



Maths and English
parent engagement session

*Helping your child
prepare for their
mock exams*



General revision strategies and tips

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Revision Timetables

During year 11, you have a lot to think about and a lot of different things which you have to juggle. You should revise independently so that you can close the specific gaps which you have in your knowledge.

However, because you have to plan your own independent revision, its easy to forget revision or to only do it in large bursts right before an assessment.

Planning when and what you are going to revise reduces the number of decisions you need to make every day and will reduce the risks of you not revising or your revision being ineffective because you have left it until the last minute.

Prioritise your subjects

- List all your subjects
- Rank your subjects from number 1 -9 (1 being strongest)
- Then re-write your list in the order of the subjects you have numbered.

GCSE PE
Drama
Maths
English literature
English Language
Biology
Geography
Physics
Chemistry
Business

Your list:

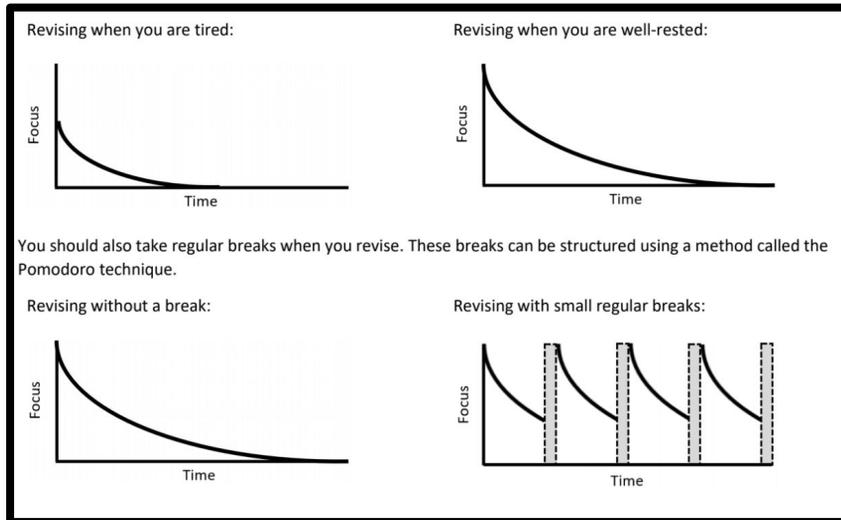
Writing your timetable

1. Write in everything you have planned prior to creating your revision timetable. (Going out for tea, going to the gym, playing sport etc)
2. Write in upcoming exams & deadlines
3. Not every space needs to be full – leave yourself time to relax too!
4. Focus on the subjects in RED first, these are the ones you are least likely going to choose – but they are the highest priority.
5. Write in the subjects you are going to cover and when. Be specific around what you will cover each time you sit down an revise.

When should I revise?

When should I revise?

In order to revise effectively, you have to think hard. Thinking hard is tiring. Therefore, when you revise, you should choose a time when find it easiest to focus. This should be a time when you are well-rested and when you are used to working.



You should also take regular breaks when you revise. These breaks can be structured using a method called the Pomodoro technique.

Managing your time when revising

Pomodoro technique is **highly effective** as it helps you effectively manage your time and work on a task without distractions. It is also beneficial as it helps you become more disciplined and think about your work. This technique is designed to combat multitasking and improve concentration.

STEP 1



Pick a task

STEP 2



Set a 25-minute timer

STEP 3



Work on your task until the time is up

STEP 4



Take a 5 minute break

STEP 5



Every 4 pomodoros, take a longer 15-30 minute break

When revising:

Do:

- Get into a routine of revising at a particular point every day.
- Revise when you are well-rested or at a time when you are used to working.
- Take regular small breaks.

Don't:

- Depend on when you want to revise.
- Revise late at night or when you are tired.
- Try to force yourself to work for long periods of time without a break.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
08.00-09.00	<h1>SCHOOL</h1>							
09.00-10.00								
10.00-11.00								
11.00-12.00								
12.00-13.00								
13.00-14.00								
14.00-15.00								
16.00-17.00	Science	Maths Intervention	English Lit	Science	Geography			
17.00-18.00	English Lang	Geography	Maths	Media	PE Theory Topics			
18.00-19.00	Football Practice	Review of PE concepts -18.30	Football Practice	Review of English lang - 18.30				
19.00-20.00								

Subjects covered this week

To do

Revision timetable – Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00-9:00							
9:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-13:00							
13:00-14:00							
14:00-15:00							
15:00-16:00							
16:00-17:00							
17:00-18:00							
18:00-19:00							
19:00-20:00							

Subjects covered this week
To do

Revision Strategies



Brain Dump

Choose a topic and write down as much as you can remember, without referring to your notes. Check your notes and see what you missed then try fill the gaps without the notes. Check your notes a third time and add the missing information.



Flash cards

Write flash cards for each topic, in all subjects, then mix them up for the most effective revision. Check out the Leitner System for effective spacing and interleaving. Keep your flash cards simple – one question, one answer per card.



Map it out

Take an essay question or writing question and map out your answer, without writing a full response. Look at the mark scheme and decide if you plan meets the criteria. DO this for a number of questions, then choose one and write the full response.



Past papers

Ask your teacher for practice questions or exam papers. Complete them without notes in the exam conditions, then check you answers and identify the gaps in your knowledge, so you can target your revision.



Quizzes

Write a set of questions and answers and ask someone to test you. Its important to either write or say your answers loud. Reading through quizzes in your head can give you a false sense of security.



Thinking hard: Reduce

Read a section of your notes then put them aside and reduce what you need into 3 bullet points, each one no more than 10 words. Look back at the notes and decide if you missed anything important. Hide the notes and write a fourth bullet point.



Practice Introductions

For essay subjects, take a past exam question and practice writing effective introductions and conclusion. Look back at your notes and remind yourself of the important things to remember. Practice for different topics, texts and papers.



Thinking hard: Connect

For each subject, consider the exam paper and group together questions that require the same technique to answer. Write down the requirements for each type. Find a previous example you have completed and identify where you've met the criteria.



Thinking hard: Transform

Read a paragraph from your notes or a text book, and transform it into a diagram, chart or sketch – no words allowed. OR Look a diagram in science, for example, and transform it into a paragraph of explanation.



Key vocabulary

For a particular topic, make a list of key vocabulary, then do the following: define each word; use each term in a sentence; create a question where the key word is the answer; identify other words which connect to each of the words in your list.

Brain Dumps

Summary: Brain dumps



1.	2.	3.	4.	5.
Identify knowledge	Write it down	Organise information	Check understanding	Store and compare
Identify the knowledge/topic area you want to cover.	Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts) Give yourself a timed limit (e.g. 10 minutes)	Once complete and you cannot remember any more use different colours to highlight/underline words in groups. This categories/links information.	Compare your brain dump to your K/O or book and check understanding. Add any key information you have missed (key words) in a different colour.	Keep your brain dump safe and revisit it. Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

Follow the 5 step process to complete 3 brain dumps for different topics of your choice. You can also complete this in two colours. One colour for content you know and another colour for content you need to revise / that you added.

Topic 1

Flash Cards

Summary: How to use flash cards

1.	2.	3.	4.	5.
				
