

# 112...

... SCHOOL DAYS LEFT UNTIL THE GCSE EXAMS ARE SCHEDULED TO START

# 40 ...

...SCHOOL DAYS LEFT UNTIL THE GCSE **MOCK** EXAMS START

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Emma Bolton  
Deputy Head  
Teacher

Richard Gunn  
Lead Practitioner  
KS4 Achievement

Kelly Morrison-  
Johnson  
SENCO

Richard James  
Lead Teacher Maths

Danielle Davies  
Lead Practitioner  
Science

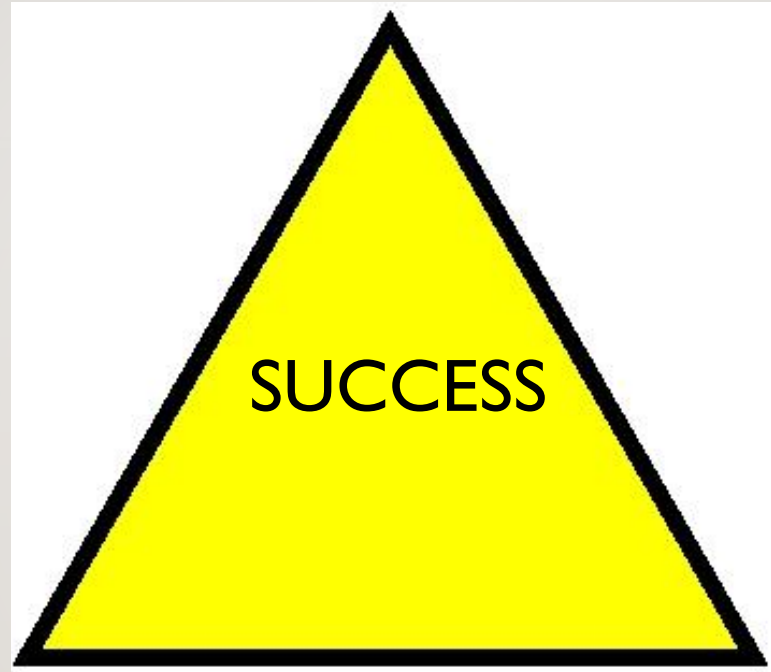
Siobhan Stott  
Lead Practitioner  
English

Alison Merefield  
Exams Officer





Work hard  
**CHILD**



**SCHOOL**

**PARENTS**

Course material  
Revision guidelines  
Exam question practice  
Anxiety support  
Guidance  
Peer support  
Community

Healthy, safe lifestyle  
Love and Reassurance  
Study space  
Equipment and resources  
Guidance on 'sacrifice'  
Organisation



