

The Final Push!

2025 Revision Evening

Objectives:

- Provide clarity over expectations
- Offer effective revision guidance
- Explain how you can help implement strategies



Running order:

1. What we have provided

2. Expectations of Students

3. How you can help

4. Useful examples

Our Support of the Revision Journey

- ▶ The teaching and regular practice of strategies.
- ▶ Mentoring sessions based on academic rigour and balance.
- ▶ External provision providing further thinking strategies.
- ▶ Provision of timelines, resources and useful links

So far, pupils have had...

Thinking Pathway

Mentoring

Mnemonics

Note taking

Linear Note taking

Mind Mapping

Question Level Analysis (QLA)

Purple Pen response

Knowledge organisers

Flash cards

UpLearn

Teams

Takingthebiz

Weekly Session 6

Learning to Learn

Mini White board

Comprehension quizzes

Past papers

Model answers

Intervention Process

- ▶ This occurs at a subject level
- ▶ If students are not on Track after the Progress Review, then they will receive intervention from their teacher
- ▶ This includes directed attendance to Session 6
- ▶ For this below in 2 or more subjects, they might receive support from their form tutor or HOY

What should the pupils be doing?

It is estimated that students should contribute **one hour** of study per hour taught

15 hours of study per week = **15 hours independent study**

10 non-contact hours per week, some will need to be used for pre reading or other set work for each lesson

7 x noncontact hours

3 x session 6

5x 1-hour sessions at home

=15 hours

The use of 'non-contact' time:
Often mistaken for 'frees'.
Non-Contacts are to study.
This can make up part of 15h
revision time each week.

Be Proactive, not reactive

Students have been given guidance and advice by their teachers all year.

They now need to take some ownership of the process.

While they will be completing revision in lesson, it isn't enough to reach their full potential.

Professor John Dunlosky's research

Published in Psychological Science in the Public Interest, a journal of the Association for Psychological Science (2013)

Only two of the 10 techniques examined turned out to be really effective :

1. Testing yourself
2. Spreading out your revision over time.

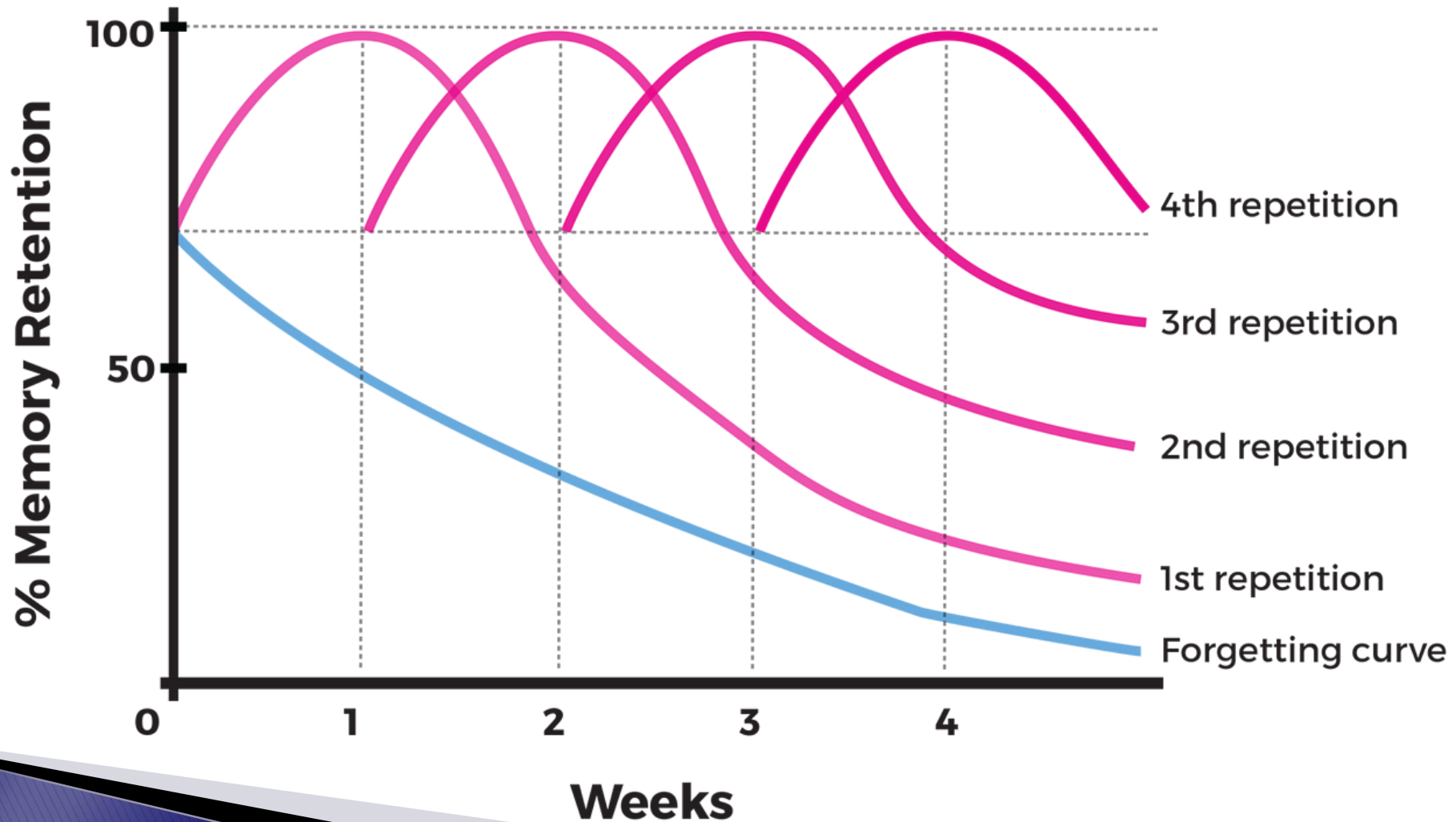
"Students who can test themselves or try to retrieve material from their memory are going to learn that material better in the long run".

