

Preparation for Success

Y11 Revision Techniques and Best Practice



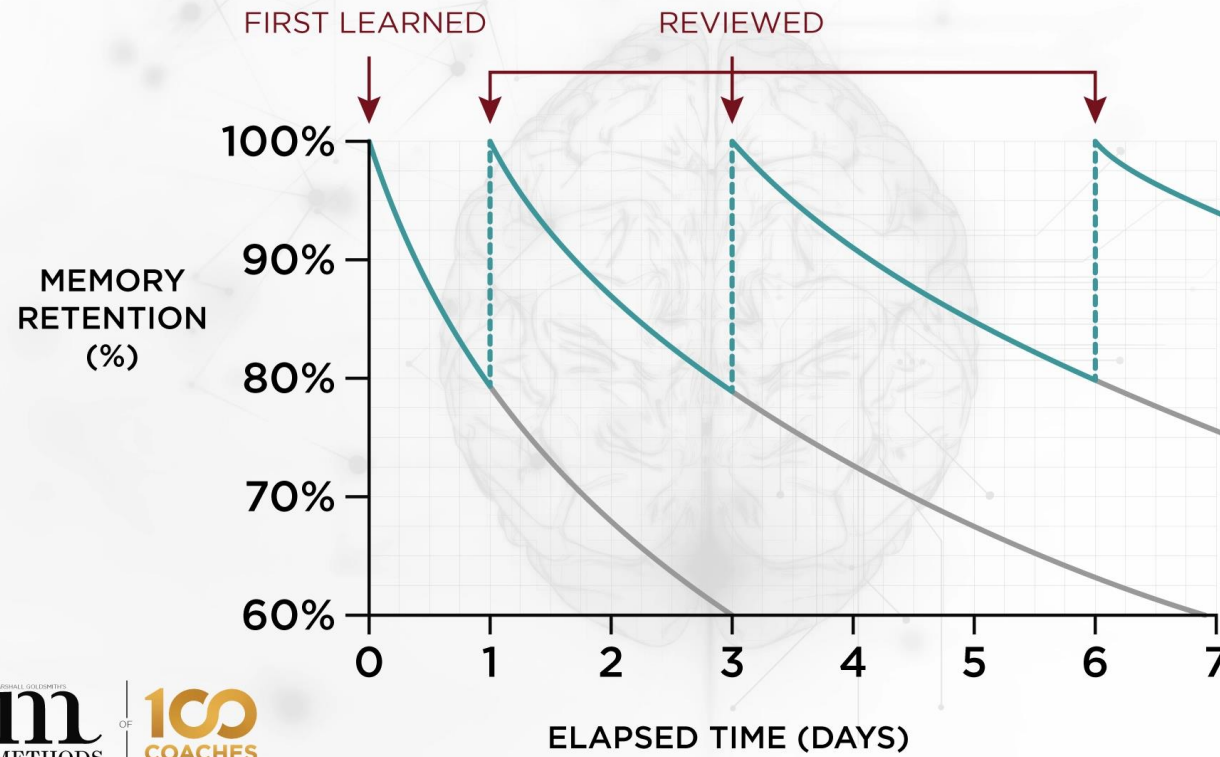
- Why is revision so important?
- Cognitive load theory
- Chunking to revisit information
- Interleaving
- Effective use of flash cards
- Spacing and timing
- Active revision

Documents summarising each revision technique, for parents and students, is available to download from Teams.

Why is revision important?



EBBINGHAUS FORGETTING CURVE



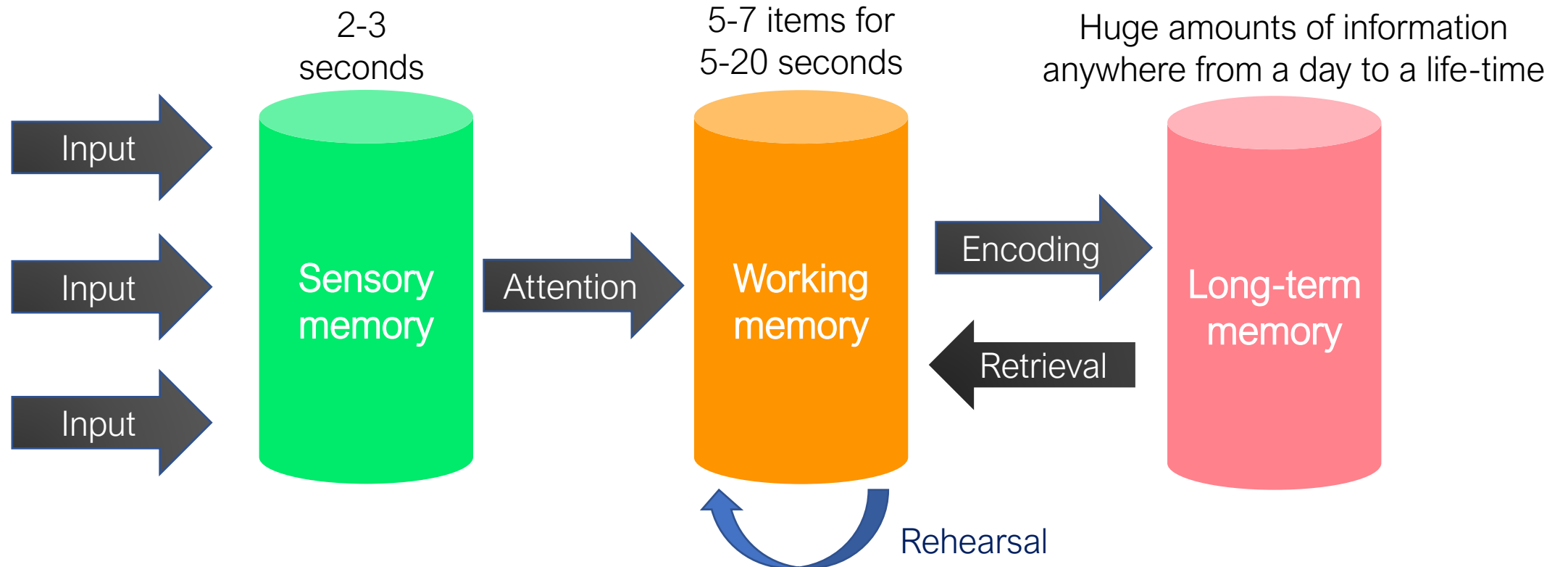
Cognitive Load Theory



'Cognitive Load' Theory was developed by John Sweller out of the study of problem solving.

