

Y11 PARENT INFORMATION EVENING

EFFECTIVE REVISION



KEY DATES

SEPT 2026

3rd First day
back

21st Revision
sessions begin

OCT 2026

1st Sixth Form
Open Evening

14th Futures
Morning

NOV 2026

3rd/4th Trial
Exams

12th Careers
Fair

DEC 2026

3rd Parents'
Evening
(online)

JAN 2027

REVISION

FEB 2027

8th Trial Exams

MAR 2027

18th Parents'
Evening (face-
to-face)

APR 2027

REVISION

MAY 2027

10th GCSE
Exams Begin

JUNE 2027

23rd GCSE
Exams End

ATTENDANCE



Key facts (England-wide)

- **Pupils with 95 to 100% attendance are almost twice as likely** to achieve Grade 5 in English and Maths as those attending 90 to 95%.
- Missing about **10 school days** in Year 11 reduces the chance of achieving Grade 5 in English and Maths **by about 50%**.
- DfE data shows that pupils who did not secure grades 9–4 in English and Maths had average absence of 8.8%, compared with 5.2% for those who did. **Attendance and attainment move together.**



What this means for parents

- **Aim for 97%+ attendance** — no more than 5 days off across the school year.
- **If your child misses a day, help them close the gap quickly:** check notes, homework and missed learning, and make sure they understand what they were absent for.
- **Book appointments outside school hours where possible** and support punctuality — every lesson and every minute counts.



Principles for Year 11 Revision Timetables

1



Start with exam dates

Plan backwards so heavier subjects are spaced out.

2



Short bursts, often

30–50 mins max, then take a break.

3



Mix subjects

Don't do 3 hours of the same subject; rotate to stay fresh.

4



Build in flexibility

GetRevising can automatically reschedule if you miss a session. Many AI platforms (ChatGPT etc) will allow you to create revision plans.

5



Include life

Put football, dinner, or downtime *in the plan*. It's less stressful if you see balance on paper.

6



Weekly review

Sunday evening = check timetable, adjust for the coming week.

Revision Plan

- ☒ Exam dates
- ☒ Short bursts
- ☒ Mix subjects
- ☒ Flexibility
- ☒ Include life
- ☒ Weekly review



HOW TO USE PAST EXAM PAPERS TO REVISE EFFECTIVELY



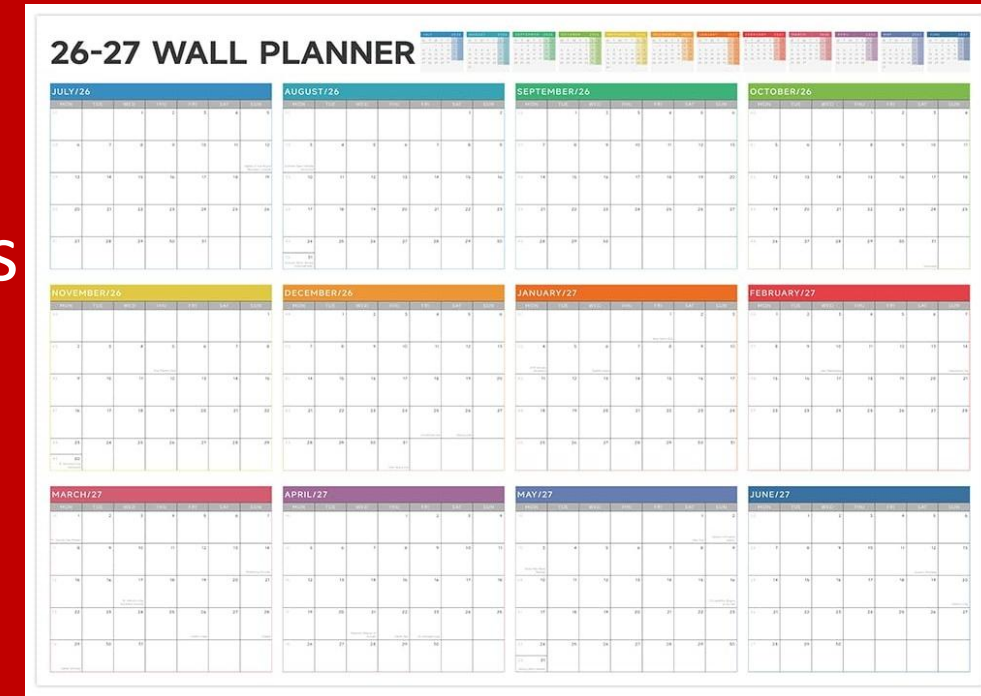
WHY USE PAST EXAM PAPERS?

- They show exactly what the exam expects
- They help students practice under real conditions
- They reveal common question styles and patterns
- They build confidence and reduce exam anxiety



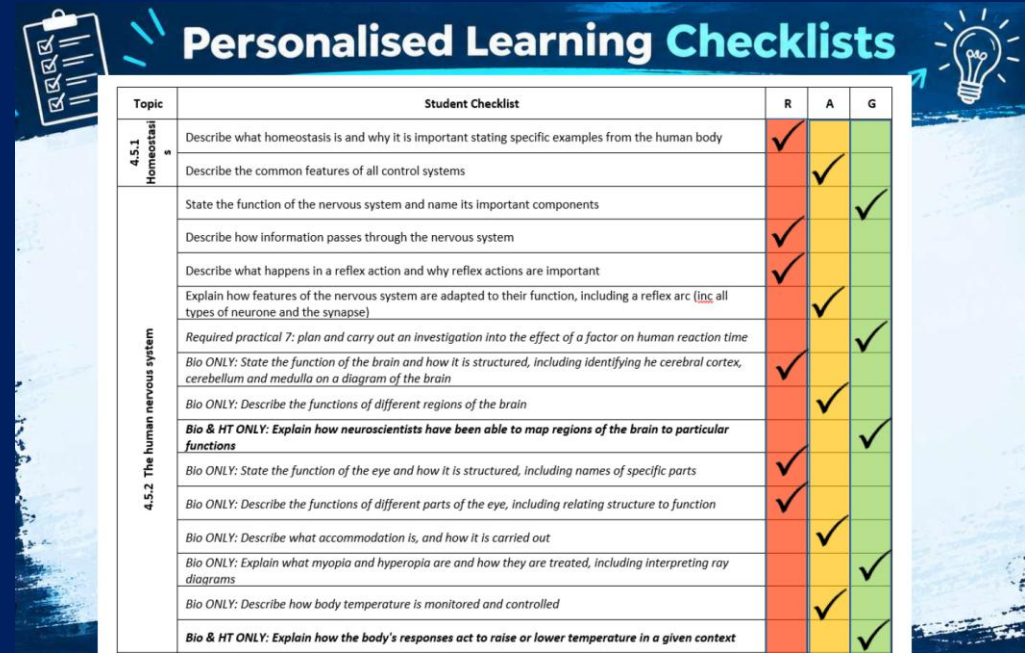
WHEN TO START USING PAST PAPERS

- Begin once core content has been taught
- Use them regularly from January onwards
- Increase frequency as exams approach



