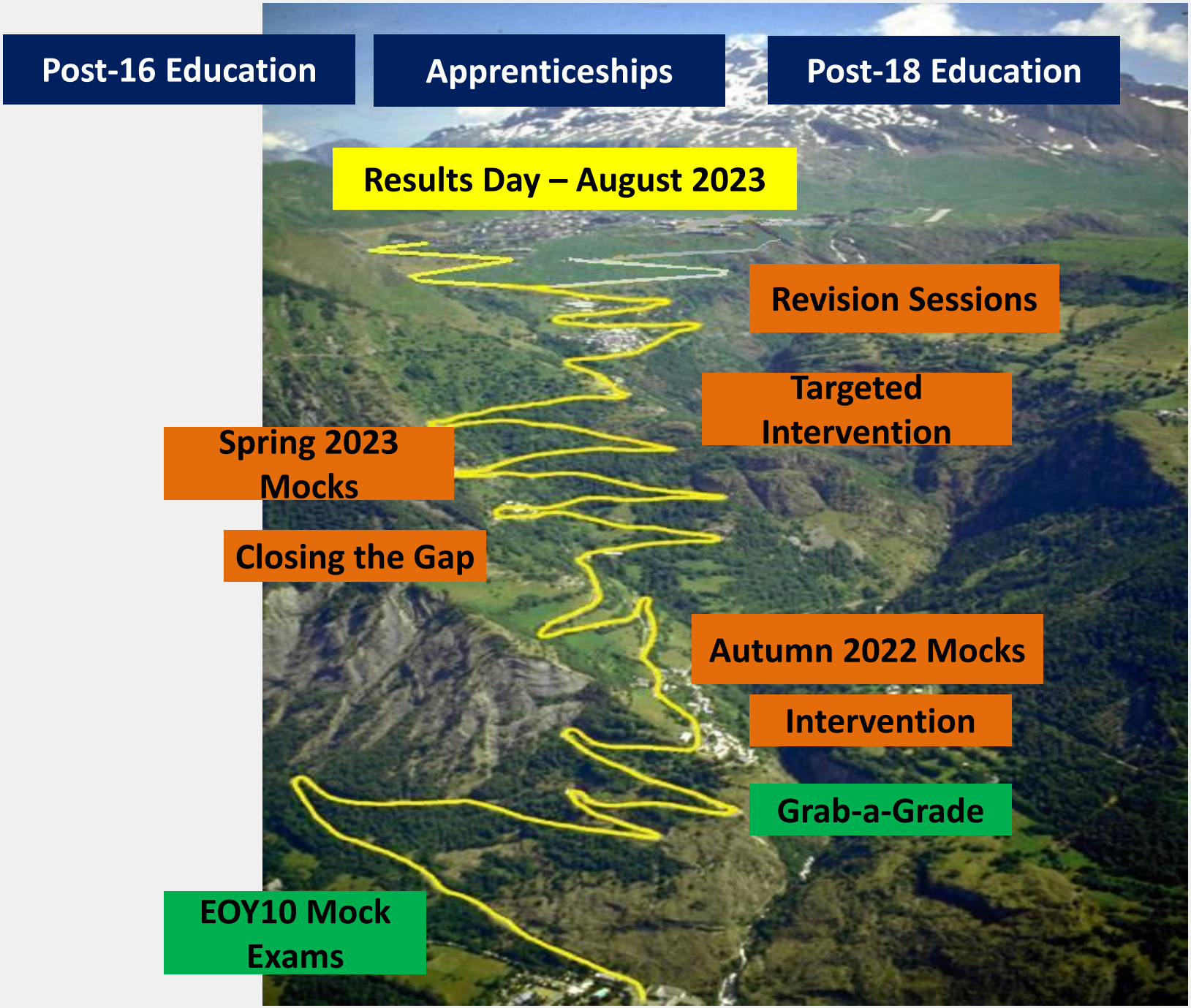
Assembly

- Introduction to Core subjects of Maths, Science and English.
- Why are these important?
- What areas do you need to focus on over the rest of this year?


