# Year 11 GCSE Success
## Llwyddiant TGAU Blwyddyn 11

YSGOL AFON WEN

2025/26

Our three phases

ACTIVATE
Nursery to Year 3

ADVANCE
Year 4 to Year 8

ACHIEVE
Year 9 to Year 11

Within each team there is strong wellbeing support

ACHIEVE

# Year 11 GCSE Success Outline

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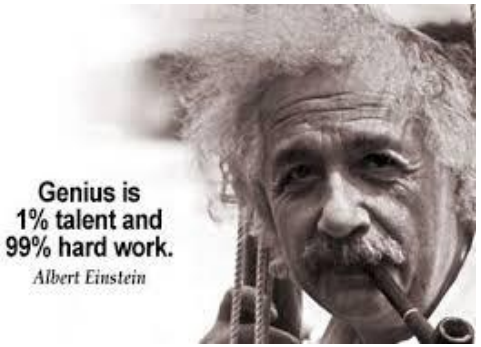
## PURPOSE OF EVENING

- To outline the expectations of the pupils and discuss the benefit of support from home
- To explain how we will work together to ensure the success of every pupil
- To ensure every pupil reaches their full potential
- To be equipped to progress in the world after leaving school.
- Good balance between physical and mental wellbeing

AGENDA

1. Our vision for success
2. Focusing on the Fundamentals – key messages
3. Outline of course & revision material
4. Wellbeing and Academic Support



# Year 11 GCSE Success

## Revision

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To achieve our **Triple AAA Promise**, we ensure five core values are at the heart of our work:


# GCSE Examinations

**10 teaching weeks left**

**250 lessons left**

before the first examination on Thursday 7 May 2026

summer-2026-wales-and-eduqas-gcse-october-2025.pdf

# Year 11 GCSE Success

# Attendance

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Attendance to school is imperative as there is a high correlation between excellent attendance and attainment. Students who miss school frequently can fall behind with their work and do less well in exams. Good attendance also shows potential employers that a young person is reliable.

| | | | |
|---|---|---|---|
| 100% | 0 lessons missed | 81% | 180 lessons missed |
| 99% | 10 lessons missed | 80% | 190 lessons missed |
| 98% | 20 lessons missed | 79% | 200 lessons missed |
| 97% | 30 lessons missed | 78% | 210 lessons missed |
| 96% | 40 lessons missed | 77% | 220 lessons missed |
| 95% | 50 lessons missed | 76% | 230 lessons missed |
| 94% | 60 lessons missed | 75% | 235 lessons missed |
| 93% | 70 lessons missed | 74% | 245 lessons missed |
| 92% | 80 lessons missed | 73% | 255 lessons missed |
| 91% | 85 lessons missed | 72% | 265 lessons missed |
| 90% | 95 lessons missed | 71% | 275 lessons missed |
| 89% | 105 lessons missed | 70% | 285 lessons missed |
| 88% | 115 lessons missed | 69% | 295 lessons missed |
| 87% | 125 lessons missed | 68% | 305 lessons missed |
| 86% | 130 lessons missed | 67% | 315 lessons missed |
| 85% | 140 lessons missed | 66% | 325 lessons missed |
| 84% | 150 lessons missed | 65% | 330 lessons missed |
| 83% | 160 lessons missed | 64% | 340 lessons missed |
| 82% | 170 lessons missed | 63% | 350 lessons missed |

# Year 11 GCSE Success

# Equipment

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Full equipment is expected every day and essential throughout this examination period.

This includes;

pens,

pencil,

ruler,

rubber,

sharpener,

compass, protractor and calculator.

# How do I plan my revision?

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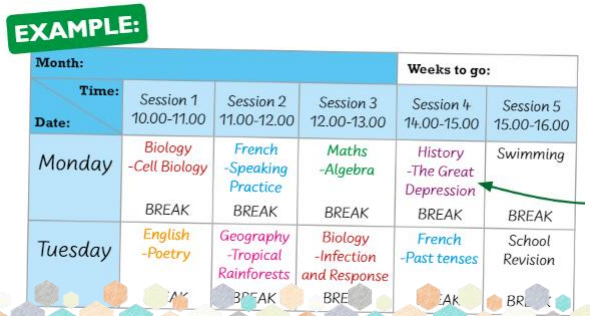
Start creating a revision timetable.

Using one of the templates or your own revision timetable start to plan which subjects and topics you need to revise.

It can be best to start by writing in the dates of your exams and work backwards towards the day you plan to start your revision.

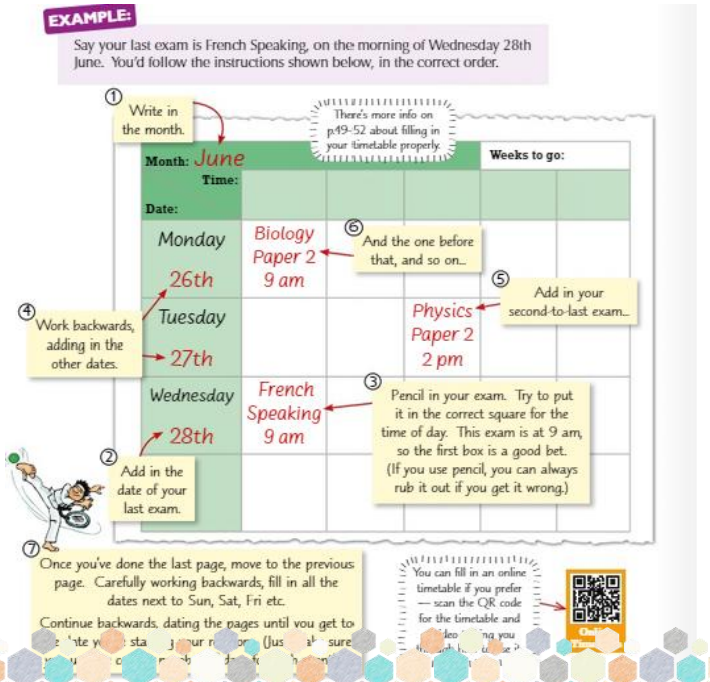
WEEKLY REVISION PLANNER

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | TIME | SATURDAY | SUNDAY |
|---|---|---|---|---|---|---|---|---|
| 8:30AM –4PM | SCHOOL | SCHOOL | SCHOOL | SCHOOL | SCHOOL | 9AM–10AM | BREAKFAST/ SHOWER | BREAKFAST/ SHOWER |
| 4PM–5PM | HOMEWORK | TV/ GAMING/ SOCIAL MEDIA | HOMEWORK | TV/ GAMING/ SOCIAL MEDIA | HOMEWORK | 10AM–11AM | REVISION – ENGLISH | REVISION – SCIENCE |
| 5PM–6PM | DINNER | DINNER | DINNER | DINNER | DINNER | 11AM–1PM | SEEING FRIENDS/ LUNCH | SPORT/ LUNCH |
| 6PM–7PM | REVISION – GEOGRAPHY | HOMEWORK | REVISION – HISTORY | REVISION – FRENCH | REVISION – SCIENCE | 1PM–3PM | REVISION – MATHS | REVISION – FLASH CARDS |
| 7PM–8PM | REVISION – MATHS | REVISION – ENGLISH | FREE TIME | HOMEWORK | FREE TIME | 3PM–5PM | OUT WITH FAMILY | SPORT/ TV/ GAMING |
| 8PM–9PM | FREE TIME/ SHOWER | FREE TIME/ SHOWER | FREE TIME/ SHOWER | FREE TIME/ SHOWER | FREE TIME/ SHOWER | 6PM–8PM | DINNER/ FREE TIME | DINNER/ FREE TIME |