HOW TO USE PAST PAPERS EFFECTIVELY

- Start with open-book practice (use notes to learn how to answer)
- Move to closed-book attempts (simulate exam pressure)
- Use a timer to simulate exam conditions
- Mark using official mark schemes
- Track mistakes and revisit weak areas



Personalised Learning Checklists

Topic	Student Checklist	R	A	G
4.5.1 Homeostasis	Describe what homeostasis is and why it is important stating specific examples from the human body	✓		
	Describe the common features of all control systems		✓	
4.5.2 The human nervous system	State the function of the nervous system and name its important components			✓
	Describe how information passes through the nervous system	✓		
	Describe what happens in a reflex action and why reflex actions are important	✓		
	Explain how features of the nervous system are adapted to their function, including a reflex arc (inc all types of neurone and the synapse)		✓	
	Required practical 7: plan and carry out an investigation into the effect of a factor on human reaction time			✓
	Bio ONLY: State the function of the brain and how it is structured, including identifying the cerebral cortex, cerebellum and medulla on a diagram of the brain	✓		
	Bio ONLY: Describe the functions of different regions of the brain		✓	
	Bio & HT ONLY: Explain how neuroscientists have been able to map regions of the brain to particular functions			✓
	Bio ONLY: State the function of the eye and how it is structured, including names of specific parts	✓		
	Bio ONLY: Describe the functions of different parts of the eye, including relating structure to function	✓		
	Bio ONLY: Describe what accommodation is, and how it is carried out		✓	
	Bio ONLY: Explain what myopia and hyperopia are and how they are treated, including interpreting ray diagrams			✓
	Bio ONLY: Describe how body temperature is monitored and controlled		✓	
	Bio & HT ONLY: Explain how the body's responses act to raise or lower temperature in a given context			✓

UNDERSTANDING MARK SCHEMES

- Highlight how marks are distributed
- Help students avoid common errors
- Provide model answers



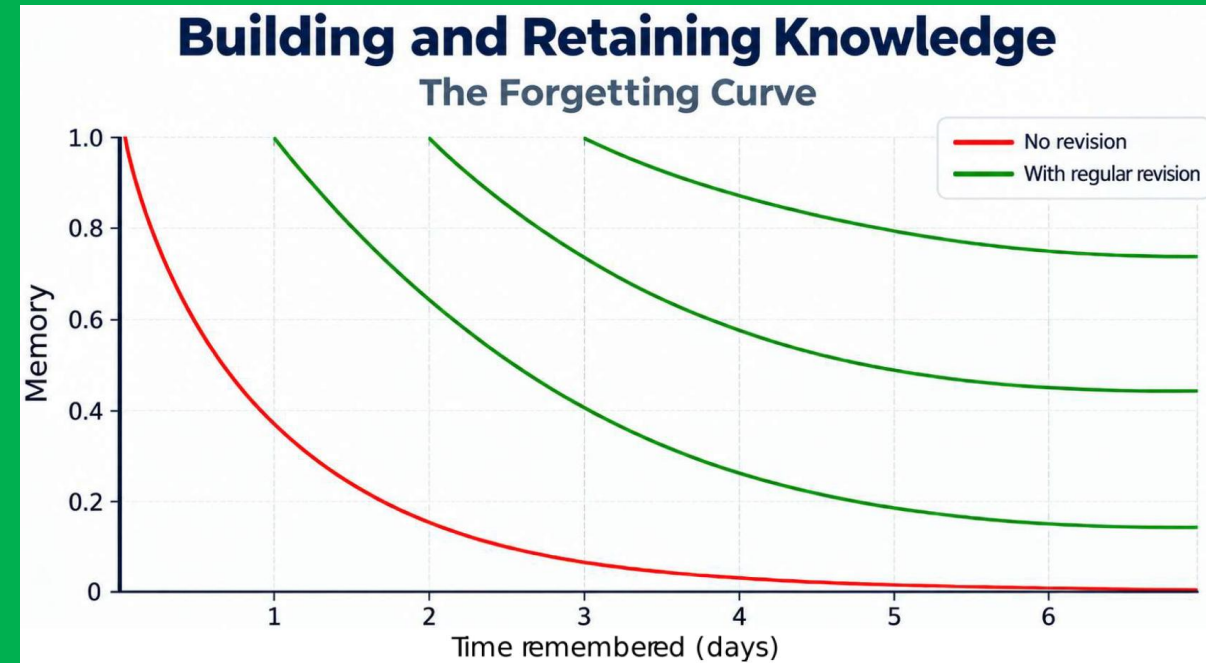
Know Command Words

 Analyse	 Discuss	 Justify
 Assess	 Distinguish	 Outline
 Compare	 Evaluate	 Relate
 Contrast	 Examine	 State
 Define	 Explain	 Summarise
 Describe	 Illustrate	 Trace
 Differentiate	 Interpret	

 It is essential that students **understand** the **command words**. Otherwise they will trip up before they can show their subject knowledge.

BUILDING A PAST-PAPER REVISION ROUTINE

- Choose one subject per session
- Rotate subjects to keep revision varied
- Attempt one section or paper at a time
- Mark it immediately after completing it
- Record scores to track progress over time
- Re-do the same paper after a few weeks to check improvement



HOW PARENTS CAN SUPPORT



Eliminate Easy Distractions





- **Phone out of reach** or in another room.



- Use apps like *Forest* or *Study Bunny* to block notifications.



- Have your notes, pens, water ready so you don't drift off to "find things".

