

AVS science

PASSPORT

for success

Name

Tutor



GRADE 9

GRADE 7

GRADE 5

Ambition | Respect | Care

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This resource has been created to guide your science revision by focusing on the key skills you should be refining and practising to achieve mastery, as consistent effort in these areas is essential for reaching grade 4 and beyond.

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TASSOMAI

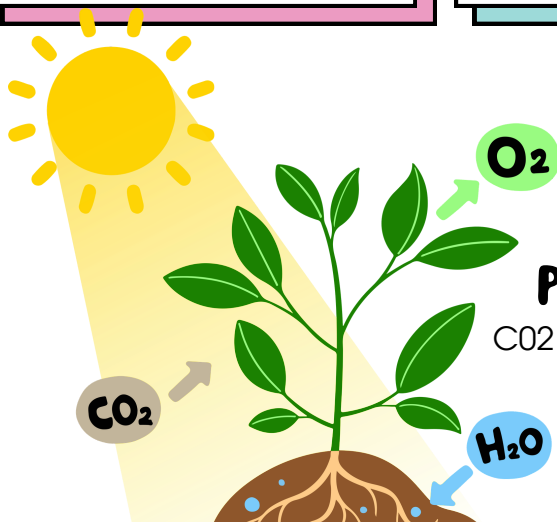
THE BASICS

MATHS SKILLS

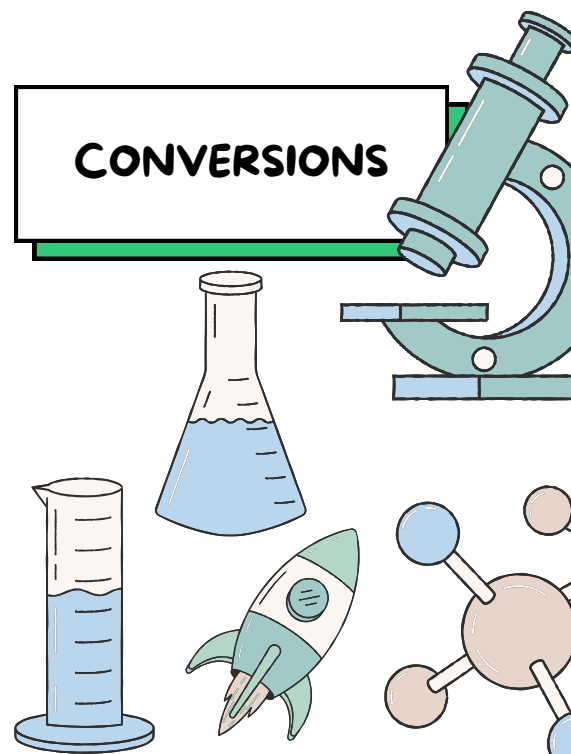
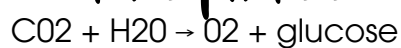
MNEMONICS

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Photosynthesis



VOCABULARY

Knowing key scientific vocabulary is important because without it, you cannot fully access the exam paper. Questions are written using precise terminology, and mark schemes expect specific words. If you don't understand or use key terms in context, you limit your ability to gain marks.

A	
abiotic factor physical or non-living conditions that affect the distribution of a population in an ecosystem, such as light, temperature, soil pH	amino acids small molecules from which proteins are built
absorption the process by which soluble products of digestion move into the blood from the small intestine	amylase a digestive enzyme (carbohydrase) that breaks down starch
abstinence method of contraception whereby the couple refrains from intercourse, particularly when an egg might be in the oviduct	anaerobic respiration respiration without using oxygen
accommodation ability of the eyes to change focus	antibacterial chemicals chemicals produced by plants as a defence mechanism; the amount produced will increase if the plant is under attack
acid rain rain water which is made more acidic by pollutant gases	antibiotic e.g. penicillin; medicines that work inside the body to kill bacterial pathogens
active site the place on an enzyme where the substrate molecule binds	antibody protein normally present in the body or produced in response to an antigen, which it neutralises, thus producing an immune response
active transport in active transport, cells use energy to transport substances through cell membranes against a concentration gradient	antimicrobial resistance (AMR) an increasing problem in the twenty-first century whereby bacteria have evolved to develop resistance against antibiotics due to their overuse
adaptation features that organisms have to help them survive in their environment	antiretroviral drugs drugs used to treat HIV infections; they stop the virus entering the lymph nodes
ADH (antidiuretic hormone) a hormone released by the pituitary gland, which acts on the kidney in response to changes in the concentration of the blood plasma	antiseptic substance that prevents the growth of bacteria
adrenaline a hormone released quickly from the adrenal glands during a 'flight or fight' situation	antitoxins chemicals produced by white blood cells (lymphocytes) that neutralise toxins to make a safe chemical
	antivirals drugs used to treat viral infections; they

Turn key vocabulary into 'flashcards' and get someone at home to test you on what the words mean.

Our top tip

- Keep Concise
- Utilise existing vocabulary lists (lots can be found already on the internet)
- Turn this into a 'game'

Plants store excess glucose as STARCH

Dual Coding with pictures



Glucose = A single molecule of sugar



Glycogen = Storage version of glucose in a human



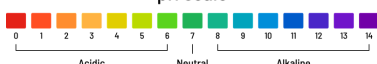
Glucagon = is a HORMONE produced when blood sugar is LOW (the glucose is GONE)



Neutralisation

acid + alkali → salt + water

pH scale



Glucagon is produced by the pancreas

REQUIRED PRACTICALS

Required practicals in GCSE Science aren't just something you have to memorise. They're a core part of how the course is assessed and how science is actually done. Here's why they matter:

Even though you're not graded on doing the experiments themselves, questions in your exams are based on them. You'll be asked things like:

- How the experiment works
- Why certain steps are done
- How to improve accuracy or reduce errors
- How to analyse the results

If you know the practicals well, you're basically guaranteed marks!

Science isn't just facts. It's about investigating. Required practicals help you learn:

- How to plan experiments
- How to control variables
- How to take accurate measurements
- How to evaluate results

These are skills used in real labs and higher-level study.

See the list of required practicals below:

Use this checklist to help keep track of which of the required practicals you have completed					
BIOLOGY		CHEMISTRY		PHYSICS	
☐	4.1.1.5 Microscopy	☐	5.4.2.3 Making salts	☐	6.1.1.3 Specific heat capacity
☐	4.1.3.2 Osmosis	☐	5.4.3.4 Electrolysis	☐	6.2.1.3 Resistance
☐	4.2.2.1 Food tests	☐	5.5.1.1 Temperature changes	☐	6.2.1.4 I-V characteristics
☐	4.2.2.1 Enzymes	☐	5.6.1.2 Rates of reaction	☐	6.3.1.1 Density
☐	4.4.1.2 Photosynthesis	☐	5.8.1.3 Chromatography	☐	6.5.3 Force and extension
☐	4.5.2.1 Reaction time	☐	5.10.1.2 Water purification	☐	6.5.6.2.2 Acceleration
☐	4.7.2.1 Field investigations			☐	6.6.1.2 Waves
				☐	6.6.2.2 Radiation and absorption

If you ignore required practicals, you're likely to lose easy marks. If you learn them well, they become one of the most predictable and high-scoring parts of the exam.



Our top tip

1. watch on youtube on the malmesbury channel
2. Complete an 'EMMAS' template
3. Apply knowledge to a practise exam question

EMMAS TECHNIQUE

The EMMAS technique is a useful way to structure answers to long-mark questions in AQA Science, helping you write clearly and hit all marking points.

