



GCSE Success Evening

13th February 2025

C White – Headteacher (11-16)
L Cloke – Assistant Headteacher
J Taylor – Director of KS4



Mission:

**To provide a great
quality of education
so that every child
can live a *life full of
choice and boundless
opportunities***

The front of the queue



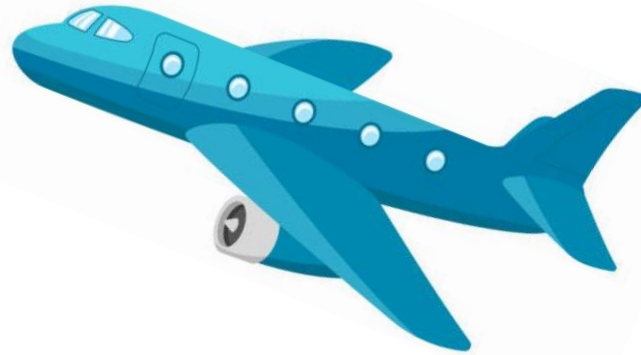
One grade higher

DfE research has shown that:

- One grade improvement equates to **£96,000** more in lifetime earnings
- Students who achieve above average (grade 5+) in all subjects are likely to earn **£207,000** more across a lifetime



Our hopes... Lives of choice and boundless opportunities

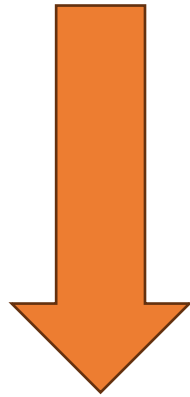


We are here for you and your children...

- High expectations
- What you need is not always what you want
- Precise planning for every class
- Acceleration and Accelerate Plus
- Rewards and recognition for reaching high expectations
- Advice as you need it

Countdown

September: 134 school days until the first written exam



Now: 39 school days until the first written exam

I'M NOT
TELLING YOU
IT'S GOING TO
BE EASY. I'M
TELLING YOU
IT'S GOING TO
BE WORTH IT.

What the students need to do ...

Attend school

Attend normal or booster timetable each day and on time



Focus

Make the most out of each lesson



After-School Revision

Attend as many Accelerate Plus sessions each week as possible



Independent Revision

Use provided resources (especially homework) to plan, complete and track revision

Planning their revision #revise100hours

Students should use a revision planner, starting from Monday 17th Feb, for 12 weeks to prepare for the start of exams. To reach 100 hours this will be roughly 1hr 20 minutes per day, or 9 hrs per week.



Planning their revision #revise100hours



Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	12 th Feb Half-Term	13 th Feb Half-Term	14 th Feb Half-Term	15 th Feb Half-Term	16 th Feb Half-Term	17 th Feb Half-Term	18 th Feb Half-Term
	10-11am Maths - Averages 11:30 - 12:30pm Geography - Rivers	10-11am English Lit - Macbeth 5-6pm PE - Skeletal System	Football Competition 7-8pm Sparx	10-12pm Photography - Photo shoot with Abby	10-11am Physics - Home Learning 11:30 - 12:30pm Geography - Urban Issues	4-5:45pm English Lang - Paper 2 Section B 2019 in exam conditions	Day off
2	19 th Feb	20 th Feb	21 st Feb	22 nd Feb	23 rd Feb	24 th Feb	25 th Feb
	5-6pm Biology - Cells Football Training	3:30-4:30pm English Lit in HH17	4:30-5:30pm Sparx	3:30-4:30pm Hair & Beauty Catch-up in Unit 18 6-7pm Eng Lit- Christmas Carol	3:30-4:30pm Chemistry in RS02 5-5:30pm Make Chemistry flashcards	Day off	10-11am PE - Muscular System 6-7pm Chemistry - Test on Friday's work
	26 th Feb	27 th Feb	28 th Feb	29 th Feb	1 st Mar	2 nd Mar	3 rd Mar

Planning their revision #revise100hours

Create a revision timetable

Make studying manageable. Build a plan around your life. Get confident for your exams.

Get started. It's free

Organise your revision time

Balancing studying with the fun stuff in life can be difficult. Revising can get in the way of everything from meeting friends to relaxing after school.

Building a revision plan helps you manage your time more effectively. It gives you a clear idea of what subjects and topics you'll be revising each day and helps you organise your studies around your life.

The Study Planner:

- ✓ Builds revision sessions around your life
- ✓ Automatically adds revision sessions for you
- ✓ Reminders of revision sessions

Get started. It's free

	Mon 20th	Tue 21st	Wed 22nd	Thu 23rd	Fri 24th	Sat 25th	Sun 26th
09:00 - 10:00	GCSE Law	AS Mathematics	AS Psychology	AS Biology	AS Psychology	Lie in	Lie in
10:00 - 11:00	AS Mathematics			add activity	add activity	Badminton	AS Psychology
11:00 - 12:00	AS English Literature (AQA)	Free time	AS Biology	GCSE Law	AS English Literature		add activity
12:00 - 13:00	AS Mathematics (Edexcel)	add activity	add activity	AS English Literature (AQA)	add activity	AS Biology	AS Mathematics (Edexcel)
13:00 - 14:00	Extra Maths revision	AS English Literature	add activity	AS Biology	Lunch with Izzy	AS Biology	add activity
14:00 - 15:00	AS Biology		GCSE Law	AS Psychology	add activity	AS Psychology	add activity
15:00 - 16:00	Individual help	Free time		AS Mathematics	AS Biology	AS Psychology	
16:00 - 17:00			AS Psychology	add activity	add activity	AS Mathematics	

Tracking their revision #revise100hours

English Literature

Paper One:

What will be tested in the exam	RAG from Autumn PPE	Revised for Spring PPEs	RAG from Spring PPEs	Revised for Summer 2025
Macbeth – William Shakespeare				
Plot				
Characters				
Quotations				
Writer purpose				
Macbeth Themes				
Ambition				
Supernatural				
Reality and Appearance				
Gender				
Loyalty and betrayal				
Good and evil				
Fate and free will				
Kingship				
Guilt and madness				
Macbeth Context				
The role of women in Jacobean society				
The role of men in Jacobean society				
The role of the supernatural in Jacobean society				
King James I's obsession with the supernatural				
The gunpowder plot				
The great chain of being				
A Christmas Carol – Charles Dickens				
Plot				
Characters				



“


**THE SUCCESSFUL WARRIOR
IS THE AVERAGE MAN, WITH
LASER-LIKE FOCUS.**

BRUCE LEE

www.theyarethefuture.co.uk

Tracking your revision #revise100hours

#Revise100Hours



REVISION TRACKER

In the build up to your exams, set yourself the goal of revising for 100 hours. That works out at about an hour per day. You can complete those hours by doing any of these things:

- Online Revision (Seneca, YouTube, etc).
- Making Revision Resources (flashcards, mind maps, etc).
- Attending after school revision sessions
- Complete work set by class teachers
- Past exam papers / testing yourself
- And much more....

WEEKLY HOURS TRACKER

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12

SUBJECT HOURS TRACKER

Hours	English	Maths	Science						
25									
20									
15									
10									
5									

MILESTONES

Hours	Description
100	Revision Legend!
80	Nearly there!
60	Over halfway!
40	Keep it going!
20	Great start!



TATF
THEY ARE THE FUTURE

“

OUR GREATEST WEAKNESS LIES IN GIVING UP. THE MOST CERTAIN WAY TO SUCCEED IS ALWAYS TO TRY JUST ONE MORE TIME.

THOMAS EDISON

www.theyarethefuture.co.uk

Top Tips

Keep an eye on our social media starting tomorrow for top tips on supporting your child with their revision at home.....

Flashcards

Flashcards are the easiest a that it sticks in your long te them and organise them in

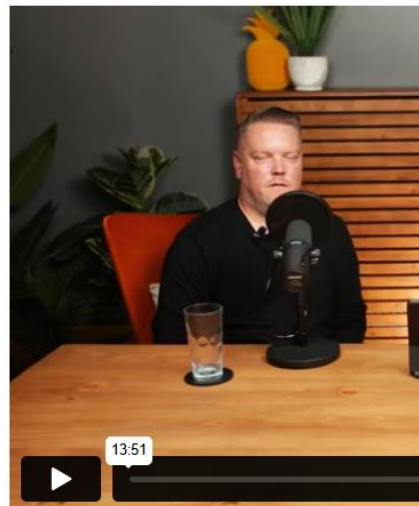
Study Hack






The Pomodoro Technique

The brain can only focus deeply a before it becomes fatigued. Ther break, the more inefficient they k

Podcast Episode








TOPIC: MOTIVATING CHILDREN THROUGH THEIR EXAMS



#8 FROM THE SIDELINES Tip

To help organise flashcards, your child can hole punch them in the corner and add a treasury tag or keyring loop so that all the cards for one subject, or one topic within a subject can be kept together.

fromthesidelines.uk     

Be a study buddy

Show interest in your child's progress and discuss their progress and assistance when needed. Be a study buddy if possible, and have discussions to reinforce understanding of the subject.

over the thin



Booster timetable

Exam Week 1 - 16/05/22 - Week: B					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor Time		Exam - Biology Paper 1 Start - 8:45am	Exam - English Language Paper 1 Start - 8:45am	Exam - History (Medicine in Britain) Start - 8:45am	Exam - Maths Paper 1 (Non-Calculator) Start - 8:45am
Period 1	Booster - Science S12	Exam - Biology Paper 1	Exam - English Language Paper 1	Exam - History (Medicine in Britain)	Exam - Maths Paper 1 (Non-Calculator)
Period 2	Booster - Computer Science CS3	Film - E11	English - E6	Booster - Film Studies E11	Booster - Film Studies E11
Period 3	Booster - Computer Science - CS3 Early Lunch - Go to Canteen at 12:35	Booster - English E6	Booster - History Canteen	Booster - Maths CL2	Booster - Geography H3 Early Lunch - Go to Seating Outside Canteen/SFC at 12:50
Period 4	Exam - Computer Science Paper 1 Start - 1:05pm	Booster - English E6	Booster - History Canteen	Booster - Maths CL2	Exam - Film Studies (Component 1 - US Film) Start - 1:20pm
After-school	BOOSTER - Science - Biology Paper 1				

Our booster timetables will begin on Monday 6th May – the week of the first examination.

The day before the public examination, the students will be offered **at least two sessions** in that subject in order to prepare them as much as possible for the following day's assessment. This will be delivered in the style of a **walking/ talking mock** to guide the students, step by step, through exam questions, just like they will do the next day.

