

Welcome!



- Year 11 Support Network
 - Mr Dudley (Assistant Principal for KS4)
 - Mrs Fox (Senior Pastoral Manager)
 - Year 11 Tutor team
 - Year 11 class teachers
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- Support for Year 11 pupils academically and pastorally
-
- Andrew.Dudley@ashgreenschool.org.uk
 - Karen.fox@ashgreenschool.org.uk

To be successful...

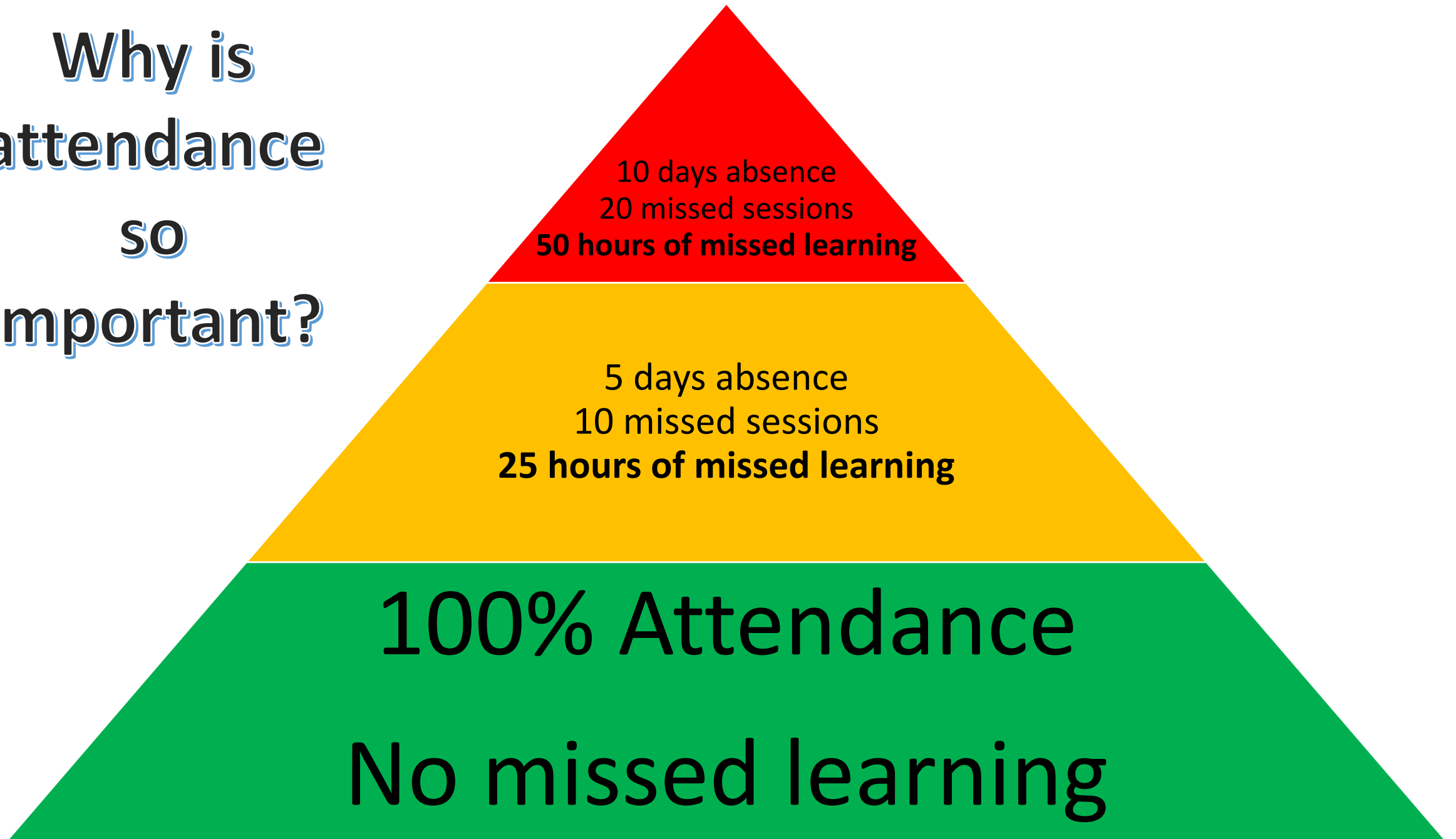
- Attendance...significant for progress
- Lates
- Disruption free learning (Warn, move, remove)
- Curriculum, lessons, masterclasses
- We will intervene and support as soon as possible.

- *‘Please use every opportunity to succeed’*

- *‘Communication is key’*

- *Our expectations are the highest.*
- *If we work together – teachers, pupils and parents we will succeed.*

**Why is
attendance
so
important?**



English Language GCSE and English Literature GCSE

English Language Course Outline

- 19th Century Fictional Extracts, their use of language and structure
- Modern and 19th Century Non-Fiction, comparison and their use of language and structure.
- Creative descriptive and narrative writing
- Creative transactional writing, including letters, newspaper articles, speeches.

