

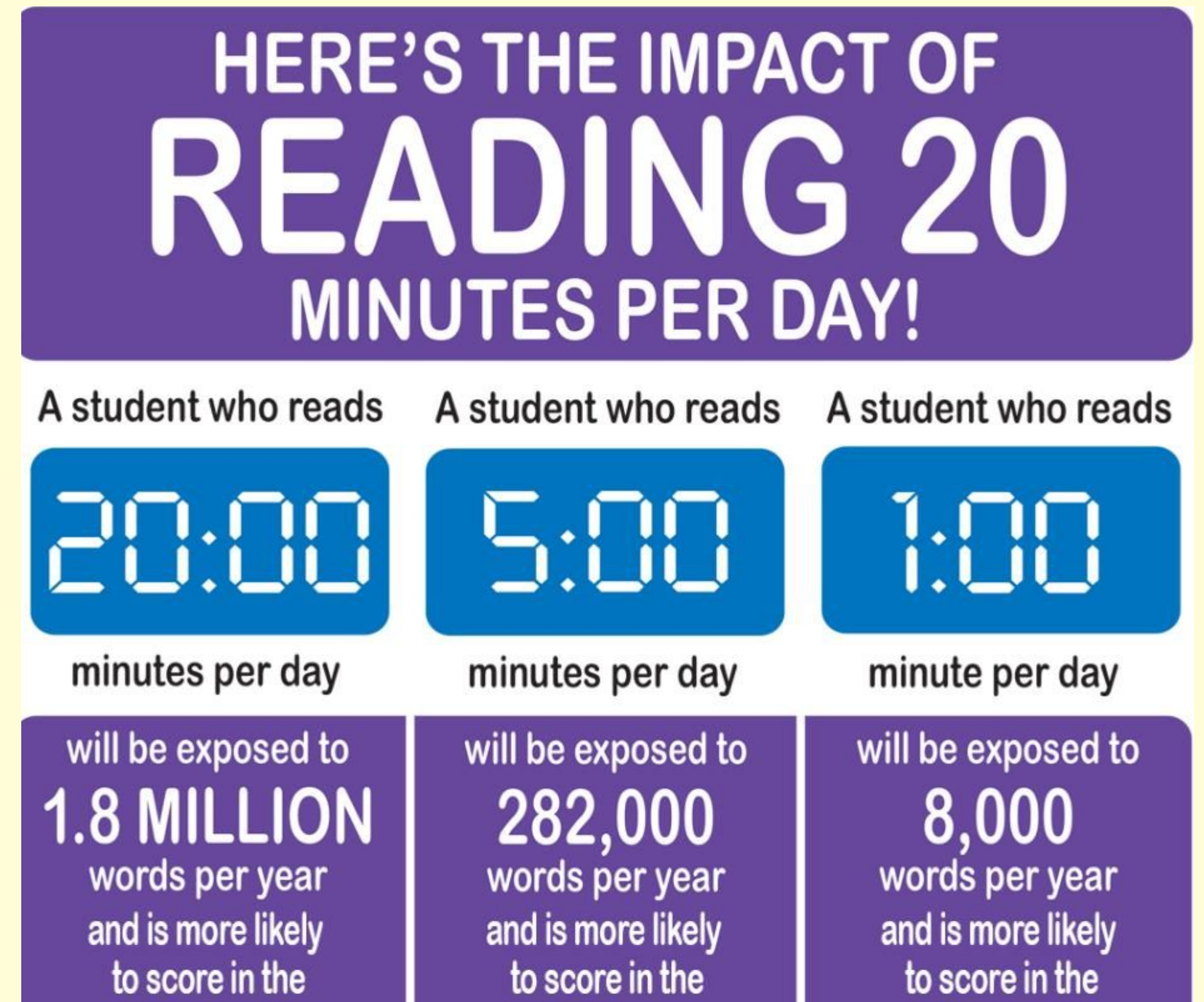
Exam Success Evening

The Importance of Reading and GCSE's

Mrs. Monks and Mrs Farmer

Why reading?