Cognitive load is the amount of information our working memory can hold at any one time.

The working memory is where we process information and is key to learning



The capacity of our working memory is limited



We must manage the **'load' of our working memory**. We must maximise our working memory by practicing a range of **strategies**.

What types of working memory are there?

Intrinsic Load – this means how complex a task is. If a task or problem is really complex then it can take over most of our working memory. If a task is simple it uses less working memory.

Extraneous Load – these are the instructions you are given or how questions are written

Germane Load – This is the amount of work you put in to create a permanent store of knowledge

How can you apply the cognitive load theory to help you revise and learn?



1. **Break the problem down into parts.** This reduces the problem space and lightens the cognitive load, making learning more effective.
2. **Look at worked examples** to understand how to complete tasks.
3. Take advantage of **auditory and visual channels** in your working memory.
4. Start with **learning simple information** and build on it.
5. **Create an environment with as few distractions** as possible so turn off your phone, music or the TV. Distractions add to your working memory.
6. **Avoid overloading your brain** with too much information at one time.
7. **Always review information** from your lessons as you go along because this will help improve your retention, adding knowledge to your long term memory.
8. **Focus on one task or topic at a time.**
9. **Rehearse the components of a complex task** so that it becomes automated, thus freeing up working memory capacity.
10. **Create stories from information** to be remembered or group information into more memorable categories or more accessible chunks.

Believe and Succeed

Chunking Technique



Chunking is the process of taking individual pieces of information (**chunks**) and **grouping them into larger units**.

Daniel Bor, author of *The Ravenous Brain* states that chunking represents our **ability to "hack" the limits of our memory**.

The chunking process

1. **Break down** larger amounts of information into smaller units.
2. **Identify similarities** or patterns.
3. **Organise** the information.
4. **Group information** into manageable units.

The Chunking Process



Use **HEADINGS** and **TITLES** for different sections.

Use **TABLES** to summarise **LARGE AMOUNTS** of **DATA**.

Use **BULLET POINTS** to summarise and **CLARIFY IMPORTANT POINTS**.

Combine quick **ILLUSTRATIONS** with **TEXT** to create **VISUAL ASSOCIATIONS**.

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Top tips to effective chunking



Practice: Challenge yourself to remember lists of things, whether it's a shopping list, vocabulary words or important dates.

Look for Connections:

- Try to link groups together.
- Think about what they have in common and what makes sense.

Associate: Linking groups of items to things from your memory can also help make things more memorable.

Incorporate other memory strategies: For example, you might use mnemonics as a way to chunk different units of information. If you need to remember a list of things—such as buying **figs, lettuce, oranges, apples, and tomatoes**—you can create a word out of the first letters e.g. "FLOAT".

Separate your revision: Separating revision into relevant sections can help you digest everything and remember it more easily. If you can create **links** between different bits of information and put them in meaningful categories it can help you remember them better.

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Interleaving



What is Interleaving?

Interleaving study technique is about what **you do with your time** when revising

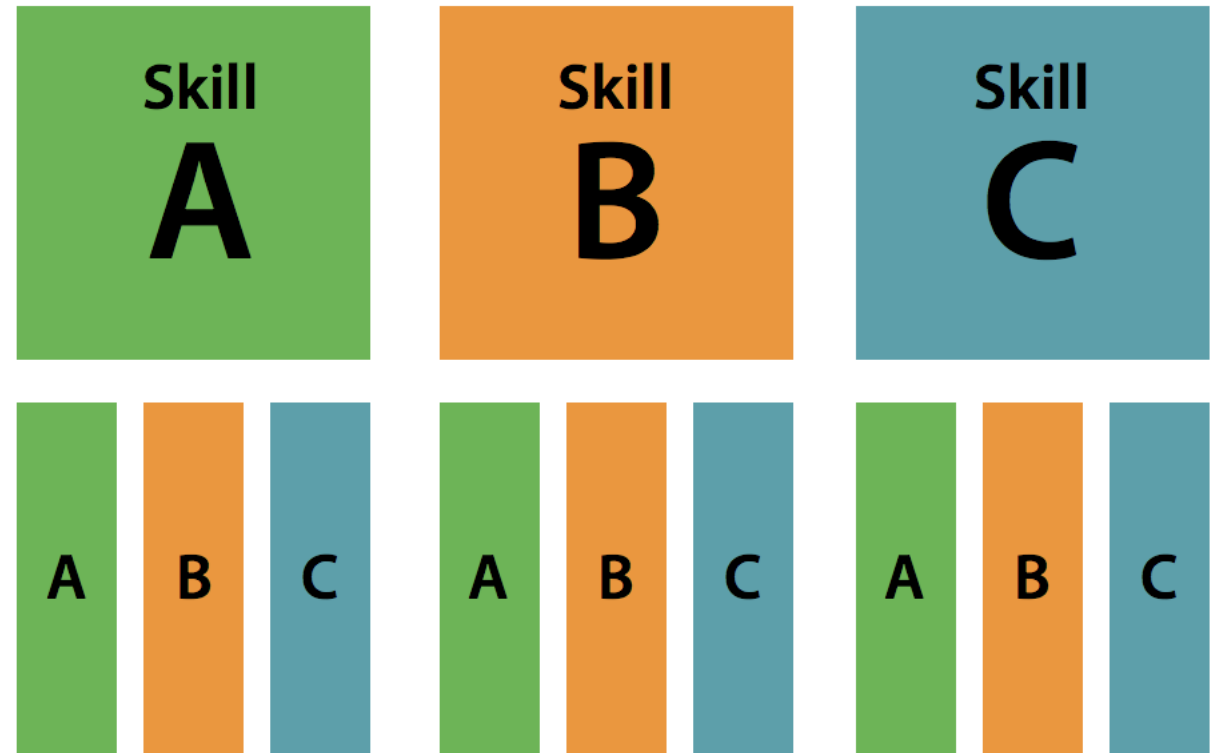
Dedicating one day to focus on one subject, then devoting the next day to focus on another is called 'blocking'.

