

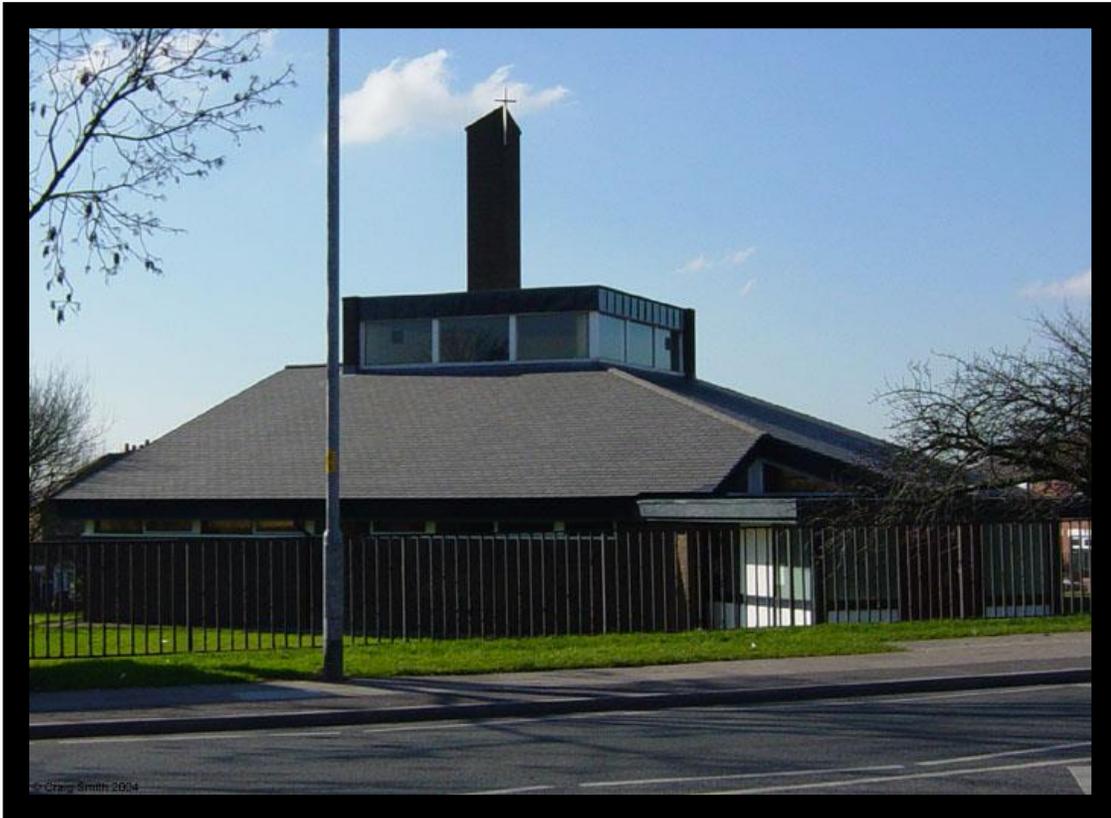


Welcome to our “We’re  
in it Together Evening”

These slides are available in  
the letters section of our  
school website



# A place where you *can be* found





# Pre-Public Exams

- They are not 'mocks' – not 'pretend'
- Doing badly in mocks means catchup for the rest of Y11.
- Treat them like the real thing
- Prepare for them like the real thing.

# KEY DATES:

- Year 10 Exams- 6th to the 17th June 2022
- Parents Evening-2nd December 2021
- Reports home to parents:
  - 19th November 2021
  - 4th February 2022
  - 6th May 2022



# Life Long Learners

- Progress and evidence your own success
- Every piece of work matters



# Maths

## Where your child is up to:

- Currently your child has studied approximately  $\frac{1}{3}$  of their GCSE Maths Course.
- After every exam that they will take they will have a QLA (Question Level Analysis) sheet in their books, which will be coloured red, orange or green. This identifies if they are secure with this skill or need to work on it further to develop their understanding.
- Your child will also be completing a series of low stakes skills checks each week to consolidate topics from home learning and allow their teachers to pick up on any gaps. These also come with a mini QLA to help build up a clear picture of what they need to focus on.



# Example of QLA sheet

| Topic  | Question Number | Mathswatch clip | RAG   | Follow up RAG |
|--|-----------------|-----------------|-------|---------------|
| Dividing fractions including related             | 1b              | 71a             | Green | Green         |
| Ratio in real context                            | 2               | 74              | Green | Green         |
| Problems involving percentage change             | 3               | 106             | Green | Green         |
| Approximation and estimation with compound units | 4a              | 109             | Green | Green         |
| Use compound units                               | 4b              |                 | Green | Green         |
| Plans and elevations of 3D shapes                | 5a              | 142             | Red   | Green         |
| Surface area of pyramids                         | 5b              | 51              | Red   | Green         |
| Geometrical problems on coordinate axes          | 6               | 114             | Green | Green         |
| Combinations of transformations                  | 7               | 113             | Green | Green         |
| Ratio in real context                            | 8               | 48,49,181       | Green | Green         |
| Index notation (fraction)                        | 9a              | 54,106          | Green | Green         |
| Index notation (power of zero)                   | 9b              |                 | Red   | Green         |
| Index notation (negative fraction)               | 9c              | 131,154,188     | Green | Green         |
| Drawing a box plot                               | 10a             |                 | Green | Green         |
| Interpreting a box plot                          | 10b             | 187             | Green | Green         |
| Circle theorems                                  | 11              |                 | Green | Green         |
| Mathematical arguments and proofs                | 12              | 183             | Red   | Green         |
| Calculate exactly with surds                     | 13              | 193             | Red   | Green         |
| Solving direct and inverse proportion            | 14              | 207ab           | Green | Green         |
| Expansions (difference of two squares)           | 15a             | 199             | Red   | Green         |
| Expand expressions                               | 15b             | 158             | Green | Green         |
| Exhaustive set of outcomes                       | 16              | 125             | Red   | Green         |
| Algebraic fractions                              | 17              | 210a            | Red   | Green         |
| Reflections of a function                        | 18              | 196b            | Red   | Green         |
| Proofs of perpendicular lines                    | 19              | 208             | Red   | Green         |
| Inequalities                                     | 20              | 212             | Green | Green         |

| Y11 H AP2: CALCULATOR P2                                    | Question Number | Mathswatch clip | RAG   | Follow up RAG |
|---|-----------------|-----------------|-------|---------------|
| Scatter diagrams - correlation                              | 1a              |                 | Green | Green         |
| Interpreting Scatter Diagrams                               | 1b              | 129             | Green | Green         |
| Interpreting Scatter Diagrams                               | 1c              |                 | Green | Green         |
| Simplify algebraic expressions (expand and simplify)        | 2               | 134a            | Green | Green         |
| Area of triangles and trapezia                              | 3               | 54,56           | Green | Green         |
| Tree diagrams   | 4               | 151             | Green | Green         |
| Trigonometry  | 5a              |                 | Red   | Green         |
| Trigonometry Reasoning                                      | 5b              | 168             | Red   | Green         |
| Probabilities of an exhaustive set of outcomes              | 6a              |                 | Green | Green         |
| Probabilities of an exhaustive set of outcomes              | 6b              | 125             | Red   | Green         |
| Solve linear equations                                      | 7               | 135a            | Green | Green         |
| Exterior and interior angles                                | 8               | 123,137         | Green | Green         |
| Standard form   | 9a              |                 | Red   | Green         |
| Problems involving percentage change                        | 9b              | 83              | Red   | Green         |
| Lowest common multiple                                      | 10              | 80              | Red   | Green         |
| Problems involving reverse percentages                      | 11              | 108,110         | Red   | Green         |
| Gradients and intercepts of linear functions                | 12a             |                 | Red   | Green         |
| Rates of change (explain)                                   | 12b             | 97,159          | Red   | Green         |
| Gradients and intercepts of linear functions                | 12c             |                 | Green | Green         |
| Lengths, areas and volumes in similar figures               | 13              | 200             | Red   | Green         |
| Product rule for counting                                   | 14              |                 | Green | Green         |
| Area under graph  | 15a             |                 | Red   | Green         |
| Area under graph reasoning                                  | 15b             | 216             | Red   | Green         |
| Substitution to find nth term and other terms in a sequence | 16a             |                 | Red   | Green         |
| The nth term of a quadratic sequence                        | 16b             | 162, 213        | Red   | Green         |
| Sine and cosine rule  | 17              | 201,202         | Red   | Green         |
| Substitute values into formulae and expressions             | 18a             |                 | Green | Green         |
| Algebraic manipulation                                      | 18b             | 179,180         | Green | Green         |
| Approximate solutions to equations using iteration          | 18c             |                 | Green | Green         |
| Translate situations into algebraic equations               | 19              | 168,210b        | Red   | Green         |
| Venn diagrams   | 20              | 127,185         | Green | Green         |
| Congruence criteria for triangles (SSS, SAS, ASA, RHS)      | 21a             |                 | Red   | Green         |
| Properties of 2D shapes                                     | 22a             | 166             | Red   | Green         |