- Reading is one of the simplest yet most powerful ways to improve outcomes at GCSEs.
- Strong readers are strong exam performers.
- Improves comprehension skills (essential for exam questions).
- Expands vocabulary (Tier 2/3 words needed across subjects).
- Builds stamina for long exam papers.
- Supports better writing (students borrow structures and phrasing from what they read).
- Proven link: Students who read regularly achieve, on average, higher grades across GCSE subjects.



24 Lily buys and sells microwaves.

She buys each one for £32 and sells it for £60.

She also pays £7 for the delivery of each microwave she sells.

If she sells a microwave that is faulty then Lily must pay for its repair and redelivery. This costs another £25 for each faulty microwave.

Last month, 6 out of the 80 microwaves Lily sold were faulty.

This month she has orders for 133 microwaves.

Calculate her expected percentage profit on this month's order.

Showing your working in the boxes below may help you present your work.

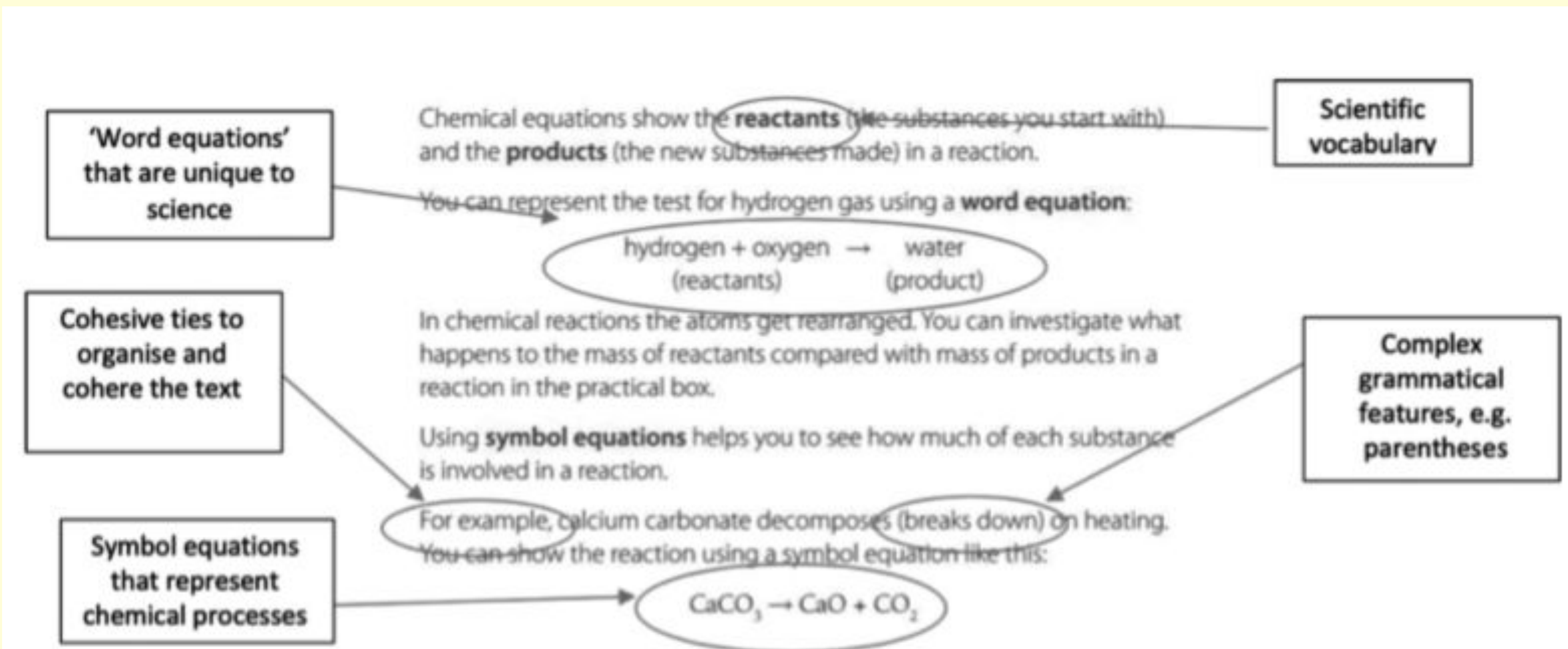
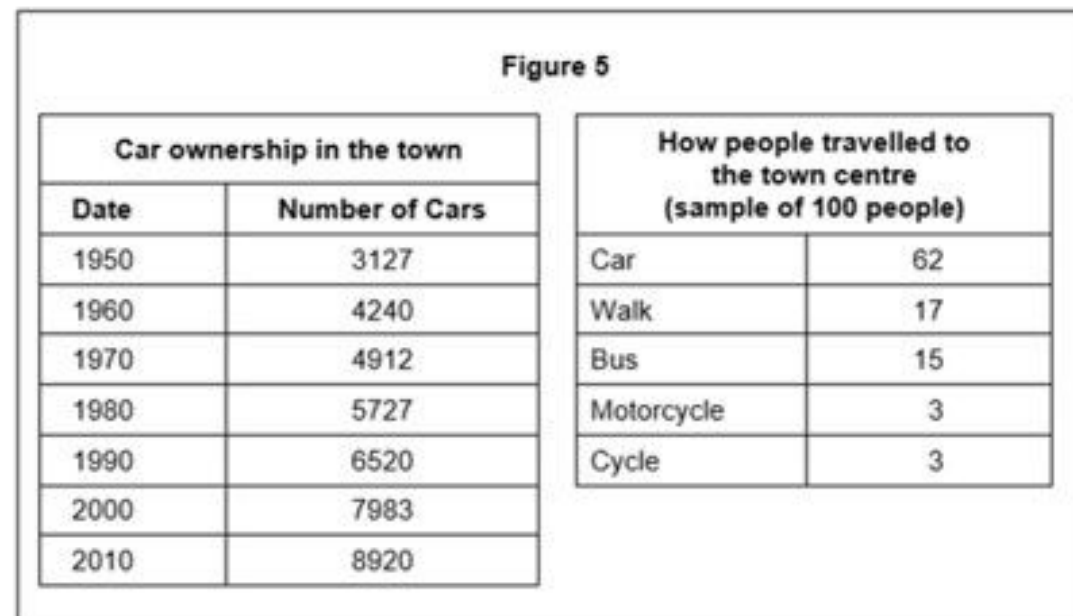


