



# Studying for Success in Science



How to get the best grades at GCSE



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**Understand the Importance of Examinations:** Don't be thoughtless about your exams, think about how important they are. This is about having the right mindset, you will always have the choice to revise or to do 'something else'! You need to consider how important that 'something else' is. What difference will that 'something else' make in your life in 5 years time?

Consider the following questions about what passing your exams will mean to you:

1. What doors of opportunity will you open?
2. What will you be able to do that you can't do at the moment?
3. What financial difference will it make?
4. How proud will it make your family?
5. How proud will it make you?
6. What will your friends think?
7. What will your future employer think?
8. How will it change your life after a month, a year, after 5 years?



**When to start:** *The best time to plant a tree was 20 years ago, the second best time is now.*

It is best to start preparing for your exams as soon as you start your course, so the best time to start is now! The earlier you start the better, if you have only recently started your GCSEs then you need to be revisiting materials you have been taught regularly, just 10 minutes a day early on can have a massive impact. If you are nearer to your exams you will obviously need to be spending more time revising.

You have been provided with access to Tassomai and a knowledge organiser, both of these are great tools to use to keep revisiting course content and will help to secure that all important foundation of knowledge.

Your brain doesn't like to have lots of stuff to learn, the brain is like a muscle—it gets tired quickly. Doing little and often is a much more efficient and effective way of revising. You can never start preparing for exams too early! The sooner you start, the more you will get done and the easier it will be to get a better grade.

**Procrastination:** [noun] the action of delaying or postponing something

Procrastination, the art of putting something off until 'later', is probably more responsible for stopping people from getting what they want than anything else in the universe. If you want to succeed in life, procrastination is your worst enemy.



Ian Gibbs (23 Tips to Get Better Grades) explains really well what is wrong with procrastination:

*Imagine 3 friends, Adam, Ben and Chris. These 3 friends have to carry 3 boxes - one box each. Each box is quite heavy, but not too heavy. Our 3 friends walk along the line, 1 behind each other, carrying their respective box.*

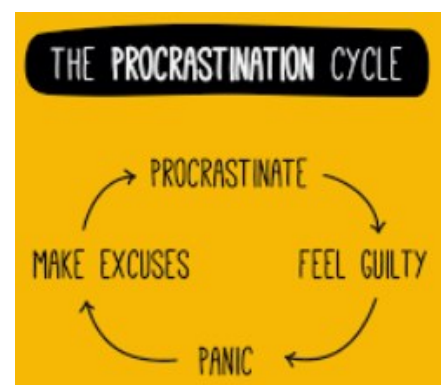
*All is fine until Adam at the back and feeling a little lazy says, 'Oof, I do not want to carry this box anymore' and passes it to the person in front, Ben. Ben is now carrying twice the load, while Adam has nothing.*

*Ben is now carrying more than his fair share. He tires quickly. He has to give his 2 boxes to someone else, Chris. Chris now finds he has 3 boxes. It's too much. He collapses under the weight of his unfair and unbearable load.*

*Think of Ben as your present self. Adam as your past self and Chris as your future self. The boxes represent the work each 1 of you has to do. If you share the work, doing each day what you can, all is well. But once you put off until tomorrow tasks you could do today, you're naively overlooking that your future self will also have other things to do tomorrow, not just the things from today that you are delegating. After all, unforeseen tasks pop up, opportunities arise. The unexpected happens.*

### **Top Tips to Tackle Procrastination:**

- 1. Reward yourself with a small prize. If you are able to associate completing the task with a celebration, you'll have a more positive attitude towards it.**
- 2. Make a revision timetable, you are more likely to do a task if it is written down.**
- 3. Just focus on doing a little to get you started. It's the enormity of the task that's off-putting. By saying to yourself that you're just going to read 1 page or answer 1 question or make a revision card, it's easier to get started. Once you've started it's much easier to keep going.**
- 4. Use positive peer pressure by teaming up with someone who will also be revising at the same time as you.**
- 5. Don't break the chain. Get a calendar and cross off the day with a satisfying tick, see how many days you can go without missing a day.**



## Revision Timetable

You have a busy life, lots of stuff to do, lots of stuff to think about. This is why a revision timetable is important: it helps you to get organised without having to think too much.

