



# Year 11 GCSE Information Evening

# GCSE Exams completed in Year 10

Science modules – 1 in each subject.

History 1 module.

ICT 1 module.

RE 1 module.

Welsh oral exam – 1 of 2.

Public services exam

English language speaking exams currently underway

# GCSE exams this year

- GCSE qualifications will be assessed via exams and non examination assessments as normal.
- GCSE grade boundaries are expected to return to pre pandemic levels.
- Nearly all exams to take place in the summer series.

# School calendar 2025/26 UK

2025																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Aug	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
Sep	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	
Oct	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr
Nov	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	
Dec	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We
2026																															
Jan	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
Feb	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa			
Mar	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu
Apr	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	
May	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
Jun	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	
Jul	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr

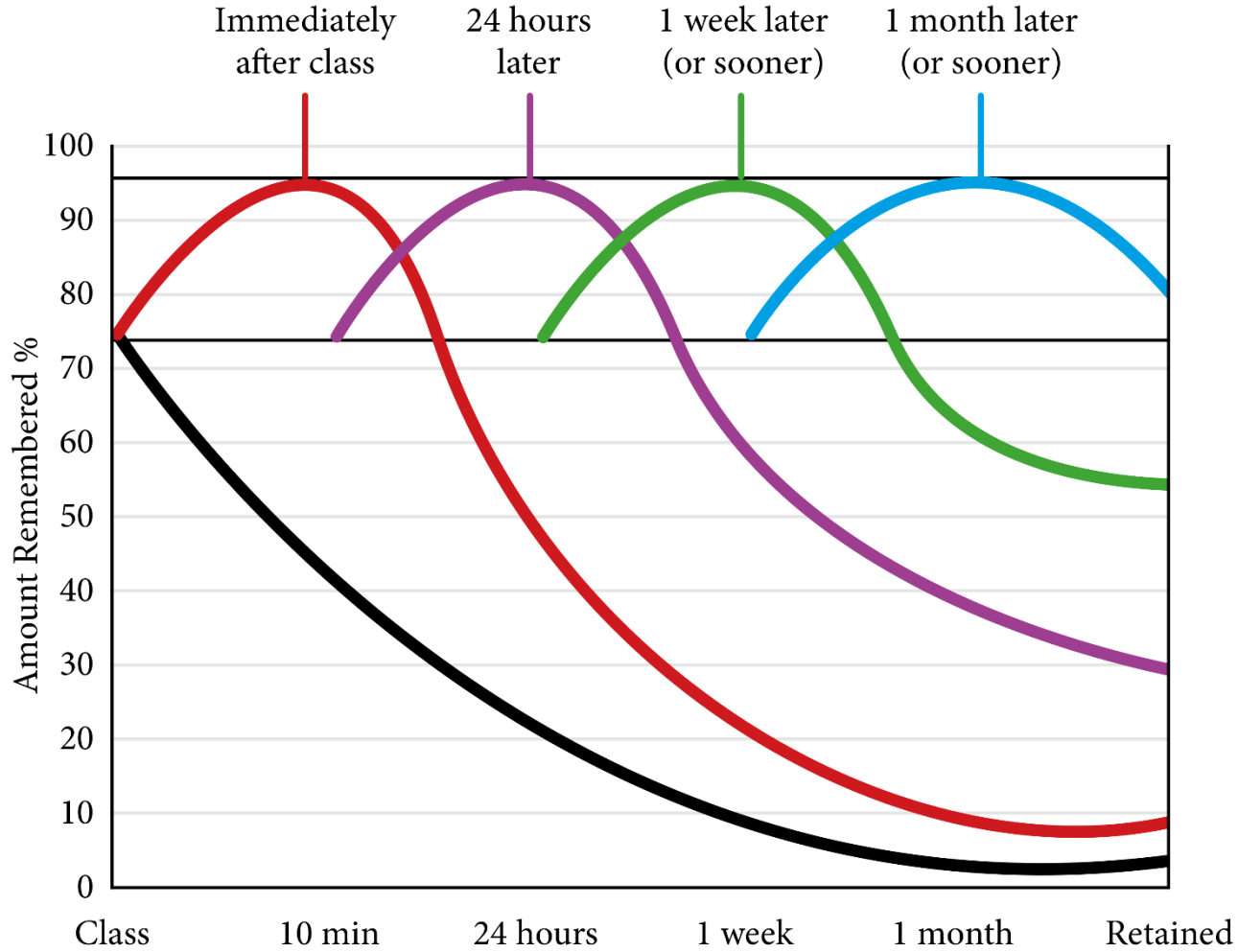
# Key Dates

- Sept/Oct – GCSE English speaking exams
- January/Feb 2025 – GCSE Science practical exams
- March – GCSE Welsh oral exams
- 7th of May – Start of the summer series of GCSE examinations.
- 16th of June – End of summer series of GCSE examinations.



# The Importance of Structured Revision

## Overcoming The Curve



# Revision Activities

- Mind-maps
- Key words – post-its
- Flash Cards
- Podcasts
- Family and Friends Test
- Highlight
- Chant/Rap
- Exam Questions and Mark Scheme
- Write your own Q's
- Mnemonics

# After a one hour memorising session:

- 10 minutes later revise the topic for 10 minutes
- 1 day later revise the topic for 5 minutes
- 1 week later revise the topic for 2-5 minutes
- 1 month later revise the topic for 2-5 minutes
- Before exams revise the topic as required.
- **Each time knowledge is reinforced; it enters deeper into the long-term memory and becomes more stable.**

# Be organised/Make a timetable

- Know your topics and subtopics.
- Plan when you are going to study.
- Use short bursts.
- Timetable in exercise.
- Sit at a desk – somewhere designed for study
- Make task specific & realistic



Weekly Revision Timetable

Name: \_\_\_\_\_

Day	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 3:10	3:10 – 4:00	4:00 – 5:00	5:00 – 6:00	6:00 – 7:00	7:00 – 8:00	8:00 – 9:00	9:00 – 10:00
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												

School Day

**\*\*\*Remember: make sure you give yourself breaks and allow time to relax and do the things you want to do and enjoy doing.**