How does interleaving work?



Blocking vs Interleaving

Learning is spread over time rather than concentrating on narrow topics one after the other



Applying effective interleaving



Each time you revise information it strengthens your **memory recall.**

By revisiting material from each topic **several times, in short bursts**, you can increase the amount you **remember in the exams.**

1. **Break units down** into **small chunks** and split these over a few days rather than revising one whole topic all at once.
2. Decide on the **key topics** you need to **learn** for each subject.
3. Decide on the **key topics** you need to **learn** for each subject.
4. Create a **revision timetable** to organise your time and space your learning.

Flashcards



- Using flashcards is a repetition strategy.
- They are a simple 'cue' on the front and an 'answer' on the back.
- Flashcards engage “active recall”.

How to make Flashcards

1. Ensure that the flashcards have a **question or key term** on one side and the **answer or definition** on the other.
 - The flashcard must work the memory.
 - If flashcards only contain notes then no **retrieval practice** will be happening.
2. Ensure the right questions and knowledge are on the cards.
3. Keep information as short as possible.
4. Write clearly. You should be able to read what you wrote at a very quick glance.
5. Use different **coloured cards or pens** to categorise your flashcards. For example, use a different colour for each subject or topic. This can help your brain to categorise information better.
6. Make your flashcards as soon as you've learnt the topic in class.

Being smart when using flashcards



- **Use spaced repetition** - Review your cards at specific, increasing intervals: for example on Day 1, Day 2, Day 4, Day 8 and so on.
- Spaced repetition works because it activates your long-term memory, while leaving small breaks in-between studying uses your short-term memory.
- Make sure you have a **'thinking pause'** after picking one up and reading the question, then turn the card over to read the information.
- Once you get an answer right using your flashcards – **DO NOT DISCARD IT!** You need to keep **repeating the questions** even if you get it right multiple times otherwise it will fall off your memory.
- Try writing the answer or definition in your own words and giving examples. This will help your learning and recall.
- Try **'interleaving'**. Once you have several decks of flashcards for different subjects and topics, try mixing them up. This will test your knowledge across subjects in a single session. Make sure **you are confident** enough to do this every so often.

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Leitner System – The Method



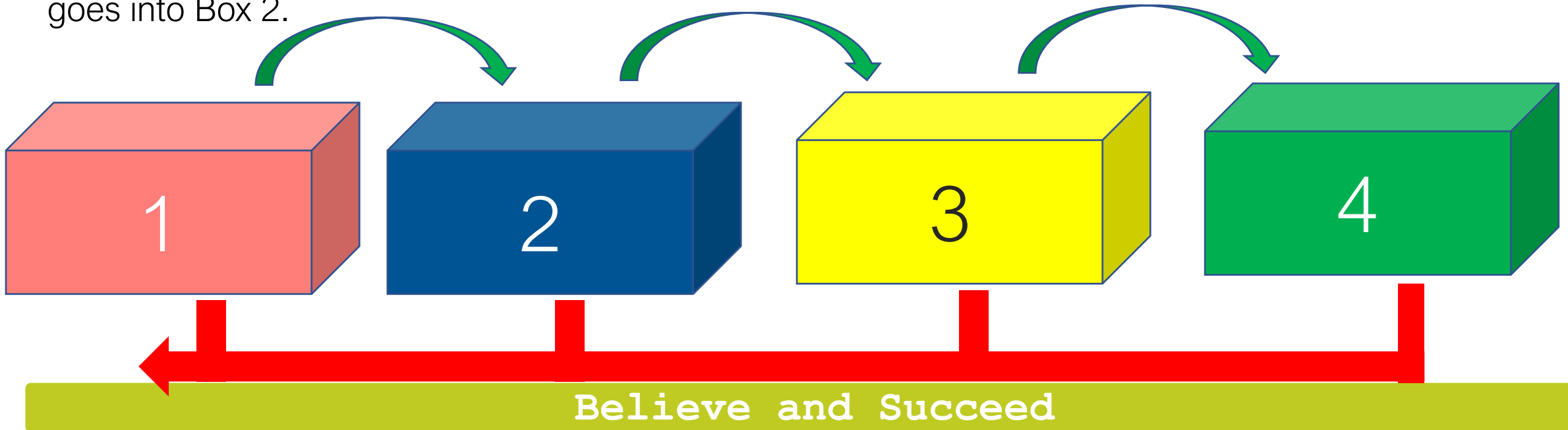
All flash cards start off in Box / Stack 1.

As you review the cards, each card you answer correctly goes into Box 2.

If you give the wrong answer the card stays in box 1.

