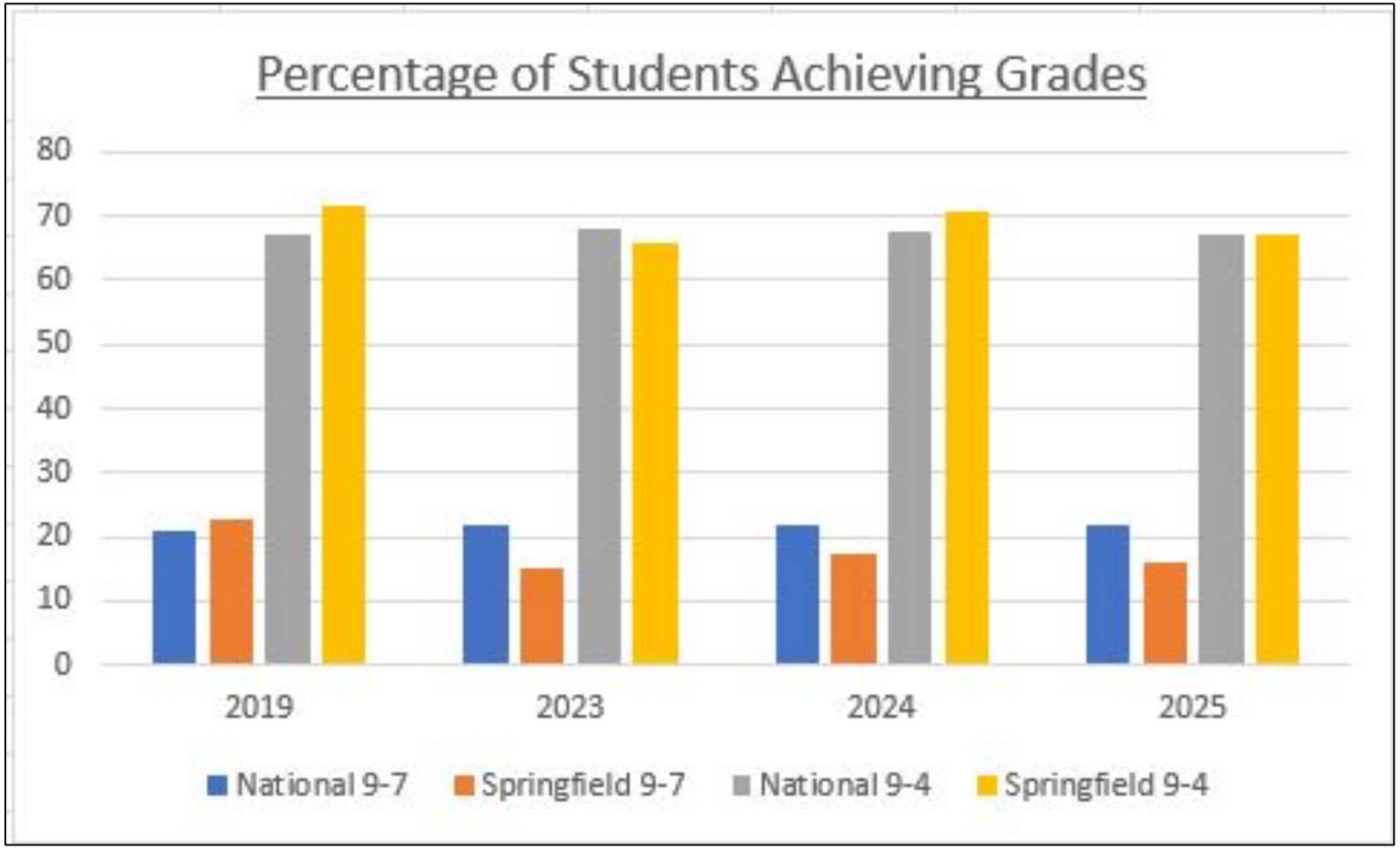
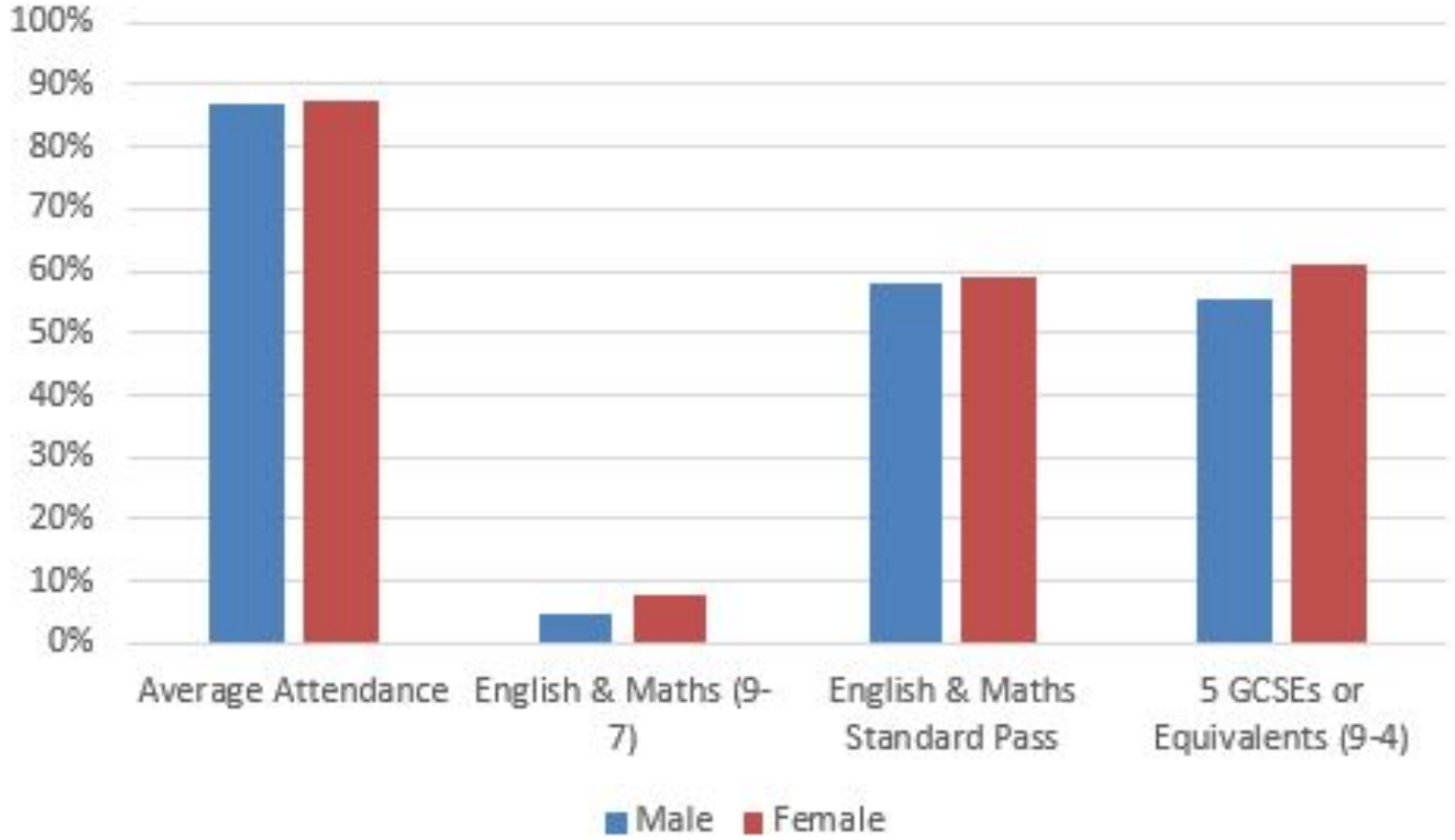
GCSE Information evening - Y11