This is particularly useful for required practicals.

Equipment = State the specific apparatus used at each step (e.g. *measuring cylinder, thermometer*.)

Method = Write clear, logical steps in order, including how you control variables to ensure a valid experiment.

Measurement = Explain what you measure and how (e.g. *"measure temperature using a thermometer"*), including ranges and intervals for variables.

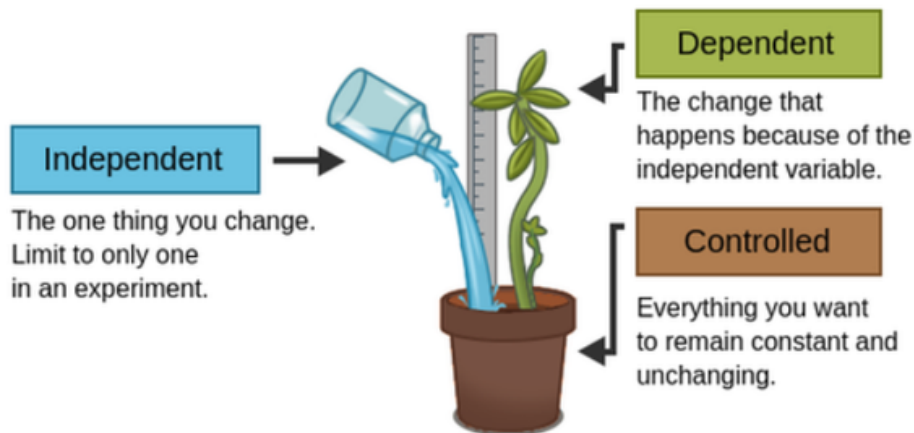
Analysis = State how you process results, such as calculating values (e.g. using an equation) or identifying trends/graphs.

Safety = Identify a hazard, risk, and precaution (e.g. *acid is corrosive → can damage skin → wear goggles*).

Use Template

VARIABLES

Being able to identify variables is **crucial!**
They show you understand how to make an experiment valid and fair... something examiners reward heavily in method and 6-mark questions.



INDEPENDENT

ONE thing you
CHANGE

DEPENDENT

what is being
MEASURED

CONTROL

factors kept the
SAME

Template - complete for ALL of the required practicals

Equipment State what equipment you are using.	Method Set of instructions that someone would have to follow to obtain valid results.	Measurement Identify the variables. (specify what what equipment you will need to take any measurements.	Analysis Any equations needed?	Safety What are the hazards associated with this practical?



be specific

the word 'AMOUNT' is banned it is too VAGUE.



IT IS IMPERATIVE THAT YOU CAN IDENTIFY VARIABLES

Key words for practical skills

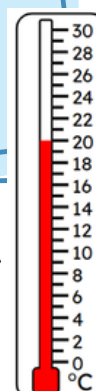
Anomaly / Anomalous result

Something that doesn't fit the expected pattern or result

Resolution

The smallest change a measuring instrument can detect or show.

Example: on the thermometer the resolution is 1°C



Example: Osmosis Required Practical



Analysis of Results

1. Calculate **change in mass** (initial - final length)
2. Calculate **% change in mass** (see Math skills)
3. Write a concluding statement about what happened. Relate this to the theory of osmosis:

"The results show that when the solution concentration is low, water enters the potato cells. This is due to osmosis as the solute concentration of the potato cells is greater than the surrounding solution. In contrast, when the solute concentration of solution is higher than the potato cells, osmosis results in water moving from the potato to the surrounding solution."

Equipment State what equipment you are using.	Method Set of instructions that someone would have to follow to obtain valid results .	Measurement Identify the variables. (specify what what equipment you will need to take any measurements.	Analysis Any equations needed?	Safety What are the hazards associated with this practical?
			Math Skills - % Gain/Loss of Mass Worked example: Initial mass of potato cylinder in 1 M solution = 13.54g. Final mass of potato cylinder in 1 M solution = 10.30g. $\% \text{ change in mass} = \frac{\text{Final mass} - \text{Initial mass}}{\text{Initial mass}} \times 100$ $= \frac{10.30 - 13.54}{13.54} \times 100$ $= -23.92\% \text{ (23.92\% lost)}$	

Method:

1) Use the cork borer to **cut five potato cylinders** of equal diameter. Trim any remaining potato skin.

2) Trim all cylinders to **same length** (around 3cm). Accurately measure **length** and **mass** of each cylinder. Record in your table.

3) Measure **10cm³** of **each concentration** of sugar or salt solution and put into **boiling tubes**.

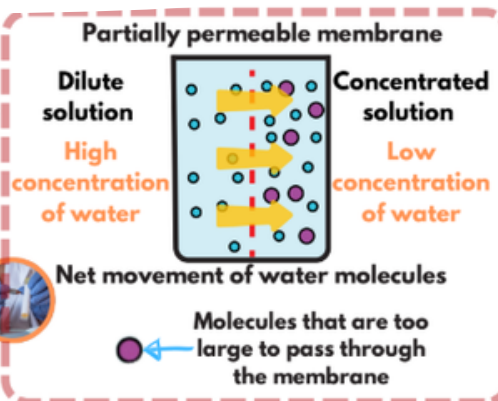
4) Measure **10cm³** of the **distilled water** and put into the fifth boiling tube.

5) Add one **potato cylinder** to each boiling tube.

6) Leave potato cylinders in the boiling tubes for a **pre-determined time**.

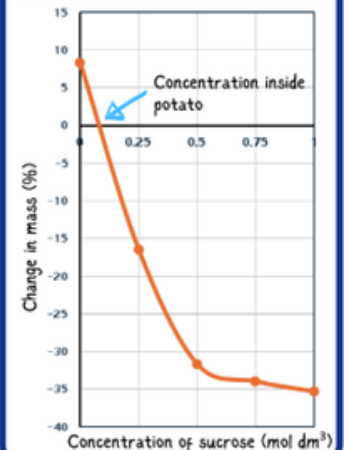
7) Remove potato cylinders and **blot** them **dry** with paper towels.

8) **Measure** the new mass and length of each potato cylinder again. Record in your table.

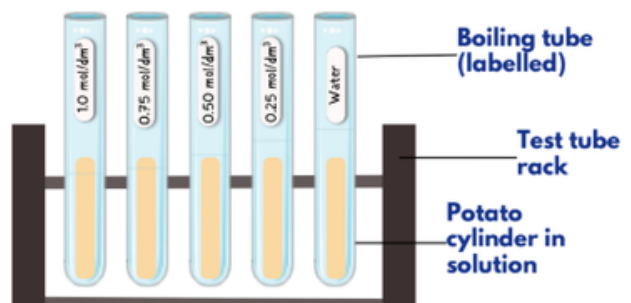


Ensure you identify the **VARIABLES**

Graphical Representation of Results



Point at which the line of best fit crosses the x axis represents the concentration inside the potato (no change in mass)



Increasing reliability of results - collect sets of results from at least two other groups allows you to get a **mean** of results.

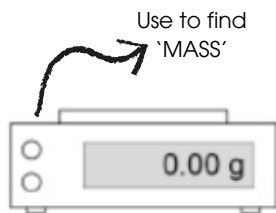
QUESTION DECODING

Our top tip

The figure is not decoration. It usually contains mark scheme points. Refer to each piece of equipment highlighted, explain how it is used. Examiners reward specifics, not vague answers. The word **'AMOUNT' is BANNED**. Try 'Mass' or 'Volume' instead.