**REVISION**



**MYTHS**

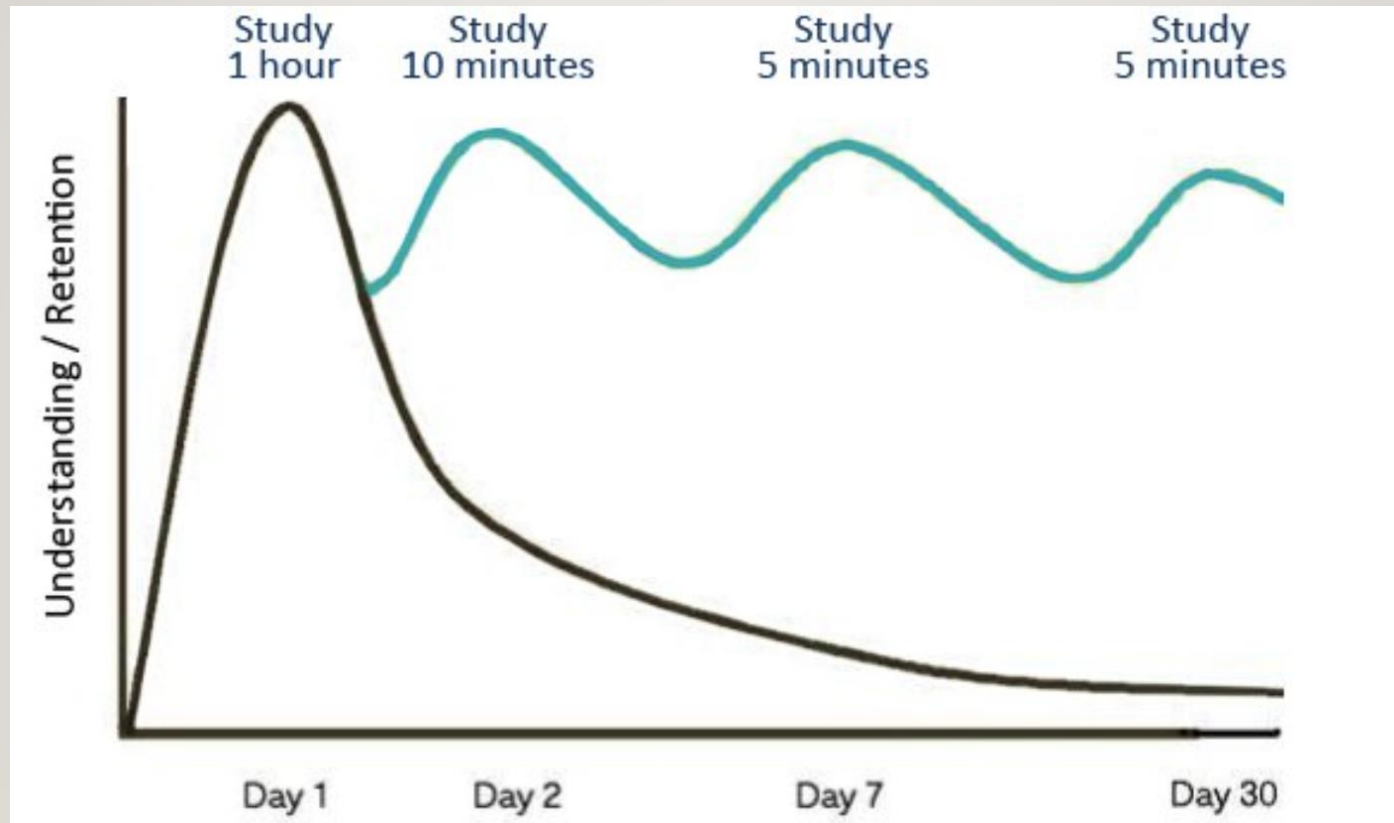
memegenerator.net

Say: **'I will revise last minute'**. Last minute cramming does work – ONLY if you have revised hard beforehand so that you can quickly retrieve the knowledge from your brain.





# CURVE OF FORGETTING



Say: **'I can't revise'**. You can. It might be tricky and boring and hard – but everyone can do it, given the right strategies and with effort.



Say: **'My brother/sister/friend didn't revise and they got great grades.'** Nobody gets excellent results in examinations without effort. They may not be as visible, or they may have worked incredibly hard in lessons back when it was first learnt, but those who do best revise.



Say: **'My friends aren't revising – they told me.'**

Nobody goes around shouting about how hard they're working. We want it to look natural and we want to look like it is easy, but it almost always isn't. Don't believe them and get caught out!





Say: **'I don't know how to revise'**. You will be given effective strategies on how to revise this evening and in PSHE sessions. Practise them – they work.



Our kids need more!

**M**

MOTIVATION

**O**

ORGANISATION

**R**

RESOURCES

**E**

END IN SIGHT (GOAL)



# M MOTIVATION TOP TIPS - ENVIRONMENT

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- **Space** – Consider which area of the house will be best. Somewhere quiet with natural light and no distractions! (Not on/in bed)
- **Materials** – Check your child has all the necessary equipment (calculators etc)
- **Take a break** – Plenty of sleep, exercise and breaks are also needed –refreshed minds work best
- **Focus** – Phones away! Background music?
- **Study friends** – Revising with a friend can make it more fun. As long as that is what they are doing!





# MOTIVATION TOP TIPS - CONTENT

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- **Bite-size chunks** – It's easy to overestimate what can be achieved, especially with a limited concentration span. Use a timer to know when to have a break. (30min chunks)
- **Set “SMART” goals** – Sit down together and discuss which goals are best for them
- **Varied revision methods** – Use whatever works for them; post its, video clips, mind maps etc
- **Aim for ‘Quick Wins’** – Small and measurable successes which can be built on over time
- **Ask for help** – If there are any concepts that are confusing, contact school to get extra guidance.