EXAMPLE:

| Month: | | | | Weeks to go: | |
|---|---|---|---|---|---|
| Time: / Date: | Session 1 10.00-11.00 | Session 2 11.00-12.00 | Session 3 12.00-13.00 | Session 4 14.00-15.00 | Session 5 15.00-16.00 |
| Monday | Biology -Cell Biology | French -Speaking Practice | Maths -Algebra | History -The Great Depression | Swimming |
| | BREAK | BREAK | BREAK | BREAK | BREAK |
| Tuesday | English -Poetry | Geography -Tropical Rainforests | Biology -Infection and Response | French -Past tenses | School Revision |



EXAMPLE:

Say your last exam is French Speaking, on the morning of Wednesday 28th June. You'd follow the instructions shown below, in the correct order.

1. Write in the month.
2. Add in the date of your last exam.
3. Pencil in your exam. Try to put it in the correct square for the time of day. This exam is at 9 am, so the first box is a good bet. (If you use pencil, you can always rub it out if you get it wrong.)
4. Work backwards, adding in the other dates.
5. Add in your second-to-last exam...
6. And the one before that, and so on...
7. Once you've done the last page, move to the previous page. Carefully working backwards, fill in all the dates next to Sun, Sat, Fri etc.

Continue backwards, dating the pages until you get to [illegible]

There's more info on p49-52 about filling in your timetable properly.

You can fill in an online timetable if you prefer — scan the QR code for the timetable and [illegible]

| Month: June | | Weeks to go: |
|---|---|---|
| Time: / Date: | | |
| Monday 26th | Biology Paper 2 9 am | |
| Tuesday 27th | | Physics Paper 2 2 pm |
| Wednesday 28th | French Speaking 9 am | |

## Review

Which planning technique will work best for you?

Have you planned in breaks? It is recommended you have a 10min break for every 60mins (you could revise for 25 mins than have a 5 min break).

Are there some subjects or topics you might need to revise more than others?

How are you prioritising revision for earlier exams?

**WEEKLY REVISION PLANNER**

| TIME | MON | TUE | WED | THUR | FRI | TIME | SAT | SUN |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

| Month | | | Weeks to go | | |
|---|---|---|---|---|---|
| Date/ Time | | | | | |
| MON | | | | | |
| TUE | | | | | |
| WED | | | | | |
| THU | | | | | |
| FRI | | | | | |
| SAT | | | | | |
| SUN | | | | | |

| Month | | | Weeks to go | | |
|---|---|---|---|---|---|
| Date/ Time | | | | | |
| MON | | | | | |
| TUE | | | | | |
| WED | | | | | |
| THU | | | | | |
| FRI | | | | | |
| SAT | | | | | |
| SUN | | | | | |

# What should my revision environment be like?

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## Different Places Work Best for Different People

There's no right place to revise. Based on how you work best, you'll find some places make you feel more productive than others:

Varying where you revise can help freshen up your revision.

### Library

- ✓ Lots of books about subjects you're revising
- ✓ Access to the internet for research
- ✓ Fewer distractions than at home or with friends
- ✗ It may be busy and hard to get a desk
- ✗ It can involve time spent travelling

### Bedroom At Home

- ✓ You can set up your study space as you want
- ✓ You can shut yourself away for privacy
- ✓ It's easy to get healthy snacks and drinks
- ✗ You may get distracted by your family
- ✗ Television and games are easy to access

### Friend's House

- ✓ You can discuss revision problems with your friend
- ✓ You and your friend can test each other
- ✗ You and your friend could distract each other
- ✗ You may become disheartened or stressed if your friend seems to know more than you

**Discuss: Which revision environment will work best for you and why?**

## A Tidy Study Space is Important

You'll find it easier to revise if your study space is free of clutter:

# What should my revision environment be like?

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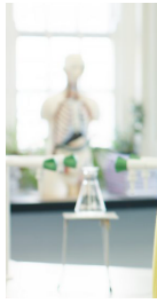
[Memory hacks and tips for exams and revising from our experts - BBC Bitesize]

## Dr Loaiza's tips for improving your memory

### Tip 1: Elaboration



Rather than passively repeating information over and over, try to elaborate on the information meaningfully, connect it to information you already know, and relate it to yourself and your life.

### Tip 2: Test yourself

Testing yourself often, for example with flashcards, is a great way to remember information. Don't cram too much information on each card – use cues to prompt yourself on single concepts. Find out more about how to use flashcards correctly in **this video**.

### Tip 3: Mnemonics

You can use mnemonics to remember all kinds of things, for example in physics, the visible light spectrum can be remembered by **R**ichard **O**f **Y**ork **G**ave **B**attle **I**n **V**ain… the more bizarre the better. You can use things that are personal to you to help you remember.

### Tip 4: Mind maps

Mind maps can help you make links within subjects and can be a great way to elaborate on, and make connections between, topics.

### Tip 5: Memory palace

The 'memory palace' can help you visualise and remember sequences by linking words to objects in an imaginary room. You can write a story using the objects and tell the story from memory to recall that list of words.

### Tip 6: Spaced practice

Space out your revision a little bit every day rather than cramming it all in the night before, then go back after a period of time and try to remember it. We call this the 'spacing effect'. If you want to learn more about how spacing out your study can be a good thing then **we've got you covered**.

# What should my revision environment be like?

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### Why not try a revision podcast episode?

Listen to an episode from one of our revision podcasts series here. You can find the full series on **BBC Sounds**.


Jean and Carl explore the themes of Shakespeare's Macbeth.

**Audio Transcript**


James and Ellie talk through the topic of gravity.

