

Year 10 Parents

Welcome to Information Evening 2019-2021



Why?

- Key stage 4 has started!
- GCSEs 9-1 (what does this mean?)
- Knowledge based curriculum
- Assessment 100% terminal for most GCSEs
- Lots of exams at the end of year 11



Why?

We are a team and it is important that we work together to support our youngsters – they are amazing, never underestimate what they can do.

Therefore, GCA would like to give you some information that we think will be helpful.





English **AQA**

Maths **Edexcel**

Science **Edexcel**



G.C.S.E English

***What you need to know about the English
Language & English Literature courses.***

Presented by Mrs L. Banks (Head of English).

First of all

- In the summer of 2015 the GCSE's went through some major changes and instead of allowing students to complete coursework or controlled assessment as part of their English examination process the qualification was changed and is now assessed on a linear process and is 100% exam based.
- The grades also changed and instead of being a range of A* - G the grades are now awarded on a 9-1 scale. (9 = highest grade & 1 = lowest pass mark).
- A standard pass is currently recognised as a grade 4 however some employers are expecting grade 5 in core subjects such as English. Your child will be made aware by their college what grade they will need to access a particular course.
- There is no differentiation between exams in English i.e foundation or higher – all students sit the same exam. Exam boards structure and graduate the questions in a way that makes it possible for all abilities to be able to score in the exam.
- Students are entered for both English Language and English Literature and each have the same weighting with regards to teaching hours and expectations.

AQA Specification- English Language

English Language Paper 1: Explorations in Creative Reading and Writing.

- **What's assessed**
- **Section A: Reading**
 - one literature fiction text
- **Section B: Writing**
 - descriptive or narrative writing
- **Assessed**
 - written exam: **1 hour 45 minutes**
 - 80 marks
 - 50% of GCSE
- **Questions**
- **Reading (40 marks) (25%)**– one single text
 - 1 short form question (1 x 4 marks)
 - 2 longer form questions (2 x 8 marks)
 - 1 extended question (1 x 20 marks)
- **Writing (40 marks) (25%)**
 - 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

English Language Paper 2: Writers' Viewpoints and Perspectives.

- **What's assessed**
- **Section A: Reading**
 - one non-fiction text and one literary non-fiction text
- **Section B: Writing**
 - writing to present a viewpoint
- **Assessed**
 - written exam: **1 hour 45 minutes**
 - 80 marks
 - 50% of GCSE
- **Questions**
- **Reading (40 marks) (25%)** – two linked texts
 - 1 short form question (1 x 4 marks)
 - 2 longer form questions (1 x 8, 1 x 12 marks)
 - 1 extended question (1 x 16 marks)
- **Writing (40 marks) (25%)**
 - 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Spoken Language component

Non-examination Assessment: Spoken Language

What's assessed

(A07–A09)

- presenting
- responding to questions and feedback
- use of Standard English

Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

- **A07: Demonstrate presentation skills in a formal setting**
- **A08: Listen and respond appropriately to spoken language, including to questions and feedback on presentations**
- **A09: Use spoken Standard English effectively in speeches and presentations**

Example questions and assessment objectives for written papers.

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE English Language specifications and all exam boards.

The exams and Spoken Language endorsement will measure how students have achieved the following assessment objectives.

- AO1:
 - identify and interpret explicit and implicit information and ideas
 - select and synthesise evidence from different texts
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4: Evaluate texts critically and support this with appropriate textual references
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

Expectations question by question.

Language Paper 1

- Q1 – identify and extract explicit and implicit information. **(AO1)**
- Q2 - Explain, comment on and analyse how writers use language. **(AO2)**
- Q3- Explain, comment on and analyse how writers use structure. **(AO2)**
- Q4 - Evaluate texts critically and support this with appropriate textual references **(AO4)**
- Q5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts . **(AO5)**
- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. **(AO6)**

Language Paper 2

- Q1 - identify and extract explicit and implicit information **(AO1)**
- Q2 - select and synthesise evidence from different texts. **(AO1)**
- Q3 - Explain, comment on and analyse how writers use language. **(AO2)**
- Q4- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts **(AO3)**
- Q5- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts . **(AO5)**
- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. **(AO6)**

Example questions

Q1: Read again the first part of the source, from lines 1 to 4.
List four things about Mr Fisher from this part of the source.
[4 marks]

Q2: Look in detail at this extract, from lines 9 to 15 of the source:

Mr Fisher remembered a time – surely, not so long ago – when books were golden, when imaginations soared, when the world was filled with stories which ran like gazelles and pounced like tigers and exploded like rockets, illuminating minds and hearts. He had seen it happen; had seen whole classes swept away in the fever. In those days, there were heroes; there were dragons and dinosaurs; there were space adventurers and soldiers of fortune and giant apes. In those days, thought Mr Fisher, we dreamed in colour, though films were in black and white, and good always triumphed in the end.

How does the writer use language here to convey Mr Fisher's views on books and stories of the past?

You could include the writer's choice of:

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

[8 marks]

Q3: You now need to think about the whole of the source.
This text is from the beginning of a short story.
How has the writer structured the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]

Q4: Focus this part of your answer on the second part of the source, from line 25 to the end.

A student said, 'This part of the story, where Mr Fisher is marking homework, shows Tibbet's story is better than Mr Fisher expected, and his reaction is extreme.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of what Mr Fisher expected Tibbet's homework to be like
- evaluate how the writer conveys Mr Fisher's reaction to what he discovers
- support your response with references to the text.

[20 marks]

Section B: Writing

You are advised to spend about 45 minutes on this section.
Write in full sentences.
You are reminded of the need to plan your answer.
You should leave enough time to check your work at the end.

0 5

A magazine has asked for contributions for their creative writing section.

Either

Write a description of an old person as suggested by this picture:



or

Write a story about a time when things turned out unexpectedly.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

Aims of the Literature course:

- Read a wide range of classic literature fluently and with good understanding, and make connections across their reading.
- Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.
- Develop the habit of reading widely and often.
- Appreciate the depth and power of the English literary heritage.
- Write accurately, effectively and analytically about their reading, using Standard English.
- Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

AQA Specification English Literature

Paper 1: Shakespeare and the 19th Century Novel

- What's assessed
 - Shakespeare – **'Macbeth'**
 - The 19th-century novel - **'A Christmas Carol'**
- How it's assessed
 - written exam: **1 hour 45 minutes**
 - 64 marks (4 marks for SPaG)
 - 40% of GCSE
- Questions
 - Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.
 - Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

- What's assessed
 - Modern texts - **'Blood Brothers'**
 - Poetry - **AQA Anthology Power and Conflict.**
- How it's assessed
 - Unseen poetry
 - written exam: **2 hour 15 minutes**
 - 96 marks
 - 60% of GCSE
- Questions
 - Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.
 - Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.
 - Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Assessment Objectives

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE English Literature specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- **AO1:** Read, understand and respond to texts. Students should be able to:
 - maintain a critical style and develop an informed personal response
 - use textual references, including quotations, to support and illustrate interpretations.
- **AO2:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- **AO3:** Show understanding of the relationships between texts and the contexts in which they were written.
- **AO4:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Weighting of assessment objectives for GCSE English Literature

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Paper 1	Paper 2	
AO1	15	22.5	37.5
AO2	15	27.5	42.5
AO3	7.5	7.5	15
AO4	2.5	2.5	5
Overall weighting of components	40	60	100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Shakespeare and the 19th-century novel	64	x1	64
Modern texts and poetry	96	x1	96
Total scaled mark:			160

Book Bundles

- Later this evening you will have the opportunity to reserve texts and revision guides for your child.
- 'Blood Brothers' text and revision guide.
- 'Macbeth' text and revision guide.
- 'A Christmas Carol' text and revision guide.
- AQA Power and Conflict poetry revision guide.



How to help your child...

- **“ I don’t know how to revise for English!”**
- Revision for English Literature involves learning and remembering quotations and then being able to comment in detail on the relevance of the quotation in relation to either character, theme, event etc. Practice questions should be completed as the learning progresses.
- Revision for English Language involves learning and being able to recognise and comment on the effect of literary techniques. Reading widely helps to understand the purpose of writers and also improves speed of reading. Practice questions are the best way to revise for English Language.
- Use of revision booklets and workbooks.

Ways to revise.

The A Level
Mindset
40 activities for
transforming
student
commitment,
motivation and
productivity
Steve Oakes and Martin Griffin

The GCSE
Mindset
40 activities for
transforming
student
commitment,
motivation and
productivity
Steve Oakes and Martin Griffin

	Always	Sometimes	Never
Reading Through Class Notes			
Using resources on Bloodle			
Using Course Textbooks			
Mind Maps / Diagrams			
Making / Re-making Class Notes			
Highlighting / Colour Coding	Step One		
Flashcards			
Using a Revision Wall to Display your Learning			
Writing Exam Answers Under Timed Conditions			
Reading Model Answers	Step Two		
Using Past Exam Questions & Planning Answers			
Marking Your Own Work to a Mark Scheme			
Studying Mark Schemes or Examiner's Reports			
Working with Other Students in Groups / Pairs			
Comparing Model Answers Against Your Own Work			
Creating Your Own Exam Questions	Step Three		
Handing in Extra Exam Work for Marking			
One to One Discussions with Teachers / Tutors			

G.C.S.E MATHEMATICS

WHAT YOU NEED TO KNOW TO SUPPORT YOUR SON/DAUGHTER WITH MATHS GCSE.

PRESENTED BY MR MOLLOY (HEAD OF MATHEMATICS).

QUALIFICATION AT A GLANCE

THE ASSESSMENTS WILL COVER THE FOLLOWING CONTENT:

- 1 NUMBER
- 2 ALGEBRA
- 3 RATIO, PROPORTION AND RATES OF CHANGE
- 4 GEOMETRY AND MEASURES
- 5 PROBABILITY
- 6 STATISTICS

- TWO TIERS ARE AVAILABLE: **FOUNDATION (GRADE 1-5)** AND **HIGHER (GRADE 5-9)**
- THREE EXAMINATION PAPERS
- ALL THREE PAPERS MUST BE AT THE SAME TIER OF ENTRY AND MUST BE COMPLETED IN THE SAME ASSESSMENT SERIES.

- PAPER 1 IS A NON-CALCULATOR
- PAPER 2 AND PAPER 3 CALCULATOR

- EACH PAPER IS 1 HOUR AND 30 MINUTES LONG.
- EACH PAPER HAS 80 MARKS.

