

Transition from KS3-4

Welcome



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Welcome and Purpose of the Session



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Supporting Transition to KS4

This session supports parents during their child's Key Stage 3 to Key Stage 4 educational transition, focusing on academic and personal growth.

Importance of Core Subjects

English, Mathematics and Science form the foundation for future education pathways and career opportunities.

Parental Partnership

Collaboration between school and families boosts student progress, emphasising support through encouragement and positive attitudes.

Student Wellbeing and Support

Recognising diverse student emotions during transition helps provide appropriate reassurance and additional support when needed.



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Transition from KS3 to KS4

Shift in Academic Focus

KS4 emphasises focused, demanding learning tied to external GCSE examinations and assessment criteria.

Depth of Understanding

Students must apply knowledge accurately and deeply, especially in unfamiliar and examination-style contexts.

Formation of Good Habits

Early KS4 routines in homework, revision, and organisation build confidence for future examinations.

Emotional and Social Growth

Transition demands independence and responsibility, requiring support from parents and carers.

Key Differences Between KS3 and KS4 Learning



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Examination-Focused Learning

KS4 lessons are closely aligned with GCSE examination criteria, requiring students to understand how their work is marked and to make improvements following feedback.

Increased Depth and Pace

Subjects in KS4 are taught in greater depth, expecting recall of prior learning and complex concept application.

Greater Independence

KS4 students take more responsibility for homework, revision and seeking help proactively.

Frequent Assessments

Regular tests and mock examinations at KS4 help identify strengths and areas for improvement while building resilience.

Why Does Parental Support Matter?



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- ✿ Parental engagement leads to an average of two to four months additional progress in student achievement – EEF
- ✿ Parental support = Higher motivation & better performance

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>



Education
Endowment
Foundation



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Parental Engagement Session: **English Language and Literature**

Key Stage 3 → Key Stage 4: The Differences



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Level of difficulty

- KS3: Focuses on building core reading, writing and speaking skills.
- KS4: Much more challenging, with deeper literary analysis and more sophisticated writing.

Curriculum focus

- KS3: Broad exposure to different genres (novels, poetry, drama, non-fiction).
- KS4: Narrower, examination-focused study of set GCSE texts (e.g. Shakespeare, 19th-century novels, poetry anthologies).

Assessment style

- KS3: Mostly teacher assessment, classwork and internal tests.
- KS4: Formal GCSE examinations and spoken language endorsement.

Writing expectations

- KS3: Developing structure, grammar, and basic analytical skills.
- KS4: Highly structured, analytical essays with specific examination techniques (e.g. analysing language, structure and context).

Independence and examination preparation

- KS3: More guided learning with skill-building and experimentation.
- KS4: Greater emphasis on independent revision, examination technique, and timed practice.

General Misconceptions in English



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Feature spotting = analysis

- Students identify techniques but don't explain their effects or meanings

Retelling the text = answering the question

- Writing summaries instead of analysing how and why

Using complex vocabulary always improves writing

- Overcomplicating language, often incorrectly or awkwardly

One simple point is enough

- Lack of developed, detailed paragraphs and deeper interpretation

Ignoring audience, purpose, and context

- Writing or analysing without considering why the text was created

Accuracy doesn't matter as much as ideas

- Frequent errors in punctuation, sentence control and spelling weaken overall writing quality

Sample Questions: Literature (Macbeth)



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- (a) Explore how Shakespeare, in this extract, presents the relationship between Macbeth and the witches, together with the apparitions they summoned.

Refer closely to the extract in your answer.

(20)

- (b) In this extract, Macbeth tries to control the witches.

Explain the importance of control **elsewhere** in the play.

In your answer, you **must** consider:

- how control is shown
- reasons for the control within the play.

You **must** refer to the context of the play in your answer.

(20)

Sample Questions: Language (Paper 1)



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Q2: Read again in detail **lines 12 to 21** of the source.

- 12** The fact that Tom had a mistress was insisted upon wherever he was known. His
13 acquaintances resented the fact that he turned up in popular restaurants with her and,
14 leaving her at a table, sauntered about, chatting with whomsoever he knew. Though I was
15 curious to see her, I had no desire to meet her—but I did.
- 16** I went up to New York with Tom on the train one afternoon, and when we stopped by the
17 ash-heaps he jumped to his feet and, taking hold of my elbow, literally forced me from the
18 car. “We’re getting off,” he insisted. “I want you to meet my girl.”
- 19** I think he’d drank a good deal at lunch, and his determination to have my company
20 bordered on violence. The supercilious assumption was that on Sunday afternoon I had
21 nothing better to do.

How does the writer use **language** here to suggest Tom is an unpleasant character?