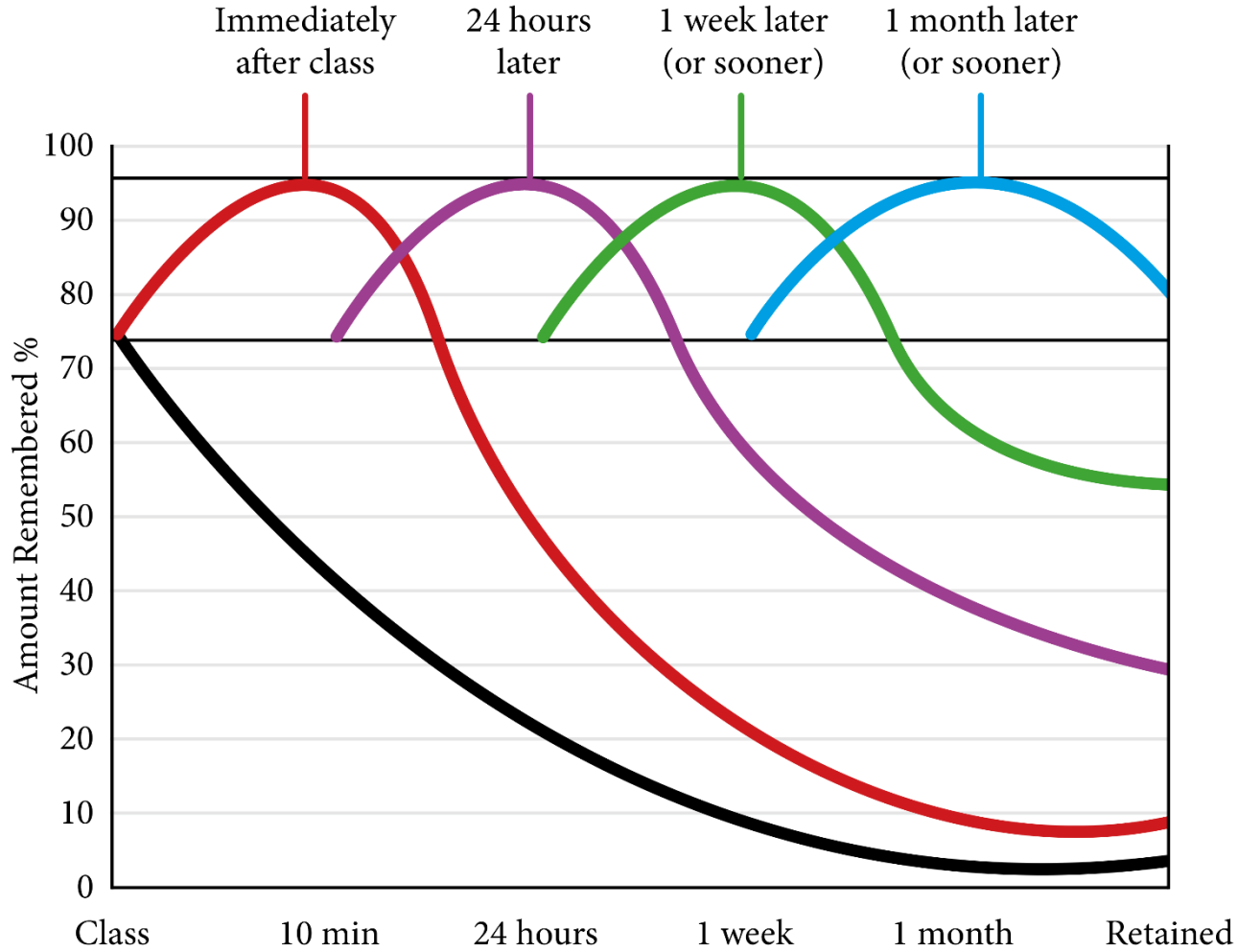
Weekly Revision Timetable

Name: \_\_\_\_\_

Day	8:30 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 3:10	3:10 – 4:00	4:00 – 5:00	5:00 – 6:00	6:00 – 7:00	7:00 – 8:00	8:00 – 9:00	9:00 – 10:00
<b>Monday</b>						English	RE	Break	Music	English	Relax	Relax
<b>Tuesday</b>						Science	Break	Break	Maths	Geography	Relax	Relax
<b>Wednesday</b>						Break	Geography	English	Break	Maths	Music	Relax
<b>Thursday</b>						Maths	Science	Break	Business Studies	Relax	Relax	Relax
<b>Friday</b>						Play football	Break	English	Break	Maths	Business Studies	Relax
<b>Saturday</b>	Science	Maths	Geography	Science	Football	Football	Football	Football	Relax	Relax	Relax	Relax
<b>Sunday</b>	Geography	Football	Football	Relax	Relax	Science	maths	Break	Geography	RE	Relax	relax

**\*\*\*Remember: make sure you give yourself breaks and allow time to relax and do the things you want to do and enjoy doing.**

## Overcoming The Curve



# Further information

Revision support for students

<https://www.hawardenhigh.org.uk/revision-advice/>

Revision support for parents

<https://www.hawardenhigh.org.uk/revision-advice-for-parents/>



# Core Subject Information

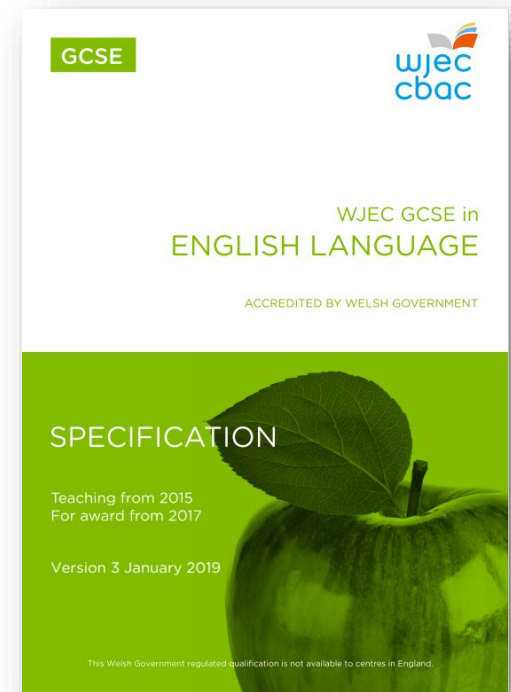
# GCSE English Language

Mr D Oakey

Curriculum Leader – Communications

# GCSE English Language

- Pupils have four hours of English a week
- Students completed English Literature in Year 10
- English Language is a separate GCSE
- No tiered entry – the sky is the limit!



# GCSE English Language

## Unit 1 – Non-examination assessment

- Individual presentation (10%)
- Group discussion (10%)

## Units 2 and 3

- Exams - June 2026 (40% each)

Unit 1: Non-examination assessment	
Oracy 20%	
<b>Task 1 (10%) – Individual Researched Presentation</b>	(40 marks)
One individual, researched presentation, which may include responses to questions and feedback, based on WJEC set themes.	
<b>Task 2 (10%) – Responding and Interacting</b>	(40 marks)
One group discussion to written and/or visual stimuli provided by WJEC to initiate the discussion.	
<i>For both tasks, half of the available credit for AO1 will be awarded for the choice of appropriate register, grammatical accuracy and range of sentence structures with the remainder for content and organisation.</i>	
Unit 2: External assessment	
Reading and Writing: Description, Narration and Exposition 40% (2 hours)	
<b>Section A (20%) – Reading</b>	(40 marks)
Understanding of at least one description, one narration and one exposition text, including continuous and non-continuous texts, assessed through a range of structured questions.	
This section will also include an editing task focusing on understanding short texts at word, sentence and text level (2.5% of qualification total).	
<b>Section B (20%) – Writing</b>	(40 marks)
One writing task to be selected from a choice of two that could be either description, narration or exposition.	
This section will also include one proofreading task focusing on writing accurately (2.5% of qualification total).	
<i>Half of the marks for this section will be awarded for communication and organisation (meaning, purpose, readers and structure) and the other for writing accurately (language, grammar, punctuation and spelling).</i>	
Unit 3: External assessment	
Reading and Writing: Argumentation, Persuasion and Instructional* 40% (2 hours)	
<b>Section A (20%) – Reading</b>	(40 marks)
Understanding of at least one argumentation, one persuasion and one instructional text, including continuous and non-continuous texts, assessed through a range of structured questions.	
<b>Section B (20%) – Writing</b>	(40 marks)
One compulsory argumentation writing task and one compulsory persuasion writing task.	
<i>Half of the marks for this section will be awarded for communication and organisation (meaning, purpose, readers and structure) and the other half for writing accurately (language, grammar, punctuation and spelling).</i>	

# Unit 1 – Speaking & Listening /80

- Non-examination assessment
- Individual Research Presentation – completed in June 2025
- Group Discussion – recordings taking place w.b. 3<sup>rd</sup> November
- Students allowed **one school week** of preparation time
- Topic to be released via Sims InTouch on Friday 17<sup>th</sup> October
- Students are given a prompt sheet and are allowed to take in **one A4 page** of notes
- Students are assessed on their ability to:
  - ask and respond to questions
  - sustain a conversation by making contributions that move it forward
  - cite evidence to support opinions
  - Respond appropriately to the viewpoints of others

# Why is it so important?

## GCSE June 2025 ENGLISH LANGUAGE (3700)

Grade	*	A	B	C	D	E	F	G	U
Raw Mark Grade Boundary	316	282	247	212	172	132	092	052	000

# Unit 1 – Speaking & Listening


## How can I help?

- Engage with the topic – documentaries, podcasts, YouTube videos, articles etc.
- Practise asking questions which sustain a conversation – don't accept 'dunno'!