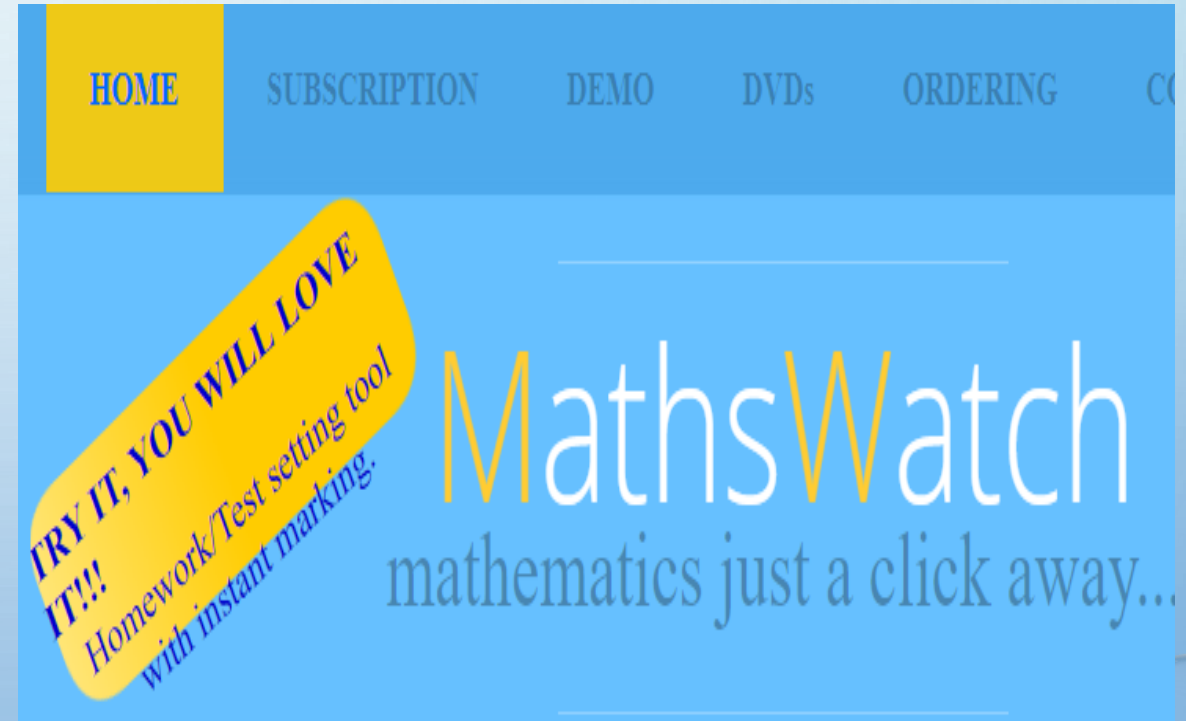
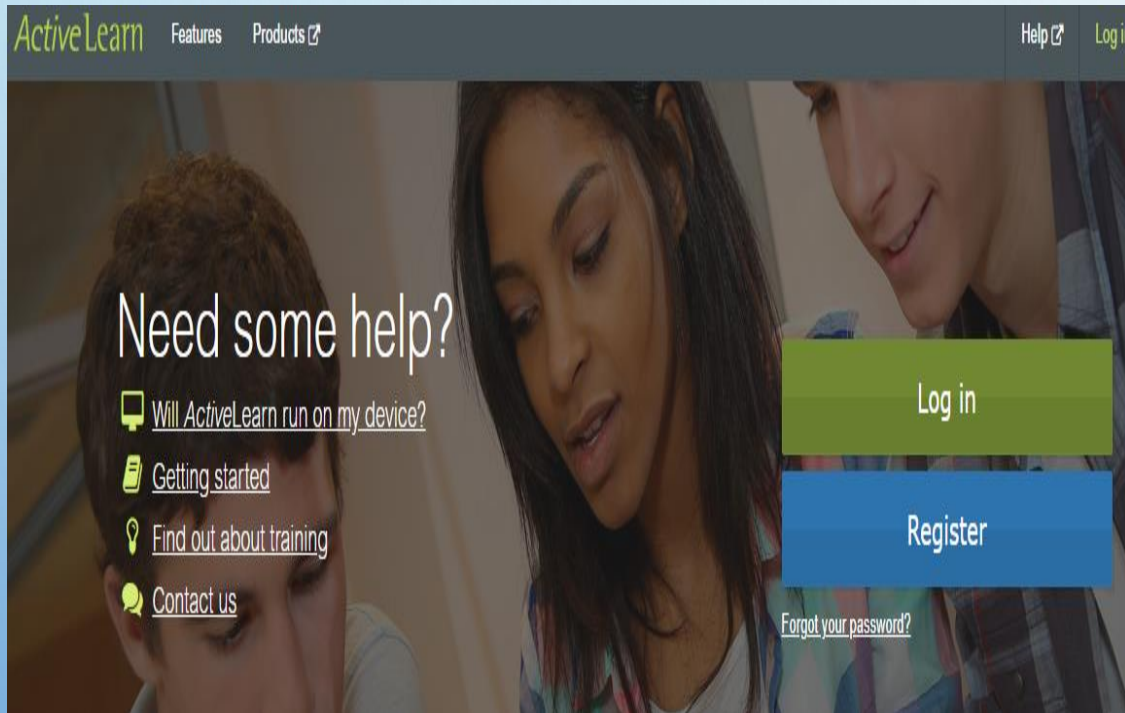
ASSESSMENT

A HALF TERM ASSESSMENT AND FULL TERM ASSESSMENT TERMLY

IN THE SUMMER TERM THERE WILL BE AND END OF YEAR EXAM

HOW CAN I HELP MY CHILD WITH MATHS?

EVERY PUPIL HAS LOGIN DETAILS FOR ACTIVELEARN AND MATHSWATCH



ActiveLearn

Library

Tasks

Plan ▾

Assess ▾

Reports ▾

Admin

 [Manage my library](#)

 [Activate new access code](#)

 [Learn more](#)



WHEN PUPILS LOG IN



Edexcel GCSE (9-1) Maths

 [Open front-of-class book ▾](#)




KS3 Maths Progress

 [Open front-of-class book ▾](#)

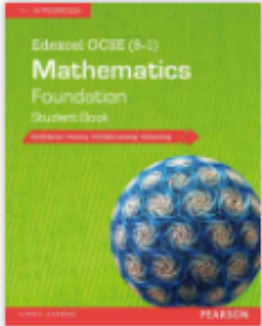
WHEN PUPILS LOG IN

ActiveLearn Library Tasks Plan ▾ Assess ▾ Reports ▾ Admin

Edexcel GCSE (9-1)
Mathematics 

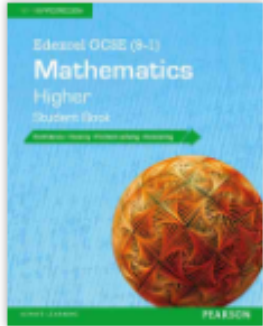
Teacher books Student books **Exercises** Student resources

Front-of-class books ?



**Edexcel GCSE (9-1)
Mathematics Foundation**

[View resources](#)



**Edexcel GCSE (9-1)
Mathematics Higher**

[View resources](#)

[Teacher books](#)[Student books](#)[Exercises](#)[Student resources](#)

Exercises [Acknowledgements](#)

Click on the section headings below to find exercises.

Foundation

Higher

- ▶ Getting started
- ▶ Unit 1 Number
- ▶ Unit 2 Algebra
- ▶ Unit 3 Graphs, tables and charts
- ▶ Unit 4 Fractions and percentages
- ▶ Unit 5 Equations, inequalities and sequences

Click on the section headings below to find exercises.

Foundation

Higher

▼ Getting started

Targeting

1st

5th

6th

7th

▼ Getting started

Using the input tool

▶ Start

Answering different types of questions

▶ Start

Other tools

▶ Start

Drawing graphs

▶ Start

Step

Targeting

3rd

4th

5th

6th

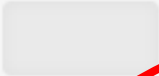
7th

8th

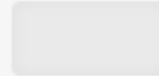
▶ 1.1 Calculations



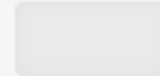
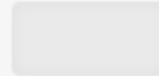
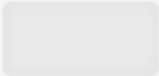
▶ 1.2 Decimal Numbers



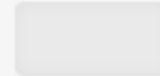
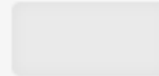
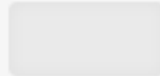
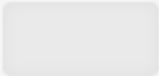
▶ 1.3 Place value



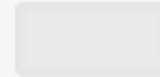
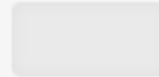
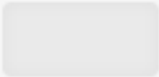
▶ 1.4 Factors and multiples



▶ 1.5 Squares, cubes and roots



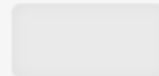
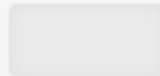
▶ 1.6 Index notation



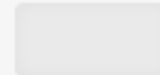
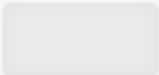
▶ 1.7 Prime factors



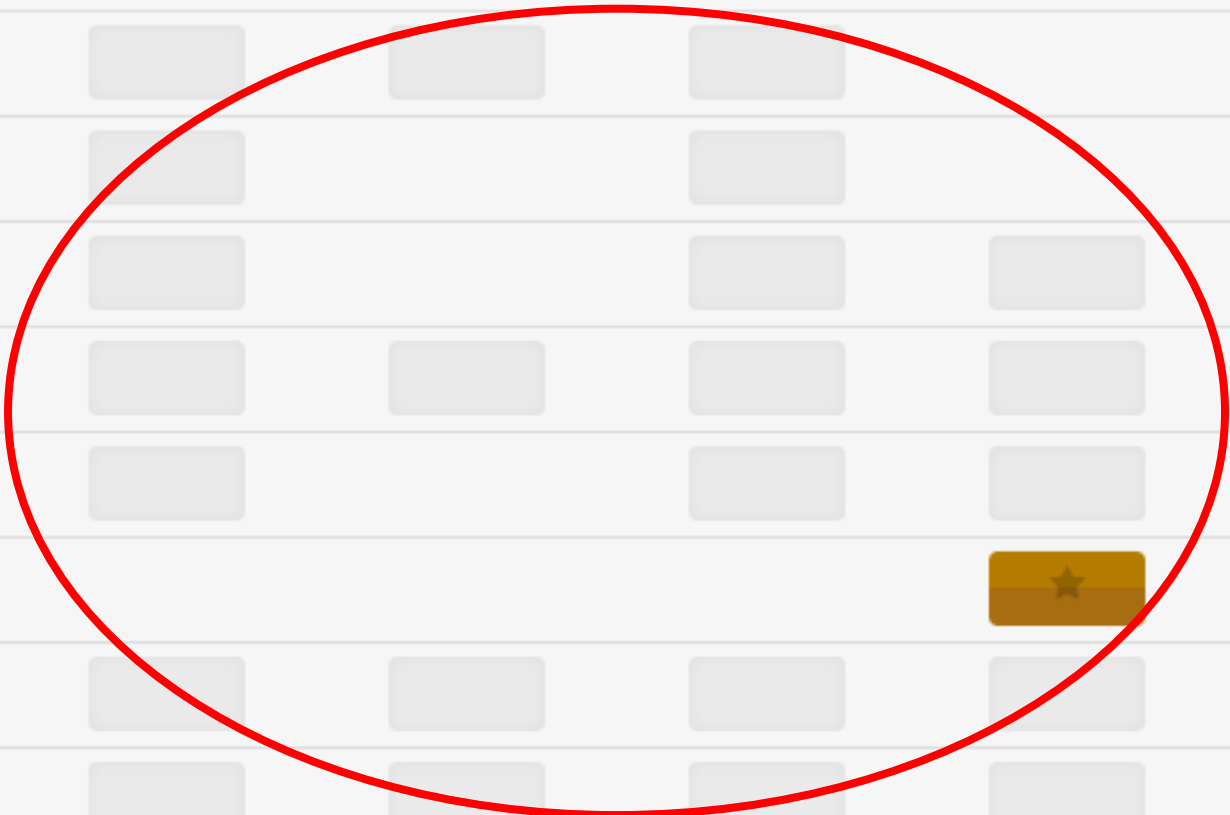
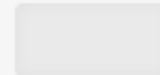
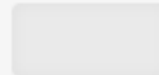
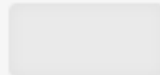
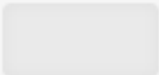
▶ Unit 1 Check up



▶ Unit 1 Strengthen



▶ Unit 1 Unit test



▼ 1.7 Prime factors 

1.7 Q1 Finding the prime factors of a number A

100%

1.7 Q2 Finding the prime factors of a number B



1.7 Q3 Using prime factors with HCF and LCM A



1.7 Q4 Using prime factors with HCF and LCM B



1.7 Q5 Prime factor decomposition A



1.7 Q6 Prime factor decomposition B



1.7 Q7 Factorisation of larger numbers A



1.7 Q8 Factorisation of larger numbers B



1.7 Q9 Factorisation and index notation A



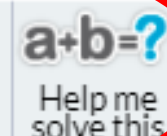
1.7 Q10 Factorisation and index notation B



1.7 Q5 Prime factor decomposition A

Answer the questions.

