

# Now and Next Event Year 10 2023

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# Now and Next

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Introduction

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Mock exams and the process

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Wellbeing and support

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Study support

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English focus

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Maths focus

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Science focus

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Careers & next steps

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Summary

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Parent/Carer survey



# Workshops

	Workshop 1	Workshop 2	
6.00-6.15	Satchel One/Edulink Room: B007 Mr Gourlay	The CTS curriculum and lesson delivery Room: B010 Mr Lee	<p>Please use this time to review your child's work in the restaurant.</p> <p>Please help yourselves to tea &amp; coffee.</p> <p>Feel free to tour the school.</p>
6.20-6.35	Personal Development Room B008 Mr Fitzpatrick	Satchel One/Edulink Room: B007 Mr Gourlay	
6:40-6.55	The CTS curriculum and lesson delivery Room: B010 Mr Lee	Personal Development Room B008 Mr Fitzpatrick	

# Looking at your child's work...

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- We have asked students to 'take pride in their work' – has your child?
- Read some of their ideas with their creative work.
- We hope that you are proud of how hard your child is working.
- A good attitude to learning is vital.



**Corby Technical School**

## **We take pride in our work: Book Presentation**

Please make sure you do the following to make your books as beautiful as they can be

- ◇ Label the front of your book fully and neatly
- ◇ Avoid graffiti
- ◇ Use black or blue ink, only use other colours for editing or checking work
- ◇ Use pencils for drawings or diagrams
- ◇ Always use headings and dates for each new lesson and underline titles and dates with a straight line
- ◇ Use all available space in your book. After each lesson rule off with a straight line and continue on that page next lesson
- ◇ Cross out neatly with ONE STRAIGHT LINE without scribbling out
- ◇ Avoid tearing pages out
- ◇ Stick loose pages and handouts in
- ◇ Work to make your handwriting the best it can be

# Looking at your child's work...

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- Teachers are assessing continuously, this is part of our teaching and learning approach.
- Assessment at CTS focuses on key pieces of work.
- Sometimes whole class feedback is used to support learning.





# Curriculum- Year 11

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- Please be aware that in Year 11 pupils receive three extra lessons that finish at 4pm.
- This is on a Tuesday, Wednesday and Thursday that pupils will receive a lesson from 3pm – 4pm.
- This is not an Intervention these lessons are part of our planned curriculum
- These sessions are compulsory.

# Exams and the process

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Mr Gourlay



# Entering your Exam

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- **Empty your pockets**
  - If students are found with any pieces of paper (regardless of content), you may be disqualified for exam malpractice.
- **Ensure you have the correct stationary**
  - If students are using a pencil case, it must be made of clear plastic
- **Bring a bottle of water**
  - It must be clear with the sticker removed and no larger than 500ml



# Digital Devices

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- You must not enter the exam hall with any type of digital device.
- This includes:
  - Mobile Phones
  - Headphones
  - Wireless Earbuds (such as AirPods)
  - Any type of wristwatch
    - It is more difficult to differentiate between a traditional watch and a smartwatch. You are not allowed to wear any watches on your wrists.
    - Digital clocks are displayed around the exam hall.

# Well-being guidance

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Miss Jenkins



# Yr 10

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- Students are starting to think about their exams, careers and college.
- Most students are becoming more focussed in their learning.
- Sometimes this can cause anxiety.
- .CTS support for exam anxiety



# Keeping Active

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- Encourage your children to keep active on a daily basis.
- Plan and do active things together as it will reduce anxiety
- Go out for fresh air
- Help make a study schedule for evenings and weekends.



# Unplugging

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- Phones
- Work out a schedule with your child
- Use phone time as a reward





