



# **THE ROAD TO SUCCESS.**

**Year 10 2025  
Blwyddyn 10  
2025**



## The Road to Success 2025.

- GCSE Cymraeg – Mrs Aggleton (Faculty Leader of Welsh).
- GCSE Sciences - Mr Sinkowski (Faculty Leader of Science).
- GCSE Maths - Miss Draper (Faculty Leader of Maths)
- GCSE English - Mr Jones (Faculty Leader of English) and Miss Young (Key Stage Four Coordinator English).
- Revision Tips – Mr Hampshire (Deputy Headteacher).
- Helpful advice – Mrs Feldon (Head of Year 10).

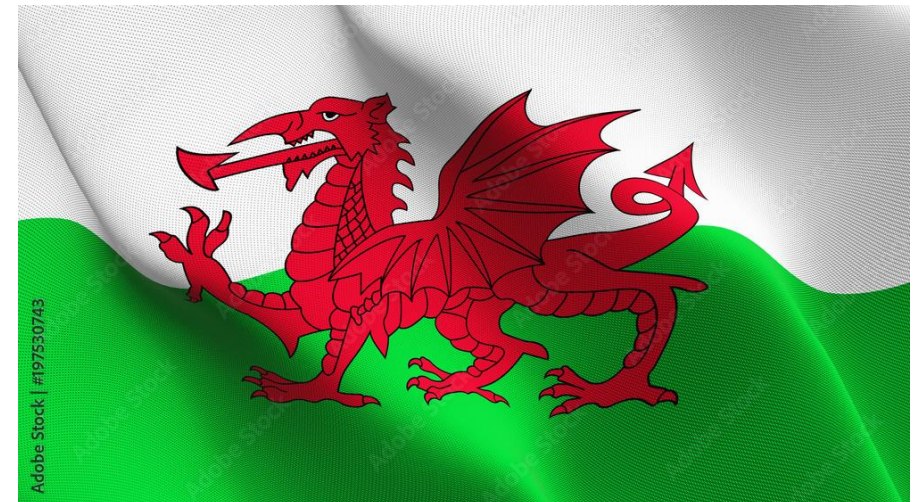
# Key dates for the diary 2025/26

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| • Thursday 13 <sup>th</sup> November | Year 10 Tutor Contact              |
| • Monday 1 <sup>st</sup> December    | Assessment Fortnight               |
| • Friday 16 <sup>th</sup> January    | Autumn Term Progress Reports Home  |
| • Wednesday 4 <sup>th</sup> February | Careers and Higher Education Fair  |
| • Tuesday 24 <sup>th</sup> March     | Spring Term Progress Reports Home  |
| • Thursday 26 <sup>th</sup> March    | Year 10 Parents' Evening           |
| • Tuesday 12 <sup>th</sup> May       | Summer Exams begin (Maths)         |
| • Wednesday 18 <sup>th</sup> June    | Summer Exams finish (D&T)          |
| • Thursday 20 <sup>th</sup> August   | GCSE Exam Results (via hwb e-mail) |

# Cymraeg Blwyddyn 10



- Welsh is compulsory for all!
- Good news- there are no exams for Welsh in year 10
- Bad news- there are 4 exams in year 11
- Speaking and Listening x2
- Reading and Writing x 2



# Siarad a Gwranddo/ Speaking and Listening

- In both exams, students will work in a pair or group of 3 to respond to a stimulus and discuss a topic.
- Unit 1- video stimulus
- Unit 2- poster stimulus
  
- Unit 1- 2<sup>nd</sup> half of Autumn Term of year 11
- Unit 2- 2<sup>nd</sup> half of Spring Term of year 11

# Darllen ac Ysgrifennu/ Reading and Writing



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- In both Unit 3 and 4, there will be a series of reading and writing tasks (some short and long)
- There will also be a question based on literature for the first time- 2 poems and 2 short stories.
- Students will be led through this step by step.

# Cefnogaeth/ Support

- Each topic we cover, there will be an exam focus. We cannot leave this until year 11 as there is too much to cover.
- There will be intervention groups as the year progresses where some students can get further support.
- All lessons develop a number of skills.
- Revision sessions as we get closer to exams and past papers sent home.
- A number of mocks during year 10.

# Sut i helpu/ how to help...

- It's important that you have a positive attitude- work hard and have the attitude that you can improve and do well! This will lead to success! Resilience is key!
- Listen to Welsh as much as you can outside of lessons. Engage with Welsh media and culture.
- Use resources like Quizlet to help you revise key vocabulary.
- Prepare at home for all mocks.
- Remember Welsh GCSE is a qualification that will take you to the next step. It could really help you in the future.



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# **GCSE**

# **Science**

## **(Gwyddoniaeth)**



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Students studying Double or Triple Science will have **completed 45% of their course** at the end of the academic year.

# What assessments are to come in Year 10?



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- **Exams** in Biology, Chemistry and Physics for **ALL students**
  - Unit 1 Biology, Unit 2 Chemistry and Unit 3 Physics – **DOUBLE SCIENCE STUDENTS**
  - Unit 1 Biology, Unit 1 Chemistry and Unit 1 Physics – **TRIPLE SCIENCE STUDENTS**

**This is 45% of their GCSE's in Science – Year 10 REALLY MATTERS!**

# Exam Dates:

- **Biology – Triple and Double Science:**

Monday 8<sup>th</sup> June

- **Chemistry – Triple and Double Science**

Friday 12<sup>th</sup> June

- **Physics – Triple and Double Science**

Monday 15<sup>th</sup> June



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# What assessments are in Year 11?

