

ALDER

Community High School

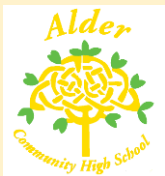
Key to Success Evening
Years 10 & 11

ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO
#WeAreALDER

Aims

- To support parents in confidently supporting your child through Key Stage 4
- To share where you and they can access support in school
- To share with you the examination expectations and official JCQ guidance.
- To share effective revision techniques and subject specific information for English, Maths and Science.



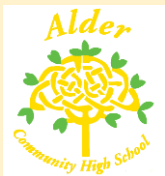
ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER

Welcome from the Headteacher

School update:



ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER

Welcome from the Headteacher

At Alder:

- We have **high expectations** in terms of standards – habits for life [Uniform/Behaviour/Ready to learn]
- We have **high aspirations** for our students [Academic outcomes]
- We expect a **positive attitude** to learning [More important than ability – achieve YOUR potential]
- You need a strong **work ethic** [No substitute for HARD work]
- We want pupils to **pursue their ambitions** post Alder [GCSE's crucial]
- You must demonstrate our **ALDER Values** [Develops your character]
- Low-Level **behaviour** [eg chatting] has massive impact on **a]** their learning & **b]** other students' learning
- Produce **high quality work** [Over time ensures more likely to learn and achieve full potential]
- **Independent** learning/Homework [1 - 2 hours each evening]
- **Attend** school [On time, every lesson, every day]



NB: Other pupils across the country are doing the above

ALTUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER

Attendance

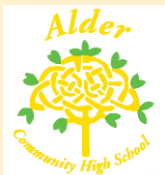
- Students should aim for **100% attendance**
- Absent students **rarely catch up**: Simply too **much content** and **not enough time**
- Strong correlation between **attendance and achievement (2024 data)**

✓ Over 95%: average progress score of 0.53

✓ Below 92%: average progress score of -0.34

Punctuality

- To school/lessons: Says a lot about their **attitude towards learning**
- **Job/real world**: Instilling life skills needed to be successful



ALTRUISM LEADERSHIP DIVERSITY EXCELLENCE RESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER

Parents

- Work in **partnership** with us [Communicate – call, email, Class Charts]
- Promote **good behaviour & attendance** [Vital to success]
- Reward **‘effort’** rather than outcome [If working hard, reassure them you are ‘happy’ no matter the result]
- Support Alder's **High Expectations** [Benefit them longer term]
- Encourage **responsibility & maturity** [Life skills]
- Promote **good work ethic** at home [Quiet study room]
- Be involved & **monitor** [Take an interest]



ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER

Good Routines at Home

Find a quiet, tidy room with minimal distractions – your bedroom, library or classroom.

Put your revision timetable, exam timetable and other documents visible on your wall

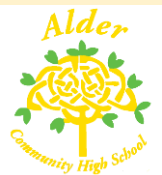
Make sure you have a drink and snack with you, staying hydrated and full is important



Put your phone in another room, it is too much of a distraction -

Loud music is a distraction, if you must listen, it needs to be low tempo, without lyrics

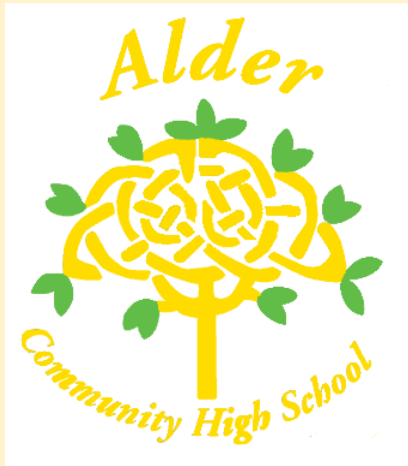
Have all your revision materials and stationary on your desk ready to go - make it obvious



ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER

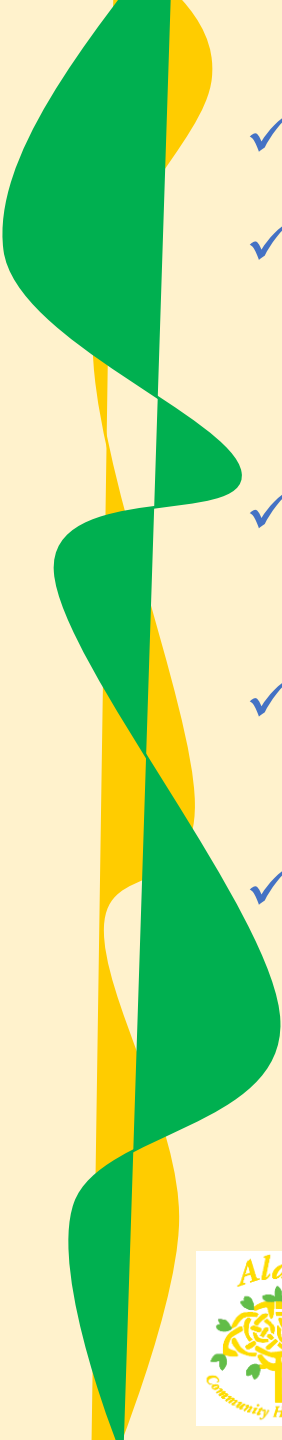


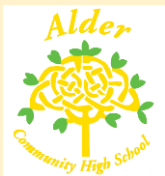
Behaviour and Attitudes at Alder

Mr White

ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO
#WeAreALDER

- 
- ✓ We have high expectations for our students *behaviour and conduct*
 - ✓ We want our students to be committed to their learning, know how to study effectively and do so, they will need to be *resilient* to setbacks and take pride in their achievements – crucial at KS4
 - ✓ Our students will need to have *high attendance and be punctual* – *maximise learning*
 - ✓ The *relationships* between our students and our staff reflect a positive and respectful *culture* – *most productive for learning*
 - ✓ All our staff and students create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, our staff will deal with issues quickly and effectively, before they can escalate



ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER



Our Alder Values

Altruism

Having a genuine and selfless concern for others.

Leadership

Inspiring and empowering a community to achieve a shared vision by leading by example.

Diversity

Celebrating, accepting and respecting that everyone is different both in school and in our community.

Excellence

Striving to achieve your best in all that you do.

Resilience

Turning challenges into something positive and never giving up.

#WeAreAlder



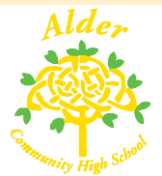
OUTSTANDING IN ALL WE DO
#WeAreALDER



The Alder Way

1. Respect everyone and our school environment
2. Demonstrate our ALDER Values in all we do.
3. No mobile phones/personal ICT at any time
4. Correct uniform and equipment always [which includes no jewellery, no hoodies]
5. No chewing gum
6. No eating or drinking on corridors

We do this gate to gate.....



ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER

Speedy Starts

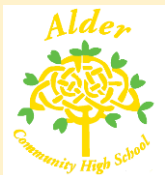
- S - Show up on time in full uniform.
- T - Teacher greets you at the door.
- A - Arrive calmly and take your seat.
- R - Ready your equipment on the desk.
- T - Tackle your silent 'Do Now' straight away.
- S - Speedy Start points awarded on Class Charts!

Clear routines

Consistent approach

Final Focus

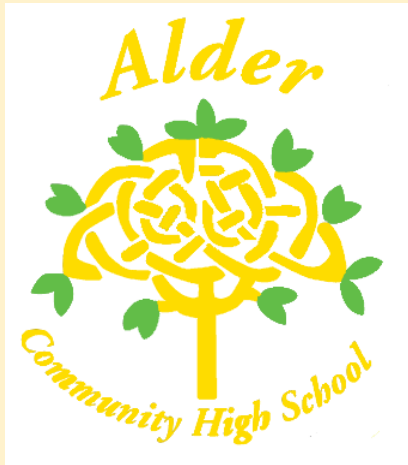
- F - Fix the classroom: return all equipment to its place.
- O - Organise your belongings in your bag.
- C - Check the area for rubbish and tidy your space.
- U - Uniforms checked, chairs under desks.
- S - Silent, smart and still - wait for your row to be dismissed.



ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER



Heads of Year

Mr Doran – Year 10

Mr Oliver – Year 11

ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER

Key Dates

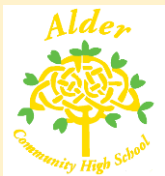
Year 10	
28.11.25	We Are Alder Day 1
27.2.26	We Are Alder Day 2
w/c 02.03.26 w/c 13.03.26	Mock exams
23.04.26	Parents' Evening
w/c 22.06.26	MFL Speaking mock exams
1.7.26 & 2.7.26 (TBC)	College Taster Days
w/c 13.7.26	Work Experience

During the school year, Progress Updates will be sent home. This is so that you are informed and can have discussions with your child regarding their progress.

Year 11	
13.11.25	Parents' Evening
w/c 17.11.25	Art, Photography and Textiles mock exams
28.11.25	We Are Alder Day 1
w/c 24.11.25 w/c 01.12.25	Mock exams
16.01.26	Mock results day
w/c 19.01.26	MFL Speaking mock exams
27.02.26	English and Maths mock exams
w/c 13.04.26	MFL Speaking GCSE exams
w/c 20.04.26 & 27.04.26	Art, Photography and Textiles GCSE exams
07.05.26 – 24.06.26	Exam season
20.08.26	Results day
November 2026 (TBC)	GCSE Certificate Evening

Support Available

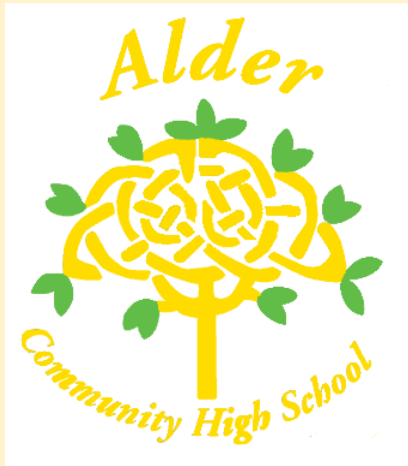
- Class Teachers – subject specialists!
- Form Tutors
- Mr Doran – Head of Year 10
- Mr Oliver – Head of Year 11
- Mr Lamb – Assistant Headteacher – Raising Achievement
- SEND Team
- Careers team
- School-based counsellor
- School leadership team



ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER



Online Safety Hub

Mr Doran

ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO
#WeAreALDER



Bullying

Online Bullying FAQs

Online bullying is a serious concern for parents in the digital age. This FAQ guide addresses the unique challenges of online bullying and its impact on your child's wellbeing.

Most Recent

[See all](#)

Social media

Is YouTube Shorts safe? A guide on features and...



Social media

What is Italian Brainrot? A Parent's Guide



Help

Mental Health Support Resources Guide



Gaming

Roblox

Reviews

[See all](#)

Social Media

YouTube
Our Age Rating: 13+



Social Media

Snapchat
Our Age Rating: 16+



Social Media

Discord
Our Age Rating: 17+



Gaming

Roblox
Our Age Rating: 12+

Qustodio Parent App

We have partnered with [Qustodio](#) to provide our families with the necessary tools and support they need to ensure their children's safety and well-being online.

Create a free account →

Parental Controls

[See all](#)



Qustodio
Qustodio Parent App



Qustodio
Getting Started With Qustodio



Qustodio
Blocking Inappropriate...



Qustodio
Trust and Safety



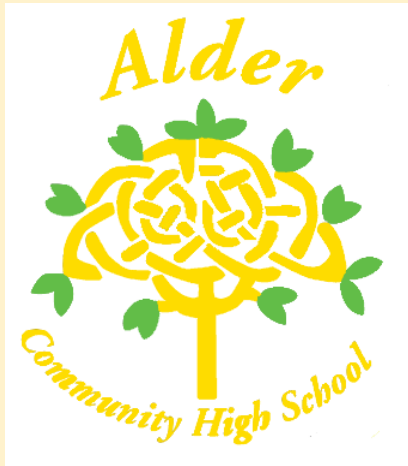
Qustodio
Qustodio Help & Resources



Qustodio
How to manage YouTube with...

ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

OUTSTANDING IN ALL WE DO
#WeAreALDER



Careers Education, Information, Advice and Guidance

*Mrs Dawson, AHT & Careers
Leader*

ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO
#WeAreALDER

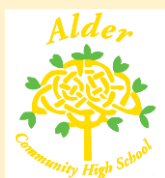
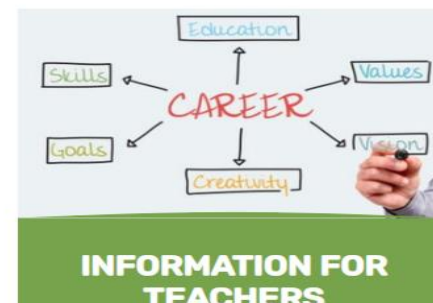
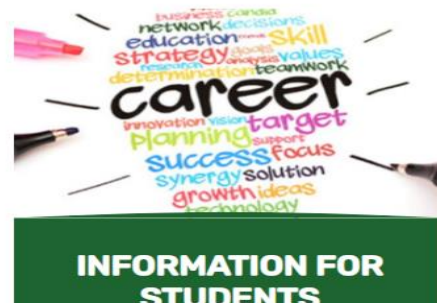
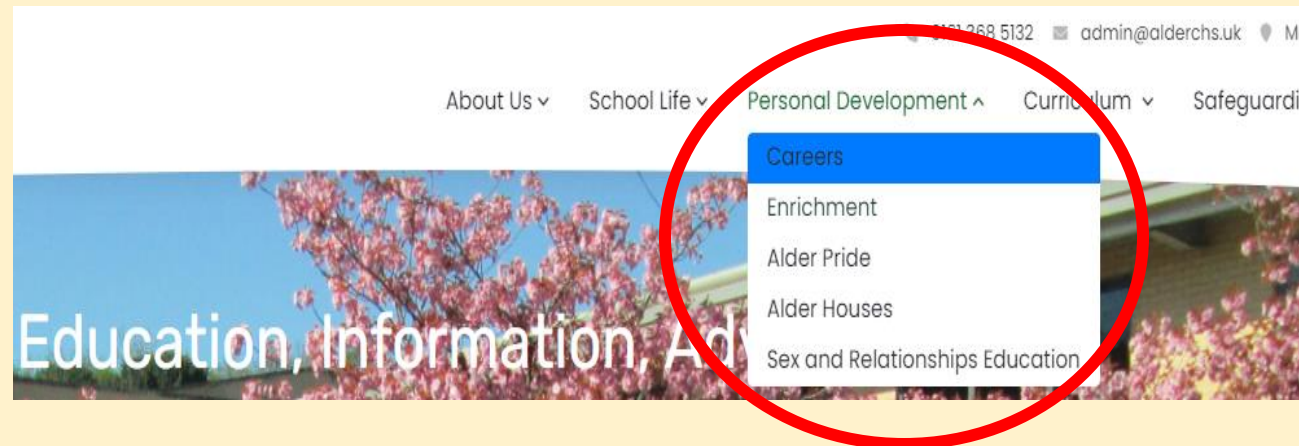
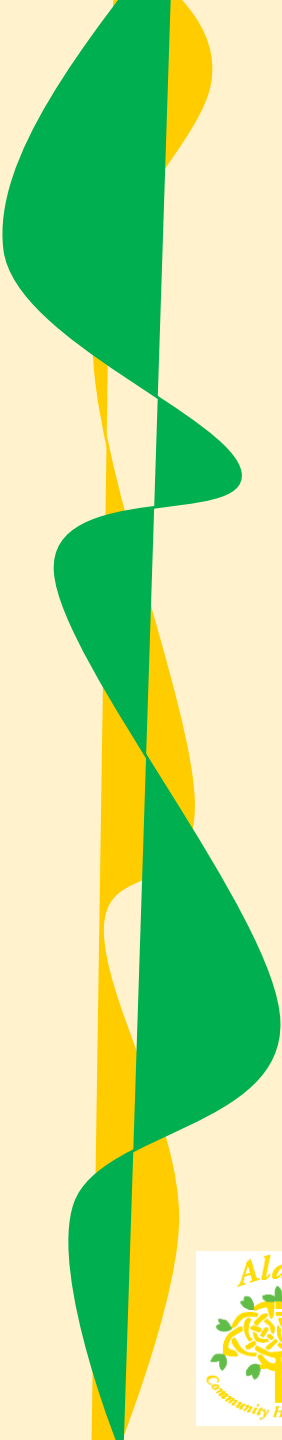
Year 10