"Start by reading the textbook then make flash cards of the critical concepts and test yourself".

"A century of research has shown that repeated testing works."

Curve of Forgetting

For newly learned information



How can you help?

- ▶ Test them – use their notes, their flash cards, quizzes they have written, the textbook etc
- ▶ Ask them to teach you about it
- ▶ Help them get balance:
 - Help them build in down time
 - Encourage part-time jobs at weekends
 - Encourage physical activity
- ▶ Please contact us if you have any issues or concerns

SMART Targets

- ▶ Get your son/daughter to be SMART

SPECIFIC – have a plan before they start revising

MEASURED – how will they know that session is successful?

ACHIEVEABLE GOALS – can that be done in that time frame?

RELEVANT – Focus on areas that the biggest gains can be made

TIMING – clear times/deadlines to maintain motivation

WC 24/03

	Monday	Tuesday	Wednesday	Thursday	Friday		Saturday	Sunday				
8:40-9:10	In School					8:00-9:00						
9:10-10:10										9:00-10:00	Work	Gym
10:10-11:10												Bio FC
11:30-12:30												
12:30-13:30												
14:10-15:10												Work
15:10-16:00		Soc S6	Bio S6		Eng S6	14:00-15:00						
16:00-17:00	Gym		Gym	Work	Bio P2	15:00-16:00	Soc P2					
17:00-18:00		Eng P1				16:00-17:00						
18:00-19:00	Dinner	Dinner	Dinner		Dinner	17:00-18:00						
19:00-20:00	Eng FC		Soc P1			18:00-19:00	Dinner	Dinner				
						19:00-20:00						

How to be more specific...

Rather than 'Soc P1'

Try...

'Practice defining and explaining key concepts from spec point 1, paper 1'

OR

'Plan 20 mark questions on class and inequality from Paper 2'

Non-contact timetable

The School Day

	Monday	Tuesday	Wednesday	Thursday	Friday
P1			Eng EP		Soc P2
P1					
P3					
P4			Bio P3	Bio EP	
P5				Home study	SOC EP

THE 6 HABITS OF HIGHLY SUCCESSFUL STUDENTS



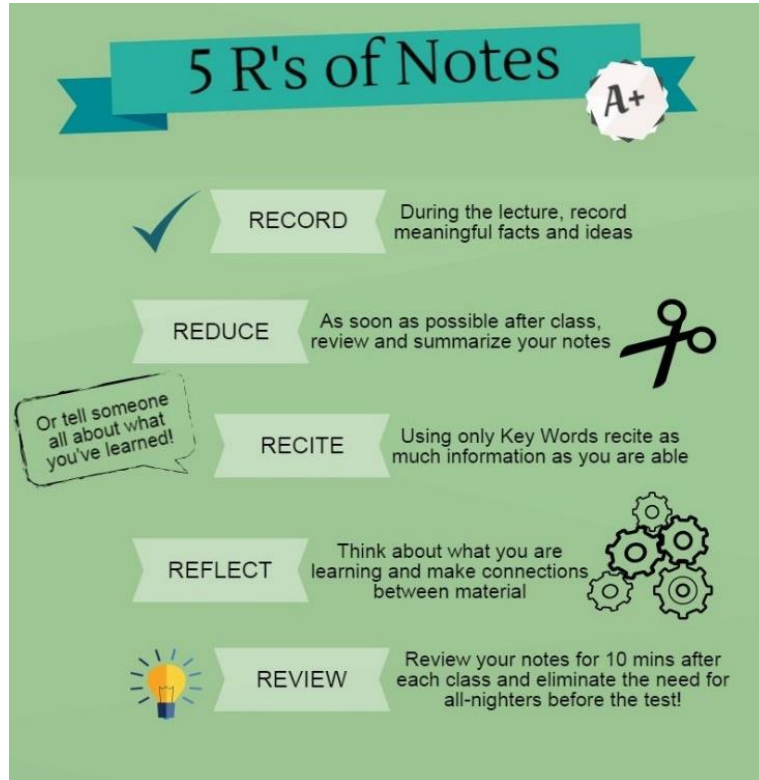
1. They get organised
2. Use their time effectively and prioritise their workload
3. Are motivated and know how to study independently
4. Take effective notes
5. Consolidate their knowledge
6. Understand how to revise