**“HIGH ACHIEVEMENT
ALWAYS TAKES PLACE
IN THE FRAMEWORK
OF HIGH
EXPECTATION.”**

CHARLES KETTERING

- **Accelerate Plus sessions** offered from Tuesday through to Friday every week. Chance to win prizes from our raffle!
- Celebrating our students' successes through our **merit and award system** but also holding them to account if they do not meet our expectations.
- Accelerated Maths, English, Science and Study Skills sessions being offered in **tutor time**.
- **Balanced careers advice** offered through meetings and visiting speakers in assemblies.
- **Focused home learning** being set on a weekly basis to support learning in lessons (including **Sparx**).
- **Our PPE programme**, allowing students to receive regular feedback prior to their final examinations.
- **Ongoing pastoral support** from the year 11 team.

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The raffle will be drawn at the end of the event tonight.

We will post the winners on our social media and will send the prize via post!



Effective Revision Techniques

J Jenkin – Assistant Headteacher

For revision to be effective, students need to be **actively** recalling and applying information and not just passively re-reading notes or looking at a revision guide.

- Regular short bursts – planned out in manageable chunks with breaks/free time interleaved
- Spaced repetition – revisit at increasing time intervals
- Mixture of revision methods (e.g. mindmaps, diagrams, flashcards, practice questions, summaries etc.)



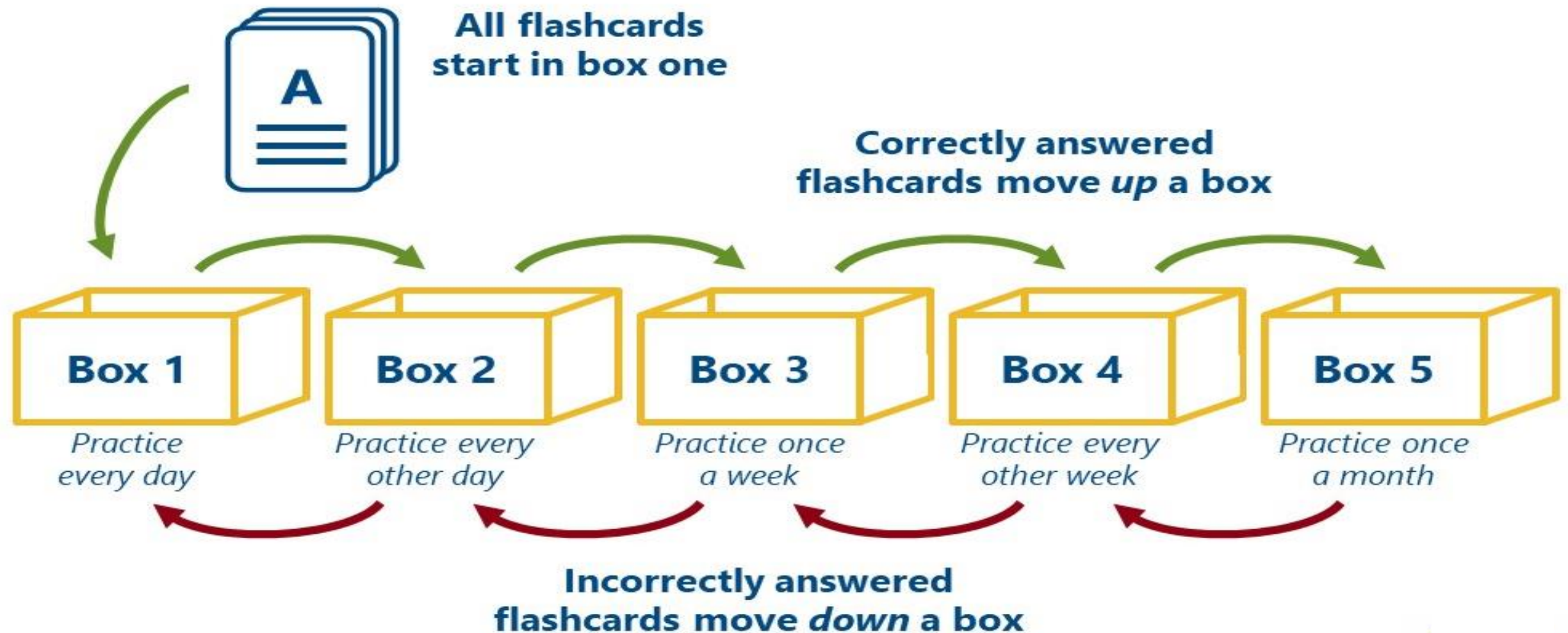
Pomodoro Technique



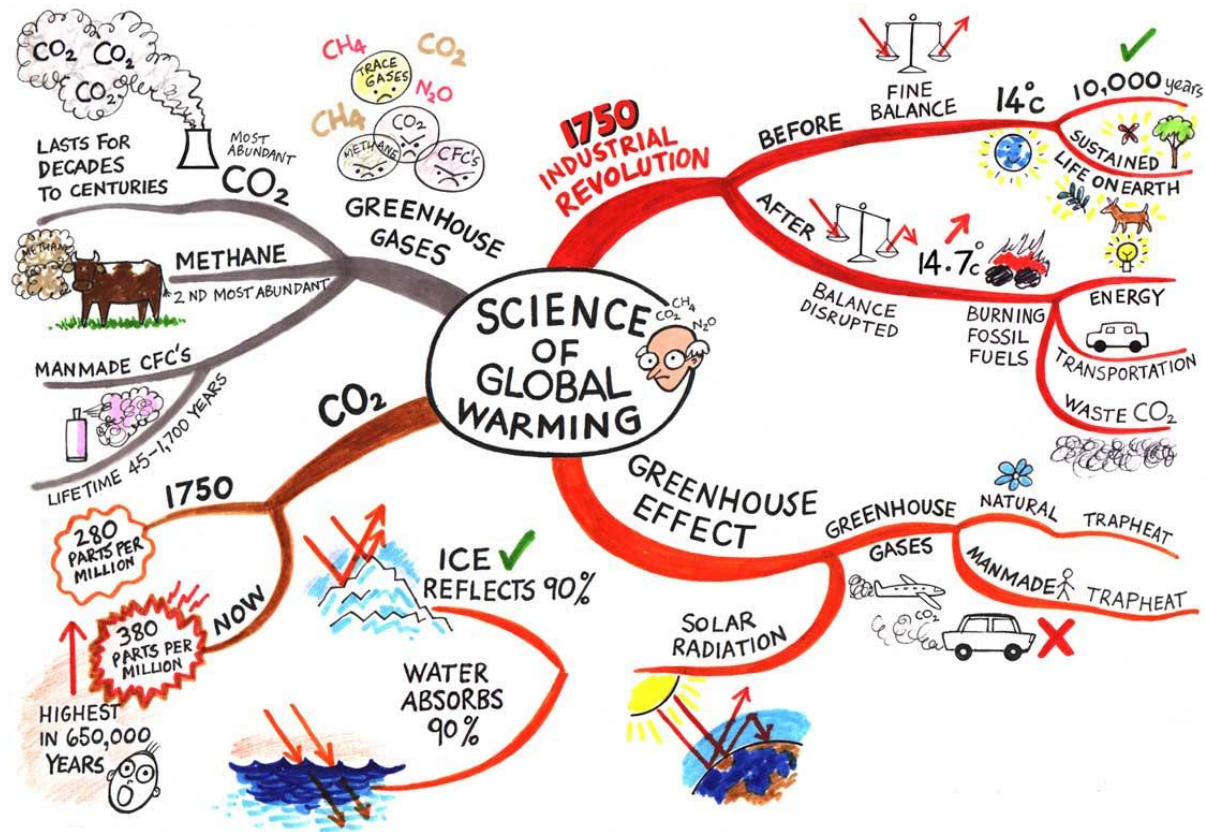
- Select a single task to focus on
- Set a timer and work continuously for 25 minutes
- Take a productive 5 minute break
- Repeat for four rounds
- Take a longer break for 30 minutes

Leitner system (flashcards)

Increase your memory with spaced repetition and active recall



- Mindmapping is a visual way to organise ideas around a central concept.



- A central idea
- Sub-branches of different colours
- Curved lines
- Key words or very short phrases
- Images to support meaning

- Practice questions/ exam papers
- Teaching someone else
- Mnemonics/acronyms e.g. BIDMAS
- Storytelling/ association (Memory Palace)

