



**FULSTON MANOR**  
**YEAR 11 GCSE PARENTS' EVENING**  
**MONDAY, 19<sup>TH</sup> MARCH 2018**  
**7:00 PM**  
**MILLENNIUM HALL**



**National Support School**  
designated by



National College for  
Teaching & Leadership



Swale Training  
School Alliance



- Where are we now?
- How is my child doing?
- How is the school supporting progress?
- How can parents support progress?
- Examinations
- Post 16 Progression



**HIGH EFFORT**

**HIGH PROGRESS**

**LOW EFFORT**

**HIGH PROGRESS**

**LOW EFFORT**

**LOW PROGRESS**

**HIGH EFFORT**

**LOW PROGRESS**



- WHERE ARE WE NOW?
- English
- Maths
- Science
- Options

# English Language overview

- Your child will sit 2 papers, each worth 80 marks.
- Each paper is worth 50% of the GCSE in English Language.
- Each paper has Section A (reading) and Section B (writing)
- The questions are the same every time, and your child will be prepared to face them.

# How can I help?

- Reading resources – on the shared area there is a wealth of accessible materials that your child can access and read.
- Particularly practise reading texts from the 19<sup>th</sup> Century.
- Learn linguistic techniques – there are lists available online that are useful.
- Realistic Writing – preparing to write in different styles.

# English Literature overview

- Your child will sit 2 papers, each on separate texts.
- Paper one: 1 hour 45 minutes – ‘Macbeth’ and ‘Dr. Jekyll and Mr. Hyde’
- Paper two: 2 hours 15 minutes – ‘An Inspector Calls’, Anthology poetry and unseen poetry.

# How can I help?

- Reading resources – your child will be offered a copy of each of the texts they have studied, and should have an annotated copy of the poetry anthology.
- There are copies of numerous 'unseen' poems available on the shared area that are accessible.
- Learn those linguistic techniques – there are lists available online that are useful.
- Study the papers and markschemes available at [aqa.org.uk](http://aqa.org.uk)





## PiXL Lit app

- Login and take quizzes on each of the Shakespeare plays, Jekyll and Hyde and plays coming soon.
- Learn key quotes, characters and terminology through a range of games.
- Free to download as school has paid for the license.
- App or access as a website on your desktop.
- Login is easy and unique for you so you can track your progress: we can check how you are getting on too!





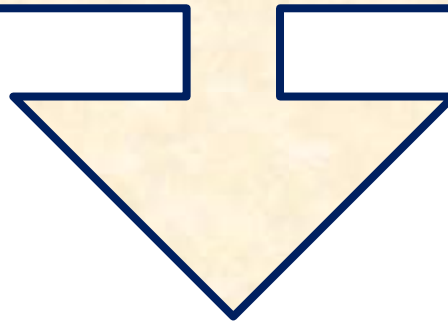
All students have unlimited, free access to the Pixl Lit App, which provides revision games and activities for English Literature subjects

**Login Details:**

School ID = FM930

Username = surname and first initial in capital letters (MULLIGANJ, for example)

Password = password





## Navigating the site:

1. Choose your text
2. Take a quiz/test
3. Change your password for one you can remember

Copyright © 2015-2016 The PIXL Club. All rights reserved.  
Authors: Rachel Johnson and Matthew Woodfine. Version 1.2.

Edit profile

Skills overview Gap analysis Su

Please select a book

PLEASE SELECT A BOOK

Christmas Carol	Jekyll And Hyde	Othello
Animal Farm COMING SOON	Julius Caesar	Pride and Prejudice
Frankenstein	Macbeth	Romeo And Juliet
Great Expectations	Merchant of Venice	Sign of Four
Henry V	Much Ado About Nothing	The Tempest
Pride and Prejudice	Never Let Me Go COMING SOON	Twelfth Night

# Mathematics Overview

- There are 3 final exam papers
- 1 non-calculator and 2 calculator papers
- The booklet of *practice* papers reinforces all of the skills needed in the new specification

# Examination dates summer 2018



- Paper 1 (H/F)

- 24<sup>th</sup> May morning
- 90 minutes
- Non-calculator
- 80 marks

- Paper 2 (H/F)

- 7<sup>th</sup> June morning
- 90 minutes
- Calculator
- 80 marks

- Paper 3 (H/F)

- 12<sup>th</sup> June morning
- 90 minutes
- Calculator
- 80 marks

All equal weighting

Grades awarded based on 240 total marks

# About the question papers

- more problem-solving questions
- *'wordier' nature of questions*

Tier	Topic area	Weighting
Foundation Grades 1 to 5	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher Grades 4 to 9	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

# Revision tips/advice for students

- Below is a **brief list** of some suggested prompts for revision:
- <https://hegartymaths.com/>
- Pupil will sign in as students with a password they have created. Password reset is available through request
- <https://mathsapp.pixl.org.uk/>
- Pupil can login using their username and password link to their names.
- <http://www.mathedup.co.uk/gcse-maths-takeaway/>
- Past exams papers with solutions
- <https://corbettmaths.com/>
- Fantastic revision site with daily mixed and levelled questions.
- <http://www.onmaths.com/>
- This site allows students to take standard GCSE test, mark it and gives levels instantly





# PIXL MATHS APP

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# PiXLmaths

partners in excellence Copyright © 2009-2017 The PiXL Club. Version 1.49. [What's new and what's PiXL?](#)

## Welcome to the PiXL Maths App

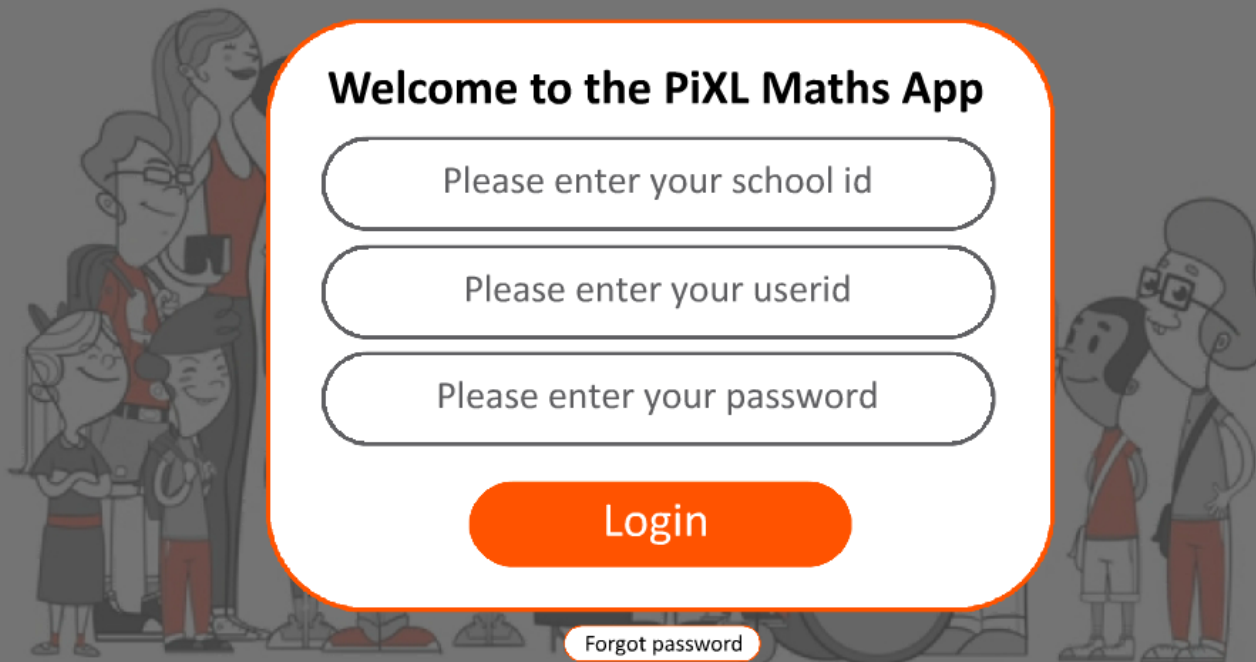
Please enter your school id

Please enter your userid

Please enter your password

Login

[Forgot password](#)





# Logging in

- School ID: FM930
- User ID: Initial then surname. Example: JSMITH
- User Password: first name JOHN
- Passwords can be changed after initial login

# Complete tasks or design your own test



Number

Algebra

Ratio & Proportion

Geometry

Probability

Statistics

Problem Solving

4

Simplify an expression by expanding and collecting like terms.  
Factorise an expression.

4 5

Substitute integers into a formula. Change the subject.  
Identify expressions, equations, formulae and identities.

5 8

Write expressions and substitute values into them.  
Write a quadratic in surd form and evaluate the answers.

4 5

Interpret formulae for length, area and volume.  
Identify expressions, equations, formulae and identities.

3 4 5

Continue a sequence given an illustration or first few terms.  
Generate the  $n$ th term rule to calculate the 100th term.

4 5

Solve a linear equations (including 2-step, brackets, unknowns on both sides, simple quadratics and graphically).

6 7

Solve 2 linear simultaneous equations.  
Solve 1 linear and 1 non-linear simultaneous equations.

5

Interpret inequalities represented on a number line.  
Solve inequalities.

6

Interpret a region on a graph using inequalities.

Next

Coloured circles indicate the level/grade



# Take a challenge



## Take a challenge

Please select your target grade/level from the options below and press "Begin Challenge". Alternatively, if you have previously started a challenge and wish to resume, press "Resume".

Legacy Specification

**G/F**

**E**

**D**

**C**

**B**

**A/A\***

New 9-1 Specification

**1/2/3**

**4**

**5**

**6**

**7/8/9**

Resume

Begin Challenge



# Check your ranking

## CLASS ENGAGEMENT LEADER BOARD

Your current rank within the class is:

**17<sup>th</sup>**

**You have mastered 16 skills.**

You are moving towards mastering 3 more skills.

