



## Helping us, to help you.

Where to start?

Your child's class code

Why is this useful?

It identifies which science course the student is following and which tier exam paper they are entered for (at this point).

Where to find the class code?

On their timetable or on FROG



## Class codes and key course information.

### Students studying Separate Sciences:

3 GCSE's in Biology, Chemistry and Physics

Have codes : 11EBi/Ch/Ph1 or 11M Bi/Ch/Ph1

6 Exam papers

2 per science (Paper 1 and Paper 2)

All 100 marks

All 1 hour 45 mins in duration

# Class codes and key course information.

## Students studying Trilogy science:

2 GCSE's in Science (Biology, Chemistry, Physics combined)

## Higher Tier Classes (Currently)

<i>11E/Sc1</i>	<i>11M/Sc1</i>
<i>11E/Sc2</i>	<i>11M/Sc2</i>
<i>11E/Sc3</i>	<i>11M/Sc3</i>

## Foundation Tier Classes (Currently)

<i>11E/Sc4</i>	<i>11M/Sc4</i>
<i>11E/Sc5</i>	<i>11M/Sc5</i>
<i>11E/Sc6</i>	<i>11M/Sc6</i>

6 exam papers, 70 marks each all 1 hour 15 mins

# Trilogy Science information



# Trilogy Grades Explained.

Students studying Trilogy will be awarded two grades that are not always the same.

All of the marks from 6 papers are combined and the total is used to award the grade.

1,1 2,1 2,2 3,2 3,3 4,3 4,4 5,4 5,5 6,5 6,6  
7,6 7,7 8,7 8,8 9,8 9,9



## Trilogy Grades for progression.

Trilogy Science allows all students to progress beyond GCSE.

Specifically in Science students would need a 6,6 or higher for A level or 5,4 for Applied Science

Most courses need passes at GCSE at grade 4+

4,4 is classed as a pass (old C grade)



5,5 is classed as a "good" pass (higher C grade)

# Trilogy Tiers Explained.

There are two tier papers for each course in Science: Foundation and Higher.

Foundation allows students to attain 1,1 to 5,5

Higher allows students to attain grades 4,3 to 9,9

The content covered is very similar but the way it is assessed is different. 

# Trilogy Tiers Movement.

Final tier decisions will be made in March 25

Following the January Mocks students in sets 1,2,3 may be moved to Foundation.

Students in sets 4,5,6 may also be moved to higher but this is less common.

# Our year 10 Trilogy Curriculum

Our aim is to deliver a knowledge rich spiral curriculum, which allows continuous learning from Y7 to Y13.

In year 10 students covered the knowledge and content for the full GCSE science qualifications.

Sitting Paper 1 mocks for each science throughout the year and Sitting Paper 2 mocks for all sciences in the Summer mocks



# Our year 11 Trilogy Curriculum

In year 11 staff tailor the teaching and delivery for the class and student needs following their year 10 outcomes.

All 3 Sciences will reassess Paper 1 content in January

All 3 Sciences will reassess Paper 2 content in March

A new overall Science grade from 3 papers can be calculated in January and then from 6 papers in March.

# YEAR 11 Teaching Overview

<b>AUTUMN TERM (Sept – Dec)</b>		January 2025	Mock exams
Physics – The Particle model, atomic structure Chemistry – Atomic Structure, bonding Biology – Infection and response, Organism	<b>OCTOBER HALF TERM</b>	Physics – Electricity, energy Chemistry – Quantitative chemistry, chemical and energy changes Biology –, cell biology, bioenergetics	<b>CHRISTMAS HOLIDAYS</b>
<b>SPRING TERM (Jan - Apr)</b>		March 2025	Mock exams
Physics – Waves, Magnetism Chemistry – Rates and chemical changes, analysis Biology - Homeostasis and response,	<b>FEBRUARY HALF TERM</b>	Physics - Forces Chemistry – Chemistry of the Atmosphere, resources Biology – Inheritance, variation, ecology	<b>EASTER HOLIDAYS</b>
<b>SUMMER TERM (Apr – July)</b>		May / June 2025	Real GCSE exams
B1, C1, P1 Exams	<b>MAY HALF TERM</b>	B2, C2, P2 Exams	<b>SUMMER HOLIDAYS</b>

