



▶ Revision Evening Presentation



E-ACT Ousedale  
School

Be Kind | Work Hard | Succeed Together

# Running order:

1. What we have provided

2. Expectations of Students

3. How you can help

4. Useful examples

## FAQs

- ▶ When should I start revising?
- ▶ How do I manage my time?
- ▶ How long should I spend revising?
- ▶ How do I know what to revise?

# 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

Learning to Learn

Mini White board

Comprehension quizzes

Past papers

Model answers

# Intervention Process – Post Y12

- ▶ This occurs at a subject level
- ▶ If students are not on Track after Y12, then they will receive intervention from their teacher, form tutor or HOY
- ▶ This includes directed attendance to Session 6 where applicable
- ▶ For this below in 2 or more subjects, they might receive support from their form tutor or HOY

Year 13 Trial Exam Timetable  
October 2025

Day	Date	Exam	Duration	Time	Venue
Tuesday	14/10/25	Photography (4)	5hrs	9am	H6
Wednesday	15/10/25	Art (8)	5hrs	9am	H3
Thursday	16/10/25	Pure Maths paper 1 including further maths students (42)	2hrs	9am	Sports Hall
		English Language - Paper 2 (20)	2hrs 30		Sports Hall
		English Literature – Paper 2 (16)	2hrs 30		Sports Hall
		PE - Component 2+3 (8)	1hr	1pm	Sports Hall
		Further Maths (AS core pure paper) (10)	1hr 40	1pm	Sports Hall
Friday	17/10/25	Biology (24)	2hrs	9am	Sports Hall
		Design Technology (5)	2hrs 30		Sports Hall
		Spanish Paper 1 Listening (4)	2hrs 30		L21
		History (USA) (42)	1hr 45		Sports Hall
		Sociology (55)	2hr 15	1pm	Sports Hall
		Physics (20)	2hrs 15		Sports Hall
Monday	20/10/25	Psychology (47)	2hrs	9am	Sports Hall
		Politics (USA) (28)	2hrs	11.30am	Sports Hall
		Geography – Physical and Human	2hrs 30		Sports Hall
		PE – Component 1 (8)	1hr	2pm	Sports Hall
		Applied Maths paper 3 (further maths students only) (10)	2hr	2pm	Sports Hall
Tuesday	21/10/25	Pure Maths paper 2 including further students (42)	2hrs	8.45am	Sports Hall
		Theatre Studies	3hrs	8.45am	Sports Hall
		Music Technology – Producing and Analysing (9)	2hrs 15	9am	L5
		Business (65)	1hr 40	11.30am	Sports Hall
		Philosophy & Ethics 1 (11)	2hrs		
		Chemistry (21)	1hr 30		Sports Hall
		Music Technology - Listening	1hr 30	1pm	L5
Wednesday	22/10/25	History (Britain) (42)	1hr 45	9am	Sports Hall
		Music (4)	2hr 30	12.30pm	L5
		Media Studies Paper 2 (34)	2hr	1pm	Sports Hall
		Philosophy & Ethics 2 (11)	2hr		Sports Hall
Thursday	23/10/25	Design Technology (5)	1hr 30	9am	Sports Hall
		Spanish – Written Paper 2(4)	2hrs		Sports Hall
		Computing (12) Paper 2	2hr 30		Sports Hall
Friday	24/10/25	Economics paper 1(57)	1hr 15	9am	Sports Hall
		Chemistry (21)	2hrs 15		Sports Hall
		Clash mop up			Sports Hall

**NO IPODs/Iwatches/MOBILE PHONES/MP3/4 PLAYERS OR POTENTIAL TECHNOLOGICAL/WEB ENABLED SOURCES OF INFORMATION ARE ALLOWED IN THE EXAM VENUE.** The examination boards have issued strong instructions on this matter. If you have a mobile phone or other device about your person, **EVEN IF IT IS SWITCHED OFF**, you will be **disqualified** from that exam and possibly from all your others. If you have a phone in your bag, it must be turned off.

SOME POINTS TO REMEMBER

- CHECK your timetable for each examination (but do not bring it into the Exam venue, leave it in your bag). |
- CHECK the examinations notice board before each exam, in case there have been changes.
- You must NOT eat or drink in the examinations. A small bottle of water is acceptable but it must be clear with no labels on it.
- Correcting fluid (e.g. Tippex) is not allowed.
- You MUST arrive in good time for your examinations and stay to the end of all your examinations.
- You must NOT communicate (or look as if you might be communicating) with any other candidate in an examination **in any way**.
- NO talking as soon as you ENTER the examination venue.
- DO NOT take bags, coats, etc. to your desk. Leave them in the allocated space.
- PLEASE come prepared with black pens, pencils and relevant maths equipment etc. These should be in a clear pencil case. Calculator lids should be removed. The school cannot supply your equipment.
- Do not write or draw on examination desks or deface examination papers in any way.
- The tone of the exam venue is important so do not slump over the desk even when not writing.

**All students are expected to come to school as normal during the exam period. Where students don't have an exam, they will attend their normal timetabled lessons. School transport will continue to run at the normal times.**

## Year 13 (Cohort 2026) PPE – Student Guide

Physics	2 hrs	60 marks of long answer written and calculation questions 25 marks of multiple choice questions	Mechanics Materials Particles Energy Levels Waves Further Mechanics	AO1 – Knowledge and understanding AO2 – Apply knowledge and understanding AO3 – Analyse, interpret and evaluate scientific information	UpLearn Resources on SharePoint – exam packs of questions AQA website – past paper resources
Politics	2 hrs	X3 – 9 markers  X1 – 25-mark extract question  X1 – 25-mark essay question	<ul style="list-style-type: none"> <li>• US political parties</li> <li>• Congress</li> <li>• US pressure groups</li> <li>• UK pressure groups</li> <li>• President</li> <li>• Prime Minister</li> <li>• US Constitution</li> <li>• UK Constitution</li> </ul>	AO1 – Knowledge and understanding  AO2 – Analysis  AO3 – Evaluation and judgement	<ul style="list-style-type: none"> <li>• Teams/SharePoint: Teachers have uploaded revision resources, summaries and checklists</li> <li>• Pupils have access to online textbooks, tests and revision resources for all topics</li> <li>• Revision sessions are running at Newport Pagnell</li> <li>• Revision SOW delivered in lessons</li> </ul>
Psychology	2 hrs	105 marks altogether Section A-Short answer questions 1-6 marks. Section B-Short answer question and one longer 15-mark question. Section C- Short answer questions and one 8-mark question and one 10-mark question on an article.	Paper 2-Core studies, areas, perspectives, issues and debates. Section A-questions on core studies Section B-questions on areas, perspectives, issues and debates Section C-questions on an article, core studies, issues, debates and suggestions for changing behaviour.	AO1 is knowledge and understanding AO2 is application of that knowledge AO3 is analysis, interpretation, and evaluation of information and ideas.	Paper 2 Revision Guide-On Teams Paper 2-How to answer different types of question PowerPoint Seneca-Core studies revision
Sociology	2 hrs 15 mins	<b>105 marks total</b> 9m source question 10m source question 16m knowledge question 10m knowledge question 20m knowledge question 40m knowledge question	<b>Paper 2 – Researching and Understanding Social Inequalities</b> <u>Methodological Theory</u> Positivism <u>Interpretivism</u> <u>Methods:</u> Ethnography Questionnaires	AO1 is knowledge and understanding AO2 is application of that knowledge AO3 is analysis, interpretation, and evaluation of information and ideas.	<b>2025 Sociology Revision Teams, which includes:</b> <ul style="list-style-type: none"> <li>- Past paper</li> <li>- Mark schemes</li> <li>- Example answers</li> <li>- Comprehension quizzes</li> <li>- Revision gap fills</li> <li>- Lists of example questions</li> <li>- Knowledge organisers</li> </ul>

# What happens when the PPE's (Pre-Public Examinations) are over?

PR1 on 19<sup>th</sup> November

Question Level Analysis and Intervention

PPE 2 commence on 2<sup>nd</sup> Feb 2026 (PR2 on 4<sup>th</sup> March)

First Exam on 11<sup>th</sup> May 2026



PR1 on 19<sup>th</sup> November

Question Level Analysis

PPE 2 commence on 26<sup>th</sup> January 2026 (PR2 on 4<sup>th</sup> March)

First Exam on 6<sup>th</sup> May 2026

# 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 through year 12.

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.

