



# GCSE Information Evening February 2024



# Welcome, thanks for coming.

Mr Lea, Assistant Headteacher -

[benlea@disshigh.co.uk](mailto:benlea@disshigh.co.uk)

What we hope to cover-

Wellbeing and stress management

Exam technique and access arrangements

English - specific information

Maths - specific information

Science – specific information

GCSE Pod – how to get the best from it

Revision techniques and planning

What is different this



year?

No teacher assessed grades

Grade boundaries will be back in line with pre pandemic marks

Exam season is now slightly extended compared to previous years

There is no pre-release of guidance of subject content on exam papers

Some subjects will have extra support material provided in exams (eg formulae sheets in Maths and Science (eg Physics) exams – this is the last year!)

Contingency dates – afternoons of 6<sup>th</sup> and 13<sup>th</sup> June and **all day 26<sup>th</sup> June – please be available until 28<sup>th</sup> June!!**



# Exam Stress – What to do with it and how to manage it.

Stress can motivate but when not kept in check it can also promote fear, anxiety and an inability to do anything.

<https://www.youtube.com/watch?v=-RZ86OB9hw4>



## Join a club/Get a hobby



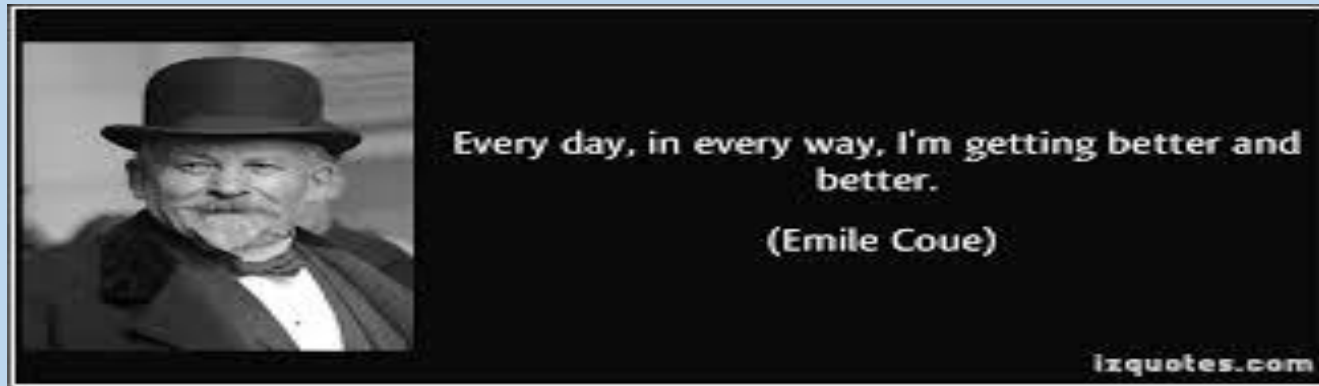
Do something that doesn't involve you looking at a screen.

Something weekly that you do that you can focus your energy on and release any stress you have built up over the week.



# Create a mantra

Use positive auto-suggestion. It works!





## Little and Often

Doing little bits of revision for 25-30 minutes then having a short break (get a drink/have a sandwich or an apple) then go back to revising.

This breaks up the stress of sitting down for hours at a time.





*Revision Timetable*

Plans Kill Monsters...



Have a general plan that you can use to structure what you are doing each night of the week.

**But**

Schedule in some down time as well.

Breaking down the challenge into small chunks makes it easier to tackle.....





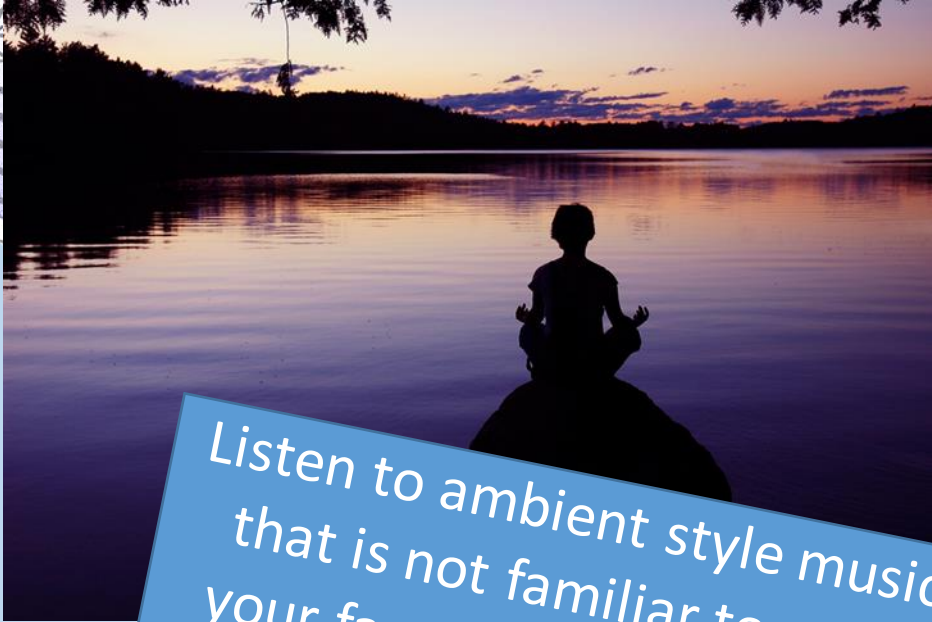
PUT THE PHONE DOWN...



PUT DOWN  
YOUR PHONE



## Find a quiet place



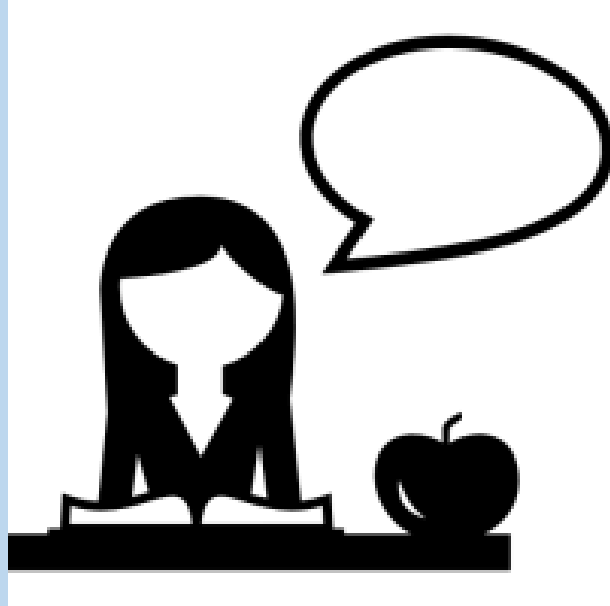
*Listen to ambient style music that is not familiar to you, your favourite artist can be too distracting....*

Remove all distractions, no phone, no social media.

If you want, take some music and either use this as a place to work OR a place to chill. Not both.



Eat, sleep, work, <sup>chill</sup>, repeat



Eat as healthily as you can

Good quality sleep is critical

Regular physical activity – walking is good

Relax, see friends, rest your brain



# Wellbeing and Mental Health

- Talk to someone at home/at school so you can just vent from time to time.
- Cry, laugh, talk.
- <https://forms.office.com/pages/responsepage.aspx?id=-k8l0kH7l0SxN1B-RgpYHMznyKUqcdZInfU-RIBQuCdUQllQTKJLMThTV05FS0JKQVZEWFAYTkRKTi4u>
- <https://www.disshigh.norfolk.sch.uk/assets/Documents/Safeguarding/Useful-Apps-for-Young-People-.pdf>
- <https://www.disshigh.norfolk.sch.uk/home/about-us/safeguarding/>
- Talk to your teacher/form tutor/HoY/safeguarding team/people around school who are all here to help.
- Cold Showers.....



# Wellbeing and Mental Health

PARENTS/CARERS!!

- Keep the messaging as positive as possible
- Cut them a bit of slack when it comes to chores....
- Get involved in the revision – get taught.....
- Cold Showers.....



# All Things Must Pass

This **WILL** all be over sooner than you think, there is an endpoint.

Exams and the results **DO NOT** define who you are.

You will achieve amazing things, opportunities will appear, life will carry on regardless of these exams.

Just give it your best shot, for your own peace of mind



# Useful links..

<https://www.youngminds.org.uk/young-person/coping-with-life/exam-stress/>

<https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/help-your-child-beat-exam-stress/>

<https://www.youtube.com/watch?v=-RZ86OB9hw4>

<https://www.youtube.com/watch?v=ms-Tr0GbVAY>

# What happens during the examination season?

## **Before the examinations**

Preparation for success!

