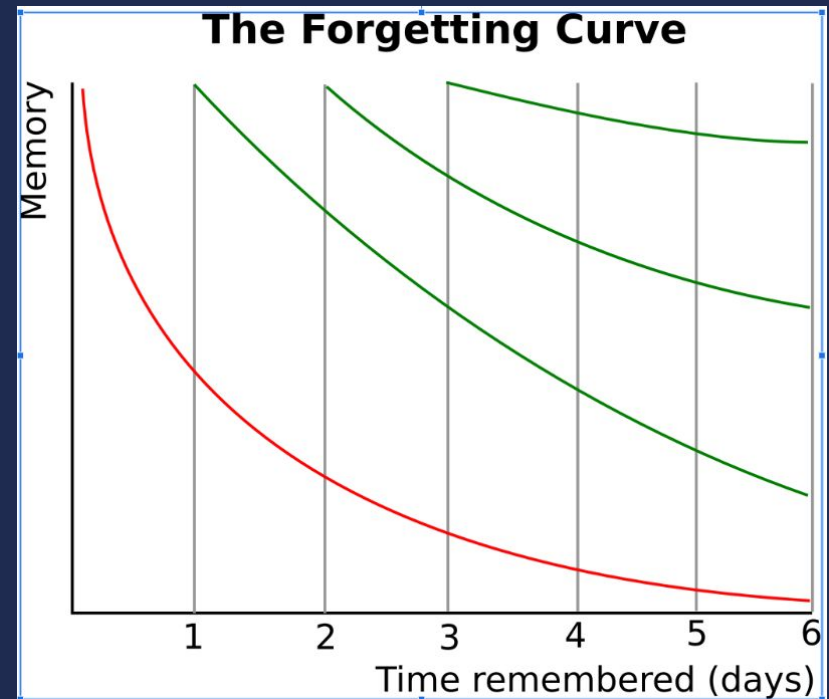


Welcome to Mock Exams Revision Evening



The Purpose of Revision & Mock Exams

- Everytime we revise we increase our memory and lengthen the time it takes to forget
- Getting ready for exam conditions
- Finding out where more revision is needed



The Purpose of Revision - Anxiety & Stress

- **High prevalence of anxiety:** An alarming 85% of UK students report experiencing exam anxiety.
- Anxiety and stress are often used as an excuse *not* to revise. But...
- Anxiety and stress around exams can be relieved by revision, giving students a sense of control and preparedness

#THOUGHTBITS

Stress doesn't come from hard work. Stress primarily comes from not taking action over something that you can have some control over.

Jeff Bezos
Founder of Amazon



Key Dates

To live life in all its fullness and **flourish** as God intended - John 10:10

How to Revise Event (Mock 1)
Sixth Form Open Evening
2025

Y11 Mock 1 Exams

Y11 Art Exams

Tuesday 7th October 2025

Tuesday 4th November

10th-21st November 2025

24th-28th November 2025

Deadline for applying to SGS Sixth Form College December 2025 (tbc)

Y11 Mock Results Day

Y11 Parents' Evening & Revision Event

Y11 Art Mock 2

Y11 Mock 2 Exams

Y11 Art Exam

Public Exams Start

Public Exams End

Celebration Event

Prom

Friday 19th December

Thursday 15th Jan 2026

11-12th February 2026

23rd Feb - 6th March 2026

24-17th March 2026

Monday 4th May 2026

Friday 19th June 2026

Thursday 11th June 2026

Friday 19th June 2026



Year 11 After School Revision Timetable (3:15pm-4:15pm)

Monday	Tuesday	Wednesday	Thursday	Friday
None	Science (Open to all from Oct 14th)	Maths or History	English or Coursework Catch-up	None





HOW TO REVISE



PREPARE

1. Use a **CHECKLIST** - so you don't miss content and can see your progress.
2. Use a RAG (Red, Amber, Green) to rate your confidence on the topics
3. Use [Get Revising](#) to make a **REVISION TIMETABLE** – to get in a routine and avoid cramming.



GetRevising
part of The Student Room

LEARN

1. **SUMMARISE** the learning using things like:
 - Making flashcards
 - Cornell Note taking
 - Concept maps
2. **TEACH IT** to others – If you can't explain it, you don't know it!



PRACTISE!

1. **TEST YOURSELF** and be tested – use the Flashcard Leitner system or e-quizzes.
2. Do **PAST EXAM QUESTIONS** – mark using markschemes and then improve them.
3. Use **EXAMPLE ANSWERS** – read them and then write them

AQA

OCR
Oxford Cambridge and RSA



How to revise: Stage 1

PREPARE

1. Use a **CHECKLIST** - so you don't miss content and can see your progress.
2. Use a RAG (Red, Amber, Green) to rate your confidence on the topics
3. Use [Get Revising](#) to make a **REVISION TIMETABLE** – to get in a routine and avoid cramming.



GetRevising
part of The Student Room

	Date	Start	Morning	Start	Afternoon
Week B	Monday 10 November	9.00am	Computer Science 1 (1h30) Psychology (1h30) Creative iMedia (NEA)	11.35am	English Literature (1h45)
	Tuesday 11 November	9.00am	Health & Social Care (1h15m) PE 1 (1h15) Drama (1h45)	11.35am	Biology - Combined Science (1h15) Biology - Separate Science (1h45)
	Wednesday 12 November	9.00am	Maths 1 (1h30)	11.35am	Business Studies (1h30) Dance (1h30) Creative iMedia (NEA)
	Thursday 13 November	9.00am	Spanish F - Listening (0h45) Reading (0h45) Spanish H - Reading (1h00) Listening (1h00)	11.35am	Product Design (2h00)
	Friday 14 November	9.00am	Maths 2 (1h30)	11.35am	Chemistry - Combined Science (1h15) Chemistry - Separate Science (1h45)

Week A	Monday 17 November	9.00am	PE 2 (1h15) Computer Science 2 (1h30)	11.35am	English Language (1h45)
	Tuesday 18 November	9.00am	French F - Listening (0h45) Reading (0h45) French H - Reading (1h00) Listening (1h00)	11.35am	History (2h00)
	Wednesday 19 November	9.00am	Geography (1h30)	11.35am	Physics - Combined Science (1h15) Physics - Separate Science (1h45)
	Thursday 20 November	9.00am	French F - Writing (1h15) French H - Writing (1h20) Spanish F - Writing (1h15) Spanish H - Writing (1h20)	11.35am	RE Short Course (0h55) RE Full Course (1h45)
	Friday 21 November	9.00am	Maths 3 (1h30)	11.35am	Music (1h15) Food Prep & Nutrition (1h45m) Creative iMedia (NEA)

MFL SPEAKING | ART & PHOTOGRAPHY | DRAMA

	Mon 06 - Fri 17 Oct Thu 16 Oct Mon 24 - Fri 28 Nov	MFL Speaking Drama NEA 1 Devising (actual GCSE) Art & Photography	Students will be advised by their teachers of the arrangements for MFL Speaking Trial Exams, Drama NEA & Art & Photography,
--	--	---	---

A simple revision timetable

Mon A	Tues A	Weds A	Thurs A	Fri A	Sat A	Sun A
English Lit	<i>Science (B)</i>	<i>Maths</i>	<i>English Lan</i>	Science (C)		Science (P)
Option 1	Option 2	Option 3	Option 4	Option 1		Maths
						RE
						Option 2
Mon B	Tues B	Weds B	Thurs B	Fri B	Sat B	Sun B
English Lit	<i>Science (B)</i>	<i>Maths</i>	<i>English Lan</i>	Science (C)		Science (P)
Option 1	Option 2	Option 3	Option 4	Option 3		Maths
						RE
						Option 4

- **ONE REVISION SESSION** - is 2 x 25 minute intensive sessions with a 10 minute break in between.
- **HALF TERM** - follow your in school timetable - take PSHE and PE as breaks.
- **REVISION CLASSES** - are in italics

How to revise: Stage 2

LEARN

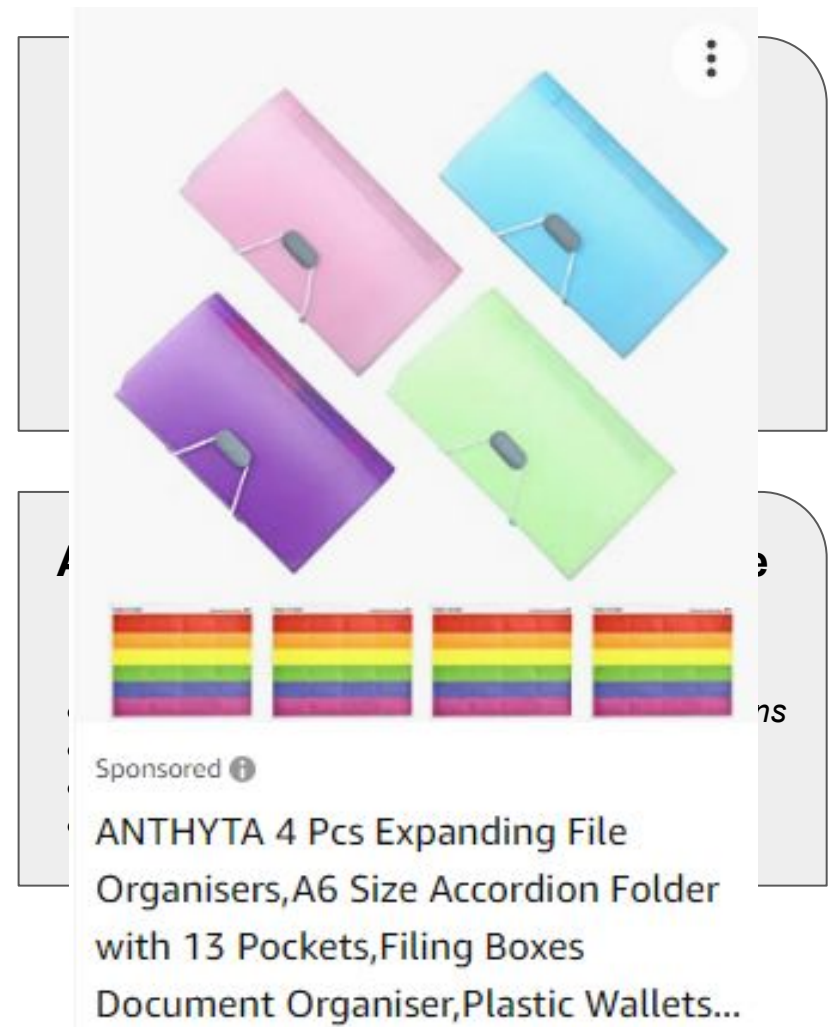
1. **SUMMARISE** the learning using things like:
 - Making flashcards
 - Cornell Note taking
 - Concept maps
2. **TEACH IT** to others – If you can't explain it, you don't know it!