# MOTIVATION TOP TIPS - EMOTIONAL

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- **Get started now** – It all starts with a revision plan. Starting now will reduce anxiety
- **Build confidence** – Keep encouraging and motivating. Remind them that they are awesome and whatever the outcome, they will still be awesome.
- **Stress and worry** – Look out for signs; help your child re-plan their time
- **Reward** – Reward improvements in effort or attitude rather than simply waiting for the 'end' result. Aim for quick wins that can be built upon
- **Avoid Confrontation** – If things are going wrong.... Put the brakes on (and the breaks!)





# ORGANISATION

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- **Get Started Now** – It all starts with a plan
- **Planners** – PSHE Session. How to use and plan your time.

# R

# RESOURCES

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- WORK SPACE
- EQUIPMENT
- REVISION GUIDES... Correct Exam Board? Guidance from School.
- ON-LINE RESOURCES eg Tik Tok, GCSEPod, Sparx Maths, Maths Genie, Youtube!
- SUBJECT SPECIFIC SUPPORT

# E

## END IN SIGHT (GOAL)

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- Having a goal really helps with focus
- Colleges in MA2/MA3

College	Date/Time
Havant	4th October 5 till 8pm
Southdowns	10th October 5 till 8 pm
Portsmouth College/Highbury	11th and 12th October 4.30 till 7.30pm
Chichester College	10th October 4.30 till 7.30pm
Fareham College	4th October 4 till 7.30pm
UTC	11th October 4:45 till 7.30pm
Barton Pevrell	4th and 5th October (Need to book)
Peter Symonds	3rd and 4th October (Need to book)



# GCSE MATHS

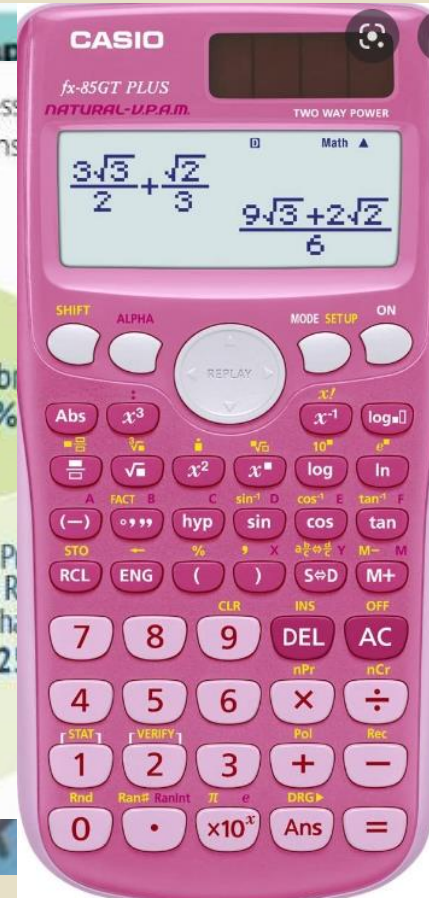
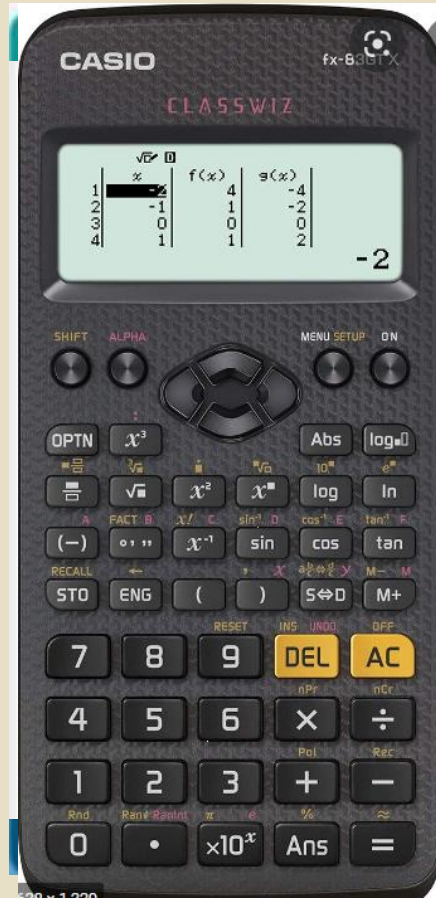