**Audio Transcript**

[Top revision techniques for exams - BBC Bitesize]

## Five ways to revise away from your desk

- Surround yourself with information - Your entire home can aid your study in the run-up to an exam. Invest in some sticky notes and pop them up in the place you visit most throughout the day.
- Exercise - Revision time can be stressful and one proven way of tackling those nerves is to exercise. It's important to take breaks anyway, but incorporating exercise into that time out can reduce those stress levels, even if you fit one 20-minute session into your day.
- Video call your friends - Get a few of your pals together on a video call to test each other on those challenging subjects can be a productive way of taking a break.
- Take your study outside If it's a nice day, get yourself out there. Study notes are that much more inviting when read in the sunshine. You're also boosting your vitamin D intake, which is good for your health.
- Listening to music and podcasts - Nick Grimshaw and Professor Catherine Loveday recently spoke to Bitesize about **how music can help your wellbeing**, and Dr Alex, best known for his stint on Love Island, **told Bitesize that any music you love**, whether it's hardcore grime or K-Pop, can help you calm down and de-stress, but don't listen to anything you dislike just for the sake of it, or it might have the opposite effect!

# How can a topic list help me revise?

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Topic lists, often referred to as study or revision outlines, are organised summaries of the key subjects, concepts, or themes that you need to review for a particular exam or assignment. They serve as a structured guide to help you focus on the most crucial information and aid in effective study sessions. Here's how you can use topic lists for revision:

**Organize Information**
Divide the subject into major topics or sections. , break down each major topic into smaller, more manageable subtopics.

**Active Learning**
As you create or review the list, actively recall and understand the information, write explanations in your own words to ensure understanding.

**Create a Study Schedule**
Allocate specific time slots for each topic during your study sessions.
Mix different subjects or topics to keep your studying dynamic.

**Review Regularly**
Regularly revisit your topic list to reinforce memory and adjust the list as needed based on your understanding and progress.

**Monitor Progress**
Mark topics as you complete them to track your progress and use the list to identify areas where you may need additional support.

By organizing your revision with topic lists, you create a structured and efficient approach to studying, helping you cover essential material and reinforcing your understanding of key concepts.

# How can a topic list help me revise?

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## Physics paper 1 checklist

P1 – Conservation and dissipation of energy

| *Can you…?* | ☺ | 😐 | ☹ |
|---|---|---|---|
| **Chapter 1: Energy and energy resources** | | | |
| Describe ways in which energy can be stored. | | | |
| Describe how energy can be transferred. | | | |
| Describe the energy transfers that happen when an object falls. | | | |
| Describe the energy transfers that happen when a falling object hits the ground without bouncing back. | | | |
| Describe what conservation of energy is. | | | |
| Explain why conservation of energy is a very important idea. | | | |
| Describe what a closed system is. | | | |
| Describe energy transfers in a closed system. | | | |

# Command words

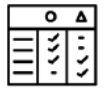
**Assess**

Weigh up whether a statement is true.

**Calculate**

Work out the value of something.

**Compare**



Describe similarities and differences of something.

**Describe**

State or describe exactly the meaning.

**Evaluate**

Provide evidence and give your judgement.

**Discuss**

Set out both sides of an argument.

**Examine**

Look in close detail and work out the key facts or detail.

**Explain**

Set out the causes of something/say why.

**Outline**

Brief written description of something.

**Make a Prediction**

Look at the evidence and make a judgement about the future.

**Justify**

Give valid reasons and evidence to support an answer.

**Identify**

Select a piece/s of information.

**Propose**

To suggest a course of action.

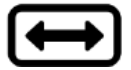
**State**

Provide a specific piece of information.

**Suggest**

Offer an opinion on an event or issue.

**To What Extent**



How much you agree with a statement based on the evidence.

# Make the Most of Practice Papers

Now you know what you're aiming for in the exam, put it into practice by doing some, er... practice.

## Do as Many Practice Questions as You Can

1) The key to GCSE success is to ~~use a crystal ball~~ be well prepared for the exams. To do this, you need to have a go at answering some exam-style questions.
2) Do as many practice papers as you can. CGP has plenty of practice papers, and you can find past exam papers on exam board websites.
3) Practice papers and past papers also show you how long you'll have for the exam — this will give you an idea of how long to spend on each question.
4) When you start answering practice questions, you could use your notes to help you. As the exam gets closer, practise under exam conditions.

Practice Papers Video

There's more about using practice papers on pages 28-29.

### CGP's Practice Paper Top Tips

1 **Practise under exam conditions** $$$

- Get the right equipment out.
- Time yourself.
- Find somewhere quiet, with no distractions.
- Don't use your revision notes to help you.

2 **Use the mark scheme** ✓

- All practice papers should have mark schemes.
- These tell you how marks are allocated and how to get the right answer.*
- Compare the mark scheme to what you wrote.
- Mark yourself, correcting what you got wrong.

*Unfortunately, they don't tell you the meaning of life.

3 **Check out examiner's reports**

- These tell you what people struggled with, and the things examiners look for (besides love).
- Putting yourself in an examiner's shoes helps you see how to improve your answers.

4 **Do it all again**

- Once you've marked your exam and figured out where you went wrong, take a break from it.
- After a day or two, go back over your notes and then do the exam again.
- This helps the right answer stick in your head.

5 **Don't panic!!!!**

- If you don't get a high mark at first, don't worry — the idea is to get a bit better each time.

# Test Yourself

You've flowed the charts and you've flashed the cards, but now it's time to test how much you know. Don't fret if you don't do well immediately when testing yourself — it's not the actual exam after all.

## You Can Practise in Smaller Chunks

Before doing a full practice paper, you may find it helpful to get familiar with exam-style questions.

*For subjects where you'll need to answer multiple long-answer questions, you could try writing an answer to just one long-answer question. This can help you get a feel for how to write longer answers without worrying about answering more than one of these questions in a row or in a certain time limit.*

*Try swapping exam answers with a classmate so you can give feedback on each other's work and share ideas. This should help you to see what you do well and what you need to work on.*

*You can also try just planning your answers — doing this for a range of questions will help you to get better at structuring longer answers quickly and working out what to cover.*

*Focus on practice questions for the topics you're struggling with or the question types you need to work on. This will help you feel more confident to tackle these questions in the exam.*

## Past Papers Will Test Your Knowledge

1) When you feel ready, apply your knowledge by doing a full past paper.
2) Replicate exam conditions — this will give you a good feel for what it'll be like in the actual exam:
   - give yourself the same amount of time you'll have in the exam.
   - do it without your notes — this will show you what you know and what you need to revise again.

## Mark Your Paper with a Mark Scheme

1) Once you've finished, look at the mark scheme to see how well you did:
   - Mark schemes tell you how marks are allocated and can

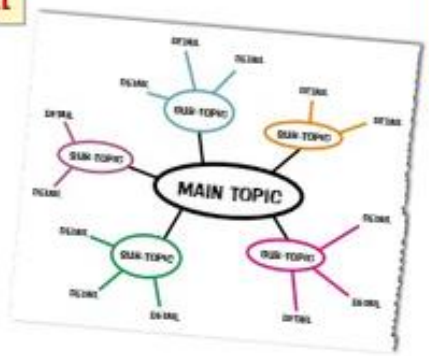
You can sometimes get marks for

# Drawing Mind Maps

If you say 'mind map' as fast as you can 40 times while looking at a topic, one will draw itself...