## **During the examinations**

JCQ regulations  
Access arrangements

## **After the examinations**

Revise for the next one.....

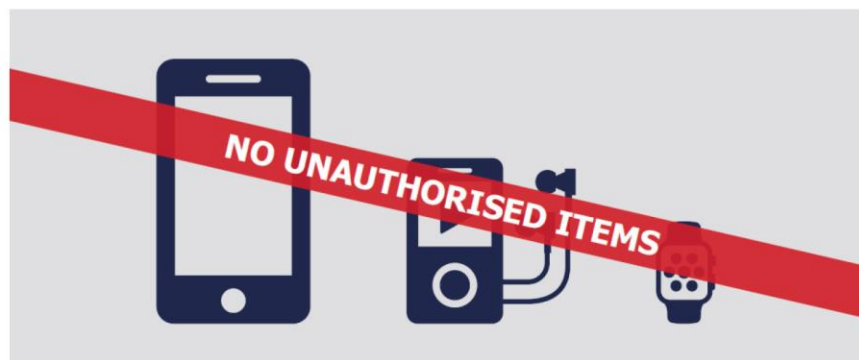




AQA City & Guilds CCEA OCR Pearson WJEC

# NO MOBILE PHONES WATCHES MP3/4 PLAYERS

NO POTENTIAL TECHNOLOGICAL/WEB  
ENABLED SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone, is a serious offence and could result in

## DISQUALIFICATION

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.



AQA City & Guilds CCEA OCR Pearson WJEC

## Warning to Candidates

1. You **must** be on time for all your examinations.
2. **Possession of a mobile phone** or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.
3. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.
4. You **must** follow the instructions of the invigilator.
5. You **must not** sit an examination in the name of another candidate.
6. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
7. If you are confused about anything, only speak to an invigilator.

The *Warning to Candidates* must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.

# Access arrangements and reasonable adjustments

## Access arrangements

Access arrangements are agreed **before** an assessment. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010\* to make 'reasonable adjustments'.

# Exam timetables and certificates

Check timetables very carefully – your name will appear as it will appear on your GCSE certificate, any errors **MUST** be highlighted to the exams officer

Any queries around examinations please contact Mrs Miles


Mrs Miles – [exams@disshigh.co.uk](mailto:exams@disshigh.co.uk)

# Uniform and Study Leave

We are now following the expectations that the JCQ have regarding uniform. As with the vast majority of schools in the county, **all Y11s MUST be in correct uniform for all their exams** – failure to do so risks being disqualified from an exam or exams

Study leave will begin 13<sup>th</sup> May 2024

# Test wise – exam strategies



## BUG

**BOX**      **UNDERLINE**      **GO OVER**

**Box the command words:**


list   describe   explain   compare   calculate   evaluate

**Underline** the key information: ←

Words   numbers   comparisons   content   variables

**Go over** the question again:

Check the marks allocated   make a brief plan   read over your answer



**BOX** the command word  
i.e. describe, explain,  
evaluate, assess

**UNDERLINE** key ideas to  
focus in, to understand  
what content will be  
needed in their answers

**GLANCE** over the question  
to make sure you  
include everything  
needed

Why underline?

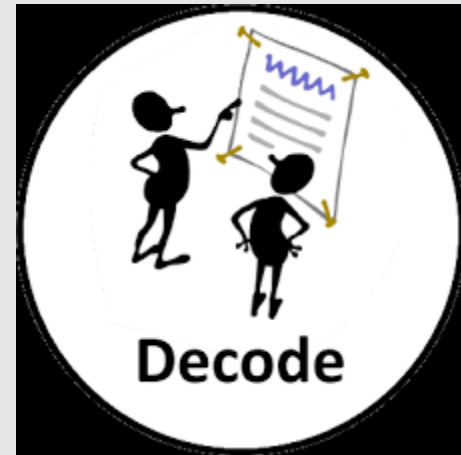
# Why underline?



+PROCESS

## The research and evidence

- UEA + Pearson eye tracking in exams
- If read quickly, will misinterpret the question and answer incorrectly
  - Underlining = slower processing = more accuracy
- Increase your accuracy by 75% if you slow down and read the question carefully





Miss Johnson  
Assistant  
Headteacher/Director of  
English

A stack of colorful books with a semi-transparent orange text box overlaid on top. The books have various colored covers including red, green, black, orange, blue, and white. The text box contains the title and subtitle in white text.

# GCSE English Language

Spec Explained: EDUQAS (WJEC)



# How You Are Assessed

Your student's GCSE grade will be based on two exams, taken at the end of the course in May/June. All the texts are **unseen**.

## Paper 1

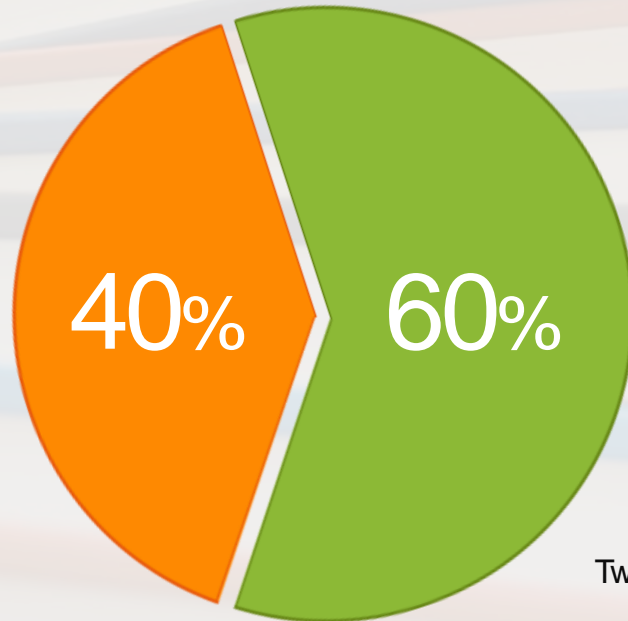
20th Century Literature and Creative Prose Writing

### Section A: Reading

20th century literature reading study - one text

### Section B: Writing

One creative prose writing task



## Paper 2

Non-Fiction Reading and Non-Fiction Writing

### Section A: Reading

19th and 20th century non-fiction reading study - two texts

### Section B: Writing

Two non-fiction, persuasive and/or discursive writing tasks

# Spoken Language

Students have already completed their spoken language assessment.

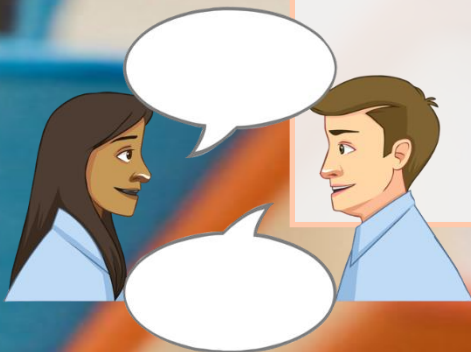
It was assessed by their teacher. Some spoken language assessments will be recorded and sent to the exam board.

They will have received a Pass, Merit or Distinction for this which will be reported on their GCSE certificate.

## Non-Examination Assessment

### Spoken Language

- Demonstrate presentation skills in a formal setting
- Listen and respond appropriately to spoken language, including to questions and feedback to presentations
- Use spoken Standard English effectively in speeches and presentations



## Useful information to know

- Spelling, punctuation and grammar now make up 20% of the exam mark for writing.
- There is no higher and foundation tier; everyone takes the same exam.
- There is no coursework completed prior to the examination.



## How can students revise for English Language?

They need to know the conventions for all of the following text types: **Formal Letters/Informal Letters/Job application letters, Stories, Leaflets, Reviews, Speeches, Reports, Articles.**

They need to revise key spellings (see handout).

They need to learn the school or a realistic home address, including correct spelling /capitalisation and punctuation, to use if one of the tasks in Component 2 Section B is a formal letter.

They need to know all the punctuation types and their purposes (see handout).

Read a variety of fiction and non-fiction texts little and often. Component 1 will require them to explore a fiction text; Component 2 will ask them to analyse and then compare two non-fiction texts.

# The Importance of SPaG

Please find at the back a handout that includes:

- Commonly misspelt words across the curriculum;
- A quick 'guide to punctuation'.
- These grammar skills will help your student to get more marks not just in English, but in a host of other GCSEs too, where marks for SPaG are also awarded.

A stack of colorful books with various covers in shades of red, green, blue, and orange. The books are piled up, and the text is overlaid on an orange rectangular box in the upper-middle section.