# How to facilitate your child's progress in Maths

- 1) Key Information
- 2) Tracking Progress
- 3) Sparx Maths
- 4) Resources

# Key Information

- Exam Board – Edexcel
- Assessments and Tiers
- Equipment



# How can I track my child's progress?

- Every other Wednesday all of year 11 will complete an exam paper (they completed one today)
- Last year, 10 papers plus a mock exam were completed – no surprises!
- These will be marked by their teachers the following day and pupils will record their grade in the front of their exercise book (so please ask to see them).
- Pupils will also be given two topics (targeted) to focus on for that week.





# SPARX MATHS

# Compound interest calculations - U332

Level 4



✓ Show building blocks

## Compound interest



Introduce

Question 1

Answer

Question 2

Answer

Question 3

Answer

Question 4

Answer

Question 5

Answer



Strengthen

Question 1

Answer

Question 2

Answer

Question 3

Answer

Question 4

Answer

Question 5

Answer



Deepen

Question 1

Answer

Question 2

Answer

Question 3

Answer

Question 4

Answer

Question 5

Answer

4 XP So

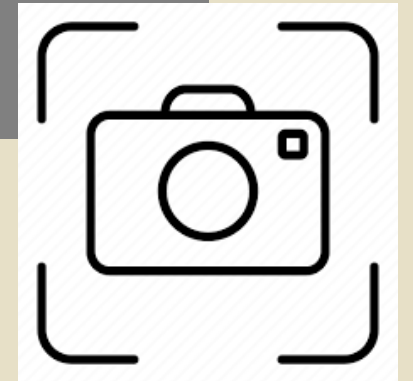
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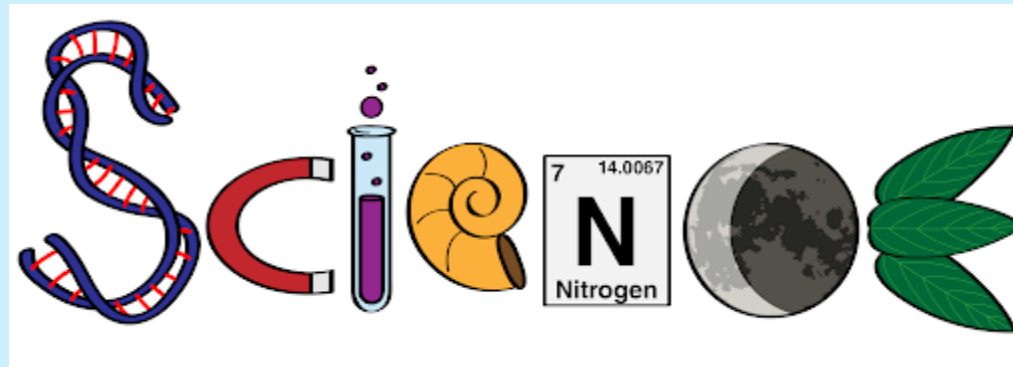
# What other Resources are there available?

*Maths Genie*



- Past Papers and Predicted Papers
- Every Maths topic (Grade 1 – 9)
- Revision Guides - can be purchased through ScoPay at a discounted price.

# How to succeed in





# What is happening in Science to support your son or daughter?

## 1. Homework will be set weekly on Edulink.

- A topic that is identified as an area that needs improving will be set based on prior assessment data.
- Pupils will be given areas to make revision notes and links to topic videos will be given as support.
- An exam question based on the topic will be set.
- Teachers will mark the exam question with a mark and discuss areas that need more support.

Hi all,

Please make notes on the following: This should take no more than 1 hour.

1. How a leaf is adapted for photosynthesis? <https://www.freesciencelessons.co.uk/gcse-biology-paper-1/bioenergetics/photosynthesis/>
2. Photosynthesis equation
3. Explain how light, chlorophyll, carbon dioxide and temperature affect the rate of photosynthesis. <https://www.freesciencelessons.co.uk/gcse-biology-paper-1/bioenergetics/limiting-factors/>
4. Complete exam question.