Exam style  
QLA



# Example of mini QLA from skills check

## Autumn 1: Skills check Exam Questions

| Skills check 1                          |         |            |            |           |
|---|---------|------------|------------|-----------|
| Topic                                   | MW Clip | RAG Test 1 | RAG Test 2 | Follow up |
| 1. Probability: equally likely outcomes | 59      |            |            |           |
| 2. Probability: Sample Space Diagrams   | CM 246  |            |            |           |
| 3. Pythagoras                           | 150a    |            |            |           |
| 4. Adding Fractions                     | 71a     |            |            |           |
| 5. Parts of a circle                    | 116     |            |            |           |

| Skills check 2                          |         |            |            |           |
|---|---------|------------|------------|-----------|
| Topic                                   | MW Clip | RAG Test 1 | RAG Test 2 | Follow up |
| 1. Area and Circumference of circles    | 117/118 |            |            |           |
| 2. Frequency Trees                      | 57      |            |            |           |
| 3. Venn Diagrams                        | 127a    |            |            |           |
| 4. Subtracting Fractions                | 71a     |            |            |           |
| 5. Volume of a cuboid (problem solving) | 115     |            |            |           |

| Skills check 3                        |             |            |            |           |
|---------------------------------------|-------------|------------|------------|-----------|
| Topic                                 | MW Clip     | RAG Test 1 | RAG Test 2 | Follow up |
| 1. Probability: Sample Space Diagrams | CM 246      |            |            |           |
| 2. Pythagoras                         | 150a/CM 257 |            |            |           |
| 3. Volume of a prism                  | 119         |            |            |           |
| 4. Multiplying Fractions              | 73          |            |            |           |
| 5. Area problem solving               | 53/72       |            |            |           |

| Skills check 4              |         |            |            |           |
|-----------------------------|---------|------------|------------|-----------|
| Topic                       | MW Clip | RAG Test 1 | RAG Test 2 | Follow up |
| 1. Volume of a prism        | 119     |            |            |           |
| 2. Probability: Expectation | 125     |            |            |           |
| 3. Area of a circle         | 117     |            |            |           |
| 4. Dividing Fractions       | 74      |            |            |           |
| 5. Direct Proportion        | 42      |            |            |           |

| Skills check 5                     |            |            |            |           |
|------------------------------------|------------|------------|------------|-----------|
| Topic                              | MW Clip    | RAG Test 1 | RAG Test 2 | Follow up |
| 1. Volume of a cylinder            | 119/CM 357 |            |            |           |
| 2. Probability: Relative Frequency | 125        |            |            |           |
| 3. Fraction Problem solving        | 72         |            |            |           |
| 4. Circumference of a circle       | 118        |            |            |           |
| 5. Recipe Questions                | 39         |            |            |           |

Your child will have a copy of this in a booklet and will include some guidance on follow up work if they struggle with the same skill twice in one week.



# How can you help?

- After every exam use the QLA with your child and focus on their areas for development using Mathswatch. This includes a video and interactive questions to help them consolidate their knowledge on that particular skill.

- Websites that will help:

<https://corbettmaths.com/contents/>

<https://corbettmaths.com/5-a-day/>

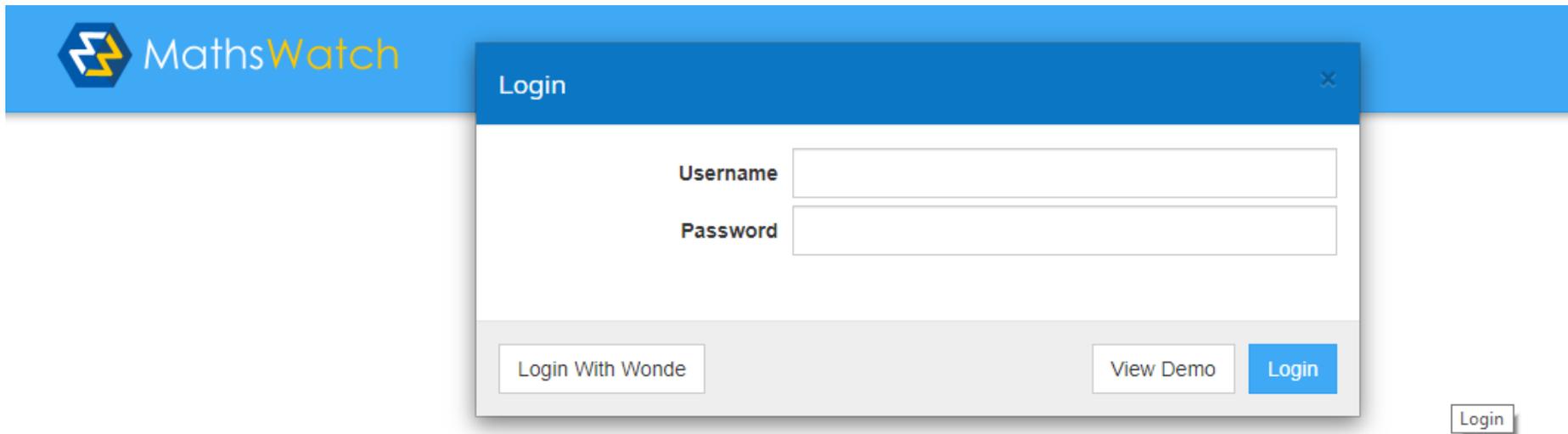
<https://www.mathsgenie.co.uk/gcse.html>

Exam papers are helpful at any stage but get used more in Y11.



# How to use Mathswatch

The following slides are for reference on how to use Mathswatch effectively.



The screenshot shows the Mathswatch website header with the logo and name. A modal window titled "Login" is open, featuring two input fields for "Username" and "Password". Below the fields are three buttons: "Login With Wonde", "View Demo", and "Login". A separate "Login" button is also visible on the right side of the page.

MathsWatch

Login

Username

Password

Login With Wonde View Demo Login

Login

# Mathswatch log in details

**Website:**

<https://vle.mathswatch.co.uk/vle/>

**Username:** [18surnamefirstinitial@st-josephs.bolton](#) (e.g. 18smithj@st-josephs.bolton for John Smith)

**Password:** pupil1

# Knowing your way around Mathswatch

The screenshot shows the Mathswatch website interface. At the top, there is a blue navigation bar containing the Mathswatch logo, a 'Homepage' button, and several menu items: 'My Work', 'Videos', 'My Progress', and 'Extras'. On the right side of the navigation bar, there is a user profile section for 'Max's account' with a 'Logout' button and a note '197 days until renewal'. Below the navigation bar, the main content area is titled 'Assigned Work'. It features a filter section with 'This Year's Work' (selected), 'All Work', and a 'Showing All Types' dropdown menu. To the right, there are two progress bars: 'Homework Average' at 76.1% and 'Test Average' at 0%. A black arrow points from a callout box labeled 'Click on videos' to the 'Videos' link in the navigation bar.