## A Mind Map is a Type of Diagram

1) Mind maps are a visual way to organise information.
2) One mind map usually represents one topic.
3) The name of the topic goes in the middle, with sub-topics and further detail added around it.
4) Details are short and to the point.
5) Boxes or bubbles around some of the information can help it stand out.
6) A good mind map uses colour and images.




Mind Maps: Extras

## Mind Maps Are Great For Revising Topics

1) Organising material visually can make it easier to recall in an exam.
2) Colour and images can help topics and information to stick in your memory.
3) Mind maps can help you to identify the key ideas of a topic and find links between them, which can help you see the topic in different ways.

## You Can Use Them Throughout Your Revision

Mind maps are really useful for subjects where there are lots of links between ideas (e.g. History or English) but less useful for learning a list of formulae or a vocab list.

**At the start**

Use your notes and other resources to draw a mind map of a topic — it's a great way of revising key information.

**During revision**

You could pin your completed mind maps up in your revision space so that you see them regularly.

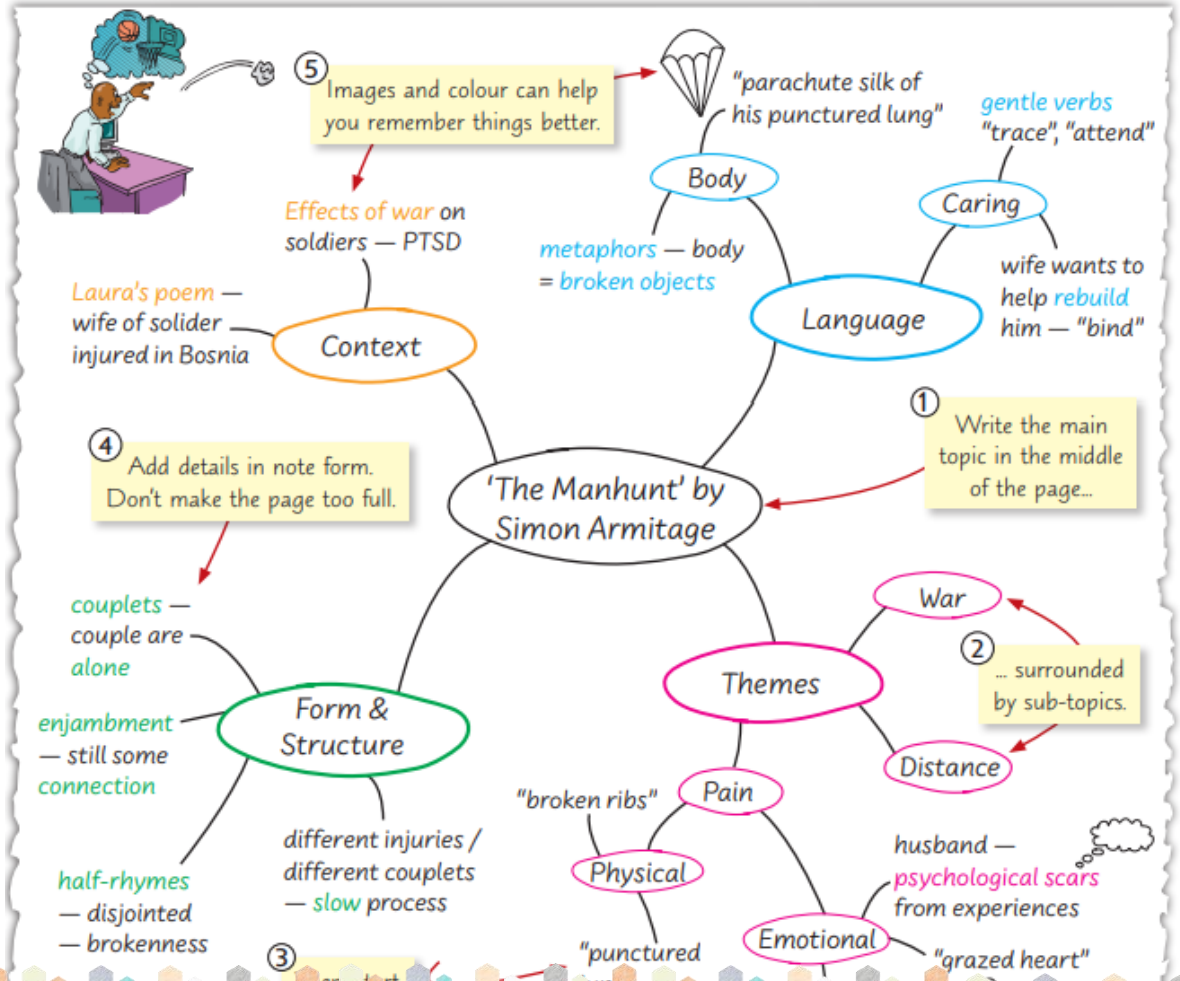
**To test yourself**

Draw a mind map of a topic from memory, then refer to the original and fill in any gaps in a different colour — this shows you what you still need to revise.

# Drawing Mind Maps — Example

**EXAMPLE:**

Here is an example of a mind map for the poem 'The Manhunt' by Simon Armitage. It isn't complete, but it gives you an idea of where to start.



# Making Flow Charts

Flow charts are the next big thing. The talk of the town. Everyone's mad about them, haven't you heard? Don't just take my word for it though, read on and see for yourself... (Gotcha, they're all my words too.)

## Flow Charts Take Topics Step By Step

1) Flow charts are a type of diagram that show a process from beginning to end.
2) They organise information clearly — you can use words and images to show what happens when.
3) It's tempting to spend ages making your flow charts look perfect, but as long as they're clear and easy to use, they don't need to be fancy. Scan the QR code for an example of how to make one.


Flow Charts: Extras

## Start at the Start

1) It might sound obvious, but order is really important in flow charts.
2) Write the first step in the process at the top of the page and work downwards.
3) Flow charts highlight the main steps in a process, but if it helps, you can add key points about the different steps to jog your memory — keep them short and concise though.

## They're Useful for Lots of Subjects

Flow charts show how different stages or events are linked together, so they're useful for subjects that include sequences or processes.

Have a go at making one yourself. If you need a bit of inspiration, here are a few examples of when you might use them:

HOW TO: TRY THIS

Business Studies — to show the different stages within a supply chain.
History — a timeline of the events that led to the Great Depression.
Chemistry — to set out the steps of a practical experiment.
Geography — to present the different stages of erosion.
Biology — to show how food passes through the digestive system.

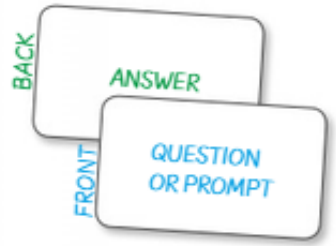
# Using Flash Cards

Flash cards are one of the simplest, but most effective, revision tools. You might not be able to play solitaire or snap with them, but with a little patience, they'll help you bridge any gaps and make you número uno.

