



Parent Information Evening 2

Thursday 16
April 2026



KING EDWARD VI
SCHOOL LICHFIELD

Purpose of the evening

- To share key information about the collapsed timetable and leavers' morning.
- To explore the key methods of revision for the core subjects – maths, English and science.
- To participate in workshops on two of four key areas:
 - Revision techniques – Mr Kelly
 - Revision planning – Miss Hinz
 - Motivation and procrastination – Mr Larkin
 - Mental health – Mrs Tooth



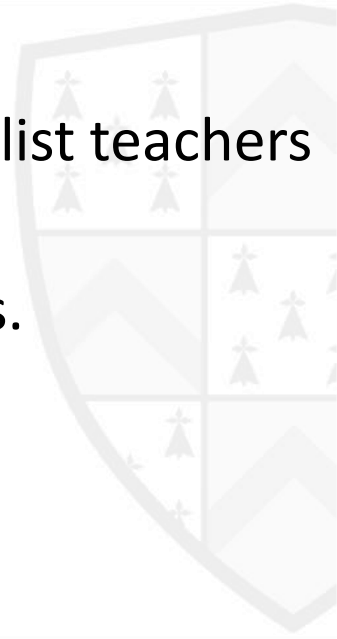
Plan for the evening

- ❑ 5:30 – 5:45pm: Presentation in Bader Hall
- ❑ 5:50 – 6:20pm: Workshop 1 (Rooms 61, 62, 63, 64)
- ❑ 6:25 – 6:45pm: Workshop 2 (Rooms 61, 62, 63, 64)



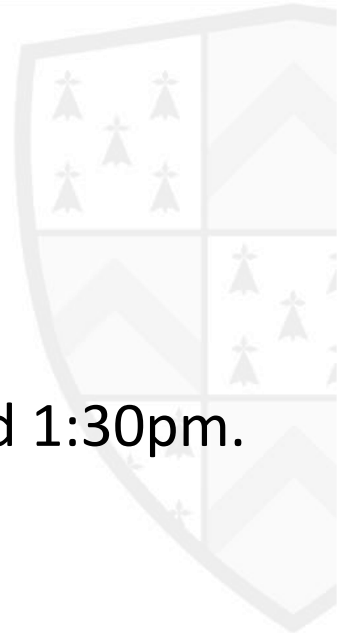
Collapsed timetable

- ❑ All students are expected to be in school from 8:15am – 3:15pm until Thursday 21st May.
- ❑ During this time students will either be in their normal lessons, sitting their exams or participating in a subject specific masterclass.
- ❑ The timetable for the masterclass sessions will be shared with students following Monday's assembly.
- ❑ The key principle is that time students spend with specialist teachers is crucial at this stage.
- ❑ We expect excellent attendance over the next five weeks.



Leavers' morning – Friday 22nd May

- Students will come into school for their final official day as normal.
- GCSE PE students have their Paper 1 exam; the rest of the year group will be in lessons.
- From period 3 onwards, students will be out of lessons to complete the following leaver's activities:
 - Shirt signing
 - Hoodie collection
 - Leavers' assembly in Bader Hall.
 - Light refreshments will be provided.
 - Students will be dismissed from the school site at around 1:30pm.





Preparing for GCSE Maths Exams

Factorise Quadratics with positive...

Expand brackets and simplify

$(x+5)(x-3)$ c) $(2x+5y)(3x-)$

Maths – the Basics

- Follow AQA linear 8300 specification
- No coursework
- Three exam papers
 - P1 No calculator
 - P2 and P3 calculators allowed
- All exams are 1.5 hours, all content could appear across all 3 papers



Essential Equipment

Scientific Calculator

Compass

Protractor

Ruler



Revision Resources in School

- ❑ Past papers are available online via the AQA website and will be used as part of a revision schedule given to students in run up to exams
- ❑ **Revision sessions have started!**
 - ❑ Higher – Thursdays Q block canteen
 - ❑ Foundation – Thursdays in Q5All welcome!

