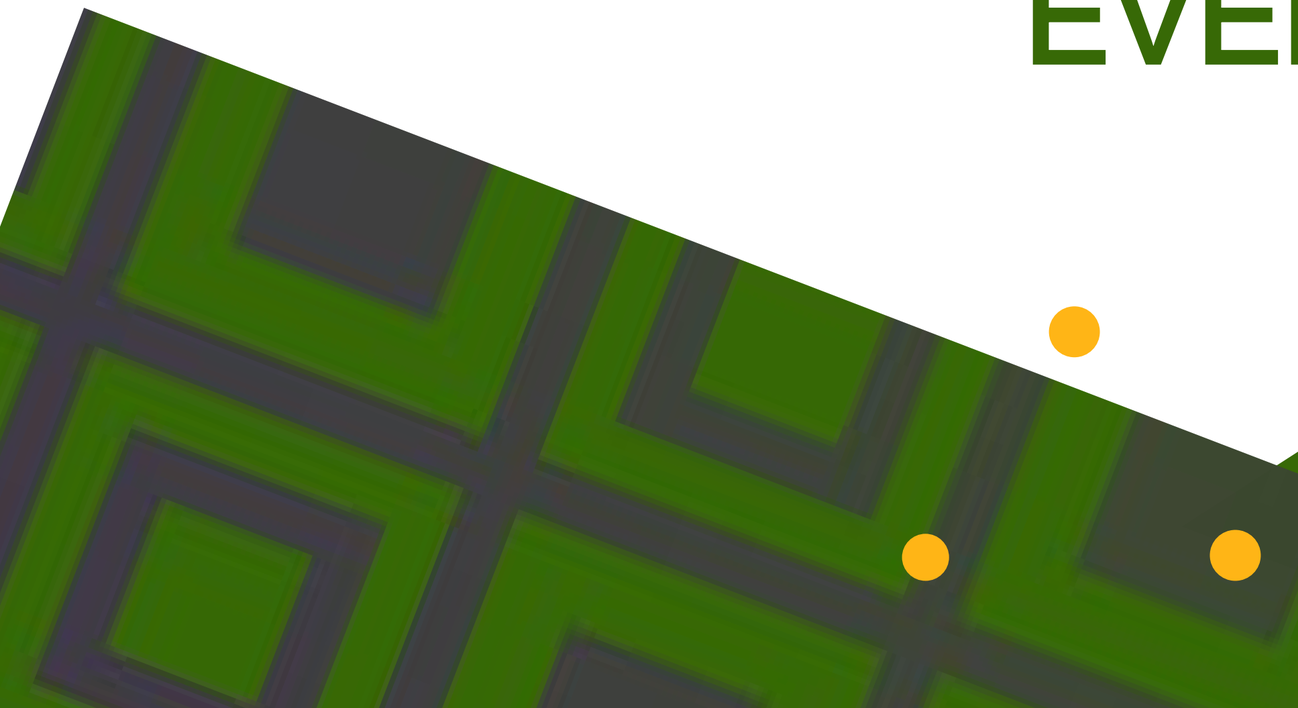
Arthur Mellows Village College

YEAR 11 PARENT AND STUDENT REVISION EVENING



Introduction from Head of College, John Gilligan

Year 11 are our MAIN FOCUS this year

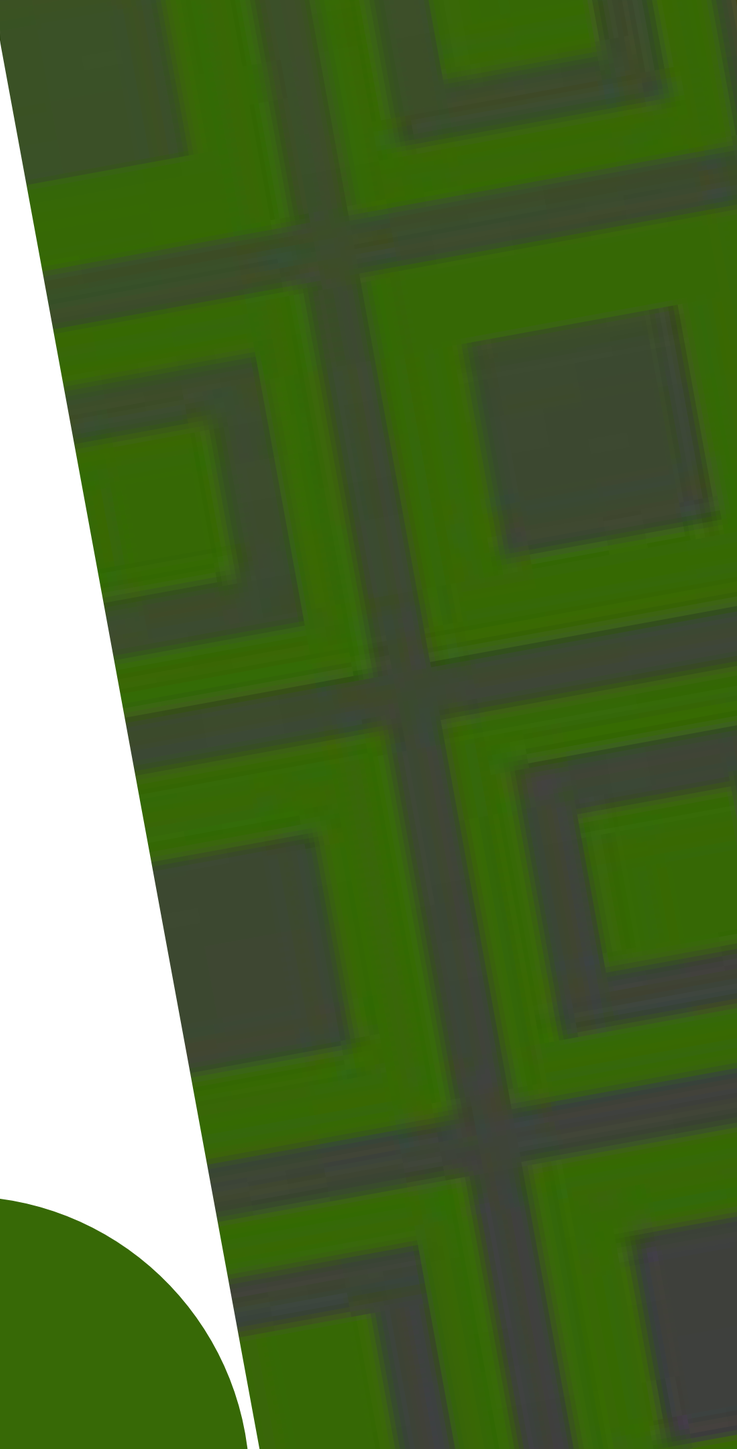
Keep the MAIN THING the MAIN THING

Only get one chance

Every day matters

Everyone has a part to play

Keep our eyes on the prize

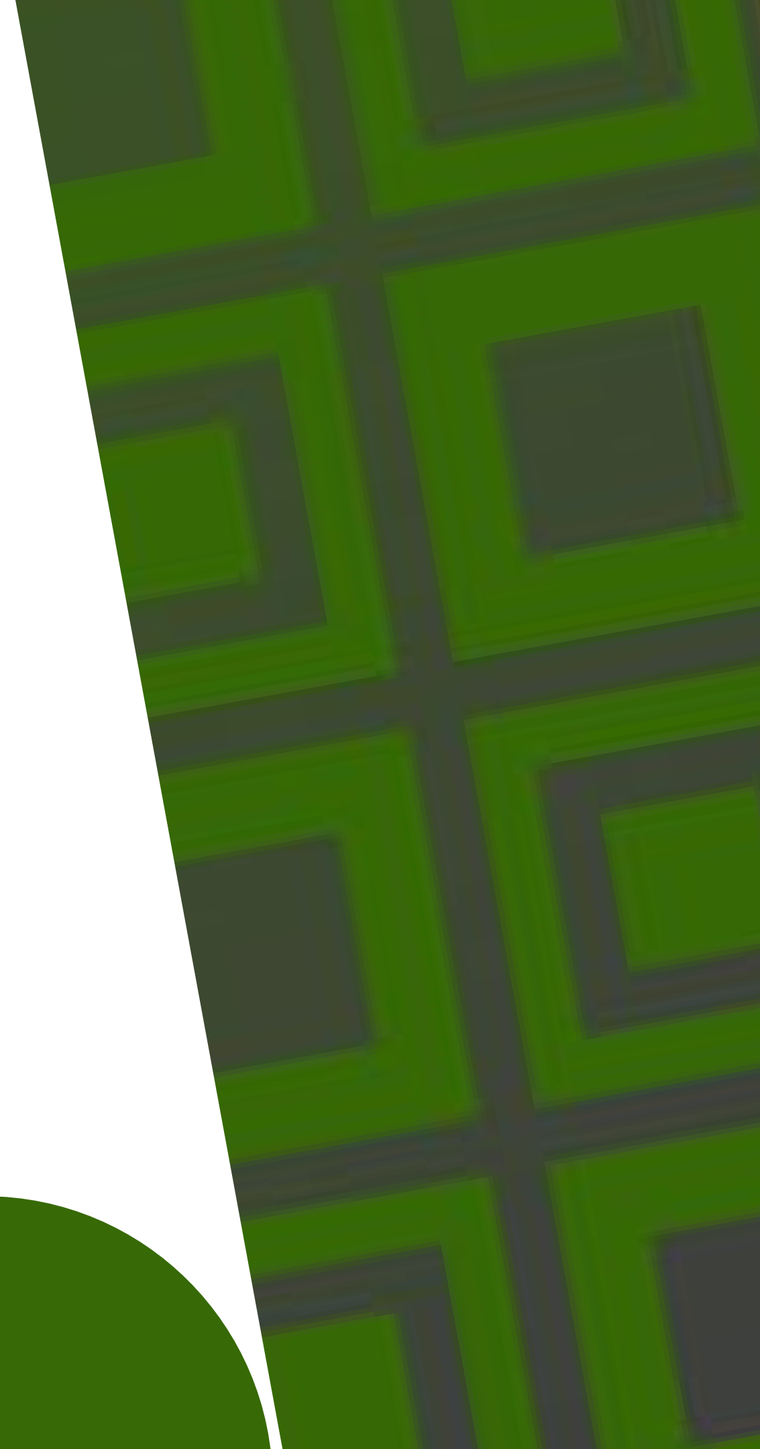


What is the Prize?