Thanks



1

Photosynthesis RP HIGHER.docx

# What is happening in Science to support your son or daughter?

## 2. Exam questions:

- Are set based on tier of paper.  
(Foundation or Higher)

**Q1.**  
Photosynthesis is an important chemical reaction in plants.

(a) Why is light needed for photosynthesis? (1)

(b) What is the equation for photosynthesis?  
Tick (✓) **one** box.

$C_6H_{12}O_6 + CO_2 \rightarrow 6 O_2 + 6 H_2O$	<input type="checkbox"/>
$CO_2 + H_2O \rightarrow CH_2O + O_2$	<input type="checkbox"/>
$6 CO_2 + 6 H_2O \rightarrow C_6H_{12}O_6 + 6 O_2$	<input type="checkbox"/>
$6 O_2 + 6 H_2O \rightarrow C_6H_{12}O_6 + 6 CO_2$	<input type="checkbox"/>

(1)

(c) A student investigated the effect of different colours of light on the rate of photosynthesis at room temperature.  
The student used pondweed in water.  
A piece of pondweed was placed in red light, then in blue light and then in green light.  
Each colour of light was the same intensity.  
Describe how the student should make accurate measurements to obtain valid results for the rate of photosynthesis. (4)

# What is happening in Science to support your son or daughter?

## 3. Reteach lessons

- Once a week pupils will have reteach lessons that address or extend important prior learning .
- This has been identified by prior assessment data.
- Pupils write a practice paper based on these lessons.



### Assessment Dates

#### **Practise Papers**

- 28-29<sup>th</sup> Sept - Chemistry Paper 1
- 19<sup>th</sup> -20<sup>th</sup> Oct - Chemistry Paper 1

#### **Mock Examinations**

- 27<sup>th</sup> November – 1<sup>st</sup> Dec B1, C1 and P1
- 2<sup>nd</sup> January – B2, C2 and P2

#### **Formal Examinations**

- 10<sup>th</sup> May-14<sup>th</sup> June

Where else can I get extra support?  
Go to share point on the school website.







[Remote Access](#) [EduLink](#) [E-mail](#) [SharePoint](#) [Online Payments](#) [Parents' Evening](#) [E-Praise](#) [GCSEPOD](#)



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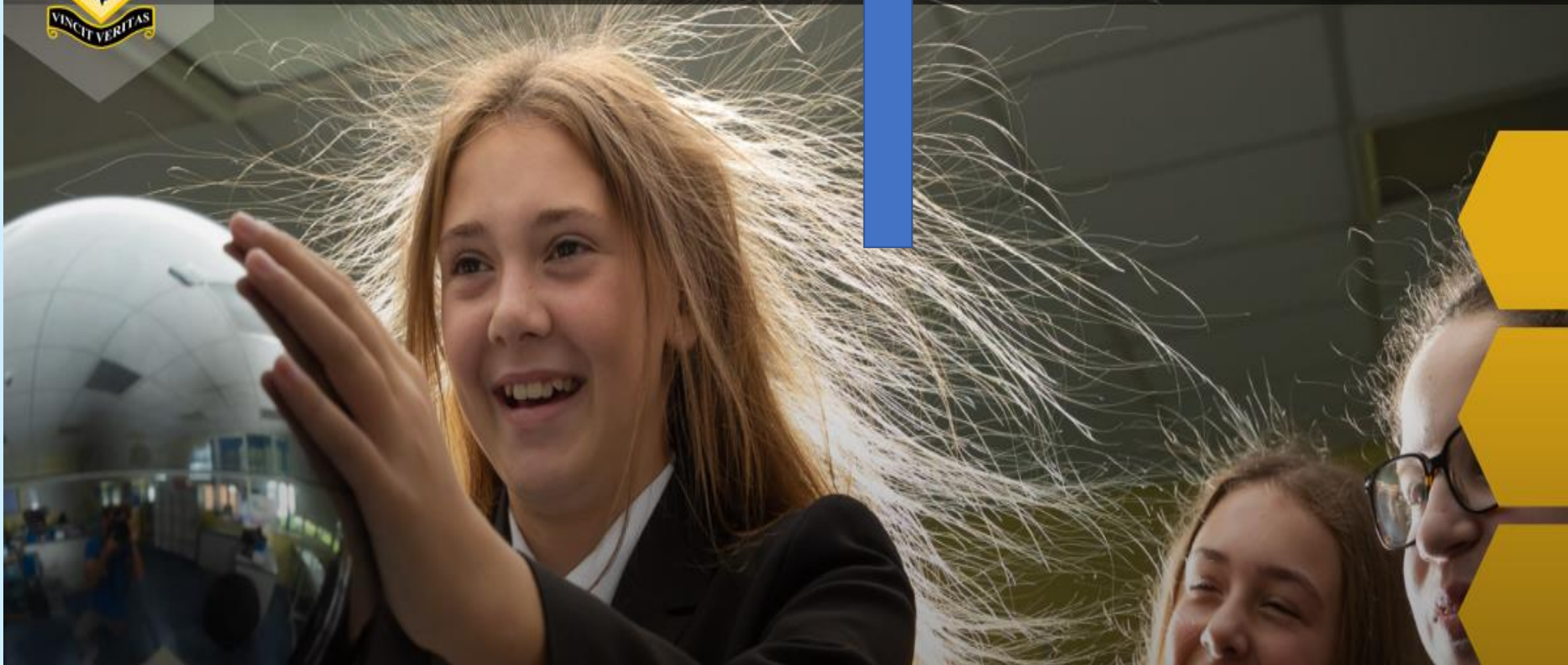
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[SCHOOL, CALENDAR & EVENTS](#)






