# The Exam Papers

- 2 hours
- 2 sections:
  - Reading (comprehension) skills
  - Writing skills

Surname	Centre Number	Candidate Number
First name(s)		0


**GCSE**  
 3700U20-1

**MONDAY, 5 JUNE 2023 – MORNING**

**ENGLISH LANGUAGE**  
**UNIT 2**  
 Reading and Writing: Description, Narration and Exposition  
 2 hours


For Examiner's use only		
	Maximum Mark	Mark Awarded
Section A (Reading)	40	
Section B (Writing)	40	
<b>Total</b>	<b>80</b>	

**ADDITIONAL MATERIALS**  
 Resource Material:

**INSTRUCTIONS TO CANDIDATES**  
 Use black ink or black ball-point pen. Do not use gel pen or correction fluid.  
 Write your name, centre number and candidate number in the spaces at the top of this page.  
 Answer all questions in Section A and Section B1.  
 Select one title to use for your writing in Section B2.  
 Write your answers in the spaces provided in this booklet.  
 If you run out of space, use the additional page(s) at the back of the booklet, taking care to number the question(s) correctly.  
 You are advised to spend your time as follows:


Section A – about 10 minutes reading  
                   – about 50 minutes answering the questions  
 Section B1 – about 10 minutes  
                   B2 – about 10 minutes planning  
                       – about 40 minutes writing

**INFORMATION FOR CANDIDATES**  
 Section A (Reading): 40 marks  
 Section B (Writing): 40 marks  
 The number of marks is given in brackets at the end of each question or part-question.

  
 JUN233700U20101

© WJEC CBAC Ltd. J0503-3700U20-1

# Range of texts



The screenshot shows the homepage of Projects Abroad. At the top, there is a contact number (01903 708 300) and email (info@projects-abroad.co.uk). Below this is a navigation menu with options like 'Volunteer Projects', 'Volunteer Destinations', 'About Us', 'Why Projects Abroad', 'Prices', and 'Apply Now'. The main content area features a large banner for 'SUMMER VOLUNTEERING & WORK EXPERIENCE' with a group photo of volunteers. To the left of the banner are several bullet points highlighting the organization's experience and project types. Below the banner are three columns of information: 'Why Projects Abroad', 'What can I do?' (listing various project areas like Conservation & Environment, Care, Medicine & Healthcare, Teaching, Building, and Short-term Specials), and 'Where can I go?' (listing various destinations like Nepal, Sri Lanka, South Africa, China, Tanzania, Ghana, Cambodia, Fiji, Peru, and Argentina). There are also buttons for 'Request a Call Back', 'Request a Brochure', 'Request a Newsletter', 'Contact Us', 'Chat Online with Our Staff', and 'Apply Now'. An 'Information Events' section at the bottom right lists dates and locations for events in London and Birmingham.

Text D is taken from an internet blog by Ossob Mohamud.

## Beware the 'voluntourists' doing good

The volunteer travel industry is thriving but there are better ways to combat poverty than using the developing world as a playground

I recently came across an interesting article questioning 'voluntourism' and whether it does more harm than good. It reminded me of my own concerns with 'voluntourism' as an alternative to what most college students did on their vacations: spending idle time by the poolside. The university-organised trips sent students to spend a week volunteering in disadvantaged and poverty-stricken communities. This could take the form of teaching English at the local school, assisting in building new homes for residents, or environmental clean-ups. Spread throughout the week were also tourist trips and souvenir shopping. Although it had rewarding moments, I could never shake off the feeling that it was all a bit too self-congratulatory.

Voluntourism almost always involves a group of idealistic and privileged travellers who have vastly different backgrounds from those they are meant to help. They often enter these communities with little or no understanding of the local history, culture, and way of life. They presume that the community is poor and should be grateful for their help. This has led to volunteers behaving in a smug and patronising way. It raises the uncomfortable question of whether these trips are more for the self-satisfaction of the volunteer than the helping of poor communities.

As a volunteer, I couldn't help feeling ashamed at the excessive praise and thanks we received. I cringed as we took photos with African children whose names we didn't know. We couldn't even take full credit for building the houses because most of the work had already been done by community members. In fact, if anything we slowed down the process with our inexperience and clumsiness. And how many schools in richer countries would allow amateur college students to teach their English classes? What had I really done besides inflate my own ego and spruce up my CV? I had stormed into the lives of people I knew nothing about, I barely engaged with them on a genuine level, and worst of all, I then claimed that I had done something of great value for them all in a matter of five days (most of which was spent in hotels, restaurants and airports).

# Range of question types

## TEXT A

A1. In what year was Projects Abroad founded? [1]

.....

A2. Which one of the following is NOT offered by Projects Abroad? Tick (✓) the correct box. [1]

worthwhile projects in more than 30 destinations

part-time staff employed in every destination

the chance to volunteer abroad

flexible projects with no fixed dates

work experience and gap year placements



# Writing tasks

**B2.** In this task you will be assessed for the quality of your writing skills.

20 marks are awarded for communication and organisation; 15 marks are awarded for writing accurately.

You should aim to write about 350 to 500 words.

Choose one of the following for your writing: [35]

Either, (a) Write an article for a travel magazine describing somewhere interesting that you have visited.

Or, (b) You see the following in your local newspaper:

'Young people are selfish. They should all be made to volunteer to help others.'

Write an essay to explain your views on this subject, giving clear reasons and examples.

The space below can be used to plan your work before starting your writing on the next page.

## SECTION B (Writing): 40 marks

In this section you will be assessed for the quality of your writing skills.

Answer question B1 below and question B2 on page 16.

**B1.** In Text E, Felix states:  
"Social media is not a fundamental human need."

Write an article for an online teenage magazine in which you give your views about social media.

**Write your article.** [20]

10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.

You should aim to write between 200–300 words.

The space below can be used to plan your work before starting on the next page. You may continue on an extra sheet of paper should you need it.

**B2.** Your school or college is raising money to buy a new laptop for every student. You have been asked to prepare a talk to persuade your classmates of the importance of this scheme and to support it.

**Write your talk.** [20]

10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.

You should aim to write between 200–300 words.

The space below can be used to plan your work before starting on the next page.

