Year 11 CORE Information Evening

- 19th September 2024

- Mr Barber – Head of English
- Mr Holligan – Head of Maths
- Mr Adams – Head of Science

- Miss Sweetman – Head of Year
- Mr Dixon – Progress Lead

	Code	Type	Duration	Date	am/ pm
English Language	**8700**				
	8700/C	Non-exam assessment: Spoken Language	Submit by	07 May 2025	
	8700/1	Explorations in creative reading and writing	1h 45m	23 May 2025	am
	8700/2	Writers' viewpoints and perspectives	1h 45m	06 June 2025	am
English Literature	**8702**				
	8702/1	Shakespeare and the 19th century novel	1h 45m	12 May 2025	am
	8702/2	Modern texts and poetry	2h 15m	20 May 2025	am

ENGLISH

LITERATURE

LANGUAGE

English qualifications and assessment objectives

There are two qualifications available in English- English Language and English Literature. We follow the AQA exam board.

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading

What's assessed

Section A:

- one lit

Section B:

- descri

Assessed

- written
- 80 ma
- 50% o

Questions

Reading (40

- 1 shor
- 2 long
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 mar

Paper 2: Writers' Viewpoints and Perspectives

What's assessed

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non-examination Assessment: Spoken Language

What's assessed

(AO7–AO9)

- presenting
- responding to questions and feedback
- use of Standard English

Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

English qualifications and assessment objectives

There are two qualifications available in English- English Language and English Literature. We follow the AQA exam board.

4.5 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE English Language specifications and all exam boards.

The exams and Spoken Language endorsement will measure how students have achieved the following assessment objectives.

- AO1:
  - identify and interpret explicit and implicit information and ideas
  - select and synthesise evidence from different texts
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4: Evaluate texts critically and support this with appropriate textual references
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

English qualifications and assessment objectives

There are two qualifications available in English- English Language and English Literature.

2

It is 1938, in the popular seaside resort of Brighton on a Bank Holiday[1]. Hale, playing the part of Kolly Kibber, works for The Daily Messenger newspaper giving out cards for prizes to the holiday crowd. But he has something else on his mind.

BRIGHTON ROCK

HALE knew, before he had been in Brighton three hours, that they meant to murder him. With his inky fingers and his bitten nails, his manner cynical and nervous, anybody could tell he didn't belong – belong to the early summer sun, the cool Whitsun[1] wind off the sea, the holiday crowd.

They came in by train from Victoria every five minutes, rocked down Queen's Road standing on the tops of the little local trams, stepped off in bewildered multitudes into fresh and glittering air: the new silver paint sparkled on the piers, the cream houses ran away into the west like a pale Victorian water-colour; a race in miniature motors, a band playing, flower gardens in bloom below the front, an aeroplane advertising something for the health in pale vanishing clouds across the sky.

It had seemed quite easy to Hale to be lost in Brighton. Fifty thousand people besides himself were down for the day, and for quite a while he gave himself up to the good day, drinking gins and tonics wherever his programme allowed. For he had to stick closely to a programme: from ten til eleven Queen's Road and Castle Square, from eleven til twelve the Aquarium and Palace Pier, twelve til one the front between the Old Ship and West Pier, back for lunch between one and two in any restaurant he chose round the Castle Square, and after that he had to make his way all down the parade to West Pier and then to the station by the Hove streets.

Advertised on every Messenger poster: "Kolley Kibber in Brighton today". In his pocket he had a packet of cards to distribute in hidden places along his route: those who found them would receive ten shillings from the Messenger, but the big prize was reserved for who-ever challenged Hale in the proper form of words and with a copy of the Messenger in his hand: "You are Mr. Kolley Kibber. I claim the Daily Messenger prize."

This was Hale's job to keep doing his duty until a challenger released him, in every seaside town in turn: yesterday Southend, today Brighton, tomorrow –

He drank his gin and tonic hastily as a clock struck eleven, and moved out of Castle Square. Kolley Kibber always played fair, always wore the same kind of hat as in the photograph the Messenger printed, was always on time. Yesterday in Southend he had been unchallenged: the paper liked to save its guineas[2] occasionally but not too often. It was his duty today to be spotted and it was his inclination too. There were reasons why he didn't feel too safe in Brighton, even in a Whitsun crowd.

He leant against the rail near the Palace Pier and showed his face to the crowd as it uncoiled endlessly past him, like a twisted piece of wire, two by two, each with an air of sober and determined gaiety. They had stood all the way from Victoria in crowded carriages, they would have to wait in queues for lunch, at midnight half asleep they would rock back in trains an hour late to the cramped streets and the closed pubs and the weary walk home. With immense labour and immense patience they extricated from the long day the grain of pleasure: this sun, this music, the rattle of the miniature cars, the ghost train diving between the grinning skeletons under the Aquarium promenade, the sticks of Brighton rock, the paper sailors caps.

Nobody paid any attention to Hale; no one seemed to be carrying a Messenger. He deposited one of his cards carefully on the top of a little basket and moved on, with his bitten nails and his inky fingers, alone.

[1] Bank Holiday – an official holiday when banks and most offices are closed.
[2] Whitsun – A Christian festival on the seventh Sunday after Easter
[3] Guineas – A guinea was an old form of currency equivalent to just over £1

Section B: Writing

You are advised to spend about 45 minutes on this section.
Write in full sentences.
You are reminded of the need to plan your answer.
You should leave enough time to check your work at the end.

0 5 Your school or college is asking students to contribute some creative writing for its website.

Either: Write a description suggested by this picture:

Or: Describe an occasion when you felt unsure or challenged. Focus on the thoughts and feelings you had at that time.

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

English qualifications and assessment objectives

There are two qualifications available in English- English Language and English Literature. We follow the AQA exam board.

Paper 1: Shakespeare and the 19th-century novel	Paper 2: Modern texts and poetry
What's assessed • Shakespeare • The 19th-century novel	**What's assessed** • Modern texts • Poetry • Unseen poetry
How it's assessed • written exam: 1 hour 45 minutes • 64 marks • 40% of GCSE	**How it's assessed** • written exam: 2 hour 15 minutes • 96 marks • 60% of GCSE
Questions **Section A Shakespeare:** students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. **Section B The 19th-century novel:** students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.	**Questions** **Section A Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text. **Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. **Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

English qualifications and assessment objectives

There are two qualifications available in English- English Language **and** English Literature. We follow the AQA exam board.

Assessment objectives (AOs) are set by Ofc
specifications and all exam boards.

The exams will measure how students have

- AO1: Read, understand and respond to t
  - maintain a critical style and develop a
  - use textual references, including quot
- AO2: Analyse the language, form and str
using relevant subject terminology where
- AO3: Show understanding of the relation
were written.
- AO4: Use a range of vocabulary and sen
accurate spelling and punctuation.

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***The 19th-Century Novel**

You are advised to spend about **50 minutes** on this section.

Robert Louis Stevenson: *The Strange Case of Dr Jekyll and Mr Hyde*

Read the following extract from Chapter 1 of *The Strange Case of Dr Jekyll and Mr Hyde* and then answer the question that follows.

In this extract, the reader is introduced to the character of Mr Utterson.

MR. UTTERSON the lawyer was a man of a rugged countenance, that was never lighted by a smile; cold, scanty and embarrassed in discourse; backward in sentiment; lean, long, dusty, dreary, and yet somehow lovable. At friendly meetings, and when the wine was to his taste, something eminently human beaconed from his eye; something indeed which never found its way into his talk, but which spoke not only in these silent symbols of the after-dinner face, but more often and loudly in the acts of his life. He was austere with himself; drank gin when he was alone, to mortify a taste for vintages; and though he enjoyed the theatre, had not crossed the doors of one for twenty years. But he had an approved tolerance for others; sometimes wondering, almost with envy, at the high pressure of spirits involved in their misdeeds; and in any extremity inclined to help rather than to reprove.
"I incline to Cain's heresy," he used to say quaintly: "I let my brother go to the devil in his own way." In this character, it was frequently his fortune to be the last reputable acquaintance and the last good influence in the lives of down-going men. And to such as these, so long as they came about his chambers, he never marked a shade of change in his demeanour.
No doubt the feat was easy to Mr. Utterson; for he was undemonstrative at the best, and even his friendship seemed to be founded in a similar catholicity of good-nature. It is the mark of a modest man to accept his friendly circle ready-made from the hands of opportunity; and that was the lawyer's way. His friends were those of his own blood or those whom he had known the longest; his affections, like ivy, were the growth of time, they implied no aptness in the object.

1. Starting with this extract, what are some of the different ideas Stevenson presents about Mr Utterson?

   Write about:
   - how Stevenson presents Mr Utterson in this extract;
   - how Stevenson presents, develops and uses the character of Mr Utterson in the novel as a whole.

   [30 marks]

WHAT ARE WE DOING?

- Alternating study between Language and Literature;
- 2x Language practice papers in year 10 PLUS mocks;
- 1x Language practice paper in year 11 PLUS mocks, plus IL;
- End of unit assessments for Creative Writing and Literary Study units;
- 1x open revision session per week.

--KS 4 Curriculum Assessment Overview 2024-25 – BAR proposal

	Date	Note	Yr 10	Year 11
A	2/9	INSETs	Jekyll and Hyde	Lang2 revision
B	9/9			Lang Paper 2 (Health Summer 2024)
A	16/9			Modern Text
B	23/9	FRI INSET		
A	30/9			
B	7/10			
A	14/10		Jekyll & Hyde assessment	
B	4/11		Language Paper 1	
A	11/11			
B	18/11			
A	25/11			Yr11 Mocks (Summer 2024 papers) Lang 1 Lit 2 without Anthology
B	2/12		*Shared Groups Jekyll*	Finish Anthology poetry
A	9/12			
B	16/12		Lang Paper 1: Rosabel	
A	6/1		Shakespeare	Revision, Essay-Writing practice, Exam prep
B	13/1			
A	20/1			
B	27/1	FRI INSET		
A	3/2			
B	10/2			Lit Paper 1 in Class x 2 lessons
A	24/2			
B	3/3		Shakespeare Unit Assessment	
A	10/3		Yr10 Mocks? Or mock prep at least?! Lang 1 (Summer 24)& Jekyll	Language Paper One x 2 lessons
B	17/3		Year 10 Mocks?	
A	24/3			
B	31/3		Year 10 Work Experience?	
A	21/4	MON BH	Poetry *(not expected to do all 15 this window!)*	Assorted exam prep
B	28/4			
A	5/5	MON BH		
B	12/5			

WHAT CAN STUDENTS DO?

