Year 11 Core Intervention Evening

Growing Together; Fulfilling Potential

Aim

- To provide Parents / Carers with an insight into what the exam papers will look like in each subject with tips on how they can support their young person with this exam preparation.

- Support packs to be shared with all parent / carers.

- Opportunity to speak to staff about specific support your young person may require.

Why me??

- Have the potential to succeed
- Identified from Core Data
- Predicted to be at risk of not achieving a Grade 4 in either / and Maths, English and Science
- Below their predicted target grades.

“Plus 1 Mentality”

YEAR 11 ROADMAP 2026-2027

Thomas Adams School

Working Together for GCSE Success

Welcome to the final year at Thomas Adams School. This roadmap highlights the key milestones, opportunities and celebrations throughout Year 11 and how families can support success.

KEY INFORMATION

23 Sept: KS4 Information Evening

14 Jan: Year 11 Consultation Evening

Regular updates via Email, Teams and Haldor

SIXTH FORM & FUTURE PATHWAYS

30 Sept: Sixth Form Open Evening

Nov: Sixth Form Taster Day (TBC)

15 Dec: Sixth Form Application Deadline

REVISION & EXAMS

Oct: Revision Packs Launch & 6 Week Countdown

16-27 Nov: Mock Exams

11 Dec: Mock Results Afternoon

Mar: Second Mocks & 10 Week Countdown

6 May: GCSE Exams Begin

19 Aug: GCSE Results Day

REWARDS & MOTIVATION

Reward Cards launched Oct, Jan & Apr

Dec: Christmas Reward Trip

Mar: Year 11 Reward Trip

May: Final Reward Prizes

CELEBRATIONS

12 Oct: Ex Yr10 Celebration Evening

Nov: Leavers Hoodie Deadline (TBC)

May: Hoodies Distributed

Jun: Last Day & Prom (TBC)

HOW PARENTS CAN HELP

✓ Encourage excellent attendance

✓ Support a balanced revision timetable

✓ Monitor homework and revision

✓ Promote healthy routines and wellbeing

✓ Celebrate effort and progress

✓ Stay in touch with school

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Year 11 – The year ahead – Additional Support

Growing Together; Fulfilling Potential

- Revision Sessions
- Subject Revision Materials
- Revision Packs (support in Form Time) and Revision Support in PSHE
- Weekly tips on how to revise and coping strategies
- Individual 10 Week Countdown Plans (Feb'26)
- Individual Mentors
- Reward Scheme
- Safeguarding lesson time (Calendar Reviews)
- Attendance Support (and punctuality to class)
- Post 16 Support (Applications, Careers Advisor, PSHE Lessons)
- School Website – Exam Information section:- https://thomasadams.net/exam-information/
- YOUR TEACHERS!!!
- YOUR LESSONS!!!

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Classroom Standards – “5 for the first 5”

For every lesson, **teachers** will…

- **Meet and Greet** at entrance to classroom / teaching area.
- Students to **stand behind seats** on entrance.
- **Coats removed**
- **Seating Plan** known by students.
- **Equipment** out and ready for learning.

This is supported by a **“Ready to Learn Activity”** presented at the start of the lesson outlining starter task linked to prior learning and / or focused on student engagement with learning.

For every lesson, **students** will…

- **Arrive punctually** and enter the room sensibly as instructed by your teacher.
- **Stand at the place which your teacher feels is the most appropriate one for you.**
- **Take off and put away outdoor clothes.**
- **Take out books, planners** and personal equipment and put bags away (not on desks).
- **Be quiet** while the **teacher registers** the class and **complete “Ready to Learn Activity”**

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Thomas Adams School Weekly Revision Sessions 2026-27

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch Break (13.35-14.15pm)	Graphics Drop In Drama Drop In Textiles Drop In DT/Hospitality Drop in Music Drop In Art Graphics Drop In Computer Science (RM 7) 'Tea-riffic maths' - homework help and revision	DT/ Hospitality Drop in Music Drop In Graphics Drop In Textiles Drop In English Language RE drop-in Drama Drop In	French DT/ Hospitality Drop in Art Child Development Drop in Textiles Drop In Business CNAT (rm5) Drop in Graphics Drop In	Geography Graphics Drop In Music Drop In DT/Food Drop in Art Child Development Drop in Graphics Drop In French (Targeted Invite only)	Graphics Drop In Music Drop In Textiles Drop In
After-School (15.30-16.30)	Art DT Drop in Business GCSE (drop in) French Drop in Drama	History Textiles Science Drop In* (after half term)	Art English literature IMedia (RM 7)	Geography	
Library Space will be available at both break and Lunchtime to support revision for Formal Mocks					

Homework Portal

All homework is now set on Microsoft Teams Assignments – (even if it is just a reminder!)

For Parental oversight please sign up to the Free Haldor Homework App – this links directly to the Teams Assignments for your child so you can see all homework that is being set - (including due dates, homework information and access to links etc)

Subjects use a range of platforms to provide students with the most effective and efficient homework tasks including:

Seneca learning, Maths Watch, Fiction Express and Edu-cake

Students in KS4 should be receiving 1-1.5hours of homework a week per subject.

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For Curriculum & Teaching and Learning…

- Tom McAleavy - tom.mcaleavy@tas.318education.co.uk

For Reports and Assessment…

- Rachael Bayliss – rachael.bayliss@tas.318education.co.uk
- Samantha Black – samantha.black@tas.318education.co.uk

For Examination Information…

- Rebecca Kinnon – rebecca.kinnon@tas.318education.co.uk

For Pastoral and Well-Being Support…

- Charlie Bailey (Year 11) charlie.bailey@tas.318education.co.uk

For SEND Support…

- Rowena Turner– rowena.turner@tas.318education.co.uk

For Pupil Premium Support…

- Helen Jones - helen.jones@tas.318education.co.uk

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What Next???? (for the rest of the evening)..