# Study Support

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Mr Foreman

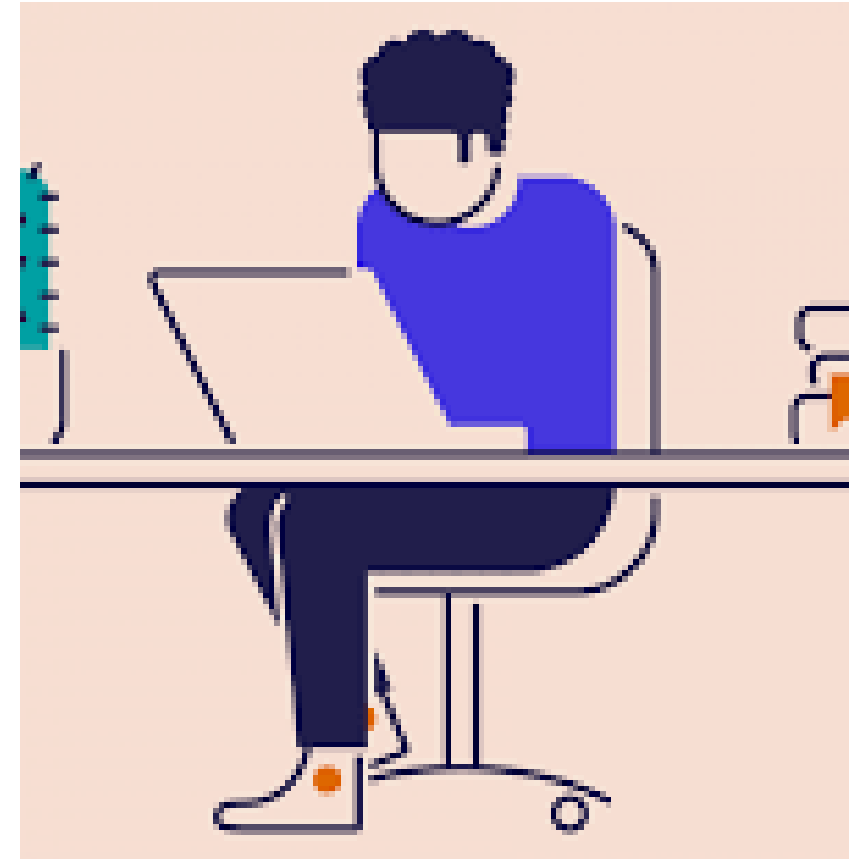
STUDY



# Environment

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- Create a relaxing environment for your child
- Help them plan out coping strategies to deal with stress
- Stay calm
- Give them positive reinforcement
- Show and remind them how proud you are of them.



# Revision – How, Time, Test

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30 mins, 10 mins Break

Repeat

2 mins – Identify what you need to revise (e.g., Origins of the Cold War)

3 mins – Watch GCSE POD on this topic.


7 mins – Read over notes on the events between 1945 – 48.

8 mins – Independent practice/planning/Flash card. Mix it up a bit rather than just copying.

10 mins – Exam question on the origins of the Cold War.

# Revision Plan

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<div>  <div> CORBY Technical School </div> </div>					Term 3	Week 7
Weekday Revision Plan						
	Monday 17 <sup>th</sup> February	Tuesday 18 <sup>th</sup> February	Wednesday 19 <sup>th</sup> February	Thursday 20 <sup>th</sup> February	Friday 21 <sup>st</sup> February	
Before School	Subject:	Subject:	Subject:	Subject:	Subject:	
	Topic:	Topic:	Topic:	Topic:	Topic:	
	How?	How?	How?	How?	How?	
	Test?	Test?	Test?	Test?	Test?	
Tutor Time	Subject:	Subject:	Subject:	Subject:	Subject:	
	Topic:	Topic:	Topic:	Topic:	Topic:	
	How?	How?	How?	How?	How?	
	Test?	Test?	Test?	Test?	Test?	
Session 6	Subject:	Subject:	Subject:	Subject:	Subject:	
	Topic:	Topic:	Topic:	Topic:	Topic:	
	How?	How?	How?	How?	How?	
	Test?	Test?	Test?	Test?	Test?	
Evening	Subject:	Subject:	Subject:	Subject:	Subject:	
	Topic:	Topic:	Topic:	Topic:	Topic:	
	How?	How?	How?	How?	How?	
	Test?	Test?	Test?	Test?	Test?	

# Top Tips

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- **The early bird** – plan and the earlier you start revising, the less you have to do in each block of revision.
- **Be realistic** – You might like to get it all done in 5 minutes, but this is not going to happen! Working 24 hours a day will not help either. Make sure your plan is manageable in the real world.
- **Testing times** – do not just input, check what you know, you can do this with friends, family on your own. Testing is a great way of counteracting those nerves by confirming what you know and filling in the gaps. Use past exam papers
- **Get to bed early before your exams**



# Satchel one

- Teacher is setting homework as per the next slide.
- The subject teacher should be teaching pupils the different revision techniques that pupils can use that both work best for that subject and for that pupil.

Mon 24/04	Tue 25/04	Wed 26/04	Thu 27/04	Fri 28/04	Sat 29/04	Sun 30/04
10BP1/Cb Science Mr K. Ali <sup>2</sup>	10B/Hi1 History Mr S. Goddard <sup>9</sup>	10A2/Ma Mathematics Mr J. Lee <sup>7</sup>	10AZ/En English Ms E. Vye	10BP1/Cb Science Mr K. Ali		10B/Sp2 Spanish Mrs S. Bartlett
10AP2/Cb Science Mr K. Ali <sup>2</sup>	10D/Hi1 History Mr J. Foreman <sup>7</sup>	10Q/Ma Mathematics Mr J. Lee <sup>7</sup>		10AP2/Cb Science Mr K. Ali		10B/Sp1 Spanish Mrs S. Bartlett
10AP1/Cb Science Mr K. Ali <sup>2</sup>	10D/Hi1 History Mr J. Foreman	10P/Ma Mathematics Mr J. Lee <sup>7</sup>		10B/Hi1 History Mr S. Goddard		10C/Sp1 Spanish Mrs S. Bartlett
10BP2/Cb Science Mr K. Ali <sup>2</sup>		10R/Ma Mathematics Mr J. Lee <sup>7</sup>		10AP1/Cb Science Mr K. Ali		10D/Sp1 Spanish Mrs S. Bartlett
10A1/Bi Biology Mr S. Cox <sup>2</sup>		10H/Ma Mathematics Mr J. Lee <sup>7</sup>		10BP2/Cb Science Mr K. Ali		10ASP/Sp Spanish Mrs S. Bartlett
10B1/Ch <sup>2</sup>		10A1/Ma <sup>7</sup>		10A1/Bi		10BSP/Sp