Wednesday, 17 September 2025

National v Springfield



The gender imbalance?



Government's underlying principle affecting the study and assessment of GCSE

'Learning has been described as … an alteration in long term memory. Progress, therefore, means knowing more, (including knowing how to do more) and remembering more'

Education Inspection Framework

A lot of work, therefore, in KS4, is the teaching of, and remembering new learning…

- Quizzes
- Memory games
- Flashcards
- Interleaving practices
- Frequent mini assessments
- Practising key skills over and over

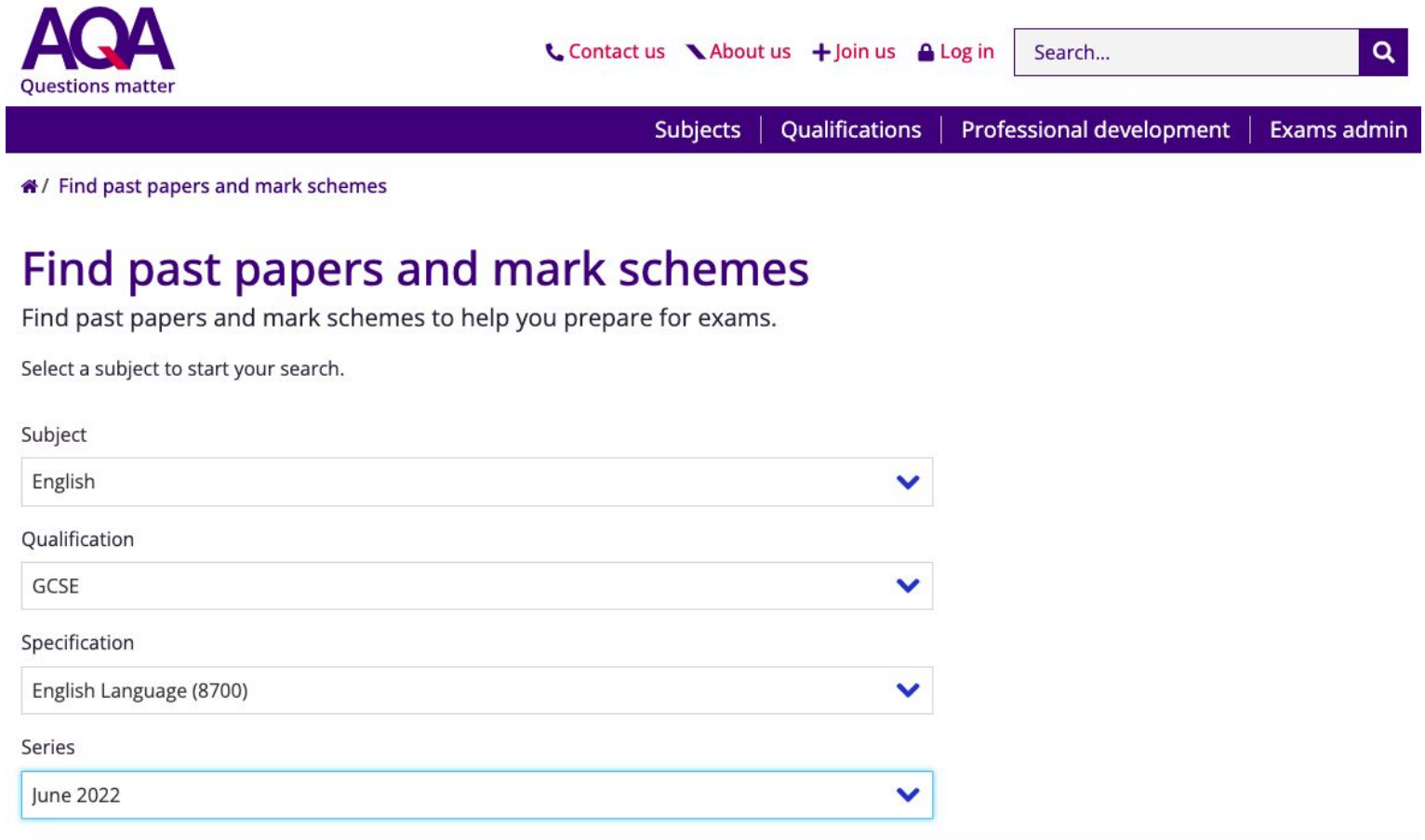
GCSEs can be daunting:

- There are no longer unit tests during the course of the year that can be ‘chunks’ of the GCSE.
- There are very few Controlled Assessments left - apart from more practical subjects such as Design Technology/Media Studies/Food
- There are no modular re-sits so that you can ‘bank’ a proportion of the final Grade
- The majority of GCSE subjects are based on 100% final examinations - you work in class and at home up to May of Year 11 and then sit all the exams over a 5 - 6 week period
- There *are* Functional Skills exams during the course in Maths and English (Level 1 and Level 2) which can be taken at various times of the year

Exam period: May 7th - June 17th 2026

Date	7.30/ 8.00am to 8.30am	1 9am to 10am	2 10am to 11am	BREAK	3 11.15am to 12.15pm	4 12.15pm to 1.15pm	LUNCH	5 1.45pm to 2.45pm	6 2.45pm to 3.45pm
Monday 13 May	Eng. Lit.?	English Literature 1 1 hour 45 mins			Media Revision	French Revision		Media Studies 1 1 hour 30 mins	French?
Tuesday 14 May	French?	French Listening H: 45 mins F: 35 mins	French Reading H: 60 mins F: 45 mins			History Revision			History?
Wednesday 15 May	History?	History 1 2 hours			Comp. Science Revision	Maths Revision		Computer Science 1 1 hour 30 mins	Maths?
Thursday 16 May	Maths?	Maths 1 (non calc.) 1 hour 30 mins			RS Revision	Chemistry Revision		Religious Studies 2 1 hour 45 mins	Science?
Friday 17 May	Science?	Chemistry 1 H: 1 hour 45 mins F: 1 hour 15 mins			Geography Revision?			Geography 1 1 hour 30 mins	Eng. Lit.?

Past papers are easily available online - and markschemes



Exam boards used

AQA	English/English Literature/Art/Photography/ Science/MFL/Ethics and Philosophy/Sociology/History/Music/PE/Geography
EdExcel	Computer Studies/Digital IT/Drama/Travel and Tourism
OCR	Maths Child Development/Health and Social Care
WEJC/Eduqas	Media Studies/Design Technology

Lesson 0 and Lesson 6

- Pupils, especially Year 11, are keen to know when lesson 0 and lesson 6 take place:

  Monday: Art/Photography/MFL
  Tuesday: English
  Wednesday: Maths
  Thursday: Science
  Friday: History/Sociology/Geography/Music/PE

- What about lessons 1 - 5….?

- There will be revision workshops in the October/February/Easter/May holidays

What do parents need to know..?

- There is never a time when Y11 can't be doing something
- It is definitely a marathon not a sprint
- Working steadily over the two years is key, not a mad dash at the end (does not work for these GCSEs)
- Parents should be benign monitors - most pupils know what they need to do = work with their teachers, turn up to lessons and put the effort in

Important markers

Year 11 Mocks: 3rd Nov - 14th Nov (already in planning…!)

Y11 reports issued/Mock results assembly: 2nd Dec

Y11 Parents' Evening: 4th Dec

Year 11 Mocks (2): 9th Feb - 27th Feb

Y11 reports issued: 23rd March

Y11 Parents' Evening: 24th March

GCSE start: 7th May 2026 (but…Drama/Art/MFL before this)

GCSE end: 17th June 2026

Leavers' assembly: 25th June

Prom: 10th July

Life after Springfield:

- Applications for colleges will open October 2025
- Pupils should explore all their options but make more than one application (e.g. for apprenticeships and a college, or two colleges)
- The careers adviser is available Wednesday and Thursday

College	Open Evening	Application deadline
Barton Peveril Sixth Form	Wed 24th Sept 1630-2030	Mid Jan/Feb
Sparsholt College	Saturday 27th Sept 1000-1400	
HSDC - Havant	Wednesday 1st Oct	
Peter Symonds	Wed 1st Oct 1730-2030 Thursday 2nd Oct 1730-2030	Monday 15th Dec
UTC Portsmouth	Wed 1st Oct 1645-1930 Wed 15th Oct 1645-1930	Saturday 10th Jan
HSDC - Southdown's	Tuesday 7th Oct	
Chichester College	Tuesday 7th Oct 1630-1900	
Itchen Sixth Form College	Thursday 9th Oct 1700-2000 Saturday 11th Oct 100-1300	Easter Holidays
Fareham College	Tuesday 14th Oct 1700-1900	
COPC: Highbury Portsmouth Sixth Form North Harbour	Wednes 15th Oct 1630-1930 Thurs 16th October 1630-1930	
Oaklands Sixth Form	Thurs 16th October 1730-2000	Thursday 18th Dec
Bishop Luffa Sixth Form	Thursday 23rd Oct 1730-2000	
Chichester College	Saturday 8th Nov 1000-1300	
HSDC – Havant and Southdown's	Saturday 8th Nov	
UTC	Saturday 8th Nov 0900-1200	Saturday 10th Jan
CETC CEMAST	Wednesday 19th November	

MATHS IN YEAR 11

- Changes for 2025/26
- Journey to the exams
- How to help your child

CHANGES IN 2025/26

We have changed Exam Board to OCR

There are more marks per paper, with a similar amount of questions, therefore there are more marks awarded for method and process.