Growing Together; Fulfilling Potential

English Presentation

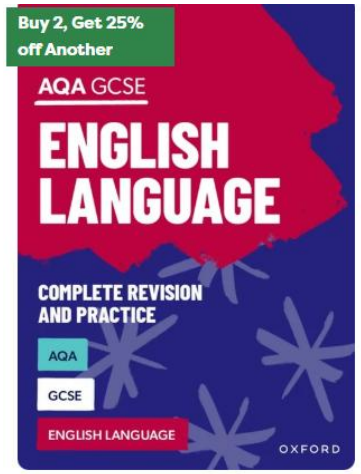
Maths Presentation

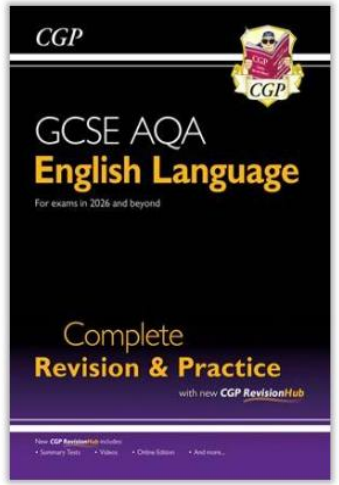
Science Presentation

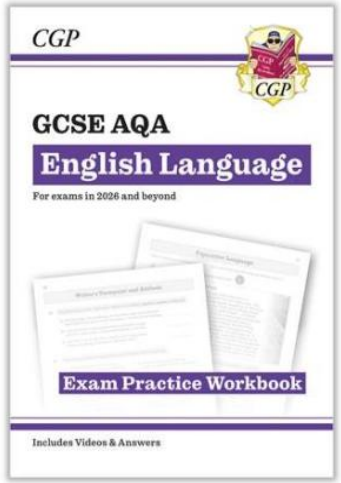
Support Packs

Drop in with members of staff

QR code for AQA past papers for English Language







English Language GCSE

No tier – all students sit the same paper.

Graded according to grade boundaries – moved each year.

Paper 1 and Paper 2 added together for raw score /160

[GCSE English Language AQA Complete Revision & Practice with CGP RevisionHub | CGP Books]

GCSE
ENGLISH LANGUAGE

Paper 1 Explorations in creative reading and writing

Fiction writing.
1 extract from a 20th or 21st century novel or short story.
1 hour 45 minutes
10 minutes to read the extract
50 minutes to answer section A (the reading section – 4 questions) 40 marks
45 minutes to plan and write Section B – descriptive or narrative writing. 40 marks

Section A: Reading

Answer **all** questions in this section.
You are advised to spend about 45 minutes on this section.

---

0 1 Read again the first part of the source, from **lines 1 to 9**.

Answer **all** parts of this question.

Choose **one** answer for each question.

- Shade the **circle** in the box of the one that you think is **correct**.
- Choose a maximum of **one** answer for each question.
- If you make an error cross out the **whole box**.
- If you change your mind and require an answer that has been crossed out, then draw a circle around the box.

0 1 . 1 What worries Pi about the hyena?

- Its appearance ⬭
- Remembering what his father told him about hyenas ⬭
- The noise it is making ⬭

Make sure you shade in one circle for each of the four parts of the question

Make sure that the information is taken from the correct lines (and NOT from the context before the extract starts!)

0 1 . 2 How do hyenas usually attack?

- On their own ⬭
- In a pair ⬭
- As a group ⬭

[1 mark]

0 1 . 3 What sort of attackers are hyenas?

- Tough ⬭
- Vulnerable ⬭
- Reluctant ⬭

[1 mark]

0 1 . 4 What does Pi hope will distract the hyena away from him?

- Its mother ⬭
- The other animals on the boat ⬭
- The horizon ⬭

[1 mark]

outside the box

4

Source A

This extract is from the middle of a novel. The narrator, a teenage boy called Pi, is in a large lifeboat in the Pacific Ocean. There are no people with him in the lifeboat but there are several animals, including an orang-utan, a zebra and a hyena.

It was the hyena that worried me. I had not forgotten Father's words. Hyenas attack in packs whatever animal can be run down. They go for zebras, gnus and water buffaloes, and not only the old or the infirm in a herd but full-grown members too. They are hardy attackers, rising up from buttings and kickings immediately, never giving up for simple lack of will. And they are clever; anything that can be distracted from its mother is good.

I could hear the hyena whining. I clung to the hope that a zebra, a familiar prey, and an orang-utan, an unfamiliar one, would distract it from thoughts of me. I kept one eye on the horizon, one eye on the other end of the lifeboat.

Hyenas:

Are clever

whine

Attack in packs

Go for zebras, gnus and water buffaloes

Are hardy attackers

Never give up

0 2 Look in detail at this extract, from **lines 10 to 19** of the source:

> I am not one to hold a prejudice against any animal, but it is a plain fact that the spotted hyena is not well served by its appearance. It is ugly beyond redemption. Its shaggy, coarse coat is a bungled mix of colours, with the spots having none of the classy ostentation of a leopard's, they look rather like the symptoms of a skin disease. The head is broad and too massive, with a high forehead, like that of a bear, but suffering from a receding hairline, and with ears that look ridiculously mouse-like, large and round, when they haven't been torn off in battle. The mouth is forever open and panting. The nostrils are too big. The tail is scraggly and unwagging. All the parts put together look doglike, but like no dog anyone would want as a pet.

How does the writer use language here to describe the hyena's appearance?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

Very exact focus

Try to avoid 'sentence forms' as this can drift into structure

10 mins spent.

X2 analysis paragraphs

It is ugly beyond redemption

metaphor

adjective

bungled mix of colours

like that of a bear, but suffering from a receding hairline,

Simile, personification

they look rather like the symptoms of a skin disease

Simile, pejorative (negative) language

Simile, humour

All the parts put together look doglike, but like no dog anyone would want as a pet.

This answer should NOT consider any language devices, but only focus on structure.

SHIFTS and FOCUS are useful ways of thinking about structure

0 3 You now need to think about the structure of the source as a whole.

This text is from the middle of a novel.

How has the writer structured the text to create tension?

You could write about:

- how tension has increased or decreased by the end of the source
- how the writer uses structure to create an effect
- the writer's use of any other structural features, such as changes in mood, tone or perspective.

[8 marks]

There will now be a focus about the effect of the structure – in this case, tension, to help guide the student.

10 mins
X3 paragraphs

Sample paragraph to answer a structure question:

Focusing on bullet point 1

Opening with 'it was the hyena that worried me', the writer immediately introduces the main element of tension. Then, by describing the hyena as a 'hardy attacker' and as 'clever', this introduces the devious abilities of the animal as a dangerous and unpredictable predator and explains therefore, why Pi is worried at the start of the text

Make sure the right section is referenced

0 4 For this question focus on the second part of the source, from **line 20 to the end**.

In this part of the source, where the hyena comes out from under the tarpaulin, it could be seen as funny rather than threatening. The writer suggests that the hyena is actually no serious threat to Pi.

To what extent do you agree and/or disagree with this statement?

In your response, you could:

- consider your impressions of how the hyena behaves
- comment on the methods the writer uses to present the hyena
- support your response with references to the text.

[20 marks]

A statement with a strong opinion, split into two parts, will be given

Evaluate – weigh up how much you think each part of the statement can be proved through quote and analysis

HOW is important – you must consider the writer's methods (both language and structure) for this question. Many responses fall down because they just focus on whether or not they agree with the statement and don't consider HOW the writer presents this impression or view.

