

Assessment Schedule

3 ASSESSMENT POINTS

End of Year 10 Assessments

June 2021

Formal PPEs

7th – 18th November

Formal PPEs

6th – 17th March 2023

Assessment Schedule

September	October	November	December	January	February	March	April	May	June	July
	Black History Month	Anti-bullying week			LGBTQIA+ History Month	Women's History Month	Autism Awareness Week	Mental Health Awareness Month	Gypsy, Roma and Traveller History Month	
1 Th INSET	1 Sa	1 Tu	1 Th	1 Su New Year's Day	1 We Year 2 Parents' Evening	1 We Year 9 Parents' Evening	1 Sa	1 Mo Early May Bank Holiday	1 Th	1 Sa
2 Fr Yr 7 only	2 Su	2 We	2 Fr Year 11 reports generated	2 Mo Bank Holiday	2 Th	2 Th Year 9 Pathways	2 Su	2 Tu Year 8 Assessment week	2 Fr	2 Su
3 Sa	3 Mo	3 Th	3 Sa	3 Tu Year 9 Assessment week	3 Fr Year 9 Pathways information sent	3 Fr Year 9 Pathways	3 Mo	3 We Year 11 RAP	3 Sa	3 Mo Year 10 PPEs
4 Su	4 Tu	4 Fr	4 Su	4 We Year 10 Moderation	4 Sa	4 Sa	4 Tu	4 Th	4 Su	4 Tu Year 10 PPEs
5 Mo	5 We Year 11 RAP	5 Sa	5 Mo Creative Arts Product Assessment Year 11	5 Th Year 11 Intervention W2	5 Su	5 Su	5 We	5 Fr	5 Mo Year 7 Assessment week	5 We Year 7 Parents' Evening
6 Tu	6 Th	6 Su	6 Tu Creative Arts Product Assessment Year 11	6 Fr	6 Mo	6 Mo Year 11 PPEs	6 Th	6 Sa	6 Tu	6 Th
7 We Year 11 RAP	7 Fr	7 Mo Year 11 PPEs	7 We Year 11 Parents' Evening	7 Sa	7 Tu	7 Tu Year 11 PPEs	7 Fr Good Friday	7 Su	7 We Year 8 MINT due	7 Fr Year 7 MINT due
8 Th	8 Sa	8 Tu Year 11 PPEs	8 Th	8 Su	8 We Year 11 RAP	8 We Year 11 PPEs	8 Sa	8 Mo Year 8 Assessment week	8 Th	8 Sa
9 Fr	9 Su	9 We Year 11 PPEs	9 Fr Year 11 MINT due	9 Mo Year 10 Data drop	9 Th	9 Th Year 11 PPEs	9 Su	9 Tu	9 Fr	9 Su
10 Sa	10 Mo	10 Th Year 11 PPEs	10 Sa	10 Tu Year 9 Assessment week	10 Fr	10 Fr Year 11 PPEs	10 Mo Easter Monday	10 We	10 Sa	10 Mo Year 9 Option Easter lessons week
11 Su	11 Tu	11 Fr Year 11 PPEs	11 Su	11 We	11 Sa	11 Sa	11 Tu	11 Th	11 Su	11 Tu Creative Arts Product Assessment Year 11
12 Mo	12 We	12 Sa	12 Mo	12 Th Year 10 Reports generated	12 Su	12 Su	12 We	12 Fr	12 Mo Year 7 Assessment week	12 We Creative Arts Product Assessment Year 11
13 Tu	13 Th	13 Su	13 Tu	13 Fr	13 Mo	13 Mo	13 Th	13 Sa	13 Tu	13 Th
14 We Year 7 Mark the Junior Entrance	14 Fr	14 Mo Year 11 PPEs	14 We	14 Sa	14 Tu	14 Tu Year 11 PPEs	14 Fr	14 Su	14 We	14 Fr
15 Th	15 Sa	15 Tu Year 11 PPEs	15 Th	15 Su	15 We	15 We Year 11 PPEs	15 Sa	15 Mo Year 11 Parents' Evening	15 Th	15 Sa
16 Fr	16 Su	16 We Year 11 Moderation	16 Fr	16 Mo	16 Th	16 Th Year 11 PPEs	16 Su	16 Tu Year 11 Final OCSE	16 Fr	16 Su
17 Sa	17 Mo	17 Th Year 11 PPEs	17 Sa	17 Tu	17 Fr	17 Fr Year 11 PPEs	17 Mo Year 11 Reports Generated	17 We	17 Sa	17 Mo Arts Week
18 Su	18 Tu	18 Fr Year 11 PPEs	18 Su	18 We Year 10 Parents' Evening	18 Sa	18 Sa	18 Tu	18 Th	18 Su	18 Tu Year 12 PPEs Marking and data drop
19 Mo Year 11 Intervention W1	19 We Year 11 RAP	19 Sa	19 Mo	19 Th	19 Su	19 Su	19 We Year 11 RAP	19 Fr	19 Mo	19 We
20 Tu	20 Th	20 Su	20 Tu	20 Fr Year 10 MINT due	20 Mo Year 9 Pathways	20 Mo Creative Arts Product Assessment Year 11	20 Th	20 Sa	20 Tu	20 Th Year 10 reports generated
21 We Year 11 RAP	21 Fr	21 Mo	21 We	21 Sa	21 Tu Year 9 Pathways	21 Tu Creative Arts Product Assessment Year 11	21 Fr Year 11 MINT due	21 Su	21 We	21 Fr
22 Th	22 Sa	22 Tu	22 Th	22 Su	22 We Year 7 & 8 Data Drop	22 We Year 11 Moderation	22 Sa	22 Mo Year 10 Work Experience Week	22 Th	22 Sa
23 Fr	23 Su	23 We	23 Fr	23 Mo	23 Th Year 9 Pathways	23 Th	23 Su	23 Tu Year 10 Work Experience Week	23 Fr	23 Su
24 Sa	24 Mo	24 Th	24 Sa	24 Tu	24 Fr Year 10 reports generated	24 Fr	24 Mo Year 11 Intervention W2	24 We Year 10 Work Experience Week	24 Sa	24 Mo Rewards Trips
25 Su	25 Tu	25 Fr	25 Su Christmas Day	25 We Year 9 Moderation	25 Sa	25 Sa	25 Tu	25 Th Year 10 Work Experience Week	25 Su	25 Tu Sports Day
26 Mo	26 We	26 Sa	26 Mo Boxing Day	26 Th	26 Su	26 Su	26 We	26 Fr Year 10 Marking and data drop	26 Mo Year 10 PPEs	26 We Early Closure
27 Tu	27 Th	27 Su	27 Tu Bank Holiday	27 Fr Year 9 Data Drop	27 Mo Year 9 Pathways	27 Mo	27 Th	27 Sa	27 Tu	27 Th
28 We (7-11) Learning Behaviour Data Capture	28 Fr	28 Mo	28 We	28 Sa	28 Tu	28 Tu	28 Fr	28 Su	28 We Year 7 Moderation	28 Fr
29 Th Year 11 Parents' info evening	29 Sa	29 Tu	29 Th	29 Su		29 We Year 11 PPEs Marking and data drop	29 Sa	29 Mo Spring Bk. Hol.	29 Th	29 Sa
30 Fr	30 Su	30 We	30 Fr	30 Mo		30 Th	30 Su	30 Tu	30 Fr Year 7 Data Drop	30 Su
	31 Mo		31 Sa	31 Tu Year 9 reports generated		31 Fr		31 We		31 Mo

OTHER KEY DATES:

2nd December 2022 – reports are published for Year 11s (including predicted grades for college use)

7th December 2022 – Year 11 Parents' Evening

5th January 2023 – Intervention Wave 2 begins

17th April 2023 – final predicted grades are given.