## Flash Cards Are a Great Revision Tool

1) Flash cards are small cards with a question or prompt on one side, and the answer or information on the other side.
2) They're a great way to test yourself and find gaps in your knowledge.
3) Flash cards are useful for learning things like:
   - important dates in History
   - language vocabulary
   - key words and definitions
   - formulae
   - labelled diagrams

You can also put condensed topic information on flash cards for you to refer to.




Flash cards aren't so good for learning things like processes and more complex information that can't be easily split up — take a look at the rest of this chapter for ideas on how to revise these.

4) There are lots of flash cards available online, but it's a good idea to make your own. Working through your notes and picking out information is part of the revision process.

Another great way to use flash cards is by filling one side with example questions about a topic, and the other side with the answers. This can be useful after you've revised a topic and want to test yourself on it. (I hear CGP do a pretty awesome range of revision question cards...)

## Use Them to Test Yourself

HOW TO: TRY THIS

Flash Cards: Extras

Have a go at these methods for using your flash cards effectively:

Say your answers out loud — this forces you to answer the questions properly.

Group your flash cards based on how well you know the content. Test yourself more often on the groups you struggle with than those you know better.

Make sure you test yourself both ways — e.g. you need to know vocab translations from English to French and French to English.

Ask someone else to test you — it removes the temptation to check the other side yourself before answering.

# Memory Techniques

Here's a lovely heap of memory techniques — try them all out and see which ones work for you.

## Active Learning is More Effective Than Passive Learning

Memory Techniques Video

1) Passive techniques, like reading and highlighting notes, aren't great at fixing information in your mind.
2) Active techniques move knowledge from your short-term memory into your long-term memory so it's there when you need it (i.e. in the exam).
3) Using flash cards (see p.23) is one active learning technique — flash cards get you to recall facts and answers in order to help them stick in your memory.
4) Here are a bunch more memory techniques that involve active learning...

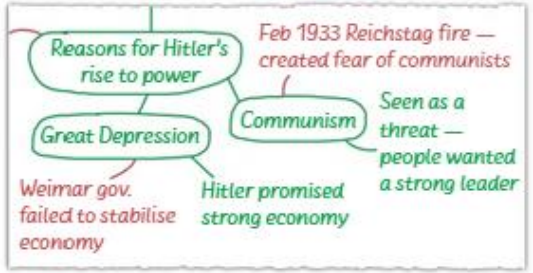
## Blurting Helps You See What You Do And Don't Know

Blurting is pretty much what it sounds like — getting all your knowledge onto the page.

- Read a text or watch a video about a specific topic.
- Using a coloured pen, write down everything you can remember.
- Compare your notes to the text or video and use a different coloured pen to add anything you missed.
- By using two colours, you can see what you need to test yourself on more.

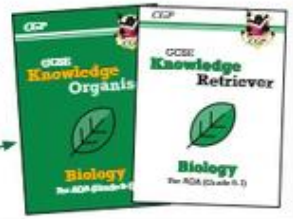
**EXAMPLE**

Here's an example of blurting from part of a history mind map — everything in green was written without notes, and the information in red was added later.




## Knowledge Organisers And Retrievers Help You Actively Learn

1) Knowledge organisers are a great revision tool — they strip topics back to only the most important information.
2) Once you feel confident that you know the topic, you can use a knowledge retriever — these help you actively learn by testing your ability to recall information from the knowledge organiser.
3) You can find knowledge organisers and retrievers online, though the best ones are available from CGP (totally unbiased opinion here...).




# Condensing Your Notes

Now your notes are as neat as a pin, it's time to get cracking. You can't learn every word you've ever written, so you need to condense your notes — these will act as prompts for your main notes. Off we go...

## Condense Your Notes In Your Own Words

Condensing Notes Video

1) Simplify and summarise your notes into key points so they're easier to revise from.
2) Aim to get each topic onto a single page. Cut out the waffle and pick out what's important.
3) Try to reorganise the material in some way, e.g. by grouping it differently or linking topics together.
4) How you present your notes might depend on the subject. For example, you could make:

Labelled diagrams for Science.

A timeline of key dates for History.


A page of key quotes for English Literature.

A table of formulas and rules for Maths.

$a^2 + b^2 = c^2$

5) Condensing topics makes your revision interactive — it's better than just re-reading your notes. Plus, you're more likely to remember your own words than something someone else has written*. To test this out, have a go at condensing the notes for one of your topics.

**EXAMPLE**

Here's an example of some condensed notes for a Physics topic.

*Wind turbines don't produce pollution in order to generate power, and there are no fuel costs to run them. However, they can be quite noisy for people who live nearby and they don't produce electricity in very strong winds or when there's no wind.*

**Wind Turbines**

| Positives | Negatives |
|---|---|
| • No pollution | • Noisy |
| • No fuel costs | • Dependent on wind |

## Test Yourself On What You've Covered

When you've simplified a topic, it's time to test yourself:

1) Cover up your notes and write down as much as you can remember.
2) Compare what you've written to your notes, then fill in any gaps — use a different colour so you know which bits you missed.
3) Keep doing this until you remember everything on the topic.
4) This is an active recall technique — there's more about this on p.24.

It's a good idea to come back and test yourself again later, to see what you can still remember. (See p.51 for more about spaced practice.)

***apart from my words — you'll definitely remember my words...**

The key to condensing is picking out the right points. Try highlighting the important bits before you start writing.

# What revision strategy is the most effective

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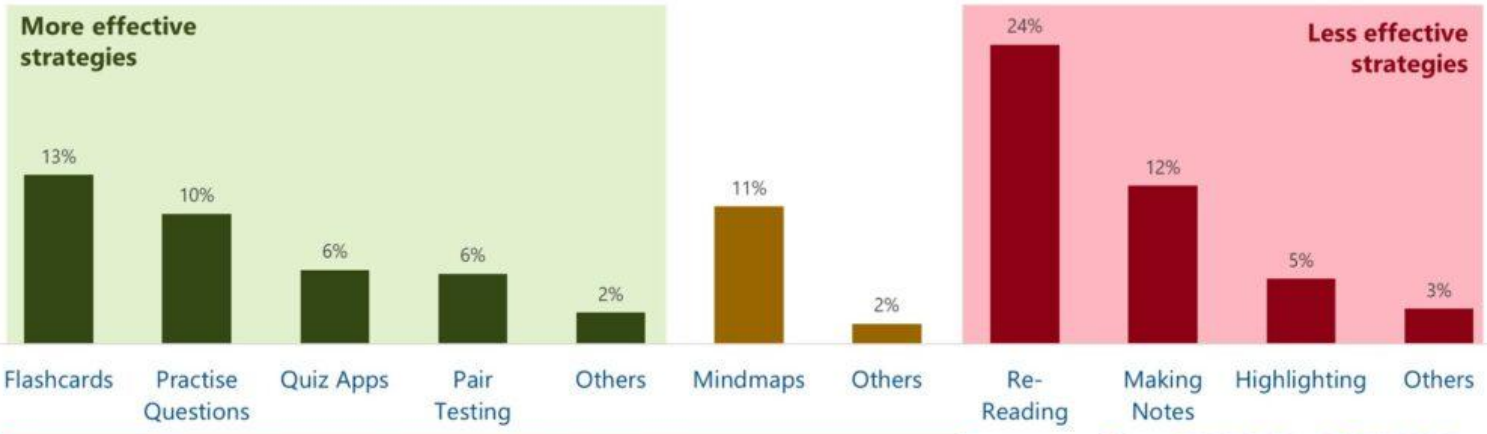
## Case Study/Scenario