## Year 10 and 12 Formal End of Year Assessments

### In this section

Careers Information and Advice for students (CEIAG)

Library

Trins and Residentials

- Core subjects.
- Subjects
- CTS website has all the specific revision guidance, weblinks, past papers for each of the option choice subjects that pupils do.
- [Year 10 End of Year Assessments](#)



# English

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Mrs Canham



English Language Paper 1

80 marks

50% of Language GCSE

1 hour 45 mins

**Part A: Reading**

40 marks

25% of Language GCSE

**Q1: List four things. AO1**

You need to be able to retrieve information.

- 4 marks
- 5 minutes

**Q2: How the writer uses language for effect. AO2**

You need to be able to analyse language and select examples to support your comments.

- 8 marks
- 10 minutes

**Q3: How the writer uses structure for effect. AO2**

You need to be able to analyse structure and select examples to support your comments.

- 8 marks
- 10 minutes

**Q4: To what extent do you agree? AO4**

You need to be able to evaluate texts critically and select evidence to support your comments.

- 20 marks
- 20 minutes

**Part B: Writing**

40 marks

25% of Lang GCSE

**Q5: Descriptive/narrative writing. AO5/AO6**

You will need to examine a source and/ or consider a prompt in order to create a piece of original descriptive or narrative writing.

- 40 marks
- 45 minutes
  - 5 minute plan
  - 35 minute write
  - 5 minute check

**English Language Paper 2 80 marks 50% of GCSE 1hr45mins NON FICTION TEXTS**

**Part A: Reading**

40 marks

25% of Language GCSE

**Q1: True/ False statements. AO1**

You need to be able to retrieve information.

- 4 marks
- 5 minutes

**Q2: Write a summary of information from reading. AO1**

You need to be able to retrieve and interpret information.

- 8 marks
- 8 minutes

**Q3: How the writer uses language for effect. AO2**

You need to be able to analyse language and select examples to support your comments.

- 12 marks
- 12 minutes

**Q4: How the writers present ideas. AO3**

You need to be able to compare ideas and perspectives across two or more texts.

- 20 marks
- 20 minutes
  - 5 minute plan
  - 15 minute write

**Part B: Writing**

40 marks

25% of Lang GCSE

**Q5: Descriptive/narrative writing. AO5/AO6**

You will produce a piece for a specific audience, purpose and form, giving your own perspective on a theme introduced in Part A.

- 40 marks
- 45 minutes
  - 5 minute plan
  - 35 minute write
  - 5 minute check

**Section A: Shakespeare** 34 marks 50 minutes + 5 mins SPaG check

You will answer one essay question on *Romeo and Juliet*:

1. First you will need to write about a given **extract from the play**. You must focus on a detailed analysis of Shakespeare's choice of language and the techniques he uses. You **must** use **quotations** to support your response. Try to make links to the **wider context** in your response.
2. Secondly, you will need to refer to **the wider play as a whole**. You must **select key moments** and **analyse them in detail**.

You will be assessed for **spelling, punctuation and grammar** in this section only.

*You may be asked to write about: character, theme, imagery, language and/or structure, so will need to have knowledge and understanding of them all.*

AO1234

**Section B: 19<sup>th</sup> Century novel****30 marks****50 mins**

You will answer one essay question on *A Christmas Carol* **OR** *Jekyll and Hyde* depending on what your class have studied

- You will be required to write in detail about a given **extract from the novel**.
- You must focus on a detailed **analysis of the language and techniques** that Dickens uses.
- You will also need to make sure you link your points and analysis to the **wider context** of the novel.

*You may be asked to write about: character, theme, imagery, language and/or structure, so will need to have knowledge and understanding of them all.*

AO123

**You will not be able to take your copies of Literature texts in to the exam - you will be given an extract. You must use quotations to support your response.**

**Section A: Modern Text****34 marks****45 mins****+ 5 mins SPaG check**

You will answer one essay question on **An Inspector Calls:**

1. You will be given a choice of two questions, but you must **only choose one**.
2. You will then need to write about a given **extract from the play**. You must focus on a detailed analysis of Priestley's choice of language and the techniques he uses. You **must** use **quotations** to support your response. Try to make links to the **wider context** in your response.
3. Then, you will need to refer to **the wider play as a whole**. You must **select key moments** and **analyse them in detail**.

You will be assessed for **spelling, punctuation and grammar** in this section only.

*You may be asked to write about: character, theme, imagery, language and/or structure, so will need to have knowledge and understanding of them all.*

AO1 234

**Section B: Poetry Anthology****30 marks****45 mins**

You will answer one essay question about the **Power and Conflict poems:**

- You will be required to write in detail about a **named poem** from the Power and Conflict poems, and then **compare this with another poem from the Power and Conflict cluster**
- You must focus on a detailed **analysis of the language and techniques** that the poet uses.
- You will also need to make sure you link your points and analysis to the **wider context** of the poems.