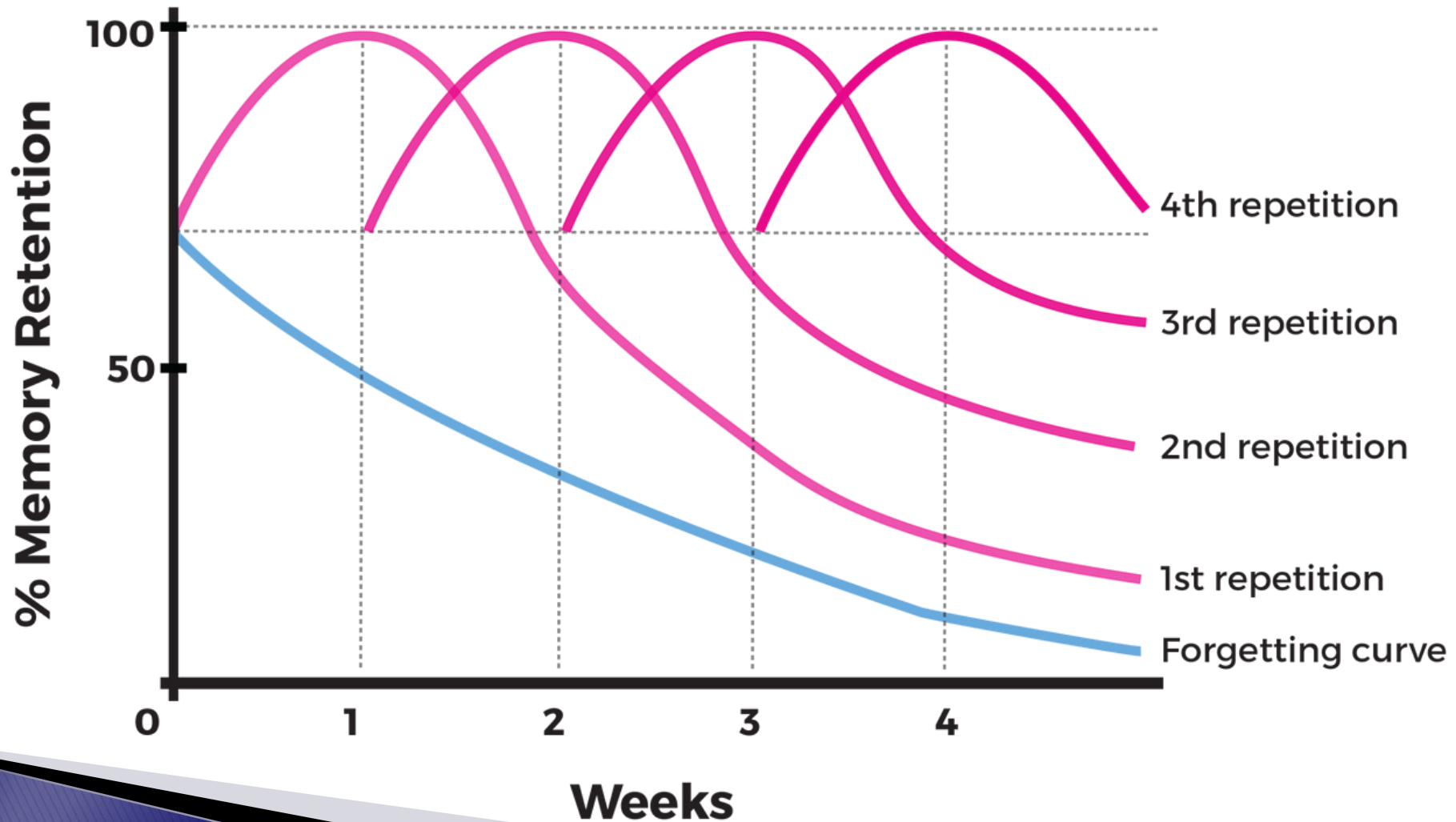
**"Students who can test themselves or try to retrieve material from their memory are going to learn that material better in the long run".**

**"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

	Monday	Tuesday	Wednesday	Thursday	Friday		Saturday	Sunday
<b>8:40-9:10</b>	<h1>In School</h1>					<b>8:00-9:00</b>		
<b>9:10-10:10</b>						<b>9:00-10:00</b>		
<b>10:10-11:10</b>						<b>10:00-11:00</b>		
<b>11:30-12:30</b>						<b>11:00-12:00</b>		
<b>12:30-13:30</b>						<b>12:00-13:00</b>		
<b>14:10-15:10</b>						<b>13:00-14:00</b>		
<b>15:10-16:00</b>						<b>14:00-15:00</b>		
<b>16:00-17:00</b>						<b>15:00-16:00</b>		
<b>17:00-18:00</b>						<b>16:00-17:00</b>		
<b>18:00-19:00</b>						<b>17:00-18:00</b>		
<b>19:00-20:00</b>						<b>18:00-19:00</b>		
						<b>19:00-20:00</b>		

## ▶ **Tips when completing your revision timetable**

Add in any other commitments

Factor in travel times, meals, friends etc

Remember your priorities – you may allocate more time to your weaker subjects

Colour code your subjects!

You may not completely stick to it – anything you didn't manage you can factor in another time!

You do not need to fill in every square!

Your timetable may pose questions or tasks to follow up...

	Monday	Tuesday	Wednesday	Thursday	Friday		Saturday	Sunday				
8:40-9:10	<b>In School</b>					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 P2'

Try...

'Practice defining and explaining key concepts from spec point 1, paper 2'

**OR**

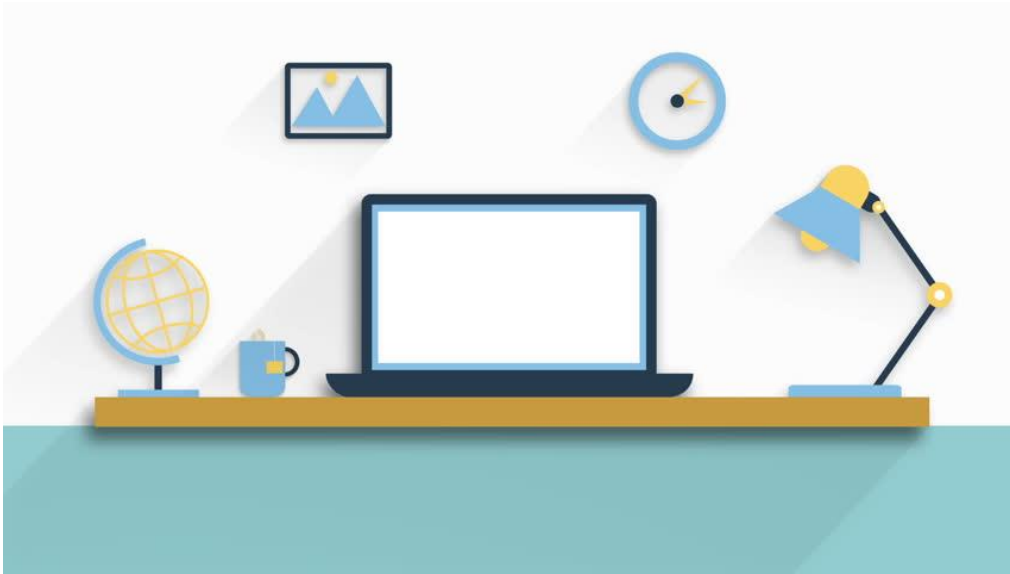
'Plan 20 mark questions on class and inequality from Paper 2'