Post-16 Education
Apprenticeships
Post-18 Education
Results Day – August 2023
Revision Sessions
Targeted Intervention
Spring 2023 Mocks
Closing the Gap
Autumn 2022 Mocks
Intervention
Grab-a-Grade
EOY10 Mock Exams

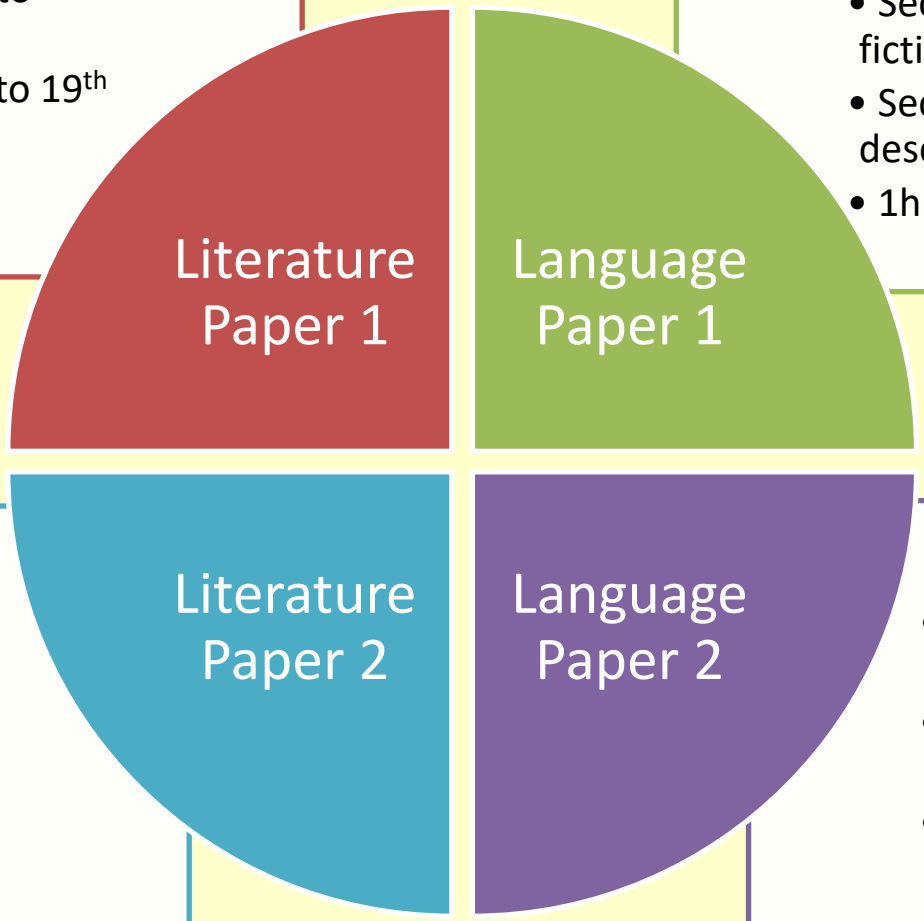
English Literature and Language Exams

Chase the marks!

English Department

Understanding The Course

- Section A – Responding to Shakespeare
- Section B – Responding to 19th Century Novel
- 1hr 45mins = 40% GCSE



- Section A – responding to fiction text
- Section B – writing descriptively or narratively
- 1hr 45mins = 50% GCSE

- Section A – Responding to Modern Text
- Section B – Responding to pre-studied poetry
- Section C – Responding to unseen poetry
- 2hr 15mins = 60% GCSE

- Section A – responding to non-fiction texts
- Section B – writing a viewpoint
- 1hr 45mins = 50% GCSE

English Department

Understanding The Exam: Language

English Language Paper 1:
Reading: 1 **Fictional** Extract 4 questions
-Identify 4 **quotes**
-Language
-Structure
-Evaluation

Writing: Description or narrative in response to an image.