Question Processes	Techniques	Writing Tasks
<ol style="list-style-type: none"> <li>1. Summarise</li> <li>2. Compare</li> <li>3. How does the writer...</li> <li>4. What impression...</li> <li>5. Synthesise</li> <li>6. Explain</li> </ol>	<ol style="list-style-type: none"> <li>1. Similes</li> <li>2. Metaphors</li> <li>3. Personification</li> <li>4. Pathetic fallacy</li> <li>5. Imagery</li> <li>6. Direct address</li> </ol>	<p><b>Unit 2:</b></p> <ol style="list-style-type: none"> <li>1. Narrative (Write an account...)</li> <li>2. Description (Describe a time...)</li> <li>3. Exposition (Write an essay...)</li> </ol>
<ol style="list-style-type: none"> <li>7. Editing</li> <li>8. Proof-reading</li> <li>9. Unit 2 writing</li> <li>10. Unit 3 writing</li> </ol>	<ol style="list-style-type: none"> <li>7. Anecdotes</li> <li>8. Alliteration</li> <li>9. Facts</li> <li>10. Opinions</li> <li>11. Repetition</li> <li>12. Rhetorical Questions</li> <li>13. Emotive language</li> <li>14. Statistics</li> <li>15. Triples</li> <li>16. Ethos</li> <li>17. Pathos</li> <li>18. Logos</li> </ol>	<p><b>Unit 3:</b></p> <ol style="list-style-type: none"> <li>1. Letter</li> <li>2. Article</li> <li>3. Talk/Speech</li> <li>4. Report</li> <li>5. Guide</li> </ol>
<p><b>Useful revision links</b></p> <ul style="list-style-type: none"> <li>• <a href="#">GCSE English Language - WJEC - BBC Bitesize</a></li> <li>• <a href="#">Herio</a></li> <li>• <a href="http://wjec.co.uk">GCSE English Language (wjec.co.uk)</a></li> </ul>		<p><b>General:</b></p> <ol style="list-style-type: none"> <li>1. Five-point plan</li> <li>2. Story Arc</li> <li>3. Drop → Shift → Zoom → Link</li> </ol>

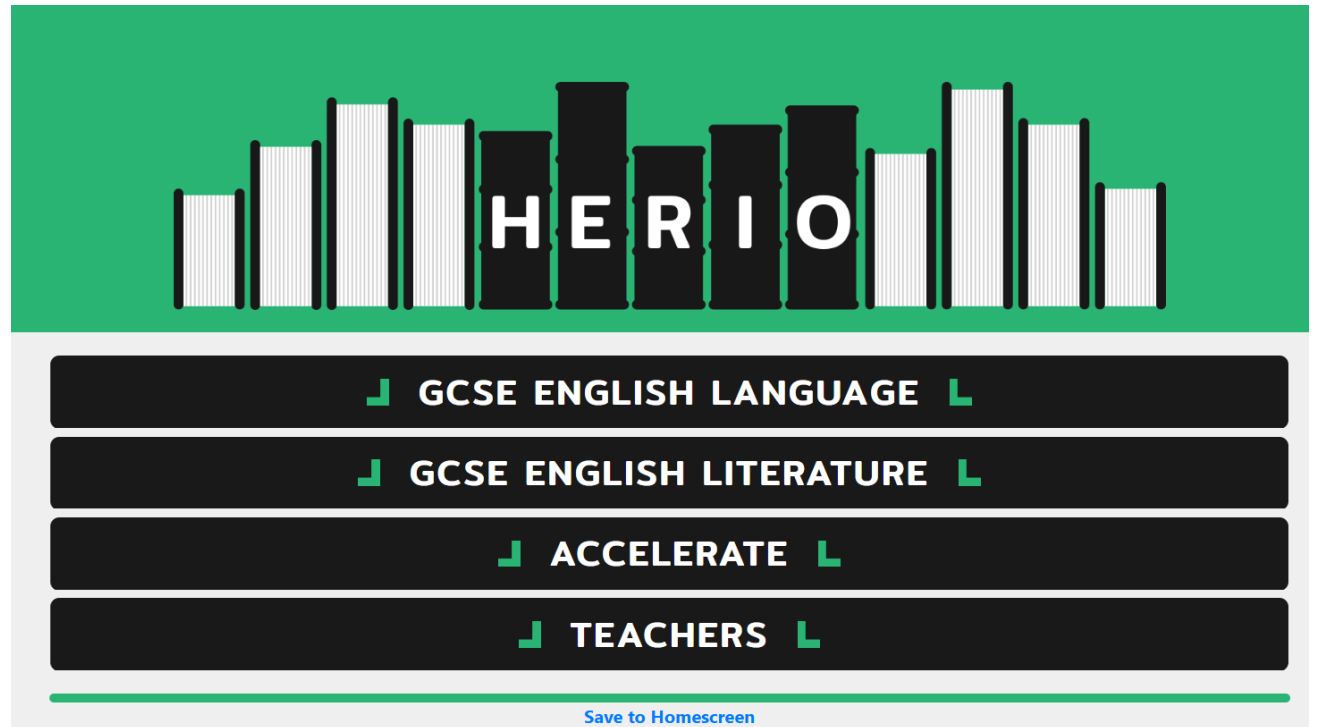
# How can I help?

- Encourage wide-ranging reading – news stories, sports reports, review, magazines, blogs, fiction
- Mind-maps/flash cards – techniques, approaches to questions, vocabulary etc.
- Discuss current events
- Timed practice

# Revision

Herio

([www.herio.cymru](http://www.herio.cymru))



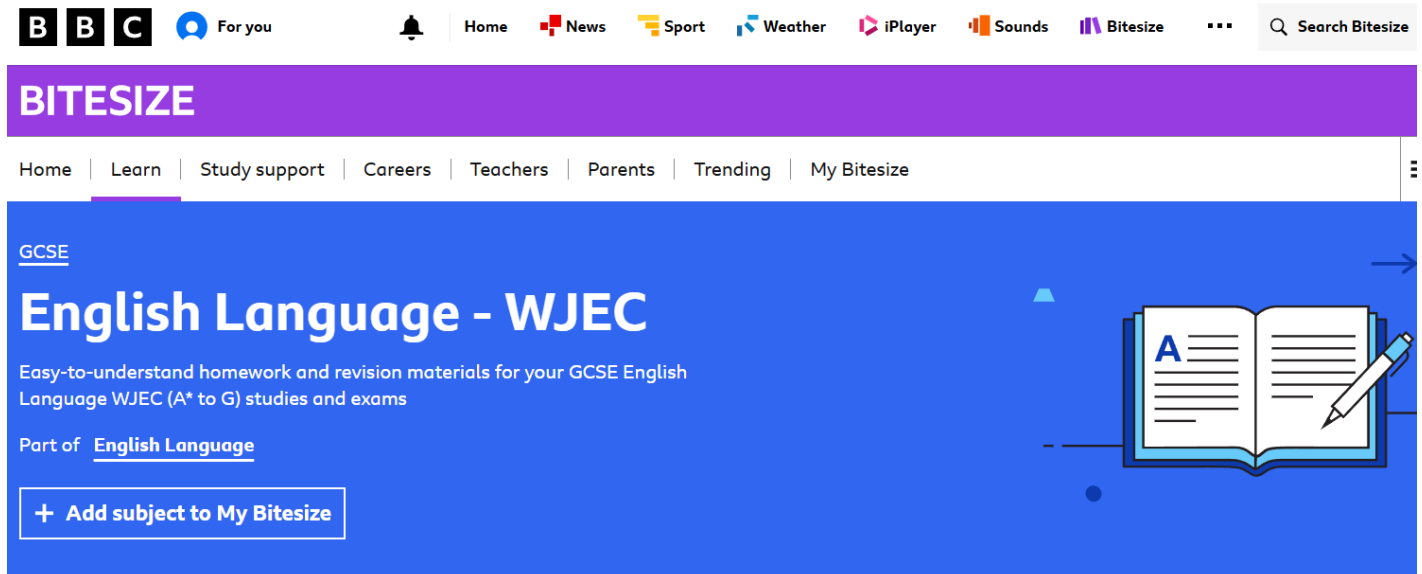
HERIO

- GCSE ENGLISH LANGUAGE
- GCSE ENGLISH LITERATURE
- ACCELERATE
- TEACHERS

Save to Homescreen

# Revision

**BBC Bitesize**  
([GCSE English Language - WJEC - BBC Bitesize](#))



The screenshot shows the BBC Bitesize website interface. At the top, there is a navigation bar with the BBC logo, a 'For you' button, a notification bell, and links for Home, News, Sport, Weather, iPlayer, Sounds, and Bitesize. A search bar is on the right. Below the navigation bar is a purple header with the word 'BITESIZE' in white. Underneath is a secondary navigation bar with links for Home, Learn, Study support, Careers, Teachers, Parents, Trending, and My Bitesize. The main content area has a blue background and features the text 'GCSE English Language - WJEC' in large white font. Below this, it says 'Easy-to-understand homework and revision materials for your GCSE English Language WJEC (A\* to G) studies and exams'. There is a link for 'Part of English Language' and a button that says '+ Add subject to My Bitesize'. On the right side of the main content area, there is an illustration of an open book with a pencil and a large letter 'A' on the page.