Half the marks for the reading section are for this one question. 20-25 minutes should be spent on it. X4 analytical paragraphs

Mark band 4 (16-20 marks)

Shows perceptive and detailed evaluation:

- Develops a convincing and critical response to the focus of the statement
- Shows perceptive understanding of writer's methods
- Selects a range of judicious textual detail
- Evaluates critically and in detail the effect(s) on the reader

It would be easy to initially see the hyena's wild behaviour as frightening but when you look at how it is described then it is definitely more amusing. The way that it 'ran in circles' would be intimidating if it was circling its prey, but in fact it is just making itself increasingly sick and confused, despite Pi remaining frozen with fear. The writer uses the repeated circular motion as a symbol for the hyena's pointless behaviour, as if it does not have a clue what it is doing. This is made even more ridiculous by the repetition of the onomatopoeic 'yip' noise that the animal makes. The repetitive nature of both movement and sound emphasises to the reader the bizarre performance that Pi is forced to endure until the sudden anti-climax removes any remaining sense of a threat altogether

Answers need to be written in standard English

You MUST plan

Section B: Writing

You are advised to spend about 45 minutes on this section.
Write in full sentences.
You are reminded of the need to plan your answer.
You should leave enough time to check your work at the end.

0 5 A wildlife magazine is running a creative writing competition and the winning entry will be published in its next edition.

Either

Write a description of a zoo or wildlife park as suggested by this picture:

There will be a choice of 2 tasks. One will be using the image as a prompt, the other will be a sentence statement.

Often, there is a choice of description or narrative task, but sometimes BOTH will be one or the other.

Narratives/stories should have minimal or no dialogue. They gain higher marks if they write a complete story/idea

Content – vocabulary, language devices, tone and register

Organisation – paragraphing, links between sentences and paragraphs, overall structure.

Write the opening of a story about a human meeting an animal.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

Spelling
Use of punctuation accurately and for effect
Range of sentence types
Using standard English

Paper 2 – Writers' viewpoints and perspectives.

NON fiction – can be articles, diaries or journals, non fiction literature. One will be Pre-1900, the other text either 20th or 21st century.

1 hour 45 minutes

15 minutes for reading the texts
45 minutes to answer the question in Section A (reading section) – 40 marks
45 minutes to plan and complete the writing task (Section B) – 40 marks

0 1 Read again the first part of **Source A** from **lines 1 to 9**.

Choose **four** statements below which are **true**.

- Shade the **circles** in the boxes of the ones that you think are **true**.
- Choose a maximum of **four** statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

[4 marks]

A The writer's mother was happy to be going on holiday. ⬭

B This is the first time the writer has been to France. ⬭

C The writer thinks evil powers ruin holidays. ⬭

D The writer thinks holidays are mental and physical challenges. ⬭

E The writer is a teenager at the time of the holiday. ⬭

F The family are travelling through a city. ⬭

G The fields on either side of the road are full of wheat. ⬭

H The writer admits that holidays can look attractive but she thinks this is a trick. ⬭

4

'You know,' said my mother who, as far as I could tell, was the only person delighted to be back in France, 'we should treat this holiday as the occasion it is. There's no point in being miserable. Holidays are what you make them.'

Holidays were not what you made them. Holidays were in the hands of malevolent forces hell-bent on wreaking chaos at every turn. Holidays were assault courses of the mind and body, endurance tests designed to break spirits and shatter spleens. In my nine years on the planet I had learnt one thing: going on holiday was awful. As we sat, chugging along through the French countryside, sunflowers in the fields on either side of us, I thought, 'Yes, it IS nice to look at. But in the same way that cheese looks nice in a mousetrap.'

Both sources need to be referenced/compared

There will often be just 1 or 2 paragraphs you need to focus on for this information

0 2 You need to refer to **Source A** and **Source B** for this question.

The writers in **Source A** and **Source B** stay in very different camping sites.

Use details from **both** sources to write a summary of what you understand about the differences between the two camping sites.

[8 marks]

Focus on differences NOT similarities

ONLY DISCUSS THE CAMPING SITES! (Or whatever the focus is for the question) Do not worry about the overall view or perspectives about holidays for this question.

It doesn't just want you to list/summarise – students need to INFER (work out the meanings of what the writer is saying)

Source A

Eventually we arrived at the campsite where we had stayed the previous year. As is often the way when you revisit somewhere you've been before, the allure was not quite as sparkling. The table tennis hut, once such an astonishment of riches, was now a bit battered around the edges, the pool a little more dull. Even my mother was forced to concede that the place had lost its gloss. 'This isn't quite as nice as I remember it,' she said, hands on hips. 'Still, at least it's a bit cooler. What a relief!'

Source B

When our campers come to the bank of a lovely lake where they hope to enter the primitive life, everything is beautiful and unspoilt. There is a point of land jutting into the lake, sloping down to a sandy beach, on which the waters idly lap. The forest is untouched by the axe; ranks of slender fir trees are marshalled by the shore. The discoverers of this paradise, which they have entered to destroy, note the babbling of the stream that flows close at hand; they hear the splash of the leaping fish. They listen to the sweet song of the evening birds, and the chatter of the red squirrel, who angrily challenges their right to be there

Both texts describe very different camping sites. The site in Text A has amenities like 'table tennis' and a 'pool', but everything is a little 'tarnished' and shabby – showing that despite the extras on the campsite, it isn't a nice place to be. On the other hand, Text B describes a camping site that is in the middle of nature, with no amenities or conveniences, but it is 'lovely' , 'beautiful' and 'unspoilt'. The allure of this campsite is in the lack of amenities and its position in the centre of nature, rather than being a designated camp site.

NO LANGUAGE ANALYSIS NEEDED FOR THIS QUESTION – THE ONLY TIME STUDENTS DON'T NEED TO IDENTIFY METHODS IN A WRITTEN ANSWER IN THE READING SECTIONS.

Really similar to Q2 on paper 1

Only looking at 1 text, with a very specific focus

0 3 You now need to refer only to **Source A** from **lines 29 to 38**.

How does the writer use language to describe the rain and the storm?

[12 marks]

This question needs the analysis – identification of methods and their effect on the reader

12 marks = 10-15 mins spent on the question. Ideal is x3 PETER paragraphs

Suddenly, there was a squall of activity all over the campsite as the sky darkened and the rain began to fall in thick, steady drops. Caravan awnings were being winched in, windows slammed shut, towels were being hastily gathered and everywhere, families were retreating to the inside of their tents. Because the ground was so dry, the patter of rain on the hard earth sounded almost metallic and each raindrop sparked up a plume of dust so fine it looked like steam, making the soil look as if it were boiling. In the distance, a low rumble of thunder began rolling towards us, the starter flag for any decent storm, and the rain which had an individual and random quality became more pack-like, shifting shapes like a flock of starlings. The storm was circling the area before clattering in to do its worst. Soon, the rain was slashing down, the relentless battering against the tent canvas loud and frightening.