COMMON MISTAKES STUDENTS MAKE

- Only reading notes instead of practicing questions
- Not marking work honestly
- Skipping questions they find difficult
- Not reviewing mistakes or re-attempting them



WHERE TO FIND PAST PAPERS

My Past Papers

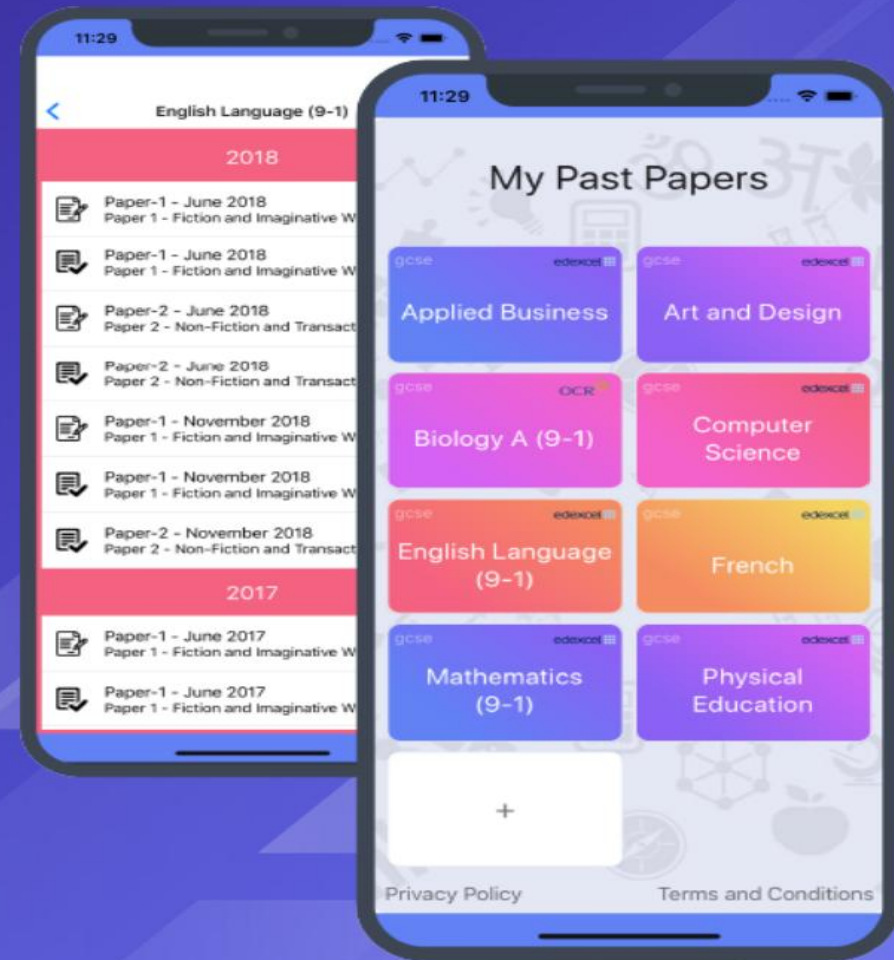
HOME DETAILS ▾

MOBILE APP FOR PARENTS

My Past Papers is one of the easiest and feature packed exam preparation apps around. Download it free today!

 APP STORE

 PLAY STORE



Don't waste time



- ☒ Use your time well
- ☒ Avoid distractions
- ☒ Make a plan and stick to it

Get organised – become an exams expert



Know what to revise
Use the right techniques
Practise past papers

Use the support available to you



- Teachers
- Family and friends
- Intervention sessions
- Online platforms
- Your tutor/Head of House

Be aspirational



Set goals
Believe in yourself
Aim high

Be healthy



Get enough sleep
Eat well
Exercise regularly
Take breaks

Ask for help



If you're struggling talk to someone
It's a sign of strength
Support is there for a reason

MAXIMISING THE IMPACT OF KNOWLEDGE ORGANISERS

Wednesday, 14 October 2026



Achieving in exams



application

understanding

knowledge

Knowledge recall

- Use your knowledge organiser
- Use revision cards
- Use revision guides
- Use revision apps



GCSE Chemistry

Knowledge Organiser

Paper 1



Purbeck School
A Specialist Science College

Other revision resources:	
Kerboodle - revision notes, interactive activities, digital textbook https://www.kerboodle.com/users/login Username: FirstInitialSurname (UBloggs) Password: FirstInitialSurname (UBloggs) Institution code: evh3 https://quizlet.com/MrDavids/folders/new-aaa-gcse-chemistry	Read up what we have learnt this week in class using the online textbook at kerboodle.com Learn definitions from exercise books, or use quizlet app or quizlet app to practice definitions
AQA Website - past papers and mark schemes http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes Subject = Science Qualification = GCSE Specification = Biology/Chemistry/Physics Series = Any	Download free past papers and markschemes from AQA.
Maths Made Easy - past paper questions by topic https://mathsmadeeasy.co.uk/gcse-science-revision/	Practice exam questions by topic
http://freesciencelessons.co.uk/ Succeed in your GCSE - by topic https://www.youtube.com/channel/UCUChFdB1ctTM0KilbWwA	Watch YouTube science lessons to revise:

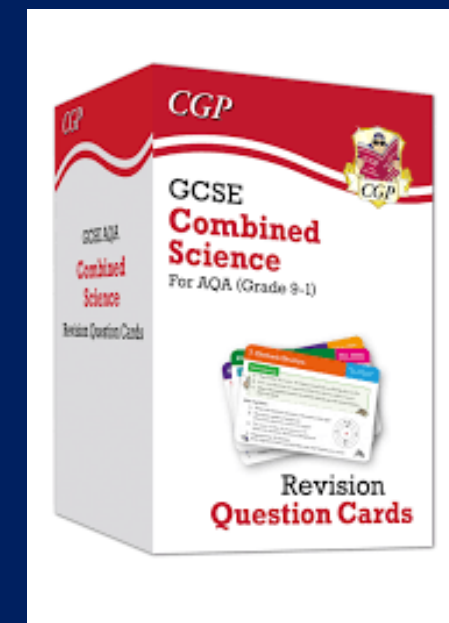
Note –

In Chemistry Paper 2 you could also be assessed on topics C1 – C4 from Chemistry Paper 1.

Knowledge organiser key:

Questions in **bold** are for higher tier only

Questions in **grey** and *italics* are for triple chemistry only



Improving understanding

- Watch revision videos
- Explain to someone else
- Ask the teacher



Practicing application

- Complete past paper questions

AQA

Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE
CHEMISTRY

H

Higher Tier Paper 2

Tuesday 13 June 2023

Morning

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- a ruler
- a scientific calculator
- the periodic table (enclosed).

Instructions

- Use black ink or black ball-point pen.
- Pencil should only be used for drawing.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- In all calculations, show clearly how you work out your answer.