LitCharts
From the creators of SparkNotes, something better.

sparknotes

SENECA

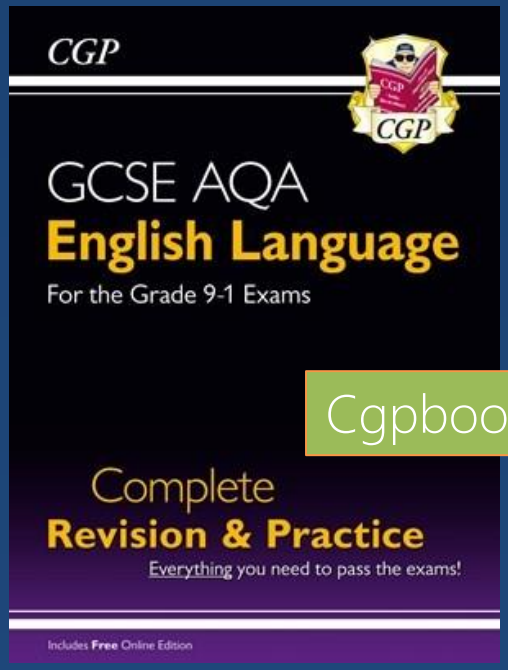
BBC Bitesize

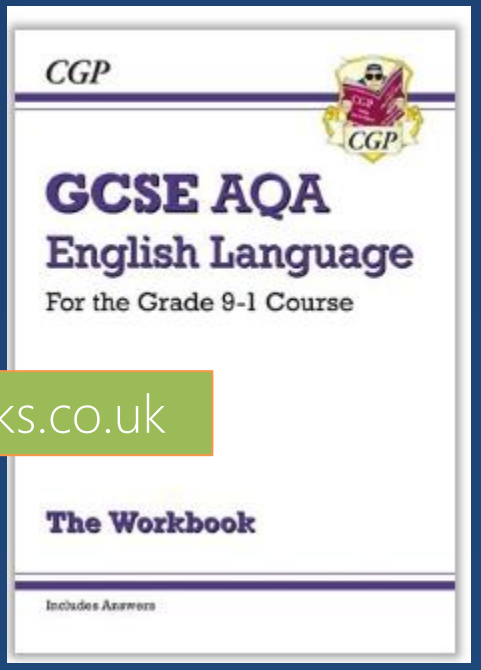
SiBarber

MR BRUFF

Course Hero

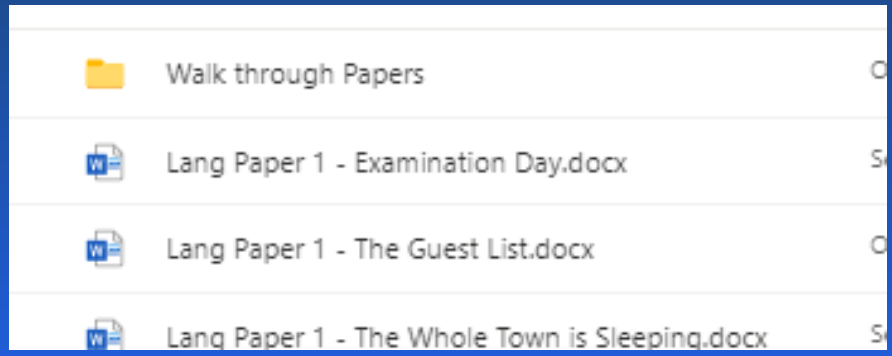
PERINS SCHOOL Revision





Cgpbooks.co.uk

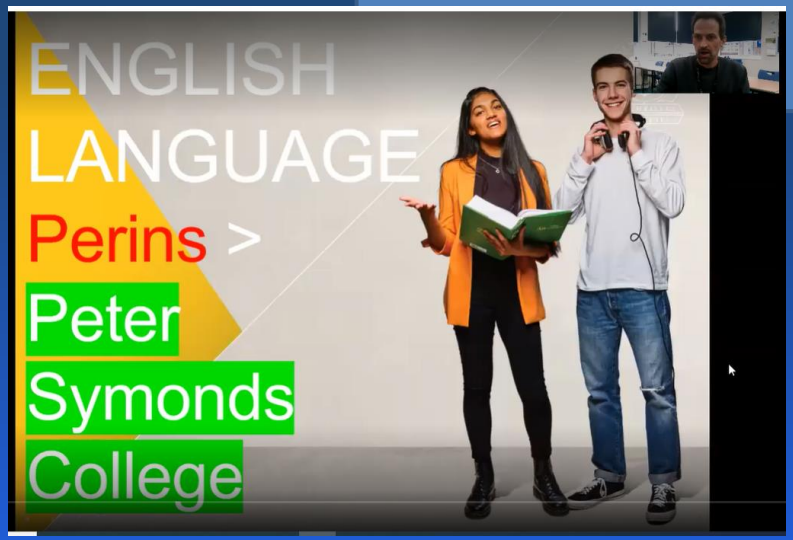
Flash cards
Mind maps
Posters/Post-its
Organisers



WHAT CAN YOU DO?

school@perins.hants.sch.uk

Ask questions
Shared reading



Perins Maths

Core Information Evening
2024

Mr Holligan

Mathematics Dates and Papers

Paper	Date	Duration	Type	Marks
1	Thu 15th May (am)	90 min	Non-calculator	80
2	Wed 4th June (am)	90 min	Calculator	80
3	Wed 11th June (am)	90 min	Calculator	80

- Pearson Edexcel Exam Board
- Each paper carries an equal weight

Tiers of entry

Foundation	Grade	Higher
	9	
	8	
	7	
	6	
	5	
Pass	4	Pass
	3	
	2	
	1	
	U	

- In most cases you child will already know if they will do the foundation or higher papers
- This is finalized in February after the mocks

What students need to bring

- They need a MODERN scientific calculator
- Students who have and use their own calculator do better in exams

Revising for mathematics

Skills practice

- Sparx
Homework
Independent learning
Sparx Maths

- Corbettmaths
How to videos
Practice questions/ans
Videos and Worksheets – Corbettmaths

- MathsMadeEasy
Revision by topic/grade
Sample questions
Edexcel GCSE Maths Revision | Past Papers | Tests | Worksheets (mmerevise.co.uk)

Past paper questions

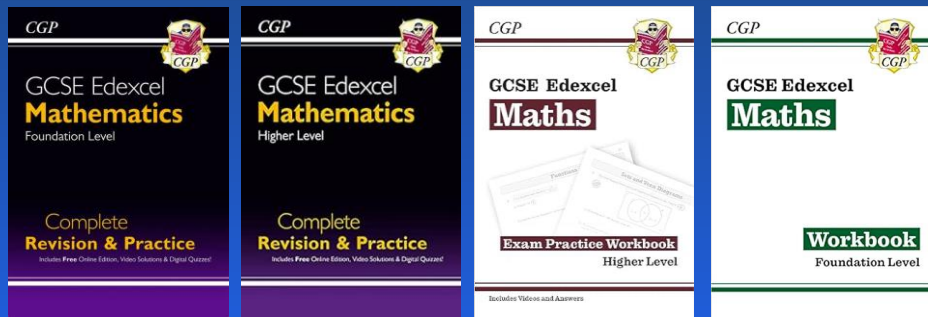
- Provided by school
Materials on sharepoint
Maths - Home (sharepoint.com)

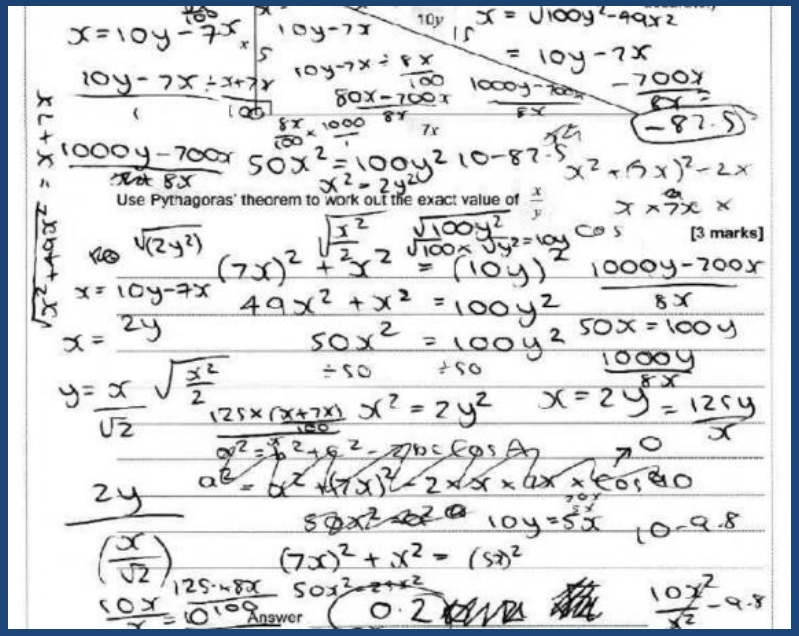
- Maths genie
Has past papers with sample answers written in a student friendly way
https://www.mathsgenie.co.uk/papers.php

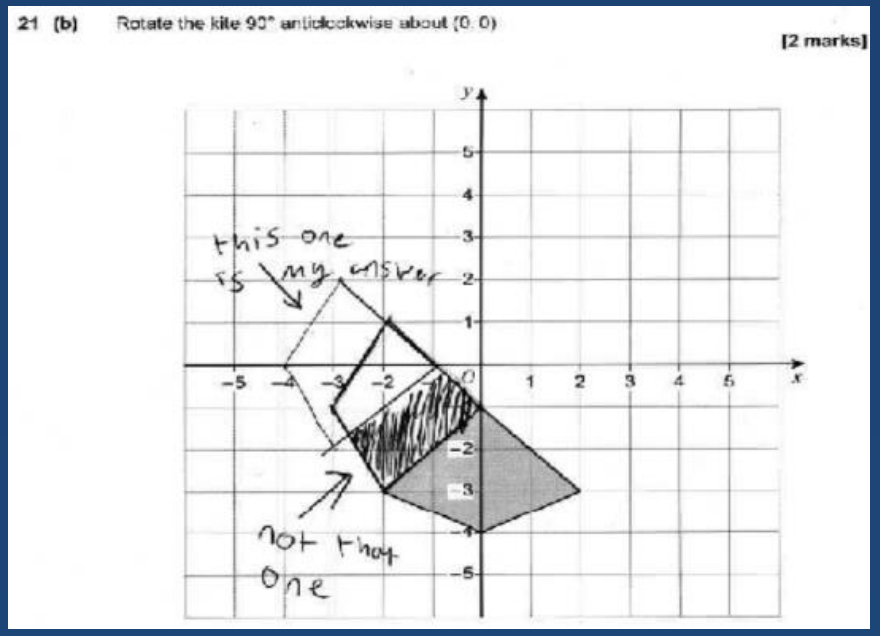
How you can support

- Help your child start revising early
- ✓ Maths is a skills-based subject: well-practiced skills are retained. Last minute revision doesn't really help
- If possible, provide a quiet space for revision
- ✓ GCSE maths is based on an ability to independently solve problems
- If possible, print out past papers
- ✓ It's helpful to practice writing answers (most students who use a laptop for other subjects will still do their GCSE maths on paper)
- Make sure they have a calculator
- ✓ Students who have and use their own calculator do better in exams
- Provide a revision guide
- ✓ Available on the school shop (Scopay)
- ✓ Revision material can also be found in stationary stores and online. Make sure it states:

- **Edexcel GCSE Maths**
- **Grade 9 - 1**
- **Foundation or Higher**







9 (b) Work out the lowest common multiple (LCM) of 12 and 15

[2 marks]

Answer 3 or 60

How the maths dept supports

- Sparx maths help: every Friday lunchtime (T6/7)

- After school revision sessions

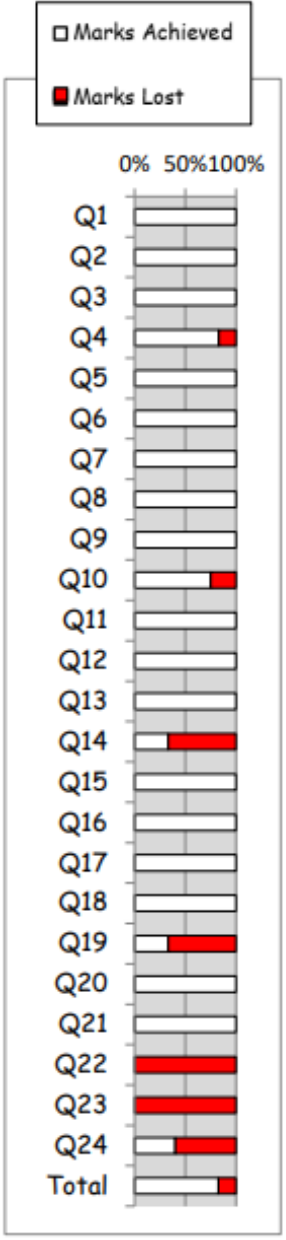
Autumn Term Maths Revision (3:30 – 4:30)	
Tuesday (T6/7)	General GCSE Revision
Wednesday (T7)	Targeting a Grade 8/9

- Focus on exam practice in the Spring term (curriculum is normally complete by February half term)
  - ✓ How to revise for maths
  - ✓ How to problem solve
  - ✓ How to structure an answer

- **Provision and communication of personalized targets by topic**

Paper 1

	Description	Marks Achieved	Marks Available	Marks Lost
Q1	*Calculator skills, reciprocal*	3	3	0
Q2	*Prime Factor Decomposition*	2	2	0
Q3	*Sharing in a Ratio*	1	1	0
Q4	*Linear inequalities*	5	6	1
Q5	*Forming Equations*	4	4	0
Q6	*Percetnage of Amounts & Ratio problems*	3	3	0
Q7	*Error interval*	2	2	0
Q8	*Compound Interest*	4	4	0
Q9	*Cumulative frequency graph*	3	3	0
Q10	*Experimental Probability*	3	4	1
Q11	*Simultaneous equations*	4	4	0
Q12	*Pythagoras & circumference of a circle*	4	4	0
Q13	*Sine Rule*	4	4	0
Q14	*Simplify algebraic fraction*	1	3	2
Q15	*nth term quadratic sequence*	3	3	0
Q16	*Histogram*	4	4	0
Q17	*Iteration*	4	4	0
Q18	*Combining Ratios*	3	3	0
Q19	*SOHCAHTOA & bounds*	1	3	2
Q20	*Vectors Geometry*	4	4	0
Q21	*Graph Transformations*	2	2	0
Q22	*Probability Tree Diagrams*	0	2	2
Q23	*Similarity & ratio*	0	3	3
Q24	*Form expression & Area & surds*	2	5	3
Total		66	80	14



Reflection

Silly Mistake	Need to Practise	Topic for HW	Practice Questions	
			U926	M216
			U739	
			U577	
			U509	U759
			U599	
			U595	U349
			U657	
			U332	
			U182	
			U166	U408
			U760	
			U385	U604
			U952	
			U294	
			U206	
			U814	U983
			U434	U168
			Link	U921
			U545	U587
			U781	
			U455	
			U558	
			U578	U630
			U338	U427

Answers: https://www.sparxmath

Grand Total	**66**	**80**	**14**	**83%**	**Grade 8A**

2 more marks needed to achieve a Grade 9

How the maths dept supports

- Sparx maths help: every Friday lunchtime (T6/7)

- After school revision sessions

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Tuesday (T 6/7)	General GCSE Revision
Wednesday (T7)	Targeting a Grade 8/9

- Focus on exam practice in the Spring term (curriculum is normally complete by February half term)
  - ✓ How to revise for maths
  - ✓ How to problem solve
  - ✓ How to structure an answer

- **Provision and communication of personalized targets by topic**

- **Answering questions: We encourage Perins students to communicate with their teachers!**

Thank you

cholligan@perins.hants.sch.uk

SCIENCE

Year 11 Core Curriculum Evening
Perins School
2024

KEY GCSE DATES – 2025

Biology paper 1	13th May
Chemistry paper 1	19th May
Physics paper 1	22nd May
Biology paper 2	9th June
Chemistry paper 2	13th June
Physics paper 2	16th June

Separate Science Path – 3 Sciences

BIOLOGY	CHEMISTRY	PHYSICS
1. Cell Level Systems	1. Particles	1. Matter
2. Scaling up	2. Elements and Bonding	2. Forces
3. Organism Level Systems	3. Chemical Reactions	3. Electricity
4. Community Level systems	4. Predicting Chemical Reactions	4. Magnetism
5. Genetics	5. Rate of Change	5. Waves
6. Global Challenges	6. Global Challenges	6. Radioactivity
		7. Energy
		8. Global Challenges

Biology Paper 1 Units 1-3 105 minutes 90 marks	50% of GCSE	Chemistry Paper 1 Units 1-3 105 minutes 90 marks	50% of GCSE	Physics Paper 1 Units 1-4 105 minutes 90 marks	50% of GCSE
Biology Paper 2 Units 4-6 105 minutes 90 marks	50% of GCSE	Chemistry Paper 2 Units 4-6 105 minutes 90 marks	50% of GCSE	Physics Paper 2 Units 5-8 105 minutes 90 marks	50% of GCSE

Biology GCSE 1-9	Chemistry GCSE 1-9	Physics GCSE 1-9

Combined Science – 2 GCSE's

BIOLOGY	CHEMISTRY	PHYSICS
1. Cell Level Systems	1. Particles	1. Matter
2. Scaling up	2. Elements and Bonding	2. Forces
3. Organism Level Systems	3. Chemical Reactions	3. Electricity and magnetism
4. Community Level systems	4. Predicting Chemical Reactions	4. Waves and Radioactivity
5. Genetics	5. Rate of Change	5. Energy
6. Global Challenges	6. Global Challenges	6. Global Challenges

Biology Paper 1 Units 1-3 70 minutes 60 marks	16.7% of GCSE	Chemistry Paper 1 Units 1-3 70 minutes 60 marks	16.7% of GCSE	Physics Paper 1 Units 1-3 70 minutes 60 marks	16.7% of GCSE
Biology Paper 2 Units 4-6 70 minutes 60 marks	16.7% of GCSE	Chemistry Paper 2 Units 4-6 70 minutes 60 marks	16.7% of GCSE	Physics Paper 2 Units 4-6 70 minutes 60 marks	16.7% of GCSE

Combined Science – 2 GCSE's

BIOLOGY	CHEMISTRY	PHYSICS
1. Cell Level Systems	1. Particles	1. Matter
2. Scaling up	2. Elements and Bonding	2. Forces
3. Organism Level Systems	3. Chemical Reactions	3. Electricity and magnetism
4. Community Level systems	4. Predicting Chemical Reactions	4. Waves and Radioactivity
5. Genetics	5. Rate of Change	5. Energy
6. Global Challenges	6. Global Challenges	6. Global Challenges

2 GCSE's
eg:5-5, 6-5, 6-6 (U up to 9-9)

Maths in Science

Equations

- Unlike previous years, <u>the equations are not provided…</u>
- **Higher** = **16** to recall and apply
- **Foundation** = **15** to recall and apply
- 5/6 equations will be supplied – 'Select and Apply'

density (kg/m^3) = mass (kg)/volume (m^3)	$\rho = \frac{m}{V}$
distance travelled (m) = speed (m/s) x time (s)	$s = vt$
acceleration (m/s^2) = change in velocity (m/s)/time (s)	$a = \frac{\Delta v}{t}$
kinetic energy (J) = 0.5 x mass (kg) x (speed (m/s))^2	$E_k = \frac{1}{2}mv^2$
force (N) = mass (kg) x acceleration (m/s^2)	$F = ma$
momentum (kgm/s) = mass (kg) x velocity (m/s)	$p = mv$
work done (J) = force (N) x distance (m) (along the line of action of the force)	$W = F\Delta s$
power (W) = work done (J)/time(s)	$P = \frac{W}{t}$
force exerted by a spring (N) = extension (m) x spring constant (N/m)	$F = k\Delta x$
gravity force (N) = mass (kg) x gravitational field strength, g (N/kg)	$W = mg$
(in a gravity field) potential energy (J) = mass (kg) x height (m) x gravitational field strength, g (N/kg)	$E_p = mgh$
charge flow (C) = current (A) x time (s)	$Q = It$
potential difference (V) = current (A) x resistance (Ω)	$V = IR$
energy transferred (J) = charge (C) x potential difference (V)	$E = QV$
power (W) = potential difference (V) x current (A) = (current (A))^2 x resistance (Ω)	$P = IV = I^2R$
wave speed (m/s) = frequency (Hz) x wavelength (m)	$v = f\lambda$
efficiency = useful output energy transfer (J)/input energy transfer (J)	$E_f = \frac{\Delta E_u}{\Delta E_T}$

Maths in Science

BIOLOGY	CHEMISTRY	PHYSICS	COMBINED SCIENCE
10%	20%	30%	20% across all papers

- Recognise and use expressions in standard form
- Significant figures
- Understand and use the symbols: =, <, <<, >>, >, ∝ , ~
- Calculate areas of triangles and rectangles, surface areas and volumes of cubes
- Draw and use the slope of a tangent to a curve as a measure of rate of change
- Understand that y = mx + c represents a linear relationship
- Make order of magnitude calculations

Components in Science

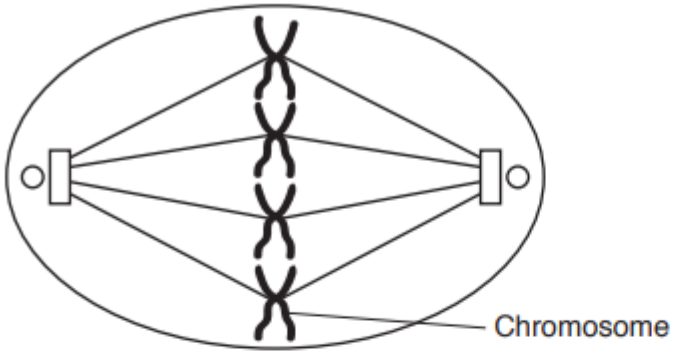
Assessment objectives (AOs) are set by Ofqual and are the same across all Science GCSE specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives.