When reading, ask **WHAT, WHY, WHEN, HOW**

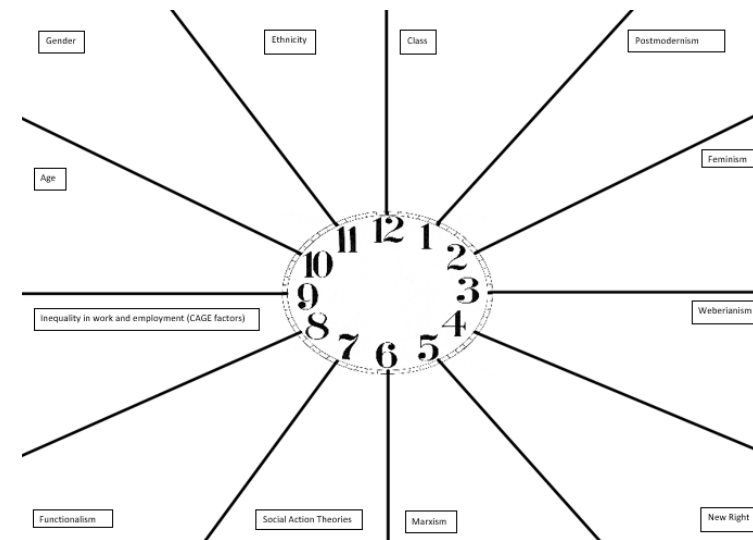
- ▶ What am I reading? Is it appropriate to the task I am completing?
- ▶ Why am I reading this? What am I looking to find out?
- ▶ When am I reading? Is this the best time to do this? Is my concentration good enough?
- ▶ How am I reading? Am I scanning, or reading in detail?
- ▶ Am I understanding what I am reading? Is the information going in?



Revision to try in Social Science Subjects



- ▶ Whiteboard testing
- ▶ Knowledge Quizzes
- ▶ Strengths and Weaknesses tables
- ▶ Practice Planning questions
- ▶ Mind Maps



Strategies to use revising STEM

- ▶ Get your specification out!
 - Students were given these at the beginning of Year 12
- ▶ RAG every section:
 - Red: I need to start from the beginning
 - Amber: I am missing the key points
 - Green: I am confident and I want to complete as many exam questions as possible

Strategies to use revising STEM

Read the Question

What does that word mean?

Explain

Write a detailed answer that covers how and why a thing happens. Talk about mechanisms and reasons. (Hint: don't confuse with "describe").

Describe

Write a detailed answer that covers what happens, when it happens, and where it happens. Talk about facts and characteristics. (Hint: don't confuse with "explain").

Evaluate

You will be given some facts, data, or other kind of information. Write about the data or facts and provide your own conclusion or opinion on them.

Justify

Give some evidence or write down an explanation to tell the examiner why you gave an answer.

Suggest

Think about what you've learnt and apply it to a new situation or context. Use what you have learnt to suggest sensible answers to the question.

▶ Calculate

- ▶ Work out a number. You can use your calculator to help you. You may need to use an equation.

Compare

Write about the similarities and differences between two things.

Predict

Look at some data and suggest a realistic value or outcome. You may use a calculator to help. Don't guess - look at trends in the data and use your knowledge of science. (Hint: don't confuse with "calculate" or "estimate").

Strategies to use revising STEM

20:40 Rule

- ▶ 20 mins of revision on a specific topic
 - Making a quick mindmap
 - Reading someone else's notes and highlight what you're forgetting
- ▶ 40 mins of exam questions
 - Stage 1: Use the notes to answer question
 - Stage 2: Answer questions without your notes
 - Stage 3: Answer, without notes and time yourself!

Helping you memorise 5 simple steps

Step 1 – Highlight the key points

Step 2– Make a flash card/bullet point list/mind map

Step 3– Copy out flash card/bullet point list/mind map over and over about x10

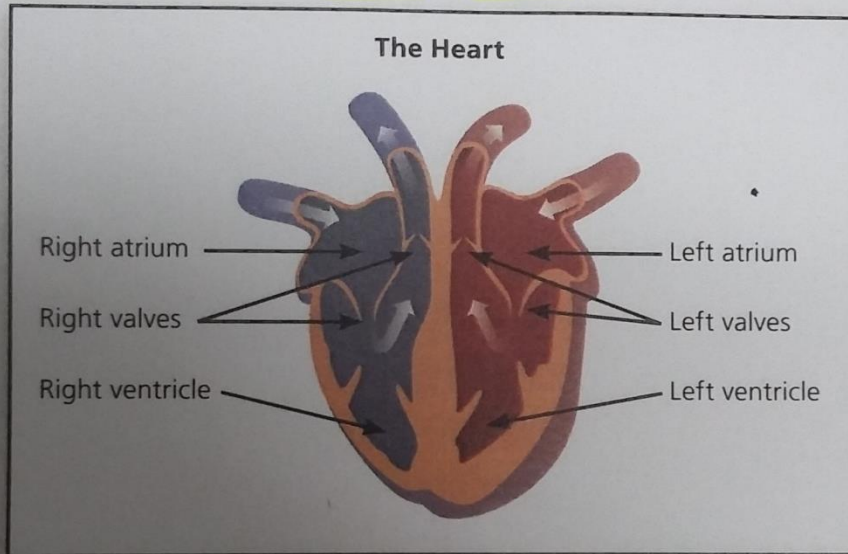
Step 4– Test yourself– verbally or in writing– (if you cannot remember, go back to step 3 and repeat)

Step 5– Practice exam question in timed conditions with no notes.