Please write clearly in block capitals.

Centre number Candidate number

Surname _____

Forename(s) _____

Candidate signature _____

GCSE
MATHEMATICS **H**

Higher Tier Paper 2 Calculator

Paper 2 Preparation Time allowed: 1 hour 30 minutes

Materials
For this paper you must have: _____

Disclaimer: This paper has been created to assess topics that did not appear on paper 1

Revision

The best way to revise maths is to do maths!

Topic practice

- Test yourselves on topic questions
- Use worked answers and a revision guide to fill in gaps and review areas you can't do

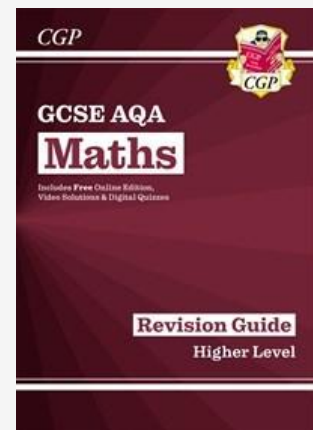
Exam practice

- Use past exam questions
- Use mark schemes and go back to topic practice for questions you didn't understand



Resources to Access Outside of School

- ❑ Revision guides/workbooks: CGP are our preferred revision guide – AQA Linear
- ❑ Maths padlet – we have created two comprehensive GCSE padlets containing links to all suggested websites, past papers, mark schemes etc. These have been shared with students via Satchel One – and linked here:
 - ❑ **Higher** - <https://padlet.com/kesmaths/z1k2whh2e9a7>
 - ❑ **Foundation** - <https://padlet.com/kesmaths/53ac3p2zdboo>
- ❑ AQA website – course specifications and past papers
 - ❑ <https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/assessment-resources>





Science
Mrs Ridgway – Head of Biology


Science – An Introduction to the Courses

- ❑ All our Science GCSEs are set by AQA. The Combined Science course is called Trilogy Science

 - ❑ All pathways involve taking 2 exams in each of physics, chemistry and biology

 - ❑ For triple science the exams are 1h 45 minutes. For combined science the exams are 1h 15 minutes

 - ❑ There are 2 tiers of entry;
 - ❑ Higher - possible grades 4 – 9
 - ❑ Foundation - possible grades 1 – 5

 - ❑ Combined Science is a double GCSE, so 2 grades are given between 1-1 and 9-9, for example 5-6 is just below 6-6
- 

What Skills are Examined?

Demonstrate knowledge and understanding of scientific ideas; scientific techniques and procedures.

40%

Apply knowledge and understanding of scientific ideas; scientific enquiry, techniques and procedures.

40%

Analyse information and ideas to interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

20%



How to Revise

What revising isn't:

Staring at exercise books or revision guides

Highlighting notes

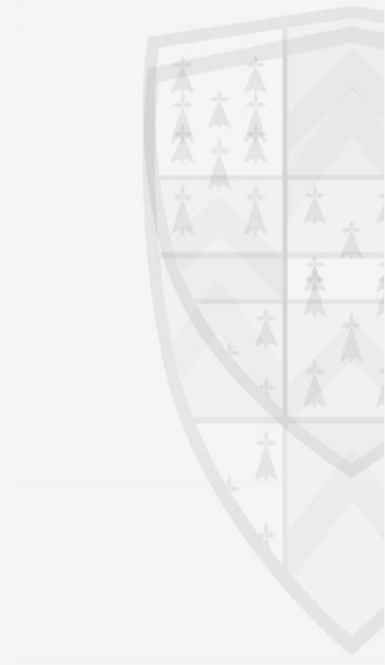
Copying out chunks of the textbook / revision guide