# GCSE English Literature

Spec Explained: EDUQAS (WJEC)

# How You Are Assessed

Your student's GCSE grade will be based on two exams, taken at the end of the course in May/June.

## Paper 1

Shakespeare and Poetry Anthology

### Section A: Shakespeare

'Romeo and Juliet' or 'Macbeth';  
Extract analysis  
Essay response (includes SpAG marks)

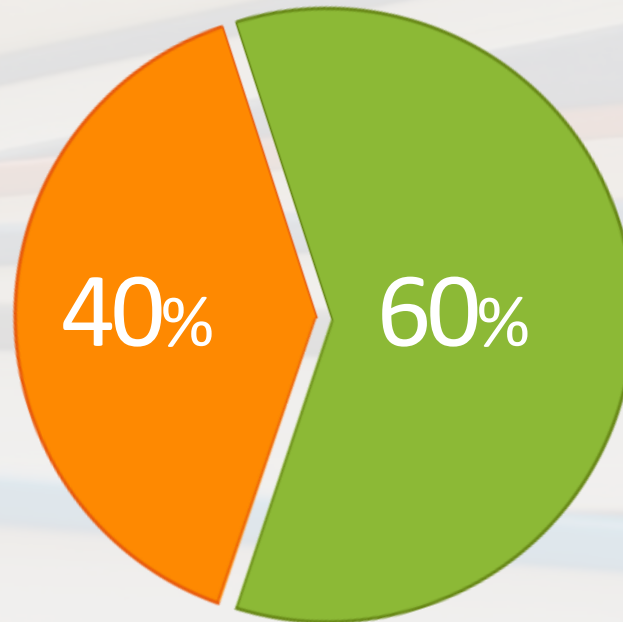
### Section B: Poetry

#### Anthology

Analysis of a printed poem from anthology

Comparison of this poem with one of choice from anthology (from memory)

Both include marks for context.



## Paper 2

20<sup>th</sup> century literature

19<sup>th</sup> century literature

Unseen Poetry

### Section A: An Inspector Calls

Extract springboard task  
Includes SPaG marks

### Section B: 19<sup>th</sup> century

'A Christmas Carol' or 'Dr Jekyll and Mr Hyde'

Extract springboard  
Includes marks for context

### Section C: Unseen Poetry

Analysis of a single poem  
Comparison with a second unseen poem

## Useful information to know

- Spelling, punctuation and grammar marks will be given for the Shakespeare essay and 'An Inspector Calls' essay.
- Marks are awarded for contextual understanding shown in interpretations.
- There is no higher and foundation tier; everyone takes the same exam.
- There is no coursework completed prior to the examination.





## How can students revise?

- Re-reading the texts and knowing them inside out!
- Re-reading can be via an audio version. These are easily accessible on BBC Sounds and on youtube for all of our texts.
- Make sure your student knows what they are studying:
  - either 'A Christmas Carol' or 'Dr Jekyll and Mr Hyde';
  - either 'Macbeth' or 'Romeo and Juliet';
  - everyone studies 'An Inspector Calls' and the Poetry Anthology.
- GCSE Pod is great to develop knowledge of the set texts, along with Mr Bruff's videos on YouTube.

# But how can you learn quotes?

Our three favourite revision methods for GCSE English Literature are:

- Flashcards
- Knowledge organisers
- Character profiles

A handy link on how to use Flashcards once they are made can be found here:

- <https://www.youtube.com/watch?v=C20EvKtdJwQ>

## Flashcards in action

- Write a key quote on one side.
- Highlight key vocabulary and define if needed.

*not much*

"cold, scanty and embarrassed  
in discourse."

*conversation*

**WHO:** MR UTTERSON by NARRATOR    **WHEN:** Ch 1 - STORY OF THE DOOR.

**METHODS:** adjectives / tricolon

**ANALYSIS:** Language - lacking warmth / distant.  
Speaks little  
Shy or reserved.

**CONTEXT:** Victorian gentleman expected to be trustworthy and reserved.  
Uttersson is perfect example

**EFFECT:** Reader feels Uttersson might be typical reserved + rational lawyer. We do not initially feel close to him. Will this remain the case?

# Knowledge organisers

## The Ghost of Christmas Yet To Come

**SILENT**  
"... a solemn phantom, draped in a hooded cowl, like a mist upon the ground, towards him."  
**FRIGHTENING**  
"Someone feared the silent shape so much that his legs trembled beneath him, and he found that he could hardly stand when he resolved to follow it."  
**DEMANDING**  
"Still the Ghost pointed with an unmoved finger to the head."

*... a speaker wrenching, swooping, scraping, clutching, cowering, old sinner.*

## The Ghost of Christmas Present

**EPHEMERAL** - (Flickering)  
"... what was laid out, indeed, at another time was dark, so the figure itself flickered in its distinctness."  
**BENTLE** - (Well-meaning)  
"The Spirit rose upon him mildly, his gentle touch..."  
**FIRM** - (is control)  
"It put out its strong hand as it spoke, and clasped him gently in its arm..." "Rise! and walk with me!"

## The Ghost of Christmas Past

**IGNORANCE and Heart highlight points in Victorian society. Scrooge rejected the Poor Law, workhouses and prisons to provide for the desperate.**  
**Theme: Social Injustice**  
The Dickens on stage & show people were desperate enough to steal from the dead!  
Scrooge gets to see what he's missing - he fears for Tiny Tim and realises the standing of the "benevolent" help him change things - Redemption for ALL.

## The Ghost of Christmas Future

**EPHETERNAL** - (Flickering)  
"... what was laid out, indeed, at another time was dark, so the figure itself flickered in its distinctness."  
**BENTLE** - (Well-meaning)  
"The Spirit rose upon him mildly, his gentle touch..."  
**FIRM** - (is control)  
"It put out its strong hand as it spoke, and clasped him gently in its arm..." "Rise! and walk with me!"

## EBENEZER SCROOGE

Character traits: miserly, cold-hearted, mean, rude, rejects Christmas, selfish as an oyster, light-fisted.  
"Best and happiest of all, the Time before him was his own, to make accounts in!"

## CHARACTERISTICS OF THE GHOSTS

- Ghost of Christmas Past: Ignorance and Heart highlight points in Victorian society. Scrooge rejected the Poor Law, workhouses and prisons to provide for the desperate.
- Ghost of Christmas Present: The Dickens on stage & show people were desperate enough to steal from the dead!
- Ghost of Christmas Future: Ephemeral, Bentle, Firm.

## THE POOR LAW

was changed in 1834 to REDUCE the amount of money the poor received. Critics accused the Poor of being lazy breaders who relied on handouts from the government and purpose didn't look for work. Workhouses were set up to house the poor instead.

## CHARLES DICKENS

First published 14/12 1843. Helped form what are now seen as Victorian Christmas traditions: carols, cards, compassion and charity. Anti-Capitism, Dickens wished to remind people of the importance of giving to those who are less fortunate. Through his novels, and characters like Tiny Tim, Pip and Oliver, readers learn how to value each other.

*Great Expectations*  
*David Copperfield*  
*Great House*

Christmas decorations include a turkey, a turkey leg, a turkey tail, a turkey wing, a turkey drumstick, a turkey neck, a turkey head, a turkey tail, a turkey wing, a turkey drumstick, a turkey neck, a turkey head.

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# Macbeth

## Character profiles

# Lady Macbeth

**'If chance will have me king  
Why chance may crown me'**

Here Macbeth asks his wifes to help him become king. He thinks he doesn't need to do anything. Faithful plotting wife. His rationality.

**'I dare do all that may  
become a man'**

Macbeth feels his masculinity is being questioned by his wife. Masculinity was vital to men in medieval society.

**'Art thou but a  
dagger of the mind?'**

Macbeth hallucinates and sees a dagger. He isn't sure if it's a warning not to kill or a sign to do the deed.

**'Out, out brief candle'**

Macbeth could question to mean of the wife's death shows he is numb to emotion at this point in the play. He experiences an existential crisis when he returns from battle.

**'Blood will have blood'**

He uses repetition to show his growing realization he will receive punishment for his evil actions - life is circular - what goes around comes around.

**'Never shake thy gory  
locks at me'**

The hallucination is a manifestation of both his guilt over Banquo's murder and also his fears that Banquo's sons will inherit the crown. He uses an imperative to command the ghost to vanish.



**'Stars hide your fires, let not light  
see my black and deep desires'**

At this moment in the play, Macbeth has found out Malcolm has been made heir to the throne so he wishes he could get rid of his evil desires to become king. In the metaphorical language he asks help from the stars to hide his evil actions.

