

**“The best GCSE grades don’t go  
to the most able students, they  
go to those who revised hardest  
in the Easter Holidays”**

**“There’s still time to get  
brilliant GCSE results...”**

**A Time for Calm and Order**





Some Tips and Strategies...

# 1. Spend enough time revising

- \* Easter Holiday is a 'working holiday', you will have the longest holiday of your lives after exams finish
- \* Aim for 4-5 hours per day on most days
- \* Decide when you work best
- \* Stick to the plan



# 2. Complete the blue Easter Revision Timetable

Easter Holiday Revision Timetable - FIRST WEEK

Time	Sat 7 <sup>th</sup> Apr	Sun 8 <sup>th</sup> Apr	Mon 9 <sup>th</sup> Apr	Tues 10 <sup>th</sup> Apr	Wed 11 <sup>th</sup> Apr	Thurs 12 <sup>th</sup> Apr	Fri 13 <sup>th</sup> Apr	Sat 14 <sup>th</sup> Apr
9 – 10am								
10 – 11am								
11 – 12noon								
12 – 1pm								
1 – 2pm								
2 – 3pm								
3 – 4pm								
4 – 5pm								
5 – 6pm								
6 – 7pm								
7 – 8pm								
8 – 9pm								
9 – 10pm								

Remember, Easter is a 'wonderful holiday' for you – you will have one of the longest holidays of your lives after your exams finish! You should be celebrating it as much as possible into your days, whilst making sure you do give yourself a chance to unwind between revision sessions. We recommend 30 min blocks of a subject, unless doing a timed exam paper. If you did 4 hours of revision a day each day of the Easter Hols, it would make a huge difference to your knowledge and exam technique when you return to school.

- \* Do it this week, so you don't waste time in the hols
- \* Write in 30-min blocks of a subject at a time, unless timed exam paper
- \* Make sure every subject features; more (not less!) blocks of subjects you are not so strong on
- \* Get into a good routine: suggestion is 30-min blocks, 5-10 min break

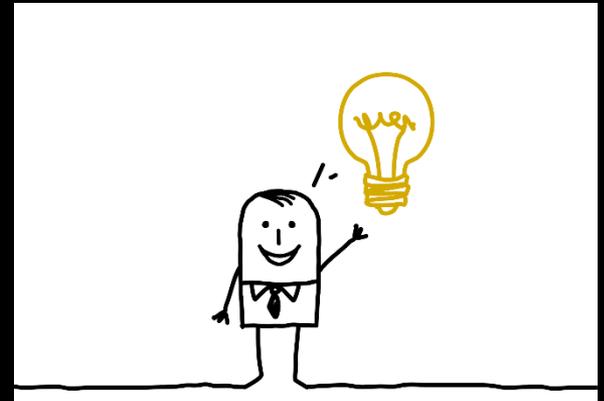
# 3. Turn off the technology

Your revision is not efficient or effective if you have your phone by your side, the temptation is just too great. Switch your phone off or put it outside your room – be disciplined with yourself!