Figure 6.1 Extract from *AQA GCSE Chemistry* (3rd ed.), edited by Lawrie Ryan

Example Geography Question for past GCSE paper

F3: Study **Figure 5**, two sets of data collected by students who were carrying out a geographical enquiry about traffic problems in a town centre.



The following four methods were considered for presenting the data shown in **Figure 5**.

A Pie chart. **B** Line graph. **C** Proportional symbol map. **D** Flow line map.

i: Which method (A, B, C or D) would be most suitable for presenting each set of data? **[2 marks]**

Data shown in Figure 5	Presentation method
Car ownership in the town	
How people travelled to the town centre	

Example answer:

Car ownership: B (line graph).

How people travelled to the town centre:

A (pie chart).

ii: Study **Figure 6** which shows the results of a car park survey. Suggest reasons for the differences shown in the car park survey between Wednesday and Saturday. **[4 marks]**

Example answer:

All five car parks are busier on a Saturday compared to a Wednesday.

A reason could be that shopping is more popular on a Saturday morning compared to a Wednesday afternoon.

Another reason is that there may be a special event taking place on a Saturday, e.g. a street market.

Car park A is 92% full on Saturday compared to 72% on Wednesday.

This is because A is nearest the town centre (less than 250m).

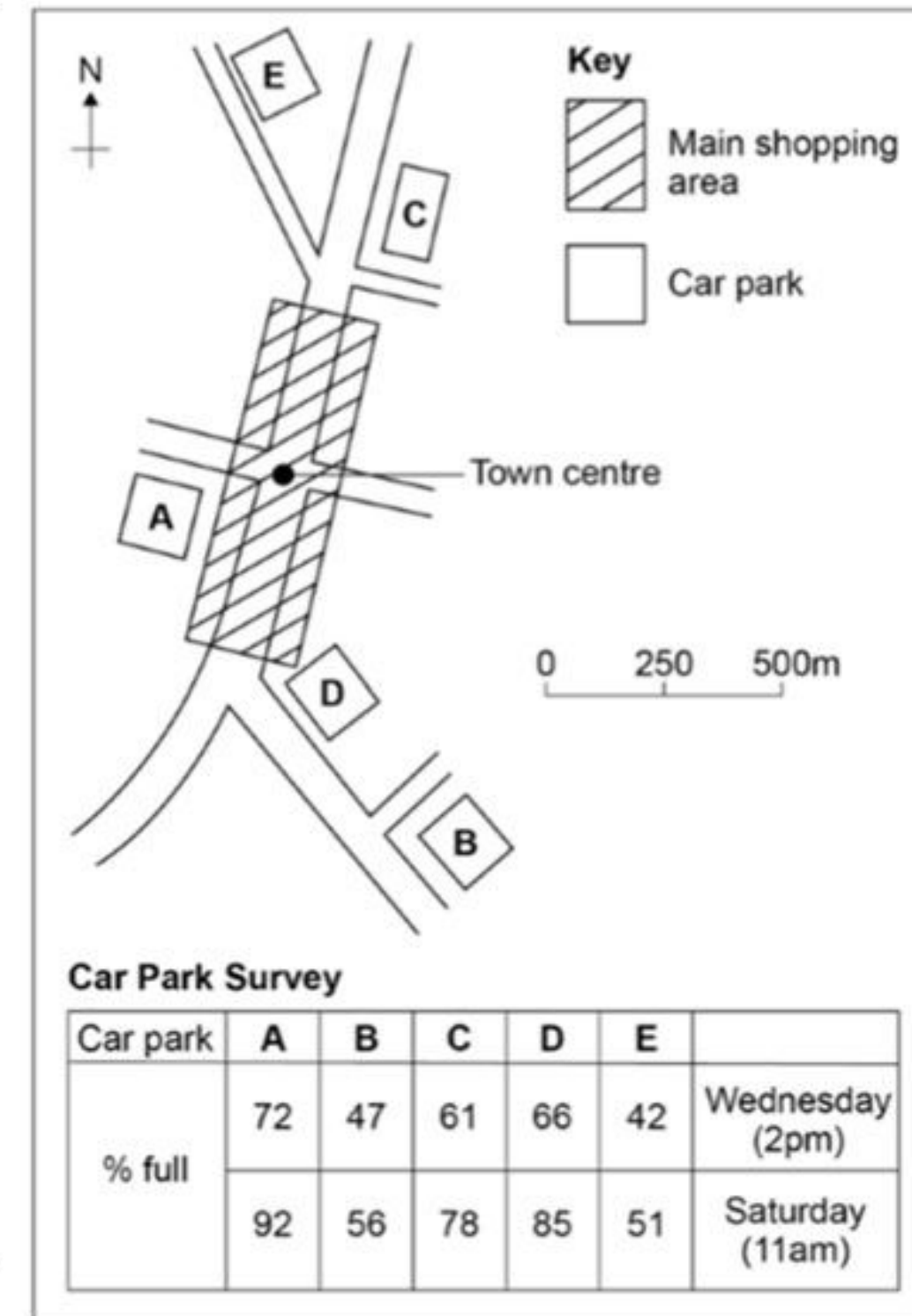
More people prefer to have a shorted distance to walk.

Car park D to the south east is also busier on Saturday compared to Wednesday as it's less than 500m from the town centre.

You are given a map so use map skills!

MAP SKILLS TO USE:
DISTANCE AND DIRECTION!