Information

- The maximum mark for this paper is 100.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
TOTAL	



JUN2384622H01

IB/M/Jun23/E12

8462/2H

Knowledge recall

- All subjects will need a degree of knowledge recall
- These are facts which must be learnt



GCSE Chemistry

Knowledge Organiser

Paper 1



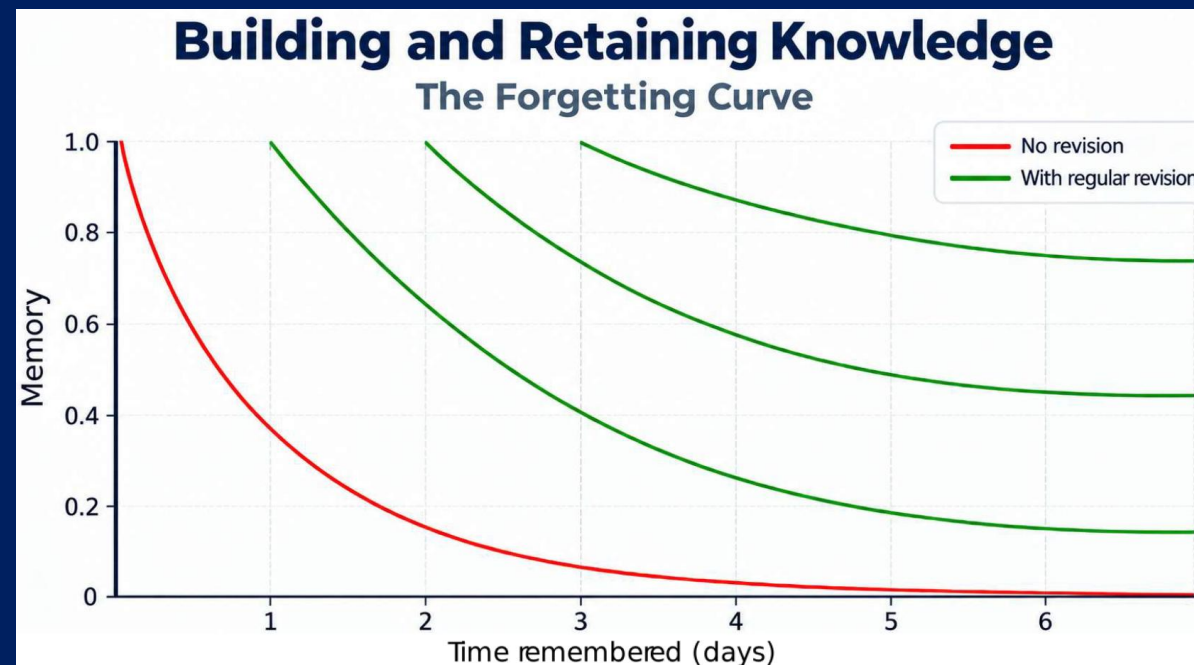
Purbeck School
A Specialist Science College

Other revision resources:

Kerboodle - revision notes, interactive activities, digital textbook https://www.kerboodle.com/users/login Username: FirstInitialSurname (JBloggs) Password: FirstInitialSurname (JBloggs) Institution code: exh3 https://quizlet.com/7614654/folders/new-aqa-gcse-chemistry	Read up what we have learnt this week in class using the online textbook at kerboodle.com Learn definitions from exercise books, or use quizlet.com or quizlet app to practice definitions.
AQA Website - past papers and mark schemes https://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes Subject = Science Qualification = GCSE Specification = Biology/Chemistry/Physics Series = Any	Download free past papers and markschemes from AQA.
Maths Made Easy - past paper questions by topic https://mathsmadeeasy.co.uk/gcse-science-revision/	Practice exam questions by topic
http://freesciencelessons.co.uk/ Succeed in your GCSE - by topic https://www.youtube.com/channel/UCUCUdFdB3cTM0kLbBwA	Watch YouTube science lessons to revise:

Note –
In Chemistry Paper 2 you could also be assessed on topics C1 – C4 from Chemistry Paper 1.

Knowledge organiser key:
 Questions in **bold** are for higher tier only
 Questions in *grey* and *italics* are for triple chemistry only



0

1

Alkanes and alkenes are hydrocarbons.

0

1

1

Define the term 'hydrocarbon'.

GCSE C9 – number 3

[1 mark]

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.1	(molecules) made up of carbon and hydrogen (atoms only)		1	AO1 5.7.1.1

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.5	add bromine (water) (bromine water) changes (from orange) to colourless	allow (bromine water) decolourises ignore clear MP2 is dependent on MP1 being awarded	1 1	AO1 5.7.1.4

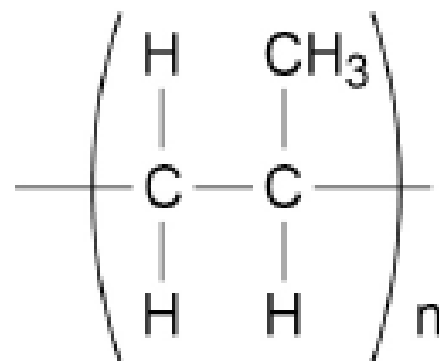
01.6

Poly(propene) is made from propene.

Figure 2 represents the repeating unit of poly(propene).

Figure 2

GCSE C9 – number 23



What type of substance is poly(propene)?

Question	Answers	Extra information	Mark	AO / Spec. Ref.
01.6	polymer	allow plastic allow hydrocarbon	1	AO1 5.2.1.4 5.7.1.4

03.3

Give **two** problems caused by sulfur dioxide as an atmospheric pollutant.

[2 marks]

GCSE C13 – number 20

Question	Answers	Extra information	Mark	AO / Spec. Ref.
03.3	acid rain	allow a specific effect of acid rain	1	AO1 5.9.3.2
	respiratory problems (in humans)	allow named respiratory problem eg asthma	1	

Effective use of revision cards

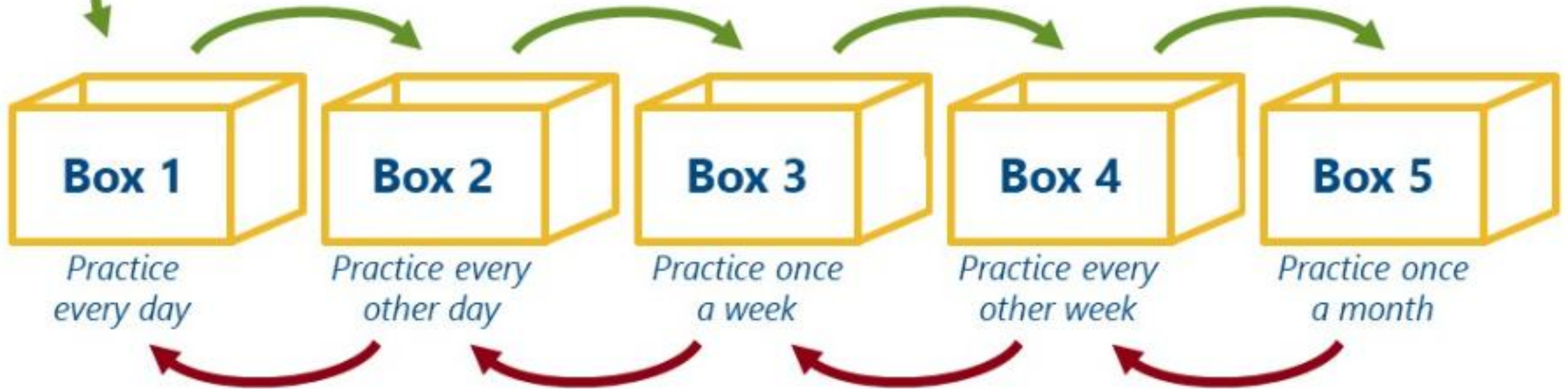
1. Only one question per card
2. Use images and colours
3. Use acronyms and mnemonics
4. Group by topic
5. Use flashcards to test yourself
6. Make your flashcards digital
7. Use the Leitner system