# Trilogy Science - The Exams across year 11

Subject	Exam 1 Mock	Exam 2 Mock	GCSE Exams Paper 1	GCSE Exams Paper 2
Biology	w/c 13 <sup>th</sup> January 2025	w/c 17 <sup>th</sup> March 2025	Tuesday 13 <sup>th</sup> May 2025	Monday 9 <sup>th</sup> June 2025
Chemistry			Monday 19 <sup>th</sup> May 2025	Friday 13 <sup>th</sup> June 2025
Physics			Thursday 22 <sup>nd</sup> May 2025	Monday 16 <sup>th</sup> June 2025

Your child will be examined by 2 exams in each subject. Each exam will be 1hr 15min.



# Trilogy Science - Biology

## Paper 1

### What's assessed

Topics 1 - 4: Cell biology; Organisation; Infection and response; and Bioenergetics.

### How it's assessed

- written exam: 1 hour 15 minutes Foundation and Higher Tier
- 100 marks 16.7% of the GCSE

### Questions

Multiple choice, structured, closed short answer and open response

## Paper 2

### What's assessed

Topics 5 - 7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

### How it's assessed

- written exam: 1 hour 15 minutes Foundation and Higher Tier
- 100 marks 16.7% of the GCSE

### Questions

Multiple choice, structured, closed short answer and open response

# Trilogy Science - Chemistry

## Paper 1

### What's assessed

- Topics 1-5: Atomic structure and the periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes

### How it's assessed

- written exam: 1 hour 15 minutes
- 70 marks 16.7% of the GCSE

### Questions

Multiple choice, structured, closed short answer and open response

## Paper 2

### What's assessed

- Topics 6-10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

### How it's assessed

- written exam: 1 hour 15 minutes
- 70 marks 16.7% of the GCSE

### Questions

Multiple choice, structured, closed short answer and open response

# Trilogy Science - Physics

## Paper 1

### What's assessed

Physics topics 18-21: Energy; Electricity; Particle model of matter; and Atomic structure.

### How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

### Questions

Multiple choice, structured, closed short answer and open response

## Paper 2

### What's assessed

Physics topics 22-24: Forces; Waves; and Magnetism and electromagnetism

### How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

### Questions

Multiple choice, structured, closed short answer and open response

# Separate Science information



# Separates Grades Explained.

Students studying Separates will be awarded three grades that independent from each other

All of the marks from Biology paper 1 and 2 are combined and the total is used to award the grade.

1,2,3,4,5,6,7,8,9



The same is done for Chemistry and Physics



# Separates Tiers Explained.

There are two tier papers for each course in Science: Foundation and Higher.

Separates students only sit higher tier.

If you are not secure with attaining grades 6,6,6 a move to Trilogy higher tier will be made to secure your chances of a 6,6 and the option of continuing Science at Post 16

# Our year 10 Separates Curriculum

Our aim is to deliver a knowledge rich spiral curriculum, which allows continuous learning from Y7 to Y13.

In year 10 students covered the knowledge and content for the full GCSE science qualifications.

Sitting Paper 1 mocks for each science throughout the year and Sitting Paper 2 mocks for all sciences in the Summer mocks



# Our year 11 Separates Curriculum

In year 11 staff tailor the teaching and delivery for the class and student needs following their year 10 outcomes.

All 3 Sciences will reassess Paper 1 content in January

Then all 3 Sciences will reassess Paper 2 content in March

A new overall grade for each subject can be generated and final Summer examination preparation can begin.



