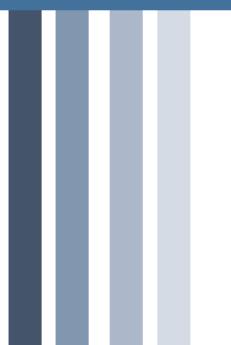
# Information dump and retrieval

# Flash cards

# Story boards

# Online videos / BBC bitesize / Revision guides





# What is the Key image booklet? A dual coding method to memory.

A series of pictures that help students to remember the four key areas across the texts: Romeo and Juliet / Frankenstein / Blood Brothers



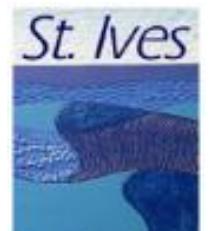
Key Scenes



Key Quotes



Key Context



Themes and Big Ideas

**BLOOD BROTHERS** by Willy Russell

Key Image booklet

1. 12x Key Events
2. 16x Quotes and stage craft
3. 4 x Context
4. 6 x Themes / Big Ideas



*Romeo and Juliet* by William Shakespeare

Key Images

- 1) 12 x Key Scenes
- 2) 13 x Key Quotations



**Frankenstein** by Mary Shelley

Key Images Booklet

1. 14 x Key Scenes
2. 13 x Quotes
3. 11 x Context
4. 7 x Themes/ Big ideas



# A1 S1 - The Brawl Scene - Fight between Capulets + Montagues

BEFORE = The Prologue



## Characters

- Gregory (C)
- Sampson (C)
- Tybalt (C)
- Abram (M)
- Benvolio (M)
- Prince (E)

## Key Themes

- masculinity
- Violence
- Loyalty
- Honour

B. I

- Society's focus on violence and honour is detrimental to all those involved.
- Masculine expectations forces men to act in violent ways.



## Context

- Links to horizontal honour  
↳ Familial honour - protecting the 'family's' honour was the responsibility of all.
- Honour could only be lost not added to.
- Links to Elizabethan obsession with Italian culture
- male aggression linked to change in class system.

AFTER = makeup Remedies

Benvolio: 'Part fools! You know not what you do.'  
'I do but keep the peace'

Tybalt: 'Peace, I hate the word. As I hate hell, all montagues and thee'

Prince: 'Throw your mistempered weapons to the ground'

## Other scenes

- A1 S5 - The Party Scene - Tybalt
- A3 S1 - The Fight Scene - Tim 1R
- A5 S3 - The Final Scene - R1P1



# Use a knowledge organiser:

Read the information then turn over your page onto a blank copy and re-write everything you can remember

Critical Vocabulary		Key Themes
Shakespeare presents the Montagues and their supporters as...	Shakespeare presents the Capulets and their supporters as...	Conflict Power Fate Loyalty Family Religion Love Hatred Violence Death
<u>Romeo</u> 1. <b>Melancholic</b> – someone who is prone to moping and being depressed. 2. <b>Quixotic</b> – extremely idealistic: unrealistic and impractical. 3. <b>Ardent</b> – enthusiastic and passionate.	<u>Juliet</u> 1. <b>Idealistic</b> – someone who believes whole-heartedly in something, even if it is unrealistic. 2. <b>Ingenuous</b> – innocent, naive and unworldly. 3. <b>Resolute</b> – someone who has made their mind up and whose opinion cannot be changed.	
<u>Benvolio</u> 1. <b>Appeasing</b> - someone who tries to pacify others. 2. <b>Sincere</b> - honest and genuine. 3. <b>Stalwart</b> – loyal and reliable.	<u>Tybalt</u> 1. <b>Volatile</b> – someone who could explode at any moment. 2. <b>Tempestuous</b> – someone who is unpredictable and has many conflicting emotions. 3. <b>Righteous</b> – someone who believes what they are doing is morally justifiable.	
<u>Mercutio</u> 1. <b>Anarchic</b> – unruly and chaotic. 2. <b>Impulsive</b> – someone who acts on a whim, without thinking. 3. <b>Precocious</b> – someone who 'shows off' their intelligence arrogantly.	<u>Nurse</u> 1. <b>Maternal</b> – motherly. 2. <b>Submissive</b> – will bend to a dominant authority and 'do what they are told' 3. <b>Uncouth</b> – uncivilised and uncultured, potentially vulgar.	
Key Quotations		Key characters
<u>Prologue</u> 1. 'Two households, both alike in dignity' 2. 'Ancient grudge' 3. 'A pair of star-cross'd lovers' with a 'death-mark'd love'	<u>Act 3</u> 1. <b>Tybalt, to Romeo</b> : 'thou art a villain' (Sc. 1) 2. <b>Mercutio</b> : 'a plague o' both your houses' (Sc. 1) 3. <b>Mercutio</b> : 'ask for me to-morrow, and you shall find me a grave man.' (Sc. 1) 4. <b>Romeo</b> : 'O, I am fortune's fool!' (Sc. 1) 5. <b>Lord Capulet, about Juliet</b> : 'I think she will be ruled in all respects by me' (Sc. 4) 6. <b>Lady Capulet, about Juliet</b> : 'I would the fool were married to her grave' (Sc. 5) 7. <b>Lord Capulet, about Juliet</b> : 'Hang thee young baggage, disobedient wretch!' (Sc. 5) 8. <b>The Nurse, to Juliet, about Paris</b> : 'I think it best you married with the County' (Sc. 5)	<u>Montagues</u> Romeo – age unknown, anywhere between 16 and 21 <u>Benvolio</u> – Romeo's cousin <u>Lord and Lady Montague</u> – Romeo's parents. <u>Abraham</u> - servant <u>Balthasar</u> – servant
<u>Act 1</u> 1. <b>Benvolio</b> : 'I do but keep the peace' (Sc. 1) 2. <b>Lord Capulet, to Paris</b> : 'let two more summers wither in their pride' (Sc. 2) 3. <b>Tybalt, about Romeo</b> : 'To strike him dead I hold it not a sin' (Sc. 5) 4. <b>Romeo, about Juliet</b> : 'she doth teach the torches to burn bright' (Sc. 5) 5. <b>Juliet, about Romeo</b> : 'if he be married, /My grave is like to be my wedding bed.'(Sc. 5)	<u>Act 4</u> 1. <b>Juliet, to Friar Lawrence</b> : 'I long to die if what thou speak'st speak not of remedy' 2. <b>Lord Capulet, about Juliet</b> : 'Death is my son-in-law, Death is my heir' 3. <b>Lord Capulet</b> : 'with my child my joys are buried'	<u>Capulets</u> Juliet – age 13 in the play <u>Tybalt</u> – Juliet's cousin <u>Lord and Lady Capulet</u> – Juliet's parents <u>Gregory</u> – servant <u>Sampson</u> – servant
<u>Act 2</u> 1. <b>Juliet, about Romeo</b> : 'Tis but thy name that is my enemy' (Sc. 2) 2. <b>Friar Lawrence</b> : 'This alliance may so happy prove to turn your household rancour to pure love' (Sc. 3) 3. <b>Friar Lawrence</b> : 'These violent delights have violent ends' (Sc. 6)	<u>Act 5</u> 1. <b>Romeo</b> : 'here lies Juliet, and her beauty makes/ This vault a feasting presence full of light.' 2. <b>Prince</b> : 'all are punish'd' 3. <b>Capulet</b> : 'O brother Montague, give me thy hand'	<u>Others</u> <u>Rosaline</u> – a nun, Romeo is in love with her before Juliet. <u>Prince Escalus</u> – ruler of Verona <u>Mercutio</u> – related to Prince, friends with Romeo <u>Count Paris</u> – related to Prince, betrothed to Juliet <u>Friar Lawrence</u> – friends with Romeo <u>The Nurse</u> – works for the Capulets, Juliet's confidante

# Other areas: Y11 English Showbie Revision class



Lesson 10: Frankenstein- key quotation r...

Posted 5 Feb



Lesson 9: Frankenstein: Practice Papers a...

Posted 5 Feb



Lesson 8: Frankenstein: Big Ideas revision

Posted 5 Feb



Lesson 7: Frankenstein: Contextual infor...

Posted 5 Feb



Lesson 6: Frankenstein: Plot revision

Posted 5 Feb

5 lessons: Plot. Contextual information. Big Ideas. Key Quotations. Practice Papers.

# The importance of practising skills:

Too much time is spent on 'remembering / learning content' and not enough time on the skills.

- This is the hard part- students absolutely must practice putting it all together in an essay.
- Students should practice using their image booklets to write extended paragraphs
- If you can't do it at home with all of the resources- how do think you are going to do on the day?

Face your fears =)



Section A: Shakespeare  
Answer one question from this section on your chosen text.

*Romeo and Juliet*

Read the following extract from Act 1 Scene 5 of *Romeo and Juliet* and then answer the question that follows.

At this point in the play Tybalt has noticed Romeo at the Capulet feast.

**TYBALT**  
This, by his voice, should be a Montague.  
Fetch me my rapier, boy. What dares the slave  
Come hither, cover'd with an antic face,  
To fleer and scorn at our solemnity?  
Now, by the stock and honour of my kin,  
To strike him dead, I hold it not a sin.

**CAPULET**

Why, how now, kinsman! wherefore storm you so?

**TYBALT**

Uncle, this is a Montague, our foe,  
A villain that is hither come in spite,  
To scorn at our solemnity this night.

**CAPULET**

Young Romeo is it?

**TYBALT**

'Tis he, that villain Romeo.

**Annotate the extract for ideas / devices**



Starting with this conversation, explain how Shakespeare presents conflict in *Romeo and Juliet*.