# Non-contact timetable

## The School Day

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

## Sort out your environment...



- Try and create a dedicated study space at home – a quiet, tidy room or other space!  
**The Sixth Form Centre is open until 4**
- This needs to be as free from distractions as possible
- Keep your revision materials in the space organised and easy to access as well as all your stationary
- Put your revision timetable on the wall
- Have a drink and a snack to hand!
- Put your phone in another room!
- Do not listen to music – you’re more likely to remember the lyrics to a song than what you are revising
- If you really need to have music, it needs to be low tempo and no lyrics!
- Work in 25minute chunks!

# 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**

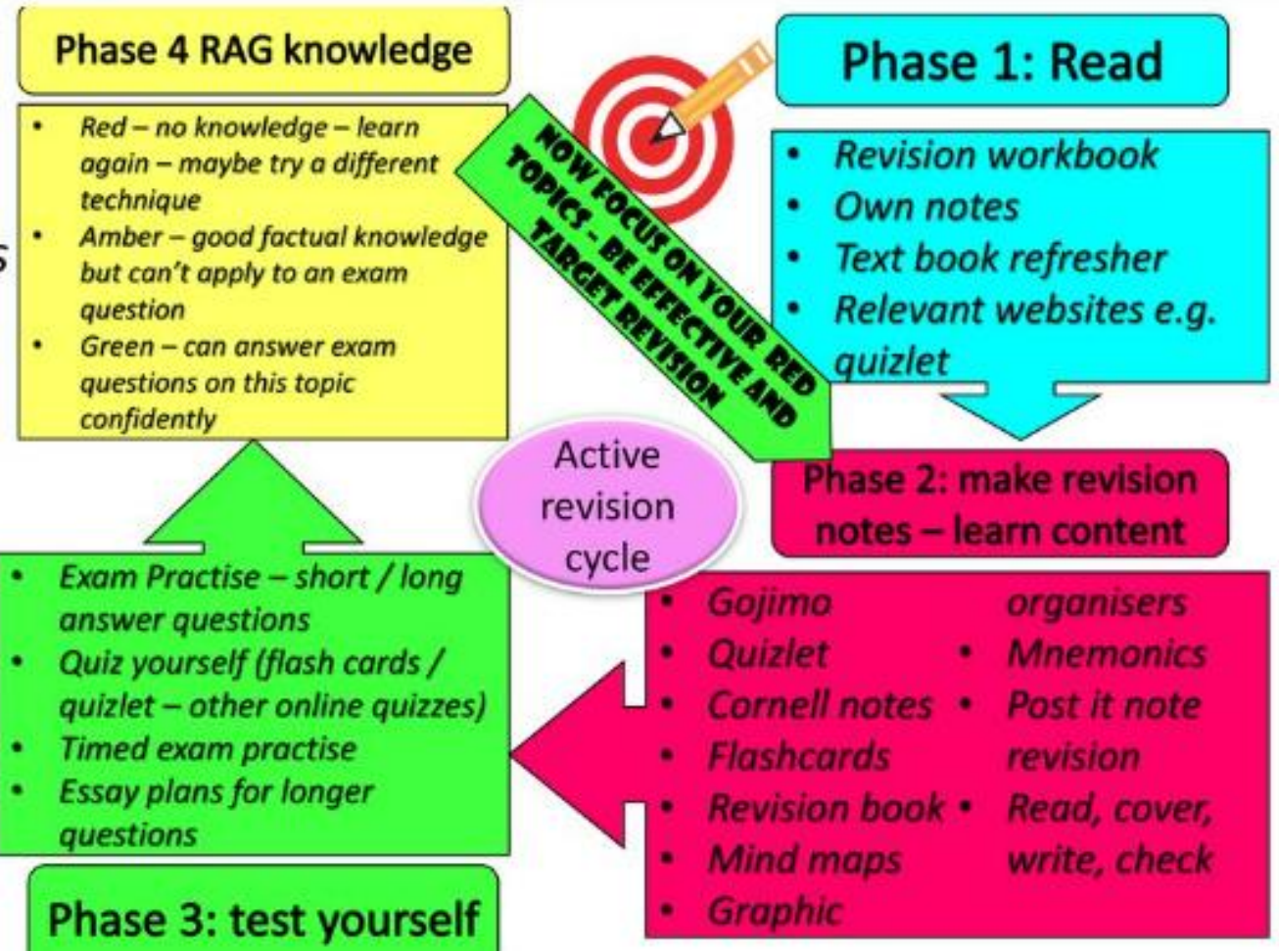
- ▶ What am I reading? Is it appropriate to the task I am completing?
- ▶ Why am I reading this? What am I looking to find out?
- ▶ When am I reading? Is this the best time to do this? Is my concentration good enough?
- ▶ How am I reading? Am I scanning, or reading in detail?
- ▶ Am I understanding what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



Type of retrieval practice	What is it and how does it work?	Useful for
Flashcards using the Leitner method	Flashcards are a written form of revision on small cards or paper. Write a question or key term on one side, and the answer on the other. You can create them on paper, or digitally. Using a paper-based method, you can put them into practice using the Leitner method. This is a very effective method of checking that you know the information and can actively recall the flashcard information over a period of time.	<ul style="list-style-type: none"> <li>• Definitions</li> <li>• Formula</li> <li>• Short pieces of content</li> </ul>
Self & peer quizzing	Self and peer quizzing is a great way to check you can recall the information you have been taught in class. Ask a friend or parent/houseparent to test you or test yourself. It is important that whatever technique of self/peer quizzing you use, you review your answers. Check which ones you got right, and what else you still need to recall. Making a note of any incorrect answers when testing yourself, will help you to set a target for your next revision session. You can also use existing quizzes online to help you to check your knowledge e.g Kahoot or Quizziz.	<ul style="list-style-type: none"> <li>• Checking short pieces of content</li> <li>• Using flashcards to test yourself/a peer</li> </ul>
Blank page retrieval	Blank page retrieval is perhaps the easiest method of revision to set up. You simply need a blank page and a pen (or a digital alternative!) and you recall information by writing down as much as you can remember about a topic or concept. Don't forget to check what you have correctly remembered and what you still need to remember. By practising this method, you will recall more information each time.	<ul style="list-style-type: none"> <li>• Small or large pieces of content</li> <li>• Checking you can recall without prompts</li> </ul>
Practice questions	Practice questions are a great way to check you can recall the information for a topic or chapter. Remember to use past paper questions for the correct examination board (if applicable) and check and improve your answers before doing any more. You can time yourself, complete practice questions in a group or select specific questions you find more challenging.	<ul style="list-style-type: none"> <li>• Checking topics or chapters</li> <li>• Time management in an examination</li> <li>• Checking you can recall without prompts</li> </ul>