You might include the writer’s choice of:

- words and phrases
- language features and techniques
- sentence forms

[8 marks]

How to Support at Home



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- **Reading habits** — Encourage daily reading (15–20 mins) of books, articles or news; read together where possible
- **Talking about texts** — Ask simple questions about characters, themes and writer's purpose
- **Learning quotations** (Literature) — Help them practise and recall key quotations using quick quizzes or flashcards
- **Revision routine** — Support a regular yet manageable study schedule with short focused sessions
- **Practise writing** — Encourage short, timed examination-style responses (even a single paragraph)
- **Positive environment** — Provide a quiet study space away from the bedroom, if possible

Homework Resources: SENECA



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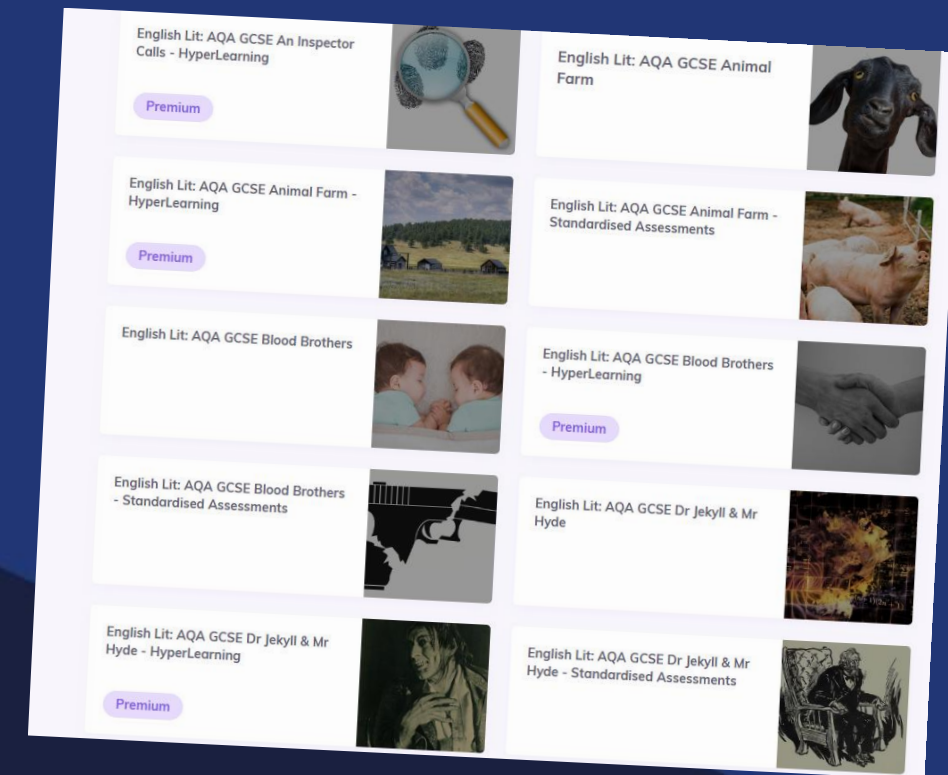
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To aid with revision, students can independently make use of SENECA and complete various revision activities. They can access the following:

- Text content: plot, characters, themes and context
- Hyperlearning flashcards
- Quotation recall tasks
- Diagnostic misconception tasks
- There are other forms of courses available too

They can access any of the AQA / Edexcel courses by searching or by looking at the courses their teachers have added to their class.

To access SENECA, students need to log in using Microsoft 365. Students have already been signed up with their Academy email. To login they need to use their Academy email address and their current password.



Additional Revision Materials: Frog



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To aid with revision, there are resources available on the English Frog page:
English - > Y10 - > students to click into the relevant topic on the sub-pages.

Frog OS

The screenshot shows the Frog OS website interface. At the top, there is a navigation bar with buttons for Home, Year 7, Year 8, Year 9, Year 10 (selected), Year 11, and Y11 revision. Below this is a secondary navigation bar with buttons for Y11 Masterclass, A Level, Homework, and Super Curricular Programme. The main content area has a heading "Welcome to your GCSEs in English Language and English Literature!". Below the heading is a large image of a sign that reads "TOP GRADES #RESULT". To the right of the sign is a text block that reads: "During Year 10 you will study both English Language and English Literature. These are classed as two separate GCSEs, and you will be awarded two separate grades at the end of Y11. The skills covered are common to both subjects, and throughout Y10 you will have lots of opportunity to practise these skills so that you are ready for more focused exam practice as you move into Y11." Below the text block are two blue buttons: "Edexcel English Language GCSE: Specification" and "AQA English Language GCSE Specification". At the bottom, there are three images: a man in a white shirt with blood on his hand (labeled "Superb" and "The Guardian"), a man in a top hat (labeled "MACBETH"), and a man in a top hat (labeled "The Guardian").