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[CONTACT US](#)





My Subjects		My Apps		My Quick Links	
 Art	 Business & Enterprise	 Computer Science	 Critical Thinking	 Dance	
 3D Design	 Drama	 English	 Religious Studies	 Food Technology	
 Geography	 PE	 History	 Mathematics	 Languages@PPS	
 Music	 PSCHE	 Photography	 Personal Development	 Science	
 Sociology	 Study Skills	 Textiles	 Psychology	 Philosophy	
 Revision	 Training	 Tutorials	 STEM@PPS		

# ->Science -> Year 11 -> Revision

S

Science  
Edit

+ New

Upload

Edit in grid view

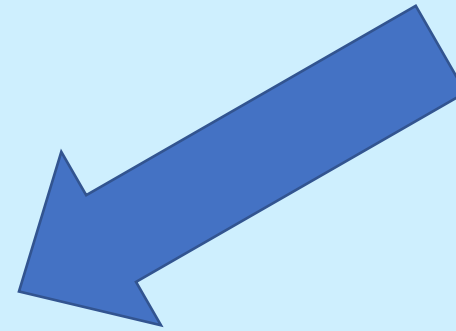
Share

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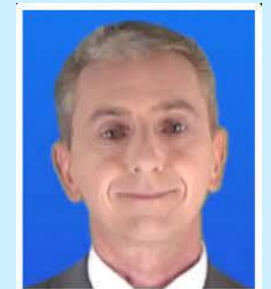
Documents > Revision Resources

Name	Modified	Modified By
Additional resources	October 6, 2021	Jezra Herman
Flash cards	May 18	Jezra Herman
How to Revise	October 15, 2022	Jezra Herman
Step 2. Knowledge organisers	October 17, 2021	Jezra Herman
Step 3. Checklists	October 17, 2021	Jezra Herman
Step 4. Complete end of Topic Tests and Pr...	October 15, 2022	Jezra Herman
Step 5. Required Practicals	October 17, 2021	Jezra Herman
Step 6. Web links - Revision	December 13, 2021	Jezra Herman



# Look at additional resources for those topics you are struggling with

- Review the **required practical**
- Use **GCSE Pod** to select specific areas
- Use **Tassomai** for general revision
- Other sites to look at
- **Free Science Lessons**
- **GCSE Bitesize**



# English Language GCSE

## AQA

### **Mock Exam Dates:**

- English Language 1: Thursday 30<sup>th</sup> Nov
- English Language 2: Tuesday 28<sup>th</sup> Nov

Question	Paper 1: Fiction (stories)	Paper 2: Non-Fiction (truthful, real)
1	List four things about... [4 marks] Select and retrieve	True/False – colour the blobs [4 marks] Select and retrieve
2	How does the writer use language to...? [8 marks]	Write a summary of difference/similarity... [8 marks] Compare and infer
3	How does the writer structure the text to interest you as a reader? [8 marks]	How does the writer use language to...? [12 marks]
4	A Pupil said: “...” To what extent do you agree? [20 marks] Evaluate and analyse	Compare how writers use language to present ideas about... [16 marks] Compare and analyse
5	Creative writing: story or narrative	Writing to argue/persuade



# Language Paper 1 - Explorations in Creative Reading and Writing

50% of your GCSE English Language Grade.