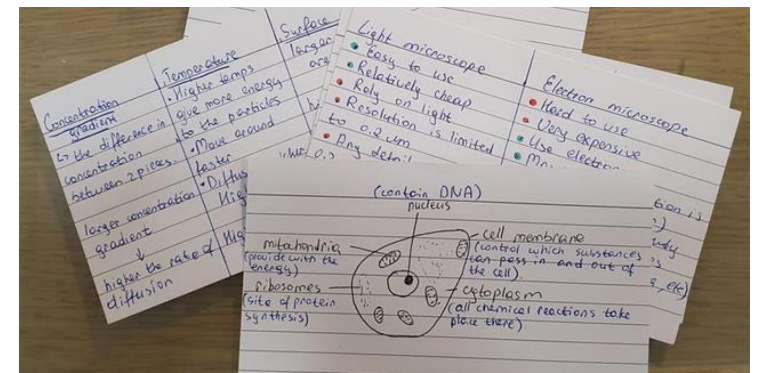
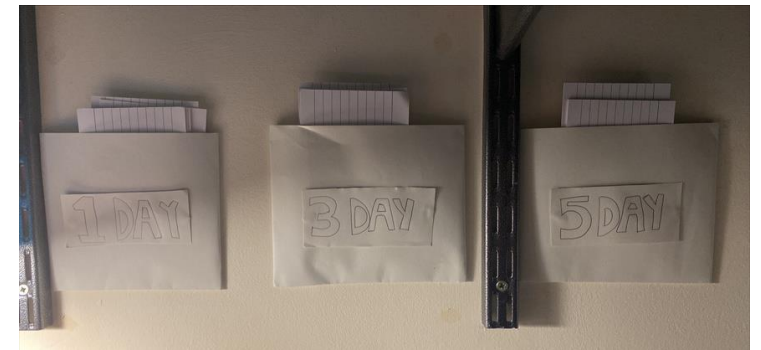
# The Active Revision Cycle

What should students do?



# How to use flashcards using the Leitner method

<https://youtu.be/sd20YMOJfGE?si=uRsmw8nFTdULVrw6>



# Self / Peer Quizzing - Help with creating questions

[https://youtu.be/nCBaHXqwjfl?si=wuBweAHoxP\\_zeswZ](https://youtu.be/nCBaHXqwjfl?si=wuBweAHoxP_zeswZ)

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HOW TO MAKE  
 FUN  
PRACTICE TESTS

COLLABORATION WITH RUBY GRANGER

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# Knowledge Organisers / Mind Maps

Knowledge Organisers (also known as mind maps or spider diagrams) are an effective method to summarise larger pieces of content or topics, into more manageable chunks. Knowledge Organisers can be on one topic or multiple topics, depending on how much depth you wish to include. They can be colour coded, digital or hard copies, complemented with small pictures/diagrams to help you to remember.

Remember, the key here is not to rewrite the textbook!

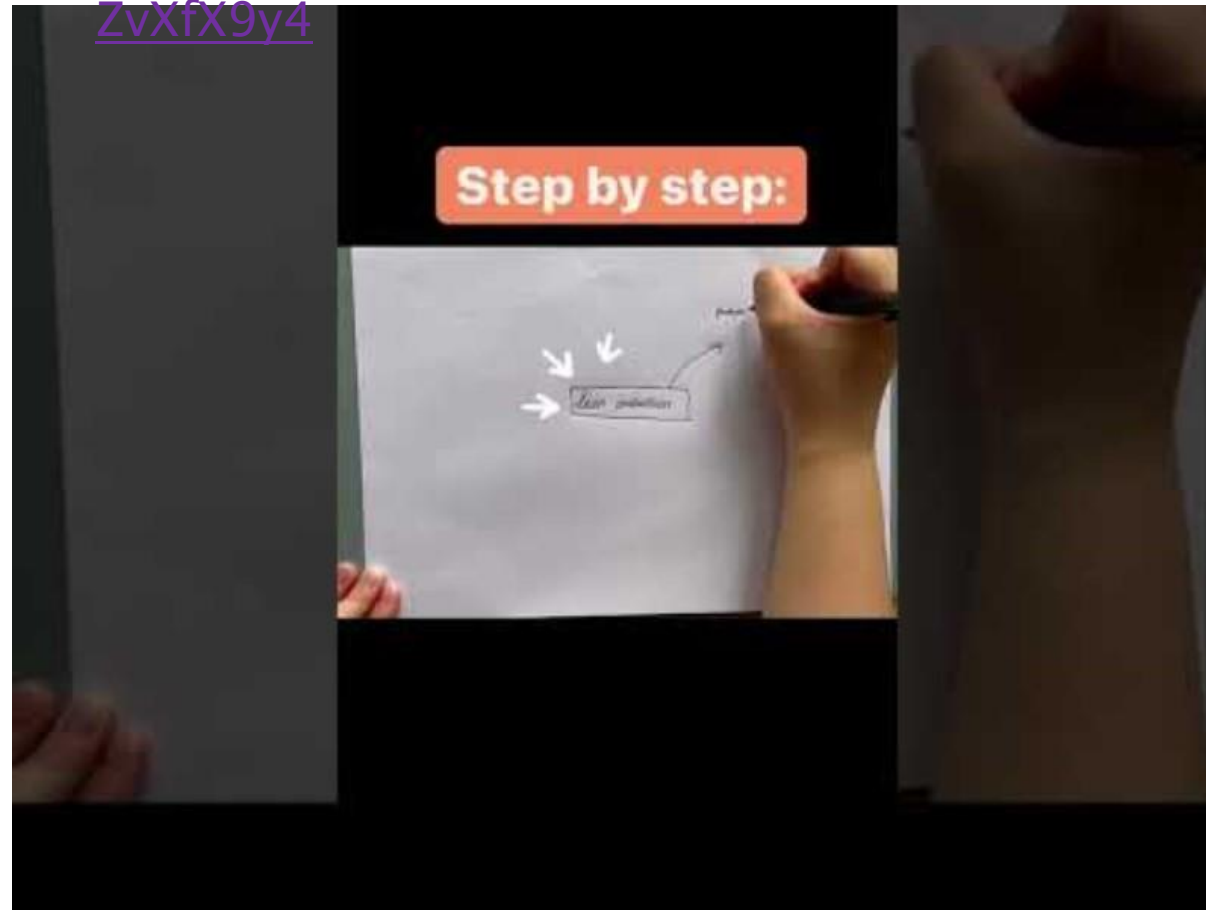
You can combine lots of different effective revision methods using a knowledge organiser.

For example:

- Use blank page retrieval to write down everything you can remember from the knowledge organiser, on a separate page
- Create flashcards and use the Leitner method for the key definitions and formulae from the knowledge organisers
- Make your own questions or ask a peer/parent to test you on your recall of the knowledge organiser

# How to create a knowledge organiser / mind map

<https://youtu.be/E7YiuE0Trkw?si=4HFBLrLdZvXfX9y4>



# Cornell Notes

Cornell notes are an effective note-taking method, often used at university but great to practice during Key Stage 5. Your notes double up as your revision resource and like any other skill, needs to be practised over time.

Cornell notes are split into three sections:

The note taking area (right hand side)

- This is where you would take down the main parts of your notes from the lesson or from the video (you may choose to watch when revising.)

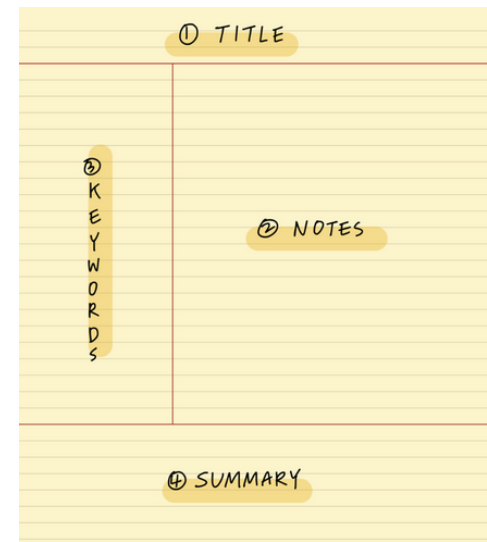
The cue column (left hand side)

- This is the part where you would write the key sub topic titles and/or additional questions from the lesson.