**'We will proceed no  
further in this business'**

Macbeth is hesitant and doubtful about the murder. 'Business' is a colloquialism for work so he can't bring himself to see murder.

**'Upon my head they  
placed a fruitless crown'**

The metaphor shows his insecurity - he has been unable to produce an heir to help him maintain a legacy of royal power.

**'O, full of scorpions is  
my mind, dear wife'**

Animal imagery is used here to highlight how both his guilt over Banquo's murder and his fear over Hamlet's reaction has caused an overpowering fear with creeping sensations.

**'Be these juggling fiends  
no more believed'**

Macbeth finally realises that the witches have been deceiving him but this comes too late to save himself. Juggling balls normally come in threes just as the witches were 3.

**'Be innocent of the  
knowledge dearest chuck'**

He plans the murder of Banquo without telling his wife. Rather shows the growth of his ambitious ambition which isolates him from his wife as the desire to protect his wife from further bloodshed.

**'Was the hope drunk wherein  
you dressed yourself?'**

She uses a rhetorical question to interrogate Macbeth and imply he is not a man of honour if he cannot carry out his promise to kill.

**'Despatch the brains out'**

To manipulate Macbeth, Lady Macbeth uses shocking language to suggest she would kill her own baby rather than go back on a promise. 'Despatch' implies she has had a child who we assume must have died. The fact she is referring to his as Macbeth's married surname.

**'Too full o' th' milk of  
human kindness'**

In this metaphor she is worried Macbeth possesses too many noble virtues to have the conviction to kill. Milk connotes innocence, goodness, nourishment and purity.

**'What's done is done'**

She says this in Act 2 to help Macbeth move on and stop replaying the murder of Duncan in his mind. She says the line again in Act 3 to show the murder of Duncan is now replaying again in her own guilty mind.

**'Take my milk for gall you  
murdering ministers'**

She asks evil spirits to remove the elements of her wombhood which impedes her ability to be cruel and replace it with poison. This links to water theme of the danger of going against nature.

**'A little water clears us  
of this deed'**

She advises Macbeth to use water to wash away the sin. She seems strong and unrepentant in Act 2, however, in Act 3 her perfectionist obsession for washing hands.

**'Look like th' innocent flower,  
but be the serpent under't'**

In this simile Lady Macbeth is advising Macbeth on how to disguise his evil intentions to Lord of Duncan. However, obviously someone knows white snakes, someone can.

**'Unsex me here'**

Lady Macbeth's imperative asks the spirits to rid her of her femininity so that she can commit the brutal murder of Duncan without remorse.

**'Screw your courage  
to the sticking place  
and we'll not fail'**

In this metaphorical imperative, she is trying to alter Macbeth's fear of failure by telling him to tighten up all his courage until it is fixed to the place necessary to successfully kill Duncan.

**'Out damned spot!  
Out I say!'**

The almost exclamatory imperatives show the obsession with washing away her sins while 'damned' connotes her being hell.

**'All the perfumes of Arabia will  
not sweeten this little hand'**

This hyperbolic metaphor shows Macbeth's wife's desperate urge to show that Lady Macbeth is now regretting the removal of guilt imposed by Macbeth in Act 2.



## Revision Opportunities in School:

- Weekly revision on Mondays for GCSE English Language and every other Thursday for GCSE English Literature;
- English 'Study Nook' to do GCSE Pod and homework on Mondays and Thursdays;
- English Language and English Literature Revision Google Classrooms;
- Homework tasks and optional extension homework tasks to support revision;
- GCSE Pod and Seneca Learning.

## Love a Podcast?

There are some great Podcasts to support parents with teenagers.

Particularly for Eduqas GCSE English Language and GCSE English Literature, we'd recommend Catherine Oldman:

<https://www.parentguidetogcse.com/episode-40-english-language-with-catherine-oldham/>

But for all GCSEs, The Parent Guide to GCSE has short pods on supporting lots of subject revision as well as teenage well-being during this difficult period too:

<https://www.parentguidetogcse.com/author/emily/>



## Live Q and A with Exam Board: WJEC Eduqas

Parents/guardians will have the opportunity to ask questions to a panel of subject experts and examiners who will give helpful hints and tips that will support their learners' examination preparation.

### **Two sessions are being offered:**

**Thursday 6 April** – Catherine Oldham, former English teacher and a member of Eduqas' Regional Support team will discuss our GCSE in English Language qualification.

**Wednesday 26 April** – Sara Charles, former English teacher and our English Subject Adviser will be discussing our GCSE in English Literature examination.

Each session will be delivered from 7pm, via *Parent Guide to GCSE* Facebook group, which can be accessed via the **following link** (please note, you will need to join the group in advance).

A recording of each session will be available as a downloadable podcast via *Parent Guide to GCSE* **website**.



Mr Storey  
Head of Maths

# Mathematics

OCR GCSE Mathematics (9-1) – J560

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# The when, the what and the how

(Not necessarily in that order)



## The when – Exam Dates

Friday 19th May 2023 - 1F/4H (Calculator permitted)

Wednesday 7th June 2023 - 2F/5H (Calculator **not** permitted)

Wednesday 14th June 2023 - 3F/6H (Calculator permitted)

# The how - Assessment Overview

## Foundation tier, grades 5 to 1

- Paper 1 (Foundation tier)  
J560/01
- Paper 2 (Foundation tier)  
J560/02
- Paper 3 (Foundation tier)  
J560/03

Written paper  
100 marks  
1 hour 30 minutes  
Calculator permitted

Written paper  
100 marks  
1 hour 30 minutes  
Calculator **not** permitted

Written paper  
100 marks  
1 hour 30 minutes  
Calculator permitted

## Higher tier, grades 9 to 4

- Paper 4 (Higher tier)  
J560/04
- Paper 5 (Higher tier)  
J560/05
- Paper 6 (Higher tier)  
J560/06

Written paper  
100 marks  
1 hour 30 minutes  
Calculator permitted

Written paper  
100 marks  
1 hour 30 minutes  
Calculator **not** permitted

Written paper  
100 marks  
1 hour 30 minutes  
Calculator permitted

## Demand through the papers

- Starts with lower demand questions - helps students to build confidence.
- Same approach for multi-part questions.

# The what - Content Weightings

- At the Foundation tier the largest sections are Number and Ratio, proportion and rates of change, accounting for 50% of the marks on each paper between them.
- At the Higher tier Algebra is the largest section

	Foundation Tier	Higher Tier
<b>Number</b>	25%	15%
<b>Algebra</b>	20%	30%
<b>Ratio, proportion and rates of change</b>	25%	20%
<b>Geometry and measures</b>	15%	20%
<b>Statistics</b>	15%	15%
<b>Probability</b>		

# Assessment Objectives

## Mathematics - Three assessment objectives

- A01 Use and apply standard techniques
- A02 Reason, interpret and communicate mathematically
- A03 Solve problems within mathematics and in other contexts



# The Mark Scheme

A mystery no more...

# M1, A1, B1, oe, soi????...Decoding the mark scheme

Question			Answer	Marks	Part marks and guidance
10	a	i	2	2	M1 for $29 - (13 + 5 + 9)$ oe
		ii	18	1	
		iii	$\frac{9}{29}$	1	Do not accept a ratio Do not accept eg 9 in 29

Always show working when you can

Generally... 1 or 2 marks - answer only and correct full marks .

3 marks or more - partial marks possible if a correct suitable method used.

Rough guide – if question is worth 4 marks, three will be related to the method being used, final answer worth 1 mark.

# How can we help?

Positive mindset, positive talk, we are in this together.