Identify knowledge	Colour coding	Designing	Using	Feedback
<p>What are you creating flash cards on?</p> <p>Do you have your knowledge organizer?</p> <p>Use your book to look at previous misconceptions from whole class feedback.</p>	<p>Use different coloured flash cards for different topics. This helps with organization NOT recall</p>	<p>1 Question per flashcard.</p> <p>Making them concise and clear.</p> <p>Use a one word prompt, so that you can recall as much as you can.</p> <p>No extended answer questions.</p>	<p>Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.</p> <p>Do not just copy & re-read.</p> <p>Shuffle the cards each time you use them.</p> <p>Use the Leitner system to use flash cards everyday.</p>	<p>How have you performed when you look back at your answers?</p> <p>Is there anything you need to revisit in more detail?</p> <p>Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.</p>

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Flash card top tips

- The most effective flashcards include one question followed by one answer (or one term followed by one definition).
- Don't force your brain to remember a complex and wordy answer. It's easier for your brain to process simpler information so split up your longer questions into smaller, simpler ones.
- You will end up with more flashcards this way but your learning will be a lot more effective.

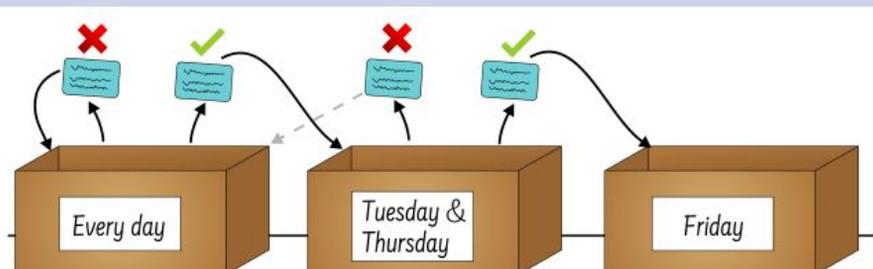


Using flash cards

Self Quizzing

1. **Read the question** on your flash card
2. **Write your answer** in your HL book
3. Put your flash card **down to one side**
4. Move onto the **next** card
5. **Repeat** steps 1-3
6. Keep your flash cards **in the order** you have quizzed them in.
7. **Mark** your answers – **highlight** any answers you got incorrect.

Leitner System



1. Every card starts in Box 1.
2. If you get a card right, move it to the next Box.
3. If you get the card wrong, move it down a box — in the original version you move it all the way back to Box 1.

Mind Maps

Summary: How to create a mind map



1.	2.	3.	4.	5.
Identify knowledge	Identify sub topics	Branch off	Use images & colour	Put it somewhere visible
Select a topic you wish to revise. Have your class notes/knowledge organisers ready.	Place the main topic in the centre of your page and identify sub topics that will branch off.	Branch of your sub topics with further detail. Try not to fill the page with too much writing.	Use images and colour to help topics stick into your memory.	Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

Follow the 5 step process to create a mind map for 3 different topics of your choice. You can also colour code the information you are confident with in one colour and information that you are unsure about in another colour.

Topic 1

Interleaving

Summary: Interleaving

Interleaving is a theory that revising more than one topic in each session will help you make better links between them.

A ⇒ B ⇒ C ⇒ D

B ⇒ D ⇒ A ⇒ C



1.

Switch

Switch between topics during each session.

It allows you to think about what you are doing with your time when you are revising.

2.

Review in different orders

When reviewing make sure you do it in a different order that you learnt them, or previously revised them.

By revisiting material from each topic several times, in short bursts, this **increases the amount of information you can recall in your exams.**

3.

Make links to remember more.

Try to make links between ideas and review your revision notes.

This helps you make connections between topics and forces you to think harder about which strategies need to be applied to which problems.

Applying interleaving to your revision

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. Create a revision timetable to organise your time and space your learning.

Blocking



Interleaving is for topics within one subject – not subjects themselves.

Interleaving



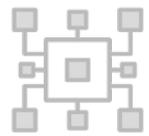
You can apply this in your revision timetable.

When revising science, mix up the topics that you study in that session, don't just focus on one.

Dual Coding

Summary: Dual Coding

Dual coding is the process of blending both **words** and **pictures** while learning. Viewing those two formats gives us **two different representations** of the **same** piece of information.



1.

Drawings

These boost learning by getting you to think deeply about information.

2.

Diagrams

These are helpful for breaking down complex concepts or processes to make them easier to understand.

3.

Posters

These are great for combining writing, pictures and diagrams all within one page of information.

4.

Timelines

These can be used of information that happens in a particular order or sequence.

5.

Graphic organisers

These organise verbal and visual information by the relationships between different concepts. Examples include tree diagrams, mind maps and Venn diagrams.

4 Key Principles for using dual coding



Cut - Reduce the amount of content, be selective and only use the most important information.



Chunk - Divide the content into groups of related information;



Align - Make sure that words and pictures are neatly ordered, making them easier to read;



Restrain - Avoid "overdoing" it. In other words, don't go crazy with different colours and fonts.

Spacing

Summary: Spacing

- Spacing is regularly revisiting material so that you are doing little and often instead of all at once.
- Doing a little amount regularly is more effective than doing a lot all at once. We do this so that we don't get swamped and overwhelmed

To commit something to memory, it takes time and repetition.

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

- Research suggests there is an 'optimal gap' between revision sessions so you can retain the information.
- If the test is in a month, you should review the information around once a week.
If the test is in a week, create time once a day.

Why use Spacing?

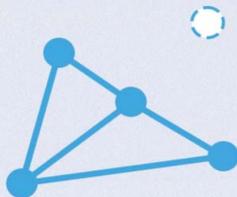
- Doing something little and often – spacing – beats doing it at once, or cramming
- The time in between revision allows you to forget and re-learn the information, which cements it in your long-term memory
- It cements information into your long-term memory
- We can learn more information over time than in one longer session
- It helps you revise more efficiently

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

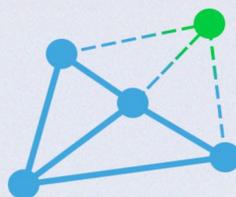
Retrieval

“ Retrieval practice is defined by **Mark Enser** as 'retrieving something from our memories to make it easier to recall in future.' If using it makes recall easier, surely this is a big win for learning and the progress of our students. ”

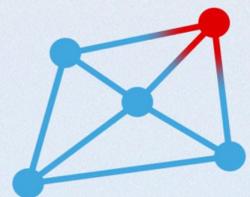
1. Identifies gaps in knowledge



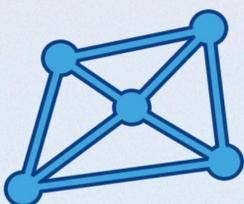
2. Makes connections



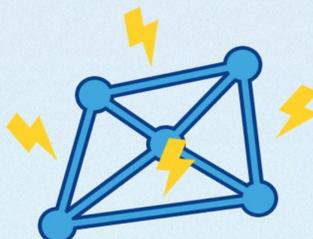
3. Checks for misunderstandings



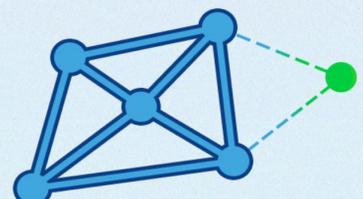
4. Strengthens connections



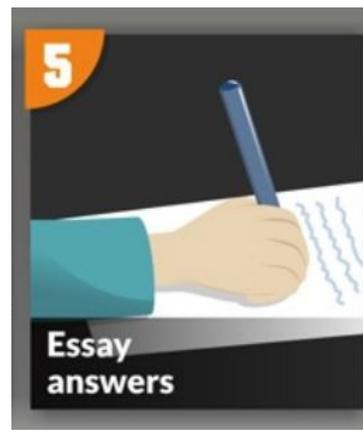
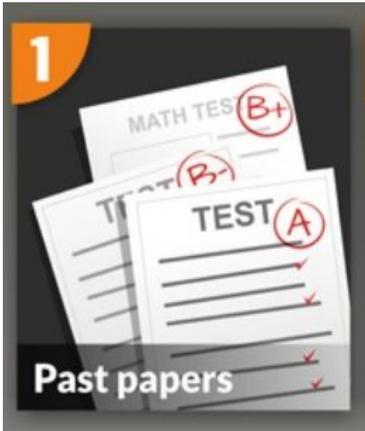
5. Makes connections robust under pressure and stress



6. Makes it easier to learn new things



9 ways to use retrieval when revising



Retrieval practice is one of the most effective ways to revise. By answering questions rather than merely reading or highlighting information, you're putting yourself in the best position possible to succeed and remember as much of your subjects as possible. Past papers, essays, multiple choice tests and flashcards are a great way of doing it.