When you review cards in Box 2, if you still get it right you move the card to box 3 and so on until all cards are in Box 4.

If you get a card wrong in any box, it goes back to Box 1.



Leitner System – The Key



The key is that the cards you know less well are reviewed more frequently than the cards in the higher boxes.

You now must choose the frequency at which you review each box.

Box 1: Every day

Box 2: Every 2 days

Box 3: Every 3 days

Box 4: Every 4 days

Spacing



- Spacing is a revision technique which is all about **spacing out your revision** so you don't get swamped and overwhelmed.
- It means introducing **time intervals** into your revision sessions as well as spacing out the days which you revise for topics.
- To commit something to memory, it takes time and repetition.

Doing something little and often – **spacing** – beats doing it at once, or cramming.

Revising for eight hours in one day is not as effective as doing one hour of revision for eight days.

WHY?

This is because the time in between allows you to forget and re-learn the information, which cements it in your **long-term memory**.

Optimum Spacing



Time to the test	Revision Gap
1 Week	1-2 days
1 Month	1 week
3 Months	2 weeks
6 Months	3 weeks
1 Year	1 month

1. **Organisation:** determine where you need to focus your time
2. **Planning:** map out what you are going to revise and when.
3. **Review:** Build in different revision techniques to help you do some quick 5 – 10 minute reviews of your topics throughout your revision plan. **Transformation task:** These are 30 min activities to help you take in information.
4. **Practice testing:** test yourself on the area that you have reviewed such as quizzes
5. **Exam questions:** complete an exam question or questions on the area you have reviewed and mark this yourself using a mark scheme.

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Activity during Revision



Exercise triggers the release of various hormones and chemical compounds in the body

Serotonin – involved in regulating your sleep cycles and boosting your mood.

Dopamine – positively influences learning and your attention span.

Norepinephrine – affects motivation and mental stimulation.

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Why is it important to take breaks in your revision?



- You're **less likely to get distracted** while you are revising.
- **Breaks actually make you work more effectively.** After all that mental work, your brain needs a rest.
- Schedule regular breaks during your revision. This could be 60 minutes of revision, followed by a 10 minute break. Exactly what schedule is best varies from person to person.
- Use your break for **something relaxing and refreshing**, but which won't distract you from getting back to work.
- Do something that involves **getting up from where you're revising and moving around**

Top tips to take care of yourself:



- Exercise regularly
- Eat well
- Sleep well
- Relax often
- Socialise & connect with others
- Take time out for you



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English

What are the GCSE papers?

How can I revise for them?

English Language Exams

English Literature Exams

Use your exercise books for revision



	Dr Jekyll and Mr Hyde
	Macbeth
	Animal Farm
	Poetry
	English Paper 1
	English Paper 2

BELIEVE AND SUCCEED


☰ Explore English

- English
- A level
- GCSE
- What to Read
- YEAR 9 ASSESSMENT WEEK REVISION
- Mr Budge
- National Theatre
- Writing Support
- GCSE English Language resit


Create

English Immersive Reader


English




A level




GCSE




What to Read




YEAR 9 ASSESSMENT WEEK REVISION



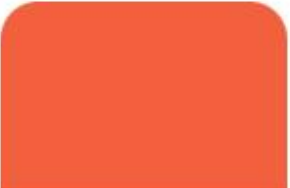
Mr Budge



National Theatre



Writing Support



GCSE English Language resit

Edit Page

GCSE

GCSE

WHEN YOU CLICK
ON THE GCSE
FIREFLY PAGE YOU
WILL FIND A
REVISION AUDIT...



Use the document below to help you identify which areas of the English exams you need to revise

English Revision

Use Firefly to revise for your English Language and Literature exams



PAGE 1 OF 5

100%



Revision Audit.docx

RATE HOW
CONFIDENT YOU
ARE WITH EACH
ASPECT OF THE
UNIT.

REVISE THE
ELEMENTS YOU
ARE LEAST
CONFIDENT WITH

English Literature Paper 2

Topic in Paper 2	Confidence rating	What to do to revise	Complete?
Macbeth - plot	5	Reread the play. Watch the summary video on firefly	
Macbeth – characters	5	Complete character pages in the revision guide on firefly.	
Macbeth - themes	5	Complete theme pages in the revision guide on firefly.	
Macbeth – context	4	Include context on your theme/character sheets. Make a list of context for the play using the context slide on firefly.	
Macbeth – answering the question	1	Complete answers to exam questions on firefly. Check they include evidence, analysis, terminology and context	
Unseen poetry		Use the Love and Relationships poems in your anthology to help with reading and understanding poems independently. Read, annotate and summarise their meaning. You can also use the unseen poems document on firefly.	
Unseen poetry comparison		Make notes on how you would compare poems by METHOD. What features do the poems use and what's the effect?	



GCSE

Use the tabs here to revise for each exam. Scroll down for information on each exam (sections, timings etc).