Qualifications that stay with you forever and open doors to your next stage

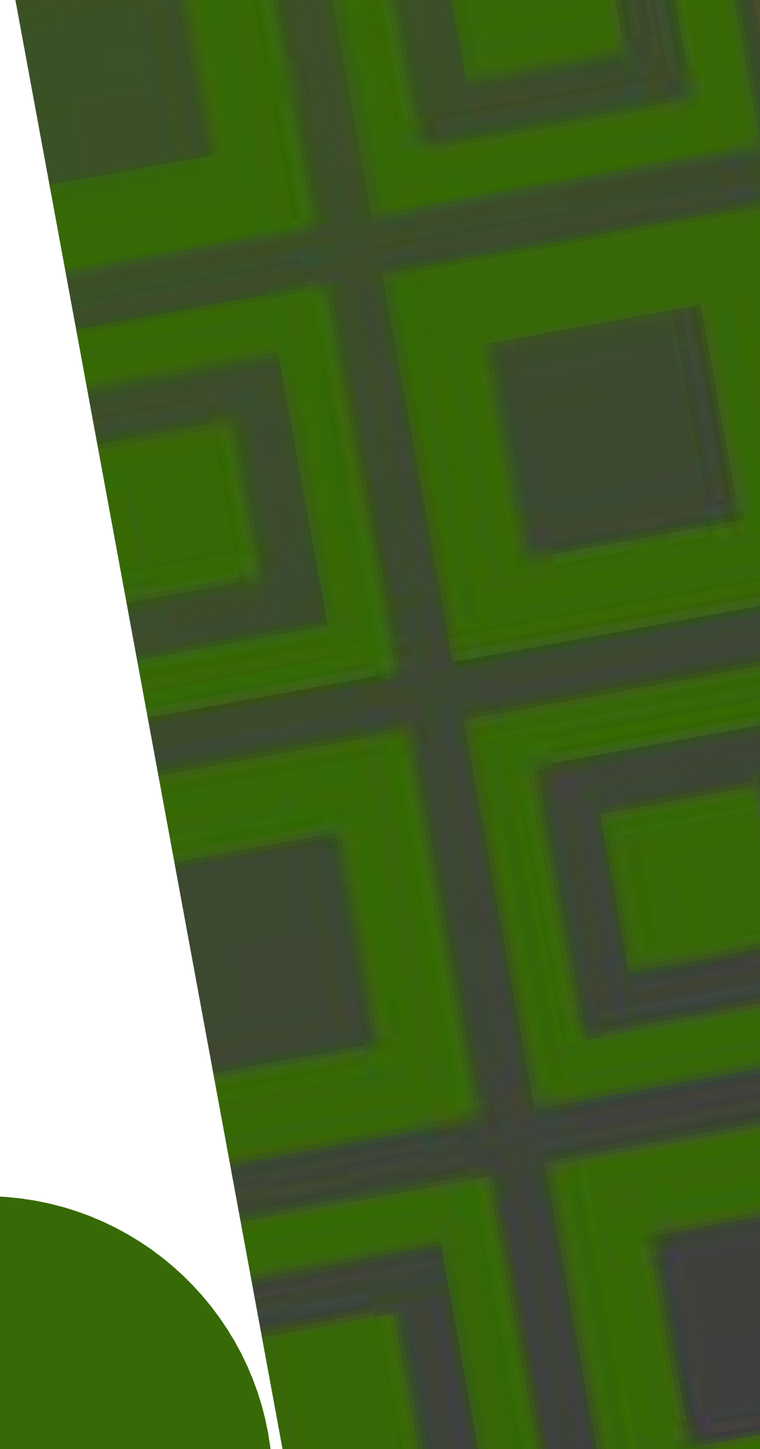
Maximum grades across the board
English and Maths grade 4 or 5 and above

Check entry requirements for Sixth Form or other routes



We all have High Expectations

Behaviour
Attendance
Punctuality
Effort
Quality First Teaching
Tracking
Intervention



Come to school….every day

	Pupils	Average GCSE Grade	Average GCSE Value Added	English (best) Grade	English Value Added	Maths Grade	Maths Value Added	
Above 95%	97	5.6	+0.6	5.7	+0.3	5.7	+0.7	98%
90.1 - 95%	48	5.3	+0.3	5.6	+0.3	5.2	+0.2	93%
80.1 - 90%	33	4.5	-0.1	4.9	-0.1	4.2	-0.2	86%
50.1 - 80%	17	3.7	-0.3	4.4	-0.1	3.4	-0.4	70%
0 - 50%	8	2.4	-2.2	2.8	-2.5	2.3	-2.2	31%

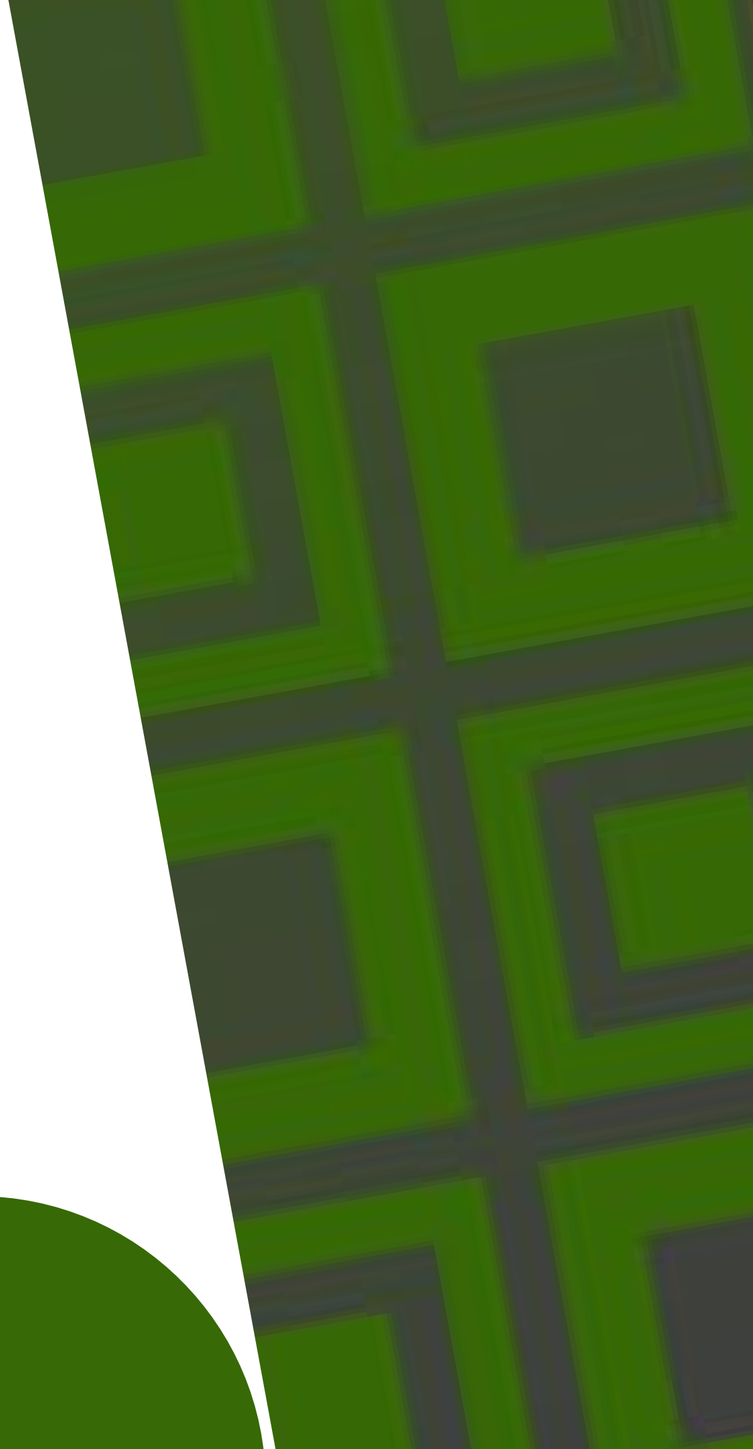
Laser Sharp Focus at Every Level

Teachers in the classroom

Leaders of Subject Areas

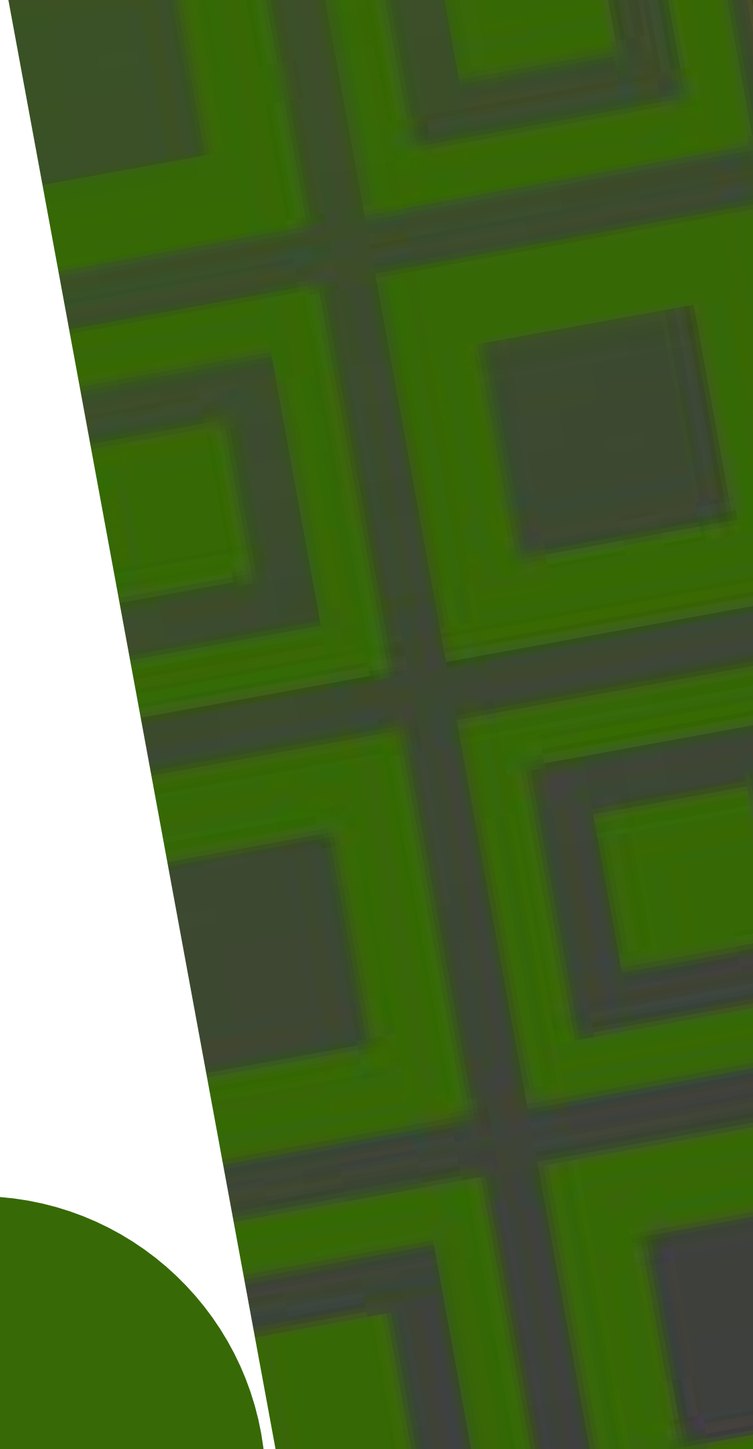
Pastoral teams

Senior staff in the Raising Standards Team



Support outside the classroom

Wellbeing and moral support
Revision sessions
Revision tips and study skills
Intervention
Extra study at home
Parents