1. ELIZABETHL	177
2. ELISEW	175
3. SHAUNS	160
4. LOISW	153
5. JOSEPHW	122
6. KATIEU	113
7. SAMUELG	99
8. ISOBELLAN	79
9. MITCHELLH	78
10. FREDDIEH	70



# Skills overview

Design a test Skills overview Gap analysis Take a challenge Arithmetic Score board Homework tasks

Success Line Number Algebra Ratio & Proportion Geometry Probability Statistics

This screen is showing a summary of all your points scored from completing number based questions in the "Design a test" tool

- |   |   |
|---|---|
| <input type="radio"/> 0/4 Operate with integers (+, -, x, ÷)                                | <input checked="" type="radio"/> 2/3 Convert recurring decimals into fractions          |
| <input type="radio"/> 0/4 Operate with decimals (+, -, x, ÷)                                | <input checked="" type="radio"/> 2/2 Find a fraction or percentage of a quantity        |
| <input type="radio"/> 0/4 Operate with directed numbers (+, -, x, ÷)                        | <input checked="" type="radio"/> 2/2 Increase/decrease a quantity by a given percentage |
| <input type="radio"/> 0/2 Calculate a number complement to 100                              | <input checked="" type="radio"/> 1/1 Find a reverse percentage of a quantity            |
| <input checked="" type="radio"/> 1/2 Calculate an answer to a related calculation           | <input checked="" type="radio"/> 4/4 Recall simple powers, including squares and cubes  |
| <input checked="" type="radio"/> 1/1 Operate with integers and apply BIDMAS                 | <input checked="" type="radio"/> 3/3 Understand and apply the first 3 index laws        |
| <input checked="" type="radio"/> 2/2 Round numbers to a decimal place or significant figure | <input checked="" type="radio"/> 3/3 Evaluate positive, negative or fractional indices  |
| <input type="radio"/> 0/2 Identify a factor or a multiple                                   | <input type="radio"/> 0/4 Convert between standard index form and ordinary              |
| <input type="radio"/> 0/1 Reduce a number to its prime factors                              | <input type="radio"/> 0/3 Operate with numbers in standard index form                   |
| <input type="radio"/> 0/2 Find the HCF and LCM of 2 numbers                                 | <input type="radio"/> 0/2 Simplify a surd   |
| <input type="radio"/> 0/3 Simplify a fraction   | <input type="radio"/> 0/2 Rationalise a denominator                                     |
| <input type="radio"/> 0/3 Convert between fractions, decimals and percentages               | <input type="radio"/> 0/3 Operate with surds  |
| <input type="radio"/> 0/1 Write one number as a percentage of another                       | <input type="radio"/> 0/4 Calculate the upper and lower bounds                          |
| <input type="radio"/> 0/1 Order fractions   | <input type="radio"/> 0/8 Calculate using upper and lower bounds                        |
| <input type="radio"/> 0/2 Convert between improper and mixed numbers                        |   |
| <input type="radio"/> 0/1 Add fractions with common denominators                            |   |
| <input type="radio"/> 0/1 Subtract fractions with different denominators                    |   |
| <input type="radio"/> 0/2 Multiply and divide vulgar fractions                              |   |
| <input type="radio"/> 0/1 Add mixed numbers   |   |



# Equipment checklist for all maths lessons

- Pen, pencil, rubber, ruler, sharpener
- Geometry set
- Calculator

# SCIENCE MADE SIMPLE



Examination board	AQA
Which examination is my child taking and where can I find the GCSE specification?	<b>Triple Science students: AQA Biology 8461</b> <a href="http://www.aqa.org.uk/subjects/science/gcse/biology-8461">http://www.aqa.org.uk/subjects/science/gcse/biology-8461</a>
	<b>Triple Science students: AQA Chemistry 8462</b> <a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a>
	<b>Triple Science students: AQA Physics 8463</b> <a href="http://www.aqa.org.uk/subjects/science/gcse/physics-8463">http://www.aqa.org.uk/subjects/science/gcse/physics-8463</a>
	<b>Trilogy (Double) Science students: AQA Combined Science: Trilogy 8464</b> <a href="http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a>



# SCIENCE MADE SIMPLE



**Where can I get hold of revision materials?**

The school shop sells revision guides for the various courses.  
BBC Bitesize is a useful resource containing information, video clips and quizzes.  
The CGP Workbooks are also highly recommended.

**Where can I get hold of past papers?**

Triple Physics:

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463/assessment-resources>  
<http://www.aqa.org.uk/subjects/science/gcse/physics-4403/past-papers-and-mark-schemes>

Triple Biology:

<http://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources>  
<http://www.aqa.org.uk/subjects/science/gcse/biology-4401/past-papers-and-mark-schemes>

Triple Chemistry:

<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/assessment-resources>  
<http://www.aqa.org.uk/subjects/science/gcse/chemistry-4402/past-papers-and-mark-schemes>

Trilogy (Double) Science:

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources>  
<http://www.aqa.org.uk/subjects/science/gcse/additional-science-4408/past-papers-and-mark-schemes>  
<http://www.aqa.org.uk/subjects/science/gcse/science-a-4405/past-papers-and-mark-schemes>

# SCIENCE MADE SIMPLE



What is **Fulston Manor Science Department** going to do to prepare my child for their Science GCSE?

- Weekly exam based revision homework set on a Tuesday and due in the following Tuesday.
- Term Time Workshops – Timetable available.
- Half Term Workshops – Timetable to be made available nearer to the time.
- Science ‘Geek of the Week’ Competition to test students weekly on the physics equations that they need to remember for the exam.
- Revision resources have been placed into the student ‘GCSE’ area of the network for students to use at their own leisure.
- ‘Educake’ is available for students to access, from this students can make their own test to revise from. Please see following slides for steps on how to do this.

# HOW TO REVISE IN SCIENCE



What can I do to prepare **myself** for **my** Science GCSE?

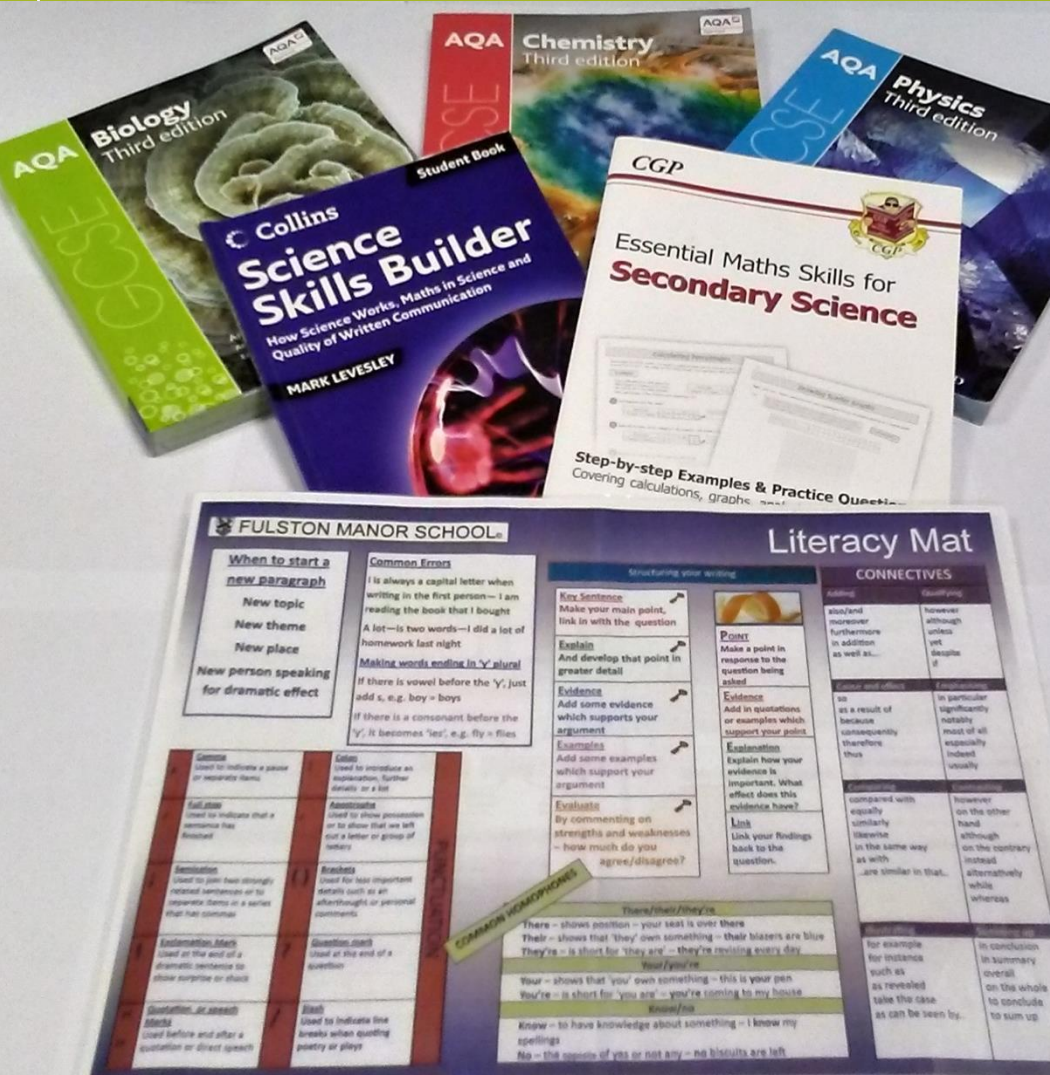
As with anything in life PRACTICE makes PERFECT.

Taking an **active approach** to your revision will SIGNIFICANTLY improve **YOUR** grade.