# 4. Find a quiet place with a desk, not sitting on your bed!

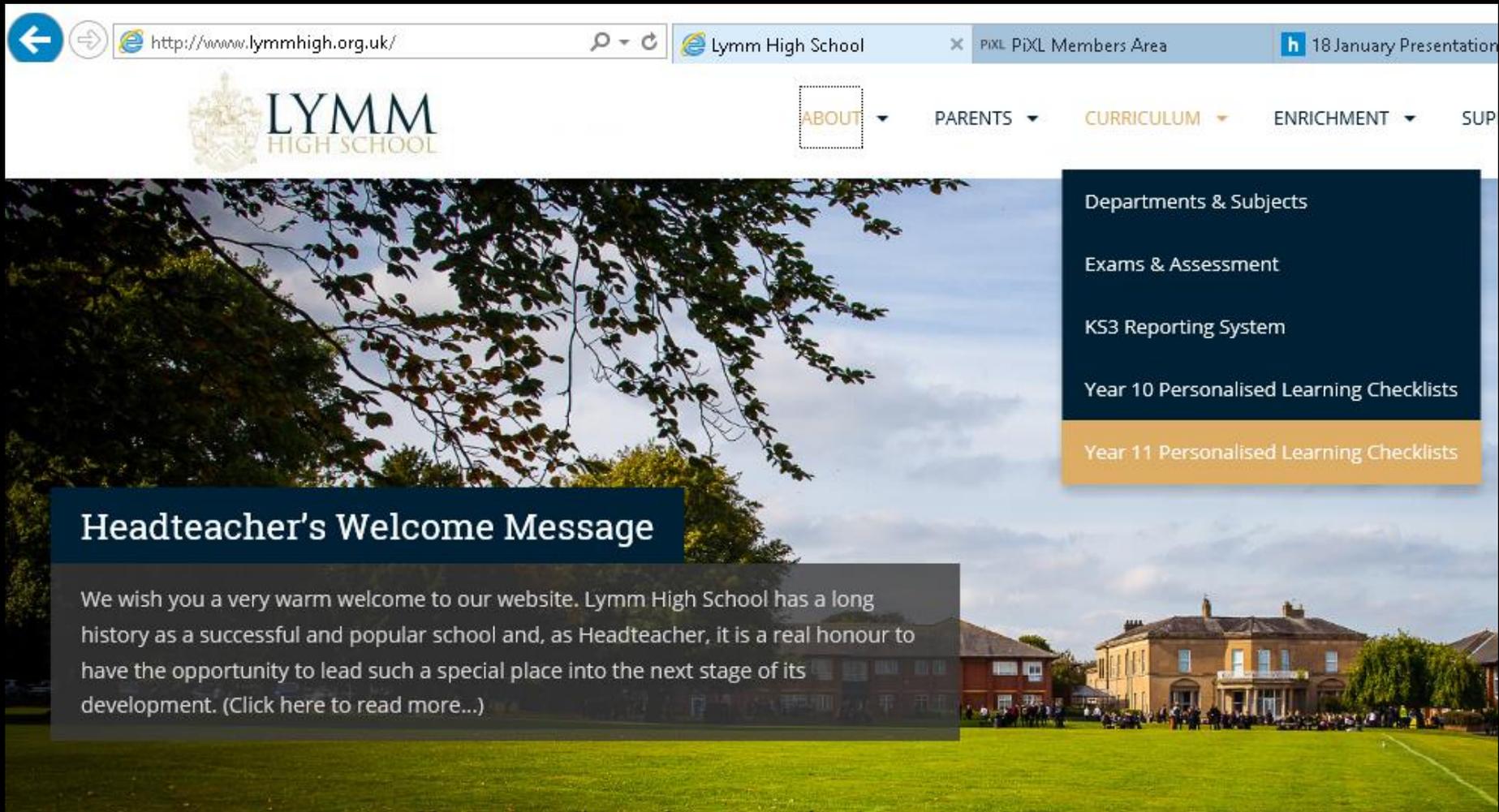
Maximise the effectiveness of your revision by working on a flat surface with enough space to lay out your revision materials



# 5. Learn a little bit about everything and re-visit it

- \* It's better to have a little bit of knowledge about everything than lots of knowledge about only a few topics (that might not come up on the exam)
- \* Our brains are much more likely to remember stuff if we go back over it a few times
- \* Aim to revise all topics 3 times before the exam

# 6. Use Personalised Learning Checklists (PLCs)



The screenshot shows the Lymm High School website. The browser address bar displays <http://www.lymmhigh.org.uk/>. The page features the school's crest and logo, and a navigation menu with options: ABOUT, PARENTS, CURRICULUM, ENRICHMENT, and SUP. A dropdown menu is open under 'CURRICULUM', listing: Departments & Subjects, Exams & Assessment, KS3 Reporting System, Year 10 Personalised Learning Checklists, and Year 11 Personalised Learning Checklists. The 'Year 11 Personalised Learning Checklists' option is highlighted in orange. Below the navigation, a large banner image shows a school building and a green field. A dark blue box on the left contains the text: 'Headteacher's Welcome Message'. Below this, a grey box contains the following text: 'We wish you a very warm welcome to our website. Lymm High School has a long history as a successful and popular school and, as Headteacher, it is a real honour to have the opportunity to lead such a special place into the next stage of its development. (Click here to read more...)'