MathsWatch

Homepage

My Work Videos My Progress Extras

Max's account  
Logout  
197 days until renewal

Assigned Work

This Year's Work All Work Showing All Types ▼

Homework Average 76.1%

Test Average

Click on videos

# Knowing your way around Mathswatch

The screenshot shows the Mathswatch website interface. At the top, there is a blue navigation bar with the Mathswatch logo on the left and user account information on the right, including 'My Work', 'Videos', 'My Progress', 'Extras', and 'Max's account' with a 'Logout' link and '197 days until renewal'. Below the navigation bar, the main content area is split into two sections. On the left, a large black area contains the Mathswatch logo and the text 'Please choose a video in the menu opposite.' On the right, a white panel titled 'Find a Clip' contains several dropdown menus for filtering: 'Qualification' (set to GCSE), 'Tier' (set to All), 'Grade' (set to All), and 'Topic' (set to All). Below these filters is a search input field. A blue arrow points from a text box on the right to this search field. Below the search panel is a table titled 'Choose Clip (246)' with two columns: 'Clip' and 'Title'. The table lists several clips:

| Clip | Title                        |
|------|------------------------------|
| 1    | Place Value                  |
| 2    | Ordering Integers            |
| 3    | Ordering Decimals            |
| 4    | Reading Scales               |
| 5    | Simple Mathematical Notation |
| 6a   | Real-Life Tables - Time      |

Use the search box to type in the clip number or a key word of the skill needed.

# Knowing your way around Mathswatch

Clip 25 Equivalent Fractions    One Minute Maths    Interactive Questions    Worksheet    Find a Clip

Qualification: GCSE    Tier: All    Grade: All    Topic: All    Search: 25

Choose Clip (2)

| Clip | Title                      |
|------|----------------------------|
| 25   | Equivalent Fractions       |
| 125  | Experimental Probabilities |

Click on the clip you want once searched and the clip will load ready for you to watch.

# Knowing your way around Mathswatch

The screenshot shows the Mathswatch interface. On the left is a video player for 'Clip 25 Equivalent Fractions' with a play button and a progress bar at 05:34. On the right is a sidebar with navigation options: 'Clip 25 Equivalent Fractions', 'One Minute Maths', 'Interactive Questions', 'Worksheet', and 'Find a Clip'. Below these is a search filter with dropdowns for 'Qualification' (GCSE), 'Tier' (All), 'Grade' (A\*), and 'Topic' (All), and a search box containing '25'. Below the search filter is a table titled 'Choose Clip (2)' with columns 'Clip' and 'Title'.

| Clip | Title                      |
|------|----------------------------|
| 25   | Equivalent Fractions       |
| 125  | Experimental Probabilities |

There are some options across the top of the clip including:

- One-minute maths (video clip in one minute for things they only need a quick recap on)
- Interactive questions (should complete at least 3 or 4 questions from this section to practise)
- Worksheet (for extra practice if needed)

# Interactive questions

The screenshot shows the MathsWatch website interface. At the top, there is a blue navigation bar with the MathsWatch logo on the left and links for 'My Work', 'Videos', 'My Progress', and 'Extras' in the center. On the right of the navigation bar, it says 'Max's account', 'Logout', and '197 days until renewal'. Below the navigation bar, there is a blue header for the current question: 'Clip 25 Equivalent Fractions - Question 1'. To the right of this header is a yellow button labeled 'Return to Videos'. Below the header, there are two tabs: 'Standard Questions' and 'Harder Questions'. Under 'Standard Questions', there are two sub-tabs labeled '1' and '2'. A purple arrow points from the '2' sub-tab to the 'Harder Questions' tab. Under 'Harder Questions', there are also two sub-tabs labeled '1' and '2'. Below the tabs, there is a 'Question Progress' bar. To the right of the progress bar are icons for a calculator (with a red 'x' over it) and a trophy (with '96%' below it). The main question text reads: 'Which two of these fractions are equivalent to  $\frac{1}{3}$  ?'. Below the question are four options: A.  $\frac{2}{6}$ , B.  $\frac{5}{25}$ , C.  $\frac{4}{16}$ , and D.  $\frac{10}{30}$ . To the right of the options is a yellow 'Submit Answer' button. At the bottom right of the question area, there are four buttons labeled 'A', 'B', 'C', and 'D'.

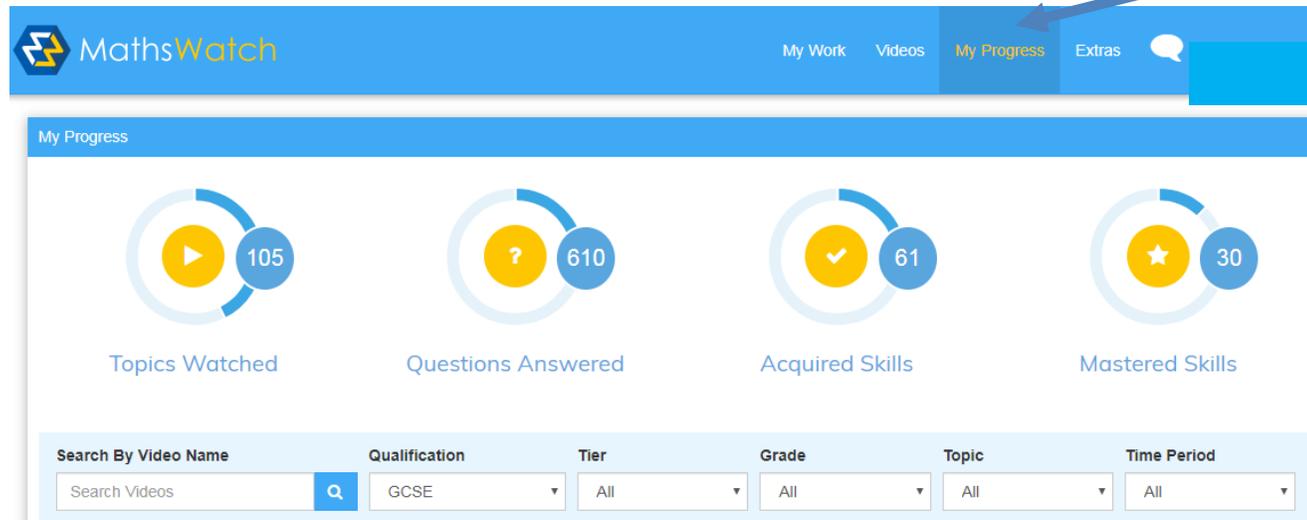
Questions to complete alongside the videos (without being assigned by your child's teacher)

Complete a variety of standard and harder questions

Questions will be marked straight away, and they will be able to ask their teacher on anything they are unsure of.

Your child's teacher will be able to see which questions they are completing so that they can help if necessary.

# Your progress



There is a progress section that will allow your child to keep track of which videos they have watched and which questions they have completed. It also gives an overview of which skills have been acquired and mastered.

**Maths isn't fully understood unless questions are completed.  
The interactive questions section is very important.**

# Assessment

- Three 1 hour and 30 minute exam papers, one non calculator and two calculator papers
- There are two tiers of entry, Higher and Foundation. The correct path will be chosen for your child to ensure they can maximise their potential.
- The more exam papers your child completes, the better. These are mainly used in Y10 and Y11 to get students ready for the final exam.



# REACHING YOUR TARGET IN ENGLISH

Two GCSE courses:

- English Language – 2 examinations
- English Literature – 2 examinations

Despite many opportunities for students to transfer skills between the two subjects, students actually need to revise in very different ways for these papers.