# How can we help? – The Power of Positivity

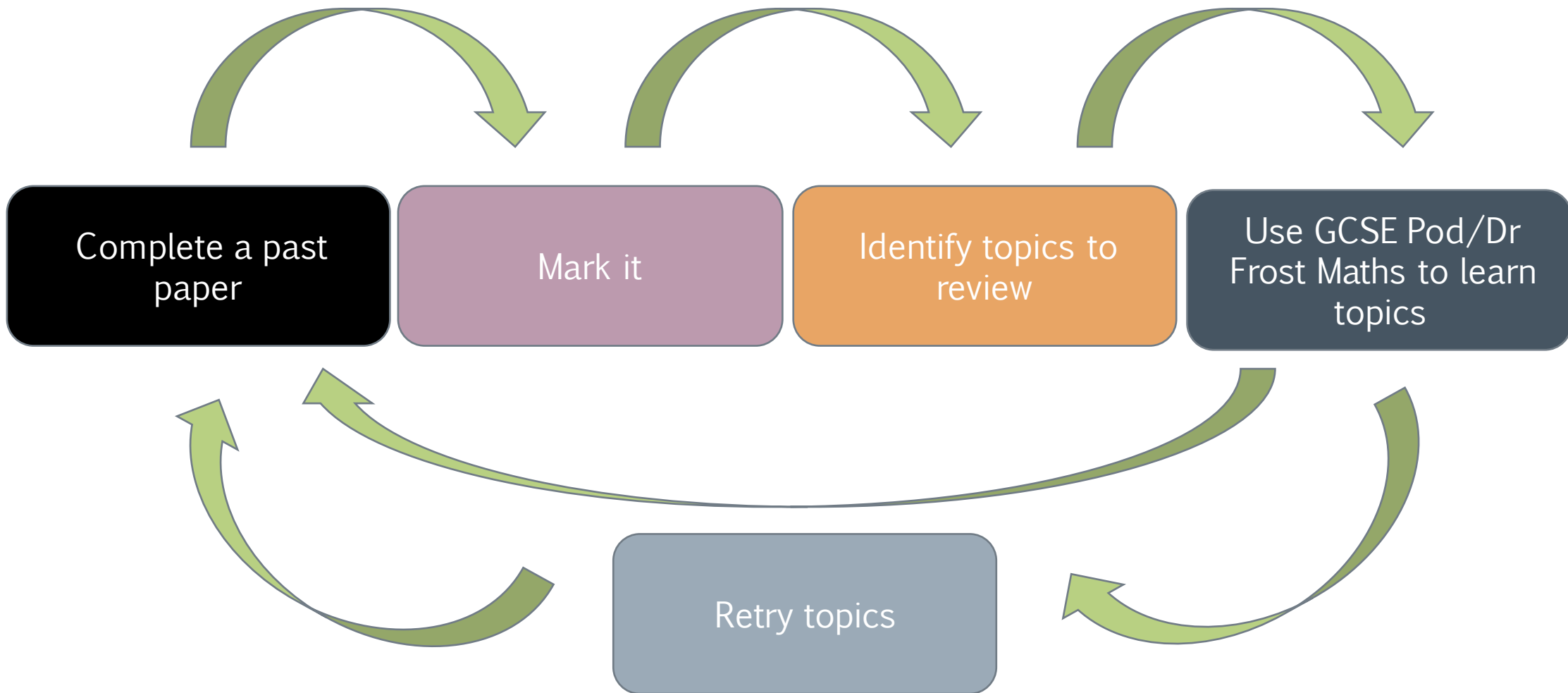
## Reframe and Rephrase

I can't do it - I can't do it.....yet!

No mistake is silly - Avoid the avoidables

I'm not very good at Maths - I'm a mathematical improver

# How can we help? – The 5 P's



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## How can we help? – Tackling the papers

Underlining key parts in the question

Solve things in small steps

Would a visual representation of the problem help

## How can we help? – Tackling the papers

Break the main diagram into a series of mini problems

Working – Clear and logical structure

Has the question been answered

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How can we help? – The Last Resort...

“I don’t know  
what to do....”

What do  
we know

What can  
we do



## How can we help? – WDWK WCWD in action

**12** Frankie goes on holiday.

They change £375 into euros (€) at a rate of £1 = €1.15.

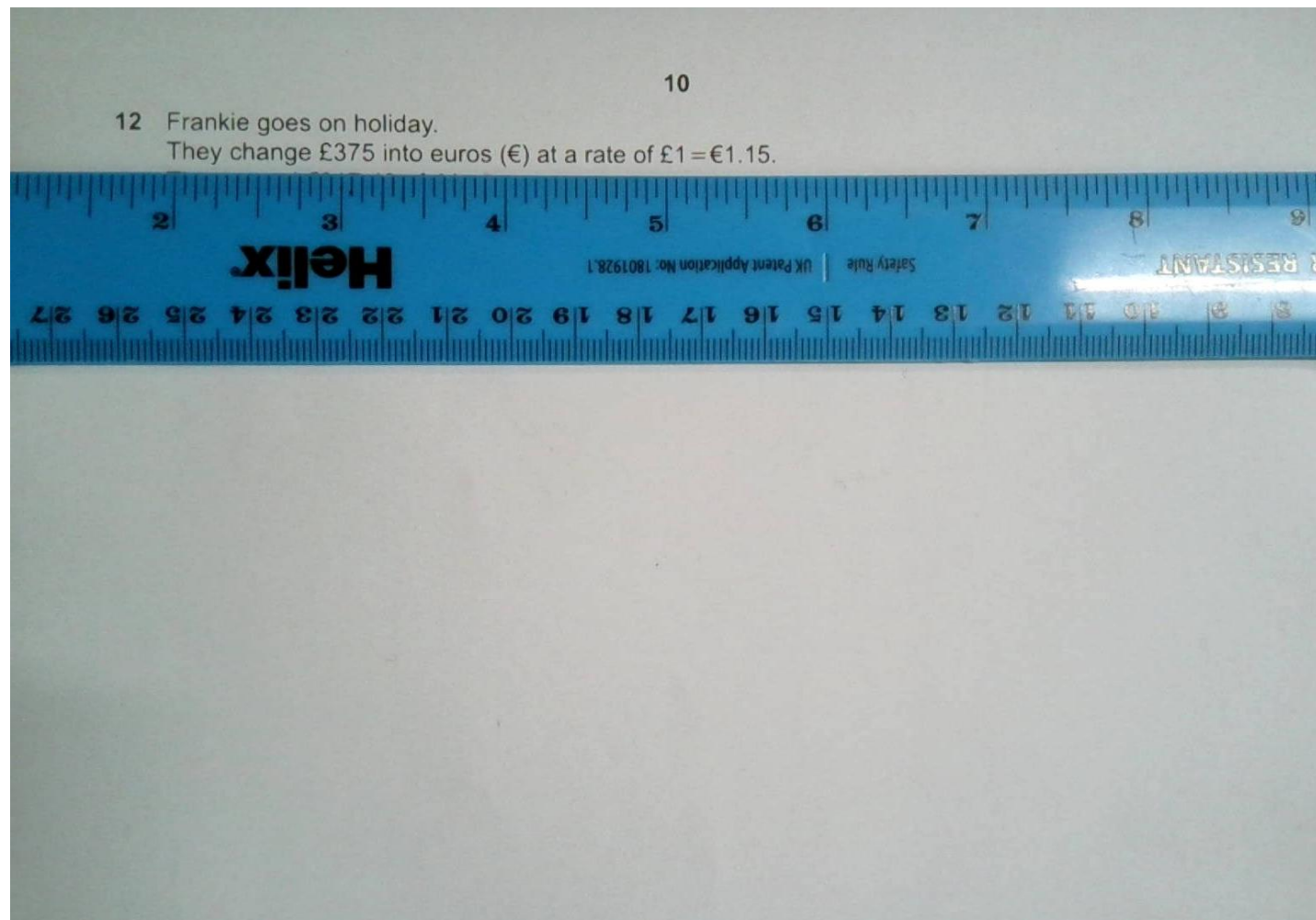
They spend €217.49 of this money.

After the holiday, Frankie changes the remaining euros back into pounds at a rate of £1 = €1.28.

Work out how many pounds Frankie gets back.

$\pi$

# How can we help? – WDWK WCWD in action



# How can we help? – WDWK WCWD in action

10

12 Frankie goes on holiday.

They change £375 into euros (€) at a rate of £1 = €1.15.