<http://www.lymmhigh.org.uk/>

Lymm High School

PIXL PiXL Members Area

18 January Presentation

LYMM HIGH SCHOOL

ABOUT

PARENTS

CURRICULUM

ENRICHMENT

SUP

Departments & Subjects

Exams & Assessment

KS3 Reporting System

Year 10 Personalised Learning Checklists

Year 11 Personalised Learning Checklists

## Headteacher's Welcome Message

We wish you a very warm welcome to our website. Lymm High School has a long history as a successful and popular school and, as Headteacher, it is a real honour to have the opportunity to lead such a special place into the next stage of its development. (Click here to read more...)

Higher tier - make sure you are confident on all Grade 9-1 content  
 Foundation tier - make sure you are confident on all Grade 5-1 content

GCSE Mathematics: PERSONALISED LEARNING CHECKLIST					
	Grade	Red	Amber	Green	Revised Tick <input checked="" type="checkbox"/>
<b>Area of Study: Algebra</b>					
Approximate solutions to equations using iteration.	9				
Equation of a circle	9				
Equation of a tangent	9				
Algebra and Proof	8				
Gradients and area under a graph	8				
Graphs of trigonometric functions	8				
Quadratic equations (completing the square)	8				
Composite functions	7				
Expansion of the product of two binomials	7				

# Personalised Learning Checklist - AQA GCSE Graphics

		Red	Amber	Green	
Materials and Components	Materials and Components	Paper Sizes & their relationships Eg. A0-A6			
		Units by which the thickness of paper & Board measured			
		Properties & uses of Paper, Board: Eg. cartridge, layout			
		Composites			
		Properties and uses of thermoplastics; i.e. HIPs. PVC.			
		Properties of sheet & block modelling materials and their uses			
		Use of spiral wound tubes			
		Judgements about cost, flexibility, finish Etc...			
		Apply a quality finish to modelling materials including fillers			
		Functions, uses and applications of 'smart'/modern materials;			
		Full range of graphic equipment to develop hand-generated images			
		Appropriate adhesives for different materials; i.e. PVA, epoxy resins.			
		Hand & powered cutting & forming tools safely; i.e. Craft Knife			
		'Bought-in' components where appropriate. i.e. fasten, seal.			
How graphic materials can be linked with other components					
Design and Market	Designers	Recognise that designers are influencing new graphic products			
		Recognise the style of the work of the main designers			
		Harry Beck			
		Alberto Alessi			
		Jock Kinneir and Margaret Calvert			
		Wally Olins			
	Robert Sabuda				
	Techniques and Processes	Communicate a concept to a client, manufacturer or purchaser			
		Functions of mock-ups, models & Prototypes & importance in the DP			
		Target marketing' & 'gap in the Market' are used to promote a product			
	Sketching	Produce quality, annotated 2D and 3D freehand drawings			
		Use crating/wire frame techniques to produce drawings			
		Use grids and under-lays			
	Enhancement	Pencils, pen, colour to add visual impact & accentuate shape & form			
		Use textural representation to convey different materials and surfaces			
		Demonstrate an understanding of contrast, complementary, hue & tone			
		Apply the language of colour			
	Design and Market	Aware of colour fusion & separation and its commercial application			
		Demonstrate a knowledge of computer graphic manipulation			