Don't tell me the moon is shining;
show me the glint of light
on broken glass.
- Anton Chekhov

English Language Paper 1: Explorations in Creative Reading and Writing

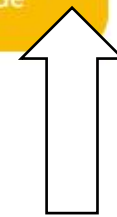
Why Cross-Country is a Silly Sport

English Language Paper 2: Writers' Viewpoints and Perspectives

English Literature Paper 1 'Macbeth' and 'Dr Jekyll and Mr Hyde'

GEORGE ORWELL
ANIMAL FARM

Eng Lit Paper 2 'Animal Farm', Power and Conflict Poetry, Unseen Poetry



Explore English

- English
- A level
- GCSE**
- Discussion Forum
- English Language Paper 1: Explorations in Creative Reading and Writing
- English Language Paper 2: Writers' Viewpoints and Perspectives
- English Literature Paper 1 'Macbeth' and 'Dr Jekyll and Mr Hyde'
- Eng Lit Paper 2 'Animal Farm', Power and Conflict Poetry, Unseen Poetry
- Key Revision PowerPoints
- HOMEWORK

English > GCSE > English Literature Paper 1 'Macbeth' and 'Dr Jekyll and Mr Hyde'

Immersive Reader

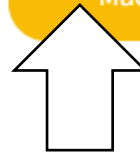


English Literature Paper 1 'Macbeth' and 'Dr Jekyll and Mr Hyde'

Jekyll and Hyde

Revision Session

Macbeth



- Explore English
 - English
 - A level
 - GCSE
 - Discussion Forum
 - English Language Paper 1: Explorations in Creative Reading and Writing
 - English Language Paper 2: Writers' Viewpoints and Perspectives
 - English Literature Paper 1 'Macbeth' and 'Dr Jekyll and Mr Hyde'

	Explore English
•	Discussion Forum
•	English Language Paper 1: Explorations in Creative Reading and Writing
•	English Language Paper 2: Writers' Viewpoints and Perspectives
○	English Literature Paper 1 'Macbeth' and 'Dr Jekyll and Mr Hyde'
•	Jekyll and Hyde
•	Revision Session
○	Macbeth

English > English Literature Paper 1 'Macbeth' and 'Dr Jekyll and Mr Hyde' > Macbeth

Immersive Reader

Macbeth

1. Revision Resources

2. Past Papers

3. Sample Answers and
Markscheme

4. Extension resources

15-1: relevant Firefly pages are all hyperlinked



Subject: English Literature

Level: GCSE

	w/c	Topic	Practice / Activity / Assessment	Done Y/N
15	30 Jan 23	Literature Paper 1, Section A: Shakespeare	Revise Macbeth: plot, character, context, key quotes and methods, non-quote methods, Shakespeare's ideas https://kow.fireflycloud.net/english-1/gcse/english-literature-paper-1-the-tempestmacbeth-and-dr-jekyll-and-mr-hyde--/macbeth/1-revision-resources Key Terms: dramatic irony, soliloquy, foreshadowing, asides, structure, symbolism etc. Plan an answer to a past paper question: https://kow.fireflycloud.net/english-1/gcse/english-literature-paper-1-the-tempestmacbeth-and-dr-jekyll-and-mr-hyde--/macbeth/2-past-papers	
14	06 Feb 23	Literature Paper 1, Section B: 19 th century fiction	Revise Dr Jekyll and Mr Hyde: plot, character, context, key quotes and methods, non-quote methods, Stevenson's ideas https://kow.fireflycloud.net/english-1/gcse/english-literature-paper-1-the-tempest-and-dr-jekyll-and-mr-hyde--/jekyll-and-hyde/1-revision-resources Key Terms: epistolary, non-linear, symbolism, setting, character etc. Plan an answer to a past paper question: https://kow.fireflycloud.net/english-1/gcse/english-literature-paper-1-the-tempest-and-dr-jekyll-and-mr-hyde--/jekyll-and-hyde/2-past-papers	
		Literature Paper 1,	Revise the marking criteria and annotate an example answer. https://kow.fireflycloud.net/english-1/gcse/english-literature-paper-1-the-tempest-and-dr-jekyll-and-mr-hyde--/jekyll-and-hyde/2-past-papers	

JEKYLL + HYDE

High Value Quotes

1. "like Satan"

2. "like some damned juggernaut"

3. "trampled calmly"

4. "he was austere with himself"

5. "Mr Hyde was pale and dwarfish"

6. "blistered and distained"

7. "ape-like fury"

8. "fog rolled over the city"

9. "dingy, windowless structure"

10. "like some disconsolate prisoner"

11. "an expression of such abject terror and despair"

12. "his face became suddenly black"

13. "man is truly two"

14. "my devil had long been caged, he came out roaring"

15. "primitive duality of man"

High Value Quotes

1



2



3



4



5



6



7



8



9



10



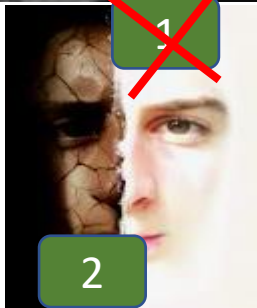
11



12



13



14



15



What is the quote?

Extend your knowledge
stick this into your books and annotate by answering the questions

High Value Quotes

1  2  3  4 

5  6  7  8 

9  10  11  12 

13  14  15 

What is the quote?

- Who says it?
- To whom?
- Why is it said?
- When is it said?
- Why does X use it?
- What does it imply?
- What method is used?
- Are there alternative interpretations?
- How does it link to context?