Sensory language
Sounds heavy, like it would hurt
Concerned about the storm

Simile
Oxymoronic and unusual
Sense of danger or warning

Simile and zoomorphism
Working together and becoming stronger
Beautiful to watch

Personification
Predatory
Creates sense of unease

Students MUST COMPARE the two texts and views

There might be relevant information or quotes in ANY part of the source.

Question 4 will always be about the writer's viewpoint or feelings – and how each writer presents these views.

0 4 For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

Compare how the writers convey their different thoughts and feelings about camping experiences.

In your answer, you could:

- compare their different thoughts and feelings about camping experiences
- compare the methods they use to convey their thoughts and feelings
- support your response with references to both texts.

[16 marks]

This question also requires students to ANALYSE – naming techniques and their effect on the reader

16 marks = 20 minutes spent on the answer. Ideal = x2 comparative paragraphs

The writer in Source A has mixed feelings about camping holidays as she asserts they are horrific but, despite herself, she has moments where she feels an unexpected connection to nature. She starts with the idea of holidays as 'assault courses', 'hell-bent on wreaking chaos', foreshadowing the devastation caused by the storm later in the extract. She then describes finding peace by the river and 'the greatest pleasure,' a moment of calm to contrast with the storm and emphasise its power. At the height of the storm, she juxtaposes the 'deliciously spinetingling' feelings of exhilaration with 'hell rained itself down on me' returning to the image of hell to reinforce her mixed emotions. However, in Source B there is no ambivalence of feeling as the writer's moral outrage at the environmental consequences of camping holidays is shown throughout the source. The writer begins ironically with the idea of camping as 'an escape from civilization', returning to a simpler way of life. However, his judgemental tone quickly becomes clear with, 'The discoverers of this paradise which they have entered to destroy'.

Students should be aiming for approximately five paragraphs - with 5-6 SENTENCES in each paragraph

Section B: Writing

You are advised to spend about 45 minutes on this section.
Write in full sentences.
You are reminded of the need to plan your answer.
You should leave enough time to check your work at the end.

0 5 'Holidays don't need to be faraway and expensive. They just need to give people a break from everyday life and the chance to relax.'

Write an article for a magazine in which you argue your point of view on this statement.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

You are advised to plan your answer to Question 5 before you start to write.

All students are given clear writing frameworks to use for this question

Students should spend 5 minutes planning, considering a range of points/ideas they can use.

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Year 11 GCSE Maths Information evening – for parents and carers

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3-18

GCSE Maths (Edexcell)

Students will sit three maths papers. For the mock exams groups 1 to 3 will sit the Higher tier and groups 4,5,6,7 and 8 will sit Foundation tier. We will look at tiering again after mock results – any students who have not achieved a good pass at Higher in the mock exams – we will need to have a discussion about Foundation tier. <u>If the students are not aiming for a grade 6 then why do Higher tier?</u>

All students need a pen, pencil, ruler, compass and protractor for all 3 papers.

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- All three papers on both tiers are 90 minutes long and are worth 80 marks each.
- The papers individually, are not graded. Instead, the final grade is determined by the total out of 240.
- Paper 1 is non-calculator and papers 2 and 3 calculators are needed.

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Edexcel June 2026 grade boundaries

Mathematics													
Overall grade boundaries			**Max Mark**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**U**
1MA1	Mathematics (Foundation) Paper(s) 1F 2F 3F	Subject	240					181	151	110	69	29	0
1MA1	Mathematics (Higher) Paper(s) 1H 2H 3H	Subject	240	208	177	146	114	82	50	34			0

Edexcel June 2025 grade boundaries

Mathematics													
Overall grade boundaries			**Max Mark**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**U**
1MA1	Mathematics (Foundation) Paper(s) 1F 2F 3F	Subject	240					175	144	105	67	29	0
1MA1	Mathematics (Higher) Paper(s) 1H 2H 3H	Subject	240	217	186	156	121	87	53	36			0

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3-18

Maths exam dates

Paper 1 – Friday 14th May

Paper 2 - Thursday 27th May

Paper 3 – Monday 14th June

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3-18

Recommended calculators

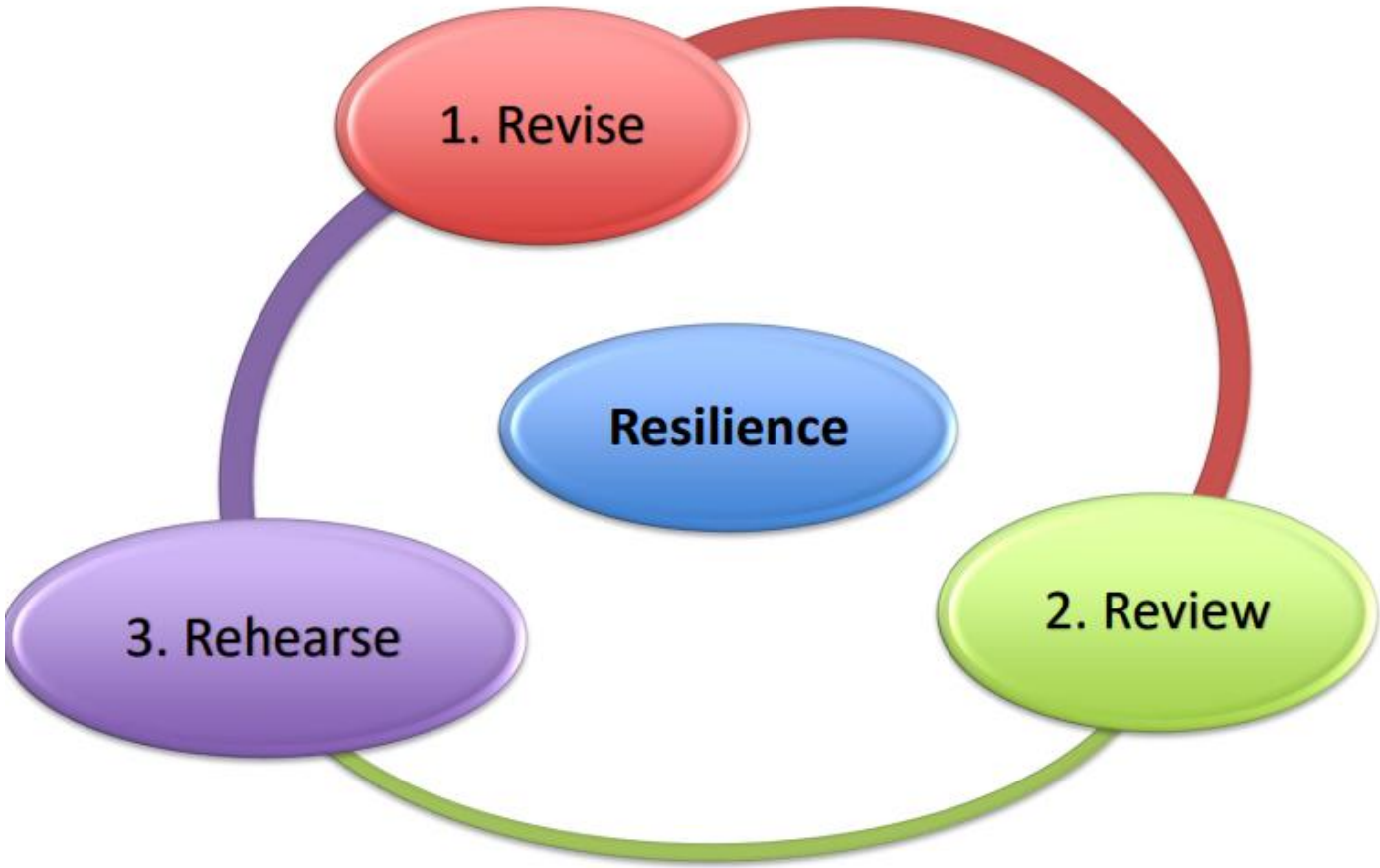
Students need to be practising with their own calculators before the exams in the summer – they should not rely on being given one in the exam hall.