I  maths



a) What is 504 as a product of its prime factors?
Write your answer using index notation.

$2^3 \times 3^2 \times 7$

$8 \times 9 \times 7$

$2^2 \times 3^3 \times 7$

$2 \times 2 \times 2 \times 3 \times 3 \times 7$

$2^3 \times 9 \times 7$

[Click here to show your workings](#)

Show

Reset activity

Previous

Progress  1/3

Check answers

Attempts 

Results

1.7 Q5 Prime factor decomposition A

Answer the questions.

I  maths



a+b=
Help m
solve th

a) What is 504 as a product of its prime factors?
Write your answer using index notation.

- $2^3 \times 3^2 \times 7$
- $8 \times 9 \times 7$
- $2^2 \times 3^3 \times 7$
- $2 \times 2 \times 2 \times 3 \times 3 \times 7$
- $2^3 \times 9 \times 7$



Reset activity

Previous

Progress  1/3

Check answers

Attempts 

Results

1.7 Prime factors

Objectives

- Write a number as the product of its prime factors.
- Use prime factor decomposition and Venn diagrams to find the HCF and LCM.

Did you know?

You can use the LCM to work out when two or more events will happen at the same time, for example when orbiting planets will line up.

Fluency

- What are the factors of 15, 12, 18? • Which of these factors are prime?

Warm up

- Write as a product of powers.
 $2 \times 2 \times 2 \times 3 \times 3 \times 3 \times 3 = 2^3 \times 3^4$
- Evaluate $2^2 \times 3 \times 5$.
- Find the HCF of 16 and 36.
 - Find the LCM of 4 and 9.

Example 8

Write 180 as a product of its prime factors.

Make a factor tree using pairs of factors.

Circle the prime factors.

Write the factors in order of size, smallest first.

Write their product using index notation.

$180 = 2 \times 2 \times 3 \times 3 \times 5$
 $180 = 2^2 \times 3^2 \times 5$

- Complete these factor trees for 24.



- Write 24 as a product of its prime factors.

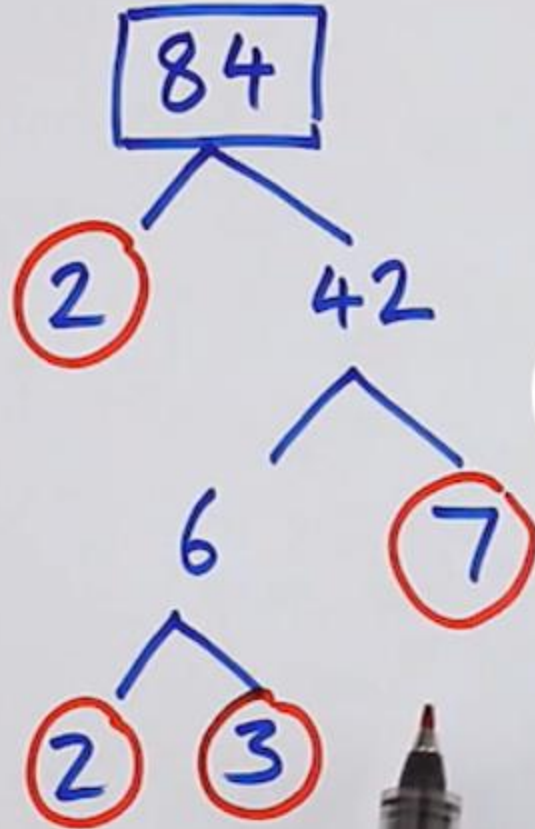
Discussion Does it matter which two factors you choose first?

Key point 19

All numbers can be written as a product of prime factors. This is called **prime factor decomposition**.

- Write these numbers as products of their prime factors.
 - 18
 - 30
 - 56
 - 72

Write 84 as a product of its prime factors.
Write the prime factors from smallest to largest.



Prime factor decompositions
















Hints

The first few prime numbers are 2, 3, 5, 7, 11, 13...

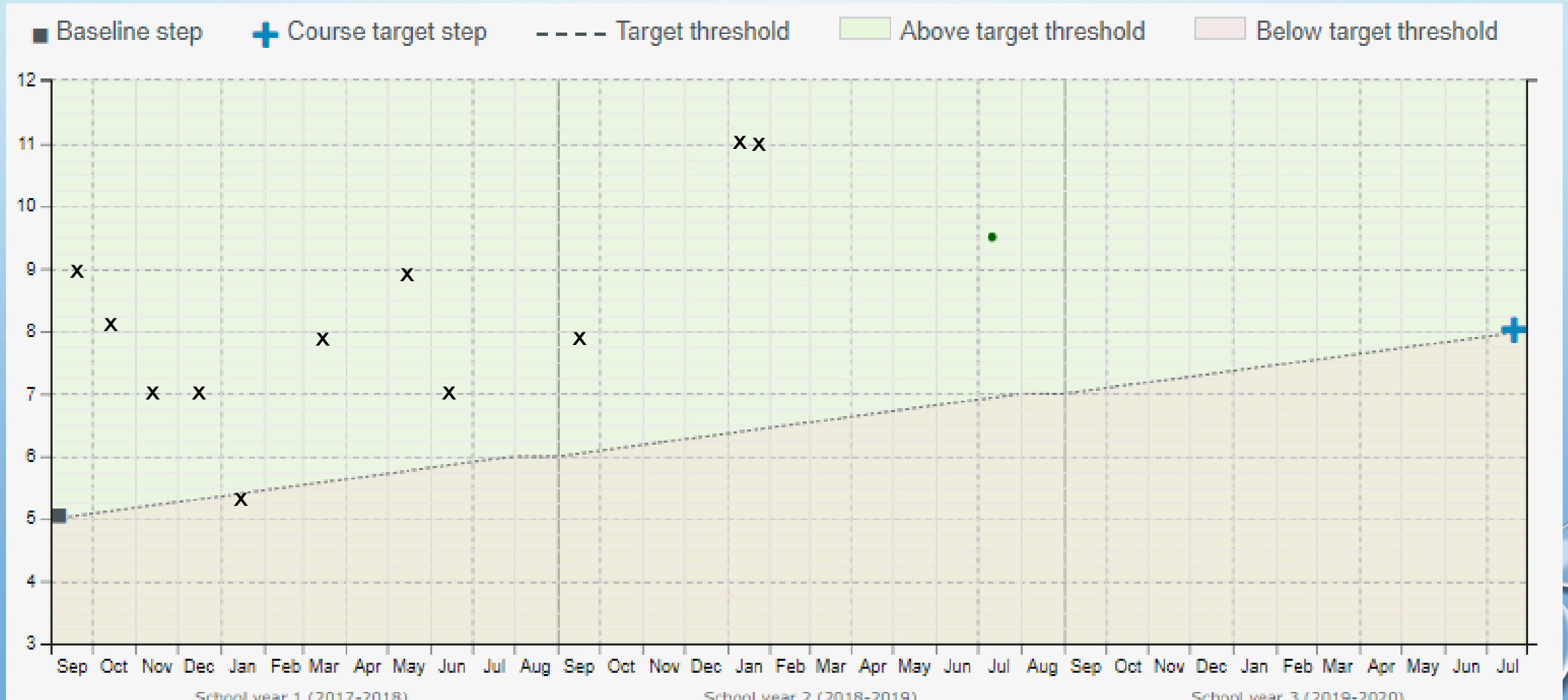
1 is not a prime number.

Use a factor tree to find the prime factors of a number.

PUPIL TRACKING

Course Target ? 	Assessment Progress ? 	11/07/2019 <u>Higher Term Spr2 Assessment (3Y SOW) Version 2 (2018)</u> 
10th 	-	8th 
9th 	-	9th 
10th 	-	9th 
9th 	-	10th 
8th 	-	9th 
10th 	-	9th 

PUPIL TRACKING



PUPIL TRACKING

Target	Average Score												Completed Exercises	Completed Tasks	Learning aids used
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th			
10th	-	-	-	-	-	-	99%	100%	100%	100%	-	100%	22/4423	1/1	0
9th	-	100%	100%	100%	98%	97%	98%	98%	95%	90%	-	100%	436/4423	1/1	26
8th	-	-	-	-	100%	98%	97%	-	100%	100%	-	98%	31/4423	1/10	0
10th	100%	-	-	-	-	77%	98%	100%	93%	100%	-	100%	47/4423	6/8	2
10th	-	-	100%	100%	100%	98%	94%	98%	50%	0%	50%	98%	163/4423	15/15	13
10th	100%	-	-	-	100%	90%	94%	100%	93%	80%	-	100%	71/4423	7/8	25
10th	-	-	100%	97%	93%	93%	90%	79%	0%	-	-	88%	154/4423	13/15	0
11th	100%	-	100%	-	95%	88%	90%	81%	64%	67%	-	100%	170/4423	6/8	4
10th	100%	-	100%	98%	67%	92%	90%	100%	79%	75%	-	100%	117/4423	7/8	5

MATHSWATCH EXPLAINED

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SIMPLE MATHEMATICAL NOTATION

03:09

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Work out:

$$83 \times 4$$

$$\begin{array}{r} 83 \\ \times 4 \\ \hline 332 \end{array}$$

4

8

12

16

20

24

28

32

36

Choose Clip (246)

Clip

Title

14

The Probability Scale

15

Tally Charts and Bar Charts

16

Pictograms

17

Adding Integers and Decimals

18

Subtracting Integers and Decimals

19

Multiplying Integers

20

Dividing Integers

21

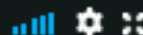
Inverse Operations

22a

Money Questions - Non-Calculator



01:05



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18

Subtracting Integers and Decimals

19

Multiplying Integers

20

Dividing Integers

21

Inverse Operations

Clip 19

MULTIPLYING INTEGERS

Practice questions

01:14



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16	Pictograms
17	Adding Integers and Decimals
18	Subtracting Integers and Decimals
19	Multiplying Integers
20	Dividing Integers
21	Inverse Operations
22a	Money Questions - Non-Calculator

Work out:

$$\text{a) } 72 \times 6 = 432$$

$$\begin{array}{r} 72 \\ \times 6 \\ \hline 432 \end{array}$$

$$\text{b) } 54 \times 9 = 486$$

$$\begin{array}{r} 54 \\ \times 9 \\ \hline 486 \end{array}$$

$$\text{c) } 93 \times 7 = 651$$

$$\begin{array}{r} 93 \\ \times 7 \\ \hline 651 \end{array}$$

$$\text{d) } 236 \times 5 = 1180$$

$$\begin{array}{r} 236 \\ \times 5 \\ \hline 1180 \end{array}$$

$$\text{e) } 4 \times 856 = 3424$$

$$\begin{array}{r} 856 \\ \times 4 \\ \hline 3424 \end{array}$$

01:26



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Clip 19 Multiplying Integers - Question 1

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Standard Questions

1

2

3

4

5

»

Harder Questions

1

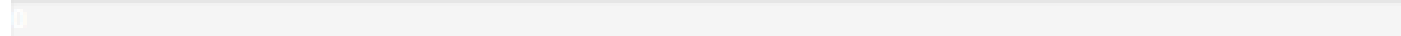
2

3

4

5

Question Progress



a) 37×9

b) 8×46

a)



b)



[Submit Answer](#)



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Clip 19

MULTIPLYING INTEGERS

Practice questions

Choose Clip (248)

Clip	Title
14	The Probability Scale
15	Tally Charts and Bar Charts
16	Pictograms
17	Adding Integers and Decimals
18	Subtracting Integers and Decimals
19	Multiplying Integers
20	Dividing Integers
21	Inverse Operations



Multiplying Integers

1) Work out

a) 13×18

b) 135×27

c) 116×41

d) 264×43

e) 326×24

f) 281×59

g) 286×48

h) 428×34

i) 461×45

2) “MathsWatch Travel” has 36 coaches.
Each of these coaches can carry 53 passengers.
How many passengers in total can all the coaches carry?