# YEAR 11 Teaching Overview

<b>AUTUMN TERM (Sept – Dec)</b>		January 2025	Mock exams
Physics – The Particle model, atomic structure Chemistry – Atomic Structure, bonding Biology – Infection and response, Organism	<b>OCTOBER HALF TERM</b>	Physics – Electricity, energy Chemistry – Quantitative chemistry, chemical and energy changes Biology –, cell biology, bioenergetics	<b>CHRISTMAS HOLIDAYS</b>
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Physics – Waves, Magnetism Chemistry – Rates and chemical changes, analysis Biology - Homeostasis and response,	<b>FEBRUARY HALF TERM</b>	Physics – Forces, Space Chemistry – Chemistry of the Atmosphere, resources Biology – Inheritance, variation, ecology	<b>EASTER HOLIDAYS</b>
<b>SUMMER TERM (Apr – July)</b>		May / June 2025	Real GCSE exams
B1, C1, P1 Exams	<b>MAY HALF TERM</b>	B2, C2, P2 Exams	<b>SUMMER HOLIDAYS</b>

# Separate Science - The Exams across year 11

Subject	Exam 1 Mock	Exam 2 Mock	GCSE Exams Paper 1	GCSE Exams Paper 2
Biology	w/c 13 <sup>th</sup> January 2025	w/c 17 <sup>th</sup> March 2025	Tuesday 13 <sup>th</sup> May 2025	Monday 9 <sup>th</sup> June 2025
Chemistry			Monday 19 <sup>th</sup> May 2025	Friday 13 <sup>th</sup> June 2025
Physics			Thursday 22 <sup>nd</sup> May 2025	Monday 16 <sup>th</sup> June 2025

Your child will be examined by 2 exams in each subject. Each exam will be 1hr 45min.



# Separate Sciences - Biology

## Paper 1

### What's assessed

Topics 1 – 4: Cell biology; Organisation; Infection and response; and Bioenergetics.

### How it's assessed

- written exam: 1 hour 45 minutes Foundation and Higher Tier
- 100 marks 50% of the GCSE

### Questions

Multiple choice, structured, closed short answer and open response

## Paper 2

### What's assessed

Topics 5 – 7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

### How it's assessed

- written exam: 1 hour 45 minutes Foundation and Higher Tier
- 100 marks 50% of the GCSE

### Questions

Multiple choice, structured, closed short answer and open response

# Separate Sciences - Chemistry

## Paper 1

### What's assessed

- Topics 1-5: Atomic structure and the periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes

### How it's assessed

- written exam: 1 hour 45 minutes  
Foundation and Higher Tier
- 100 marks    50% of the GCSE

### Questions

Multiple choice, structured, closed short answer and open response

## Paper 2

### What's assessed

- Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

### How it's assessed

- written exam: 1 hour 45 minutes  
Foundation and Higher Tier
- 100 marks    50% of the GCSE

### Questions

Multiple choice, structured, closed short answer and open response

# Separate Sciences - Physics

## Paper 1

### What's assessed

- Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.

### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

### Questions

Multiple choice, structured, closed short answer and open response

## Paper 2

### What's assessed

- Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.
- Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from [Energy](#) and [Electricity](#)

### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

### Questions

Multiple choice, structured, closed short answer and open response

# Supporting all students with Science Exam preparation





## How we support your child with science

**Period 7 : throughout the year**

*May be tailored/ whole year group/by class etc*

**Examination question practice and technique:**


*Lessons not only review the knowledge and understanding but also focus on specific technique for different question types, and managing timing in the exams.*

**Support with developing revision techniques:**

*How to revise, use of revision guides and papers*



## How you can support your child with science

- *Encourage the use of revision guides to review and then completion of relevant questions in the workbooks we have provided.*
- *Use the revision guides to ask them the end of topic questions as quick knowledge checks.*
- *Ask them to teach you something about .....  which is coming up in the assessments*