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Parental Engagement Session: Mathematics

Key Stage 3 → Key Stage 4: The Differences



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Level of difficulty

- KS3: One core scheme of learning with some variation by class, focus on building core skills- being able to apply a method in a familiar context.
- KS4: Two tiers of entry- Higher and Foundation. Both are more challenging than Key Stage 3, with a larger proportion of questions involving using their skills in unfamiliar contexts or as part of a larger problem. Higher tier will involve learning a lot more content alongside the increased difficulty from the question.

Assessment style

- KS3: Small checkouts, end of year calculator and non-calculator tests. End of year examinations at 50 minutes per paper, sat in classrooms.
- KS4: Three formal GCSE examinations at 1 hour and 30 minutes each, sat in an examination room.

Homework

- KS3: Homework on Sparx- 40 minutes per week.
- KS4: Homework on Sparx- 1 hour per week

Independence and examination preparation

- KS3: Specific topics given for revision for end of year examinations that are guaranteed to appear.
- KS4: Greater emphasis on independent revision, examination technique, and timed practice.

General Misconceptions in Mathematics



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BIDMAS only applies when it says

- Students know to use the order of operations but don't use it with fractions or decimals.

If I have a calculator, it will be easy

- A calculator opens up much more variety for the questions- they can therefore be more mathematically complex.

15 minutes is 0.15 of an hour

- Time is difficult to work with as it isn't out of 100.

I can do it- I don't need to show my working out

- Often in lessons you can do it quickly as you have spotted a pattern that will work for that type of question. The purpose of the method is to reinforce the understanding and is something that can be built on and developed over time.

Answering the question you want it to be not the question it is

- Students often scan for the numbers first and then some key words- this can lead to them not actually answering the question.



Key Topics

Ratio

- Appears all the time; examiners love to use it as part of other questions all the time.

Percentages

- This will appear in all three of the GCSE papers you sit at different points, sometimes as a standalone question, sometimes as part of a larger calculation.

Proportion

- Very similar to ratio (which uses proportional reasoning) but without the :

Geometry

- All the other topics can be put into a shape question- it's an examiner's favourite way of increasing the difficulty of a question.

Sample Questions: Foundation



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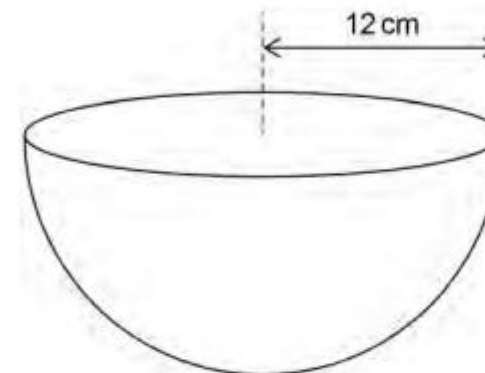
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- 5 (a) A shop sells bottles of orange juice.
Each bottle costs 75p
Work out the greatest number of bottles that can be bought with £5

[2 marks]

$$\text{Volume of a sphere} = \frac{4}{3}\pi r^3$$

A bowl is a hemisphere with radius 12 cm



Water is poured into the bowl
at a rate of 325 cm^3 per second
for 8 seconds.

Does the water fill **more than** 70% of the bowl?
You **must** show your working.

[4 marks]

Sample Questions: Higher

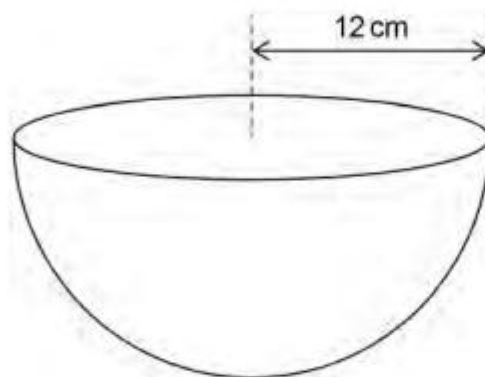


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$$\text{Volume of a sphere} = \frac{4}{3}\pi r^3$$

A bowl is a hemisphere with radius 12 cm



Water is poured into the bowl
at a rate of 325 cm^3 per second
for 8 seconds.

Does the water fill **more than** 70% of the bowl?

You **must** show your working.

[4 marks]

24

$a = 65$ to the nearest integer

$b = 30$ to 1 significant figure

Work out the **upper bound** for $2a^2 - b^2$

You **must** show your working.

[3 marks]

25

Show that $\frac{x-5}{x-2} + \frac{x+5}{x+2}$

simplifies to $\frac{ax^2 - b}{x^2 - 4}$ where a and b are integers.

[3 marks]

How to Support at Home



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Encourage them to complete their homework

- 100% completion every week ensures they don't miss a topic.

Encourage them to get support

- We will be running support sessions throughout the year- don't wait if you feel you need help.