- ## Year 11

-
- A hand-drawn lightbulb where the bulb part is filled with a word cloud of career-related terms. The base of the bulb is drawn with red lines. A hand is shown drawing the bulb's outline with a black marker. The word cloud includes terms like: JOBS, FINANCE, CAREERS, FUTURE, PLAN, IDEA, VISION, EDUCATION, STRATEGY, MOTIVATION, DATA, MANAGEMENT, DEVELOPMENT, INNOVATION, ACTION, PROJECT, TIME, TARGET, QUALITY, SUCCESS, PROMOTION, BRAND, and TARGET. The word 'CAREERS' is the largest and most prominent in the center.



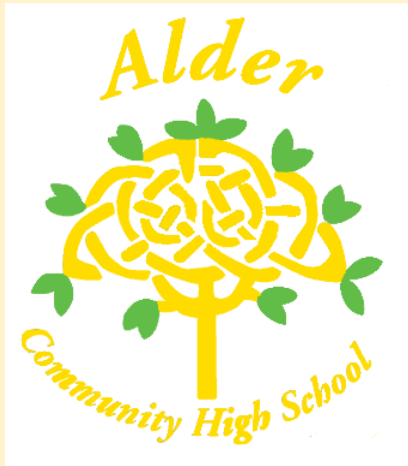
#WeAreALDER



ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER



Examination Information

Miss Ellis
Assistant Headteacher with
oversight of Exams

Miss Young
Exams Officer

ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO
#WeAreALDER

JCQ Regulations



Joint Council for
Qualifications

- Exam season: 07.05.26 – 24.06.26
- Results day: 20.08.26
- Personalised examination timetables, with details of seat numbers, will be provided to all students and parents.
- Timetable clashes are where a candidate is entered to take two or more exams at the same time on the same day.
- Clashes will be discussed with students in advance of the exam season.



ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER

JCQ Regulations



Joint Council for
Qualifications

- Published starting time morning session: 9:00am
- Published starting time afternoon session: 1:30pm
- If a student arrives after the published starting time, they will be refused entry.
- If a student misses an examination for any reason, they will not get a chance sit it later.
- Holidays must not be taken during exam season.



ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

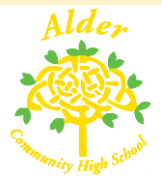
#WeAreALDER

JCQ Regulations - Equipment



Joint Council for
Qualifications

- Students must use black ink only.
- Students must NOT take any notes or unauthorised items into the examination room.
- Students must NOT use any correcting pens/fluid, highlighters or gel pens in their answers.
- Pencil cases and water bottles must be completely transparent, with no colours/labels.
- Unauthorised items include: mobile phones, iPods, earbuds, smart watches, watches, smart glasses, or other electronic devices.
- Failure to comply could result in disqualification.



ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER

JCQ Regulations – Exam Hall



Joint Council for
Qualifications

Students are to arrive at their exam room at least 5 minutes prior to the start time.

Students must enter the examination room in complete silence and with nothing but equipment.

Exam papers must not be opened until students are told to do so by an invigilator/Exams Officer

Invigilators must be fully trained, and will record any incidents that occur during the exam.

Invigilators cannot help students.

Students are not permitted to leave the exam room for any reason, unless their Access Arrangements state otherwise.

Warning to candidates

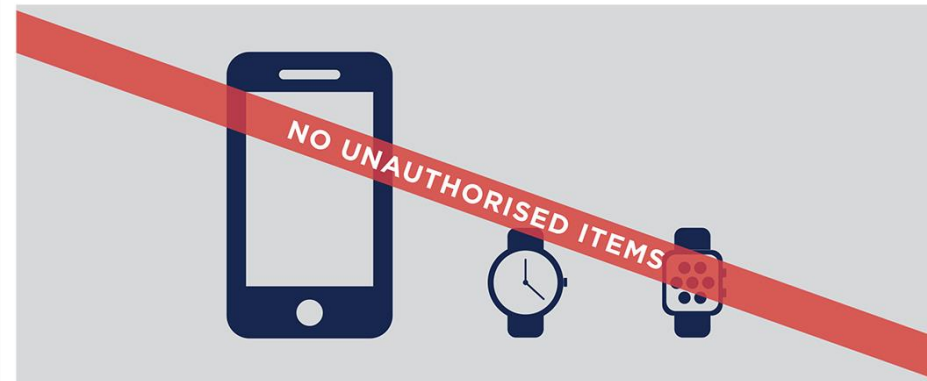
1. You **must** be on time for all your examinations.
2. **Possession of a mobile phone** or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.
3. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.
4. You **must** follow the instructions of the invigilator.
5. You **must not** sit an examination in the name of another candidate.
6. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
7. If you are confused about anything, only speak to an invigilator.

The *Warning to candidates* must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.

Effective from 1 September 2022

NO MOBILE PHONES NO WATCHES

NO POTENTIAL TECHNOLOGICAL/WEB
ENABLED SOURCES OF INFORMATION

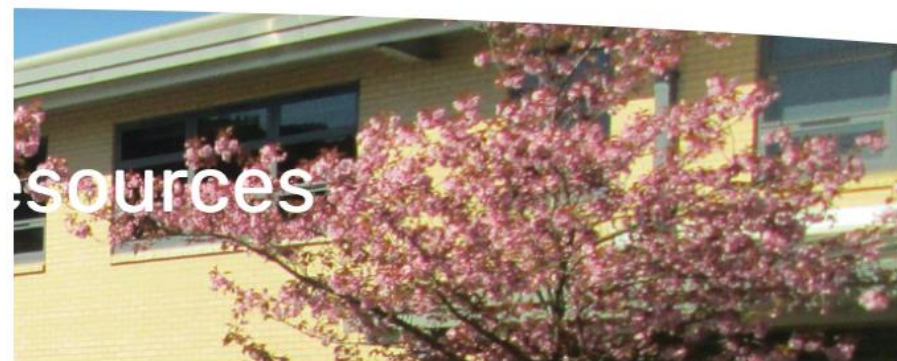
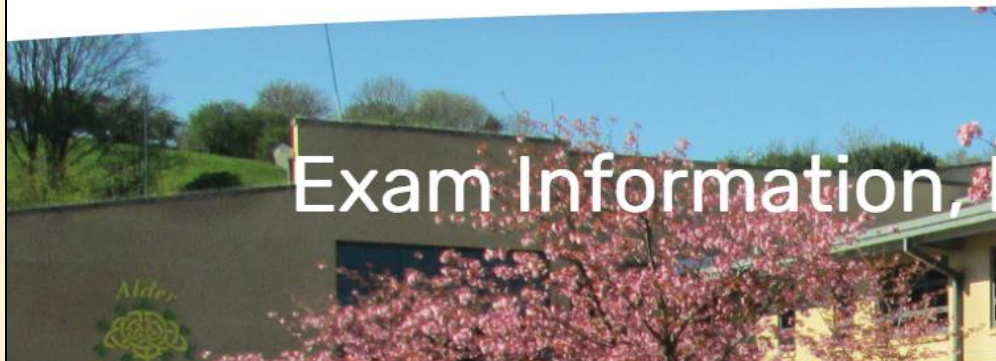
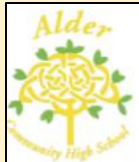


Possession of unauthorised items, such as a mobile phone
or any watch, is a serious offence and could result in

DISQUALIFICATION

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.



- Alder Parent Community Network
- Communication
- Calendar
- Events
- The School Day
- Term Dates
- School Uniform and Equipment
- School Attendance
- School Meals
- The School Bus

KS4 Exam Information and Revision

- KS3 Exam Information and Revision
- Homework and Independent Learning
- Alder Library
- Food Technology Practical Ingredients
- School Closure Information
- Year 6 Transition
- ParentPay
- Exam Results

Year 10 Mock Exams

Year 10 will complete their mock exams during week 10 below with all the information you need.

KS4 Exam Information

Year 10 Mock Exam Assembly June 2024

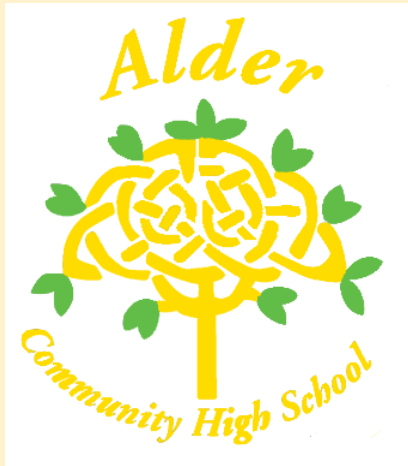


Instructions for Candidates 2023/2024

Click here to the document and video link

Updated: 21/06/2024 315 KB





Preparing for Exams Independent Learning Strategies

Mr Lamb

ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

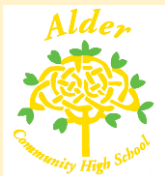
TO ALL BE OUTSTANDING IN ALL WE DO
#WeAreALDER

The countdown begins...

Year 10 Students, your GCSE exams start in:

602 days

325 school days



ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER

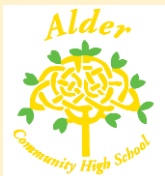
The countdown begins...

Year 11 Students, your GCSE exams start in:

238 days

135 school days

Every day, every lesson and every independent learning activity counts!



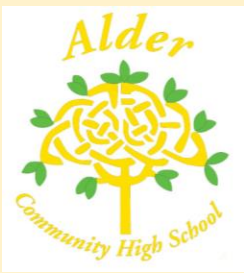
ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

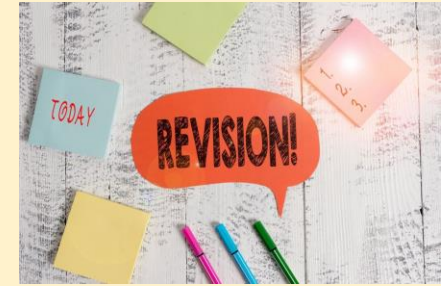
#WeAreALDER

Period 6 Intervention

Monday	French Photography RE D&T Geography History	Independent Study
Tuesday	Independent Study	
Wednesday	Health and Fitness Hospitality and Catering Textiles French	Independent Study
Thursday	Business Studies Computing iMedia	Independent Study
Friday	Art Music Drama	Independent Study



Independent Learning Strategies Support Workshop



**Thursday 16th October 2025
4 – 5.30 pm**

Parents feedback from last years workshop

- Workshop for **parents / carers and students** to support independent learning strategies.
- Practical demonstrations of a range of strategies to support revision.
- An opportunity for you and your child to create effective revision materials for Maths, English and Science.

"Has given clear approaches to try and helps me as a parent know how to support"

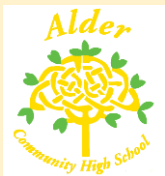
"It gave my son tools and ideas to support his revision, it helped me to understand how I could support him and check his understanding."

"I felt the workshop was a fantastic chance for me to learn how my child learns. I've not been in a classroom for many years so felt quite clueless with regards to revision strategies. I'm feeling more confident that we can work together with his revision so I can help point him in the right direction if he's feeling stuck."

On going Revision

Revision is important because it helps you remember facts, figures and topics that you were taught some time ago.