Write about:

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

(30 Marks)  
AO4 (4 Marks)

**Annotate the question**

# Power and Conflict poetry

- Key quotation booklets
- Photo booklet for recall
- Overload of revision
- Don't put all of your eggs in one basket
- Plethora of resources online: especially Mr. Bruff videos
- Put your annotations into paragraphs

## Y11 Poetry Revision

-  Comparison revision Posted 5 Feb
-  London Revision Posted 5 Feb
-  The Prelude revision Posted 5 Feb
-  Ozymandias revision Posted 5 Feb
-  My Last Duchess Posted 5 Feb
-  The Charge of the Light Brigade Posted 5 Feb
-  Exposure Posted 5 Feb



# Language Revision

- Skills: analysis, synthesis, evaluation, persuasive writing, creative writing, summarising, inference.

+

Content: language and structural features



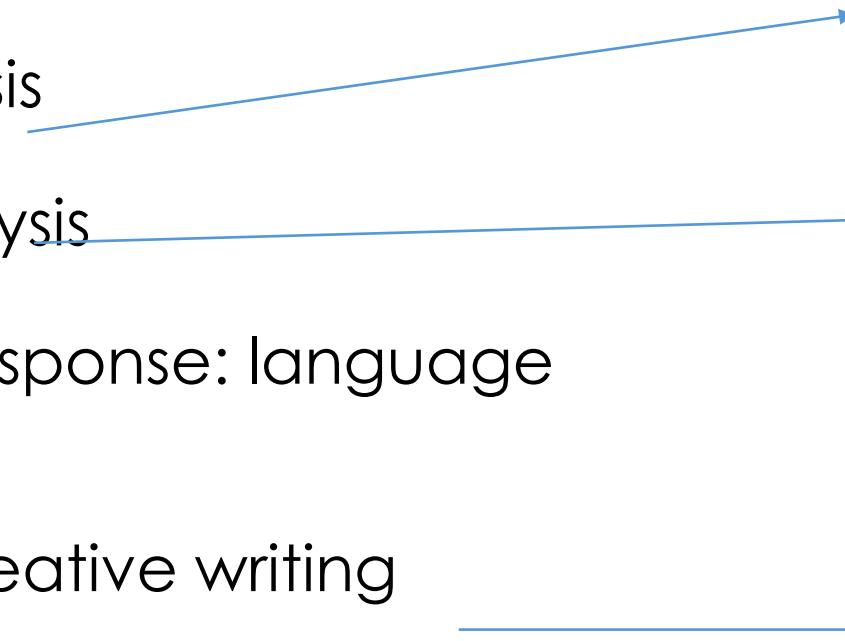
Assessment: putting it all together / exam strategy / how to answer the question / planning

# Language:

## Language Paper 1:

### Skills:

1. Structure analysis
2. Language analysis
3. Evaluation of response: language analysis
4. Descriptive / creative writing



Learning and revising key terminology: language and structural features

Extended writing  
Vocabulary banks  
Practicing sentence variety  
Building characters

# Use of Showbie classroom



Lesson 5 English Language Reading revisi...

Posted 5 Feb



Lesson 4 English Language Reading revisi...

Posted 5 Feb

No due date

1. Look at the structural devices list
2. Highlight the ones you know and the ones you don't know- learn the ones you don't by making a mind map or some flashcards
3. Look through previous revision tasks for an extract and identify all of the structural features used by an author
4. Think about why the writer has used these devices- what is the effect?
5. Go back and look at previous answers to Q3- could they be improved by adding in subject terminology?



structure list .doc

Word

[View instructions](#)

0

Handed in

21

Assigned

## Language Paper 1: Question 5

### Narrative Writing

Write a story that begins with the sentence: 'The rain pattered heavily on the cobbled street, the lovers enveloped in their eternal tenderness.'



#### LAYOUT

**Panoramic** – describe the scene, broadly. Introduce the time and setting.

**Zoom** – focus your lens in on your character/s, describe them in detail.

**Single line** – add one line of dialogue from your character/s.

**Shift** – describe the incident that is taking place in the scene, talk the reader through the senses.

**Shift** – how does the incident reach a climax point? How does the atmosphere/mood change?

**Panoramic** – zoom out to look at the scene as a whole, how has it changed given the new information?

#### REMINDER

You must include:

- a range of linguistic devices
- a range of punctuation
- ambitious vocabulary
- varied structural features.

Plan before you write. Consider what you need to include (specifically) and where you will include it; create a tick list.

The incident does not have to be anything major – it can be an ordinary day, as long as it is convincing and compelling.



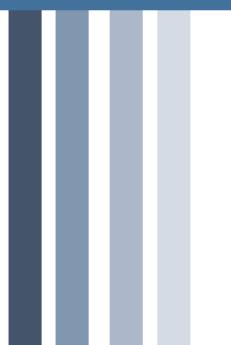
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# Use of Y11 Showbie revision



## Year 11 English Revision 2025/26 EC7CW4

The image shows a screenshot of the Showbie mobile application interface. At the top, there is a header with a back arrow, the title 'Annotated poetry support b...', and a three-dot menu. Below this is a search bar and a 'Materials' section. The 'Materials' section shows a single item, 'Poetry-Support-Booklet', which is shared with 'everyone'. The file is a PDF titled 'POETRY POWER AND CONFLICT' by 'H. S. G. C. S.'. The file was uploaded on 'Jul 7, 2025'. At the bottom of the screen, there is a 'Get Started!' button with the text 'what would you like to do next?'. The background of the slide features vertical blue and grey stripes on the left side.



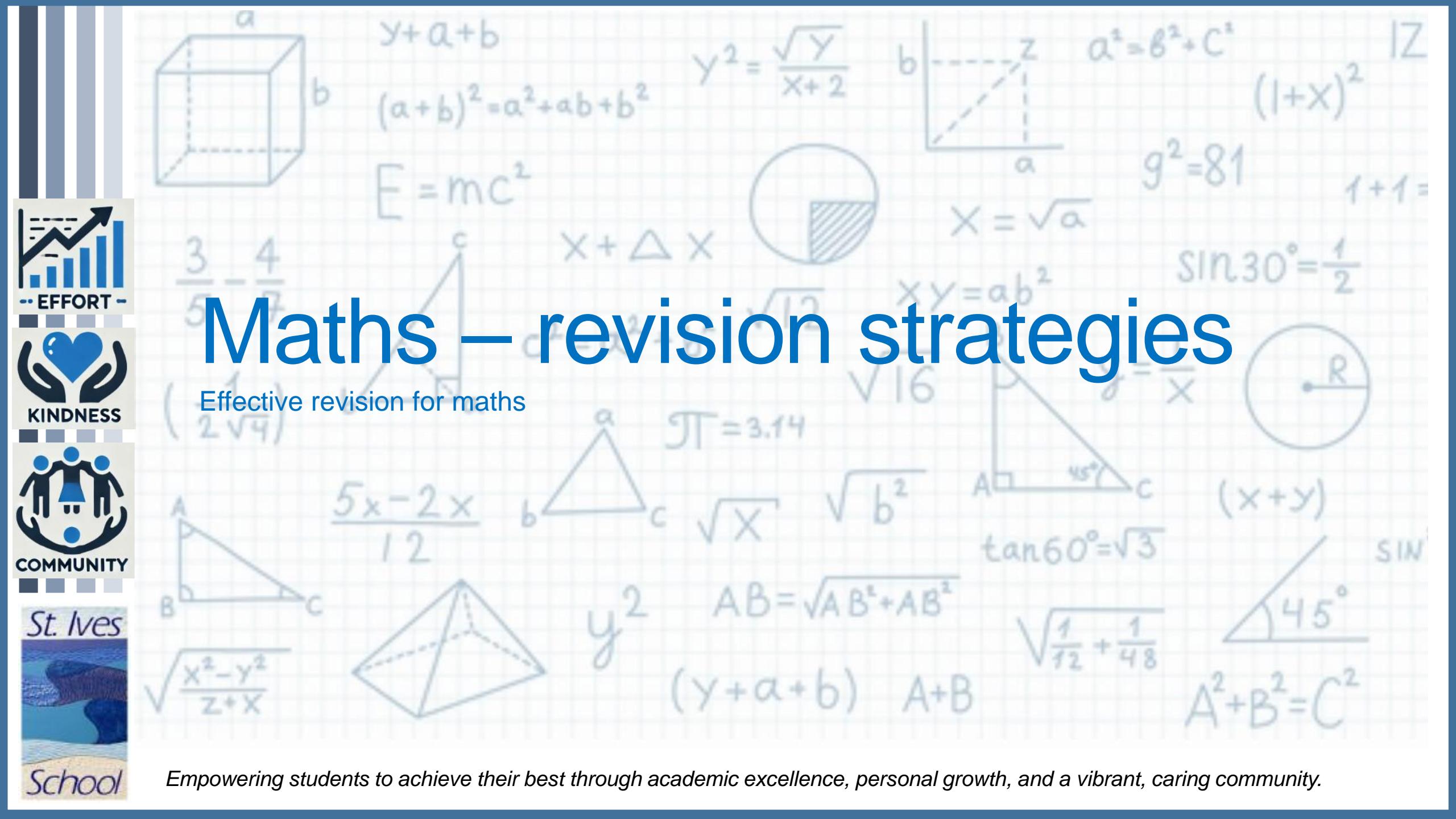
# Top tips:

- Don't just do what you always do- simply to say you have 'done it.' Strive to use the resources to extend your learning.
- With writing- be it persuasive or creative- revise in stages. Planning / writing / **editing and improving**
- Play the game: with the writing sections they are looking for variety- variety of punctuation / variety of sentence lengths / variety of vocabulary / variety of techniques. Practice using these so it becomes second nature.
- Use your English teachers: we have the luck of being some of your form teachers
- Try not to get lost in the vortex of online videos- if you are using them- be specific about what you want and use them alongside something.