**What does 'Active Learning' look like in SCIENCE?**

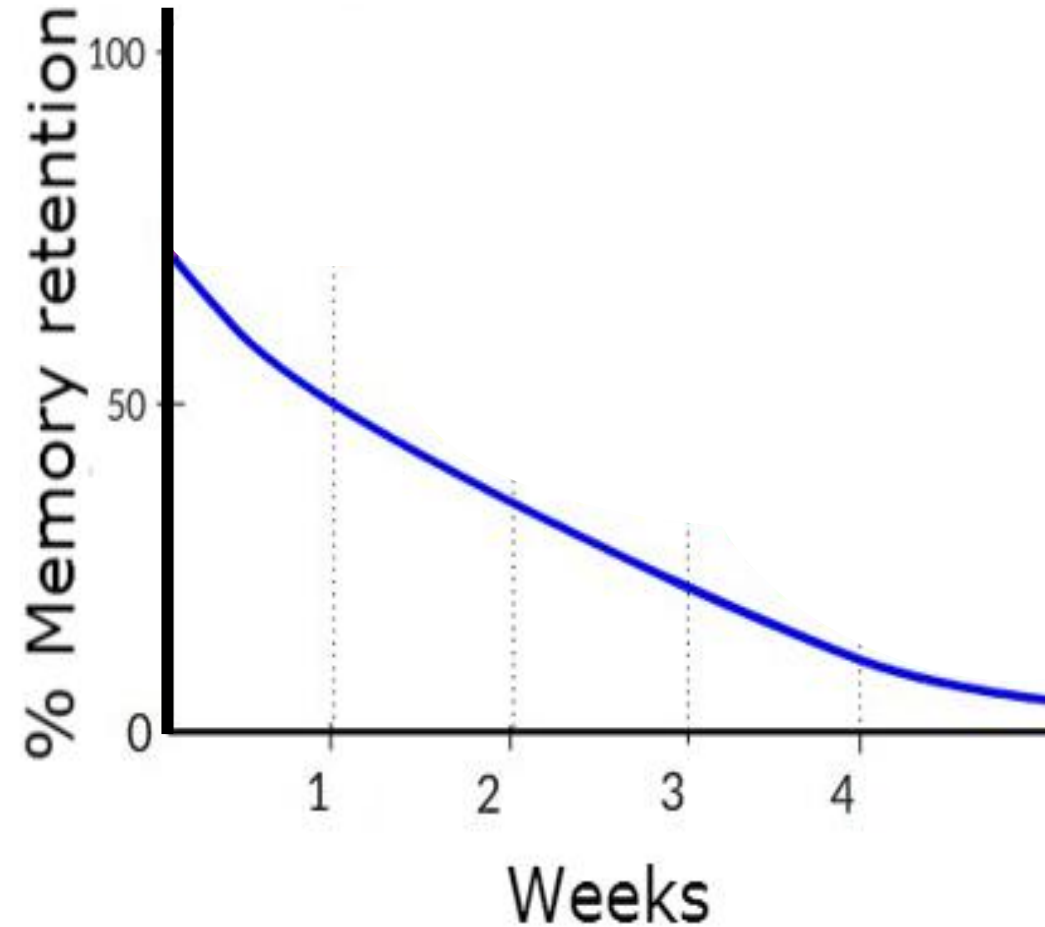
- Downloading and completing specimen and past papers using the links provided.
- Creating and completing tests on 'Educake'
- Attending AND engaging with tasks set in the workshops put on by the science team.
- Completing as many questions as possible from any revision guides and revision workbooks that you have purchased.

# Science



1. These books illustrate the knowledge and skills a student acquires through studying the AQA Trilogy or Triple Science GCSE course.

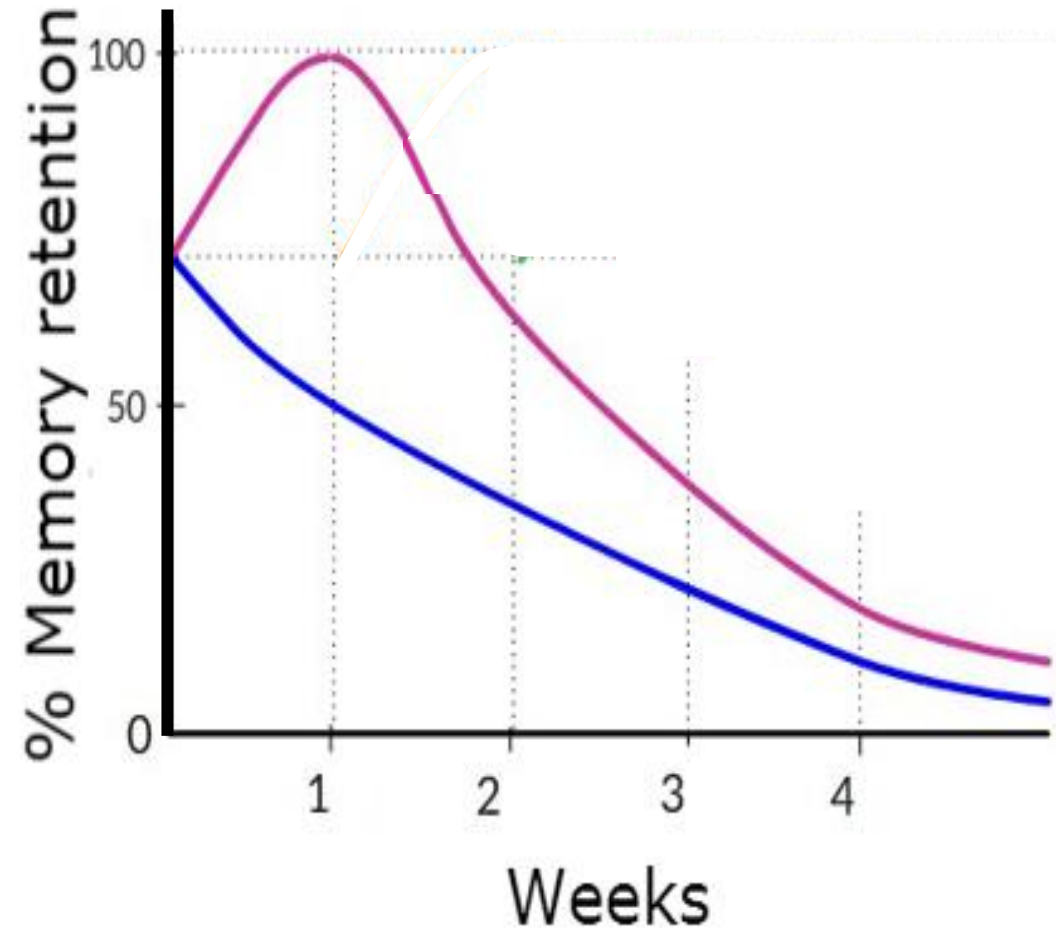
## Forgetting Curve for newly learned information



# SCIENCE

1. Students studying the **Trilogy** course will have **6** lessons split across the two week timetable.
2. Students studying **Triple course** will have **10** lessons split across the two week timetable.
3. In each lesson, **new content** is covered.

## Forgetting Curve for newly learned information



# SCIENCE

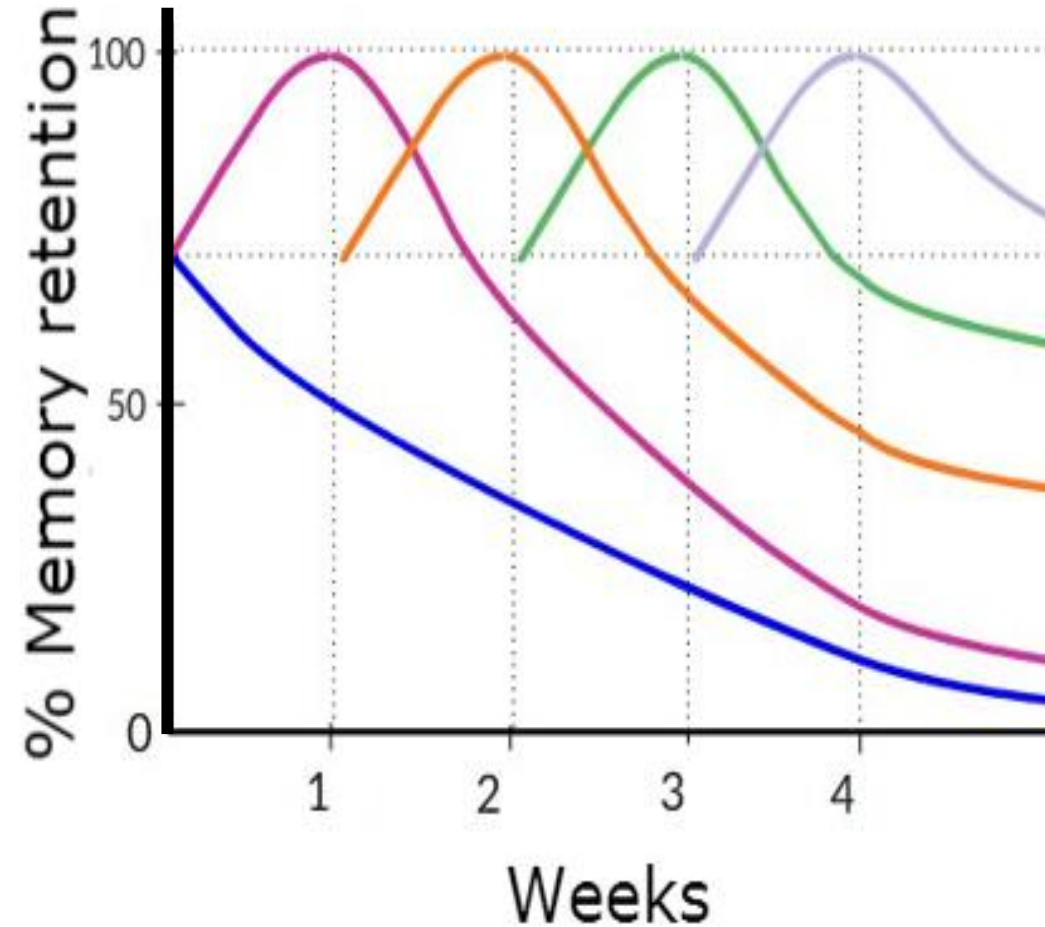
By repeatedly practising these skills, or refreshing our memory intermittently over time, we can increase the percentage of information remembered.

Revisiting a second time can improve memory and

learning.



## Forgetting Curve for newly learned information



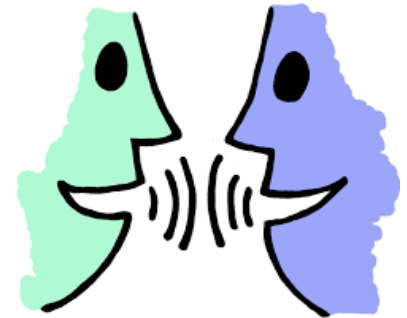
# SCIENCE

Reviewing knowledge acquired in the initial lesson, four times over the course of one month will continually 'top-up' students learning, thus limiting the amount of forgetting.