**Pearson**  
Revise

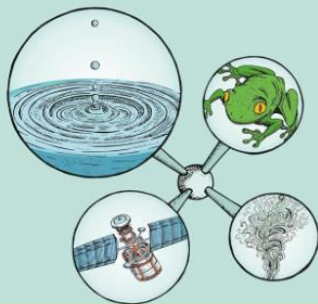
**AQA GCSE (9-1)**

## Combined Science: Trilogy

Higher tier

Revision Guide

Includes **FREE** online book



Unbeatable revision and exam preparation

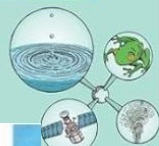
**Pearson**  
Revise

**AQA GCSE (9-1)**

## Combined Science: Trilogy

Foundation tier

Revision Workbook



**AQA**

Exam preparation

**AQA**  
**REVISE AQA GCSE (9-1)**  
**Combined Science: Trilogy**  
**REVISION GUIDE**

Foundation

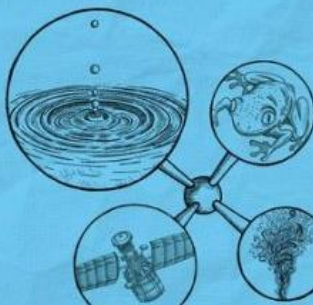
For the **9-1** exam

**Higher**

For the **9-1** exam

Includes free online edition

**Pearson**



**Biology**  
**Paper 1**

Had a look

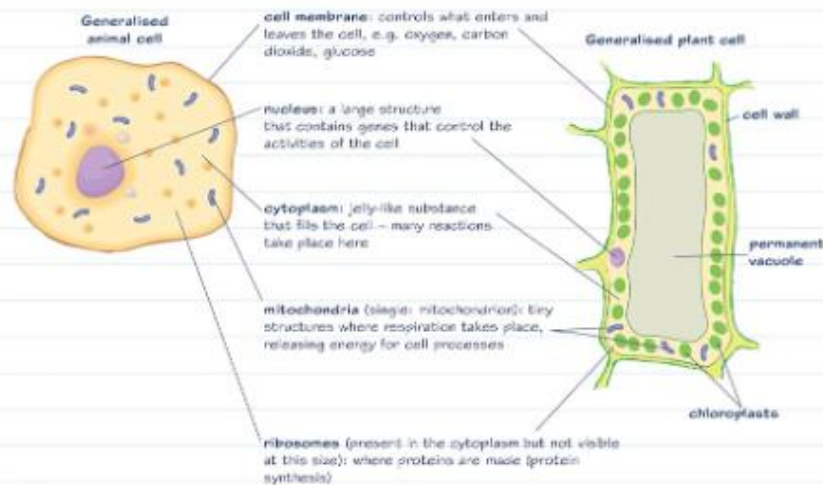
Nearly there

Nailed it!

## Animal and plant cells

Animal cells and plant cells contain smaller structures which have different functions.

### Structures of animal cells and plant cells



### Worked example

Name the three structures that are present in most plant and algal cells, but are not present in animal cells. Describe the function of each structure. (3 marks)

Plant and algal cells contain a permanent **vacuole**. This is filled with cell sap and helps to keep the cell rigid. They have a **cell wall** made of cellulose, which strengthens the cell. They also contain **chloroplasts**. These are the structures where photosynthesis takes place to make food for the cell.

Algae are simple aquatic organisms. Their cells have a similar structure to plant cells, so algae used to be classified as plants. They are now classified as protists (see pages 34 and 74).

Take care not to confuse the cell wall with the cell membrane. Bacterial cells also have cell walls, but these are not made from cellulose.

### Now try this

- Name the cell structures that are found in both animal cells and plant cells. (5 marks)
- Muscle cells contain more mitochondria than skin cells. Suggest an explanation for this. (2 marks)
- Cells found in plant roots do not usually contain chloroplasts. Suggest an explanation for this. (2 marks)

## Supporting specifically with mocks/exams

- *Encourage students to make overview sheets, and flash cards or summarise information*
- *They need this done early!*