*You will be expected to be able to write about: subjects, themes, imagery, language and structure where relevant in relation to the question and poem.*

*You will need to be able to make links and connections between poems in the cluster, having confidence to discuss similarities and differences in how they convey ideas about power and conflict.*

**AO123**

**Section B: Unseen Poetry****32 marks****30 mins – Q1****10 mins – Q2**

You will answer one question on one unseen poem and one question comparing that to another unseen poem:

- You will be required to write about the **first poem only** for the first question.
- For the second question, you will need to **compare the two** poems you have been given.

*You will need to carefully consider what the question is asking to guide your analysis, then refer to aspects of subject, themes, imagery, language and structure to answer the questions.*

*You should read the poems at least twice through in order to check your best understanding.*

**AO12**

# English Language Paper 2 *Non-Fiction*

## Structure of Paper 2 It's always the same!

<b>Q1</b>	<b>Choose 4 TRUE statements</b> 4 marks	4 minutes
<b>Q2</b>	<b>Summary of differences</b> 8 marks	8-10 minutes
<b>Q3</b>	<b>Language analysis</b> 12 marks	12 minutes
<b>Q4</b>	<b>Comparison of writers' attitudes</b> 16 marks	20 minutes
<b>Q5</b>	<b>Non-fiction writing</b> 40 marks (24 = content / 16= SPAG)	45 minutes

1 Colour in 4 true statements.

2. Compare difference of something in two texts using quotations and inferring what this shows.

3. Analysis of a writer's methods. Zoom on a method and use What How Why to explore connotations and effects of it.

4 Same as previous Q but comparing HOW a writer presents their opinions on a topic contrasted over 2 texts.

Writing a speech, letter, article with persuasive techniques. Use a range of accurate spelling and grammar. 2 sides of A4.





# English - How to revise

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## **English Language:**

- Practise writing speeches, letters and articles- bring in for your teacher to mark!
- Read newspapers and magazine articles online or in print format
- Mr Bruff is excellent for all Language papers- he does revision videos on all of them that are short and easy to listen to Mr Bruff Language Paper revision

[AQA English Language Paper 2 Question 1 \(updated and animated\) - YouTube](#)



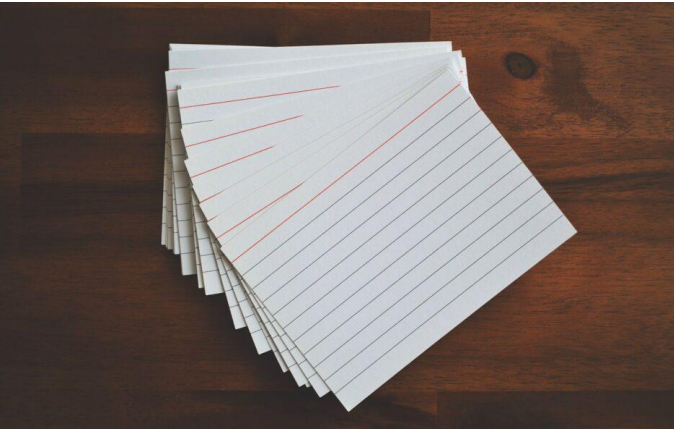
# When to revise

- English Language Q4 and 5 are the highest tariff questions so can impact your grade: prioritise these.

On your revision schedule plan in half an hour twice a week

If you are revising based on what you are doing in class, we would recommend spacing your learning for retrieval practice- leave it a couple of days and test yourself on what you did in class through:

- Mind map
- Flashcards
- Redo the same question you did in class
- Plan Q 4 and 5



# How to test your learning

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Seneca Learning

Completing a past paper/question – bring it in to be marked! (you teacher will hand these out and spares will be the English office )

Self quizzing using flashcards for terminology



# Homework

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One homework will be set by your teacher and will vary depending on what your teacher thinks you need:

- English Language – something for you to do in preparation for the lesson or completing a question

# Maths

Mr Lee

$$\begin{aligned} \frac{\partial}{\partial \theta} \ln f_{a, \sigma^2}(\xi_1) &= \frac{(\xi_1 - a)}{\sigma^2} f_{a, \sigma^2}(\xi_1) \\ \int T(x) \cdot \frac{\partial}{\partial \theta} f(x, \theta) dx &= M \left( T(\xi) \cdot \frac{\partial}{\partial \theta} \ln L(\xi) \right) \\ \int T(x) \cdot \left( \frac{\partial}{\partial \theta} \ln L(x, \theta) \right) \cdot f(x, \theta) dx &= \int_{R_n} T(x) \cdot \left( \frac{\partial}{\partial \theta} \ln L(x, \theta) \right) \cdot f(x, \theta) dx \end{aligned}$$

# Structure of the examinations



## Paper 1



## Paper 2



## Paper 3

All papers are **structured** in the same way:

- 80 marks per paper
- 90 minutes to complete
- No formula sheet
- Each paper can assess any topic on the curriculum

This year students have been given a formula sheet. Students will be using this in their upcoming mock examinations.