May 2023 – Final exam season starts

Topics List for Revision

YEAR 11 ASSESSMENT

TOPICS AND SKILLS TO REVISE

PPE (1) 7th November - 18th November 2022

Subject	Do I study this subject?	Name of Paper or Unit	Things to revise	✓	Post-exam RA
Art		There will be two days of Art assessment on 5th and 6th December.			
Computer Science		Written Paper	Operating Systems		
			Defragmentation		
			Utility Programs		
			Virtual Memory		
			Cyber Security		
			Networks		
			Cloud Storage		
			CPU		
			Ethical, Legal, and Cultural issues		
			Primary Memory		
			Embedded System		
			Secondary Storage Calculation		
			DNS		
			URL		
Drama		Component 3	1. An Inspector Calls		
			Performance Skills: How you as a performer/ director would use physicality, voice, and use of stage space to create		
			Design Elements: How would you technically enhance this piece to re-enforce your directorial vision?		
			2. Live Theatre Evaluation		
			Analyse and evaluate performers' use of skills: physical, vocal, use of stage space.		
			Analyse and evaluate how meaning was created via all technical enhancements: staging, set costume, lighting,		

All students have been issued with 'Topics and Skills to Revise' document which includes **everything covered in the PPE 1.**

Topics List for Revision

Year 11 PPE Timetable
7th November - 18th November 2022

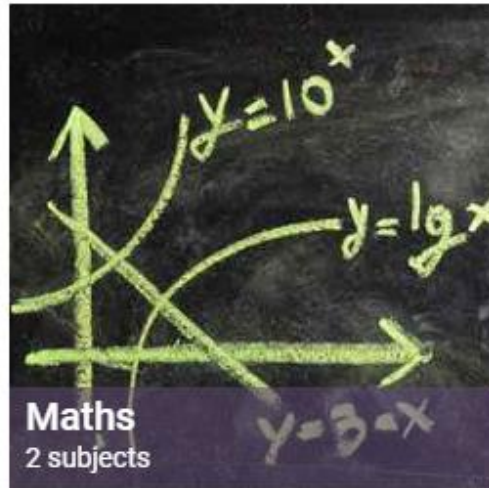
Week 1	Monday 7th November	Tuesday 8th November	Wednesday 9th November	Thursday 10th November		Friday 11th November	
9:00 AM	Combined Science: Biology Paper 1 (1h 15m) Triple Science: Biology Paper 1 (1h 45m)	English Language Paper 1 (1h 45m)	Maths Paper 1 (1h 30m)	English Literature Dr Jekyll & Mr Hyde (1h)		Combined Science: Chemistry Paper 1 (1h 15m) Triple Science: Chemistry Paper 1 (1h 45m)	
13:30 PM	History Medicine in Britain (1h 15m)	Geography Paper 1 (1h 30m)	Sociology Paper 1 (1h 45m)	Design & Technology (2h)	Health & Social Care (1h)	Computer Science Paper 1 (1h 30m)	Drama (1h 30m)
Week 2	Monday 14th November	Tuesday 15th November	Wednesday 16th November	Thursday 17th November		Friday 18th November	
9:00 AM	Maths Paper 2 (1h 30m)	Combined Science: Physics Paper 1 (1h 15m) Triple Science: Physics Paper 1 (1h 45m)	French Listening (35m / 45m) French Reading (45m / 1h)	Music (1h 30m)		Film Studies Component 2 (1h 30m)	
13:30 PM	Sociology Paper 2 (1h 10m)	History USA: Conflict at Home & Abroad (1h 20m)	Spanish Listening (35m / 45m) Spanish Reading (45m / 1h)	French Writing (1h / 1h 15m)	Spanish Writing (1h / 1h 15m)		

The timetable for
PPE exams has also
been published.
Hard copies will go
to students
**tomorrow
morning.**

REVISION APPS

GCSE POD

DEPARTMENTS



REVISION APPS

BITESIZE

GCSE

English Literature

Exam board content from BBC Bitesize for students in England, Northern Ireland or Wales. Choose the exam specification that matches the one you study.

Part of [Learn & revise](#)

Choose your exam specification

[AQA >](#)

[CCEA >](#)

[OCR >](#)

[WJEC >](#)

All GCSE subjects



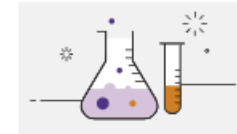
[Art and Design](#)



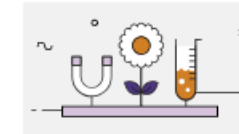
[Biology \(Single Science\)](#)



[Business](#)



[Chemistry \(Single Science\)](#)



[Combined Science](#)



[Computer Science](#)



[Design and Technology](#)



[Digital Technology \(CCEA\)](#)



[Drama](#)



[English Language](#)



[English Literature](#)



[French](#)



[Geography](#)



[German](#)



[History](#)



[Home Economics: Food and Nutrition \(CCEA\)](#)



[ICT](#)



[Irish - Learners \(CCEA\)](#)



[Journalism \(CCEA\)](#)



[Learning for Life and Work \(CCEA\)](#)



[Mandarin](#)



[Maths](#)



[Maths Numeracy \(WJEC\)](#)



[Media Studies](#)

USING YOUR REPORT TO REVISE

1. Use the colours to guide you – spend more time revising the subjects you aren't so secure in!

2. Don't comfort revise (revising the things you already know) to make yourself feel better!

3. Get the basics right – sort out your attendance, behaviour and punctuality!

3. Identify particular topics or skills that you find difficult and revise them!

4. Use your teachers and Personal Improvement Plans to help you understand which bits you don't understand!



Year 11 Autumn Report

Name:		Form:	
Attendance:	96.2%	Punctuality:	15 Late(s)
Achievement Points:	19	Behaviour Points:	18

SUBJECT	TEACHER	EOY10 Effort Grade	EOY10 Current Grade	EOY10 Predicted Grade	Autumn Effort Grade	Autumn PPE Grade	Autumn Current Grade	Autumn Predicted Grade	EOYr11 Target Grade
ENGLISH LANGUAGE	Mr F. Fernandez	1	3+	4-	1	1+	4-	4-	5
ENGLISH LITERATURE	Mr F. Fernandez	1	3+	4-	1	1-	4	4	5
MATHEMATICS	Ms C. Cristaldi	2	2+	3	3	2+	2+	3+	5
BIOLOGY	Mr B. Ramsay	2	3	3+	3	2	3+	5-	5
CHEMISTRY	Mr B. Ramsay				3		3+	5-	5
PHYSICS	Mr B. Ramsay		3	3	3	U	3+	5-	5
HOSPITALITY & CATERING	Ms D. Roye	2	P2	M2	2	L1P-	P1	M1	M
ICT	Mr K. Mika	2	D2	C3	3	E1	D3	D1	B
RE	Ms J. Joauvel	2	3	4	2	U	1	2+	5
SOCIOLOGY	Ms M. Williams	3	2-	2	3	1	2	3	5
AVERAGE OVERALL EFFORT		1.88			2.40				
AVERAGE OVERALL PROGRESS		Expected			Expected				

PLAN YOUR TIME



Name:		Form:	
Attendance:	96.2%	Punctuality:	15 Late(s)
Achievement Points:	19	Behaviour Points:	18

SUBJECT	TEACHER	EOY10 Effort Grade	EOY10 Current Grade	EOY10 Predicted Grade	Autumn Effort Grade	Autumn PPE Grade	Autumn Current Grade	Autumn Predicted Grade	EOYr11 Target Grade
ENGLISH LANGUAGE	Mr F. Fernandez	1	3+	4-	1	1+	4-	4-	5
ENGLISH LITERATURE	Mr F. Fernandez	1	3+	4-	1	1-	4	4	5
MATHEMATICS	Ms C. Cristaldi	2	2+	3	3	2+	2+	3+	5
BIOLOGY	Mr B. Ramsay	2	3	3+	3	2	3+	5-	5
CHEMISTRY	Mr B. Ramsay				3		3+	5-	5
PHYSICS	Mr B. Ramsay		3	3	3	U	3+	5-	5
HOSPITALITY & CATERING	Ms D. Roye	2	P2	M2	2	L1P-	P1	M1	M
ICT	Mr K. Mika	2	D2	C3	3	E1	D3	D1	B
RE	Ms J. Joauvel	2	3	4	2	U	1	2+	5
SOCIOLOGY	Ms M. Williams	3	2-	2	3	1	2	3	5
AVERAGE OVERALL EFFORT		1.88			2.40				
AVERAGE OVERALL PROGRESS		Expected			Expected				

YEAR 11 REVISION TIMETABLE – CHOOSE A MINIMUM OF 2 HOUR SLOTS A DAY

28/01/19 – 03/02/19

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	7.00 – 8.00	7.00 – 8.00	7.00 – 8.00	7.00 – 8.00	7.00 – 8.00		
SUBJECT							
TOPIC							
	15.00 – 16.00	15.00 – 16.00	15.00 – 16.00	15.00 – 16.00	15.00 – 16.00		
SUBJECT							
TOPIC							
	16.00 – 17.00	16.00 – 17.00	16.00 – 17.00	16.00 – 17.00	16.00 – 17.00		
SUBJECT							
TOPIC							
	17.00 – 18.00	17.00 – 18.00	17.00 – 18.00	17.00 – 18.00	17.00 – 18.00		
SUBJECT							
TOPIC							
	18.00 – 19.00	18.00 – 19.00	18.00 – 19.00	18.00 – 19.00	18.00 – 19.00		
SUBJECT							
TOPIC							
	19.00 – 20.00	19.00 – 20.00	19.00 – 20.00	19.00 – 20.00	19.00 – 20.00		
SUBJECT							
TOPIC							