Reducing Stress and Anxiety linked to exams



K O'Mara – Deputy Headteacher

J McGlynn – Deputy Head of 6th Form

How to support your teen

Exam stress can affect how young people feel, think and behave



Exam stress can affect how young people feel, think and behave



Exam stress can affect how young people feel, think and behave

I'm a failure

Everything I do is wrong

I can't do this, I'm going to fail

I'm stupid

THOUGHTS

I can't cope

My friend is better than me

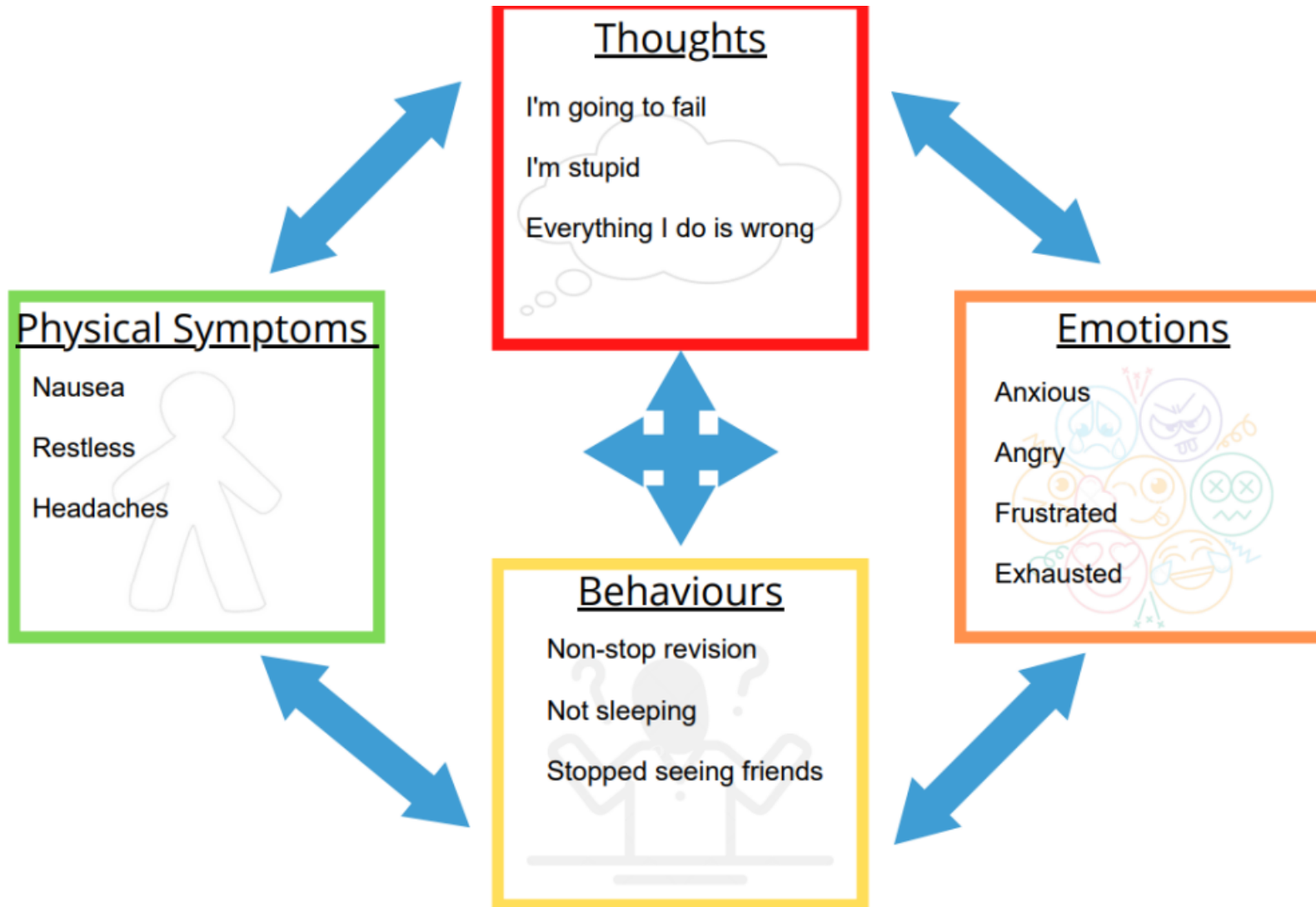
I'm a disappointment to myself and others

It's all
pointless

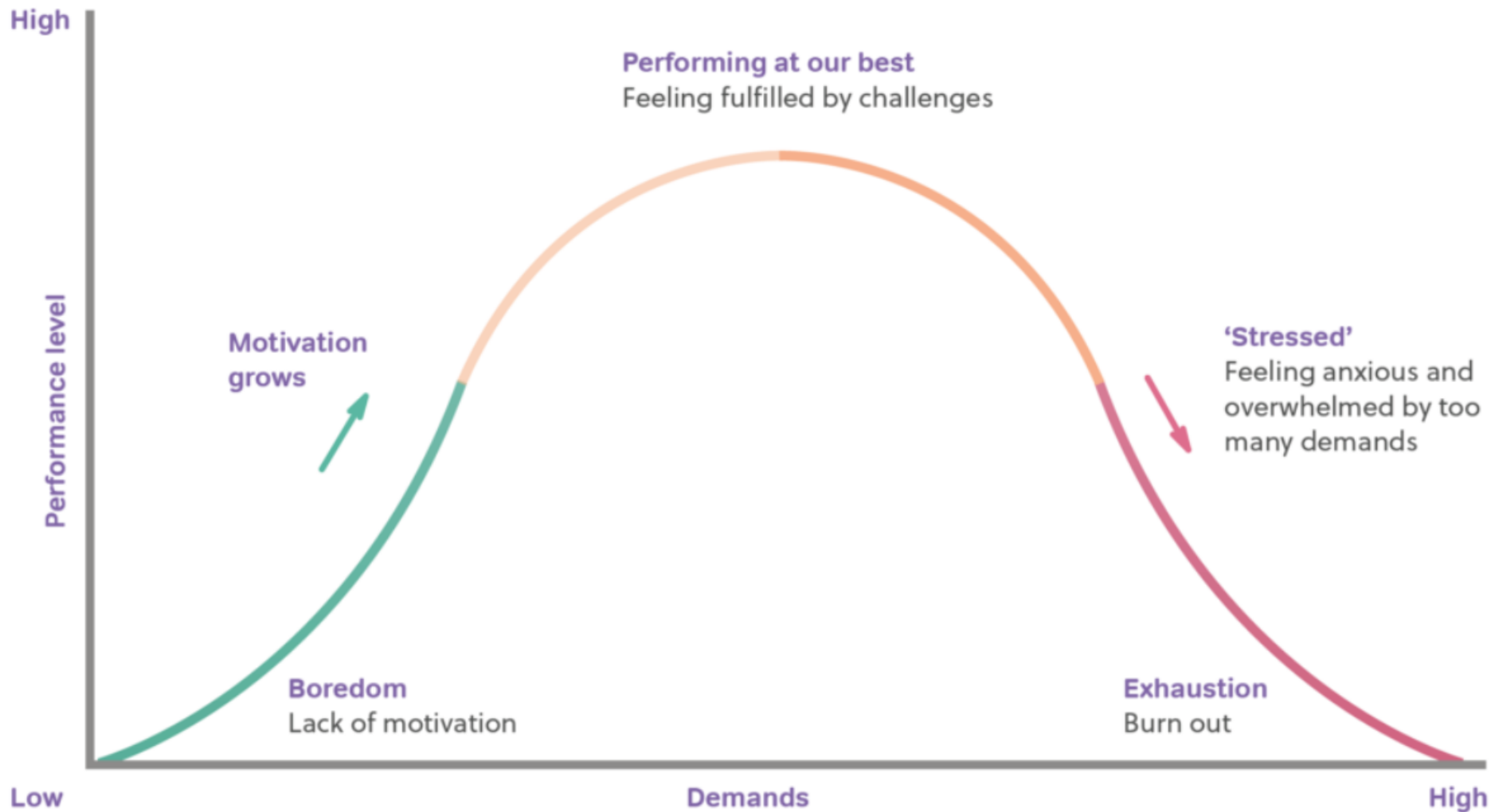
Exam stress can affect how young people feel, think and behave



The Vicious Cycle



Not all stress is bad- in the right amount it motivates us



Use and normalise the word anxiety

Normalising anxiety is the process of accepting anxiety as a normal human experience and learning to manage it.

It involves understanding that anxiety is a signal from the body and mind, rather than a flaw

- ✓ **Listen and Normalise** anxiety: Listen to the child or young person about their concerns to validate their emotions.
- ✓ **Reassure** them that feeling anxious because of exams is common and can be a normal response to stress. This reassurance can help reduce feelings of isolation
- ✓ **Encourage Positive Self-Talk:** Encourage them to rethink these negative thoughts these with positive affirmations and rational thoughts. This is known as 'reframing' thoughts.

Examples of **reframing thoughts** include:

"I'm so anxious in exams, my mind always goes blank" can be reframed to "I am confident that I can manage any difficulties that might occur during the exam"

"If I don't get the highest grade on this exam, I'm a failure" can be reframed to "The result of this exam does not define my abilities or worth"

What can help?



Sleep

Exercise

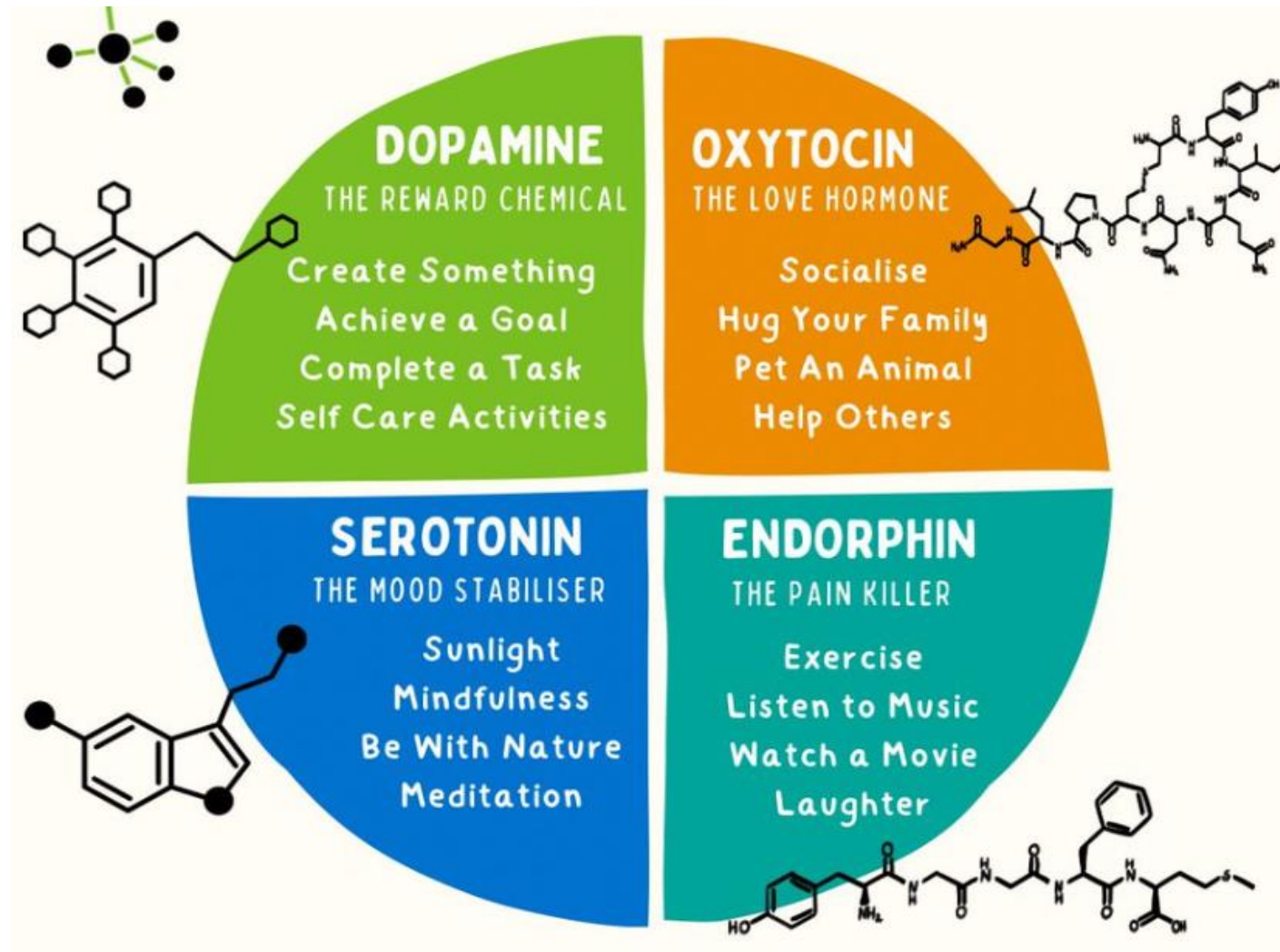
Eating healthy

Mindfulness

Doing things
you enjoy

Take time
to relax

Ensure that they get their daily dose of Happiness chemicals



Watch for signs of stress and anxiety

- Having someone to talk to about their work can help.
- Support from a parent, tutor or study buddy can help young people share their worries and keep things in perspective.
- Encourage your child to talk to a member of school staff who they feel is supportive.
- If you think your child is not coping, it may also be helpful for you to talk to their teachers.