TITLE		Date
Keywords	Main notes usually using abbreviations	
Questions	Key thoughts	
SUMMARY		



Flashcards

- Students should make their own
- 1 card = 1 Q&A
- Answers should contain **keywords** & explanations
- Then regular self testing
- Use the Leitner system
- Say answers out loud
- Also play 'guess the question'



How to revise: Stage 3

PRACTISE!

1. **TEST YOURSELF** and be tested – use the Flashcard Leitner system or e-quizzes.
2. Do **PAST EXAM QUESTIONS** – mark using markschemes and then improve them.
3. Use **EXAMPLE ANSWERS** – read them and then write them

AQA

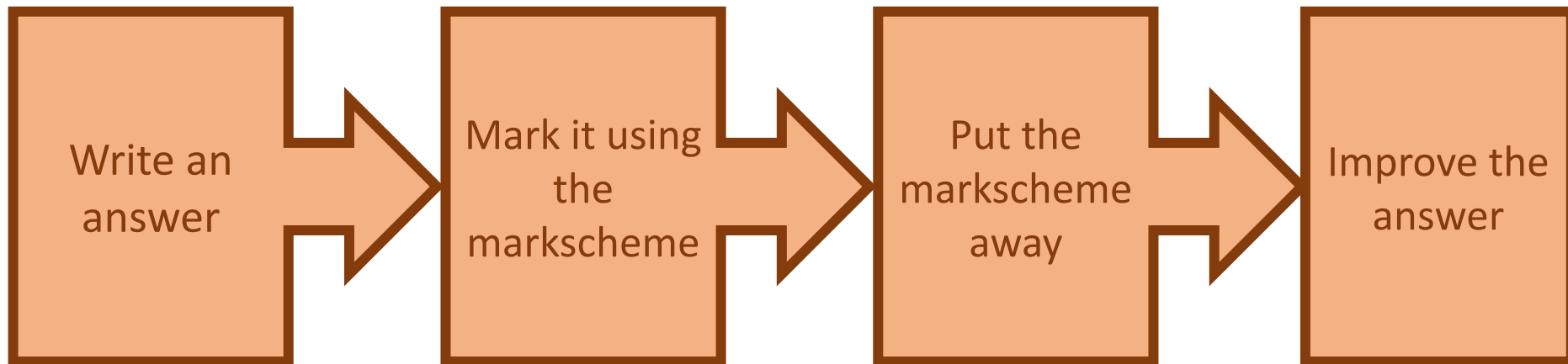
OCR
Oxford Cambridge and RSA



<https://youtu.be/JrXMrH7E4Jw>

<https://sites.google.com/bohunt.hants.sch.uk/bet-revise/home>

Using past papers



- Early revision period: Open book
- Mid revision period: Closed book
- Late revision period: Closed book and timed

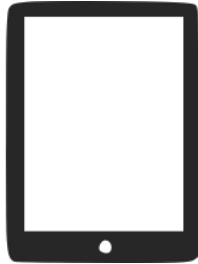
Five simple things that help



**Be punctual
and attend
every day.**

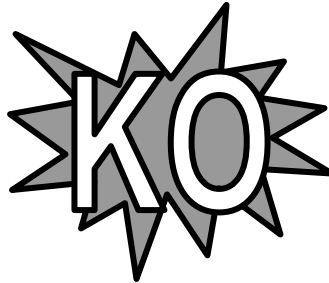
**Retrieval
practice is
often the Do
Now. Don't
miss it.**

**Research
shows those
that attend
punctually do
best.**

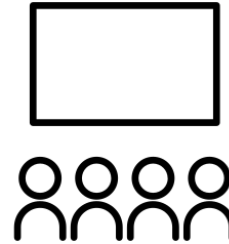


**Bring your
iPad fully
charged.
Borrow one
first thing
in the
morning if
you forget.**

**A lot of
revision is
online**



**Use
Knowledge
Organisers
to support
your
learning in
and out of
lessons**



**Attend
revision
classes**

**Tues -
Science
Weds -
Maths
Thurs -
English**

Sparx Maths

**From now
on,
homework
will be
revision.**

**Complete it.
Count it in
your
revision
timetable.**

Supporting your child at home

Reflections as a recent and current sufferer

Growth Mindset is relentless belief.

If you do the right thing you will get the right outcome.

The organiser

- Be on top of Classcharts - especially Homework
- Teach filing - on paper and digitally
- Know the Key dates **W/b 10/10**, **W/b 23/2** for assessments
- Manage revision schedules - stick them up!



The workspace manager

- Beware of the bedroom workspace
- Phone and iPad rules - JAMF Parent

The quality assurer

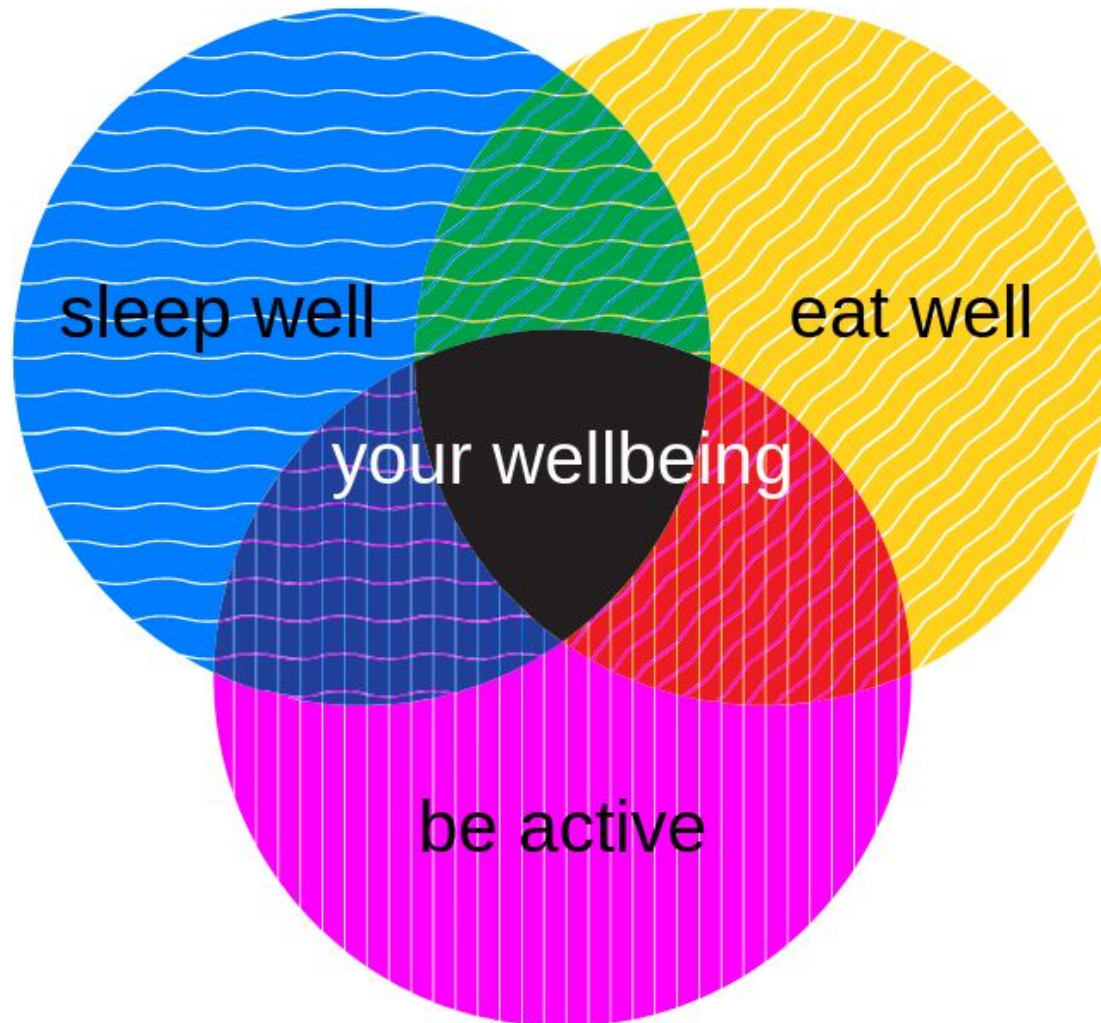
- Look for effort in your child's work
- Look for doing the right thing - Past Paper Questions?
- Dinner discussions

The rewarder

- Reward the effort not the outcome



Well-being





"The only way to learn
mathematics is to do
mathematics"

– Paul Halmos



PREPARE

LEARN

PRACTISE!