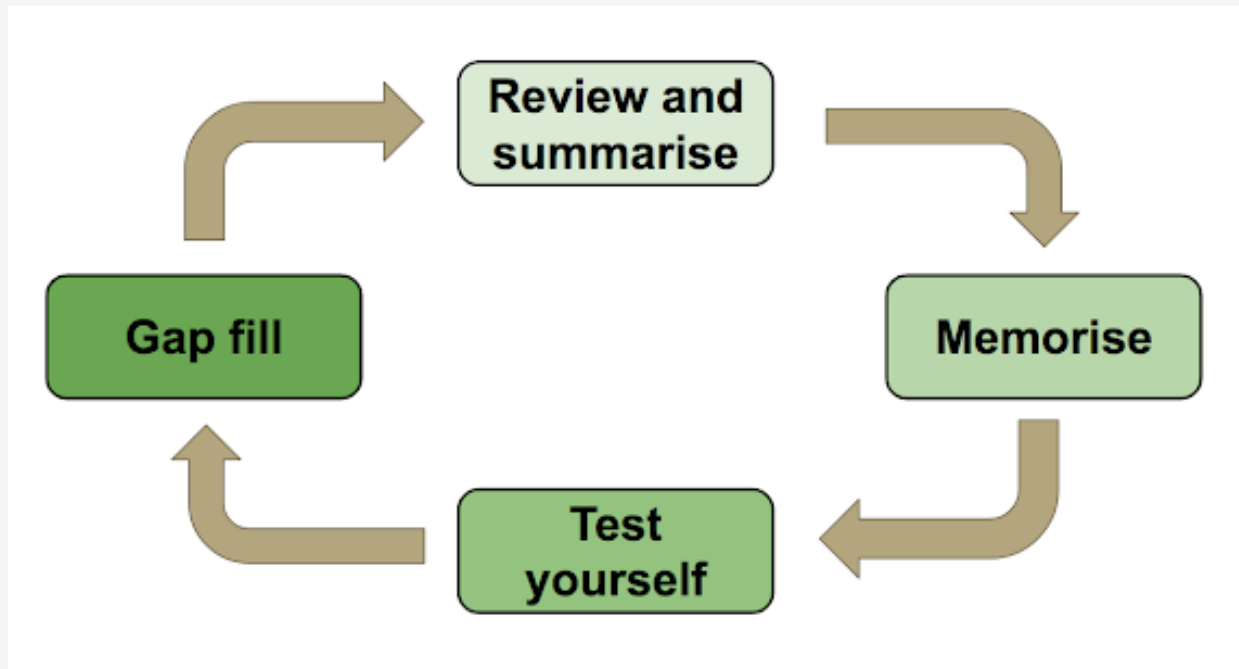
Effective revision is:

Active - there should be a physical product that shows revision has been done.

Spaced - Spread out the revision over the year don't leave it until May.

Interleaved - Break it into small chunks and mix up the order that you do the chunks in.





Step 1 – Review and Summarise.

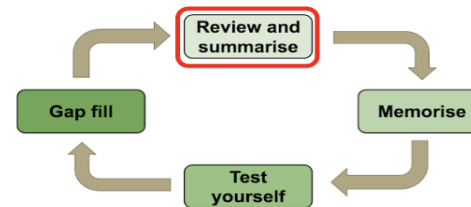
From:

- Specification
- Class notes
- Website
 - Knowledge organisers
 - BBC Bitesize
 - Seneca
 - Quizlet

summarise

To:

- Revision notes
- Mindmaps
- Graphic organisers
- Revision cards
- Flashcards



Step 2 – Memorise

Repetition is key here.

One method is to simply reproduce the mindmap / card, or a targeted part of it, from memory.