# What can you do as parents?

1. Encourage your son or daughter to **talk** to you about their science lesson at the end of **each day**.
2. Or encourage your son or daughter to summarise his or her learning at the **end of the week**, ideally by sketching a mind map of the learning.
3. **Sign their post-it note** to say you have had a conversation about science. This will achieve student points on **ClassCharts**.

4. **Calendar in review dates** by encouraging your son or daughter to put **reminders** in his or her **mobile phone**.





# EDUCAKE MADE SIMPLE

Go to the following web address:  
<https://www.educake.co.uk/>



Contact Us >

Teacher Login

Student Login

Formative assessment made easy - and just for science!

Track Proaress on GCSE Science

Try a Sample Test v

Click  
here

# EDUCAKE MADE SIMPLE

Contact Us >

Username

Password



Trouble logging in? [Click here for help](#)

de easy - and just for science!

Enter your details that you have been given by your science teacher

# EDUCAKE MADE SIMPLE

Scroll down the page until you come to this:

## Key Stage 3 Science

Answer 10 Random Questions

Set Yourself a Test

View Your Test Results

View Your Results by Topic

## GCSE (9-1) Science – AQA

Answer 10 Random Questions

Set Yourself a Test

View Your Test Results

View Your Results by Topic

## Reports

View Your Report

## Help

Change Your Password

Add Your Phone Number

What Do You Think of Educake?

Click on 'set yourself a test'

# EDUCAKE MADE SIMPLE

## 1 – Choose the Subjects

Biology


Chemistry

Maths for Science

Physics

Working Scientifically

Choose from the subjects,  
E.g. Biology



# EDUCAKE MADE SIMPLE

## 1 - Choose the Subjects

Biology

Chemistry

Maths for Science

Physics

Working Scientifically



## 2 - Choose the Units

4.1 Cell Biology (Paper 1)

4.2 Organisation (Paper 1)

4.3 Infection and Response (Paper 1)

4.4 Bioenergetics (Paper 1)

4.5 Homeostasis and Response (Paper 2)

4.6 Inheritance, Variance and Evolution (Paper 2)

4.7 Ecology (Paper 2)

Biology Practicals

**Now choose the unit you wish to test yourself on.  
E.g. Cell Biology (paper 1)**

# EDUCAKE MADE SIMPLE

Now choose the topic you wish to test yourself on. E.g. Cells, tissues and organs

1 – Choose the Subjects	
Biology	
Chemistry	
Maths for Science	
Physics	
Working Scientifically	

➤

2 – Choose the Units	
4.1 Cell Biology (Paper 1)	
4.2 Organisation (Paper 1)	
4.3 Infection and Response (Paper 1)	
4.4 Bioenergetics (Paper 1)	
4.5 Homeostasis and Response (Paper 2)	
4.6 Inheritance, Variance and Evolution (Paper 2)	
4.7 Ecology (Paper 2)	
Biology Practicals	

3 – Choose the Topics	
Topic	Topic Detail
Cells, tissues and organs	Animal cells, plant cells, organelles, bacterial cells, nucleus, cytoplasm, membrane, mitochondria, ribosomes, vacuole, chloroplasts
Cell specialisation	Cell specialisation, cell differentiation, stem cells, bone marrow, human embryos, therapeutic cloning
Microscopy	Microscopes, development of microscopy techniques, electron microscopy, magnification formula
Cell division	Chromosomes, DNA, genes, mitosis, cell cycle
Diffusion and osmosis	Diffusion, cell membranes, surface to volume ratio, single celled organisms, multicellular organisms, osmosis, cell membranes, partially permeable membranes
Active transport	active transport, concentration gradients, root hair cells, sugar absorption into the blood
Culturing microorganisms (separate biology only)	Culturing microorganisms, safety precautions, bacterial growth rate, binary fission

# EDUCAKE MADE SIMPLE

Diffusion and osmosis	multicellular organisms, osmosis, cell membranes, partially permeable membranes
Active transport	active transport, concentration gradients, root hair cells, sugar absorption into the blood
Culturing microorganisms (separate biology only)	Culturing microorganisms, safety precautions, bacterial growth rate, binary fission

Choose and Update Questions

Take Test >

Once you have chosen your topic and clicked on it. Scroll to the bottom of the page and click on 'Take test'

# EDUCAKE MADE SIMPLE

GCSE (9-1) Science - Biology Show Help

Question 1 of 20 0 ✓ 0 %

Would you find mitochondria in animal cells, plant cells, or both?

both  animal cells  plant cells

Submit >

There are generally two types of questions.

The first is multiple choice where you just click on the answer and then click the green submit button.

GCSE (9-1) Science - Biology Show Help

Question 1 of 20 0 ✓ 0 %

Would you find mitochondria in animal cells, plant cells, or both?

both  animal cells  plant cells

Submit >

The second is where you need to write the answer into the box and then click the green submit button. **BE CAREFUL – Spelling errors will lose you a mark with this type of question**

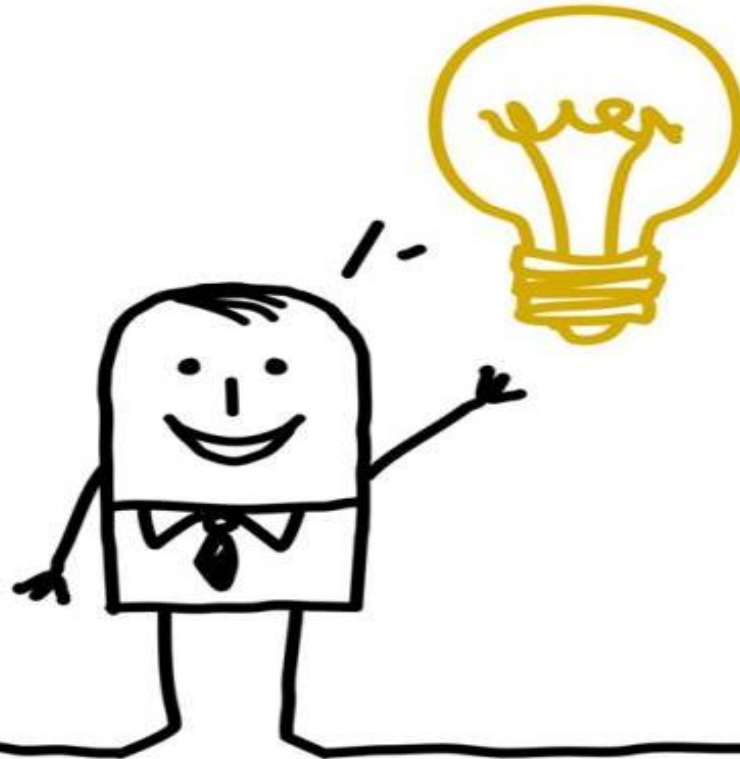
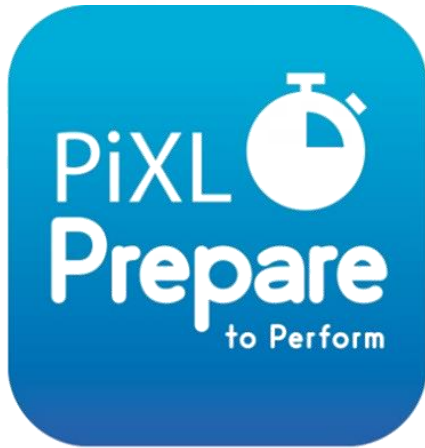


# Where can I find past papers?

The screenshot shows the Fulston Manor School website. The navigation menu at the top includes 'Home', 'Info', 'Curriculum', 'Sixth Form', 'Students', 'Year 11', 'Houses', 'Parents', 'Events', 'Vacancies', and 'Options'. The 'Year 11' tab is highlighted. Below the navigation menu, there is a sidebar with various links including 'Basic Exam Techniques', 'IGCSE What Is Involved?', 'KS4 Agreement For Examination Success', 'Past Papers', 'Raising The Participation Age Information', 'Revision Guides Stock List', 'Revision Strategies', 'Year 11 Workshop Timetable', 'Art', 'Business And Communication Systems', 'Business Studies', and 'Certificate in Financial Education'. The main content area shows the 'Past Papers' page with a heading 'Past Papers' and introductory text.

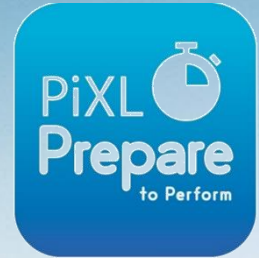
Link:  
On the Year 11 tab,  
under past papers

Board	Subject	Link to past examination question papers
CIE	English Cambridge iGCSE – English First Language (UK)	<a href="http://www.cie.org.uk/i-want-to/resource-centre/">http://www.cie.org.uk/i-want-to/resource-centre/</a>
AQA	English Literature	<a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-9715/past-papers-and-mark-schemes">http://www.aqa.org.uk/subjects/english/gcse/english-literature-9715/past-papers-and-mark-schemes</a>
Edexcel	Mathematics	<a href="http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html?Qualification-Family=GCSE&amp;Qualification-Subject=Mathematics%20A%20(2010)&amp;Status=Pearson-UK:Status%2FLive&amp;Specification-Code=Pearson-UK:Specification-Code%2Fgcse10-maths">http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html?Qualification-Family=GCSE&amp;Qualification-Subject=Mathematics%20A%20(2010)&amp;Status=Pearson-UK:Status%2FLive&amp;Specification-Code=Pearson-UK:Specification-Code%2Fgcse10-maths</a>



# Top 10 tips to support your child through their exams

# What is Prepare to Perform?

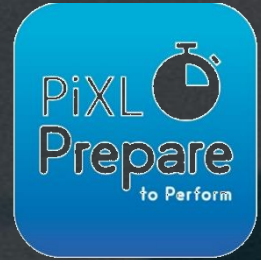


Staying calm, feeling good, being effective

- ✓ A toolkit to help your child control different aspects of their life to help them perform better when it comes to exam time
- ✓ It will allow them to focus, set themselves a plan and work towards being prepared in the best possible way