## Example revision timetable:

You can use this and adapt to plan your own revision and look at the components of the English exams to have a clearer focus for your revision

Week	Date Range	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	2 Feb – 6 Feb	Romeo & Juliet – Key characters + 5 micro-quotes	Frankenstein – Plot + Victor/Creature quotes	Blood Brothers – Class theme + 6 quotes	Poetry – Ozymandias/My Last Duchess comparison	Lang P1 – Q2 analysis + descriptive warm-up
Week 2	9 Feb – 13 Feb	Romeo & Juliet – Love & Conflict themes	Frankenstein – Ambition & Isolation	Blood Brothers – Fate & Superstition	Poetry – War poems (Exposure/Bayonet Charge)	Lang P2 – Q1–3 practice
Week 3	16 Feb – 20 Feb	Romeo & Juliet – Elizabethan context	Frankenstein – Romanticism & scientific ambition	Blood Brothers – 1960s/80s Liverpool context	Poetry – Nature poems (Storm on the Island/The Prelude)	Lang P1 – Q3 structure practice
Week 4	23 Feb – 27 Feb	Romeo & Juliet – Two timed theme paragraphs	Frankenstein – Two timed character paragraphs	Blood Brothers – Narrator analysis paragraph	Poetry – 1 timed comparison response	Lang P2 – Q5 viewpoint writing
Week 5	2 Mar – 6 Mar	Romeo & Juliet – Quote recall test	Frankenstein – Quote recall test	Blood Brothers – Key scenes review	Poetry – Create quote cards	Lang P1 – Section A mini-test
Week 6	9 Mar – 13 Mar	Romeo & Juliet – Plan 3 essays	Frankenstein – Plan 3 essays	Blood Brothers – Plan 2 essays	Poetry – Plan 2 comparisons	Lang P2 – Q5 structure practice
Week 7	16 Mar – 20 Mar	Romeo & Juliet – Timed extract response	Frankenstein – Timed extract response	Blood Brothers – Timed theme essay	Poetry – Unseen poem Q1	Lang P1 – Full description (Q5)
Week 8	23 Mar – 27 Mar	Poetry – Unseen poem practice	Poetry – Compare two unseen poems	Literature – Revisit weakest text	Poetry – Revisit weakest theme	Lang P2 – Reading timed practice
Week 9	20 Apr – 24 Apr	Romeo & Juliet – Full essay	Frankenstein – Full essay	Blood Brothers – Full essay	Poetry – Full comparison	Lang P1 – Section A full attempt
Week 10	27 Apr – 1 May	Romeo & Juliet – High-mark strategies + context	Frankenstein – Structure & narrative viewpoint	Blood Brothers – Stagecraft + narrator	Poetry – Big themes overview	Lang P2 – Q5 high-level persuasion
Week 11	4 May – 8 May	Romeo & Juliet – Quotes + theme maps	Frankenstein – Quotes + theme maps	Blood Brothers – Quotes + plot quick review	Poetry – Final comparison practice	Light review – Mind maps, recall, rest





# You spoke, we listened



What will help you revise?

Past papers - with worked solutions (mark schemes are hard to understand)



Revision techniques



Revision list for higher/foundation/crossover topics with links to Sparx Maths



Topic specific revision (alternative websites to Sparx Maths)

Purposeful activation tasks in lessons

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# Useful Websites

[Sparx Maths](#) – specific topic focus (QLA and revision list is linked to this)

[1<sup>st</sup> Class Maths](#) – specific topic focus and past papers

[Maths Society](#) – specific topic focus by grade

[On Maths](#) – online exam papers

[Third Space Learning](#) – Revision guides/cards, topic specific worksheets/videos, past papers

[Save My Exams](#) – Revision notes, past papers, flash cards

[Corbettmaths](#) – Good for repeated practice

[Showbie](#) – teacher directed revision materials, including P5 resources

# Structured Revision

Revise maths by 'doing maths'

Identify your key areas – use your mock exam QLAs

Learn the skill of 'checking'

Learn your formulae\*

The image shows a GCSE Mathematics exam paper from AQA. The paper is for Paper 1 Non-Calculator, Tier H, November 2018. It features a formula sheet on the right side. The formula sheet includes the following formulas:

- Surface area of a cylinder is  $A = 2\pi r^2 + 2\pi rh$
- Surface area of a cone is  $A = \pi r^2 + \pi r l$
- Surface area of a sphere is  $A = 4\pi r^2$
- Surface area of a hemisphere is  $A = 3\pi r^2$
- Surface area of a triangular prism is  $A = 2ab\sin C + 2ab + bc + ac$
- Surface area of a cylinder is  $A = 2\pi r^2 + 2\pi rh$
- Surface area of a cone is  $A = \pi r^2 + \pi r l$
- Surface area of a sphere is  $A = 4\pi r^2$
- Surface area of a hemisphere is  $A = 3\pi r^2$
- Surface area of a triangular prism is  $A = 2ab\sin C + 2ab + bc + ac$

The paper also includes a 'Surface Area' question: "What is the formula for the surface area of a cylinder?"

\*formula sheet provided for Summer 2026

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# Core Revision Strategies

What will help you revise?



Pomodoro Technique



Active recall and spaced repetition



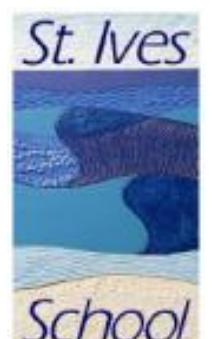
Flash cards



Maximising lesson time

TAKE  
A  
BREAK

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# Showbie



- Higher Exam Paper Practice >  
13 assignments
- Foundation Exam Paper Practice >  
11 assignments
- Aiming for the Next Grade >  
6 assignments
- Fundamental Knowledge >  
7 assignments
- Predicted Papers >  
6 assignments / 1 folder
- Problem Solving and Reasoning >  
3 assignments
- Tutor Time Revision >  
2 folders



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# Look after your S.H.E.D



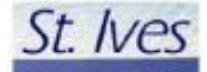
EFFORT



KINDNESS



COMMUNITY



St. Ives  
School



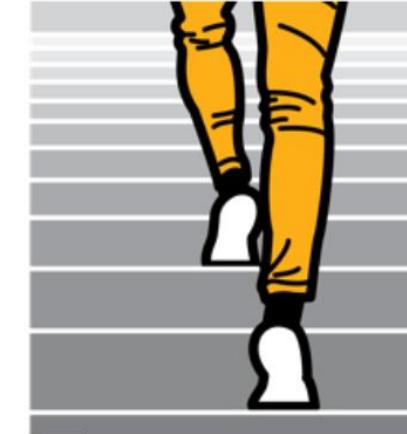
1

SLEEP



2

HYDRATION



3

EXERCISE



4

DIET

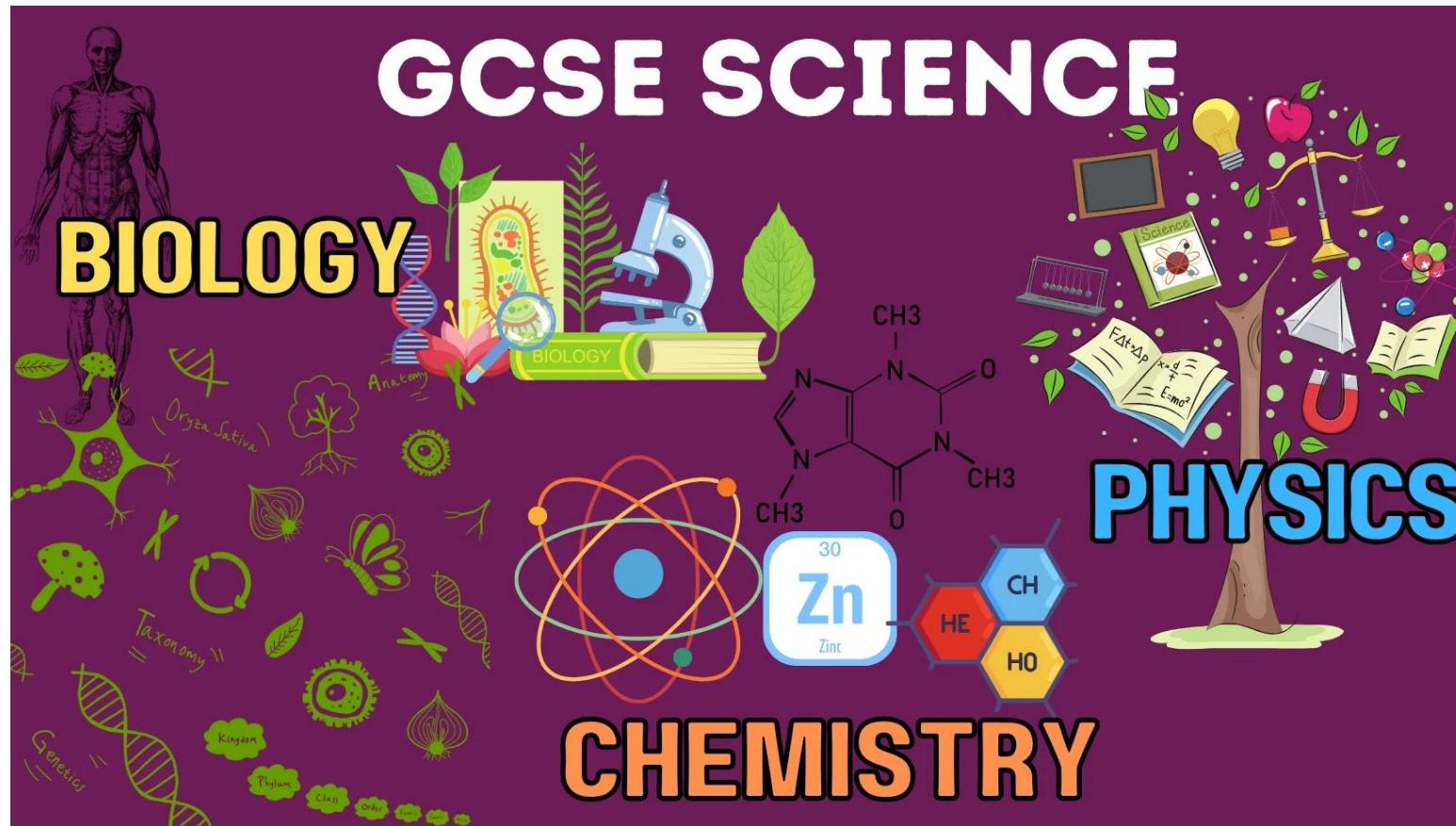


5

LOOK AFTER YOUR SHED!