It is important to understand that a revision timetable is a tool to help you to get more done. If you don't follow it perfectly, it's not a problem, it only becomes a problem if you don't follow it at all. Deciding to start earlier or later, swapping subjects is fine. As long as you are getting through the revision you'd plan to do it is fine!

Exam timetables are easy to make, simply draw up a table with 7 rows (one for each day of the week), firstly write in your commitments such as clubs that you attend, then populate your table with time slots to revise each subject.

It is recommended that you vary your subjects, it helps to keep your mind active and interested.

Don't overlook the opportunity of early morning revision. If you get up before everyone else, it's quiet with no distractions. Why not include half hour revision as part of your bed-time routine? Regularly testing yourself by going through your flash cards just before you go to sleep is a good learning tactic. It gets your mind working on things while you sleep.

<b>Monday</b> 		17:00-17:50 Walk with Deja	18:00-18:50 Maths - Algebra Top- Test Revision	19:00-19:50		
<b>Tuesday</b>	16:00-16:50 Revs for Chemistry Test	17:00-17:50 German - Translation Practice	18:00-18:50 Running	19:00-19:50		
<b>Wednesday</b>	16:00-16:50 Art Portfolio 	17:00-17:50 Call with Gran	18:00-18:50	19:00-19:50 Maths - Powers & Roots		
<b>Thursday</b> 	16:00-16:50 Bike ride	17:00-17:50 Geography - Migration Assignment 	18:00-18:50 Physics - Atoms & Isotopes	19:00-19:50		
<b>Friday</b> 	16:00-16:50 English - Poetry Essay	17:00-17:50 Biology - Cell structure	18:00-18:50	19:00-19:50 Pizza Friday! 		
<b>Saturday</b> 	10:00-10:50 Study Session with Greg	11:00-11:50 Biology - Diseases	12:00-12:50	13:00-13:50 Baking?  News...	14:00-14:50 Chemistry - Past Paper Questions	15:00-15:50 Geography - Global Developments
<b>Sunday</b> 	10:00-10:50 English - Short Essay on Marbeth	11:00-11:50 German - Past Tense (for test on Monday)	12:00-12:50	13:00-13:50 Physics - Radioactive Decay	14:00-14:50 History - Vietnam War 	

## Mark Schemes and Examiners Reports

Ian Gibbs (23 Tips to Get Better Grades) explains using mark schemes and examiners reports really well:

*Let's imagine you'll soon be sitting an exam. But let's also imagine you have an uncle that is an examiner. He writes and marks exam papers and it just so happens he is the person who has written the exam you are about to sit. Let's call him Uncle X.*

*If Uncle X was corrupt or dishonest, he might pass you some inside information about what questions will be in your future exam.*

*Frustratingly, your beloved Uncle X is as honest as the day is long and cannot be bought for love or money.*

*'However', he says with a twinkle in his eye, 'I could pass you some inside information about what common mistakes were made in last years exam. I could write you a little summary of where student's slipped up, the things they could have done to score a few extra points.'*

*'Okay', you mutter apprehensively, 'how much is it going to cost me?'*

*'Nothing at all!' he roars. 'I've even posted it online already so everyone can read it!'*

You might not have a real Uncle X, but someone does and, true to his word, every year Uncle X writes a report assessing the previous exam, how it was received, where students slipped up and what got extra marks.

The report this is referring to is the examiners report. It's a collection of comments and observations made by the people who marked the exam about how candidates did. It is full of valuable nuggets of information about what the examiners are looking for, where students lost marks and where they gained them.