# 7. Use Revision Packs and Knowledge Organisers

## Geography Knowledge Organiser: Plates, Earthquakes and Volcanoes



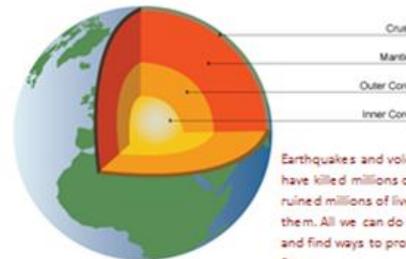
### Key Terms

**Crust** – the thin outer layer of the Earth, made of rock  
**Continental crust** – this is made of lighter rock and forms the continents  
**Oceanic crust** – the crust under the oceans  
**Core** – the inner layer of the Earth, made mainly of iron plus a little nickel  
**Crater** – the hollow around the vent of a volcano  
**Mantle** – the middle layer of the Earth, between the crust and the core  
**Lithosphere** – the hard outer part of the Earth's surface; it is broken into large pieces called plates which are moving slowly around  
**Convection current** – a current of warmer material; when air or water or soft rock is heated from below, the warmer material rises in convection currents  
**Focus** – the 'centre' of an earthquake  
**Epicentre** – the point on the ground directly above the focus of an earthquake  
**Seismic wave** – wave of energy given out in an earthquake; it shakes everything  
**Magma** – melted rock below the Earth's surface; when it reaches the surface it is called lava  
**Pyroclastic flow** – a flood of gas, dust, ash and other particles rushing down the side of a volcano, after an eruption  
**Mudflow** – a river of mud; it can form when the material from an eruption mixes with rain or melting ice  
**Volcano** – a mountain or hill, typically conical, having a crater or vent through which lava is erupted from the Earth's crust  
**Aftershock** – a smaller earthquake following the main shock of a large earthquake  
**Plates** – the Earth's surface is broken into large pieces, like a cracked eggshell; the pieces are called plates  
**Earthquake** – the shaking of the Earth's crust caused by rock movement

### A map showing the Earth's plates



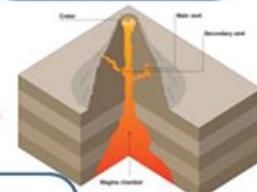
### The layers that make up the Earth



Earthquakes and volcanic eruptions have killed millions of people, and ruined millions of lives. We can't stop them. All we can do is help the survivors and find ways to protect people in the future.

### Plate Movements

- 1) Some plates are moving apart – North American plate & Eurasian plate  
*Here you get earthquakes and eruptions*
- 2) Some plates are pushing into each other – Nazca plate & South American plate  
*Here you get earthquakes and volcanoes*
- 3) Some plates are sliding past each other – Pacific plate & North American plate  
*Here you get earthquakes but no volcanoes*



The amount of energy an earthquake gives out is called its magnitude. We show it on the Richter scale.

### Some facts & information...

- > The Earth's crust is 8 – 65km thick
- > The continental crust is mainly granite and about 30km thick on average
- > The oceanic crust is mainly basalt and about 5km thick on average
- > Volcanoes & Earthquakes occur along the edge of the Earth's plates
- > A volcano forms when liquid rock reaches the Earth's surface
- > An earthquake is caused by rock suddenly shifting

# 8. I don't know how to revise English!

## Paper 1 Literature Revision Guide

### Paper 1

You will be given an extract and a question (character or theme) for each text. You will be expected to respond in an essay style for both questions.

Q1 Macbeth- 30 marks

4 marks- accuracy (spelling, punctuation and grammar)  
Q2 The Sign of Four- 30 marks

The first part of this guide provides information on the 'Sign of the Four' and the second part, provides information on 'Macbeth'.

## English Literature Revision Guide

### Paper 2

2  
Inspector Calls- 30 marks  
5- accuracy (spelling, punctuation and grammar)  
I be given a choice of two questions (character or theme). You will be expected to respond in the form of an essay.  
5- try- 30 marks  
I be given a poem from the Power and Conflict anthology and asked to compare it to another poem (cond poem will not be provided) that links to the question (in the style of an essay).  
5- 24 marks  
I be given a poem that you will not have studied and asked to answer a question (in the style of an essay) on an idea within the poem.  
5- comparison-8 marks  
I be given another poem that you will not have studied and asked to compare it to the previous

Year 11 Revision Pack for Language!

### Paper 2

The Reading section (15 mins reading time before you begin – use your highlighter and annotate!):

You have 2 sources.

**Question 1** will always be a true or false question. There are **4 marks**. You should spend no more than **4 minutes** answering this question.

**Question 2** will always ask you to write a summary of the similarities or the differences between the two sources (PEEDL x 3). There are **8 marks** available. You should spend no more than **8 minutes** answering this question – **3 minutes** per PEEDL.