# ENGLISH LITERATURE

- The examinations will test both reading and writing skills.
- No coursework/controlled assessment.
- No pre-released materials.
- Closed book.
- Ofqual and AQA are yet to publish any proposed changes to examinations in 2022.
- There are no proposed changes planned for examinations in 2023.



# REACHING YOUR TARGET IN ENGLISH LITERATURE

This subject is mostly knowledge based.

Students need to retain a lot of information for each of the set texts they will be tested on:

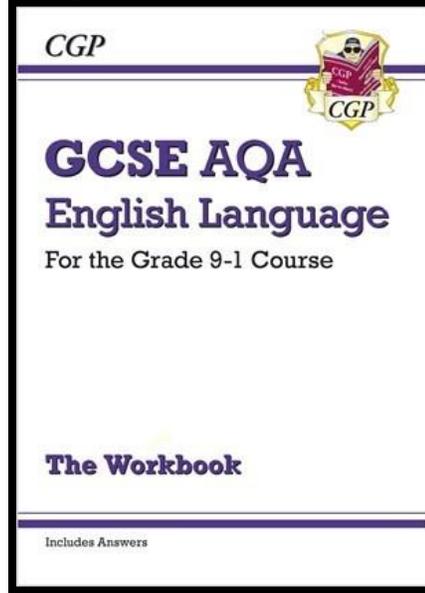
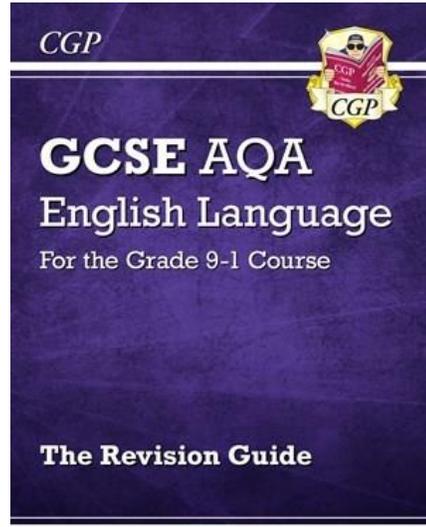
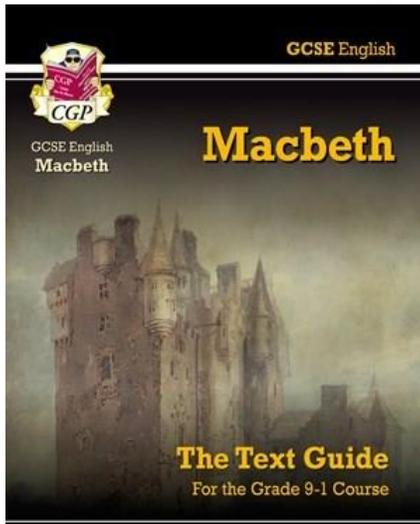
- Secure understanding of plot and characters
- Remember and apply quotations from across each text
- Understanding contextual information (and its relevance!)
- Key themes
- Writer's intentions / 'big ideas'

Students often find it easier to revise for English Literature and a vast array of material is available for them to utilise. The most popular are:

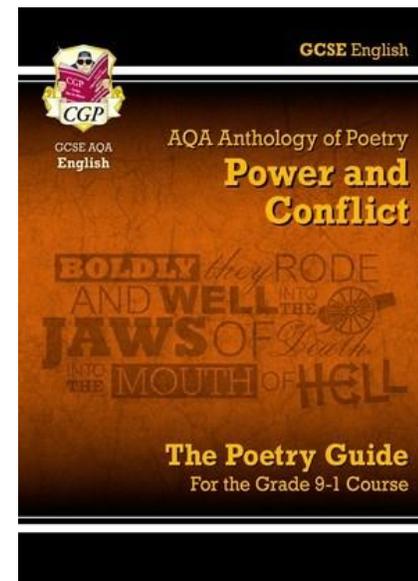
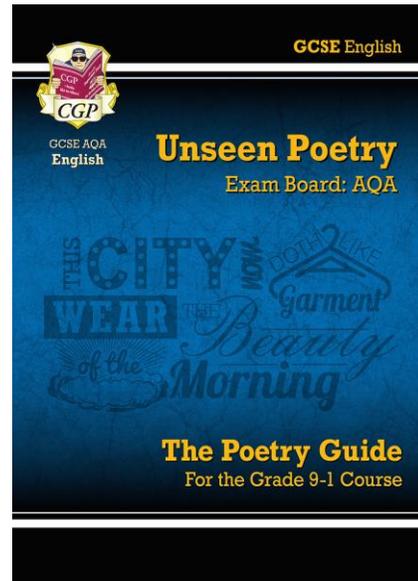
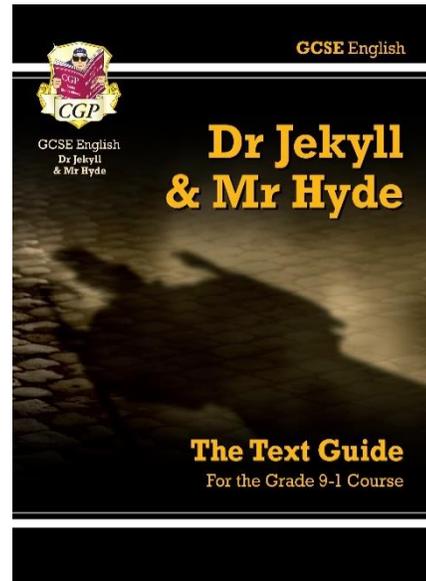
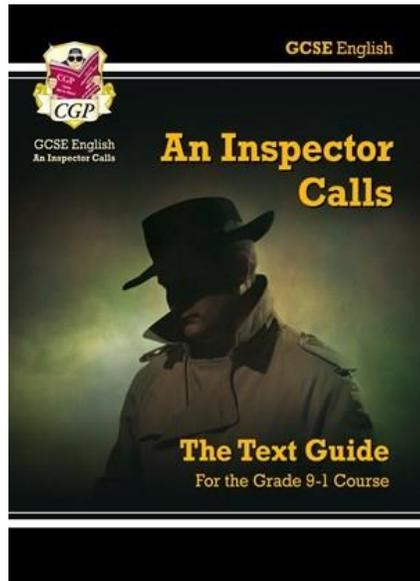
- Revision guides and flash cards
- Videos and quizzes
- Workbooks



# CGP English revision guides/ workbooks



We will inform students when these are available to order through ParentPay again. (This should be in the next couple of weeks.)



# Many students can:

- Recount plot and character details.
- Remember and regurgitate quotations.
- List some key themes.
- Tell you about contextual information.



**But this is not enough.**

**To reach the top grades, your child needs to use their knowledge as well as skill to apply it to an analytical essay.**



# Students need to:

- Use their understanding of plot and characters to explore how these develop across a text.
- Choose quotations carefully to ensure they demonstrate their ideas effectively.
- Choose quotations that are not only relevant, but are language rich enough for a deep analysis.
- Apply contextual information where relevant to support and enhance the points they are making.
- Explore WHY key themes are relevant and WHAT MESSAGES the writer is trying to convey to their readers/audience



# How can parents support English Literature revision?

## DO...

Test students on what analytical points they would explore for each quotation they can remember.

Test students on how many quotes they can link to a key theme **and explain why!**

Test them on their understanding of what they read/watch. Have discussions about what they are revising but most importantly, why it is relevant.

Encourage them to write essay plans, explaining why they have chosen to use a quotation. Encourage them to evaluate whether they have made good choices – if they can't explain why a quote links to the Q, then it's not a good choice!