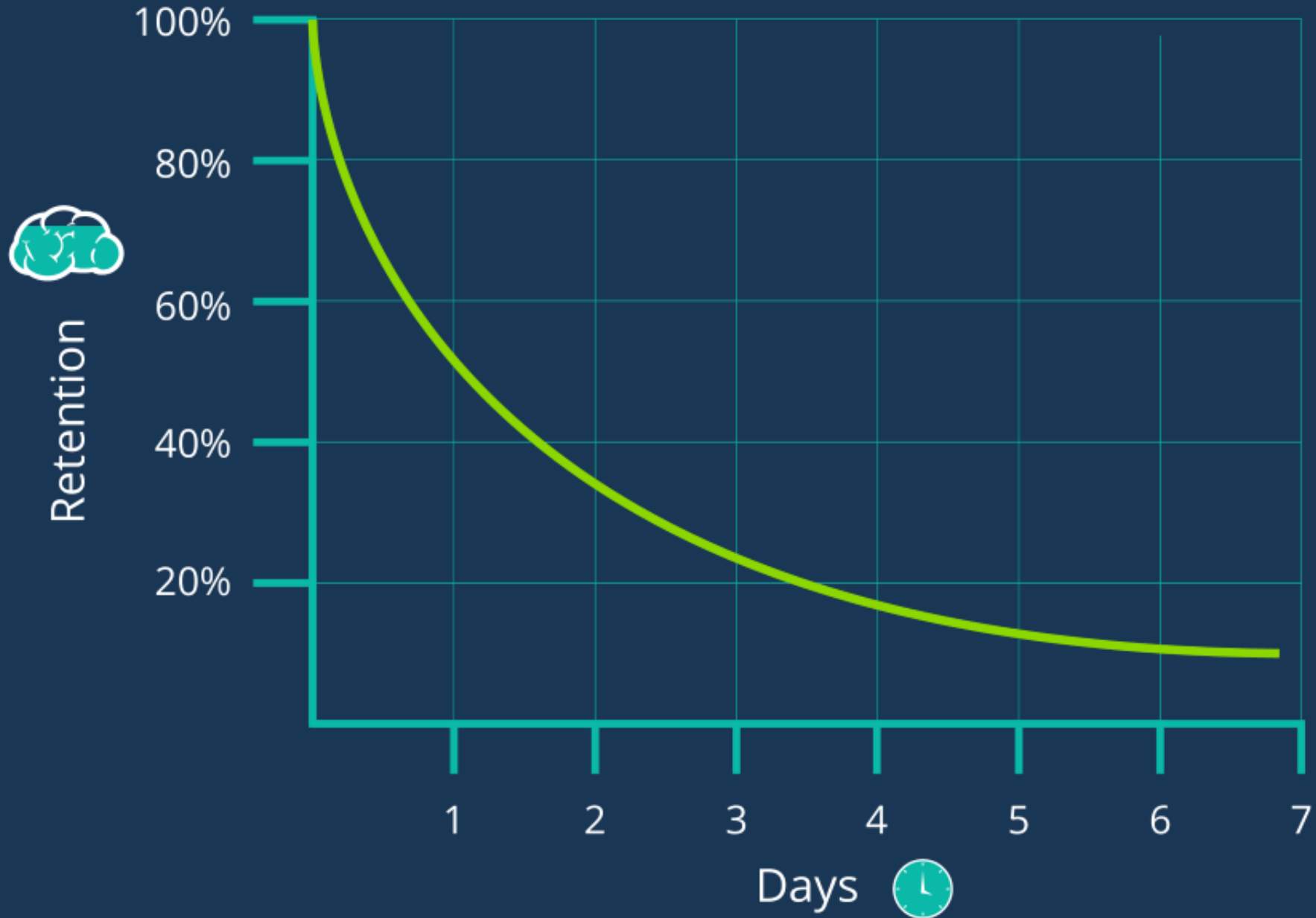
If done correctly revision will increase your confidence and reduce anxiety around exams.



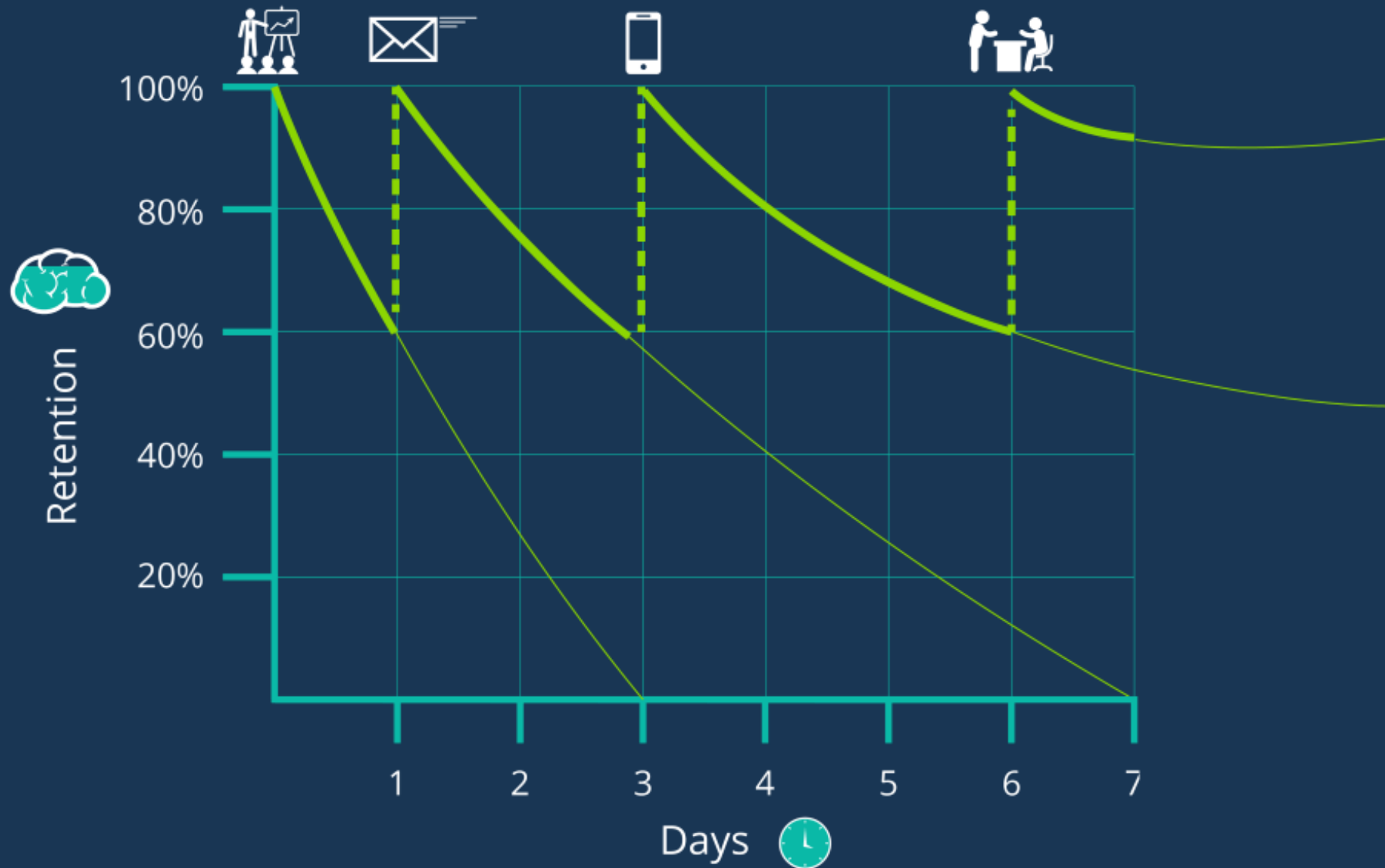
ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO
#WeAreALDER

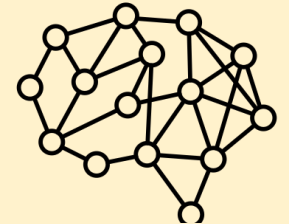
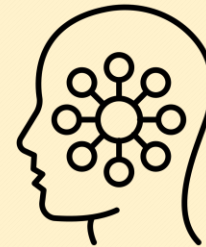
THE FORGETTING CURVE



COMBATING THE FORGETTING CURVE



Independent Learning Strategies



“Know more and remember more”



Knowledge Drop

Set yourself an amount of time to write down everything that you can remember about *insert topic*.

When you've done, check your book or knowledge organiser to see what key information you missed.

“Know more and remember more”



Flashcards

On one side of a flash card, write a **question** about *insert topic*. On the other side, write down the correct **answer**.

Ask a parent, carer or friend to test you. You could also test yourself! If you answer correctly, place the flash card in one pile. If you answer incorrectly, place the flash card in another pile.

Re-test on the cards you didn't get right the first time, until you can answer all correctly.

“Know more and remember more”

How tall is Mount Everest?

FRONT

8,848 metres above
sea level

BACK



Condense it

Read your information sheet about *insert topic* and highlight **key points** as you go.

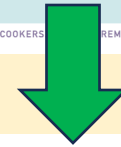
When you've finished, condense the most important information into FIVE sentences.

Then, try to condense each sentence to simply a **key word**.

DETAILED PARAGRAPH FROM A TEXTBOOK:

The pressure cooker was invented in the seventeenth century by the physicist Denis Papin, and works by expelling air from the vessel, and trapping the steam produced from the boiling liquid inside. This raises the internal pressures and permits high cooking temperatures. This, together with high thermal heat transfer from the steam, cooks food far more quickly, often cooking in between half and a quarter the time for conventional boiling. After cooking, the steam pressure is lowered back to ambient atmospheric pressure, so that the vessel can be opened safely.

(TAKEN FROM WIKIPEDIA'S ENTRY ON PRESSURE COOKERS. REMINDER NOT TO REFERENCE WIKIPEDIA IN YOUR ACADEMIC ESSAYS!)



CONDENSED DOWN TO NOTE FORMAT:

INVENTED: 17TH CENTURY BY DENIS PAPIN.
COOKS FOOD 2-4 TIMES FASTER THAN CONVENTIONAL BOILING.

HOW IT WORKS:

- AIR IS EXPELLED AND STEAM FROM THE BOILING LIQUID IS TRAPPED INSIDE.
- INCREASED PRESSURE CAUSED BY TRAPPED STEAM ALLOWS FOR A HIGH COOKING TEMPERATURE.
- STEAM CAUSES HIGH THERMAL HEAT TRANSFER.

REMEMBER: THE PRESSURE NEEDS TO BE LOWERED TO OPEN THE COOKER SAFELY.

“Know more and remember more”



Talk till you Stop

Aim to talk about *insert topic* for **1 minute without stopping**. You could do this with a parent, carer or friend.

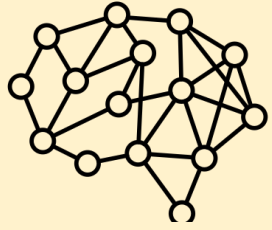
Try not to repeat yourself, or pause for too long.

If you stop before the minute, read over notes to remind you of where you left off.

When you can talk for a full minute on the topic, **increase** to 2 minutes!



“Know more and remember more”



Mnemonics

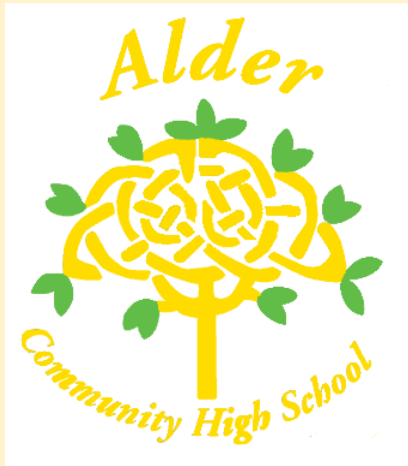
A mnemonic is a **trigger of letters, images or rhyme** that helps to remember something.

Think of the topic *insert topic*, and some of the **most important information** within it.

Mnemonic		
Please	P	- Parenthesis
Excuse	E	- Exponent
My	M	- Multiplication
Dear	D	- Division
Aunt	A	- Addition
Sally	S	- Subtraction

Take the first letters of key words, and **make up a phrase** to help you remember them.

“Know more and remember more”



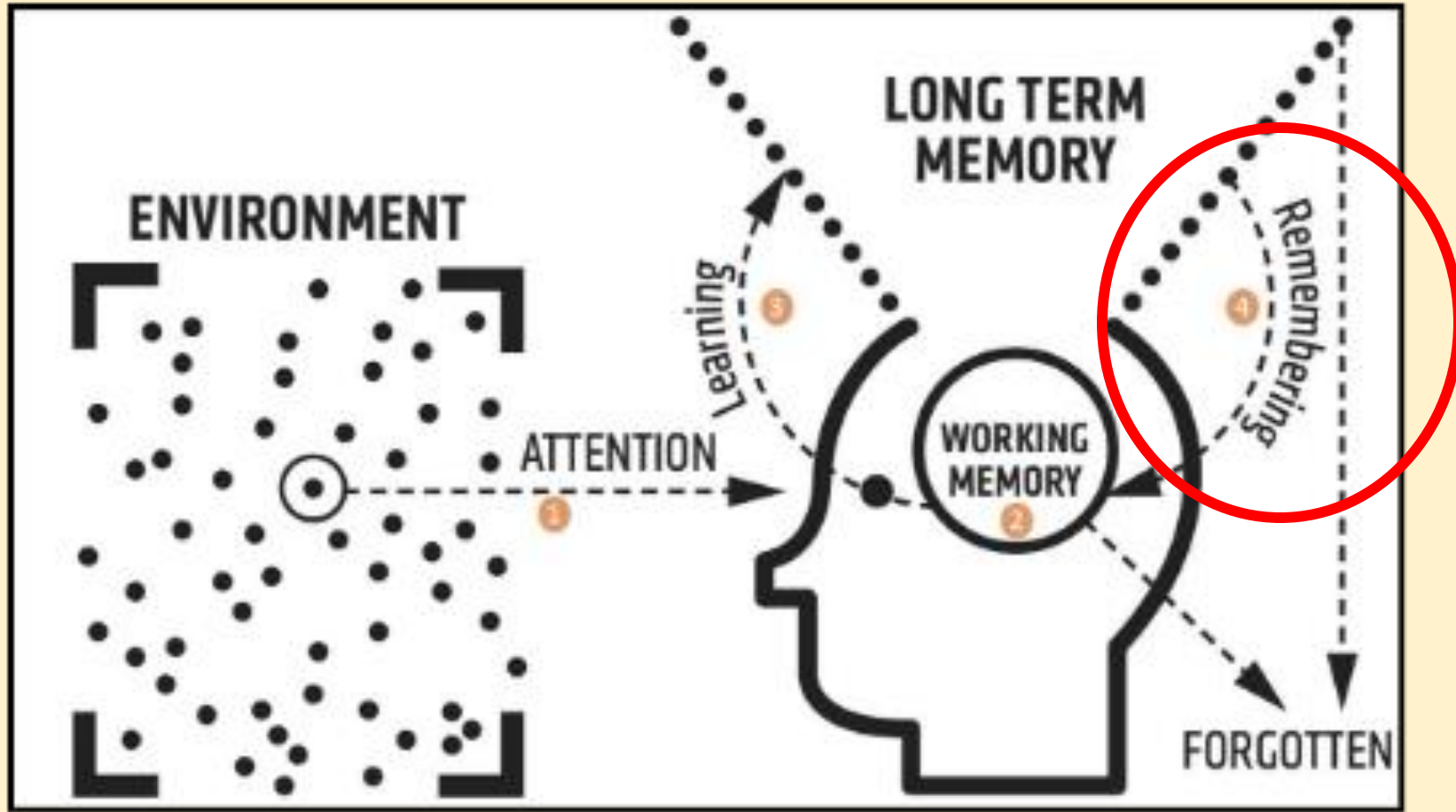
Knowledge Organisers

Ms Sloan

ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO
#WeAreALDER

Why the focus on Knowledge Organisers?