English Language Paper 2:
Reading: 2 Non- Fiction Extracts 4 questions.
-True or False
-Summary of both texts.
-Language
-Comparison.

Writing: Argue, persuade, advise.

English Department

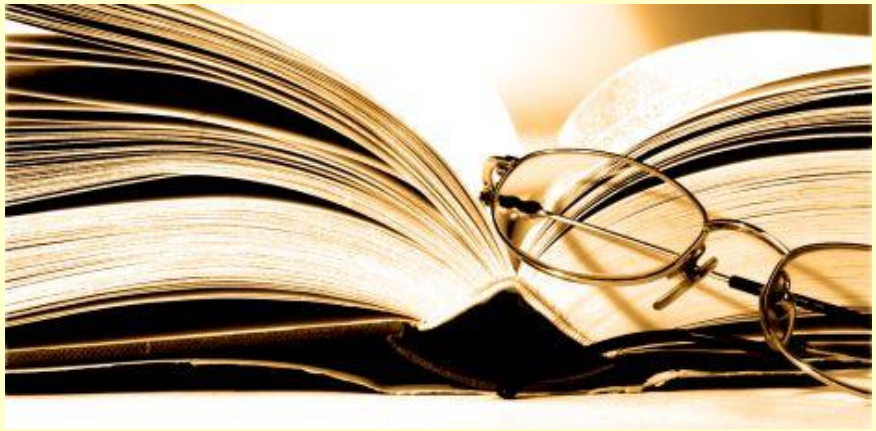
Understanding The New

English Literature Paper 1:
Victorian Fiction: One question on your Victorian text (character or theme) writing about an **extract AND the rest of the text**

Modern Fiction: One question on An Inspector Calls – **no extract.**

English Literature Paper 2:
Shakespeare: One question on character or theme writing about an **extract AND the rest of the text.**

Unseen poetry: Two questions:
-Analysis of an unseen poem.
-Comparison of two unseen poems.



https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/assessment-resources

Monitoring your progress

- In class mock styled assessments.

- Mock exams:

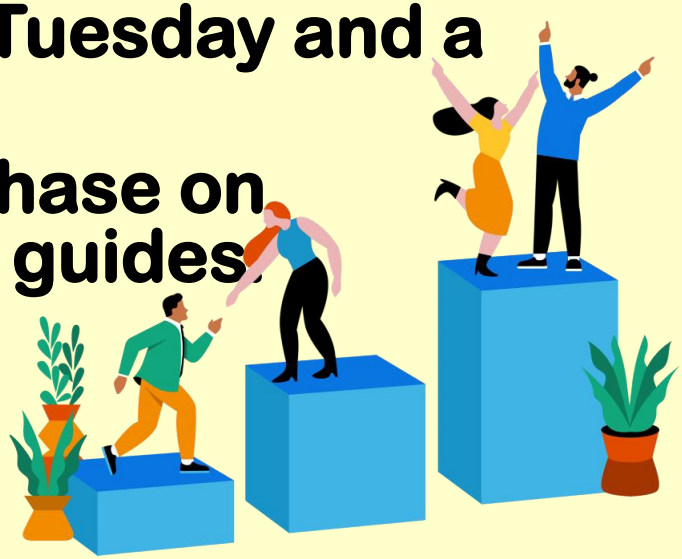
Language Paper 1 and Literature Paper 1 **Term 2**