How can I support my teen

- Be the person they want to come to when they are unsure what to do
- Be aware of your own stress levels
- Listen without judging or giving advise
- Expect rejection
- Monitor if stress is affecting your teens behaviour, thoughts or feelings

COPING WITH EXAM STRESS

TOP TIPS FROM YOUNG PEOPLE

Don't say 'shouldn't you be revising?' instead ask 'Is there anything I can do to help?'

"Help me to keep a healthy diet! Lots of snacks please."

Sometimes my bedroom isn't the best place to revise - I liked going to coffee shops

"Don't assume it is the same as when you were at school, it's different now."

Give support but also give me space

Supporting your Neurodivergent Young Person

Students who are ND often experience high levels of anxiety.

Some tips to prepare them for the day include:

- Social Stories to help students cope with tricky situations – Carol Grey - [Home - Carol Gray - Social Stories](#)
- Use schedules, cue cards and comic strips instead of verbal communication at times of stress
- “oops” sessions when there are changes to the timetable. An ‘oops’ session is a way of supporting young people who are ND to understand that there are often things that happen that are not expected - the ‘oops’ is placed on the visual schedule in place of what is expected to happen.
- It is also important to support students to manage their anxiety when change occurs, and to help them feel relaxed when studying.
- Attending a staffed homework club and revision club helps students who find it difficult to study at home. Varying the content of practice questions give students the opportunity to apply their knowledge more widely.

Supporting your Neurodivergent Young Person

Exam-based Source of Anxiety	ND-based cause (which of the 4 areas?)	Intervention or Reasonable Adjustment
Revision		
Sitting in the hall		
Organising myself		
Time		

- Social Interaction
- Social communication
- Flexibility of thought/ executive functioning/central coherence
- Sensory integration

Useful websites:

- [Sunderland Autism Outreach Team - Exam Advice \(sunderlandaot.co.uk\)](http://sunderlandaot.co.uk)
- [Exam Preparation - Teenage Resource \(middletownautism.com\)](http://middletownautism.com)
- [Exam Accommodations Guidance for Examination Boards \(autismeducationtrust.org.uk\)](http://autismeducationtrust.org.uk)
- [Making exams accessible for autistic students \(autism.org.uk\)](http://autism.org.uk)

Don't forget to celebrate after the exams

- After the exams are over, it's important to take time to celebrate your child's hard work and achievements.
- Celebrating can help your child feel a sense of accomplishment and provide closure to the GCSE season.
- Encourage your child to reflect on their experience and identify areas of success and growth. This can help them build confidence and motivation for future endeavours.
- Finally, take time to celebrate your own hard work as a parent. Recognise the effort and dedication it took to support your child through GCSE season and celebrate your own accomplishments.



Helpful links, apps and telephone numbers

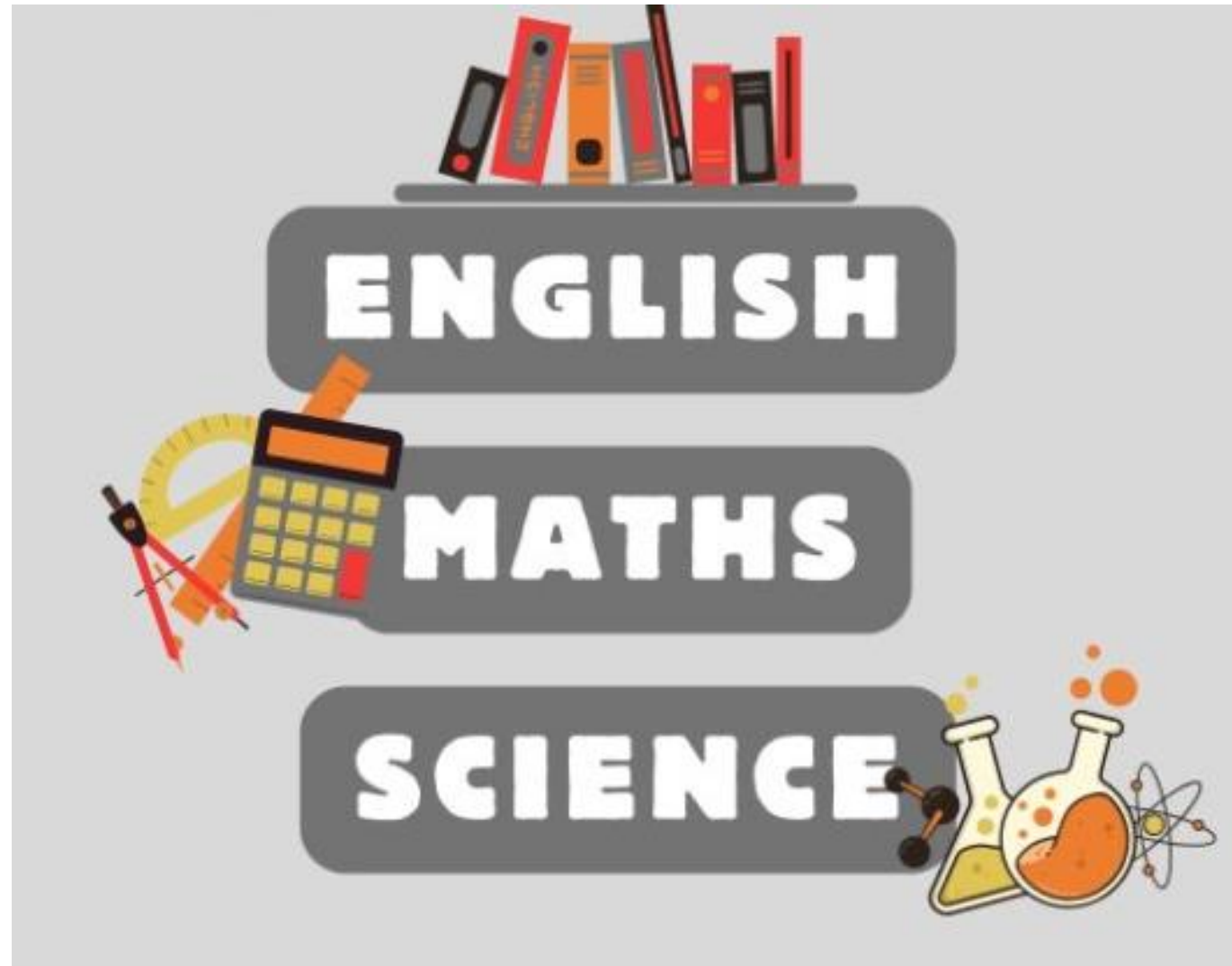
- www.place2be.org.uk
- www.youngminds.co.uk
- www.camhscornwall.org
- Think Ninja app
- Sanvello app
- Clear Fear app
- Mindshift app Connections; A 24/7 helpline 03001235440 for any mental health issues
- www.childline.org.uk or call 0800 1111


Year 11 Core

R. Dodge – Head of Maths


T. Wilson – Head of English

R. Pooley – CELT Deputy Director of Science



A photograph of a person with a backpack standing on a grassy path overlooking a steep, rocky cliffside. The person is looking out over the ocean under a cloudy sky. The text 'Believe you can and you're halfway there.' is overlaid in white on the left side of the image.

**Believe
you can
and you're
halfway
there.**

A stack of five smooth, dark stones balanced on top of each other, set against a light background.

“Nothing is
impossible. The word
itself says ‘I’m
Possible’”



February 2025

Revision and PPE preparation

March 2025

Year 11 PPE's

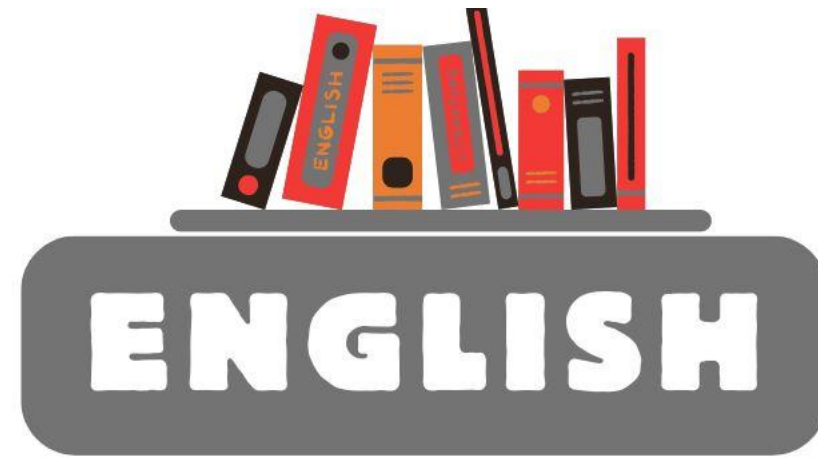
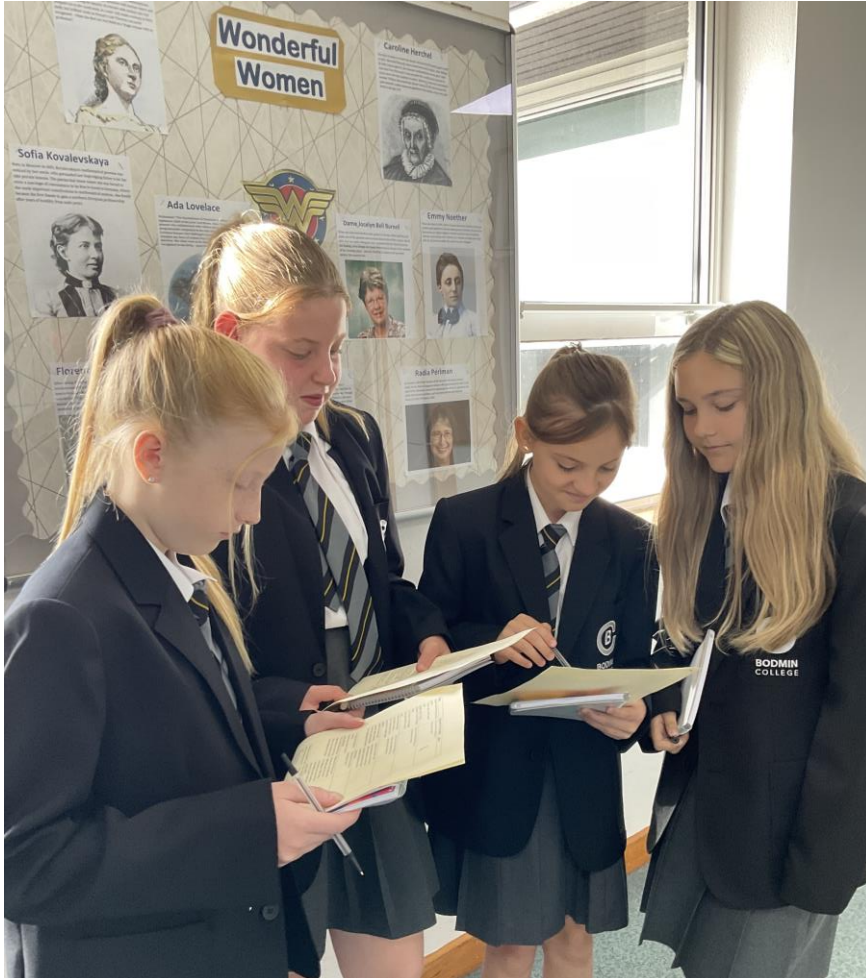
April 2025