The paper is **1 hour and 45 minutes** (or 2 hours 10 minutes with 25% extra time).

Two sections: **Reading** and **Writing**.

*A total of 80 marks: 40 for reading and 40 for writing*

Reading	10 mins (13)
<p>This exam focuses on <b>one fiction text</b>: it will be a story opening, character description or extract from a novel. Read carefully, calmly and take your time. You are being tested on your ability to read. If you misunderstand what you are reading, because you rush this part, you will throw marks away.</p>	

<b>Question 1: Information retrieval</b>	<b>4 marks</b>	<b>5 mins (6)</b>
<p>Asks you to find four facts in a specified part of the text:</p> <ul style="list-style-type: none"> <li>• Make sure you focus on the part of the text specified.</li> <li>• You can copy from the text.</li> </ul>		
<i><b>AO1: Identify and interpret explicit and implicit information and ideas.</b></i>		

<b>Question 2: Language Analysis</b>	<b>8 marks</b>	<b>10 mins (12)</b>
<p>Asks you for close analysis on how language is used in a <b><u>specified part of the text</u></b>:</p> <ul style="list-style-type: none"> <li>• Identify language methods</li> <li>• Select appropriate quotations</li> <li>• Analyse why the writer has used the language methods and the effect it creates on you</li> </ul>		
<p><i><b>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views.</b></i></p> <ul style="list-style-type: none"> <li>• Analyse effects of specific words/phrases.</li> <li>• Contextualise the individual words/phrases in relation to the passage, to avoid misinterpretation.</li> </ul>		

### Question 3: Structure analysis

8 marks

10 mins (12)

Asks you for close analysis on how structure is used in **the whole text**:

- Identify structural methods and evidence with quotations
- Look at the beginning, middle and end of the extract
- Analyse why the writer has ordered the text the way it is and the effect it creates on you

***AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.***

- Look at shifts in perspective.
- How structural features are developed through the text or contrasts from beginning to end.

## Question 4: Evaluation

20 marks

25 mins (30)

Asks you to critically evaluate a part of the text. You will be given a statement and asked how much you agree with it. Example: “A student reading this text said that the writer really brought the characters to life.” To what extent do you agree with this statement?

- Remember to say **how much you agree or disagree** and explain your reasons.
- Make sure you **focus on the part of the text specified**.
- Analyse the writer’s methods (language and structure) in the extract.
- Wrap the whole answer up with a **short personal response** addressing the statement.  
E.g. *In conclusion I think that the writer has been effective in creating atmosphere and I particularly enjoyed the way.....*

**AO4: Evaluate texts critically and support this with appropriate textual reference.**

- Evaluate critically
- Understand writer’s methods
- Develop convincing and critical response

<b>Question 5: Creative writing</b>	<b>40 marks</b>	<b>45 mins (55)</b>
<p>You will have a choice of two tasks - <b><u>you only need to complete one</u></b>: Either write a description based on an image or write a narrative based on a topic.</p> <ul style="list-style-type: none"> <li>• Descriptive writing: create a picture in the reader's mind.</li> <li>• Narrative writing: tell an engaging story.</li> </ul> <p>Allow 5-10 minutes for planning, 30-35 minutes for writing and 5 minutes for proofreading.</p>		
<p><b>AO5: Content and Organisation – 24 marks</b></p> <p><b><i>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Use structural and grammatical features to organise information and ideas.</i></b></p> <ul style="list-style-type: none"> <li>• Convincing and compelling communication</li> <li>• Match tone, style and register to purpose and audience</li> <li>• Extensive and ambitious vocabulary with sustained crafting of linguistic devices.</li> <li>• Varied and inventive use of structural features</li> <li>• Writing is compelling, incorporating a range of convincing and complex ideas</li> <li>• Fluently linked paragraphs.</li> </ul> <p><b>AO6: Technical Accuracy – 16 marks</b></p> <p><b><i>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</i></b></p> <ul style="list-style-type: none"> <li>• Wide range and accuracy of punctuation</li> <li>• Full range of appropriate sentence forms</li> <li>• Standard English used consistently and appropriately</li> <li>• Accurate spelling</li> <li>• Ambitious vocabulary</li> </ul>		



# Paper 2

## Language Paper 2 - Writer's Viewpoints and Perspectives

50% of your GCSE English Language Grade.