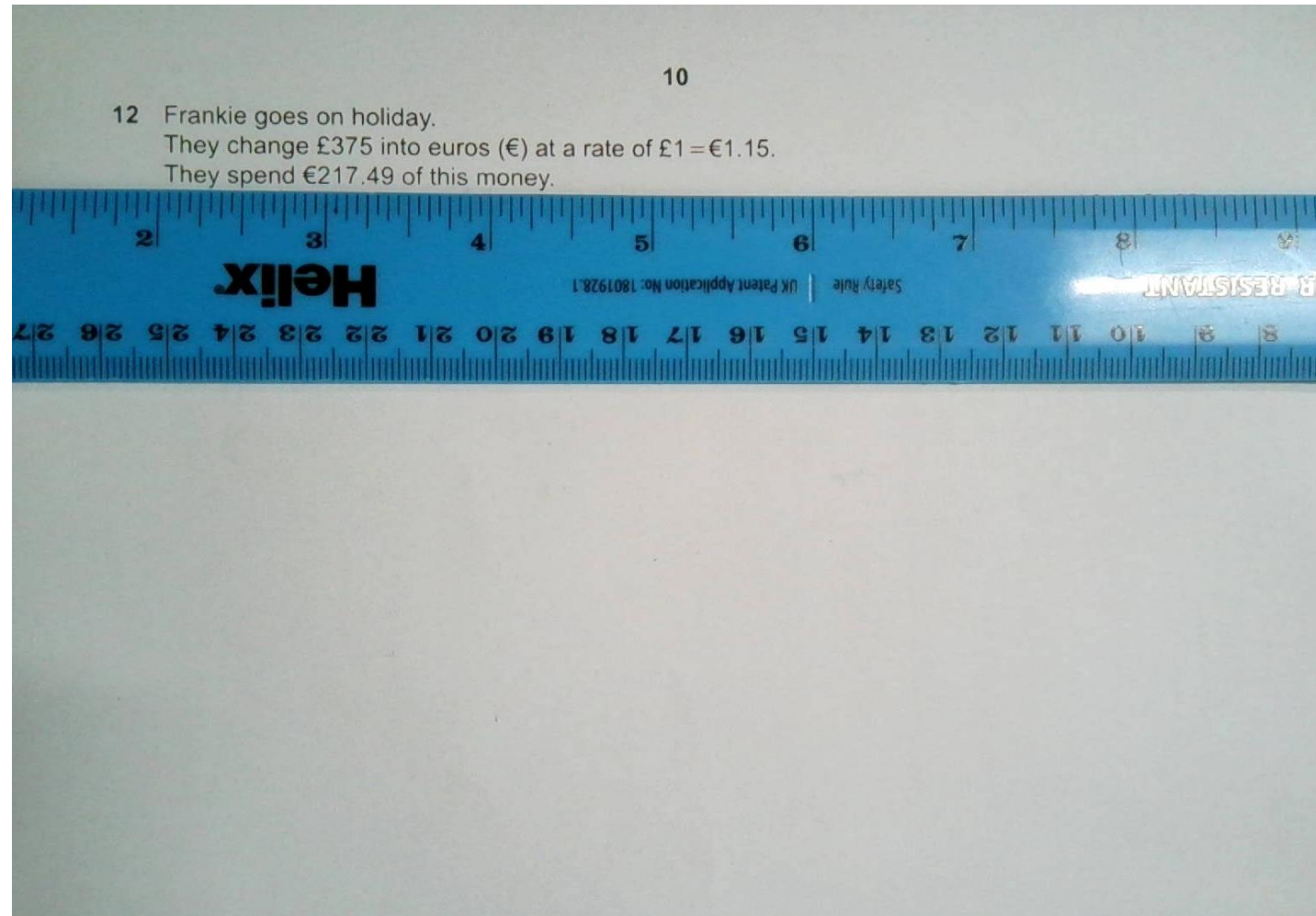
They spend €217.49 of this money.

After the holiday, Frankie changes the remaining euros back into pounds at a rate of £1 = €1.28.

Work out how many pounds Frankie gets back.

$$375 \times 1.15 = 431.25 \text{ EUROS}$$

# How can we help? – WDWK WCWD in action



# How can we help? – WDWK WCWD in action

10

- 12 Frankie goes on holiday.  
They change £375 into euros (€) at a rate of £1 = €1.15.  
They spend €217.49 of this money.  
After the holiday, Frankie changes the remaining euros back into pounds at a rate of £1 = €1.28.



# How can we help? – WDWK WCWD in action

10

12 Frankie goes on holiday.

They change £375 into euros (€) at a rate of £1 = €1.15.

They spend €217.49 of this money.

After the holiday, Frankie changes the remaining euros back into pounds at a rate of £1 = €1.28.

Work out how many pounds Frankie gets back.

$$375 \times 1.15 = 431.25 \text{ Euros}$$

$$431.25 - 217.49 = 213.76 \text{ Euros left}$$

$$213.76 \div 1.28 = \text{£}167$$

# How can we help? – WDWK WCWD in action

10

12 Frankie goes on holiday.

They change £375 into euros (€) at a rate of £1 = €1.15.

They spend €217.49 of this money.

After the holiday, Frankie changes the remaining euros back into pounds at a rate of £1 = €1.28.

Work out how many pounds Frankie gets back.

£ to Euros

$$375 \times 1.15 = 431.25 \text{ Euros}$$

Spending Euros

$$431.25 - 217.49 = 213.76 \text{ Euros left}$$

Changing back to £s

$$213.76 \div 1.28 = \text{£}167$$

# How can we help? – WDWK WCWD in action

Handwritten calculation on a whiteboard:

$$431.25 - 217.49 = 213.76 \text{ Euros left}$$

Changing back to £

$$213.76 \div 1.28 = \text{£}167$$

↓

£.....167..... [4]



How can we help....in between papers

- ‘Predicted’ papers (CorbettMaths)
- Positive mindset reinforcement

## How can we help - Maths Matters at Diss

- Working on key areas from mock analysis
- Providing paper copies past papers
- Decoding
- Walk Talk Mark
- Dedicated Tuesday lunchtime support
- Past papers through Dr Frost (auto marked)

# Useful Resources

# Dr Frost Maths

- Digital curriculum model.
- Skills broken down into smaller sections.
- Topics recommended based on results.
- Additional resources - PowerPoints and worked example clips.
- Past Papers online.

# Maths Genie

## GCSE Revision section

- Topics by grade
- Video Tutorials
- Exam style questions and answers

## GCSE Papers Section

- Edexcel/**OCR**/AQA

## Resources section

- 45 min papers
- Mini tests
- Predicted Papers (During exams)



# Corbettmaths

## Videos & Worksheets

- Does exactly what it says on the tin

## GCSE Revision

- Ultimate Revision – Complete coverage with accompanying video, question booklet and answers
- Revision Checklists

## Practice Papers

- 12 additional papers and model solutions

[Corbettmaths](#)

$\pi$

And of course...

GCSE POD !



Mr Somers  
Assistant Headteacher/Head  
of Science



# Science GCSE



2024

# AQA GCSE Science - Combined Science Trilogy



2 Exams per Science

1 hr 15 minutes per paper

70 marks available per paper

# Grading the Combined Science

Ofqual

## GCSE COMBINED SCIENCE

### DOUBLE AWARD GRADE COMBINATIONS



With so many grade combinations there will be approximately:

- 17-20 marks between grade boundaries (out of 420) on the Higher paper.
- 18-27 out of 420 on the Foundation.

Every mark matters!