There are **three** types of questions:

**AO1:** Use and apply standard techniques

**AO2:** Reason, interpret and communicate mathematically

**AO3:** Solve problems within mathematics and other contexts

## Advance Information – FOUNDATION TIER

### Paper 1

Number
<ul style="list-style-type: none"><li>Fractions, Decimals and Percentages</li><li>Powers and Roots</li><li>BIDMAS</li><li>Factors and Multiples</li><li>Prime Factors, HCF and LCM</li><li>Fractions</li><li>Indices</li><li>Multiplication and Division</li></ul>
Algebra
<ul style="list-style-type: none"><li>Simplifying Algebra</li><li>Solving Equations</li><li>Forming and Solving Equations</li><li>Inequalities</li><li>Expanding and Factorising Quadratics</li></ul>
Geometry & Measures
<ul style="list-style-type: none"><li>Angles</li><li>Transformations</li><li>Midpoints</li><li>Area and Perimeter</li></ul>
Statistics
<ul style="list-style-type: none"><li>Averages</li><li>Bar Charts</li></ul>
Probability
<ul style="list-style-type: none"><li>Probability</li></ul>
Ratio & Proportion
<ul style="list-style-type: none"><li>Direct Proportion</li><li>Percentages</li><li>Scale Drawings</li><li>Ratio</li><li>Combining Ratios</li><li>Writing a Ratio as a Fraction or Linear Function</li><li>Speed and Density</li></ul>

## Advance Information – HIGHER TIER

### Paper 1

Number
<ul style="list-style-type: none"><li>Prime Factors, HCF and LCM</li><li>Fractions</li><li>Fractional and Negative Indices</li><li>Multiplication and Division</li><li>Factors and Multiples</li></ul>
Algebra
<ul style="list-style-type: none"><li>Drawing other graphs: Cubic/Reciprocal</li><li>Simultaneous Equations</li><li>Proof</li><li>Algebraic Fractions</li><li><i>Geometric Sequences</i></li></ul>
Geometry & Measures
<ul style="list-style-type: none"><li>Area and Perimeter</li><li>Transformations</li><li>Sector Areas and Arc Length</li><li>Circle Theorems</li><li>Trigonometric and Exponential Graphs</li><li>Exact Trig Values</li><li>The Sine Rule</li><li><i>Volume and Surface Area of Spheres and Cones</i></li></ul>
Statistics
<ul style="list-style-type: none"><li>Histograms</li></ul>
Probability
<ul style="list-style-type: none"><li>Probability</li><li>Conditional Probability</li></ul>
Ratio & Proportion
<ul style="list-style-type: none"><li>Direct and Inverse Proportion</li><li><i>Combining Ratios</i></li><li>Writing a Ratio as a Fraction or Linear Function</li><li>Speed and Density</li><li>Fractions, Decimals and Percentages</li></ul>



Coming soon

## FREE Sparx Maths Curriculum

Teacher login

Student login

## Select your school

Start typing the name of your school to begin searching.

Start typing your school's name ... ▾

Continue

You're logging in to Sparx at Corby Technical School.

[Not your school?](#)

Username:

Password:

[Show](#)

[Forgot login details](#)

Login

[New Sparx user? Click here](#)

It is called Sparx – a homework platform that mixes content from recent lessons and practice of previous material. The questions are bespoke to each student, it uses an algorithm to pitch questions to the correct level of difficulty. It also has ‘nudge’ videos, so that students can refresh their knowledge of a topic if they are struggling. Please see below the presentation which includes videos about Sparx which are useful to both parents and students.

# Introduction to SPARX

Setting up your account

## In this section

Admissions & Appeals

Attendance

> Homework

Letters

Progress Information

Schools Meals

Tutor and Teacher Contacts

Uniform

Wisepay

Privacy Notice for Parents/Carers

SEND

Prom Photos

**Compulsory**  
None available

**XP Boost**  
None available

**Target**  
None available

**Sparx  
Practice**

**Optional**

**Independent  
Learning**

**Set weekly, mapping to work covered previously in the academic year.**

### **Summary:**

- This is work for **outside** of lesson time.
- Use nudge videos to support
- A range of questions from **recent class material** and **retrieval of previous content**.
- **Tailored** to each student.
- No help to be given, but **encouragement** appreciated.
- Excellent **revision** tool!

**Key to GCSE Revision!**

**Compulsory**  
None available

**XP Boost**  
None available

**Target**  
None available

**Sparx Practice**

**Independent Learning**

Choose to practice any topic from the Sparx library at any difficulty level.