3) “MathsWatch Tours” has a plane that will carry 47 passengers.
To fly from Manchester to Lyon, each passenger pays £65.
Work out the total amount that the passengers pay.

4) A Science textbook costs £13.
Mr Jones buys a class set of 34 books.
How much do they cost him?

5) A graphical calculator costs £18.
How much would 43 calculators cost?



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[GCSE](#)[KS3](#)

Extras

[!\[\]\(a870788d6ed9b8fd294b7654a8c8526b_img.jpg\) Welcome to MathsWatch \(The complete user guide\)](#)[!\[\]\(de95854c7ee024cfadc48187bbb781b2_img.jpg\) Student/Parent Guide \(Updated Sept 18\)](#)[!\[\]\(3211b5d1d968fc1665909b34f9f16010_img.jpg\) End of Year Procedure](#)[!\[\]\(6059a5aa8b4ca7bb793408023d6c6e42_img.jpg\) Upload Template](#)[!\[\]\(c50c8b7b2cc2cf9ff925edec0ee94c0d_img.jpg\) Terms and Conditions](#)[!\[\]\(6a9b39b98eb945faa14c645ec99e4eaa_img.jpg\) Privacy Policy v2.2](#)[!\[\]\(9c2e8d1b5bd77cb5c9f83b7a9cff79fd_img.jpg\) Edexcel Revision Guidance for Final Paper \(2019\)](#)[!\[\]\(e3275251d0893157c3584e20c81dc3ba_img.jpg\) AQA Revision Guidance for Final Paper \(2019\)](#)

GCSE

List of Clips

[!\[\]\(cbe80b694ebd74fcfe136a095b608235_img.jpg\) List of Clips](#)[!\[\]\(a03a7eb2f4046e1d3c76772003e549ea_img.jpg\) List of Clips](#)

Worksheets

All Worksheets[!\[\]\(3e2231b1ad3ca8da8658228c00dd08e0_img.jpg\) Interleaved eBook](#)**Foundation Worksheets**[!\[\]\(870f5d5e9c0d57485634be3ecf52f3ca_img.jpg\) Foundation eBook](#)[!\[\]\(4fe57c3593bf1b21d272ae7ac8dfaf77_img.jpg\) Answers](#)**Higher Worksheets**[!\[\]\(b792654f2cef9719eabeb6c5be00811e_img.jpg\) Higher eBook](#)[!\[\]\(7d1d6890825e83a6a4a51febe2dcc7f3_img.jpg\) Answers](#)

Schemes of Work and Assessments

Foundation Tier[!\[\]\(84f47badaad7772cd95667a7c387a639_img.jpg\) Overview](#)[!\[\]\(28f72b996fc97883dfd9d4e8b1b16b4e_img.jpg\) Scheme of Work](#)**Higher Tier**[!\[\]\(aff7c69c44a5e015f18c35867ef3f5c3_img.jpg\) Overview](#)[!\[\]\(c15650232aa6660c9deb34f3b82dcb72_img.jpg\) Scheme of Work](#)

Foundation Tier Assessments

	Assessments	Answers
Year 10	Algebra 1F	Answers
	Number 1F	Answers
	Geometry 1F	Answers
	Probability 1F	Answers
	Number 2F	Answers
	Ratio 1F	Answers
	Geometry 2F	Answers
	Algebra 2F	Answers
	Year 11	Number 3F
	Algebra 3F	Answers
	Ratio 2F	Answers
	Probability 2F	Answers
	Geometry 3F	Answers

Higher Tier Assessments

	Assessments	Answers
Year 10	Algebra 1H	Answers
	Number 1H	Answers
	Geometry 1H	Answers
	Algebra 2H	Answers

PUPIL TRACKING

Homework

History

#	Assignment Name	Student Marks
---	-----------------	---------------

Assignment Name	Student Marks
-----------------	---------------

There is a due date set on both
Activelearn and Mathswatch homeworks

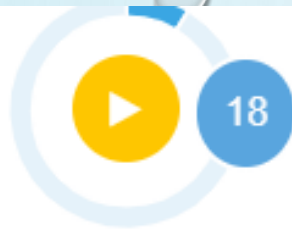
This is duplicated on SMHW

We are notified when a task is finished and
which pupil has done what.

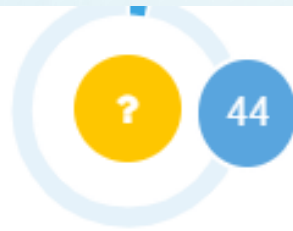
Area of a trapezium clip 56 due 3/7/2019 - type: homework	0%
75 G3 Bidmas due 3/10/2018 - type: homework	57%
68 G3 multiplying decimals due 26/9/2018 - type: homework	0%
Properties of quadrilaterals and triangles due 22/5/2017 - type: homework	58%
Properties of quadrilaterals and triangles due 18/5/2017 - type: homework	53%
Properties of quadrilaterals and triangles due 15/5/2017 - type: homework	78%
Decimals and measures due 28/3/2017 - type: homework	69%
Function Machines due 6/12/2016 - type: homework	100%
Weekly skills test practice due 7/11/2016 - type: homework	100%
The mean average (with a bit of mode, median and range) due 24/10/2016 - type: homework	100%

PUPIL TRACKING

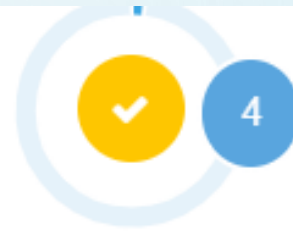
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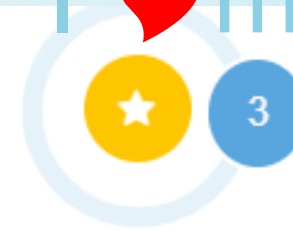
Topics Watched



Questions Answered



Acquired Skills



Mastered Skills

Independent learning

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Standard

All

Topic

All

Time Period

All

#	Skill	Video	Last Watched	Views	OMM	Interactive Questions	Last Attempted
A1a		Coordinates - 1st Quadrant		0	0	<div style="width: 0%;"></div>	
A1b		Coordinates - All 4 Quadrants		0	0	<div style="width: 0%;"></div>	
A2	★	Algebraic Vocabulary	09:22 15/11/2018	2	0	<div style="width: 100%; background-color: green;">4 / 4</div>	09:29 15/11/2018
A3		Formulae Expressed in Words	07:56 16/12/2016	1	0	<div style="width: 14%; background-color: red;">1 / 7</div>	18:43 16/12/2018
A4	★	Algebraic Notation	19:41 16/11/2018	2	0	<div style="width: 100%; background-color: green;">9 / 9</div>	19:35 16/11/2018
A5		Horizontal and Vertical Lines		0	0	<div style="width: 0%;"></div>	
A6		Collecting Like Terms		0	0	<div style="width: 0%;"></div>	
A7a		Algebraic Simplification - Multiplication		0	0	<div style="width: 0%;"></div>	
A7b		Algebraic Simplification - Division		0	0	<div style="width: 0%;"></div>	
A8	✓	Expanding Brackets	09:57 13/12/2018	2	0	<div style="width: 74%; background-color: yellow;">17 / 23</div>	09:38 13/12/2018

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Clip

Title

213

Finding the nth Term of a Quadratic

214a

Inverse Functions - Introduction

214b

Inverse Functions - Harder Questions

215

Composite Functions

216a

Velocity-Time Graphs

216b

Rate of Change

217

Pythagoras in 3D

218

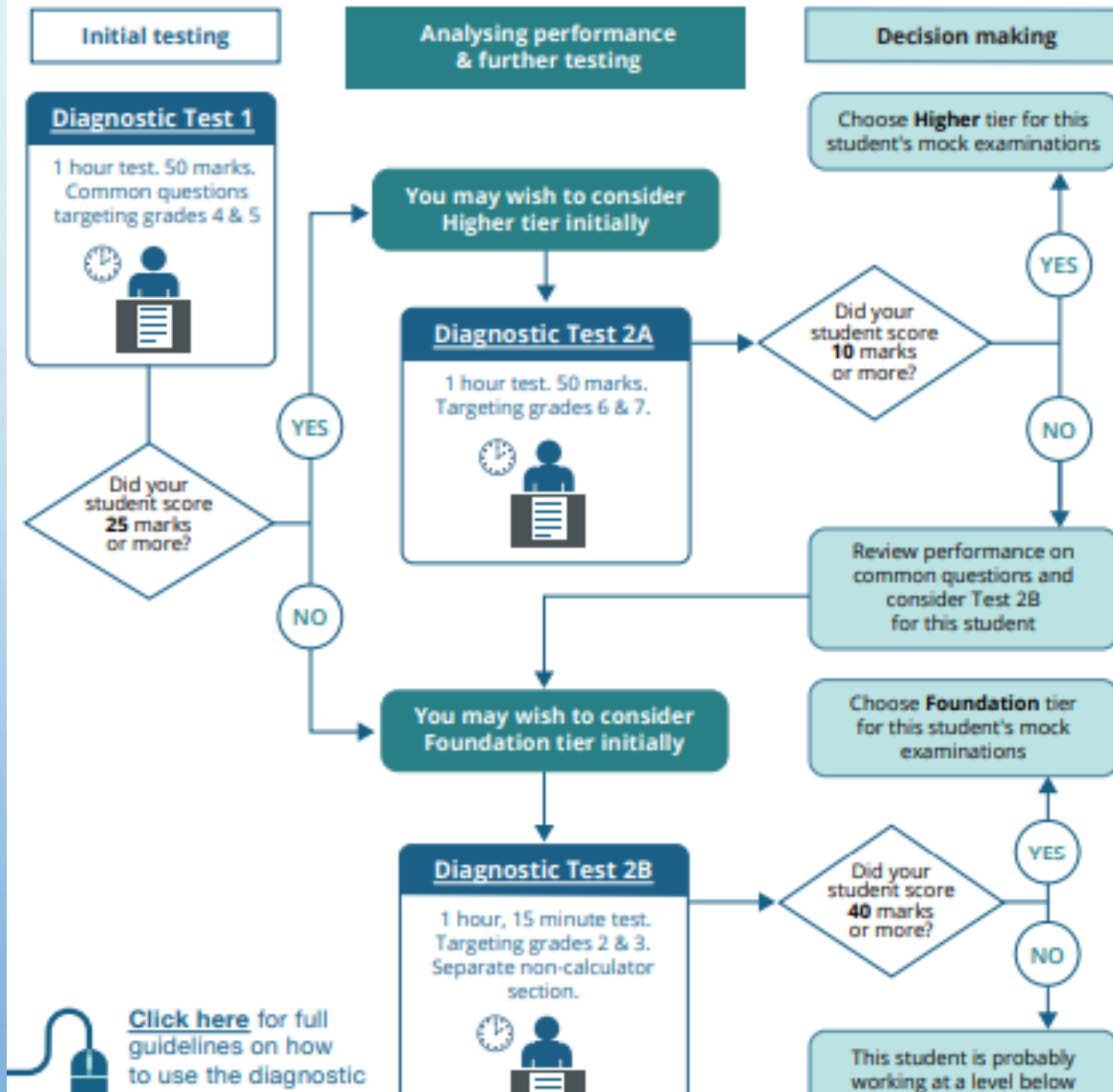
Trigonometry in 3D

219

Vectors

GCSE (9-1) Mathematics Enhanced Tiering Support

How to use your students' scores in the diagnostic tests to help you determine a suitable tier for their mock exams.