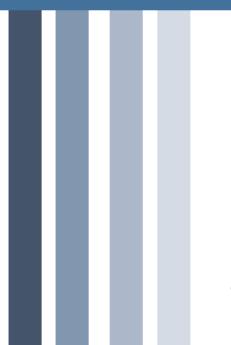
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# Year 11 Science Revision



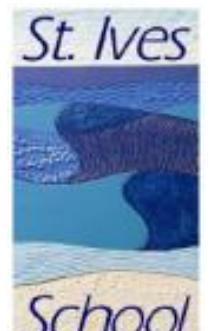
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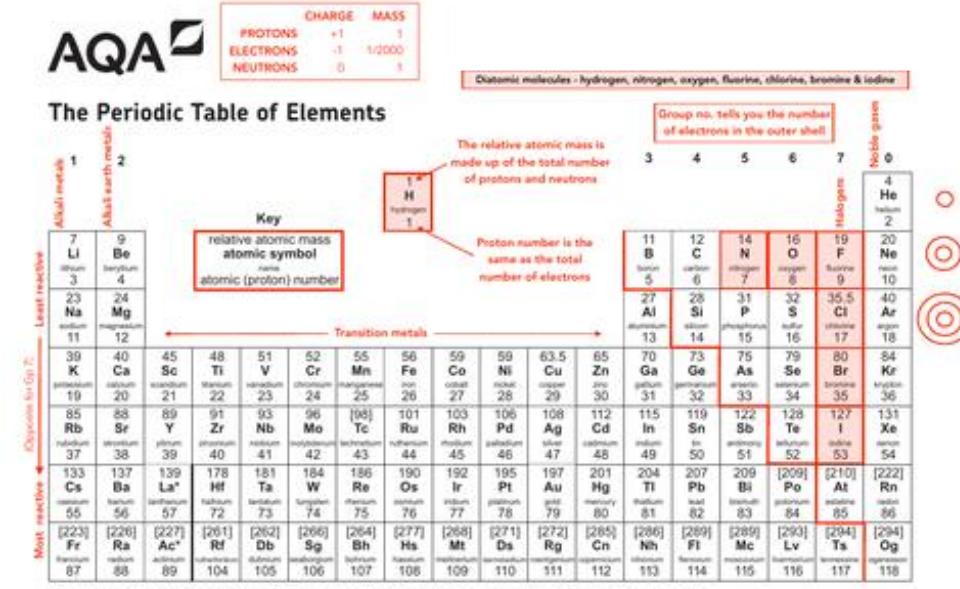
# Science Exams:

- 6 exams in total!! – 2 Biology / 2 Chemistry / 2 Physics (70 marks each for combined, 100 mark Separate)
- They make up 100% of your grade
- 2 Grades for combined (averaged over the 6 paper)
- 3 Grades for separate (Bio, Chem, Physics)
- So what guidance can I give to help with those examinations?



# Exam Support Materials:

- Chemistry – Periodic Table
- Physics – Equation Sheet
- Biology and the Rest – Stationery- calculator, pen, pencil, ruler.



GCSE			Physics		
Physics Equations					
Equation number	Word equation	Symbol equation			
1	weight = mass × gravitational field strength	$W = m g$			
2	work done = force × distance along the line of action of the force	$W = F s$			
3	force applied to a spring = spring constant × extension	$F = k e$			
4	moment of a force = force × distance normal to direction of force	$M = F d$			
5	pressure = force normal to a surface $\frac{F}{A}$	$p = \frac{F}{A}$			
6	distance travelled = speed × time	$s = v t$			
7	acceleration = $\frac{\text{change in velocity}}{\text{time taken}}$	$a = \frac{\Delta v}{t}$			
8	resultant force = mass × acceleration	$F = m a$			
9 HT	momentum = mass × velocity	$p = m v$			

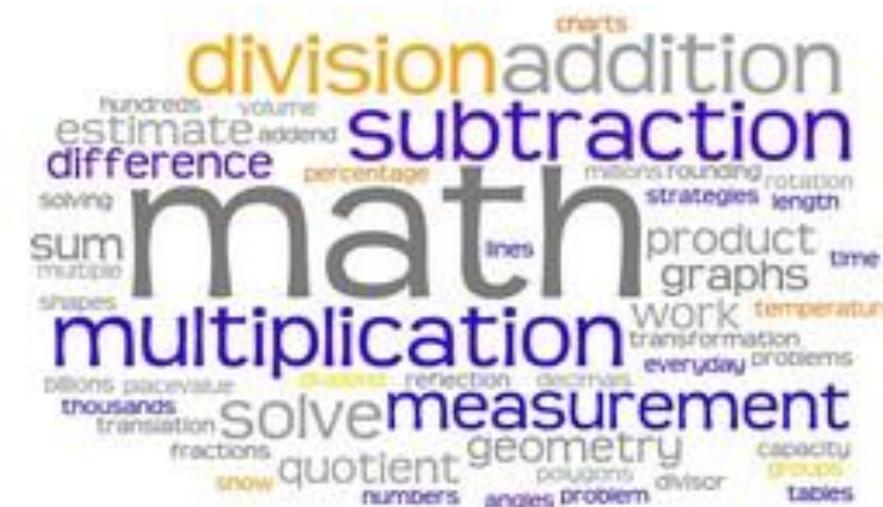


# Required Practicals

- Roughly 20 – 30% of the paper will be based on required practicals.
- 21 Practicals over the 6 papers. Roughly 3 – 4 practicals a paper.
- 28 Pracs for Separate.
- Great starter for revision. Still plenty of pracs to do in year 11. Really focus on why we do each step, what equipment we use and the variables.

# Numeracy

- Roughly 15 – 20% of the paper
- Things like plotting, reading and describing graphs. Calculating means, percentages, area of a square and **Circle, standard form**.
- Conversion of units (mm  $\rightarrow$  m, **dm<sup>3</sup> -> cm<sup>3</sup>**)



# Grade Boundaries

Level	9	8	7	6	5	4	3	2	1
<b>Foundation Biology 1</b>					39	33	24	15	7
<b>Higher Biology 1</b>	47	40	34	29	24	19	14		
<b>Foundation Biology 2</b>					42	36	27	18	9
<b>Higher Biology 2</b>	45	38	31	25	19	14	9		
<b>Foundation Chemistry 1</b>					49	44	39	35	31
<b>Higher Chemistry 1</b>	48	41	35	27	20	13	6		
<b>Foundation Chemistry 2</b>					41	35	25	16	7
<b>Higher Chemistry 2</b>	50	44	39	31	23	16	9		
<b>Foundation Physics 1</b>					43	37	27	17	8
<b>Higher Physics 1</b>	50	44	39	32	25	19	13		
<b>Foundation Physics 2</b>					39	33	25	17	9
<b>Higher Physics 2</b>	48	41	35	29	23	17	11		

# Where to Start?

Groups Students TH

Checklists

Shared Items

Sharing new posts with everyone

View Overview

Post

PLC-CHEMISTRY-Combined-HIGHER  
→ Everyone  
Oct 20 5:20pm

Student Learning Reflection & Personalised Learning Checklist

Subject/Course: Combined Chemistry - Higher

Student Name:

PAPER 1:

Topic	Key knowledge/did you	Self Assessment
5.1.1 - A simple model of the atom, symbols, relative atomic mass, relative electronic charge and isotopes	State that everything is made of atoms and recall what they are Describe what elements and compounds are State that elements and compounds are represented by chemical symbols and formulae to represent elements and compounds Write word equations and balanced symbol equations for chemical reactions, including using appropriate state symbols <b>HT ONLY: Write balanced half equations and ionic equations</b>	Red Yellow Green
5.1.2 - The periodic table	Describe what a mixture is Name and describe the physical processes used to separate mixtures using suitable separation techniques Describe how the atomic model has changed over time due to new experimental evidence, inc discovery of the atom and scattering experiments (inc the work of James Chadwick) Describe the difference between the plum pudding model of the atom and the nuclear model of the atom State the relative mass of protons, neutrons and electrons and describe the overall charge of an atom State the relative masses of protons, neutrons and electrons and describe the distribution of mass in an atom Calculate the number of protons, neutrons and electrons in an atom when given its atomic number and mass number Describe isotopes as atoms of the same element with different numbers of neutrons Define the term relative atomic mass and why it takes into account the abundance of isotopes of the element Calculate the relative atomic mass of an element given the percentage abundance of its isotopes Describe how electrons fill energy levels in atoms, and represent the electron structure of elements using diagrams Recall how the elements in the periodic table are arranged Describe how elements with similar properties are placed in the periodic table Explain why elements in the same group have similar properties and how to use the periodic table to predict the reactivity of elements Describe the early attempts to classify elements Explain the creation and attributes of Mendeleev's periodic table Identify metals and non-metals on the periodic table, compare and contrast their properties Explain how the atomic structure of metals and non-metals relates to their position in the periodic table Describe noble gases (group 0) and explain their lack of reactivity Describe the properties of noble gases, including boiling points, predict trends down the group and describe how their properties depend on the outer shell of electrons Describe the reactivity and properties of group 1 alkali metals with reference to their electron arrangement and predict their reactions	Red Yellow Green

EFFORT

KINDNESS

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Due date Assigned

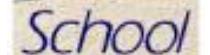
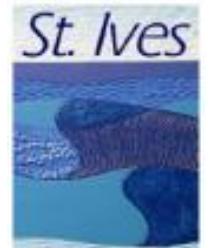
# Where to Start?