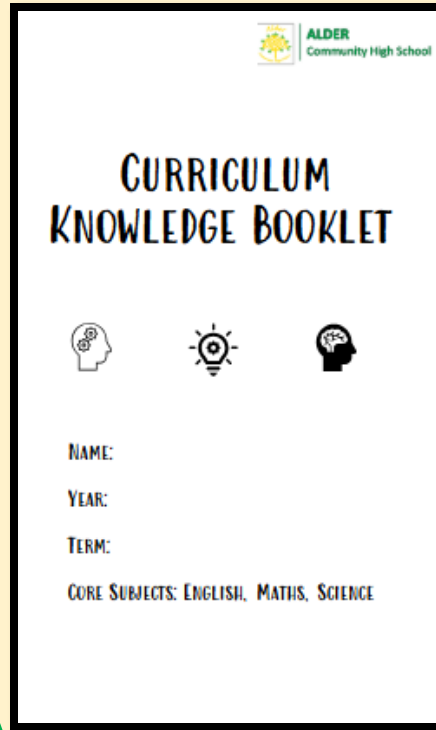


ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER

Curriculum Knowledge Booklets: Important Information



What's Happening?

In form time next week, students will receive a Knowledge Organiser booklet.

This booklet contains key information for all their subjects. This is part of their daily equipment and must be brought to school every day.

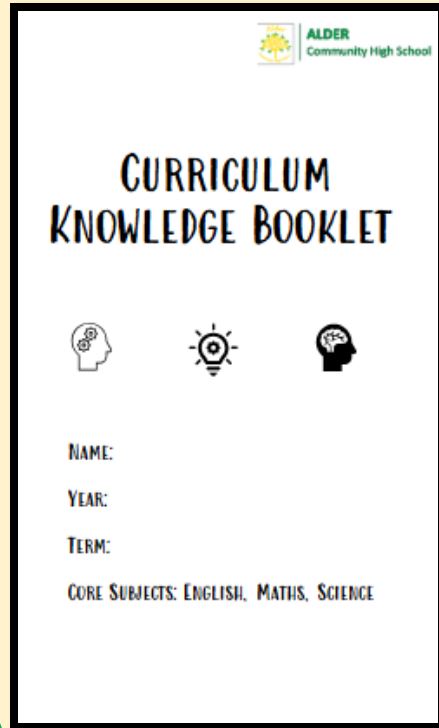
What is a Knowledge Organiser?

Knowledge organisers are a summary of the key knowledge and skills that students need for a curriculum subject. They are overview sheets with information broken down into bite size chunks so they can revise and use them for their ILS and revision.

Why Do they Need It?

- Helps **revise, recall and remember** important facts and concepts.
- Supports with **independent learning, quizzes, and lessons.**
- Makes it easier to **prepare for assessments.**

Curriculum Knowledge Booklets: Important Information



How can students use a Curriculum Knowledge booklet?

- There are many ways they can be used to help support learning:
 - Independent Learning Strategies and revision
 - Read, say, cover, write and check
- Demonstrate **spaced practice** through revising with the knowledge organiser a little between each lesson, rather than a lot each week or fortnight

What Do students Need to Do?

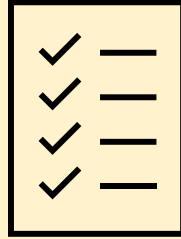
1. Keep their booklet with them at all times – bring it to every lesson.
2. Use it as a tool to help with:
 - In-class activities
 - Independent learning tasks
 - On-going revision



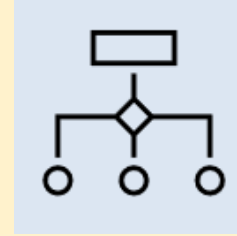
Knowledge Organisers (KO) A Parent Guide



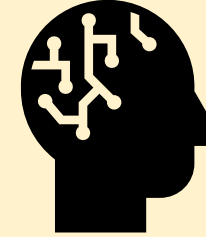
Read through the KO with your child. Ask them to explain it to you.



Quiz them regularly on the spellings/ key knowledge.



Help them convert the information into a mind map.



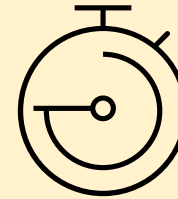
Make a blank KO and ask them to fill in gaps from memory.



Help them to: Read, Say, Cover, Write, Check.



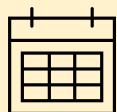
Create Q&A flashcards for quizzing.



Read the KO with your child, ask them to use 'Talk till you stop' to test understanding and reveal knowledge gaps.

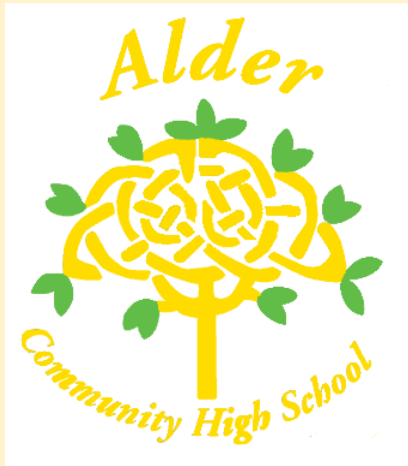


Ask them to create a glossary from memory recalling key vocabulary or concepts.



Create an organised revision timetable. Space topics and subjects out over time.





Supporting Core Subjects

English – Miss Lang

Maths – Mrs Maden

Science – Miss Whitehead

ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER

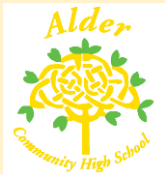
Core Subject Carousel

English – A12

Maths – A1

Science – A5

Staff will be on hand to direct you



ALTRUISM **L**EADERSHIP **D**IVERSITY **E**XCELLENCE **R**ESILIENCE

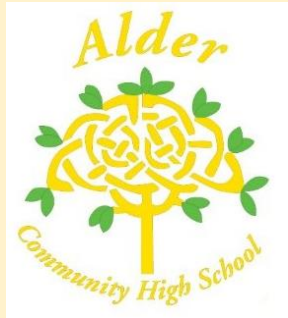
TO ALL BE OUTSTANDING IN ALL WE DO

#WeAreALDER

GCSE Revision support Science

Miss Whitehead

Associate Assistant Headteacher (Science)



Altruism – Leadership – Diversity – Excellence - Resilience

Edexcel Exam Board

Triple Science (H or F Tier) – 6 exam papers

Biology

Paper 1 + 2

Chemistry

Paper 3 + 4

Physics

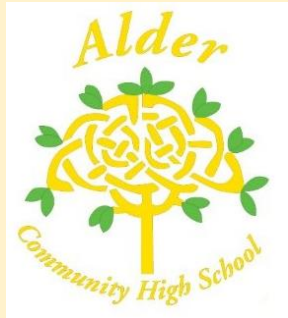
Paper 5 + 6

Length of paper = 1 hr 45 mins

Marks available per paper = 100 marks



Edexcel Exam Board



Combined Science (H or F Tier) – 6 exam papers averaged to give 2 grades

Biology

Paper 1 + 2

Chemistry

Paper 3 + 4

Physics

Paper 5 + 6

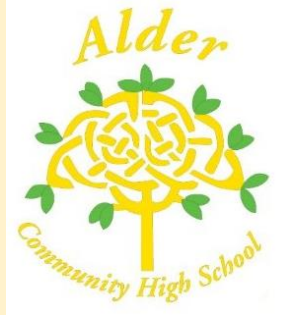
Length of paper = 1 hr 10 mins

Marks available per paper = 60 marks

Altruism – Leadership – Diversity – Excellence - Resilience

GCSE COMBINED SCIENCE

DOUBLE AWARD GRADE COMBINATIONS



Altruism – Leadership – Diversity – Excellence - Resilience

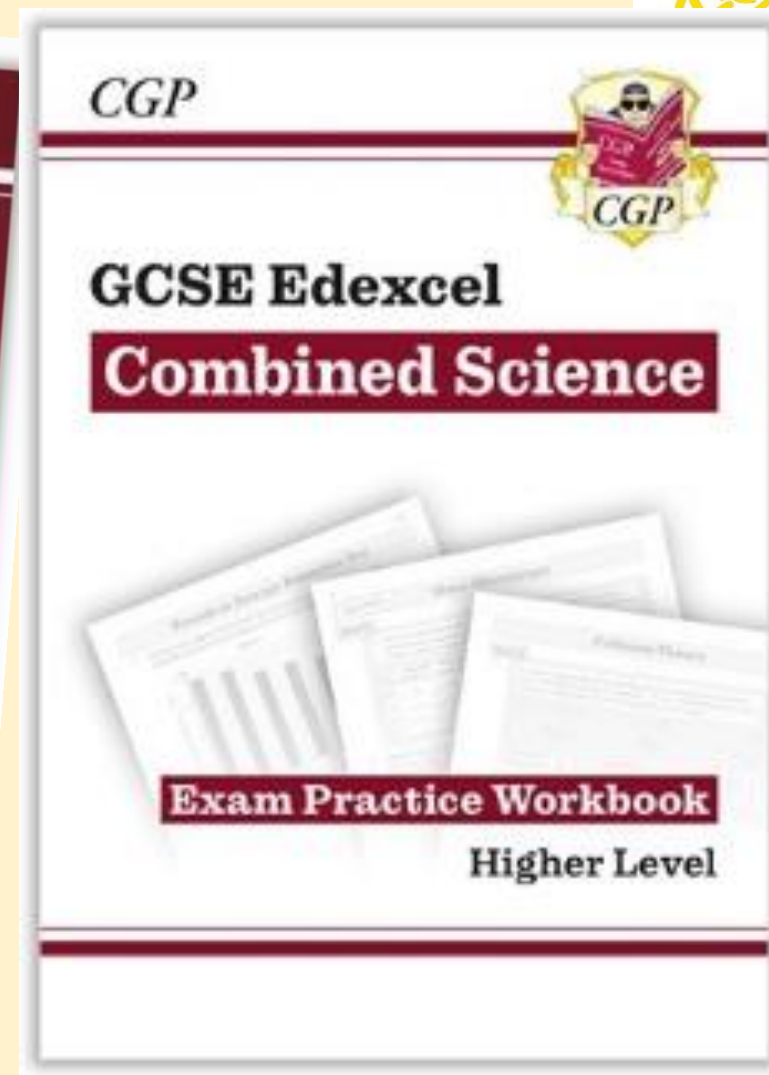
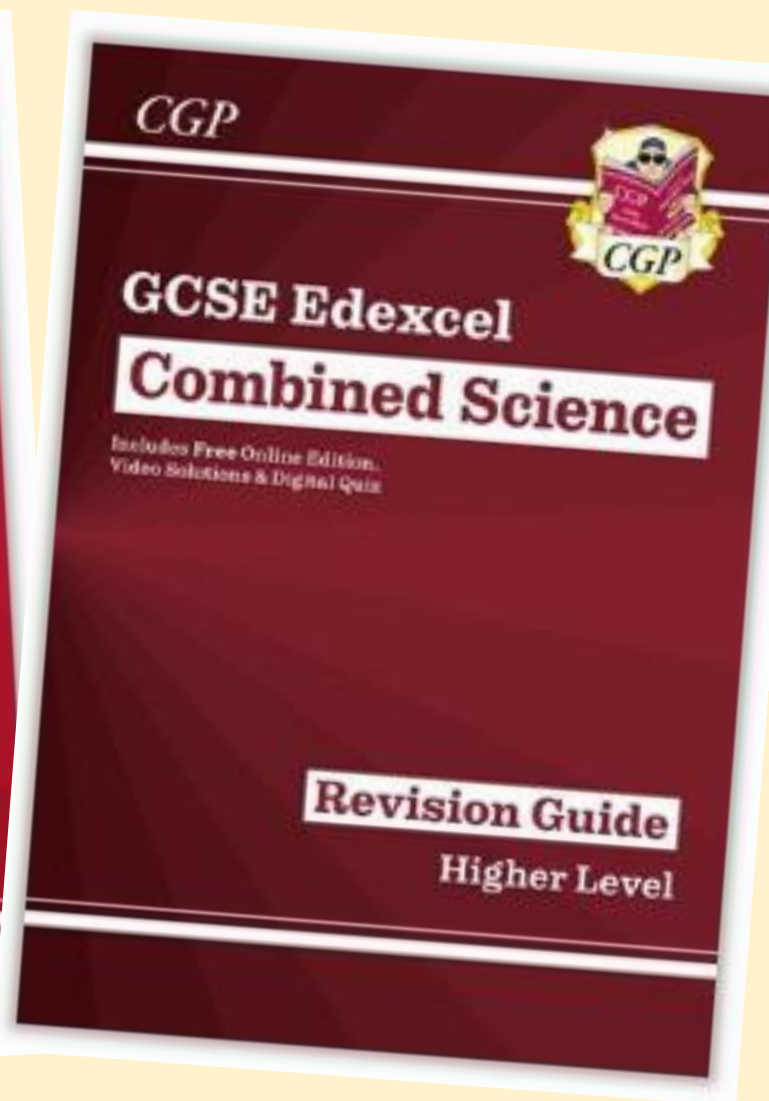
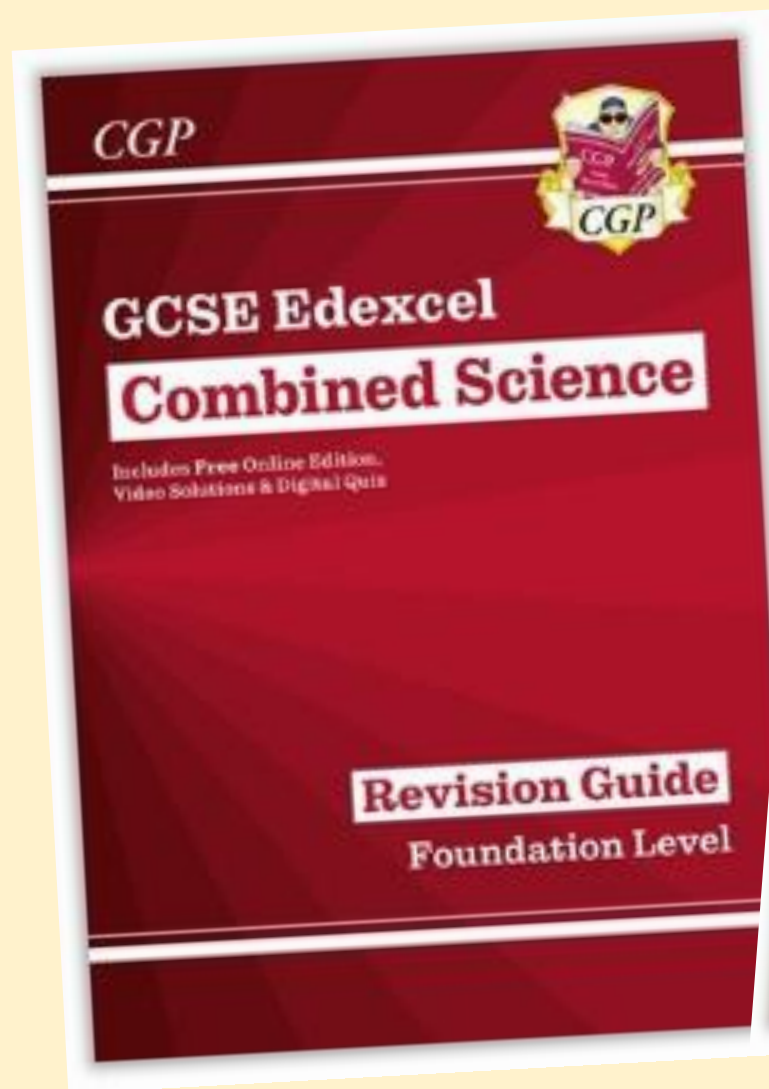
MOCKS