Maths: Revising for Mock 1

- 3 full GCSE papers
- A scientific calculator and full Maths set is required (use these before the exam!)
- You will receive full detailed feedback based on all the topics in all 3 papers



Pearson
Edexcel

Paper 1
Non-Calculator

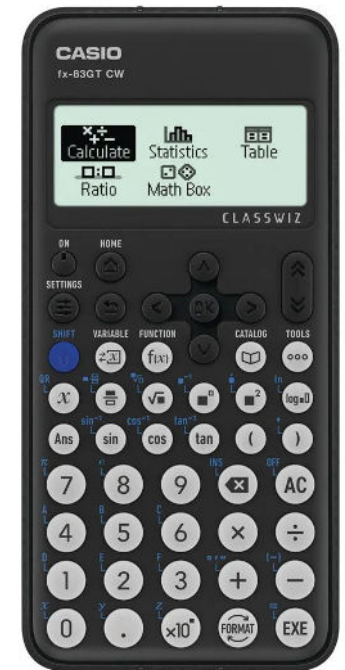
/80
1hr 30

Paper 2
Calculator

/80
1hr 30

Paper 3
Calculator

/80
1hr 30



Maths: Revising for Mock 1



PREPARE

1. Use a **CHECKLIST** - so you don't miss content and can see your progress.
2. Use a RAG (Red, Amber, Green) to rate your confidence on the topics

- Revision list on Showbie
- RAGged in class today
- Focus on Red/Amber topics

Paper 1 (Non-Calculator)

Number	Sparx Code	Revised?
Highest Common Factor (HCF)	U529	
Ratio & Proportion	Sparx Code	Revised?
Using ratios in problems	U753, U176, U577, U921	
Pressure calculations	U527	
Inverse Proportion	U357, U364	
Geometry & Measures	Sparx Code	Revised?
Surface area of cubes and cuboids	U929	
Transformations - translations, enlargements, rotations, reflections	U196, U799 U696, U519	
Sectors - arc length and sector area	U221, U373	
Sine Rule for length and angles	U952	
Circle Theorems	U459, U251 U489, U130	

Maths: Revising for Mock 1



PREPARE

1. Use a **CHECKLIST** - so you don't miss content and can see your progress.
2. Use a RAG (Red, Amber, Green) to rate your confidence on the topics

- Tracked retrieval has been running all term
- 10 topics per week
- Booklets on Showbie with teacher modelling

Year 11^X Mock Preparation

September

Tracked Retrieval Practice

Name: _____

Maths Teacher: _____

		Week 1	Week 2	Week 3	Week 4
Q1.	Square roots				
Q2.	Significant figures				
Q3.	Factors				
Q4.	Multiplying terms				
Q5.	Product of prime factors				
Q6.	Mode				

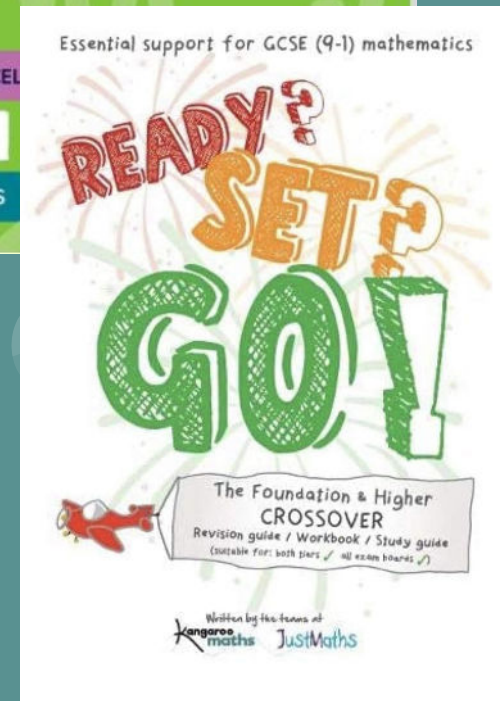
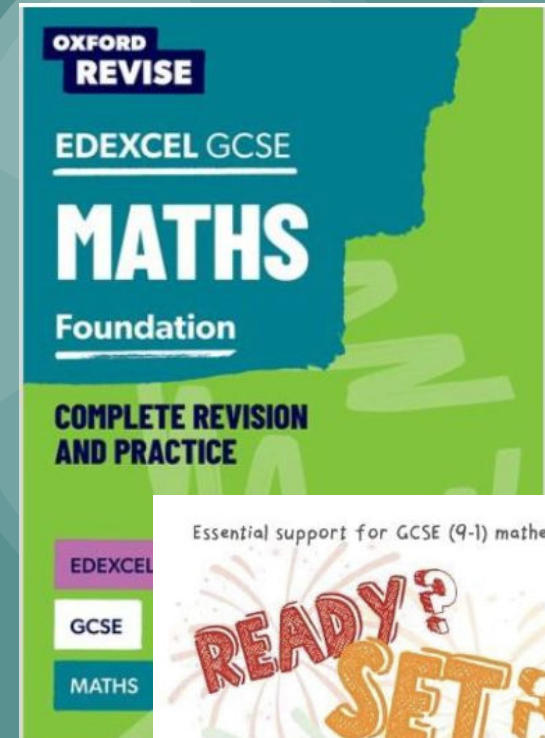
Maths: Revising for Mock 1



LEARN

- Sparx codes for use in Independent Learning section
- Revision books
- Maths Genie (tutorial videos: active participation)

Sparx Code
U633, U338
U872, U499
U707, U281
Sparx Code
U753, U176,
U577, U921
U151
U527
U357, U364
Sparx Code
U196, U799
U696, U519
U221, U373
U952
U459, U251
U489, U130



Maths: Revising for Mock 1

PRACTISE!

Do **PAST EXAM QUESTIONS** – mark using markschemes and then improve them.

Use **EXAMPLE ANSWERS** – read them and then write them



- www.mathsgenie.co.uk : GCSE Revision - search for topics
- Walking Talking Mocks in class
- Revision workbook
- Check your answers!

GCSE Revision

Q speed|

Grade 5

Videos

Exam Questions

Exam Questions Booklet

Solutions

[Speed and Density](#)

[Exam Questions](#)

[Compound Measures](#)

[Solutions](#)

- Maths Genie example: questions and solutions



- 11 Andrew ran 3.1 miles in 14 minutes and 35 seconds.
He assumes he can run 8 miles at the same speed.
- (a) Work out how long it would take Andrew to run 8 miles.
- Give your answer in minutes and seconds to the nearest second.

- 11 Andrew ran 3.1 miles in 14 minutes and 35 seconds.
He assumes he can run 8 miles at the same speed.
- (a) Work out how long it would take Andrew to run 8 miles.
- Give your answer in minutes and seconds to the nearest second.

$$\begin{aligned} \text{speed} &= \frac{\text{distance}}{\text{time}} & 14 \text{ mins } 35 \text{ secs} \\ & & = 14.58\bar{3} \text{ mins} \\ &= \frac{3.1}{14.58\bar{3}} \\ &= 0.21257... \text{ miles/min} \end{aligned}$$

$$\begin{aligned} \text{distance} &= \text{speed} \times \text{time} \\ \text{time} &= \frac{\text{distance}}{\text{speed}} \\ &= \frac{8}{0.21257} = 37 \text{ mins } 38 \text{ sec} \\ & \quad \quad \quad 37 \text{ mins } 38 \text{ secs} \end{aligned}$$

..... mins

Exam Top Tips (from an examiner)



- Use your calculator in Papers 2 and 3 (it isn't cheating!)
- Check your answer - does it make sense in the context of the question? (Petrol rebate)
- If it's a written answer - does the sentence make sense?
- RTFQ
- Have the correct equipment, and know how to use it! (Don't be the student opening your equipment for the first time just before the exam)
- Your exam paper is your best work



Graham Cumming @MathsNot · Aug 20

Most students aren't on one mark below the grade boundary for 4 because they've done the best they can, they're there because they've made a silly error somewhere, often in one of the first five questions. Or they've panicked on the working for a simple calculation...

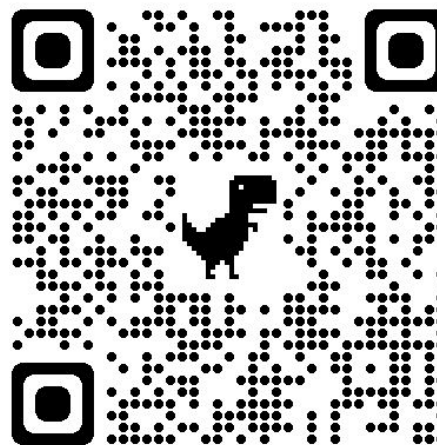
2/6

How to revise in English



PREPARE

Exam board is AQA



AQA English Literature	Paper 1	Trials - November
AQA English Literature	Paper 2	Trials - February
AQA English Language	Paper 1	Trials - November
AQA English Language	Paper 2	Trials - February

PREPARE

Year 11 Paper 1 Practice

Name:

During your first reading, remember to read the information in the box carefully first. Then read the source, annotating for:

- A) WHO, WHERE, WHEN and WHAT
- B) Changes in levels of TENSION and SUSPENSE

Source A

This extract is taken from the beginning of a novel by Eve Chase. Rita has a job as a nanny, looking after the children of Walter and Jeannie Harrington. She is driving Jeannie Harrington and the children away from their London home to another house, Foxcote Manor, in the Forest of Dean.

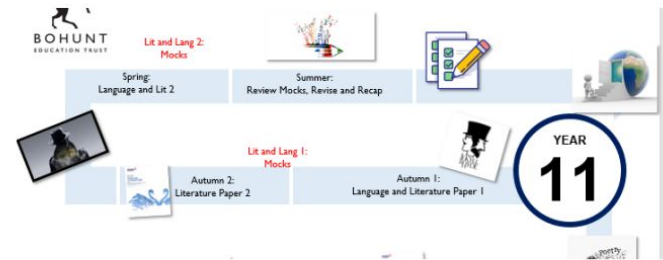
- 1 The forest looks like it'll eat them alive, thinks Rita. The light's gone a weird green and branches are thrashing against the car's windows. She tightens her grip on the steering wheel. The lane narrows further. Wondering if she's missed the turning to the house or if it's around the next corner, she takes a bend too fast, and slams her foot on the brake.
- 4
- 5 Rita sucks in her breath, her eyes widening behind the Morris Minor's insect-spattered windscreen. She's not sure what she was expecting. Something smarter. More 'Harrington'. Not this.
- 8 Behind a tall, rusting gate, Foxcote Manor erupts from the undergrowth, as if a geological heave has lifted it from the woodland floor. A wrecked beauty, the old house's windows blink drunkenly in the evening sunlight. Colossal trees overhanging a sweep of red-tiled roof that sags in the middle, like a snapped spine, so the chimneys tilt at odd angles. Ivy suckers up the timber and brick-gabled façade, dense, bristling, alive with dozens of tiny darting birds, a billowing veil of bees. It's as far from the Harringtons' elegant London townhouse as Rita could possibly imagine.
- 14
- 15 For a moment no one in the car speaks. Unseen, in the trees, a woodpecker drums its territorial tattoo. Sweat trickles down the back of Rita's left knee. Only now does she register her hands are shaking.
- 18 Although she's done her best to disguise it from Jeannie and the children, she's been panicking ever since they turned on to the forest road, almost five hours after leaving London. It's not just the worry she'll kill her precious passengers. Every so often her vision has actually shuddered, disoriented by all the soaring trees, the lack of sky and the knowledge of quite how hard a tree trunk is when hit at fifty miles an hour. Now they've survived the journey, she covers her mouth with her hand. Everything's still going too fast. How on earth has she ended up here? A forest. Of all places. She hates forests.
- 20
- 25 It was meant to be a London nannying job.