Some other useful tips



Revision guides

Audiobooks

BBC Bitesize: good for key ideas and testing yourself with quizzes

Connell Guides: good for ideas – ask your English teacher if you can borrow one

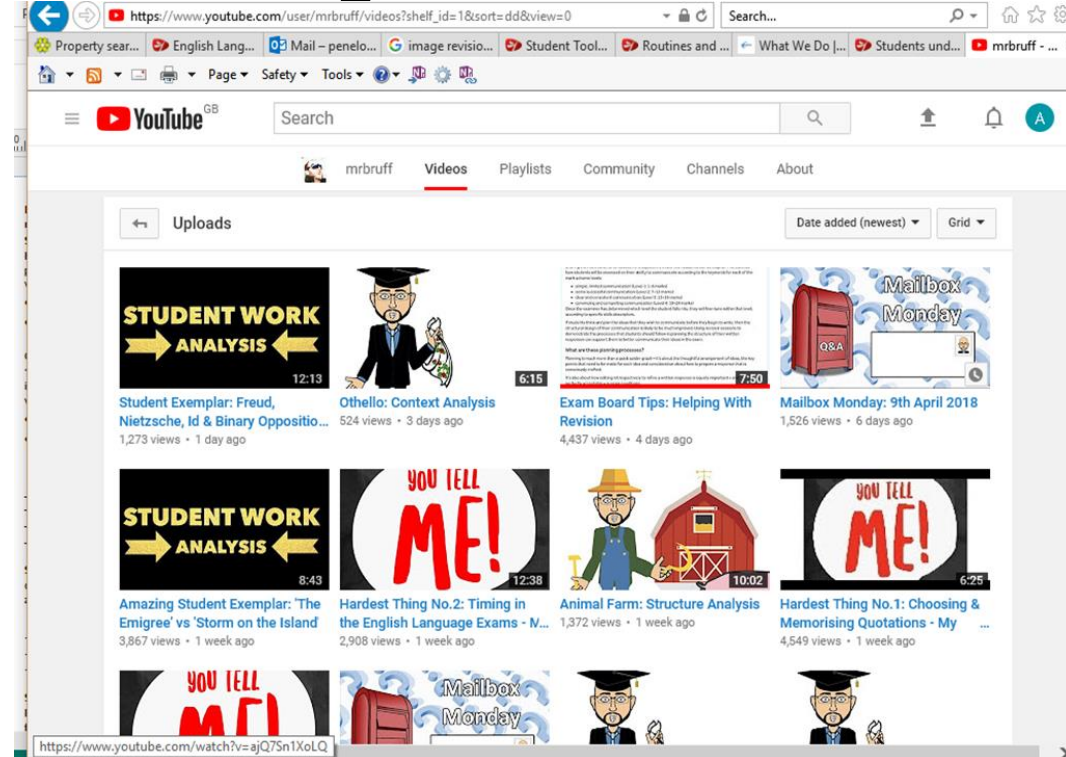
Extension reading in classrooms

15-1

High value quotes

Weekly homework is all revision based

Mr Bruff
https://www.youtube.com/user/mrbruff/videos?shelf_id=1&sort=dd&view=0



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General tips

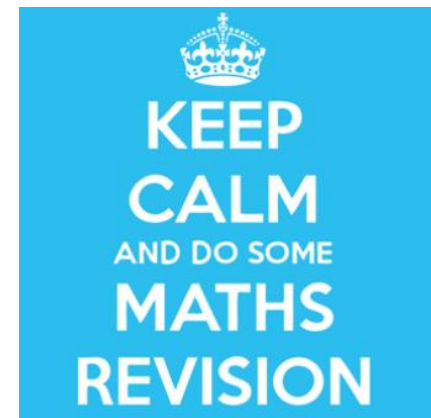
English Language	English Literature
<ul style="list-style-type: none">• Read different types of texts• Use information and guidance on firefly and in your English books to revise HOW to answer each question• Do exam questions!	<ul style="list-style-type: none">• Re-read the texts• Use revision templates on firefly to revise character, theme, quotes, context• Learn non quote methods (on firefly)• Do exam questions!



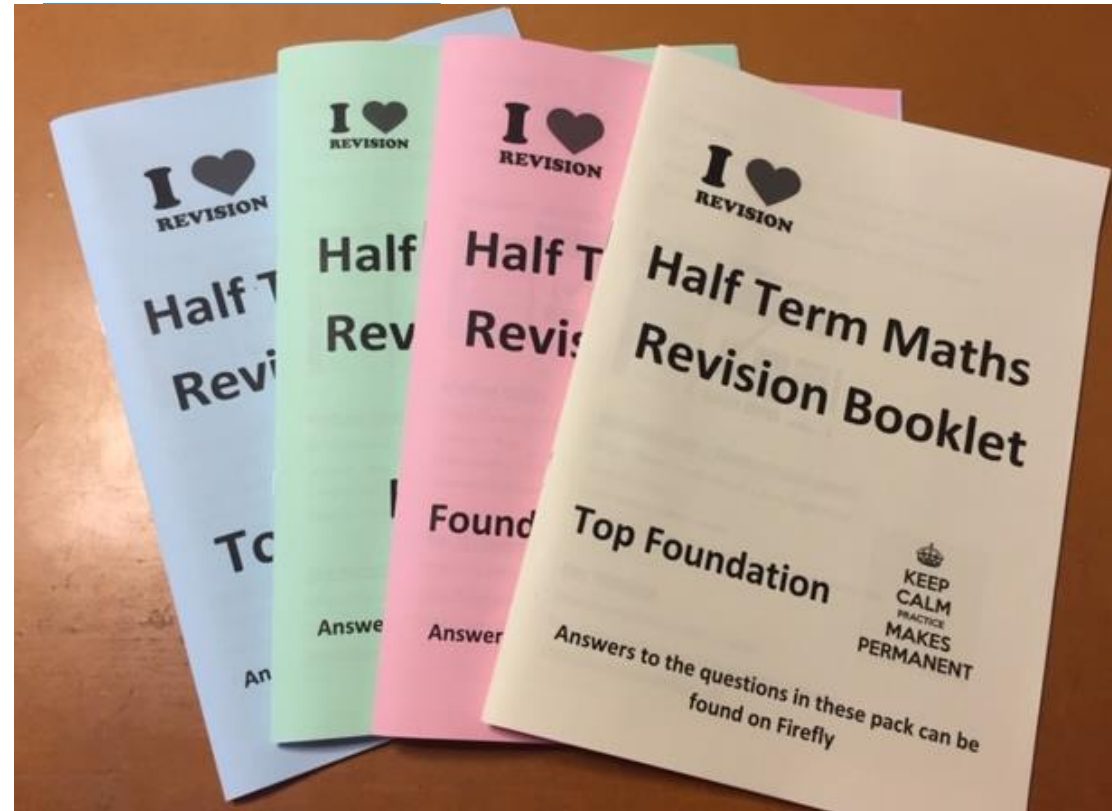
Jekyll's house is symbolic of his character's duality. The front entrance symbolises his reputation as a Victorian Gentleman, but the back entrance symbolises his darker and secret side.