Students investigated the change in mass of potato pieces in different concentrations of sugar solution.

The diagram below shows some of the equipment used.



Balance



Examiner has used '5' beakers in the figure suggesting you must refer to 5 different sugar solutions



Chopping board

set of instructions
Ensure logically sequenced



Stopwatch



Beakers



Knife



Potatoes

Command word

DESCRIBE

METHOD

to investigate the effect of different concentrations of sugar solution on the change in mass of potato pieces.

What is being MEASURED = the dependent variable

Mark Scheme

The factor being CHANGED = the independent variable

Decode the question

1. Use a highlighter to pick out the important parts of the question as shown.
2. Write in a logical sequence, your method should produce valid outcomes.
3. Refer to all 3 VARIABLES.
4. Avoid using vague terms like 'amount' (it will not result in marks!)
5. Include repeats and MEAN average.

- at least 5 concentrations
- remove peel
- cut pieces of potato
- to same mass / size
- measure / record initial mass of potato pieces
- leave in solutions
- for known time (at least 15 minutes if given)
- dry pieces
- measure / record final mass of potato pieces
- calculate change in mass
- calculate percentage change in mass
- control surface area / size / shape / length
- control temperature
- control type of potato
- repeat and calculate a mean (for each concentration)

COMMAND WORDS

Command words are crucial in GCSE science because they tell you exactly what the examiner wants you to do. Many students lose marks not because they don't know the science, but because they misread the command word.

- **Analyse** - Interpret data to arrive at a conclusion.
- **Calculate** - Work out the value of something.
- **Comment** - Present an informed opinion.
- **Compare** - Identify similarities and/or differences.
- **Complete** - Finish a task by adding to given information.
- **Deduce** - Draw conclusions from information provided.
- **Define** - Specify meaning.
- **Describe** - Set out characteristics.
- **Design** - Set out how something will be done.
- **Determine** - Use given data or information to obtain an answer.
- **Draw** - Produce a diagram.
- **Estimate** - Assign an approximate value.
- **Evaluate** - Judge from available evidence (pro's / con's)
- **Explain** - Set out purposes or reasons.
- **Give** - Produce an answer from recall or from given information.
- **Identify** - Name or otherwise characterise.
- **Justify** - Support a case with evidence.
- **Label** - Provide appropriate names on a diagram.
- **List** - List a number of features or points without further elaboration.
- **Name** - Identify using a recognised technical term.
- **Outline** - Set out main characteristics.
- **Predict** - Give a plausible outcome.
- **Show** - Provide structured evidence to reach a conclusion.
- **Sketch** - Draw approximately.
- **State** - Express in clear terms.
- **Suggest** - Present a possible case/solution.

★ improving exam technique for a comparative question

ENSURE YOU ARE EXPLICIT

As it is NOT clear which metal is being referred to. No marks awarded.

09.3 Iron is a transition metal.
Sodium is a Group 1 metal.
Give **two** differences between the properties of iron and sodium. [2 marks]

1 more malleable

2 higher melting point and boiling point

INSTEAD... "Iron has a **higher melting point** than sodium."

Other important exam techniques

- Always remember that anything in bold is an instruction. **(Do as the examiner asks.)**
- Do not write in the margin, it will not be marked. If more space is required use the additional lines at the back of the paper.
- Read every question carefully, especially when it says things like "tick one box" or "tick two boxes", as many students lose marks by selecting the wrong number.
- Take care with handwriting - your answers must be clear and legible so the examiner can award marks.
- Most importantly, read the question properly: if it's an application question, you must apply your scientific knowledge to a new scenario rather than just recall facts. These questions test understanding, not memory alone.

AVS students past papers

An alpha particle consists of sub-atomic particles.
What are these sub-atomic particles?
Tick (✓) **two** boxes. [2 marks]

Electrons	☐
Gamma rays	☐
Neutrons	☐
Protons	☒
X-rays	☐

missed opportunities

067 A person may develop other medical conditions.
Draw **one** line from each medical condition to the correct treatment. [2 marks]

Medical condition	Treatment
High blood cholesterol	Antibiotics
	Artificial pacemaker
	Insulin
Irregular heart rate	Statins

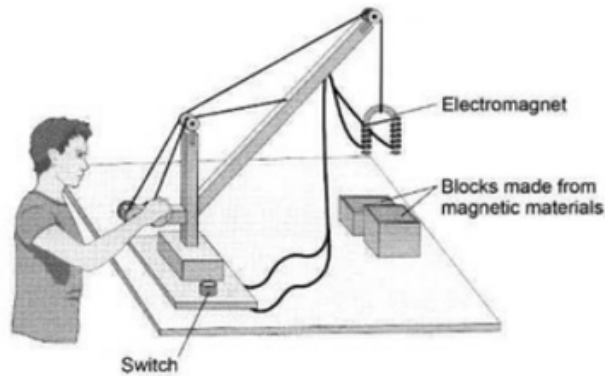
Tick (✓) **two** boxes. [2 marks]

Electrons	☐
Gamma rays	☐
Neutrons	☐
Protons	☐
X-rays	☐

**NEVER LEAVE
A QUESTION
BLANK**

(have an educated guess)

Figure 14



The toy crane uses an electromagnet to pick up and move the blocks.

Explain how this electromagnet is able to pick up and move the blocks.

[6 marks]

Because the blocks are made out of magnetic materials and the crane has a ~~huge~~ strong magnet on it.

The switch force on picked up and moved drop the the switch

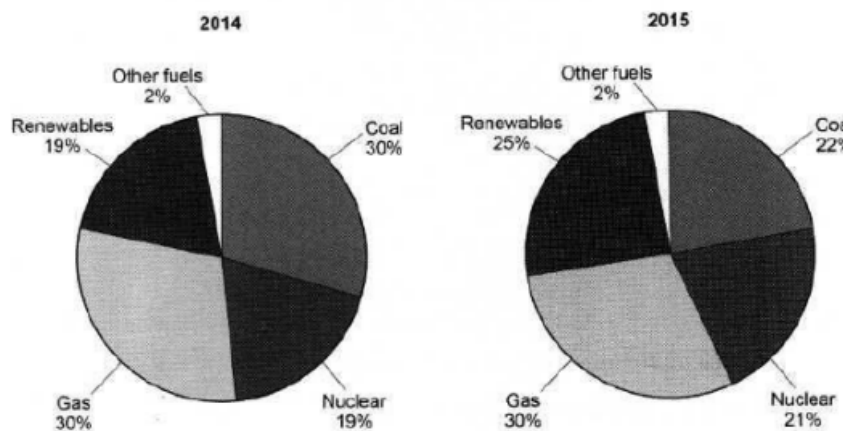
First 4 lines repeat the question stem, so NO MARKS awarded.

0 1 . 5

Figure 2 shows the electricity generated by different energy resources in the UK.

The total amount of electricity generated was the same in 2014 and in 2015

Figure 2



There are changes in the amounts of different energy resources used between 2014 and 2015

Explain the environmental impacts of the changes.

[4 marks]

In 2014 a lot of the energy resources were either used too much such as coal as that is at 30% but in 2015 coal has reduced by 8% as it is now at 22%. Gas has stayed the same in 2014 and 2015.

Differences described, but no link has been made to the environmental impacts. Therefore full marks cannot be awarded.