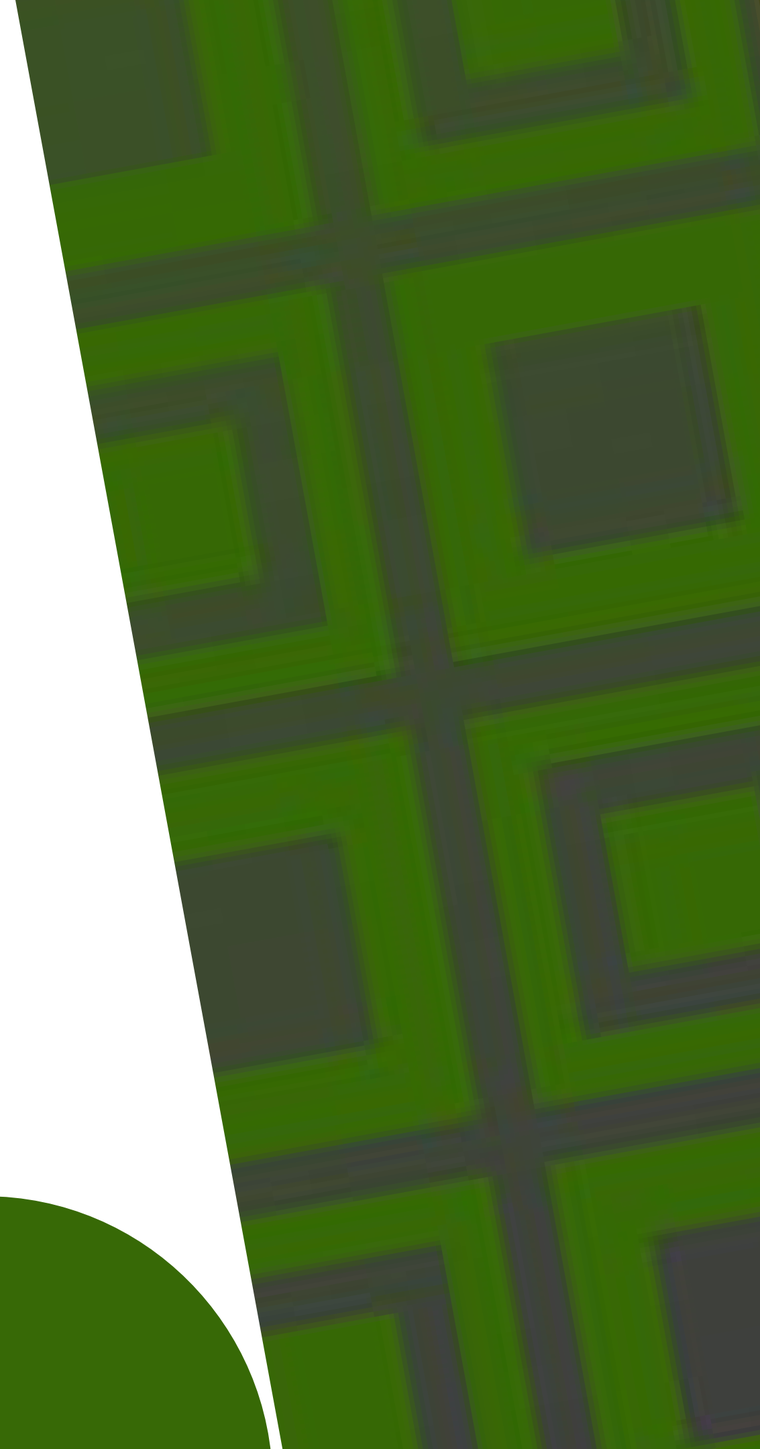
CORE Principles

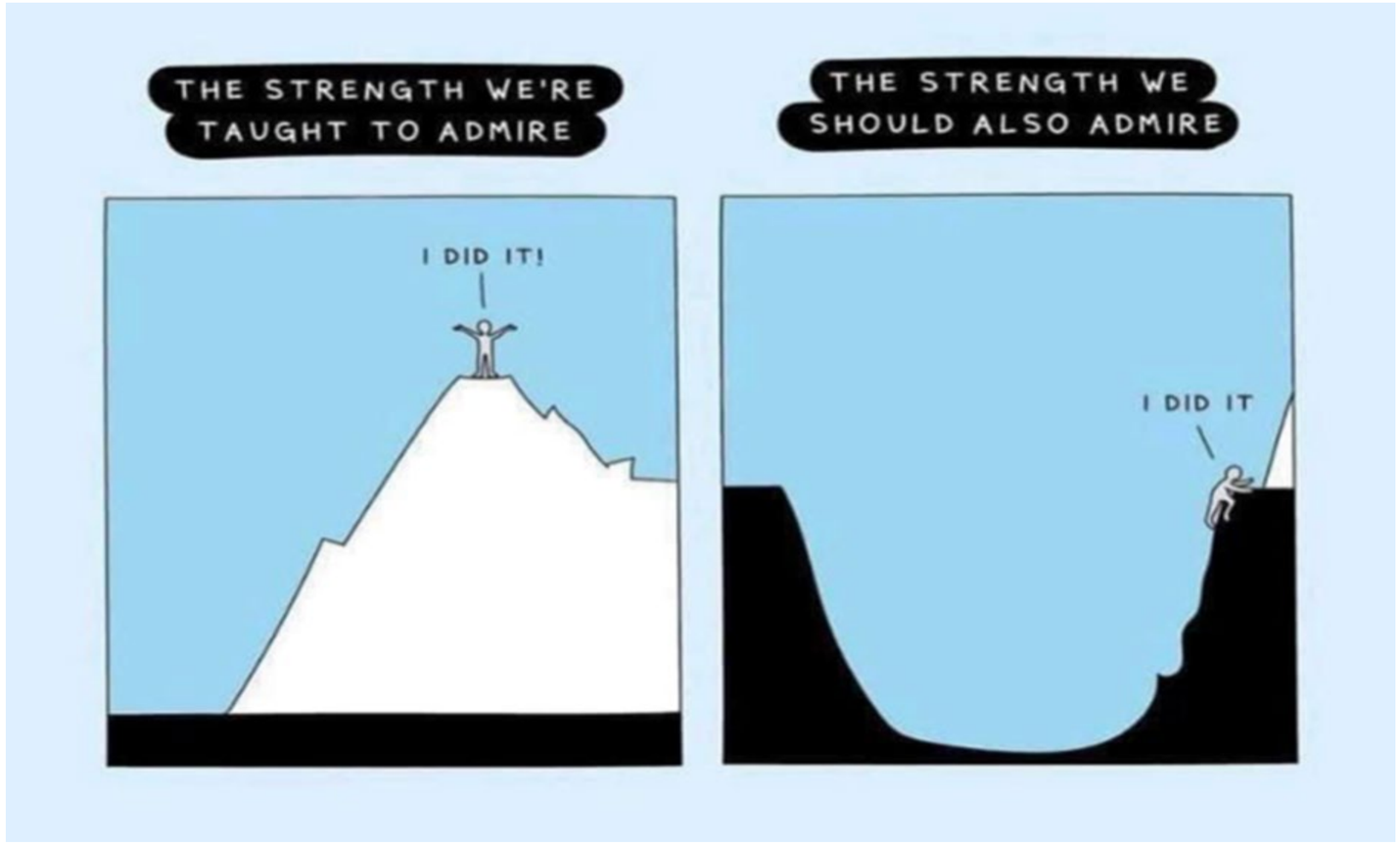
Commitment: Not motivation, that wanes. Commitment - that's permanent!

Ownership: It's your plan, they're your exams, they're your results. It's your future

Responsibility: Be accountable for the implementation of your plans. Ultimately, you will be the person who receives the grades anyway!

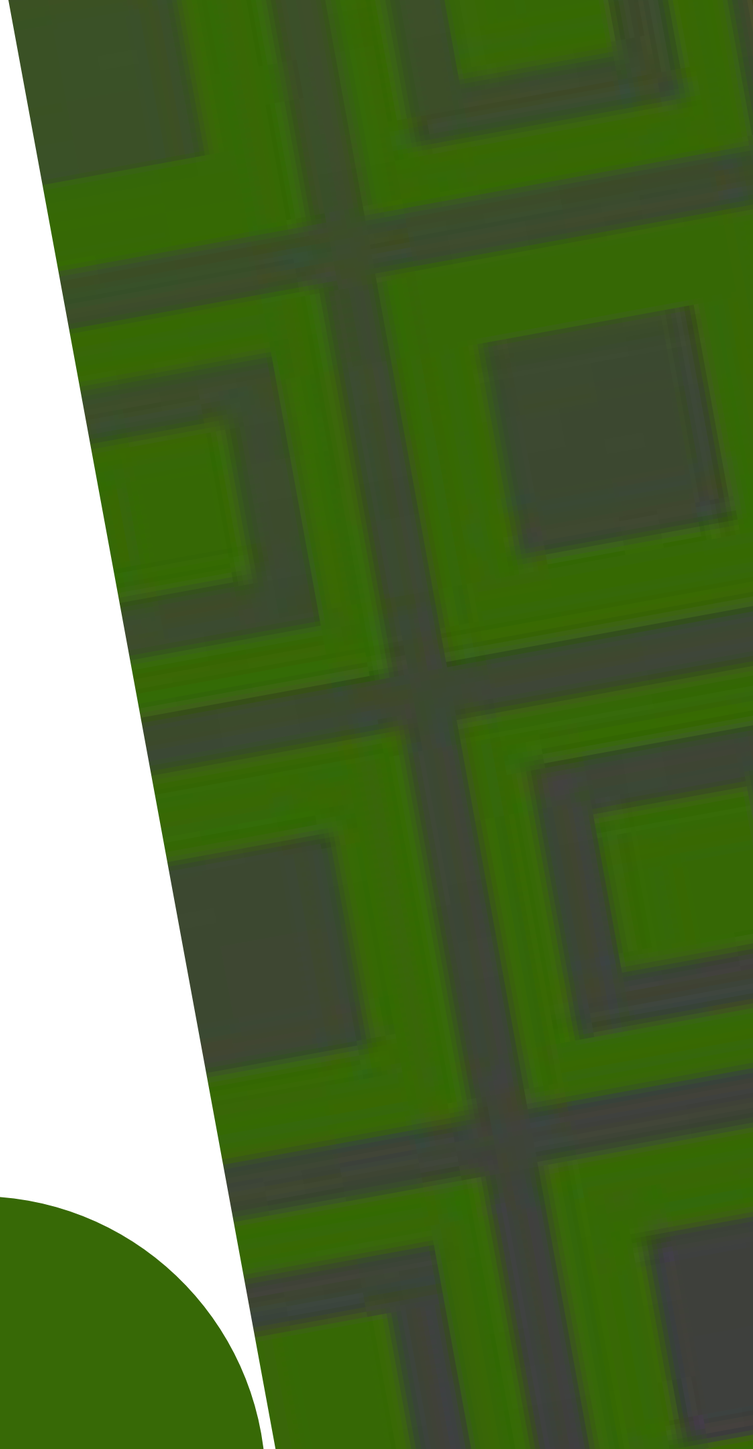
Excellence: Set high and achievable standards and expectations




THE STRENGTH WE'RE TAUGHT TO ADMIRE
I DID IT!
THE STRENGTH WE SHOULD ALSO ADMIRE
I DID IT

Revision to support English with the Head of English Nicky Jeffs

GCSE English Language and Literature



GCSE English Literature- EDEXCEL

‘Students will read a wide range of classic literature fluently and with good understanding, making connections across their reading. They will be encouraged to read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.’