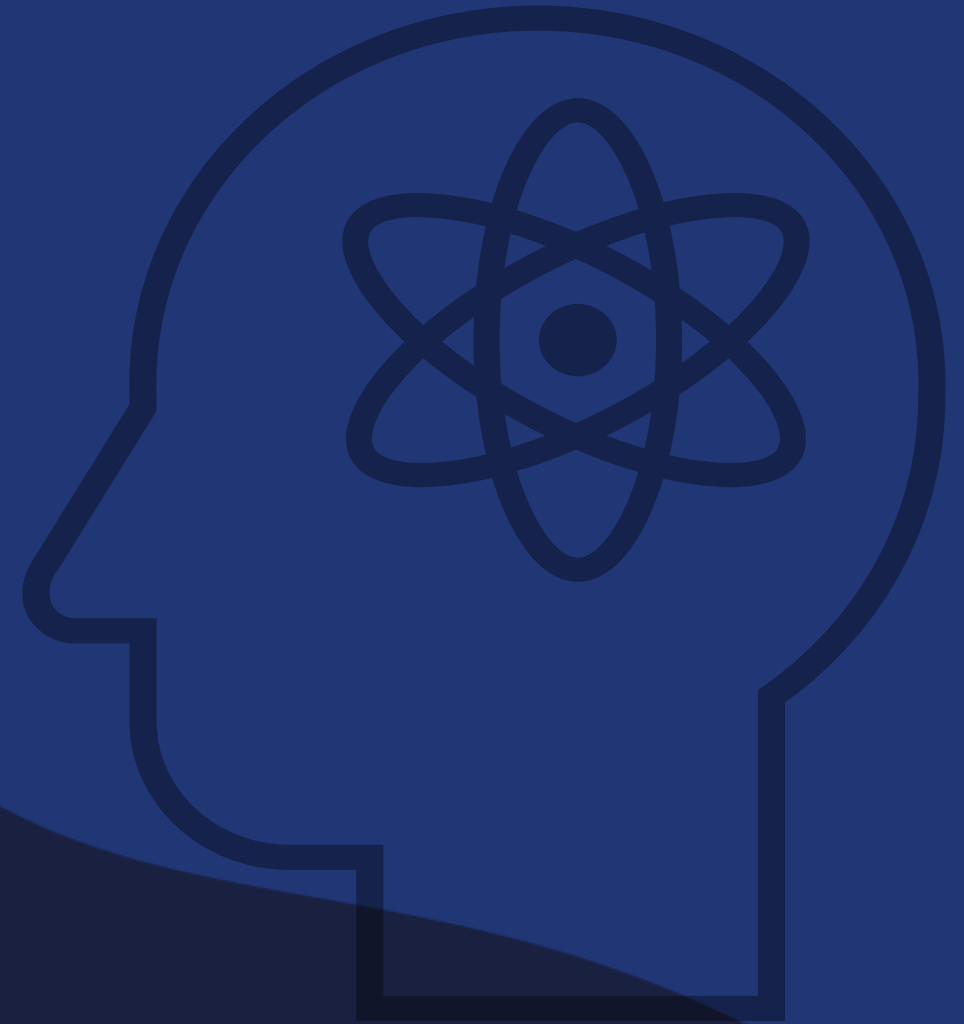
Revision

- Get them into good habits. Students who achieve top grades start revising a couple of times per week for 15 minutes from the start of Key Stage 4; it isn't a shock then in Year 11.

Focus on the next step

- When your young person gets a test back, don't focus on the score; praise the positives, identify what the next steps are and work on them!

Parental Engagement Session: Science



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KS3 Science vs KS4 Science



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KS3	KS4
Focus on learning scientific ideas	Applying scientific ideas to novel situations
Recall of knowledge and beginning of application	Recall and application
Shorter answer questions, with a small number of extended responses	Longer, more complex style extended responses
Teacher assessments	Terminal examinations
Practical activities	Required practicals and practical application questions
8 hours of science per fortnight	9 hours of science per fortnight or 14 hours if separate scientists

Examination Structure – Combined Science



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✧ 4 Papers:

✧ Worth 2 GCSEs

✧ Taught by two teachers

- 2 x **Life and Environmental Science** - 1 hour 45 mins each
- 2 x **Physical Sciences** - 1 hour 45 mins each

Examination Structure – Separate Science



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✧ 6 Papers:

✧ Worth 3 GCSEs

✧ Taught by three teachers

- 2 x **Biology** - 1 hour 45 mins each
- 2 x **Chemistry** - 1 hour 45 mins each
- 2 x **Physics** - 1 hour 15 mins each

How is GCSE Science Assessed?



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The examinations will measure how students have achieved the following assessment objectives:

- **AO1:** Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures
- **AO2:** Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures
- **AO3:** Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures

Mathematical requirements

GCSE Biology 10%

GCSE Chemistry 20%

GCSE Physics 30%

GCSE Combined Science 20%

9 Mathematical requirements

Students will be required to demonstrate the following mathematics skills in GCSE Combined Science assessments.