Fourteen months ago, Rita had never been to London. But she dreamed of it longingly, the Rita she might be there, far away from Torquay, everything that had happened. And

In lessons...

Year 11

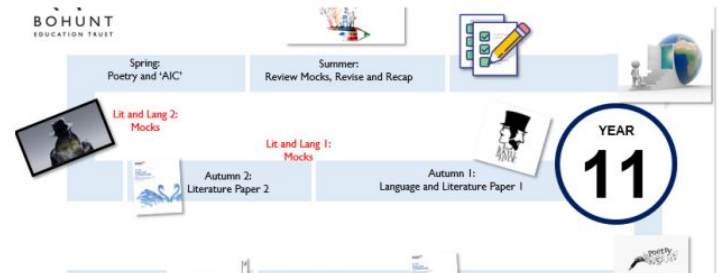
English Literature Paper 1 Revision



Year 11 Autumn Revision

'Macbeth'

Core four and exam practice with strategies



Name:

Teacher:

PREPARE



Steining Grammar School and Sixth Form College Y11 Afterschool Revision schedule

Student Name:

Subject:

English Language and Literature

Week	Topic	Instructions:	Staffing
8/9 B	Paper 1	Annotating the Insert and question 3	EMM KAC
15/9 A	Paper 1	Paper 1 question 4	MLK KAC
22/9	Paper 1	Paper 1 question 5	KAC
	Paper 1 LIT	Plot, characters and question style - section A	KJH KAC

After school ...

PREPARE

At home...



Stepping Grammar School and Sixth Form College Y11 Homework Overview and Checklist

Student Name:	
Subject:	English Language and Literature

	Organise	Prepare	Complete?
Week:	Topic	Instructions:	Watched or read
8/9	Paper 1	1: Language Paper 1 - insert and questions 1 and 2	Not started
		2: Challenge Massolit 'Macbeth'	Not started
		3: CGP Language Revision guide page 1	Not started
15/9	Paper 1	1: Language Paper 1 - question 3	Not started
		2: Challenge Massolit 'Macbeth' Supernatural	Not started
		3: CGP Language Revision guide page 3 and 78	Not started
22/9	Paper 1	1: Language Paper 1 - question 4	Not started
		2: Challenge Massolit 'Macbeth' Women	Not started
		3: CGP Language Revision guide page 4 and 78	Not started

Where to find the materials: Revision Checklist

PREPARE

On Google Drive
and on line...



English-Student



Search

GCSE · A Level · Study Calendar · Revision Maths · Revision Science · Revision Videos · Student Advice · Parent Ad
Home / [GCSE Revision](#)

English Language GCSE

ENGLISH LANGUAGE

The English Language GCSE Section of Revision World. Click on the links below.

[Analysing Fiction Texts](#)

[Grammar](#)

[Analysing Non-Fiction Texts](#)

[How to Achieve a Grade 9 in GCSE English Language](#)

[Comparing Texts](#)

[Spelling and Punctuation](#)

[English Language GCSE Past Papers](#)

[Spoken Language](#)

[English Language GCSE Questions and Quizzes](#)

[Writing](#)

[Essay Writing Tips](#)

English-Student > GCSE > 2025-26 ▾

Type ▾

People ▾

Modified ▾

Source ▾

Name ↑

Homework resources 2024-25

Language 1

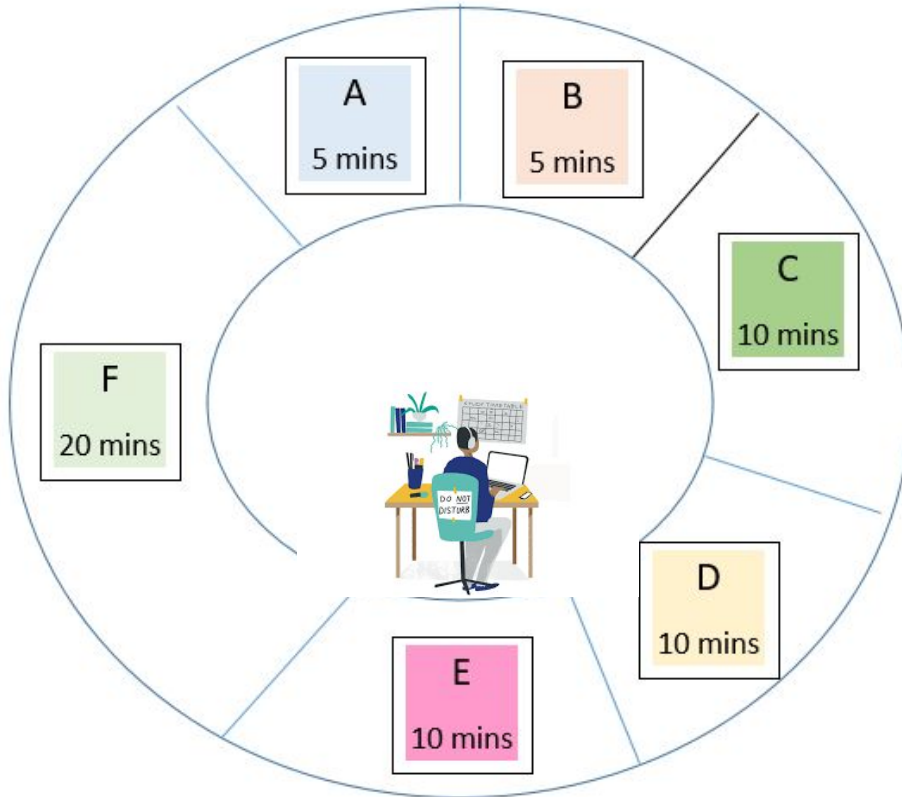
Language 2

Lit 1

Lit 2

English revision model:

Prepare, Learn, Practise: the One- Hour Revision Wheel



This strategy is based on the idea of **CHUNKING**: our brains naturally like information in small, manageable chunks.

A: PREPARE. What do I need to know about this topic? What support do I already have?

B: LEARN: Mindmap a character or a theme

C: LEARN: Quotations flashcards/ quotation explosion

D: LEARN: Research: make notes on a video or an article

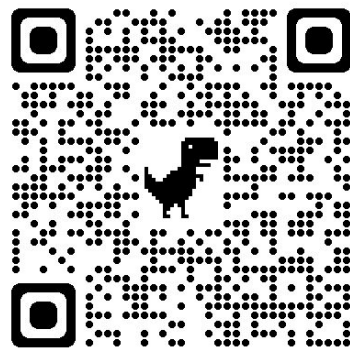
E: Take a break!

F: PRACTISE: Try a practice question.

GRIT and GROWTH MINDSET:
Remember to choose the topics you are less confident about!