Themes where students did best	Themes where students did less well
<ul style="list-style-type: none"><li><b>Knowledge and understanding:</b> At this level, many students demonstrated secure knowledge and understanding. They had a good understanding of the digestive system, food groups and enzymes. They demonstrated a good understanding of the majority of the content on leaf structure. Many students were very familiar with anaerobic respiration and answered these practical questions well. Students showed a good understanding of bacterial diseases, and how they could be prevented from spreading, as well as a good understanding of the role of antibiotics. The majority of students had an excellent knowledge and understanding of cell structure and function and knew at least one advantage of electron microscopes over light microscopes.</li><li><b>Maths skills:</b> Students were competent at calculating means and then using the data in further stepped calculations. The majority of students could measure accurately and apply their reading to calculate the magnification of a cell diagram.</li></ul>	<ul style="list-style-type: none"><li><b>Knowledge and understanding:</b> Many students were not able to demonstrate a secure understanding of some basic biological content. This included identifying parts of the lungs, the function of stoma and how water is lost from leaves. On the standard demand questions (Q6) many students did not have a secure understanding of which organ system the heart is part of or the function of valves and which blood vessels contain valves. Generally students also did not have a secure knowledge of which pathogens caused malaria and what has been used to reduce the number of deaths from malaria each year.</li><li><b>Scientific language:</b> There was evidence that some students find it challenging to use or understand the correct scientific language. For example the word ethanol is used rather than the common term alcohol when referring to anaerobic respiration.</li><li><b>Command words:</b> In the extended response questions many students did not understand what is required for the command word 'compare'. Students performed better in the later extended response question where they had to describe the defence system of the human body.</li></ul>

Possibly the most amazing thing about the examiners report is that most students don't even know it exists. So by studying it you are not only getting valuable inside knowledge, its also putting you ahead of the rest which surely will help you to get better grades.



## What do I revise?

To be able to revise effectively, you will need to come up with a complete list of everything you've covered so far and everything you have yet to cover, not just in science. Making a list will help you to make sure that you have covered all areas and haven't forgotten anything important.

Your exam board produces a document explaining everything that should be covered in your course and in turn what could be on your exam. This document is called a specification and gives a detailed explanation of what the course you are taking is trying to achieve and what you can expect your exam to be measuring.

Get hold of a copy, print it off and go through it, ticking off everything you have done so far. Continue ticking things off as your course progresses. By the end of the course you should have covered everything, if there are gaps, now is the time to do something about it.

Use the table below to identify the examination boards used for each of your subjects, blanks need to be populated with your subjects (options, languages etc.):

Subject	Examination Board	Tier (higher or foundation) if applicable
Combined Science	AQA	
English		
English Language		
Maths		

## Past Papers & Mark Schemes

If you wanted to learn to swim, do you read about fluid dynamics, buoyancy and muscle fatigue? Or do you just jump in the water and have a go?

One of the best ways to learn how to do something is to try doing it, sitting an exam is no different. If you want to improve your exam skills, do exam questions.

1. The experience of sitting a mock exam is useful. It gives you a clear idea of what the real one will look like—the location, the time limit, the physical layout. It will make the experience of sitting the real exam more familiar. This has been shown to help reduce pre-exam anxiety.
2. It gives you a rough idea of what your marks will be if you carry on studying in the way you have been so far. This is useful too. If you get a grade 2, you know you have to change tactics if you want better grades.
3. It provides you with a very useful idea about what sort of exam questions are likely to turn up on your real exam paper, which ones you do well at and which ones need improving. Going over your wrong answers might feel like rubbing salt into a wound but it's the only way to analyse what went wrong and why.

Past exam papers usually come with a mark scheme and examiners report. A good mark scheme not only gives you the correct answers, it also tells you why its correct. It also tells you why its correct , what key word are needed and how all the marks for a particular questions are allocated.

- where did you fail to gain marks because you didn't know the answer?
- Where did you lose marks due to unavoidable mistakes?
- Where could you have gained extra marks but overlooked the opportunity?
- What would you have to add to get full marks?