The summary section (bottom)

- This is an overview of the key information from the whole lesson and should include just a few lines

Cornell notes are incredibly useful for picking out the key pieces of information you need. Overall, this is a very effective way to help you consolidate large amounts of content, prior to your revision.



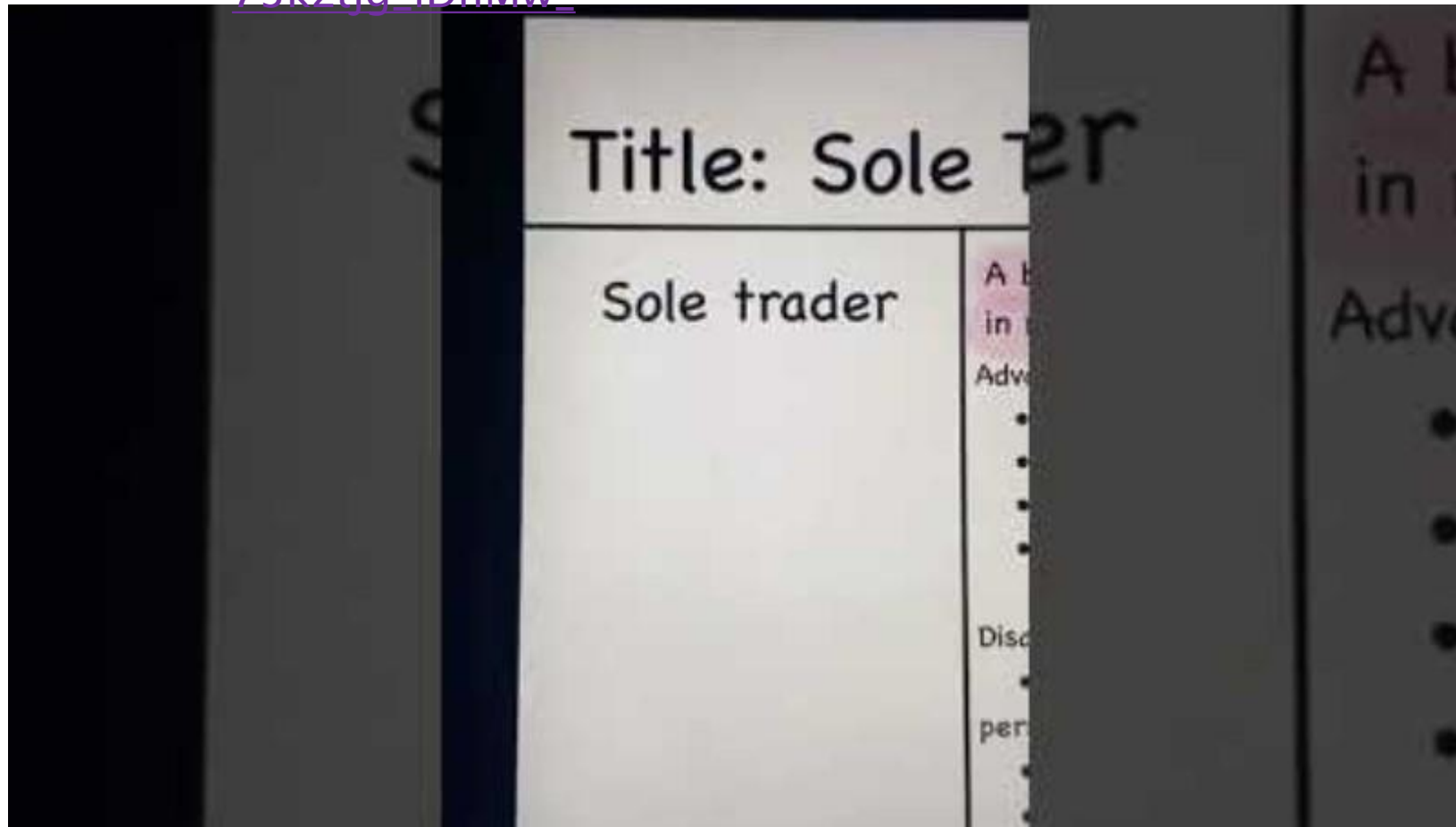
## Chapter 17 – Motion in a Circle

Monday, September 05, 2022 10:24 AM

Date	September 2022
Title	Motion in a Circle
Cues/Keywords/Questions	Space for Revision Notes
Uniform circular motion definition	An object moving at a constant rate is said to be in <b>uniform circular motion</b> .
Conversion between radians and degrees (and vice versa)	$360^\circ = 2\pi \text{ radians} \Rightarrow \frac{\theta \text{ radians}}{360^\circ} = \frac{\theta \text{ radians}}{2\pi} = \theta \text{ in radians}$ $\Rightarrow \frac{\theta \text{ in radians}}{2\pi} \times 360^\circ = \theta \text{ in degrees}$
Angular displacement: definition, formula, units and examples	Angular displacement: the number of radians moved. $\omega = \frac{\theta}{t}$ — Angular displacement angular speed
Angular speed: definition, formula, units and examples	Angular speed: the rate of change of angular displacement with time. $\omega = \frac{\theta}{t}$
Centripetal acceleration: direction and explanation, definition, formulae (2), units, examples	The acceleration of an object in uniform circular motion towards the centre of the circle is called <b>centripetal acceleration</b> . $a = \frac{v^2}{r}$ , $a = r\omega^2$
Centripetal force: direction and explanation (link to Newtons 2 <sup>nd</sup> ), definition, formulae (2), units, examples	Centripetal acceleration requires a <b>resultant force</b> directed towards the centre of the circular path — this is the <b>centripetal force</b> . $F = ma = m \frac{v^2}{r}$ $F = m r \omega^2$
Scenario – vehicle banking a hill	$\frac{v^2}{r} = \frac{m g \sin \theta}{m \cos \theta}$ — Resultant force = distance between weight and the support force. $m \sin \theta = \frac{v^2}{r \cos \theta} \Rightarrow \tan \theta = \frac{v^2}{r g}$

# How to create Cornell notes

[https://youtu.be/GRbzcwnRHLQ?si=V-73kztig\\_iDnMw\\_](https://youtu.be/GRbzcwnRHLQ?si=V-73kztig_iDnMw_)