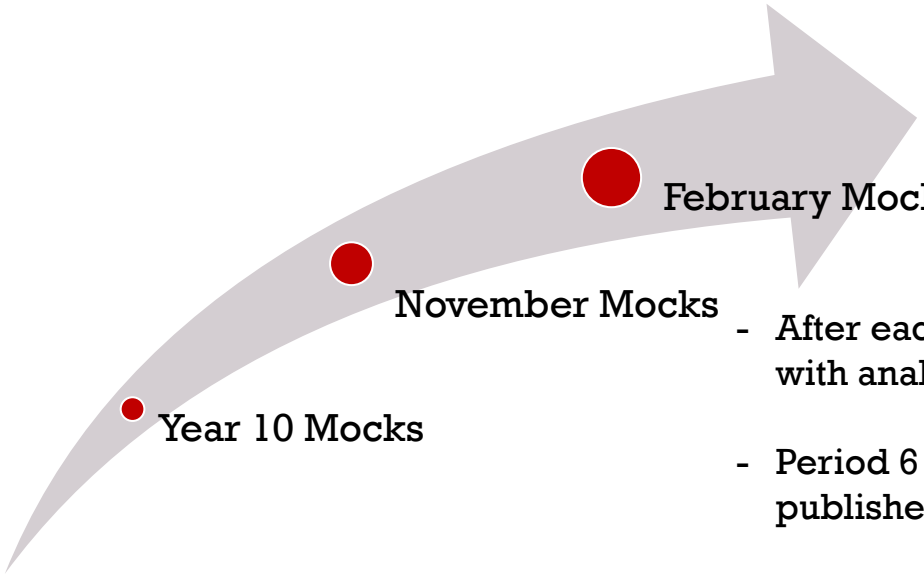
Historically the Grade Boundaries have been slightly kinder than Edexcel due to fewer schools taking the exam.

There are NO EXTRA TOPICS, there are actually fewer.

We will provide plenty of opportunity for exam practice.

Every student will receive a Revision Guide

THE JOURNEY TO THE EXAMS



- After each set of exams, each student will receive QLA sheets with analysis of where their strengths and weaknesses lie.
- Period 6 will be every Wednesday and the topics covered published on Tutor group Google Classroom
- Homework will be both Sparx Maths and Graded Focus Tasks (with exam style questions) THIS COUNTS AS REVISION AND MUST BE COMPLETED FOR FRIDAY EVERY WEEK

HOW TO HELP YOUR CHILD

- Ensure your child is completing their homework each week.

- Maths is all about application of skills and knowledge, so encourage practice. Here are some useful websites:

https://www.mathsgenie.co.uk/

https://www.onmaths.com/

- Equipment is essential!

Year 11 English

How to support your child in their English Revision

Overview of Exams:

English Literature

Paper one: 11th May

19th Century Novel *(either Jekyll and Hyde OR Frankenstein)*

AND
Shakespeare *(either Macbeth or Romeo and Juliet.)*

Paper Two 19th May

Modern text: *An Inspector Calls*
Cluster Poetry: *(Power and Conflict or Love and Relationships)*
Unseen poetry
Unseen poetry comparison

English Language

Paper one: 21st May

Explorations in creative reading and writing.
4 Reading comprehension and analysis questions and one creative writing question.

Paper Two 5th June

Writers Viewpoints and Perspectives.
4 Reading comprehension and analysis questions and one creative writing question.

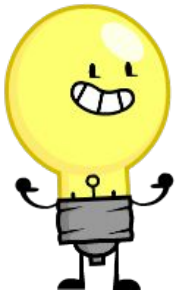
Springfield School English Department

Springfield School
English Department

An Inspector Calls, JB Priestley

written in 1945 post-war | set in 1912 - Edwardian era | inspired by Marx, who wanted the "forcible overthrow" of the bourgeoisie | wanted to avoid social and political regression | wanted to destabilise the status quo | bourgeoisie / proletariat | individualism / collectivism | capitalism / socialism

Inspector Goole		Mrs Birling		Mr Birling	
"sharp" ring of the door bell + "cutting in" when the Birlings speak	+interrupt +disrupt +status quo	Tells Mr Birling what he "ought to" and is "supposed to" do	+controlling +policing +superior	Thinks the Titanic is "unsinkable absolutely unsinkable"	+foolish +stability +status quo
"I don't play golf"	+reject +denounce +bourgeoisie	Calls Eric a "silly boy" and Sheila a "hysterical child"	+infantilising +controlling +policing	"a man has to look after himself and his own"	+selfish +individualist +capitalist
"chain of events"	+responsibility +socialism +collectivism	Calls Eva Smith a "girl of that class / that sort"	+dehumanising +inferior +proletariat	Interrupted by a "sharp ring of the door bell"	+interrupt +disrupt +status quo
"millions and millions and millions of Eva Smiths and John Smiths"	+proletariat +suffering +oppressed	Inspector Goole says Mrs Birling metaphorically "slammed the door" in Eva's face	+rejecting +ignoring +proletariat	Calls Sheila and Eric "child"	+infantilising +controlling +policing
People who don't learn their "lesson" will be taught it in "fire and blood and anguish"	+punishment +inevitable +unavoidable	Calls the inspection and Eva's death "silly" and "nonsense"	+trivialising +callous +hubristic	Calls the Inspection a "joke"	+trivialising +callous +hubristic
Sheila Birling		**Eric Birling**		**Gerald Croft**	
Described in the stage directions as "very pleased with life"	+naive +innocent +privilege	In the stage directions, described as "half shy, half assertive"	+unsure +confident +infantile	In the stage directions, described an "easy, well-bred" man	+privilege +superior +ignorant
Calls her mother "mummy"	+infantilising +controlling +policing	Called "squiffy" by Sheila	+aggressive +volatile +violent	Says to the Inspector "we're respectable citizens, not criminals"	+division +bourgeoisie +proletariat
"we must not build a wall"	+division +barrier +exclude	Infantilised by his parents, who call him a "silly boy"	+infantilising +controlling +policing	Is mocked by Sheila for his foolish and ignorant hubris when she calls him a "fairy Prince"	+foolish +ignorant +hubris
Both Sheila and Eric begin to speak sharply" and "cut in" to their parents	+interrupt +disrupt +status quo	Says he was in a state where a chap "easily turns nasty"	+aggressive +volatile +violent	Thinks the inspection was a "bluff" and a "hoax"	+trivialising +callous +malevolent
At the end of the play, both Sheila and Eric criticise their parents for "pretend[ing]" nothing has happened.	+façade +conceal +dogmatic	After he has been told about the consequences of his actions, Eric realises that "we all helped to kill her"	+responsibility +shared +collectivism	At the end, says "everything's all right now Sheila... what about this ring?"	+cyclical +dogmatic +patriarchal



How to know if you are completing effective and meaningful revision for English:

<u>You should be producing something.</u> With our subject, it is not enough to read through information- it's the practise that improves the responses. English is about the application of the skill, not the memory of facts.