Leitner system



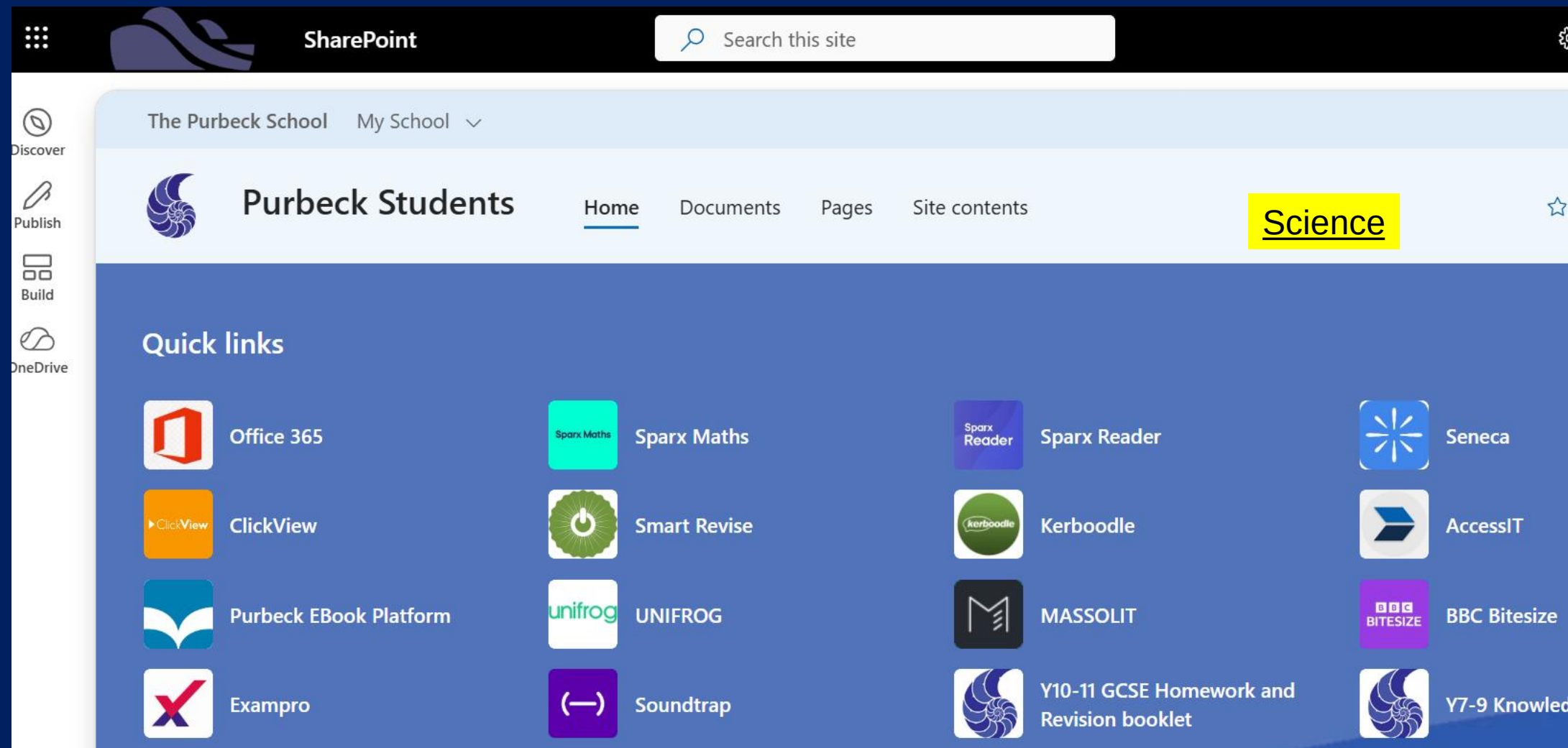
All flashcards
start in box one

Correctly answered
flashcards move *up* a box



Incorrectly answered
flashcards move *down* a box

Resources - SharePoint



The screenshot displays the SharePoint interface for 'The Purbeck School'. The top navigation bar includes the 'SharePoint' logo and a search bar. Below this, the 'Purbeck Students' site is shown with a secondary navigation bar containing 'Home', 'Documents', 'Pages', 'Site contents', and a highlighted 'Science' link. A left-hand menu features icons for 'Discover', 'Publish', 'Build', and 'OneDrive'. The main content area, titled 'Quick links', presents a grid of 16 resource tiles, each with an icon and a label. The tiles are arranged in four rows and four columns.

Icon	Resource Name
	Office 365
	Sparx Maths
	Sparx Reader
	Seneca
	ClickView
	Smart Revise
	Kerboodle
	AccessIT
	Purbeck EBook Platform
	UNIFROG
	MASSOLIT
	BBC Bitesize
	Exampro
	Soundtrap
	Y10-11 GCSE Homework and Revision booklet
	Y7-9 Knowled

Using AI

I have 18 weeks until my AQA Chemistry GCSE Paper 1. I have 2 hours per week dedicated to Chemistry revision. Write a clear revision plan that includes the following tips for using past papers effectively:

- Start with open-book practice (use notes to learn how to answer)
- Move to closed-book attempts (simulate exam pressure)
- Use a timer to simulate exam conditions
- Mark using official mark schemes
- Track mistakes and revisit weak areas

Revision card games – example 1 (articulate)

1. Take a card from the bag and describe the word to the rest of the team.
2. When correct, put to one side and describe the next one.
3. Continue until the timer is up.
4. Pass the bag to the next player and repeat.
5. When everyone has had a turn(s), count the correct cards – team with most cards wins!

Revision card games – example 2 (I went on holiday...)