Questions will target maths skills at a level of demand appropriate to each subject. In Foundation Tier papers questions assessing maths requirements will not be lower than that expected at Key Stage 3 (as outlined in *Mathematics programmes of study: Key Stage 3* by the DfE, document reference DFE-00179-2013). In Higher Tier papers questions assessing maths requirements will not be lower than that of questions and tasks in assessments for the Foundation Tier in a GCSE Qualification in Mathematics.

1	Arithmetic and numerical computation
a	Recognise and use expressions in decimal form
b	Recognise and use expressions in standard form
c	Use ratios, fractions and percentages
d	Make estimates of the results of simple calculations
2	Handling data
a	Use an appropriate number of significant figures
b	Find arithmetic means
c	Construct and interpret frequency tables and diagrams, bar charts and histograms
d	Understand the principles of sampling as applied to scientific data (biology questions only)
e	Understand simple probability (biology questions only)
f	Understand the terms mean, mode and median
g	Use a scatter diagram to identify a correlation between two variables (biology and physics questions only)
h	Make order of magnitude calculations
3	Algebra
a	Understand and use the symbols: =, <, <=, >, >=, ≠, ~
b	Change the subject of an equation
c	Substitute numerical values into algebraic equations using appropriate units for physical quantities (chemistry and physics questions only)
d	Solve simple algebraic equations (biology and physics questions only)
4	Graphs
a	Translate information between graphical and numeric form
b	Understand that $y = mx + c$ represents a linear relationship

The Challenges GCSE Students Face



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- ✿ **The increase in demand from question style**
- ✿ **Procrastination & distractions** (phones, social media, etc.)
- ✿ **Social/friend** group pressures.
- ✿ **Cramming versus structured revision** (last-minute studying doesn't work)
- ✿ **Stress & lack of confidence**

Common Pitfalls/ Misconceptions



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- ✿ Not reading command words in examination questions
- ✿ Not using scientific vocabulary
- ✿ Use of language and incorrect spelling
- ✿ Giving one answer when two were required
- ✿ Missing units in mathematics questions (20% of Science GCSE marks)
- ✿ Not showing working out in the mathematics questions

What Does A GCSE Question Look Like?



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Biologists have discovered a way to produce oysters that have three sets of chromosomes (triploid) instead of the usual two sets (diploid).

The triploid oysters cannot reproduce and so they grow more quickly.

Diploid oysters do not taste good in the reproductive season. Triploid oysters taste good all year.

07.6 Oyster farmers grow the triploid oysters from young seed oysters.

The production of seed oysters involves the use of a chemical called cytochalasin B. Cytochalasin B has been shown to cause cancer in mice.

Evaluate the production of triploid oysters for supermarkets and restaurants.

[6 marks]

07.6	Level 3: A judgement strongly linked and logically supported by a sufficient range of correct reasons is given.	5–6	AO3
	Level 2: Some logically linked reasons are given. There also may be a simple judgement.	3–4	AO3 AO2
	Level 1: Relevant points are made. They are not logically linked.	1–2	AO2
	No relevant content	0	
	Indicative content for: - oysters are available to eat all year so eating oysters has become very popular - cheaper to produce so more food for expanding population - oysters grow faster so more oysters for supermarkets / restaurants or more profit for farmers - stocks are replenished each year so more sustainable fishing - they can harvest / sell all year so more stable and profitable for oyster farmers against: - carcinogen put into environment / oysters so may enter the food chain or cause cancer in humans - bigger triploid oysters may outcompete the smaller native diploid oysters so upset balance of the ecosystem / cause extinction - people may not buy / eat them because they have used a carcinogenic chemical so reduced profit for farmers / suppliers / supermarkets / restaurants - farmers have to buy new seed oysters every time so more expensive other content: - shouldn't be eating the oysters until they are thoroughly tested - should be looking for alternative ways to get triploid oysters - should stop using triploid oysters until the effect on the (marine) environment is known - would replace lost oyster beds but could change the ecosystem - oysters available to eat all year but probably do not taste the same or have the same flavour		4.7.3.2 4.7.3.6 4.7.2.1 4.7.1.3 4.7.1.1

What Does A GCSE Question Look Like ?



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07.6

Level 3: A judgement strongly linked and logically supported by a sufficient range of correct reasons is given.

5-6

AO3

Level 2: Some logically linked reasons are given. There also may be a simple judgement.

3-4

AO3
AO2

Level 1: Relevant points are made. They are not logically linked.