TYPES OF QUESTIONS

- 1 Write the following numbers in order of size.
Start with the smallest number.

0.4 0.02 0.37 0.152 0.2

.....
(Total for Question 1 is 1 mark)

- 2 Write 0.6 as a percentage.

..... %

(Total for Question 2 is 1 mark)

TYPES OF QUESTIONS

13 Azmol, Ryan and Kim each played a game.

Azmol's score was four times Ryan's score.

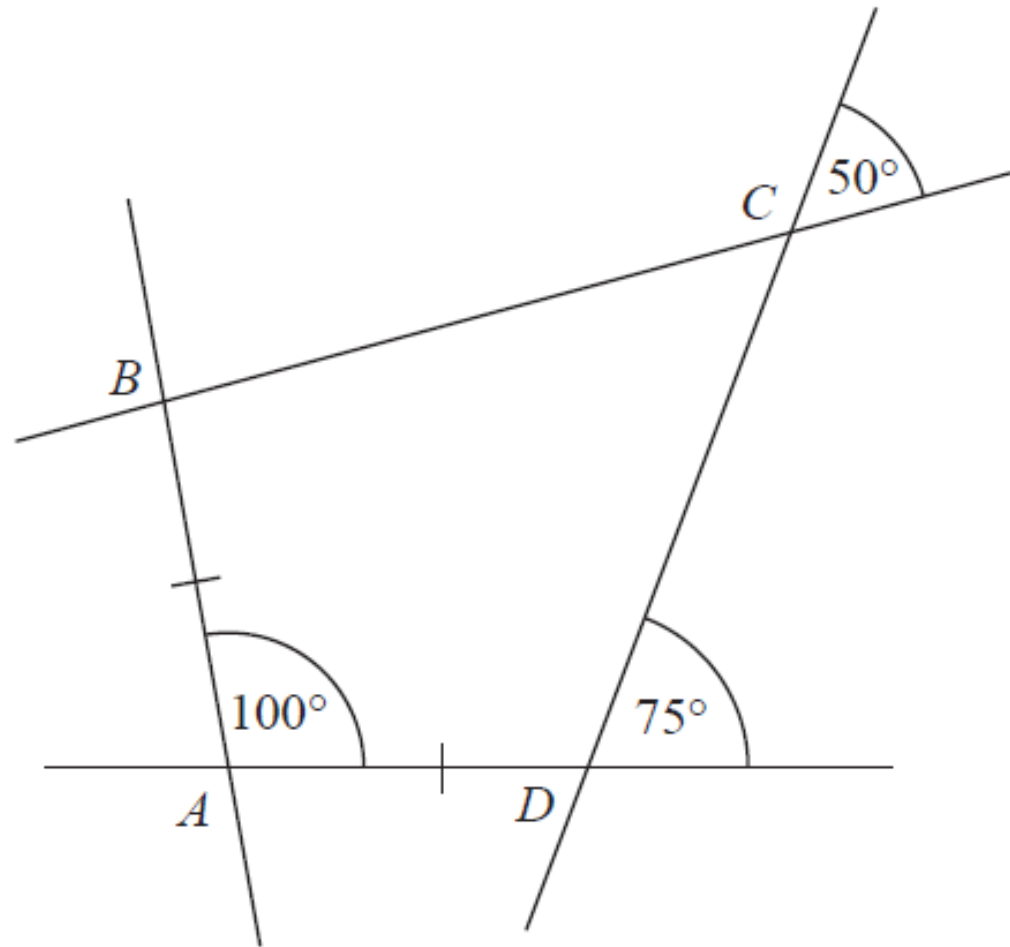
Kim's score was half of Azmol's score.

Write down the ratio of Azmol's score to Ryan's score to Kim's score.

(Total for Question 13 is 2 marks)

14 The diagram shows quadrilateral $ABCD$ with each of its sides extended.

I ❤️ maths



$$AB = AD$$

Show that $ABCD$ is a kite.

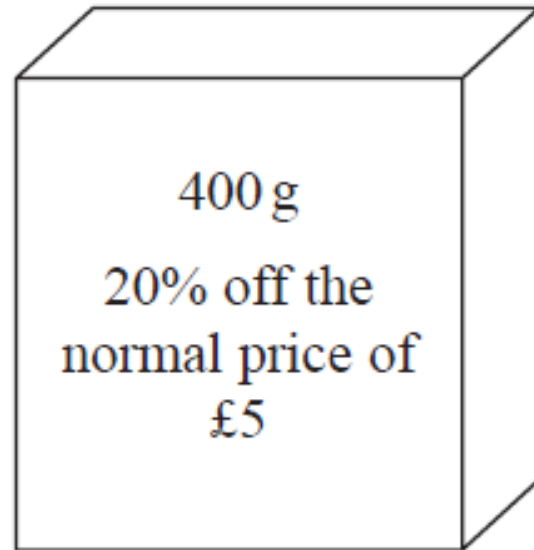
Give a reason for each stage of your working.

(Total for Question 14 is 4 marks)

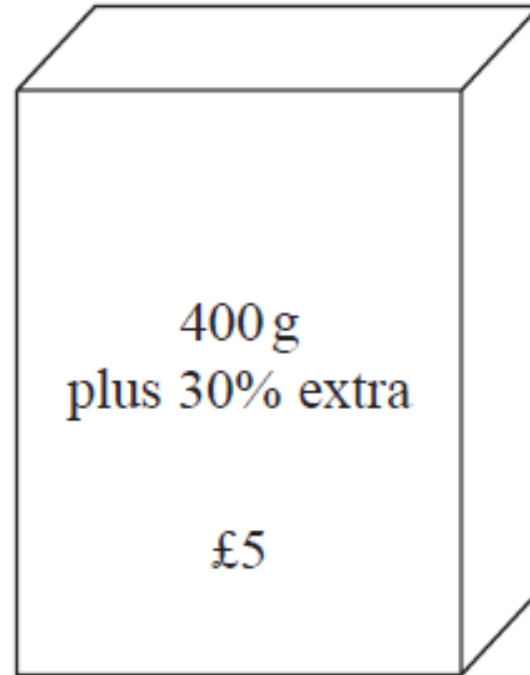
18 Food Mart and Jan's Store sell boxes of the same type of breakfast cereal.

Each shop has a special offer.

Food Mart



Jan's Store



Which box of cereal is the better value for money?
You must show your working.

(Total for Question 18 is 4 marks)

- 22** A bonus of £2100 is shared by 10 people who work for a company.
40% of the bonus is shared equally between 3 managers.
The rest of the bonus is shared equally between 7 salesmen.

One of the salesmen says,

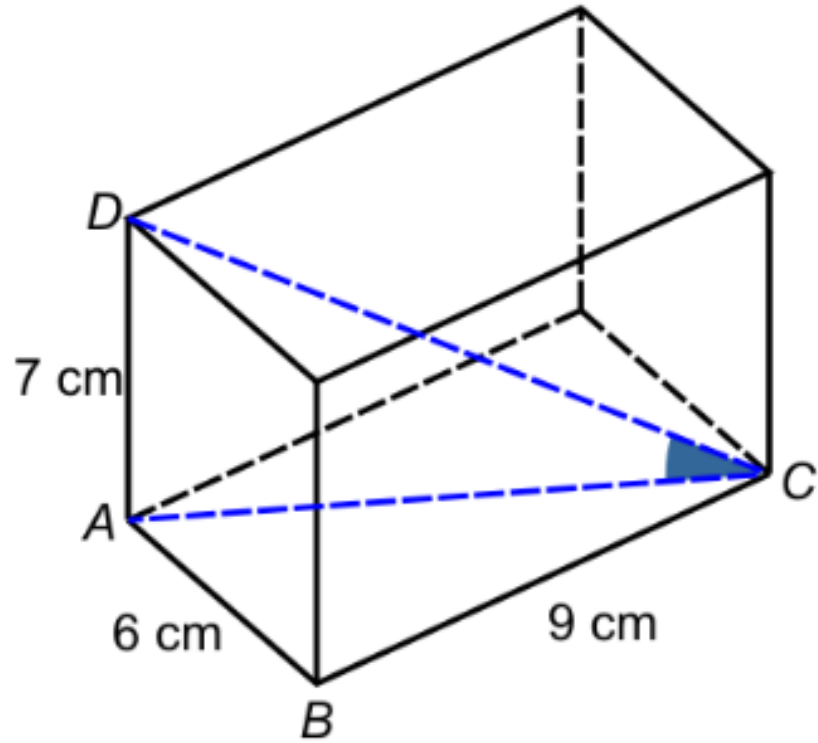
“If the bonus is shared equally between all 10 people I will get 25% more money.”

Is the salesman correct?

You must show how you get your answer.

(Total for Question 22 is 5 marks)

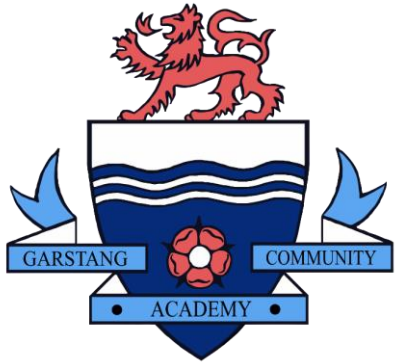
The diagram shows a 6 cm \times 9 cm \times 7 cm cuboid.



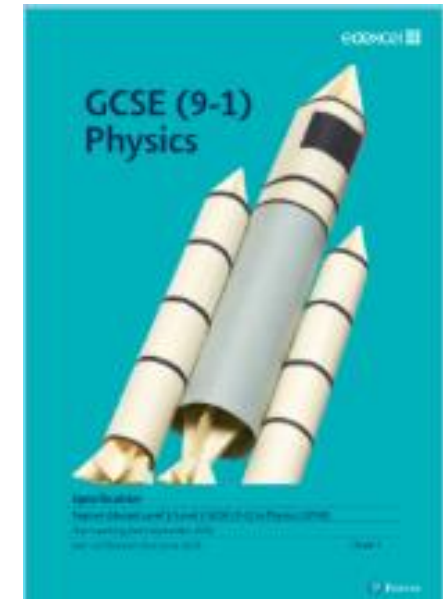
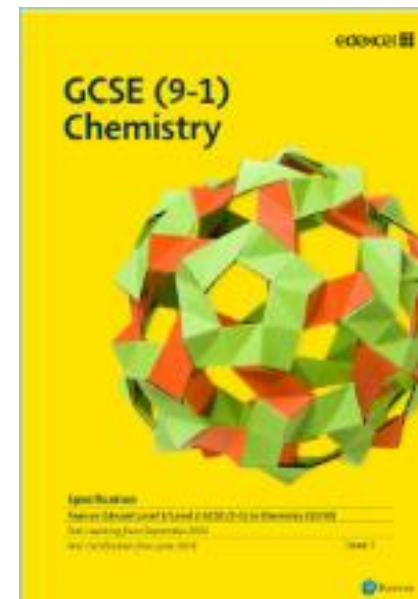
- Find length AC .
Give your answer to 2 decimal places.
- Find angle ACD .
Give your answer to 1 decimal place.

MANY THANKS FOR LISTENING.