Students sometimes answer what they would like the question to be about, rather than the ACTUAL question.

GRAPH WORK

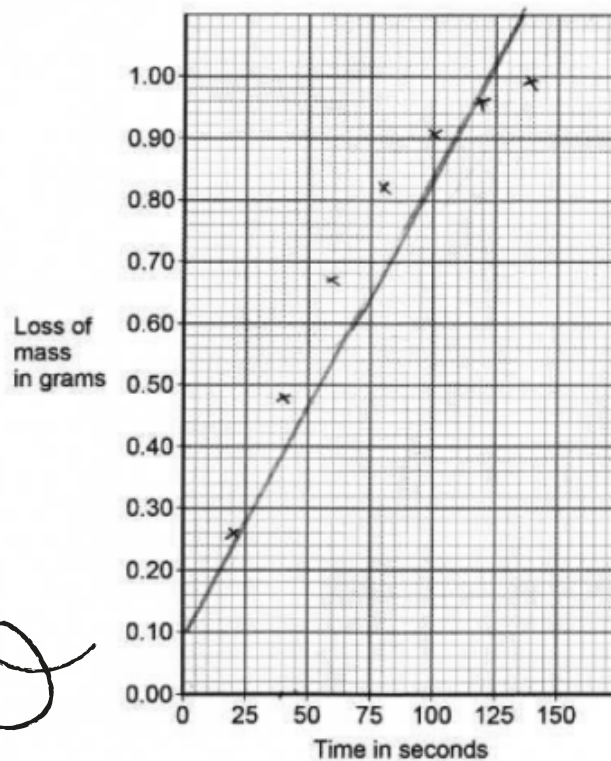
Draw a line of best fit.

[3 marks]

Graph skills are another key area. You need to know how to plot accurately, label axes with units, and interpret trends. A line of best fit should be drawn when the data shows a clear linear trend, but if the data curves, you must draw a smooth curve instead.

Here the line of best fit should of been a **CURVE**

Figure 6



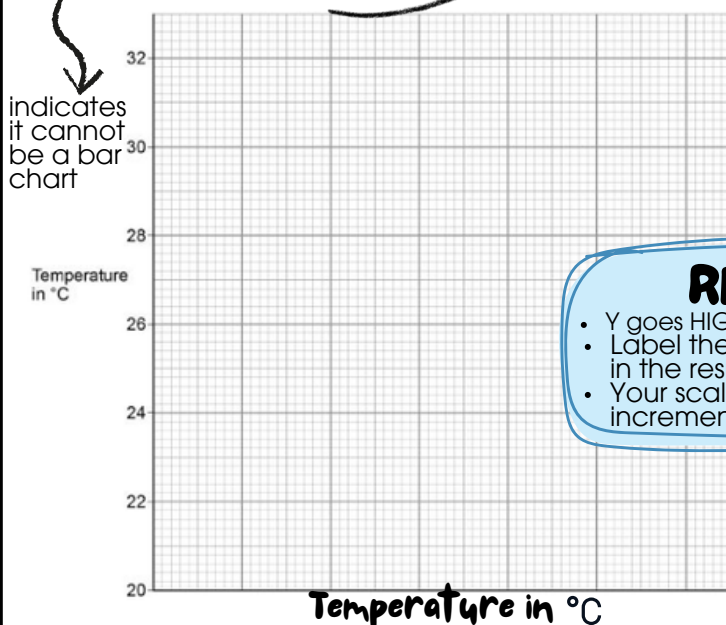
The table below shows the student's results.

Time in s	Temperature in °C
0	20.0
60	24.5
120	29.0
180	31.0
240	31.5

(a) Complete the graph of the data from the table above on the graph below.

- Choose a suitable scale for the x-axis.
- Label the x-axis. ✓
- Plot the student's results.
- Draw a line of best fit.

Figure 2



Top tip

Treat like a check list, tick of each task one at a time to ensure you don't miss marks.

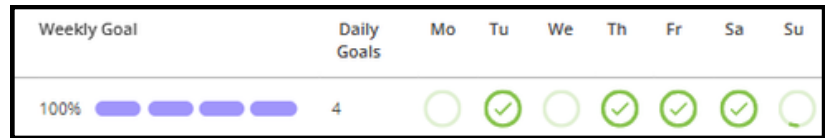
If higher tier ensure you can do **Tangents**



REMEMBER

- Y goes HIGH (it is the vertical axis)
- Label the axis using the headings in the results table (include unit)
- Your scale must go up in equal increments

TASSOMAI



Using platforms like Tassomai is highly valuable for revision because they are designed around recall and retention. Regular, spaced practice helps move knowledge into long-term memory, meaning you can quickly recall facts in the exam and focus on applying them. Consistent use builds confidence and improves performance across all three sciences.

Data proves it works

Below is a student's results from the last academic year studying combined science. This student greatly exceeded their target grade, as a result of being consistent. Applying themselves in lessons and exceeding expectations with regards to homework.

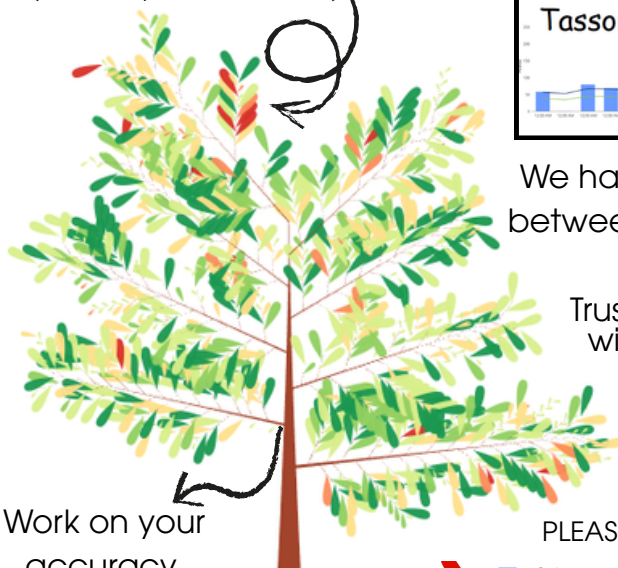
4 or more daily goals EVERY week !

End of year 11 target: 4-4
Grade received: 8-7

End of year 10 result	Autumn PPE result	Spring PPE result	GCSE result
4-4 (F)	5-5 (H)	7-7 (H)	8-7 (H)

Focus on the 'red' leaves for revision

(these are your weaker areas)



Correct Answers
437 /544
80.3% Accuracy



We have data that shows a CLEAR correlation between consistent homework completion and better GCSE outcomes.

Trust us - we have gone through this process with other cohorts of students before you.

We know what works!

PLEASE do not use google lens (or other AI programmes.)