Language Paper 2 and Literature Paper 2 **Term 3.**

- Blind- Teach- timed skills tests.
- Homework

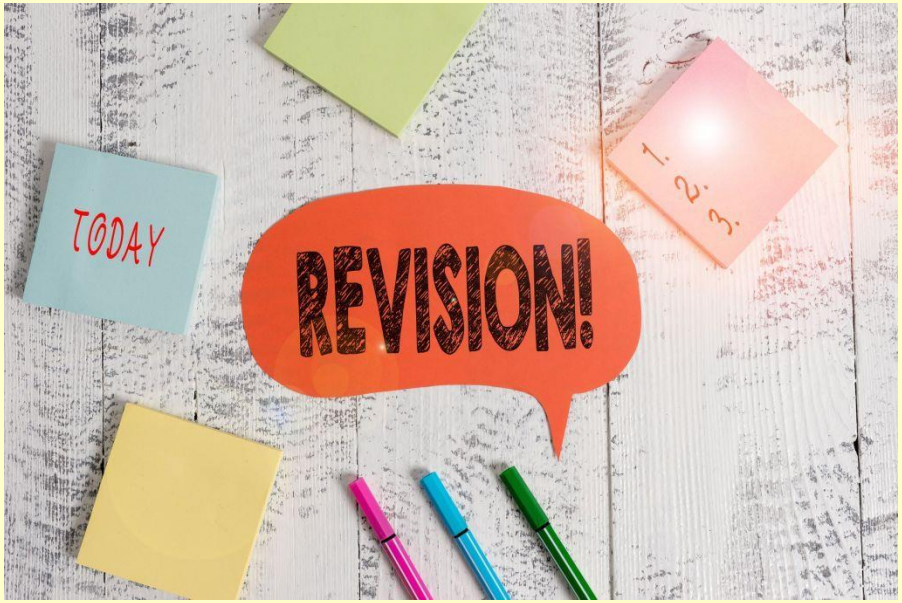
How the English team can support you

- Revision/ exam lessons.
- Writing frameworks, scaffolds and sentence starters.
- Modelled responses.
- Dual coding.
- Homework.
- Sessions after school on a Tuesday and a Thursday.
- Books are available to purchase on Wisepay, including revision guides.



Useful Websites

-Massolit
-GCSE pod
-Oak National
-Seneca
-BBC Bitesize
-Sparknotes
-Shmoop
-Yorknotes
-Cliffnotes
-Revision World
-Youtube- Mr Bruff- Stacey Reay
https://www.youtube.com/watch?v=dABvuspS9Vo
https://www.youtube.com/watch?v=qUZwAZHf8kY



I had to put the work in every single day

When I got home I would think about all the things that I had been taught during the day to consolidate my knowledge.

For the most part these results are down to working hard in all lessons.

'I did two hours of revision a night in Year 11 so that by the time exams came around I didn't have to worry as much. I stayed behind a lot after school and the teachers were really helpful. I would advise students to push themselves to work as hard as they can.

I revised practically every night so it was about doing consistent hard work. I would advise students to work hard because consistency is the key to this, mainly focusing in lessons and making the most of your time, asking the teacher for help if you need it and just concentrating.

3 reasons why English is important

1. You need a Grade 4 otherwise you will need to resit and it may limit your further education.
2. “Opens doors”- enables you to have more choices (access to a range of subjects, courses, schools, colleges, apprenticeships, etc).
3. Provides you with crucial communication and literacy skills required for all areas of life regardless of what you go on to do.

Maths Exams

Chase the marks!

"A hub of technical excellence, with uncompromising aspirations for all."

PERSEVERE

All members of the school community demonstrate relentless determination and resilience in all that they do.

Developing resilient students and making a commitment that there will be no child left behind.

INNOVATE

All students develop key transferable skills ready for a fast-changing global market.

Developing confident and knowledgeable mathematicians prepared for the demands of other subjects, further study and future careers.

UNITE

All members of the school community make a visible contribution to society and thrive in a mutually supportive environment.