## Student Learning Reflection & Personalised Learning Checklist

Subject/Course:	Combined Chemistry - Higher
Student Name:	

### PAPER 1:

Topic	Key knowledge/skills	Self Assessment		
		Red	Amber	Green
5.1.1 – A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes	State that everything is made of atoms and recall what they are			
	Describe what elements and compounds are			
	State that elements and compounds are represented by symbols; and use chemical symbols and formulae to represent elements and compounds			
	Write word equations and balanced symbol equations for chemical reactions, including using appropriate state symbols			
	<b>HT ONLY: WRITE BALANCED word equations and ionic equations</b>			
	Describe what a mixture is			
	Name and describe the physical processes used to separate mixtures and suggest suitable separation techniques			
	Describe how the atomic model has changed over time due to new experimental evidence, inc discovery of the atom and scattering experiments (inc the work of James Chadwick)			
	Describe the difference between the plum pudding model of the atom and the nuclear model of the atom			
	State the relative charge of protons, neutrons and electrons and describe the overall charge of an atom			



# Where to Start?

Home Groups Students

Combined Science

ASSIGNED

- Checklists no due date
- Foundation Exam Questions no due date
- Higher Exam Questions no due date
- Knowledge Organisers no due date
- Revision Mats no due date

EFFORT

KINDNESS

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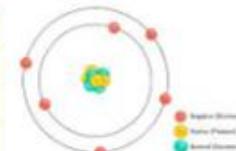
# Where to Start?

## Atomic Structure and the Periodic Table – Foundation and Higher

### Atoms

Contained in the nucleus are the **protons** and **neutrons**. Moving around the nucleus are the **electron shells**. They are negatively charged.

Particle	Relative Mass	Charge
proton	1	+1
neutron	1	0
electron	Very small	-1



Overall, atoms have no charge; they have the same number of protons as electrons. An ion is a charged particle - it does not have an equal number of protons to electrons.

### Atomic Number and Mass Number



### Elements

Elements are made of atoms with the same atomic number. Atoms can be represented as symbols.

N = nitrogen    F = fluorine    Zn = zinc    Ca = calcium

**Isotopes** – an isotope is an element with the **same number of protons** but a **different number of neutrons**. They have the same atomic number, but different mass number.

Isotope	Protons	Electrons	Neutrons
<sup>1</sup> H	1	1	1 - 1 = 0
<sup>2</sup> H	1	1	2 - 1 = 1
<sup>3</sup> H	1	1	3 - 1 = 2

**Compounds** – a compound is when two or more elements are chemically joined. Examples of compounds are carbon dioxide and magnesium oxide. Some examples of formulas are  $\text{CO}_2$ ,  $\text{NaCl}$ ,  $\text{H}_2\text{O}$ ,  $\text{Na}_2\text{SO}_4$ . They are held together by chemical bonds and are difficult to separate.

### Equations and Maths

To calculate the relative atomic mass, use the following equation:

$$\text{relative atomic mass (A_r)} =$$

$$\frac{\text{sum of (isotope abundance} \times \text{isotope mass number})}{\text{sum of abundances of all isotopes}}$$

### Balancing Symbol Equations

There must be the same number of atoms on both sides of the equation:



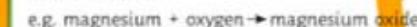
C = 1

O = 4

H = 4

### Chemical Equations

A chemical reaction can be shown by using a **word equation**.



On the left-hand side are the reactants, and the right-hand side are the products.

They can also be shown by a **symbol equation**.



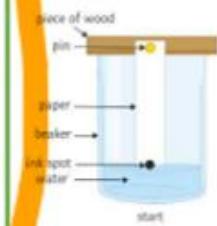
Equations need to be **balanced**, so the same number of atoms are on each side. To do this, numbers are put in front of the compounds.



### Mixtures, Chromatography and Separation

**Mixtures** – in a mixture there are no chemical bonds, so the elements are easy to separate. Examples of mixtures are air and salt water.

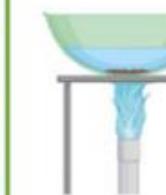
**Chromatography** – to separate out mixtures.



**Filtration** – to separate solids from liquids.



**Evaporation** – to separate a soluble salt from a solution; a quick way of separating out the salt.



**Crystallisation** – to separate a soluble salt from a solution; a slower method of separating out salt.



### Separating out salt from rock salt:

1. Grind the mixture of rock salt.
2. Add water and stir.
3. Filter the mixture, leaving the sand in the filter paper
4. Evaporate the water from the salt, leaving the crystals.



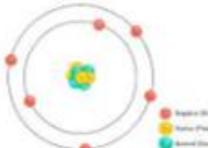
# Where to Start?



## Structure and the Periodic Table – Foundation and Higher

Inside the nucleus are the **protons** and **neutrons**. Moving around the nucleus are shells. They are negatively charged.

Relative Mass	Charge
1	+1
1	0
Very small	-1



Neutrons have no charge; they have the same number of protons as electrons. An ion is a charged particle - it does not have an equal number of protons to electrons.

### Atomic Number and Mass Number



### Elements

Elements are made of atoms with the same atomic number. Atoms can be represented as symbols.

Zn = zinc      Ca = calcium

Isotope	Protons	Electrons	Neutrons
<sup>1</sup> H	1	1	$1 - 1 = 0$
<sup>2</sup> H	1	1	$2 - 1 = 1$
<sup>3</sup> H	1	1	$3 - 1 = 2$

Compounds are formed when two or more elements are chemically joined. For example, carbon dioxide and magnesium oxide. Some examples of compounds are  $\text{H}_2\text{O}$ ,  $\text{Na}_2\text{SO}_4$ . They are held together by chemical bonds and

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### Balancing Symbol Equations

There must be the same number of atoms on both sides of the equation:



C = 1

O = 4

H = 4

### Chemical Equations

A chemical reaction can be shown by using a **word equation**.

e.g. magnesium + oxygen  $\rightarrow$  magnesium oxide

On the left-hand side are the reactants, and the right-hand side are the products.

They can also be shown by a **symbol equation**.



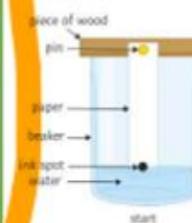
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**Mixtures** – in a mixture there are no chemical bonds, so the elements are easy to separate. Examples of mixtures are air and salt water.

**Chromatography** – to separate out mixtures.



**Evaporation** – to separate a soluble salt from a solution; a quick way of separating out the salt.

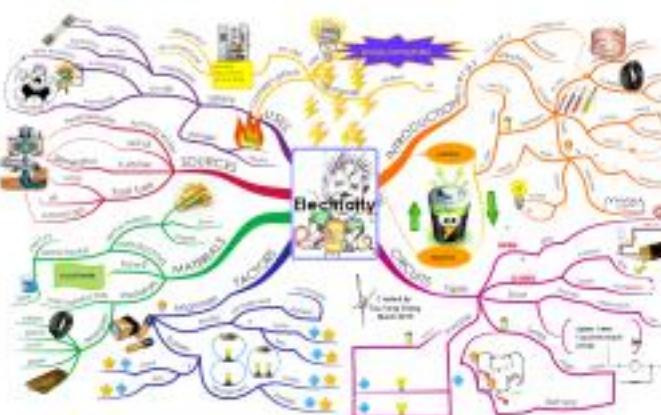


**Crystallisation** – to separate a soluble salt from a solution; a slower method of separating out salt.



**Separating out salt from rock salt:**

1. Grind the mixture of rock salt.
2. Add water and stir.
3. Filter the mixture, leaving the sand in the filter paper
4. Evaporate the water from the salt, leaving the crystals.



# Where to Start?

Home Groups Students

Combined Science

Search

ASSIGNED

Checklists 6 >

Foundation Exam Questions 14 >

Higher Exam Questions 1 >

Knowledge Organisers >

Revision Mats 7 ...

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# Where to Start?

## AQA Chemistry GCSE Unit 4.1 Atomic Structure and the Periodic Table – Higher

Draw and label an atom. Include labels for the following: neutron, proton, electron.

What are the symbols for the following elements?

Element	Symbol
oxygen	
lithium	
sodium	
potassium	
helium	
carbon	
magnesium	

True or false?

1. The radius of an atom is 0.1nm
2. Most of the mass is in the shell of the atom.

Fill in the table to show the charges and mass of the components of an atom.

Name	Charge	Relative Mass
proton		
neutron		
electron		

What is the overall charge of an atom?

Positive

Negative

No charge

A compound is 2 or more \_\_\_\_\_ chemically

Which of the following are compounds?

Put a ring round them.

oxygen, salt water, magnesium oxide, sodium chloride, nitrogen

Why have you circled the ones you have?

Complete the following diagram for sodium, include the atomic number and the atomic mass number.

Na

What is the mass number?

How do you calculate neutron number?

Isotopes are elements with a different number of \_\_\_\_\_ but the same number of \_\_\_\_\_. e.g. carbon 12 and carbon 14.

How can you use isotopes to calculate the relative atomic mass? Write down the equation.

Complete and balance the following equations. What is the name of the compound formed?



### Mixtures

Write the definition of a mixture. Give two examples.

Name the compounds and the elements they contain.

NaCl = \_\_\_\_\_

MgO = \_\_\_\_\_

MgS = \_\_\_\_\_

FeS = \_\_\_\_\_

What is the ratio of the elements in the following compounds?

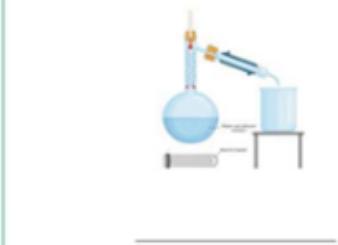
e.g.  $\text{CaO} = 1:1$        $\text{NaCl} =$

$\text{MgCl}_2 =$       lithium fluoride =

$\text{K}_2\text{O} =$       sodium hydroxide =

### Separating Mixtures

What are the following separation techniques?