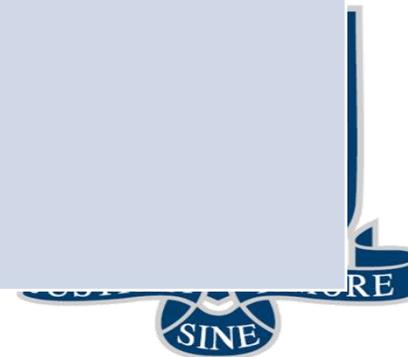
Discuss THE POINT of each text they are studying. If they can explain the key messages behind each text then that's great!

## DON'T...

Just test students on how many quotations they know.

Assume they are revising just by reading a revision guide or watching a video.

Let them revise for long periods at any one time. Revision is most effective when it is done in short bursts with effective quizzing afterwards.



# Useful websites...

- YouTube revision videos  
(Mr Bruff; Click Revision; Mr Kirby)
- BBC Bitesize
- Seneca Learning
- GCSE Pod
  
- Twitter – follow Team English  
(lots of teachers share resources)



## **Suggested revision tips:**

- *Familiarise yourself with the types/format of exam papers and questions*
- *Practise writing essay plans using exemplar questions*
- *Towards the end of the revision period, practise writing timed essays*
- *Memorise a glossary of subject terminology and ambitious vocabulary*
- *Make sets of ‘character cards’ and/or ‘key themes’ for each of the Literature texts – add key quotations that link to each character/theme!*
- *Craft a ‘perfect introduction’ template that can be adapted to the different texts*
- *Draw up a table that shows how poems link in terms of themes and ideas. You could do this for other key texts too!*
- *Rehearse and memorise your essay structure*
- *Compile / memorise a list of comparative words and phrases such as ‘Similarly...’*
- *Test yourself by making quotation quizzes – get family /friends to test you!*

*(Remember to discuss links to writer’s ideas!)*

- *Make context revision maps for each of the Literature texts*
- *Print images to help practise writing to describe*
- *Re-read a text and challenge yourself to summarise the plot in 100 words*
- *Explode key quotations by zooming in on words and using terminology*



# ENGLISH LANGUAGE

- Two examinations – each worth 50%.
- The examinations test reading and writing skills.
- A range of texts will be studied from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Centuries.
- Both fiction and non-fiction texts will be studied
- No coursework/controlled assessment.
- No pre-released materials
- Spelling, punctuation and vocabulary are very



# REACHING YOUR TARGET IN ENGLISH LANGUAGE

This subject is skill based.

Students often find it very difficult to revise for this subject as the texts on the exam are completely unseen. This is also the subject students will need to resit if they do not get a 'standard pass' – Grade 4.

Students will need to be able to:

- Show they can read, understand and interpret information from both fictive and non-fictive texts.
- Analyse writers' use of language and structure and explore WHY is used and how effectively.
- Draw comparisons between how writers use language and for what purpose.
- Write creatively as well as write to express a viewpoint on a given topic.



# Many students can:

- Tell you the order of the questions as they will appear on the exam.
- Understand what skill they need and how to structure an answer for each question.
- Tell you how many minutes they should spend on each question.



# How can parents support English Language revision?

## DO...

Encourage students to read a range of fiction and non fiction texts. The more they read, the more they will be aware of features they will find in these two very different genres.

Complete sample papers at home and encourage students to submit them to teachers for marking.

Discuss sample papers with them – what did they find difficult? What do they need to seek help with?

Contact class teachers about certain question weaknesses. Read material and tips from teachers sent home to help.

Help them with timings! Practise makes perfect!

Take them out to places that can inspire creative writing. Discuss topical issues so they are building up opinions for the express a viewpoint section. A good old family debate can work wonders!

Learn new vocabulary with them and have family competitions as to who can use the most sophisticated words in a discussion of a topic.

## DON'T...

Just test students on what questions will be on each of the two papers.

Just allow students to read different material without discussing the meaning or attempting any analysis.

Assume completing a paper is enough.

# Extra Revision Tasks you could do at home for English Language:

- *Compile / memorise a list of comparative words and phrases such as ‘Similarly...’*
- *Make revision cards with sentence openers for each question on the exam. Use them to test yourself and help you memorise how to structure an answer for the different style of questions.*
- *Print images to help practise writing to describe.*
- *Create a ‘stock’ character description that could be used in any story and learn it.*
- *Create a set of vocabulary cards you could use for each writing section. Test yourself on each word’s spelling, meaning and how to use it in a sentence.*
- *Pick an article and practise writing an argument in response to what it is about. You could practise arguing for or against the writer’s views.*
- *Look at the day’s headlines and try to guess the writer’s viewpoint from each one by looking at the language used. You could follow this up by reading the article to see if you are correct.*
- *Regularly make mind maps that plot out the different questions on the exams, what they ask of you and how to respond to them.*
- *Watch revision videos on YouTube then test yourself to see how much you can remember. Give yourself 2 minutes to note down as many things as you can that you’ve remembered from the clip.*
- *Student on trial – get a friend/parent to accuse you of not knowing anything about your Language exams and prove them wrong. Give yourself 60 seconds to convince them you’re prepared!*
- *Look at sample answers and mark them like a teacher. Use mark schemes provided by your teacher or revision guides to help you.*
- *Pick an image (either online, a photograph or a work of art from a gallery) and challenge yourself to come up with a newspaper story/headline to match. This will help improve your writing to express a viewpoint ready for paper 2.*



# REACHING YOUR TARGET IN SCIENCE

6 papers for all students

- AQA Combined Science – Trilogy 8464 – 2 GCSEs (most students) – all papers are 70 marks (1h 15m)
- Separate Sciences – 3 GCSEs – AQA Biology 8461, Chemistry 8462 and Physics 8463 – all papers are 100 marks (1h 45m)
- Higher or Foundation tier

# REACHING YOUR TARGET IN SCIENCE

So much to remember!

Red = still to be studied

|         | Biology  | Chemistry  | Physics  |
|---------|--|--|--|
| Paper 1 | <ul style="list-style-type: none"><li>• Cell biology</li><li>• Organisation</li><li>• Infection &amp; response</li><li>• Bioenergetics</li></ul> | <ul style="list-style-type: none"><li>• Atomic structure &amp; periodic table</li><li>• Structure, bonding &amp; properties</li><li>• Quantitative chemistry</li><li>• Chemical changes</li><li>• Energy changes</li></ul> | <ul style="list-style-type: none"><li>• Energy</li><li>• Electricity</li><li>• Particle model of matter</li><li>• Atomic structure</li></ul> |
| Paper 2 | <ul style="list-style-type: none"><li>• Homeostasis &amp; response</li><li>• Inheritance, variation &amp; evolution</li><li>• Ecology</li></ul>  | <ul style="list-style-type: none"><li>• Rate of reaction</li><li>• Organic chemistry</li><li>• Chemical analysis</li><li>• Atmosphere</li><li>• Earth's resources</li></ul>  | <ul style="list-style-type: none"><li>• Forces</li><li>• Waves</li><li>• Electromagnetism</li><li>• (+ Space – GCSE physics only)</li></ul>  |

- Exercise books
- AQA revision guide
- Seneca learning
- BBC bitesize
- Summary sheets – from school
- Youtube – Primrose Kitten, MyGCSEScience

- Parents / carers / siblings make up simple questions using the summary
- LOTS of workbooks available online to support this if parent not confident or want independent
- Seneca learning / CGP app

Re-read notes on a sub-topic

Cover

Make summary notes

Check summary & read it again

**When ready: quick fire questions**

Extended response / exam-style questions

FOR EACH UNIT

- Mind map
- Set of cue cards
- Knowledge organisers – lots of different styles available in school