(Edexcel,specification overview)

GCSE English Literature- EDEXCEL

GCSE English Literature will result in a separate GCSE grade to that of Language

All students will sit two exams: Paper 1 and Paper 2, each exam totalling 80 marks

GCSE English Literature- EDEXCEL

Paper 1: 1hr 45 mins (80 marks)	Paper 2: 2 hrs 15 mins (80 marks)
Section A: Shakespeare *Macbeth* or *Romeo and Juliet* (40 marks) **Section B: Post-1914 British play** *An Inspector Calls by J B Priestley* (40 marks)	**Section A: 19th Century Novel** *A Christmas Carol or Jekyll and Hyde* (40 marks) **Section B: poetry collection** Conflict poetry (anthology) (20 marks) **Section C: two unseen poems** (20 marks)

Chief examiner- what does success look like?

A secure understanding of the texts:

✓ Characters
✓ Plot and order of events (beginnings, key moments, endings)
✓ Aspects of context: An Inspector Calls, Shakespeare and poetry.

What can you do to help with this?

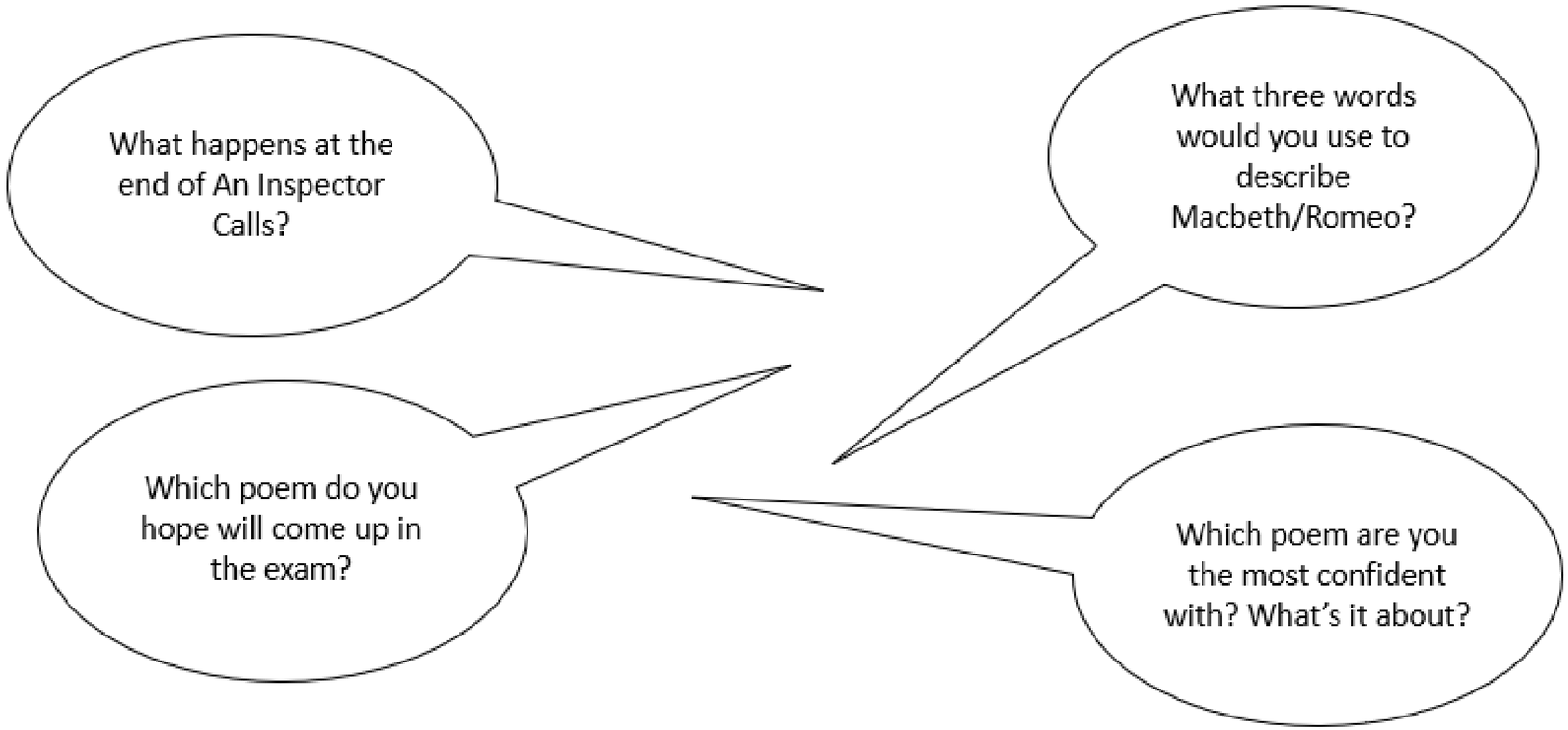
A secure understanding of the texts:

✓ Ensure students have their own copies of each text so that they can re-read them
✓ Audiobook versions
✓ TV adaptations
✓ Online tutorials and quizzes – Massolit
✓ CGP study guides
✓ Encourage attendance to the Tuesday revision sessions

Example task

Explore how the role of the inspector is important to the play.

Asking questions about the set texts



Things to be wary of

- People on TikTok who claim to be teachers offering advice and predictions about exam questions
- People on TikTok who say ‘if you use these words in the exam, you’ll get a Grade 9’
- Chief examiner’s report and common errors made:
    - Using vocabulary without a clear understanding of what it means
    - Using pre-prepared introductions that don’t relate to the exam task

AQA: GCSE English Language

‘‘Students of all abilities will develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as develop the skills to write clearly, coherently and accurately using a range of vocabulary and sentence structures.’

(AQA, specification overview)

AQA: GCSE English Language

GCSE English Language will result in a separate GCSE grade to that of Literature

All students will sit two exams: each exam is worth 50%

Each exam is divided in to two sections: section A assesses reading skills (25%) and section B assesses writing skills (25%)

AQA: GCSE English Language

Paper 1: 1hr 45 mins	Paper 2: 1hr 45mins
Reading: • One literature fiction text with four questions (40 marks) **Writing:** • Writing a description or a story (40 marks)	**Reading:** • Two non-fiction texts with four questions (40 marks) **Writing:** • Writing to express a viewpoint (40 marks)

AQA: GCSE English Language

YOU CAN’T REVISE FOR ENGLISH LANGUAGE

Chief examiner: What does success look like?

Using imagination when writing creatively (Paper 1) and expressing a strong voice when writing persuasively (Paper 2)

Coming up with ideas for creative writing
Having a strong opinion and being able to explain your views and use examples to illustrate

What can you do to help with this?

Writing creatively:

✓ Find interesting pictures on Google and practise describing them
✓ Edit and improve: which words could you have replaced with more interesting choices? Did you remember to paragraph? Where should the paragraphs have been?
✓ Encourage students to come up with creative ideas beyond the picture they are given in the exam
✓ Timed planning: 5 mins to come up with some ideas
✓ Timed writing: 40 mins – two sides of A4. Quality not quantity!

Older person looking out of their window reminiscing about their childhood

A choir singing carols

A child crying on the merry-go-round because it’s going too fast

What can you do to help with this?

Writing with a viewpoint:

✓ Find a topic that is of interest (sport, music, TV). Write a speech giving your views on why it is so good and why other people should be interested too

✓ Find an article that has been written about a topic of interest and write a response to it – do you agree with it or disagree with it? Why? What do you think?

✓ Find an article that has been written about a topic of interest and see if they can identify any persuasive devices that have been used by the writer