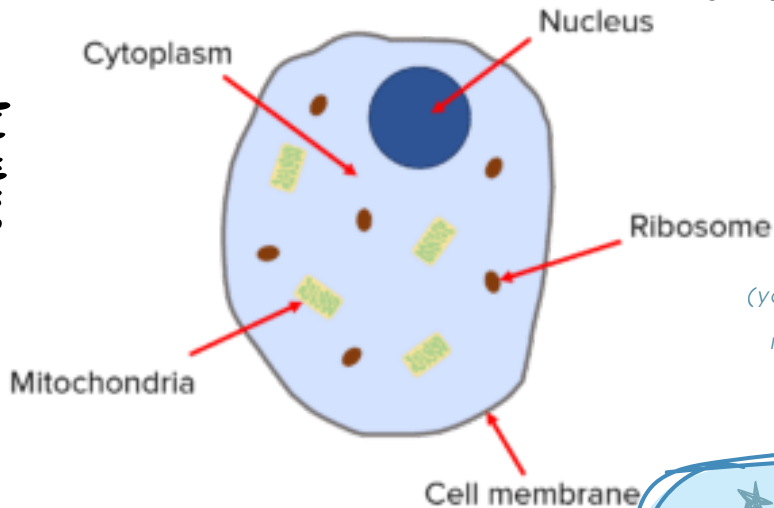
It may help you complete your daily goal FASTER in the short term, but it will NOT increase your recall and retention. You are merely cutting corners and disadvantaging yourself in the long run.



THE BASICS

At the cell level, everything in living organisms, from plants to humans - is made up of cells. Understanding cells explains how life functions, including processes like respiration, photosynthesis, diffusion, and how diseases affect the body. Many biology questions, practicals, and applications are based on knowing cell structure, organelles, and their roles, so mastering this gives a foundation for almost all of biology.

Animal



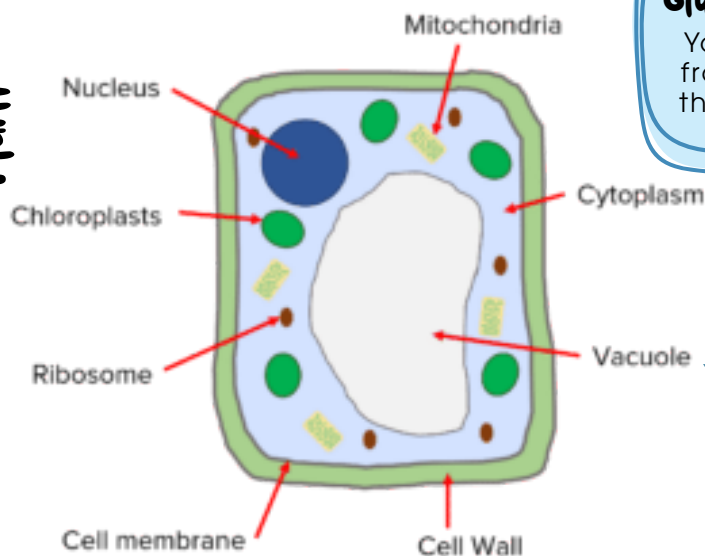
Knowing your organelles

The Mitochondria is 'the site of aerobic respiration.'

This is an essential process by which all living organisms **release energy**.

(you must use the term 'release' or 'transfer' you CANNOT say 'make' or 'produce' - remember energy can not be created or destroyed it can only be TRANSFERRED.)

Plant



★ Aerobic Respiration

Glucose + Oxygen → Carbon dioxide + water

You must be able to recite this formula from memory. CHEAT CODE. If you read the formula backwards its the equation for photosynthesis.

Respiration is NOT breathing!

If higher tier learn the chemical formula too!

Core skills

- label the following cells
- Identify the function of each organelle
- Recognise structures in common and also differences between the cell structures...

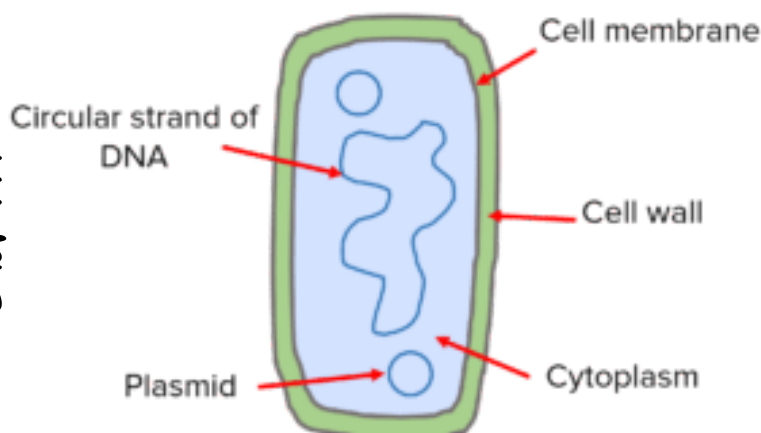
i.e. Animal, plant and bacterial cells ALL have a cell membrane.

However animal cells have mitochondria, but bacterial cells do NOT.

Aerobic VS Anaerobic

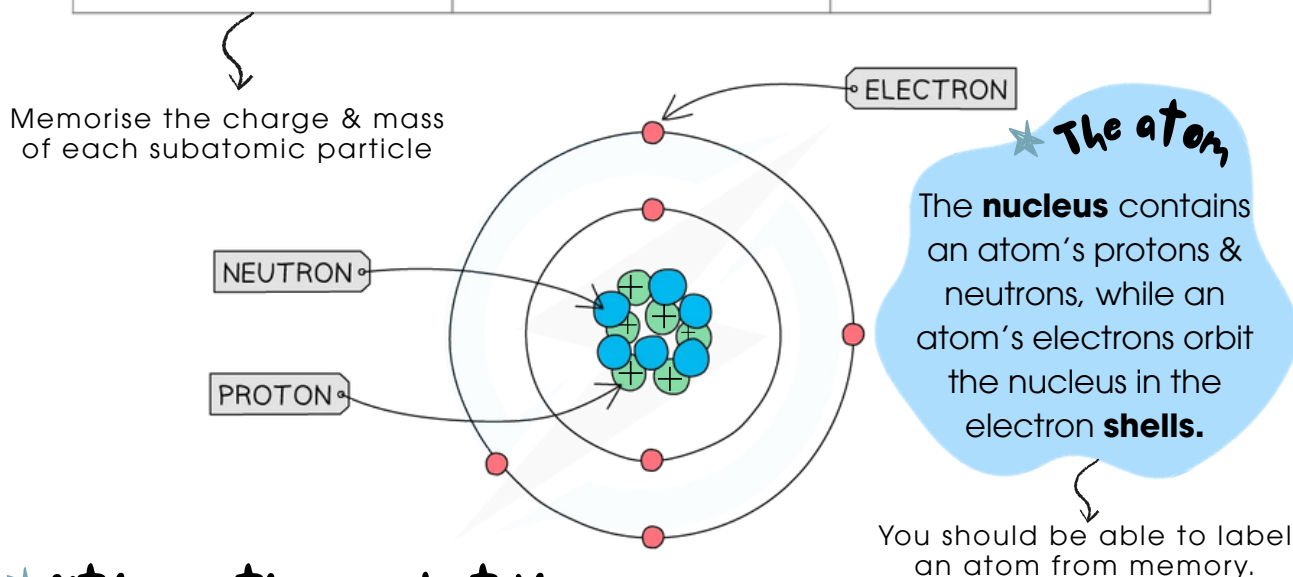
Ensure you can compare the two types of respiration. You should know the products for anaerobic respiration in animals & plants.