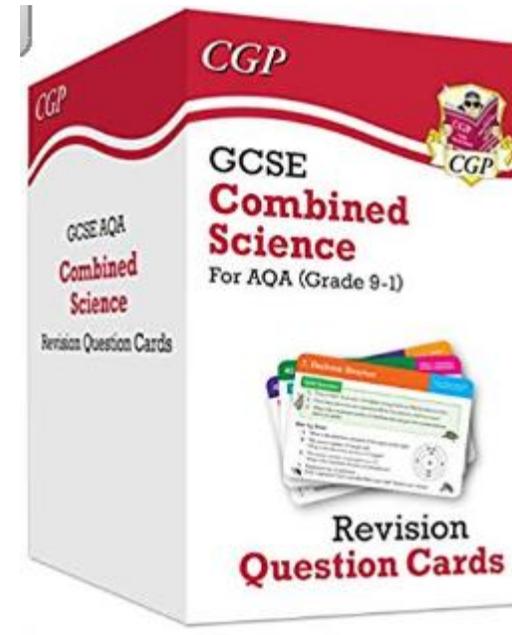
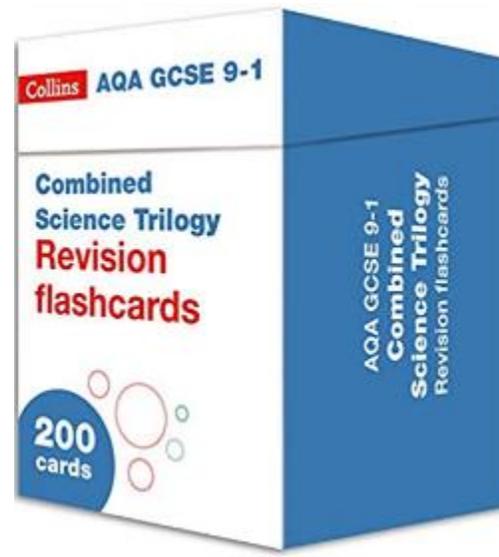
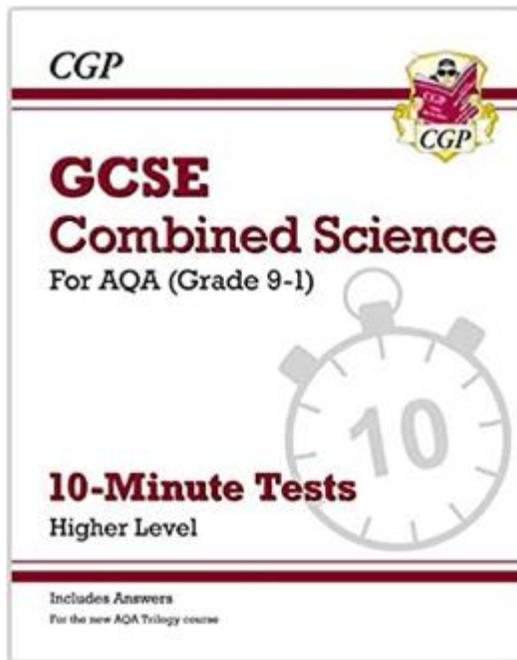
Unit by unit THEN full papers

- From school
- AQA website
- Epraise

# REACHING YOUR TARGET IN SCIENCE

Supporting preparation for AO1 questions – so much content

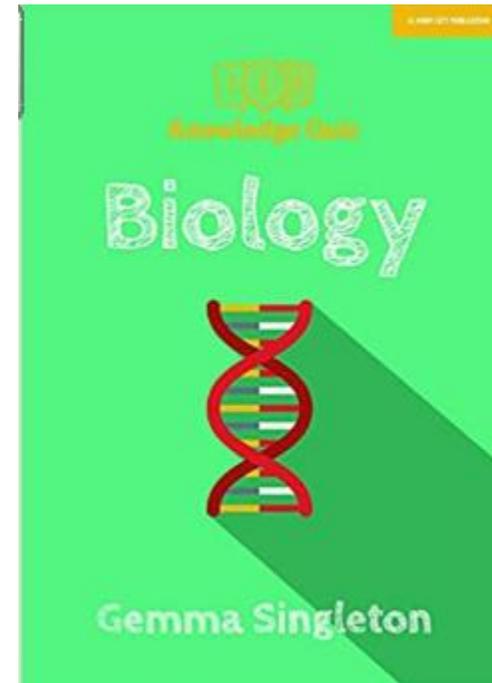
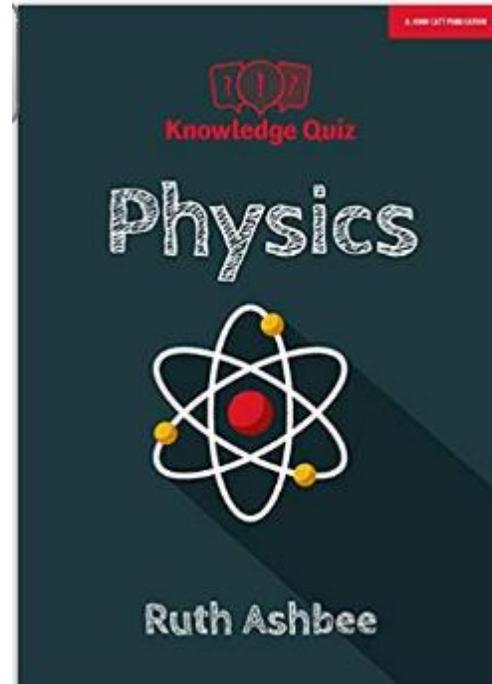
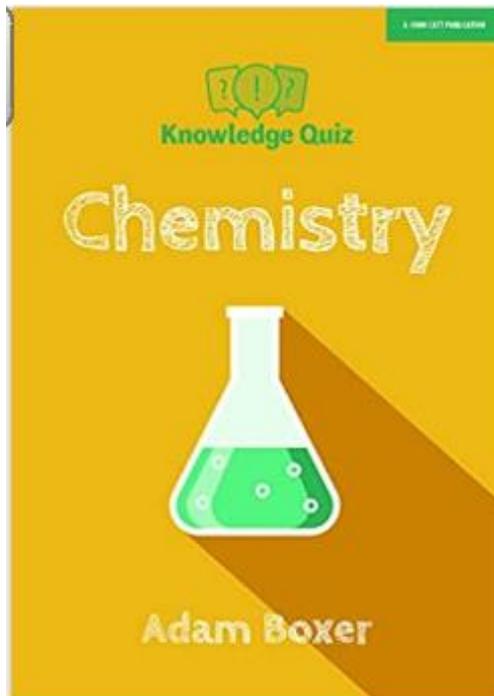
Resources available online to support students / parents to help with retrieval practise



# REACHING YOUR TARGET IN SCIENCE

Supporting preparation for AO1 questions – so much content

Resources available online to support parents to help with retrieval practise



These are suitable for ALL students – the SepSci bits are clearly indicated at the back

# REACHING YOUR TARGET IN SCIENCE

Supporting preparation for AO2 + 3 questions

Make sure your child builds using the physics equations into their revision and practise questions

Your child has a list of these,  
but they are available online

[COMB SCI – page 195](#)

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

SEP SCI – page 101

<http://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF>

## 9 Appendix A: Physics equations

In solving quantitative problems, students should be able to recall and apply the following equations, using standard SI units.