- AO1: RECALL
- AO2: APPLICATION/UNSEEN INFOMRMATION
- AO3: PRACTICAL SKILLS

Assessment objectives (AOs)	Component weightings (approx %)						Overall weighting (approx %)
	Biology Paper 1	Biology Paper 2	Chemistry Paper 1	Chemistry Paper 2	Physics Paper 1	Physics Paper 2	
AO1	37–43	37–43	37–43	37–43	37–43	37–43	40
AO2	37–43	37–43	37–43	37–43	37–43	37–43	40
AO3	17–23	17–23	17–23	17–23	17–23	17–23	20
Overall weighting of components	16.6	16.6	16.6	16.6	16.6	16.6	100

RECALL QUESTION

12 (a) The diagram shows a cell during one stage of **mitosis**.



(i) Describe **two** things that happen to the chromosomes in the next stage of mitosis.

(chromosomes) separate / split / divide / pulled apart ✓ (chromatids) move to opposite ends / by spindle fibres ✓	**2**	2x1.1	**WHERE A CANDIDATE USES A DIAGRAM LOOK FOR THE CORRECT IDEAS LABELLED ON THE DIAGRAM** **IGNORE** just by fibres **ALLOW AS AN EXTRA MARKING POINT** (two) **new** nuclei form / membrane forms around them / nuclear envelope forms around them ✓ **IGNORE** cell membrane splits **IGNORE** references to DNA replication **IGNORE** cytokinesis / cell splitting	.... **[2]**

(ii) Chromosomes are made of DNA.

Describe the structure of DNA.

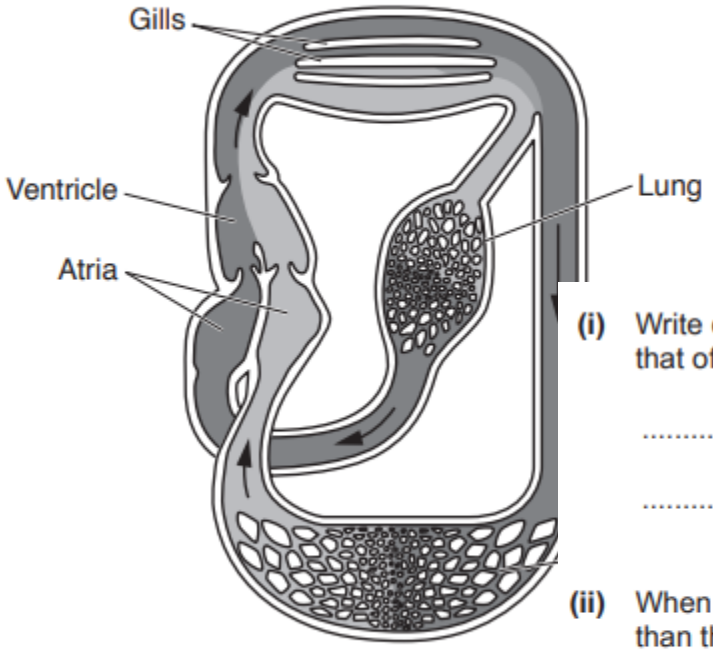
double helix ✓ polymer ✓			**ALLOW** polynucleotide ✓✓ **ALLOW AS EXTRA MARKING POINTS** contains (four) <u>bases</u> ✓ reference to ATCG ✓ (made up of) nucleotides ✓ contains sugar / deoxyribose / phosphate group ✓ **IGNORE** deoxyribonucleic acid

APPLY QUESTION

(b) Lungfish are fish that have both gills and a lung.

When in water, the blood flows through the gills. When on land, blood flow to the gills is stopped and the blood enters the lung instead.

The diagram shows the circulatory system of a lungfish.



The lungfish circulatory system is different t

Blood in the lungfish can flow through gills a

(i) Write down one **other** way the **structure** of the lungfish circulatory system is different to that of humans.

(heart has) three chambers / not four chambers ✓
(heart has) one ventricle / not two ventricles ✓
only one artery leaving (heart) ✓

[1]

(ii) When lungfish and humans are on land, the human circulatory system is more efficient than that of lungfish.

Suggest why the human circ

(in humans) oxygenated and deoxygenated blood kept separate ✓

(so) more **oxygen** is carried around the body / more **oxygen** is supplied to the body cells ✓

[2]

PRACTICAL SKILLS

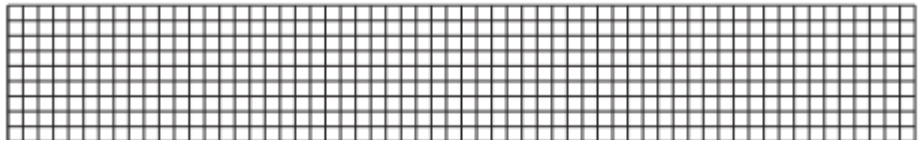
(b) The table shows his results.

Concentration of sugar solution (mol/dm^3)	Mass of potato chip		
	At		
0.0			
0.2			
0.4			
0.6			
0.8			
1.0			

Calculate the p

Record your an

(c) Plot a graph of the percentage change in mass against concentration of sugar solution and draw a line of best fit.



Use ideas about osmosis to explain the patterns in the results.

(chips) get bigger/gain mass when **water moves** in
OR
(chips) get smaller/loses mass when **water moves** out ✓

and **any two from:**

chip in low(er) concentration (of solution) **or** 0 (mol/dm^3) **or** 0.2 (mol/dm^3) the water potential inside (cells) is **less** ✓

(so) water moves in when the water potential inside (cells) is **less** ✓

chip in high(er) concentration (of solution) **or** more than 0.2 mol/dm^3 the water potential inside (cells) is **greater** ✓

(so) water moves out when the water potential inside (cells) is **greater** ✓

[3]

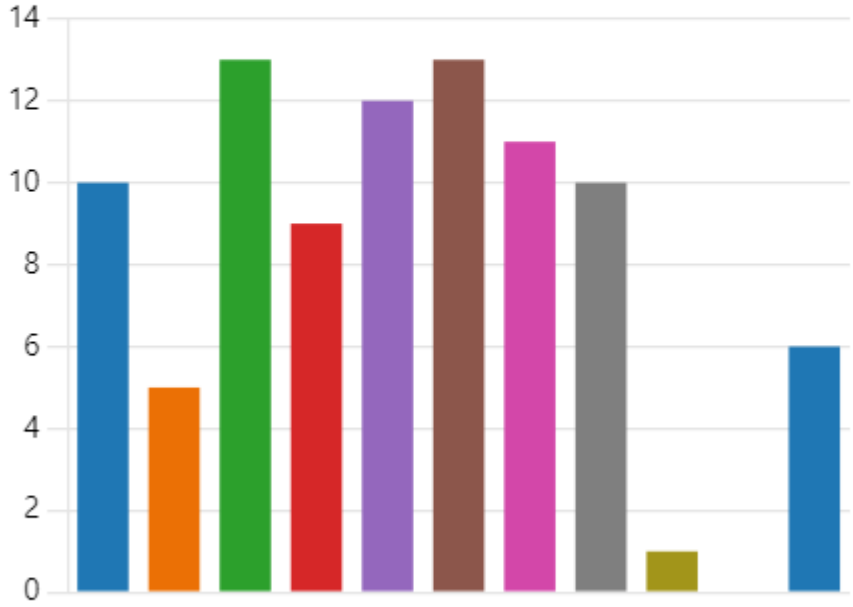
[4]

WHAT ARE STUDENTS DOING?

3. Select any of the ways you revised: (0 point)

More Details

Read my class notes	10
Use the Kerboodle online textb...	5
BBC bitesize	13
You tube videos	9
Seneca learning	12
Cognito	13
Revision guides / workbooks	11
Past exam papers	10
OCR exam syllabus	1
Sharepoint revision area	0
other ---- use the next question...	6

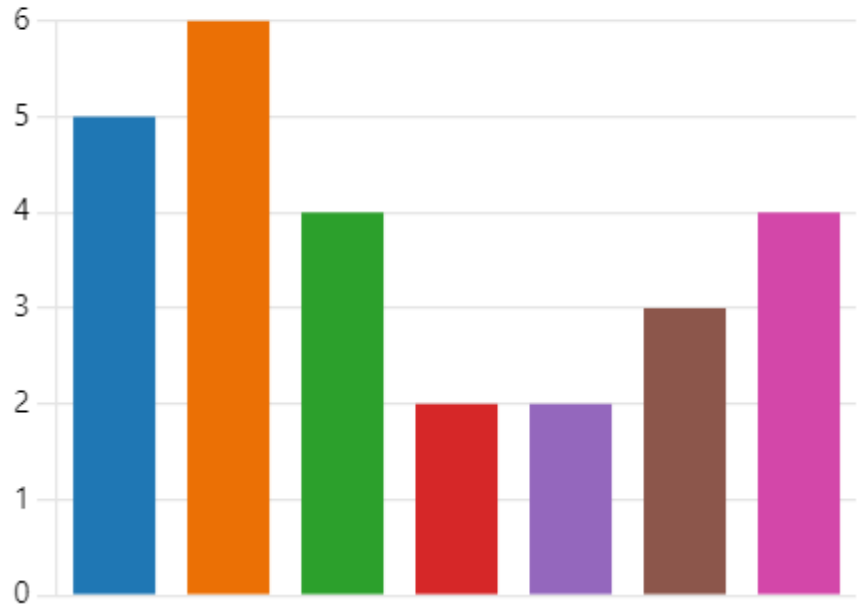


WHAT ARE STUDENTS DOING?