USING PERSONAL IMPROVEMENT PLANS



Year 11

Autumn Report

Name:		Form:	
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ENGLISH LITERATURE	Mr F. Fernandez	1	3+	4-	1	1-	4	4	5
MATHEMATICS	Ms C. Cristaldi	2	2+	3	3	2+	2+	3+	5
BIOLOGY	Mr B. Ramsay	2	3	3+	3	2	3+	5-	5
CHEMISTRY	Mr B. Ramsay				3		3+	5-	5
PHYSICS	Mr B. Ramsay		3	3	3	U	3+	5-	5
HOSPITALITY & CATERING	Ms D. Roye	2	P2	M2	2	L1P-	P1	M1	M
ICT	Mr K. Mika	2	D2	C3	3	E1	D3	D1	B
RE	Ms J. Joauvel	2	3	4	2	U	1	2+	5
SOCIOLOGY	Ms M. Williams	3	2-	2	3	1	2	3	5
AVERAGE OVERALL EFFORT		1.88		2.40					
AVERAGE OVERALL PROGRESS		Expected		Expected					

MATHS PERSONAL IMPROVEMENT PLAN - CROSSOVER TOPICS

Name: _____

Mathswatch Login: _____

#	I need to focus on...	✓	Where/When/What	RAG
1	Two Way Tables		Mathswatch Clip 01	
2	Frequency Trees		Mathswatch Clip 02	
3	Venn Diagrams		Mathswatch Clip 53	
4	Product of Prime Factors		Mathswatch Clip 04	
5	Multiples in Context		Mathswatch Clip 06	
6	Best Value		Mathswatch Clip 07	
7	Exchange Rates		Mathswatch Clip 08	
9	Rounding and Error Intervals		Mathswatch Clip 09	
10	Estimation		Mathswatch Clip 70	
11	Percentage of Amount		Mathswatch Clip 10	
12	Interest and Growth		Mathswatch Clip 11	
13	Depreciation and Decay		Mathswatch Clip 12	
14	Use of Calculator		Mathswatch Clip 03	
15	Reverse Percentages		Mathswatch Clip 13	
16	Fractions		Mathswatch Clip 14/15	
17	Ratio		Mathswatch Clip 16/17	
18	Index Laws		Mathswatch Clip 21	
19	Expand and Simplify		Mathswatch Clip 22	
20	Factorising		Mathswatch Clip 23/24	
21	Solving equations			

Celine Nembhard



POST -16 options
and CHOICES



CHRIST THE KING
SIXTH FORM COLLEGE

Apprenticeships
GET IN. GO FAR



STAC
Sixth Form



HABERDASHERS'
ASKE'S FEDERATION

DEPTFORD GREEN Y11 OPTIONS EVENING

INFORMATION IS POWER

**TALK TO OVER 25 DIFFERENT SIXTH FORMS AND COLLEGES, UNIVERSITIES,
EMPLOYERS AND TRAINING PROVIDERS IN ONE EVENING**

Date: THURSDAY 13th OCTOBER

Time: 5:00 – 7:00pm

Location: Deptford Green School



What type of institution and where?

School Sixth Form?

Sixth form College?

College of Further Education?

Apprenticeship?

UTC?

Specialist School?



Levels?

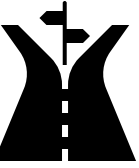
- Entry level
- Level 1- GCSE grades 3-1, BTEC level 1
- Level 2- GCSE grades 9-4, BTEC level 2, Intermediate Apprenticeship

GCSES: 5 GCSEs at grades 4+, including English and Maths- LEVEL 2 COMPLETED

- Level 3- A Levels, T Levels, BTEC level 3, Advanced Apprenticeship
- Level 4-Certificate of Higher Education BTEC professional Diploma, HNC
- Level 5-Foundation Degree, BTEC professional Diploma HND, Higher Apprenticeship
- Level 6-Bachelor's Degree at University, BTEC professional Diploma, Degree Apprenticeship



Currently, what are the options after GCSEs?
If you have achieved 5 GCSEs at 4/5 and above including English and Maths, you can do either:



Extended Diploma (worth three A-levels)

Diploma (worth two A-levels)- can be combined with one A-level

Foundation (subsidiary) Diploma—can be combined with other diplomas or A Levels

A Levels (Usually 3 subjects)

Usually need 6 + average GCSEs with 6 (OR 7) in the subjects chosen

IB

6 SUBJECTS - Great for students achieving 7+ and do not want to choose between Humanities, Creatives and STEM subjects yet

T Level (worth 3 A Levels)

Advanced (Level 3) Apprenticeship (worth 2 A Levels- Earn while you Learn)

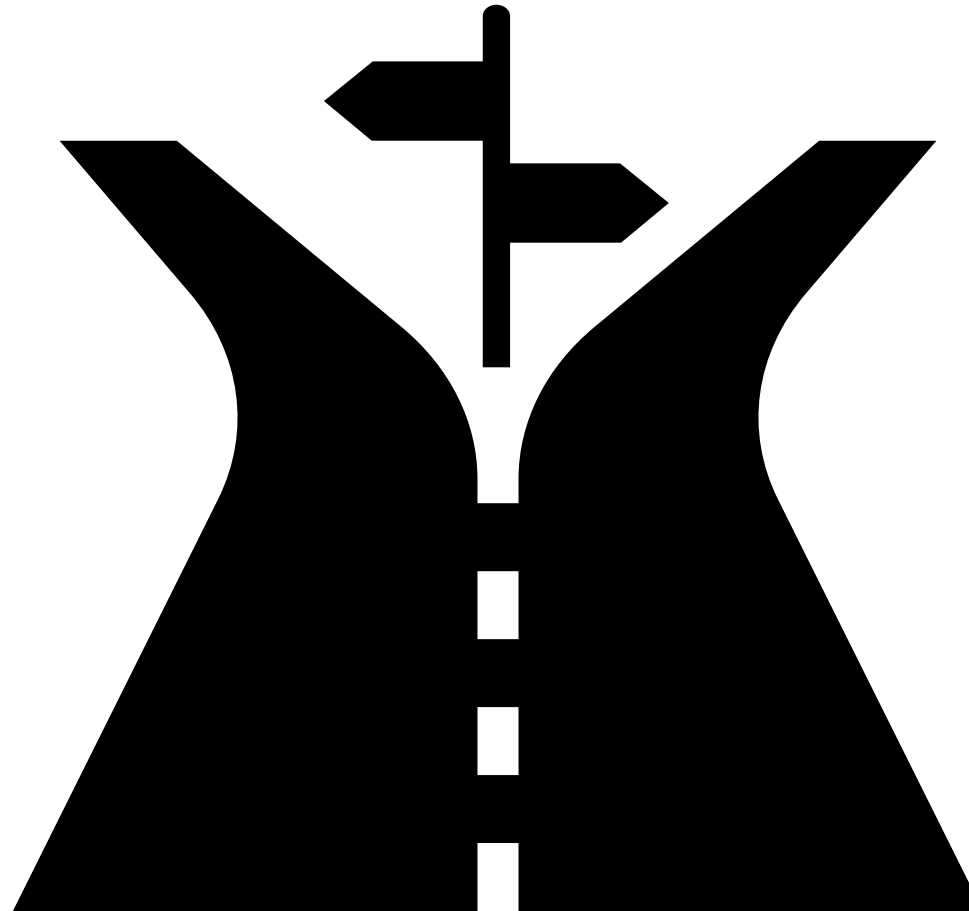
What is next after GCSEs?

If you have not yet achieved 5 GCSEs including English and Maths, you could do:

**Level 2
qualification
(1 year)**
*While retaking
English and Maths
if needed*

Followed by

**Level 3
qualification
(2 years)**



Entry Level

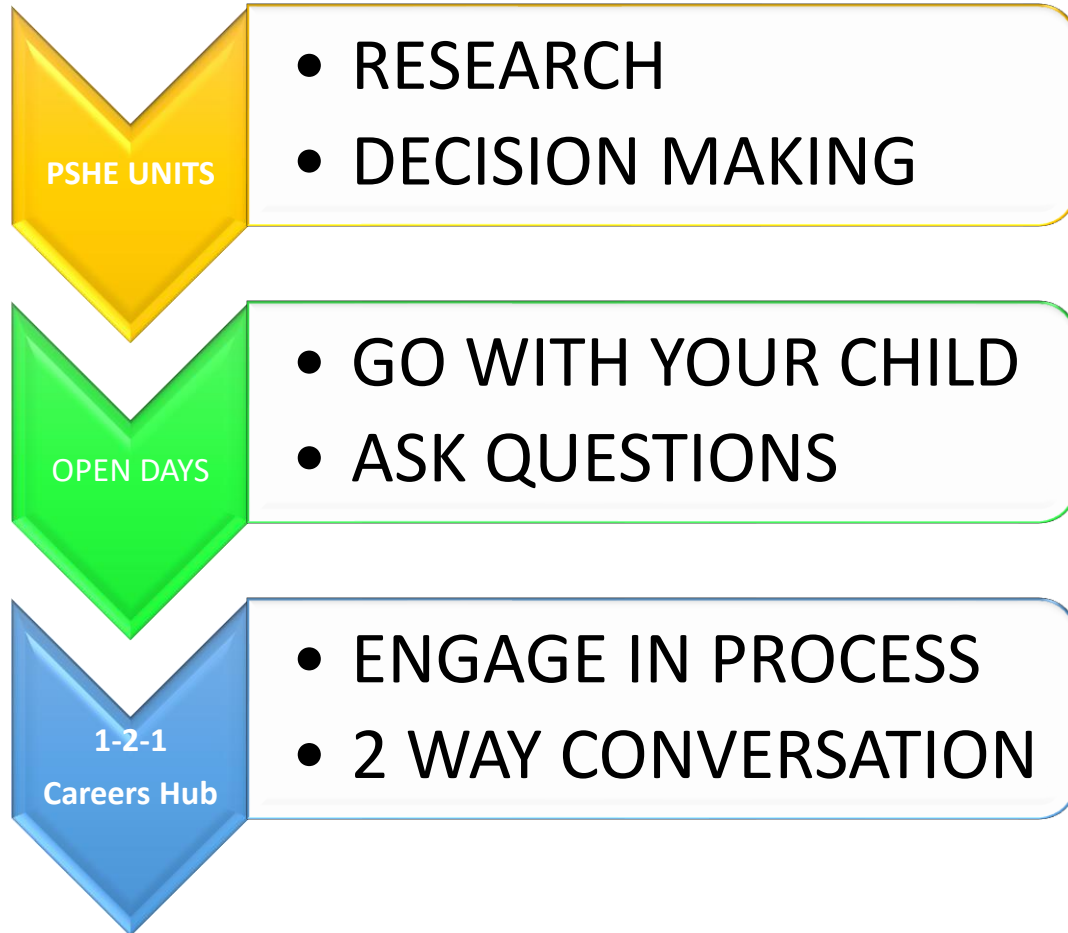
Level 1

Level 2

Traineeship

APPLICATION PROCESS

like Primary and like University but not at all like primary and university



APPLY

- **At the right level, in the right place, at the right time**
- **Individual application to each provider**
- **3 to 5 applications by Christmas**

INTERVIEWS AND OFFERS

- Check communications
- Attend or reschedule

ENROL

- You do not have a place until you enrol
- In August ON or right after results day
- Talk to us


When you apply, enter Careers Coordinator's details.

Any Questions, get in touch


cnembhard@deptfordgreen.co.uk

Tel: 0208 469 4896

Name: Celine Nembhard



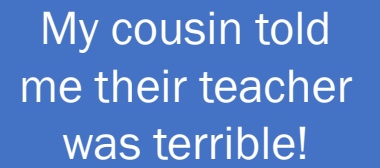
Are they
any good?



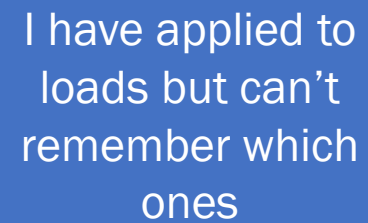
I will just
go to the
best one



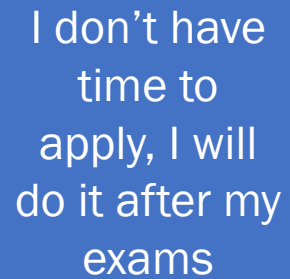
Can't you
just tell me
the best
one !



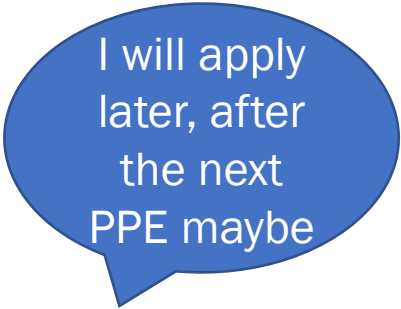
My cousin told
me their teacher
was terrible!




I have applied to
loads but can't
remember which
ones




I don't have
time to
apply, I will
do it after my
exams



I will apply
later, after
the next
PPE maybe



The teacher
was very nice



I don't mind
travelling

Students, know yourself, Parents know your child

S is attending a selective sixth form and doing 4 A Levels Maths, Physics, Chemistry and Biology

- Lessons 9:00-16:00 every day
- Free periods must be spent in school's library studying
- 2 hours home work every night
- Must attend elective once a week and must do either sports or volunteering Wednesday afternoon.
- Travel 1 hour there and 1 hour back
- "Tiring and demanding but love the stimulation and challenge"

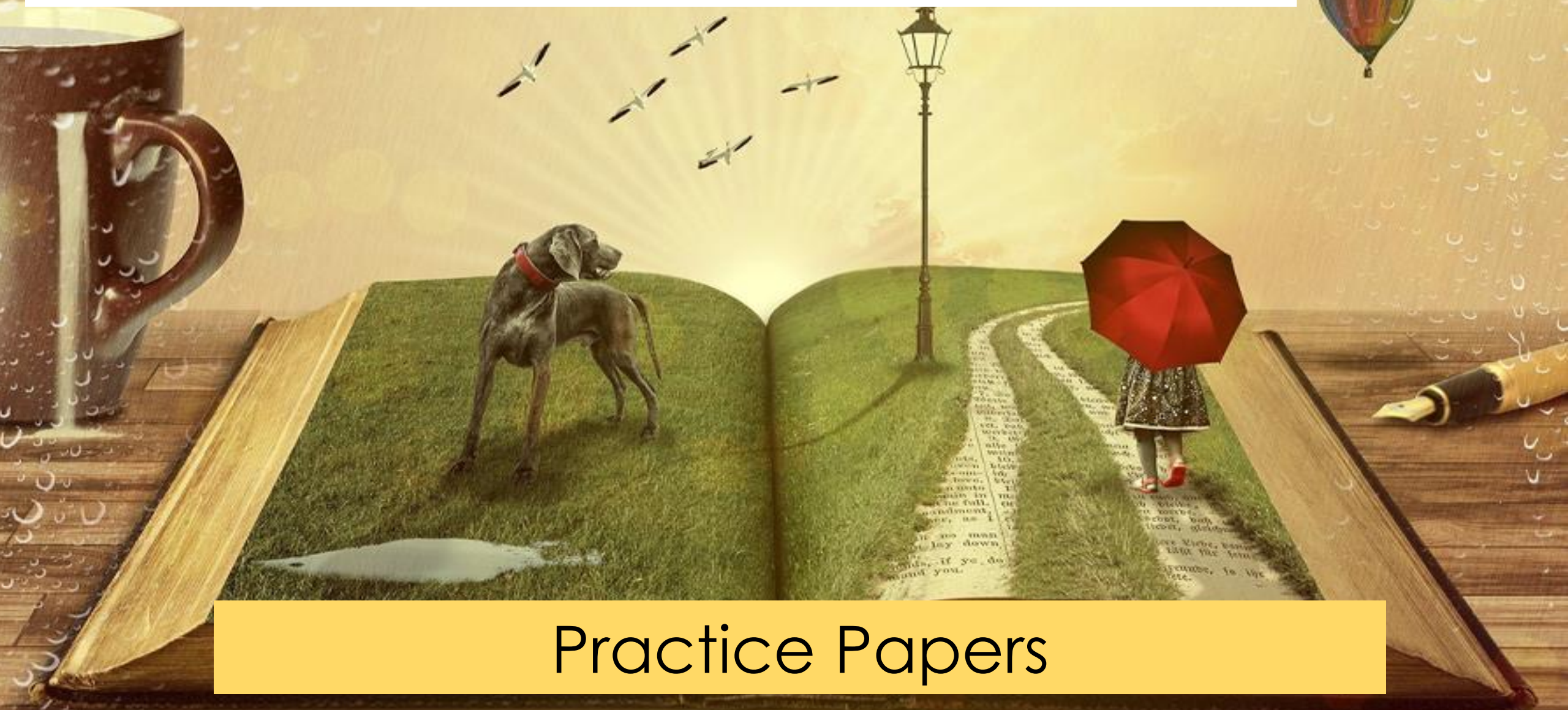
H is attending a sixth form college and doing a BTEC Level 3 Art and Design

- Starts at 10 some days and study day on Wednesday
- Has already completed 2 making projects- really happy with outcomes
- 1 short bus ride from home
- Relieved that won't be assessed by exams only, at the end of Y13
- Friendly, relaxed atmosphere- great pastoral care but treated like 'colleagues'
- "Love everything about it, even the dog that pops into lessons to see we're ok 😊"

Ms Player

**(Head of English Faculty and
Acting Assistant
Headteacher)**

What can you see?
How does it make you think or feel?
Why do you think the artist has designed it like this?