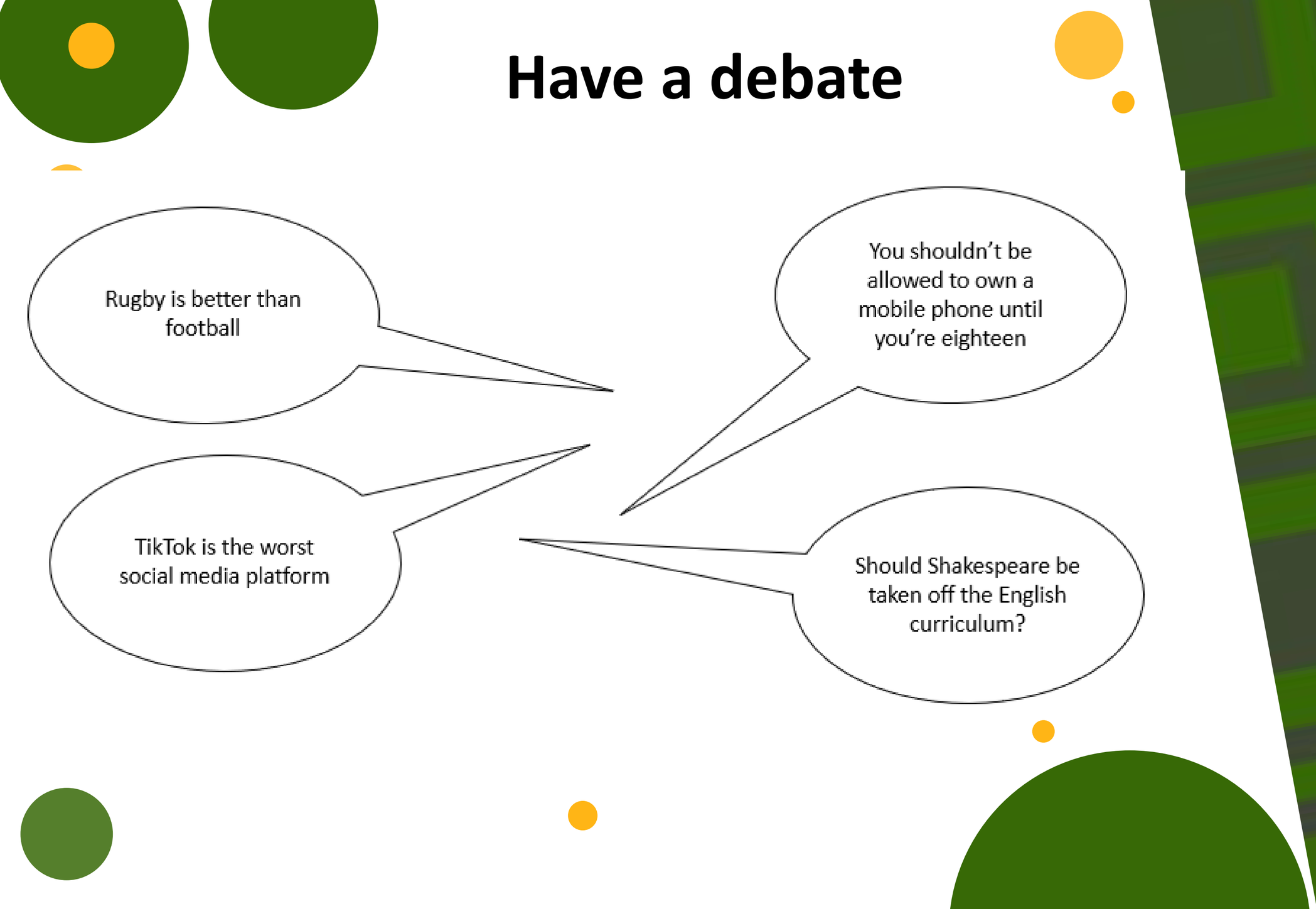
Have a debate

Rugby is better than football

You shouldn’t be allowed to own a mobile phone until you’re eighteen

TikTok is the worst social media platform

Should Shakespeare be taken off the English curriculum?



Things to be wary of

People on TikTok who say ‘if you use these words in your creative writing, you’ll get a Grade 9’
Chief examiner’s report and common errors made:

* Using vocabulary without a clear understanding of what it means: pulchritudinous
* Using pre-prepared stories and descriptions that don’t fit the task set – or at least, not very well

In summary

Students need to know their texts: character, plot, key moments

Students can revise for English Language, but it requires writing and thinking rather than revising a book/play/poetry

Revision to support Maths with the Head of Maths Lorraine Marshall

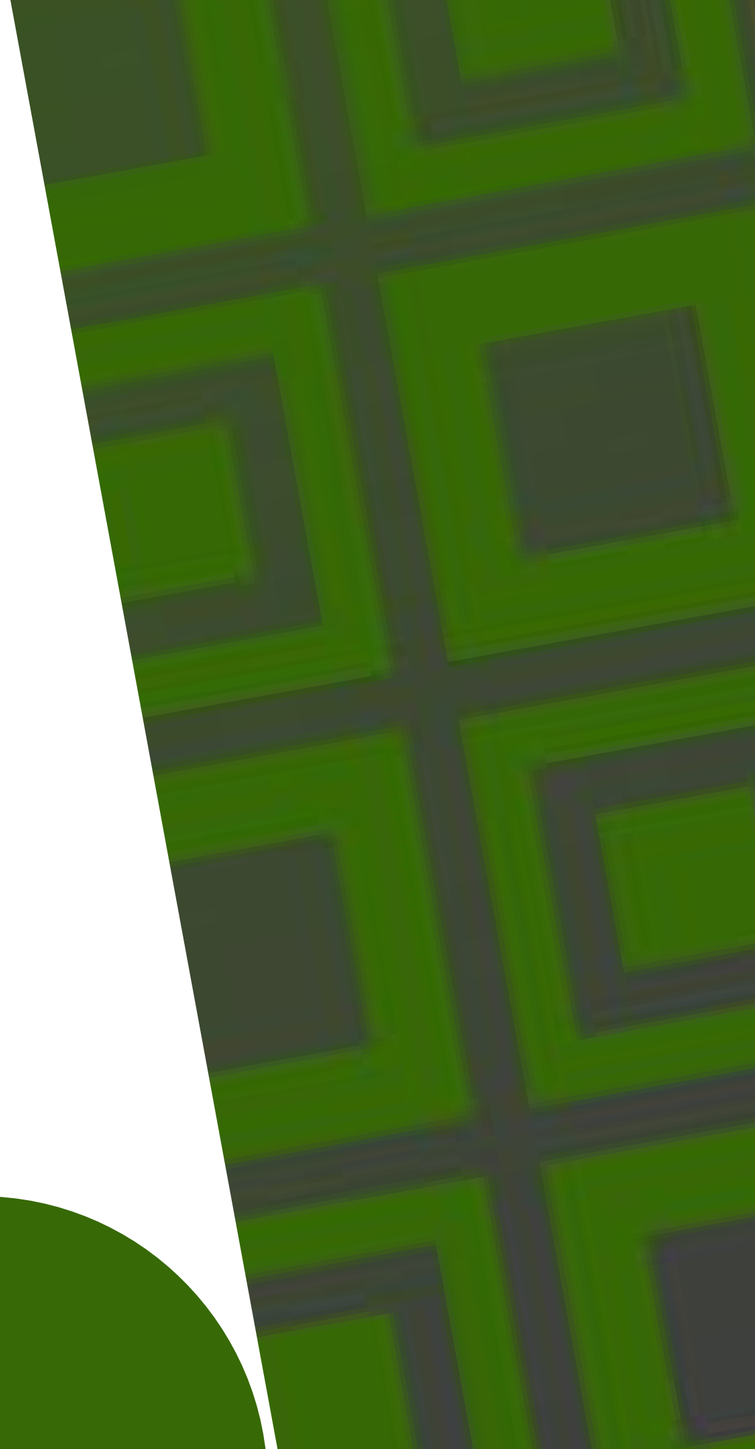
Exam Board – Edexcel (Pearson)

Higher Tier (Grades 4 - 9)
Foundation Tier (Grades 1 - 5)

Paper 1 – Non-Calculator
80 marks
90 mins
Thursday 14 May (Morning)

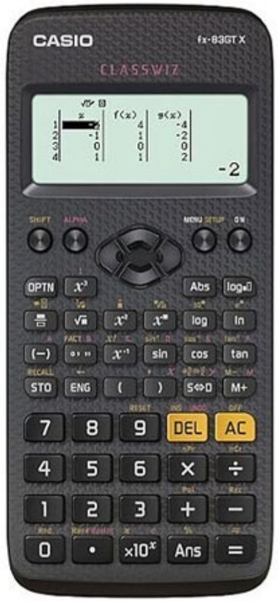
Paper 2 – Calculator
80 marks
90 mins
Wednesday 3 June (Morning)

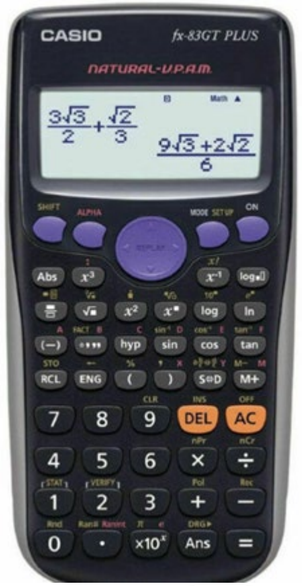
Paper 3 – Calculator
80 marks
90 mins
Wednesday 10 June (Morning)



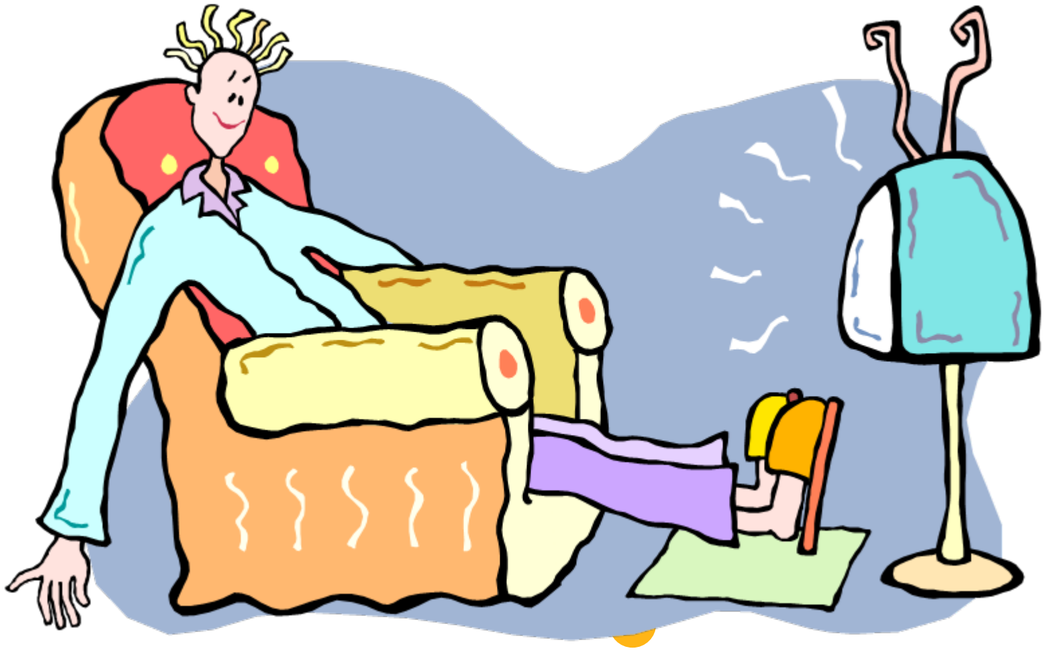
Required Equipment

- Pen
- Pencil
- Ruler
- Geometry Equipment (compasses and protractor)
- Scientific calculator
  - Casio FX83-GT range
    - These are needed for both mock and real examinations.