Revision and consolidation from PPE's

May 2025

Year 11 GCSE exams start

How to be successful in English



Paper 1: Explorations in Creative Reading and Writing (80 marks)

One fiction text

Section A: Four reading questions **40 marks**

Section B: **One creative writing task. 40 marks**

Paper 2: Writers' Viewpoints And Perspectives (80 marks)

Two non-fiction texts

Section A: Four reading questions

Section B: **One non-fiction task writing to persuade. 40 marks**

Both papers 1 hour and 45 mins

Paper 1: Shakespeare and Nineteenth Century Novel

Section A: Macbeth

Section B: A Christmas Carol

1 hour 45 minutes

Paper 2: Modern Texts and Poetry

Section A: An Inspector Calls

Section B: Power and Conflict poems

Section C: Analysis of one unseen poem and comparison of two unseen poems

2 hours 15 minutes (45 minutes on each section)

Year 11

Spring Term 2025

Language Paper 2 Writer's Viewpoints and Perspectives.

Macbeth

A Christmas Carol.

Question 4

Whilst **the writer** of source a feels (positive negative excited, in awe of, apprehensive about, terrified of, in charge of, involved in, inspired by, traumatized by, nostalgic about, **the writer** of source b feels (afraid of, excited by, eager to try, sympathetic to, angry with.....)

For example, in source a, the writer is.....and feels..... This is shown when we learn that "quote". The metaphor depicts the idea that.....and by using the semantic field of, the writer portrays the idea that..... ,

Whereas in source B the writer is.....and feels..... This is shown when we learn that "quote". The metaphor depicts the idea that.....and by using the semantic field of, the writer portrays the idea that.....

6th January	
Lesson 1	The Place Poems SOTI/OZ/PRE/LN Thesis practise.
Lesson 2	Teacher model. Highlight. Select. Craft. P7-10 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
Lesson 3 Allwrite 1 Language	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. [16 marks]
Lesson 4	Motif – Blood guilt/consequence/retribution
Lesson 5	The Captain's speech p21
Lesson 6	The Sleep scene. p29
Lesson 7 Allwrite Literature	The bloody daggers scene - Starting with this extract, explore how Shakespeare presents the theme of guilt in the play Macbeth. P26
20th January Week 3/4	
Lesson 1	The War Poems COTLB/EXP/BC/RMS
Lesson 2	Q2 You need to refer to Source A and Source B for this question. Use details from both Sources. Write a summary of the differences between Eddie and Henry. P10-14
Lesson 3 Allwrite Language	Q4 For this question, you need to refer to the whole of Source A, together with Source B, the father's letter to a family friend. Compare how the two writers convey their different attitudes to parenting and education.
Lesson 4	Motif - Deceit /treachery/warning/political propaganda Macduff as loyal p30
Lesson 5	Macbeth has treacherous thoughts p22
Lesson 6	Macbeth grapples with his conscience. p24
Lesson 7 Allwrite Literature	The Banquet Scene. P27. Starting with this extract, explore how Shakespeare presents the theme of deceit in the play Macbeth.

Macbeth and Lady Macbeth as usurpers of the throne.

Macbeth – Banquet Scene. The axis of the play. Recognising his responsibility and guilt.

At this point in the play Macbeth is attending a feast to celebrate his coronation with the lords and Lady Macbeth.

Order – disorder. Unity – disunity. Axis. Beginning of accelerated hamartia. Deceit. Consequence. Dishonesty and treason.

MACBETH

You know your own degrees; sit down. At first And last, the hearty welcome. *They sit.*

LORDS Thanks to your Majesty.

MACBETH

Ourself will mingle with society

And play the humble host.

Our hostess keeps her state, but in best time

We will require her welcome.

LADY MACBETH

Pronounce it for me, sir, to all our friends,

For my heart speaks they are welcome.

Enter First Murderer to the door.

MACBETH

See, they encounter thee with their hearts' thanks.

Both sides are even. Here I'll sit i' th' midst.

Be large in mirth. Anon we'll drink a measure

The table round. *He approaches the Murderer.* There's

blood upon thy face.

At this point in the story, the weather at the beginning of the novella is described.

Pathetic fallacy. Obscurity. Miserliness. Victorian London. Religion. Personification.

Meanwhile the fog and darkness thickened so, that people ran about with flaring links, proffering their services to go before horses in carriages, and conduct them on their way. The ancient tower of a church, whose gruff old bell was always peeping slyly down at Scrooge out of a Gothic window in the wall, became invisible, and struck the hours and quarters in the clouds, with tremulous vibrations afterwards as if its teeth were chattering in its frozen head up there. The cold became intense. In the main street, at the corner of the court, some labourers were repairing the gas-pipes, and had lighted a great fire in a brazier, round which a party of ragged men and boys were gathered: warming their hands and winking their eyes before the blaze in rapture. The water-plug being left in solitude, its overflowings sullenly congealed, and turned to misanthropic ice. The brightness of the shops where holly sprigs and berries crackled in the lamp heat of the windows, made pale faces ruddy as they passed. Poulterers' and grocers' trades became a splendid joke: a glorious pageant, with which it was next to impossible to believe that such dull principles as bargain and sale had anything to do. The Lord Mayor, in the stronghold of the mighty Mansion House, gave orders to his fifty cooks and butlers to keep Christmas as a Lord Mayor's household should; and even the little tailor, whom he had fined five shillings on the previous Monday for being drunk and bloodthirsty in the streets, stirred up to-morrow's pudding in his garret, while his lean wife and the baby sallied out to buy the beef.

Foggier yet, and colder. Piercing, searching, biting cold. If the good Saint Dunstan had but nipped the Evil Spirit's nose with a touch of such weather as that, instead of using his familiar weapons, then indeed he would have roared to lusty purpose. The owner of one scant young nose, gnawed and mumbled by the hungry cold as bones are gnawed by dogs, stooped down at Scrooge's keyhole to regale him with a Christmas carol: but at the first sound of

"God bless you, merry gentleman!
May nothing you dismay!"

Scrooge seized the ruler with such energy of action, that the singer fled in terror, leaving the keyhole to the fog and even more congenial frost.

Starting with this extract, explore how Dickens presents the weather in A Christmas Carol

Imagine this....Here I am.....be emotive, and imaginative. This needs to be as visual and descriptive as possible. Take your reader to the heart of the issue. If it is about cars write about coughing, spluttering in a serpent of rumbling fire and fury. Really go for it. Use your descriptive writing techniques...far and close, sounds. Big and small. Time of year, time of day. Prepositional phrases "All around me...In the far distance"

Define the thing or steer. Use an extended metaphor....
Homework. An oxymoron. Working, at home. Home should be a place of happiness and yet.....
Cars. Steel cages that bellow out toxins. Crawling, sliding through towns in thick smog.
Sport. Gladiators. Hunting. Dog eats dog and every man for himself. Brutal and belittling. A colosseum of jeering and mockery.

Firstly...This will probably be your historical hat. "For centuries we have.....Ever since the beginning of time people have debated whether...We have always been preoccupied with.....Even the neanderthals!

Secondly get your scientific, authoritative hat on. Leave your reader in no doubt by throwing facts, science, quotes and research at them. "Recently, investigations into pollutants has revealed. ...a study of particular interest from Harvard university illuminated a harsh reality...Dr Humphries from the University of the West of England has produced a research study that suggests....
 Then counter argue. Appeal to your reader. Interrogate them. Isn't it time you bought into our planet, your planet, the place where you call home? Surely you understand that this is.....

And so, finally.... Ultimately it is up to you, reader (not really. You must leave them in no doubt)! If you can make it cyclical...return to the start line but juxtapose it. So if you started with.."I am struggling to breathe on this rugby pitch, out of my element amidst the shouts and grunts" finish with "I watch the rugby with a book in my hands, enjoying every moment."

Use hyperbolic statements such as "There will never, ever be a day when...." "It is ridiculous to suggest that" "Surely you and your colleagues cannot suggest that...." For goodness sake, since when did the world.....

How to plan for the powerful, big ideas.

It was.....Time of day and setting. Narrative hook.

Personify the weather. Introduce a motif.....(The sun? The river?)

Establish weather. Frost clung to the branches.....Time of year
 Show not tell. Use an extended metaphor and prepositional phrases.
 Describe something in the far distance. Describe something on the floor/underneath your characters feet.

His heartbeat loudly as his feet pounded the pavement.....Introduce character and problem. Lost. Pathetic fallacy to reflect their state of mind.

Gradually the sun burst through the clouds.....Create a mood shift using the weather.