Other methods include:

- Look, cover, write, check of knowledge organisers and core questions
- Mnemonics
- Using quizlet (online) to learn keywords



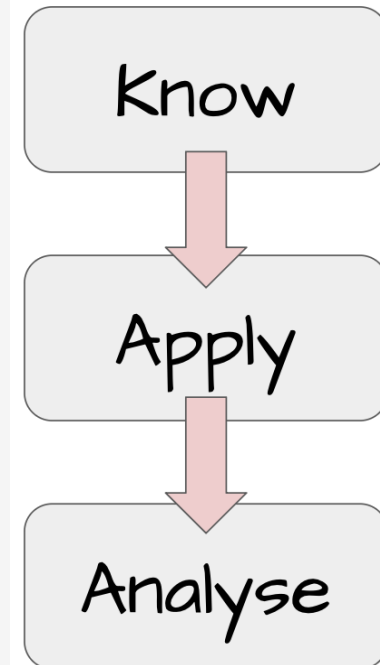
Step 3 – Test

To get the best grades in science you have to be able to **APPLY** the information you have learned and **ANALYSE** information you are given using what you **KNOW**.

Using past paper questions is the best way to practice this.

Top tips:

- Write out the answers
- Check against the mark scheme
- Correct errors
- Start using notes if required
- Set time limits: 1 minute per mark



Step 4 – Gap Filling

This is the key step. Once testing is complete it is important to work out what still needs to be worked on:

- Note down what was difficult as this is the point to start from in the next revision session on this topic.
- Correct any errors on revision summaries and add any missing detail so that they are complete.
- Highlight tricky ideas or concepts for review next time the material is studied.



Carousel Learning

Retrieval practice is one of the most effective ways to strengthen long-term memory. Science subjects have set up study packs on Carousel which are flip cards of retrieval questions which can be used for this.

Little and often is much better than one long session each week.

There are three important components to retrieval practice:



1. Retrieval

The act of recalling information that has been previously learned.



2. Spacing

The elapsed time between retrieval episodes featuring that information.



3. Repetition

The number of times a student has retrieved that information.

Practice Questions – Links



PHYSICS & MATHS TUTOR



SENECA



Revisely



Physics. You work it out.



COGNITO

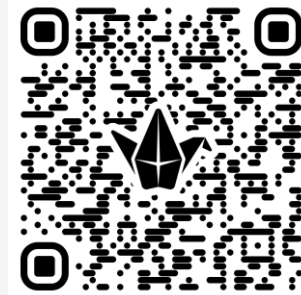
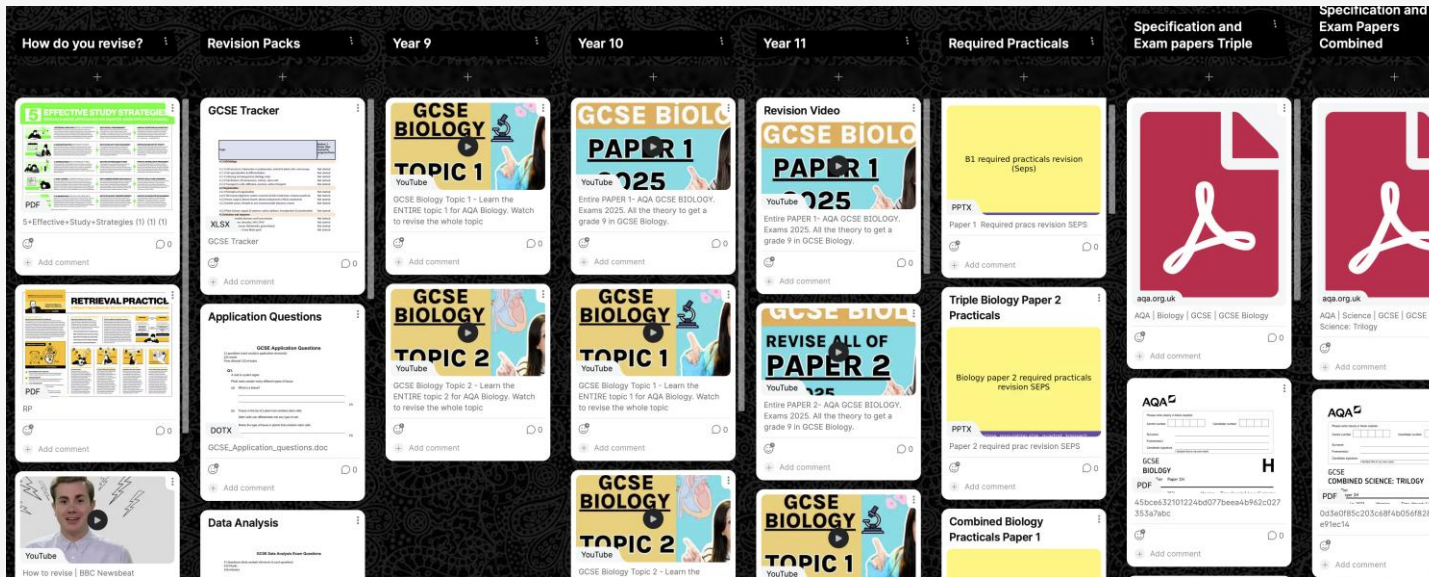
kerboodle