What separation technique would you use to separate out different inks in pens?

How can salt be collected using the process of crystallisation?

Sand and water can be separated by using a process called

Describe, in 4 steps, how to collect salt from rock salt.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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# Where to Start?

Home Groups Students

EFFORT

KINDNESS

COMMUNITY

Combined Science

ASSIGNED

- Checklists (6) no due date
- Foundation Exam Questions (14) no due date
- Higher Exam Questions (1) no due date
- Knowledge Organisers (no due date)
- Revision Mats (7) no due date

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sodium	
potassium	
helium	
carbon	
magnesium	

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electron		

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Na

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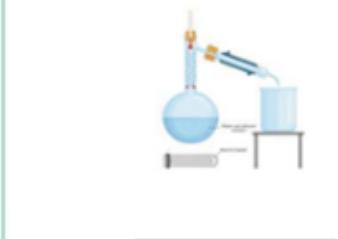
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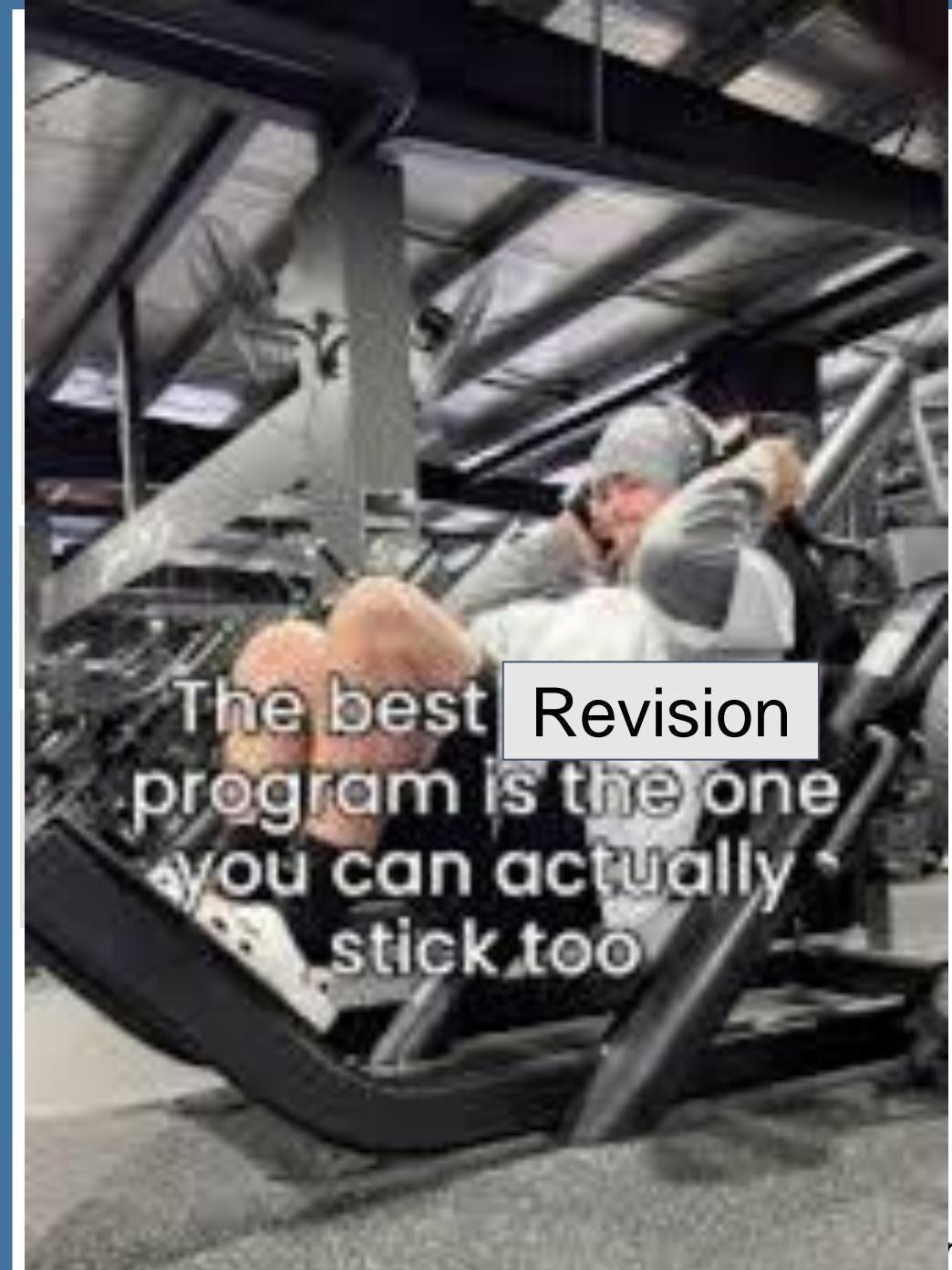
Describe, in 4 steps, how to collect salt from rock salt.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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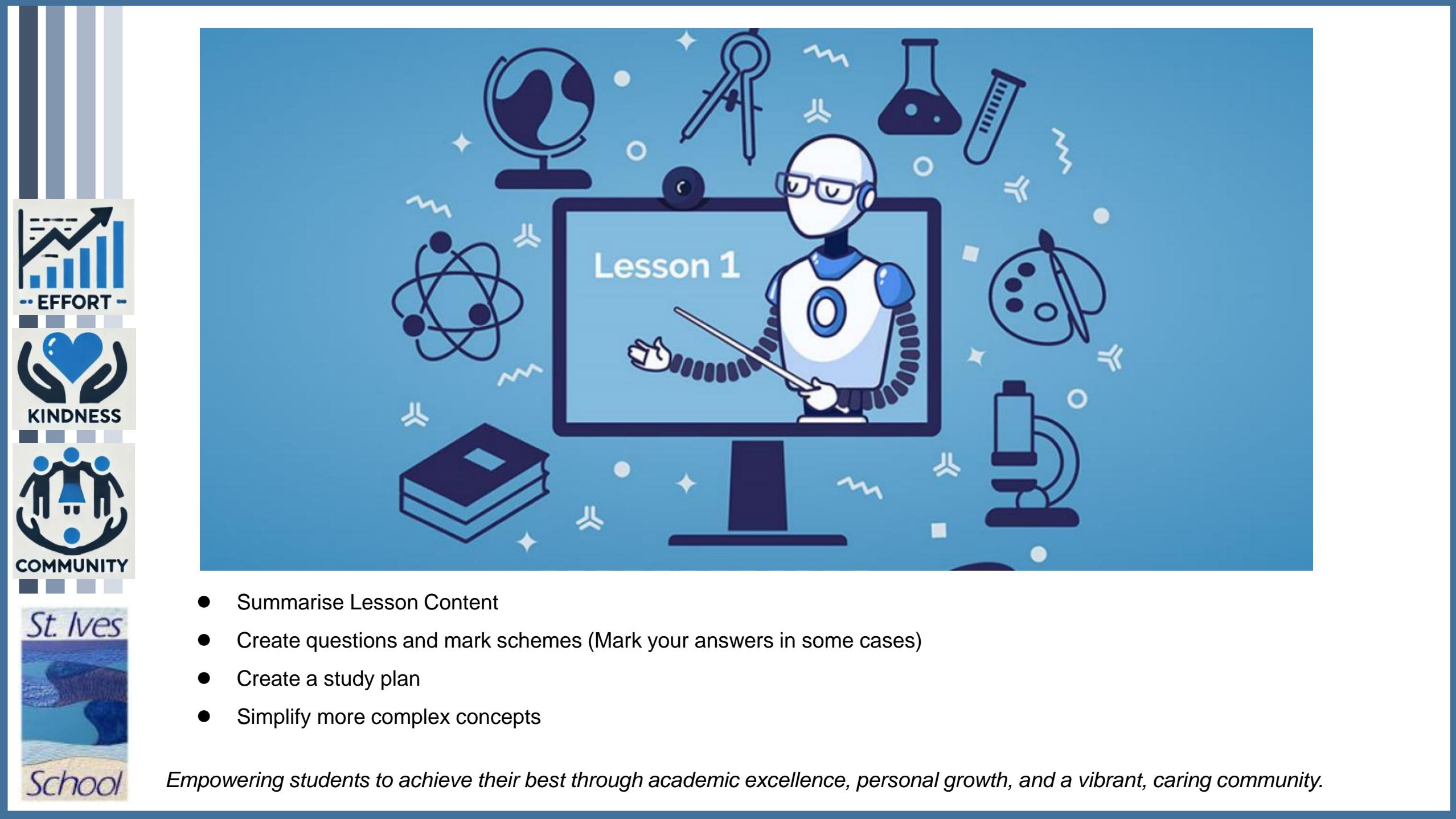


SOMETIMES YOU  
WON'T FEEL LIKE  
Revising ,  
BUT THEN YOU DO IT  
AND IT MAKES  
YOUR DAY

#GYMAHOLIC

rough academic excel

GA



The graphic features a central blue square containing a white illustration of a robot teacher with glasses and a blue vest, holding a pointer and standing in front of a screen that says "Lesson 1". The robot is surrounded by various educational icons: a globe, a compass, laboratory glassware (flask and test tube), a microscope, a book, and an atom model. The background is a light blue with white sparkles. To the left of the central square is a vertical column of four boxes with grey and blue stripes. The top box contains a bar chart icon and the word "EFFORT". The second box contains a heart in hands icon and the word "KINDNESS". The third box contains a people icon and the word "COMMUNITY". At the bottom left is a small image of a beach scene with the words "St. Ives School" overlaid.