1-2

AO2

No relevant content

0

Indicative content

for:

- oysters are available to eat all year **so** eating oysters has become very popular
- cheaper to produce **so** more food for expanding population
- oysters grow faster **so** more oysters for supermarkets / restaurants or more profit for farmers
- stocks are replenished each year **so** more sustainable fishing
- they can harvest / sell all year **so** more stable and profitable for oyster farmers

against:

- carcinogen put into environment / oysters **so** may enter the food chain or cause cancer in humans
- bigger triploid oysters may outcompete the smaller native diploid oysters **so** upset balance of the ecosystem / cause extinction
- people may not buy / eat them because they have used a carcinogenic chemical **so** reduced profit for farmers / suppliers / supermarkets / restaurants
- farmers have to buy new seed oysters every time **so** more expensive

other content:

- shouldn't be eating the oysters until they are thoroughly tested
- should be looking for alternative ways to get triploid oysters
- should stop using triploid oysters until the effect on the (marine) environment is known
- would replace lost oyster beds **but** could change the ecosystem
- oysters available to eat all year **but** probably do not taste the same or have the same flavour

4.7.3.2
4.7.3.6
4.7.2.1
4.7.1.3
4.7.1.1

0 7 . 6 Oyster farmers grow the triploid oysters from young seed oysters.

The production of seed oysters involves the use of a chemical called cytochalasin B. Cytochalasin B has been shown to cause cancer in mice.

Evaluate the production of triploid oysters for supermarkets and restaurants.

[6 marks]

means triploid
oysters

Triploid oysters grow more quickly than diploid oysters resulting in a higher yield for the farmer. triploid oysters also taste good year round whereas diploid oysters only taste good when not in reproductive season. This ^{means} triploid oysters are good for supermarkets and restaurants as they are available all year round and are cheaper due to their quick growth time. However triploid oysters have the chance to cause cancer in humans as they carry the chemical cytochalasin B which causes cancer in mice whereas diploid oysters are safe to eat. For this reason I don't think triploid oysters should be sold in supermarkets or restaurants as the potential effect on health outweighs the good taste year round and the quick growth time.

What Does A GCSE Question Look Like ?



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07.6

Oyster farmers grow the triploid oysters from young seed oysters.

The production of seed oysters involves the use of a chemical called cytochalasin B. Cytochalasin B has been shown to cause cancer in mice.

Evaluate the production of triploid oysters for supermarkets and restaurants.

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means triploid oysters

Points for triploid oysters

Points against triploid oysters

Student has expressed a judgement

07.6	Level 3: A judgement strongly linked and logically supported by a sufficient range of correct reasons is given.	5–6	AO3
	Level 2: Some logically linked reasons are given. There also may be a simple judgement.	3–4	AO3 AO2
	Level 1: Relevant points are made. They are not logically linked.	1–2	AO2
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	Indicative content		4.7.3.2 4.7.3.6 4.7.2.1 4.7.1.3 4.7.1.1

ers	for:	- oysters are available to eat all year so eating oysters has become very popular - cheaper to produce so more food for expanding population - oysters grow faster so more oysters for supermarkets / restaurants or more profit for farmers - stocks are replenished each year so more sustainable fishing - they can harvest / sell all year so more stable and profitable for oyster farmers
	against:	- carcinogen put into environment / oysters so may enter the food chain or cause cancer in humans - bigger triploid oysters may outcompete the smaller native diploid oysters so upset balance of the ecosystem / cause extinction - people may not buy / eat them because they have used a carcinogenic chemical so reduced profit for farmers / suppliers / supermarkets / restaurants - farmers have to buy new seed oysters every time so more expensive

sed a	other content:	- shouldn't be eating the oysters until they are thoroughly tested - should be looking for alternative ways to get triploid oysters - should stop using triploid oysters until the effect on the (marine) environment is known - would replace lost oyster beds but could change the ecosystem - oysters available to eat all year but probably do not taste the same or have the same flavour
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How Can You Support?



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- ✿ Encourage completion of homework consistently, homework is in line with content being completed in lesson and designed to support students with key examination errors.
- ✿ Ask students to explain concepts aloud.
- ✿ Use flashcards and self-quizzes.
- ✿ Complete examination questions regularly.
- ✿ Encourage time away from phones while completing homework/revision.



AppBlock - Focus & Screen Help

MobileSoft s.r.o.
Contains ads · In-app purchases

4.6 ★
159K reviews

5M+
Downloads

PEGI 3



https://play.google.com/store/apps/details?id=cz.mobilesoft.appblock&hl=en_GB

Effective Revision Strategies



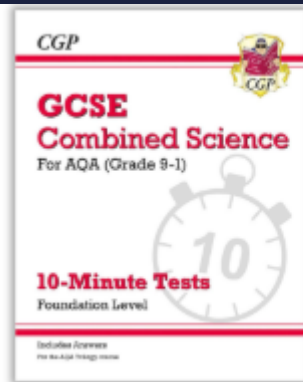
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- ✿ **Revision timetables:** Plan Biology, Chemistry, and Physics evenly
- ✿ **Active recall:** Flashcards, mind maps, past papers, self-quizzing
- ✿ **Teaching others:** Reinforce learning by explaining concepts
- ✿ **Short, focused sessions:** 25-45 mins with breaks to avoid burnout