9 Ways to Beat Revision Stress

by @inner_drive | www.innerdrive.co.uk



Do the actual work – revise!



When really stressed, talk to someone about it



Get some fresh air each day



Stick to regular meal times



Do something to switch off an hour before bed



Don't dwell on worst case scenarios



A good sleep the night before is better than last minute cramming



Once you've done the exam, move on to the next one



Don't aim for perfection – it's a myth and doesn't exist



Maths

Foundation tier formula sheet

Perimeter, area and volume

Where a and b are the lengths of the parallel sides and h is their perpendicular separation:

$$\text{Area of a trapezium} = \frac{1}{2}(a + b)h$$

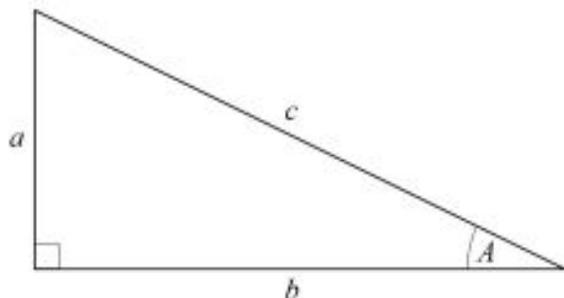
Volume of a prism = area of cross section \times length

Where r is the radius and d is the diameter:

$$\text{Circumference of a circle} = 2\pi r = \pi d$$

$$\text{Area of a circle} = \pi r^2$$

Pythagoras' Theorem and Trigonometry



In any right-angled triangle where a , b and c are the length of the sides and c is the hypotenuse:

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

In any right-angled triangle ABC where a , b and c are the length of the sides and c is the hypotenuse:

$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$

Compound Interest

Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded:

$$\text{Total accrued} = P \left(1 + \frac{r}{100} \right)^n$$

Probability

Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B :

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

Higher tier formula sheet

Perimeter, area and volume

Where a and b are the lengths of the parallel sides and h is their perpendicular separation:

$$\text{Area of a trapezium} = \frac{1}{2}(a + b)h$$

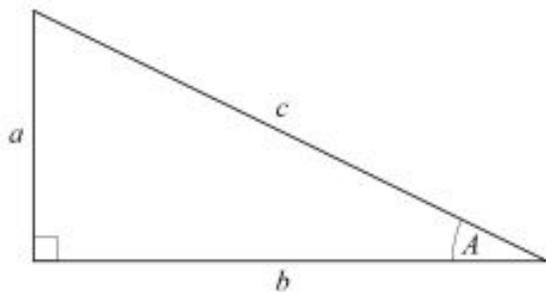
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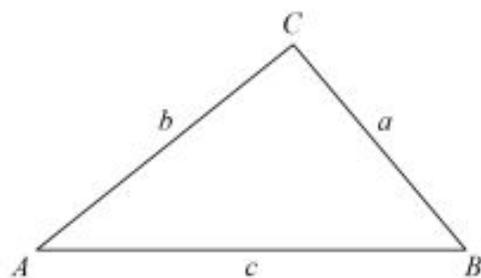
$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$

In any triangle ABC where a , b and c are the length of the sides:

$$\text{sine rule: } \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$\text{cosine rule: } a^2 = b^2 + c^2 - 2bc \cos A$$

$$\text{Area of triangle} = \frac{1}{2} ab \sin C$$



Compound Interest

Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded:

$$\text{Total accrued} = P \left(1 + \frac{r}{100} \right)^n$$

Quadratic formula

The solution of $ax^2 + bx + c = 0$ where $a \neq 0$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Probability

Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B :

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

$$P(A \text{ and } B) = P(A \text{ given } B) P(B)$$

Moths Watch - Revision lessons just a click away . . .

Subject Content	Grade 1
Number	1 Place Value 1
Algebra	2 Ordering Integers 2
Ratio, Proportion, Rates of Change	3 Ordering Decimals 3
Geometry and Measures	4 Rounding Scales 4
Probability and Statistics	5 Simple Mathematical Notation 5
	6 Interpreting Real-Life Tables 6
	7 Introduction to Algebraic Conventions 7
	8 Coordinates 8
Grades that will be examined:	9 Simple Geometric Definitions 9
Higher	10 Polygons 10
Foundation 1 2 3 4 5	11 Symmetries 11
	12 Tessellations and Congruent Shapes 12
	13 Names of Angles 13
	14 The Probability Scale 14
	15 Tally Charts and Bar Charts 15
	16 Pictograms 16

You will find some formulas and information in this insert. It will be very helpful to learn it all, off-by-heart for your exam.

Area of a circle = πr^2

Circumference of a circle = $2\pi r$



$(+)$ becomes $+$	$(-)$ becomes $-$	$(-)$ becomes $+$	$(+)$ becomes $-$
$(-)$ becomes $-$	$(+)$ becomes $+$	$(-)$ becomes $-$	$(+)$ becomes $+$

Addition/Subtraction

$5 - (-3) = 5 + 3$

$5 + (-3) = 5 - 3$

Multiplication/Division

$5 \times (-3) = 5 \times -3 = -15$

$(-5) \times 3 = -15$

Moths Watch - Revision lessons just a click away . . .

Grade 2	17 Properties of Solids 17
	18 Subtracting Integers and Decimals 18
	19 Multiplying Integers 19
	20 Measuring and Drawing Angles 20
	21 Inverse Operations 21
	22 Money Questions 22
	23 Relations 23
	24 Negatives in Real Life 24
	25 Introduction to Fractions 25
	26 Equivalent Fractions 26
	27 Simplifying Fractions 27
	28 Half-Way Values 28
	29 Factors, Multiples and Primes 29
	30 Introduction to Powers/Indices 30
	31 Multiply and Divide by Powers of 10 31
	32 Rounding to the Nearest 10, 100 etc 32
	33 Rounding to Decimal Places 33
	34 Simplifying Addition and Subtraction 34
	35 Simplifying Multiplication 35
	36 Function Machines 36
	37 Generating a Sequence - Term to Term 37
	38 Introduction to Ratio 38
	39 Using Ratio for Recipe Questions 39
	40 Introduction to Percentages 40
	41 Value for Money 41
	42 Introduction to Proportion 42

Prime Numbers

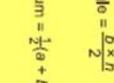
2, 3, 5, 7, 11, 13, 17, 19, 23, 29 . . .