**EFFORT**

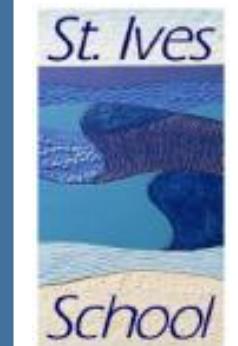
**KINDNESS**

**COMMUNITY**

*St. Ives*  
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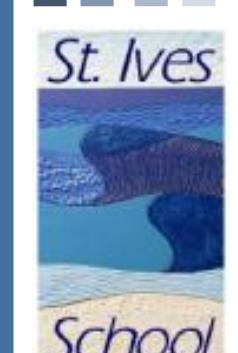
- Summarise Lesson Content
- Create questions and mark schemes (Mark your answers in some cases)
- Create a study plan
- Simplify more complex concepts



# Revising for French, Geography and/ or History



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Your grades in these subjects are **just as important** as in your core subjects – they stay with you on your journey



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# Know your exam board and your examined topics

French	Geography	History
AQA  Me, my family and friends -Technology in everyday life -Free-time activities -Customs and festivals in French-speaking countries/communities -Home, town, neighbourhood and region -Social issues -Global issues -My studies -Life at school/college -Education post-16 -Jobs, career choices and ambitions	AQA  <b>Paper 1</b> Living World Physical landscapes (coasts and rivers NOT glaciers) Natural hazards  <b>Paper 2</b> Changing economic world Urban issues and challenges Resource management (Food)  <b>Paper 3</b> Fieldwork	Edexcel  Crime and Punishment Superpower Relations and the Cold War Anglo-Saxon and Norman England Weimar and Nazi Germany

# Save My Exams

Hi, Miriam McKinnell 🙌

Welcome to your Save My Exams account and launchpad to stress-free and effective study.

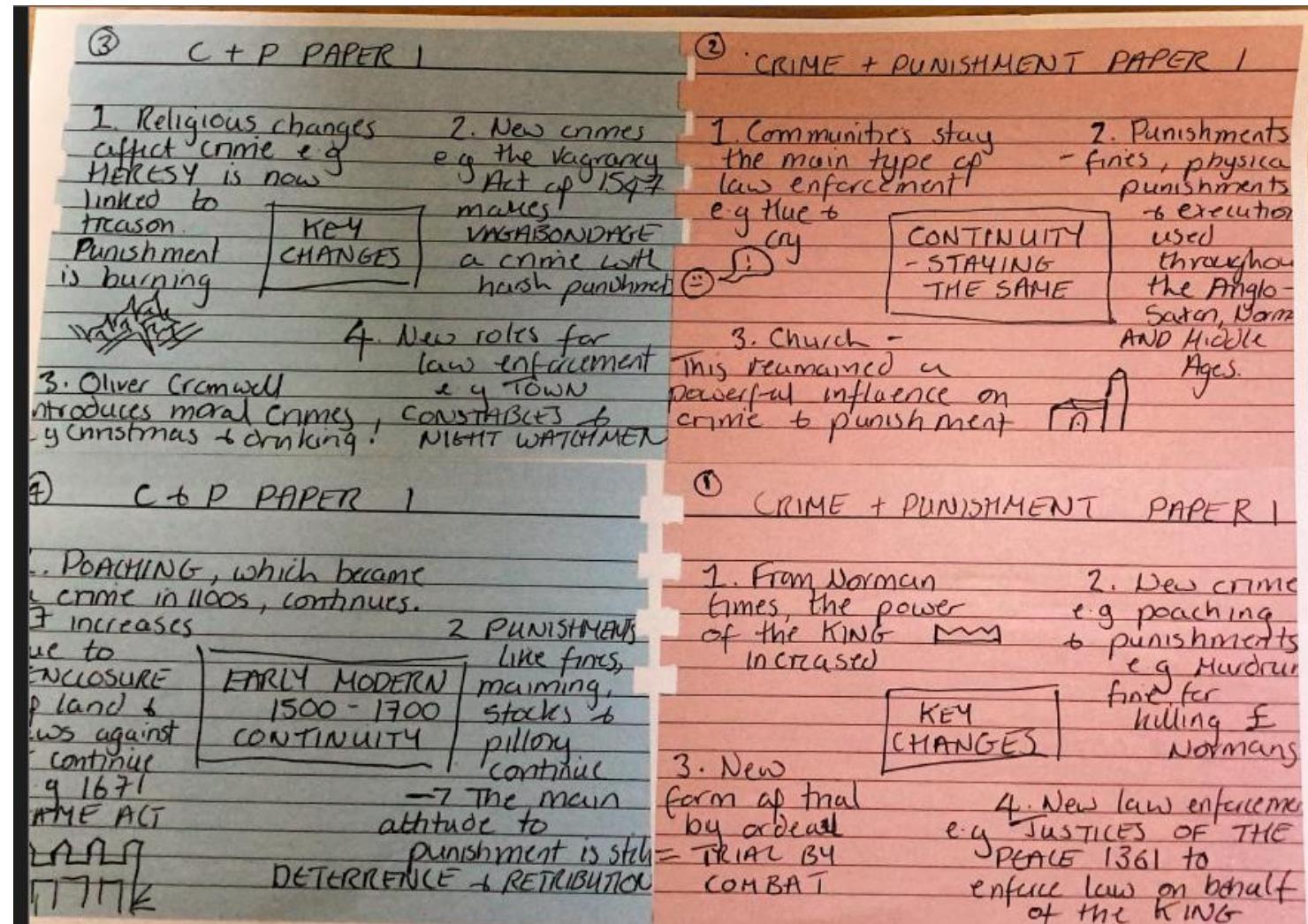
## My subjects

+ Add/edit subjects

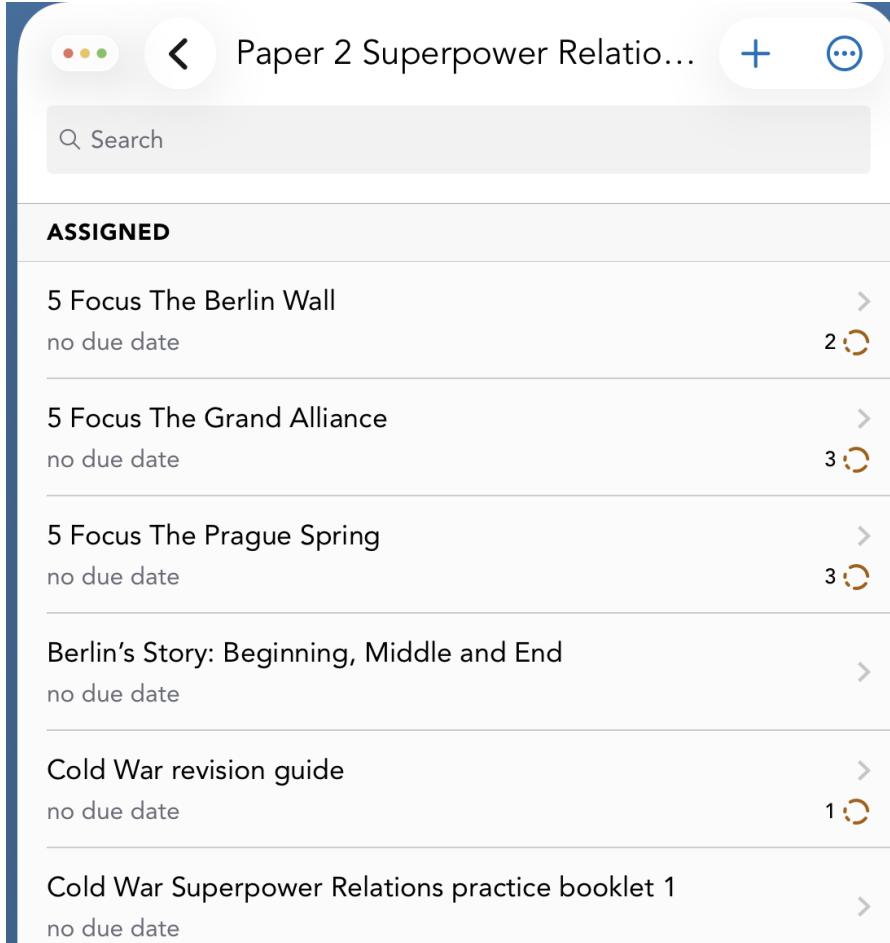
SUBJECT	LEVEL	BOARD	REVISION NOTES <small>i</small>	EXAM QUESTIONS <small>i</small>	
History: Modern Depth Study (Paper 3)	GCSE	Edexcel	0% <div><div style="width: 0%;">0/30</div></div>	0% <div><div style="width: 0%;">0/708</div></div>	→
History: British Depth Study (Paper 2, Booklet B)	GCSE	Edexcel	0% <div><div style="width: 0%;">0/95</div></div>	0% <div><div style="width: 0%;">0/525</div></div>	→
History: Period Study (Paper 2, Booklet P)	GCSE	Edexcel	0% <div><div style="width: 0%;">0/72</div></div>	0% <div><div style="width: 0%;">0/810</div></div>	→
History: The Thematic & Historic Environment (Paper 1)	GCSE	Edexcel	0% <div><div style="width: 0%;">0/64</div></div>	0% <div><div style="width: 0%;">0/1014</div></div>	→

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# Flashcards with details on one side and questions on the back

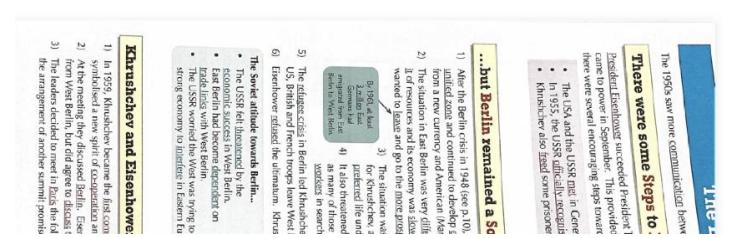


# Importance of regular homework and using the revision Showbie



**MM** Read the page in the image (it is there if you click on it) and answer the following questions

1. Who were the leaders of the USA and USSR by 1953?
2. What did the refugee crisis lead to?
3. Find one fact about Soviet attitudes and one about western attitudes (green boxes)
4. Find 2 facts about the summit in 1959
5. What was a consequence of the failed summit (what did it lead to?)