# BONDING, STRUCTURE AND PROPERTIES OF MATTER

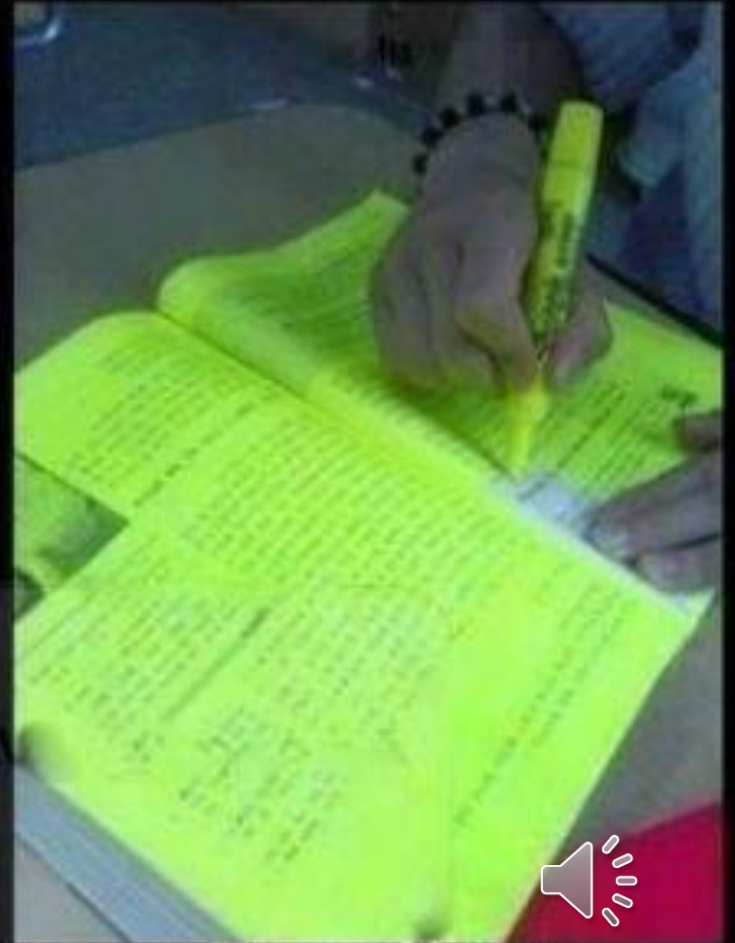
<p><b>Ionic Compounds</b> - Regular Lattice Structure Electrostatic force of attraction in all directions between oppositely charged particles.</p> <p>• <math>\text{Na}^+</math>    • <math>\text{Cl}^-</math></p>  <p>High <math>\text{mp} + \text{bp}</math> Strong bonds between atoms + great attraction in place + ions conduct electricity + molten/when they dissolve + dissolved in water</p>	<p>Though they are bonded to one particle, they hold on to the rest of the molecule + are attracted to the molecules.</p>  <p>Weak bonds</p>	<p><b>Simple Molecular</b></p>  <p>Low <math>\text{mp} + \text{bp}</math> Weak bonds + they are not attracted to each other + they are not attracted to the rest of the molecule.</p>
<p><b>Covalent Network</b></p> <p>Strong bonds in all directions + they are not attracted to each other + they are not attracted to the rest of the molecule.</p>  <p>High <math>\text{mp} + \text{bp}</math> + they are not attracted to each other + they are not attracted to the rest of the molecule.</p>	<p><b>Macromolecular</b></p> <p>Strong bonds in all directions + they are not attracted to each other + they are not attracted to the rest of the molecule.</p>  <p>High <math>\text{mp} + \text{bp}</math> + they are not attracted to each other + they are not attracted to the rest of the molecule.</p>	<p><b>Simple Molecular</b></p> <p>Low <math>\text{mp} + \text{bp}</math> Weak bonds + they are not attracted to each other + they are not attracted to the rest of the molecule.</p>  <p>Low <math>\text{mp} + \text{bp}</math> Weak bonds + they are not attracted to each other + they are not attracted to the rest of the molecule.</p>
<p><b>Simple Molecular</b></p> <p>Low <math>\text{mp} + \text{bp}</math> Weak bonds + they are not attracted to each other + they are not attracted to the rest of the molecule.</p>  <p>Low <math>\text{mp} + \text{bp}</math> Weak bonds + they are not attracted to each other + they are not attracted to the rest of the molecule.</p>	<p><b>Simple Molecular</b></p> <p>Low <math>\text{mp} + \text{bp}</math> Weak bonds + they are not attracted to each other + they are not attracted to the rest of the molecule.</p>  <p>Low <math>\text{mp} + \text{bp}</math> Weak bonds + they are not attracted to each other + they are not attracted to the rest of the molecule.</p>	<p><b>Simple Molecular</b></p> <p>Low <math>\text{mp} + \text{bp}</math> Weak bonds + they are not attracted to each other + they are not attracted to the rest of the molecule.</p>  <p>Low <math>\text{mp} + \text{bp}</math> Weak bonds + they are not attracted to each other + they are not attracted to the rest of the molecule.</p>




# Summarizing before exam.



expectation



Reality 

Promote revision strategies that get your child to regularly review condensed information.