SaveMyExams



Biology Padlet



A wealth of information is available on our Biology Padlet including mind maps, glossaries, check lists for each topic and lots of useful links.

<https://padlet.com/hridgway/king-edward-vi-gcse-biology-yntemj8mlxpl873g>



How Parents can Help

- Quiz your young person using some retrieval questions
- Support them to set up a schedule to cover all the topics needed for the exams
- Encourage regular breaks, exercise and a good diet
- Be the phone park if required
- Check equipment is ready for the exam day. All science exams require a **calculator, pencil, ruler** and protractor as well as the usual black pens
- Print out practice papers (one at a time)



AQA GCSE ENGLISH LITERATURE & ENGLISH LANGUAGE

A guide to the course, papers and revision



Dr Esme Coulbert

Second in English and Literacy Coordinator

English Literature



Paper 1: Shakespeare and the Nineteenth-century Novel

1 hour 45
mins

40% of overall mark

Paper 2: Modern Texts and Poetry

2 hours 15
mins

60% of overall mark



They are not allowed to take copies of the books in with them

Paper 1: Shakespeare and the Nineteenth-century Novel



SECTION A: ROMEO AND JULIET

SECTION B: A CHRISTMAS CAROL



- Given a small extract from the text
- The question asks them about a particular **theme** or **character**
- Students must select relevant details from the extract to apply to the question
- They then need to think of other examples from the rest of the play to develop their responses



0 2

Romeo and Juliet

Read the following extract from Act 2 Scene 5 of *Romeo and Juliet* and then answer the question that follows.

At this point in the play, Juliet is waiting for the Nurse to return with news from Romeo.

JULIET The clock struck nine when I did send the Nurse;
In half an hour she promised to return.
Perchance she cannot meet him: that's not so.
O, she is lame! Love's heralds should be thoughts,
5 Which ten times faster glides than the sun's beams,
Driving back shadows over low'ring hills;
Therefore do nimble-pinioned doves draw Love,
And therefore hath the wind-swift Cupid wings.
Now is the sun upon the highmost hill
10 Of this day's journey, and from nine till twelve
Is three long hours, yet she is not come.
Had she affections and warm youthful blood,
She would be as swift in motion as a ball;
My words would bandy her to my sweet love,
15 And his to me.
But old folks, many feign as they were dead,
Unwieldy, slow, heavy, and pale as lead.
Enter NURSE [with PETER].
O God, she comes!

0 2

Starting with this speech, explore how Shakespeare presents the difficulties faced by Juliet in *Romeo and Juliet*.

Write about:

- how Shakespeare presents the difficulties faced by Juliet in this speech
- how Shakespeare presents the difficulties faced by Juliet in the play as a whole.