Search for topics:

Enter topic name or code

Your curriculum:

GCSE

Default level:

Level 3

Select a topic:

Number



Algebra

$x^2$

Ratio and Proportion

3 : 2

Geometry



Probability



Statistics



**Key to GCSE Revision!**

**Compulsory**  
None available

**XP Boost**  
None available

**Target**  
None available

**Sparx Practice**

**Independent Learning**

## Sparx Maths

### Foundation Skills List

#### Number

Topic	Topic code	R	A	G
Ordering positive integers	U600			
Ordering decimals	U435			
Ordering negative numbers	U947			
Adding and subtracting positive integers	U417			
Multiplying and dividing positive integers	U127, U453			
Adding and subtracting negative numbers	U742			
Multiplying and dividing negative numbers	U548			
Adding and subtracting decimals	U478			
Multiplying and dividing with place value	U735			
Multiplying and dividing with decimals	U293, U868			
Order of operations	U976			
Prime numbers, prime factorisation	U236, U739			
Factors, multiples, HCF and LCM	U211, U751, U529			
Powers and roots	U851			
Using standard form	U330, U534			
Calculating with standard form	U264, U290, U161			
Equivalent fractions and simplifying fractions	U704, U646			
Mixed numbers and improper fractions	U692			
Ordering fractions	U746			
Addition and subtraction of fractions	U736, U793			
Multiplication and division of fractions	U475, U544			
Converting and ordering fractions, decimals and percentages	U888, U594			
Fractions of amounts	U881, U916			
Percentages of amounts	U554, U349			
Percentage change	U773, U671			
Reverse percentages	U286, U278			
Simple interest	U533			
Rounding	U480, U298			
Rounding to significant figures	U731, U965			
Estimating answers	U225			
Value for money	M681			

## Sparx Maths

### Foundation Skills List

#### Algebra

Topic	Topic code	R	A	G
Algebraic expressions	U613			
Collecting like terms	U105			
Substitution	U201, U585, U144			
Expanding brackets	U179, U768			
Factorising expressions	U365			
Index laws	U235, U694, U662, U103			
Changing the subject	U556			
Coordinates	U789, U889			
Midpoints	U933			
Plotting straight line graphs	U741			
Equations of straight line graphs	U315, U669			
Parallel lines	U377			
Distance-time graphs	U403, U914, U462, U966			
Quadratic graphs	U989, U667			
Linear equations	U755, U325, U870, U505, U599			
Quadratic expressions and equations	U178, U228			
Linear sequences	U213, U530, U498, U978			
Other sequences	U958, U680			

#### Ratio and proportion

Topic	Topic code	R	A	G
Simplifying ratios	U687			
Sharing amounts in a ratio	U753, U577			
Converting between ratios, fractions and percentages	U176			
Direct proportion	U721, U640			
Inverse proportion	U357, U364			
Proportion graphs	U238			
Units of measure: Length, Mass and Capacity	U102, U388			
Units of measure: Time	U902			
Units of measure: Area	U248			
Currency conversion	U610			
Conversion graphs	U652, U638, U862			

**Key to GCSE Revision!**

Compulsory  
None available

XP Boost  
None available

Target  
None available

Sparx  
Practice

Independent  
Learning

Converting from standard form with a positive index



Introduce

Question 1

Answer

Question 2

Answer

Question 3

Answer

Question 4

Answer

Question 5

Answer



Strengthen

Question 1

Answer

Question 2

Answer

Question 3

Answer

Question 4

Answer

Question 5

Answer



Deepen

Question 1

Answer

Question 2

Answer

Question 3

Answer

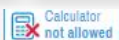
Question 4

Answer

Question 5

Answer

Bookwork code: E40



Amir is trying to write 38,000 in standard index form.

What value should go in the box below?

$$38,000 = \boxed{\phantom{00}} \times 10^4$$

Bookwork code: E40

Bookwork code

Write down the new bookwork code now.

Done it!

$$38,000 = \boxed{\phantom{00}} \times 10^4$$

Support video

What value should go in the gap below so that 149,000 is written in standard form?