# Revision

## WJEC GCSE English Language

### GCSE English Language

Key Documents

Overview

Past Papers / Mark Schemes

Resources

Training

Contacts



GCSE English  
Language Specification

[Download](#)

Filter



Specification




45 documents found

Collapse / Expand all

# Revision

## WJEC Blended Learning

## English Language - Educational Resources - WJEC

Resource filter Cymraeg 

Subjects > English Language


### English Language (29/40)

**Exam Level**

- GCSE (KS4) 29
- AS/A Level (KS5) 11
- Vocational 1


**Resource Type**

- Blended Learning 25
- Exam Walk Through 1
- Knowledge Organiser 1
- Lesson Plan 1
- Online Exam Review 1

GCSE (KS4) Reset filter 

Sort by Name (A-Z)
Sort by Date (New-Old)
Sort by Level (KS3-KS5)


**GCSE (KS4)**



**GCSE English Language knowledge organisers**

A bank of simple knowledge organisers


**GCSE (KS4)**  
AS/A Level (KS5)



**Online Exam Review (student focused)**

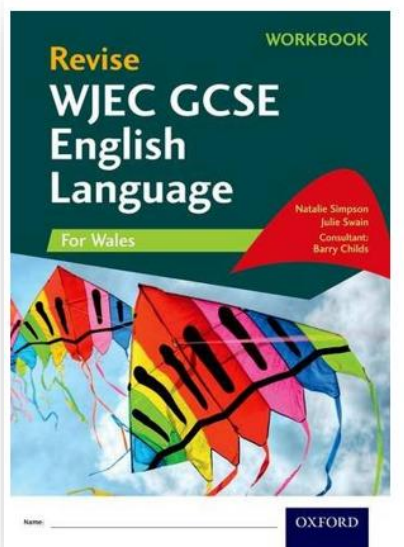
Check answers to past examination questions

**GCSE (KS4)**

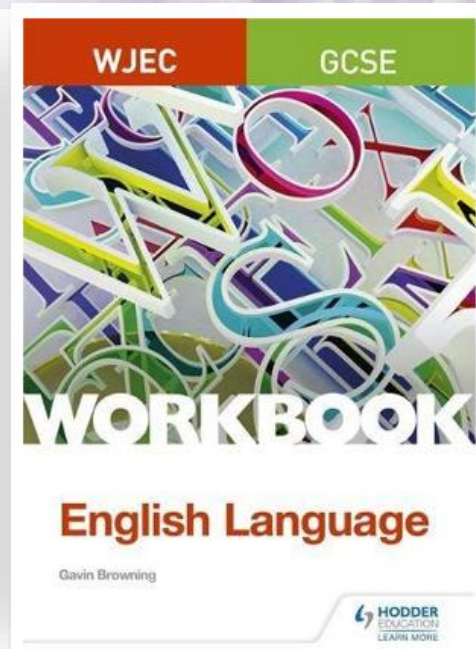


**Exam walk through - GCSE English Language**

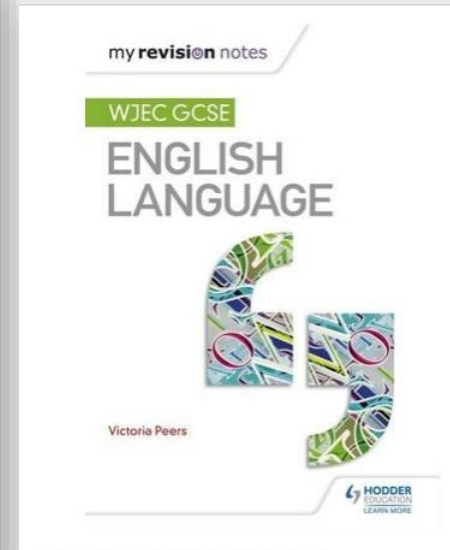
Aimed at learners. This Exam Walk Through



978-0198408383

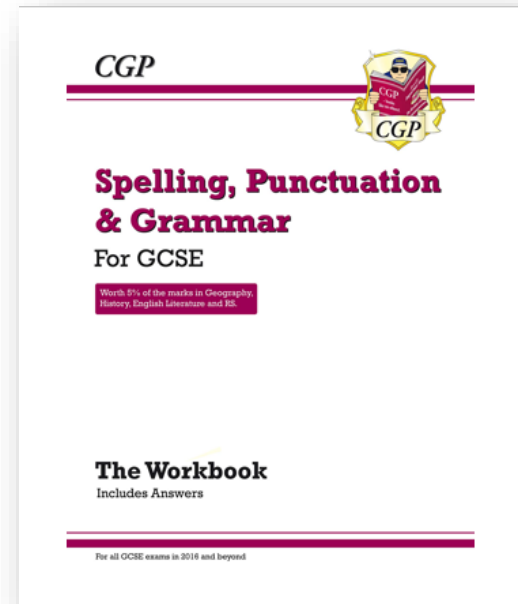
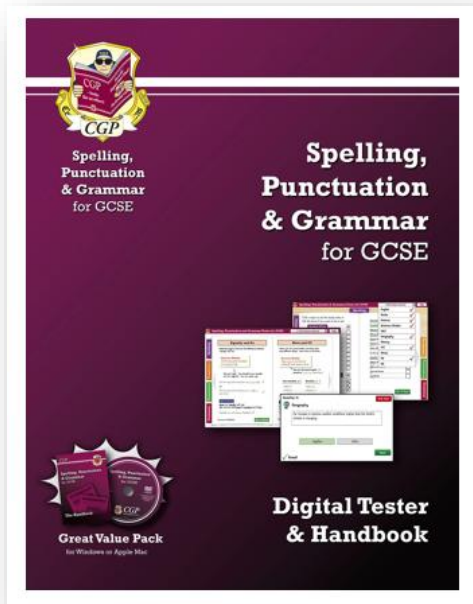


978-1510419933



978-1471868290

## CGP Website Spelling, Punctuation and Grammar





# GCSE Mathematics

## Presentation

Mr A Jeffrey

Curriculum Leader for Mathematics

# Mathematics GCSE

There are 2 GCSEs available:

## Mathematics

4. (a) Make  $m$  the subject of the formula  $y = 6m + 7$ . [2]

.....

.....

.....

- (b) Factorise  $6x^2 - 12x$ . [2]

.....

## Numeracy

1. *Rupert Shoes* sells shoes online. Pairs of shoes are packed in shoeboxes. The dimensions of the shoebox used are given on the diagram below.

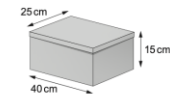
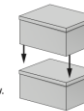


Diagram not drawn to scale

A customer orders 2 pairs of shoes.

The package for sending the shoes to the customer is made by:

- placing one box on top of the other, and
- taping the two boxes together.



This is shown in the diagram.

The cost for sending the package is calculated using the formula below. All dimensions are measured in cm.

$$\text{Cost in } \pounds = \frac{1}{5} \times (S + F) \times 0.02$$

$S$  = value of the sum of the 3 dimensions of the package  
 $F$  = value of the area of one of the largest faces of the package

How much does it cost *Rupert Shoes* to send the package?  
Give your answer in pounds.  
You must show all your working.