## Exams in Biology, Chemistry and Physics for ALL students

- Unit 4 Biology, Unit 5 Chemistry and Unit 6 Physics – **DOUBLE SCIENCE STUDENTS**
- Unit 2 Biology, Unit 2 Chemistry and Unit 2 Physics – **TRIPLE SCIENCE STUDENTS**
- **Practical exams** worth a total of 10% of the final GCSE grade – to be completed by the end of January in Year 11
  - Triple Science students will complete a practical exam for Biology, Chemistry, Physics
  - Double Science students will complete two practical exams only

# How can I help my child in Science?



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- To be successful in Science students need knowledge... consistent revision is key! They must use the **Revision Classrooms** on **Google Classroom**.
- Check **Google Classroom** for details of Educake Quizzes.
- Ensure that your child **meets all deadlines**.

# Revision Classroom



J Le Boeuf posted a new assignment: Cell Division, Stem Cells, DNA and Inheritance



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Posted Oct 18, 2023 (Edited Oct 18, 2023)

Assigned



L1 Cell Division.pptx  
PowerPoint



L2 Stem Cells.pptx  
PowerPoint



L3 DNA & Inheritance.pptx  
PowerPoint



L4 Alleles & Inheritance.pptx  
PowerPoint



L5 Sex Determination.pptx  
PowerPoint



L6 GMOs.pptx  
PowerPoint



2.2 & 2.3 NEW ANSWERS ...  
Word

# Educake – what's different this year?

- All students will have three twenty mark quizzes per fortnight – one per science.
- Pass mark of eighteen – they can repeat the quiz as often as necessary.
- Timetabled sessions at break and after school to support students with completion and understanding.

| Your recently set quizzes                          |             |              |                  |                   |                 | Filters |
|----------------------------------------------------|-------------|--------------|------------------|-------------------|-----------------|---------|
| Name / Main Topic<br>▼ ▲                           | Year<br>▼ ▲ | Class<br>▼ ▲ | Completed<br>▼ ▲ | Start Date<br>▼ ▲ | End Date<br>▼ ▲ |         |
| Y10 Biology revision                               | 10          | Many         | 13 / 50          | 24-11-2024        | -               | Actions |
| Y11 Biology Revision                               | 11          | Many         | 2 / 24           | 24-11-2024        | 09-12-2024      | Actions |
| Y11 Biology Revision                               | 11          | Many         | 1 / 24           | 24-11-2024        | 09-12-2024      | Actions |
| Y11 Biology Revision                               | 11          | 11T2         | 8 / 29           | 24-11-2024        | 09-12-2024      | Actions |
| Classification and Biodiversity Retrieval Practice | 11          | 11D4         | 2 / 25           | 13-11-2024        | 22-11-2024      | Actions |
| Classification and Biodiversity Retrieval Practice | 11          | Many         | 2 / 24           | 13-11-2024        | 21-11-2024      | Actions |
| Classification and Biodiversity Retrieval Practice | 11          | 11T2         | 21 / 29          | 13-11-2024        | 25-11-2024      | Actions |

# Mathemateg.

## GCSE Mathematics and Numeracy (Double Award) Blwyddyn 10

## **Unit 1: Financial Mathematics and Other Applications of Numeracy**

**Written examination**

**Higher Tier: 1 hour 45 minutes (80 marks)**

**Foundation Tier: 1 hour 30 minutes (65 marks)**

**30% of qualification**

The written paper for each tier will comprise a number of short and longer, both structured and unstructured questions. These questions may be set on any part of the subject content assigned to this unit. Questions will be set in personal and other real-world contexts.

A calculator will be allowed in this paper.

## Unit 2: Non-calculator

### Written examination

Higher Tier: 1 hour 45 minutes (80 marks)

Foundation Tier: 1 hour 30 minutes (65 marks)

30% of qualification

The written paper for each tier will comprise a number of short and longer, both structured and unstructured questions. These questions may be set on any part of the subject content assigned to this unit. The paper will include context-free questions and questions set in mathematical and other contexts.

A calculator will **not** be allowed in this paper.

## **Unit 3: Calculator-allowed**

### **Written examination**

**Higher Tier: 2 hours (90 marks)**

**Foundation Tier: 1 hour 45 minutes (75 marks)**

**40% of qualification**

The written paper for each tier will comprise a number of short and longer, both structured and unstructured questions which may be set on any part of the subject content assigned to this unit. The paper will include a mix of questions set in real-world and other contexts, and context-free questions.

A calculator will be allowed in this paper.

During Year 10 we will be studying for 60% of the qualification – the first two units:

**Unit 1** - Financial Mathematics and Other Applications of Numeracy Calculator Paper (30%) **TUESDAY 12<sup>th</sup> MAY (MORNING)**

**Unit 2** – Non Calculator Paper (30%) **THURSDAY 4<sup>th</sup> JUNE (MORNING)**

**Unit 3** – Calculator Paper (worth 40%) in Year 11.

**There are two tiers of entry for each unit:**

**Higher tier A\*-D      Foundation Tier C – G**

**Students can be entered for a mixture of tiers across units.**

End results will be in the form A\*A\*, AA, BB, CC, DD, EE, FF, GG.