AQA Realising potential

Year 11 Language Exam Prep

Name .....

Teacher: .....

Year 11 Language Exam Prep

AQA Realising potential

Year 11 Language Exam Prep

<u>Paper 2: Viewpoints and Perspectives.</u>

<u>Practice question booklet.</u>

Name: .....

Teacher:.....

Year 11 Languag

Springfield School English Department

Pupils:

- Check Google classroom for any homework set.
- Complete any homework set each week.
- Attend period 6/0 sessions
- Complete any practice papers given to you by your teacher
- Upgrade your mock responses
- Proof read any written work in ANY SUBJECT and SPAG correct the errors.
- Take a look at the unseen texts booklets and practise any relevant mock question
- Watch Mr Bruff for Language revision- AQA
- Watch Mr Bruff for Literature Revision-AQA
- Brush up on subject terminology- you may want to make flash cards.
- Watch Grammar Rock on YouTube to brush up on word classes
- Email any exam responses to your teacher
- Find relevant Kahoot quizzes for you to practise your knowledge.
- Read the Guardian or Telegraph and work out the TAP of the text. Use two articles of a similar nature to have a go at paper 2 style questions.
- Use revision guides to practise questions and email them to your teacher.
-

Adults:

- Check your child has everything they need to revise: access to the revision guides on Google Classroom or physical copies, knowledge organisers, vocabulary grids, highlighters if necessary.
- Ask your child (and test them!) about their knowledge of Versatile Vocabulary.
- Engage in conversations around their texts. You don't have to be the expert. In teaching you about them, they secure their knowledge.
- Ask them about why they think characters behave in the ways they do.
- Allow them access to the news- ask them about what the writer of the article thinks about the subject they are writing on and how they know.
- Test their knowledge of subject terminology with flash cards.
- Give them a timed session to practise papers at home.

Springfield School English Department

SPRINGFIELD SCHOOL

Science

Science Assessments

The whole course is assessed at the end of year 11 with **six** exam papers

Separate scientists will sit six 100 mark papers that are 1 hour 45 minutes

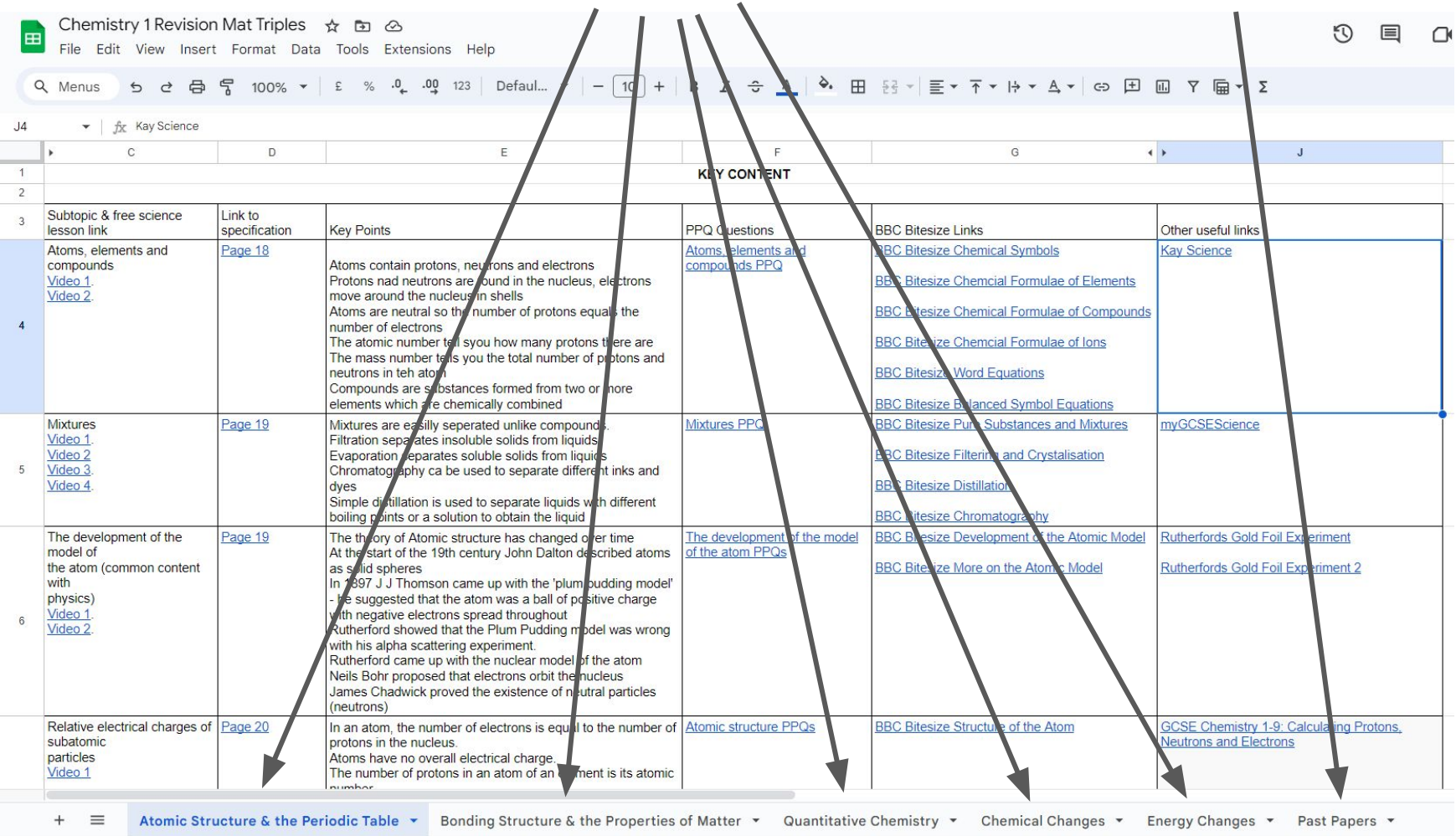
Combined scientists will sit six 70 mark papers that are 1 hour 15 minutes long