# Grading the Combined Science

Ofqual

## GCSE COMBINED SCIENCE DOUBLE AWARD GRADE COMBINATIONS

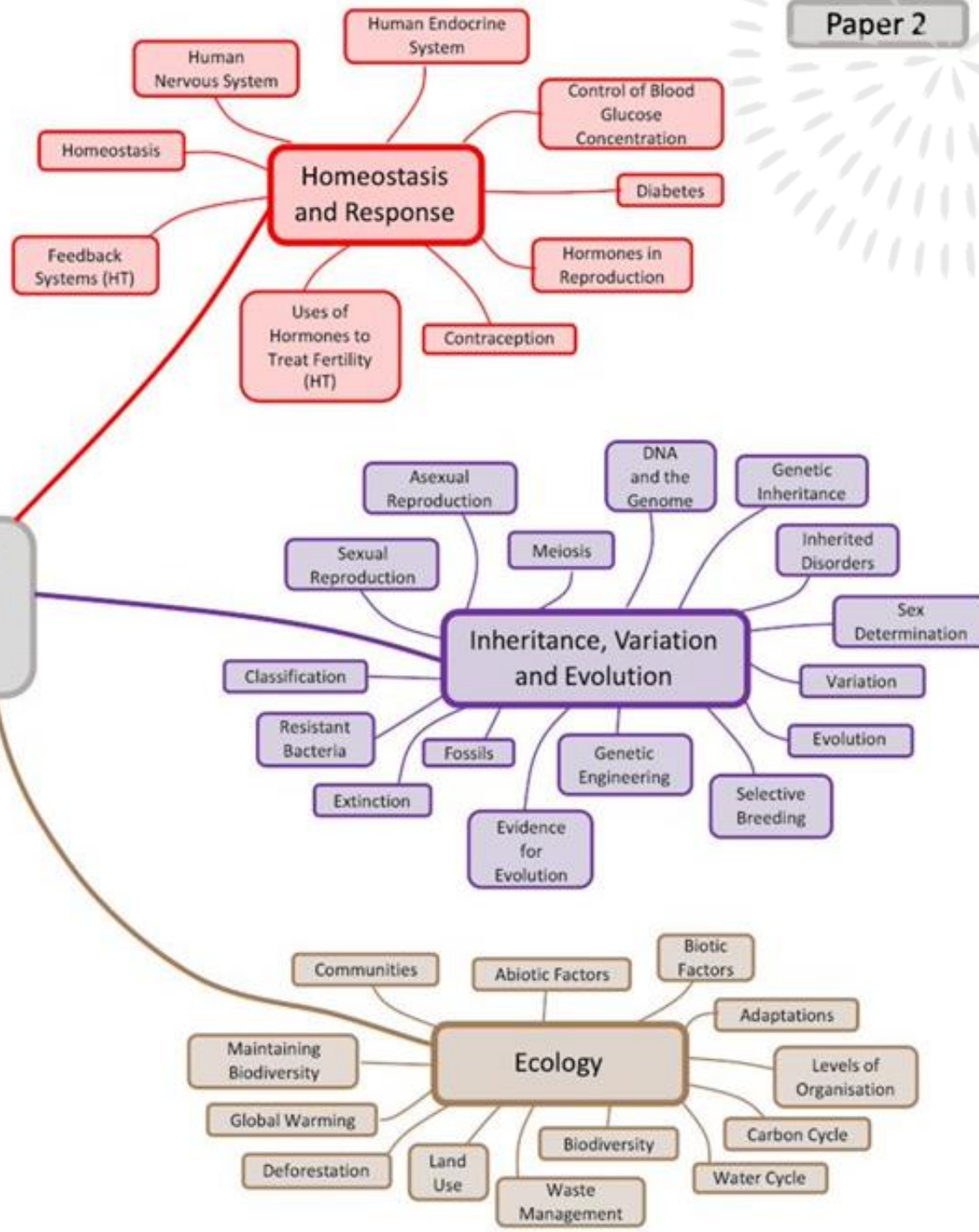
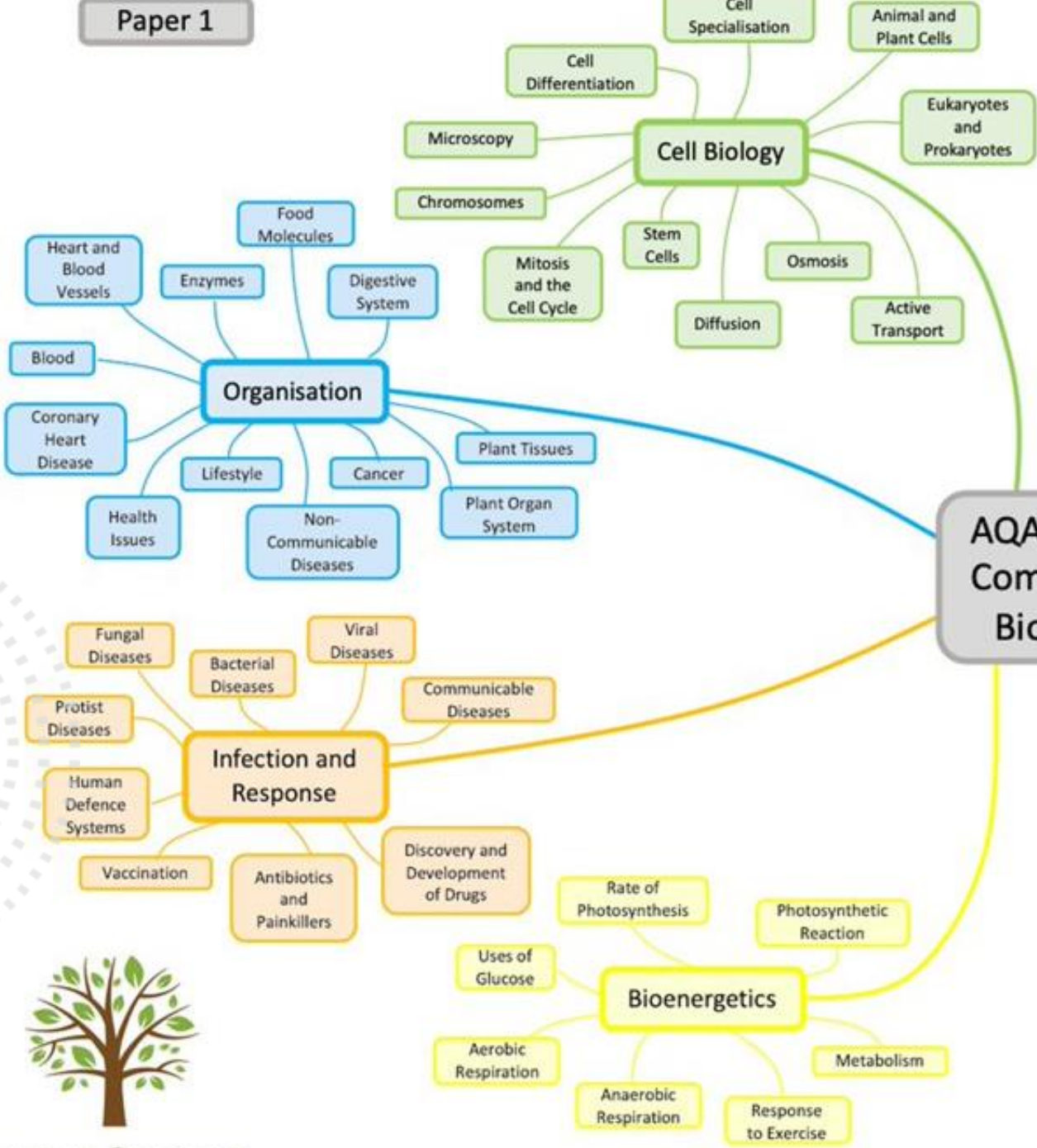


Foundation Tier ranges  
from 1-1 to 5-5

Higher Tier from 4-3 to 9-9

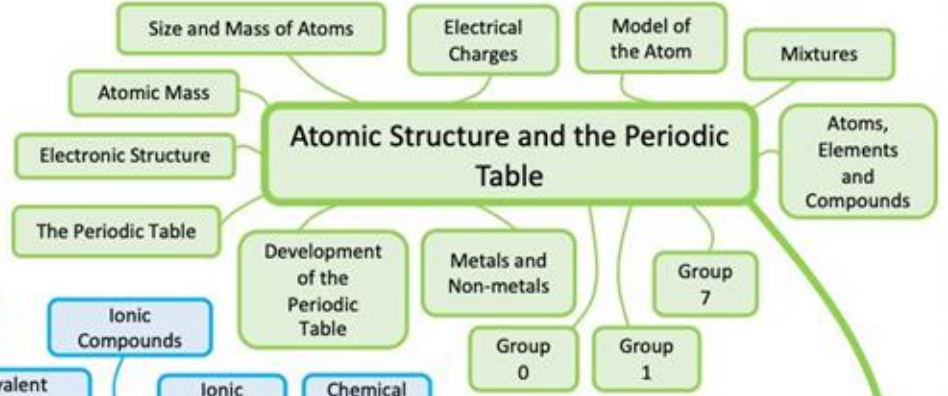
Failure to reach the mark for a  
4-3 grade results in a U Grade.

# AQA GCSE Combined Biology



# AQA GCSE Combined Chemistry

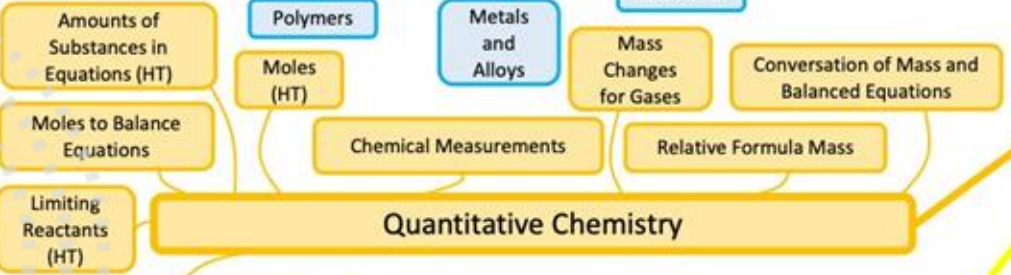
## Atomic Structure and the Periodic Table