## Example: Flashcards.

Cards with question and the front and answers on the back.

**ORGANISM: Digestion** Summary Sheets

**Food**

We need to eat a wide variety of foods to get all the food substances that we need. When we do this, we are said to have a **balanced diet**. Carbohydrates, proteins, fats and oils (lipids), vitamins and minerals are **nutrients**, which means that they provide the raw materials for making other substances that the body needs.

Substance needed	Examples	Why it is needed	Good source
carbohydrate	starch, sugars	For energy (in respiration)	potatoes, bread, rice, potatoes
protein		for growth and repair (building new substances)	meat, fish, beans
vitamins	vitamin C	for health	fruits and vegetables (e.g. oranges contain lots of vitamin C)
minerals	calcium	for health	fruits, vegetables and dairy products (e.g. milk contains calcium)
fibre		For health (helps to stop constipation)	wholemeal bread, wholegrain rice, celery and other fibrous vegetables
water		For health (water dissolves substances and fits in cells)	

We can do tests to find out which substances are in foods. For example, starch makes iodine solution go a black colour.

**Nutrition information** labels on foodstuffs tell us what the food contains. The labels also tell us how much energy is stored in the substances that make up the food. The amount of energy is measured in kJ.

- levels of a
- age (some)
- whether it

Food labels tell us about the main people. People share **nutrients** vitamin C.

**Digestion**


Digestion is the process that helps speed up the way we can use a

large molecule

**ORGANISM: Digestion** Summary Sheets

**The gut**

Food is digested in the gut.



Putting food in the mouth is called **chewing** or **mastication**. The teeth chew food up in small pieces. It is with **digestive juices** called **saliva**. Digestive juices contain enzymes.

Saliva is produced by the **salivary glands**. Saliva makes food easier to **swallow**.

In the stomach, strong acids are added to the food and more digestive juices are added to break down proteins.

Food is swallowed down the **gullet** (oesophagus) in **food pellets**. The muscles along the **oesophagus** get smaller (they contract).

FOLD HERE AND GLUE INTO BOOK

**Y8 Periodic table Assessment**

- I know that an element is made from...
  - A. several different types of atoms.
  - B. only one type of atom.
  - C. made of two different types of atoms joined together.
  - D. made of different types of compounds.
- I know that an atom is made from...
  - A. Protons, neutrons, and molecules
  - B. Protons, electrons, and neutrons
  - C. Neutrons, electrons, and compounds
  - D. Electrons, neutrons, and cells
- I know that the atomic number of an element tells us...
  - A. the number of neutrons in an atom
  - B. the number of protons in an atom
  - C. the number of electrons in an atom
  - D. the mass of the atom
- I know how to calculate the number of neutrons in an atom.
  - A. Subtract the atomic number from the mass number.
  - B. Add the atomic number to the mass number.
  - C. Subtract the mass number from the atomic number.
  - D. Divide the mass number by the atomic number.
- I know that the electrons are...
  - A. located in the nucleus and have a positive charge.
  - B. located on the shells/orbitals and have a positive charge.
  - C. located in the nucleus and have a negative charge.
  - D. located on the shells/orbitals and have a negative charge.
- I know that the periodic table is a...
  - A. list of all known molecules
  - B. a list of all known elements
  - C. a chart of all known compounds
  - D. a table of all known atoms