Practice Papers



30 DAY CHALLENGE: LITERATURE

Flash cards with quotes: Text: AIC Key quotes and themes for the Inspector in Act 1, 2 and 3.	Flash cards with quotes Text: AIC Key quotes and themes for Mr Arthur Birling in Act 1, 2 and 3.	Flash cards with quotes Text: AIC Key quotes and themes for Mrs Sybil Birling and Ms Sheila Birling in Act 1, 2 and 3.	Flash cards with quotes Text: AIC Key quotes and themes for Mr Eric Birling and Mr Gerald Croft in Act 1, 2 and 3.	Flash cards with quotes Text: AIC Key quotes and themes for Eva Smith/ Daisy Renton in Act 1, 2 and 3.	Flash cards with quotes Text: AIC Dramatic devices used in the text: tension, props, monologue, dramatic irony, stage direction, exit/entrance
Essay plan/write: Text: AIC How does Priestley present Inspector Goole in the text?	Essay plan/write: Text: AIC How does Priestley present Mr Arthur Birling?	Essay plan/write: Text: AIC How does Priestley present the characters Sybil and Sheila Birling?	Essay plan/write: Text: AIC How does Priestley present the characters Gerald Croft and Eric Birling?	Essay plan/write: Text: AIC How does Priestley present the themes of prejudice and social responsibility in the text?	Essay plan/write: Text: AIC How does Priestley show that tension is at the heart of the Birling family?
Context: Text: AIC Create a timeline of events in the play. Create a timeline of world events 1910-1946.	Research Context: Text: AIC Suffragettes, Patriarchy, Socialism, Capitalism, Post-Victorian period, social class.	Flash cards with quotes: Text: Conflict Poetry Battle/War: Bayonet Charge, Light Brigade, Remains, Exposure, Poppies, Kamikaze	Flash cards with quotes: Text: Conflict Poetry Power: Ozymandias, My Last Duchess, Storm on the Island, The Prelude, Tissue	Flash cards with quotes: Text: Conflict Poetry Identity/Individual experiences: The Emigree, Checking out me History, War Photographer	Flash cards with quotes: Text: Conflict Poetry Negative feelings, guilt, loss, sadness Memory
Essay plan/write: Text: Conflict Poetry Compare how individual experiences are presented in two poems.	Essay plan/write: Text: Conflict Poetry Compare how the themes of memory or identity are presented in two poems.	Essay plan/write: Text: Conflict Poetry Compare how the effects of war are presented in two poems.	Essay plan/write: Text: Conflict Poetry Compare how the power of humans and/or power of nature is presented in two poems.	Essay plan/write: Text: Conflict Poetry Compare the effect of conflict and power on identity and individual experiences.	Essay plan/write: Text: Conflict Poetry Compare feelings about places in conflict.
RESEARCH METHODS: Text: Conflict Poetry Poetry structure techniques and their effects.	RESEARCH METHODS: Text: Conflict Poetry Poetry language techniques and their effects.	RESEARCH CONTEXT: Text: Conflict Poetry Crimean War World War One World War Two Gulf War	RESEARCH CONTEXT: Text: Conflict Poetry Victorian society (London) Romantic poetry	RESEARCH CONTEXT: Text: AIC Post-Victorian society British Social Class system 1912 1945 Post-war Britain	RESEARCH CONTEXT: Text: AIC Socialism Capitalism Social responsibility

Ms Forrest

(Post-holder in Maths)

YEAR 11 – RAISING ACHIEVEMENT IN MATHS



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AIMS:

- To provide you with an overview of the Maths GCSE
- Ensure you understand the demands of the Maths exams
- Reinforce how you can support your child

GCSE EXAMS OVERVIEW

Edexcel Linear Specification A

Paper 1 Non-Calculator TBC

Paper 2 Calculator TBC

Paper 3 Calculator TBC

Linear papers cover the whole of the Mathematics Curriculum.

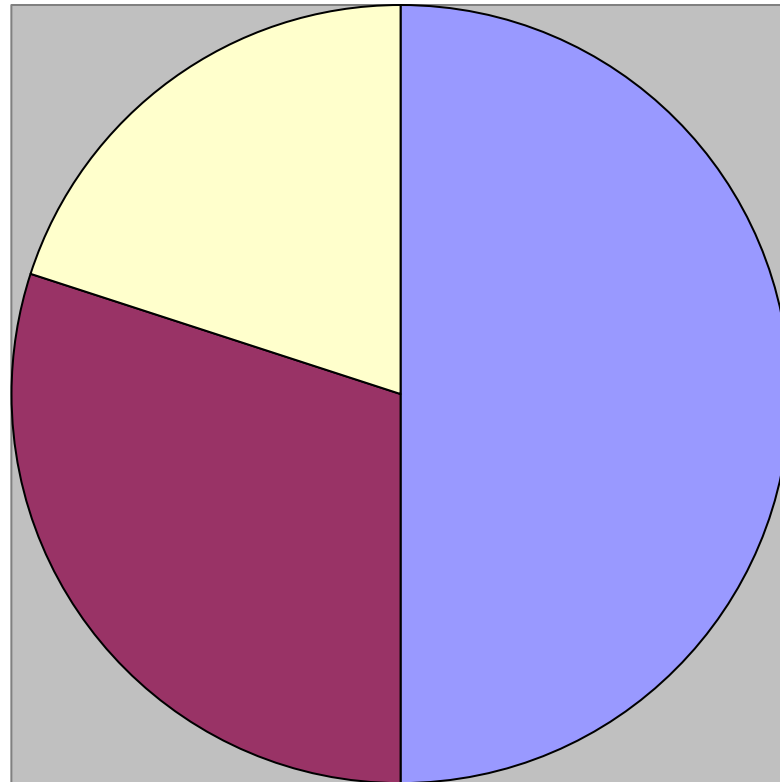
There are 2 levels of paper

Foundation 1, 2, 3, 4, 5

Higher 3, 4, 5, 6, 7, 8, 9

All three papers are marked out of 80

TYPES OF QUESTIONS



■ A01

■ A02

■ A03

A01

Use and apply standard techniques

TYPES OF QUESTIONS

A02 & A03 type Questions

- the questions students find most difficult

A02

Reason, interpret and communicate using Maths language.

A03

An A03 problem solving question is one where most students need to:

- Stop
- Think
- Interpret and analyse problems and generate strategies to solve them

TYPES OF QUESTIONS

Lara is a skier.

She completed a ski race in 1 minute 54 seconds.

The race was 475 m in length.

Lara assumes that her average speed is the same for each race.

- (a) Using this assumption, work out how long Lara should take to complete a 700 m race.
Give your answer in minutes and seconds.

Juan trains for the race.

The average speed he can cycle at increases.

It is now 16.27 miles per hour.

- (b) How does this affect your answer to part (a)?

A marble is going to be taken at random from a box of marbles.
The probability that the marble will be silver is 0.5

There must be an even number of marbles in the box.

- (b) Explain why.

Alex says,

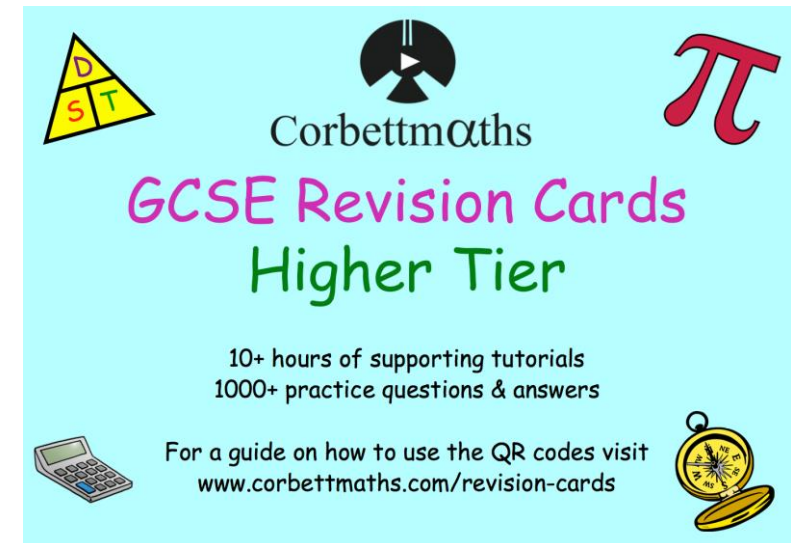
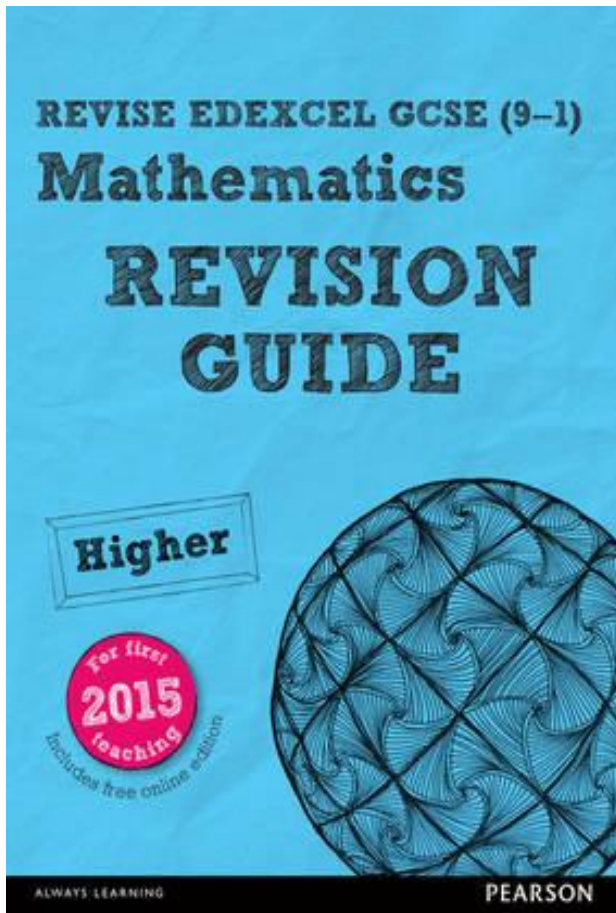
“In 2017, more tablets were sold than desktop computers. This means the shop makes more profit from the sale of tablets than from the sale of desktop computers.”