<p><b>AQA Style</b></p> <p>GCSE COMBINED SCIENCE: TRILOGY Higher Tier Biology Paper 1</p> <p>Time allowed: 1 hour 15 minutes</p> <p>Materials • A ruler • A pen and pencil</p> <table border="1"> <thead> <tr> <th>Question</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td>4</td> <td></td> </tr> <tr> <td>5</td> <td></td> </tr> <tr> <td>6</td> <td></td> </tr> <tr> <td>7</td> <td></td> </tr> </tbody> </table> <p><b>AQA Style</b></p> <p>GCSE COMBINED SCIENCE: TRILOGY Foundation Tier Biology Paper 1</p> <p>Time allowed: 1 hour 15 minutes</p> <p>Materials • A ruler • A pen and pencil • A scientific calculator</p> <p>Instructions • Answer all questions using a black pen. • Answer the questions in the space available and cross through any work you do not want to be marked. • In any calculations, make sure you show your working out. • The maximum mark for the paper is 75.</p> <table border="1"> <thead> <tr> <th>Question</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td>4</td> <td></td> </tr> <tr> <td>5</td> <td></td> </tr> <tr> <td>6</td> <td></td> </tr> <tr> <td>7</td> <td></td> </tr> </tbody> </table>	Question	Mark	1		2		3		4		5		6		7		Question	Mark	1		2		3		4		5		6		7		<p><b>AQA Style</b></p> <p>GCSE COMBINED SCIENCE: TRILOGY Higher Tier Chemistry Paper 1</p> <p>Time allowed: 1 hour 15 minutes</p> <p>Materials • A ruler • A pen and pencil • A calculator • Periodic Table of Elements</p> <p>Instructions and Information • Answer all the questions using a black pen. • Answer the questions in the space available and cross out any work you do not want to be marked. • In any calculations make sure you show your working out. • The marks for each question are shown in brackets. • The maximum mark for the paper is 75.</p> <table border="1"> <thead> <tr> <th>Question</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td>4</td> <td></td> </tr> <tr> <td>5</td> <td></td> </tr> <tr> <td>6</td> <td></td> </tr> <tr> <td>7</td> <td></td> </tr> </tbody> </table>	Question	Mark	1		2		3		4		5		6		7		<p><b>AQA Style</b></p> <p>GCSE COMBINED SCIENCE: TRILOGY Higher Tier Physics Paper 1</p> <p>Time allowed: 1 hour 15 minutes</p> <p>Materials • A ruler • A pen and pencil • A calculator • Physics Question Book • Observation and Information</p> <p>Instructions and Information • Answer all the questions using a black pen. • Answer the questions in the space available and cross out any work you do not want to be marked. • In any calculations make sure you show your working out. • The marks for each question are shown in brackets. • The maximum mark for the paper is 75.</p> <table border="1"> <thead> <tr> <th>Question</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td>4</td> <td></td> </tr> <tr> <td>5</td> <td></td> </tr> <tr> <td>6</td> <td></td> </tr> <tr> <td>7</td> <td></td> </tr> </tbody> </table>	Question	Mark	1		2		3		4		5		6		7	
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Question	Answers	Mark	AD / Spec. Ref.
04.5	Level 3: The method would lead to the production of a valid outcome. All key steps are identified and logically sequenced.	5–6	AD3
	Level 2: The method would not necessarily lead to a valid outcome. Most steps are identified, but the method is not fully logically sequenced.	3–4	AD2
	Level 1: The method would not lead to a valid outcome. Some relevant steps are identified, but links are not made clear.	1–2	AD1
	No relevant content	0	
	Indicative content		4.7.2.1
	<ul style="list-style-type: none"> <li>placing of quadrat</li> <li>large number of quadrats used</li> <li>how randomness achieved – eg table of random numbers or random number button on calculator or along transect</li> <li>quadrats placed at coordinates or regular intervals along transect</li> <li>in each of two areas of different light intensities or transect running through areas of different light intensity</li> <li>for each quadrat count number of dandelions</li> <li>for each quadrat measure light intensity</li> <li>compare data from different light intensity</li> </ul>		
	to access level 3 the key ideas of using a large number of quadrats randomly, or along a transect, and counting the number of dandelions in areas of differing light intensity need to be given to produce a valid outcome		



## Making Notes Useful:

One of the first things you need to do is to get your notes in order—you can't learn every note you have written so you need to condense them.