w.c 24th November

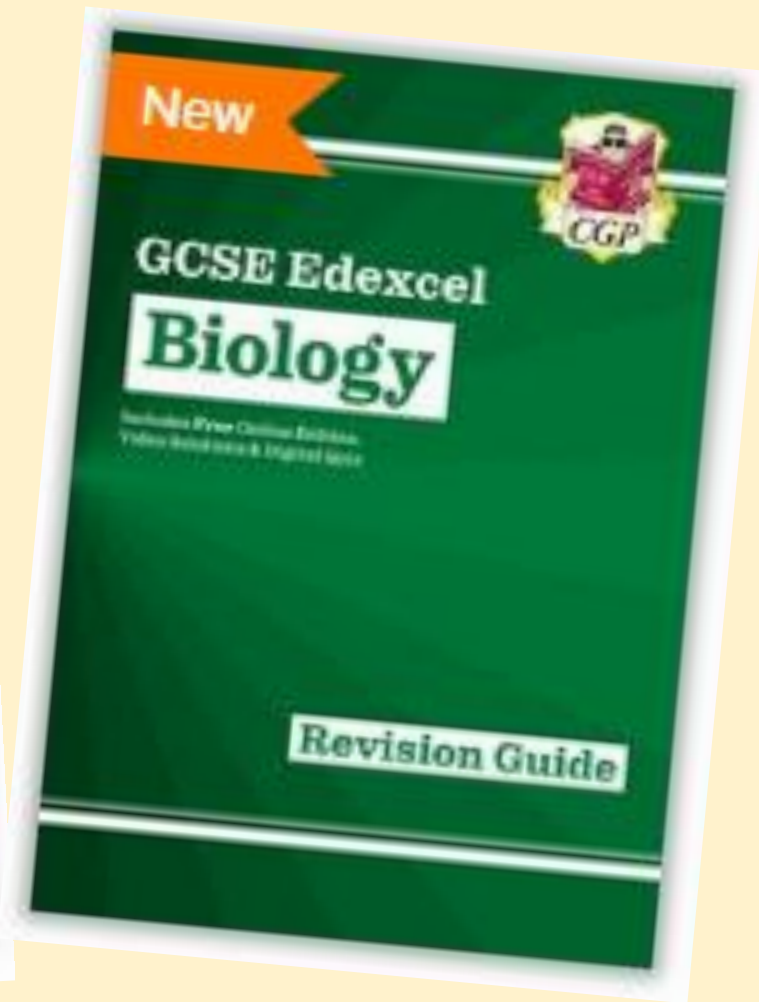
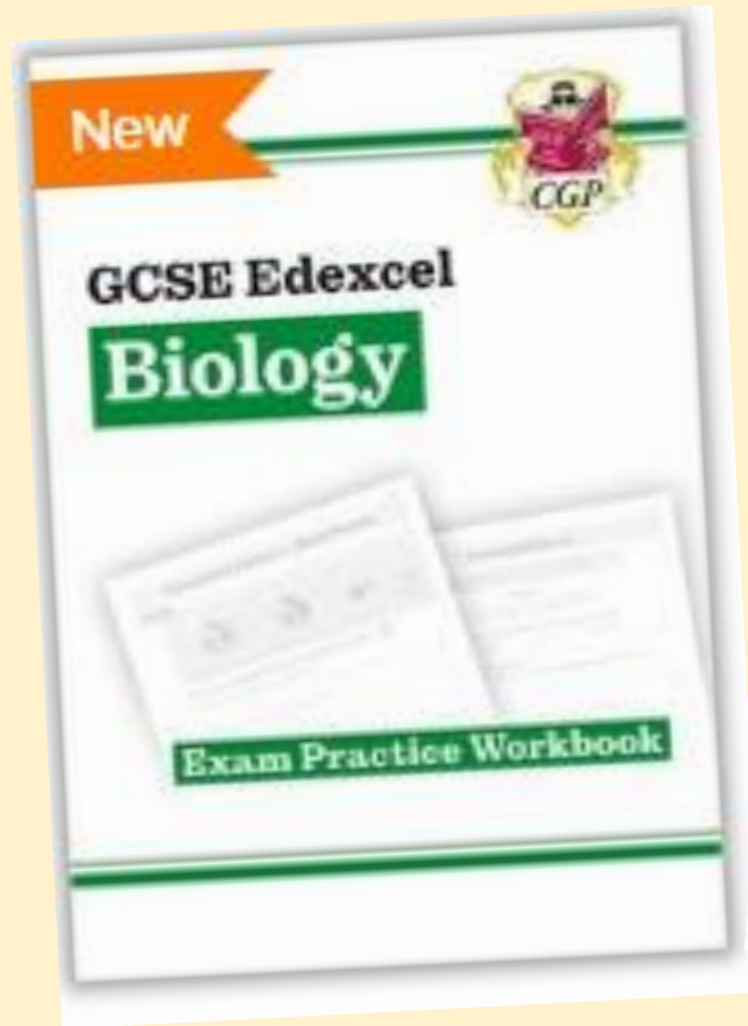
Less than 13 weeks!



Altruism – Leadership – Diversity – Excellence - Resilience

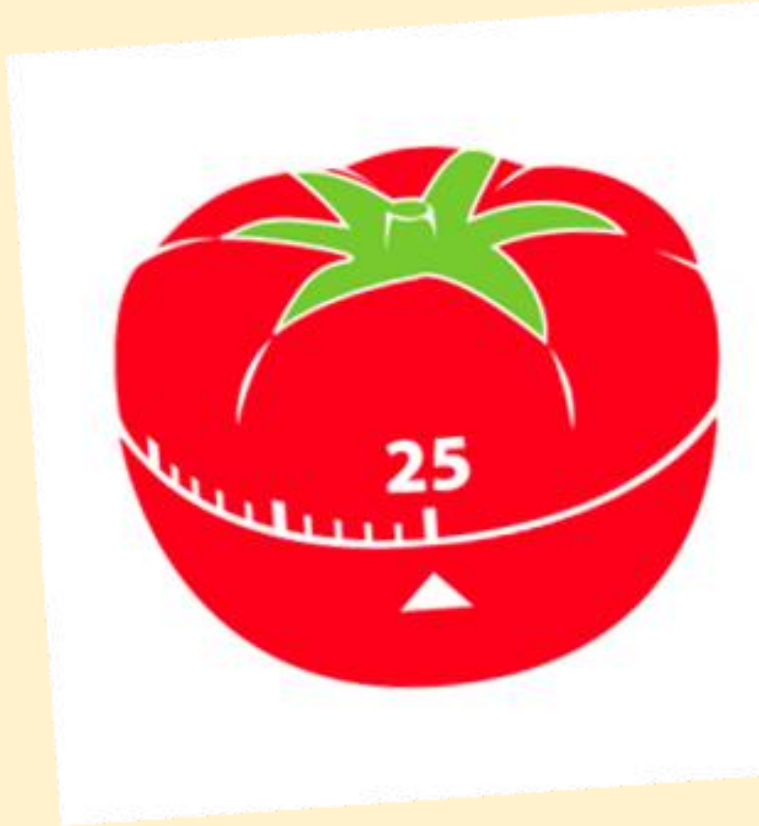


Altruism – Leadership – Diversity – Excellence - Resilience



Altruism – Leadership – Diversity – Excellence - Resilience

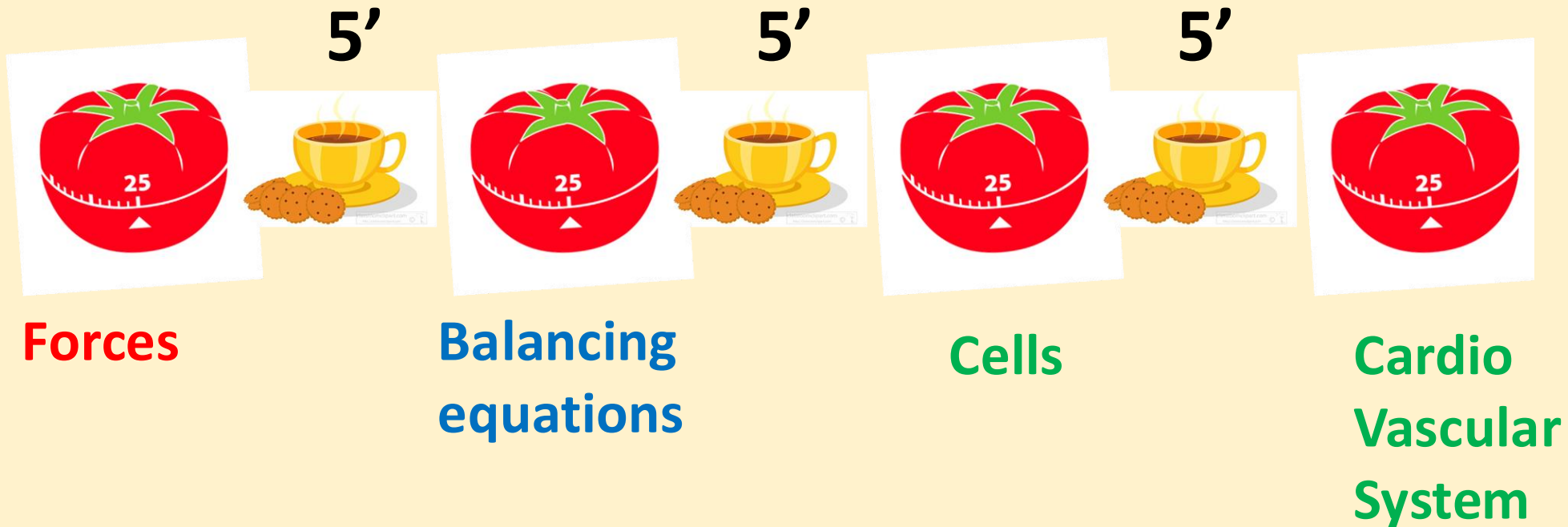
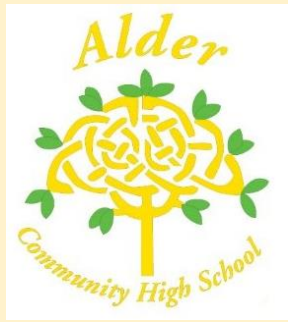
Pomodoro Technique



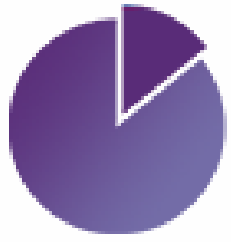
**Time management
technique used for
productivity**

**25 minutes followed by 5-
minute break**

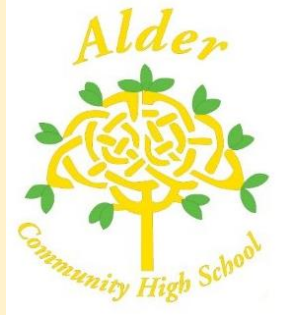
Pomodoro Technique



Altruism – Leadership – Diversity – Excellence - Resilience



Educake
Online Formative Assessment



Independent learning will be **set every Monday**.

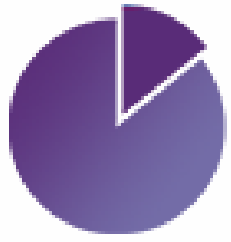
It is **due every Sunday (by midnight)**.

1 x Biology

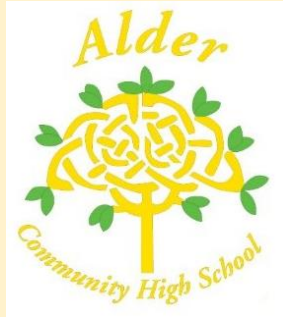
1 x Chemistry

1 x Physics

Altruism – Leadership – Diversity – Excellence - Resilience



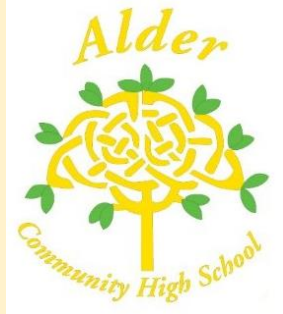
Educake
Online Formative Assessment



- Used as compulsory revision for pupils to enable them to revise the basic key concepts.
- **Support session every Wednesday in F6.**

Altruism – Leadership – Diversity – Excellence - Resilience

Knowledge organisers



CB1 Revision Worksheet

Define the following words:

Magnification	
Resolution	

Using the formula triangle- the size of an organism is 0.003mm and the size of the image is 4.2mm. What magnification was used?



Complete the following:

Total magnification= x

Eyepiece Magnification	Objective Magnification	Overall Magnification
X10	X4	
x15	x400	

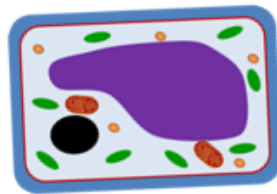
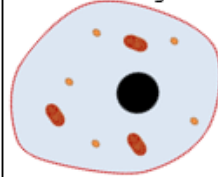
Describe three differences between a light microscope and an electron microscope:

.....

.....

.....