**45% of UK students surveyed still favour less effective strategies** like re-reading, highlighting and making notes

**What is your main revision strategy** (the one you spend most time using)




For more see: **https://ExamStudyExpert.com/Student-Revision-Data**

*Data from ~30,000 UK secondary school students collected by the 2020 and 2022 Revision Census. "Efficacy" rating informed by meta-analyses especially Dunlosky (2013).*

EXAM STUDY EXPERT

## Case Study Activity

What is your main revision strategy?

Is it effective?

Will this data change how you revise?

# Year 11 GCSE Success

# Revision

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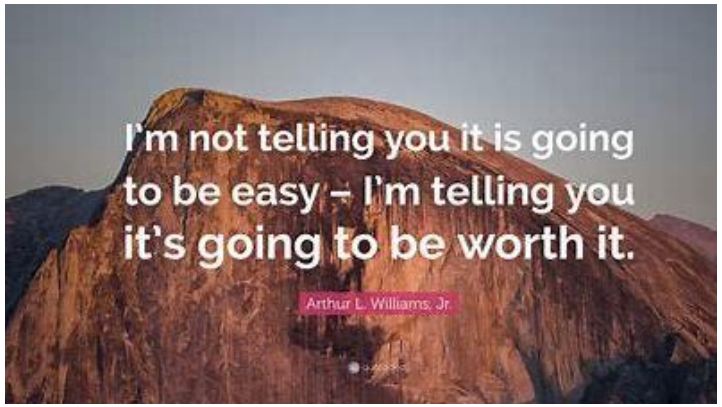
## Choosing the right revision technique

| Use occasionally | Better | The best |
|---|---|---|
| Re-read notes | Break topic into chunks | Test yourself (Quizlet, Bitesize, etc) |
| Highlight notes | Create a study guide | Use flashcards with spaced repetition |
| Reading a study guide | Make flashcards | Re-do old tests (check answers) |
| Watch Youtube | Make a mind-map | Get someone else to quiz you |
| | Open book practice tests | Make a mind-map from memory |
| | Complete a revision pack | Do an essay plan and write out the essay in timed conditions |
| | Attend a revision session | Attend a revision session with specific questions |
| | Make an essay plan (without writing it) | Read your notes aloud, record yourself and listen to the recording |



# Year 11 GCSE Success

# Support

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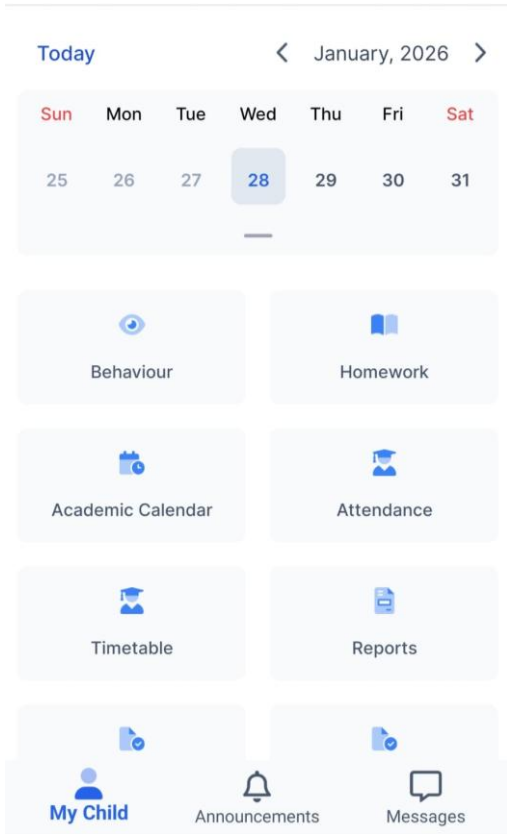
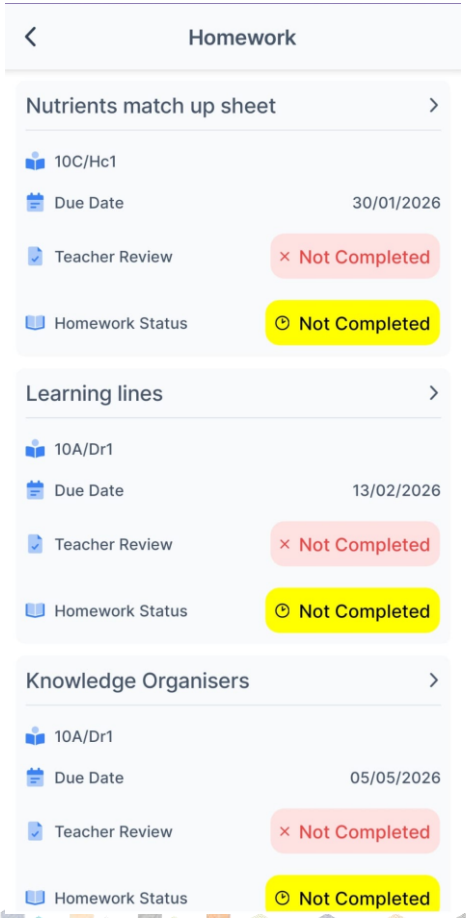
## What you can do as a parent to support your child

- Space to work
- Revision ideas
- Monitoring
- Homework checks
- Attendance


MCAS
My Child At School

On the MCAS parental app, you can now see the homework set for your child and when it needs to be submitted.



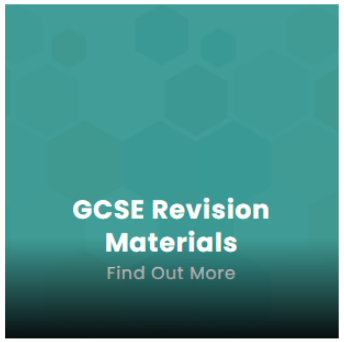
# Year 11 GCSE Success Support

YSGOL AFON WEN

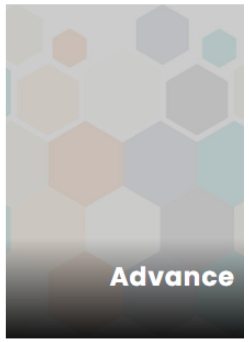
Home → Our School → Curriculum At YAW

## Curriculum at YAW

Please click on the phase of the school to see the curriculum overview.