# How can you help your child and prepare them to perform?

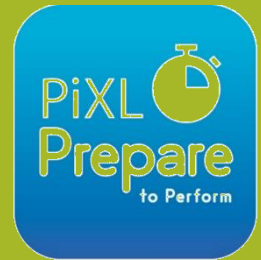


1. Being a role model
2. Help them set goals
3. Keep them active
4. Healthy eating
5. Time out
6. Sleep patterns
7. Unplugging
8. Staying cool & calm
9. Belief
10. Be supportive

Each day you can support your child to make choices which can impact how they perform during the exam period

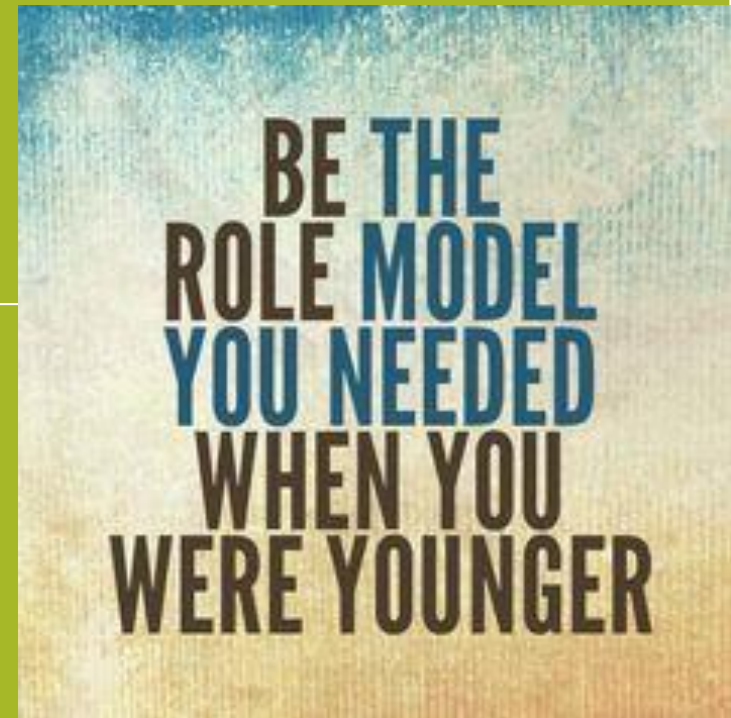


# 1. Being a role model



**Set a good example by modelling the behaviour you want your child to adopt...**

- Planning for the week
- Eating healthily and well
- Keeping hydrated
- Leading an active life
- Staying calm
- Being organised
- Good sleep habits



## 2. Goal Setting



- **Encourage** them to keep their goals planner visible – e.g. printed and displayed on their bedroom wall
- **Help focus** them and talk to them about their goals regularly
- Give **positive reinforcement**
- **Connect** with them about ‘**why**’ and ‘**what**’ they want to achieve



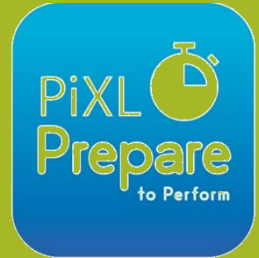
## 3. Keeping Active

- Encourage them to keep active on a daily basis
- Carry out exercise in manageable chunks e.g. 3 x 20 min sessions throughout the day
- Plan to do active things together on a weekend
- Go out for a walk together and get some fresh air
- Help them plan out their weekly exercise schedule in advance
- After exercise your brain functions well, so encourage a revision session afterwards

60  
minutes  
per day



# 4. Healthy Eating



- Plan your family meals for the week – breakfast, snacks, lunches and evening meals
- Carry out a weekly food shop and make sure you write a list
- Avoid high sugary and fatty foods or drinks
- Aim to eat clean, fresh and healthy foods
- Have a couple or 'treat' meals / or meals out per week
- Use the Mark Lloyd recipes and meal planner as guidance
- Encourage them to eat breakfast everyday
- Hydration is key to brain functioning





# 4. Healthy Eating

## A BALANCING ACT

Keep your sugar levels under control.

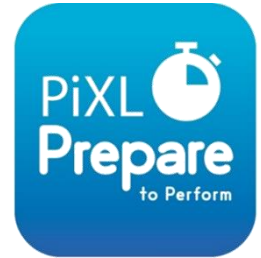
**Carbohydrates** Macro Cheat Sheet

Breads Rice Couscous Cereals Bran Potatoes Pasta Oats Cream of Wheat Corn English Muffins Pancakes Whole Wheat/ Whole Grains Vegetables Squash Pumpkin Berries Fruits Sugars	Beans Sprouted Grains Quinoa Most Yogurts Skim Milk Peas	Chicken Turkey Egg Whites Fish Buffalo Bison Whey Protein Turkey Bacon Lean Beef Low/Non-fat cottage cheese Low/Non-fat greek yogurt	Eggs Salmon Bacon Chia Seeds Cottage Cheese Whole Fat Milk Duck Whole-Fat Yogurt	Acocado Nut Butters Egg Yolks Nuts Oils Olives Flaxseed
---	--	---	--	---

**Proteins**

**Fats**

Eating the right food and drink can energise your system, improve alertness and sustain your child through the long exams



## MIGHTY MAGNESIUM

Magnesium is involved in over 1000 enzymatic reactions in the body. It's vitally important in providing our cells with energy

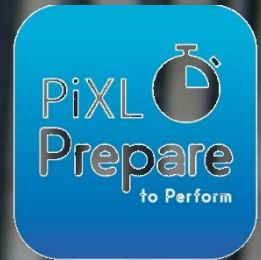
- Green vegetables
- Nuts
- Pulses
- Fish
- Bananas

## UP THE B'S & OMEGA 3'S

B vitamins are directly involved in creating energy at a cellular level & will give you an energy boost

- Green vegetables
- Asparagus / Spinach
- Broccoli
- Yoghurt
- Chicken / Salmon
- Whole Grains / Brown rice
- Almonds / Pecans
- Eggs

## 5. Time Out



Encourage them to build in opportunities to take some time out every week, away from study. For example:

- Going out for food
- Seeing friends
- Having a bath
- Listening to music
- Reading a book
- Doing a hobby
- Going shopping
- Going to the cinema

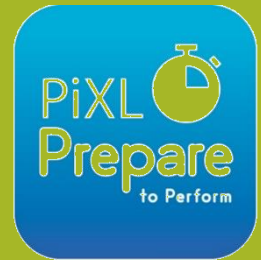


# TAKING TIME OUT

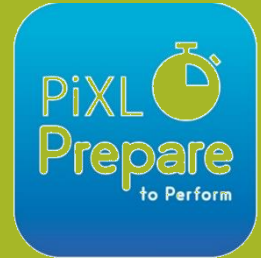
IS AS IMPORTANT AS PUTTING TIME IN

# 6. Sleep Patterns

- Young people need between 8 – 9 hours sleep per night
- Help your child create a relaxing evening routine
- Make sure they don't eat too late at night
- Avoid giving them caffeine or sugary drinks late at night
- Make sure they don't work or revise too late before going to bed
- Encourage them to switch off from social media / technology at least an hour before bedtime



# 7. Unplugging

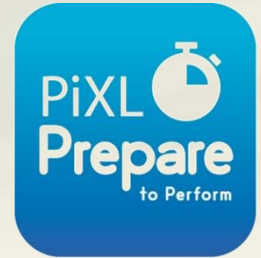


- ✓ Encourage them to unplug from technology everyday
- ✓ Help them switch off from technology at least 30 mins- 1 hr before going to sleep
- ✓ Support your child to appreciate the world around them rather than being governed by their phone
- ✓ Make sure they put their phone away, & on silent, while they are concentrating on tasks / revision / homework
- ✓ Help them learn to have the control to not be obsessed with their phone
- ✓ Choose some time each day/week to switch off and unplug from technology with them





## 8. Staying Cool & Calm



- Set a good example by staying calm yourself
- Create a relaxing environment for your child
- Help them plan out coping strategies to deal with their stress
- Give them positive distractions away from studying
- Help them understand their stress & to focus on controlling the controllables
- Promote a balance of their academic studies & other activities during the week

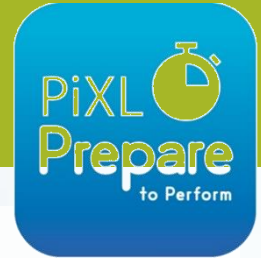
## 9. Belief

- Give them positive reinforcement
- Boost their confidence daily
- Celebrate any successes and reward them e.g. if they have achieved their mini-goals
- Try not to set your expectations too high
- Show them how proud of them you are
- Highlight things to make them feel good
- Give them the belief in themselves to help them achieve



**BELIEVE  
YOU CAN  
& YOU'RE  
HALFWAY  
THERE.**

## 10. Be Supportive



- Be a good listener
- Be approachable
- Encourage them to take breaks in between revision
- Show some understanding of what they are going through
- Help them deal with their emotions & feelings
- Offer caring advice
- Just be there for them!

DREAM  
BELIEVE  
ACHIEVE

# PIXL ENDURANCE

---



# Warm Ups – Preparing Students for Learning



*Quick fire questions, with one word answers.  
Use their revision guides or cards*

# What's the Answer?

---

{Insert key question here}

You have two minutes to discuss your answer to this question with your partner.

*Suggest this as an activity when they are working in study groups*

## Same but different

List four similarities and four differences between XXXXX and XXXXX.



# Skimming and scanning

---

- You have 5 minutes to read the piece of information in front of you.
- After 5 minutes, you will be asked to find a piece of information.



# Quick on the Draw

---

- Pick a key word.
- Draw what that key word means.



# First Letter – Last Letter

---

- Pick a topic.
- You need to make a list of all the words you can think of which are linked to that topic BUT the first letter of every new word must start with the last letter of the old word!
- *E.g. Science – environment - test tube – enzymes etc.*



# Linking Word Wall

---

- Select a topic/character/skill and write the key linking word in the middle of your page.
- Now try and link all of the key words to that key word.
- The person with the most linked words, wins!