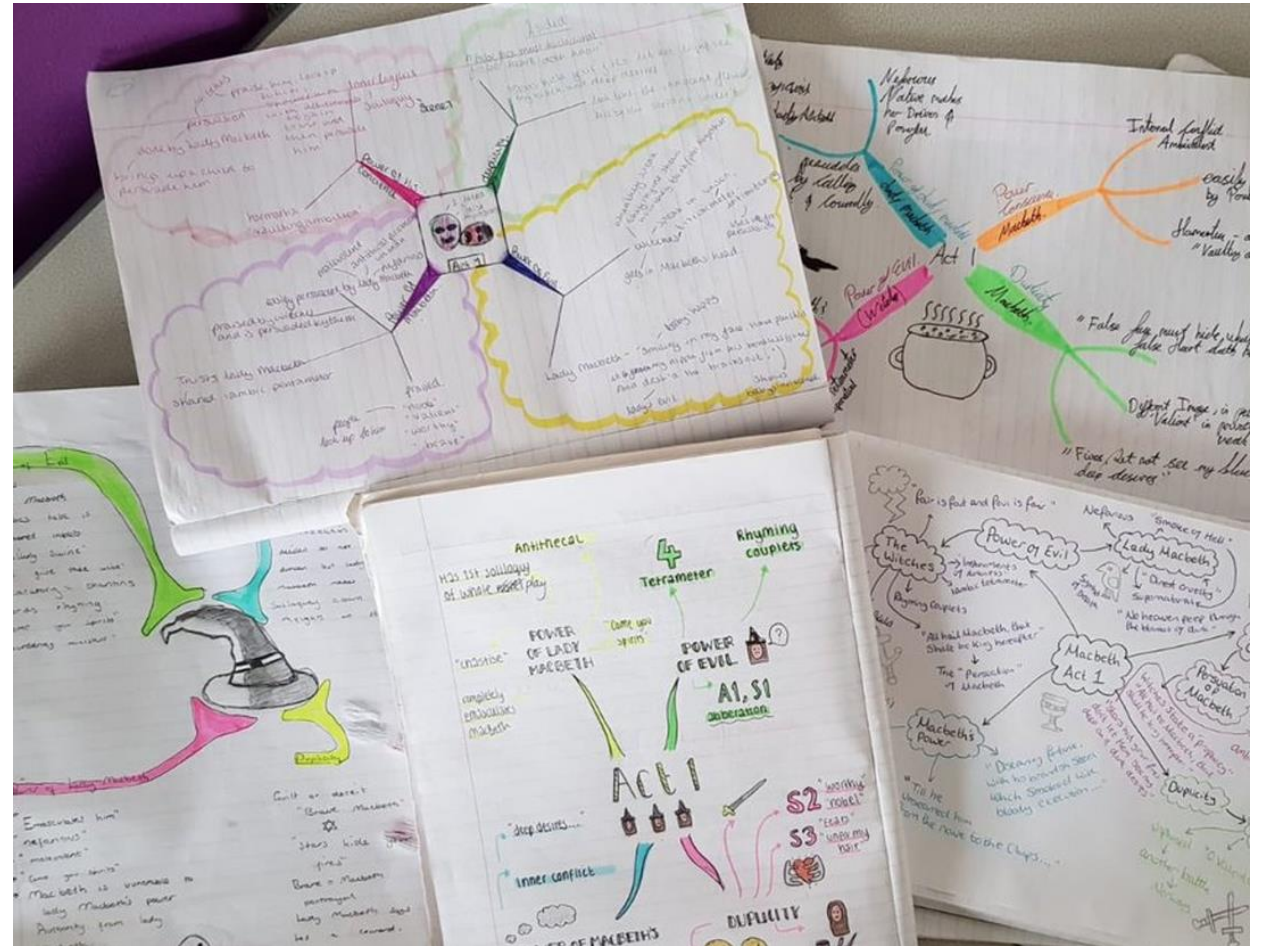


# Dual Coding

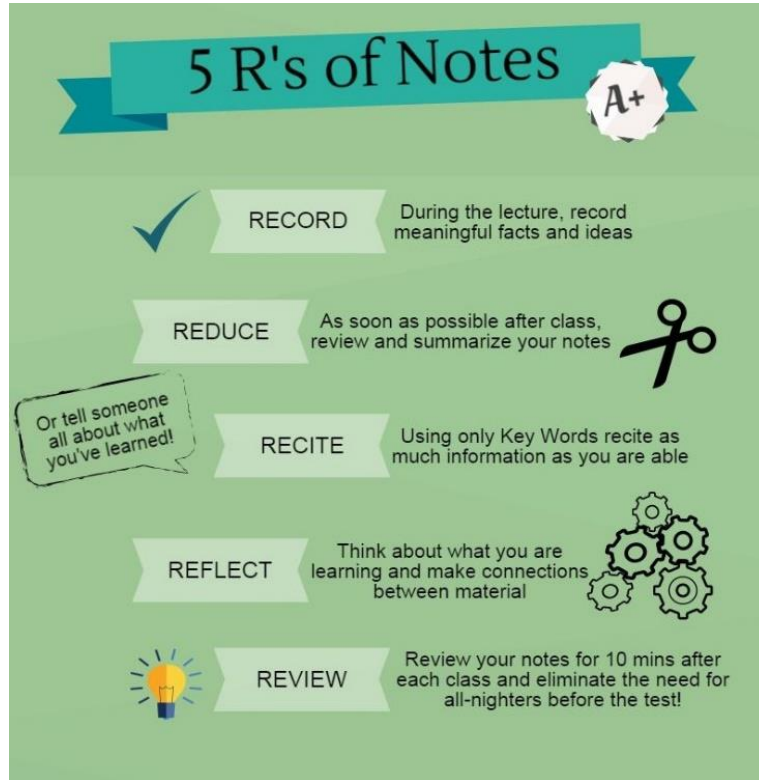
Dual coding relies on the fact that the brain automatically associates visual representations with verbal and vice versa. For example, if you hear the word apple, you'll probably have an image of a shiny red or green fruit in your mind. Likewise, when you see a bowl of apples, the word "apples" will jump into your mind.

Think about the revision materials you have created e.g flashcards, mind maps, knowledge organisers, cornell notes

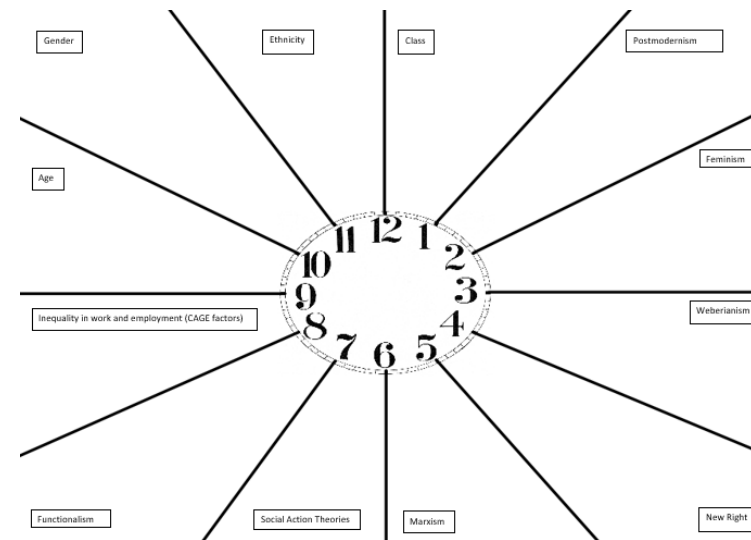
When you go through these, be sure to pick out some of the key content and draw images to help you to remember the key words, or when making notes in class, complement the information with a diagram/drawing



# 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

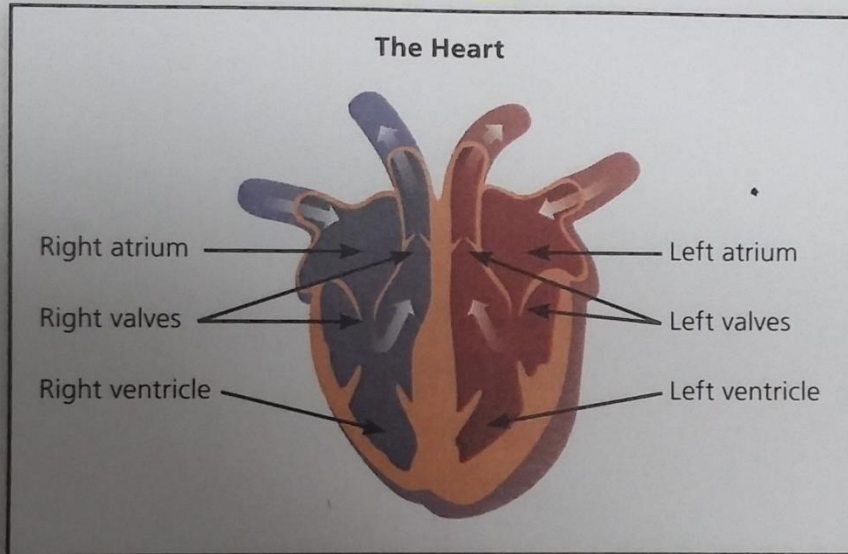
**Step 4**– Test yourself– verbally or in writing– (if you cannot remember, go back to step 3 and repeat)