[5]

# Mathematics GCSE

Each qualification has 3 tiers of entry.

## Higher Tier

A\*  
A  
B  
C  
U

## Intermediate

Tier  
B  
C  
D  
E  
U

## Foundation Tier

D  
E  
F  
G  
U

# Foundation Mathematics GCSE

There are 2 exams for each qualification.

Unit 1 Non Calculator

65 Marks

Unit 2 Calculator

65 Marks

The grade is then calculated as a score out of 130 marks.

# Mathematics GCSE

There are 2 exams for each qualification.

Unit 1 Non Calculator

80 Marks

Unit 2 Calculator

80 Marks

The grade is then calculated as a score out of 160 marks.

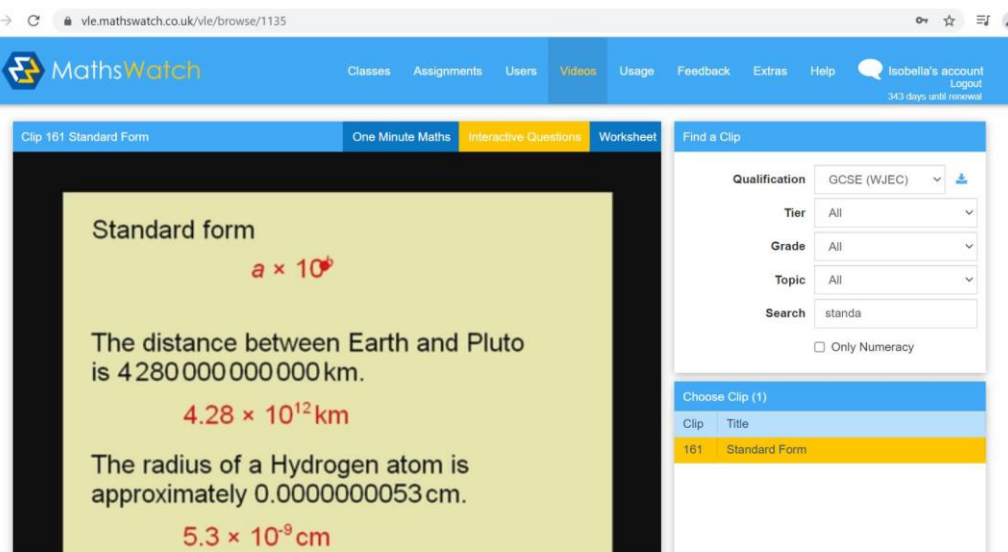
# Mathematics GCSE

Class	Entry	Class	Entry
11Y1	Higher Tier Summer	11X1	Higher Tier Summer
11Y2	Higher Tier Summer	11X2	Intermediate Tier Summer
11Y3	Higher Tier Summer	11X3	Intermediate Tier Summer
11Y4	Intermediate Tier Summer	11X4	Foundation Tier Summer

# Mathematics GCSE

Summer Exam Dates	
Mathematics – Numeracy Unit 1 All Tiers	Thursday 7 <sup>th</sup> May 2026
Mathematics – Unit 1 All Tiers	Thursday 14 <sup>th</sup> May 2026
Mathematics – Numeracy Unit 2 All Tiers	Wednesday 3 <sup>rd</sup> June 2026
Mathematics – Unit 2 All Tiers	Wednesday 10 <sup>th</sup> June 2026

# Mathematics GCSE



Clip 161 Standard Form

Standard form

$$a \times 10^b$$

The distance between Earth and Pluto is 4 280 000 000 000 km.

$$4.28 \times 10^{12} \text{ km}$$

The radius of a Hydrogen atom is approximately 0.0000000053 cm.

$$5.3 \times 10^{-9} \text{ cm}$$

**Website:**  
<https://vle.mathswatch.co.uk>

**Login example:**  
200Griffin@hawarden

**Login password (one of these):**  
hawarden  
hhs2020  
200Griffin@hawarden

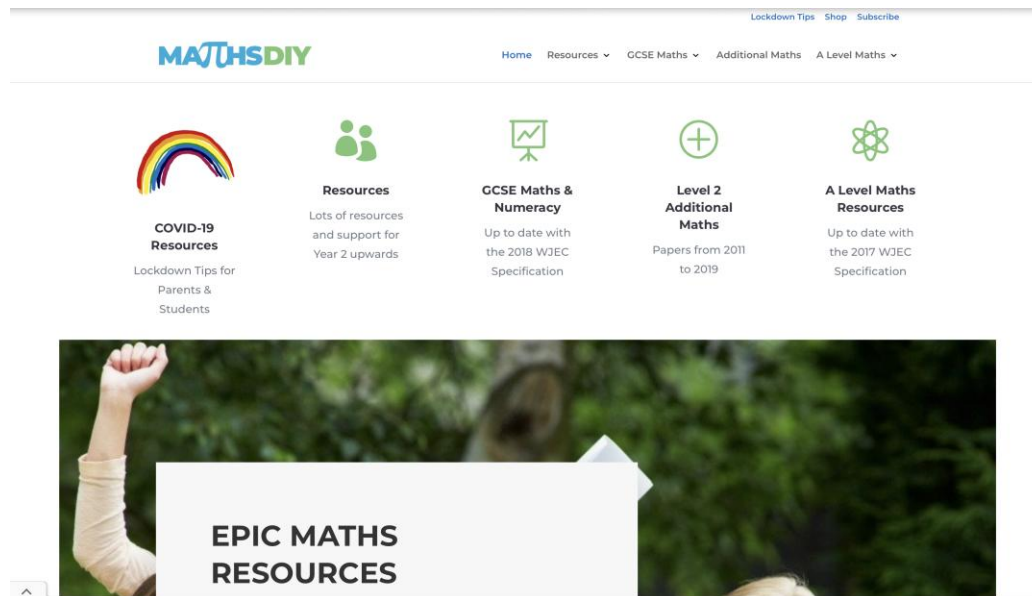
**IF NONE OF THESE WORK**

**PLEASE EMAIL ME**

**[andrew.jeffrey@hawardenhigh.flintshire.sch.uk](mailto:andrew.jeffrey@hawardenhigh.flintshire.sch.uk)**

# Mathematics GCSE

<https://www.mathsdiy.com>



The screenshot shows the homepage of the MathsDIY website. At the top right, there are links for "Lockdown Tips", "Shop", and "Subscribe". The main navigation bar includes "Home", "Resources", "GCSE Maths", "Additional Maths", and "A Level Maths". Below the navigation, there are five resource categories, each with an icon and a brief description:

- COVID-19 Resources**: Lockdown Tips for Parents & Students (icon: rainbow)
- Resources**: Lots of resources and support for Year 2 upwards (icon: two people)
- GCSE Maths & Numeracy**: Up to date with the 2018 WJEC Specification (icon: graph)
- Level 2 Additional Maths**: Papers from 2011 to 2019 (icon: plus sign)
- A Level Maths Resources**: Up to date with the 2017 WJEC Specification (icon: atom)

Below these categories is a large banner for "EPIC MATHS RESOURCES" featuring a person's arm raised in a fist against a green background.