# Linking Word Wall

---

- Give them an answer from an exam paper.
- What was the question.

*You can make this more complex by providing a one word answer and trying to think of all the questions that would have that answer.*





*Use their revision guides or cards*

## Call my Bluff

---

- three possible definitions of a term.
- Which one is correct?

# Spot the Mistake!

---

- Deliberately make a statement that is incorrect in some way.
- Can they spot the mistake?

*Oops!*

# A-Z

Pick a topic. You have three minutes to try and think of a word related to the topic for every letter of the alphabet.

You then have two minutes with a partner to complete any spaces. Finally, you have one minute with a group to try and complete any outstanding spaces / compare ideas.



## Rewind

Use your book to find answers to questions from last lesson, what are the questions?



# Endurance – Putting them under pressure in a safe environment – time pressure, thinking pressure and cognitive pressure!

*Talk to them when they are trying to do a calculation.  
Keep telling them how much time they have left.  
Look over their shoulder and take a sharp intake of breath.  
Tap on the table.*

# Team Mastermind

---

- Each of you needs to write 3 questions to ask a panel.
- Some of you will now sit in front of the group, as a team you have to correctly answer as many questions from the group as possible in 2 minutes.
- The rest of you must listen to make sure you are not asking the same questions!



# What do you know?

---

- You have 8 minutes to read an extract and then write 3 questions with answers.
- Hand to your parent/friend when you are done.
- Now the parent/friend is going to ask you all a selection of questions to test your understanding.



# Hot Seating

---

- You are [a character from history, business, a scientist ...]
- You are going to be asked questions from the group and have to stay in role.
- Each person in the class must write down 1 question to ask the hot seater.



# The Order of Importance

---

- You have 8 minutes.
- Read the text in front of you and then pick out the 3 most important points and number them 1,2,3.
- Be prepared to explain why you have chosen them.



## Key Word Countdown

---

- You have 5 minutes to read through the question you have been given.
- In that 5 minutes you must highlight or underline key words and write 10 key words you could use in your answer.

# Link It

---

- Write down the 4 key words you have looked at last lesson.
- You have 3 minutes to construct a sentence (or two) linking those 4 key words together.
- Tell 2 more people in your class your sentence (without notes if possible!)

# Mallet's Mallet

---

- Two of you come to the front.
- Your parent / friend will give you a key word and then you will play Mallet's Mallet against each other.
- The person with the highest score wins!



*Word association game – mustn't pause – mustn't hesitate – mustn't repeat*

# A Different Form?

---

- Think about the information your teacher has given you today.
- Can you present it in a different way? E.g. flowchart, table, image etc.
- You have 8 minutes to transform it into a different form.



# Just a Minute

---

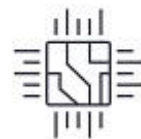
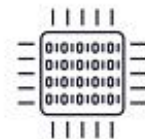
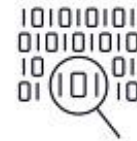
- You will be invited to the front of the group and given a topic.
- You have to speak about the topic for **one minute without hesitation, repetition or deviation.**
- The person who speaks for the longest time wins!

# Symbols

---

- You are going to translate the main learning point of this lesson into a series of symbols that could be easily understood by an outside observer.
- E.g. *People vote in elections and whoever gets the most votes wins.*

A	B	C
A <sub>1</sub> , A <sub>2</sub> , A <sub>3</sub>	B <sub>1</sub> , B <sub>2</sub>	C <sub>1</sub> , C <sub>2</sub> , C <sub>3</sub> , C <sub>4</sub> , C <sub>5</sub>
.		
..	A	B
		<u>C</u>



# Ping Pong

You will be split into two groups: A and B. Group A will be given a series of questions and a time limit to answer them. Person A will answer first, but is **not** allowed to write anything down - they have to explain to person B how to do the question. After the time limit, you will swap roles. Finally, you will check each others' answers.





## Revision Blackout

Design a poster with all of the key facts/formulas/examples for the topic. Swap with a partner. You will have two minutes to look at their poster, then turn it over and try to re- create it.



# Brain Dump

---

- Write down all the things that you have learned this lesson.
- Now highlight them in different colours:
  - Red: Not confident.
  - Amber: Getting there.
  - Green: I get this!
- Hand in to your teacher.

# Swap Shop

---

- Go and tell 3 separate people in your class one thing you have understood better this lesson.





## A Graphic Reminder

---

- Think of each of the exam questions on the paper and draw a picture that reminds you of what you have to do in each one.

# Show Me What You've Learned!

---

- Draw and label a picture which represents what you learned this lesson.
- Next, find someone else in the class and talk through your picture and what it means to you.

# Scaling the Pyramid

---

*At top = question from today's you (the student) would like answered*  
*Middle = what you will remember for next lesson*  
*Bottom = key words*



*Or*

*At top = question from today's you (the student) would like answered*  
*Middle what I learnt today*  
*Bottom = what I already knew*

# Key Word Challenge

---

- Write down what you have learned today in no more than 50 words.
- Now reduce to 30.
- Now reduce to 3 key words.
- Explain your 3 key words to someone else.

# Taboo

---

- Pick a key word from today's lesson
- Describe it without naming it and the rest of your group should try to guess it correctly.
- For an extra challenge, can you define it?

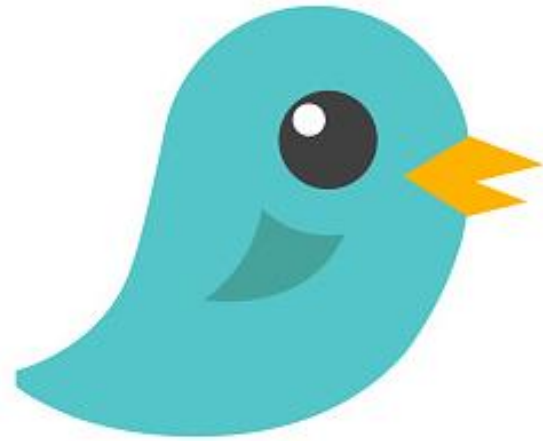




# Tweet Tweet!

---

- Reflect on the main learning point in today's lesson.
- Now, think about what you would write if you had to tweet about this.
- Write your tweet – try to stick to **140 characters**.



# Thinking Our Learning to 'Real' Life

---

- Think about what you have learned or understood better as a result of this lesson.
- When and how will you apply or develop this knowledge in 'real' life? Try to think of as many different scenarios as you can.



## Flash Card

Write a question on one side of the card and an answer on the back. Walk around the room, show someone the question - can they get the answer?

Put your hand in the air when you are done and find a new partner. How many can you get right in two minutes?

Alternative: split the class into two groups. Group A should make a circle or line, group B work around the circle/line.



# Year 11 Homework Timetable

As the examinations approach the homework set for Year 11 becomes increasingly examination focused, with specific revision based tasks that link directly to the content from lessons.

This homework is set on the Show My Homework system and we ask parents to ensure that students use this system to help organise their time.

If you need a reminder of your parental login, see Mr. Prutton at the end of the presentation.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
English (2 hrs)	Science (2 hrs)	Option B (1 hr)	Mathematics (2 hrs)	Option D (1 hr)
Option E (1 hr)			Option C (1 hr)	Option A (1 hr)

## Year 11 Workshops 2017-18



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
English	Maths	Independent Study or Triple Science	History	Geography Science

Week 2				
Monday	Tuesday	Wednesday	Thursday	Friday
Computing Dance Economics French	Business Studies Business Communications Citizenship Textiles Drama	Independent Study or Triple Science	Food Information Technology Graphic Products Photography Physical Education Religious Studies	Art Financial Education Health and Social Care Music Product Design

# Easter Workshop Support 2018



TUESDAY, 3 <sup>RD</sup> APRIL					
YEAR GROUP	Subject	Classes	Time	Staff	Rooms
11	Biology	Selected Students from Year 11	9:00 a.m. until 11:15 a.m.	ASZ	Hales
11	Mathematics	Selected Students from Year 11	9:00 a.m. until 11:00 a.m.	FHA/SSI/STA/STC	N14/N2/N16/N4
11	Economics	11A <u>Ec</u>	9:00 a.m. until 12:00 noon	RTU	B7
11	Geography	Selected Year 11 Geography Students	9:30 a.m. until 11:00 a.m.	VMI/KRO/LSI	Stanhope
11	Mathematics	Selected Students from Year 11	11:30 a.m. until 1:30 p.m.	FHA/SSI/STA/STC	N14/N2/N16/N4
11	Business Communications – Theory	11E <u>Bc</u>	1:00 p.m. until 3:00 p.m.	RTU	B7
11	Geography	Selected Year 11 Geography Students	1:30 p.m. until 3:30 p.m.	VMI/KRO/LSI	Stanhope/Morrison
11	Biology	Selected Students from Year 11	1:45 p.m. until 4:00 p.m.	ASZ	Hales
WEDNESDAY, 4 <sup>TH</sup> APRIL					
YEAR GROUP	Subject	Classes	Time	Staff	Rooms
11	Mathematics	Selected Students from Year 11	9:00 a.m. until 11:00 a.m.	FHA/SSI/FKA/STC	N14/N2/N16/N4
11	Computer Science	11B Co, 11D Co & 11E Co	9:00 a.m. until 1:00 p.m.	CWO/SBE/GWH	B8/B11/B12
11	Mathematics	Selected Students from Year 11	11:30 a.m. until 1:30 p.m.	FHA/SSI/FKA/STC	N14/N2/N16/N4
11	Business Communications - ICT	11E <u>Bc</u>	1:00 p.m. and 3:00 p.m.	RTU	B7
11	Physics	All Year 11 Students	1:30 p.m. and 3:30 p.m.	MAT	Hales
THURSDAY, 5 <sup>TH</sup> APRIL					
YEAR GROUP	Subject	Classes	Time	Staff	Rooms
11	Religious Studies	11C <u>Rs</u> , 11D <u>Rs</u> , 11E <u>Rs</u>	9:00 a.m. until 12:00 noon	JAT/LSM/LSE	T4/T5/T6
11	Biology	Selected Students from Year 11	1:30 p.m. until 3:30 pm.	MAG	Hales
FRIDAY, 6 <sup>TH</sup> APRIL					
YEAR GROUP	SUBJECT	CLASSES	TIME	STAFF	ROOMS
11	Music	11D Music (Composition Work)	9:00 a.m. until 1:00 p.m.	ZHQ	P1
11	Dance	11E Da	9:00 a.m. until 1:00 p.m.	KMA	P3
11	Citizenship	11A <u>Cz</u> and 11D <u>Cz</u>	9:00 a.m. until 1:00 p.m.	BTH	S1/S2
11	Drama	11C <u>Dm</u>	1:00 p.m. until 3:00 p.m.	KMA	P3