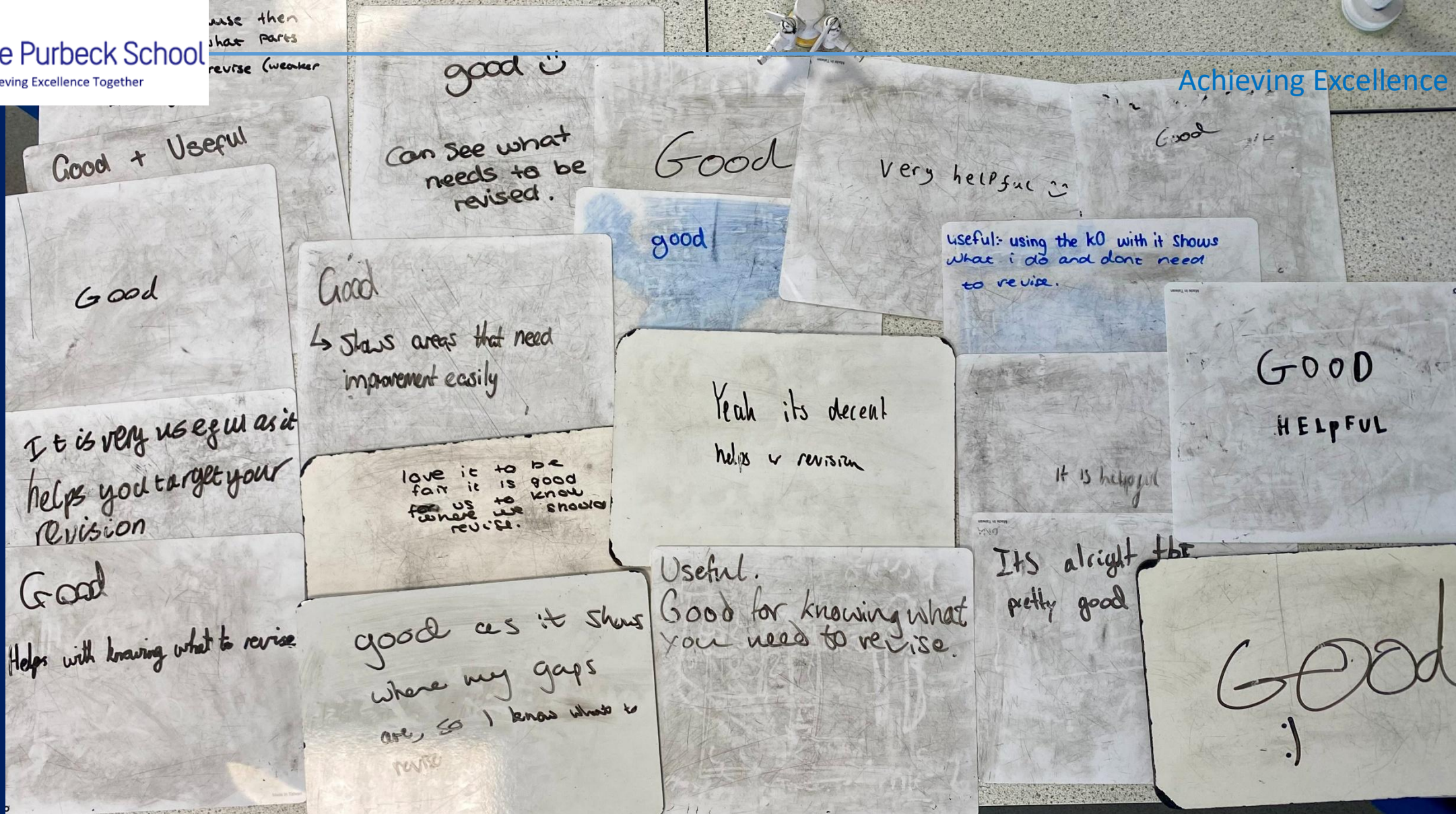
1. First player recites the phrase “I went to my chemistry lesson, and I learnt... (insert fact from knowledge organiser)”
2. Second player recites the same phrase + fact + a new fact
3. Continue until someone makes a mistake

Knowledge Organisers for revision

Reducing the load

1. Use the Knowledge Organiser quiz generator to create a quiz.
2. Students complete quiz.
3. Students self mark and highlight incorrect answers in their own knowledge organiser.
4. Students then end up with a bespoke list of terminology to learn. This makes the task more manageable.

week	11x1 Lessons remaining			Past Paper
2/3	18 – Mock	17 – C1	16 – C2	P1 2019
9/3	15 – C8	14 – C9/C10		P2 2019
16/3	13 – C3	12 – C4	11 – C5	P1 2020
23/3	10 – C11/C12	9 – C13		P2 2020
Easter				
13/4	8 – C6	7 – C7	6 – C14/C15	P1 2021
20/4	5 – P2 2023	4 – P2 2023		P2 2021
27/4	3 – P1 2024	2 – P1 2024	Inset	P1 2022
4/5	b/holiday	1 – all		P2 2022
11/5	All Paper 1	B1 Exam	All Paper 1	P1 2025
18/5	C1 Exam	All Paper 2		P2 2025
Half Term				



Metacognition: The Power of the Purple Pen

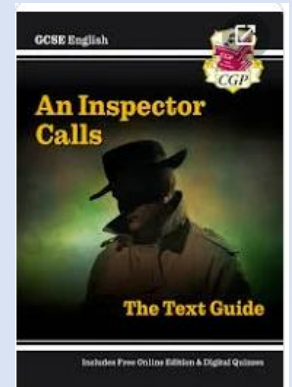


How do you evaluate your own
practice?

COLLEGE CLASS

ARTHUR CONAN DOYLE
 The Sign of the Four:
 A Sherlock Holmes
 Adventure

- [illegible]



Metacognition

Metacognition and self-regulation

High impact for very low cost based on extensive evidence

Implementation cost ?



Evidence strength ?



Impact (months) ?

+8 months

What is it?

Metacognition and self-regulation approaches support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.

- Metacognition is the learner's ability to be aware of, reflect on, and direct their thinking.



Wednesday 9th September 2026

More Q3

Effect - Firstly, the writer creates tension in the extract by tension is created in the extract through the abrupt and direct focus on the danger of the hyena poses in the opening paragraph that is sustained throughout it is ~~also~~ emphasize the extreme threat that it poses to the protagonist, Pi. This description of the lifestyle and danger of a hyena helps introduce the reader to the tension and terror that having a hyena in close proximity to a person presents.