Equations required for Higher Tier papers only are indicated by HT in the left hand column.

| Equation number | Word equation   | Symbol equation          |
|-----------------|---|--------------------------|
| 1               | weight = mass $\times$ gravitational field strength ( $g$ )                       | $W = m g$                |
| 2               | work done = force $\times$ distance (along the line of action of the force)       | $W = F s$                |
| 3               | force applied to a spring = spring constant $\times$ extension                    | $F = k e$                |
| 4               | moment of a force = force $\times$ distance (normal to direction of force)        | $M = F d$                |
| 5               | pressure = $\frac{\text{force normal to a surface}}{\text{area of that surface}}$ | $p = \frac{F}{A}$        |
| 6               | distance travelled = speed $\times$ time  | $s = v t$                |
| 7               | acceleration = $\frac{\text{change in velocity}}{\text{time taken}}$              | $a = \frac{\Delta v}{t}$ |
| 8               | resultant force = mass $\times$ acceleration                                      | $F = m a$                |

# Past Papers



Search

Quick Navigation

## St Joseph's RC High School

*St Joseph's RC High School is committed to safeguarding and promoting the welfare of children and young people and, expects all staff and volunteers to share this commitment*

Home

Ethos & Values ▾

School Information ▾

Community ▾

Contact Us

### Welcome to St Joseph's R.C. High School

A welcome message from our head teacher, Tony

Read More

Welcome from the Headteacher

Bad Weather and School Closure

Compliments and complaints

Curriculum

Learning & Teaching ▶

Medication and Illness

Mobile Phones & Energy Drinks

Our School ▶

Parent Partnership

ParentPay – cashless system of payment

Responsible PC use & Internet Safety

School Buses

School Clothing Allowance

Assessment & Reporting

Behaviour and Discipline

Bullying Statement

Business Enterprise

Careers

Class Resources

Department Information

Exams

Learning Plans

Pupil Voice



Search Launch Pads



St Joseph's RC High School and Sports Co...



Word of The Week  
English



Mail  
Microsoft 365



Microsoft Teams



OneDrive  
Microsoft 365



Every Education  
Every



Edexcel Online  
System Login



Eduqas  
Eduqas/WJEC Secure Lo...



EduKey  
Provision Mapping



Prodigy Education  
Maths Resources



Kooth  
Mental Health Community



twinkl  
TwinklCares



Exampro



We are very fortunate to have a whole school 'APP' called RM Unify. It is accessed by logging into [RM Unify.com](https://RMUnify.com)

This application brings all the websites students need under one roof. It means they can access E-praise and Microsoft TEAMS / Outlook and many other Applications free, with just one username and password.

Our plea is that you support your child to learn their email address which is also their username, and to help them to choose a Password that they will remember and not share with anyone else. Please log on to RM Unify with them at home and help them access their school TEAMS and emails.

Emails all follow the same format:

[YearofEntryFirstInitialSurname@st-josephs.bolton.sch.uk](mailto:YearofEntryFirstInitialSurname@st-josephs.bolton.sch.uk)  
21jbloggs@st-josephs.bolton.sch.uk

Should your child forget their password they can ask their class teacher or email [RMUnify@st-josephs.bolton.sch.uk](mailto:RMUnify@st-josephs.bolton.sch.uk)

## Timetables

GCSE Timetable 2019

## Current Yr11 external exams by subject with links to the exam board 2021

Scheme Codes and QANs Summer 2020

## Revision Guides

Art

Computer Science

Drama

Electronic Products

English Language

Food Technology

History & Geography

ICT

Imedia

Maths

Link to the list of exam boards used by each subject with links to past papers

Links to revision guides for each subject, many have links to useful websites for that subject



# Seneca Learning

[www.senecalearning.com](http://www.senecalearning.com)

A tool for learning and revision:

- Website packed with revision materials and it's mostly free.
- It covers material for 16 GCSE subjects
- Hyper learning link- aimed at grades 7-9
- Premium paid content £2.99 per month for 3 subjects or £3.99 per month for all subjects with extra coaching, exam questions, memory training and parent summaries
- Another service to motivate students £11.99 per month that guarantees GCSE grade 7-9 or your money back.



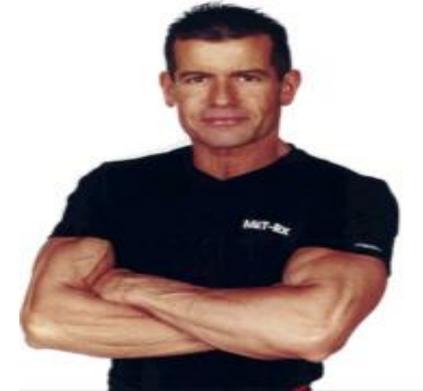
# Memory test



Literacy: Talk like  
an expert

# Kinaesthetic key words

- Theist – someone who believes in God
- Atheist – Someone who believes that God does not exist.
- Agnostic – Someone who is unsure whether God exists or not.



**MONO = One**

**Monosaccharide**

**DI = Two**

**Disaccharide**

**POLY = MORE THAN TWO**

**Polysaccharide**

**Saccharide is a fancy word  
for sugar**

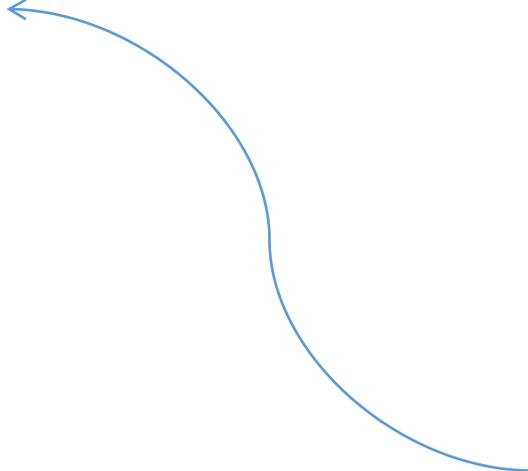
**Keyword splits**



What does the word sound like?

Aeration

What does it  
sound like?



Aeration – to add air to a  
product

Language  
Structure  
Writer's ideas  
Themes

Key (colour coded)



Poetry Across Time • Relationships

### Brothers

*negative feelings towards the brother/sister in verbs = comparison of them between younger & older/better.*

*Verbs*

Saddled with you for the afternoon, me and Paul  
ambled across the threadbare field to the bus stop,  
talking over Sheffield Wednesday's chances in the Cup  
while you skipped beside us in your ridiculous tank-top,  
spouting six-year-old views on Rotherham United.

*relationships with siblings*

Stanza 1 sets the scene

Suddenly you froze, said you hadn't any bus fare.  
I sighed, said you should go and ask Mum  
and while you windmilled home I looked at Paul.  
His smile, like mine, said I was nine and he was ten  
and we must stroll the town, doing what grown-ups do.

*relationships in siblings*

poet sees as an advantage

Disruption (no money)

As a bus crested the hill we chased Olympic Gold.  
Looking back I saw you spring towards the gate,  
your hand holding out what must have been a coin.  
I ran on, unable to close the distance I'd set in motion.

*regret. distance continues*

Separation

regret.

ANDREW FORSTER

CONTEMPORARY POETRY

language  
structure  
writer's ideas  
themes for comparison

55



**Mnemonics**



# A.F.O.R.E.S.T.

Alliteration

Facts

Opinion

Repetition

Emotive language

Statistics

Three (rule of)