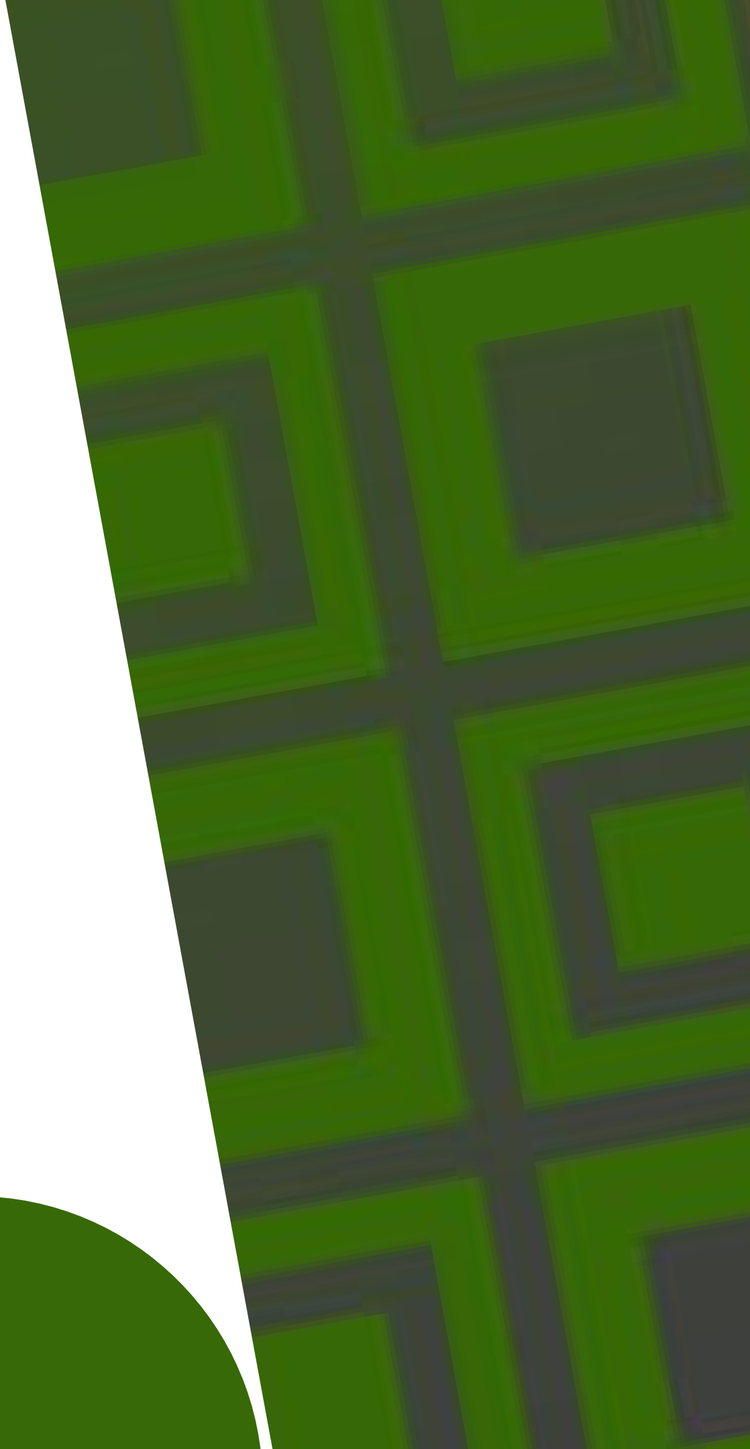




Maths revision is not a spectator sport



- **PRACTICE, PRACTICE AND MORE PRACTICE…**
- **Five a day questions**
- **Topic Specific Revision**
- **Maths Passports**
- **Examination Papers**
- **Revision Sessions**
- **6 Week Revision Program**



Name: _____ 5-a-day Foundation Plus

1st October

Corbettmaths

Construct the perpendicular bisector of AB

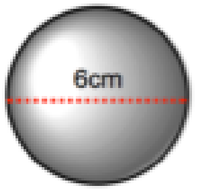
A _____ B

Work out

25^0

$2x + 3$ $2x$ $4x - 8$ $x + 14$

The sum of the four expressions is 189.
Calculate the median.



Find the volume of this sphere.

Topic Specific Revision

- **Maths Genie (Exam Style Questions on Every Topic)**
- https://www.mathsgenie.co.uk/

- **Mathed Up (Exam Style Questions on Every Topic)**
  https://www.mathedup.co.uk/

- **Corbett Maths (A range of resources)**
  https://corbettmaths.com/

- **Maths Watch VLE (Videos and practice questions)**
  https://vle.mathswatch.co.uk/vle/

NUMBER

TOPIC	VIDEO	PRACTISE	
Ordering Decimals	goo.gl/jbs1rw	goo.gl/3r7V5F	

Exam Question

Write these numbers in order of size, starting with the smallest.

0.45 4.5 0.045 0.405 4.05

TOPIC	VIDEO	PRACTISE	
Rounding	goo.gl/7pXlFj	goo.gl/imjS83	

Exam Question

1) Round 7462 to the nearest 1000.

2) Round 7.462 to one decimal place.

3) Round 725.046 to the nearest 10.

TOPIC	VIDEO	PRACTISE	
Order of Operations	goo.gl/UDA75F	goo.gl/MlyLJL	

Exam Question

1) Work out $6 + 2 \times 3$.

2) Work out $(4 + 3) \times 2 + 4$

Exam Papers

- Will be covered in lessons/ as homeworks with increasing regularity as the year progresses.
- Students should endeavour to increase the marks they gain as the year progresses.
- Topics not completed well are ideal areas of focus for topic- based revision.

Things you can do to help:

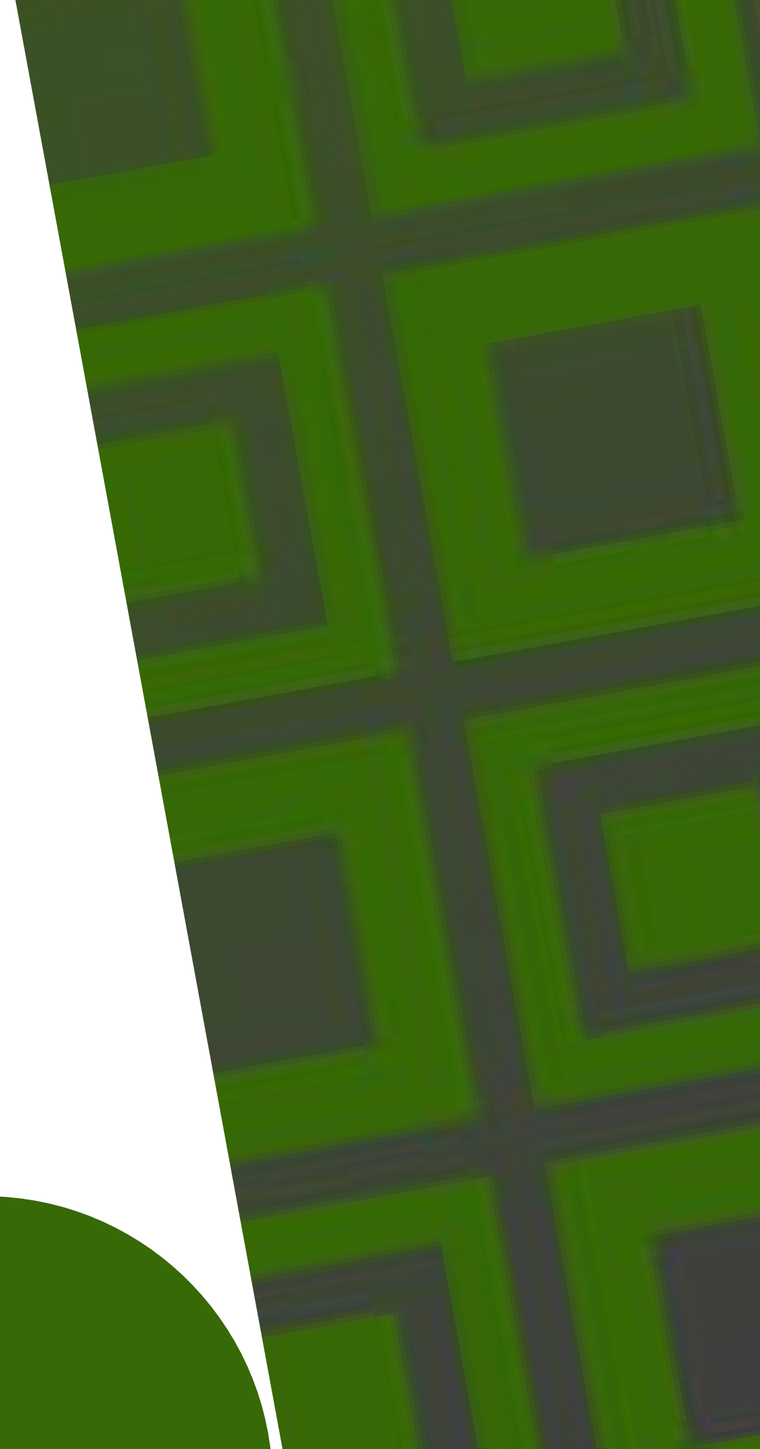
Support the completion of 5 a day question practice

Encourage the use of the Maths passports, these will be provided to students before Feb half term

Encourage attendance to after school revision
(Tuesdays from Jan to Easter)

Support the completion of the 6 week revision program before Summer examinations

Look out for predicted topic lists which will be emailed out after papers 1 and 2.



Remember the best way to revise maths

is to do maths.

Revision to support Science with the Head of Science Danielle Debbage

GCSE Exam Dates

Everyone will sit a total of 6 science papers; 2 for each Biology, Chemistry and Physics.

Paper 1's:

Biology – Friday 12th May PM

Chemistry – Friday 18th May AM

Physics – Wednesday 2nd June AM

Paper 2's:

Biology – Friday 8th June AM

Chemistry – Tuesday 12th June AM

Physics – Friday 15th June AM

Exam Content: Paper 1s (Nov Mocks)

BIOLOGY

B1: Cell Biology

B2: Organisation

B3: Infection and Response

B4: Bioenergetics

PHYSICS

P1: Energy

P2: Electricity

P3: Particle Model

P4: Atomic Structure

CHEMISTRY

C1: Atomic Structure and the Periodic Table

C2: Structure and Bonding

C3: Quantitative Chemistry

C4: Chemical Changes

C5: Energy Changes

Exam Content: Paper 2s (March Mocks)

BIOLOGY

B5: Homeostasis and response

B6: Inheritance, variation and evolution

B7: Ecology

PHYSICS

P5: Forces

P6: Waves

P7: Magnetism & Electromagnetism

P8: Space (Single only)

CHEMISTRY

C6: Rates of Reaction

C7: Organic Chemistry

C8: Chemical Analysis

C9: Chemistry of the Atmosphere

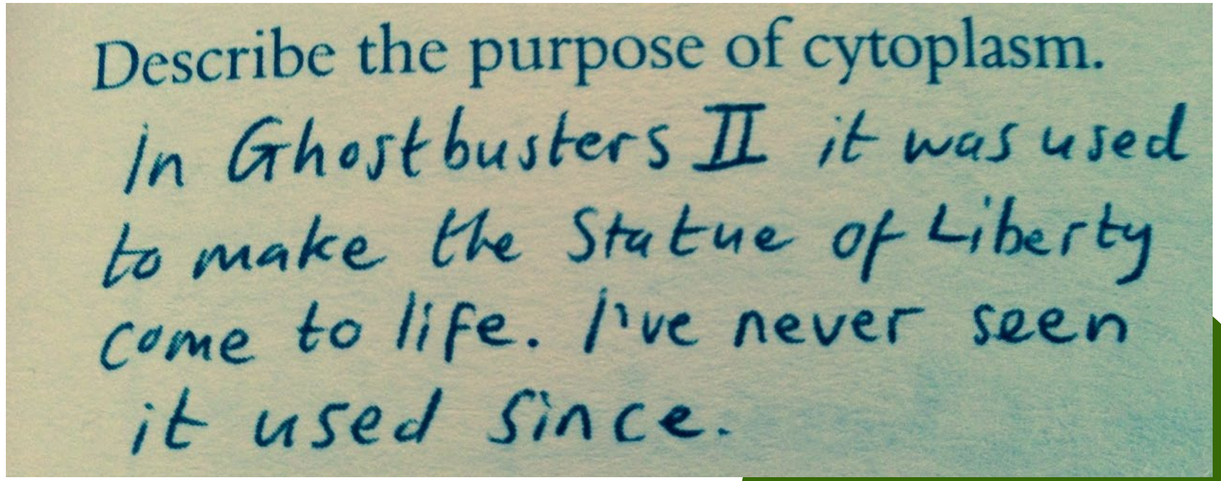
C10: Using Resources

Grading & Tiers of Entry

Chosen to ensure your child can achieve the highest grade possible.