Effect - Secondly, the juxtaposition between the hyena's description and actions in the opening and closing paragraphs ~~through~~ creates tension ~~between the sharp contrast between the hyena's character and Pi's~~ through demonstrating the unpredictability of animals. For example, in the introduction, the hyena is shown to be a powerful and ~~very~~ clever animal that is a "heady attacker" but by the ~~end~~ concluding paragraph, the hyena is shown to be "shaking and whimpering", making it seem vulnerable. This juxtaposition shows unpredictability as in a short amount of time the hyena has completely changed character. This leaves the reader tense and wondering what this ~~and~~ seemingly mad hyena will do next.*

⑦ Identify main structural features and explain effects more. Develop ~~and~~ ^{ideas} ~~and~~ ^{ideas}

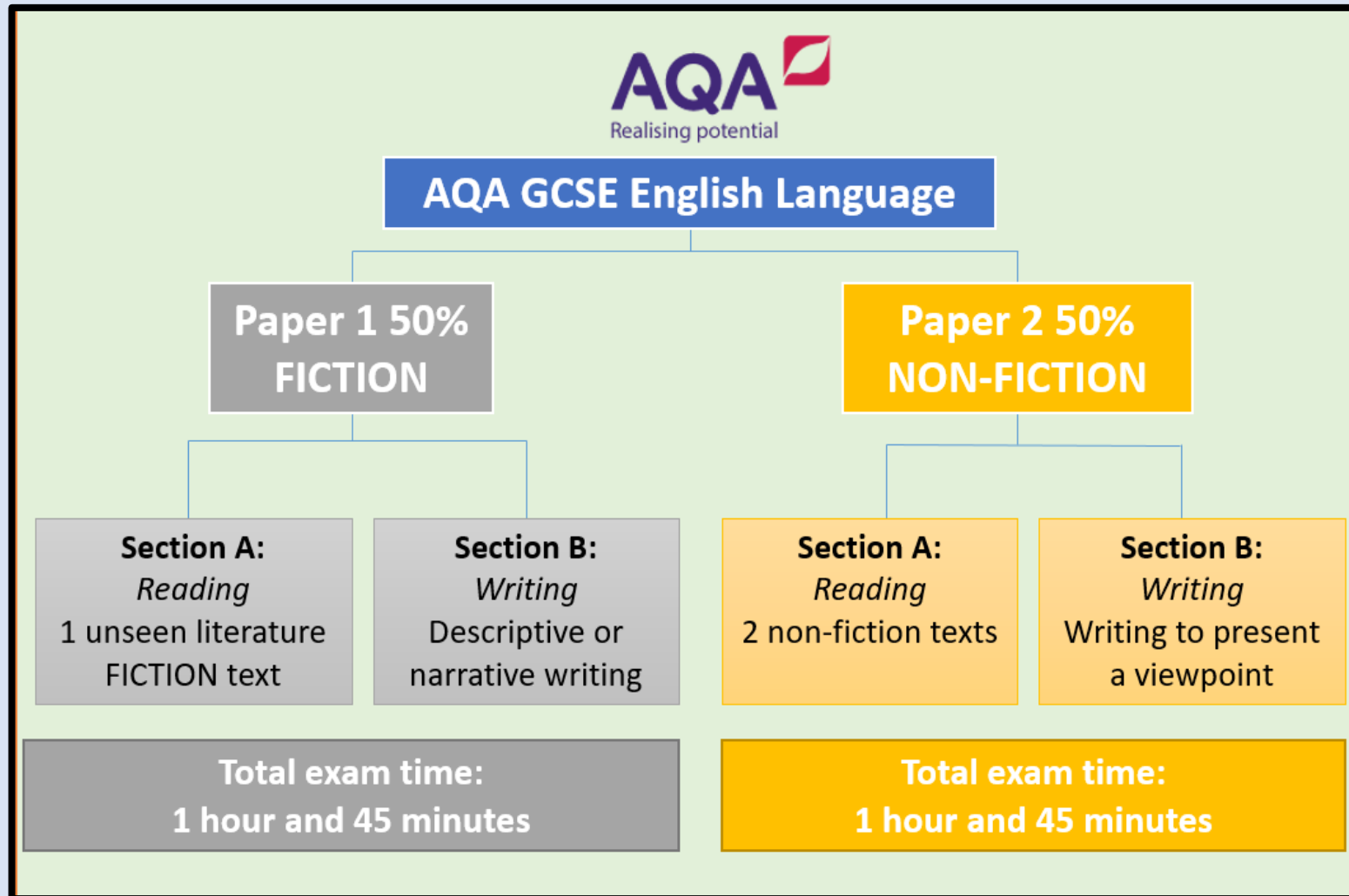
*Furthermore, this repeated unpredictability and uncertainty reflects the dangerous and precarious position that Pi is in.

Thirdly, the fact that Pi is used as a first person narrator creates tension as we can feel how his fear and actions reflect how the text is structured throughout the whole extract. For example, in the 3rd paragraph, we get a ~~the~~ sudden focus shift that ~~zooms~~ ^{focus} is on the description of the hyena. This reflects how Pi is completely panicked and how his stricken mind is filling in the scene in front of him, ~~therefore~~ This

Purple pen:

- We can use this as a metacognitive tool.
- **Review and improve.**
- You can do this at home using models or your own practice.

Preparing for GCSE English Language



The next mock examination is **English Language Paper 1**.

We are going to look at how to revise and practise Q5 (25% of the GCSE!)

This strategy is not just for English but can be used in all subjects.

For Section B (Q5), students could be asked to write the following:

- A description.
- Or the opening of a story.

0 5

You are going to enter a creative writing competition.

Your entry will be judged by a panel of people of your own age.

Either:

Write a description suggested by this picture:



Or:

Write the opening part of a story about a place that is severely affected by the weather.

(24 marks for content and organisation
16 marks for technical accuracy)

[40 marks]

Revision in three easy steps:

1. Revise key **knowledge** and **skills**.
2. Complete **past paper questions**.
3. Review and improve your practice.

0 5

You are going to enter a creative writing competition.

Your entry will be judged by a panel of people of your own age.

Either:

Write a description suggested by this picture:



Or:

Write the opening part of a story about a place that is severely affected by the weather.

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



- a) Know the skills – what are you getting marks for?
- b) Identify where you have met the skills?
- c) Think about how you can improve on this and why?

a) Know the skills:

LP1-SB-Q5

Overview- baseline Q5

- 40 marks
- narrative (opening of a story) or descriptive
- prompt - 1 image or title
- Plan (5min), Write (35min), Check (5min)
- 24 marks (AOS) + 16 marks (A06)

Plan: STORY

! : . ,
 ? () . . .

1st person

- ① Describe an abandoned zoo
- ② Group of children exploring zoo
- ③ Children explore further, find an old enclosure
- ④ Climbing over the fence, finding a fresh deer carcass
- ⑤ They spot a large, black cat, panther-like
- ⑥ the cat approaches. → cliffhanger

Success criteria:

AOS: content and organisation:

- Ambitious vocabulary *
- Range of methods *
- Structural features *
- Clear ideas (paragraphs)
- Discourse markers
- Match to purpose (e.g. story)

A06: ~~technical~~ technical

- variety of accurate sentences *
- variety of accurate punctuation
- tense accuracy and consistency
- vocabulary *
- Spelling.