Bacteria



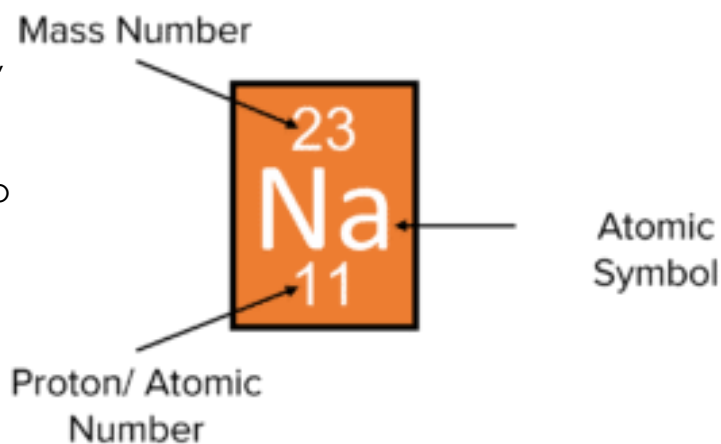
At the atomic level, atoms make up all matter, including elements, compounds, and chemicals. Chemistry and physics rely on understanding atoms to explain reactions, bonding, energy changes, electricity, and states of matter.

Sub-Atomic Particle	Relative Charge	Relative Mass
Proton	+1	1
Neutron	0	1
Electron	-1	(essentially) 0



★ Utilising The periodic Table

Different atoms have different numbers of protons, neutrons and electrons. In any individual atom, the number of protons is equal to the number of electrons, so **atoms have no overall electrical charge** (positive charges are cancelled out by an equal number of negative charges).



- The mass number tells us how many protons & neutrons are in an element.
- The atomic number tells us how many protons are in an element.

For example **Na** (sodium) has **11 protons**.

It has a mass of 23 (so $23 - 11 = 12$) so it has **12 neutrons**.

Because the proton number is 11, we also know that sodium will have **11 electrons**, as the proton number equals the electron number.

Note that (unless there are no neutrons in the nucleus) the mass number is always larger than the proton number. We can therefore calculate the number of protons, neutrons and electrons in **any** atom if we know the proton number and mass number.

CONVERSIONS

Maths skills are a significant part of GCSE science, typically accounting for around 10-30% of marks depending on the paper. You should always write something, even if unsure, and crucially show your working to gain method marks. Always look for conversions, as these are common.

Key **conversions** to remember:

Mass

$$1 \text{ kg} = 1000 \text{ g}$$

Length

$$1 \text{ m} = 100 \text{ cm}$$

$$1 \text{ cm} = 10 \text{ mm}$$

★ $1 \text{ mm} = 1000 \mu\text{m}$ (micrometres)

Time

$$1 \text{ minute} = 60 \text{ seconds}$$

Microscopy & Magnification RP



Math Skills -

Calculating the size of an object

1) To get the magnification, multiply the objective magnification by the eyepiece lens magnification.

E.g. objective lens = x10 magnification

eyepiece lens = x4 magnification

Overall magnification = $4 \times 10 = \times 40$

2) Measure the cell/object of interest on your diagram in mm and convert to micrometres (multiply by 1000).

E.g. image cell length = ~5mm

$$5\text{mm} \times 1000 = 5000\mu\text{m}$$

3) Calculate the magnification:

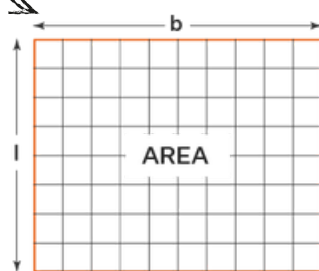
$$\text{Actual length (A)} = \frac{\text{Length in image (I)}}{\text{Magnification (M)}}$$

E.g. Actual length = $5000/40 = 125\mu\text{m}$



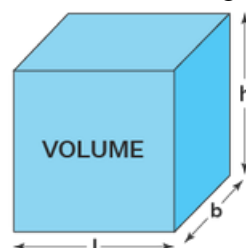
Common units

Quantity	Unit name	Symbol
time	second	s
length	metre	m
energy	Joule	J
mass	kilogram	kg
pressure	Pascal	Pa
force	Newton	N (1 Pa = 1 N/m ²)
area	metre squared	m ²
speed	metres per second	m/s



$$\text{Area} = \text{Length} \times \text{Width}$$

$$\text{Volume} = \text{Length} \times \text{Width} \times \text{Height}$$



Knowing units can also help with process of elimination because you can rule out incorrect answers!
There are lots not listed here...



learn symbols for electricity



V = the potential difference in volts (V)

I = the current in amps (A)

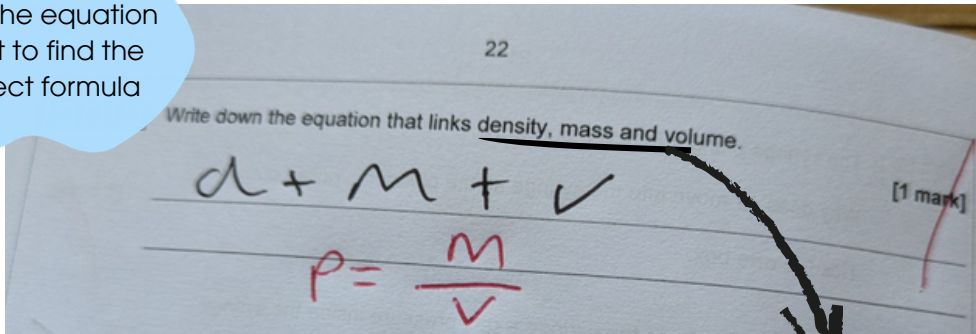
R = the resistance in Ohms (Ω).

Use the equation sheet

Many questions are designed so that the correct equation is already provided - you just need to select the right one, substitute values, and calculate. Students who ignore the equation sheet can miss straightforward marks

A free mark

scan the equation sheet to find the correct formula



Physics Equations Sheet

density = $\frac{\text{mass}}{\text{volume}}$	$\rho = \frac{m}{V}$
thermal energy for a change of state = mass $\times$ specific latent heat	$E = m L$
weight = mass $\times$ gravitational field strength	$W = m g$
work done = force $\times$ distance (along the line of action of the force)	$W = F s$
force = spring constant $\times$ extension	$F = k e$
distance travelled = speed $\times$ time	$s = v t$
acceleration = $\frac{\text{change in velocity}}{\text{time taken}}$	$a = \frac{\Delta v}{t}$

Find formula on equation sheet & Input values...
Use the acronym 'C-FIFA'



1. CONVERSIONS ?
2. FORMULA
3. INPUT VALUES
4. FIX FORMULA
5. ANSWER

cover the one you are trying to find...

Application

The density of the wooden block was 0.85 g/cm³.

The mass of the wooden block was 30.6 g.

Calculate the volume of the wooden block in cm³.

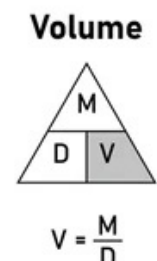
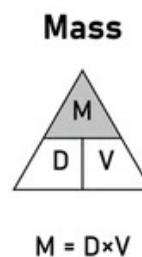
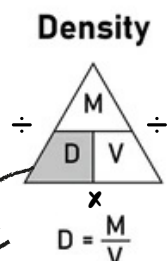
$$\text{Density} = \text{Mass} \div \text{Volume}$$

$$0.85 = 30.6 \div \text{Volume}$$

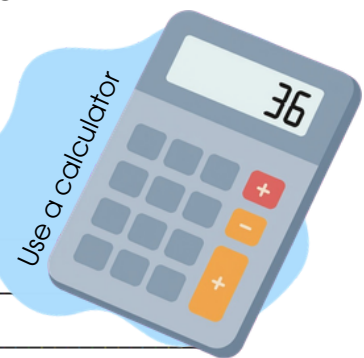
$$\text{Volume} = 30.6 \div 0.85$$

Top Tip

If you can correctly put the formula into an equation triangle you may find it easier to rearrange...