# Mathswatch

Student login:

22First Initial Surname@Monmouth

e.g. 22Ldraper@Monmouth

Password:

Radius



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← → ↻ https://vle.mathswatch.co.uk/vle/browse



MathsWatch

Classes

Assignments

Users

Videos

Usage

Extras

Contact



Helen's account

Logout

286 days until renewal

## Find a Clip

Qualification

GCSE (WJEC)



Tier

Higher



Grade

All



Topic

All



Search



Only Numeracy

## Choose Clip (65)

Clip

Title

123

Reciprocals

124

Highest Common Factor (HCF)

125

Lowest Common Multiple (LCM)

126

Rounding to Significant Figures

127

Estimating Answers

128

Introduction to Bounds

129

Recurring Decimals to Fractions

130

Increase/Decrease by a Percentage

131

Percentage Change

Video

## WJEC GCSE Numeracy Past Papers

### HIGHER – GCSE NUMERACY

|                                      |                           |                             |
|--------------------------------------|---------------------------|-----------------------------|
| <a href="#">November 2023 Unit 1</a> | <a href="#">Solutions</a> | <a href="#">Mark Scheme</a> |
| <a href="#">November 2023 Unit 2</a> | <a href="#">Solutions</a> | <a href="#">Mark Scheme</a> |
| <a href="#">Summer 2023 Unit 1</a>   | <a href="#">Solutions</a> | <a href="#">Mark Scheme</a> |
| <a href="#">Summer 2023 Unit 2</a>   | <a href="#">Solutions</a> | <a href="#">Mark Scheme</a> |
| <a href="#">November 2022 Unit 1</a> | <a href="#">Solutions</a> | <a href="#">Mark Scheme</a> |
| <a href="#">November 2022 Unit 2</a> | <a href="#">Solutions</a> | <a href="#">Mark Scheme</a> |
| <a href="#">Summer 2022 Unit 1</a>   | <a href="#">Solutions</a> | <a href="#">Mark Scheme</a> |
| <a href="#">Summer 2022 Unit 2</a>   | <a href="#">Solutions</a> | <a href="#">Mark Scheme</a> |
| <a href="#">November 2021 Unit 1</a> | <a href="#">Solutions</a> | <a href="#">Mark Scheme</a> |

[Numeracy Past Papers](#)

[Maths Past Papers](#)

[Booklets – Maths](#)

[Booklets – Numeracy](#)



### Recommended WJEC Revision Guides



WJEC GCSE Numeracy  
Revision Guide & Exam  
£32.94



WJEC GCSE Maths  
Higher: Mastering  
£9.74

SALE

# Past Paper and Worked Solutions



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3. (a) Martina is going to buy some milk to make pancakes.



Which size carton of milk offers the best value for money?  
You must show all your working.

[3]

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- (b) Martina's pancake recipe is as follows.

**Pancake recipe - Makes 12 pancakes**

100g flour  
2 eggs  
300ml milk

Calculate the quantity of milk needed to make 30 pancakes.

[2]

---

---

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---

---

Milk: \_\_\_\_\_ ml

3. (a) Martina is going to buy some milk to make pancakes.



Which size carton of milk offers the best value for money?  
You must show all your working.

[3]

Strategy :- work out 100ml each way

Small 500ml  $\rightarrow$  40p, 100ml  $\rightarrow$   $\frac{40}{5} = 8p$

Medium 1200ml  $\rightarrow$  120p, 100ml  $\rightarrow$   $\frac{120}{12} = 10p$

Large 2000ml  $\rightarrow$  250p, 100ml  $\rightarrow$   $\frac{250}{20} = 12.5p$

Small best value for money

- (b) Martina's pancake recipe is as follows.

**Pancake recipe - Makes 12 pancakes**

100g flour  
2 eggs  
300ml milk

Calculate the quantity of milk needed to make 30 pancakes.

[2]

6 pancakes need  $\frac{300}{2} = 150\text{ml milk}$

30 pancakes need  $150 \times 5 = 750$

$$\begin{array}{r} 150 \\ \times 5 \\ \hline 750 \\ \hline \end{array}$$

Milk: 750 ml

# Google Classroom – Catch up



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Y10H Maths U2 (Unit 2- Non Calculator)

Higher - Catch up/Absence/Revision Classroom

Stream

Classwork

People

Grades

+ Create

Topic filter

All topics

## Workbooklet 1



Workbooklet

Posted Sep 13



Topic 1 - Number

Posted Sep 13



Topic 2 - Algebra

Posted Sep 13

**Do Now Task**

1. Write 200 as a product of its prime factors in index form.  
 $200 = 2^3 \times 5^2$

2. What is the HCF of 200 and 80?  
 $80 = 2^4 \times 5$   
 $200 = 2^3 \times 5^2 = 80$

10H Lesson 1 - Algebra...  
Microsoft PowerPoint

**Do Now Task**

1. Evaluate  $5^2$      3

2. Evaluate  $5^3$      4

3. Evaluate  $5^4$      5

10H Lesson 2 - Forming...  
Microsoft PowerPoint

# How can you help...

- Set aside time to complete the fortnightly past paper home works and to start revising now.
  - Mathswatch - Videos on every skill and interactive questions
  - Maths DIY – Practising past paper questions and self marking
- Ensure students are equipped when coming to school – pen, pencil, ruler, scientific calculator.
- Encourage attendance to Maths after school support on Tuesdays/Thursdays