Then he stopped.....all around him the.....Denouement – make it cyclical



Macbeth



Act summaries:
https://www.youtube.com/playlist?list=PL7wZK8W4mR2vAieaEloImMaCa7ib8_M4
BBC Teach:
https://www.youtube.com/watch?v=6yo9XbFA1zU&list=PLcvEcrsF_9zIurVvQGf7xC2_OUlv09Un6



Plot summary:
<https://www.rsc.org.uk/shakespeare-learning-zone/macbeth/story/scene-by-scene>

Full text: <https://shakespeare.mit.edu/macbeth/full.html>



A Christmas Carol



Animated adaptation:
<https://www.youtube.com/watch?v=N6IMZfwY50>
Plot summary:
<https://www.youtube.com/watch?v=yPmW8eGxfI8>



Plot summary:
<https://www.cliffsnotes.com/literature/a-christmas-carol/summary>

Full text: <https://www.gutenberg.org/files/46/46-h/46-h.htm>



An Inspector Calls



Stage production:
<https://www.youtube.com/watch?v=zXT0FafRQWM>
Plot summary:
<https://www.youtube.com/watch?v=GpWt8yZaim4>



Plot summary:
<https://www.bbc.co.uk/bitesize/guides/z2Zp9at/revision/2>

Full text: <https://www.craftcommunityschool.co.uk/an-inspector-calls-full-text/>



Power and Conflict Poems



Animated reading videos:
<https://www.youtube.com/playlist?list=PL7wZK8W4mrD1e-PUdek8XNGcMY8a8a1>
Analysis videos:
https://www.youtube.com/playlist?list=PLAdQMSI78SsE0p1Ti-N_SAd6aD6w0ih_a



Poems and analysis:
<https://thebicester-school.org.uk/wp-content/uploads/2017/02/Poetry-Support-Booklet.pdf>

Full texts: <https://www.tavistockcollege.org/wp-content/uploads/2018/10/Power-Conflict-Poetry-Cluster.pdf>



Year 11 English Literature Knowledge Organisers.

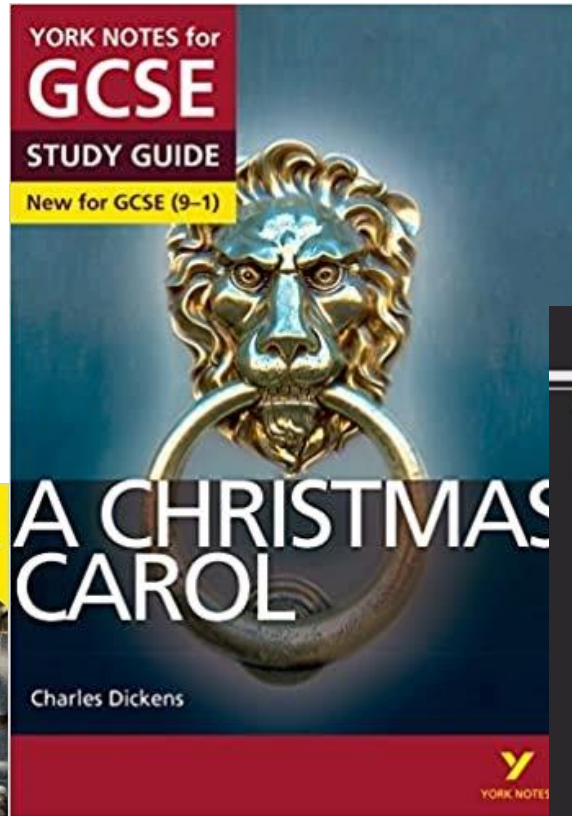
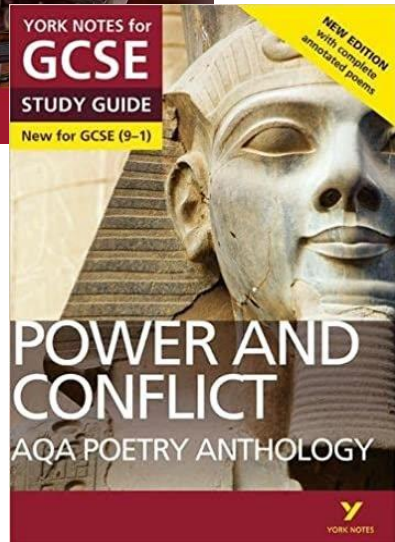
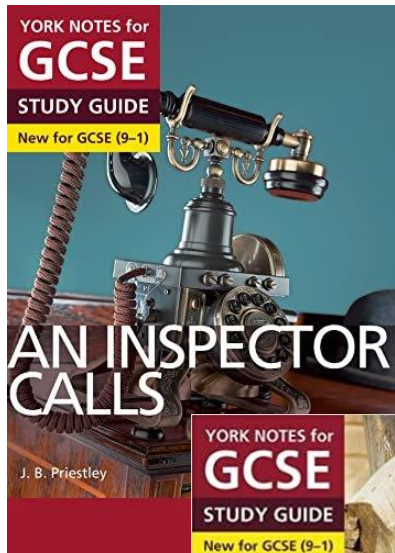


Macbeth
A Christmas Carol
An Inspector Calls
Power and Conflict Poetry

Theme	Motif	A Christmas Carol			
Greed/avarice Charity Money Kindness Christmas Spirit Social Responsibility	"Oh but he was a fight-fisted hand at the grindstone!" Narrator describing Scrooge → "I wear the chains I forged in life." Marley's warning	"A squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner!" → "If they want to die, they better do it and decrease the surplus population"	Fezziwig → "heaped fuel on the fire" → contrast with earlier "feeble fire" describing Scrooge	Ignorance and Want → "Yellow, meagre, ragged, scowling, wolfish"	Scrooge donated "many back payments" → "He did it all and infinitely more"
Family Loneliness Christmas spirit Love	"secret and self-contained and solitary as an oyster"	Fred → "his eyes sparkled and his breath smoked again"	Belle (missed opportunity) → "a golden one [Idol]"	The Cratchits → "as good as gold and better"	Scrooge → "a second father to Tiny Tim"
Redemption Change Transformation	"hard and sharp as flint from which no steel had ever struck out generous fire"	"A squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner!"	Fezziwig → "He has the power to render us happy or unhappy"	Ignorance and Want → "Yellow, meagre, ragged, scowling, wolfish" → Scrooge "Have they no refuge" → contrasts with "surplus population"	Scrooge to Bob → "make up the fires and buy another coal scuttle" → "he did it all and infinitely more"
Fire Benevolence Philanthropy Companionship	Scrooge "hard and sharp as flint"	"The clerk's fire looked like one coal" "Frail little spark"	"A lonely boy was reading near a feeble fire" 'Such a mighty blaze went roaring up the chimney.'	Fezziwig "heaped fuel upon the fire" "They found a cheerful company assembled round a glowing fire"	Scrooge "Make up the fires"
Time Transformation Urgency	"Marley was dead: to begin with"	"What's Christmas time to you but a time for paying bills without money; a time for finding yourself a year older but not an hour richer"	"My life upon this globe, is very brief"	I will live in the Past, the Present, and the Future!"	The time before him was his own to make amends" → "I don't know what day of the month it is! (...) I'm quite a baby."
Weather	The fog crept in at every chink and	Meanwhile the fog and darkness thickened			No fog, no mist, clear, bright, jovial, stirring, cold

Macbeth				
Downfall Hubris, hamartia	All's too weak for brave Macbeth, for he deserves that name - The Captain	So full of Scorpions is my mind dear wife - Macbeth	Be innocent of the knowledge dearest chuck - Macbeth	I am in blood <u>stepp'd</u> in so far - Macbeth
Deceit treason	Will all great Neptunes oceans wash this blood clean from my hands - Macbeth	Stars hide your fires, let not light see my black and deep desires - Macbeth	Look like the innocent flower but be the serpent under't - Lady Macbeth	False face must hide what false heart doth know - Macbeth
Trust Naivety	He was a man upon whom I built an absolute trust - Duncan (There's daggers in men's smiles - Malcolm)	This castle hath a pleasant seat - Duncan	He's here in double trust Macbeth about Duncan	Fill to govern. No not to live Macduff about Malcolm
Femininity Paradigms Patriarchy	I have given suck and know how tender 'tis to love the babe that milks me - Lady Macbeth	Come you spirits. Unsex me here.	All the perfumes of Arabia cannot sweeten this little hand - LM	Wither should I fly? - Lady Macduff
Masculinity Chivalry Honour Loyalty	Brandish'd steel... smoked with bloody execution - The Captain All's too weak for brave Macbeth - The Captain	I have no spur to prick the sides of my intent, but only vaulting ambition - Macbeth	Bleed bleed poor country - Macduff	I must also feel it like a man - Macduff
Violence Power Cruelty	Unseam'd him from the nave to the chaps - Captain	A little water clears us of this deed - Lady Macbeth	I am in blood <u>stepp'd</u> in so far Macbeth	Give to th' edge of the word his wife, his babes and all who trace him in his line. Macbeth
The supernatural Weird sisters Hallucinations Conscience	Fair is foul and foul is fair - The weird sisters	By the pricking of my thumbs something wicked this way comes - The weird sisters	Thou canst not say I did it! Never shake thy gory locks at me Macbeth to Banquo's ghost	None of woman borne shall harm Macbeth The Weird sisters
Sleep and paranoia Guilt, Damnation	Dagger of the mind... false creation proceeding from the heat oppressed brain - Macbeth	Sleep no more... Macbeth doth murder sleep - Macbeth	These terrible dreams That shake us nightly - Macbeth	Wake Duncan with thy knocking! I would thou <u>couldst</u> . - Macbeth
Kingship Divine right of Kings/ chain of being.	Why do you dress me in borrowed robes - Macbeth	Barren sceptre Fruitless crown - Macbeth	The table's full - Macbeth	Giant's robes upon a dwarfish thief - Angus
Consequence Divine retribution	Hell is murky _ Lady Macbeth 'Tis said they did eat each other	Blood will have blood - Macbeth	Out damned spot Out I say - Lady Macbeth	This dead butcher and his fiendlike queen Malcolm

An Inspector Calls					
Materialism and capitalism The Industrial revolution Nouveau riche/materialistic Status	"The dining room is of a fairly large suburban house, belonging to a prosperous manufacturer"	"Hardheaded practical man of business"	"Her husbands 'social superior' (About Sybil)	Perhaps I ought to warn you that that [the Chief Constable is] and old friend of mine. We play golf together."	Crofts and Birlings are no longer competing but are working together – for lower costs and higher prices."
Ignorance Bigoted Patriarchal Insecure Socially anxious	"Unsinkable, absolutely unsinkable"	rather noisily) (who is uneasy) (defiantly) (miserably) (sulkily) (Adverbs used to describe Eric)	But I accept no blame for it at all."	"There'll be a public scandal... and who here will suffer for that more than I will?"	"I've got to cover this up as soon as I can."
Aristocracy Women Powerlessness	"Look mummy"	Nothing to do with you Sheila, run along.	"But these girls aren't cheap labour. They're people".	Girls of that class. Girls of that sort. Sybil "Young, fresh and charming".	"My child – your own grandchild - you killed them both – damn you, damn you". (Eric)
Morality and socialism Powerful Interrogative Assertive moral voice Championing the poor	"He creates at once an impression of massiveness, solidity and purposefulness" "Public men, Mr Birling have responsibilities as well as privileges".	"We are members of one body. We are responsible for each other"	"If men will not learn that lesson, then they will be taught in fire and blood and anguish"	"Millions and millions of Eva Smith's and John Smith's.....all intertwined with our lives".	"The money's not the important thing. It's what happened to the girl and what we did to her that matters."
			Between us – we drove that girl to suicide."		