Contact: jmolloy@garstangcommunityacademy.com

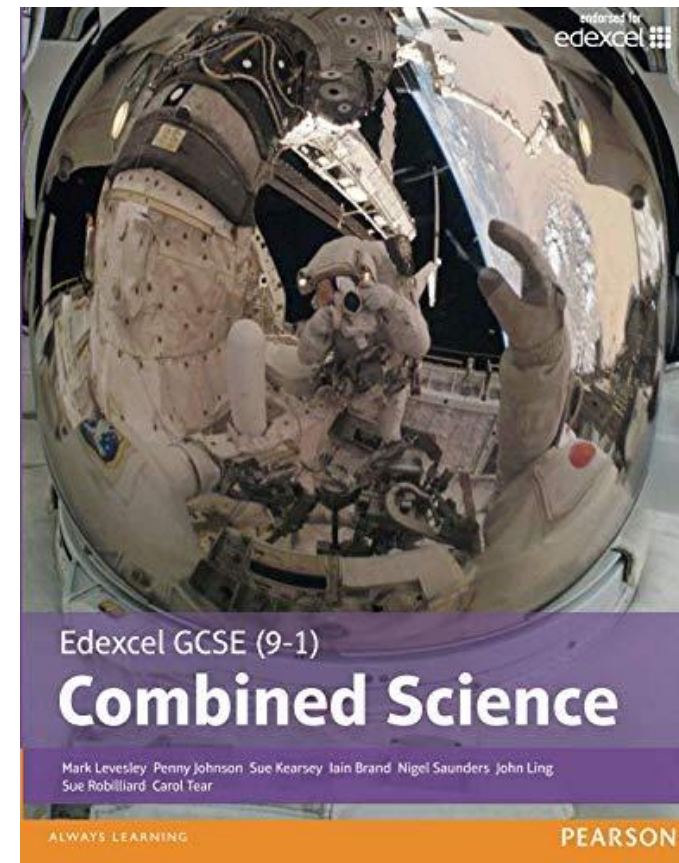
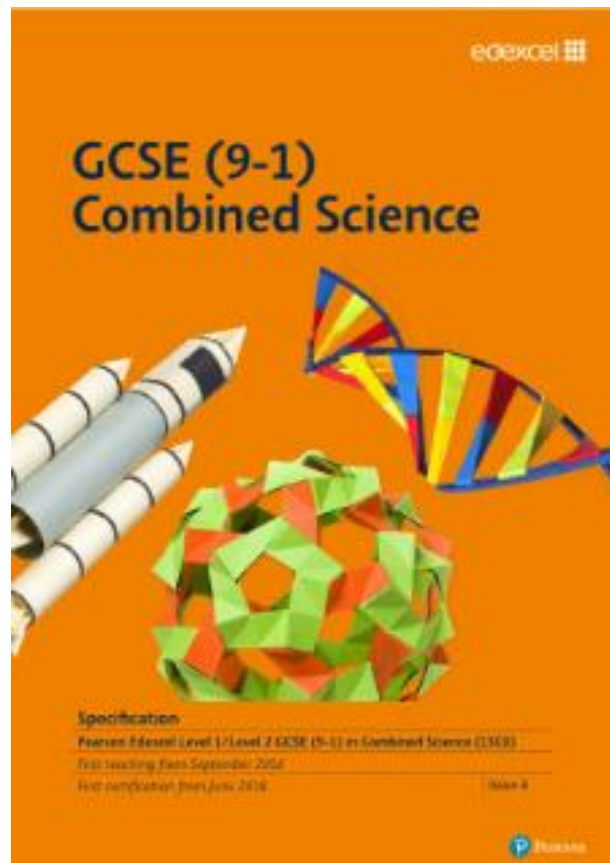


GCSE Sciences@GCA



We have 3 classes studying for Edexcel 9-1 GCSE in Combined Science.

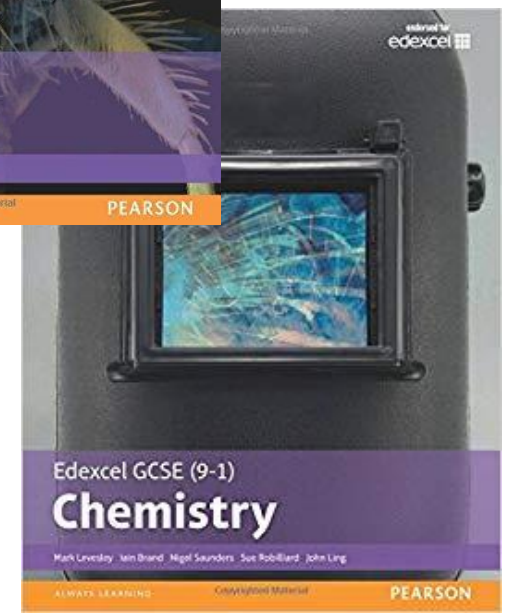
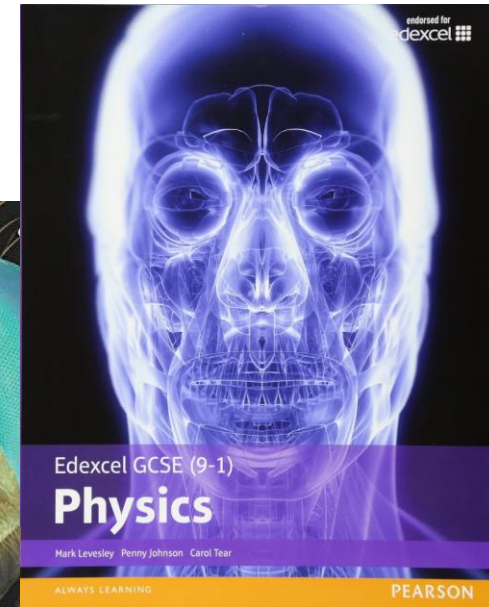
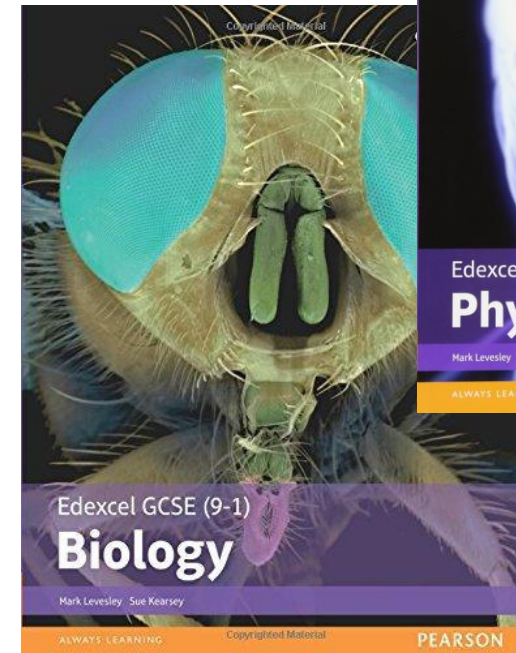
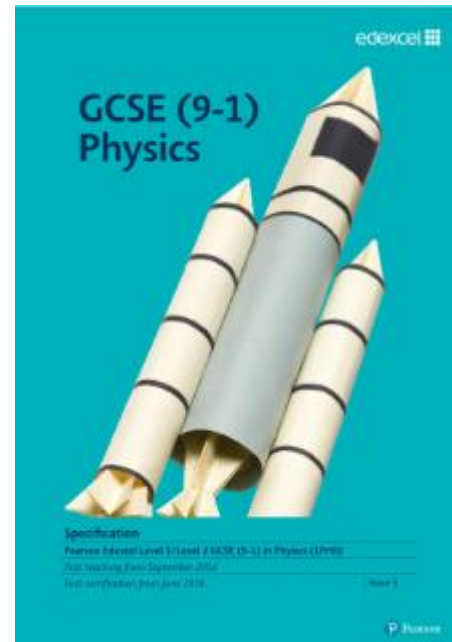
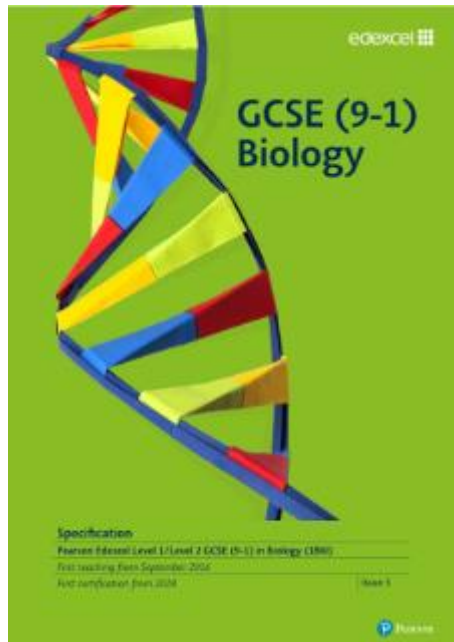
They will achieve **two** GCSE grades in science and study biology, chemistry and physics topics.



- There are foundation and higher tiers.
- Those entered for foundation could achieve grades between 1-1 and 5-5.
- Those entered for higher could achieve grades between 4-4 and 9-9.
- They will sit **six** exam papers at the end of year 11, two for each science.
- Each paper will last 70 minutes and is out of 60 marks.
- The exam board will total the scores from all six papers and allocate the total score a grade.

We have 3 classes studying for Edexcel 9-1 GCSEs in Biology, Chemistry and Physics as three separate subjects.

They will achieve three GCSEs in each subject.



- There are foundation and higher tiers.
- Those entered for foundation could achieve grades between 1-1 and 5-5.
- Those entered for higher could achieve grades between 4-4 and 9-9
- They will sit **six** exam papers at the end of year 11, two for each science.
- Each paper will last 100 minutes and is out of 100 marks.
- The exam board will total the scores from paper one and paper two for each science, to obtain a total score out of 200 and allocate a grade to this score

Assessment Objectives

Students must:		% in GCSE
AO1	Demonstrate knowledge and understanding of: <ul style="list-style-type: none">• scientific ideas• scientific techniques and procedures.	40
AO2	Apply knowledge and understanding of: <ul style="list-style-type: none">• scientific ideas• scientific enquiry, techniques and procedures.	40
AO3	Analyse information and ideas to: <ul style="list-style-type: none">• interpret and evaluate• make judgements and draw conclusions• develop and improve experimental procedures.	20
Total		100%

Teachers, timetabling and rotations

- Combined science students have 5 hours per week of science lessons
- Triple science students have 7 hours per week of science lessons
- They will be taught each science discipline by a specialist in that area: biology will be taught by a specialist biology teacher etc
- They will be taught in 'blocks' for each subject and rotate between their three teachers throughout the year.
- Each teaching 'block' is approx. four weeks in length.