Each prime number has exactly two factors.

Area of a triangle = $\frac{b \times h}{2}$



Area of trapezium = $\frac{1}{2}(a + b)h$



Moths Watch - Revision lessons just a click away . . .

Grade 3	66 Sketching Functions 66
	67 Solving Equations Using Flowcharts 67
	68 Four Rules of Negatives 68
	69 Generate a Formula Using Flowcharts 101
	70 Listing Strategies 70
	71 Combining Fractions 71
	72 Finding the nth Term 72
	73 Adding and Subtracting Fractions 73
	74 Finding a Fraction of an Amount 74
	75 Multiplying Fractions 75
	76 Dividing Fractions 76
	77 BODMAS/BIDMAS 77
	78 Calculator Questions 78
	79 Area of a Parallelogram 79
	80 Highest Common Factor (HCF) 80
	81 Lowest Common Multiple (LCM) 81
	82 Squares, Cubes and Roots 82
	83 Working with Indices 83
	84 Standard Form 84
	85 Decimals and Fractions 85
	86 Fractions, Percentages, Decimals 86
	87 Percentage of an Amount (Calc.) 87
	88 Percentage of an Amount (Non-Calc.) 88
	89 Change to a Percentage (Non-Calc.) 89
	90 Rounding to Significant Figures 90
	91 Estimating Answers 91
	92 Using Place Value 92
	93 Expanding Brackets 93
	94 Simple Factorisation 94
	95 Substitution 95
	96 Straight Line Graphs 96
	97 The Gradient of a Line 97
	98 Drawing Quadratic Graphs 98
	99 Sketching Functions 99
	100 Solving Equations Using Flowcharts 100
	101 Subst of a Formula Using Flowcharts 101
	102 Listing Strategies 102
	103 Finding the nth Term 103
	104 Adding and Subtracting Fractions 104
	105 Special Sequences 105
	106 Exchange Money 106
	107 Sharing Using Ratio 107
	108 Ratios, Fractions and Gaps 108
	109 Increase/Decrease by a Percentage 109
	110 Percentage Change 110
	111 Reverse Percentage Problems 111
	112 Simple Interest 112
	113 Metric Conversions 113
	114 Surface Area of a Prism 114
	115 Volume of a Cuboid 115
	116 Circles Definitions 116
	117 Area of a Circle 117
	118 Circumference of a Circle 118
	119 Volume of a Prism 119
	120 Volume of a Pyramid 120
	121 Angles in a Triangle 121
	122 Properties of Special Triangles 122
	123 Angles Sum of Polygons 123
	124 Bearings 124
	125 Experimental Probability 125
	126 Possibility Spaces 126
	127 Venn Diagrams 127
	128 Representing Data 128
	129 Scatter Diagrams 129
	130 Averages from a Table 130

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Grade 4	131 Index Notation 131
	132 Introduction to Bounds 132
	133 Expanding a Line on a Graph 133
	134 Expanding and Simplifying Brackets 134
	135 Solving Equations 135
	136 Rearranging Simple Formulae 136
	137 Finding the Equation of a Straight Line 137
	138 Forming Formulae and Equations 138
	139 Inequalities on a Number Line 139
	140 Solving Linear Inequalities 140
	141 Simultaneous Equations Graphically 141
	142 Compound Units 142
	143 Distance-Time Graphs 143
	144 Similar Shapes 144
	145 Bisecting an Angle 145
	146 Constructing Perpendiculars 146
	147 Drawing a Triangle Using Compasses 147
	148 Ellipticisms 148
	149 Tangents, Arcs, Sectors and Segments 149
	150 Pythagoras Theorem 150
	151 Simple Tree Diagrams 151
	152 Sampling Populations 152
	153 Time Series 153

The Laws of Indices

$X^a \times X^b = X^{a+b}$

$X^a \div X^b = X^{a-b}$

$(X^a)^b = X^{a \times b}$

$X^a = X^{a \times 1}$

$X^0 = \frac{1}{X^1}$

Pythagoras

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



Trigonometry



Moths Watch - Revision lessons just a click away . . .

Grade 5	154 Negative Indices 154
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	164 Compound Interest and Depreciation 164
	165 Loc. 165
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	167 Sectors of a Circle 167
	168 Trigonometry 168
	169 Springs 169
	170 Pyramids 170
	171 Cones 171
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Moths Watch - Revision lessons just a click away . . .

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	218 Trigonometry in 3D 218
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Fractional Indices

$x^a \div x^b = (x^a)^{\frac{1}{b}}$

$\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$

Quadratic Formula

$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

Sine Rule

$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Costine Rule

$a^2 = b^2 + c^2 - 2bc \cos A$

Surds

$\sqrt{a} \times \sqrt{a} = a$

$\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$

$\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$

Histograms

frequency density = $\frac{\text{frequency}}{\text{class width}}$

THIS MATHSWATCH DISC COVERS EVERY TOPIC ON THE 2015 SYLLABUS

Grades that will be examined:

Higher	1 2 3 4 5 6 7 8 9	Higher	4 5 6 7 8 9
Foundation	1 2 3 4 5	Foundation	1 2 3 4 5

The Maths Grade 1 to 9 syllabus is split into 5 areas and 240 videos.

Number - 65 videos

Algebra - 64 videos

Ratio and Proportion - 17 videos

Geometry and Measures - 66 videos

Probability and Statistics - 28 videos

How long will it take to revise?

The timings of our videos are:

- 0 to 5 mins 103 videos
- 5 to 10 mins 110 videos
- 10 to 15 mins 22 videos
- 15 to 20 mins 4 videos
- 20 to 25 mins 1 video

Mathswatch help sheet

Select videos

The screenshot shows the Mathswatch website interface. At the top, there is a navigation menu with options: Classes, Assignments, Users, Videos, Usage, Feedback, Extras, Help, and a user account section (K's account, Logout, 371 days until renewal). Below the navigation menu, there is a search bar and a 'More Info' button. The main content area is divided into two sections. On the left, there is a video player area with the Mathswatch logo and the text 'Please choose a video in the menu opposite.' On the right, there is a 'Find a Clip' search interface. This interface includes a 'Select the grade' section with dropdown menus for Qualification (GCSE), Tier (All), Grade (All), and Topic (All), and a search input field. Below this is a 'Choose Clip (19)' section with a table listing clips:

Clip	Title
113	Problems on Coordinate Axes
117	Area of a Circle
119	Volume of a Prism
128a	Pie Charts
128b	Stem and Leaf Diagrams
135a	Solving Equations - Balancing
137	Forming Formulae and Equations
169	Spheres

Type the video number or topic

Click to access questions online

Click to get a worksheet

The screenshot shows the Mathswatch website interface with a video player and a search interface. The video player is titled 'Clip 119 Volume of a Prism' and has three tabs: 'One Minute Maths', 'Interactive Questions', and 'Worksheet'. The video player shows a blue background with the text 'VOLUME OF A PRISM' in yellow. The search interface on the right is the same as in the previous screenshot, but the 'Volume of a Prism' clip (119) is highlighted in yellow in the 'Choose Clip (19)' table.