[30 marks]
AO4 [4 marks]



They need to spend approximately 50 mins on each section



Paper 2: Modern Texts and Poetry



SECTION A: AN INSPECTOR CALLS

- Given a choice of two straightforward questions (no extract)
- They pick **one** question to answer
- The question asks them about a particular **theme** or **character**
- They need to think of specific examples from the play to develop their responses

SECTION B: POWER AND CONFLICT POEMS

- Given one of the poems from the Power and Conflict collection
- Answer an essay question based on a **theme**
- Compare the poem to **one** other poem from the collection from memory

SECTION C: UNSEEN POETRY

Question 1:

- Read and annotate a poem which they will not have seen before
- Write an essay about a theme or subject presented in the poem

Question 2:

- Students are given a second poem that they will not have seen before
- They write a small, contained answer comparing the methods/techniques both poets use

JB Priestley: *An Inspector Calls*

Either

0 1

How does Priestley use the character of Mrs Birling to explore ideas about social class?

Write about:

- what Mrs Birling says and does
- how Priestley presents Mrs Birling.

[30 marks]
AO4 [4 marks]

or

0 2

How does Priestley use the Inspector to suggest the need for social change in *An Inspector Calls*?

Write about:

- what the Inspector says and does
- how Priestley presents the Inspector.

[30 marks]
AO4 [4 marks]



They need to spend 45 mins
on each section of this
paper



2 6

Compare how poets present the ways people are affected by conflict in 'Kamikaze' and in one other poem from 'Power and conflict'.

[30 marks]

Kamikaze

Her father embarked at sunrise
with a flask of water, a samurai sword
in the cockpit, a shaven head
full of powerful incantations
5 and enough fuel for a one-way
journey into history

but half way there, she thought,
recounting it later to her children,
he must have looked far down
10 at the little fishing boats
strung out like bunting
on a green-blue translucent sea

and beneath them, arcing in swathes
like a huge flag waved first one way
15 then the other in a figure of eight,
the dark shoals of fishes
flashing silver as their bellies
swivelled towards the sun

and remembered how he and

SECTION C: UNSEEN POETRY



The washing never gets done

The washing never gets done.
The furnace never gets heated.
Books never get read.
Life is never completed.

- 5 Life is like a ball which one must continually catch and hit so it won't fall.
When the fence is repaired at one end, it collapses at the other. The roof leaks, the kitchen door won't close, there are cracks in the foundation,
- 10 the torn knees of children's pants...
One can't keep everything in mind. The wonder is that beside all this one can notice the spring which is so full of everything continuing in all directions – into the evening clouds,
- 15 into the redwing's* song and into every drop of dew on every blade of grass in the meadow, as far as the eye can see, into the dusk.

*redwing: a type of bird

Jaan Kaplinski

- 2 7 1 In 'The washing never gets done', how does the poet present ideas about daily life and connecting with the natural world?

[24 marks]

They should spend 30 mins
on this question...



A Day in Autumn

- It will not always be like this,
The air windless, a few last
Leaves adding their decoration
To the trees' shoulders, braiding the cuffs
- 5 Of the boughs with gold; a bird preening

- In the lawn's mirror. Having looked up
From the day's chores, pause a minute,
Let the mind take its photograph
Of the bright scene, something to wear
- 10 Against the heart in the long cold.

R S Thomas

- 2 7 2 In both 'A Day in Autumn' and 'The washing never gets done', the poets present ideas about daily life and connecting with the natural world.

What are the similarities and/or differences between the methods the poets use to present these ideas?

[8 marks]

...and 15 mins on this
question

How are the papers marked?