| YEAR 10                                                                                                                                                                     |     |          |                                                                                                  |     |                                                                                                       |                             |                                                                                                                                                                                                                                                 |          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------|--------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| UNIT 1: Context and Meaning                                                                                                                                                 |     |          | UNIT 2: Belonging                                                                                |     |                                                                                                       | UNIT 3: Influence and Power |                                                                                                                                                                                                                                                 |          |
| EXAM                                                                                                                                                                        | 15% | 60 MARKS | NEA                                                                                              | 10% | 60 MARKS                                                                                              | NEA                         | 10%                                                                                                                                                                                                                                             | 50 MARKS |
| <b>SECTION A:</b> low-tariff questions and comparative essay from poetry anthology.<br><b>SECTION B:</b> extended creative literary or non-fiction writing (choice of two). |     |          | <b>TASK A:</b> Essay on Belonging in <i>A Christmas Carol</i> (750-1000 words)<br><br>[30 marks] |     | <b>TASK B:</b> 4-6 mins IRP based on Belonging learning in <i>A Christmas Carol</i><br><br>[30 marks] |                             | <b>TASK A:</b> 6-10 mins group (3-4 learners) discussion based on non-fiction anthology texts.<br><br><b>TASK B:</b> Creative non-fiction writing (400-500 words) based on Task A texts. Result is a written text <b>designed</b> to be spoken. |          |
|                                                                                                                                                                             |     |          |                                                                                                  |     |                                                                                                       |                             |                                                                                                                                                                                                                                                 |          |
| 1 hour 30 minutes                                                                                                                                                           |     |          | 3 hours (research and planning)<br>2 hours (task-taking)                                         |     | 2 hours (research and planning)                                                                       |                             | 3 hours (research and planning)<br><br>1 hour (preparation and planning)<br>1 hour 45 mins (drafting, editing, redrafting)                                                                                                                      |          |
| YEAR 11                                                                                                                                                                     |     |          |                                                                                                  |     |                                                                                                       |                             |                                                                                                                                                                                                                                                 |          |
| UNIT 4b: Motivations                                                                                                                                                        |     |          | UNIT 5: Continuity and Change                                                                    |     |                                                                                                       | UNIT 6: Connections         |                                                                                                                                                                                                                                                 |          |
| EXAM                                                                                                                                                                        | 20% | 60 MARKS | NEA                                                                                              | 20% | 60 MARKS                                                                                              | EXAM                        | 25%                                                                                                                                                                                                                                             | 80 MARKS |
| <b>SECTION A:</b> low-tariff questions and analytical essay on <i>An Inspector Calls</i> .<br><b>SECTION B:</b> extended creative literary writing (choice of two).         |     |          | <b>TASK A:</b> extended essay based on Shakespeare text <i>Othello</i> (1000-1500 words).        |     | <b>TASK B:</b> 5-8 mins paired discussion based on 1600-1900 poem from anthology.                     |                             | <b>SECTION A:</b> low-tariff questions and analytical, comparative and evaluative responses exploring connection in non-fiction anthology.<br><b>SECTION B:</b> non-fiction extended response (choice of two).                                  |          |
|                                                                                                                                                                             |     |          |                                                                                                  |     |                                                                                                       |                             |                                                                                                                                                                                                                                                 |          |
| 1 hour 30 minutes                                                                                                                                                           |     |          | 3 hours (research and planning)<br>3 hours (writing)                                             |     | 2 hours (research and planning)                                                                       |                             | 1 hour 30 minutes                                                                                                                                                                                                                               |          |

# Methods of Assessment

- **Examination** – although this method has not changed, some of the entry points have, and the examination board are still finalising these.
- There will be the opportunity to resit the Unit 1 and 4 examinations within years 10 and 11.
- **Non Examination Assessment** – this is very similar to coursework and previous NEA; however, the nature of the level of control has significantly changed. Prescribed planning hours and task taking hours are set down by the WJEC; the work completed cannot leave the classroom and - during the task taking - students must be under the direct supervision of their teacher. As a school, we must account for these hours.
- Once the NEA has been marked by the teacher, it cannot be amended: a new task must be set.