Clip	Title
113	Problems on Coordinate Axes
117	Area of a Circle
119	Volume of a Prism
128a	Pie Charts
128b	Stem and Leaf Diagrams
135a	Solving Equations - Balancing
137	Forming Formulae and Equations
169	Spheres
173	Exact Trigonometric Values
183	Circle Theorems
185	Probability using Venn Diagrams

Watch the video

Six Week Revision Schedule for the GCSE Foundation Maths Exam

	Number	Algebra	Ratio & Proportion	Geometry & Measures	Probability & Stats	Grade	Notes
Monday	06/10/2025	1, 2, 3, 4, 5, 6	7, 8			1	
Tuesday	07/10/2025	17, 18, 19, 20	33, 34, 35	38, 39	9, 10, 11, 12, 13	14, 15, 16	
Wednesday	08/10/2025	21, 22, 23	36, 37	40, 41, 42			
Thursday	09/10/2025	24, 25, 26			43, 44, 45, 46, 47	57, 58	
Friday	10/10/2025						
Saturday	11/10/2025						
Sunday	12/10/2025						
Monday	13/10/2025	27, 28, 29			48, 49, 50	59, 60	
Tuesday	14/10/2025	30, 31, 32			51, 52	61, 62, 63	
Wednesday	15/10/2025	66, 67, 68, 69	93, 94, 95	105	53, 54, 55, 56	64, 65	
Thursday	16/10/2025	70, 71, 72, 73, 74	96, 97	106	112		
Friday	17/10/2025						
Saturday	18/10/2025						
Sunday	19/10/2025						
Monday	20/10/2025	75, 76, 77	98, 99	107	113		
Tuesday	21/10/2025	78, 79, 80	100, 101		114a/b, 115		
Wednesday	22/10/2025	81, 82, 83	102, 103, 104			125, 126	
Thursday	23/10/2025	84, 85			116, 117, 118	127a/b	
Friday	24/10/2025	86, 87, 88, 89		108, 109, 110			
Saturday	25/10/2025						
Sunday	26/10/2025						
Monday	27/10/2025	90, 91, 92		111	119	128, 129	
Tuesday	28/10/2025				120, 121, 122, 123, 124	130a/b	
Wednesday	29/10/2025	131, 132	133		145, 146a/b, 147		
Thursday	30/10/2025		134a/b, 135(a or b)	142, 143	148		
Friday	31/10/2025		136, 137	144	149		
Saturday	01/11/2025						
Sunday	02/11/2025						
Monday	03/11/2025		138, 139, 140, 141			151	
Tuesday	04/11/2025				150a/b	152, 153	
Wednesday	05/11/2025	154		164			
Thursday	06/11/2025	155	157, 158				
Friday	07/11/2025	156	159a/b		165		
Saturday	08/11/2025						
Sunday	09/11/2025						
Monday	10/11/2025		160, 161		166		
Tuesday	11/11/2025		162		167		
Wednesday	12/11/2025		163		168		
Thursday	13/11/2025				169, 170, 171	175	
Friday	14/11/2025				172, 173, 174	176	

Six Week Revision Schedule for the GCSE Higher Maths Exam

		Number	Algebra	Ratio & Proportion	Geometry & Measures	Probability & Stats	Grade	Notes
Monday	06/10/2025	32			48, 49, 50, 54, 55, 56		2	
Tuesday	07/10/2025	66, 67, 68, 69	93, 94, 95	105	112		3	
Wednesday	08/10/2025	70, 71, 72, 73, 74	96, 97	106			3	
Thursday	09/10/2025	75, 76, 77	98, 99	107	113		3	
Friday	10/10/2025	78, 79, 80	100, 101		114a/b, 115		3	
Saturday	11/10/2025							
Sunday	12/10/2025							
Monday	13/10/2025	81, 82, 83	102, 103, 104				3	
Tuesday	14/10/2025	84, 85			116, 117, 118, 119	125, 126	3	
Wednesday	15/10/2025	86, 87, 88, 89		108, 109, 110, 111		127a/b	3	
Thursday	16/10/2025	90, 91, 92			120, 121, 122, 123, 124	128, 129	3	
Friday	17/10/2025	131, 132	133		145, 146a/b, 147	130a/b	3	
Saturday	18/10/2025						4	
Sunday	19/10/2025							
Monday	20/10/2025		134a/b, 135(a or b)	142, 143			4	
Tuesday	21/10/2025		136, 137	144	148		4	
Wednesday	22/10/2025		138, 139, 140, 141		149	151	4	
Thursday	23/10/2025				150a/b	152, 153	4	
Friday	24/10/2025	154, 155, 156		164	165		5	
Saturday	25/10/2025							
Sunday	26/10/2025							
Monday	27/10/2025		157, 158, 159a/b		166, 167		5	
Tuesday	28/10/2025		160, 161, 162, 163		168		5	
Wednesday	29/10/2025				169, 170, 171	175	5	
Thursday	30/10/2025				172, 173, 174	176	5	
Friday	31/10/2025	177	178, 179, 180				6	
Saturday	01/11/2025							
Sunday	02/11/2025							
Monday	03/11/2025				181(a or b), 182	185, 186, 187	6	
Tuesday	04/11/2025				183, 184		6	
Wednesday	05/11/2025	188, 189	190, 191		200	204	7	
Thursday	06/11/2025		192, 193, 194		201, 202, 203		7	
Friday	07/11/2025		195, 196, 197, 198	199		205	7	
Saturday	08/11/2025							
Sunday	09/11/2025							
Monday	10/11/2025	206	208, 209				8/9	
Tuesday	11/11/2025	207a/b	210, 211				8/9	
Wednesday	12/11/2025		212, 213		217		8/9	
Thursday	13/11/2025		214, 215		218		8/9	
Friday	14/11/2025		216		219		8/9	



English

What is tested in the November mocks?

All students will sit two English exams during the November mock series:

- AQA English Language Paper 2: non-fiction
- AQA English Literature Paper 2:
 - 'An Inspector Calls'
 - 'Worlds and Lives' poetry cluster
 - Unseen poetry

What should my child know? (*Language*)

Students sit a 1hr 45 minute exam, and need to read two non-fiction texts before answering four questions. They then need to write their own 'non-fiction' response to a given prompt.

Question	Marks Available	Minutes Spent on this question	Focus of question
		10	Reading Time
1	4	5	Choose 4 true statements
2	8	10	Make inferences about similarities / difference between texts
3	12	15	Language analysis of 1 source
4	16	20	Comparing perspectives
5	40	45	Write your own response to a non-fiction prompt

Source A

Source A is an extract from an article on a local community website published in 2022. The writer describes the efforts of volunteers who run community libraries.

Libraries are often seen as relics of the past, but for the volunteers who run them, they are vibrant hubs of knowledge and community. In towns where council budgets have been slashed, these volunteers have stepped in to keep the doors open. Without them, countless people would lose access to books, computers, and a quiet place to think.

5

'It's not easy,' says Joanna Price, who has volunteered at her local library for five years. 'We're constantly fundraising to cover costs and there's always something that needs fixing. But it's worth it to see children excited about storytime or elderly residents finding companionship here.'

- 10 Yet the challenges are mounting. Digital technology has changed the way people consume information and libraries must adapt to stay relevant. Joanna and her team have introduced e-book lending and coding classes to attract younger visitors. 'The library has to evolve or it won't survive,' she says.

Despite these efforts, some in the community question the relevance of libraries.

- 15 'Why would anyone need a library when you have the internet?' a passerby once asked Joanna. She smiles when recounting the story. 'Because not everything on the internet is true. Libraries offer access to knowledge that's been carefully curated.'