Volume of wooden block = **36** cm³



MATHS SKILLS

Percentages
Significant figures
Analysis of data
Make predictions
extrapolate data

Top Tip

When analysing patterns in data.

Use words like:

increase, decrease, plateau

Refer to the NUMERICAL data...

Application

Phosphorus has a mass number of 31 and has 16 neutrons.

What percentage of the mass number of phosphorus is the number of neutrons?

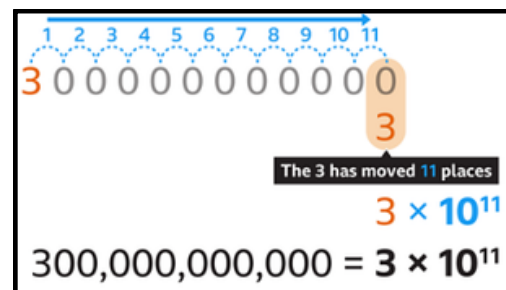
Give your answer to two significant figures.

$$\frac{16}{31} \times 100 = 51.6$$

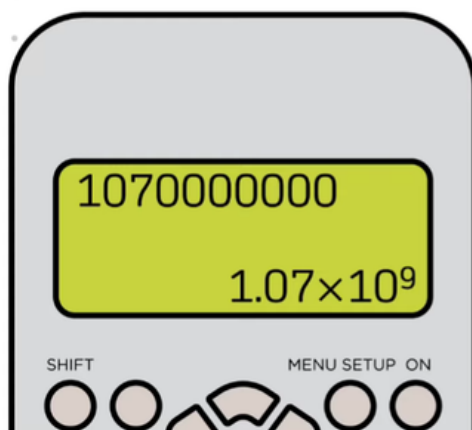
Percentage = **52 %**

Standard form

Standard form	Whole number
1.0×10^0	1
1.0×10^1	10
1.0×10^2	100
1.0×10^3	1000



scientific calculators



You can use your scientific calculator to convert numbers into standard form. Speak to your maths teachers for assistance.

- 1 Turn the calculator on.
- 2 Press SHIFT.
- 3 Press SETUP.
- 4 Press 7 to select Sci.
- 5 Select the desired number of significant figures by inputting a number between 0 and 9.
- 6 Enter a number and press = to display it in standard form.

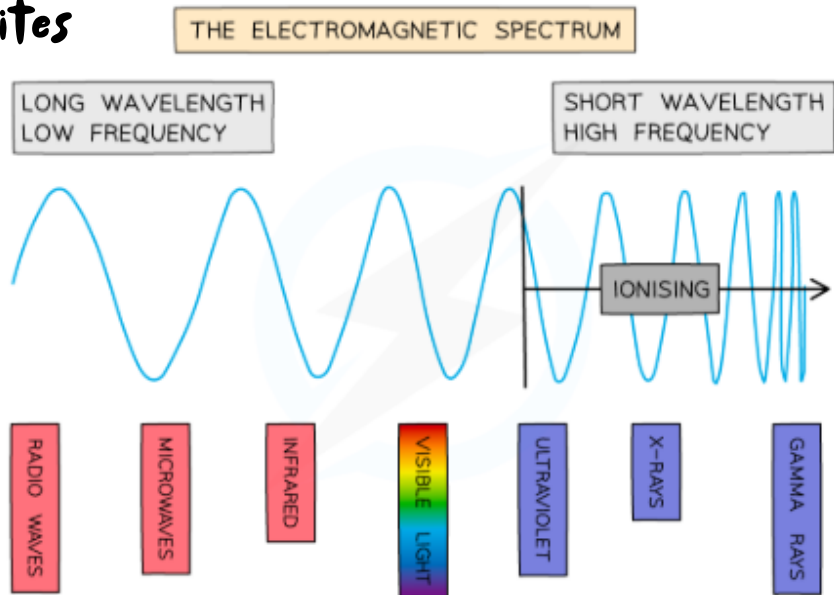
MNEMONICS

Mnemonics are a powerful way to remember key scientific ideas. For example, OILRIG (Oxidation Is Loss, Reduction Is Gain) helps with redox reactions, and rhyming or patterns in words can help recall processes like "mitosis makes more, meiosis makes different". These memory tricks can make it much easier to recall information quickly in exams, especially under pressure.

Some of our favourites

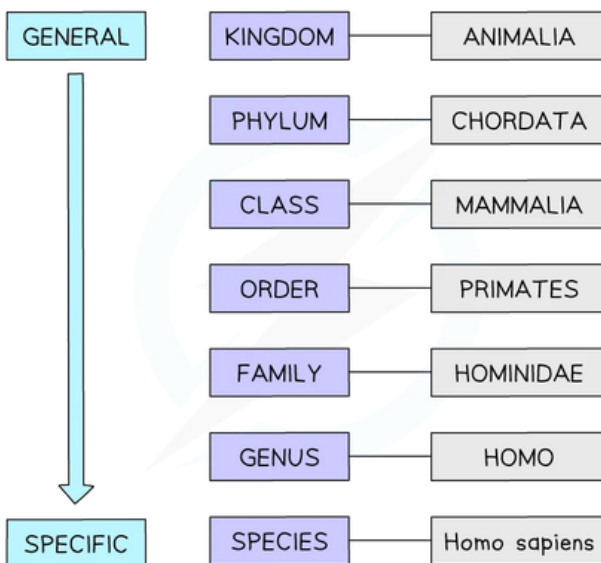
To remember the order of the waves on the electromagnetic spectrum from largest to smallest.

Rasta (radio)
Mouse (microwave)
is (infrared)
viP (visible light)
at
Uncle (ultra violet)
Xavier's (xray)
Gig (gamma)



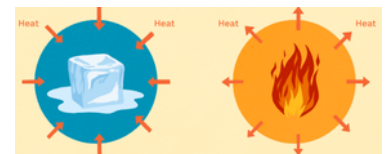
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LINNAEUS'S SYSTEM OF CLASSIFICATION



Every species has a scientific name, called a binomial name, made up of its genus and species. It is always written in italics with **the genus capitalised but not the species**.