First mocks - Physics 1 and Biology 2 after October half term

40% Knowledge
40% Application
20% Analysis

Different tabs for each topic

Extra tab for whole topic revision



Chemistry 1 Revision Mat Triples

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J4 Kay Science

KEY CONTENT

Subtopic & free science lesson link	Link to specification	Key Points	PPQ Questions	BBC Bitesize Links	Other useful links
Atoms, elements and compounds Video 1. Video 2.	Page 18	Atoms contain protons, neutrons and electrons Protons nad neutrons are found in the nucleus, electrons move around the nucleus in shells Atoms are neutral so the number of protons equals the number of electrons The atomic number tell syou how many protons there are The mass number tells you the total number of protons and neutrons in teh atom Compounds are substances formed from two or more elements which are chemically combined	Atoms, elements and compounds PPQ	BBC Bitesize Chemical Symbols BBC Bitesize Chemcial Formulae of Elements BBC Bitesize Chemical Formulae of Compounds BBC Bitesize Chemcial Formulae of Ions BBC Bitesize Word Equations BBC Bitesize Balanced Symbol Equations	Kay Science
Mixtures Video 1. Video 2 Video 3. Video 4.	Page 19	Mixtures are easilly seperated unlike compounds. Filtration separates insoluble solids from liquids Evaporation separates soluble solids from liquids Chromatography ca be used to separate different inks and dyes Simple distillation is used to separate liquids with different boiling points or a solution to obtain the liquid	Mixtures PPQ	BBC Bitesize Pure Substances and Mixtures BBC Bitesize Filtering and Crystalisation BBC Bitesize Distillation BBC Bitesize Chromatography	myGCSEScience
The development of the model of the atom (common content with physics) Video 1. Video 2.	Page 19	The theory of Atomic structure has changed over time At the start of the 19th century John Dalton described atoms as solid spheres In 1897 J J Thomson came up with the 'plum pudding model' - he suggested that the atom was a ball of positive charge with negative electrons spread throughout Rutherford showed that the Plum Pudding model was wrong with his alpha scattering experiment. Rutherford came up with the nuclear model of the atom Neils Bohr proposed that electrons orbit the nucleus James Chadwick proved the existence of neutral particles (neutrons)	The development of the model of the atom PPQs	BBC Bitesize Development of the Atomic Model BBC Bitesize More on the Atomic Model	Rutherfords Gold Foil Experiment Rutherfords Gold Foil Experiment 2
Relative electrical charges of subatomic particles Video 1	Page 20	In an atom, the number of electrons is equal to the number of protons in the nucleus. Atoms have no overall electrical charge. The number of protons in an atom of an element is its atomic number	Atomic structure PPQs	BBC Bitesize Structure of the Atom	GCSE Chemistry 1-9: Calculating Protons, Neutrons and Electrons

Atomic Structure & the Periodic Table | Bonding Structure & the Properties of Matter | Quantitative Chemistry | Chemical Changes | Energy Changes | Past Papers

Chemistry 1 Revision Mat Triples

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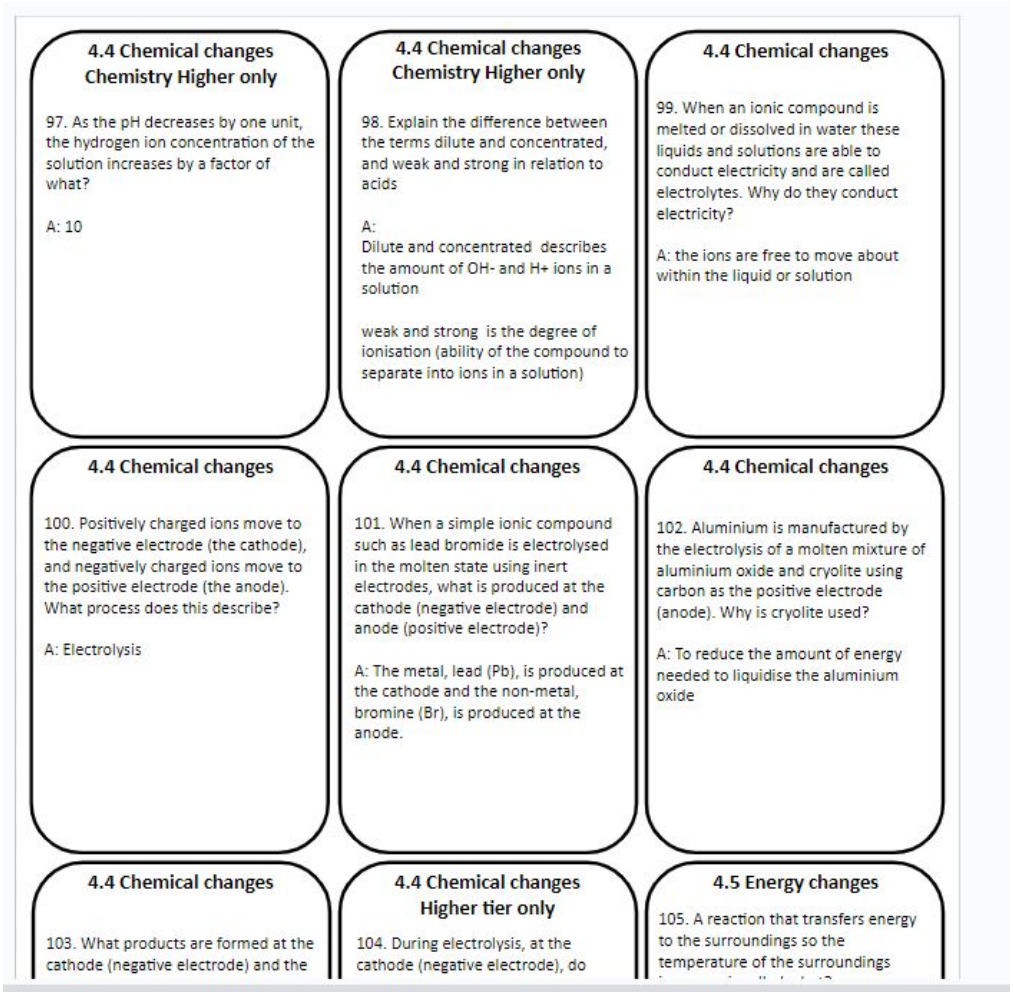
B17