Class	Biology	Chemistry	Physics
Triple classes	Mrs Rawcliffe and Miss Edge	Mr Passerini and Miss Edge	Miss Sugden and Dr Ludley
Combined Classes	Dr Ludley	Mrs Kenyon	Mrs Tasker

Topics
taught in
each year

Year 10 - 2019/2020 cohort

First 3 weeks – complete Y9 topics, consolidate, reteach, retrieval of knowledge

Rotation	Length	Total Content for each year		
		Bio	Chem	Phys
Y10				
1	4 weeks	B7	C4 C5	P2 P7
2	4 weeks	B8	C7	P9 P12
3	5 weeks (final 5 weeks at the start of Y11)	B3	C8	P13 P14
Y11				
1	4 weeks	B5	C9	P15
Revision rotations	tbc			

Y10 topics

B7 – Animal Coordination, control and homeostasis

B8 – Exchange and transport

B3 – Genetics

C4 – extracting metals and equilibria

C5 – separate chemistry 1 (triple only)

C7 – rates of reaction

C8 – fuels and earth science

P2 – motion and forces

P7 – astronomy (triple only)

P9 – forces and their effects

P12 – magnetism and the motor effect

P13 – electromagnetic induction

P14 – particle model

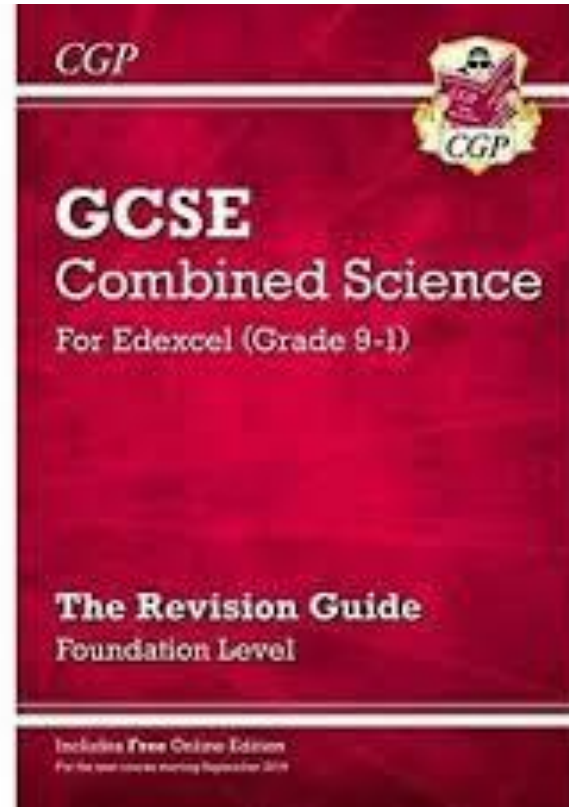
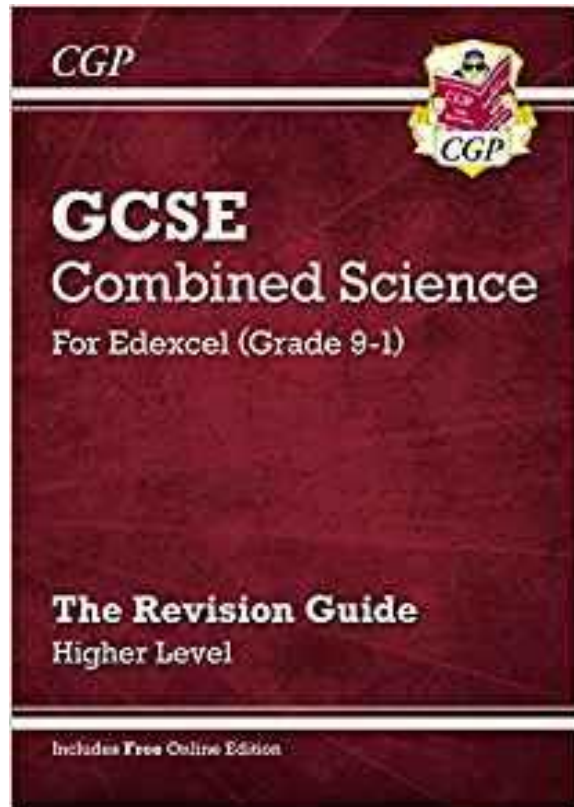
Internal Exam Dates

Year 10

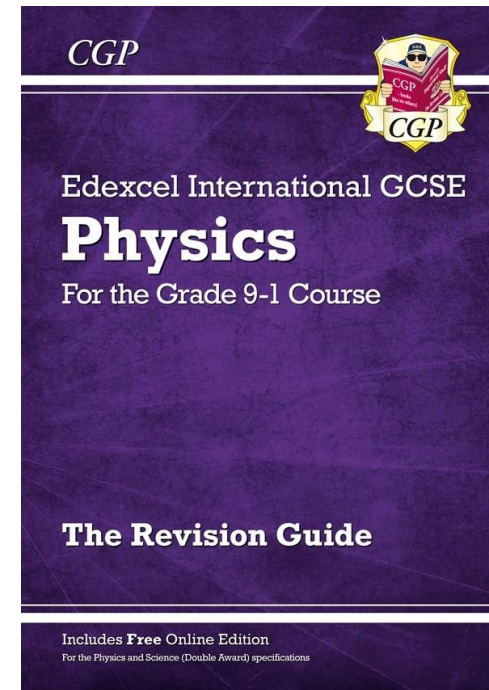
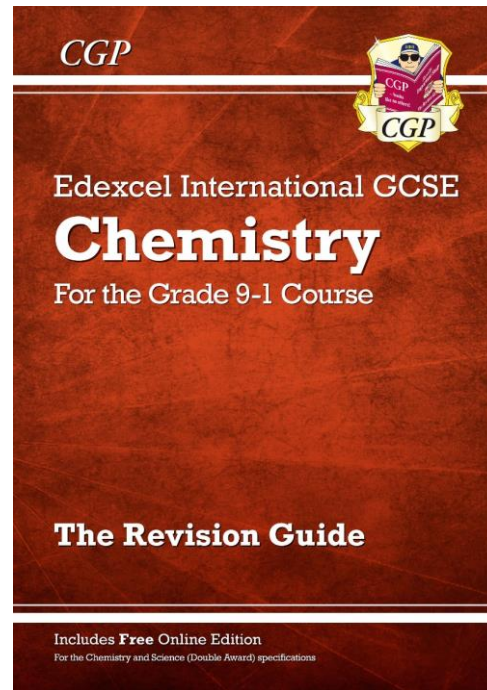
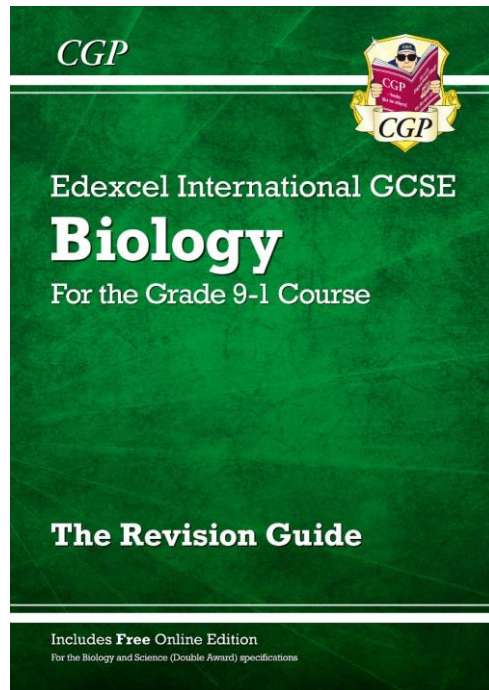
Autumn	B9 end of unit test C1 end of unit test P10 end of unit test In class	w/c 14 th Oct
Spring	Mixed exam to include: Biology B6 Chemistry C3 Physics P3 In class	w/c 20 th January
Summer	Biology Paper 1 Chemistry Paper 1 Physics Paper 1 In the hall	w/c 27 th April

Revision Guides

Combined science



Triple science



Exam Preparation



GCA Edexcel Science Revision



Notes/Revision/ Knowledge		Core Practicals	Questions/Tasks	
PIXL Know it 	PIXL Knowledge mats 	PIXL Core Practicals 	PPQs (past paper Qs) 	PIXL Independence
Knowledge Organisers 	Topic Checklists 	Core Practical Revision Mats 	Specimen Papers 	Revision Mats
Useful online revision			Revision Guidance	
Seneca Learning 	Primrose Kitten Playlist 	BBC Bitesize – combined science 	Primrose Kitten Revision Guide 	GCA Revision Timetable – Countdown
BBC Bitesize – Biology 	BBC Bitesize – Chemistry 	BBC Bitesize – Physics 	Physics Equations 	Mrs Tasker Head of Science Garstang Community Academy HTasker@garstangcommunityacademy.com

Important things to remember when it comes to revision:

Research into successful revision concludes that the most effective techniques are:

Starting early – this is the key!

Practice testing - Self-testing to check knowledge

Distributed practice - spreading out study over time



Starting early – this is the key!

This is the most effective way to reduce stress and exam pressure.

What does starting early mean?

Consolidate class learning at home regularly. This is really easy to do.

Today I learnt
about Exothermic
reactions in science



Google: BBC Bitesize Edexcel Exothermic Reactions



BBC Bitesize Edexcel Exothermic Reactions



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Heat energy changes in chemical reactions - Edexcel - Revision...

<https://www.bbc.co.uk/bitesize/guides/zg84y4j/revision/1>

Learn about and revise heat energy changes in chemical reactions with this BBC Bitesize GCSE Combined Science (Edexcel) study guide.

GCSE Edexcel

Heat energy changes in chemical reactions

Exothermic reactions in solution give out energy and the temperature increases, while endothermic reactions take in energy and the temperature decreases. Bonds are broken and made in reactions.

Part of [Combined Science](#) | [Rates of reaction and energy changes](#)

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1

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3

4





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[GCSE Chemistry \(9-1\) Exothermic and Endothermic Reactions ...](#)
<https://www.youtube.com/watch?v=4HS6D0hTzdg>

 13 Nov 2018 - Uploaded by Freesciencelessons
Find my revision workbooks here: <https://www.freesciencelessons.co.uk/workbooks/shop/> In this video, we look ...

[GCSE Chemistry Exothermic and endothermic reactions \(Edexce...](#)
<https://www.youtube.com/watch?v=0AlfuexxfsU>

 24 Jan 2018 - Uploaded by myGCSEscience
This video relates to the **Edexcel (9-1) GCSE** Chemistry specification which will be examined for the first ...

<https://www.youtube.com/watch?v=4HS6D0hTzdg>

Practice testing - Self-testing to check knowledge

HOW TO Write a REPORT

the overall structure

- * PRELIMINARY PAGES
 - Title pg
 - Terms of ref
 - synopsis
 - Table of contents
 - List of illustrations
 - Glossary
- * REPORTS PROPER
 - Intro
 - Findings
 - conclusion
 - recommendations

INTRODUCTION

* PURPOSE

- Prepares reader
- Why it was written
- sets the scene
- Understand the posed problem

* THE STRUCTURE:

- 1.1. SUBJECT OF REPORT - What is the report about? - Sets the scene for report
- 1.2. BACKGROUND OF REPORT - Describe...
- 1.3. OBJECTIVE OF REPORT - What you hope to achieve; Reasons "Describe..."
- 1.4. LIMITATIONS & SCOPE OF REPORT - Boundaries: What is & isn't covered & why? "Due to money, time, etc..."
- 1.5. PLANS OF DEVELOPMENT - How report is organised - "The report begins with..."
- 1.6 (OR 2) METHOD OF INVESTIGATION - How you investigated - eg. interviews, Q&As, observation...

Office reports are produced for under objective or "readings of findings". This report what is → then focuses on → Assertion is then paid → conclusions are then drawn on the basis of these findings and finally recommendations are made based on these conclusions.

findings

EXTRACT INFO ORGANISE INFO

* TO CONSIDER:

- Simple reporting
- Descriptive & analytical
- Logical order
- Using system (Go no further than 3rd deg)
- Clear, descriptive headings! No 1 word headings
- Full sentences / bullet only when necessary
- 1 idea per para.
- Integrate tables & graphs
- 4th deg: a), b), c); Bowdler: i), ii), iii)
- Refer to: "the subject of this report" / "the subject of this report" / "the subject of this report"
- "the subject of this report" / "the subject of this report" / "the subject of this report"

* INFORMATIVE vs COMPARATIVE

- Informative: 1. Mercury 2.1. Distance 3.2. Size 3. Venus
- Comparative: 1. Distance 2.1. Mercury 2.2. Venus 3. Size 3.1. Mercury...
- For informative, note that the layout goes as: Incomparable data eg. Incomparable data

CONCLUSIONS & RECOMMENDATIONS

* WHAT TO INCLUDE

- What does the finding tell me?
- Personal knowledge & experience: logic & deduction logical inferences
- Evaluate & conclude on findings
- Use criteria, if required in TOR.
- Clear, logical arguments in prose.
- No extra "words"
- Evaluative terms (but although necessary)
- Group similar concs. under main headings
- Use evaluative readings (inappropriate, sufficient, surplus, etc)

* RECOMMENDATION

- Follow directly from concs
- Be clear & brief
- Stress clear who is to be followed (who's responsible? By whom? etc)
- Each action must contain an important (noun/verb)
- Relate closely back to the original TOR.