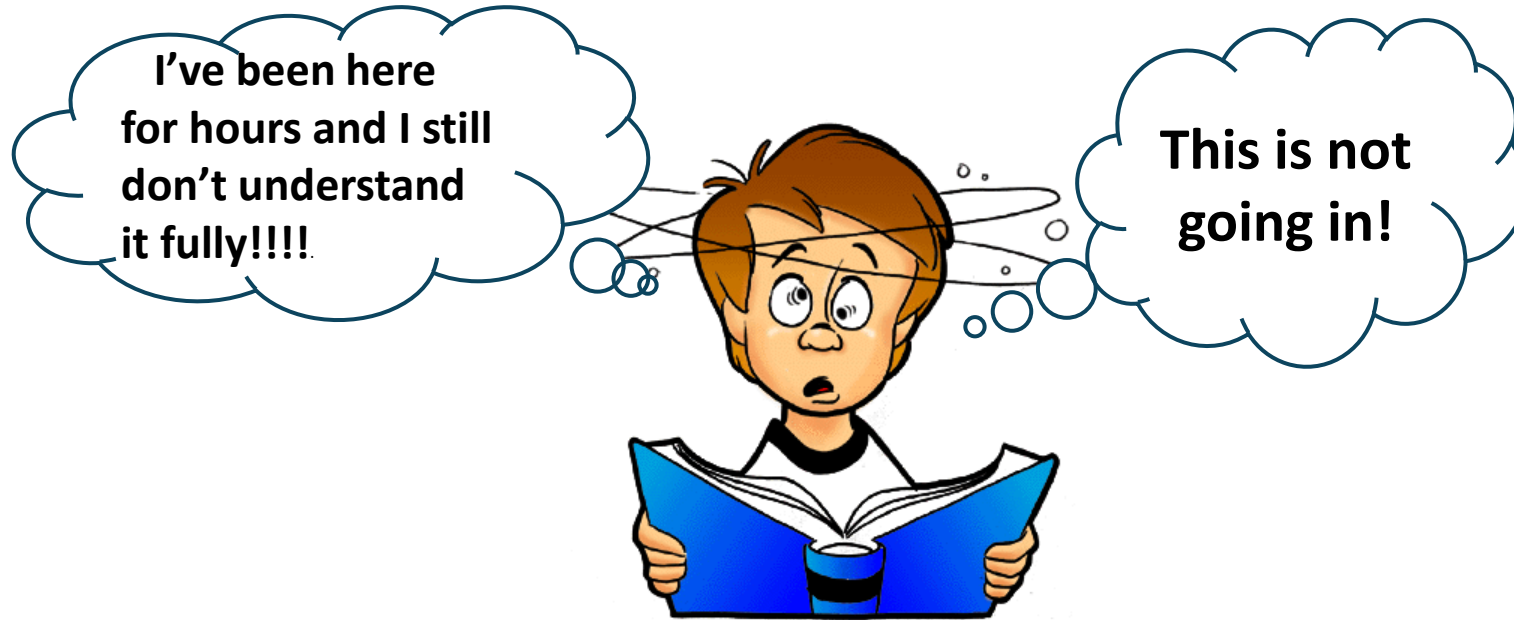
**Unit 2 *A Christmas Carol* Essay – until 9/10/'25**  
**Unit 2 Individual Research Presentation – early November 2025**



**Unit 1 Examination – 15/05/2026**

**Unit 3 Group Discussion – Early June 2026**

**Unit 4 *An Inspector Calls* – examined in November 2026**



Do you ever feel like this?

How to remember, understand and apply  
information, ideas and concepts.

# Thinking Hard.

Prof. Robert Coe – Durham University

*“Learning happens when  
people have to think hard”*

How you think about the material determines what will end up in your long term memory

*“Whatever you think about is what you remember”*



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### Brain dump

Choose a topic and write down as much as you can remember, without referring to your notes. Check your notes and see what you missed then try to fill the gaps without the notes. Check your notes a third time and add the missing information.



### Flash cards

Write flashcards for each topic, in a subjects, then mix them up for the most effective revision. Check out the Leitner System for effective spacing and interleaving. Keep your flashcards simple – one question, one answer per card.



### Map it out

Take an essay question or writing question and map out your answer, without writing a full response. Look at the mark scheme and decide if your plan meets the criteria. Do this for a number of questions, then choose one and write the full response.



### Past papers

Ask your teacher for practice questions or exam papers. Complete them without notes in exam conditions, then check your answers and identify the gaps in your knowledge, so you can target your revision.



### Quizzes

Write a set of questions and answers and ask someone else to test you. It's important to either write or say your answers aloud. Reading through quizzes in your head can give you a false sense of security.



### Practise introductions

For essay subjects, take a past exam question and practise writing effective introductions and conclusions. Look back at your notes and remind yourself of the important things to remember. Practise for different topics, texts and papers.



### Thinking hard: reduce

Read a section of your notes then put them aside and reduce what you read to 3 bullet points, each one no more than 10 words. Look back at the notes and decide if you missed anything important. Hide the notes and write a fourth bullet point.



### Thinking hard: transform

Read a paragraph from your notes or a text book and transform it into a diagram, chart or sketch – no words allowed. Look at a diagram in Science, for example, and transform it into a paragraph of explanation.



### Thinking hard: connect

For each subject, consider the exam papers and group together questions that require the same technique to answer. Write down the requirements of each type. Find a previous example you've completed and identify where you've met the criteria.



### Key vocabulary

For a particular topic, make a list of key vocabulary, then do the following: define each word; use each term in a sentence; create a question where the key word is the answer; identify other words which connect to each of the words in your list.