# Mathematics GCSE

## Last Year's Grade Boundaries Foundation

Grade	*	A	B	C	D	E	F	G	U
Raw Mark Grade Boundary	999	999	999	999	065	048	032	016	000

# Mathematics GCSE

## Last Year's Grade Boundaries Intermediate

Grade	*	A	B	C	D	E	F	G	U
Raw Mark Grade Boundary	999	999	106	069	042	021	999	999	000

# Mathematics GCSE

## Last Year's Grade Boundaries Higher

Grade	*	A	B	C	D	E	F	G	U
Raw Mark Grade Boundary	122	092	060	029	999	999	999	999	000

**Year 11**

# **Science Faculty**

**Hawarden High School**

**Head of faculty – Mr Anderson**

## Qualifications in Science – Completed already

### Summer 2025

	Triple award GCSE Biology, GCSE Chemistry, GCSE Physics			GCSE Double award science			GCSE Double award Applied science	
Classes	11A1, 11A2			11B1, 11B2, 11B3, 11B4			11C1, 11C2	
Exams sat in 2025	Unit 1 Bio	Unit 1 Chem	Unit 1 Phys	Unit 1 Bio	Unit 2 Chem	Unit 3 Phys	Unit 1	Unit 2
Percentage completed	45%	45%	45%	45%			45%	

## Qualifications in Science – Still to complete

### Summer 2026

	Triple award GCSE Biology, GCSE Chemistry, GCSE Physics			GCSE Double award science			GCSE Double award Applied science
Classes	11A1, 11A2			11B1, 11B2, 11B3, 11B4			11C1, 11C2
Summer Exams 2026	Unit 2 Bio	Unit 2 Chem	Unit 2 Phys	Unit 4 Bio	Unit 5 Chem	Unit 6 Phys	Unit 3
Percentage completed	45%	45%	45%	45%			25%

## Qualifications in Science – NEA<sub>s</sub>

	Triple award GCSE Biology, GCSE Chemistry, GCSE Physics			GCSE Double award science	GCSE Double award Applied science	
Classes	11A1, 11A2, 11A3			11B1, 11B2, 11B3, 11B4	11C1, 11C2	
Practical Exam	Unit 3 Bio	Unit 3 Chem	Unit 3 Phys	Unit 7	Unit 4 – Task	Unit 5 - Practical
When	January – February			January – February	Nov – Dec	Jan – Feb
%	3 x Exams			2 x Exams	1 x 6hr Exam	2 x Exams

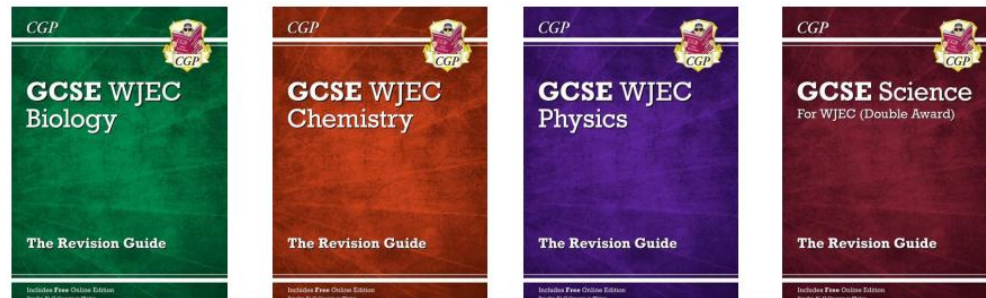
## Tier of entry

Higher	Foundation
A*	C
A	D
B	E
C	F
D	G
E	

- We will recommend a tier of entry (Foundation or Higher) based on your child's performance from September to January.
- Teachers will review and discuss tier options with students throughout the year (e.g. after topic tests and mock exams).
- Students can mix Foundation and Higher units to match their strengths.
- Those aiming for a Grade C often perform best in Foundation tier exams.
- To study A Level Science, students must take the Higher tier in that subject in Year 11.

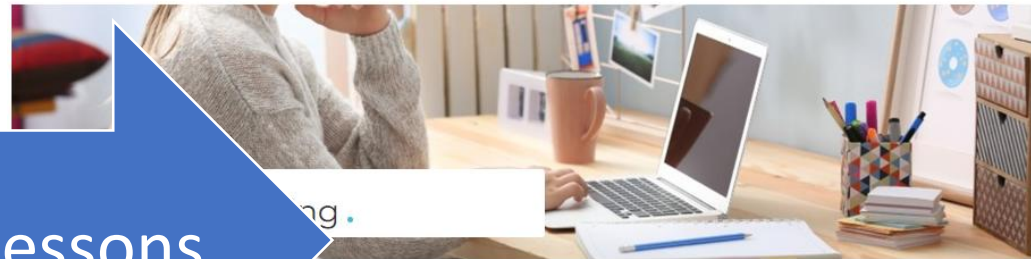
## How can I support my child best?

- The revision guides purchased last year also cover year 11.



# How to Support Your Child in Science

## WJEC Blended Learning lessons



practitioners across all four consortia to design and develop blended learning resources and students.

A sample of blended learning resources can be found below. To see all available resources, please visit our dedicated resources website.

Applied Science

GCSE



Biology

# How to Support Your Child in Science

WJEC knowledge organisers



WJEC CBAC

When a force acts on a body **work** is done. Work is a measure of the **energy** transferred. It is always measured in Joules (J).

Work is calculated using this equation:  
 $Work = force \times distance\ moved$

When work is done, the **total energy in the system must remain the same**. The total energy at the start must equal the total energy at the end of the action. However, the energy may have changed from one kind to another.

For example:  
 1. A skier with 12 000J of **gravitational potential energy** at the top of a slope (A) will have 12000J of **kinetic energy** at the bottom of the slope (B). Gravity will have done 12 000J of work to transfer the potential energy to kinetic energy.

2. A stretched slingshot stores 2J of **elastic potential energy**, when released the force of the rubber changing shape does work on the ball and transfers 2J of **kinetic energy** to the ball.

12000J of potential energy

Putting a **force** on a spring will cause it to stretch. The amount it will stretch, the **extension**, for a given force depends on the spring itself. Each spring will have a different **spring constant** which will determine how much force is required to stretch a spring.

Using this equation, you can calculate the spring constant.

$force = spring\ constant \times extension$

In most cases the transfer of energy is not efficient. **Some energy is lost due to the work done by friction**. The skier in example 1 above will likely only have 8000J by the bottom of the slope (B). This means that frictional forces will have done 40 000J of work on the skier as they travelled down the slope.

Remember the **total energy in the system must stay the same**, if there is less energy at the end than at the start, some must have been lost as heat.

Only on **higher tier questions** will you need to use these equations. **Foundation tier questions** will expect you to be able to calculate the energy at the start and at the end and recognise if any work has been done because of friction by calculating any losses.

**Car efficiency**  
 The efficiency of cars is an important area of development. **Cars are being made more efficient in order to reduce greenhouse gases and waste less energy.**

They do this by reducing losses in the car, for example:

- **Start stop systems** to reduce waste whilst stationary
- **Lighter materials** to reduce the mass of the car
- More **streamlined** shapes to reduce the work done by frictional forces on the car
- Ensuring **correctly inflated tyres** to reduce the work done by frictional forces (often done by using a sensor to alert the driver if the tyres are not correctly inflated).

**Car Safety Features**  
 Modern cars have built in features to reduce the forces acting on passengers in a collision. These include **air bags and crumple zones**. These features both change shape during a collision, this allows the **work** to reduce the kinetic energy of the passengers to be done over a longer distance.

The longer the distance the work is done over, the smaller the force on the passengers will be.

When calculating energy, the following equations are used:

$kinetic\ energy = \frac{mass \times velocity^2}{2}$

$gravitational\ potential\ energy = mass \times gravitational\ field\ strength \times change\ in\ height$

$Energy\ stored\ in\ a\ spring = the\ area\ under\ the\ force\ extension\ graph$

This is easier to calculate for a linear graph using,  $W = \frac{1}{2} Fx$  where F is the force and x is the extension





# How to Support Your Child in Science

Tanio Website

Home > Chemistry > Pupil



**TANIO**



GWASANAETH DYSGU  
DIGIDOL



# How to Support Your Child in Science

This topic is included in [Unit 1](#) for WJEC Wales Chemistry GCSE.