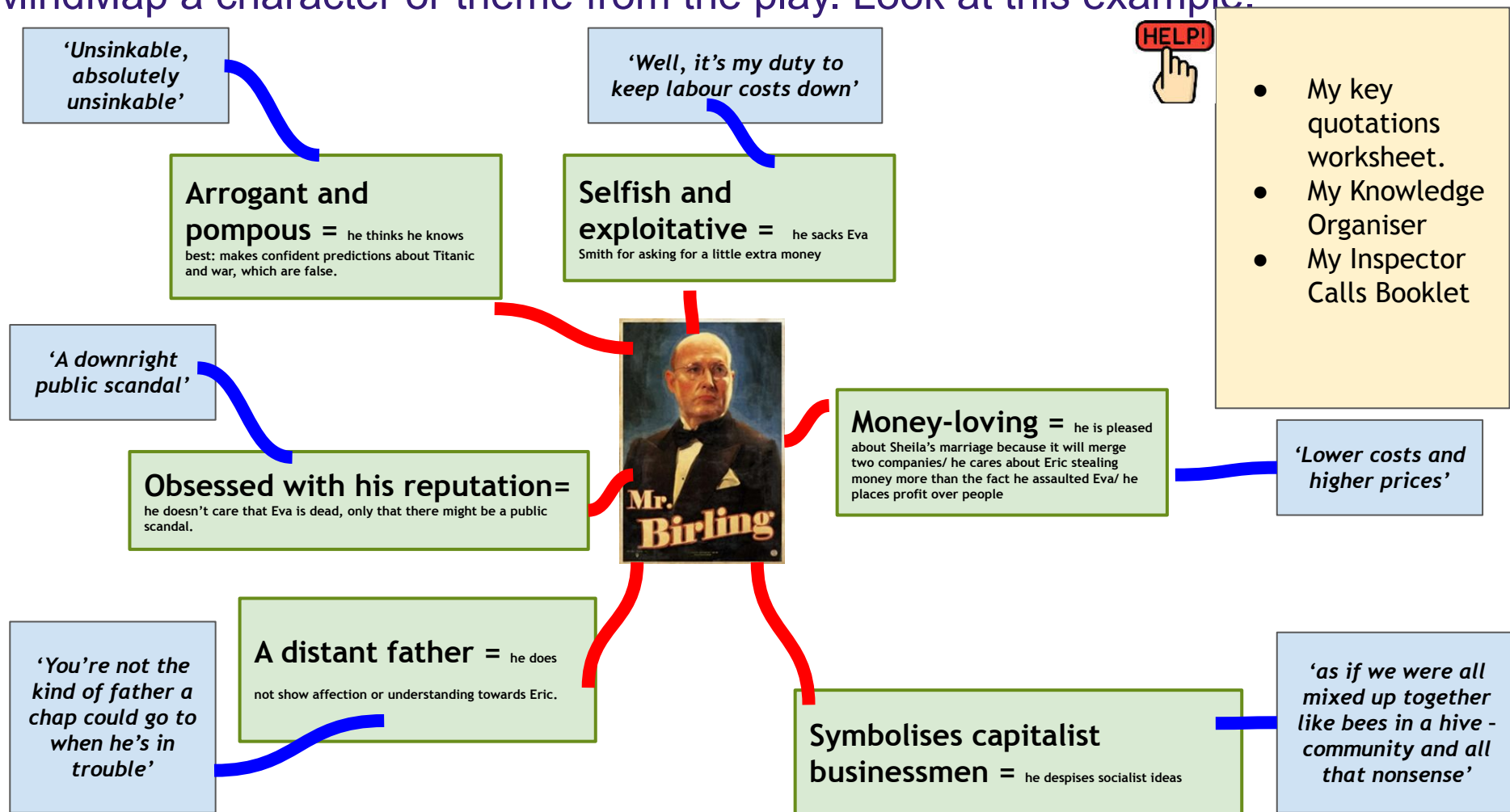
LEARN



1. Characterisation			2. Literary Techniques and Methods		QR Codes:
1. Arthur Birling	Avaricious Edwardian businessman; pompous ; driven by reputation ; stubborn; a social climber; archetypal capitalist ; no remorse; ridiculed by Priestley; middle class; a caricature; a misogynist ; a patriarch ; a hypocrite; evokes contempt and derision ; symbol of capitalism .		1. Religious allusions	References to Christian beliefs – e.g. Eva Smith (symbol of all women – first sin); 'members of one body' (Corinthians – united in the church through Christ); 'fire and blood and anguish' (Armageddon and hell).	Key Words
2. Sybil Birling	Aloof and supercilious; upper class; prejudiced; infatigable her children; no remorse ; stubborn; antithesis of her daughter; an aristocratic fossil; evokes contempt.		2. Dramatic irony	Birling's faith in progress and lasting peace (e.g. 'unsinkable, absolutely unsinkable'); Mrs Birling's realisation that Eric was the father; Gerald jokes about 'police scandal' in Act 1; Mr and Mrs Birling accuse Sheila/Eric of childishness ; 'charity worker' Mrs Birling commits worst crime; socialist message really for post-war audience, not Birling family (breaks fourth wall).	
3. Sheila Birling	Naive (start); materialistic (start); stereotypical middle-class young woman (start); compassionate; perceptive; curious; wiser; a proto-feminist ; has a social and moral epiphany ; transformation; role model for the younger generation; symbol of hope .		3. Cyclical structure	The ending takes story back to beginning of inspection; symbolically, Priestley is warning against returning to errors of pre-war Edwardian era; Ouspensky's theory of time; prolepsis gives Birling family an opportunity to repent and change .	Essays
4. Eric Birling	Juvenile (start); socially inept (start); reckless ; frustrated; repentant; undergoes transformation; unloved; does not fit the mould; a victim of parents' values		4. Symbolism	Titanic – Edwardian middle class; ring – traditional female role; one body – a society that works for each other; pink lighting – Birling's conceit; wall – class divide; slab – middle class cruelty	
5. Gerald Croft	An aristocrat ; a misogynist; manipulative; enjoys adoration of women; unchanged , ruthless and callous; a barrier to change.		5. Contrast	Sheila vs (is the antithesis of) Eva Smith; appearance vs reality ; the family's immorality vs Eva's morality ; Inspector's blunt language vs Birling family's euphemistic language.	
6. Eva Smith/Daisy Renton	'warm hearted'; moralistic; symbol of the oppression of working class women; underpaid; a desperate victim ; evokes audience pity .		6. Tension	Hints of unrest in opening stage directions ; claustrophobic single setting; Arthur & Sybil at table; Inspector secretive with photo.	
7. Inspector Goole	'massiveness'; systematic; didactic ; unflappable; mysterious; a prophet of doom (if not equality); voice of each character's conscience ; blunt; Priestley's mouthpiece; Arthur Birling's iceberg; preacher of socialism .		7. Structure	Play structured into three acts ; the structure has features of Eugene O'Neill's 'Well made Play' and Aristotelian tragic structure : exposition , inciting incident, rising action, denouement etc; The Inspector controls the revealing of more information using his systematic interrogation; Priestley uses dramatic climaxes at the end of each act.	Wider reading
8. Edna	Voiceless , the underdog, working class, visual reminder of silent working class.				
3. Themes and Ideas and Priestley's views on these			Authorial intention and context		
1. Class System		Class system destroying Britain; working class oppressed; middle class arrogant/hypocritical; social status more important than moral goodness .	1. Poverty	1892: turn of the century; 30% of people living in London lived in absolute poverty – e.g. unable to feed and clothe themselves or find adequate shelter.	
2. Wealth and poverty		Employers mistreat their workers; the poor remain voiceless ; poverty is inescapable ; the rich build a 'wall' between themselves and the poor.	2. Labour	1900: Keir Hardie and his party represented the trade unions . The workers from the shop floor were starting to challenge factory owners. Accompanied by worker unrest, strikes, violent riots, etc.	
3. Responsibility		Middle-class must take responsibility for society; actions of rich have huge effect on poor; failure to take responsibility will cause war/apocalypse; audience must examine their consciences and change.	3. Edwardian Era	1901-1914: was a time of great social inequality . Industrialisation and Empire combined to create huge wealth. Britain owned 1% of the world; 1% population in the British Empire; navy twice as large as the next biggest. However, wealth in the hands of the few , not the many .	British Library Resources
4. Gender		Misogyny rife in Edwardian society; no social safety net for unmarried, pregnant women; working class women main victims; emancipation of women will lead to a fairer and stronger society.	4. Liberal reforms	1906-1916: General election. Landslide victory for Liberal Party who brought in social reforms including free school meals, pensions, workers benefits, etc. Groundswell of public opinion in favour of fairer Britain. (Labour victory of 1945 mirrors Liberal Victory of 1906.)	
5. Capitalism and socialism		Capitalists are selfish and uncaring; capitalists foolish to believe in never-ending progress ; socialism will cure the ills of society; socialism is the future.	5. Titanic	1912: A metaphor for the end of the Edwardian age of confidence and the beginning of the modern age of anxiety .	
6. Generation Gap		Future lies in the hands of the young ; old are stubborn and unwilling to take responsibility; intransigent young (e.g. Gerald) are a threat to society.	6. Women	1913: Few rights – e.g. wage inequality (1/2 man's wage for same job), abortion illegal, social stigma of pregnancy out of wedlock. 1913 saw rise in Suffragette violence after government rejected The Conciliation Bill.	Copy of the text
			7. War	1914 & 1939: British Empire collapsed; devastating economic impact; people calling again for a new and fairer Britain after the wars.	
			8. 1945	Priestley writes an Inspector Calls. Clement Attlee's Labour Party wins landslide General Election on a platform of welfare reform – pension extensions, more workers' benefits (unemployment and sickness) & NHS.	

B. LEARN

MindMap a character or theme from the play. Look at this example.



YOU DO: Now choose at least 1 character or theme to MindMap



C: **LEARN** through creating flashcards.

“All mixed up like



community and all that nonsense”

FRONT

“All mixed up like bees in a hive... community and all that nonsense”

- **WHO/WHEN/WHAT:**

Act 1 Birling's speech

- **THEMES:** capitalism vs socialism, selfishness vs responsibility
- **LANGUAGE:**

Simile 'bees in a hive' = Birling hates this socialist idea of society

noun 'nonsense' = derogatory- Birling rejects community

BACK



- My key quotations worksheet.
- My Knowledge Organiser
- My Inspector Calls Booklet