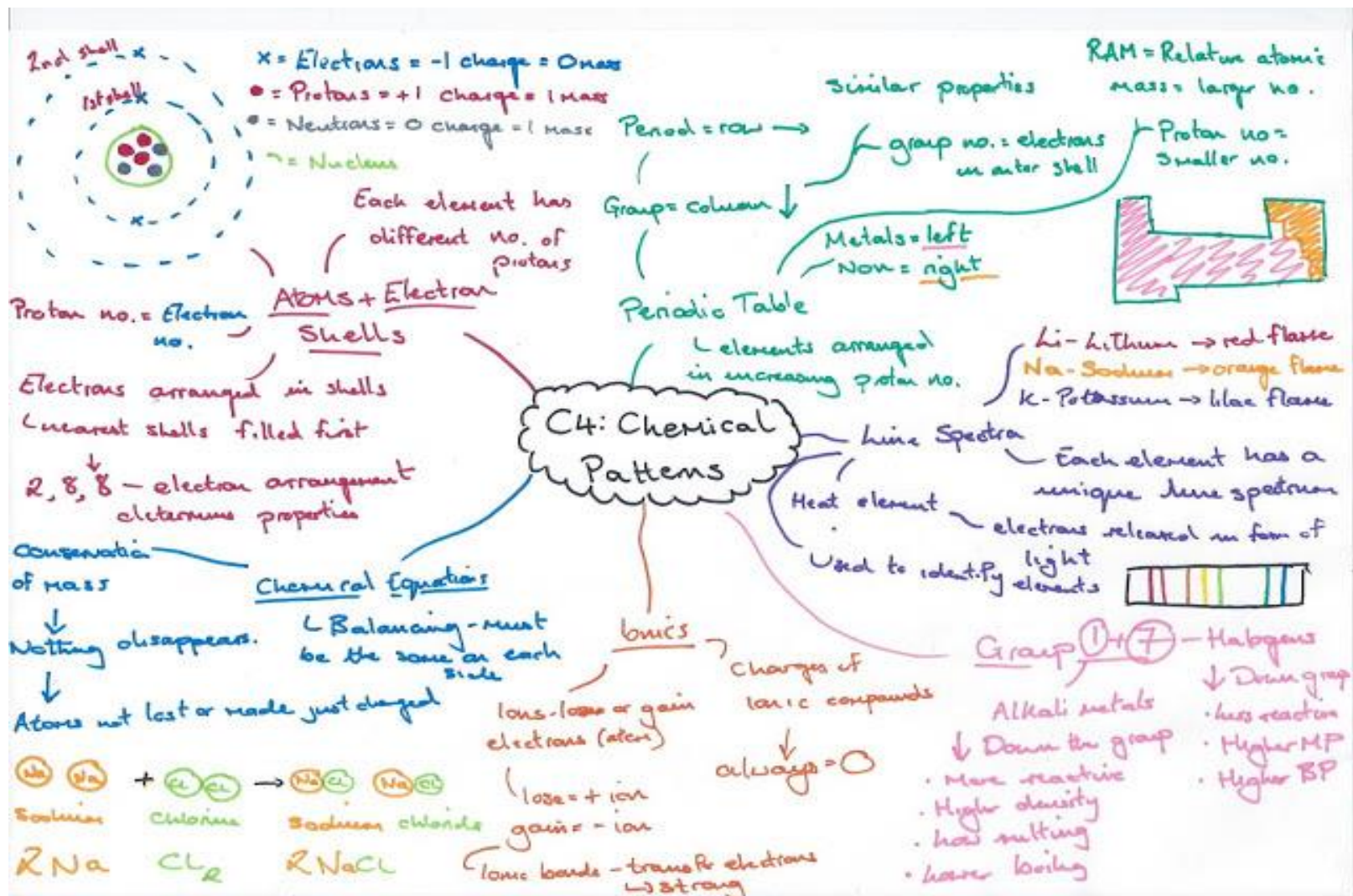
# Retrieval Strategies



# Mind mapping



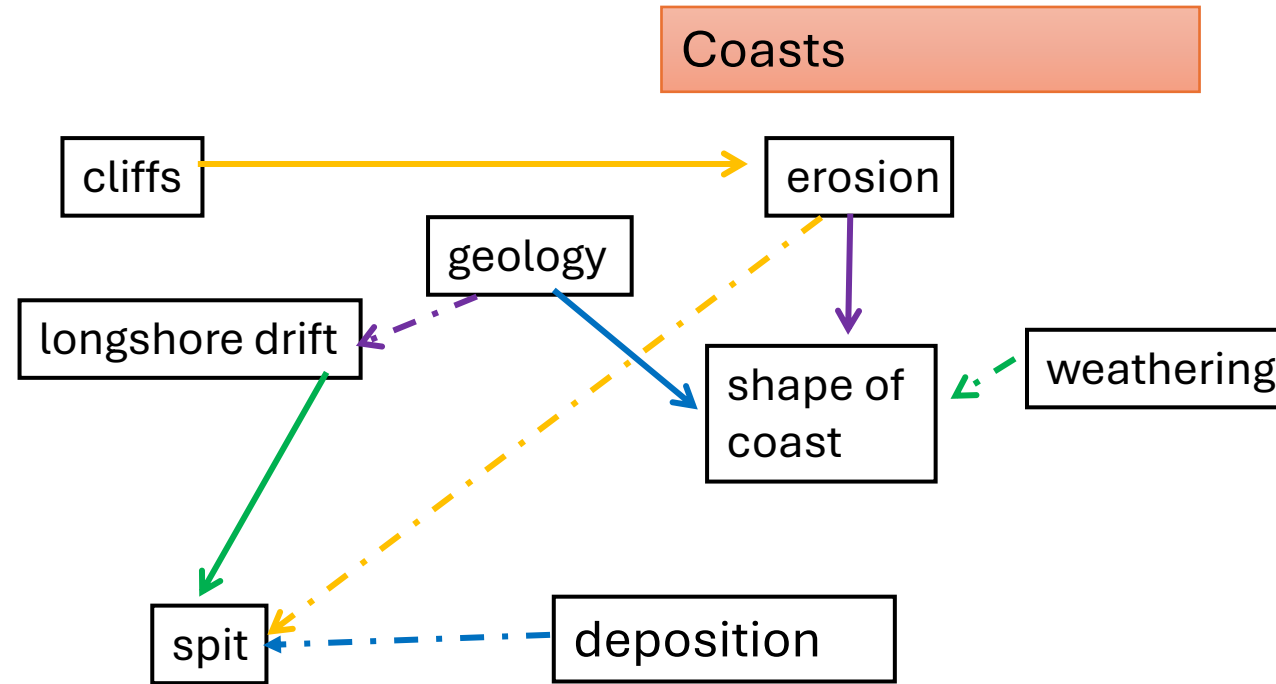
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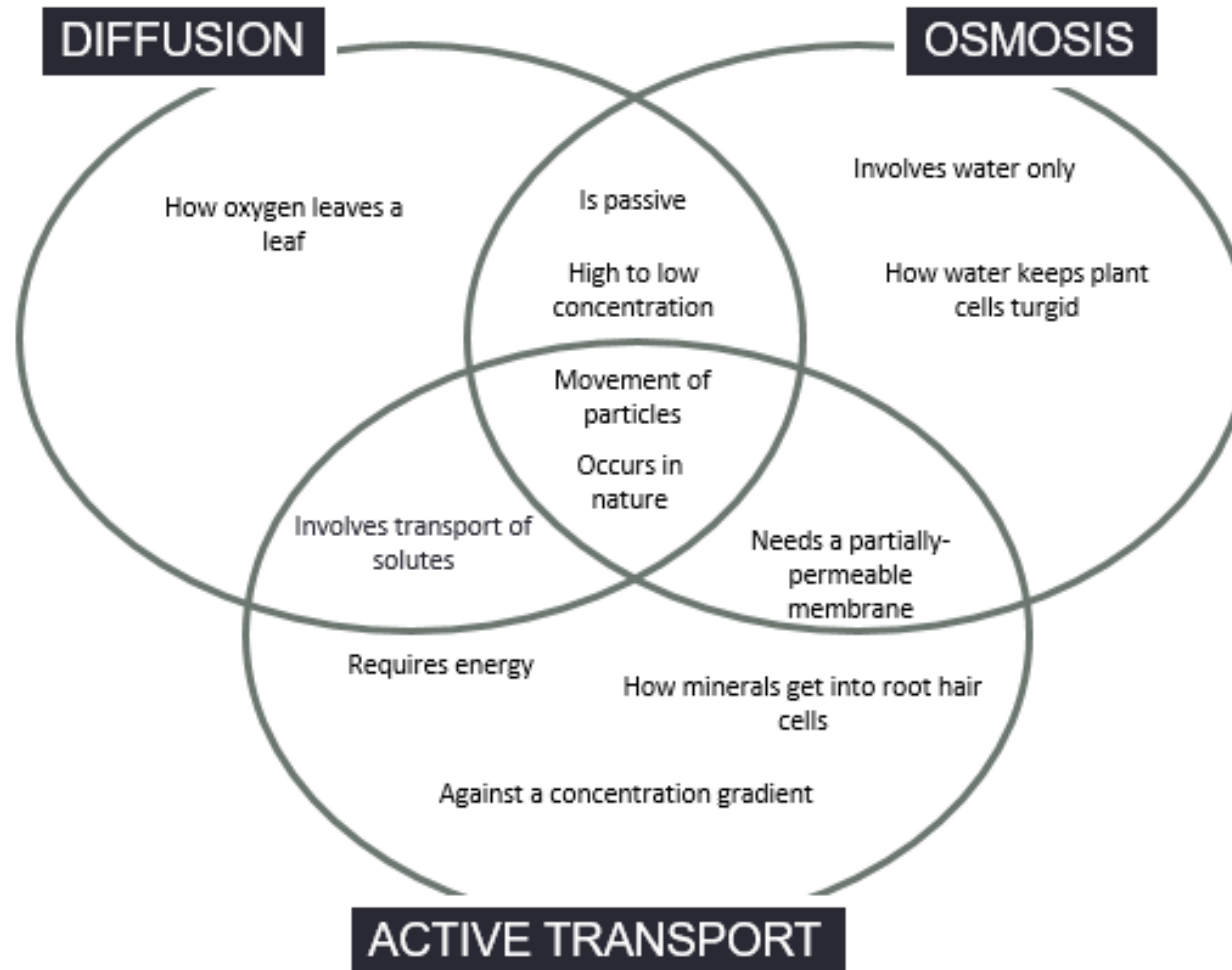
# Knowledge Organisers



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# Venn Diagrams



# Cue Cards



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**volume(%)**

| Air   | Expired Air |
|-------|-------------|
| 16.4  | 4.00        |
| 79.60 |             |

**of diffusion**  
surface area is hence the many million alveoli in lungs

**THE MECHANISM OF VENTILATION**  $V \uparrow \downarrow P$

- Gases flow from areas of high pressure to low pressure
- During inhalation, the diaphragm is lowered and ribs move upwards and outwards. This reduces pressure in the thoracic cavity, drawing air in.
- During exhalation, the diaphragm relaxes and moves upwards and inwards. This increases pressure and forces air out.