**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.



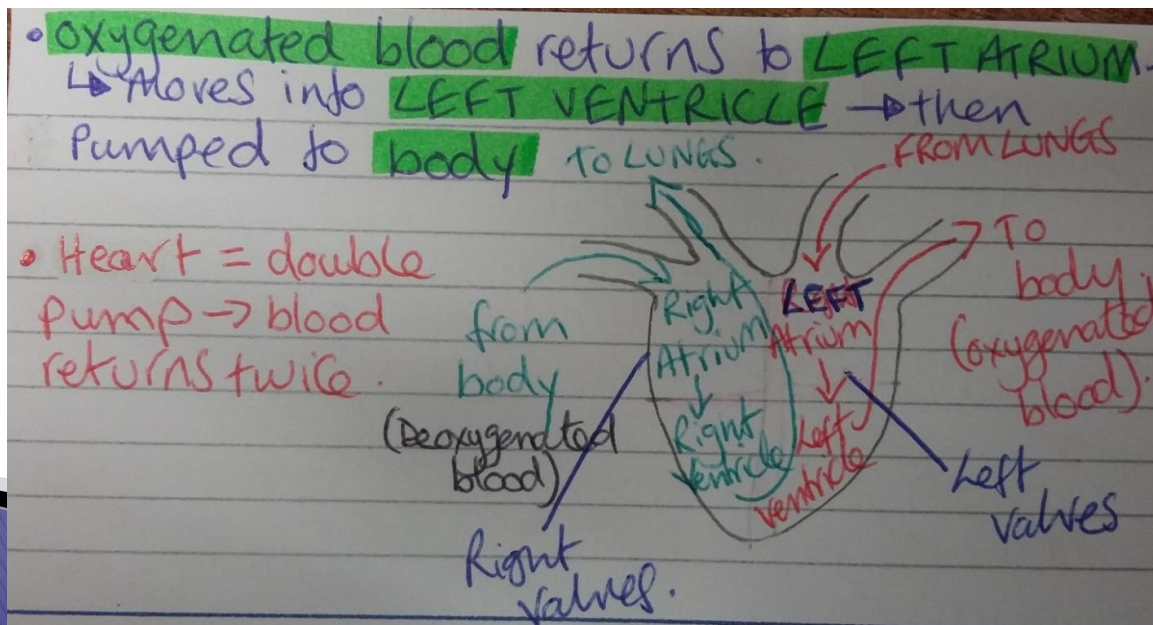
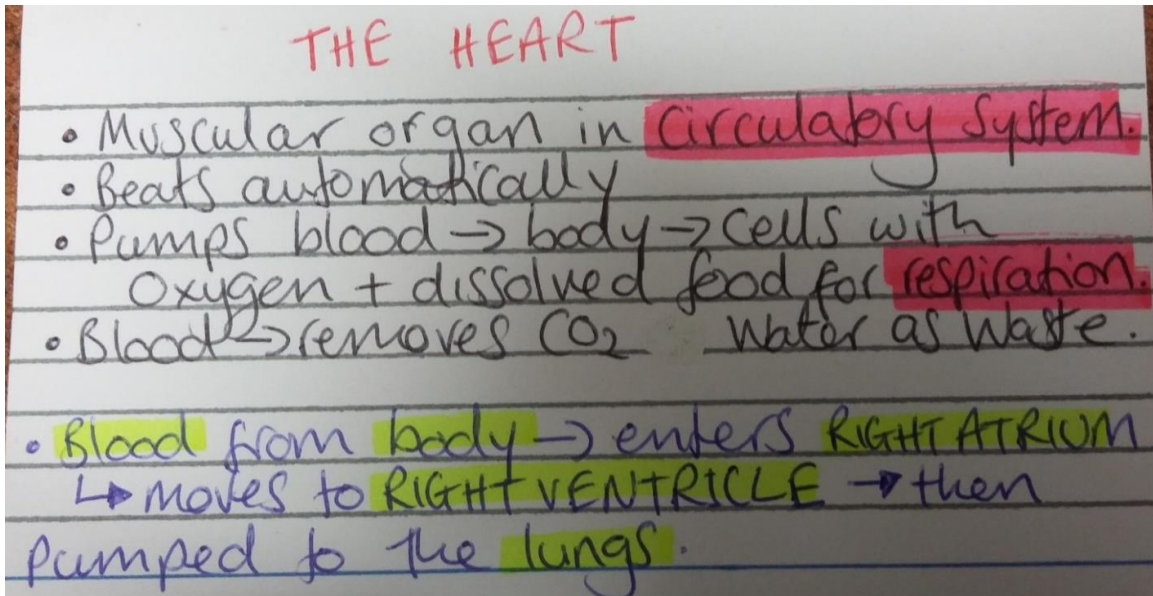
Blood from the rest of the body enters the right atrium of the heart. It then moves into the right ventricle before being pumped to the lungs. When the oxygenated blood returns to the heart, it enters the left atrium. It then moves into the left ventricle before being pumped to the rest of the body. 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

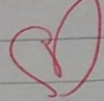
## Step 2- Make a flash card/bullet point list/mind map using the highlighted text



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)



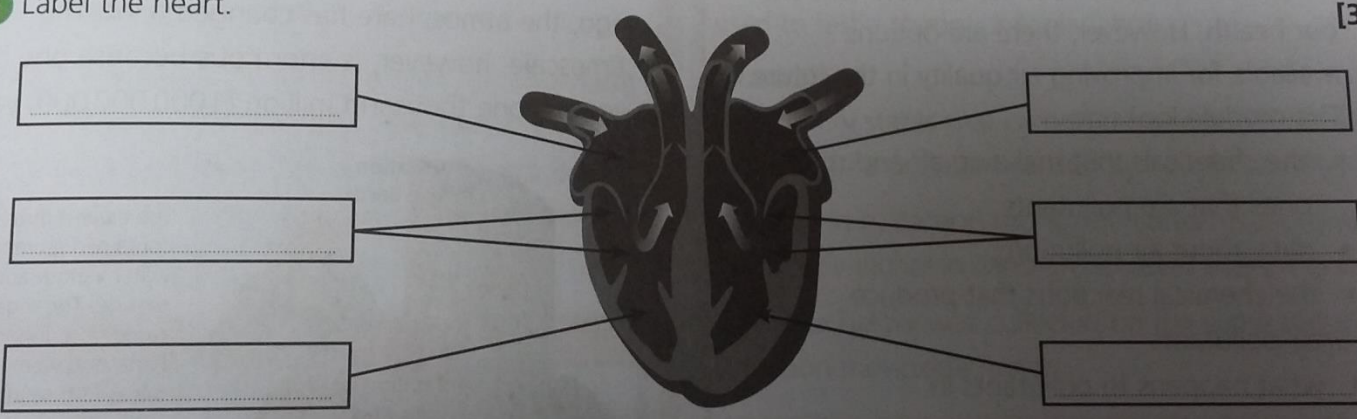
**REPETITION is very important– REPEAT REPEAT REPEAT**