**Question 3** will identify a particular section of the extract for you to focus on and will ask you to analyse language (PEEDL x 4). There are **12 marks** available. You should spend no more than **12 minutes** on this question – **3 minutes** per PEEDL.

**Question 4** will ask you to look at the whole of the source and compare their different views. (Introduction, PEEDL x 3, Conclusion). There are **16 marks** available. You should spend no more than **20 minutes** on this question.

**Remember** – stay focused on what the question is asking, and support your ideas with quotations from the text.

### Writing section:

**Question 5** is focused on persuade/argue. There are **40 marks** available. You should spend no longer than **40 minutes** on this question and should write approx. 300 words.

**Remember** – you must include a wide range of the language features that are relevant to descriptive writing. You must also include: paragraphs for effect, sentence types for effect, a range of sentence types (including one word sentences), sophisticated vocabulary and 5 types of punctuation.

**SPEND 5 MINUTES AT THE END READING OVER ALL YOUR ANSWERS TO PICK UP ANY MISTAKES YOU MAY HAVE MADE.**

# Literature

- Use your reading time wisely.
- Re-read with an exam focus.
- Use the exam questions in the revision booklets to help focus your reading.
- Bank of quotations that you fully understand.

## **Paper 1 Literature Revision Guide**

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The first part of this guide provides information on the 'Sign of the Four' and the second part, provides information on 'Macbeth'.



Mr Birling- The exploitation of the working class		Sheila- That women deserve equality		Gerald- Stuck between 2 generations		Mrs Birling- The prejudicial views of the Upper Class	
Point	Quote	Point	Quote	Point	Quote	Point	Quote
<i>Form</i> Setting- Birlings view life through rose-tinted glasses- Wants to expose them (mimics interrogation)	<i>"pink and intimate"</i>  <i>"Brighter and harder"</i>	<i>Language</i> Immature at the start, sheltered by the older generation	"Mummy"  "Now I really feel engaged"	<i>Structure and Language</i> Mirrors Mr Birling	"You couldn't have done anything else"  "Not if it was after the holidays. They'd all be broke if I know them"	<i>Form</i> Setting- Birlings view life through rose-tinted glasses- Wants to expose them (mimics interrogation)	<i>"pink and intimate"</i>  <i>"Brighter and harder"</i>
<i>Structure</i> Arrival of Inspector during Mr Birling's speech	<i>"community and all that nonsense".</i> <i>"sharp ring"</i>	<i>Form</i> She's subservient at the start	<i>"half serious, half playful"</i>  "Is it the one you wanted me to have?"	<i>Language</i> Objectification of Sheila	"Is it the one you wanted me to have?"	<i>Language</i> Segregation and dehumanisation of the working class	<i>"girls of that class"</i>
<i>Form</i> Dramatic Irony to present Mr Birling as foolish	"Titanic [...] unsinkable, absolutely unsinkable"	<i>Language</i> Objectification of Sheila, doesn't matter what class you are	"Now Sheila, I'm not defending him but"  "They're not cheap labour, they're people"	<i>Language</i> Objectification of Eva	"She was young and pretty and warm-hearted and intensely grateful"  "All she wanted was to talk"	<i>Form</i> Dramatic Irony Mrs Birling blames Eric and we pity him.	<i>"I blame the young man who was the father"</i>
<i>Structure</i> Lack of change	"You'll have a good laugh over it yet. Look, you'd better ask Gerald for that ring"	<i>Structure</i> Change in character	"he knows"  "You mustn't build a wall"	<i>Form and Structure</i> Lack of change at the end	<i>"Smiling</i> I could do with one now"	Structure Lack of change	Sheila: "We can all go on behaving just as we did" Mrs B: "Well, why shouldn't we?"



# Use Knowledge Organisers Effectively

- Do not highlight everything.
- Be selective: which section will be most useful?
- Learn the information properly.
- Look, cover, write, check.
- Keep revisiting.
- Practise using it in an exam response.