Joanna's passion for her work is evident. 'A library is more than just a place to borrow books,' she says. 'It's a sanctuary, a learning space, and a community centre all rolled into one.'

Source B

Source B is an excerpt from a speech delivered in Parliament by Lord Ashworth in 1880. He discusses the importance of public libraries for society.

I rise today to advocate for the funding and preservation of public libraries. These institutions are not mere repositories of books; they are the lifeblood of an educated society. A man who enters a library may leave a scholar, and a child who visits may find inspiration that shapes their future.

- 5 Yet we cannot ignore the plight of libraries in this modern age. Many are underfunded and neglected, their shelves gathering dust as the wealthy build private collections. This is an injustice, for libraries belong to all of us. They are a symbol of our collective investment in knowledge and progress.

- 10 Some may argue that libraries are no longer necessary in an age of rapid technological advancement, but I disagree. The printed word has a permanence that no machine can replicate. Let us ensure that libraries remain open to all, that they may continue to serve as beacons of learning and equality for generations to come.

- 15 My own childhood was shaped by the quiet halls of my local library. It was there that I discovered the works of Shakespeare and the histories of our great nation. Without that sanctuary, my path in life might have been very different. Libraries are not just buildings; they are the keepers of our collective memory, and we must cherish them as such.

Q1 Read again the first part of **Source A** from **lines 1 to 12**

Choose four statements below which are **true**

[4 marks]

- A Volunteers have taken over the running of some libraries
- B Hundreds of libraries have closed due to a lack of interest from the public
- C Community libraries provide access to books and computers
- D Volunteers do not face significant challenges in running libraries
- E Some libraries now offer coding classes for young people
- F Community libraries are trying to stay relevant in a digital age
- G Fundraising is not a priority for community libraries
- H Children and young people do not visit libraries

Q2 You need to refer to **Source A** and **Source B** for this question

The writers discuss the value of libraries in their respective contexts

What can you infer about their attitudes?

[8 marks]

Q3 You only need to refer to **Source A** from **lines 9 to 19**

How does the writer use language to highlight the challenges faced by volunteers?

[12 marks]

Q4 You need to refer to the whole of **Source A**, together with the whole of **Source B**

Compare how the writers convey their perspectives on the importance of libraries

In your answer, you could:

- compare their perspectives
- comment on the methods the writers use to convey their perspectives
- support your response with references to both texts

[16 marks]

Q5

‘In a digital world, physical spaces like libraries have become redundant’

Write a speech to be delivered to your local government in which you argue your point of view on this statement

(24 marks for content and organisation

16 marks for technical accuracy)

[40 marks]

You are advised to plan your answer before you start to write

What should my child know? (*Literature*)

Students sit a 2hr 15 minute exam, and need to write 3 full essays plus 1 short answer response.

Question	Marks Available	Minutes Spent on this question	Focus of question
1	30 + 4	45	An Inspector Calls - students have a choice of 2 questions and write 1 full essay.
2	30	45	Worlds and Lives poetry - students are given 1 poem from the cluster and must select a second poem from memory to compare on a given topic.
3	24	35	Unseen Poetry - students will be given a poem to analyse. They will never have seen this poem before.
4	8	10	Unseen Compare - students will read a second poem and compare the methods used to the methods seen in the previous unseen poem.

KS4 - Grades 3 - 5

<p>What is the writer showing us?</p> <p>→ Create a clear topic sentence based on the question</p> <p>How are they showing this?</p> <p>→ Find a short, relevant quotation</p> <p>How are they shaping our views?</p> <p>→ What methods are they using?</p> <p>Why are they showing this?</p> <p>→ What are they trying to achieve?</p> <p>→ How do they want their readers to feel / respond?</p>	<p><u>How and why does Sheila change in 'An Inspector Calls'?</u></p> <p>In his didactic play, Priestley creates the character of Sheila to show that the younger generation have the power to change.</p> <p>Priestley initially introduces us to Sheila as an infantilised and materialistic character. She frequently refers to her parents as "Mummy" and "Daddy". These nouns suggest Sheila is naive and has a carefree life because she is happy to be babied even though she is in her 20s. Perhaps Priestley wanted to create this initial impression of Sheila as childish so we can see how much she changes as the play progresses.</p> <p>We also see Sheila being presented as materialistic in Act 1. "Is it the one you wanted me to have?". Her focus on the engagement ring so she "really feels engaged" reveals her need of material objects to display to others in her upper-middle class world. The question (spoken to Gerald) infers she is willing to carry on being submissive to men, which was the status-quo in pre-war Britain. Priestley wanted his audience to dislike the Birlings at the start of the play, as they represent the pre-war Capitalist world, and through Sheila's change, he wanted to show how people can change for the better.</p>
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KS4 - Grades 6+

What is the writer showing us?

- Create a clear topic sentence based on the question

How are they showing this?

- Find a short, relevant quotation

How are they shaping our views?

- What methods are they using?

Why are they showing this?

- What are they trying to achieve?
- How do they want their readers to feel / respond?

How and why does Sheila change in 'An Inspector Calls'?

In his didactic play, Priestley creates the character of Sheila to highlight the hope he has that the younger generation in post-war Britain will have the power to develop the socialist movement that was already taking place.

In order to expose the protected and sheltered lifestyle of the wealthy, Priestley initially introduces us to Sheila as an infantilised and materialistic character. Her frequent references to her parents as "Mummy" and "Daddy" not only depict her as naive, but the noun choices highlight her tranquil lifestyle, in which she is happy to be babied even in her 20s. Priestley deliberately furthers this negative presentation with references to, not only Sheila's materialism, but also to her subservience through the line, "Is it the one you wanted me to have?". Her focus on the engagement ring so she "really feels engaged" reveals the necessity of material objects to display to others in her upper-middle class world, whilst the question infers she is willing to maintain the status quo of pre-war women seeking approval of the men around them. This initial negative impression of Sheila supports the audience's cynical view of the Birling family as a whole, while allowing us an insight into the bleak consequences of shielding wealthy children from the reality of the world in which they live. Through Sheila's development, Priestley aims to highlight the issues with ignorant Capitalist behaviour, and reinforce the concept that a Socialist mindset creates more selfless communities.

Sample exam question (*Literature*)

JB Priestley: *An Inspector Calls*

Either

0 1

How does Priestley present Gerald and Sheila's changing relationship in *An Inspector Calls*?

Write about:

- Gerald and Sheila's relationship in the play
- how Priestley presents Gerald and Sheila's changing relationship.

[30 marks]
AO4 [4 marks]

or

0 2

How does Priestley present ideas about power in *An Inspector Calls*?

Write about:

- some of the ideas about power that are shown in the play
- how Priestley presents ideas about power.

[30 marks]
AO4 [4 marks]

In a London Drawingroom

- The sky is cloudy, yellowed by the smoke.
 For view there are the houses opposite
 Cutting the sky with one long line of wall
 Like solid fog: far as the eye can stretch
- 5 Monotony of surface & of form
 Without a break to hang a guess upon.
 No bird can make a shadow as it flies,
 For all is shadow, as in ways o'erhung
 By thickest canvass, where the golden rays
- 10 Are clothed in hemp. No figure lingering
 Pauses to feed the hunger of the eye
 Or rest a little on the lap of life.
 All hurry on & look upon the ground,
 Or glance unmarking at the passers by
- 15 The wheels are hurrying too, cabs, carriages
 All closed, in multiplied identity.
 The world seems one huge prison-house & court
 Where men are punished at the slightest cost,
 With lowest rate of colour, warmth & joy.