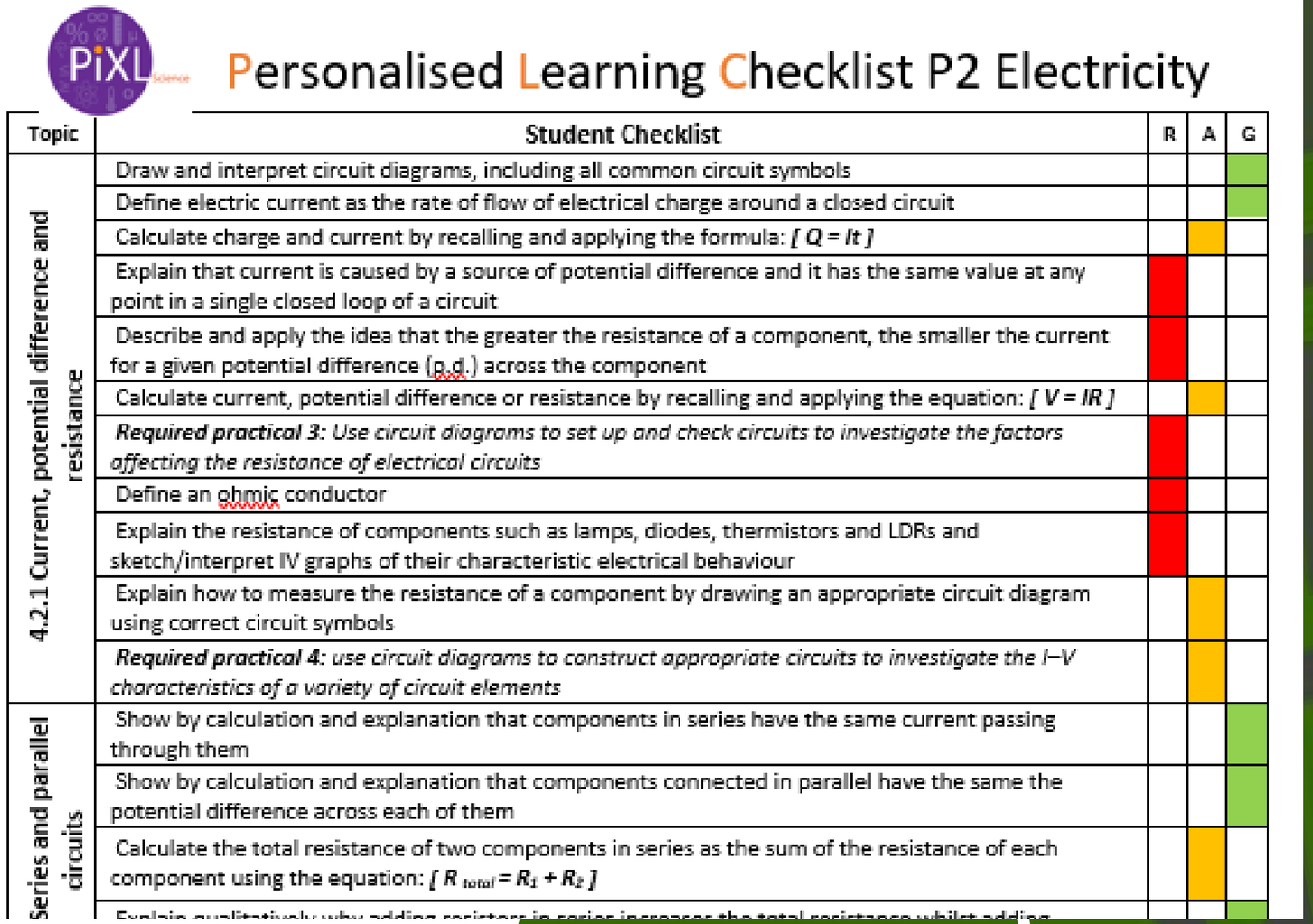
- Foundation = Grades 1-5/11-55
  - Single science ~60% for a grade 4
  - Combined science ~55% for a grade 44
- Higher = Grades 3-9/43-99
  - Single science ~35% for a grade 4
  - Combined science ~30% for a grade 44
- November and February mocks will be used to determine tier of entry for most students.
  - Students need to be achieving a Grade 54/5 to stay on higher

But where do they begin?



Assess current knowledge

- Using Personal Learning Checklist, go through each topic and RAG their current understanding of each of the statements in the checklist.
- Look down the list and focus on the areas highlighted in red first, followed by those in amber.



PiXL Science

Personalised Learning Checklist P2 Electricity

Topic	Student Checklist	R	A	G
4.2.1 Current, potential difference and resistance	Draw and interpret circuit diagrams, including all common circuit symbols			
	Define electric current as the rate of flow of electrical charge around a closed circuit			
	Calculate charge and current by recalling and applying the formula: *[Q = It]*			
	Explain that current is caused by a source of potential difference and it has the same value at any point in a single closed loop of a circuit			
	Describe and apply the idea that the greater the resistance of a component, the smaller the current for a given potential difference (p.d.) across the component			
	Calculate current, potential difference or resistance by recalling and applying the equation: *[V = IR]*			
	Required practical 3: *Use circuit diagrams to set up and check circuits to investigate the factors affecting the resistance of electrical circuits*			
	Define an ohmic conductor			
	Explain the resistance of components such as lamps, diodes, thermistors and LDRs and sketch/interpret IV graphs of their characteristic electrical behaviour			
	Explain how to measure the resistance of a component by drawing an appropriate circuit diagram using correct circuit symbols			
	Required practical 4: *use circuit diagrams to construct appropriate circuits to investigate the I–V characteristics of a variety of circuit elements*			
Series and parallel circuits	Show by calculation and explanation that components in series have the same current passing through them			
	Show by calculation and explanation that components connected in parallel have the same the potential difference across each of them			
	Calculate the total resistance of two components in series as the sum of the resistance of each component using the equation: *[$R_{total} = R_1 + R_2$]*			
	Explain qualitatively why adding resistors in series increases the total resistance whilst adding			

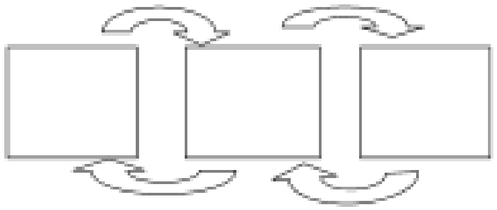
Simplify your notes

With reference to the particle model explain why solids are usually denser than liquids.

Explain why changes of state are referred to as physical changes

Draw a particle model of a solid, liquid and a gas

Label the changes of state



What is meant by the term 'internal energy'?

How does heating change the energy stored within a system?

When a system is heated what does the temperature change depend o ? (3 things)

What is the specific heat capacity of a material?

What is the specific latent heat of fusion?

3.1 – Particle model of matter

Describe the movement of molecules in a gas.

What is the difference between heat and temperature?

Complete the units

- SHC = ...
- SLH = ...
- Energy = ...
- Mass = ...
- Volume = ...
- Pressure = ...
- Thermal energy = ...
- Temperature = ...

What is 'latent heat?

What is the specific latent heat of vaporisation?

What happens to the pressure of a gas if it is heated and the volume remains the same?

EQUATIONS YOU MUST KNOW (and units)

Density ( ) =

Equations to use:

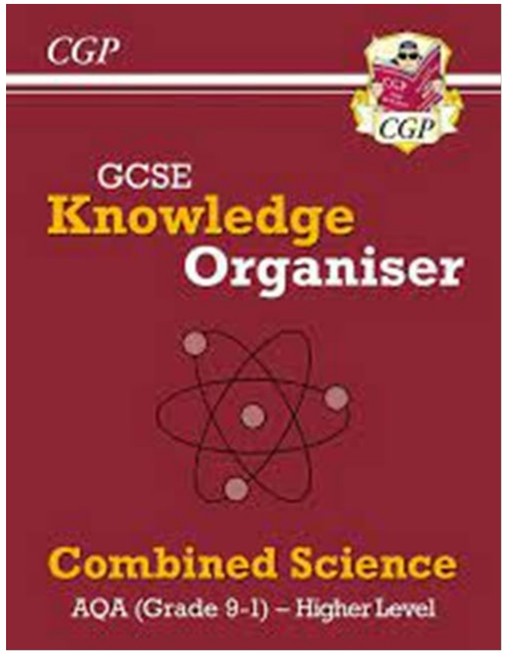
Change in thermal energy = mass x SHC x temp change

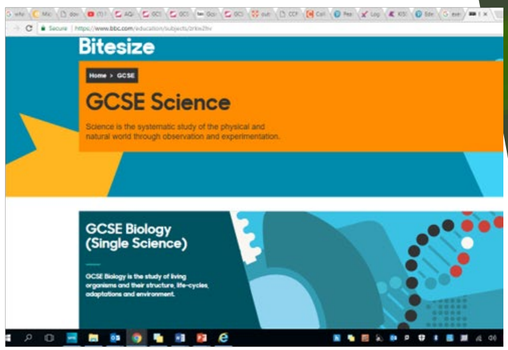
Thermal energy for change of state = mass x SLH

For gases: pressure x volume = constant

Fill in the gaps

- Collins Revision guide (sold in year 10)
- CGP Knowledge Organisers (sold in year 11)
- Class books
- BBC Bitesize
- YouTube (primrose kitten, free science lessons)