Home → Our School → Curriculum At YAW → GCSE Revision Materials → Mathematics Revision

## Mathematics Revision

WJEC Knowledge Organisers - Algebra

WJEC Knowledge Organisers - Geometry and Measure

WJEC Knowledge Organisers - Number

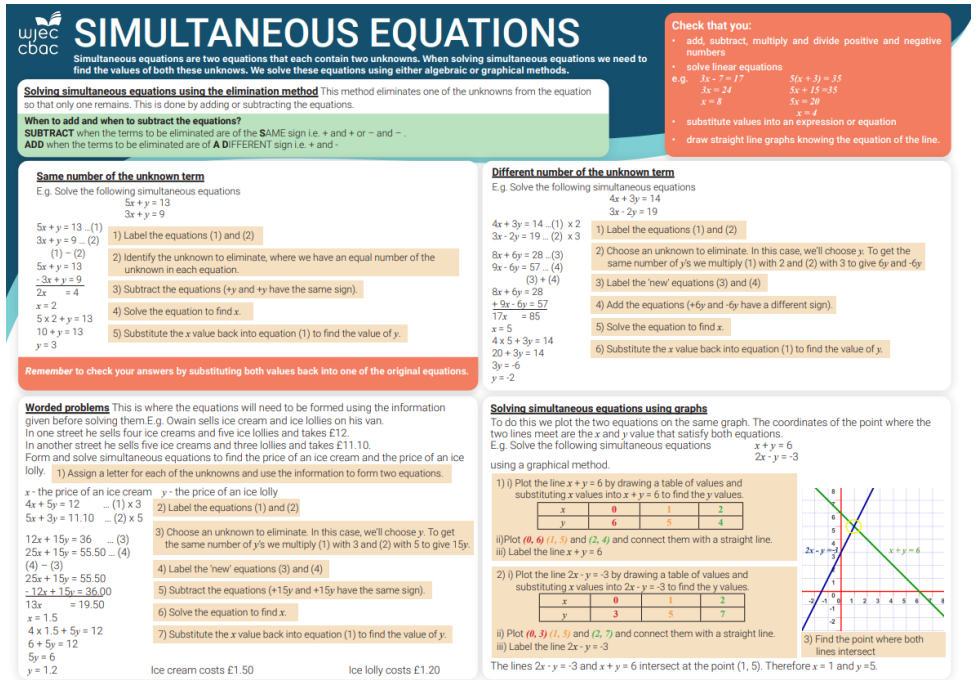
WJEC Knowledge Organisers - Statistics

WJEC Exam Walkthrough

https://www.bbc.co.uk/bitesize

https://corbettmaths.com

https://vle.mathswatch.co.uk



wjec cbac

SIMULTANEOUS EQUATIONS

Simultaneous equations are two equations that each contain two unknowns. When solving simultaneous equations we need to find the values of both these unknows. We solve these equations using either algebraic or graphical methods.

Check that you:
- add, subtract, multiply and divide positive and negative numbers
- solve linear equations
  e.g. $3x - 7 = 17$, $3x = 24$, $x = 8$; $5(x + 3) = 35$, $5x + 15 = 35$, $5x = 20$, $x = 4$
- substitute values into an expression or equation
- draw straight line graphs knowing the equation of the line.

**Solving simultaneous equations using the elimination method** This method eliminates one of the unknowns from the equation so that only one remains. This is done by adding or subtracting the equations.

**When to add and when to subtract the equations?**
**SUBTRACT** when the terms to be eliminated are of the **S**AME sign i.e. + and + or − and − .
**ADD** when the terms to be eliminated are of **A D**IFFERENT sign i.e. + and -

**Same number of the unknown term**

E.g. Solve the following simultaneous equations
$5x + y = 13$
$3x + y = 9$

$5x + y = 13$ ...(1)
$3x + y = 9$ ... (2)
(1) − (2)
$5x + y = 13$
$-\ 3x + y = 9$
$2x = 4$
$x = 2$
$5 \times 2 + y = 13$
$10 + y = 13$
$y = 3$

1) Label the equations (1) and (2)
2) Identify the unknown to eliminate, where we have an equal number of the unknown in each equation.
3) Subtract the equations (+y and +y have the same sign).
4) Solve the equation to find $x$.
5) Substitute the $x$ value back into equation (1) to find the value of $y$.

*Remember* to check your answers by substituting both values back into one of the original equations.

**Different number of the unknown term**

E.g. Solve the following simultaneous equations
$4x + 3y = 14$
$3x - 2y = 19$

$4x + 3y = 14$ ...(1) x 2
$3x - 2y = 19$ ... (2) x 3
$8x + 6y = 28$ ...(3)
$9x - 6y = 57$ ... (4)
(3) + (4)
$8x + 6y = 28$
$+\ 9x - 6y = 57$
$17x = 85$
$x = 5$
$4 \times 5 + 3y = 14$
$20 + 3y = 14$
$3y = -6$
$y = -2$

1) Label the equations (1) and (2)
2) Choose an unknown to eliminate. In this case, we'll choose $y$. To get the same number of $y$'s we multiply (1) with 2 and (2) with 3 to give $6y$ and $-6y$
3) Label the 'new' equations (3) and (4)
4) Add the equations (+6y and -6y have a different sign).
5) Solve the equation to find $x$.
6) Substitute the $x$ value back into equation (1) to find the value of $y$.

**Worded problems** This is where the equations will need to be formed using the information given before solving them.E.g. Owain sells ice cream and ice lollies on his van.
In one street he sells four ice creams and five ice lollies and takes £12.
In another street he sells five ice creams and three lollies and takes £11.10.
Form and solve simultaneous equations to find the price of an ice cream and the price of an ice lolly.

1) Assign a letter for each of the unknowns and use the information to form two equations.

$x$ - the price of an ice cream
$4x + 5y = 12$ ... (1) x 3
$5x + 3y = 11.10$ ... (2) x 5

$y$ - the price of an ice lolly
2) Label the equations (1) and (2)
3) Choose an unknown to eliminate. In this case, we'll choose $y$. To get the same number of $y$'s we multiply (1) with 3 and (2) with 5 to give $15y$.
4) Label the 'new' equations (3) and (4)
5) Subtract the equations (+15y and +15y have the same sign).
6) Solve the equation to find $x$.
7) Substitute the $x$ value back into equation (1) to find the value of $y$.