The paper is **1 hour and 45 minutes** or 2 hours 10 minutes with 25% extra time.

Two sections: **Reading** and **Writing**.

*A total of 80 marks: 40 for reading & 40 for writing*

<b>Reading</b>	<b>10 mins (13)</b>
This exam focuses on <b>non-fiction texts</b> : one will be modern and one will be 19 <sup>th</sup> or 20 <sup>th</sup> century. They will be linked by a theme. Read carefully, calmly and take your time. You are being tested on your ability to read. If you misunderstand what you are reading, because you rush this part, you will throw marks away.	

<b>Question 1: Comprehension / Information retrieval</b>	<b>4 marks</b>	<b>5 mins (6)</b>
<p>This is a tick box comprehension question and asks you to identify <b>four correct facts</b> out of a possible eight from a specific part of the text:</p> <ul style="list-style-type: none"> <li>• Make sure you focus on the part of the text specified.</li> <li>• Read the options carefully</li> </ul>		
<i><b>AO1: Identify and interpret explicit and implicit information and ideas.</b></i>		

<b>Question 2: Summarising and Inferences</b>	<b>8 marks</b>	<b>10 mins (13)</b>
<p>Asks you to <b>summarise the differences</b> between a specific aspect of <b>both sources</b>:</p> <ul style="list-style-type: none"> <li>• Write as many detailed differences as possible</li> <li>• Make inferences – this suggests, this implies, this shows</li> <li>• Use SQID or SQIL – statement, quotation, <b>inference</b>, develop OR link.</li> <li>• Select appropriate quotations and embed them properly.</li> <li>• Two paragraphs</li> </ul>		
<p><i><b>AO1: Identify and interpret explicit and implicit information and ideas.</b></i></p> <p><i><b>AO1: Select and synthesise evidence from different texts.</b></i></p> <ul style="list-style-type: none"> <li>• Interpreting implied meanings</li> </ul>		

### Question 3: Language analysis

12 marks

15 mins (20)

Asks you for close analysis on how language is used by the writer in one of the sources:

- Identify language devices.
- Select appropriate quotations and embed them properly
- Analyse why the writer has used the language devices, what effect does it create on the reader?
- C
- L
- E
- A: connotations, imagery, implied meanings
- R
- Link your analysis back to the question.
- 2 to 3 paragraphs

***AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.***

- Language analysis.

Question 4: Comparing viewpoints	16 marks	20 mins (25)
<p>Asks you to compare how the writers present their points of view <b>in both sources</b>:</p> <ul style="list-style-type: none"> <li>• Write a brief introduction explaining the viewpoint of each writer and purpose of the writing, then compare them briefly, if possible linking them to their historical contexts.</li> <li>• Write two or more detailed paragraphs analysing the viewpoints of each writer and comparing them, using a connective word or phrase to link your paragraphs e.g. However, in contrast etc</li> <li>• Use quotations <b>from both sources</b> to support your response.</li> <li>• Write a <b>conclusion</b> comparing the <b>historical context</b> in which both articles were written and comparing how this might affect the reader's expectations.</li> <li>• 4 paragraphs</li> </ul>		
<p><i><b>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</b></i></p>		

<b>Question 5: Persuasive writing</b>	<b>40 marks</b>	<b>45 mins (55)</b>
<p>You will write a piece of non-fiction (article, letter, speech) e.g.: “Smoking should be made illegal”. Write an article for a broadsheet newspaper explaining your point of view on this statement.</p> <ul style="list-style-type: none"><li>• It will usually be linked by theme to the sources in the reading section so use these to help you.</li><li>• Structure it carefully, make sure you have a clear point of view and acknowledge counterarguments.</li></ul> <p>Allow 5-10 mins for planning, 5 mins for proofreading and 30-35 mins for writing.</p>		