Maths Revision



Half Term Revision Booklets



Please check this had been completed and brought back to school

Please

March PPE – One calculator paper

Foundation

- Two way tables
- Recipe questions
- Probability Tree diagrams
- Standard form.

Higher

- Probability Tree diagrams
- Reverse Mean
- Product rule for counting
- Vectors

Maths Revision Page on Firefly

Year 11 GCSE Revision

Scroll down for more revision links!

Our exam board is EDEXCEL



Foundation
Edexcel Papers



Higher
Edexcel Papers



Topic lists for
the whole
course



Formulae Sheets
and key facts



Extension Exam
Papers

- All past papers
- Mark Schemes
- Worked Solutions
- Video Solutions

Login to Hegarty Maths





Student log in

Teacher log in

Enter your details

Logging into **The Kings of Wessex Academy**. Not your school?

First name

<p>Explain</p> <p>Write a sentence or a mathematical statement to show how you got to your answer or reached your conclusion.</p> 	<p>Show</p> <p>All working needed to get to a given answer or complete a diagram to show given information.</p> 	<p>Expand</p> <p>Remove brackets.</p> 	<p>Describe</p> <p>Write a sentence that gives the features of the situation.</p> 	<p>Justify</p> <p>Clear all working and/or give a written explanation.</p> 								
<p>Draw</p> <p>Produce an accurate drawing (unless a sketch is being drawn).</p>  <p>Draw a sketch of... Sketch</p> <p>Produce a drawing that does not have to be drawn to scale or a graph that is drawn without working out each coordinate.</p> 	<p>Find</p> <p>Some working will be needed to get to the final answer.</p> 	<p>Expand and simplify</p> <p>Remove brackets and then collect like terms.</p> 	<p>Complete</p> <p>Fill in missing values.</p> <table border="1" data-bbox="1006 492 1121 578"> <thead> <tr> <th>x</th> <th>y</th> </tr> </thead> <tbody> <tr> <td>-4</td> <td>-3</td> </tr> <tr> <td>0</td> <td>1</td> </tr> <tr> <td>2</td> <td>5</td> </tr> </tbody> </table>	x	y	-4	-3	0	1	2	5	<p>Solve</p> <p>Find the solution of an equation or inequality.</p> 
x	y											
-4	-3											
0	1											
2	5											
<p>Simplify</p> <p>Simplify the given expression.</p> 	<p>Factorise</p> <p>Insert brackets by taking out all the common factors.</p>  <p>Factorise fully</p> <p>Insert brackets by taking out all the common factors.</p> 	<p>Work out</p> <p>Some working will be needed in order to get the answer.</p> 	<p>Write down</p> <p>No working is needed.</p>  <p>Write</p> <p>No working needed for 1 mark questions. Working may be needed for questions with more than 1 mark.</p> 	<p>Solve algebraically</p> <p>Find the solution of an equation or inequality; algebraic manipulation must be shown.</p> 								
<p>Simplify fully</p> <p>Simplify the given expression. Answer must be given in its simplest form.</p> 	<p>Express</p> <p>No write in another form, some working may be needed.</p> 	<p>Change</p> <p>Usually convert from one unit to another, other using known metric unit conversions or the use of a conversion graph.</p> 	<p>Calculate</p> <p>A calculator and some working will be needed.</p> 	<p>Prove</p> <p>More formal than 'show', all steps must be present. In the case of a geometrical proof, reasons must be given.</p>  <p>Prove algebraically</p> <p>Use algebra in the proof.</p> 								

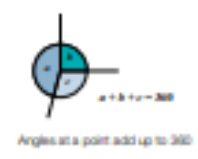
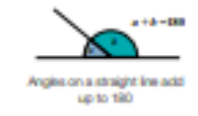
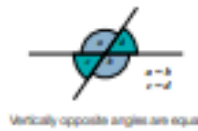
Command Words

GCSE (9-1) Mathematics

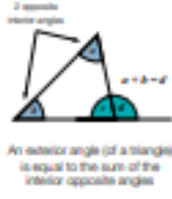
Geometrical Reasoning



Lines



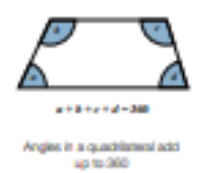
Triangles



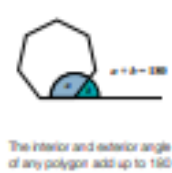
Circle Theorems



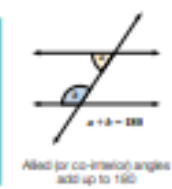
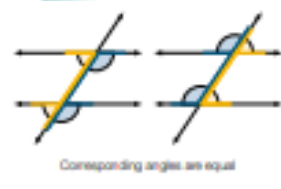
Quadrilaterals



Polygons



Parallel lines



Geometrical Reasoning

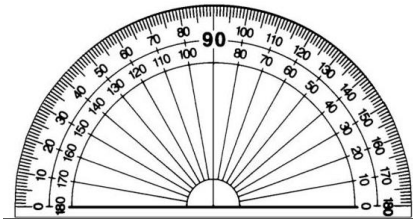
Ways you can actively help



- Test them on the formula's they need to know
- Encourage them to underline the key words & facts in the question to help work out what is needed. Ask them to think if drawing a picture would help?
- Get them to explain to you how to do a question on an exam paper.
- Check they have marked questions they have answered when revising and **corrected any mistakes** or made a note of the question to ask their teacher.