Label all the organelles in the animal and plant cells below:



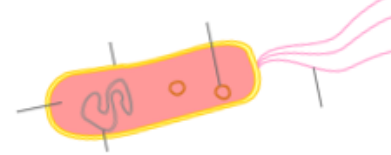
Match up the following organelles to their functions:

Nucleus	Controls what happens in the cell and carries genetic information.
Cytoplasm	Controls what gets in and out of the cell.
Cell Membrane	Jelly like substance where chemical reactions happen.
Ribosome	Where respiration occurs to make energy.
Mitochondria	Where new proteins are made.
Vacuole	Where the cell makes food through photosynthesis.
Chloroplast	Where cell sap is stored
Cell Wall	Gives the cell structure and support.

Draw a specialised cell found in the reproductive or digestive system.

Function:
Adaptations:

Label the bacteria cell:



State the function of the following components:

Chromosomal DNA-

Plasmid DNA-

Flagella-

Tick or cross which features are found in which types of cell:

Feature	Animal Cell	Plant Cell	Bacterial Cell
Cell Membrane			
Nucleus			
Plasmids			
Chloroplasts			
Cell Wall			
Cytoplasm			

Define the following words:

Eukaryotic	
Prokaryotic	

Explain what an enzyme is and what they do:

.....

.....

.....

Overview

☆ Exam Prep New



^ 4 Waves

^ 4.1 Wave Basics

4.1.1 Transverse &
Longitudinal Waves

4.1.2 Calculating Wave
Speed

4.1.3 Wave Speed -
Calculations



4.1.4 Describing Waves



Springs - transverse waves

- Hold one end of a horizontal spring in a fixed position and move the other end of the spring up and down.
- We can observe a wave moving from the end we are holding towards the fixed end of the spring.



What do waves transfer?

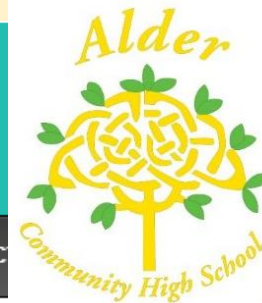
Energy

Matter

Particles



PHYSICS & MATHS TUTOR

[HOME](#)[REVISION COURSES](#)[PAST PAPERS](#)[GCSE / IGCSE](#)[FIND A TUTOR](#)[A-LEVEL](#)[UNI ADMISSIONS](#)[TEACHERS' AREA](#)[CONTACT](#)

Notes

- [Definitions](#)
- [Flashcards](#)

Summary Notes

- [1.1. Atomic structure](#)
- [1.2. The periodic table](#)
- [1.3. Ionic bonding](#)
- [1.4. Covalent bonding](#)
- [1.5. Types of substance](#)
- [1.6. Calculations involving masses](#)

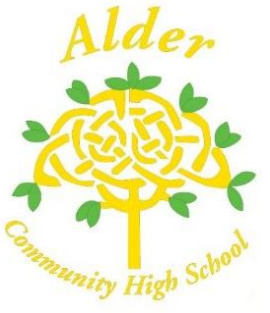
Questions by Topic

2018-2021 papers

- [1.1 Atomic structure](#)
- [1.2 The periodic table](#)
- [1.3 Ionic bonding](#)
- [1.4 Covalent bonding](#)
- [1.5 Types of substance](#)
- [1.6 Calculations involving masses](#)
- [Key Concepts in Chemistry MCQ](#)

More Questions by Topic

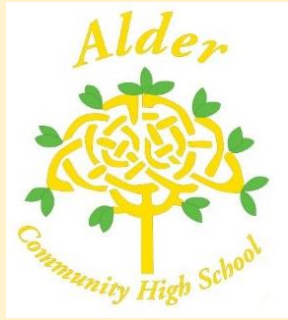
What discovery caused the original Dalton model of an atom



What discovery caused the original Dalton model of an atom to change?

The discovery of subatomic particles.

Exam practice is key!



1. Pick a question in the past paper/exam workbook.
2. Glance at the marks and set a timer – 15 marks, 15 minutes.
3. Start the timer and work on the question until the timer elapses.
4. Use the mark scheme to then self-assess the question in a different colour pen, making improvements on their answers as they go.

0 2

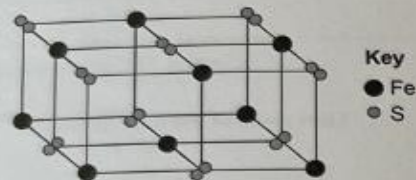
This question is about metals and metal compounds.

0 2 1

Iron pyrites is an ionic compound.

Figure 1 shows a structure for iron pyrites.

Figure 1



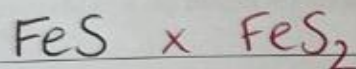
Key

● Fe

● S

Determine the formula of iron pyrites.

Use Figure 1.



[1 mark]

0 2 2

An atom of iron is represented as $^{56}_{26}\text{Fe}$

Give the number of protons, neutrons and electrons in this atom of iron.

[3 marks]

Number of protons 26 ✓

Number of neutrons 30 ✓

Number of electrons 26 ✓

0 2 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 Sodium reacts with water, Iron doesn't ✓
Sodium is more reactive than Iron
- 2 Iron forms coloured compounds
whereas sodium forms white compounds.

Nickel is extracted from nickel oxide by reduction with carbon.

0 2 4

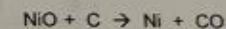
Explain why carbon can be used to extract nickel from nickel oxide.

[2 marks]

Carbon is more reactive than Nickel
so carbon will remove oxygen
from nickel oxide (displacement)

0 2 5

An equation for the reaction is:



Calculate the percentage atom economy for the reaction to produce nickel.

Relative atomic masses (A_r): C = 12 Ni = 59

Relative formula mass (M_r): NiO = 75

Give your answer to 3 significant figures.

[3 marks]

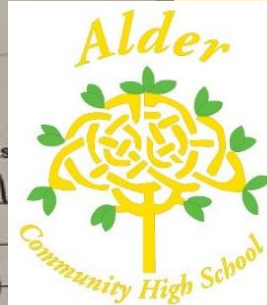
$$\text{Atom economy} = \frac{\text{Mr of Ni}}{\text{Mr of products}} \times 100 \quad (2)$$

$$\text{Atom economy} = \frac{59}{87} \times 100$$

$$\text{Percentage atom economy} = 67.816\%$$

67.81 ✓
3 s.f!

Turn over ▶



0 1

Soluble salts are formed by reacting metal oxides with acids.

0 1 . 1

Give one other type of substance that can react with an acid to form a soluble salt. [1 mark]

alkalines

0 1 . 2

Calcium nitrate contains the ions Ca^{2+} and NO_3^- .

Give the formula of calcium nitrate.

$\text{Ca}(\text{NO}_3)_2$

0 1 . 3

Describe a method to make pure, dry crystal oxide and a dilute acid.

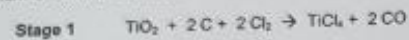
- add solution to
- heat the solution
- when crystals see from here
- filter magnesium out of solution
- leave in a warm

- state reactants
- warm acid, etc

0 8

Titanium is a transition metal.

Titanium is extracted from titanium dioxide in a two stage industrial process.



0 8 . 1

Suggest one hazard associated with Stage 1.

[1 mark]

carbon monoxide is toxic

0 8 . 2

Water must be kept away from the reaction in Stage 2.

Give one reason why it would be hazardous if water came into contact with sodium. [1 mark]

0 8 . 3

Suggest why the reaction in Stage 2 is carried out in an atmosphere of argon and not in air. [2 marks]

argon is unreactive

0 8 . 4

Titanium chloride is a liquid at room temperature.

Explain why you would not expect titanium chloride to be a liquid at room temperature.

[3 marks]

metal chlorides are normally ionic therefore are solid at room temperature because they have strong forces

In Stage 2, sodium displaces titanium from titanium chloride.

0 8 . 5

Sodium atoms are oxidised to sodium ions in this reaction.

Why is this an oxidation reaction?

[1 mark]

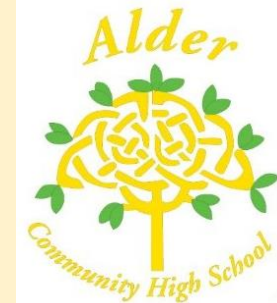
sodium loses electrons

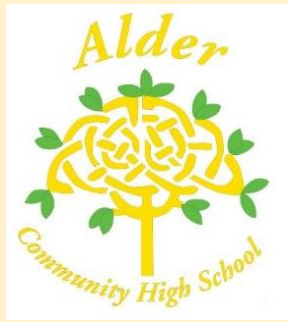
0 8 . 6

Complete the half equation for the oxidation reaction.

[1 mark]

$\text{Na} \rightarrow \text{Na}^+ + \text{e}^-$





In summary

- Make sure you have **Revision Guides and Workbooks.**
- Refer to your books for notes made in lessons – but this on it's own isn't effective revision.
- Make your own questions / flashcards
- Questions, questions, questions
- **SELF TESTING IS KEY!**



English Language and English Literature

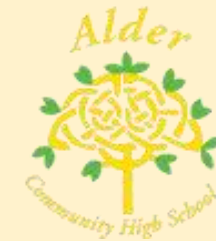
Mrs Lang

Curriculum Leader of English

Miss McDonald

Assistant Curriculum Leader, KS4

GCSE English- The Exams



ENGLISH LITERATURE	ENGLISH LANGUAGE
Paper 1: Shakespeare and the 19th-century novel <ul style="list-style-type: none">• Section A: Shakespeare – Romeo and Juliet• Section B: The 19th Century Novel- Frankenstein (Year 11), Dr Jekyll and Mr Hyde (Year 10)	Paper 1: Explorations in creative reading and writing <ul style="list-style-type: none">• Reading - one single unseen text• Writing - writing to describe or narrate
Paper 2: Modern Texts and Poetry <ul style="list-style-type: none">• Section A: Modern Texts- An Inspector Calls• Section B: Poetry – Power and Conflict• Section C: Unseen Poetry	Paper 2: Writers' viewpoints and perspectives <ul style="list-style-type: none">• Reading - two linked unseen texts• Writing - writing to show viewpoint

KS4 English- The Curriculum



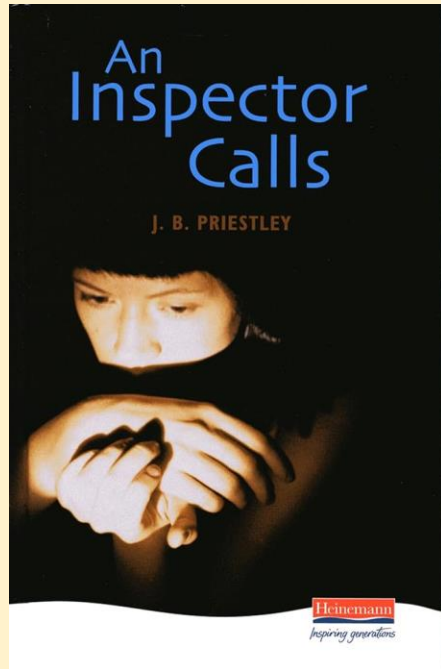
Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
An Inspector Calls	English Language Paper 1	Dr Jekyll and Mr Hyde	Romeo and Juliet	English Language Paper 2	Unseen Poetry
Power and Conflict Poetry		Power and Conflict Poetry	Power and Conflict Poetry		Spoken Language Endorsement

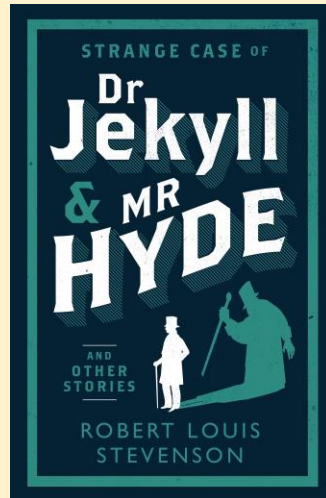
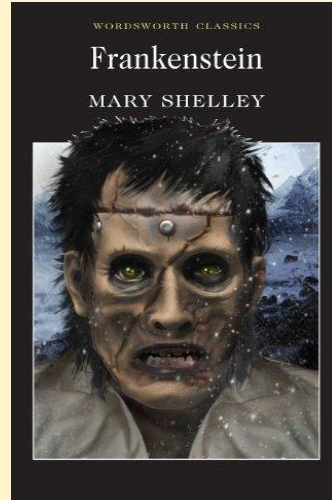
Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Dystopia - English Language Paper 1	An Inspector Calls	Romeo and Juliet	Real World Dystopia - English Language Paper 2	Countdown
	Poetry	Frankenstein		

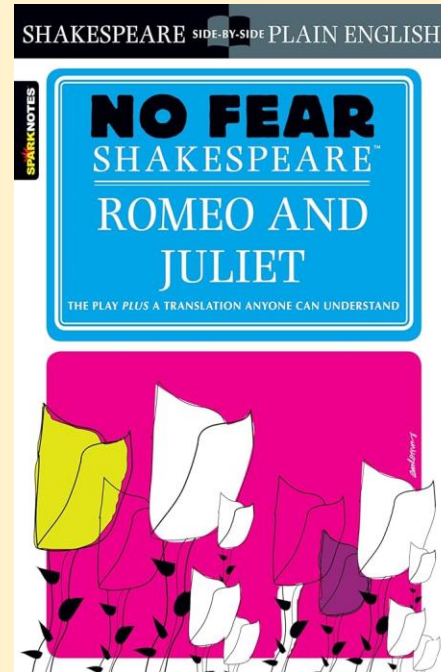
English Literature



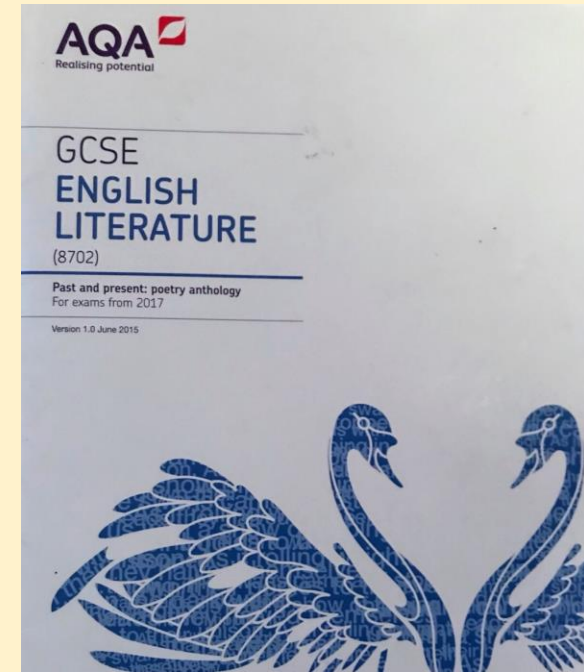
Modern Text



19th Century Text



Shakespearean
Play



Power and
Conflict Anthology

English Language



0 2

Look in detail at this extract, from **lines 5 to 15** of the source:

Ugwu did not believe that anybody, not even this master he was going to live with, ate meat *every day*. He did not disagree with his aunty, though, because he was too choked with expectation, too busy imagining his new life away from the village. They had been walking for a while now, since they got off the lorry at the motor park, and the afternoon sun burned the back of his neck. But he did not mind. He was prepared to walk hours more in even hotter sun. He had never seen anything like the streets that appeared after they went past the university gates, streets so smooth and tarred that he itched to lay his cheek down on them. He would never be able to describe to his sister Anulika how the bungalows here were painted the colour of the sky and sat side by side like polite well-dressed men, how the hedges separating them were trimmed so flat on top that they looked like tables wrapped with leaves.