Revision Resources



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[Quick View](#)

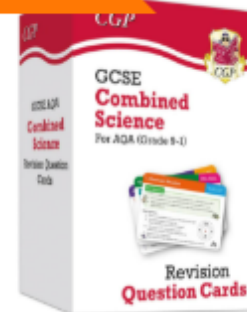
GCSE Combined Science: AQA 10-Minute Tests - Foundation (includes answers)

SAFXP41

In stock

★★★★★ (10)

Bestseller



[Quick View](#)

GCSE Combined Science AQA Revision Question Cards - Q&A cards for quick practice

SCAF41

In stock

★★★★★ (47)

Bundle



[Quick View](#)

GCSE Combined Science AQA Knowledge Organiser & Retriever Bundle - Higher

Science-Focused Revision Tools



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- ✿ BBC Bitesize, Seneca, Save My Exams, Physics and Maths Tutor, Cognito for interactive learning
- ✿ Mind maps & diagrams for visual learners
- ✿ Past papers to familiarise with examination questions

<https://www.aqa.org.uk/subjects/science/gcse/science-8464/assessment-resources>

<https://www.physicsandmathstutor.com/past-papers/gcse-science/>

Required Practicals



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Biology

Microscopy
Osmosis
Enzymes
Food tests
Photosynthesis
Reaction time
Field investigations
Plant responses*
Decay*
Microbiology*

Chemistry

Making salts
Temperature changes
Rates of reaction
Chromatography
Water purification
Electrolysis
Neutralisation*
Identifying ions*

Physics

Specific heat capacity
Resistance
I-V characteristics
Density
Force and extension
Acceleration
Waves
Radiation and absorption
Thermal insulation*
Light*

<https://www.savemyexams.com/learning-hub/exam-guides/how-to-answer-required-practical-method-questions-in-aqa-gcse-science/>

***Separate science only**

6 Mark Questions



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- ✿ **Practise:** Work through past examination questions to familiarise yourself with the format and expectations.
- ✿ **Don't repeat the question:** Focus on providing new information and demonstrating your understanding of the topic.
- ✿ **Be concise:** Avoid unnecessary waffle and get straight to the point.
- ✿ **Check your work:** Ensure your answer is clear, well-organised and addresses all parts of the question.
- ✿ **Consider using diagrams, bullet points or flowcharts:** These can be helpful for visualising complex processes or ideas.