Vocabulary	Chapter	Plot	Characters	
Abundance	1 Old Major's speech	Mr Jones, the owner of Manor Farm falls asleep in a drunken stupor. All the animals of Manor Farm meet in the light area where Old Major delivers a speech arguing for a rebellion against the men. The animals sing 'Beasts of England', a song from Old Major's dream.	Mr Jones Boxer Mr Pilkington Mr Frederick Mr Whymper Moses Snowball Squealer	Drunk on owner of Animal Farm, embodies the tyranny of man. Devoted citizen and immensely strong. Innocent and naive. Owner of Foxwood, sells land to Napoleon and prides his methods. Clever Material, caring and loyal. Seems hypocrite but cannot articulate it. Cutthroat businessman. Trades with and manipulates Napoleon. Malleable Shallow and childish. Cares rabbits and sugar. Deserts the farm. Sly, greedy and self-interested. Solicitor who aids Napoleon's tyranny. Benjamin Shabban, cynical and apathetic. Only stirred to action by Boxer's removal. Tamed raven of Jones. Spreads the idea of Sugar-coated Mountain. Dogs + Sheep Instruments of fear and control, recruited by Napoleon. Devoted to animals and the education of lesser animals. Hero at the battle of the cowshed. Napoleon Expels Snowball. Executes animals. Establishes himself as dictator. Controls with fear. Becomes Jones. Mouthpiece of Napoleon. Uses propaganda to control the animals. Old Major Wise, old pig, inspires the rebellion with his rhetoric.
Advocated	2 The rebellion	Old Major dies and the pigs adapt his speech, forming the principles of Animalism. The pigs ban the rebellion even though some animals like Mollie are concerned. The rebellion begins faster than expected after Mr. Jones forgets to feed the animals. The animals of Mr. Jones' house and cover it as a museum. Napoleon steals milk.		
Convincing	3 The pigs emerge as leaders	The animals complete the harvest faster than ever. Snowball sets up a Sunday assembly where Napoleon and Snowball often argue. Snowball's committee fail, yet he is able to bring literacy to the animals with minor success. Napoleon teaches the sheep 'Four legs good two legs bad' and takes the dog for 'education'. Cow's milk and windfall apples are given to pigs. Squealer convinces the animals that this is a good idea.		
Convincing	4 Battle of the Cowshed	News of the rebellion spreads. Frederick, Jones and Pilkington complain about Animal Farm's success. In October, a group of men try to invade the farm. Led by Snowball's brilliance, the animals repel the attack, which is named 'The Battle of the Cowshed'.		
Convincing	5 Snowball's reputation	Mollie deserts the farm. The pigs grow in influence, suggesting ideas on which the animals must vote. Snowball and Napoleon continue to disagree, especially over the construction of a windmill. When the Windmill is put to vote, Snowball is expelled from Animal Farm. Later, Napoleon announces that the Windmill will be built.		
Convincing	6 Building the windmill	The animals work harder than ever, Boxer proves himself to be an inspiration. Napoleon begins trading with humans and hires Mr. Whymper. Jones gives up trying to reclaim the farm. The animals begin sleeping with hens, and Mollie and Clover notice a change in the commandments 'with honor'. Squealer persuades the animals that this is acceptable. With winter, a storm topples the half-complete windmill. Napoleon blames this on Snowball.		
Convincing	7 Rebuilding the windmill and the executions	The animals struggle against starvation. After learning that they must sacrifice their eggs, the hens stage a demonstration. Napoleon denies their nature and 9 hens starve as a result. The animals are led to believe Snowball has been returning to the farm - his role at the battle of the Cowshed is adopted by Squealer. In spring, Napoleon calls a meeting and several 'traitors' who confide to being in league with Snowball, are executed, including protesting hen and pigs a county of England is outlawed.		
Convincing	8 Trading with humans and the destruction of the windmill	Clover and Benjamin notice a change in the commandments: 'killing without cause'. The next year brings more work and less food, despite Squealer's figures and statistics to the contrary. More executions occur. Roadster's sows in public lose their. Napoleon trades Frederick and Pilkington off against each other, and sets a pit of timber to Frederick, who tries to negotiate with the pigs but is rejected. Napoleon prescribes the death sentence on him. Frederick, with 16 other men, attack the farm and blow up the windmill, which drives the animals, left to back. Several animals die, Boxer is injured but Squealer convinces the animals of their victory. The pigs find a crate of whiskey. Napoleon hires a foreign and practices that drinking alcohol is punishable by death. The other men are sent and orders the reinforcement paddock to be planted with barley.		
Convincing	9 Boxer's fate	Once again, the animals are faced with rebuilding the windmill. 21 pigs are born, and Napoleon orders for a schoolhouse to be built for their education. Rats are no longer reduced. Animal Farm is proclaimed to operate with Napoleon as president. Boxer is injured working and Napoleon sends for a vet. A van arrives, Boxer is taken away but Benjamin notices the its side and learns that Boxer is being shipped to Smeagol. Squealer manages to convince the animals otherwise. Boxer is never seen again.		
Convincing	10 Pigs and humans come together	Years pass. Mollie, Jones, Pether and dead Clover is 24. No animal has ever rested. The farms grown in size and population. Two windmills are complete. Clover notices the pigs walk on two legs. The commandments are deleted and replaced with 'All animals are equal but some are more equal than others'. The pigs start carrying whips and wearing Mr Jones' clothes. In the final scene, human farmers visit the farm and meet the other pigs. Towns are exchanged and Napoleon changes the farm's name back to Manor Farm. The pigs and humans play cards, a quartet breaks out. Onlooking animals cannot discriminate between pigs and humans.		
Convincing	Themes	Context		
Convincing	Leadership and Corruption		An allegorical tale with direct links to the history of the Soviet Union in the early 20 <sup>th</sup> century.	
Convincing	Control over the intellectually inferior		The book charts the assumptions of Communist ideals of equality, where workers are provided equality and freedom and are eventually repressed and treated as bad if not worse, as under the previous rule of the capitalist 'bourgeoisie'.	
Convincing	Lies and deceit		Old Major represents Karl Marx, putting forward the communist ideals which will free them from the tyranny of capitalism (represented by Jones).	
Convincing	Foolishness and naivety		Snowball represents Trotsky, a passionate proponent of Animalism (Communism) who is expelled by Napoleon (Stalin).	
Convincing	Violence		Napoleon follows a similar line to Joseph Stalin, using fear and propaganda to control the masses, including show trials and executions.	
Convincing	Pride and Ceremony		By the end of the novel, the ideals of communism have been so far abused and forgotten, that Napoleon meets and forms agreements with former oppressors.	
Convincing	Dreams, hopes and future plans			