English Literature Course Outline

- 19th Century Novel: A Christmas Carol or Frankenstein
- Play: An Inspector Calls
- Shakespeare: Macbeth
- Poetry: AQA War and Conflict anthology and Unseen Poetry

Skills

- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers
- Compare texts, critically evaluate texts
- Communicate clearly, effectively and imaginatively

Knowledge

- Memorise **quotations** for English Literature
- Context (history) of the texts and writers
- How to answer the questions

Support

- BBC Bitesize, SENECA Home learning, <https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>
- Louise.turtle@ashgreenschool.org.uk

AQA Maths GCSE

Knowledge

Category	Type 1	Type 2
Declarative 'I know that'	Facts and formulae	Relationship between facts (conceptual understanding)
Procedural 'I know how'	Methods	Relationship between facts, procedures and missing facts (principles/mechanisms)
Conditional 'I know when'	Strategies	Relationship between information, strategies and missing information (reasoning)

Support



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AQA Maths GCSE

Assessments

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. All question papers must be taken in the same series.

The information in the table below is the same for both Foundation and Higher tiers.

The Subject content section shows the content that is assessed in each tier.

Paper 1: non-calculator

What's assessed

Content from any part of the specification may be assessed

How it's assessed

- written exam: 1 hour 30 minutes
- 80 marks
- non-calculator
- 33% of the GCSE Mathematics assessment

Paper 3: calculator

What's assessed

Content from any part of the specification may be assessed

How it's assessed

- written exam: 1 hour 30 minutes
- 80 marks
- calculator allowed
- 33% of the GCSE Mathematics assessment

Paper 2: calculator

What's assessed

Content from any part of the specification may be assessed

How it's assessed

- written exam: 1 hour 30 minutes
- 80 marks
- calculator allowed
- 33% of the GCSE Mathematics assessment

Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and statistics (combined)	15	15

Combined Science (J250) & Separate Science (J247-J249)

Course - Numbers represent order of exam papers

- Biology
 - (1) Cell-level systems
 - (1) Tissues
 - (1) Organism-level systems
 - (4) Community-level systems
 - (4) Genes, inheritance & selection
 - (4) Global challenges
- Chemistry
 - (2) Particles
 - (2) Elements, compounds & mixtures
 - (2) Chemical reactions
 - (5) Predicting reactions and products
 - (5) Monitoring & controlling chemical reactions
 - (5) Global challenges
- Physics
 - (3) Matter
 - (3) Forces
 - (3) Electricity & Magnetism
 - (6) Waves & radioactivity
 - (6) Energy
 - (6) Global challenges

Skills & Knowledge

- Develop scientific knowledge and conceptual understanding of science
- Understanding of nature, processes and methods of science to help answer questions about the world
- Observation, practical, modelling, enquiry and problem-solving skills
- Evaluation claims through critical analysis of the methodology, evidence and conclusions

Support

- Textbooks on kerboodle.com
- Revision guides issued
- YouTube: freesciencelessons & cognito
- Masterclasses
- Ask the teacher

Contact

- Mark.Nangreave@ashgreenschool.org.uk

KS4 REVISION HOME LEARNING

Quick, Creative, Reflective

EEF

+5

- Planned and focused activities are more beneficial than homework which is more regular but may be routine or not linked with what is being learned in class.
- The broader evidence suggests that homework should not be used as a punishment or penalty for poor performance.
- A variety of tasks with different levels of challenge is likely to be beneficial.
- The broader evidence suggests that the quality of homework is more important than the quantity. Pupils should receive specific and timely feedback on homework.
- Have you made the purpose of homework clear to children (e.g. to increase a specific area of knowledge, or fluency in a particular area)?

AGS REVISION: QUICK, CREATIVE, REFLECTIVE

- 1 hour revision would look like:
- 1 Quick task: 15 minutes (e.g. Mini Quiz)
- 1 Creative task: 25 minutes (e.g. Mind Map)
- 1 Reflective task: 20 minutes (e.g. Audit)

Quick

1. **Tweet:** Write a tweet (no more than 140 characters) summarising the revision topic
2. **Key words:** Pick out all the keywords from the unit and write their definitions.
3. **Mini Quiz:** Create a series of 10 simple questions to test your knowledge of revision topic
4. **Copy, cover check:** Copy out information from your book, cover it, then test yourself. Check after you have finished testing yourself.
5. **Flash Cards:** Make 10 flashcards cards for the topic with plenty of details on them – add some Questions on one side and answers on the back.

Creative

1. **Mind Map:** Create a mind map with images and colour summarising the whole unit.
2. **Cornell Notes:** Create Cornell notes about the topic.
3. **Teach:** Teach the topic to family/friend and then ask them to mark how well you have explained it.
4. **Poster:** Create an A4 poster summarising the unit. Make it eye catching, bright and colourful and factual – with plenty of detail.
5. **Rewrite:** Rewrite your notes on this topic in your revision book with questions in the margin. Use this for copy, cover, check.

Reflective

1. **Summary:** Write a brief summary of what you have learned producing your resource and 1 question you have for your teacher
2. **Audit:** Make a list of all the areas you need to revise in this unit.
3. **Feedback:** Self assess the work you have done with a WWW and EBI targets for next time
4. **Improving:** Choose a piece of marked work you could improve on and redo it
5. **Extension:** Compose three extension questions you want to know the answer to and then research the answers

Assessment & Exams

Mr Pickerill

Calendar Dates

Mock Window 1 – 08/11 to 26/11

Results – WC 03/01

Mock Window 2 – 14/02 to 11/03

Results – WC 04/04

GCSE Exams – 09/05 to 17/06

Mock Exams

- Past Papers and Mark Schemes will be used
- Marking will be moderated
- They will be used to find out what students do and do not know
- Subjects will adjust curriculums to match students needs

What students need to do

- Students need to prepare for Mock Exams like the real thing
- Students need to attend school every day
- Students need to take results of Mock exams and take an active part in their personal improvement

ANY
QUESTIONS?