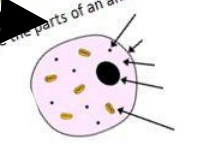
Name: \_\_\_\_\_ Class: \_\_\_\_\_

- I know that the periodic table is arranged in...
  - A. Rows called groups and columns called periods.
  - B. Rows called periods and columns called groups.
  - C. Rows called elements and columns called atoms.
  - D. Rows called atoms and columns called elements.
- I know that the elements in group 1 known as the...
  - A. Halogens
  - B. Alkali metals
  - C. Noble gases
  - D. Transition metals
- I know that as you go down group 1 the reactivity of the element...
  - A. decreases.
  - B. It increases.
  - C. It stays the same.
  - D. It disappears.
- I know that the elements in group 7 known as the?
  - A. Halogens
  - B. Alkali metals
  - C. Noble gases
  - D. Transition metals
- I know that as you go down group 1 the reactivity of the element...
  - A. decreases
  - B. It increases.
  - C. It stays the same.
  - D. It disappears.

Cell Biology

Biology Paper 1

Name the parts of an animal cell



Cell Biology

Biology Paper 1

What is the definition of diffusion?

The movement of particles from an area of high concentration to an area of low concentration

## Supporting specifically with mocks/exams

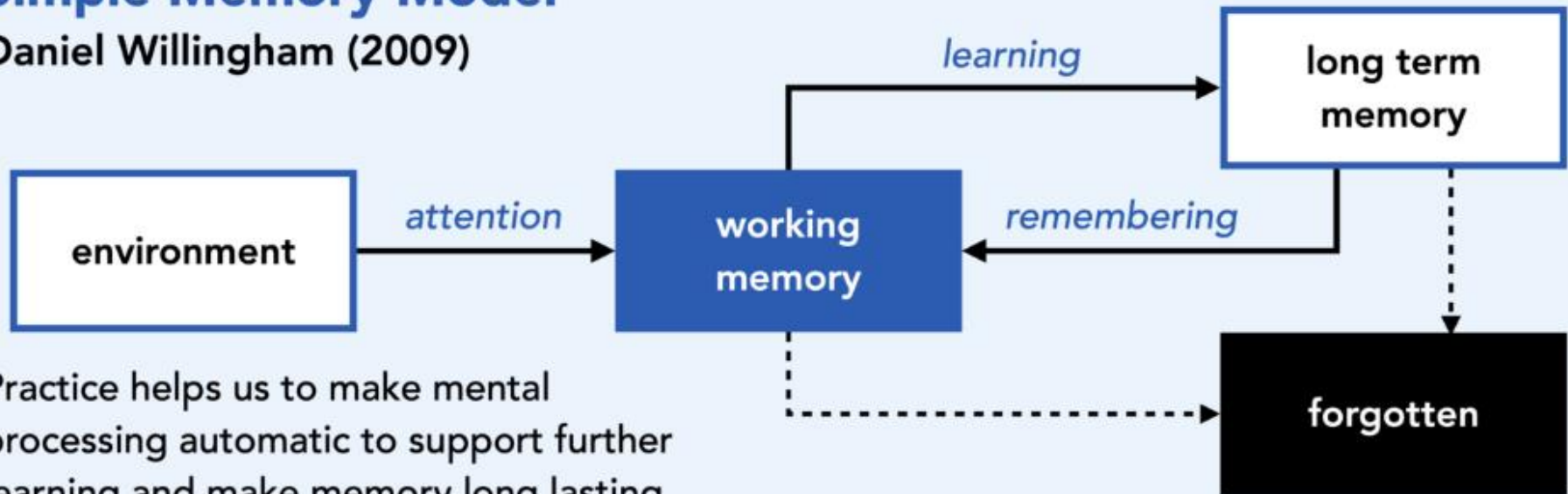
- *Encourage retrieval practice*
- *This should be done regularly from now until the Summer!*



# Best form of revision is retrieval practice ...

## Simple Memory Model

Daniel Willingham (2009)



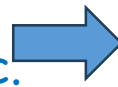
Practice helps us to make mental processing automatic to support further learning and make memory long lasting.

3 'R's: Remember It, Recall It, Retain It. 


Promote revision strategies that get your child to actively retrieve their learning.

## Example: Brain dump

On an A4 piece of paper, write down what you can remember from the topic.




Use the summary sheet (one drive) to add any info in red that they couldn't recall.