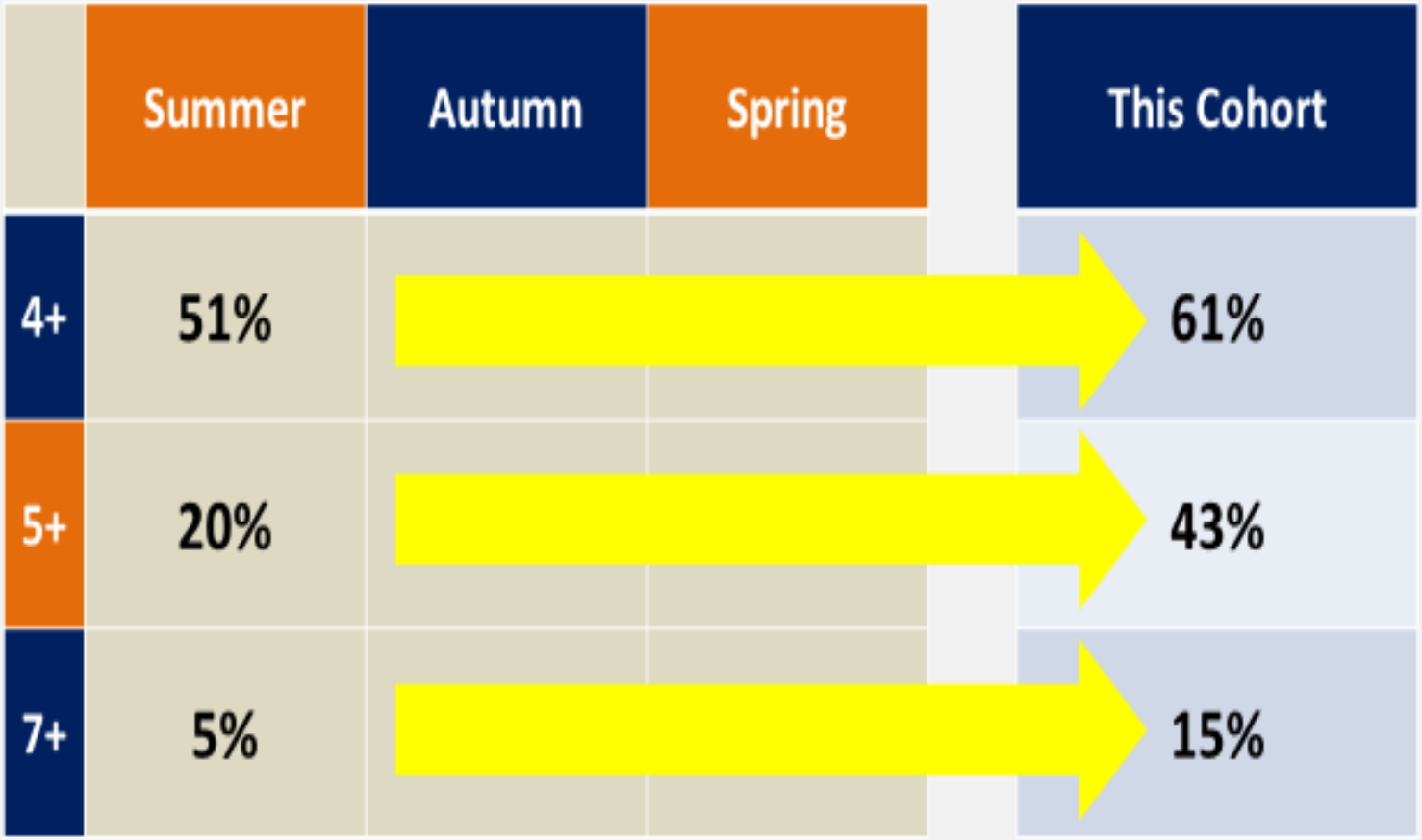
Creating a positive working environment that creates success so that all students are motivated and aspirational.

Our aims for students in mathematics

Maths: Over the years...

	2017	2018	2019	2022
4+	73%	70%	76%	83%
5+	53%	51%	57%	60%
7+	21%	23%	21%	25%

Maths: Over the years...