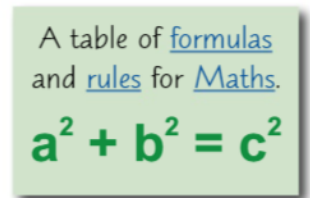
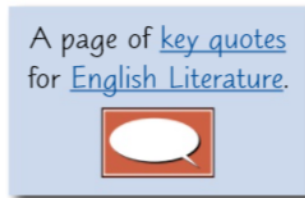
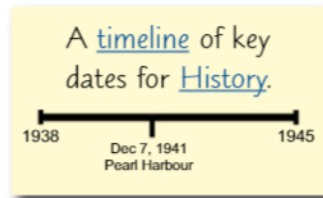
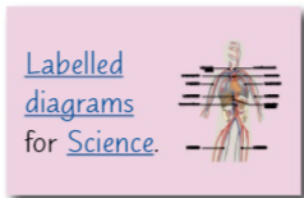
Start with your notes:

You'll need to start off with some useful notes, these could include:

- a CGP revision guide
- class notes
- text books
- revision sheets from your teacher

You will then need to condense them into your own words:

- simplify and summarise your notes into key points so they are easier to revise from
- Aim to get each topic on a single page
- Try to reorganise the material in some way, for example, by grouping it differently or linking topics together.
- How you present your notes depends on the subject:



Test yourself on what you have covered:

- cover up your notes and write down how much you can remember.
- Compare what you've written in your notes then fill in any gaps—use a different colour so you know what you have missed.
- Keep doing this until you remember everything on the topic

## Thinking Maps:

Thinking maps are great for revising topics, organising material visually can make it easier to recall.

Colour and images can help topics and information to stick in your memory.

Mind maps can help you to identify the key ideas of a topic and find links between them, which can help you to see the topic in different ways.

## Flash Cards

Flash cards are one of the most simplest but effective revision tool.

- Flash cards are small cards with a question or prompt on one side and the answer or information on the other.
- They are great for testing yourself and finding gaps in your knowledge.
- Flash cards are useful for learning things like:

Important dates in history

Language vocabulary

Key words and definitions

Labelled diagrams



## Command Words

It is so important to read examination questions carefully. Read the question a few times (or until you understand it). Use the number of marks available as a guide for how long to spend on a questions. Underline or circle key phrases and command words.

Command words are key—they tell you what to do.



### Common Science & Maths commands:

#### Command

#### Meaning

- Describe → talk through a process or trend
- Outline → state information about...
- Suggest → give possible causes for...
- Calculate → complete a calculation
- Show → prove something is true / false
- Explain → give reasons for something

### Common English & Humanities commands:

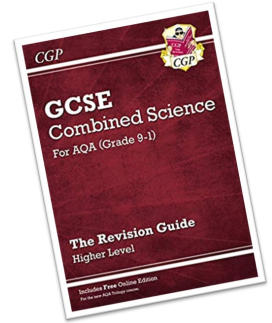
#### Command

#### Meaning

- Discuss → talk about key points in detail
- How far do you agree? → give your opinion (and why)
- How important is... → discuss the significance of...
- How useful is... → weigh up the pros and cons of...
- Use evidence to show... → support a view with examples
- Explain → give reasons for something

# How to Use a Revision Guide

If you are just reading the revision guide, you are not revising!



## MEDIUM IMPACT

- Mind maps
- Key-words - Post It
- Highlighting

## HIGH IMPACT

- Flash cards
- Family and friends test

## GREATEST IMPACT

- Applying the knowledge to exam questions and marking them

## Extra Parts of a Revision Guide

### Worked Examples

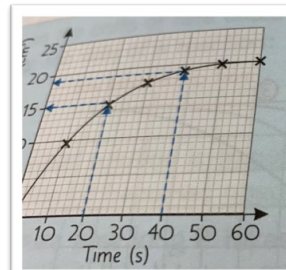
**EXAMPLE:** A 600 W microwave is used for 5 minutes. How long (in minutes) would a 750 W microwave take to do the same amount of work?