# History Checklist

1. What paper? What topic? What title?

**Write or type this at the start**

2. What do I already know about this? – knowledge dump

**This is worth doing as it saves you time and gives you a realistic check on what you already know**

3. Where can I find the info I need? Look on Showbie and in book before you search it online

**If you can't find it on Showbie or in your book, make sure you type 'EDEXCEL HISTORY GCSE' into your search**

4. What am I doing with this info that will help me to remember it?

**You need to be summarising, putting into your own words, categorising and/or explaining for history**

5. What will remembering this need to look like in the exam?

**Almost always, this will be a PEEL paragraph**

# Save My Exams

- Concise revision notes
- Past Exam papers and mark schemes sorted by topic
- Flashcards
- Membership free – 5 resources a week



## Revision Notes >

Concise, high-quality notes to help you quickly understand all the topics you might see in your exam



## Exam Questions >

Past paper and exam-style questions, organised by topic, with solutions, to boost your confidence



## Flashcards >

Interactive digital flashcards that help reinforce facts and definitions



## Past Papers >

All the past papers from this course, all in one place. Download them to practice in real exam conditions



## Explore study tools



### Revision Notes >

Concise, high-quality notes to help you quickly understand all the topics you might see in your exam



### Exam Questions >

Past paper and exam-style questions, organised by topic, with solutions, to boost your confidence



### Flashcards >

Interactive digital flashcards that help reinforce facts and definitions



### Target Test >

Custom exam practice to target your weak spots. Choose your topics and question types - get tests built for you.



### Past Papers >

All the past papers from this course, all in one place. Download them to practice in real exam conditions

## Explore by topic

[The Challenge of Natural Hazards >](#)

[The Living World >](#)

[Physical Landscapes in the UK >](#)

[Urban Issues & Challenges >](#)

[The Changing Economic World >](#)

[The Challenge of Resource Management >](#)

[Issues Evaluation >](#)

[Fieldwork >](#)

[Geographical Skills >](#)

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## Revision Notes

[View all topics](#)

### The Challenge of Natural Hazards

5 Topics · 15 Revision Notes

[Natural Hazards](#)

[Tectonic Hazards](#)

[Tectonic Hazards](#)

[Responses to Tectonic Hazards](#)

[Management of Tectonic Hazards](#)

[Weather Hazards](#)

[Climate Change](#)

[Key Terms: The Challenge of Natural Hazards](#)

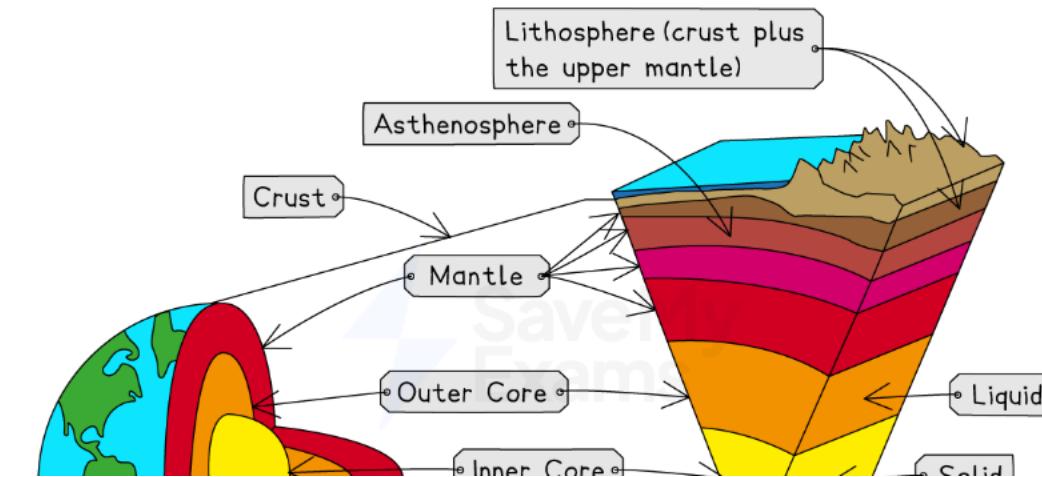
[The Living World](#)

5 Topics · 15 Revision Notes

# Plate tectonics theory

## The structure of the Earth

- The Earth is composed of **four** main layers:
  - **Inner core:**
    - About 1400km in diameter, a solid and dense layer composed of iron and nickel with temperatures of about 5500°C
  - **Outer core:**
    - About 2100km thick, a semi-molten metal layer with temperatures between about 5000–5500°C
  - **Mantle:**
    - About 2900km thick, a semi-molten layer which is less dense than the outer core
  - **Crust:**
    - The thickness of the crust varies, and is made up of two types of crust



## Tectonic Hazards (AQA GCSE Geography): Exam Questions

Exam code: 8035

1 hour • 16 questions

[Download PDF](#)[All answers](#)

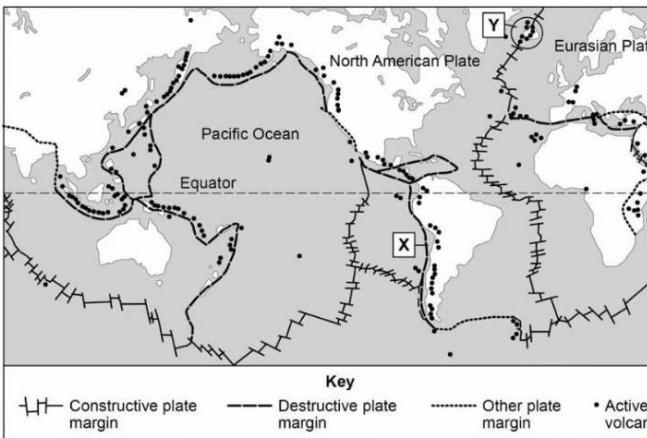
Easy

Medium

Hard

1 2 3 4 5

Figure 1



Using Figure 1, which **one** of the following statements is true?

- A. All active volcanoes occur in lines along plate margins.
- B. There are more active volcanoes along constructive margins than destructive margins.
- C. There are many active volcanoes around the edge of the Pacific Ocean.
- D. Active volcanoes are found along the eastern side of North and South America.

Choose your answer





Home  11C/G Geography 

Search

-  Class Discussion   
 paused
-  All Assignments   
 74 assigned / 57 collected
-  Case Studies (Paper 1 and Paper 2)   
 1 assignment / 2 folders
-  P2B Changing Economic World   
 15 folders
-  Paper 3   
 1 folder
-  Assessment   
 6 folders
-  P1A Natural hazards   
 4 folders

Case Studies (Paper 1 and ... 

Search

-  Paper 2   
 3 folders
-  Paper 1   
 2 folders

**ASSIGNED**

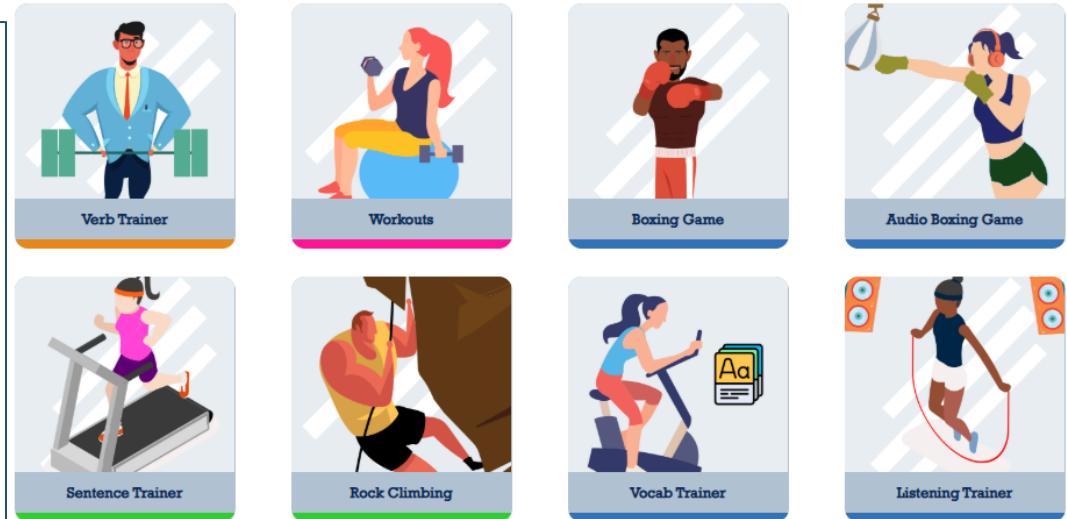
 Case study booklet   
 no due date 

Empowering students to achieve their best through academic excellence, personal growth, and a vibrant, caring community.





- Language gym
- Save my exams
- Speaking questions flashcards
- Vocabulary mind maps
- Showbie classroom (vocab lists, past lessons, sentence builders, speaking questions)
- YouTube – Learn French with Mr K



The screenshot shows the SaveMyExams website interface. The top navigation bar includes 'SaveMyExams', 'Student', 'Teacher', 'Study tools', a search bar, 'Log in', and 'Join now for free'. The main content area is for 'GCSE / French / AQA / Revision Notes'. It features a sidebar with 'Hide menu', 'Course', 'Course Resources', 'Revision' (selected), 'Revision Notes' (highlighted in blue), 'Exam Practice', and 'Past Papers'. The main content area displays 'AQA GCSE French Revision Notes' with an 'Exam code: 8652' and a description: 'Concise resources for the AQA GCSE French course.' Below this are sections for 'Identity and Relationships with Others' and 'Healthy Living and Lifestyle', each with sub-sections like 'All About Me' and 'Food and Drink'.

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