# 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]**



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

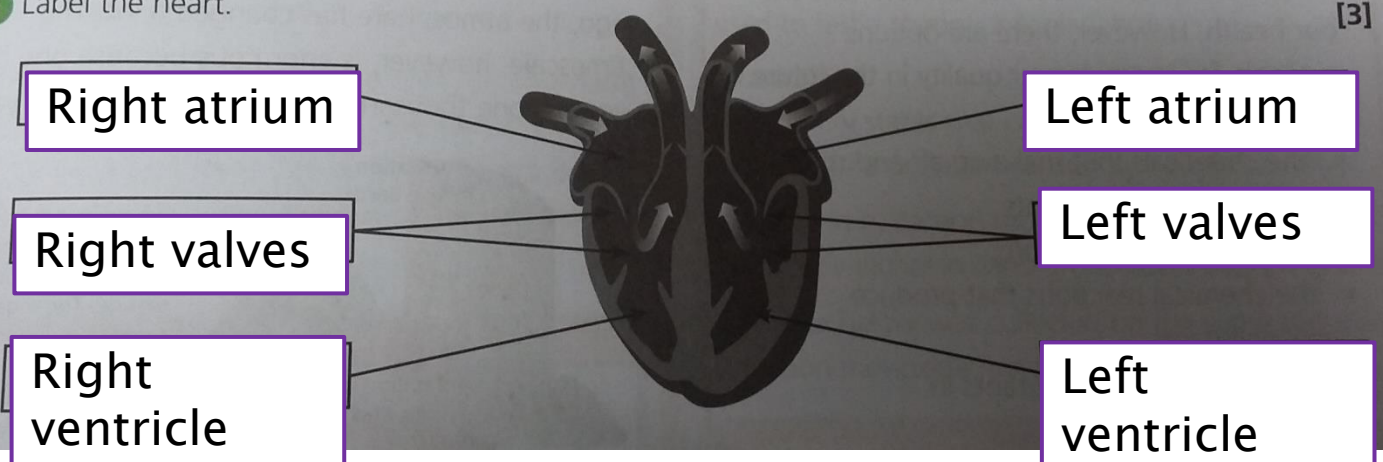
Examiners want students to answer the exact question being asked of them.

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

**Exam Practice Questions**

**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]



Right atrium

Right valves

Right ventricle

Left atrium

Left valves

Left ventricle

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.

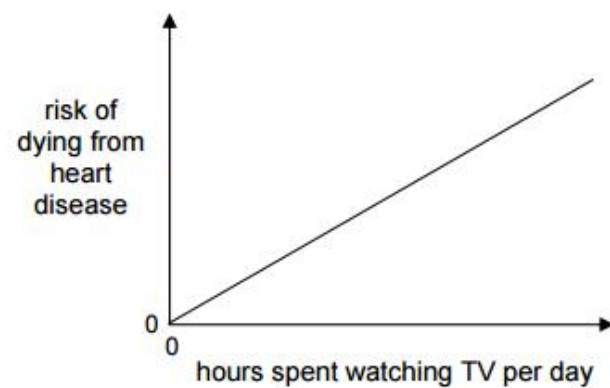
- 4 Toby sees this article in a newspaper.

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

### Ocado venture with M&S

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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.

## 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  
**Time: 2 hours**

Paper Reference  
**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.

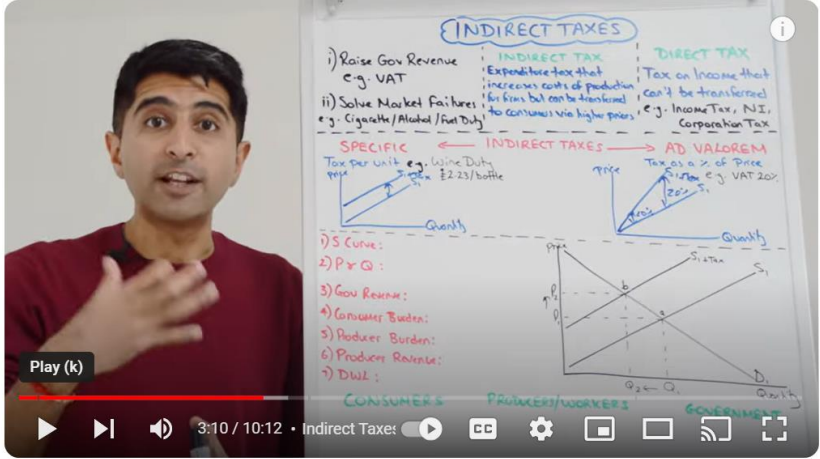
### Advice

- 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



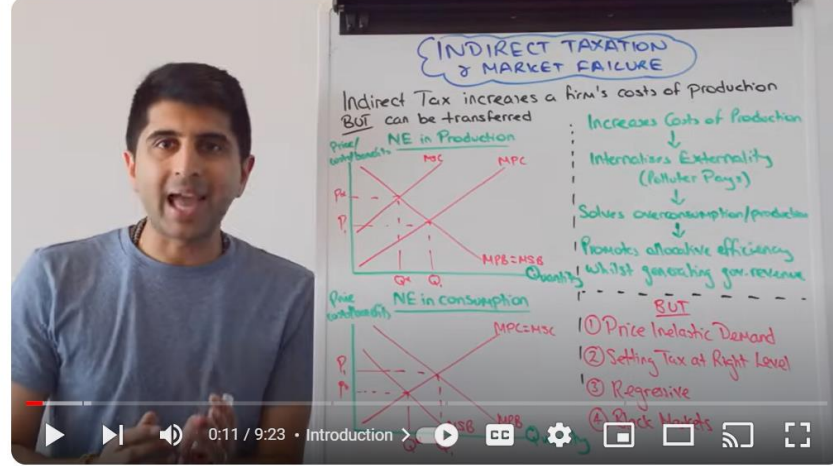
Y1 16) Indirect Tax - Full Market Impact

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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

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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 be included when considering changes to the UK tax system.

# The use of marked work and mark schemes

WCCOR

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

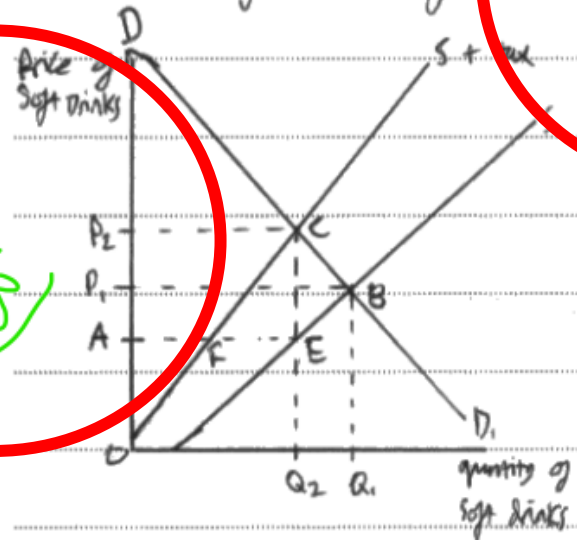
regressive  
conflict  
foreign  
blank

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  $\text{mol dm}^{-3}$

$C = 0.076 \times \left(\frac{5.00 \times 10^2}{1000}\right)$

$116 = \frac{[0.525]^3 [0.038]}{[A]^2 [0.105]}$

$[A]^2 = 4.514547$

$A = \sqrt{4.514547}$

$A = 0.02124$

$A = 0.02$

Concentration of A  $0.02$  mol dm<sup>-3</sup>

# 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 A<sup>2</sup> 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