# Language

- Look, cover, write, check the sentence starters for each question.
- Keep revisiting.
- Past papers.
- Apply to any non-fiction text.
- Subject terminology.

02

You need to refer to **Source A** and **Source B** for this question:

The two seaside towns that **Ermin** and Dickens remember were different. Use details from **both** sources to write a summary of the differences.

Writing frame:

Source A describes \_\_\_\_\_ as \_\_\_\_\_. Whereas Source B describes \_\_\_\_\_ as \_\_\_\_\_.

For example Source A states, “\_\_\_\_\_”.

Whereas Source B states, “\_\_\_\_\_”.

In Source A, this suggests \_\_\_\_\_.

However, in Source B it suggests \_\_\_\_\_.

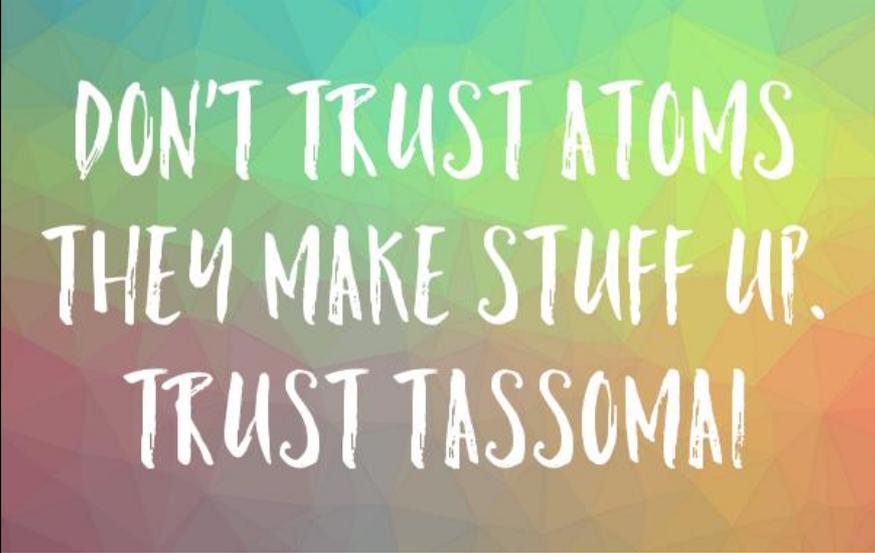
Do this 3 times!