Key skills

- Developing a focused response which answers the question and explores relevant ideas
- Analysing language to infer meaning
- Exploring the effect of techniques/language devices
- Considering a range of historical issues that influence the way themes and characters are presented (context)



THREE REVISION STRATEGIES

1. REVISE QUOTATIONS REGULARLY

Don't just focus on recall, practise annotating them as well

2. RE-READ EMEMPLAR RESPONSES

Demonstrates how to structure and write successful answers that pick up marks

3. SNAPSHOT REVISION ON CHARACTERS AND THEMES

Don't try to do long sessions revising everything about a text all in one go. Pick just one character and/or theme

4. PRACTICE ESSAYS

Enables students to articulate their ideas more effectively
Builds writing stamina and exam focus
Teachers always willing to look at these



English Language



Paper 1: Explorations in Creative Reading
and Writing

1 hour 45
minutes
80 marks
50% of GCSE

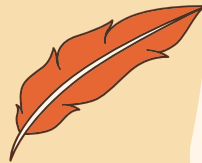
Paper 2: Writers' Viewpoints and Perspectives

1 hour 45
minutes
80 marks
50% of GCSE

What skills are they testing?

WRITING

- writing to persuade an audience
- writing creatively to interest an audience
- using a range of devices and techniques to have an effect on an audience



READING

- retrieval of information from fiction and non-fiction texts
- interpreting subtleties within texts
- close-textual analysis
- commenting on the structure of texts
- evaluating writer viewpoints
- Comparing texts and the presentation of ideas

Language Paper 1

Explorations in Creative Reading and Writing

Reading and responding to fictional texts

1 hour 45 mins

50% of final grade

1 X EXTRACT

SECTION A:

Answer 4 comprehension questions based on the extract that increase in difficulty



Essential advice!
Students must revise the specific requirements of each question as they are all different. They will need to use a specific vocabulary for each of the questions.



Spend 1 hour on this section

SECTION B

WRITING

How is it marked?

AO5: Content and Organisation - mark out of 24

Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Organise information and ideas, using structural and grammatical features to support coherent and cohesion of texts

AO6: Technical Accuracy - mark out of 16

Students must use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

0 5 A magazine is asking for entries for a creative writing competition.

Either

Write a story about a journey as suggested by this picture:



or

Write a description of a forest.

Language Paper 2

2 X EXTRACTS

Writers' Viewpoints and Perspectives

Reading and responding to non-fiction texts

1 hour 45 mins

50% of final grade

SECTION A:
Answer 4 comprehension questions based on the extracts that increase in difficulty



Essential advice!
Students must revise the specific requirements of each question as they are all different. They will need to use a specific vocabulary for each of the questions.



Spend 1 hour on this section

SECTION B

WRITING

How is it marked?

AO5: Content and Organisation - mark out of 24

Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Organise information and ideas, using structural and grammatical features to support coherent and cohesion of texts

AO6: Technical Accuracy - mark out of 16

Students must use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

0	5
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'People have become obsessed with travelling ever further and faster. However, travel is expensive, dangerous, damaging and a foolish waste of time!'

Write an article for a news website in which you argue your point of view on this statement.

Revising Literature

Little and often



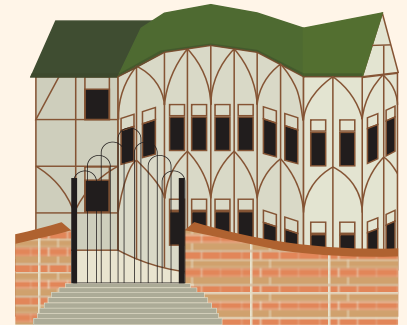
CHARACTERS

THEMES

TECHNIQUES

KEY IDEAS

**HISTORICAL
CONTEXT**



**AUTHOR'S MESSAGE AND
INTENTIONS**

Revising Language



1

Past papers - exposure to a large number of different texts

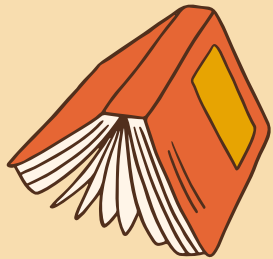
2

Revise which skills are being tested in each question



Timed practice - effective transitions between questions





Thank you for listening!

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