- (d) Is Alex correct?
You must justify your answer.

REVISION OPPORTUNITIES

In School: Exam preparation during lessons, weekly homework, available at lunch

Online resources:



REVISION OPPORTUNITIES

Approximately

33

weeks until first
Maths Exam

Approximately

233

days until first
Maths Exam

FINALLY....

The students who perform best are those who enter the exam room:

- confident
- relaxed
- healthy
- rested
- organised

Mr Callaghan


**(Head of History and Acting
Assistant Headteacher)**

How well do you know the 50p coin?

You have seen it thousands of times, so you should know all about it. Think about the front of a 50p coin.

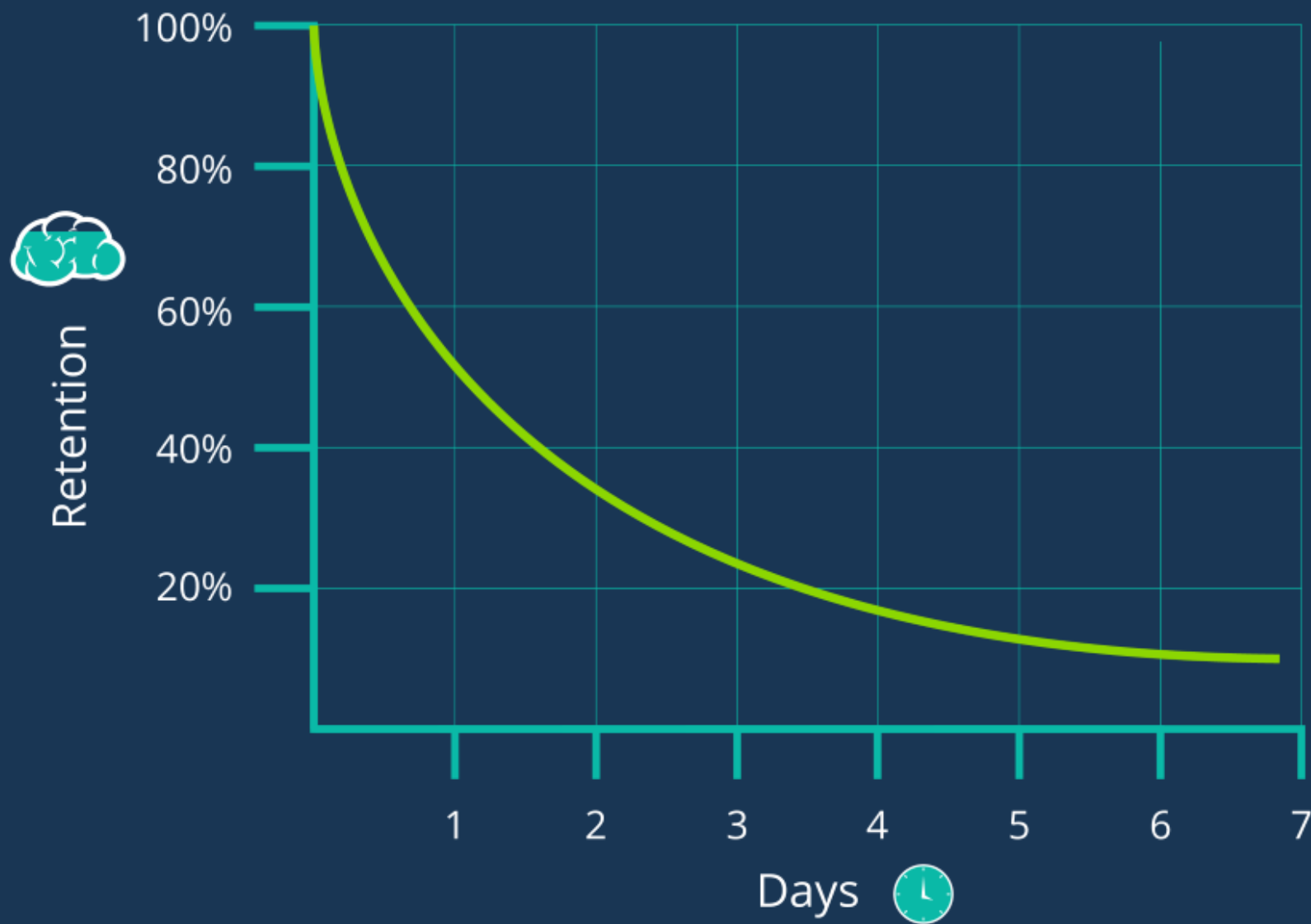
There is an image of Britannia.

1. What is in her left hand?
2. What is in her right hand?
3. What is on the shield?
4. What is on her head?
5. What is at her feet?