Casio

FX-83GTCW Black Scientific Calculator



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How can you help someone to prepare for a maths exam?



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3-18

1. Revise

Useful websites

www.mathswatch.co.uk

Our main website for homework and revision. Revision timetables, online papers make this an excellent resource

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MathsWatch Ltd

Six Week Revision Schedule for the GCSE Higher Maths Exam

1. Revise

	Number	Algebra	Ratio & Proportion	Geometry & Measures	Probability & Stats	Total time of clips (OMM)	Grade	Completed?
Monday	32			48, 49, 50, 54, 55, 56		7 mins	2	
Tuesday	66, 67, 68, 69	93, 94, 95	105	112		9 mins	3	
Wednesday	70, 71, 72, 73, 74	96, 97	106			8 mins	3	
Thursday	75, 76, 77	98, 99	107	113		7 mins	3	
Friday	78, 79, 80	100, 101		114a/b, 115		8 mins	3	
Saturday								
Sunday								
Monday	81, 82, 83	102, 103, 104			125, 126	8 mins	3	
Tuesday	84, 85			116, 117, 118, 119	127a/b	8 mins	3	
Wednesday	86, 87, 88, 89		108, 109, 110, 111		128, 129	10 mins	3	
Thursday	90, 91, 92			120, 121, 122, 123, 124	130a/b	10 mins	3	
Friday	131, 132	133		145, 146a/b, 147		7 mins	4	
Saturday								
Sunday								
Monday		134a/b, 135(a or b)	142, 143	148		6 mins	4	
Tuesday		136, 137	144	149		4 mins	4	
Wednesday		138, 139, 140, 141			151	5 mins	4	
Thursday				150a/b	152, 153	4 mins	4	
Friday	154, 155, 156		164	165		5 mins	5	
Saturday								
Sunday								
Monday		157, 158, 159a/b		166, 167		6 mins	5	
Tuesday		160, 161, 162, 163		168		5 mins	5	
Wednesday				169, 170, 171	175	4 mins	5	
Thursday				172, 173, 174	176	4 mins	5	
Friday	177	178, 179, 180				4 mins	6	
Saturday								
Sunday								
Monday				181(a or b), 182	185, 186, 187	5 mins	6	
Tuesday				183, 184		2 mins	6	
Wednesday	188, 189	190, 191		200	204	6 mins	7	
Thursday		192, 193, 194		201, 202, 203		6 mins	7	
Friday		195, 196, 197, 198	199		205	6 mins	7	
Saturday								
Sunday								
Monday	206	208, 209				3 mins	8/9	
Tuesday	207a/b	210, 211				4 mins	8/9	
Wednesday		212, 213		217		3 mins	8/9	
Thursday		214, 215		218		3 mins	8/9	
Friday		216		219		2 mins	8/9	

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MathsWatch Ltd

Six Week Revision Schedule for the GCSE Foundation Maths Exam

1. Revise

	Number	Algebra	Ratio & Proportion	Geometry & Measures	Probability & Stats	Total time of clips (OMM)	Grade	Completed?
Monday	1, 2, 3, 4, 5, 6	7, 8				8 mins	1	
Tuesday				9, 10, 11, 12, 13	14, 15, 16	8 mins	1	
Wednesday	17, 18, 19, 20	33, 34, 35	38, 39			9 mins	2	
Thursday	21, 22, 23	36, 37	40, 41, 42			8 mins	2	
Friday	24, 25, 26			43, 44, 45, 46, 47	57, 58	10 mins	2	
Saturday								
Sunday								
Monday	27, 28, 29			48, 49, 50	59, 60	8 mins	2	
Tuesday	30, 31, 32			51, 52	61, 62, 63	8 mins	2	
Wednesday				53, 54, 55, 56	64, 65	6 mins	2	
Thursday	66, 67, 68, 69	93, 94, 95	105	112		9 mins	3	
Friday	70, 71, 72, 73, 74	96, 97	106			8 mins	3	
Saturday								
Sunday								
Monday	75, 76, 77	98, 99	107	113		7 mins	3	
Tuesday	78, 79, 80	100, 101		114a/b, 115		8 mins	3	
Wednesday	81, 82, 83	102, 103, 104			125, 126	8 mins	3	
Thursday	84, 85			116, 117, 118	127a/b	7 mins	3	
Friday	86, 87, 88, 89		108, 109, 110			7 mins	3	
Saturday								
Sunday								
Monday	90, 91, 92		111	119	128, 129	7 mins	3	
Tuesday				120, 121, 122, 123, 124	130a/b	7 mins	3	
Wednesday	131, 132	133		145, 146a/b, 147		7 mins	4	
Thursday		134a/b, 135(a or b)	142, 143	148		6 mins	4	
Friday		136, 137	144	149		4 mins	4	
Saturday								
Sunday								
Monday		138, 139, 140, 141			151	5 mins	4	
Tuesday				150a/b	152, 153	4 mins	4	
Wednesday	154		164			2 mins	5	
Thursday	155	157, 158				3 mins	5	
Friday	156	159a/b		165		4 mins	5	
Saturday								
Sunday								
Monday		160, 161		166		3 mins	5	
Tuesday		162		167		2 mins	5	
Wednesday		163		168		2 mins	5	
Thursday				169, 170, 171	175	4 mins	5	
Friday				172, 173, 174	176	4 mins	5	