**Inhalation** **Exhalation**

**Inhalation:** External intercostal muscles move ribs upwards and outwards. Sternum moves upwards & forward. **CONTRACTS**

**Exhalation:** Internal intercostal muscles move ribs downwards and inwards. Sternum moves downwards & backwards. **RELAXES**

**ASTHMA**

**NO ASTHMA** **MILD ASTHMA ATTACK** **BAD ASTHMA ATTACK**

← **Bronchiole**

tightening of muscle wall  
inflammation & narrowing of walls  
mucus from mast cells

**Factors affecting TEMPERATURE**

rate at which reaction due to

# Flash Cards



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# BBC Bitesize and WJEC Knowledge Organisers



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English || Cymraeg

**B B C** **F** For you

Home News Sport Weather iPlayer Sounds Bitesize \*\*\* Search Bitesize

**BITESIZE**

Home Learn Study support Careers Teachers Parents Trending My Bitesize More

**GCSE**

**English Language - WJEC**

Easy-to-understand homework and revision materials for your GCSE English Language WJEC (A\* to G) studies and exams

Part of [English Language](#)

+ Add subject to My Bitesize

**Find your added subjects in My Bitesize**

View your favourite subjects and get revising quicker.

Go to My Bitesize

## Analysing fiction

**Fiction text types – WJEC**

Fiction texts are examples of writing that use language in a highly creative and artful way.

**Setting – WJEC**

The setting of a text includes the location and time when events take place. Setting can play a crucial part in how effective a text is.

**Themes – WJEC**

Themes are the main ideas that lie beneath the surface of a text. When working with a short extract of a fiction text, it helps to look closely at the language to work out the themes.

**Characterisation and narrative voice – WJEC**

Characters in texts are developed through what they say and do, and the language used to describe them. Voice means the tone of a narrative.



Home Find Resources Contact us

## Resource



## GCSE Biology knowledge organisers

Biology  
KS4 >

A bank of sample knowledge organisers to support the learning of GCSE Biology and Double Award Science.

These could be used for revision or as a starting point for creating your own knowledge organisers.

### Information

Published: 01 April 2020

Authors: - Lesley Evans

### Related Resources

A level Revision Videos M1  
Mathematics



A level Revision Videos C1  
Mathematics



A level Revision Videos C2  
Mathematics



History Revision  
History



A level Revision Videos C3  
Mathematics



Guidance for Teachers  
in the event of  
disruption to  
Teaching and Learning

Student Student resource Revision self-study Themes

### Files

Cells

Enzymes

Movement across Membranes

Respiration and the Respiratory System

Smoking

The Circulatory System

Digestion

Plants and Photosynthesis

Ecosystems, Nutrient Cycles and Human Impact on Environment

Cell division and stem cells

Classification and Biodiversity

Disease, Defence and Treatment

DNA and Inheritance

# Past Paper Questions

- Download exam paper and mark scheme.
- Look at the first question.
- Revise that topic area (mind maps, revision cards, flow charts etc.).
- Answer the question – time yourself.
- Mark with the mark scheme.
- Identify the areas of the mark scheme that you got wrong or missed out in a different colour.
- Have a break and try the next question.



Hannah Feldon  
Head of Year 10

**We are on a two year journey with tangible and exciting end goals.  
The foundation stones of success are laid every day in the little  
decisions and actions we take...**



**Key ingredient for success:**

Attendance– 95% and above

Punctual attendance to lessons

Looking and planning ahead – long term preparation

Talking about concerns and asking for help

Spending time in the tough spots

Protecting and safeguarding wellbeing.



# Advice for Students



Be organised

Focused, productive  
work session

Find or create a space  
for study

Set manageable targets  
and allow rewards

Use and seek out  
support

**PRIORITISE WELLBEING**

Sleep, eat well, rest,  
socialise, maintain  
hobbies.



# Advice for Parents



Discuss with your child how you can help during the revision period

Help organise a revision and wellbeing timetable around exam dates and provide any equipment that might help

Encourage them to take regular breaks during long periods of revision and have relaxation time

Secure a quiet, comfortable space for revision.

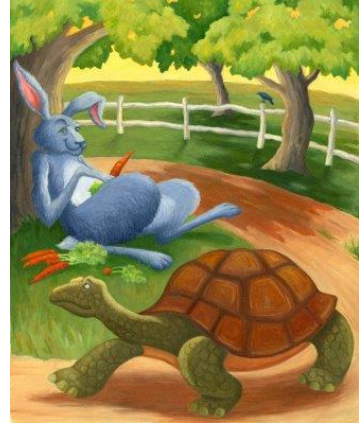
Keep them well supplied with healthy, sustaining food and drink

Encourage them to get to bed/sleep on time and make an early start – morning revision is more effective than late at night

Give plenty of praise and encouragement and stay calm. It is all important, but so is wellbeing and so are your relationships

Respond positively when they ask for help  
Be prepared to listen when they want to talk about problems

Remove devices from sleep spaces



**And at the root of it all –  
HAPPINESS AND WELLBEING**  
**We can only really learn, focus and cope with pressure when  
we are nourished, rested and happy.**

**Positivity –**

embracing the challenge and being grateful for it.

**Bravery –**

being ok with things that are new, daunting, high stakes and out of the comfort zone.

**Confidence –**

self belief. This is half the battle and needs careful fostering.

**Resilience –**

taking the knocks and learning from them. Accepting that things might not always go well first time and that learning and progress can be really messy!

**Independence –** taking responsibility and accountability. Making decisions for personal wellbeing, growth and success.

# Top Five Tips for Success!

- **Organise** your revision timetable early to avoid panic, Easter and the May Half term breaks are very important times.
- **Little and often** (45 minutes sessions) with planned breaks (give yourself rewards). WJEC Knowledge Organisers are very useful.
- Find out **what you don't know** or can't do so well and focus on these areas.
- **Use a range of techniques**, find what works for you,
- **Suitable environment** to learn without distractions (turn phone off and wait for a break).