George Eliot

Unseen Poetry**Table**

- We were going to sell the table.
 It's big where it is,
 with those elbowing edges
 coming after us
- 5 and corners
 that force us into corners.
- But we decided not to. Instead,
 we said,
 we'd rub down the surface,
 10 get rid of each burn and dent
 and moon of stain
 and the stuck inch of newsprint.
- But we've not even been able
 to start cleaning our old table.
- 15 It's had too many babies
 changed on it,
 too many trumpets
 and spoons whanged on it,
 too many whales and witches
- 20 drawn on it
 to do anything with it;
- there's been too much homework and grief
 dumped on it, too much laughter
 heard round it, too many candles
- 25 burned down over it,
 to do anything else but leave it there,
 in the awkward place it's in,
- elbowing us with its edges,
 reminding us.

Robert Hull

Like a Beacon

In London
every now and then
I get this craving
for my mother's food
5 I leave art galleries
in search of plantains
saltfish/sweet potatoes*

I need this link

10 I need this touch
of home
swinging my bag
like a beacon
against the cold

*Types of Caribbean food.

Grace Nichols

2 8 . 2

In both 'Like a Beacon' and 'Table' the speakers describe feelings about home and family.

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

[8 marks]

How can I help at home? (*Language*)

With regard to English Language, students need to **read**. A range of fiction and non-fiction is the best way to ensure they are confident in their ability to make inferences and understand key information.

They can use the **KS4 revision website** to access a range of past papers.

Students should revise the focus / marks / minutes of each question so they know what to expect in the exam.

How can I help at home? (*Literature*)

Students need to be secure in their knowledge of 'An Inspector Calls' and the 'Worlds and Lives' poems.

You have been given a list of questions and answers that you can work through with your child at home. All the items on the cards have been covered in lessons, but this course is huge - students do need to revise at home to ensure they can achieve their best. There are a range of revision videos / notes / exam tasks on the **KS4 revision website**

English Literature - Poetry Features and Explanations

Feature	Definition	Possible reason for use
Emotive Language	words and phrases used to evoke a strong emotional response in the reader or listener.	Makes the reader feel... Emphasises the poet's feelings about...
Alliteration	the occurrence of the same letter or sound at the beginning of adjacent or closely connected words.	Emphasises a key word(s) / phrase to help the reader focus on...
Repetition	repeating something that has already been written.	Draws attention to a key word(s) / concept to expose...
Juxtaposition	placing two or more things side by side often to compare or contrast.	Emphasises contrast between two ideas / people / places.
Onomatopoeia	the formation of a word from a sound associated with what is named (e.g. cuckoo, sizzle).	Develops a vivid image by appealing to the senses (sound).
Simile	a figure of speech involving the comparison of one thing with another thing of a different kind using like or as (e.g. her eyes were as blue as the ocean).	Makes an image more evocative by offering the reader a point of comparison.
Metaphor	a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable (her eyes were a bright blue ocean).	Makes an image more evocative by offering the reader a point of comparison.
Personification	the attribution of a personal nature or human characteristics to something non-human.	Allows the reader to view an object with an altered vision (seeing the object as aggressive / loving / confused...)
Pathetic fallacy	a form of personification, focusing especially on weather and nature, to create a mood or atmosphere that mirrors the characters' feelings.	Creates a particular atmosphere to further expose emotions in the poem.
1st person narrative voice	a storytelling perspective where the narrator is a character within the poem / story, using pronouns like "I" and "we" to share their own experiences, thoughts, and observations.	Allows the poet to explore one viewpoint and range of emotions / allows the reader to develop a more personal connection with the speaker.

2nd person narrative voice	uses the pronoun "you" to directly address the reader, making them a character within the poem / story.	Challenges the reader to place themselves in the situation explored in the poem.
Caesura	a pause in the middle of a line in a poem. These pauses are usually caused by punctuation, such as full stops and commas.	Forces readers to stop in the middle of a line to place emphasis on a key concept / to allow time to consider the previous word(s) / to separate ideas from each other to show separation in the wider world.
Enjambment	the continuation of a sentence without a pause beyond the end of a line, couplet, or stanza.	Can resemble spontaneous or instinctive thoughts / build pace and tone within the poem.
Stanzas	the structure of a poem - many people describe stanzas as being like a 'new paragraph' in a poem.	Help create order in the poem, often separating shifts in focus
Rhythm	the pattern of stressed and unstressed syllables that creates a flow and beat within a line or verse.	Can indicate consistent movement eg. walking. Look for any breaks or changes in the rhythm - what is being highlighted?
Rhyme	the repetition of syllables, typically at the end of a verse line. Rhymed words conventionally share all sounds following the word's last stressed syllable. Common rhyme schemes include ABAB or AABB.	May emphasise rhyming words, or suggest 'togetherness' (eg. couplets can suggest unity within a loving relationship). Look for any breaks or changes in the rhyme scheme - what is being highlighted?

English Literature - 'An Inspector Calls' Key Quotations

Quotation Recall Task	Full Quotation	Analysis of quotation
<p>Complete the quotation that answers the following question:</p> <p>What is the lighting like in AIC?</p> <p>"_____ and _____", becoming "_____ and _____" after the Inspector arrives.</p>	<p>"pink and intimate", becoming "brighter and harder" after the Inspector arrives.</p>	<p>The light becoming "brighter" (adjective) shows the start of the interrogation of the Birling family. AIM HIGHER: The adjectives, "pink" and "intimate" reflect the calm and safe environment of the Birling household (which is a microcosm for Capitalist society)</p>
<p>Complete the quotation that shows us how Mrs Birling feels about the patriarchy:</p> <p>"You'll have to get use to that, _____"</p>	<p>"You'll have to get use to that, just as I had"</p>	<p>Said by Sybil Birling, she is teaching her daughter (Sheila) to accept the fact that men are more important and not to question the status quo. AIM HIGHER: the modal verb "will" (contracted in 'you will' shows a high level of certainty that Sheila will have to accept her role in life.</p>
<p>Complete the quotation that answer the question:</p> <p>How does Sheila describe Eric in Act 1?</p> <p>"You're ____"</p>	<p>"You're squiffy"</p>	<p>Said by Sheila - the modern and informal adjective shows that Sheila embraces changes in language and will not be a static character who never changes AIM HIGHER: This places her as a foil to her mother who refuses to accept change</p>
<p>Complete the quotation that answers the question:</p> <p>How does Arthur feel about Gerald in Act 1?</p> <p>"You're just the kind of _____ I always _____"</p>	<p>"You're just the kind of son-in-law always wanted"</p>	<p>Said by Arthur to Gerald - this highlights Arthur's negative relationship with his own son, Eric, who does not hold the same beliefs as Arthur. AIM HIGHER: Arthur's desire to climb the social ladder means he wants Sheila to 'marry up' to a higher class - Gerald fulfills this role.</p>
<p>Complete the quotation that shows why Arthur wants to work with Crofts limited:</p> <p>"for lower ____ and higher ____"</p>	<p>"for lower costs and higher prices"</p>	<p>Said by Arthur about his desire for Birling and Company to work with Crofts Ltd - this reveals his desire to make more money for himself and his family. AIM HIGHER: Arthur's character represents a capitalist viewpoint.</p>
<p>Complete the line, said by Sheila, when she is presented with the engagement ring:</p> <p>"is it the one _____"</p>	<p>"is it the one you wanted me to have?"</p>	<p>Said by Sheila to Gerald. Her question reveals how submissive and eager to please she is early on in the play. AIM HIGHER: Her attitude can be linked to her infantilisation by both Gerald and her parents.</p>
<p>Complete the line, said by Sheila, when she puts her engagement ring on:</p> <p>"Now I really _____"</p>	<p>"Now I really feel engaged"</p>	<p>Said by Sheila once she has her engagement ring. This highlights her to be a materialistic character. AIM HIGHER: Link to the Capitalist, materialist household she is from - she has learned this behaviour from her parents.</p>
<p>Complete the line, said by Arthur, about the Titanic:</p> <p>"_____, absolutely _____."</p>	<p>"unsinkable, absolutely unsinkable"</p>	<p>Said by Arthur about the Titanic. This is dramatic irony and is used to make Arthur look foolish and naive: the audience all know the Titanic sank just weeks after the play was set. AIM HIGHER: The Titanic was a symbol of wealth and class divide - Priestley could be using the fact it sank to suggest there is room in the world for a socialist mindset.</p>