How does the writer use language here to describe Ugwu's impression of the city?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]



Support structures

- Classroom support
- Teacher support – brunch and lunch time
- Independent learning support – Thursday after school, F6
- Online learning platforms
- Google Drive revision folder
- Fortnightly Grade 8/9 reading discussion group
- Knowledge Organisers and independent learning


How can you help?


- Encourage regular reading at home (fiction and non-fiction)
- Talk about texts at home, ask your child to explain plot, theme and characters
- Help with independent learning- flashcards, mind maps, quotation practice
- Proofreading or discussing written work
- Monitor deadlines for independent learning or revision timetables
- Promote the use of online revision tools or revision guides


Google Drive





← → ↻ 🔒 <https://drive.google.com/drive/folders/1IVn7YaFLGOLj41Z7JF61iTISZta9zsZx>


 Drive


🔍 Search in Drive 


 New

▶  My Drive

▶  Computers


 Shared with me


 Recent


 Starred

My Drive > English GCSE Revision Folder ▾ 👤

Folders Name ↑

 English Language Revision

 English Literature Revision

 Grade 8 and 9 booklets



English GCSE Revision ... > English Language Revis...

Name ↑



Paper 1



Paper 2



... > English Language Revis... > Paper 1 ▾



Type ▾

People ▾

Modified ▾

Name ↑

Owner

Last modified ▾

File size



Reading (Q1-4)



me

13 Oct 2022

—



Writing (Q5)



me

13 Oct 2022

—



English Language Paper 1 Summary.docx



me

22 Jun 2018

20 KB



Lang Paper 1 grade 7,8,9.pdf



me

7 Feb 2020

1.7 MB



Key Documents



- Exam Paper Summaries
- Example exam questions
- Grade 8/9 booklets

English Language Summary

ENGLISH LANGUAGE PAPER 1 (Reading and Writing Creatively)

For this exam, you will be given one unseen extract before attempting to answer the questions

Question 1 – Listing

List four things you learn about the boy (4 marks)

- Spend 5 minutes on this question.
- Remember to read the question carefully and use different examples.

Question 2 – Language

How has the writer used language to describe the boy?

- Spend 10 minutes on this question.
- Look for any PLASMA SCREEN techniques (nouns) or effective vocabulary (from a poem or a story).
- Aim to write 3 PEEs.
- Use 'This is effective because...' 'The writer is trying to...'

Paper 1: Reading Skills

This extract is taken from Chapter 2 of a novel called 'A Handmaid's Tale' by Margaret Atwood. The story takes place in a location called Gilead where fertile women are used as breeding slaves for important families. In this chapter, the protagonist Offred describes the home she is being forced to stay in.

Question 3) Structure

How has the writer structured the text to interest you as a reader?

Make notes on what the writer focuses our attention on at the beginning, an important shift in the middle, and the ending.

Find a quote that shows this.

Explode the quotes in the space below – what is the focus, why is it interesting/effective, why the writer does this, what the mood or atmosphere is

Beginning

Important shift in focus

Ending

Question 1) Listing

List 4 things you learn about the room in the first paragraph.

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Top tip - use a different coloured pen or highlighter when finding quotes for each question!

A chair, a table, a lamp. Above, on the white ceiling, a relief ornament in the shape of a wreath, and in the centre of it, a blank space, plastered over, like the place in a face where the eye has been taken out. There must have been a chandelier, once. They've removed anything you could tie a rope to.

A window, two white curtains. Under the window, a window seat with a little cushion. When the window is partly open – it only opens the air can come in and make the curtains move. I can sit in the window seat, hands folded, and watch this. There's a rug, oval, of braided rags. This is the kind of touch they like: folk made by women, in their spare time, from things that have no return to traditional values. Waste not want not. I am not big. Why do I want?

On the wall above the chair, a picture, framed but with no flowers, blue irises, watercolour. Flowers are still allowed. of us have the same print, the same chair, the same white curtains. wonder? Government issue?

Think of it as being in the army, said Aunt Lydia. A bed. Single, mattress medium-hard, covered with a flood spread. Nothing takes place in the bed but sleep; or no sleep, think too much. Like other things now, thought must be rationed a lot that doesn't bear thinking about. Thinking can hurt your I intend to last. I know why there is no glass, in front of the picture of blue irises, and why the window only opens partly a glass in it is shatterproof. It isn't running away they're afraid wouldn't get far. It's those other escapes, the ones you can open yourself, given a cutting edge.

Question 2) Language

In the first two paragraphs, how does the writer use language to present a controlled setting?

Find and highlight three quotes.

Explode the quotes in the space below – what technique/word type, what impression is created, connotations of words

English Language Paper 1 Grade 7, 8, 9



What do Grades 7, 8 & 9 look like?

GCSE grades are not strictly aligned to marks and levels, but getting to grades 7, 8 and 9 will require students to exhibit skills in reading and writing that consistently achieves level 4 in the mark scheme.

The key words for level 4 in reading are 'perceptive' and 'detailed'.

A **perceptive** response would be developed, insightful, exploratory, conceptual, abstract, contextualised, profound and penetrating.

On a practical level, it would offer a level of **detail** that moves beyond clear through its ability to, for example, offer a developed response which may explore different facets of the ideas/words/phrases used by a writer.

For the longer questions, there would be evidence of **higher order thinking** when it comes to evaluation and comparison. For question 4 on paper 1, for example, a student's response will move beyond the formulaic and offer alternative viewpoints which consider aspects of the text that might be surprisingly nuanced and subtle.

Websites and YouTube channels

- Mr Bruff YouTube channel
- BBC Bitesize
- CGP revision guide packages are available for all Year 11 students to purchase via ParentPay
- All packs come with a revision guide, a question book and an answer booklet



'The Emigree', by Carol Rumens: Mr Bruff Analysis
217K views • 6 years ago

Mr Bruff

*Some of these links are affiliate links, which give me a small commission that helps to support this Youtube channel. The cost ...

Subtitles



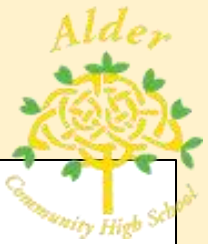
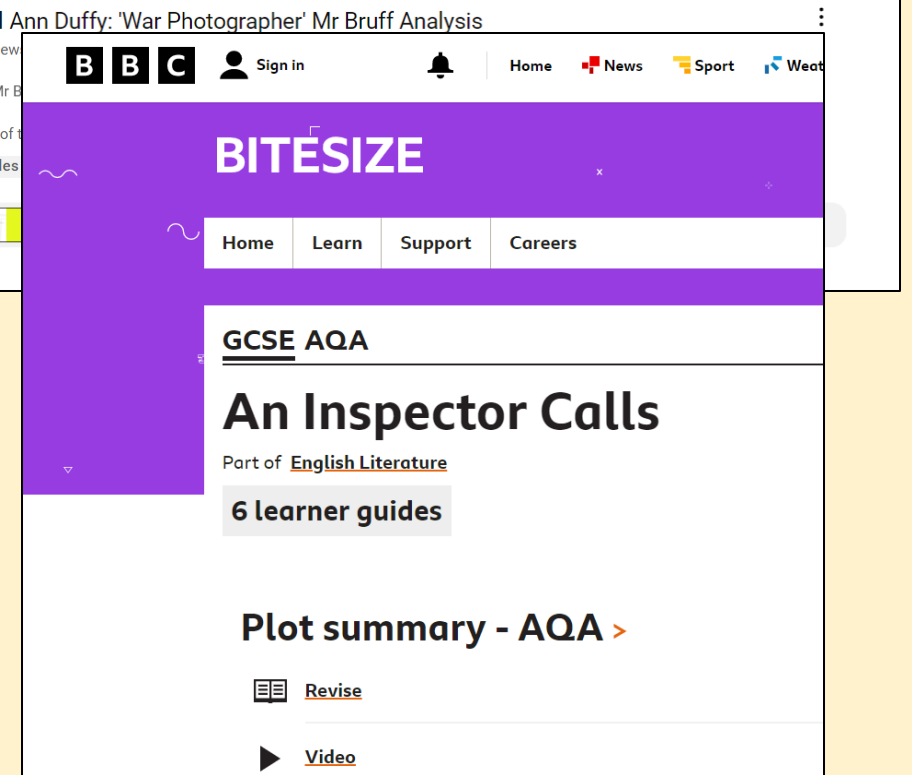
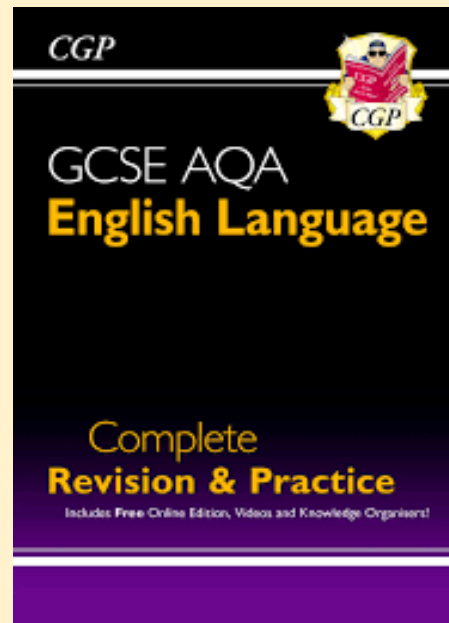
Carol Ann Duffy: 'War Photographer' Mr Bruff Analysis

324K views

Mr Bruff

*Some of t

Subtitles





KS4 Key to Success:

Maths

Mrs M Maden (was Miss M Reeve)

Curriculum Leader for Maths

Altruism – Leadership – Diversity – Excellence - Resilience

Maths at KS4

Year 10

- Crossover content until February half-term
- Mock exams in March
- Higher and Core pathways from March mocks onwards
- Structure of teaching:
 - Retrieval 'Do Now' task covering key skills
 - Exposition of new knowledge
 - Modelling examples and guided practice
 - Independent practice
 - Review learning
- Regular exit tickets and checkpoints with feedback provided

Year 11

- Higher and Foundation Pathway
- In-lesson mock paper 1st/2nd Oct
- Sports hall mock exams in December and Feb
- Structure of teaching:
 - Retrieval 'Do Now' task covering key skills
 - Exposition of new knowledge
 - Modelling examples and guided practice
 - Independent practice
 - Review learning
- Regular exit tickets and checkpoints with feedback provided
- Intervention form or independent learning pack

- KS4 National Curriculum
- Tailoring to nuances of exam board in second half of Y11 with regular exposure to practice papers in lesson

Curriculum Overviews

Year 10

YEAR 10		
Autumn	Expanding and Factoring	<ul style="list-style-type: none">Expand single, double and triple bracketsExplore difference of two squares expressionsFactorise into single and double brackets Key Vocabulary Coefficient A number that multiplies a variable or bracket. Expression A mathematical sentence made up of numbers, variables and operations. Factor An integer that divides into a number without leaving a remainder, or integers that multiply to make a specific number. Quadratic expression An expression with four terms (often simplified to three terms) in which the highest exponent is 2. Term (Algebra) A single number or variable, or the product of several numbers and variables. To put an expression into brackets by dividing by the highest common factor (the opposite of factorising expanding).
	Statistics 5 Representing Using Data 1	<ul style="list-style-type: none">Explore sampling and populationsConstruct and interpret frequency diagramsWork with averages from tables and listsSolve problems with two-way tables, pie charts and stem and leaf diagrams Key Vocabulary Outlier Data that stands apart from the data set. Primary Data Data that you collect yourself. Qualitative Descriptive data: colours, genders, names, emotions etc. Quantitative Numerical data. Secondary Data Data sourced from elsewhere e.g. the internet/ newspapers/ local statistics. Population A whole group being studied. Sample A collection from a larger group.
	Probability & Statistics 5 Prob. Collecting, Representing and Interpreting Data 2	<ul style="list-style-type: none">Construct and interpret dual and composite bar charts and time series graphsCritique graphs and charts and recognise misleading representationsConstruct and interpret scatter graphs, including extrapolating and interpolating using a line of best fit Key Vocabulary Correlation The type of relationship between two variables. Linear Has a constant additive difference. Outlier A value that stands apart from the data set. Extrapolate Using a line of best fit to estimate outside the range of data. Interpolate Using a line of best fit to estimate within the range of data.
	Algebra 7 A7. Using Graphs	<ul style="list-style-type: none">Construct and interpret real-life graphs including distance-time and speed-timeInterpret and recognise graphs that illustrate direct and inverse proportionFind approximate solutions to equations using graphs Key Vocabulary Gradient The steepness of a line. Trapezium A quadrilateral with one pair of parallel sides. Acceleration The rate at which an object's velocity changes over time. Velocity The speed of an object in a given direction. Estimate Roughly judge or calculate the value of.
	Algebra 7 A7. Understanding the Area Under a Curve and the Gradient at a Point	<p>Students on the higher GCSE pathway will also:</p> <ul style="list-style-type: none">Estimate the area under a curve and the gradient at a point Key Vocabulary Area The area under a curve.
Spring	Algebra 7 A7. Understanding the Area Under a Curve and the Gradient at a Point	<ul style="list-style-type: none">Understand the difference between similarity and Key Vocabulary Similarity The relationship between two shapes.
	Algebra 8 A8a. Representing Solutions of Equations & Inequalities	<ul style="list-style-type: none">Build a deeper understanding of the meaning of a solutionShow solutions inequalities on number linesInterpret inequalities from number lines <p>Students on the higher GCSE pathway will also:</p> <ul style="list-style-type: none">Represent solutions to inequalities using regions on a graphSolve quadratic equations and inequalities in one variable Key Vocabulary Expression A mathematical sentence made up of numbers, variables and operations. Inequality A mathematical relationship that compares two expressions showing if one is greater than, less than or equal to another. Solution The set or value that satisfies the mathematical relationship (makes it true). Variable A letter that represents an unknown number or a changeable quantity.
Summer	Algebra 8 A8a. Representing Solutions of Equations & Inequalities	<ul style="list-style-type: none">Build a deeper understanding of the meaning of a solutionShow solutions inequalities on number linesInterpret inequalities from number lines <p>Students on the higher GCSE pathway will also:</p> <ul style="list-style-type: none">Represent solutions to inequalities using regions on a graphSolve quadratic equations and inequalities in one variable Key Vocabulary Expression A mathematical sentence made up of numbers, variables and operations. Inequality A mathematical relationship that compares two expressions showing if one is greater than, less than or equal to another. Solution The set or value that satisfies the mathematical relationship (makes it true). Variable A letter that represents an unknown number or a changeable quantity.
	Algebra 8 A8b. Simultaneous Equations	<ul style="list-style-type: none">Explore linear simultaneous equations and learn a variety of methods for solving them; elimination, substitution and graphicalForm and solve simultaneous equations for a given context <p>Students on the higher GCSE pathway will also:</p> <ul style="list-style-type: none">Solve pairs of simultaneous equations in which one is quadraticSolve a pair of simultaneous equations involving a third unknown Key Vocabulary Coefficient A number that multiplies a variable or bracket. Rearrange To change the way an equation is displayed using inverses. Simultaneous equations Groups of equations related to common variables. Solve To find a numerical value that satisfies a mathematical relationship (makes it true). Substitute/Substitution Replace a variable with a numerical value. Eliminate To remove or get rid of something.