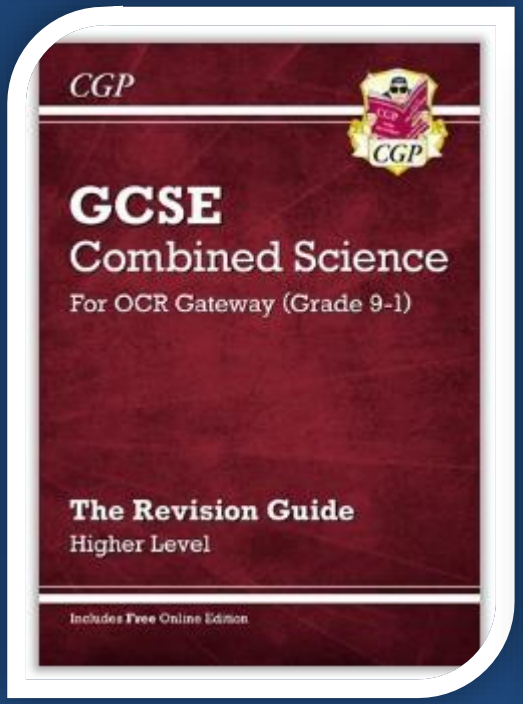
5. Which revision **methods** did you try (if any): (0 point)

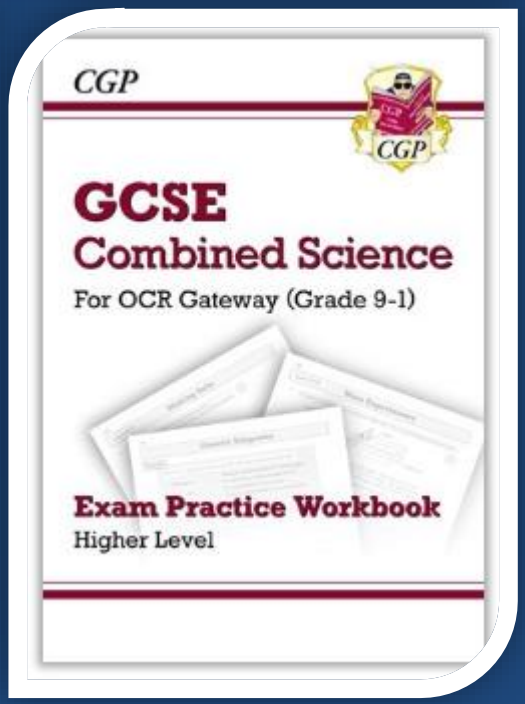
More Details

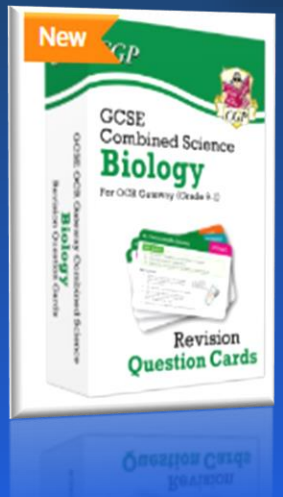
read	5
make notes	6
mind maps	4
revision cards	2
summarise your notes	2
do practice exam questions	3
Do quizzes	4

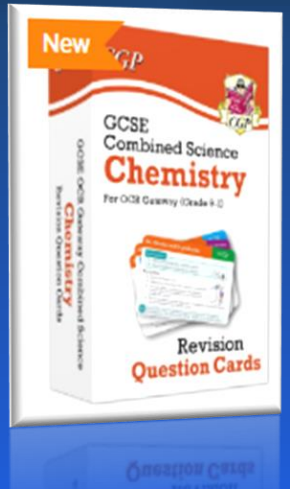


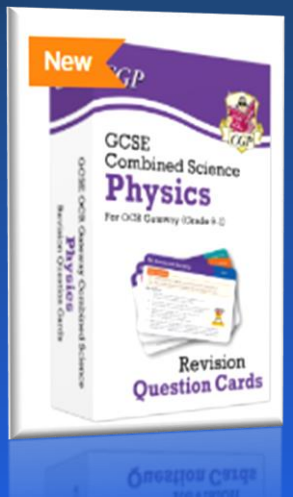
WHAT CAN YOU DO?