Step 1 – Highlight key points on the revision guide

The Heart

The heart is a muscular organ in the circulatory system. It beats automatically, pumping blood around the body to provide cells with oxygen and dissolved food for **respiration**. The blood removes carbon dioxide and water as waste products.



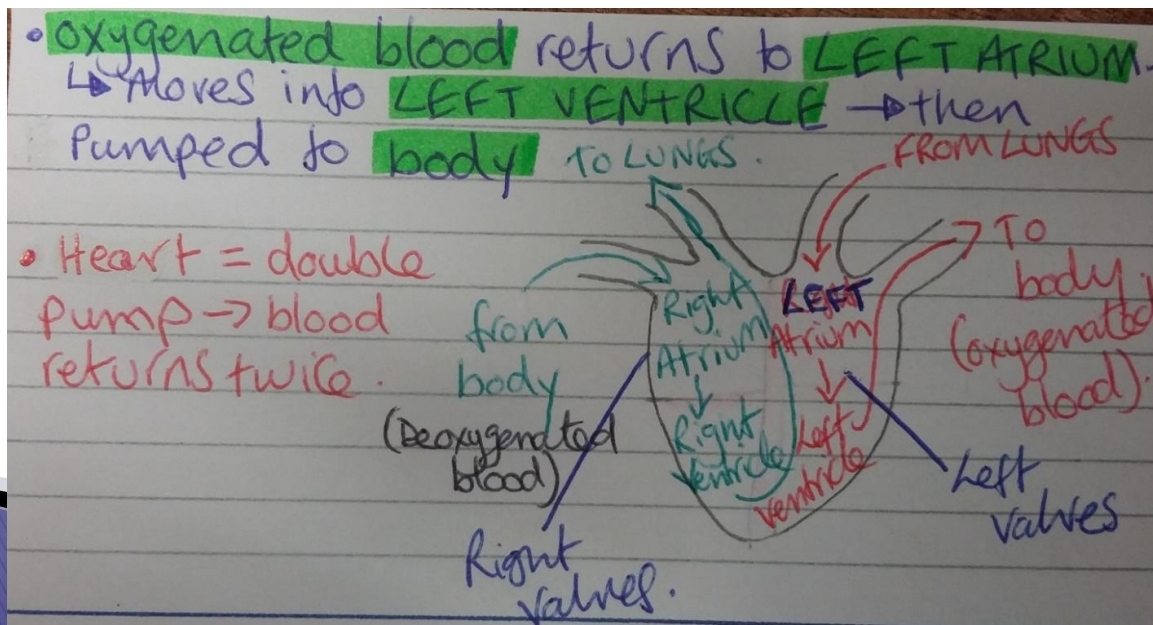
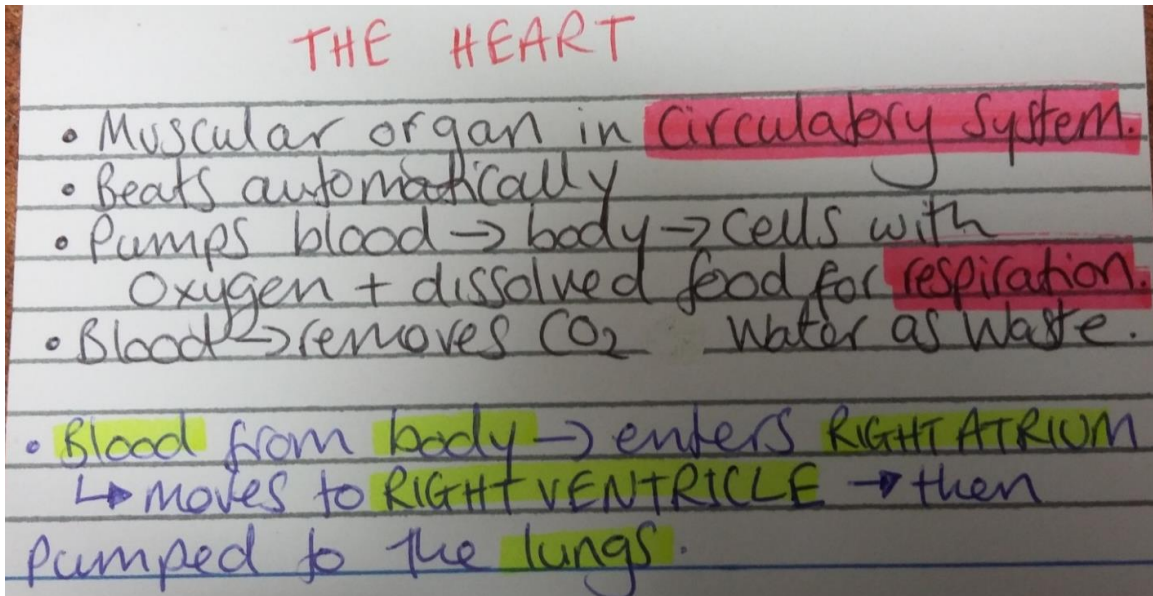
Blood from the rest of the body enters the right atrium of the heart. It then moves into the right ventricle before being pumped to the lungs. When the oxygenated blood returns to the heart, it enters the left atrium. It then moves into the left ventricle before being pumped to the rest of the body. The heart is called a **double pump** because blood returns to it twice.