**King
Prawn
Curry
or
Fat
Greasy
Sausage**

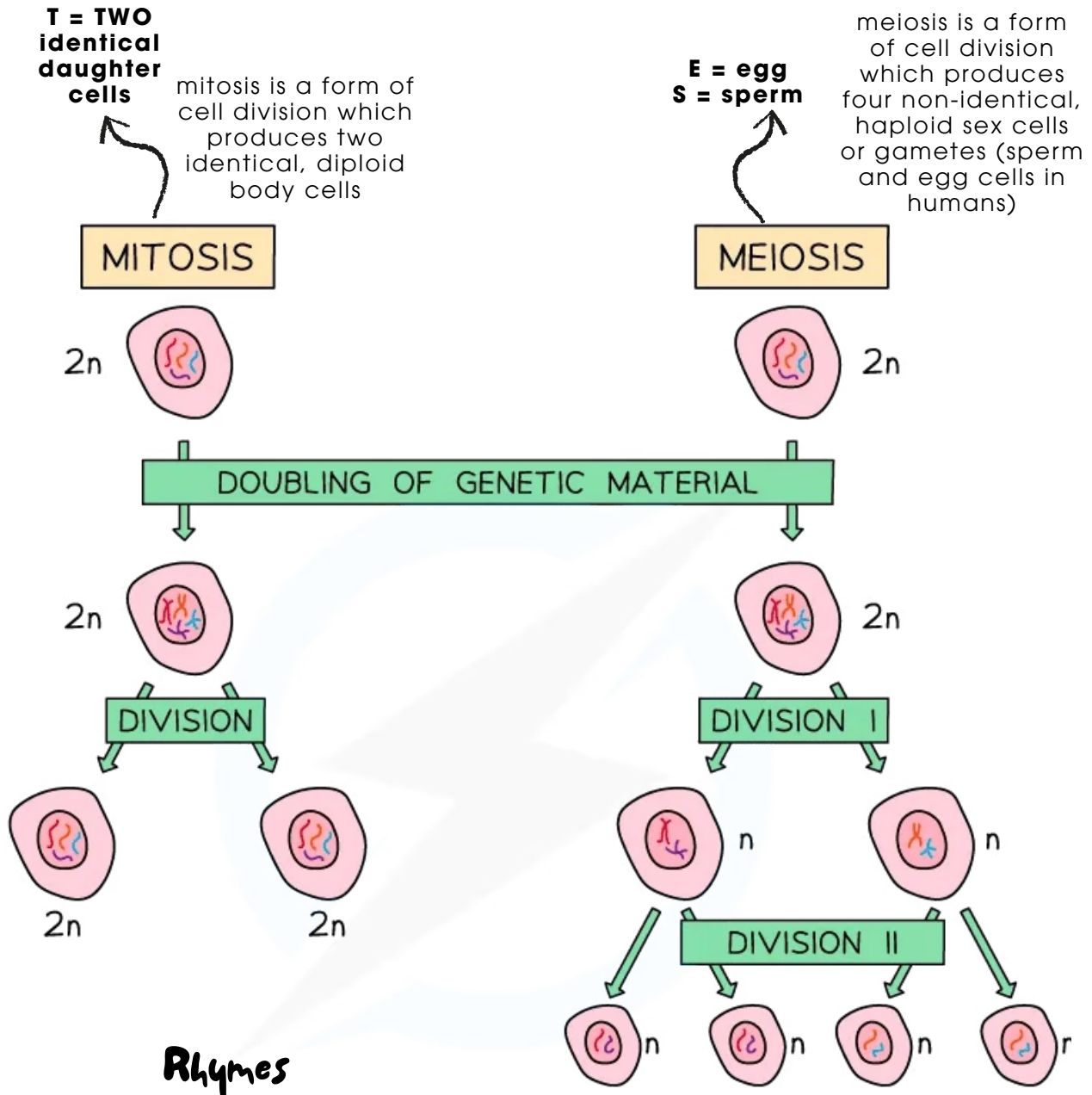


Endothermic reactions take in heat energy, while exothermic reactions release heat energy.

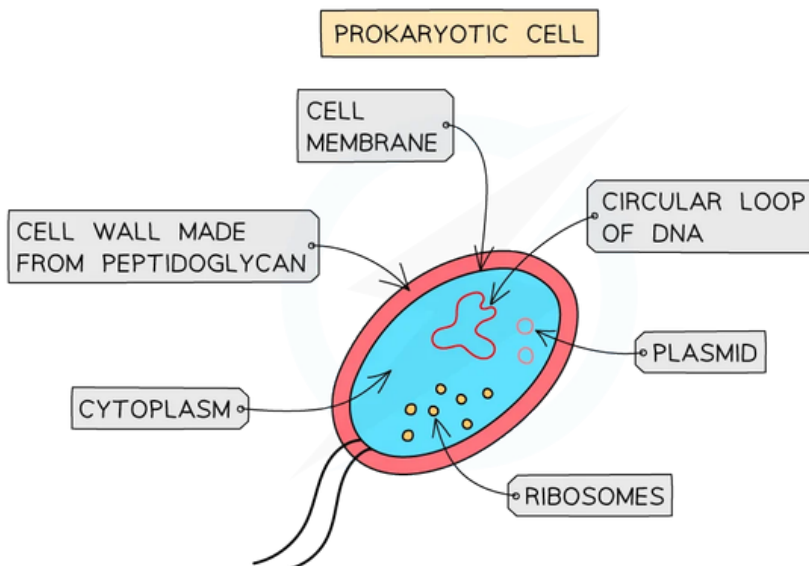
Prefixes & Suffixes

Common science prefixes and suffixes help you understand word meanings, for example "photo-" means light, "bio-" means life. "Endo-" means inside or within, while "exo-" means outside or out of.

SPELLING



Rhymes



PRO rhymes with NO

- Prokaryotic cells have NO nucleus (an example of this is a bacterial cell)
- Prokaryotic cells tend to be much simpler and smaller than eukaryotic cells.
- Eukaryotes are often multicellular (made up of many cells) whereas prokaryotes are often single-celled (only one cell).



ALSO CHECK
YOUR GOOGLE
CLASSROOMS!

RESOURCES

YOUTUBE

- ☒ COGNITO
- ☒ MALMESBURY EDUCATION
- ☒ FREE SCIENCE LESSONS
- ☒ PRIMROSE KITTEN
- ☐ SCIENCE SHORTS
- ☐ KAY SCIENCE
- ☐ MATT GREEN
- ☐ BRAINSTORM - MATHS & SCIENCE
- ☐ THE SCIENCE BREAK
- ☐ BBC BITESIZE FOR TEACHERS
- ☐ MISS WETTON - GCSE SCIENCE
- ☐ PHYSICS ONLINE

REVISION MATS

- ☐ JOHN HUNT - REVISION MATS

IN SCHOOL

- ☒ PAST PAPERS - FOUND IN 2SC4
- ☒ TASSOMAI 2SC4 (BREAK / LUNCH)
- ☐ REVISION AFTERSCHOOL
- ☒ UTILISING LESSON TIME

GOOD
ATTENDANCE
& PUNCTUALITY

ATTEMPTING
TASKS. BEING
RESILIENT &
PROACTIVE TO
FEEDBACK.

ASKING
QUESTIONS!
GOOD
ENGAGEMENT
WITH THE LESSON
(SHOWING
AMBITION!)

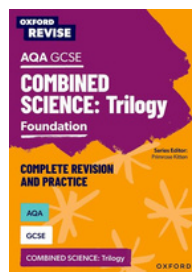
WEBSITES

- ☒ MATHS & PHYSICS TUTOR
- ☒ MME REVISE
- ☒ BBC BITESIZE
- ☒ SAVEMYEXAMS
- ☐ COGNITO
- ☒ SENECA
- ☐ REVISION SCIENCE
- ☒ REVISION CHECKLIST
<https://mmerevise.co.uk/app/uploads/2023/04/GCSE-Combined-Science-AQA-Revision-Checklist.pdf>

REVISION GUIDES



AVAILABLE TO PURCHASE FROM US



ENSURE
THE CORRECT
EXAM BOARD

EQUIPMENT ESSENTIALS

- ☒ MULTIPLE PENS (BLACK INK)
- ☒ PENCIL
- ☒ RULER (WITH CM & MM)
- ☒ CALCULATOR
- ☒ PROTRACTOR
- ☒ SHARPENER & RUBBER
- ☐ A HIGHLIGHTER

WE RECOMMEND TO
HELP YOU TO
DECODE QUESTIONS