Top tips for question 2:

- Don't add an introduction or conclusion at all, just the 3 paragraphs above.
- Your explanation should make inferences, what do you learn as a reader?
- This isn't a language question, you don't need to look at the effect of language on the reader or connotations of key words.
- Don't over complicate the question, if there's an obvious difference in there, analyse it, that's why the examiner chose it!

Have a look at this sample answer:

Source A describes **Margate** as **having lots of entertainment**. Whereas Source B describes **Broadstairs** as **having a lack of entertainment**. For example, Source A states, “**There was crazy golf and the Jamaica Inn, a big puppet theatre, and a big building with a fibreglass devil at the entrance and Caves nightclub underneath**”. Whereas Source B states, “**a bleak chamber [...] the Assembly rooms**”. The quote from Source A suggests **that visitors would have a range of activities to choose from and would therefore be able to entertain themselves as there would be something for everyone**. However, in Source B it suggests **that people do not visit for entertainment but to relax**.



DON'T TRUST ATOMS  
THEY MAKE STUFF UP.  
TRUST TASSOMAI

## 11. Remember a little bit of Tassomai

23<sup>rd</sup> Aug is too late to realise that other students have done well in Science because of doing a little Tassomai each day...

# 12. Try Trigger Cards

- \* Cards to stick around your room/house with key info
  - \* Regular reading helps you remember
  - \* Different to making flash cards (lots of info).
  - \* Only use for simple facts/dates/formulae
  - \* Add pictures/colour
- BUT DON'T WASTE TIME MAKING THEM PRETTY!**





# 13. Instagram



# 14. Not a single day off



Those of you who have no days off school between now and your last exam will get the best grades. FACT. Teachers have extra papers, exam tips and advice for you. Recent mocks have informed your teachers' revision lessons.

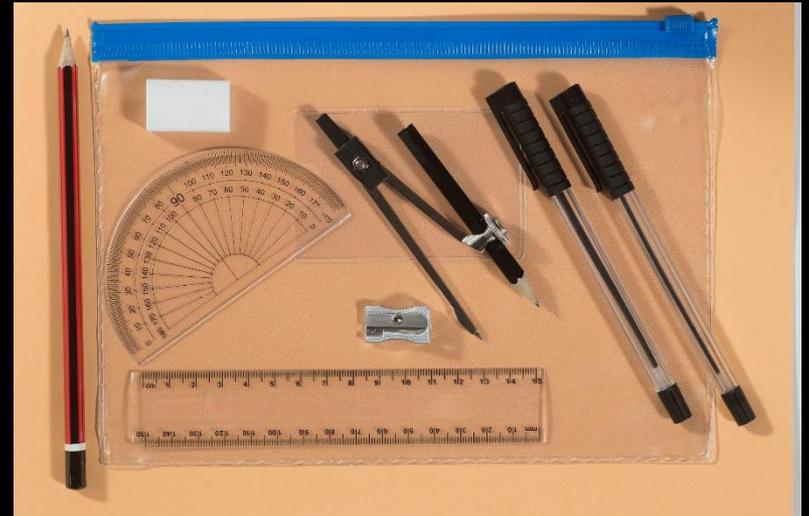
Don't miss out on information that could mean the difference between the grade you want 😊 and one you don't 😞

# 15. Get exam ready

Use the Easter Hols to get all the equipment you need for each subject. Make a quick list so you can check it on the morning of each exam.

Get a clear bag/pencil case ready

Give a copy of your exam dates to your parent/carer for the fridge. Same for your Easter revision timetable.



Hard work now =  
Feeling proud on 23<sup>rd</sup> August  
2018