The heart itself is mainly made up of muscle cells. These cells also require oxygen and dissolved food, so the heart needs its own blood supply.

Don't highlight everything – just keywords and points

You are trying to condense the content

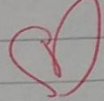
Step 2- Make a flash card/bullet point list/mind map using the highlighted text



Use colours to help key concepts and points stand out

These are students' neat notes that they keep and use to revisit and test themselves

Step 3- Copy out flash card/bullet point list/mind map over and over- x5

The heart 

- Muscular organ in Circulatory system
- Beats automatically
- Pumps blood to body - provide cells with O_2 + dissolved food for RESPIRATION.
- Blood removes CO_2 + water as waste
- Blood - from body (deoxygenated) -
RIGHT ATRIUM → moves RIGHT
ventricle → Lungs.
- Blood - from lungs (oxygenated) →
LEFT VENTRICLE → moves LEFT
ventricle → body.

DOUBLE PUMP.

Writing is better
than simply
reading when it
comes to
memorising.

Step 4– Test yourself– verbally or in writing– (if you cannot remember, go back and repeat to step 3)



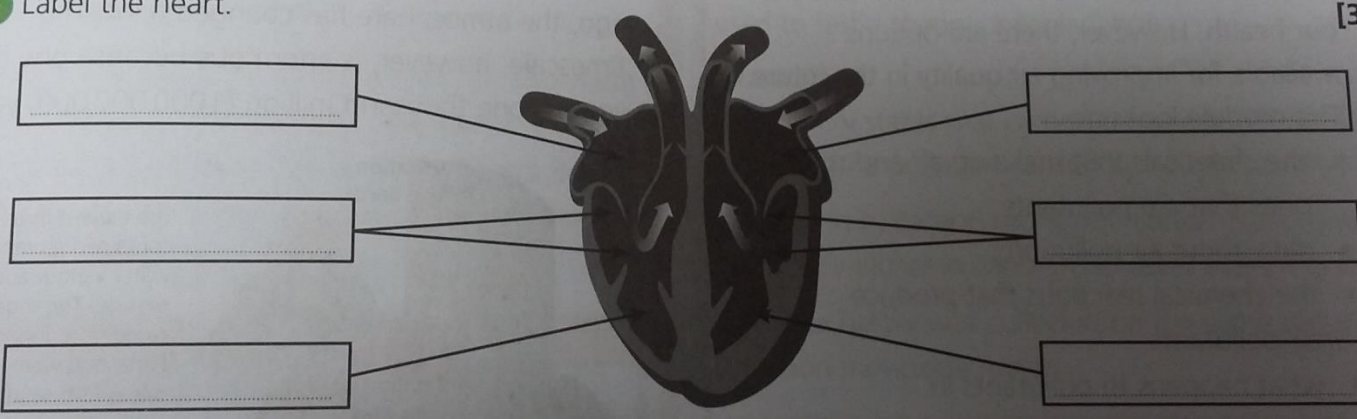
REPETITION is very important– REPEAT REPEAT REPEAT

Step 5– Practice exam question in timed conditions with no notes

Exam Practice Questions

B1 5 Explain the disadvantages of making genetic testing compulsory. [6]
The quality of written communication will be assessed in your answer to this question.

B2 6 Label the heart. [3]



The diagram shows a human heart with six empty rectangular boxes connected by lines to various parts of the heart for labeling. The boxes are arranged in two columns of three, with lines connecting them to the heart's chambers and vessels.

Revision and information learnt must be applied to the exam. Otherwise students will learn information but will no idea how this information actually helps them score marks in the examination.

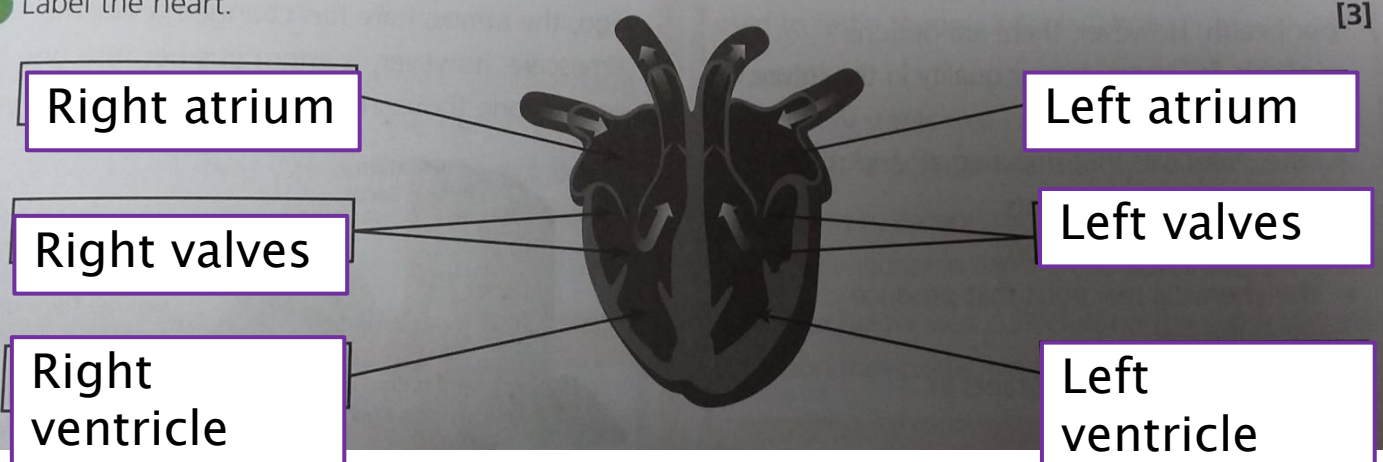
Examiners want students to answer the exact question being asked of them.