Equipment Needed



Protractor



**Scientific
Calculator**



Pens



HB Pencil



Compass



Ruler



Rubber

How to revise Science

The problem with science!

- The Science curriculum contains a large amount of content split into 3 distinct subjects. Chemistry, Biology and Physics.
- Although lots of the content of each subject is linked it doesn't necessarily follow lesson by lesson!
- Lots of lessons focus on one concept at a time.

	Beginning			Tick on Completion	
15	27 January	<p>CHEM – Topic 1 Atomic structure and the Periodic table.</p> <p>BIO – Topic 1 Cell Biology</p> <p>PHY – Topic 1 Energy (1st part)</p>	<ul style="list-style-type: none"> Briefly read through the contents of Topic 1 – pages 12-26 in your revision guide. Complete Topic 1 revision checklist on Firefly. Identify misunderstanding and briefly work through them. <ul style="list-style-type: none"> Briefly read through the contents of Topic 1 – pages 11-25 (Combined science students don't need 16/17) in your revision guide. Complete Topic 1 revision checklist on Firefly. Identify misunderstanding and briefly work through them. <ul style="list-style-type: none"> Briefly read through the first part of Topic 1 – pages 11-17 (Combined science students don't need 16/17) in your revision guide. Complete Topic 1 revision checklist on Firefly. Identify misunderstanding and briefly work through them. 	<p>Revision questions in revision guide (page 27)</p> <p>Topic 1 past paper questions on Firefly.</p> <p>Revision questions in revision guide (page 26)</p> <p>Topic 1 past paper questions on Firefly.</p> <p>Revision questions in revision guide (page 23)</p> <p>Topic 1 past paper questions on Firefly.</p>	
14	3 February	CHEM – Topic 2 Bonding, structure and the properties of matter.	<ul style="list-style-type: none"> Briefly read through the contents of Topic 2 – pages 28-39 (Combined science students don't need 38/39) in your revision guide. Complete Topic 2 Revision checklist on Firefly. Identify misunderstanding and briefly work through them. 	<p>Revision questions in revision guide (page 40)</p> <p>Topic 2 past paper questions on Firefly.</p>	

- The science revision plan has split each subject into smaller topics.
- These are based on the topics in the revision guide.



Dashboard

Resources

Planner

Tasks

Markbook

- Explore Chemistry
 - Combined (double) science
 - Paper 1**
 - Topic 1 - Atomic structure and the Periodic table
 - Topic 2 - Bonding, Structure and Properties of Matter
 - Topic 3 - Quantitative Chemistry
 - Topic 4 - Chemical changes
 - Topic 5 - Energy Changes
 - Paper 2
 - Triple Chemistry

Chemistry > Combined (double) science > Paper 1

Paper 1

- Topic 1 - Atomic structure and the Periodic table
- Topic 2 - Bonding, Structure and Properties of Matter
- Topic 3 - Quantitative Chemistry
- Topic 4 - Chemical changes
- Topic 5 - Energy Changes

Create

Edit Page

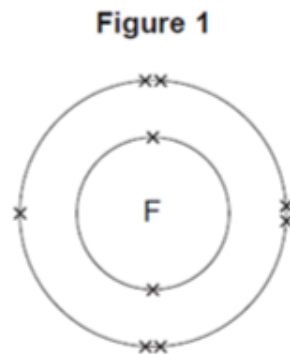
C1 Atomic Structure & The Periodic Table

<i>Can you...?</i>	😊	😐	😞
1.1.1 Atoms, elements and compounds			
Define the word 'element' in terms of atoms.			
Recall that there are about 100 different elements which are shown in the periodic table.			
Describe what a compound is and how they are represented.			
Describe how compounds are formed and separated, and what this involves.			
Use the names and symbols of the first 20 elements in the periodic table, the elements in Groups 1 and 7, and other elements in the Chemistry course.			
Name compounds of these elements from formulae or symbol equations.			
Write word equations for all the chemical reactions in the Chemistry course.			
Write formulae and balanced chemical equations for all the chemical reactions in the Chemistry course.			
1.1.2 Mixtures			
Describe what a mixture is and whether the properties of each substance in the mixture are changed or unchanged.			
State the 5 processes which can be used to separate mixtures, and remember that they do not involve chemical reactions.			

_____ (1)
(Total 8 marks)

5 This question is about fluorine.

(a) **Figure 1** shows the arrangement of electrons in a fluorine atom.



(i) In which group of the periodic table is fluorine?

Group _____ (1)

Reactions of acids with bases or carbonates

[Reduce contrast](#)[Exit](#)

Slide 1 of 6

[Previous slide](#)[Next slide](#)

All alkalis are bases, but bases aren't always alkalis

 Show all lines

When an **acid** dissolves in water, it **releases hydrogen ions** (H^+) into the solution.

The **H^+** ions are what makes the solution **acidic**.

When an **alkali** dissolves in water, it **releases hydroxide** (OH^-) **ions** into the solution.

As a result, the solution becomes **alkaline**.

Supporting Students

Subject 15 to 1 guide

- Subject Resources - Firefly and guides
- Retrieval and recall tutor questions
- Easter revision (TBC)
- Subject revision sessions term 3,4 and 5
- Mentor meetings week commencing 27 Feb
- ETT revision in core subjects
- Assemblies every other week
- PPEs in some subjects 15 March onwards
- Speaking exams and practical exams
- Exam briefing (exam guide on website)
- Exams start - Week commencing 8 May
- PEP talks (year 11) prior to actual exam



GCSE 15 - 1
30 January – 15 May 2023



Believe and Succeed