1. **Attendance.** If you're here you're half way there!
2. Prioritise opinionated writing and creative writing. Use the Allwrite booklets and exercise books to highlight and recall.
3. Know the characters and themes in *Macbeth*/*An Inspector Calls*/*A Christmas Carol*. Know your three key quotes for each Anthology Poem
4. Watch the Polanski *Macbeth*/*A Christmas Carol*/*An Inspector Calls*.

How to be successful in Science





Paper 1 and 2 Biology

CS: 60 marks
TS: 100 marks

Paper 1 and 2 Chemistry

CS:60 marks
TS: 100 marks

Paper 1 and 2 Physics

CS:60 marks
TS: 100 marks

Paper One: Biology

Content overview

- Topic 1 – Key concepts in biology
- Topic 2 – Cells and control
- Topic 3 – Genetics
- Topic 4 – Natural selection and genetic modification
- Topic 5 – Health, disease and the development of medicines

Paper Two: Chemistry

Content overview

- Topic 1 – Key concepts in chemistry
- Topic 2 – States of matter and mixtures
- Topic 3 – Chemical changes
- Topic 4 – Extracting metals and equilibria

Paper Three: Physics

Content overview

- Topic 1 – Key concepts of physics
- Topic 2 – Motion and forces
- Topic 3 – Conservation of energy
- Topic 4 – Waves
- Topic 5 – Light and the electromagnetic spectrum
- Topic 6 – Radioactivity

Paper Four: Biology

Content overview

- Topic 1 – Key concepts in biology
- Topic 6 – Plant structures and their functions
- Topic 7 – Animal coordination, control and homeostasis
- Topic 8 – Exchange and transport in animals
- Topic 9 – Ecosystems and material cycles

Paper Five: Chemistry

Content overview

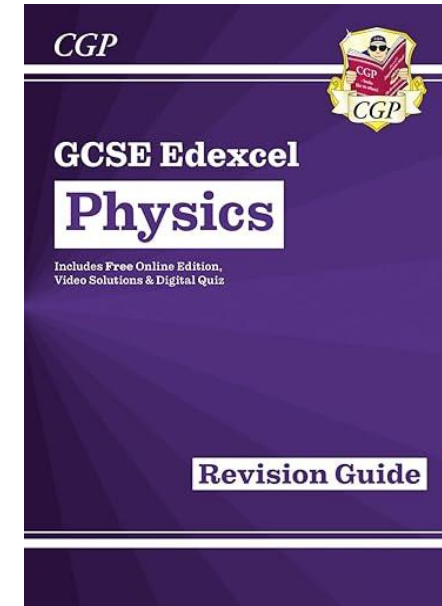
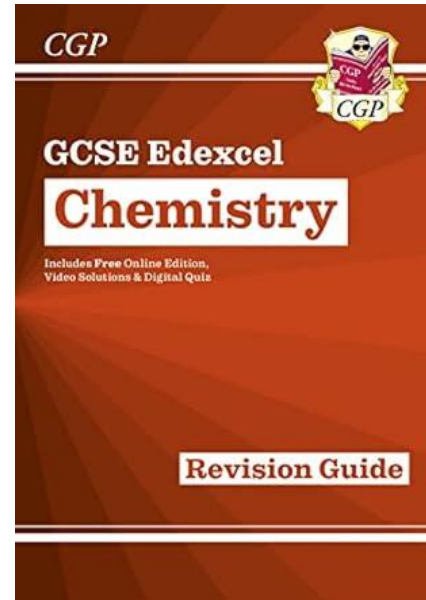
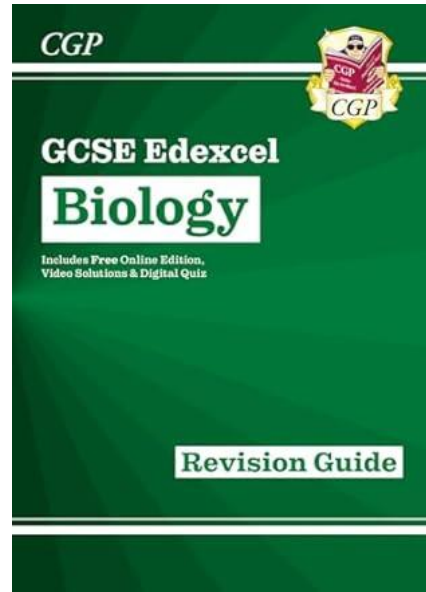
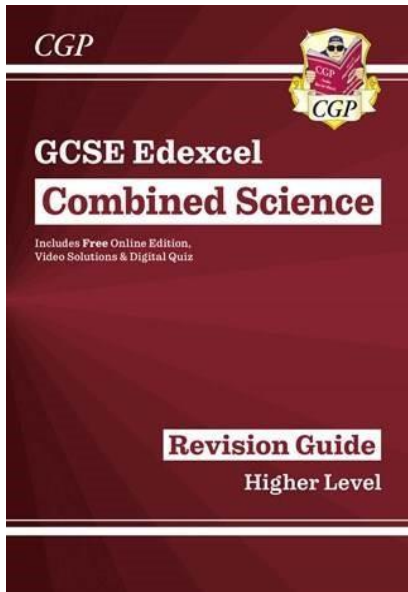
- Topic 1 – Key concepts in chemistry
- Topic 6 – Groups in the periodic table
- Topic 7 – Rates of reaction and energy changes
- Topic 8 – Fuels and Earth science

Paper Six: Physics

Content overview

- Topic 1 – Key concepts of physics
- Topic 8 – Energy - Forces doing work
- Topic 9 – Forces and their effects
- Topic 10 – Electricity and circuits
- Topic 11 – Static electricity
- Topic 12 – Magnetism and the motor effect
- Topic 13 – Electromagnetic induction
- Topic 14 – Particle model
- Topic 15 – Forces and matter

Essential resources



Summarise	Recall	Test
Summarise and condense any class notes, revision guides and revision.	Use active recall and spaced repetition to memorise your knowledge organisers until you can recall the information eg. Look, cover, write or self-testing	Use low stakes online tests/quizzes and answer high stakes past paper/sample questions to check and apply knowledge and understanding
Cornell Notes Flash cards Mind mapping Revision clocks Dual coding	Look cover & test Leitner system Blurt it Transform it	Low stakes Self-quizzing Quiz each other Online quizzes High stakes Exam style questions

- Attend **all** revision sessions you are invited to in year 11



Year 11 Science Revision



<u>Week commencing</u>	<u>Miss Goddard</u> <u>Study room</u> Biology Tuesday	<u>Mr Douglass</u> <u>Study room</u> Chemistry Wednesday	<u>Miss Myles RS06</u> Physics Thursday	<u>Mrs Pooley</u> <u>RS01</u> 7-9 separate science Friday
20 th January	Endocrine system	Key concepts (paper 1 and 2)	Electricity	Transformers - Physics
27 th January	Hormones in reproduction and contraception	Pollutants including carbon monoxide	Electromagnetism	The circulatory system - Biology
3 rd February	Insulin/diabetes	Energy changes, catalysts and bond energy calculations	Particle model and density	Motor effect - Physics
10 th February	Blood components	Rates of reaction	SHC and SLH	Chemistry calculations

- Use the PLC for PPE paper 2
- RAG each of the specification points
- Be honest with yourself
- Where do you start your revision?

	R	A	G	
Hormonal control in humans (endocrine system; blood glucose control; diabetes; negative feedback; hormones in human reproduction; treating infertility; feedback systems)				B5 Homeostasis
Organisation of an ecosystem (levels of organisation; how materials are <u>cycled</u>)*				B7 Ecology

- BBC bitesize revision
- Edexcel combined science trilogy
- Edexcel Biology, chemistry, physics

The BBC Bitesize logo, consisting of the letters 'B', 'B', and 'C' each in a white square, followed by the word 'Bitesize' in white text, all on an orange background.

- Edexcel exam past papers
- Ask your teacher – Do you need a specific topic?
- Visit the Bell building – Paper 1 and Paper 2's to help yourself

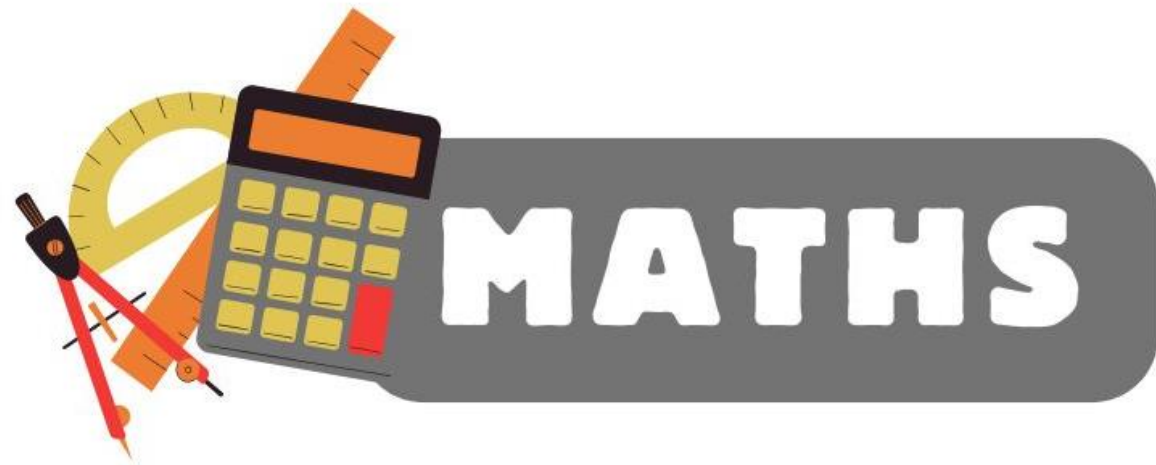


- Attendance at school and accelerate plus sessions
- Encourage students to complete homework
- Encourage students to use BBC bitesize – Podcasts, quizzes, videos
- Ensure that they are equipped with revision resources
- Past Papers

Any questions?