$$149,000 = \underline{\hspace{1cm}} \times 10^5$$

Standard form:  $a \times 10^n$

$a$  is a number between 1 and 10  
 $n$  is a whole number

To find  $a$ , write a decimal point after the first non-zero digit

$$149\,000 = a \times 10^5$$

$$149\,000 = 1.49 \times 10^5$$

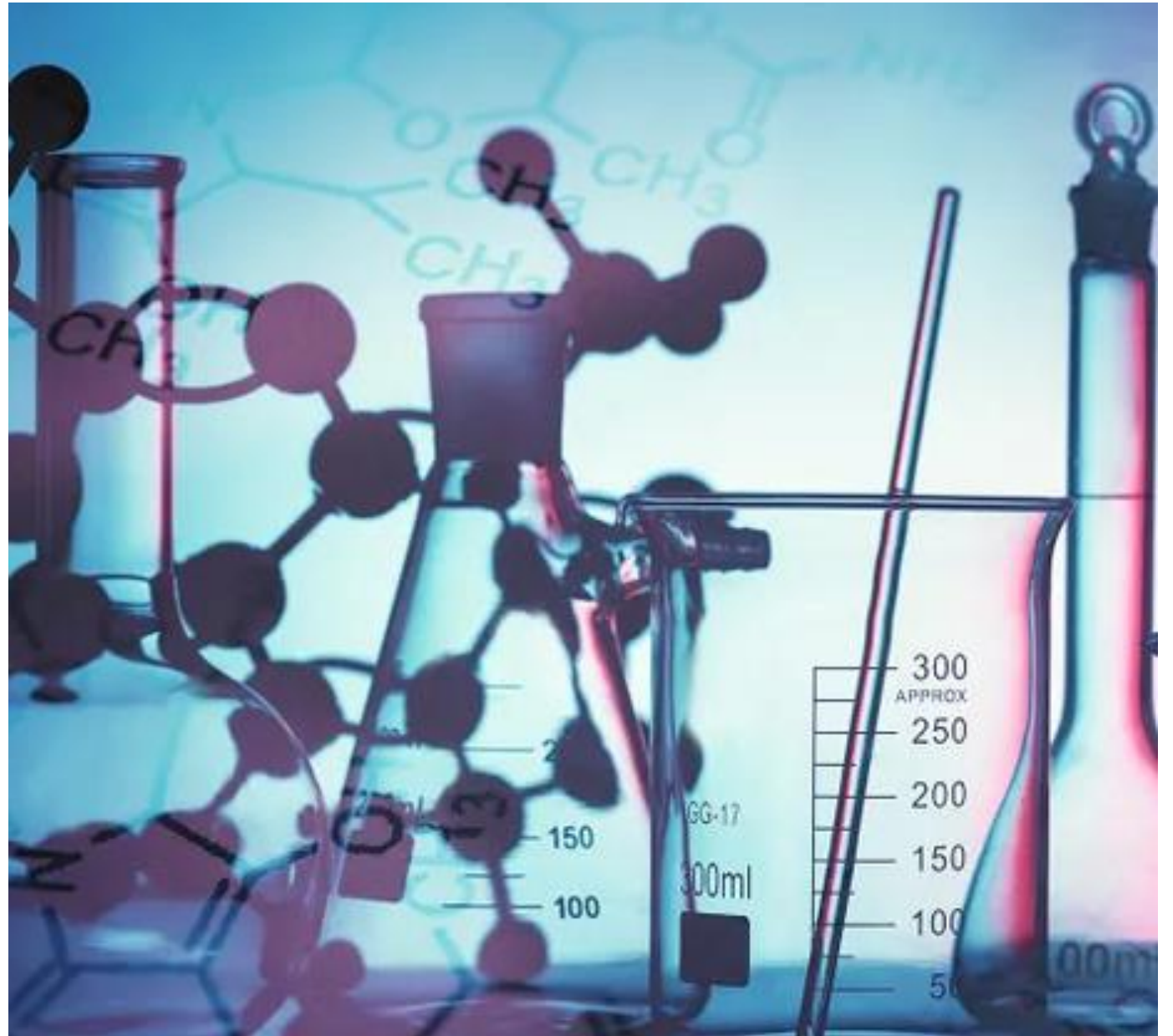
1.49 ans

Key to GCSE Revision!



# Science

Miss Coulson



6 exams (for  
both  
combined  
and  
separate!)

- Biology paper 1 and 2
- Chemistry paper 1 and 2
- Physics paper 1 and 2.
- Each paper is 1 hr 10 mins for combined and 1 hr 45 mins for separate science.
- There is a periodic table on the back of each test paper.
- You are always allowed a calculator.



# How to revise

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- Workbooks, Topic Specific Past Paper Questions & Past Papers
  - Completed alongside the revision guide.
  - A few days later, attempt them without the revision guides
- Flash Cards
  - Used to rehearse key concepts which you struggle with.
  - Allows someone else to support you with your revision, without them needing to know the subject.



# How to revise

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- Seneca
  - Follow up topics taught in lessons
  - Pick clips specific to weaknesses identified in both Paper 1 and Paper 2 Mock examination
  - Practice and build up knowledge
  - (Once the knowledge is secure, students are more confident in answering questions where topics need to be linked together).
- Educake
  - Immediate feedback provided when answering practice questions. These are set for homework each week but you can access questions from every topic at any point.



# How to revise

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Three sessions per week focusing on:

- A session for Biology
- A session for Chemistry
- A session for Physics





# How to test your learning

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- Use topic specific past exam questions on Physics and Maths Tutor to test the topics
- Edexcel Past papers ( details on the website)
- CGP Workbooks (answers can be found in the library or with myself)
- Follow up with your class teacher to review and correct questions