	Foundation Papers		Higher Papers					
1								
2								
3								
4	2022 Foundation Paper	Mark Scheme	2022 Higher Paper	Mark Scheme		Periodic Table Insert - all tiers		
5	2021 Foundation Paper	Mark Scheme	2021 Higher Paper	Mark Scheme				
6	2020 Foundation Paper	Mark Scheme	2020 Higher Paper	Mark Scheme		Whole of Chemistry 1 Revision Video - Dr de Bruin		
7	2019 Foundation Paper	Mark Scheme	2019 Higher Paper	Mark Scheme				
8	2018 Foundation Paper	Mark Scheme	2018 Higher Paper	Mark Scheme		Flash cards		
9	Specimen Foundation	Mark Scheme	Specimen Higher	Mark Scheme				
10								
11								
12								
13								
14								

Flash cards

Linked on the revision maps for you to print and enjoy!



4.4 Chemical changes
Chemistry Higher only

97. As the pH decreases by one unit, the hydrogen ion concentration of the solution increases by a factor of what?

A: 10

4.4 Chemical changes
Chemistry Higher only

98. Explain the difference between the terms dilute and concentrated, and weak and strong in relation to acids

A:
Dilute and concentrated describes the amount of OH- and H+ ions in a solution

weak and strong is the degree of ionisation (ability of the compound to separate into ions in a solution)

4.4 Chemical changes

99. When an ionic compound is melted or dissolved in water these liquids and solutions are able to conduct electricity and are called electrolytes. Why do they conduct electricity?

A: the ions are free to move about within the liquid or solution

4.4 Chemical changes

100. Positively charged ions move to the negative electrode (the cathode), and negatively charged ions move to the positive electrode (the anode). What process does this describe?

A: Electrolysis

4.4 Chemical changes

101. When a simple ionic compound such as lead bromide is electrolysed in the molten state using inert electrodes, what is produced at the cathode (negative electrode) and anode (positive electrode)?

A: The metal, lead (Pb), is produced at the cathode and the non-metal, bromine (Br), is produced at the anode.

4.4 Chemical changes

102. Aluminium is manufactured by the electrolysis of a molten mixture of aluminium oxide and cryolite using carbon as the positive electrode (anode). Why is cryolite used?

A: To reduce the amount of energy needed to liquidise the aluminium oxide

4.4 Chemical changes

103. What products are formed at the cathode (negative electrode) and the

4.4 Chemical changes
Higher tier only

104. During electrolysis, at the cathode (negative electrode), do

4.5 Energy changes

105. A reaction that transfers energy to the surroundings so the temperature of the surroundings

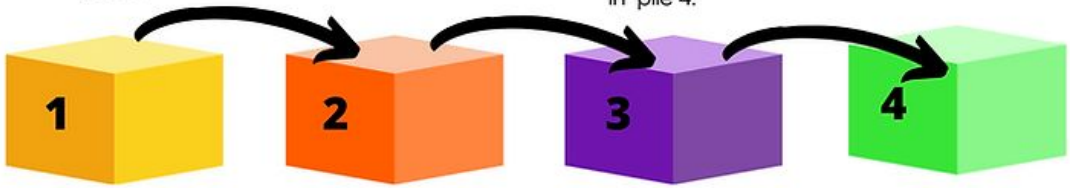
Leitner System

All flash cards start off in pile 1 .
As you review the cards,
each card you answer **correctly** goes into pile 2.

If you give the wrong answer the card stays in pile 1.

When you review cards in pile 2, if you **get it right** you move the card to pile 3 and so on until all cards are in pile 4.

If you answer a card incorrectly in any pile it moves back to pile 1 for you to go over again.



The whole idea behind the system is that flashcards you answer incorrectly are revised more frequently . This is the perfect way to

You can choose the frequency that you revise each pile however, a suggestion is:

- Pile 1: Every day
- Pile 2: Every 2 days
- Pile 3: Every 3 days
- Pile 4: Every 4 days

Physics Equations

13 to use for Physics paper 1

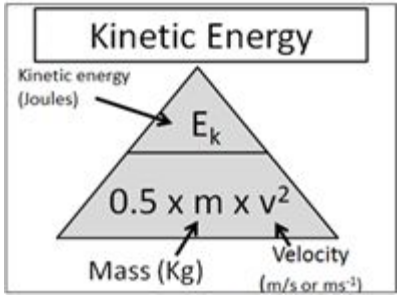
8 to use for Physics paper 2

Plus 2 extra for Separate Sciences

You need to know the correct units and how to convert to them e.g. from g to kg or from minutes to seconds

You need to be able to rearrange the equations and convert the units

Practise finding the correct equation from the 2-sided sheet provided



kinetic energy = 0.5 × mass × (speed)^2	$E_k = \frac{1}{2} m v^2$
elastic potential energy = 0.5 × spring constant × (extension)^2	$E_e = \frac{1}{2} k e^2$
gravitational potential energy = mass × gravitational field strength × height	$E_p = m g h$
change in thermal energy = mass × specific heat capacity × temperature change	$\Delta E = m c \Delta\theta$
power = $\frac{\text{energy transferred}}{\text{time}}$	$P = \frac{E}{t}$
power = $\frac{\text{work done}}{\text{time}}$	$P = \frac{W}{t}$
efficiency = $\frac{\text{useful output energy transfer}}{\text{total input energy transfer}}$	
efficiency = $\frac{\text{useful power output}}{\text{total power input}}$	
charge flow = current × time	$Q = I t$
potential difference = current × resistance	$V = I R$
power = potential difference × current	$P = V I$
power = (current)^2 × resistance	$P = I^2 R$
energy transferred = power × time	$E = P t$