Top up knowledge using:

- Class notes.
- Online resources (school homepage)
- Knowledge organisers.
- Mark schemes.



The Purbeck School
Achieving Excellence Together

KS4 ENGLISH KNOWLEDGE ORGANISER – LANGUAGE PAPER 1

What do I need to know **when approaching Language Paper 1?**

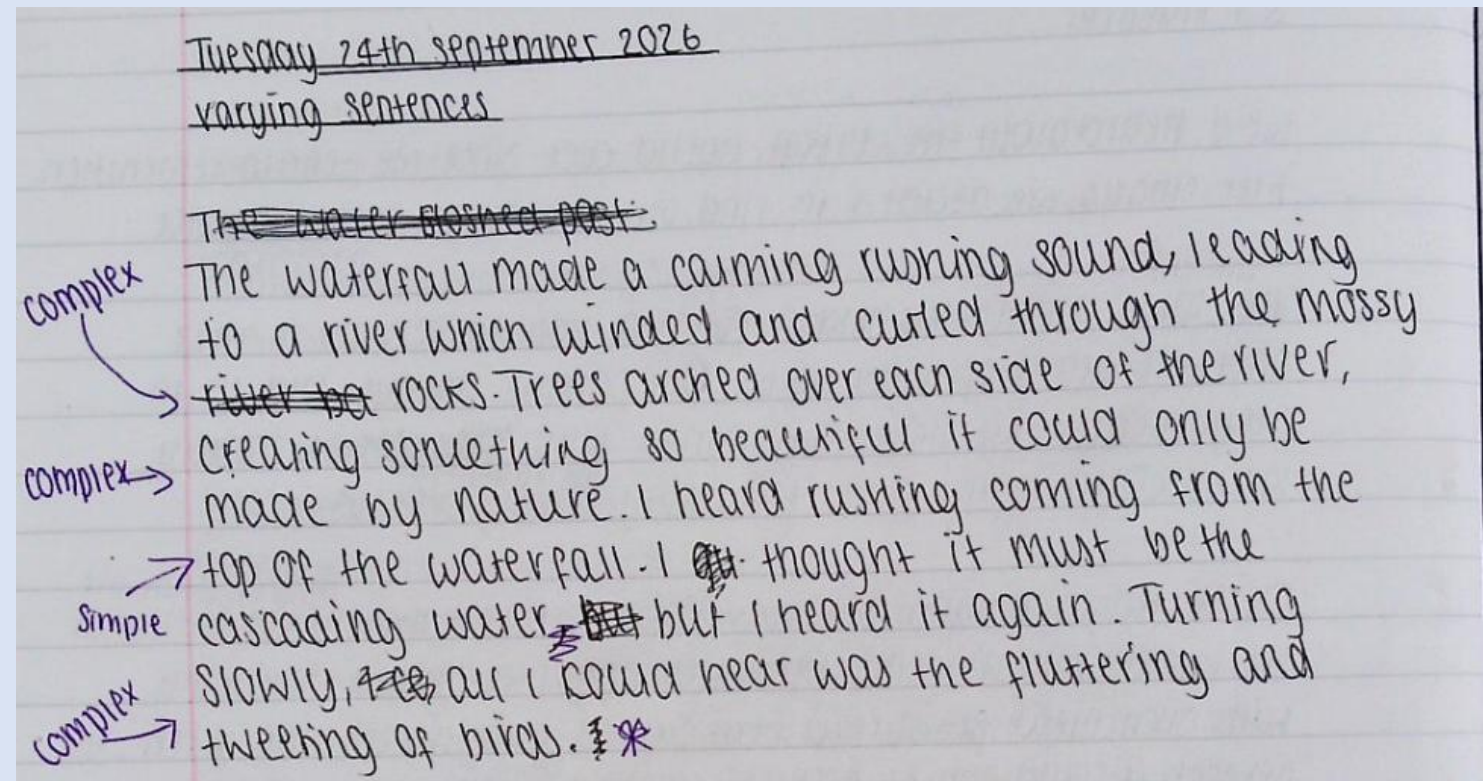
What do I need to know to use a **variety of sentences?**

12.	What is a simple sentence?	• Starts with a capital letter. • Ends with a full stop. • Contains a subject and a verb. <i>e.g. It was cold.</i>	
13.	What is a compound sentence?	Two simple sentences joined together using a coordinating conjunction (e.g. and/ or/ but).	
14.	What is a complex sentence (with a fronted adverbial)?	A sentence that contains a subordinate clause followed by a main clause: e.g. <i>In the morning, I walk to school.</i>	
15.	What is a minor sentence?	An incomplete or single word sentence. <i>E.g. Bang.</i>	

b) Identify where you have met the skills:

You can pick **one skill** to focus on or multiple, depending on confidence/ areas of weakness.

The student example focuses on writing using a **range of sentences**.



c) Think about how and why.

- Identify what your strengths were and areas for improvement.
- Use your revision resources to support you with improvement.
- Focus now on the improvement. In **purple pen** of course!

Tuesday 24th September 2026
varying sentences

~~The water blessed past.~~

complex → The waterfall made a calming rushing sound, leading to a river which winded and curled through the mossy river ~~to~~ rocks. Trees arched over each side of the river, creating something so beautiful it could only be made by nature. I heard rushing coming from the top of the waterfall. I ~~thought~~ thought it must be the cascading water ~~but~~ but I heard it again. Turning slowly, ~~and~~ all I could hear was the fluttering and tweeting of birds. ~~and~~ *

simple →

complex →

⊕ - compound ^{x1}, minor ^{x2}
- simple ^{x1} WWW - complex

* Again, I heard it. RUSHE. Where was it coming from? RUSHE. I hopped over the thinnest part of the river; ~~using~~ using a partially submerged ~~stone~~ stone. RUSHE. It was getting louder and I yearned to find the source of the mysterious sound. Suddenly, a lady jumped from behind a small bush which was flowered with specs of red, yellow and white.



KS4 ENGLISH KNOWLEDGE ORGANISER – LANGUAGE PAPER 1

What do I need to know **when approaching Language Paper 1?**

What do I need to know to use a **variety of sentences?**

12.	What is a simple sentence?	• Starts with a capital letter. • Ends with a full stop. • Contains a subject and a verb. <i>e.g. It was cold.</i>	
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15.	What is a minor sentence?	An incomplete or single word sentence. <i>E.g. Bang.</i>	

GOOD
LUCK
IN your
EXAM