# Careers & next steps

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Mrs Stevens



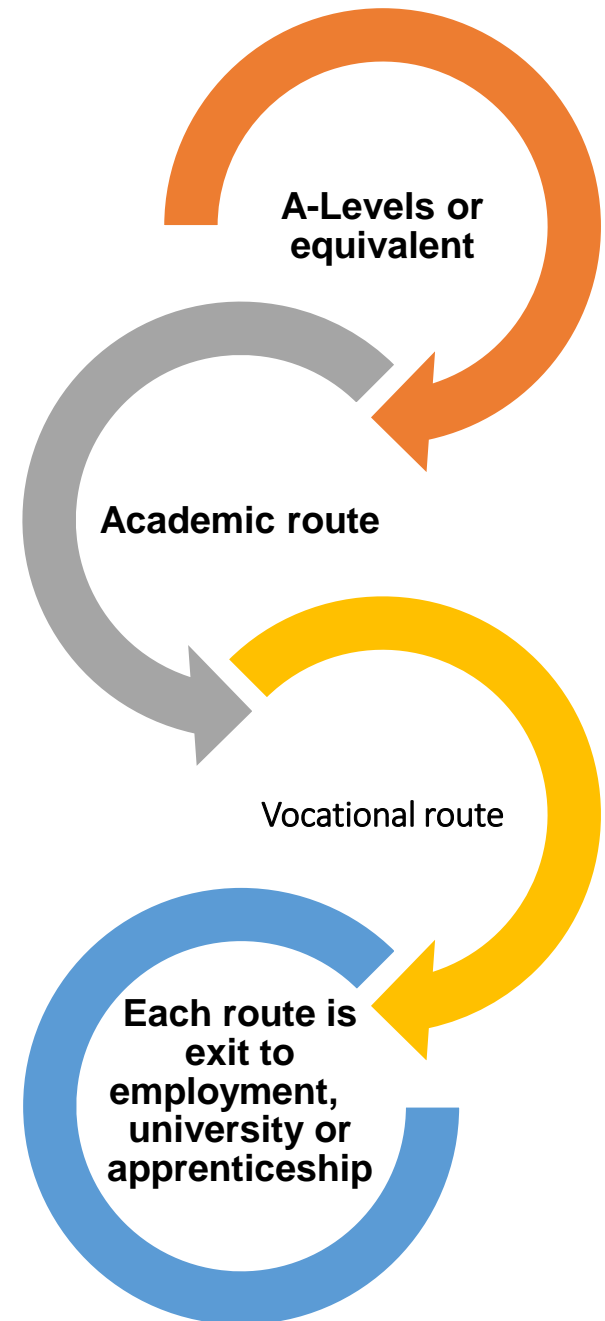
# Year 10 careers Curriculum

Throughout year 10 – Awareness of post 16 pathways and their myths

- Sixth Form – academic route
- College – more vocational route

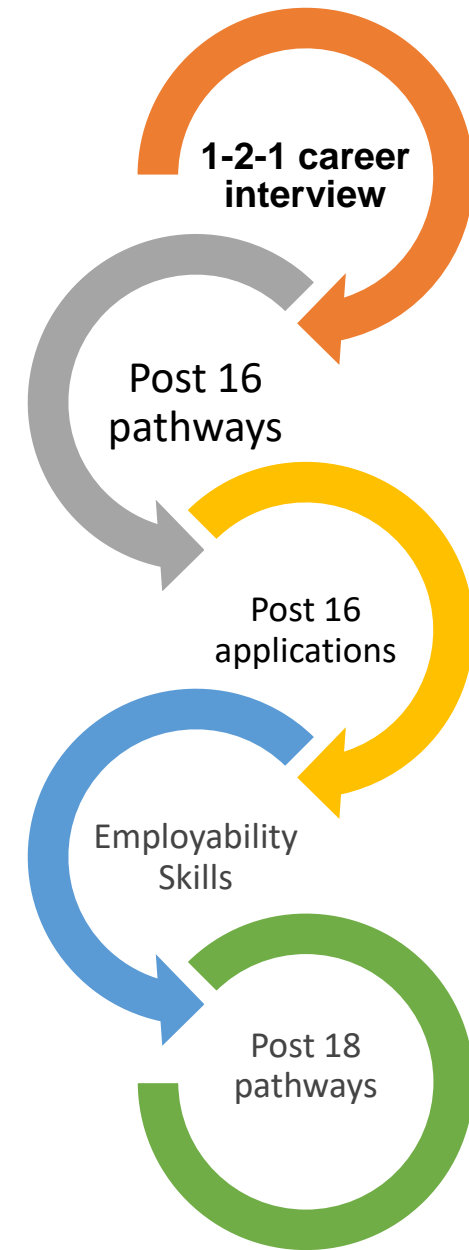
Wide range of industry, based courses available

- Apprenticeships – on the job training



# Year 11 careers curriculum

- 1-2-1 careers advice and guidance interview with Careers Leader
- Understanding of the different post 16 pathways available
- College, sixth form and apprenticeship applications completed
- Continuing to develop employability skills
- Awareness of post 18 options – University, Higher and Degree apprenticeships



A photograph of eight light-colored wooden blocks arranged in a row on a wooden surface. Each block has a lowercase letter printed on it, spelling out 'thank you'. The background is a soft-focus bokeh of warm, golden light circles.

thank you

# Summary

Mrs Reynolds

# Parent/Carer Survey

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- A link will be sent to you via email
- As the parents/carers of some of our more mature students, you know us well!
- Please take the time to share your feedback with the school