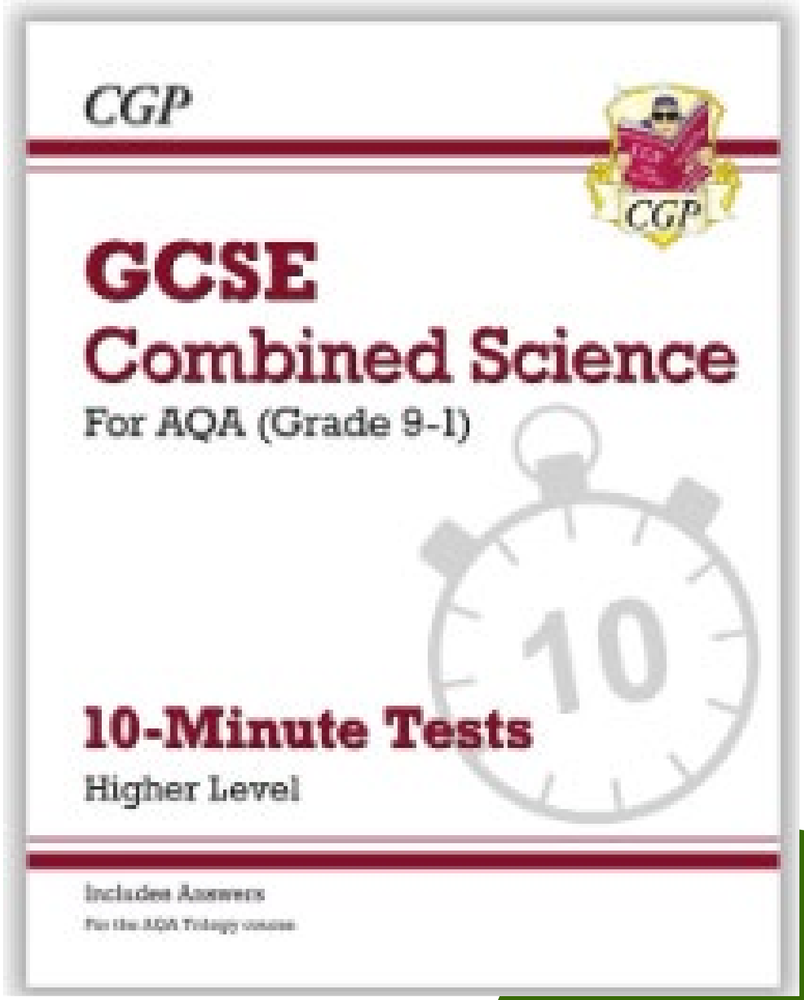




Test your new understanding

- Once you have gone over the key areas you needed to cover in a topic attempt some questions.
  - PiXL Grasp It's (on SharePoint)
  - SENECA quiz,
  - Collins/CGP revision guide worksheets,
  - Past exam question
  - Parents quiz (flash cards)

COMPLETE AS MANY PAST PAPERS AS POSSIBLE



Keep Reassessing your knowledge

- At the start of the next ‘science session’ go back over the checklist and see how much has improved.

Personalised Learning Checklist P2 Electricity

Topic	Student Checklist	R	A	G
4.2.1 Current, potential difference and resistance	Draw and interpret circuit diagrams, including all common circuit symbols			
	Define electric current as the rate of flow of electrical charge around a closed circuit			
	Calculate charge and current by recalling and applying the formula: ***[Q = It]***			
	Explain that current is caused by a source of potential difference and it has the same value at any point in a single closed loop of a circuit			
	Describe and apply the idea that the greater the resistance of a component, the smaller the current for a given potential difference (p.d.) across the component			
	Calculate current, potential difference or resistance by recalling and applying the equation: ***[V = IR]***			
	Required practical 3: *Use circuit diagrams to set up and check circuits to investigate the factors affecting the resistance of electrical circuits*			
	Define an ohmic conductor			
	Explain the resistance of components such as lamps, diodes, thermistors and LDRs and sketch/interpret IV graphs of their characteristic electrical behaviour			
	Explain how to measure the resistance of a component by drawing an appropriate circuit diagram using correct circuit symbols			
	Required practical 4: *use circuit diagrams to construct appropriate circuits to investigate the I–V characteristics of a variety of circuit elements*			
4.2.2 Series and parallel circuits	Show by calculation and explanation that components in series have the same current passing through them			
	Show by calculation and explanation that components connected in parallel have the same the potential difference across each of them			
	Calculate the total resistance of two components in series as the sum of the resistance of each component using the equation: ***[$R_{total} = R_1 + R_2$]***			
	Explain qualitatively why adding resistors in series increases the total resistance whilst adding resistors in parallel decreases the total resistance			
	Solve problems for circuits which include resistors in series using the concept of equivalent resistance			

Other key areas to revise

kinetic energy = 0.5 × mass × (speed)^2	$E_k = \frac{1}{2} m v^2$
elastic potential energy = 0.5 × spring constant × (extension)^2	$E_e = \frac{1}{2} k e^2$
gravitational potential energy = mass × gravitational field strength × height	$E_p = m g h$
change in thermal energy = mass × specific heat capacity × temperature change	$\Delta E = m c \Delta\theta$
power = energy transferred / time	$P = \frac{E}{t}$
power = work done / time	$P = \frac{W}{t}$
efficiency = useful output energy transfer / total input energy transfer	
efficiency = useful power output / total power input	
charge flow = current × time	$Q = I t$
potential difference = current × resistance	$V = I R$
power = potential difference × current	$P = V I$
power = (current)^2 × resistance	$P = I^2 R$
energy transferred = power × time	$E = P t$

USING EQUATIONS

REQUIRED PRACTICALS

REQUIRED PRACTICAL — **Chromatography**

Method

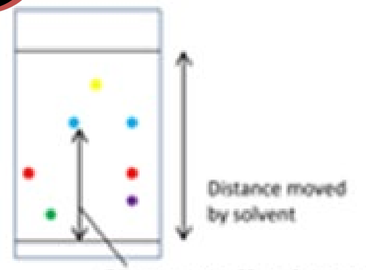
1. Draw a horizontal pencil line 2cm up from the bottom of some chromatography paper.
2. Mark five spots at equal distances along the line with a pencil.
3. Using glass capillary tubing put a small spot of each of the known colours onto four of the pencil dots. Put the unknown mixture onto the 5th spot.
4. Add water to a beaker to a depth of 1cm.
5. Tape the top of the chromatography paper to a glass rod, so that when the rod is rested on top of the beaker the bottom edge of the paper dips into the water but:
   a. The pencil line is not in the water
   b. The sides of the paper do not touch the beaker
6. Remove the chromatography paper when the solvent has travelled three quarters of the way up the paper.
7. With a pencil mark where the solvent has risen to.
8. Allow to dry.
9. Measure the distance from the baseline to each spot of colour (substance) and the distance the solvent travelled.
10. Calculate R_f.

$$R_f = \frac{\text{Distance moved by substance}}{\text{Distance moved by solvent}}$$

The Science

Any markings need to be drawn in pencil as pencil is insoluble. If drawn in ink the ink may dissolve in the water and move up the paper.

If this happens the ink spots will dissolve into the water.



In this example a visual comparison shows that the unknown mixture contained samples 1, 3 (moved the same distance) and something else.

Calculating the R_f would confirm matches to 1 and 3, although the method should be repeated in different solvents. If the Rf values for the mixture matched the same known samples in all solvents then a match is confirmed.

In School and After School Revision Sessions

- Currently every Monday & Friday lunchtime until the mocks finish.
- Rotates through Biology, Chemistry, Physics.
- After the 2nd set of mocks they will be every Monday and Thursday after school.

Upcoming events and wellbeing information from Emma Kavanagh, Deputy Headteacher

Key Dates for you

Collapsed Day : Wednesday 22nd October

Sixth Form Open Evening : Thursday 13th November

Monitoring MP1: Friday 7th November

Next newsletter : Next week

Revision event part 2: March

Wellbeing

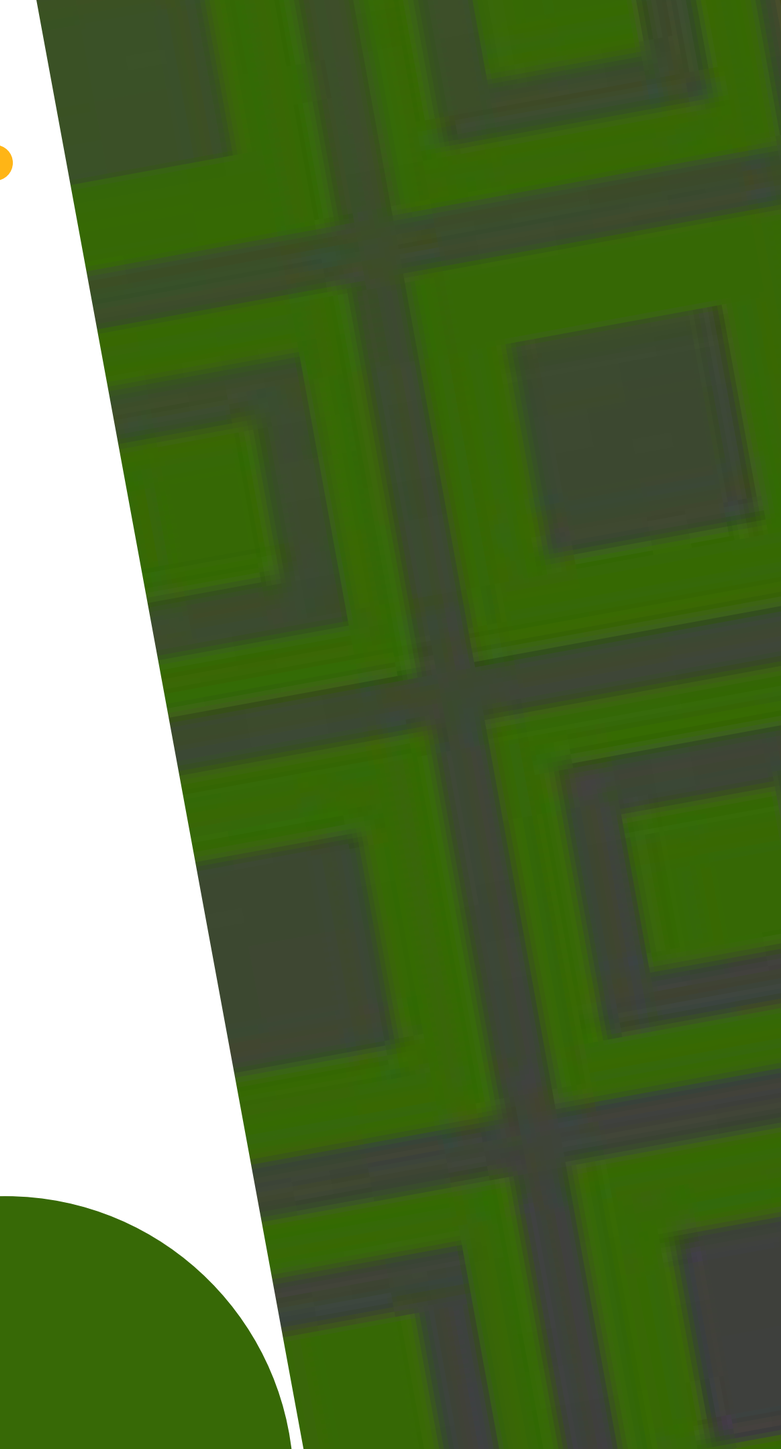
Mentoring available

Professional Tutor Time

Flourish and Fly Day

R5 quiet lunches

Mental health support



Thank you

Any questions please stay to speak to the team