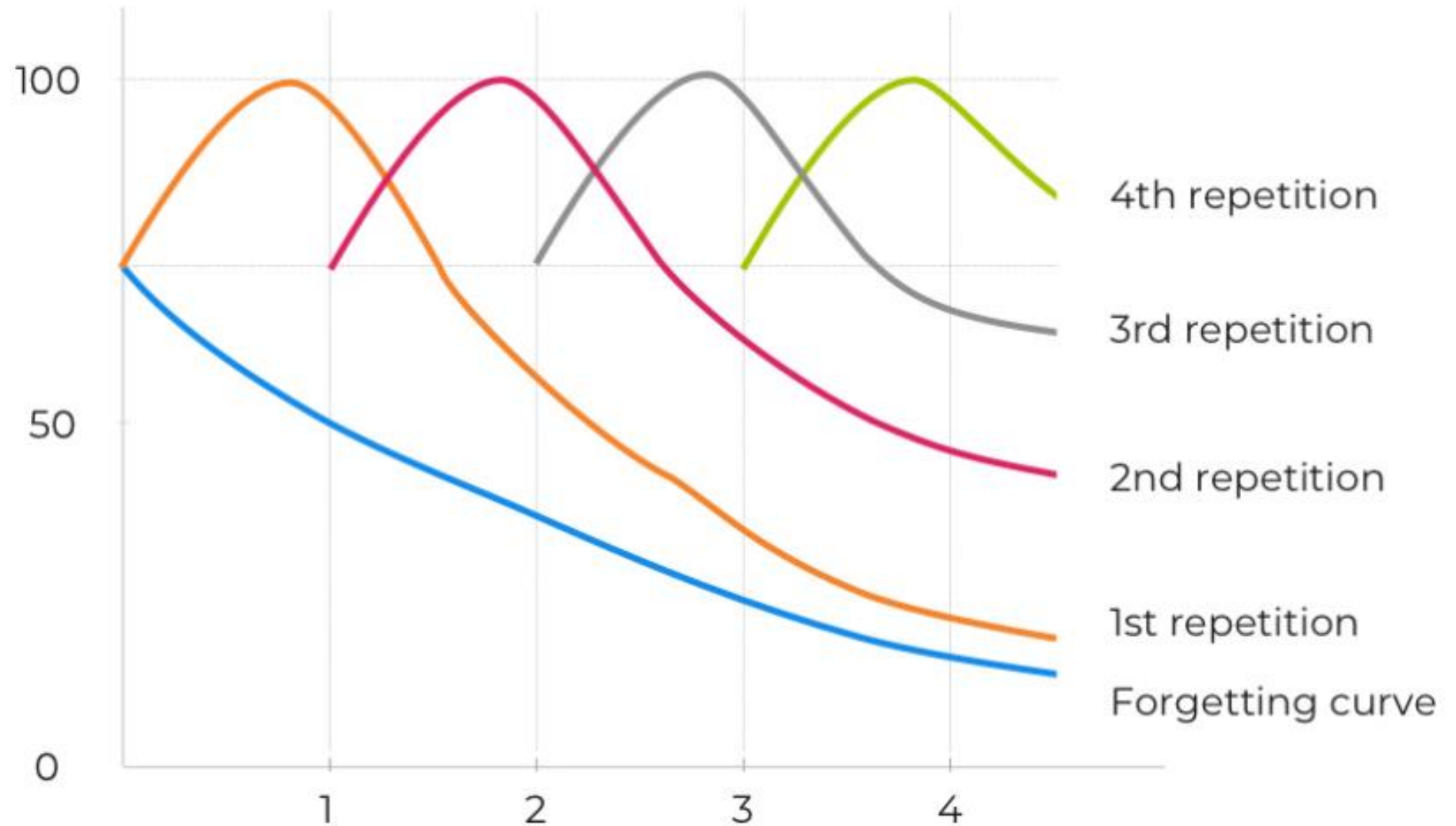


We have seen the coin many times ('shallow repetition') but we have not **thought about it. Therefore we are familiar with it but we do not **know** it!**

THE FORGETTING CURVE



Why is revision important?



How can I support my child to revise effectively?

- Organisation and time management.
- Revision resources.
- Revision strategies.



Revision walkthroughs: Revision Timetable

There are two main ways of setting it up:

The old school way:

Make your own revision timetable the old fashioned way – with pen and paper.

Plot out the days of the week and the session you aim to complete each day.



The 21st Century way:

There are lots of FREE and EASY websites/apps where you can make a timetable. This is best as you can track it on your phone and make changes easily.

Check out:

<https://getadapt.co.uk/>

<https://getrevising.co.uk/planner>

All in once place- including
your timetable.



THE POMODORO TECHNIQUE



STEP 1
CHOOSE THE TASK



STEP 2
SET A TIMER FOR
20 MINUTES



STEP 3
WORK ON THE
TASK UNTIL TIMER
BEEPS



STEP 4
TAKE A SHORT
BREAK OF 3-5 MIN



STEP 5
REPEAT THE CYCLE 4 TIMES
TAKE A LONGER BREAK AFTER 4 SESSIONS

Why might this help me to revise?

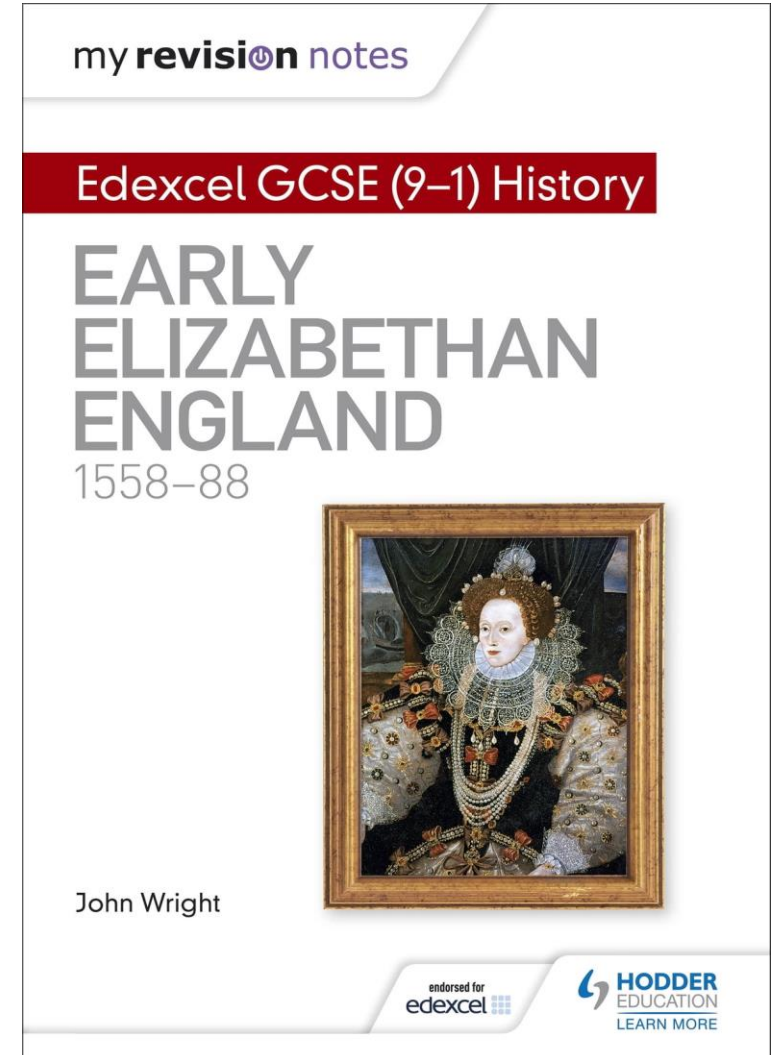
- Avoid procrastination. By breaking tasks down into smaller chunks, it is way less intimidating to get started.
- Avoid distractions – whilst the timer is on, no social media etc is allowed!
- Clear process and steps to achieving your revision goals.

Revision walkthroughs: Revision Resources

When preparing to revise, students will need to choose where they will get their information from.

1. Class book.
2. Revision guide
3. Textbook
4. BBC bitesize
5. GCSE Pod
6. Seneca, Educake, Heggarty maths, Quizlet.

N.B – Check carefully that the resources you are using are specific to the exam board that you are studying.



To ensure information is stored in the long term memory:

Embed the content

TO ENSURE...

Knowledge and understanding

REDUCE

DECONSTRUCT

TRANSFORM

DERIVE

Make it meaningful and useful

THROUGH...

Analysis and application

**PRIORITISE
AND
CATEGORISE**

**TRENDS AND
PATTERNS**

CRITICISE

PRACTISE

Grow, extend and build on knowledge

BY ENCOURAGING ...

Flexibility of thinking

**MAKE
CONNECTIONS**

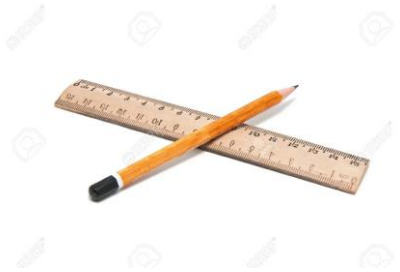
COMPARE

**EXTEND AND
CREATE**

Revision walkthroughs: Cornell notes



1. Give your notes page a title. This works best when it is an exam style question.



2. Divide your page into two columns. In the smaller column on the left, write key questions that your notes will cover.



3. Make summary revision notes in the right hand column. Ensure you think, and put your ideas in your own words.




4. Use a highlighter to colour code each question. Then highlight your notes to show where the corresponding answers can be found.