Step 5– Practice exam question in timed conditions with no notes.

Exam Practice Questions

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Right atrium

Right valves

Right ventricle

Left atrium

Left valves

Left ventricle

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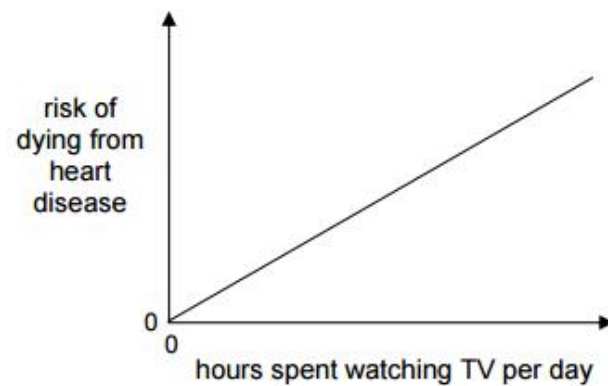
- 4 Toby sees this article in a newspaper.

Heart disease is one of the most common causes of death in the UK.

Some scientists claim that there is a correlation between the amount of time spent watching TV each day and the risk of dying from heart disease.

They concluded that watching TV increases the risk of dying from heart disease.

- (a) Toby draws a sketch graph to represent the correlation described in the article.



Discuss whether Toby's graph correctly represents the correlation described in the article.

.....

.....

..... [2]

Business and Economics – using the sources

Ocado venture with M&S

Marks & Spencer (M&S) started to sell its popular food range online for the first time in September 2020, by forming a venture (also known as a joint venture) with Ocado. Ocado is a solely online supermarket that has well-established distribution networks and market-leading advanced technology.

M&S funded its part of the £1.5bn venture by selling £600m of shares to existing shareholders and by cutting shareholder dividends by 40%.

M&S stated that it had always believed M&S branded food should be available online and combining with Ocado was a 'win-win' situation that would drive long-term growth of both businesses.

Following the announcement of the venture, Ocado's share price rose by 3%.

The launch of the venture followed over a year of hard work and required senior managers from both businesses to work together to make it happen.

M Market
O Objectives
P Product
P Performance
S Stakeholders

Market

GROCERY INDUSTRY

Objectives

ORGANIC GROWTH – BEGIN SELLING ONLINE
CASE STUDY REFERENCES ‘LONG TERM
GROWTH’

Product

LUXURY GOODS (YED: ‘SUPERIOR’)
HOME DELIVERY (CONVENIENCE)
VENTURE COST £1.5BN – SIGNIFICANT RISK

Performance

M&S FOOD RANGE IS ‘POPULAR’
OCADO’S TECHNOLOGY IS ‘MARKET
LEADING’
OCADO’S SHARE PRICE ROSE BY 3%

Stakeholders

M&S SHAREHOLDERS HAD DIVIDENDS CUT BY
40%
MANAGERS FROM BOTH BUSINESSES
INVOLVED IN THE PLANNING

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SECTION C

Answer **ONE** question from this section.

Write your answer in the space provided.

You are advised to spend 30 minutes on this section.

EITHER

- 7** In 2015 a report by Public Health England recommended the imposition of a 20% tax on the sale of soft drinks that contain high levels of sugar.

Evaluate the likely microeconomic effects of such a tax.

(Total for Question 7 = 25 marks)

OR

- 8** 'Revenue maximisation is a more realistic business objective than profit maximisation for many businesses.'

To what extent do you agree with this statement? Refer to an industry of your choice in your answer.

(Total for Question 8 = 25 marks)

Write your name here

Surname

Other names

**Pearson Edexcel
Level 3 GCE**

Centre Number

Candidate Number

Economics A

Advanced

Paper 1: Markets and Business Behaviour

Tuesday 6 June 2017 – Afternoon

Paper Reference

Time: 2 hours

9EC0/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are three sections in this question paper. Answer **all** questions from Section A and Section B. Answer **one** question from Section C.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