Year 11

YEAR 11 (75_76)		
Autumn	Gradients and Lines	<ul style="list-style-type: none">Draw straight line graphs from a range of given informationFind the equation of a line from a range of given informationUse graphs to solve equationsExplore coordinate geometry to find lengths, midpoints and gradients of line segmentsRevise gradients of parallel lines Key Vocabulary Gradient The steepness of a line. Linear Has a constant additive difference. Perpendicular Two straight lines that intersect at a right angle (at 90°). Reciprocal A pair of numbers with a product of 1 - a multiplicative inverse. Y-intercept The point at which the line crosses the y-axis.
	Non-Linear Graphs	<ul style="list-style-type: none">Form and solve linear equations across a variety of mathematical contextsChange the subject of formulae <p>Students on the higher GCSE pathway will also:</p> <ul style="list-style-type: none">Change the subject where the variable appears more than onceSolve equations by iteration Key Vocabulary Formula A mathematical relationship given in symbols that represent something specific. E.g. $b \times h = \text{area of rectangle}$. Inverse A mathematical opposite. Rearrange To change the way an equation is displayed using inverses. Solve To find a numerical value that satisfies a mathematical relationship (makes it true). Subject The isolated variable.
	Using Graphs	<ul style="list-style-type: none">Simplify complex algebraic expressionsSolve exam-style problems involving linear sequencesRevise forming and solving linear simultaneous equations <p>Students on the higher GCSE pathway will also:</p> <ul style="list-style-type: none">Find the nth term of a quadratic sequenceSolve simultaneous equations with one quadraticComplete exam-style proof questionsExplore inequalities in two variables Key Vocabulary Expression A mathematical sentence made up of numbers, variables and operations. Linear sequence A sequence with a constant difference (amount added or subtracted each time). Quadratic sequence A sequence with a constant second difference and an nth term of the form $an^2 + 2bn + c$. Simultaneous equations Groups of equations related to common variables.
	Expanding and Factoring	<ul style="list-style-type: none">Revise performing, identifying and describing transformations of shapesPerform standard constructions using a ruler and/or a protractor and/or a compassSolve loci problems <p>Students on the higher GCSE pathway will also:</p> <ul style="list-style-type: none">Identify invariant points and linesExplore trigonometric graphsExplore transformations of graphs Key Vocabulary Reflect Transform by mapping an object from one position to another of equal distance from a given line. Rotate Transform with a circular movement. Translate Transform with a movement in a vector with an x and y component. Enlarge To change the size of a shape (enlargement is not always making a shape bigger). Locus A set of points with a common property (plural: loci).
	Geometric Reasoning	<ul style="list-style-type: none">Revise listing, forming sample spaces and calculating probabilitiesRevise Venn diagramsRevise comparing distributionsRevise scatter graphsDraw plans and elevations of objects <p>Students on the higher GCSE pathway will also:</p> <ul style="list-style-type: none">Solve exam-style problems using the product rule for counting Key Vocabulary Probability The likelihood of an event happening. Plan A drawing of something from directly above (sometimes birds eye view). Product The result of a multiplication.
Spring	Multiplicative Reasoning	<ul style="list-style-type: none">Revise performing, identifying and describing transformations of shapesPerform standard constructions using a ruler and/or a protractor and/or a compassSolve loci problems <p>Students on the higher GCSE pathway will also:</p> <ul style="list-style-type: none">Identify invariant points and linesExplore trigonometric graphsExplore transformations of graphs Key Vocabulary Reflect Transform by mapping an object from one position to another of equal distance from a given line. Rotate Transform with a circular movement. Translate Transform with a movement in a vector with an x and y component. Enlarge To change the size of a shape (enlargement is not always making a shape bigger). Locus A set of points with a common property (plural: loci).
Summer	Algebraic Reasoning	<ul style="list-style-type: none">Simplify complex algebraic expressionsSolve exam-style problems involving linear sequencesRevise forming and solving linear simultaneous equations <p>Students on the higher GCSE pathway will also:</p> <ul style="list-style-type: none">Find the nth term of a quadratic sequenceSolve simultaneous equations with one quadraticComplete exam-style proof questionsExplore inequalities in two variables Key Vocabulary Expression A mathematical sentence made up of numbers, variables and operations. Linear sequence A sequence with a constant difference (amount added or subtracted each time). Quadratic sequence A sequence with a constant second difference and an nth term of the form $an^2 + 2bn + c$. Simultaneous equations Groups of equations related to common variables.
	Transforming and Constructing	<ul style="list-style-type: none">Revise performing, identifying and describing transformations of shapesPerform standard constructions using a ruler and/or a protractor and/or a compassSolve loci problems <p>Students on the higher GCSE pathway will also:</p> <ul style="list-style-type: none">Identify invariant points and linesExplore trigonometric graphsExplore transformations of graphs Key Vocabulary Reflect Transform by mapping an object from one position to another of equal distance from a given line. Rotate Transform with a circular movement. Translate Transform with a movement in a vector with an x and y component. Enlarge To change the size of a shape (enlargement is not always making a shape bigger). Locus A set of points with a common property (plural: loci).
Summer	Listing and Describing	<ul style="list-style-type: none">Revise listing, forming sample spaces and calculating probabilitiesRevise Venn diagramsRevise comparing distributionsRevise scatter graphsDraw plans and elevations of objects <p>Students on the higher GCSE pathway will also:</p> <ul style="list-style-type: none">Solve exam-style problems using the product rule for counting Key Vocabulary Probability The likelihood of an event happening. Plan A drawing of something from directly above (sometimes birds eye view). Product The result of a multiplication.
	Show that...	Revision and Examinations

Expectations in Lesson

Expectations

The basics

- One voice at a time
- Hands up and wait
- Full equipment

Equipment
checklist:



Black pen



Red pen



Pencil



Rubber



Ruler



Calculator



Workbook

How can I show the ALDER values in maths lessons?

A – listening respectfully and allowing others to learn.

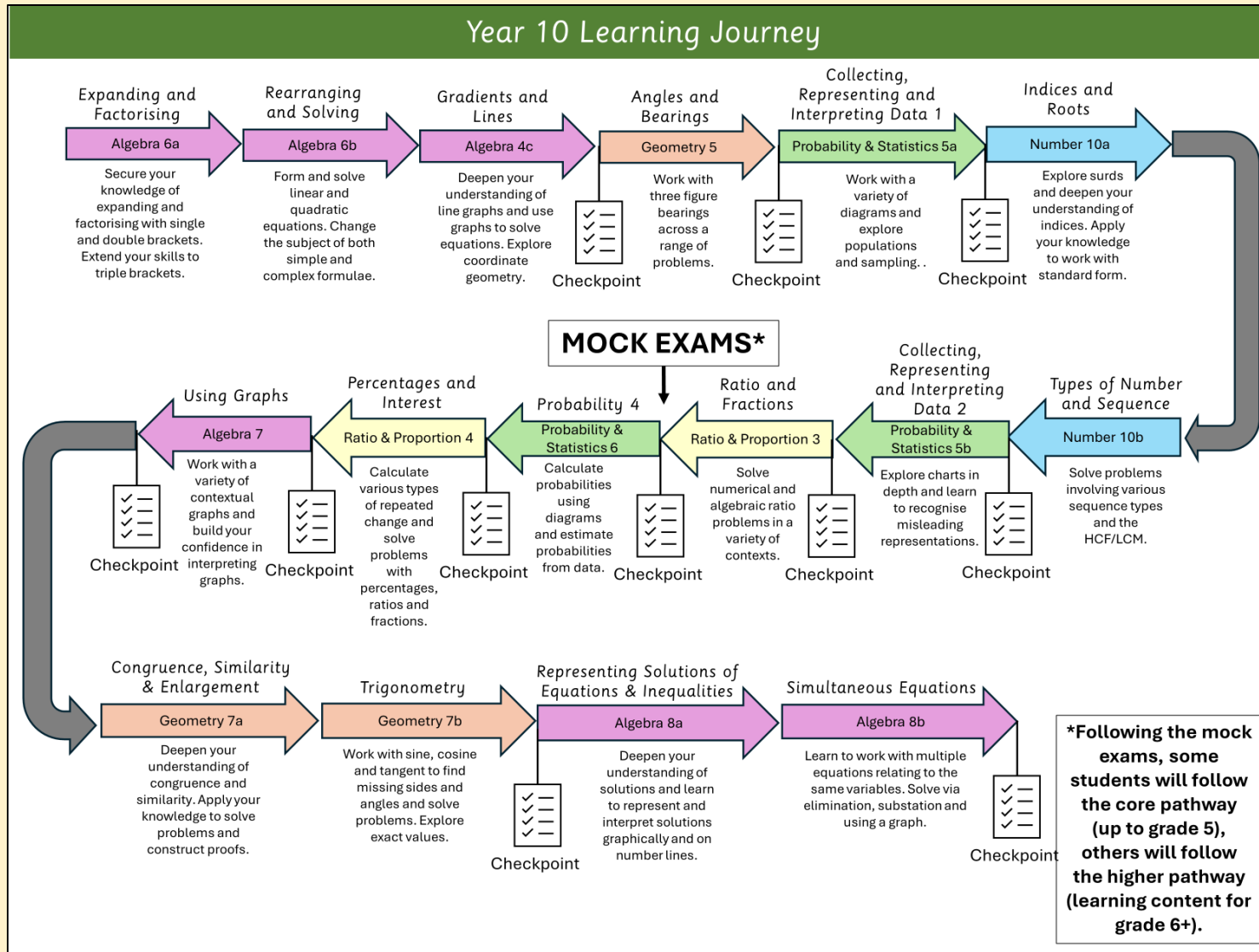
L – sharing ideas in discussions and supporting others to share theirs.

D – respecting different opinions and ideas.

E – attempting all tasks to the best of your ability.

R – implementing feedback from the teacher and staying positive when something is challenging.

Assessment Calendar – Y10



Summative Assessments:

- w/c 17th November
- w/c 2nd and 9th March (Mock Exams)
- w/c 1st June

Formative Assessments:

- Exit tickets at the end of each sub-unit
- Checkpoints at the end of each unit

Assessment Calendar – Y11

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Graphs Gradients & lines FREE TRIAL VIEW	Graphs Non-linear graphs VIEW	Graphs Using graphs VIEW	Algebra Expanding & factorising VIEW	Algebra Changing the subject VIEW	Algebra Functions VIEW						
Spring	Reasoning Multiplicat... reasoning VIEW	Reasoning Geometric reasoning VIEW	Reasoning Algebraic reasoning VIEW	Revision & communication Transformi... & Constructi... VIEW	Revision & communication Listing & describing VIEW	Revision & communication Show that... VIEW						
Summer	Revision and examinations VIEW											

Summative Assessments:

- w/c 29th Sept
 - w/c 24th Nov and 1st Dec (Mock Exams)
 - w/c 23rd Feb* (Core Mock Exams)
- * Date TBC, based on date of 3rd WeAreAlder Day

Formative Assessments:

- Exit tickets/Checkpoints at the end of each unit

Revision

Independent Learning

- Flashcards – note down the key learning from a topic and practice recall at home
- Flashcards – note down basic facts (times tables, square numbers, prime numbers, cube numbers, ...) and practice recall at home
- Mind Maps – following a topic, create a mind map of all the key content including examples
- Pre-Learning – look out for announcements on ClassCharts where your teacher has suggested doing some revision of a specific skill prior to a lesson
- Lesson follow up – spend an extra 15-20 mins in the evening completing further practice on the task from the lesson

Sparx Maths

- 30-minute weekly task
- Set Wednesday and due the following Wednesday at 9am
- Levels to the student
- Automatically interleaves topics a student has previously struggled with
- XP Boost task for additional practice
- 'Independent Learning' section for task-specific practice
- Guidance videos and instant feedback
- Support session Monday 2.50-3.30pm in F6

Parent Support

- Have positive conversations around maths at home, avoid expressing negative views around children

Interestingly, survey results show that when parents admitted to expressing negative views about maths, their child's average confidence score drops to 6.8. On the other hand, positive reinforcement raises the child's confidence to 7.7.

National Numeracy: Parents pass fear of maths on to their children, new Mumsnet research suggests (2024)

<https://www.nationalnumeracy.org.uk/news/parents-pass-fear-maths-their-children-new-mumsnet-research-suggests>

- Make a plan so that revision/independent learning is a routine, including blocking out time for sports and other important extra-curricular commitments
- Test students on their flashcards – provide the prompt from one side and check their answer on the other
- Ensure there is a quiet, tidy space to use for revision/independent work at home (where possible)
- Monitor ClassCharts and have conversations where warnings or correctives are issued in lesson
- Monitor ClassCharts and celebrate the Alder points and other rewards issued in lesson

Revision

Find what works for you...

- BBC Bitesize
- Third Space Learning
- Corbett Maths – 5-a-day
- Maths Genie – Past Exam Papers & Mark Schemes
- Sparx Maths Independent Learning
- RAG sheets from end of year exam (last year)
- Have a timetable (not just for the couple of weeks before the exam, from now!)