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1. Revise

Useful websites

www.corbettmaths.com
A superb free website with instructional videos, worksheets (and solutions)

www.mathsgenie.co.uk
Another excellent free website with revision resources and most importantly past papers and paper walkthroughs

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1. Revise

corbettmaths.com

5-a-day

Videos

Worksheets

Practice Papers

Practice Questions

A-level 5-a-day



Calculator

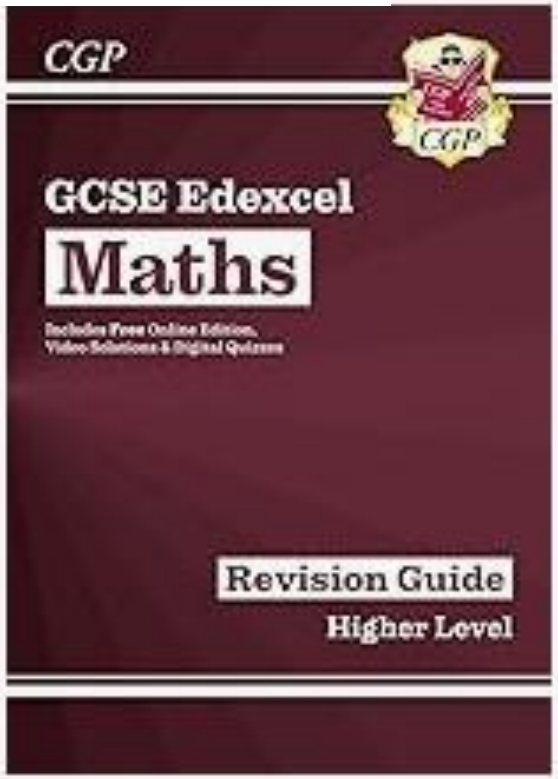


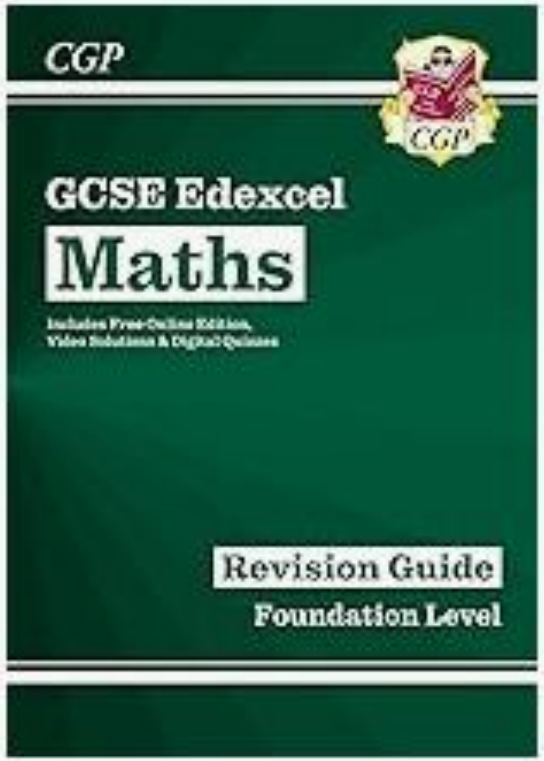
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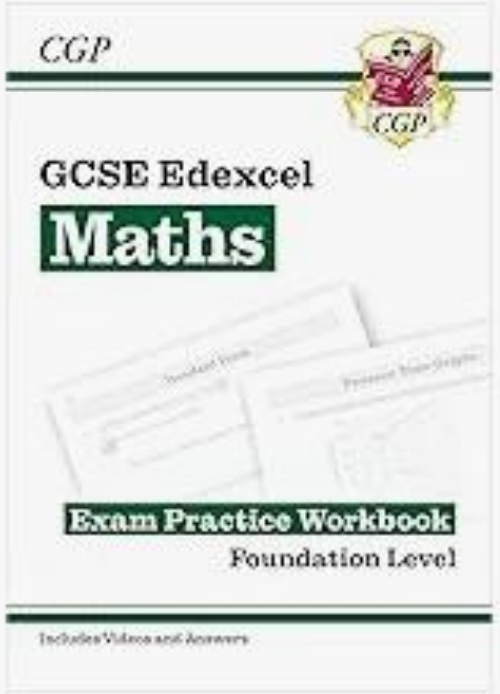
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1. Revise

CGP Revision guides and workbooks







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2. Review

Students should reflect on all the revision work they do.

They should always mark their work and make a record of topics they find difficult. These can be reviewed using their revision guide or looking at Mathswatch or Corbet Maths. Don't brush problems under the carpet.

If in doubt - ask a member of staff we are here to help!

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3. Rehearse

In the new year we will be giving students past papers to complete

These are ESSENTIAL preparation for GCSE

Practice Papers can also be found on mathswatch and mathsgenie.

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Resilience

Revision for maths takes TIME

Mistakes are part of revising and help students to progress.

Encourage regular practice

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What you can do to help:

- Understand GCSEs. ...
- Build a revision plan. ...
- Make revision efficient and effective. ...
- Set up a dedicated learning environment. ...
- Use the best revision resources. ...
- Ask for help when needed

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Helping your child if they get stuck

- Reassure and encourage.
- Can they find the relevant video on Mathswatch/Youtube
- Have they highlighted the key words?
- Do they know what the keywords mean?
- Have they used all of the information in the question?
- Is there a first step they could take instead of leaving the page blank? If a question is worth more than two marks, it is usually a multi-step answer.

Ask in school

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Helping your child to revise

Some strategies and questions you could try at home

- Coach the child to watch the video clips and take notes on Mathswatch / Youtube first before trying questions. Perhaps even watch them together.
- Coach the child to write down full workings out.
- Coach the child to break up long solutions with boxes or subtitles.
- Can they explain their workings out to you?
- Have they actually answered the question?
- Could they teach you or a sibling a topic to consolidate their learning?
- Ensure they have the appropriate equipment (calculator).