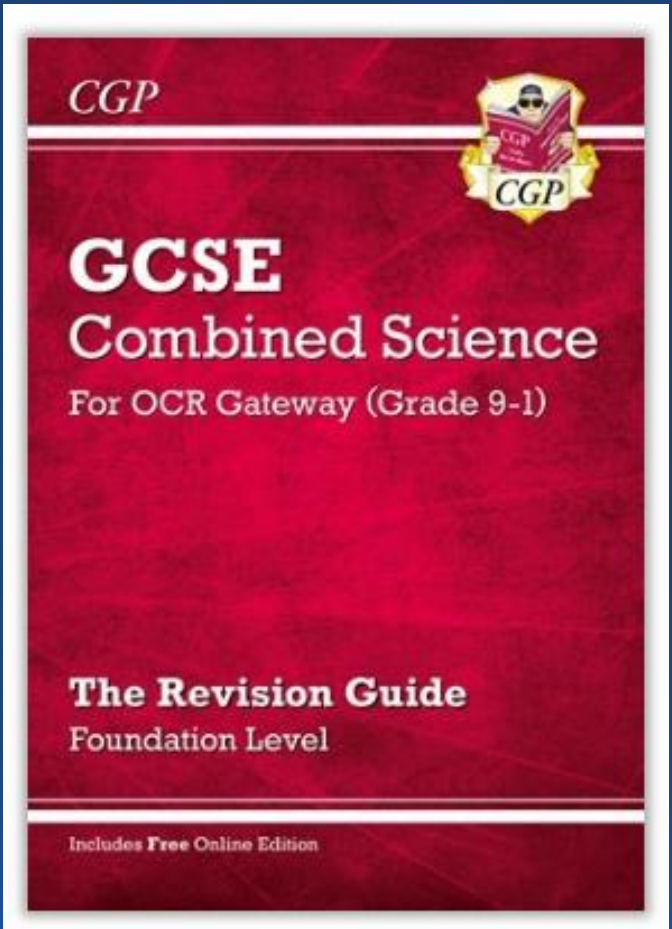


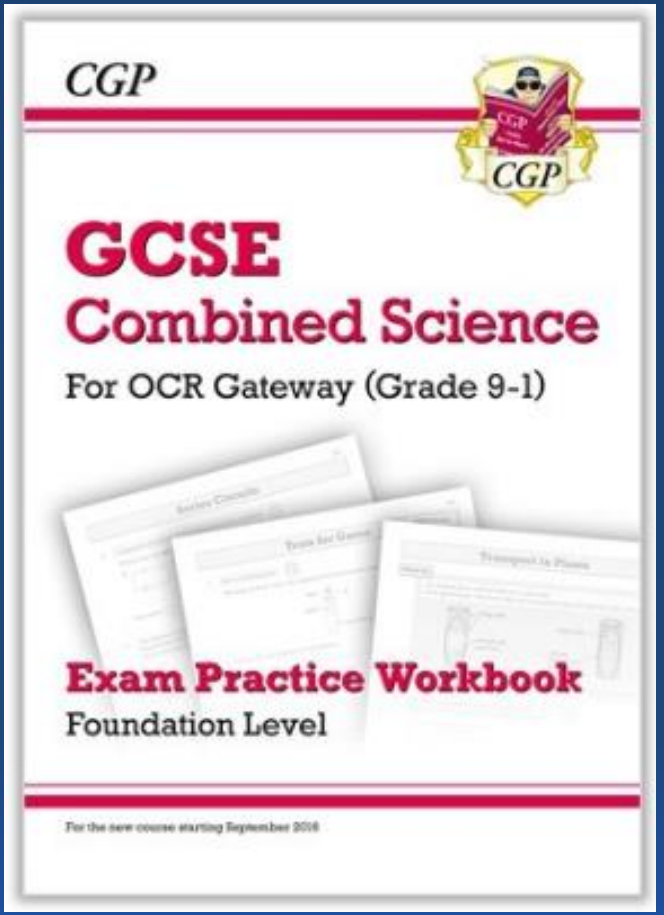









CGP
CGP
GCSE
Combined Science
For OCR Gateway (Grade 9-1)
The Revision Guide
Foundation Level
Includes Free Online Edition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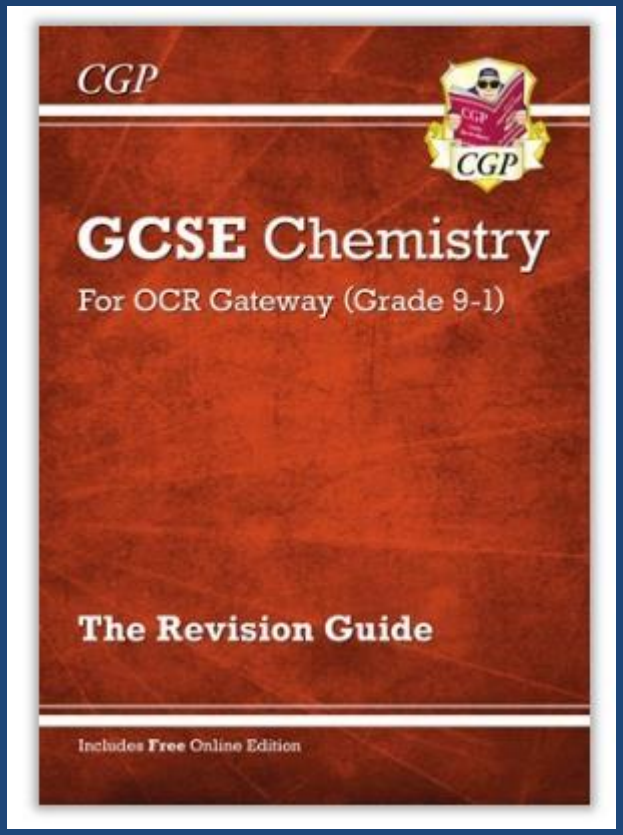
Combined Science
For OCR Gateway (Grade 9-1)
Exam Practice Workbook
Foundation Level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GCSE Chemistry
For OCR Gateway (Grade 9-1)
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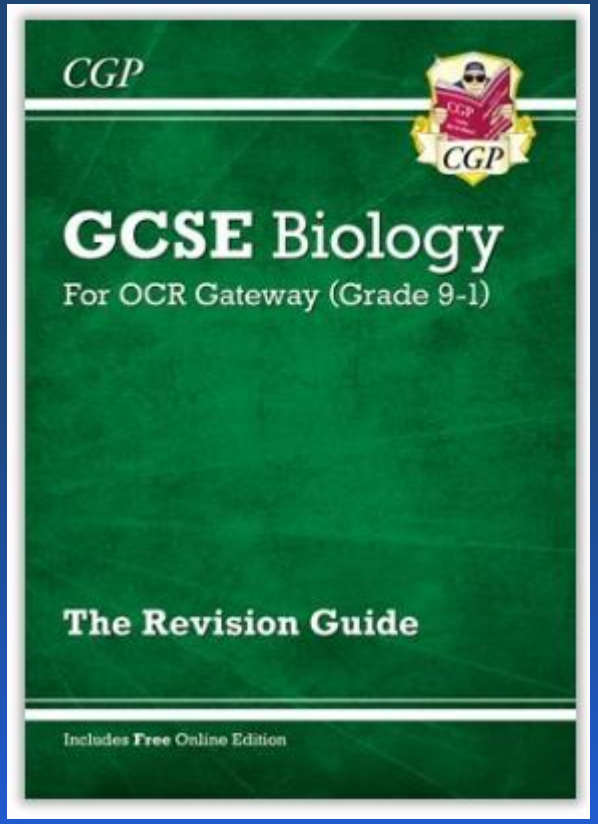
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GCSE Biology
For OCR Gateway (Grade 9-1)
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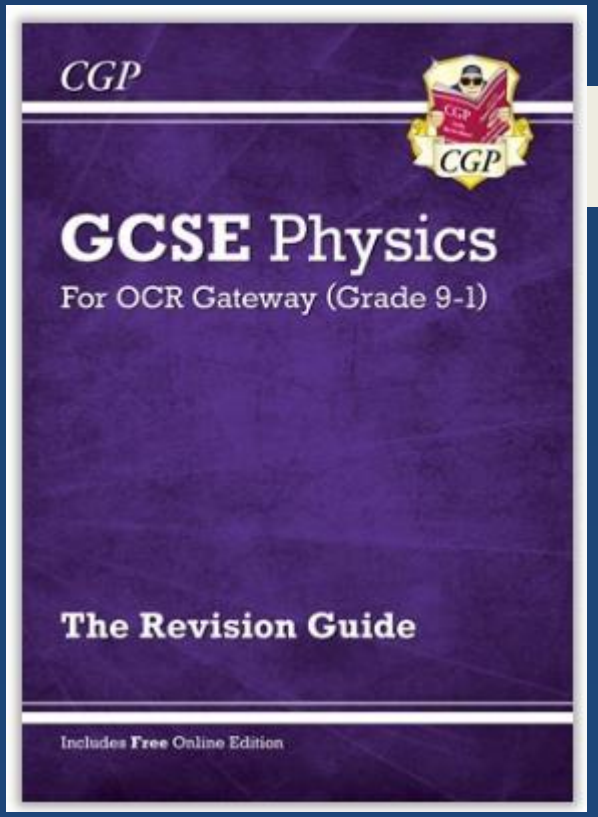
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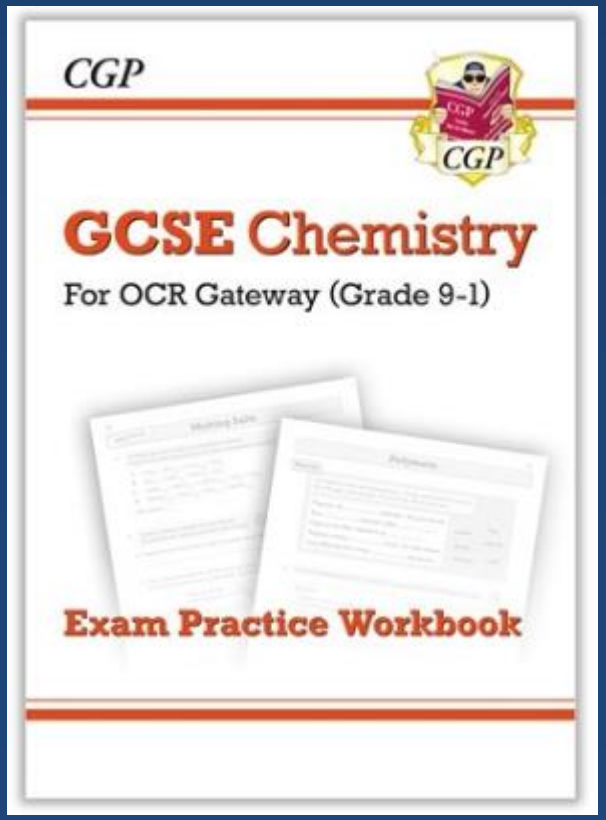
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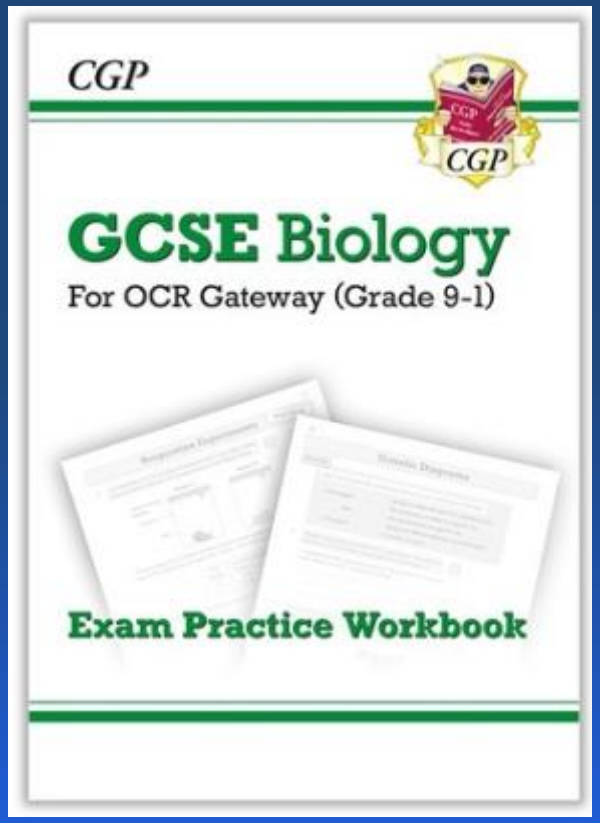
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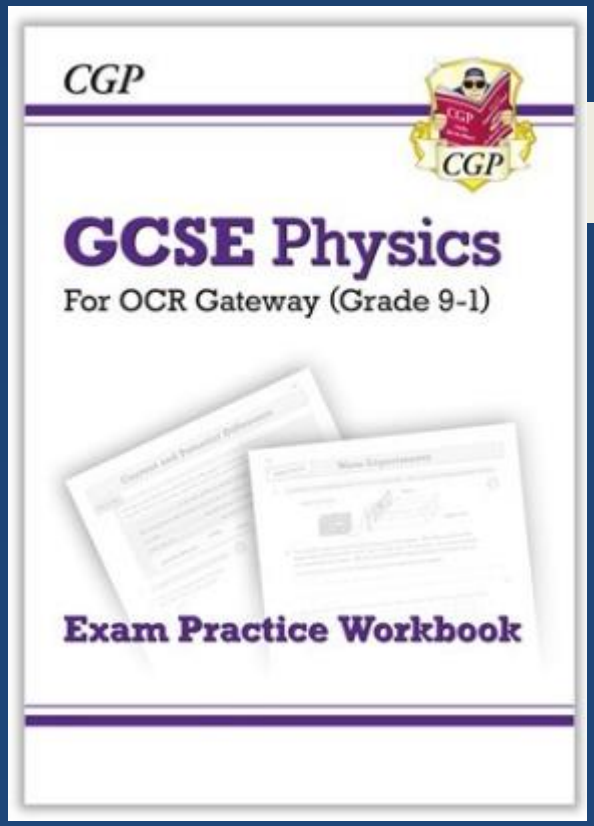
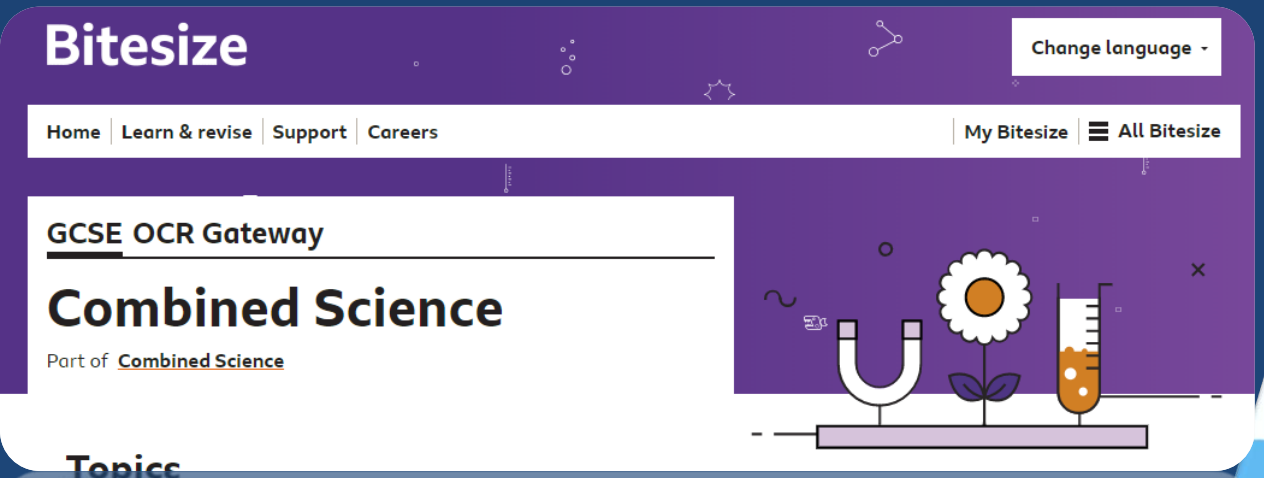

CGP
GCSE Physics
For OCR Gateway (Grade 9-1)
Exam Practice Workbook

WHAT CAN YOU DO?