Bibliography: 1. Introduction (page 1)			
Ref.	Author(s) and Year	Abstract	Comments
1	Smith, J. (2010)	Smith (2010) discusses the importance of understanding the underlying mechanisms of the system. The study focuses on the relationship between the variables and the system's behavior. The results show that the system is highly sensitive to changes in the input parameters.	Key paper for understanding the system's behavior.
2	Johnson, A. (2011)	Johnson (2011) provides a detailed analysis of the system's performance under various conditions. The study highlights the need for a comprehensive understanding of the system's dynamics to optimize its performance.	Important for understanding the system's performance.
3	Williams, B. (2012)	Williams (2012) explores the impact of external factors on the system's behavior. The study shows that external factors can significantly influence the system's output, and therefore, it is crucial to consider them in the analysis.	Helps understand the impact of external factors.
4	Brown, C. (2013)	Brown (2013) presents a new model for the system, which takes into account the complex interactions between the variables. The model is validated against experimental data and shows excellent agreement.	New model for the system.
5	Green, D. (2014)	Green (2014) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
6	White, E. (2015)	White (2015) provides a comprehensive overview of the system's behavior. The study covers the various aspects of the system, including its structure, dynamics, and performance.	Comprehensive overview of the system.
7	Black, F. (2016)	Black (2016) explores the role of the system in the overall process. The study shows that the system plays a crucial role in determining the outcome of the process.	Role of the system in the overall process.
8	Gray, G. (2017)	Gray (2017) discusses the future research directions for the system. The study highlights the need for further research to improve the understanding of the system's behavior.	Future research directions.
9	Blue, H. (2018)	Blue (2018) presents a new method for analyzing the system. The method is based on the principles of the system's dynamics and is shown to be more effective than the existing methods.	New method for analyzing the system.
10	Gold, I. (2019)	Gold (2019) provides a detailed analysis of the system's performance. The study highlights the need for a comprehensive understanding of the system's dynamics to optimize its performance.	Detailed analysis of the system's performance.
11	Silver, J. (2020)	Silver (2020) explores the impact of the system on the overall process. The study shows that the system has a significant impact on the outcome of the process.	Impact of the system on the overall process.
12	Copper, K. (2021)	Copper (2021) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
13	Lead, L. (2022)	Lead (2022) presents a new model for the system, which takes into account the complex interactions between the variables. The model is validated against experimental data and shows excellent agreement.	New model for the system.
14	Zinc, M. (2023)	Zinc (2023) discusses the future research directions for the system. The study highlights the need for further research to improve the understanding of the system's behavior.	Future research directions.
15	Aluminum, N. (2024)	Aluminum (2024) provides a comprehensive overview of the system's behavior. The study covers the various aspects of the system, including its structure, dynamics, and performance.	Comprehensive overview of the system.
16	Iron, O. (2025)	Iron (2025) explores the role of the system in the overall process. The study shows that the system plays a crucial role in determining the outcome of the process.	Role of the system in the overall process.
17	Steel, P. (2026)	Steel (2026) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
18	Brass, Q. (2027)	Brass (2027) presents a new method for analyzing the system. The method is based on the principles of the system's dynamics and is shown to be more effective than the existing methods.	New method for analyzing the system.
19	Copper, R. (2028)	Copper (2028) provides a detailed analysis of the system's performance. The study highlights the need for a comprehensive understanding of the system's dynamics to optimize its performance.	Detailed analysis of the system's performance.
20	Aluminum, S. (2029)	Aluminum (2029) explores the impact of the system on the overall process. The study shows that the system has a significant impact on the outcome of the process.	Impact of the system on the overall process.
21	Iron, T. (2030)	Iron (2030) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
22	Steel, U. (2031)	Steel (2031) presents a new model for the system, which takes into account the complex interactions between the variables. The model is validated against experimental data and shows excellent agreement.	New model for the system.
23	Brass, V. (2032)	Brass (2032) discusses the future research directions for the system. The study highlights the need for further research to improve the understanding of the system's behavior.	Future research directions.
24	Copper, W. (2033)	Copper (2033) provides a comprehensive overview of the system's behavior. The study covers the various aspects of the system, including its structure, dynamics, and performance.	Comprehensive overview of the system.
25	Aluminum, X. (2034)	Aluminum (2034) explores the role of the system in the overall process. The study shows that the system plays a crucial role in determining the outcome of the process.	Role of the system in the overall process.
26	Iron, Y. (2035)	Iron (2035) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
27	Steel, Z. (2036)	Steel (2036) presents a new method for analyzing the system. The method is based on the principles of the system's dynamics and is shown to be more effective than the existing methods.	New method for analyzing the system.
28	Brass, AA. (2037)	Brass (2037) provides a detailed analysis of the system's performance. The study highlights the need for a comprehensive understanding of the system's dynamics to optimize its performance.	Detailed analysis of the system's performance.
29	Copper, BB. (2038)	Copper (2038) explores the impact of the system on the overall process. The study shows that the system has a significant impact on the outcome of the process.	Impact of the system on the overall process.
30	Aluminum, CC. (2039)	Aluminum (2039) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
31	Iron, DD. (2040)	Iron (2040) presents a new model for the system, which takes into account the complex interactions between the variables. The model is validated against experimental data and shows excellent agreement.	New model for the system.
32	Steel, EE. (2041)	Steel (2041) discusses the future research directions for the system. The study highlights the need for further research to improve the understanding of the system's behavior.	Future research directions.
33	Brass, FF. (2042)	Brass (2042) provides a comprehensive overview of the system's behavior. The study covers the various aspects of the system, including its structure, dynamics, and performance.	Comprehensive overview of the system.
34	Copper, GG. (2043)	Copper (2043) explores the role of the system in the overall process. The study shows that the system plays a crucial role in determining the outcome of the process.	Role of the system in the overall process.
35	Aluminum, HH. (2044)	Aluminum (2044) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
36	Iron, II. (2045)	Iron (2045) presents a new method for analyzing the system. The method is based on the principles of the system's dynamics and is shown to be more effective than the existing methods.	New method for analyzing the system.
37	Steel, JJ. (2046)	Steel (2046) provides a detailed analysis of the system's performance. The study highlights the need for a comprehensive understanding of the system's dynamics to optimize its performance.	Detailed analysis of the system's performance.
38	Brass, KK. (2047)	Brass (2047) explores the impact of the system on the overall process. The study shows that the system has a significant impact on the outcome of the process.	Impact of the system on the overall process.
39	Copper, LL. (2048)	Copper (2048) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
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41	Iron, NN. (2050)	Iron (2050) discusses the future research directions for the system. The study highlights the need for further research to improve the understanding of the system's behavior.	Future research directions.
42	Steel, OO. (2051)	Steel (2051) provides a comprehensive overview of the system's behavior. The study covers the various aspects of the system, including its structure, dynamics, and performance.	Comprehensive overview of the system.
43	Brass, PP. (2052)	Brass (2052) explores the role of the system in the overall process. The study shows that the system plays a crucial role in determining the outcome of the process.	Role of the system in the overall process.
44	Copper, QQ. (2053)	Copper (2053) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
45	Aluminum, RR. (2054)	Aluminum (2054) presents a new method for analyzing the system. The method is based on the principles of the system's dynamics and is shown to be more effective than the existing methods.	New method for analyzing the system.
46	Iron, SS. (2055)	Iron (2055) provides a detailed analysis of the system's performance. The study highlights the need for a comprehensive understanding of the system's dynamics to optimize its performance.	Detailed analysis of the system's performance.
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53	Brass, ZZ. (2062)	Brass (2062) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
54	Copper, AA. (2063)	Copper (2063) presents a new method for analyzing the system. The method is based on the principles of the system's dynamics and is shown to be more effective than the existing methods.	New method for analyzing the system.
55	Aluminum, BB. (2064)	Aluminum (2064) provides a detailed analysis of the system's performance. The study highlights the need for a comprehensive understanding of the system's dynamics to optimize its performance.	Detailed analysis of the system's performance.
56	Iron, CC. (2065)	Iron (2065) explores the impact of the system on the overall process. The study shows that the system has a significant impact on the outcome of the process.	Impact of the system on the overall process.
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64	Copper, KK. (2073)	Copper (2073) provides a detailed analysis of the system's performance. The study highlights the need for a comprehensive understanding of the system's dynamics to optimize its performance.	Detailed analysis of the system's performance.
65	Aluminum, LL. (2074)	Aluminum (2074) explores the impact of the system on the overall process. The study shows that the system has a significant impact on the outcome of the process.	Impact of the system on the overall process.
66	Iron, MM. (2075)	Iron (2075) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
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71	Iron, RR. (2080)	Iron (2080) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
72	Steel, SS. (2081)	Steel (2081) presents a new method for analyzing the system. The method is based on the principles of the system's dynamics and is shown to be more effective than the existing methods.	New method for analyzing the system.
73	Brass, TT. (2082)	Brass (2082) provides a detailed analysis of the system's performance. The study highlights the need for a comprehensive understanding of the system's dynamics to optimize its performance.	Detailed analysis of the system's performance.
74	Copper, UU. (2083)	Copper (2083) explores the impact of the system on the overall process. The study shows that the system has a significant impact on the outcome of the process.	Impact of the system on the overall process.
75	Aluminum, VV. (2084)	Aluminum (2084) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
76	Iron, WW. (2085)	Iron (2085) presents a new model for the system, which takes into account the complex interactions between the variables. The model is validated against experimental data and shows excellent agreement.	New model for the system.
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78	Brass, YY. (2087)	Brass (2087) provides a comprehensive overview of the system's behavior. The study covers the various aspects of the system, including its structure, dynamics, and performance.	Comprehensive overview of the system.
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80	Aluminum, AA. (2089)	Aluminum (2089) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
81	Iron, BB. (2090)	Iron (2090) presents a new method for analyzing the system. The method is based on the principles of the system's dynamics and is shown to be more effective than the existing methods.	New method for analyzing the system.
82	Steel, CC. (2091)	Steel (2091) provides a detailed analysis of the system's performance. The study highlights the need for a comprehensive understanding of the system's dynamics to optimize its performance.	Detailed analysis of the system's performance.
83	Brass, DD. (2092)	Brass (2092) explores the impact of the system on the overall process. The study shows that the system has a significant impact on the outcome of the process.	Impact of the system on the overall process.
84	Copper, EE. (2093)	Copper (2093) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
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87	Steel, HH. (2096)	Steel (2096) provides a comprehensive overview of the system's behavior. The study covers the various aspects of the system, including its structure, dynamics, and performance.	Comprehensive overview of the system.
88	Brass, II. (2097)	Brass (2097) explores the role of the system in the overall process. The study shows that the system plays a crucial role in determining the outcome of the process.	Role of the system in the overall process.
89	Copper, JJ. (2098)	Copper (2098) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
90	Aluminum, KK. (2099)	Aluminum (2099) presents a new method for analyzing the system. The method is based on the principles of the system's dynamics and is shown to be more effective than the existing methods.	New method for analyzing the system.
91	Iron, LL. (2100)	Iron (2100) provides a detailed analysis of the system's performance. The study highlights the need for a comprehensive understanding of the system's dynamics to optimize its performance.	Detailed analysis of the system's performance.
92	Steel, MM. (2101)	Steel (2101) explores the impact of the system on the overall process. The study shows that the system has a significant impact on the outcome of the process.	Impact of the system on the overall process.
93	Brass, NN. (2102)	Brass (2102) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
94	Copper, OO. (2103)	Copper (2103) presents a new model for the system, which takes into account the complex interactions between the variables. The model is validated against experimental data and shows excellent agreement.	New model for the system.
95	Aluminum, PP. (2104)	Aluminum (2104) discusses the future research directions for the system. The study highlights the need for further research to improve the understanding of the system's behavior.	Future research directions.
96	Iron, QQ. (2105)	Iron (2105) provides a comprehensive overview of the system's behavior. The study covers the various aspects of the system, including its structure, dynamics, and performance.	Comprehensive overview of the system.
97	Steel, RR. (2106)	Steel (2106) explores the role of the system in the overall process. The study shows that the system plays a crucial role in determining the outcome of the process.	Role of the system in the overall process.
98	Brass, SS. (2107)	Brass (2107) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
99	Copper, TT. (2108)	Copper (2108) presents a new method for analyzing the system. The method is based on the principles of the system's dynamics and is shown to be more effective than the existing methods.	New method for analyzing the system.
100	Aluminum, UU. (2109)	Aluminum (2109) provides a detailed analysis of the system's performance. The study highlights the need for a comprehensive understanding of the system's dynamics to optimize its performance.	Detailed analysis of the system's performance.
101	Iron, VV. (2110)	Iron (2110) explores the impact of the system on the overall process. The study shows that the system has a significant impact on the outcome of the process.	Impact of the system on the overall process.
102	Steel, WW. (2111)	Steel (2111) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
103	Brass, XX. (2112)	Brass (2112) presents a new model for the system, which takes into account the complex interactions between the variables. The model is validated against experimental data and shows excellent agreement.	New model for the system.
104	Copper, YY. (2113)	Copper (2113) discusses the future research directions for the system. The study highlights the need for further research to improve the understanding of the system's behavior.	Future research directions.
105	Aluminum, ZZ. (2114)	Aluminum (2114) provides a comprehensive overview of the system's behavior. The study covers the various aspects of the system, including its structure, dynamics, and performance.	Comprehensive overview of the system.
106	Iron, AA. (2115)	Iron (2115) explores the role of the system in the overall process. The study shows that the system plays a crucial role in determining the outcome of the process.	Role of the system in the overall process.
107	Steel, BB. (2116)	Steel (2116) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
108	Brass, CC. (2117)	Brass (2117) presents a new method for analyzing the system. The method is based on the principles of the system's dynamics and is shown to be more effective than the existing methods.	New method for analyzing the system.
109	Copper, DD. (2118)	Copper (2118) provides a detailed analysis of the system's performance. The study highlights the need for a comprehensive understanding of the system's dynamics to optimize its performance.	Detailed analysis of the system's performance.
110	Aluminum, EE. (2119)	Aluminum (2119) explores the impact of the system on the overall process. The study shows that the system has a significant impact on the outcome of the process.	Impact of the system on the overall process.
111	Iron, FF. (2120)	Iron (2120) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
112	Steel, GG. (2121)	Steel (2121) presents a new model for the system, which takes into account the complex interactions between the variables. The model is validated against experimental data and shows excellent agreement.	New model for the system.
113	Brass, HH. (2122)	Brass (2122) discusses the future research directions for the system. The study highlights the need for further research to improve the understanding of the system's behavior.	Future research directions.
114	Copper, II. (2123)	Copper (2123) provides a comprehensive overview of the system's behavior. The study covers the various aspects of the system, including its structure, dynamics, and performance.	Comprehensive overview of the system.
115	Aluminum, JJ. (2124)	Aluminum (2124) explores the role of the system in the overall process. The study shows that the system plays a crucial role in determining the outcome of the process.	Role of the system in the overall process.
116	Iron, KK. (2125)	Iron (2125) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
117	Steel, LL. (2126)	Steel (2126) presents a new method for analyzing the system. The method is based on the principles of the system's dynamics and is shown to be more effective than the existing methods.	New method for analyzing the system.
118	Brass, MM. (2127)	Brass (2127) provides a detailed analysis of the system's performance. The study highlights the need for a comprehensive understanding of the system's dynamics to optimize its performance.	Detailed analysis of the system's performance.
119	Copper, NN. (2128)	Copper (2128) explores the impact of the system on the overall process. The study shows that the system has a significant impact on the outcome of the process.	Impact of the system on the overall process.
120	Aluminum, OO. (2129)	Aluminum (2129) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
121	Iron, PP. (2130)	Iron (2130) presents a new model for the system, which takes into account the complex interactions between the variables. The model is validated against experimental data and shows excellent agreement.	New model for the system.
122	Steel, QQ. (2131)	Steel (2131) discusses the future research directions for the system. The study highlights the need for further research to improve the understanding of the system's behavior.	Future research directions.
123	Brass, RR. (2132)	Brass (2132) provides a comprehensive overview of the system's behavior. The study covers the various aspects of the system, including its structure, dynamics, and performance.	Comprehensive overview of the system.
124	Copper, SS. (2133)	Copper (2133) explores the role of the system in the overall process. The study shows that the system plays a crucial role in determining the outcome of the process.	Role of the system in the overall process.
125	Aluminum, TT. (2134)	Aluminum (2134) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
126	Iron, UU. (2135)	Iron (2135) presents a new method for analyzing the system. The method is based on the principles of the system's dynamics and is shown to be more effective than the existing methods.	New method for analyzing the system.
127	Steel, VV. (2136)	Steel (2136) provides a detailed analysis of the system's performance. The study highlights the need for a comprehensive understanding of the system's dynamics to optimize its performance.	Detailed analysis of the system's performance.
128	Brass, WW. (2137)	Brass (2137) explores the impact of the system on the overall process. The study shows that the system has a significant impact on the outcome of the process.	Impact of the system on the overall process.
129	Copper, XX. (2138)	Copper (2138) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
130	Aluminum, YY. (2139)	Aluminum (2139) presents a new model for the system, which takes into account the complex interactions between the variables. The model is validated against experimental data and shows excellent agreement.	New model for the system.
131	Iron, ZZ. (2140)	Iron (2140) discusses the future research directions for the system. The study highlights the need for further research to improve the understanding of the system's behavior.	Future research directions.
132	Steel, AA. (2141)	Steel (2141) provides a comprehensive overview of the system's behavior. The study covers the various aspects of the system, including its structure, dynamics, and performance.	Comprehensive overview of the system.
133	Brass, BB. (2142)	Brass (2142) explores the role of the system in the overall process. The study shows that the system plays a crucial role in determining the outcome of the process.	Role of the system in the overall process.
134	Copper, CC. (2143)	Copper (2143) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
135	Aluminum, DD. (2144)	Aluminum (2144) presents a new method for analyzing the system. The method is based on the principles of the system's dynamics and is shown to be more effective than the existing methods.	New method for analyzing the system.
136	Iron, EE. (2145)	Iron (2145) provides a detailed analysis of the system's performance. The study highlights the need for a comprehensive understanding of the system's dynamics to optimize its performance.	Detailed analysis of the system's performance.
137	Steel, FF. (2146)	Steel (2146) explores the impact of the system on the overall process. The study shows that the system has a significant impact on the outcome of the process.	Impact of the system on the overall process.
138	Brass, GG. (2147)	Brass (2147) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
139	Copper, HH. (2148)	Copper (2148) presents a new model for the system, which takes into account the complex interactions between the variables. The model is validated against experimental data and shows excellent agreement.	New model for the system.
140	Aluminum, II. (2149)	Aluminum (2149) discusses the future research directions for the system. The study highlights the need for further research to improve the understanding of the system's behavior.	Future research directions.
141	Iron, JJ. (2150)	Iron (2150) provides a comprehensive overview of the system's behavior. The study covers the various aspects of the system, including its structure, dynamics, and performance.	Comprehensive overview of the system.
142	Steel, KK. (2151)	Steel (2151) explores the role of the system in the overall process. The study shows that the system plays a crucial role in determining the outcome of the process.	Role of the system in the overall process.
143	Brass, LL. (2152)	Brass (2152) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
144	Copper, MM. (2153)	Copper (2153) presents a new method for analyzing the system. The method is based on the principles of the system's dynamics and is shown to be more effective than the existing methods.	New method for analyzing the system.
145	Aluminum, NN. (2154)	Aluminum (2154) provides a detailed analysis of the system's performance. The study highlights the need for a comprehensive understanding of the system's dynamics to optimize its performance.	Detailed analysis of the system's performance.
146	Iron, OO. (2155)	Iron (2155) explores the impact of the system on the overall process. The study shows that the system has a significant impact on the outcome of the process.	Impact of the system on the overall process.
147	Steel, PP. (2156)	Steel (2156) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
148	Brass, QQ. (2157)	Brass (2157) presents a new model for the system, which takes into account the complex interactions between the variables. The model is validated against experimental data and shows excellent agreement.	New model for the system.
149	Copper, RR. (2158)	Copper (2158) discusses the future research directions for the system. The study highlights the need for further research to improve the understanding of the system's behavior.	Future research directions.
150	Aluminum, SS. (2159)	Aluminum (2159) provides a comprehensive overview of the system's behavior. The study covers the various aspects of the system, including its structure, dynamics, and performance.	Comprehensive overview of the system.
151	Iron, TT. (2160)	Iron (2160) explores the role of the system in the overall process. The study shows that the system plays a crucial role in determining the outcome of the process.	Role of the system in the overall process.
152	Steel, UU. (2161)	Steel (2161) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
153	Brass, VV. (2162)	Brass (2162) presents a new method for analyzing the system. The method is based on the principles of the system's dynamics and is shown to be more effective than the existing methods.	New method for analyzing the system.
154	Copper, WW. (2163)	Copper (2163) provides a detailed analysis of the system's performance. The study highlights the need for a comprehensive understanding of the system's dynamics to optimize its performance.	Detailed analysis of the system's performance.
155	Aluminum, XX. (2164)	Aluminum (2164) explores the impact of the system on the overall process. The study shows that the system has a significant impact on the outcome of the process.	Impact of the system on the overall process.
156	Iron, YY. (2165)	Iron (2165) discusses the challenges associated with the analysis of the system. The study highlights the need for a robust and reliable method to analyze the system's behavior.	Challenges in the analysis of the system.
157	Steel, ZZ. (2166)	Steel (2166) presents a new model for the system, which takes into account the complex interactions between the variables. The model is validated against experimental data and shows excellent agreement.	New model for the system.
158	Brass, AA. (2167)	Brass (2167) discusses the future research directions for the system. The study highlights the need for further research to improve the understanding of the system's behavior.	Future research directions.
159	Copper, BB. (2		