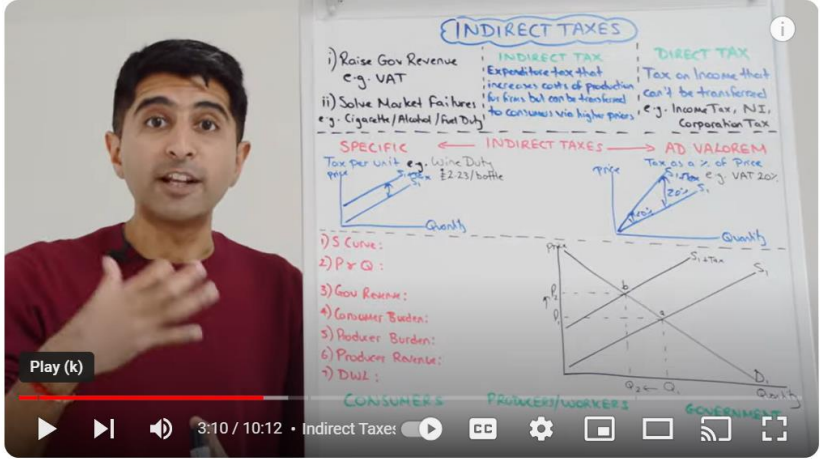
- The total mark for this paper is 100.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Calculators may be used.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

1.2.9
Indirect taxes and
subsidies

- a) Supply and demand analysis, elasticities, and:
- o the impact of indirect taxes on consumers, producers and government
 - o the incidence of indirect taxes on consumers and producers
 - o the impact of subsidies on consumers, producers and government
 - o the area that represents the producer subsidy and consumer subsidy



Y1 16) Indirect Tax - Full Market Impact

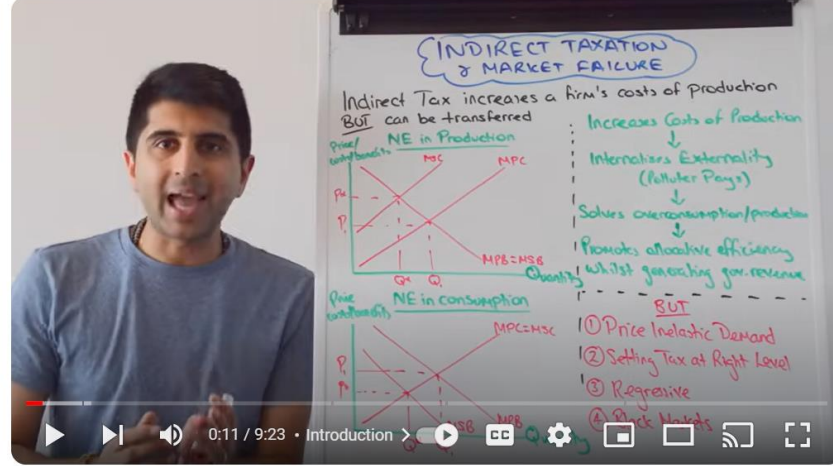
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Y1 29) Indirect Tax and Market Failure

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Economics

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TOPIC VIDEOS

Indirect Taxes

Level: GCSE, AS, A-Level, IB, BTEC National, BTEC Tech Award

Board: AQA, Edexcel, OCR, IB, Eduqas, WJEC

Last updated 22 Oct 2019

Share:

In this short revision video we cover the topic of indirect taxes.

The UK government raises over £785 billion a year in taxes – equivalent to around 37% of GDP. The majority of tax revenue comes from three main sources: income tax, National Insurance contributions (NICs) and value added tax (VAT). Overall, around 10 per cent of total tax revenues come from indirect taxes and this is worth looking to understand when considering changes to the UK tax system.

The use of marked work and mark schemes

LCCL

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 7

Question 8

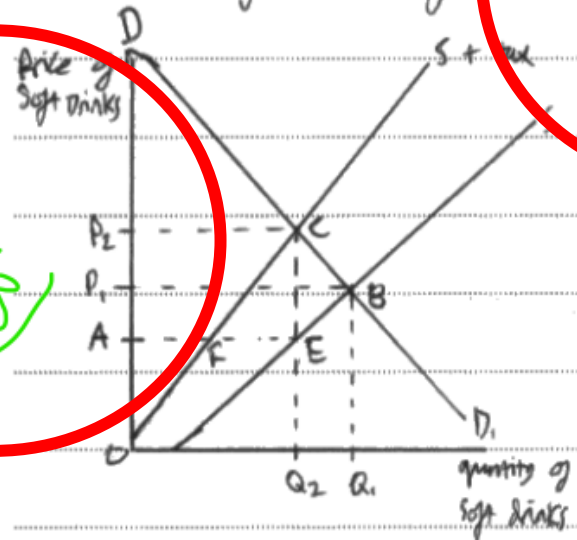
regressive
conflict
foreign
blank

Level 4 KAn
"Precision"
"Integrated"

Write your answer here:

"concepts, principles, models"

An indirect tax is a tax on expenditure. The fact that the proposed tax is 20% on the sale of soft drinks shows that it is an ad valorem tax - a tax levied as a % of the value of the good. (Level 1) "The microeconomic effects precision"



(Level 3)

The imposition of an ad valorem tax per unit of soft drink of P2A will lead to an upward shift of the supply curve from S1 to S1+tax. (1) Integrated The price paid by consumers will increase from P1 to P2 (2) and the quantity of soft drinks consumed will fall from Q1 to Q2 (3)