Maths: Feedback from the exam board

Foundation Tier

Topics of focus:

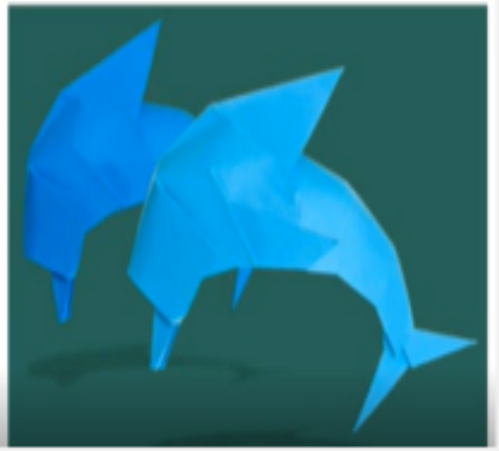
- Fractions
- Speed, distance, time
- Algebraic manipulation
- Standard form
- Stem and leaf diagrams

- Students are still reluctant to show working out on calculator papers.
- Presentation of work and legibility has not improved since last year.
- Check suitability of their answers, e.g. arriving for work at 2pm if leaving at 7.30am or £14,000 per month for electricity bill, or 0.4 for 40 minutes.
- Students are still writing written methods on papers 2 & 3 which is taking up time and leads to errors.
- Centres are to be commended for the preparation to ensure students had the confidence to approach multi-steps questions.

Maths: Feedback from the exam board

Higher Tier

- Students seemed to be well prepared for these examinations despite the last two years disruption.
- Poor arithmetic was evident on the non calculator paper.
- Students need to be encouraged to check reasonableness of their answers. Arithmetic errors were the cause of many lost marks on paper 1.
- A great majority of students seemed well suited for their tier of entry.
- Topics of focus:
  - Estimating the mean
  - Algebraic manipulation
  - Area and volume



Maths: Where do we go from here?

- Foundation Spotlight – Probability Trees
- Foundation Focus – Basics and 1 markers

11P, 11Q and 11R

- Higher Focus – Direct & Inverse Proportion
- Higher Focus – Algebra (Algebraic Fractions, Functions)
- Higher Focus – Push on full coverage – developing problem solving

11A1, 11A2 and 11H

- Push on presentation and clear methods
- Checking for reasonableness
- Checking work with a calculator

All

Science Exams

Chase the marks!

Combined Science: Over the years...

	2017	2018	2019	2022
4+	N/A	55.9%	61%	65.7%
5+	N/A	24.5%	29%	36.5%
7+	N/A	0%	4%	3.4%

Biology: Over the years...

	2017	2018	2019	2022
4+	N/A	90%	96%	98.2%
5+	N/A	60%	68%	85.5%
7+	N/A	10%	36%	32.7%

Chemistry: Over the years...

	2017	2018	2019	2022
4+	N/A	80%	96%	96.4%
5+	N/A	60%	60%	78.2%
7+	N/A	5%	32%	40%

Physics: Over the years...

	2017	2018	2019	2022
4+	N/A	90%	96%	96.4%
5+	N/A	65%	84%	92.7%
7+	N/A	15%	48%	50.9%

Biology Strengths: Feedback from the exam board

1.15 Explain how substances are transported into and out of cells, ir	0.78/1
1.1 Explain how the sub-cellular structures of eukaryotic and prokar	1.67/2
3.4 Describe DNA as a polymer made up of a. two strands coiled to f	5.44/7
3.2 Explain some of the advantages and disadvantages of sexual rep	1.11/2
5.2 Describe the difference between communicable and non-comm	0.89/1
3.14 Explain monohybrid inheritance using genetic diagrams, Punne	0.78/1
4.6 Describe how the anatomy of the pentadactyl limb provides scie	1.44/2
5.8 Explain how sexually transmitted infections (STIs) are spread anc	2.78/4
1.10 Investigate the effect of pH on enzyme activity	1.22/3
3.1 Explain some of the advantages and disadvantages of asexual re	3.89/7