* THE TABLE METHOD

FINDINGS	CONCLUSIONS	RECOMMENDATIONS
1. Dev course content	1. Incomplete course content	1.1. Implement the course
2. Dev course content	2. Inappropriate content	2.1. Remove the course content
3. Dev course content	3. Sufficient features	3.1. Enhance the course content

ASK: Did I do?

12 2.5.2 107

One Party State (6)

Youth Movements

① wanted to control young Germans outside of school.

② in Hitler's youth movements, which became compulsory

③ boys joined the League of German Maidens

④ Girls - The League of German Maidens paraded through towns

⑤ Boys wore smart uniforms and went camping. Older boys learned how to use rifles. The aim was to make boys loyal to Hitler and prepare them for life in the army.

uniforms in check.

KEY THEMES AND CONCEPTS

- ROMANTIC ERA
- LITERATURE + THE SEA
- MARRIAGE
- PRIVATE VS. PUBLIC
- STRONG FEMALE HEROINE
- LETTERS
- PERSONAL COMMAND/FAITH
- COMEDY OF THE MUNDANE/PETTY
- MEN + WOMEN AS MORAL EQUALS
- KEY TECHNIQUES
- THIRD PERSON NARRATIVE
- DIALOGUE
- LETTER
- SOCIAL HYPOCRISY THROUGH IRONY
- REALISM? - DEBATABLE
- FREE INDIRECT SPEECH

ENGLISH - EXTRACT F FROM PERSUASION BY JANE AUSTEN (PROSE)

CONTEXTUAL INFORMATION:

- In the Romantic era - 1775-1840, written in 1818 + is her last complete novel.
- Gothic influence in characters, events + setting in many Romantic works
- Key characteristics are worship of nature, passion + imagination
- Jane Austen is credited with bringing the novel to maturity, sets up for developments in the 19th century.
- Each of her novels is about a small middle-class group in a limiting environment. Shapes the mundane into a comedy of manners.
- Key concern of courtship + marriage, shows comedy + compassion, + beneath irony is moral commentary.
- Anne, in the extract, is an independent heroine who frees herself from paternal authority.



EXTRACT: Upon looking at the extract, I feel it can be divided into 5...

THE SHOCK OF THE LETTER

"her eyes devoured the following words - ... (in the letter) - ... 'I have read your feelings, as I think you must have penetrated mine.'"

→ Typical dramatic of Austen to receive dramatic letter, reflects modes of communication, secrecy, private vs. public.

WIDER READING

- Far From the Madding Crowd - Thomas Hardy
- Anne Hathaway - Carol Anne Duffy
- Sense & Sensibility - Jane Austen
- Shakespeare
- Jane Eyre - Charlotte Brontë
- Enduring Love - Ian McEwan

COMEDY OF THE MUNDANE

"...but I am no doctor myself. Charles, ring and order a chair. She must not walk."

→ Comical moment, pettiness is somewhat endearing

"he had forgotten his gloves"

→ as a modern reader we find this bland, unimportant, but Austen's clever writing makes it funny

EQUALITY OF GENDERS

"Union Street" - "proceeding together" - "exchanged again these feelings"

→ Anne & Wentworth are painted as one, as if incomplete w/o each other. Language used promotes equality. Also speaks of happiness, careful observation + the value of patience.

SUMMARY

Persuasion is a romantic novel which endeavours to comment on the middle-class society in early 19th century Britain. It uses limited setting in comparison to pre-dating novels, free indirect speech (typical of Austen), and devices in structure such as letters + dialogue. It is praised for the moral equality of the genders and subtle use of irony to show moral commentary. The heroine also frees herself from paternal authority.

Google: BBC Bitesize AQA Macbeth



BBC Bitesize AQA MacBeth



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Macbeth - GCSE English Literature - BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/zgq3dmn>

GCSE English Literature **Macbeth** learning resources for adults, children, parents and teachers.

Characters - AQA

Revise and learn about the characters in William ...

Plot summary - AQA

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Video

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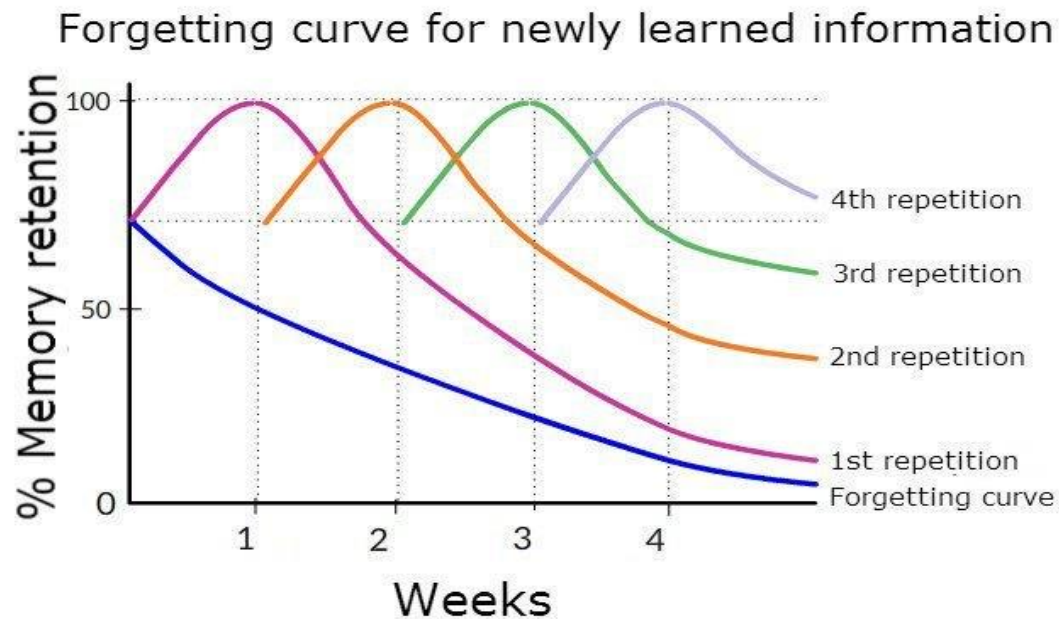
PE - Edexcel



Distributed practice - spreading out study over time

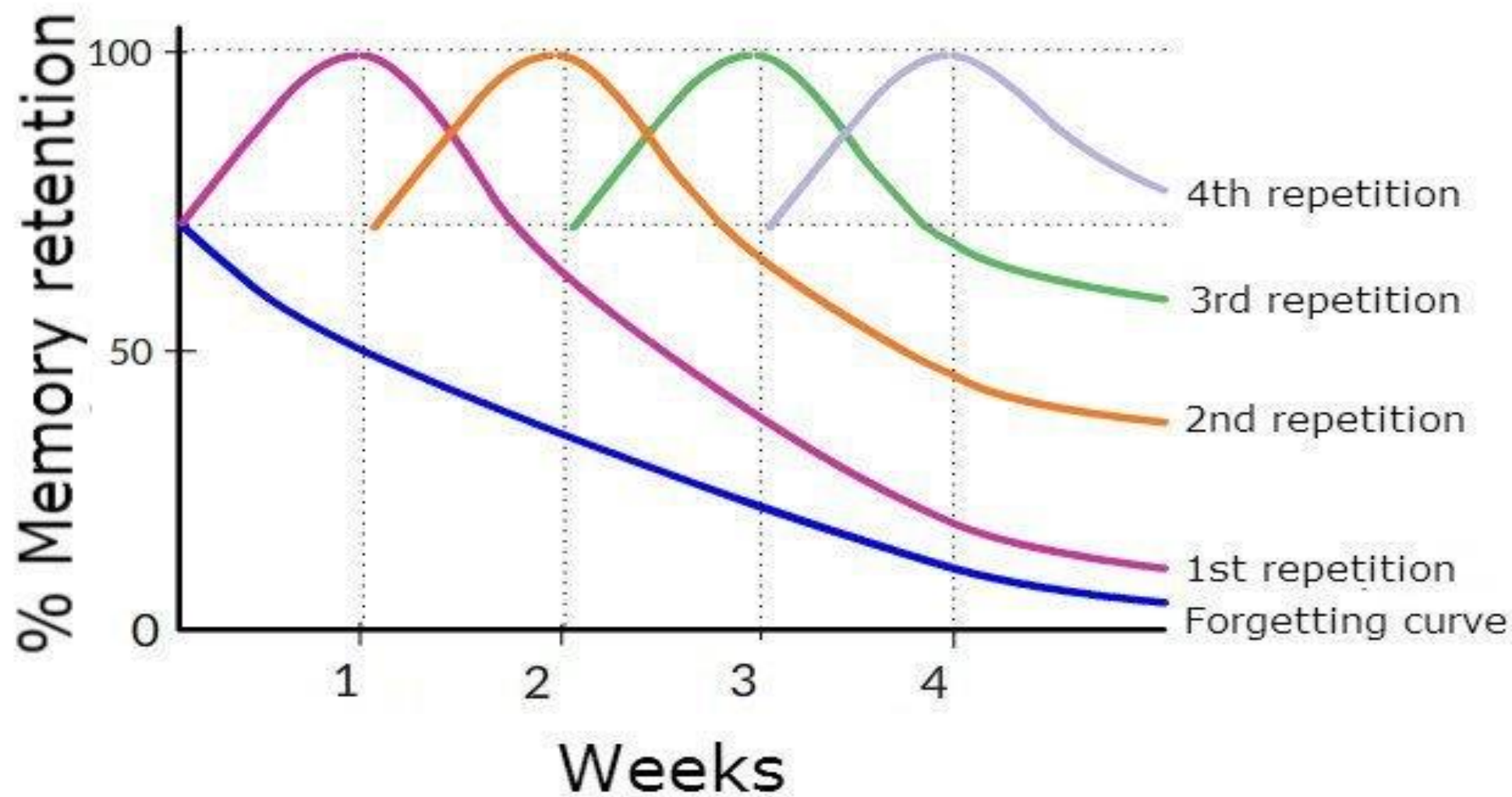
Exams rely on the retrieval and application of knowledge.

Typically, most youngsters leave their revision until a few weeks (best case scenario) or days/hours (worst case scenario) before examinations and tests. This presents a problem. Our short-term memory is designed to be just that and has limited capacity. Students find themselves unable to retain the information, they become stressed and often give up, convincing themselves they are no good at revising or that they “can’t do subject ‘x’”. The secret to success is to regularly revisit the knowledge to be learned (known as ‘spaced retrieval’). This helps transfer the knowledge from the short-term memory to the long-term memory.



The Ebbinghaus forgetting curve shows that humans start losing the memory of learned knowledge over time, in a matter of days or weeks, unless the learned knowledge is consciously reviewed time and again **even if it's for few minutes.**

Forgetting curve for newly learned information



Key Dates for Year 10

Thursday 14th November – Performance DC1 Report Out

Thursday 16th January - Y10 Progress Evening

Thursday 26th March - Performance DC2 Report Out

Friday 1st May – Thursday 7th May - Y10 Mock Exams

Friday 5th June – Y10 Performance DC3 Report Out



Assessments



Term 1 – One cumulative summative assessment per GCSE subject

Term 2 - One cumulative summative assessment per GCSE subject

Term 3 – Mock Exams/ End of Year Exams

You will receive important revision information from subject leader and teachers prior to these exams.

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