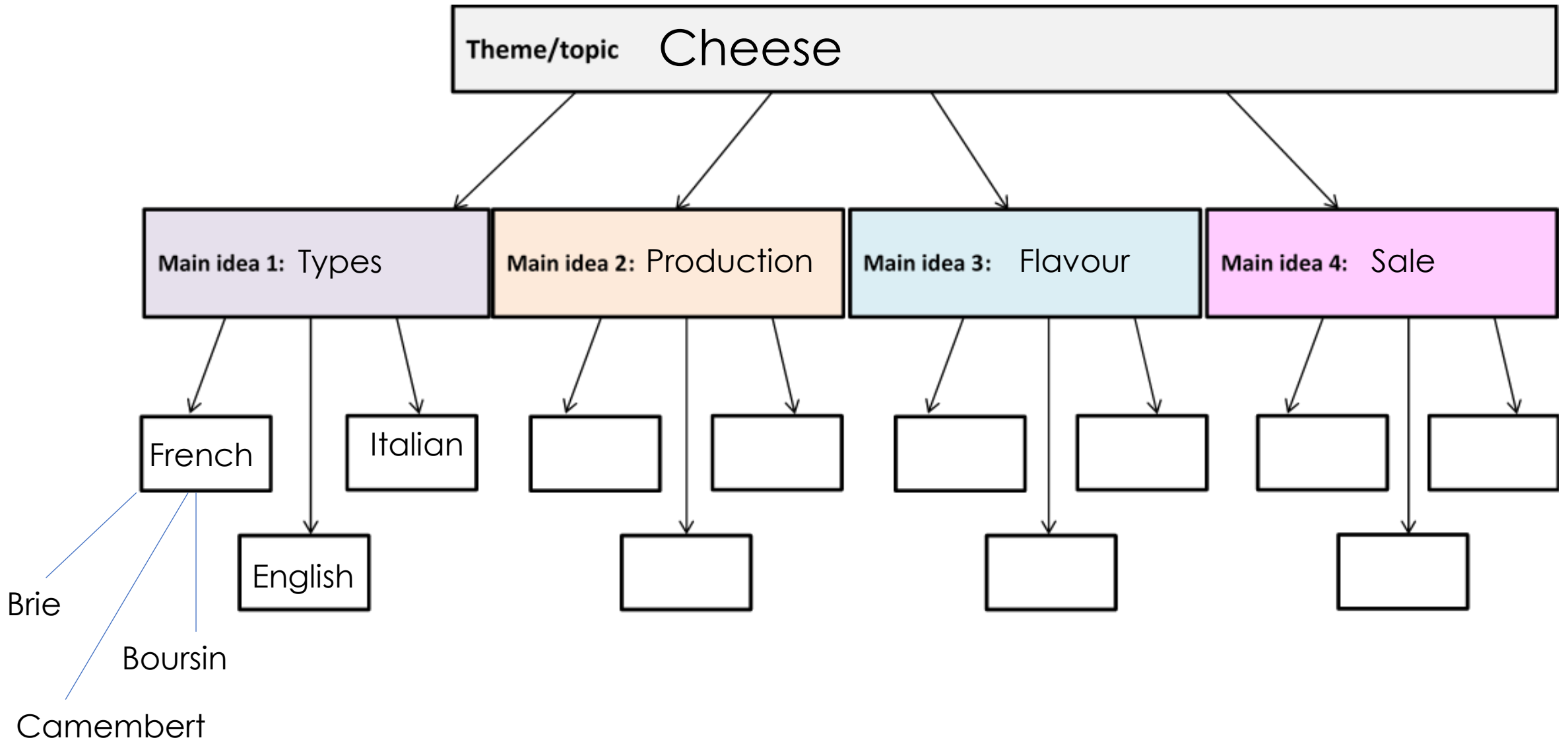


5. Return to your notes after one week. Write a summary of the topic from your memory. Then re-read your notes to check what you may have missed.

Revision walkthroughs: Cornell notes

- Useful for organising your thinking when making revision notes.
- Colour coded to make it easy to find the relevant answer when returning to your notes.
- Built in summary to return to and consolidate learning.

Cornell Notes  AVID Students of College Success		Topic/Objective: Identify significant literary devices that define a writer's style and use to interpret work	Name: Class/Period: Lang. Arts Date: Oct. 12, 2009
Essential Question: How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?			
Questions:		Notes:	
① What is the significance of the speaker in the poem?		① <u>Speaker</u> - *voice that communicates a poem's ideas, actions, descriptions, & feelings - similar to narrator - can be unknown or specific (like character)	
② How does a poet's choice of speaker affect the mood/meaning of a poem?		② <u>Impt.</u> - Poet's choice of speaker - contributes to the poem's mood/meaning - who speaks is as impt. as what is said - different points of view regarding same event (ie. parent, child, elderly person) - the person telling the story gives point of view and affects the message told ← P.O.V.	
③ How does Hughes use vocabulary to contribute to and convey his message?		③ <u>Writer's/poet's style</u> <u>Vocab</u> - helps to understand meaning "crystal stair" = luxuries (metaphor) ^{compares 2 things} ie. "Life for me ain't been no crystal stair" "reachin'" - replace letter at end of word (dialect) "cause" = because → slang ^{var. lang. used by group in speech}	
Summary: The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me ain't been no crystal staircase."			

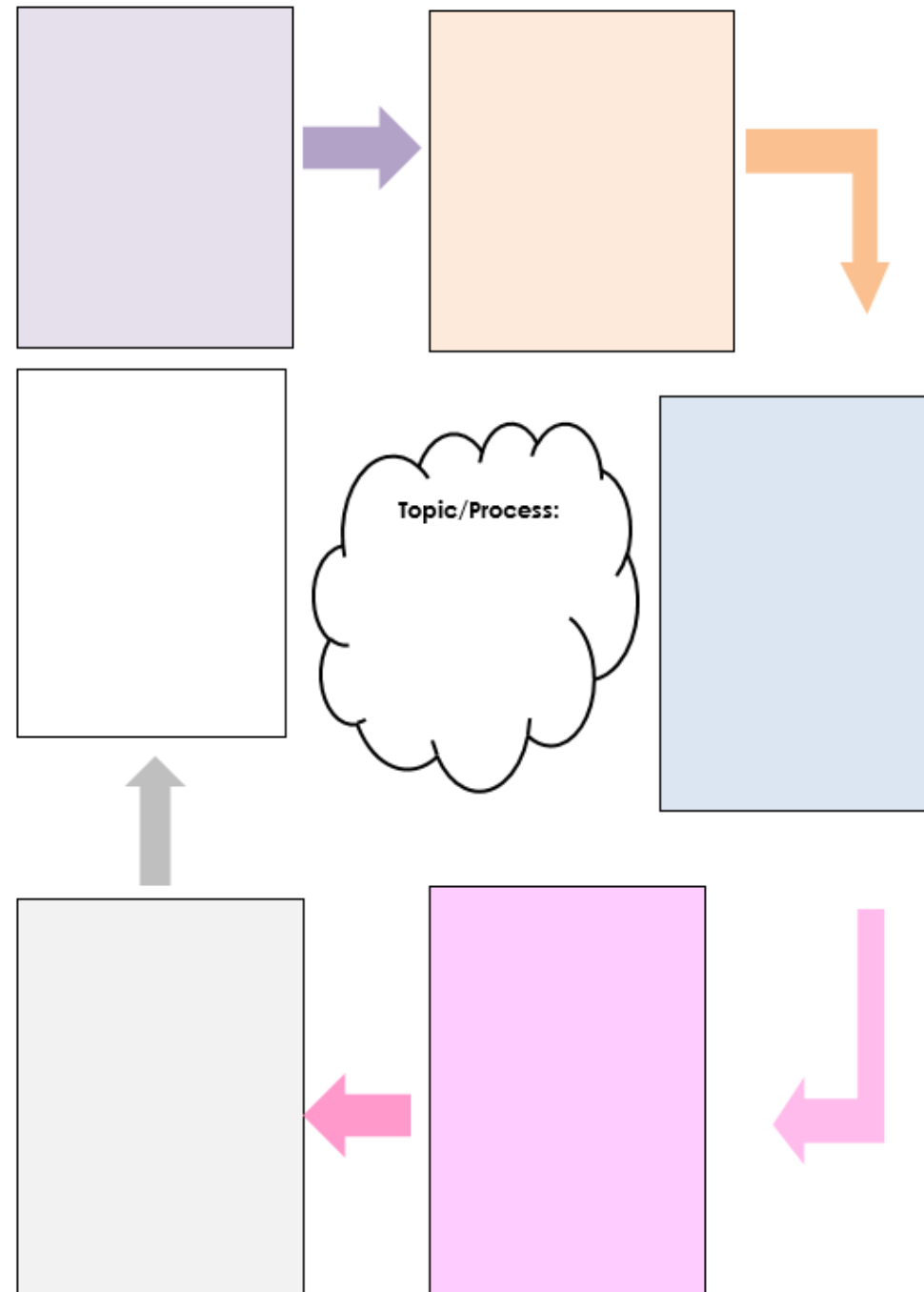


Processing.

Break down big ideas into in to smaller steps/stages.

Could be useful in:

- Processes in science e.g. digestion
- Processes in Geography – e.g. weather
- Chronology in History
- Narrative in English.



Ranking

1. Make notes on each factor first.
2. Include key facts and words in the cloud for each factor.
3. Then rank the factors in terms of importance, and justify your decision.

E.g. Reasons why the Americans lost the war in Vietnam.

Key Facts, Dates, Words,

Number of Priority:

Notes:

1.



WHY?

2.



WHY?

3.



WHY?

4.



WHY?

5.



WHY?

Revision walkthroughs: Using flashcards



1. Use your notes or your textbook to identify key concepts, facts and key terms

2. On one side of the flashcard, write the concept. It works best if this is turned into a question.

3. On the other side of the card, write down the answer or definition.

4. Once you have a full set for a topic. Test yourself, making sure you say the answers aloud.

5. For any questions that you found trickier, return to your notes or ask your teacher to clarify.

Quizzing

1. Break down a topic into quiz questions.
2. Write down the answers.
3. Fold the sheet in half and test yourself, or give it to someone else who can test you.
4. Repeat the quiz often in order to embed knowledge.

Name of Topic: _____

Read the text and come up with 12 questions to ask someone about the text.

	Question	Answer
1		
2		
3		
4		
5		
6		

Takeaways:

- Support students in revising consistently using a revision timetable.
- Choose the right revision resource for the topic.
- Make effective revision notes, then re-visit frequently to build secure long term understanding