Required Practicals

You will be assessed on your understanding of the practicals as part of your final exams

Required practicals

Use the Springfield Revision Maps

Videos of all the practicals needed for the course. Watch videos and make method notes
Identify independent, dependent and control variables

Microscopy
Osmosis
Food tests
Enzymes
Photosynthesis
Reaction times
Field investigations
Making salts
Neutralisation
Electrolysis
Temperature changes
Rates of reaction
Chromatography
Water purification
Specific heat capacity
Resistance
I-V characteristics
Density
Force and extension
Acceleration
Waves
Radiation and absorption

Chemistry 1 Revision Mat Triples

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Menus 100% £ % .0 .00 123 Arial 10 B I

C1:I1 KEY CONTENT

	C	D	E	F	G	I
		Page 50	anode and oxygen gas will form Damp litmus paper is used to test for chlorine (it will bleach if present) Hydrogen makes a 'squeaky pop' with a lit splint Oxygen will make a glowing splint relight		BBC Bitesize Electorlysis of Ionic Solutions	BBC Teach - Electrolysis of Aqueous Solutions
18	**HT Only:** Representation of reactions at electrodes as half equations	Page 51	Half equations show the reactions at each electrode Reduction - Negative electrode $2H^+ + 2e^- \rightarrow H_2$ Oxidation - Positive electrode $2Cl^- \rightarrow Cl_2 + 2e^-$		BBC Bitesize Oxidation and Reduction	Fuse School - Half Equations
19						
20						
21						
22	Subtopic & free Science lesson link	Link to specification	Key points	PPQs	BBC Bitesize links	Other useful video links
23	Making Salts Video 1.	Page 28	Make a sample of pure dry sample of a salt from an insoluble metal oxide or metal carbonate Reacting the oxide or carbonate with dilute acid, filter and then crystalise Heat the filtrate in an evaporating basin until half volume reached and then pour into a watch glass and allow to crystallise at room temperature If needed dab the crystals with filter paper to dry	Making Salts RP PPQs	BBC Bitesize Making Soluble Salts	Malmesbury Education
24	Neutralisation Video 1.	Page 31	The results of a titration can be used to find the concentration of an unknown acidic solution or calculate the volume of acid with a known concentration needed to neutralise an alkali Use an indicator with a definite single colour change for titration e.g. phenolphthalein	Titration RPs PPQs	BBC Bitesize Titrations	Malmesbury Education - Titrations
25	Electrolysis Video 1.	Page 36	Electrolysis of an aqueous ionic solution (e.g. dissolved sodium chloride) Use carbon electrodes and test the gases produced Test for chlorine at the positive electrode (damp litmus turns white) Test for hydrogen at the negative electrode (squeaky pop with lit splint)	Electrolysis RPs PPQs	BBC Bitesize Electrolysis RP	Malmesbury Education - Electrolysis
26						
27						

Short answer questions

0 7 Last century, scientists used evidence from the alpha particle scattering experiment to develop a new model of the atom.

In the experiment, alpha particles were directed towards a piece of gold foil.

0 7 . 1 What does an alpha particle consist of?

[1 mark]

_____

_____

0 7 . 2 A gold atom has the symbol $^{197}_{79}Au$.

How many neutrons are there in this gold atom?

[1 mark]

_____

_____

Number of neutrons = _____

0 3 Some people used to think that radioactive substances had health benefits.

100 years ago, a company made toothpaste containing the radioactive isotopes radium-228 and radium-226.

Short answer questions

Figure 3 shows the symbols for these isotopes.

Figure 3

$^{228}_{88}Ra$ $^{226}_{88}Ra$

Multiple choice questions

0 3 . 1 How are atoms of radium-228 different from atoms of radium-226?

[1 mark]

Tick (✓) **one** box.

Radium-228 atoms have one more neutron and one more proton. ☐

Radium-228 atoms have two more neutrons and two more protons. ☐

Radium-228 atoms have two more neutrons. ☐

Radium-228 atoms have two more protons. ☐

0 4 . 4 For one value of potential difference, the measurements of current were:

0.27 A 0.32 A 0.31 A

Calculate the mean current.

[2 marks]

Mean current = _____ A

Short answer questions

Multiple choice questions

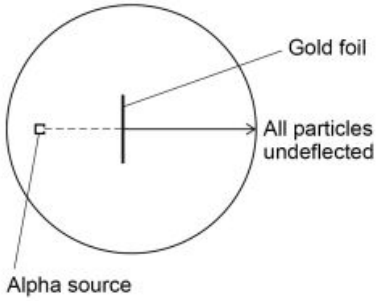
Calculate questions

0 7 . 3 The alpha particle scattering experiment led to the plum pudding model of the atom being replaced by the nuclear model.

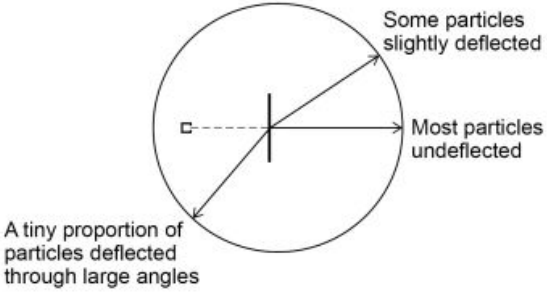
Figure 11 shows the results predicted by the plum pudding model and the actual results from the alpha particle scattering experiment.

Figure 11

Results predicted by plum pudding model



Actual results from the experiment



Describe how the actual results led to the plum pudding model of the atom being replaced by the nuclear model.

You should include details of the plum pudding model and the nuclear model of the atom.

[6 marks]

This is a **6 mark** question. Pupils are expected to write an **extended response**.

Answers need to be logically sequenced and links made

How Lemons Can Help You Revise

We all know some of the best ways to revise, from getting lots of sleep and giving yourself enough time. But what about sniffing lemons and tweaking your ear?