Quotation Recall Task	Full Quotation	Analysis of quotation
How does Eric respond when he finds out his mother knew Eva? "Then - you _____ her."	"Then - you killed her."	Said by Eric to Sybil. The hyphen helps to highlight the emotion felt by Eric at this point in the play. AIM HIGHER: by the end of the play, the children are morally superior to their parents, Eric's accusatory tone places him in a position of judgement.
Complete the line from the Inspector's final speech: "there are millions and millions and millions of _____ and _____ still left with us"	"there are millions and millions and millions of Eva Smiths and John Smiths still left with us"	Said by the Inspector in his final speech. The repetition of 'millions' is designed to force the audience to consider the plight of the poor across the world. AIM HIGHER: As Priestley's political mouthpiece, the Inspector is promoting the concepts of social responsibility and socialism.
What warning does the Inspector offer in his final speech to those who have not yet learned to be selfless? "they will be taught it in _____ and _____ and _____"	"they will be taught it in fire and blood and anguish"	Said by the Inspector in this final speech. This is both a biblical allusion (linking to God's wrath towards sinners) and also a comment foreshadowing the start of WW1. AIM HIGHER: The listing of nouns is repeated by Sheila after the Inspector leaves, showing how dynamic, and perhaps malleable, her character is.
Complete the line that shows what Arthur hopes to achieve in the future: "just a _____, of course"	"just a knighthood, of course"	Said by Arthur to Gerald - the noun, 'knighthood' is key as this exposes Arthur's desire to climb the social ladder - if he is made a knight, he will become a 'sir'.
Complete the line, said by Arthur, when describing socialism: "all mixed up like _____ - community and _____"	"all mixed up like bees in a hive - community and all that nonsense"	Simile shows Arthur's negative view of socialism, suggesting a society in which we care for each other is 'less' than human. AIM HIGHER: the abstract noun, 'nonsense' exposes Birling's uncaring nature.
Complete the line, said by Arthur, to Edna: "Show him _____. Give us some _____"	"Show him in here. Give us some more light"	These commands (imperatives) are ironic as they allow Edna to let the Inspector in (who represents socialism) and begin the interrogation (by changing the light). AIM HIGHER: These actions show the power of the working class - even though they felt voiceless at the time, Priestley is encouraging them to continue to fight for what is right
Complete the line that answers the question: How did Eva Smith die? "she'd _____ a lot of _____"	"She'd swallowed a lot of strong disinfectant"	Nuon, 'disinfectant' shows the painful death Eva suffered - this highlights how awful her life must have been if this is what she chose. AIM HIGHER: contrast this description to the Birlings enjoying their champagne and port at the start of the play
Complete the line, said by the Inspector: "A chain of _____"	"A chain of events"	Said by the Inspector, this quotation reveals the plays moral messages and reminds us of the idea of collective responsibility AIM HIGHER: This play is didactic - it is designed to make us question our own actions as an audience

Quotation Recall Task	Full Quotation	Analysis of quotation
<p>Complete the line, said by the Inspector:</p> <p>"it's better to ask _____ than to _____"</p>	<p>"it's better to ask for the earth than to take it"</p>	<p>Said by the Inspector, the verb, 'take' implies that capitalists consistently take advantage of the poor in order to profit. AIM HIGHER: The Inspector is Priestley's mouthpiece - we hear the writer's political views through this character.</p>
<p>Complete the line, said by Sheila:</p> <p>"But these girls aren't _____ - they're _____"</p>	<p>"But these girls aren't cheap labour - they're people"</p>	<p>The noun, 'people' exposes Sheila's desire to learn to see the working class as individuals. AIM HIGHER: This moment places Sheila as morally superior to her father - as a dynamic character, she is beginning to change for the better</p>
<p>Complete the line, said by Sybil in Act 2:</p> <p>"girls of that _____"</p>	<p>"girls of that class"</p>	<p>Said by Sybil Birling, the determiner, 'that' creates a divide between the wealthy and the working class.</p>
<p>Complete the line, said by Gerald when describing Alderman Meggarty in Act 2:</p> <p>"_____ her into a _____"</p>	<p>"wedged her into a corner"</p>	<p>Said by Gerald about Alderman Meggarty, the violent verb, "wedged" highlights the fact that Eva / Daisy is trapped not only in her current situation (considering prostitution) but also in the poverty cycle. AIM HIGER: Link to the voiceless / vulnerable situation working class women were left in at the time of the Edwardian, pre-war patriarchy</p>
<p>Complete the line, said by Gerald when describing his relationship with Daisy in Act 2:</p> <p>"I didn't _____ her there so that I could _____"</p>	<p>"I didn't install her there so that I could make love to her"</p>	<p>Said by Gerald about his affair with Daisy, the verb, "install" feels industrial - he treated her like a cog in a machine, something with a sole purpose of pleasing him. AIM HIGHER: Link to the male gaze - Gerald only ever viewed her as a sexual object</p>
<p>Complete the stage directions describing Sheila's actions in Act 2:</p> <p>"she hands him _____"</p>	<p>"she hands him the ring"</p>	<p>Stage directions describing Sheila in Act 2, this moment signals the end of Sheila's willingness to be submissive and infantilised - she is a dynamic character AIM HIGHER: Sheila is the active character in this sentence, showing her desire to take control of her own life; she no longer wants a symbol of ownership in her possession</p>
<p>What does Sybil suggest should happen to the father of Eva's child?</p> <p>"He should be made an _____ ...compelled to confess _____"</p>	<p>"He should be made an example of...compelled to confess in public"</p>	<p>Said by Mrs Birling about the father of Eva's baby. The quotation exposes the hypocrisy of the upper-middle class, striving to ensure the working class are punished readily but different standards apply to the wealthy. AIM HIGHER: Explore the verb, 'confess' - when Eric does confess in private, Arthur's immediate response is to cover up the actions of his son.</p>
<p>How does Eric describe his first interaction with Eva?</p> <p>"I was in that _____ when a _____ easily turns _____"</p>	<p>"I was in that state when a chap easily turns nasty"</p>	<p>Said by Eric - his description is a euphemism for the rape of Eva. Noun, 'chap' is colloquial and the tone created by its use is juxtaposing the serious nature of Eric's crime. AIM HIGHER: Eric is a product of his society - sexual violence from the wealthy against working class women was normalised and very rarely criticised.</p>