Please stay positive – try not to say "I can't do maths" or "I was never very good at maths at school"

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All about GCSE Science

Tom Cuthbert

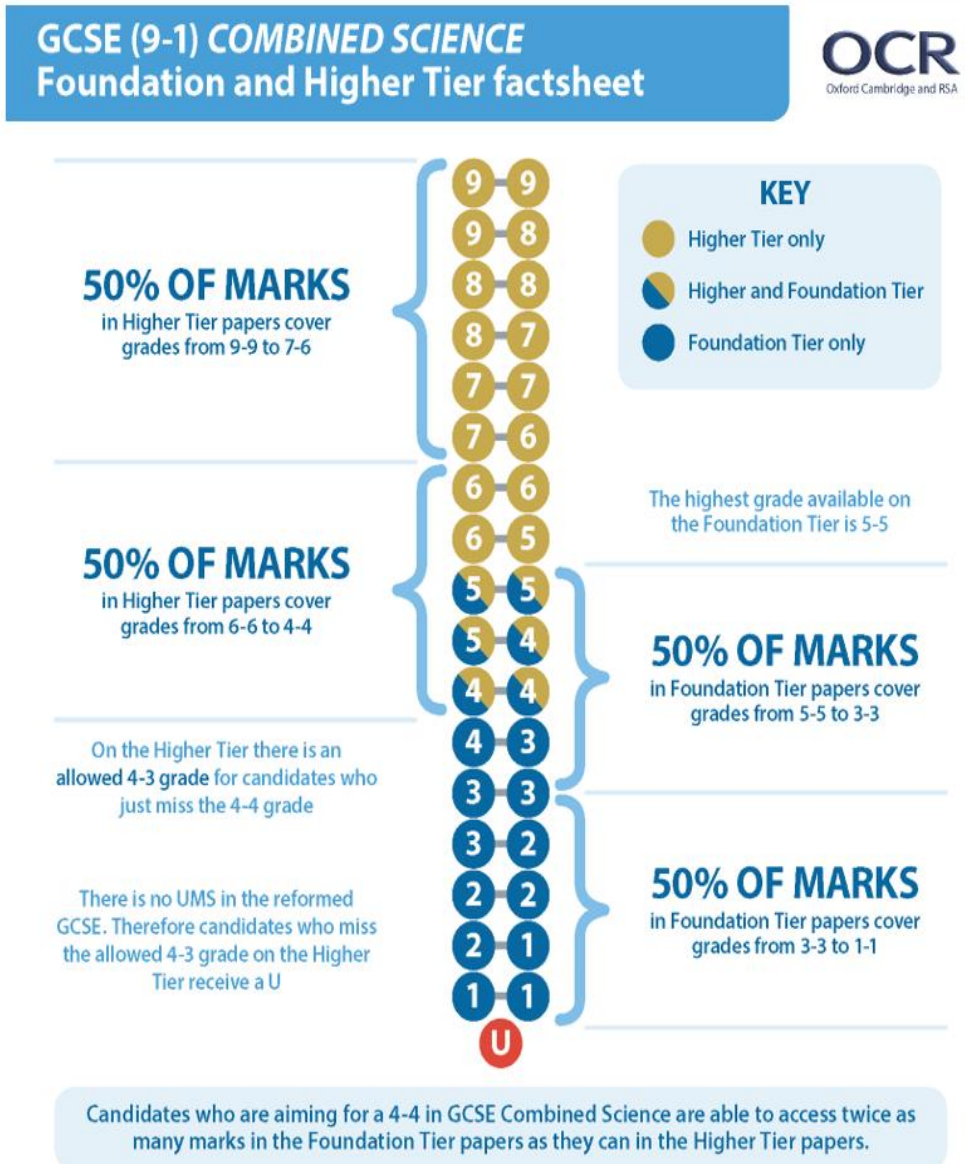
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It's worth 2 Grades (3 at Triple)

- But we have Higher and Foundation Tiers…

- Students should know their tier for the mocks...we will review these after



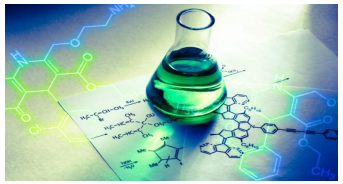
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But there are three subjects!

- Biology



- Chemistry



- Physics



Each one has two papers in the summer – that's a total of 6 exams! Just for Science

Each exam is 1h 10 mins for Combined, 1h 45 mins for Triple.

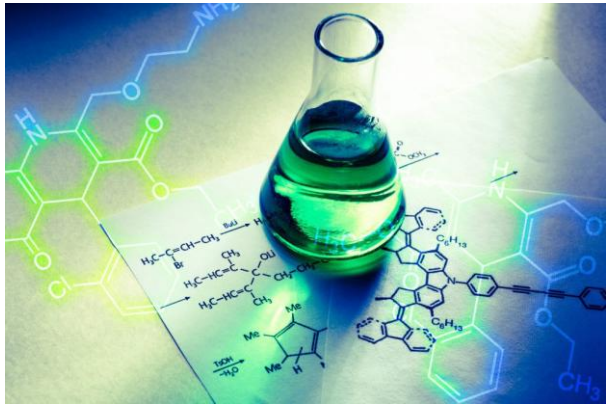
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Content



- Biology
  - Cells / DNA / Biological Processes
  - Body Systems and Ecosystems
  - Genetics
  - Health



- Chemistry
  - Atoms and Bonding
  - Reactions and Rates
  - Periodic Table
  - Fossil Fuels and the Environment

- Physics
  - Heat and Particles
  - Forces and Electricity
  - Waves and Energy
  - Physics in the world



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- There are two steps to success in Science exams

- 1. Learn some Science. This means Revise; make notes, flash cards, read information, watch relevant YouTube videos, think about the topics, test yourself

- 2. Try some exam paper questions. Students need to become familiar with what the questions are like and what they want you to do.

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1. Look at the information about a floodlight.

Voltage	230 V
Current	0.87 A
Time used in one year	2000 hours
Cost of electricity per kWh (unit)	£0.15

Power = Current x Voltage
= 0.87 x 230
= 200 W

Calculate the power of the floodlight **in kW** and the cost of electricity used in one year.

1000W = kW
So 200 / 1000 = 0.2 kW

Power ..... 0.2 ..... kw

Cost of electricity used in one year: £ ..... 60 .....