D. LEARN

- Make notes on a video: Mr Bruff and Mr Salles are excellent!
- Learn the FORMULAS for answering each of the exam questions, including the Seven Steps for Success



AQA English Language Paper Advice

Paper 1 – Explorations in Creative Reading and Writing

Question 1 - up to 5 mins 4 references to the text from specific lines - quotations or paraphrase.	4 marks
Question 2 - 8-10 mins Language Analysis (this is the same as Q3 on the other paper). 3 x M-E-A-L paragraphs exploring effects of language choices made by the writer in a specific section of the text. <u>Method - evidence - analysis</u> of methods using techniques terms - <u>link</u>	8 marks
Question 3 - 8-10 mins Structure Analysis Overview + 3 x F-E-I paragraphs focusing on structural decisions made by the writer in the whole extract. Consideration of the reader's reaction. Bullet points guide your ideas - consider focus at the beginning of the text, where the text shifts to in the middle and what development takes place by the end. <u>Overview - focus - evidence - interest</u>	8 marks

E: PRACTISE!

Each week, students are set an exam question to practise the skills which they have learned and reviewed in lessons.

This question is scaffolded to support them!

Homework: Practise The Seven Steps to Success for 'Macbeth'. Complete all the STEPS on this worksheet.

Paper 1: Shakespeare's Macbeth

In this extract, Macbeth has just murdered Duncan in an act of regicide. Lady Macbeth commands him to return the daggers in order to frame the guards for the regicide. He feels too guilty and afraid, so she insults him and returns the daggers herself.

LADY MACBETH: Why did you bring these daggers from the place?
They must lie there: go carry them; and smear
The sleepy grooms with blood.

MACBETH: I'll go no more:
I am afraid to think what I have done;
Look on't again I dare not.

LADY MACBETH: Infirm of purpose!
Give me the daggers: the sleeping and the dead
Are but as pictures: 'tis the eye of childhood
That fears a painted devil. If he do bleed,
I'll gild the faces of the grooms withal;
For it must seem their guilt.
Exit. Knocking within

MACBETH Whence is that knocking?
How is't with me, when every noise appals me?
What hands are here? ha! they pluck out mine eyes.
Will all great Neptune's ocean wash this blood
Clean from my hand? No, this my hand will rather
The multitudinous seas in incarnadine,
Making the green one red.

Re-enter LADY MACBETH

LADY MACBETH: My hands are of your colour; but I shame
To wear a heart so white.

Starting with this extract, explore how Shakespeare presents the theme of guilt.