$12x + 15y = 36$ ... (3)
$25x + 15y = 55.50$ ... (4)
(4) − (3)
$25x + 15y = 55.50$
$-\ 12x + 15y = 36.00$
$13x = 19.50$
$x = 1.5$
$4 \times 1.5 + 5y = 12$
$6 + 5y = 12$
$5y = 6$
$y = 1.2$

Ice cream costs £1.50 Ice lolly costs £1.20

**Solving simultaneous equations using graphs**

To do this we plot the two equations on the same graph. The coordinates of the point where the two lines meet are the $x$ and $y$ value that satisfy both equations.
E.g. Solve the following simultaneous equations $x + y = 6$, $2x - y = -3$
using a graphical method.

1) i) Plot the line $x + y = 6$ by drawing a table of values and substituting $x$ values into $x + y = 6$ to find the $y$ values.

| $x$ | 0 | 1 | 2 |
|---|---|---|---|
| $y$ | 6 | 5 | 4 |

ii)Plot *(0, 6) (1, 5)* and *(2, 4)* and connect them with a straight line.
iii) Label the line $x + y = 6$

2) i) Plot the line $2x - y = -3$ by drawing a table of values and substituting $x$ values into $2x - y = -3$ to find the $y$ values.

| $x$ | 0 | 1 | 2 |
|---|---|---|---|
| $y$ | 3 | 5 | 7 |

ii) Plot *(0, 3) (1, 5)* and *(2, 7)* and connect them with a straight line.
iii) Label the line $2x - y = -3$

3) Find the point where both lines intersect

The lines $2x - y = -3$ and $x + y = 6$ intersect at the point (1, 5). Therefore $x = 1$ and $y = 5$.

# Year 11 GCSE Success

# Mock exams

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**Re: Year 11 Internal Mock Examinations**

I am writing to inform you that there will be a Year 11 mock examination in English Language and Mathematics (Numeracy) during the week commencing 23rd March. Please see timetable provided.

| | AM | PM |
|---|---|---|
| Monday 23rd March 2026 | Year 11 Mathematics Numeracy Unit 1 | |
| Tuesday 24th March 2026 | | |
| Wednesday 25th March 2026 | Year 11 Mathematics Numeracy Unit 2 | Year 11 English Language |

It is important for the pupils to practice the examination questions and timing once more prior to the summer examination series. Please note that there are revision sessions taking place every

**Tuesday:** Mathematics GCSE in room C4

**Wednesday:** English GCSE in room C14

**Thursday:** Science GCSE in room A33

# Year 11 GCSE Success

# Exams

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| Morning | | | Date | Afternoon | | |
|---|---|---|---|---|---|---|
| Paper Code | Subject | Duration | | Paper Code | Subject | Duration |
| | | | Wednesday 6 May | | | |
| 3310U10-1 | Mathematics – Numeracy (WALES) Unit 1 Foundation Tier | 1h 30m | Thursday 7 May | C490UA0-1 | Electronics (Eduqas) Component 1* | 1h 30m |
| 3310U30-1 | Mathematics – Numeracy (WALES) Unit 1 Intermediate Tier | 1h 45m | | 3820U20-1 | German (WALES) Unit 2 (Listening) Foundation Tier | 35m |
| 3310U50-1 | Mathematics – Numeracy (WALES) Unit 1 Higher Tier | 1h 45m | | 3820UB0-1 | German (WALES) Unit 2 (Listening) Higher Tier | 45m |
| | | | | 3820U30-1 | German (WALES) Unit 3 (Reading) Foundation Tier | 1h |
| | | | | 3820UC0-1 | German (WALES) Unit 3 (Reading) Higher Tier | 1h 15m |
| C670U10-1 | Film Studies (Eduqas) Component 1* | 1h 30m | Friday 8 May | 3690U30-1 | Drama (WALES) Unit 3 | 1h 30m |
| C990U10-1 | Latin (Eduqas) Component 1* | 1h 30m | | C690U30-1 | Drama (Eduqas) Component 3 | 1h 30m |
| C200U10-1 | Sociology (Eduqas) Component 1* | 1h 45m | | C480UB0-1 | Geology (Eduqas) Component 1 (On screen)* | 1h 15m |

# Year 11 GCSE Success

# Exams

YSGOL AFON WEN

| Morning | | | Date | Afternoon | | |
|---|---|---|---|---|---|---|
| Paper Code | Subject | Duration | | Paper Code | Subject | Duration |
| 3720U10-1 | English Literature (WALES) Unit 1 Foundation Tier | 2h | Monday 11 May | 3510U10-1 | Business (WALES) Unit 1 | 2h |
| 3720UA0-1 | English Literature (WALES) Unit 1 Higher Tier | 2h | | C510U10-1 | Business (Eduqas) Component 1 | 2h |
| C720U10-1 | English Literature (Eduqas) Component 1 | 2h | | 3140U10-1 | NEW Geography Unit 1 | 1h 30m |
| 3110U10-1 | Geography (WALES) Unit 1 | 1h 30m | Tuesday 12 May | 3400U20-1 | Biology (WALES) Unit 2 Foundation Tier | 1h 45m |
| C120U10-1 | Religious Studies (Full Course) (Eduqas) Route A Component 1 | 2h | | 3400UB0-1 | Biology (WALES) Unit 2 Higher Tier | 1h 45m |
| C120U80-1 | Religious Studies (Full Course) (Eduqas) Route B Component 1 | 1h 30m | | 3430U40-1 | Science (Double Award) (WALES) Unit 4 Foundation Tier | 1h 15m |
| C125U10-1 | Religious Studies (Short Course) (Eduqas) Component 1 | 1h | | 3430UD0-1 | Science (Double Award) (WALES) Unit 4 Higher Tier | 1h 15m |
| 3320U10-1 | NEW Mathematics and Numeracy Unit 1 Foundation Tier | 1h 30m | | 3445U30-1 | Applied Science (Double Award) (WALES) Unit 3 Foundation Tier | 1h 30m |
| 3320UA0-1 | NEW Mathematics and Numeracy Unit 1 Higher Tier | 1h 45m | | 3445UC0-1 | Applied Science (Double Award) (WALES) Unit 3 Higher Tier | 1h 30m |
| | | | | 3440U20-1 | Applied Science (Single Award) (WALES) Unit 2 Foundation Tier | 1h 30m |
| | | | | 3440UB0-1 | Applied Science (Single Award) (WALES) Unit 2 Higher Tier | 1h 30m |
| C111U10-1 | Geography A (Eduqas) Component 1 | 1h 30m | Wednesday 13 May | 3500U10-1 | Computer Science (WALES) Unit 1 | 1h 45m |
| C112U10-1 | Geography B (Eduqas) Component 1 | 1h 45m | | C500U10-1 | Computer Science (Eduqas) Component 1 | 1h 45m |
| 3000N20-1 | Welsh Language (WALES) Unit 2 | 2h | | 3100UA0-1 3100UB0-1 3100UC0-1 3100UD0-1 | History (WALES) Unit 1 (Studies A to D) | 1h |