Consumer Surplus, the difference between what consumers are willing to pay and what they actually pay (4) will fall from the area DP1B to DP2C (5) Producers will not receive a price

concept

Knowledge, application and analysis		
Level	Mark	Descriptor
	0	A completely inaccurate response.
Level 1	1-4	Displays isolated or imprecise knowledge and understanding of terms, concepts, theories and models. Use of generic or irrelevant information or examples. Descriptive approach which has no chains of reasoning or links between causes and consequences.
Level 2	5-8	Displays elements of knowledge and understanding of economic principles, concepts and theories. Applies economic ideas and relates them to economic problems in context, although does not focus on the broad elements of the question. A narrow response or superficial, two stage chains of reasoning only.
Level 3	9-12	Demonstrates accurate knowledge and understanding of the concepts, principles and models. Ability to apply economic concepts and relate them directly to the broad elements of the question with evidence integrated into the answer. Analysis is clear and coherent, although it may lack balance. Chains of reasoning are developed but the answer may lack balance.
Level 4	13-16	Demonstrates precise knowledge and understanding of the concepts, principles and models. Ability to link knowledge and understanding in context using appropriate examples. Analysis is relevant and focused with evidence fully and reliably integrated. Economic ideas are carefully selected and applied appropriately to economic issues and problems. The answer demonstrates logical and coherent chains of reasoning.

Evaluation		
Level	Mark	Descriptor
	0	No evaluative comments.
Level 1	1-3	Identification of generic evaluative comments without supporting evidence/reference to context. No evidence of a logical chain of reasoning.
Level 2	4-6	Evidence of evaluation of alternative approaches which is unbalanced leading to unsubstantiated judgements. Evaluative comments with supporting evidence/reference to context and a partially-developed chain of reasoning.
Level 3	7-9	Evaluative comments supported by relevant reasoning and appropriate reference to context. Evaluation recognises different viewpoints and is critical of the evidence provided and/or the assumptions underlying the analysis enabling informed judgements to be made.

7

Knowledge 4, Application 4, Analysis 8

- Definition of a tax/ identification of an ad valorem tax
- Economic effects include:
 - Increase in price and a reduction in demand for soft drinks which contain sugar / increase in demand for healthy drinks.
 - Reduction of consumer surplus and producer surplus/ profits (may be shown on diagram)
 - Tax acts to increase costs and may reduce profits.
 - Increased investment in healthier drinks.
 - Increase in tax revenue for government and impact on healthcare services and other services, for example dental care.
 - Improvements in quality of healthcare among population – fall in obesity, diabetes and heart disease. Reduced pressure on healthcare services.
 - A diagram of an indirect tax may be awarded, depicting an increase in price, a decrease in quantity and the area of tax collected.
 - A relevant externality diagram depicting a reduction in welfare loss.
 - A relevant cost and revenue diagram depicting the impact of an expenditure tax on firms.
 - Increase in life expectancy/ the quality of life/ productivity in the workforce.
 - Impact on employment in the soft drinks industry/impact on employment in substitute product markets.
 - Impact on income distribution / regressive tax

Evaluation 9

- Significance of price elasticity of demand in determining impact on price, quantity, employment and tax revenue.
- Consideration of the impact on substitutes/ application of cross elasticity of demand e.g. switch to healthier substitutes.
- Consideration of the incidence of tax on consumers and producers.
- Difficulty in imposing the tax – different soft drinks products with different sugar content.
- Extent of hidden/informal market.
- Time factor - long term implications for government funding of pensions and healthcare.
- Consideration of price elasticity of supply e.g. the ability of producers to switch to healthier drinks.

before eq: $2A + B \rightleftharpoons 3C + D$ [5 marks]

at eq: 0.0039 0.0095 0.028 $40 = 0.04$

$0.04 \times 0.16 = 0.0064 \text{ mol}$

$0.0095 - 2[0.0039] = 0.0017$

$3(0.028) - 2(0.0039)$

Amount of B 0.0017 mol

Amount of C 0.0762 mol

Amount of D 0.0017 mol

$K_c = \frac{[C]^3 [D]}{[A]^2 [B]}$

Units mol dm^{-3}

$C = 0.0762 \times \left(\frac{5.00 \times 10^2}{1000}\right)$

$116 = \frac{[0.525]^3 [0.038]}{[A]^2 [0.005]}$

$[A]^2 = 4.514547$

$A = \sqrt{4.514547}$

$A = 0.02124$

$A = 0.02$

Concentration of A 0.02 mol dm⁻³

The use examiner reports

Commentary

This answer has only scored the first mark for 0.0064 mol in the first 5 mark section. In the second section the expression is correct but the units are wrong. (If the expression used () brackets this would have been penalised.) In the third section the student has incorrectly multiplied by the volume so loses M2. The M1 is scored since the student uses the incorrect figures that are calculated, substitutes them into the expression and rearranges correctly, (M1 is rearrangement) as the value of A² is correct from their figures. The answer should be to the appropriate number of significant figures and in this question that is 3sig figs as per data given. The student has only shown 1 sig fig.

1 + 1 = 3 marks

These can be found on the exam board websites
Check with your teacher if you are unsure of the exam board.

A successful student will:



Use 2 hours per night to study

Exercise regularly

Have/maintain outside interests

Apply strategies which suit you