Figure 6



Source 3

It is the 1950s and Jane, who lives with her Gran, has recently started at Northgate Grammar School for Girls.

Home Time

The wind rushed past my ears blotting out all other sounds.

- 1** Shops and houses flew by, blurring into one long shape at either side of my vision. There was a group of Northgate boys ahead in their black and red uniforms. I had to overtake them. It was a race, though they didn't know it.
- 2** The wind threatened to lift my beret off my head. I held the handlebars with one hand and shoved it down lower over my fringe. My blue and green scarf streamed out behind me. I clicked the three-speed and pedalled faster. I was impressive. I was sure people on the pavement were watching me admiringly as I sped along. I took one hand off the handlebars again and shifted the weight of my satchel from the middle of my back to my shoulders. I had homework to do. That was impressive too. It impressed me. We never had homework at Cliff Lane.
- 3** The street lights were coming on, piercing the dusk with pools of white. Past the bakery in Caudwellhall Road that emitted a band of warm yeast smell in the mornings that was a delight to cycle through. They bought our school doughnuts and cream buns from there for break.
- 4** I didn't mind school dinners, though. We had jam sponge with coconut on it that came with a treacly fruity sauce and cheese pudding, unlike anything Gran had ever made, served out of deep tin dishes by the monitor on our table. The sixth form and prefects sat at tables raised on a dais at the far end of the room, grand and remote. No one knew I had free school dinners except my form. My name went in a separate book each morning. But no one knew that, once I was in the canteen. The windows of the long, low room were always steamed up, making it impossible to see the netball courts and hockey pitches outside - but it was always full of chatter and laughter. I liked it.
- 5** I overtook a Vespa* that had slowed down at the traffic lights near Derby Road Station. An icy rain had begun to fall, pricking my face and misting up my shiny handlebars. I felt unassailable. There were a couple of older Northgate girls ahead of me who lived in Hatfield Road, chatting as they cycled together. I overtook them easily - applied both my brakes and came to a squeaking halt at Felixstowe Road.
- 6** I was hot, but I'd beaten everyone. I readjusted my satchel on my shoulders again and turned round to check that no books had fallen out of my saddle-bag behind me in my race to get home. A car honked somewhere behind me and I realised the lights were green. Cobbold's horses stood outside the Royal Oak breathing great jets of steam-like breath into the cold air, stamping their hooves on the cold tarmac.
- 7** I cycled up the dip in the pavement and scooted along on one pedal till I reached the shed. It was difficult to believe that I'd played in this dark musty space for months on end. I didn't play in sheds any more now that I went to Northgate.
- 8** I didn't play with Margaret Whitman and Margaret Hayward any more either. I was a grammar school girl.

DURING

ANOTHER TIME

DURING

AFTER

*Vespa - a motor scooter fashionable at the time

5 Steps to success

Key things you need to know to make reading beneficial for you!

Step 1

Read little and often – 10–15 minutes daily is better than a one-hour binge.

Step 2

Mix texts – fiction, non-fiction, news, subject-specific articles

Step 3

Ask 'why' questions – encourage reflection: “Why has the writer chosen this word/idea?”

Step 4

Link to exams – connect reading to English Language Paper 1 (fiction analysis), English Language Paper 2 (non-fiction comparisons), and other subjects (history, geography, science).

Step 5

Talk about it – discussing what you've read helps retention, vocabulary, and confidence.

Reading for Meaning

Extract

A cold mist hung in the marshes, chilling me to the bone. I shivered as the wind rattled through the reeds and whispered against the river. From the distance, a figure emerged, ragged and wild-eyed, stumbling heavily through the mud. His chains clinked faintly with each step. Fear surged within me. The man's voice, hoarse and desperate, broke the silence: "Boy, bring me food!" His eyes fixed upon me like a hawk's, fierce and unyielding. My heart thudded painfully, and the world seemed to shrink to that one command, echoing in the desolate air.

Task

- What is happening in the extract?
- Highlight three words or phrases that stands out.
- Write one sentence explaining why you think the writer chose it and what effect it has.