You should include:

- How Shakespeare presents the theme of guilt in the extract.
- How Shakespeare presents the theme of guilt in the play as a whole.

(30 marks)

Step 1 – task analysis: what is the focus of the question? What are the question keywords?

Explore how Shakespeare presents the theme of guilt

- What are Macbeth and Lady Macbeth guilty about in the play?
- Who seems to feel most guilty at the beginning of the play?
- How does this change as the play goes on?

Step 2 – underline 2 judicious quotations from the extract and annotate them.

They must be about GUILT, or LACK OF GUILT. They should contain lots of methods to analyse.

Step 3- select 2 other quotations from ELSEWHERE in the play.

- You can use your core quotations on Showbie.
- Write them here.

1.

2.

Step 4- plan your answer.

Use chronological order. Write very brief notes to help you work out your argument.

At the beginning of the play,

As the play goes on

At the end of the play

CONCLUSION: In conclusion, by presenting the theme of guilt, Shakespeare may intend to (explain Shakespeare's message)

Step 5 – choose relevant context. Tick the points that you would include.

- The divine right of kings
- The supernatural
- Gender roles in a patriarchy
- The Great Chain of Being
- The Gunpowder Plot

How to revise in Science

PREPARE

<https://sites.google.com/sgs.uk.net/sgs-sciencerevision>



Revise Science - Start by Selecting how you would like to revise.

Week - by Week Revision

- Follow the Science Faculty week-by-week revision programme
- Complete activities at home and school that follow an order suggested by us.
- Attend Sessions on Tuesday after school in science.

Revise By Activity

- Choose what type of revision activity you would like to do.
- Choose based on the time you have, what you have available and how you prefer to revise.

Logos: CAROUSEL LEARNING, Qeios, AQA, Bitesize

Revise By Topic

Look at all the revision activities available for each GCSE exam paper and for each GCSE topic.

Logos: C1, C2, B1, B2, P1, P2

Walking - Talking mocks - listen to a teacher run through the exams

How to revise in Science

PREPARE

Ways to get yourself Organised for Science revision:

1. Ensure you know which course you are sitting (Separate, Combined science trilogy Higher or Foundation)
2. Follow the programme that we have published. Attend sessions after school to support this.
3. Print off or download **checklists and knowledge organisers** for each topic. Have a plan for how you will use these with your revision timetable.
4. Ensure every topic is covered in your revision timetable and include some time for completing randomised, mixed revision, especially after Easter.
5. Find Resources using the science revision website.

	Unit	Topic	Code	Sub Topic	Learn activity 1 (date)	Learn Activity 2 (date)	Learn activity 3 (date)	Practise (date)
Paper 1	Cells Biology	Cell Structure and Transport	B1.1	The Microscope				
			B1.2	Animal and Plant Cells				
			B1.2	REQUIRED PRACTICAL: Using a light microscope				
			B1.3	Eukaryotic and Prokaryotic Cells				
			B1.4	Specialisation in Animal Cells				
			B1.5	Specialisation in Plant Cells				
			B1.6	Diffusion				
			B1.7	Osmosis				
			B1.8	Osmosis in Plants				
			B1.8	REQUIRED PRACTICAL: Investigate the effect of a range of concentration of salt or sugar solutions				
			B1.9	Active Transport				
		B1.10	Exchanging Materials					
		Cell Division	B2.1	Cell Division				
			B2.2	Growth and Differentiation				
			B2.3	Stem Cells				
			B2.4	Stem Cell Dilemmas				

Cells

Key Word Definitions

- Substrate:** A cell which contains genetic material (nucleus) and cytoplasm.
- Prokaryote:** A cell which does not have a nucleus. It is surrounded by a cell membrane and a cell wall.
- Eukaryote:** A cell which has a nucleus. It is surrounded by a cell membrane and a cell wall.
- Prokaryotic Cell:** A cell which does not have a nucleus. It is surrounded by a cell membrane and a cell wall.
- Eukaryotic Cell:** A cell which has a nucleus. It is surrounded by a cell membrane and a cell wall.
- Animal Cell:** A cell which does not have a cell wall. It is surrounded by a cell membrane.
- Plant Cell:** A cell which has a cell wall. It is surrounded by a cell membrane.
- Specialised Animal Cells:** Cells which are specialised for a particular function.
- Specialised Plant Cells:** Cells which are specialised for a particular function.
- Stem Cells:** Cells which can divide to form any type of cell.
- Prokaryotic Cells:** Cells which do not have a nucleus.
- Eukaryotic Cells:** Cells which have a nucleus.
- Animal Cells:** Cells which do not have a cell wall.
- Plant Cells:** Cells which have a cell wall.
- Specialised Cells:** Cells which are specialised for a particular function.
- Stem Cells:** Cells which can divide to form any type of cell.

Cell Structure

Animal Cell

Plant Cell

Prokaryotic Cell

Specialised Animal Cells

Specialised Plant Cells

Stem Cells

Cell Differentiation

Uses of Stem Cells - Pros and Cons

Orders of Magnitude

Mathematical Skills

Cell Size

Cell Cycle

Relevant Modules

Useful YouTube Links

How to revise in Science

Ways to Learn Science:

LEARN

When completing Learn Activities in Science, you should:

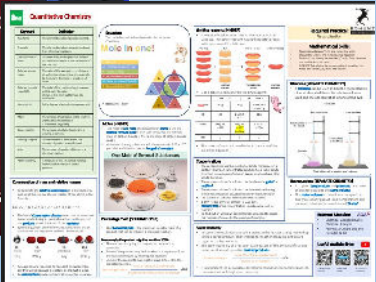
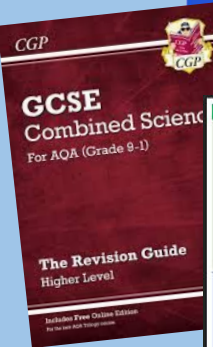
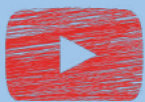
- 1. Complete a mixture of recap and memorise activities.
- 2. Transform information from one form into another.
- 3. Do not just do activities that are easy. This bit should be HARD.

There are lots of resources available for you to learn science.



LEARN
RECAP FACTS

LEARN
MEMORISE



4.3 Quantitative Chemistry 2: amount (1 of 4) A1: COLLETS NEED TO KNOW THIS		
How do you find the mass of a substance from its formula?	Substance that is used in the reaction is called a reactant. The mass of the reactants is equal to the mass of the products.	How do you find the mass of a substance from its formula?
What is the mass of a substance?	Mass of a substance is the mass of the substance divided by the number of moles of the substance.	How do you find the mass of a substance from its formula?
Why do you need to know the mass of a substance?	Why do you need to know the mass of a substance?	Why do you need to know the mass of a substance?
How can you find the mass of a substance?	How can you find the mass of a substance?	How can you find the mass of a substance?



Random, mixed revision activities



Oxford Revise: AQA GCSE Combined Science Higher Revision and Exam...
5 ★★★★★ (2)

How to revise in Science

Ways to Practise Science: This involves the use of EXAM QUESTIONS.

BY TOPIC

1. For a quick feedback activity: Complete a couple of exam questions and MARK THEM.
2. To Practise at the end of revising a topic: complete exam questions by topic and mark them.
3. Do papers again after you have marked them and improve.

BY PAPER:

Complete at least one whole past exam paper for each exam, timed and under exam conditions. MARK IT.

[AQA Combined Science Past Papers](#)

[AQA Biology \(Separate\) Past Papers](#)

[AQA Chemistry \(Separate\) Past papers](#)

[AQA Physics \(Separate\) Past Papers](#)

BY RANDOM QUESTION:

Complete some of the mixed question packs a few questions at a time. MARK THEM. Especially after Easter.

PRACTISE!

AQA 



LEARN

Feed this back into your LEARN resources:

Make flashcards on things you get wrong.

Add to your notes with things you don't know.

1. Organise yourself by printing off or saving a checklist.
2. Complete the placemats using the reading material or videos to help (**Triple or Separate means only for students studying separate science - most of you are not doing this!!**)
3. Learn the key words by completing the quizlets or doing the carousel packs
4. Practise what you have learnt by completing and marking the exam questions

ORGANISE Download a checklist 2 minutes Make a copy and save to google drive to tick off your progress		LEARN RECAP FACTS Read or watch a video on topics you are less familiar with. 15-20 minutes. 5-10 minutes. 45 - 60 minutes Better with pen and paper		LEARN MEMORISE Use these quizlet sets to memorise key words and facts 5-10 minutes Do this anywhere. On any device		PRACTISE Do real exam questions to practise the skills you need. 30-45 minutes You must use pen and paper	
Topic and knowledge organiser		Learn - 	Learn - 	Learn - placemats 	Learn - Memorise key words 	Learn - Memorise key facts 	Practise - Exam questions
Atomic Structure and The Periodic table	Checklist - combined science Atomic structure Checklist - separate science atomic structure	Read - Atomic Structure	Watch - Atomic Structure	Placemats - Atomic Structure	Key word list - Atomic Structure and the Periodic Table Key word quizlet - Atomic Structure	Chemistry paper 1 combined science foundation	Practise - Atomic Structure and the Periodic Table
Bonding and Structure	Checklist - combined science bonding	Read- Bonding and	Watch - Bonding and Structure	Placemats - Bonding and Structure	Key word list - Bonding and Structure	Chemistry paper 1 combined higher	Practise - Bonding and Structure

14-Oct-2025	Science skills revision
21-Oct-2025	Biology Paper 1 revision
28-Oct-2025	
4-Nov-2025	Chemistry Paper 1 revision
11-Nov-2025	Physics Paper 1 revision

27-Jan-2026	Science skills revision
3-Feb-2026	Biology Paper 2 revision
10-Feb-2026	Chemistry Paper 2 revision
17-Feb-2026	
24-Feb-2026	Physics Paper 2 revision

31-Mar-2026	
7-Apr-2026	
14-Apr-2026	Biology (both papers) long answer modelling
21-Apr-2026	Chemistry (both papers) long answer modelling
28-Apr-2026	Physics (both papers) long answer modelling
5-May-2026	
12-May-2026	Revision day before - Monday Biology
19-May-2026	Revision day before - Friday Chemistry
26-May-2026	
2-Jun-2026	Revision day before - Monday Physics
9-Jun-2026	Recorded revision for paper 2s
16-Jun-2026	Recorded revision for paper 2s