## EASTER HOLIDAY REVISION SESSIONS 2018

MONDAY, 9 <sup>TH</sup> APRIL					
YEAR GROUP	Subject	Classes	Time	Staff	Rooms
11	English	All Year 11 Students	9:00 a.m. until 1:00 p.m.	CLA/JOP/JJE/ELU/ SDO/RSP/MIG	11BL – N3/N4    11BR – N7 11EL – N8        11ER – N9 11HL – N6        11HR – N12 11SL – N10       11SR – N5 11TL – N11
TUESDAY, 10 <sup>TH</sup> APRIL					
YEAR GROUP	Subject	Classes	Time	Staff	Rooms
11	Chemistry	Selected Students from Year 11	9:00 a.m. until 11:30 a.m.	ASZ	Hales/Stanhope
11	Business Studies	11B Bs and 11C Bs	9:00 a.m. until 12:00 noon	LHA	BC2
11	Business Studies	11E Bs	9:00 a.m. until 12:00 noon	NNE	B1
11	Art	11B Ar, 11C Ar & 11D Ar	9:00 a.m. until 2:00 p.m.	JLS/SRA	Y8, Y7, Y5, Y6
11	Textiles	11B	9:00 a.m. until 1:00 p.m.	HRO	Y4
11	Chemistry	Selected Students from Year 11	12:30 p.m. until 3:00 p.m.	ASZ	Hales
11	History	11A Ht, 11B Ht, 11C Ht, 11D Ht	1:00 p.m. until 3:00 p.m.	JWS/MBI	Stanhope
WEDNESDAY, 11 <sup>TH</sup> APRIL					
YEAR GROUP	Subject	Classes	Time	Staff	Rooms
11	Drama	11C Dm	9:00 a.m. until 12:00 noon	KMA	P3
11	French	11A1 Fr, 11A2 Fr, 11C Fr	9:00 a.m. until 1:00 p.m.	DCO/ROG/MWY	B2, B3, B6
11	Computer Science	11B Co, 11D Co & 11E Co	9:00 a.m. until 1:00 p.m.	CWO/SBE/GWH	B8/B11/B12
11	Dance	11E Da	12:00 noon until 3:00 p.m.	KMA	P3
11	Physics	Selected Students from Year 11	1:30 p.m. until 3:30 p.m.	MAT	Hales/Stanhope
THURSDAY, 12 <sup>TH</sup> APRIL					
YEAR GROUP	Subject	Classes	Time	Staff	Rooms
11	Winchmore Mathematics	Selected Year 11 students	9:00 a.m. – 3:00 p.m.	Leadership Group	N1/N2/N3/N4/ N15/N16
FRIDAY, 13 <sup>TH</sup> APRIL					
YEAR GROUP	Subject	Classes	Time	Staff	Rooms
11	Winchmore Mathematics	Selected Year 11 students	9:00 a.m. – 3:00 p.m.	Leadership Group	N1/N2/N3/N4/ N15/N16



## EXAMINATION SCHEDULE – SUMMER 2018

SUBJECT	PAPER	DATE OF EXAM	LENGTH OF PAPER	TOPICS I NEED TO REVISE
English Literature	1	22 May	1h 45m	Macbeth The Strange Case of Dr Jekyll and Mr Hyde An Inspector Calls
	2	25 May	2h 15m	Poetry anthology – Love and Relationships Unseen poetry
English Language	1	5 June	1h 45m	Analysis of unseen fiction extracts. Descriptive and narrative writing.
	2	8 June	1h 45m	Comparing unseen non-fiction extracts (including 19 <sup>th</sup> Century). Writing to argue/persuade/advise.
Mathematics	1	24 May	1h 30m	Fractions, decimals and percentages, angle facts, algebraic manipulation, graphs, bearings, loci, LCM, HCF and estimation plus revision list issued by your teacher
	2	7 June	1h 30m	Pythagoras, trigonometry, length, area, volume, ratio, proportion, compound interest and surd plus revision list issued by your teacher
	3	12 June	1h 30m	Probability including tree diagrams, Venn diagrams, statistics, circle facts and vectors plus revision list issued by your teacher
Biology Triple & Trilogy	1 - triple	15 May	1h 45m	Cell biology; Organisation; Infection and Response; Bioenergetics.
	1 - combined	15 May	1h 15m	
	2 - triple	11 June	1h 45m	Homeostasis and response; Inheritance, Variation and Evolution; Ecology.
	2 - combined	11 June	1h 15m	
Chemistry Triple & Trilogy	1 - triple	17 May	1h 45m	Atomic Structure and the Periodic Table; Bonding, Structure, and the Properties of Matter; Quantitative Chemistry, Chemical Changes; Energy Changes
	1 - combined	17 May	1h 15m	
	2 - triple	13 June	1h 45m	The Rate and Extent of Chemical Change; Organic Chemistry; Chemical Analysis, Chemistry of the Atmosphere; Using Resources.
	2 - combined	13 June	1h 15m	





## EXAMINATION SCHEDULE – SUMMER 2018 (CONT/....)

SUBJECT	PAPER	DATE OF EXAM	LENGTH OF PAPER	TOPICS I NEED TO REVISE
Physics Triple & Trolgy				Energy; Electricity; Particle Model of Matter; Atomic Structure.
	1 - combined	23 May	1h 15m	
	2 - triple	15 June	1h 45m	Forces; Waves; Magnetism and Electromagnetism; Space Physics. May draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity.
	2 - combined	15 June	1h 15m	Topics 22–24: Forces; Waves; Magnetism and electromagnetism
Business & Communication Systems	1	18 June	1h	Entrepreneurial Skills; Aims and Objectives of a business; Health and Safety Ergonomics; Stakeholders; Trade Unions; Human resources; Business Admin; Communication; Employment Rights; Internet and e-commerce; Security of data; Data Systems; The Importance of ICT
	2	week of 7 -11 May	1h 30m	ICT skills; Word processing; Spreadsheet usage (Excel); Use of email (outlook); Use of presentation software (PowerPoint); Use of databases (Access)
Business Studies	1	23 May	1h	Ownership; Marketing; Production; Human Resources; Finance
	2	6 June	1h	Ownership; Marketing, Production; Human Resources; Finance
Economics	1	4 June	1h 15m	Money – borrowing, saving & spending; Work – types of work, impact of ICT, Unemployment; National and Global economy – globalisation, power of consumer, exchange rates
	2	6 <sup>th</sup> June	1 h 15m	Managing the economy – taxation, government policies; China – issues of growth; UK – impact of dominant firms



## EXAMINATION SCHEDULE – SUMMER 2018 (CONT/....)

SUBJECT	PAPER	DATE OF EXAM	LENGTH OF PAPER	TOPICS I NEED TO REVISE
Personal Finance	Unit 1 multiple choice	Resit after 8 May	35m	What is a citizen; How government policies affect personal finance; Purpose of money; Difference between money and income; Features of tax; Purposes of tax; Different types of tax; Ways that business contribute to the economy; Ways that personal finance choices affect society; What is inflation Impact of inflation and interest on investments and loans; Economic cycle; What is Foreign Exchange Personal lifecycle
	Unit 2 multiple choice	1 <sup>st</sup> attempt March Resit after 8 May	35m	What is financial planning; What is money management; Why is financial planning needed Personal factors that affect financial planning; Explain difference between short-, medium- & long-term planning; What is budgeting; External factors impact a budget; Impact of inflation on UK economy and personal budgets; Calculations of budgets and spending; Different systems for customers to manage money; Main types of income for tax purposes; What is 'value for money'; Reasons for personal borrowing; Factors to consider when deciding to borrow
	Unit 3 essay style	1 <sup>st</sup> attempt 8 May 2 <sup>nd</sup> attempt 27 <sup>th</sup> June am	1h 30m	What makes a business successful; What makes a business stand out; What 'entrepreneur' means Main skills and behaviours for a entrepreneur; Importance of the skills for the economy; The tools a business use to manage money; Features of a business budget; Impact on a business of fraud, theft and tax; Impact of individual behaviours on a business; What does 'ethics' mean in business conduct Impact of individuals on society via: Consumer choices; Enterprise Employment



## EXAMINATION SCHEDULE – SUMMER 2018 (CONT/....)

SUBJECT	PAPER	DATE OF EXAM	LENGTH OF PAPER	TOPICS I NEED TO REVISE
French	Speaking	Individual time to be advised  Either: 30 April 1 May 2 May	F Tier: 7 – 9m  H Tier 10 -12m	<ul style="list-style-type: none"> <li>• Role play – allocated at random</li> <li>• Photocard – will be from one of the 3 themes</li> <li>• General conversation part 1 – <u>Your chosen topic</u> from another of the themes.</li> <li>• General conversation part 2 – will be taken from the remaining theme.</li> </ul>
	Listening	15 May	F Tier: 35m  H Tier: 45m	<p><u>Theme 1</u></p> <p><u>IDENTITY &amp; CULTURE</u></p> <ul style="list-style-type: none"> <li>• Me, my family &amp; friends</li> <li>• Technology</li> <li>• Free-time activities (music, cinema &amp; tv, food &amp; eating out, sport)</li> </ul> <p><u>Theme 2</u></p> <p><u>LOCAL, NATIONAL, INTERNATIONAL AREAS OF INTEREST</u></p> <ul style="list-style-type: none"> <li>• Home, town, neighbourhood, region</li> <li>• Social issues (charity work, healthy living)</li> <li>• Global issues (environment, poverty)</li> <li>• Travel &amp; tourism</li> </ul> <p><u>Theme 3</u></p> <p><u>CURRENT AND FUTURE STUDY AND EMPLOYMENT</u></p> <ul style="list-style-type: none"> <li>• My studies</li> <li>• Life at school / college</li> <li>• Education post-16</li> </ul> <p>Jobs, career choices and ambitions</p>