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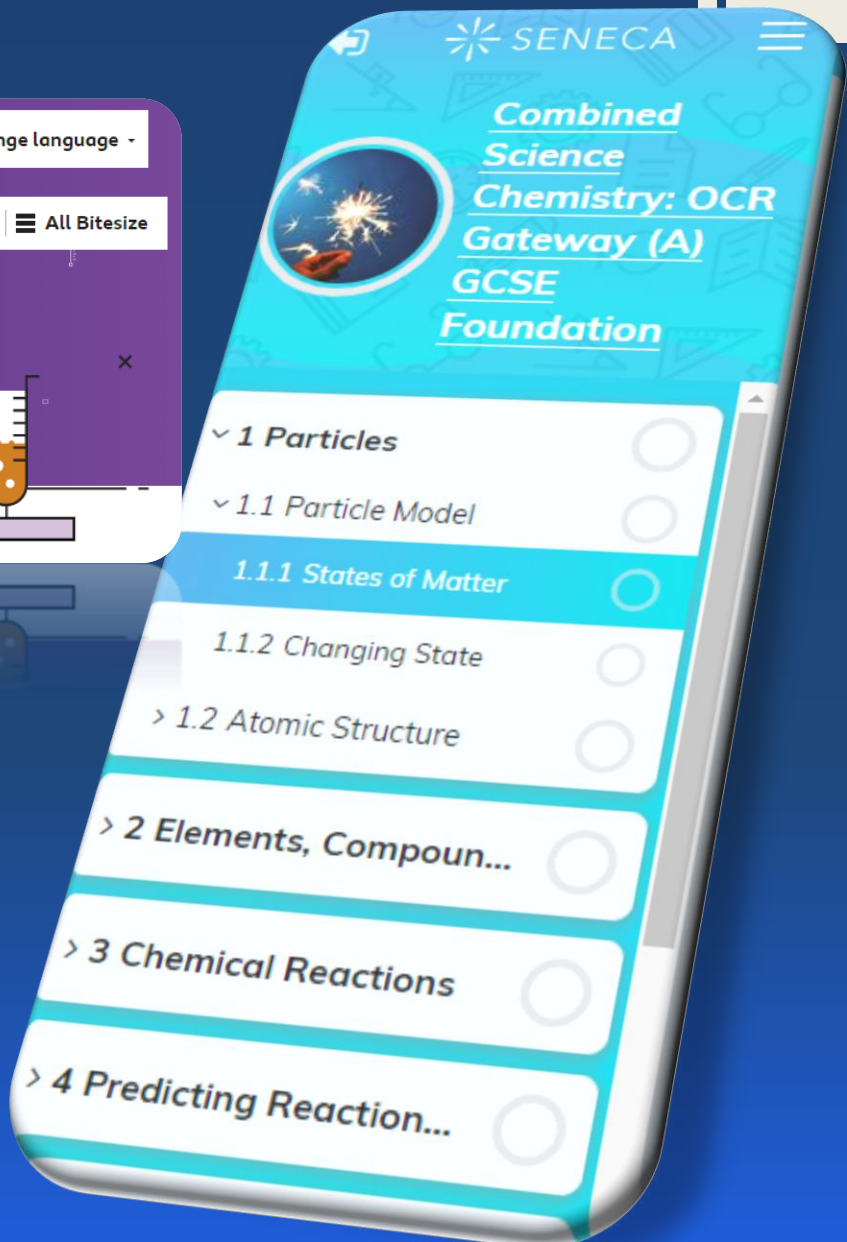
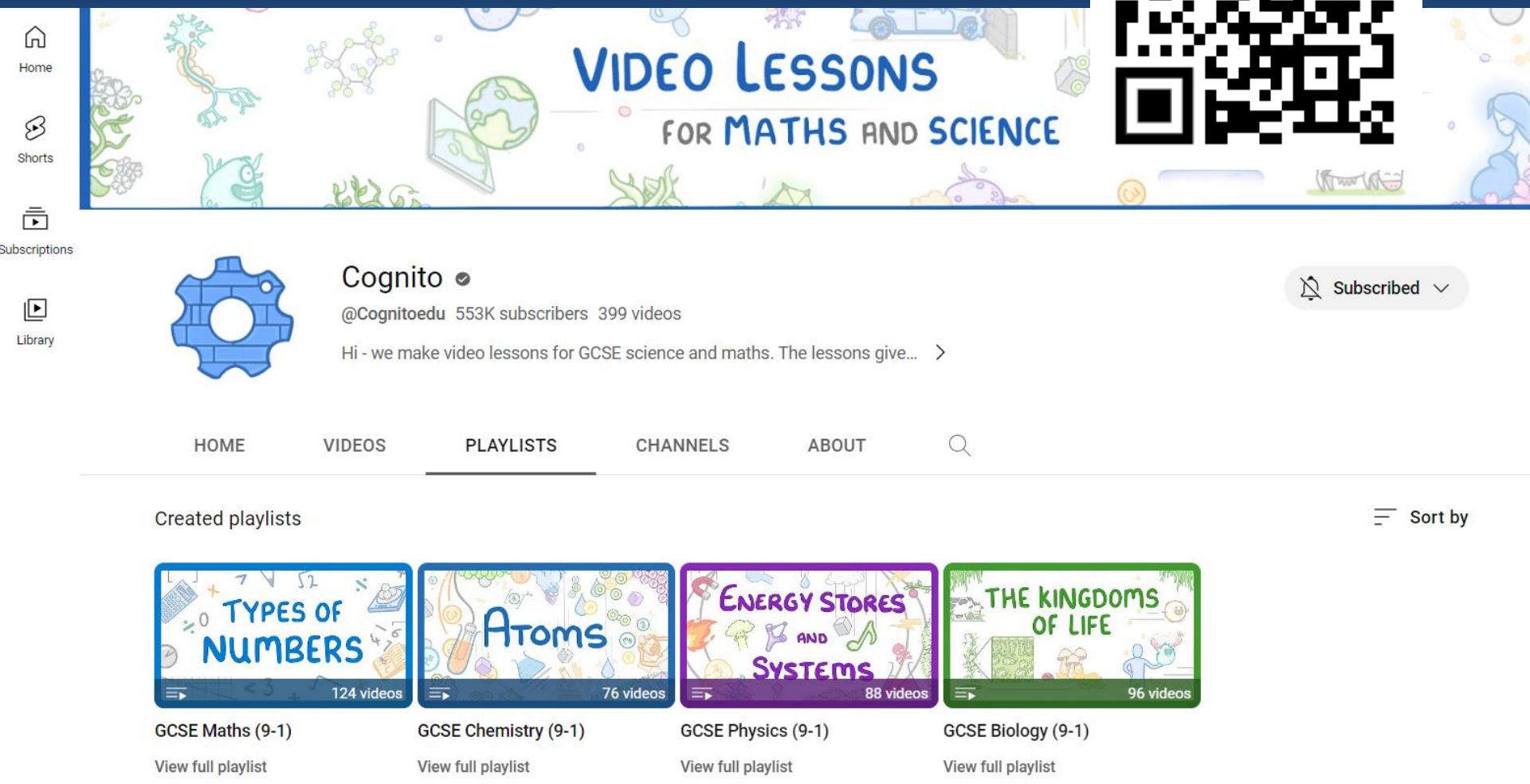


WHAT CAN YOU DO?



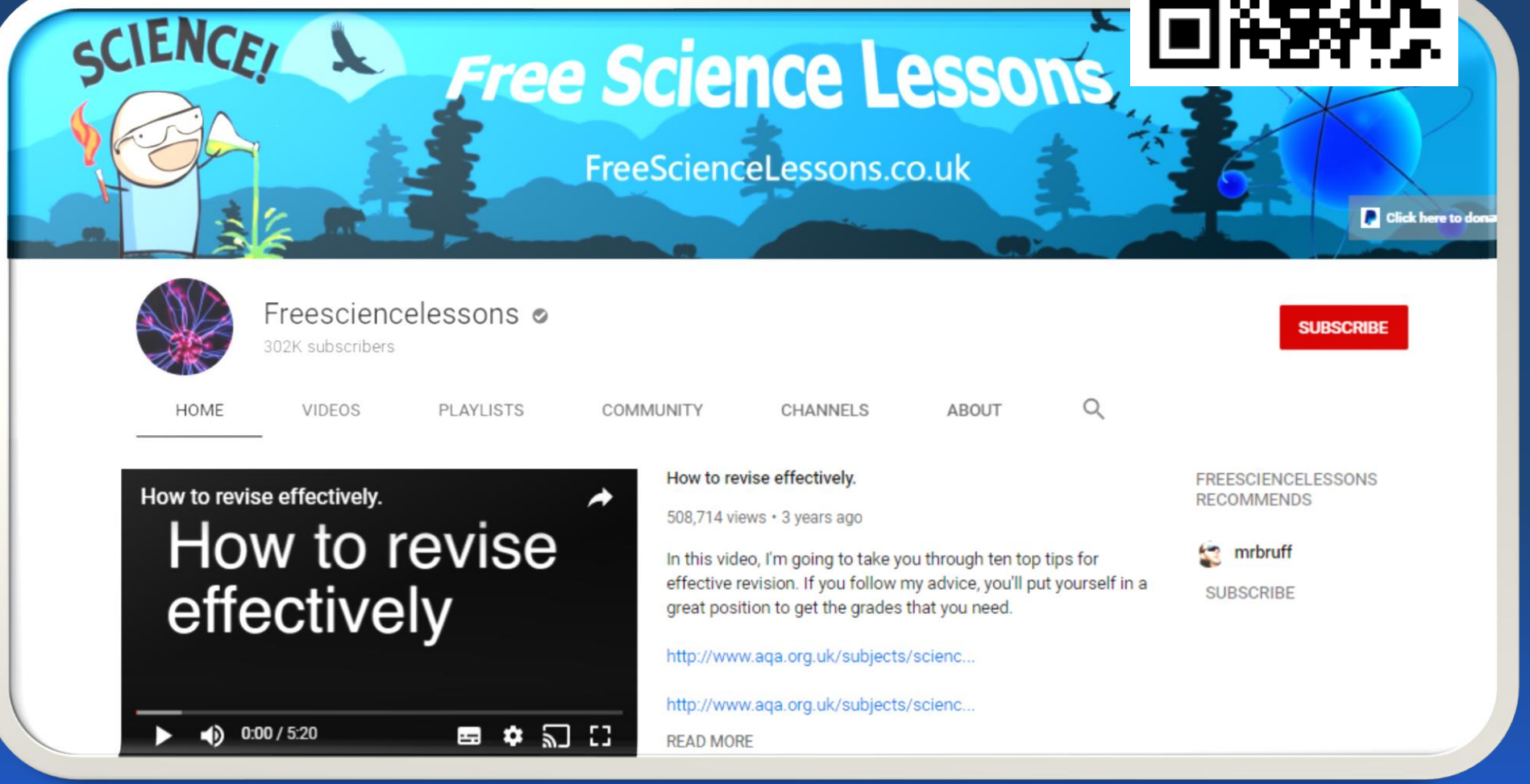
WHAT CAN YOU DO?

23 Equations

Learning Equations

The app works a like a pack of index cards. Tap on a section to expand it. There are word and symbol version and information about units, including common alternatives.

WHAT CAN YOU DO?



Thank you!

cognito

23 Equations

freesciencelessons

Elevate

What this means for your child:

- Fortnightly revision sessions throughout the year: a chance to create revision resources and plan their revision with guidance from teachers.

- There will be consistent knowledge reviews and teaching of revision strategies in the lesson.

- Elevate session on 7th October: targeted sessions delivered by Elevate (external company that specialise in exam preparation and revision).

Expectations for these lessons:

- Students must take independence and look after their own revision resources and plans.

- Students must take responsibility for bringing the expected resources and information with them.

What students may think:

It's common to have beliefs such as 'I can't do it' or 'I am going to fail'.

These are just beliefs and not fact!