<https://www.bbc.co.uk/bitesize/guides/zs46dxs/revision/6>

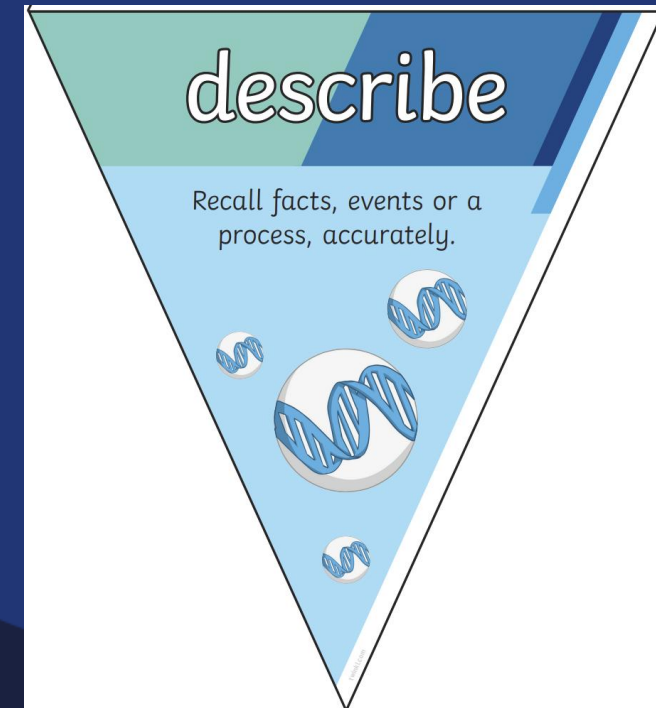
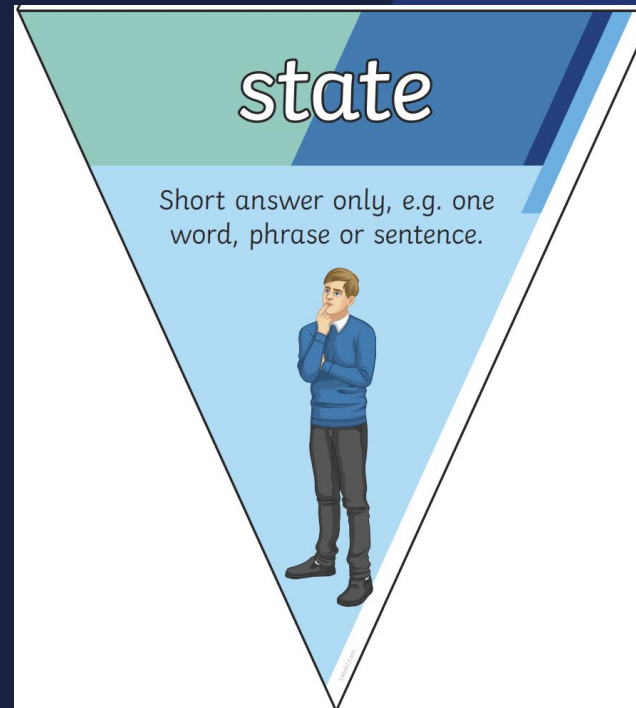
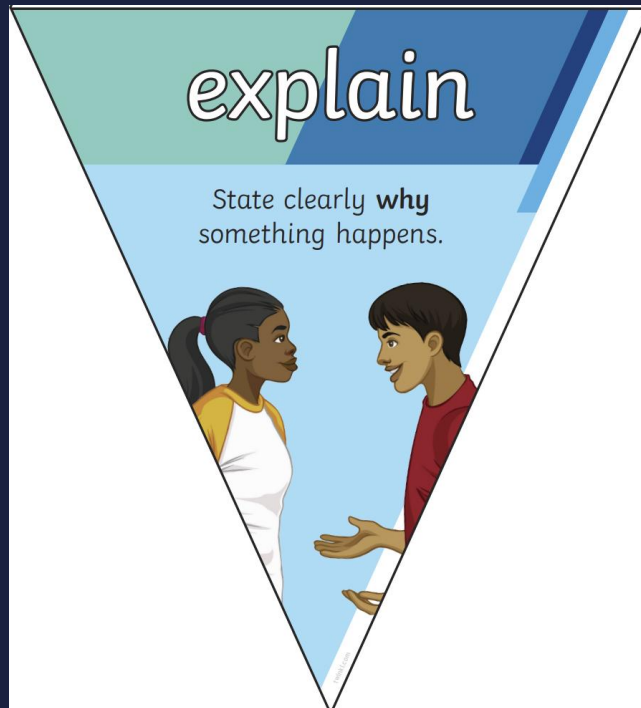
<https://www.savemyexams.com/learning-hub/exam-guides/how-to-answer-required-practical-method-questions-in-aqa-gcse-science/>

Command Words



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- ⚙ Be sure you understand all the examination command words and what they are asking for



<https://www.aqa.org.uk/resources/science/gcse/teach/command-words>

<https://www.bbc.co.uk/bitesize/guides/zwkcdmn/revision/1>

Equations



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⚙ No need to memorise equations – all will be provided!

HT = Higher Tier only equations

kinetic energy = $0.5 \times \text{mass} \times (\text{speed})^2$	$E_k = \frac{1}{2} m v^2$
elastic potential energy = $0.5 \times \text{spring constant} \times (\text{extension})^2$	$E_e = \frac{1}{2} k e^2$
gravitational potential energy = $\text{mass} \times \text{gravitational field strength} \times \text{height}$	$E_p = m g h$
change in thermal energy = $\text{mass} \times \text{specific heat capacity} \times \text{temperature change}$	$\Delta E = m c \Delta \theta$
power = $\frac{\text{energy transferred}}{\text{time}}$	$P = \frac{E}{t}$
power = $\frac{\text{work done}}{\text{time}}$	$P = \frac{W}{t}$
efficiency = $\frac{\text{useful output energy transfer}}{\text{total input energy transfer}}$	
efficiency = $\frac{\text{useful power output}}{\text{total power input}}$	

Staying Calm During Revision & Exams



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- Sleep & Rest: Aim for 7-9 hours of quality sleep per night
- Exercise & Fresh Air: Regular movement improves focus and reduces stress
- Healthy Diet: Brain food—plenty of water, protein, and slow-release carbs
- Relaxation Techniques: Mindfulness, music, or hobbies

What Is The School Doing?



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- ✿ Intervention support during break or after school
- ✿ Regular mock examinations/end of topic assessments and feedback to identify improvement areas
- ✿ Teacher support: Students can ask for help anytime

Useful Links



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⚙️ Our Exam Board:

- <https://www.aqa.org.uk/subjects/science>

⚙️ Revision Resources:

- <https://senecalearning.com/en-GB/>
- <https://www.bbc.co.uk/bitesize/secondary>
- <https://cognitoedu.org/home>
- <https://www.savemyexams.com/>
- <https://www.physicsandmathstutor.com/>

⚙️ Revision Tools:

- Making a revision timetable
- <https://www.bbc.co.uk/bitesize/articles/zn3497h#zq2nf82>
- Mindmap Maker
- <https://www.mindmup.com/>
- AI Flash Card Maker
- <https://gizmo.ai/flashcard-maker>