## EXAMINATION SCHEDULE – SUMMER 2018 (CONT/....)

SUBJECT	PAPER	DATE OF EXAM	LENGTH OF PAPER	TOPICS I NEED TO REVISE
Citizenship	1	15 June	1hr 45	Active Citizenship; Politics and Participation
	2	18 June	1hr 45	Life in Modern Britain; Rights and Responsibilities
Computer Science	J276/1	14 June	1h 30m	Computer systems Systems Architecture; Memory; Storage; Wired and wireless networks; Network topologies, protocols and layers; System security; System software; Ethical, legal, cultural and environmental concerns
	J276/2	17 June	1h 30m	Computational thinking, algorithms and programming Algorithms; Programming techniques; Producing robust programs; Computational logic; Translators and facilities of languages; Data representation
Product Design	n/a	21 June	2h	Technical Drawing; Design Process; Packaging and sustainability; Anthropometrics and Ergonomics; Manufacturing Systems; Materials; Designers and design styles
Graphic Products	n/a	21 June	2h	Technical Drawing; Design Process; Printing Processes; Packaging and sustainability; Anthropometrics and Ergonomics; Manufacturing Systems; Materials; Designers
Dance	1	19 June	1h 45m	Choreographic process - how to create choreography Performance skills - what they are, definitions, examples of how they're used, exercises to improve 6 Set works - Infra, Shadows, Emancipation of Expressionism, A Linha Curva, Within Her Eyes, Artificial Things
Drama	1	18 May	1h 45m	Production roles in theatre Staging and stage positioning; Study of set work Blood Brothers Response to live theatre production - The Woman in Black or Of Mice & Men



## EXAMINATION SCHEDULE – SUMMER 2018 (CONT/.....)

SUBJECT	PAPER	DATE OF EXAM	LENGTH OF PAPER	TOPICS I NEED TO REVISE
Music	Component 1 Exam	6th June	1h 45m	All set works (Brandenburg, Beethoven, Afro Celt, Defying Gravity, Samba Em Preludio, Killer Queen, Musical dictation exercises Long response essay writing (use purple revision books)
	Performances	31 March	Max. 4m	Performance review grids, live performances, recorded examples
	Composition			Brief, composition commentary examples (this must be done in class time but you are allowed to bring notes in)
Health & Social Care	1	13 June	1h	The Five life stages - Being able to identify the PIES in each life stage The Physical factors ( Genetics, Illness, Diet, Lifestyle and Abuse and Neglect) The Socio-Environmental ( Gender, Race, Religion, Culture, Education, Employment and Relationships) The Economic ( Income, Equal Pay and Poverty) The Environmental ( Urban vs Rural, Housing, Pollution) How Self-Concept can impact development ( linking to factors and life Events) Life Events – Explaining how Expected & Unexpected life events can affect growth & development Sources of Support ( The different types of support throughout life and how this can impact development)



## EXAMINATION SCHEDULE – SUMMER 2018 (CONT/....)

SUBJECT	PAPER	DATE OF EXAM	LENGTH OF PAPER	TOPICS I NEED TO REVISE
Physical Education	1	16 May	1h 5m	<b>The human body and movement in physical activity and sport</b> The structure and functions of the skeleton, muscular system and cardio-respiratory system; Aerobic and anaerobic exercise; The effects of exercise; Types of levers; Basic movements; Planes of movement and axes of rotation; Health and fitness; The components of fitness; Fitness testing; Measuring agility, balance, cardiovascular endurance, coordination, flexibility, muscular endurance, power and explosive strength, reaction time, maximal strength, speed, strength: The Handgrip Dynamometer Test; The principles of training; Types of training; Preventing injury; Training seasons; Warming up and cooling down
	2	18 May	1h 15m	<b>Socio-cultural influences and well-being in physical activity and sport</b> The meaning of health and fitness; Physical, mental/emotional and social health; Linking participation in physical activity to exercise and sport to health and well-being; The consequences of a sedentary lifestyle; Somatotypes; Energy use; A balanced diet; The role of carbohydrates, fat, protein, vitamins and minerals; Maintaining water balance; Social groups and factors affecting participation; The commercialisation of physical activity and sport; The impact of technology on physical activity and sport Ethical conduct by performers; Spectator behaviour; Skill and ability; Goals and targets; Information processing; Guidance and feedback on performance; Arousal; Aggression; Personality types; Motivation
Geography	1	22 May	1h 30m	<b>Topic 1: Hazardous Earth; Topic 2: Development Dynamics; Topic 3: Challenges of and Urbanising World</b>
	2	5 June	1h 30 m	Topic 4: The UK's Evolving Physical Landscape; Topic 5: The UK's Evolving Human Landscape; Topic 6: Geographical Investigations
	3	11 June	1h 30m	Topic 7: People and the Biosphere; Topic 8: Forests Under Threat; Topic 9: Consuming Energy Resources



## EXAMINATION SCHEDULE – SUMMER 2018 (CONT/....)

SUBJECT	PAPER	DATE OF EXAM	LENGTH OF PAPER	TOPICS I NEED TO REVISE
History	1	4 June	1h 15m	Anglo-Saxon; Norman; Late Medieval Britain; 1500-1700; 1700-1900; 1900-Modern day
History	2	8 June	1h 45m	<p>British America 1713-1783: How colonial society developed; Slavery in North America; Problems with the colonies; The impact of cultural developments; Wars; The aftermath of the war; British and American relations: 1765-75; The war of independence; Consequences of the war in America</p> <p>Early Elizabethan England 1558-1588 The situation on accession; The religious settlement; Challenge to the religious settlement; Mary Queen of Scots; Plots and Revolts at home; Relations with Spain; Outbreak of War with Spain 1585-88; The Armada; Education and Leisure; The problem of the poor; Exploration and voyages; Raleigh and Virginia</p>
History	3	12 June	1h 20m	<p>Weimar and Nazi Germany 1918-39 The origins of the Republic 1918-19; Early challenges to the Weimar; The recovery of the Weimar Republic; Changes in society 1924-29; Early development of the Nazi Party 1920-22; The Munich Putsch and lean years 1923-29; Growth in support for the Nazis 1929-33; How Hitler became Chancellor, 1932-33; The creation of a dictatorship 1933-34; The Police state; Controlling and influencing attitudes; Opposition, resistance and conformity; Nazi policies towards women; Nazi policies towards the young; Employment and living standards; The persecution of minorities</p>
Religious Studies	1	14 May	1h 45m	<ul style="list-style-type: none"> <li>• Christian - Beliefs</li> <li>• Christian - Practices</li> <li>• Islam - Beliefs</li> <li>• Islam - Practices</li> </ul>
	2	16 May	1h 45m	<ul style="list-style-type: none"> <li>• Theme B: Religion and life</li> <li>• Theme D: Religion, peace and conflict</li> <li>• Theme E: Religion, crime and punishment</li> <li>• Theme F: Religion, human rights and social justice</li> </ul>

Do not answer Themes A and C

# CALENDAR OF EVENTS



<b>2<sup>nd</sup> November 2017</b>	Sixth Form Open Evening
<b>Early November onwards</b>	Online applications for courses commences. Acknowledgement of applications will be ongoing, as and when we receive them. Conditional offers will be sent out from early January onwards.
<b>6<sup>th</sup> February 2018</b> <b>5.00 p.m. – 7.00 p.m.</b>	Year 11 Parents' Evening. Subject teachers will give information on how each student is performing in the current courses. Sixth Form staff will be available to answer any questions concerning the Sixth Form.
<b>End of January 2018</b>	Option Blocks will be produced, once sufficient applications have been received.
<b>May – June 2018</b>	GCSE Examinations.
<b>Week beginning 25<sup>th</sup> June 2018</b>	Sixth Form Induction Week. Students can try out their courses and be a Sixth Former for the week.
<b>Thursday, 23<sup>rd</sup> August 2018</b>	GCSE results, accompanied by a letter confirming course place or invitation to discuss other options.
<b>24<sup>th</sup>, 28<sup>th</sup> and 29<sup>th</sup> August 2018</b>	There will be interviews for students who need to discuss course choices.
<b>Early September 2018</b>	Begin courses.



# POST 16 APPLICATIONS



- ❑ All 6<sup>th</sup> Form and College applications should be made online using [www.ucasprogress.com](http://www.ucasprogress.com)
- ❑ Students who have forgotten/lost their login details should see Mr Vigeon.
- ❑ Applications for apprenticeships and jobs with training need to be made direct, rather than online.
- ❑ Whilst there is no absolute deadline, you are more likely to get your chosen courses if you apply early.

# SUCCESSFUL STUDENTS



**Time in school** – Successful students, as well as working hard in every lesson, actively seek out their teachers for extra help or explanation of areas they are finding difficult

**Workshops** – Successful students attend all relevant workshops, both after school and during holiday periods

**Homework** – Successful students complete at least 10 hours a week of homework and additional study in the period between now and their examinations

**Organisation** – Successful students plan their time carefully, establishing clear revision schedules, knowing the dates of all deadlines and examinations and focusing on those subjects in which they most need to make rapid progress

# SUCCESSFUL STUDENTS



**Support** – Successful students regularly seek support from tutors and mentors to enable them to overcome any barriers to progress and follow advice given by all staff

**Deadlines** – Successful students not only meet deadlines but allow time for redrafting and improvement where possible

**Revision** – Successful students implement a range of different revision techniques, including the use of internet resources and past papers, to ensure that they are well prepared for all examinations

**Urgency and Calmness** – Successful students display a sense of urgency and purpose, remaining calm as exams approach because of the preparation that has been done in advance



**FULSTON MANOR**  
**YEAR 11 GCSE PARENTS' EVENING**  
**MONDAY, 19<sup>TH</sup> MARCH 2018**  
**7:00 PM**  
**MILLENNIUM HALL**



**National Support School**  
designated by



National College for  
Teaching & Leadership



Swale Training  
School Alliance