Let's change that…

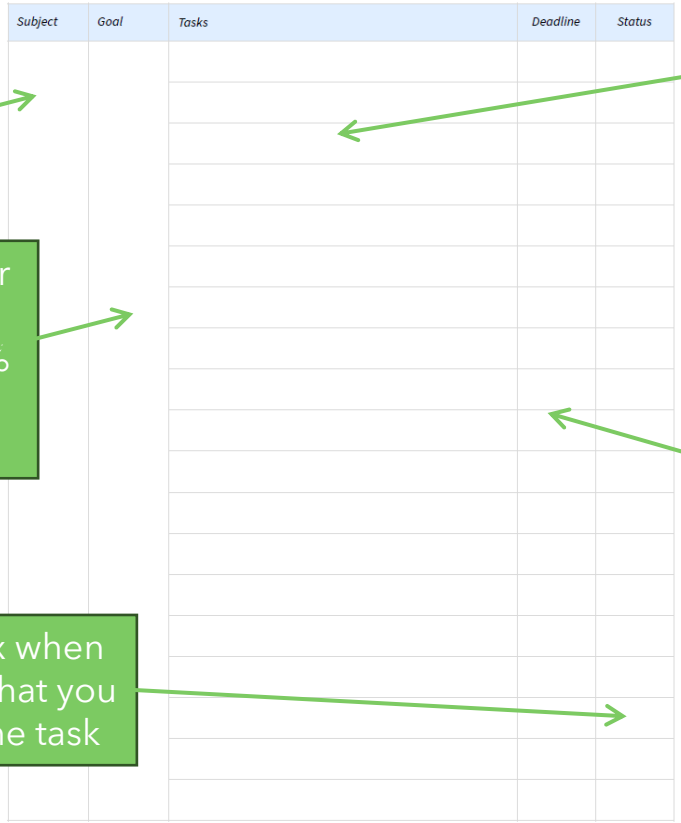
We need to reinforce
a new belief:
Results are controllable for you
and are a reflection of your input

Exam Planner

Decide on the first subject you would like to focus on

Now decide on your goal, for example:
- Improve your mark by 10%
- Be able to answer all questions in the paper

Status: tick this box when you feel confident that you have completed the task



Subject	Goal	Tasks	Deadline	Status

What tasks will you need to complete?

Which tasks do you already do that work?

Which tasks do you not do and will now commit to doing?

What is the deadline for each task?
What order will they need to be completed in?

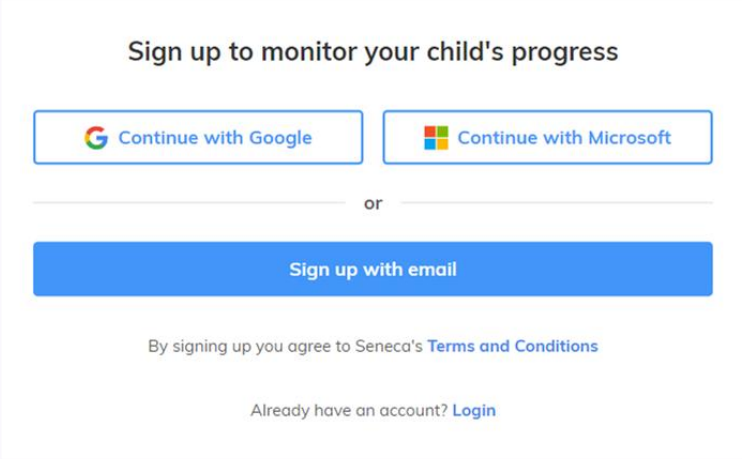
For example, revision flash cards will need to be created early on and before completing practice papers

SENECA by GoStudent | FOR PARENTS

Connect your parent account

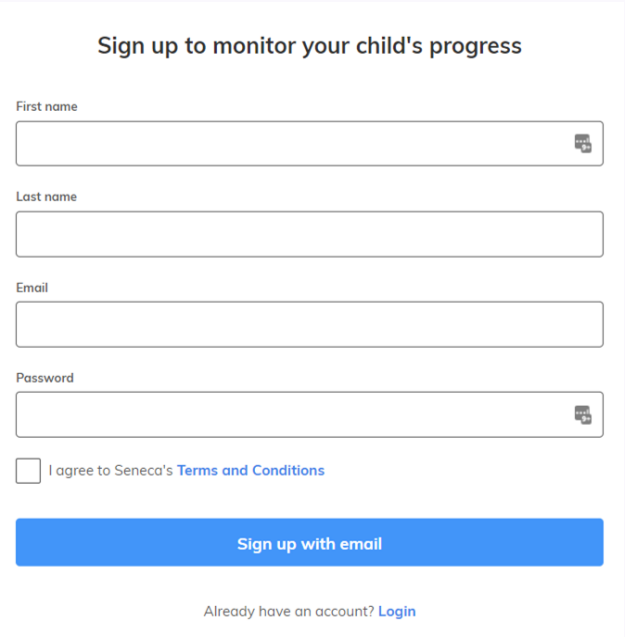
Create a parent account

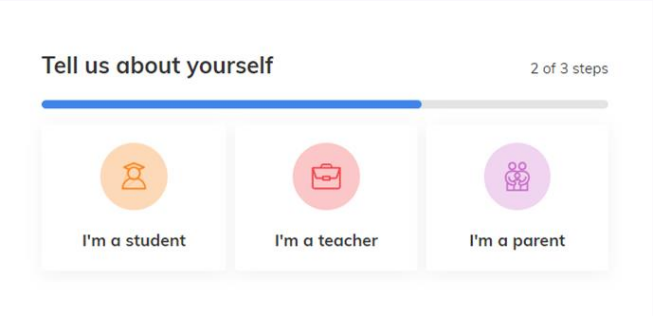
https://app.senecalearning.com/sign-up-parent



SENECA

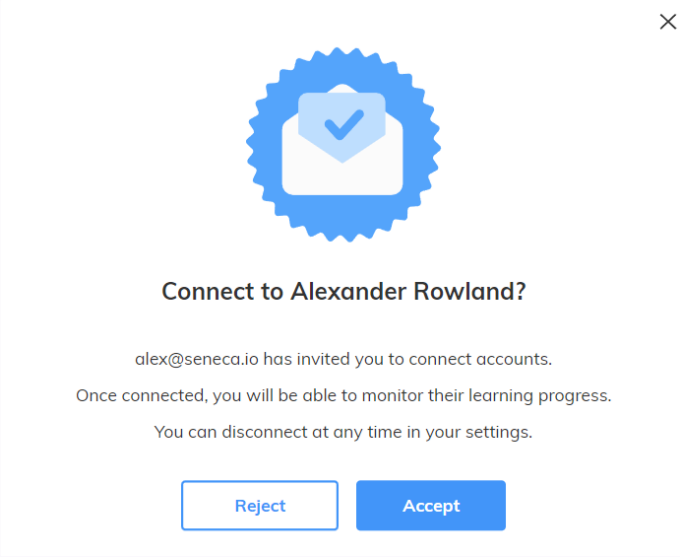
Tell us about yourself





SENECA

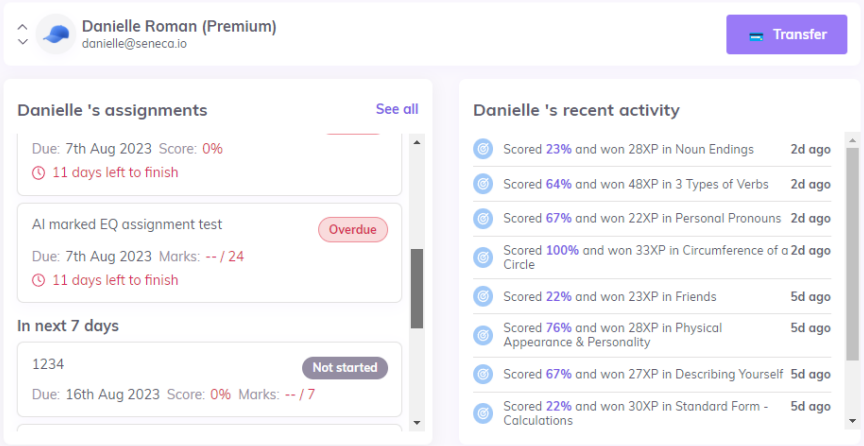
Accept the connection

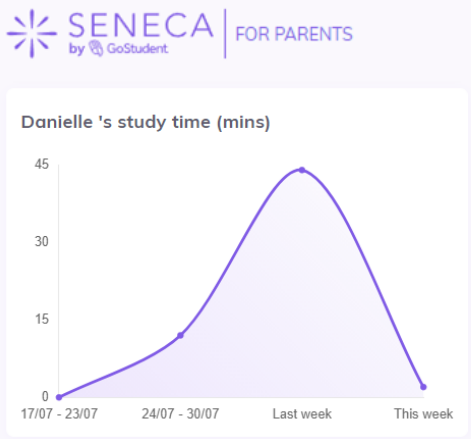


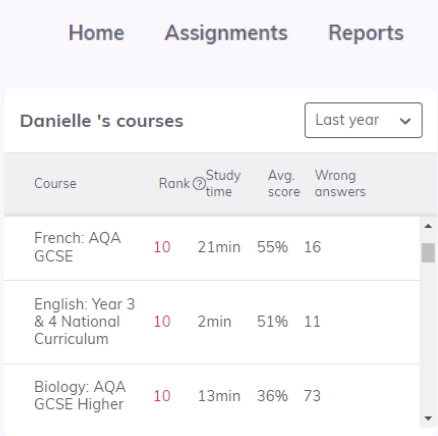
Please note:

You will only be asked to automatically connected to your child if the email you used to sign up for Seneca is the email connected to your child's account in the school MIS system. Otherwise, skip to the last slide for instructions on how to connect to your child manually.

You are connected!







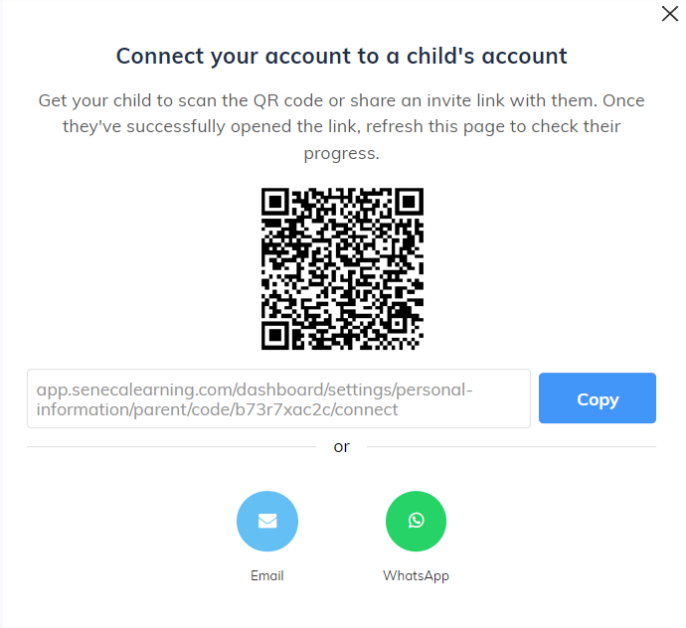
SENECA

Connect your child’s account manually

Use one of these 2 options to manually connect your child:

1. **From the parent account**
   - Click “Add a child”
   - Copy and send the link to your child or ask your child to scan the QR code

1. **From the child account**
   - Ask your child to add you as a parent by entering the email you used to sign up for Seneca as a parent.



Thank you