## Notes:

### Detailed Notes

- [1.1. Chemical reactions](#)
- [1.2. Atomic structure and the periodic table](#)
- [1.3. Water](#)
- [1.4. The ever-changing earth](#)
- [1.5. Rate of chemical change](#)
- [1.6. Limestone](#)

### Definitions

- [1.1. The Nature of Substances and Chemical Reactions](#)
- [1.2. Atomic Structure and the Periodic Table](#)
- [1.3. Water](#)
- [1.4. The Ever-Changing Earth](#)
- [1.5. Rate of Chemical Change](#)
- [1.6. Limestone](#)

## Flashcards:

- [1.1. The Nature of Substances and Chemical Reactions](#)
- [1.2. Atomic Structure and the Periodic Table](#)
- [1.3. Water Flashcards](#)
- [1.4. The Ever-Changing Earth](#)
- [1.5. Rate of Chemical Change](#)
- [1.6. Limestone](#)

## Questions by Topic:

- [1.1. The Nature of Substances and Chemical Reactions MS](#)
- [1.1. The Nature of Substances and Chemical Reactions QP](#)
- [1.2. Atomic Structure and the Periodic Table MS](#)
- [1.2. Atomic Structure and the Periodic Table QP](#)
- [1.3. Water MS](#)
- [1.3. Water QP](#)
- [1.4. The Ever-Changing Earth MS](#)
- [1.4. The Ever-Changing Earth QP](#)
- [1.5. Rate of Chemical Change MS](#)
- [1.5. Rate of Chemical Change QP](#)
- [1.6. Limestone MS](#)
- [1.6. Limestone QP](#)

# How to Support Your Child in Science

WJEC question bank for past paper questions and mark schemes.



The screenshot displays the 'Create A Paper' interface on the WJEC CBAC website. At the top, the WJEC CBAC logo is visible. Below it, the heading 'Create A Paper' is followed by the instruction: 'Use the search options below to find questions you would like to add to your paper'. There are three search filters: 'Chemistry' (selected), 'GCSE' (selected), and 'bonding'. A 'SEARCH' button is to the right. Below the search filters, it states 'Your search for bonding returned 18 results(s)' and 'Showing results 1 to 5 of 18'. There are filter tags for 'Chemistry' and 'GCSE'. A pagination bar shows '1' as the active page. The main content area shows a question card for 'Chemistry (GCSE) - Higher Tier', 'Winter 2015 | Question 5 (4472/02)'. The question text is: '(a) Potassium reacts with sulfur to form potassium sulfide. Using the electronic structures below, draw dot and cross diagrams to show how bonding takes place during the formation of potassium sulfide. [3]'. Below the text are the electronic structures: potassium = 2,8,8,1 and sulfur = 2,8,6. To the right of the question card are three buttons: 'ADD TO PAPER', 'SHOW FULL QUESTION', and 'VIEW MARKING SCHEME'. Below these is a 'VIEW EXAMINER'S COMMENTS' button.

# How to Support Your Child in Science

Microsoft Teams

A screenshot of the Microsoft Teams interface. On the left, a sidebar shows a channel named 'GCSE Applied Science (...)' with sub-items: 'Class Notebook', 'Assignments', 'Grades', and 'Insights'. Below this is a 'Channels' section with 'General' and '5 hidden channels'. The main area shows a 'Files' tab for the 'General' channel. It displays a search bar, a '+ New' button, and an 'Upload' button. A document titled 'Double applied scienc...' is shown with a date of 'July 14, 2020'. Below this is a table of files and folders:

Name	Modified
Biology	July 10,
Chemistry	July 10,
Physics	July 10,
Practical work	July 10,
Revision	January



# How to Support Your Child in Science

## September to February

### Weekly

1. **Encourage regular catch-up:** Support your child to complete the WJEC Blended Learning lessons to cover any missed work and close knowledge gaps.
2. **Review class materials:** Ask them to read through the PowerPoints and HTML resources available on the Tanio website to reinforce key content.
3. **Boost recall skills:** Ensure they complete Educake questions each week to strengthen their understanding and improve memory of key facts.

### Tests & Mocks

- A. **Create revision materials** – such as flashcards, mind maps, and concise revision notes to support regular review.
- B. **RAG rate the unit of learning** – identify where revision will have the biggest gains
- C. **Practice past paper questions** – use the WJEC Question Bank to build confidence with exam-style questions and improve exam technique.

## April - June

### Weekly

- a) **Complete 1–3 past papers each week** – and then mark and annotate them using the mark schemes to learn from mistakes and improve exam technique.
- b) **Review their revision materials** – regularly read through the notes, mind maps, and flashcards created earlier in the year.
- c) **Target weaker areas** – use the WJEC Question Bank to complete extra practice questions on topics they find challenging.

# How to Support Your Child in Science



Subject	Biology	Chemistry	Physics
Learning aims	<a href="https://drive.google.com/drive/folders/1qoSttEn956LpvSqvCT3l_5zWpWE2rZS?usp=sharing">https://drive.google.com/drive/folders/1qoSttEn956LpvSqvCT3l_5zWpWE2rZS?usp=sharing</a>		
html from Tanio website	<a href="#">1.2.1 Respiration</a> <a href="#">1.2.2 The respiratory system, gas exchange and effects of smoking</a>	<a href="#">2.4.1 The Earth</a> <a href="#">2.4.2 The Atmosphere</a>	<a href="#">3.2.1 Generating Electricity</a> <a href="#">3.2.2 The National Grid</a>
Knowledge organisers from WJEC	<a href="#">GCSE Biology 1.2 respiration and the respiratory system.pdf</a> <a href="#">GCSE Biology 1.2 Smoking knowledge organiser.pdf</a>	<a href="#">WJEC-Unit1-Alfred-Wegener-and-tectonic-plates.pdf</a> <a href="#">WJEC-Unit1-Mans-effect-on-the-atmosphere-and-tests-for-gases.pdf</a>	<a href="#">Unit 1.2.pdf</a>
Blended learning lessons	<a href="#">Respiration and the respiratory system in humans - Blended Learning</a>	<a href="#">C1.4 The Ever Changing Earth - Blended Learning</a>	<a href="#">Generating Electricity - Blended Learning</a>
PMT Notes	<a href="#">1.2 Respiration and the Respiratory System.pdf</a>	<a href="#">1.4. The ever-changing earth.pdf</a>	<a href="#">1.2. Generating Electricity.pdf</a>
PMT Definitions	<a href="#">1.2 Respiration and the Respiratory System in Humans.pdf</a>	<a href="#">1.4. The Ever-Changing Earth.pdf</a>	<a href="#">1.2. Generating Electricity.pdf</a>
PMT Flashcards	<a href="#">Flashcards - 1.2, Respiration - GCSE WJEC (Wales) Biology - PMT</a>	<a href="#">Flashcards - 1.4. The Ever-Changing Earth - WJEC Wales Chemistry GCSE - PMT</a>	<a href="#">Flashcards - Generating Electricity - WJEC Wales Physics GCSE - PMT</a>
PMT Past paper questions & mark schemes	<a href="#">1.2 Respiration and the Respiratory System in Humans QP.pdf</a> <a href="#">1.2 Respiration and the Respiratory System in Humans MS.pdf</a>	<a href="#">1.4. The Ever-Changing Earth QP.pdf</a> <a href="#">1.4. The Ever-Changing Earth MS.pdf</a>	<a href="#">1.2 Generating Electricity QP.pdf</a> <a href="#">1.2 Generating Electricity MS.pdf</a>