**RETRIEVAL PRACTICE – NO NOTES ALLOWED!**

Without looking in your books, write down everything you remember about \_\_\_\_\_



**REPEAT**

**!**

Hopefully, each time they will remember more.

**ORGANISM: Digestion**      **Summary Sheets**

**Food**

We need to eat a wide variety of foods to get all the food substances that we need. When we do this, we are said to have a **balanced diet**. Carbohydrates, proteins, fats and oils (lipids), vitamins and minerals are **nutrients**, which means that they provide the raw materials for making other substances that the body needs.

Substance needed	Examples	Why it is needed	Good sources
Carbohydrates	starch, sugars	Energy (respiration)	pasta, bread, rice, potatoes
Proteins	meat, fish, beans	repair (tissues)	meat, fish, beans
Fats and oils	fruits and vegetables (e.g. oranges contain lots of vitamin C)	Energy	fruits and vegetables
Calcium	fruits, vegetables and dairy products (e.g. milk contains calcium)	to stop	fruits, vegetables and dairy products
Fibrous	wholemeal bread, wholegrain rice, celery and other fibrous vegetables	dissolves (fills up cells)	wholemeal bread, wholegrain rice, celery and other fibrous vegetables

For example, starch makes iodine food contains. The labels also tell us how the food. The amount of energy in a person needs in a day depends on (kg).

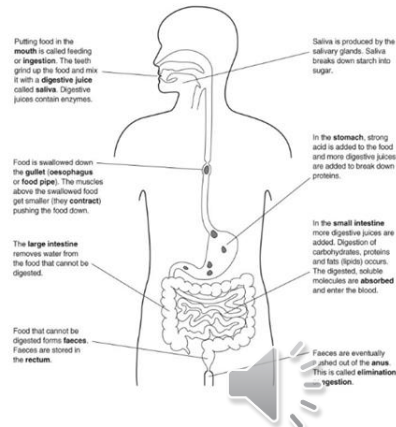
Suits do) use persuasive language. Such fat may cause **heart disease** and can **raise** **obesity** and obesity are both forms of such as **scurvy**, which is due to a lack of **soluble** ones. The organs of the **digestive** **types** (substances that are **catalysts** and **enzymes** work:

sugars (e.g. glucose) → absorbed

**ORGANISM: Digestion**      **Summary Sheets**

**The gut**

Food is digested in the gut



Putting food in the mouth is called feeding or ingestion. The teeth grind up the food and mix it with a **digestive juice** called **saliva**. Digestive juices contain enzymes.

Saliva is produced by the **salivary glands**. Saliva breaks down starch into sugar.

In the **stomach**, **strong acid** is added to the food and more digestive juices are added to break down proteins.

In the **small intestine** more digestive juices are added. Digestion of carbohydrates, proteins and fats (lipids) occurs. The digested, soluble molecules are **absorbed** and enter the blood.

Food that cannot be digested forms **faeces**. Faeces are stored in the **rectum**.

Faeces are eventually **eliminated** out of the anus. This is called **elimination** or **defecation**.

To help absorb the digested food, the wall of the small intestine is folded and covered with **villi**. The cells have **microvilli**. These features all increase the **surface area**. The wall of the small intestine is also only one-cell thick, meaning that it is easy for small molecules to **diffuse** out of the small intestine and into the blood. The digested food molecules are carried in the **blood plasma**.


The surface area is the total area of the faces of a three-dimensional object

## Supporting specifically with past papers:

- *Support with past paper work*
- *Past papers are accessible to all parents/carers and students using the link*
- *Past papers:*
- [AQA | Resources | Past Papers & AQA Mark Schemes](#)
- *They can be printed or used from the screen*



## How to use past papers:

- *Full papers sat under exam conditions  
(Trilogy 70 marks 1hr 15 Separates 100 marks 1hr 45)*
- *Nightly questions 1 mark per minute*
- *Use the marks schemes to assess and improve answers (Students are used to this we do it in class)*
- *Grade boundaries and examiner reports are also available on line* 

## Questions or support:

- *Please do not hesitate to contact Science at JPA if you have any further questions or require any guidance or support.*