Biology: Areas for Development

2.16 Describe defects of the eye including cataracts, long- sightedne	0.33/1	33%
4.8 Explain selective breeding and its impact on food plants and don	1.67/3	56%
2.8 Describe the function of embryonic stem cells, stem cells in anim	0.33/1	33%
4.1 Describe the work of Darwin and Wallace in the development of	1.67/2	84%
2.7 Demonstrate an understanding of the use of percentiles charts t	0.89/2	45%
3.5 Describe the genome as the entire DNA of an organism and a ge	0.78/1	78%
5.24 Explain the effect of lifestyle factors on non-communicable 5.25	3.67/5	73%
4.2 Explain Darwin's theory of evolution by natural selection	3.11/6	52%
3.6 Explain how DNA can be extracted from fruit	0.56/3	19%
2.10Describe the structures and functions of the brain including the	0.67/2	34%

Chemistry Strengths: Feedback from the exam board

Core Practical: Investigate the electrolysis of copper sulfate solution	3.06/4	77%
Describe how to carry out an acid-alkali titration, using burette, pipe	1.61/3	54%
Explain the general reactions of aqueous solutions of acids with: a m	0.81/1	81%
Explain the formation of the products in the electrolysis of copper su	2.64/5	53%
Evaluate alternative biological methods of metal extraction (bacteria	0.61/1	61%
Explain the terms weak and strong acids, with respect to the degree	0.92/2	46%
1.52 Explain why, in a reaction, the mass of product formed is contr	2.5/4	63%
5.5C Explain, using models, why converting pure metals into alloys c	1.06/2	53%
Deduce the relative reactivity of some metals, by their reactions with	1.94/2	97%
1.32 Explain why elements and compounds can be classified as a. io	1.78/3	59%

Chemistry: Areas for Development

1.33 Explain the properties of ionic compounds	0.81/2
1.41 Describe the limitations of particular representations and mod	3.53/6
5.12 5.12 Describe that the actual yield of a reaction is usually less t	0.94/2
5.21 Explain how, in industrial reactions, including the Haber proces	2.64/7
5.1C Recall that most metals are transition metals and that their typ	0.72/1
5.17C Use the molar volume and balanced equations in calculations	1.31/4
Explain displacement reactions as redox reactions, in terms of gain	1.08/3
Explain why the method used to extract a metal from its ore is relat	1.86/4
1.43 Calculate relative formula mass given relative atomic masses	2.53/3
1.30 Recall the typical size (order of magnitude) of atoms and small	0.47/1

Physics Strengths: Feedback from the exam board

2.23 Recall and apply Newton's third law both to equilibrium situatic	1.78/2
5.20 Recall that the potential danger associated with an electromagr	0.98/1
6.41P Describe how thermal (heat) energy from the chain reaction is	0.98/2
4.15 Explain uses of ultrasound and infrasound, including a sonar b	5.68/9
3.6 Explain that where there are energy transfers in a closed system	1/1
2.25 Describe examples of momentum in collisions	2.35/5
2.29 Explain that the stopping distance of a vehicle is affected by a r.	1.8/2
Explain, with the aid of ray diagrams, reflection, refraction and total	0.52/1
Recall that sound with frequencies greater than 20 000 hertz, Hz, is k	0.88/1
5.24 Recall that changes in atoms and nuclei can generate radiation:	3.58/6

Physics: Areas for Development

Relate the power of a lens to its focal length and shape	1.08/2
2.24 Define momentum, recall and use the equation: momentum (ki	0.52/1
6.31 Explain the precautions taken to ensure the safety of people ex	1.52/2
7.13P Explain why the red-shift of galaxies provides evidence for the	0.72/2
Explain the effects of different types of lens in producing real and vi	4.12/5
6.30P Explain how the dangers of ionising radiation depend on half-	1.78/3
3.7 Explain that mechanical processes become wasteful when they c	0.85/1
Recall the typical size (order of magnitude) of atoms and small mole	0.9/2
3.9 Explain ways of reducing unwanted energy transfer including thr	5.78/8
3.11 Recall and use the equation efficiency = useful energy transferr	2.38/3

Science: Where do we go from here?

- Biology – Ecosystems
- Chemistry – Electrolysis and Dynamic Equilibrium
- Physics – Electricity and Magnetism

Science opens doors!