Cost = kw x h x £
= 0.2 x 2000
= 400 kwh x 0.15!
= £60

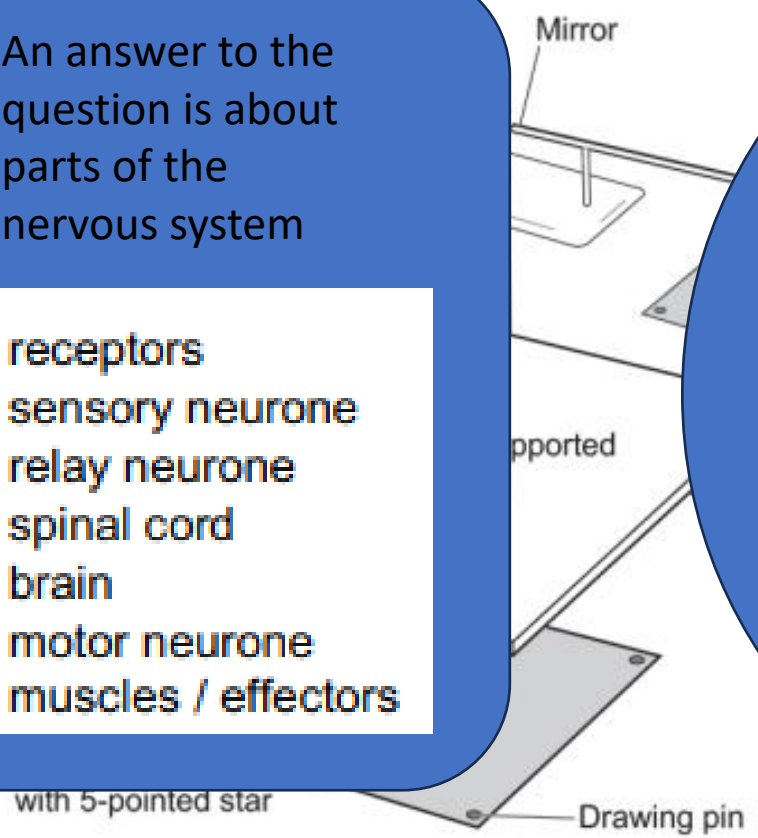
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1 A student investigates coordination.

The student sets up the apparatus in the diagram.



The student asks a friend to draw around the star, keeping between the two lines.

e friend to draw around the star. He also counts the number

ey work together to coordinate this response.

An answer to the question is about parts of the nervous system

- receptors
- sensory neurone
- relay neurone
- spinal cord
- brain
- motor neurone
- muscles / effectors

A better answer relates to the question

- image in mirror detected by receptors
- receptors are in the eye
- sensory neurone take impulses to the CNS / brain
- relay neurone in the brain or spinal cord
- CNS / brain coordinates the response
- impulses sent down spinal cord
- motor neurone takes impulse from spinal cord down the arm
- muscles in the hands bring about the response

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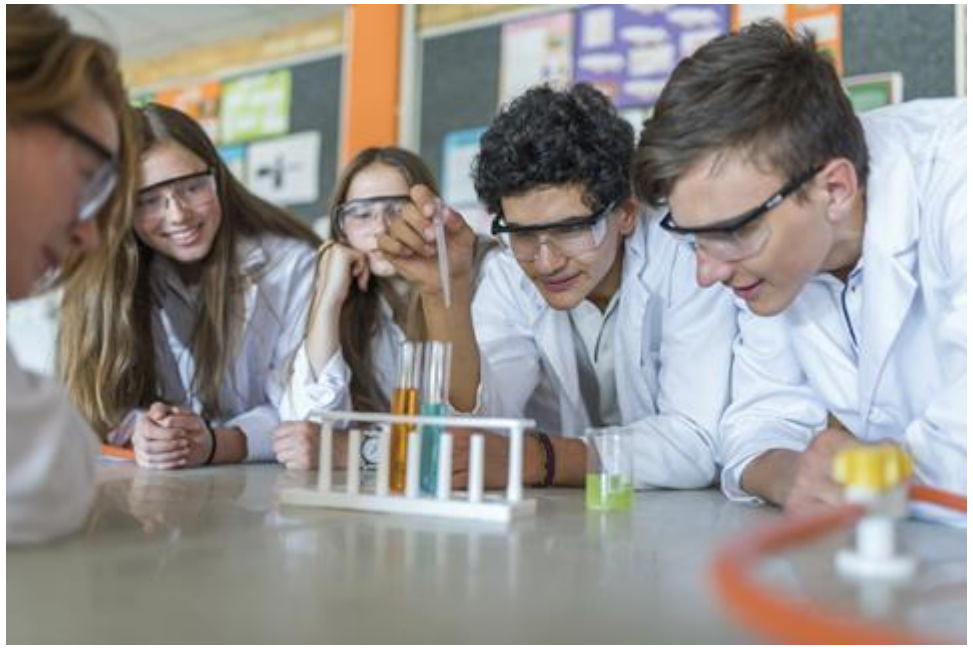
What *we* can do

- Encourage Engagement – especially in lessons

- Encourage Revision
  - Use revision guide and revision websites
  - TUESDAY afterschool – after half term

- Create Space and Time for revision
  - Consider what does and does not need doing

  Over the next few months



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What you can do to help:

- Understand GCSEs. ...
- Build a revision plan. ...
- Make revision efficient and effective. ...
- Set up a dedicated learning environment. ...
- Use the best revision resources. ...
- Ask for help when needed



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Recommended calculators

Students need to be practising with their own calculators before the exams in the summer – they should not rely on being given one in the exam hall.

Casio

FX-83GTCW Black Scientific Calculator



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Useful websites for revision

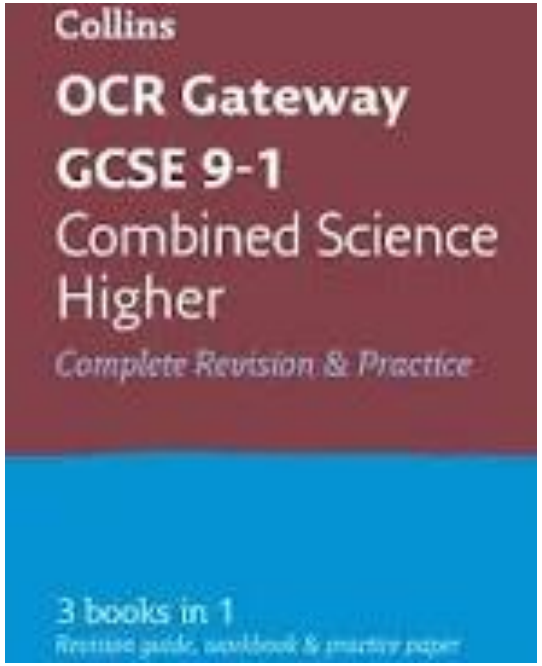
OCR GATEWAY SCIENCE
www.ocr.org.uk

Seneca learning
A brilliant tool that allows students to revise on their phones or computers

Educake
Quizzes will be set by teachers to aid revision

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CGP Revision guides and workbooks all in 1!



What Next???? (for the rest of the evening)..

Growing Together; Fulfilling Potential

English Presentation

Maths Presentation

Science Presentation

Support Packs

Drop in with members of staff