- 1) Calculate the energy transferred by the 600 W microwave in five minutes.  
 $E = Pt = 600 \times (5 \times 60) = 180\ 000\ \text{J}$
- 2) Rearrange  $E = Pt$  and sub in the energy you calculated and the power of the 750 W microwave.  
 $t = E \div P = 180\ 000 \div 750 = 240\ \text{s}$
- 3) Convert the time back to minutes.  
 $240 \div 60 = 4\ \text{minutes}$

Remember that the time must be in seconds.

So the 750 W microwave would take 4 minutes to do the same amount of work.

**EXAMPLE:** A car of mass 2500 kg is travelling at 20 m/s. Calculate the energy in its kinetic energy store.

$$E_k = \frac{1}{2} \times 2500 \times 20^2 = 500\ 000\ \text{J}$$


### Exam Tips

If you're asked to find the mean rate of reaction for the whole reaction, remember that the reaction finishes as soon as the line on the graph goes flat.

## Stuck on an Exam Question???

3. Rate of Photosynthesis

1. Explain the Trend

2. % of Carbon Dioxide

2. Use the index to find key words

- permanent magnets 247, 106
- pH 129, 130, 234
- phagocytosis 33, 46
- phenotype variation 76
- phenotypes 72
- phloem cells 14
- photosynthesis 40-52
- rate of 51, 52
- rhizium (classification) 81
- physical changes 193
- phytoniming 162
- pipettes 232
- pituitary gland 62, 64, 67
- placebo effect 49
- plant cells 11
- plasma 33
- plasmids 11, 78
- placenta 33
- pleural membranes 30

The Rate of Photosynthesis

3. The revision guide Explains the Trend



## Useful Programmes & Apps

There are many useful apps and programmes out there, sometimes it can be a little overwhelming trying to decide which ones to use.

### Flashcards and Revision:

**Physics & Maths Tutor** is a fantastic **free** resource that gives access to lots of revision resources including past papers and mark schemes, we highly recommend this site.

**Anki App** is a cross-platform mobile and desktop flashcard app.

Study flashcards in your downtime. Make flashcards with text, sound, and images, or download pre-made ones.

**Flashcards+** Flashcards+ is the world's most popular flashcard app! Designed in association with Harvard University faculty and students, Flashcards+ is an optimized way to learn and retain new information. It allows you to easily create and study flashcards without the hassle of having to buy and write on actual note cards.

**Gojimo:** Gojimo Revision is the free app that helps you pass exams. Access practice questions for **free**. Gojimo allows you to: download quizzes for offline use, track your progress, strengths and weaknesses, check off each topic as you learn it

### Mind Mapping:

**Coggle:** The clear way to share complex information. *Coggle* is a collaborative mind-mapping tool that helps you make sense of complex things.

**SimpleMind:** Analyze your thoughts and structure them with SimpleMind. The unique free lay-out allows you to organize your ideas exactly how you want it. Multiple Mind Maps on one page. Horizontal, Vertical, Top-down and List Auto layout, perfect for brainstorming. Virtually unlimited page size and number of elements.

### Organisers & Planners:

**Exam Countdown:** Exam Countdown is a free and simple app to keep track of exam and test dates. Store all your key exam and test dates in one place, stay focused with a daily countdown, colour code your exams and tests, choose from 400 icons, share your exam or test on Facebook and Twitter, -add notes to exams and tests, basic Notifications

**iStudiez Pro Legend:** The best choice for any student. Simple Yet Powerful · Quick Overview of Your Daily Schedule and Tasks

## Attendance

The Department for Education (DfE) published research in 2016 which found that:

- Pupils with **no absence** are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions
- Pupils with **no absence** are 2.2 times more likely to achieve 5+ GCSEs A\*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons

There's a clear link between poor attendance and lower academic achievement

DfE research (2012) on improving attendance at school found that:

- Of pupils with **absence over 50%**, only 3% manage to achieve 5 or more GCSEs at grades A\*-C including maths and English
- 73% of pupils who have **over 95% attendance** achieve 5 or more GCSEs at grades A\*-C

Pupils with persistent absence are less likely to stay in education

Advice from the National Strategies (hosted on the National Archives) says that:

- The links between attendance and achievement are strong
- Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years



# My Revision Blueprint

## Do Now

1. Do you have a revision timetable? Y/N
2. Do you eat breakfast? Y/N
3. Do you know the topics you need to focus on in each subject? Y/N
4. Do you get 8 hours sleep a night? Y/N
5. Can you name at least 3 revision techniques? Y/N
6. Do you have your devices when you go to bed? Y/N

## Healthy Habits:



Take breaks



Seek advice



Meet friends



Eat well



Exercise



Sleep

## My TOP 5 plan...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## My Revision Duties

D = DRINK 2 litres of water a day

U = UNPLUG turn off devices when revising

T = TIMETABLE make and stick to your revision plan

I = INTERESTING switch between revision strategies

E = EAT breakfast and 5 portions of fruit & veg a day

S = SLEEP get your 8 hours of sleep a night, MINIMUM

## Questions I need to ask / help I need to seek :

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# Weekly Planner




Morning	School Day	After School	Additional




	Monday	Tuesday	Wednesday	Thursday	Friday
5-6					
6-7					
7-8					
8-9					




Saturday				
Sunday				




## Subject Content Focus




<b>PAPER 1:</b>	TOPIC			
	BIOLOGY			

<b>PAPER 2:</b>	TOPIC			
	BIOLOGY			

<b>CHEMISTRY</b>	TOPIC			

<b>CHEMISTRY</b>	TOPIC			

<b>PHYSICS</b>	TOPIC			

<b>PHYSICS</b>	TOPIC			

# Topics and Assessments

## AQA - Combined Science GCSE Trilogy (8464)

The specification can be found here: <http://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

This documents explains how AQA writes the question papers

<http://filestore.aqa.org.uk/resources/science/AQA-GCSE-SCIENCE-QUESTIONS-CLEAR.PDF>

<http://filestore.aqa.org.uk/resources/science/AQA-GCSE-SCIENCE-EXAMS-EXPLAINED.PDF>

There are **six papers** in total and this will gain you 2 GCSEs for the combined Science:

2 for biology, 2 for chemistry and 2 for physics these will all be taken at the **end of Year 11** in the Summer exams.

Each paper is 1hr 15mins – 70 marks (16.7% of the GCSE)

### Biology Topics

<p><b>Paper 1 – topics 1-4</b></p> <ul style="list-style-type: none"> <li>Cell biology</li> <li>Organisation</li> <li>Infection and response</li> <li>Bioenergetics</li> </ul>	<p><b>Paper 2 – topics 5-7</b></p> <ul style="list-style-type: none"> <li>Homeostasis and response</li> <li>Inheritance</li> <li>Variation &amp; evolution</li> <li>Ecology</li> </ul>
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### Chemistry Topics

<p><b>Paper 1 – topics 8-12</b></p> <ul style="list-style-type: none"> <li>Atomic structure and the periodic table</li> <li>Bonding, structure &amp; properties of matter</li> <li>Quantitative chemistry</li> <li>Chemical changes</li> <li>Energy changes</li> </ul>	<p><b>Paper 2- topics 13-17</b></p> <ul style="list-style-type: none"> <li>The rate and extent of chemical change</li> <li>Organic chemistry</li> <li>Chemical analysis</li> <li>Chemistry of the atmosphere</li> <li>Using resources</li> </ul>
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### Physics Topics

<p><b>Paper 1 – topics 18-21</b></p> <ul style="list-style-type: none"> <li>Energy</li> <li>Electricity</li> <li>Particle model of matter</li> <li>Atomic structure.</li> </ul>	<p><b>Paper 2 – topics 22-24</b></p> <ul style="list-style-type: none"> <li>Forces</li> <li>Waves</li> <li>Magnetism</li> <li>Electromagnetism</li> </ul>
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