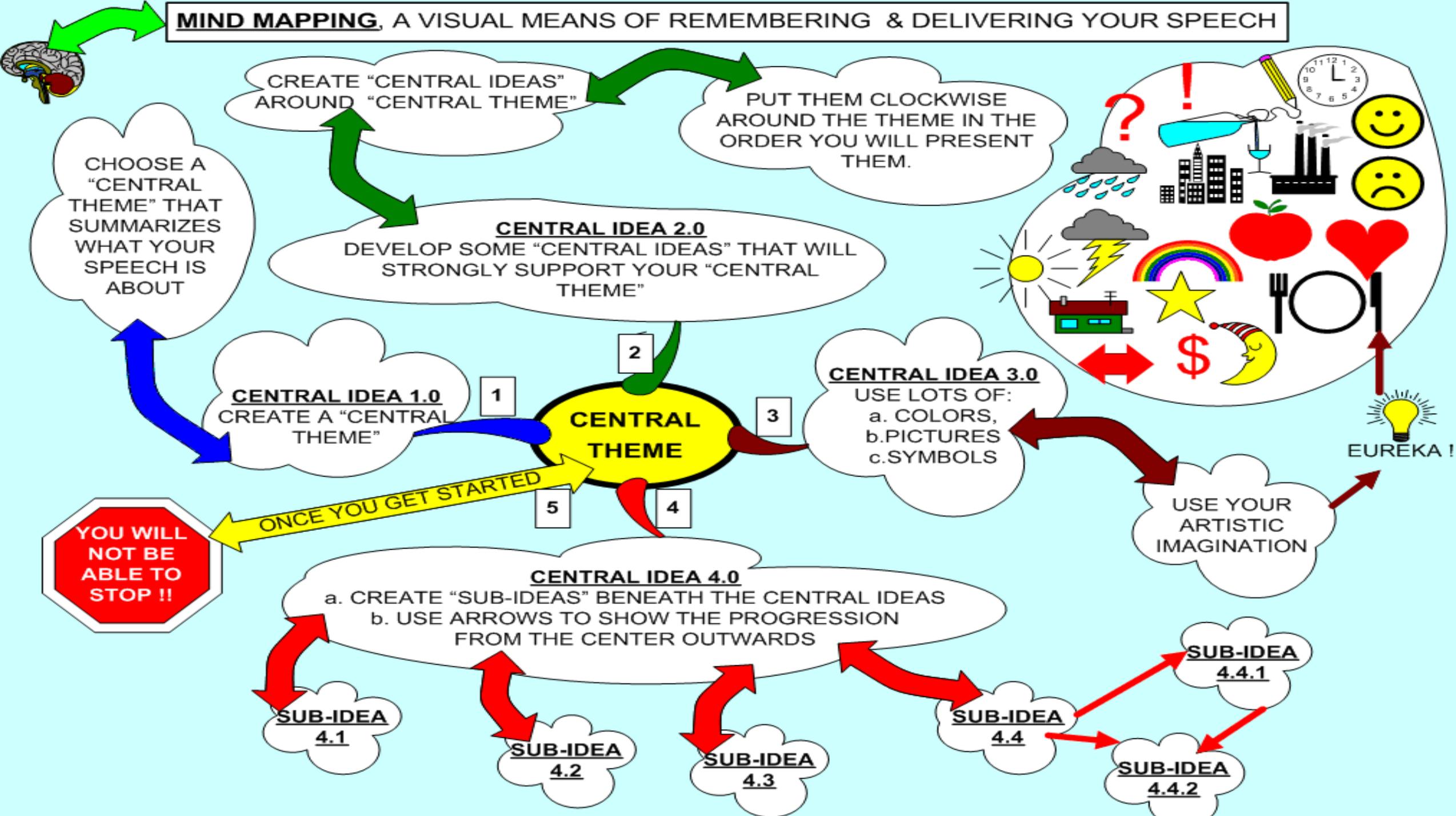
Features of discursive  
writing

Picture it!

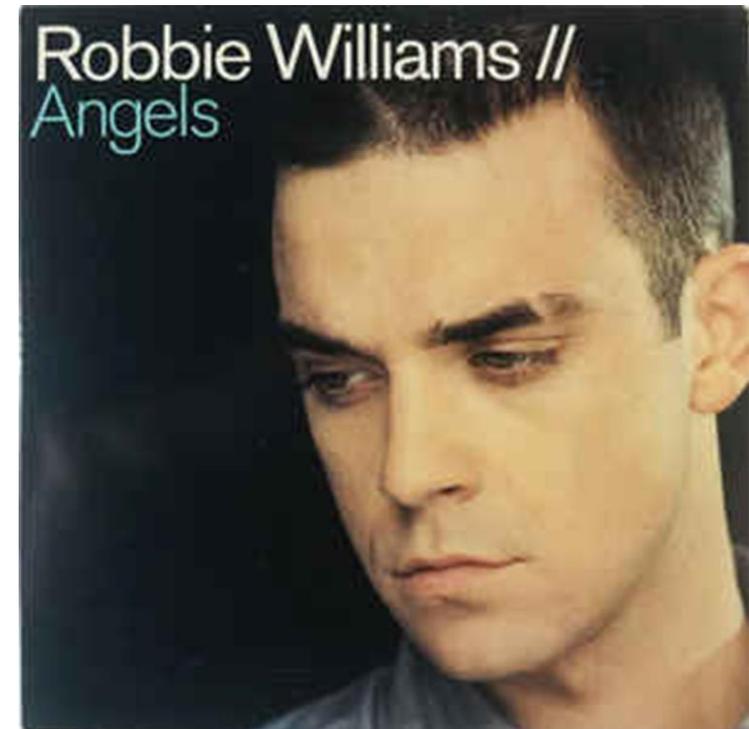




# MIND MAPPING, A VISUAL MEANS OF REMEMBERING & DELIVERING YOUR SPEECH



# If it worked for Robbie....?





**Languages – Talk  
to the wall.**



**Make your  
own pod casts**

# And what do we expect them to do?

2 -2½ at home on a weekday.

3-4pm Revision sessions in school.

4:30-5:30 pm HW/revision at home.

5:30-6:30pm Meal

6:30-8pm revision

8pm free time to relax before bed with 30 mins of no electrics before bed!



|       | Sunday | Monday | Tuesday | Wednesday |
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| 07.30 |        |        |         |           |
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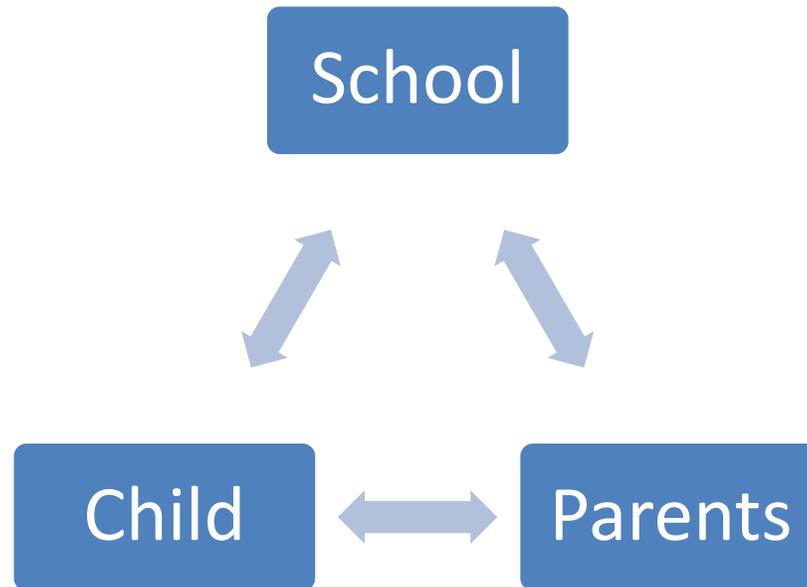
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# Head of Year

Mrs Anderton

# What can Parents do to help?

- Success in exams is a team effort which involves you, the school and your child working together and so you will play a variety of roles



# The statistics are clear...

- Your child is **80%** more likely to succeed if you are actively involved in their studies.
- You need to know what they are learning;
- What they struggle with;
- You need to sit with them, test them;
- Don't let them shut you out!

# What can parents do to support?

- Communication- If you have any concerns please contact the school as soon as possible
- Support good attendance and punctuality- attendance should be at least 96%
- Speak to them about future plans and aspirations. Encourage them to aim high
- Encourage good study habits at home
  - Quiet working spaces
  - Revision timetables- do this together
  - No electronic devices at night

# Lord

In a world of uncertainty let us be confident that we can rely on you.  
At a time when we have lost so much in this COVID period we pray that our young people will be the 'found generation'

In the midst of the most exciting but challenging year for our young people so far help them to find a new sense of resilience and a drive to the best they can be. May their time at St Joseph's be the time that they find out who they really are and who they want to be.

Stay with us Lord on our journey.

Amen.





Thanks for all your support as we work together.