SCIENCE





The best way to improve your Maths skills, is
to do Maths

Paper 1
80 Marks
90 minutes
Non-calculator

Paper 2
80 marks
90 minutes
Calculator

Paper 3
80 marks
90 minutes
Calculator

- Any content can come up in any paper
- Two tiers – Higher (sets 1,2 and 3) and Foundation (set 4 and 5)
- Easier questions at the beginning, challenge builds throughout the paper
- Marks tell you the steps to get to the answer and the approximate time to take on each question
- 25-30 questions on each paper

What is happening in lessons?

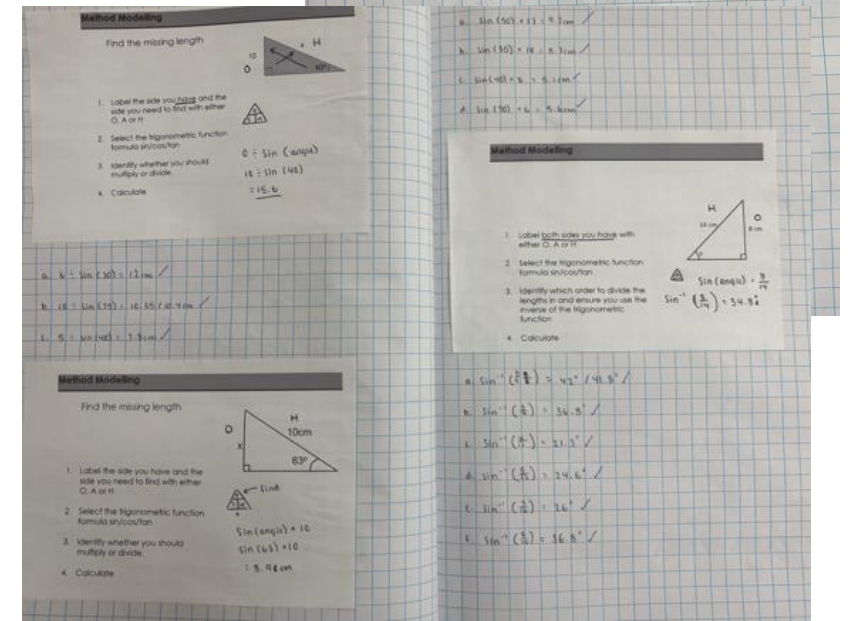
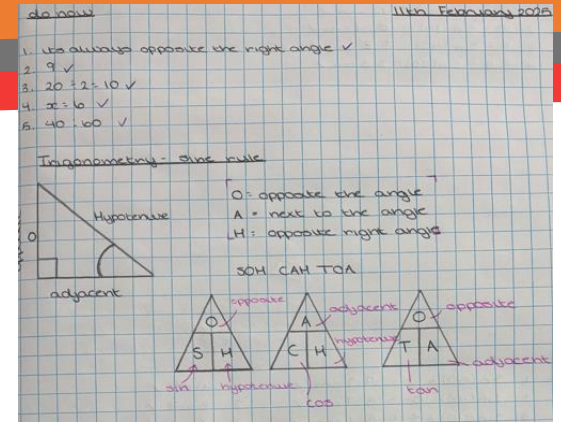
- Every lesson starts with a Do now
- The structure of the lesson is I do – We do – You do
- Students are now coming to a point of recapping and revising content

DO NOW

Tuesday, 11 February 2025

Trigonometry - Cosine

1	Which sides do you use when calculating with sine	
2	Which side is opposite the right angle	
3	Can you use SOHCAHTOA on a non right angle triangle?	
4	Calculate 5.3×6.8	
5	List the 4 transformations	



- Calculator - if possible, please ensure that they have one of the recommended Casio calculators.
- Maths set - improve familiarity with their equipment
- Revision guide - your choice, but CGP Edexcel is encouraged.



fx-991 CW



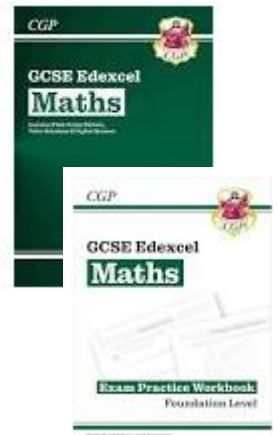
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Higher
Set 1, 2 and 3



Foundation
set 4 and 5

Sparx Maths

Sparx Maths



Compulsory



XP Boost



Target



Independent
Learning

- **Tuesday 7am** is the deadline
- Currently 70% minimum completion, moving to 100% for the assignment set on Tuesday 25th February
- 60 minutes spent on Sparx per week
- Homework is bespoke
- Builds confidence
- Meets individual needs
- Provides tailored support
- **Sparx support sessions every break 1 in BL07**

- Use the QLA from the PPEs
- Revise the amber and red topics
- Use Sparx independent practice and the topic code to independently recap and practice

Questions	Topic	Score	Sparx Code
1	Rounding integers	1 / 1	U480
2	Converting between fractions, decimals and percentages	1 / 1	U888
3	Understanding, measuring and drawing angles	0 / 1	U447
4	Understanding and ordering decimals	0 / 1	U435
5	Calculating with roots and powers	1 / 1	U851
6	Add & subtract decimals, Use a written method to multiply & divide with decimals	4 / 4	U478,U293,U868
7	Drawing bar charts	4 / 4	U363
8ai	Angles on a line and about a point	2 / 2	U390
8aii	Angles on a line and about a point	0 / 1	U390
9a	Function machines with numbers	1 / 1	M175
9b	Function machines with numbers	2 / 2	M175
9c	Function machines with letters, Constructing and solving equations	2 / 2	M428,U595
10	Writing and simplifying ratios	2 / 2	U687
11a	Multiplying and dividing with negative numbers	1 / 1	U548
11b	Calculating with roots and powers	1 / 1	U851
11c	Using the correct order of operations	1 / 1	U976
12	Finding the area and perimeter of simple shapes	2 / 4	U993
13a	Writing probabilities as fractions	1 / 1	U408
13b	Writing probabilities as fractions		
14	Using a written method to multiply integers		
15a	Interpreting stem-and-leaf diagrams		
15b	Interpreting stem-and-leaf diagrams		
15c	Interpreting stem-and-leaf diagrams		
16	Solving direct proportion word problems		
17	Solving equations with two or more steps		
18	Calculating with roots and powers		
19	Translation		
20	Position-to-term rules for arithmetic sequences		
21a	Adding and subtracting mixed numbers		
21b	Multiply with mixed numbers, Convert mixed numbers & improper fractions		
22	Finding the area of compound shapes, Solving direct proportion word problems		
22b	Solving direct proportion word problems		
23a	Venn diagrams with set notation		
23b	Venn diagrams with set notation		
24a	Estimating calculations		
24b	Estimating calculations		
25a	Finding equations of straight line graphs		
25b	Equations of parallel lines		
26	Actions of amounts, Combining ratios, Convert between fractions & percentages		
27	Finding original values in percentage calculations		
28	Solving inequalities with the unknown on both sides		

Marks on each question

Sparx code for the topic

The topic covered on the question

The screenshot shows the 'Sparx Maths Independent Learning' interface. It features a search bar for topics, a 'Find topics' button, and a list of topic buttons including 'Number', 'Ratio and Proportion', and 'Probability'. The interface is designed for students to search for and practice specific mathematical topics.

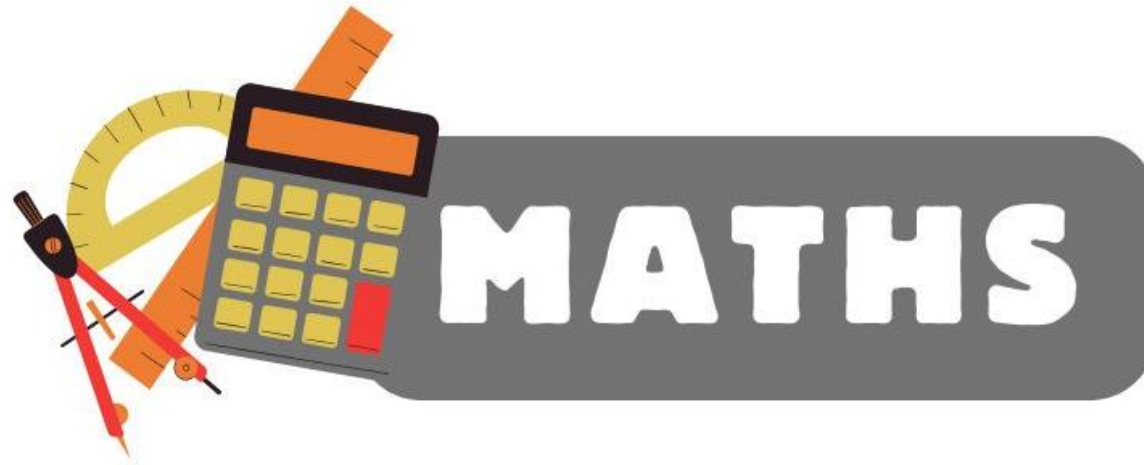
- Attend **all** revision sessions you are invited to in year 11
- Foundation Maths set 5 HH03
- Foundation Maths set 4 HH04
- Higher Maths set 1- 3 HH05
- Focus topic given each week during tutor time or see t

How can you support?

- Encourage students to complete their Sparx compulsory task
- Encourage students to engage with the Sparx XP and target tasks
- Encourage students to revise their lesson secure topics identified in their QLAs
- Encourage students to attend the Maths Sparx clinic when they are unsure - leave no stone unturned
- Encourage students to attend the Accelerate plus sessions
- Ensure that they are equipped

The best way to improve your Maths skills, is to do Maths

Any questions?



Thank you for coming