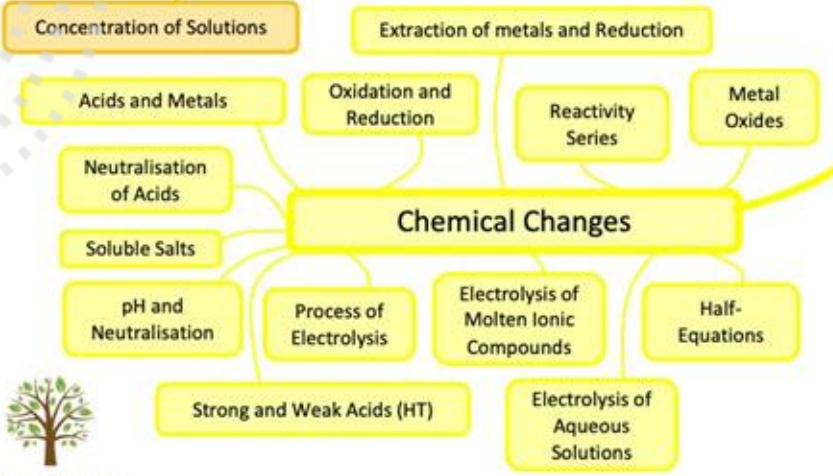
## Bonding, Structure and Properties of Matter



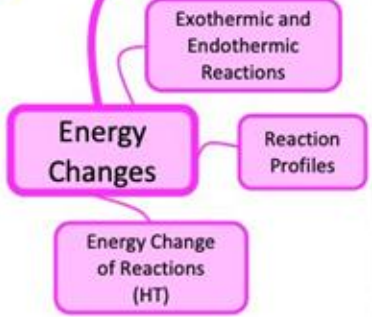
## Quantitative Chemistry



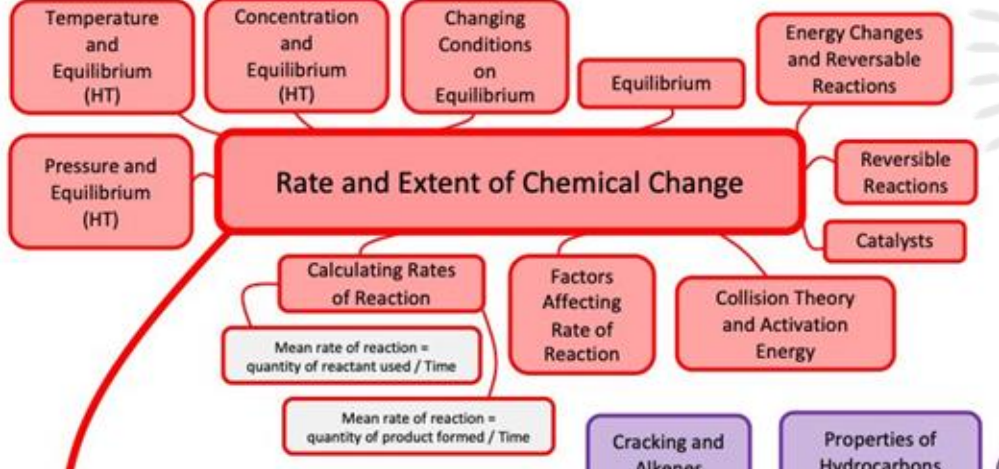
## Chemical Changes



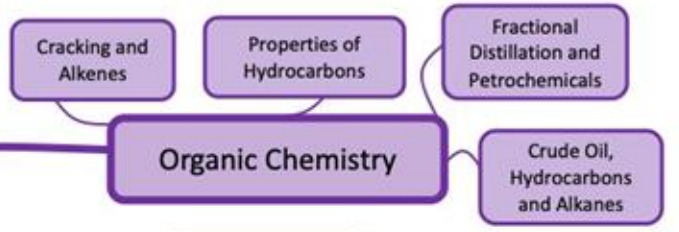
## Energy Changes



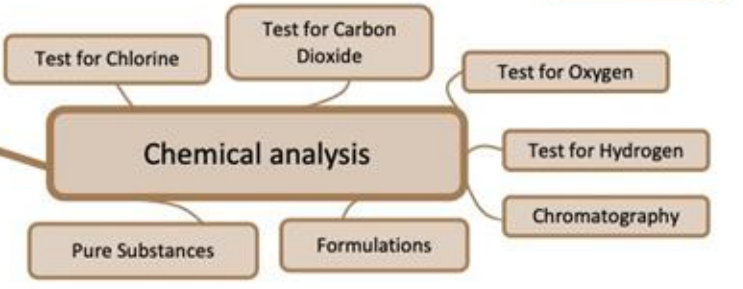
## Rate and Extent of Chemical Change



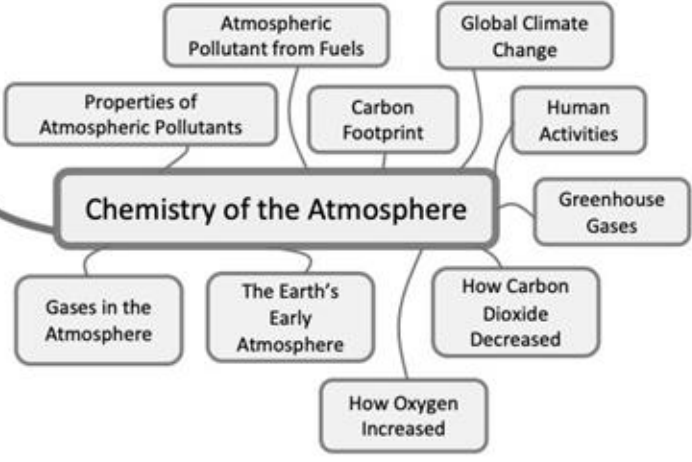
## Organic Chemistry



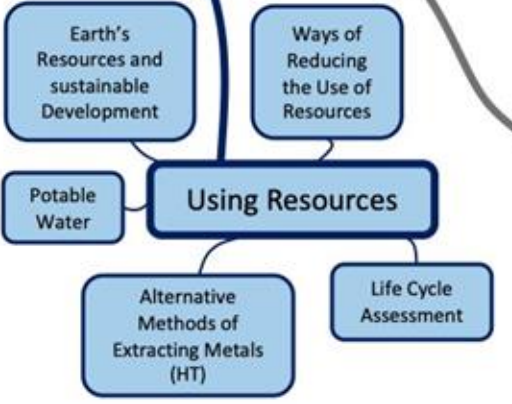
## Chemical analysis



## Chemistry of the Atmosphere

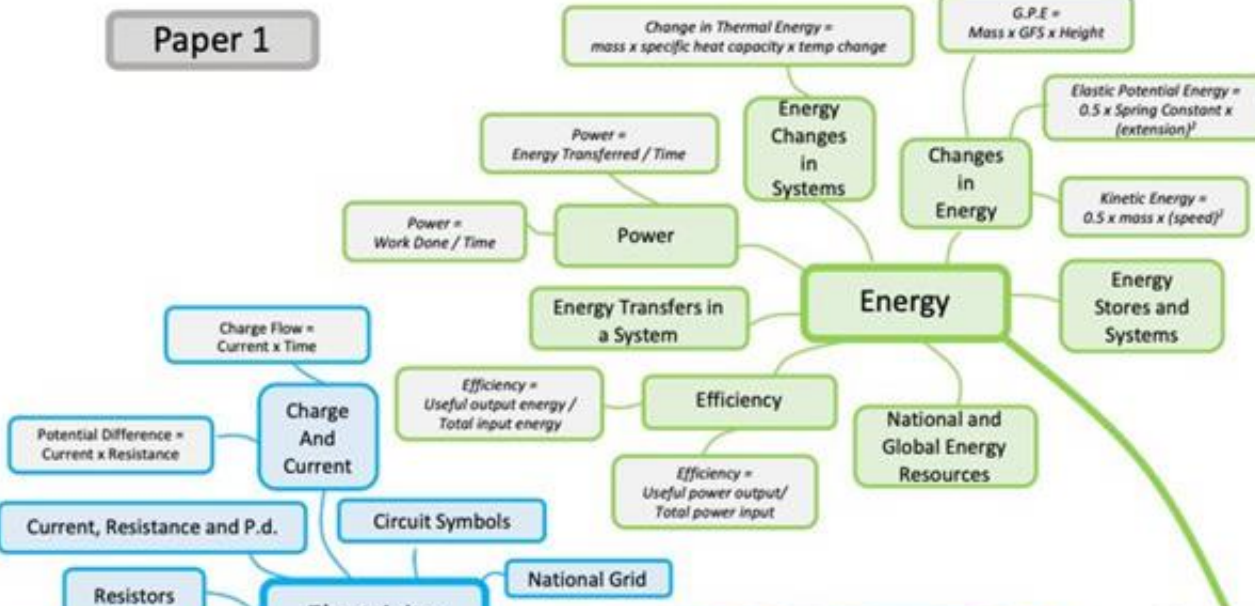


## Using Resources

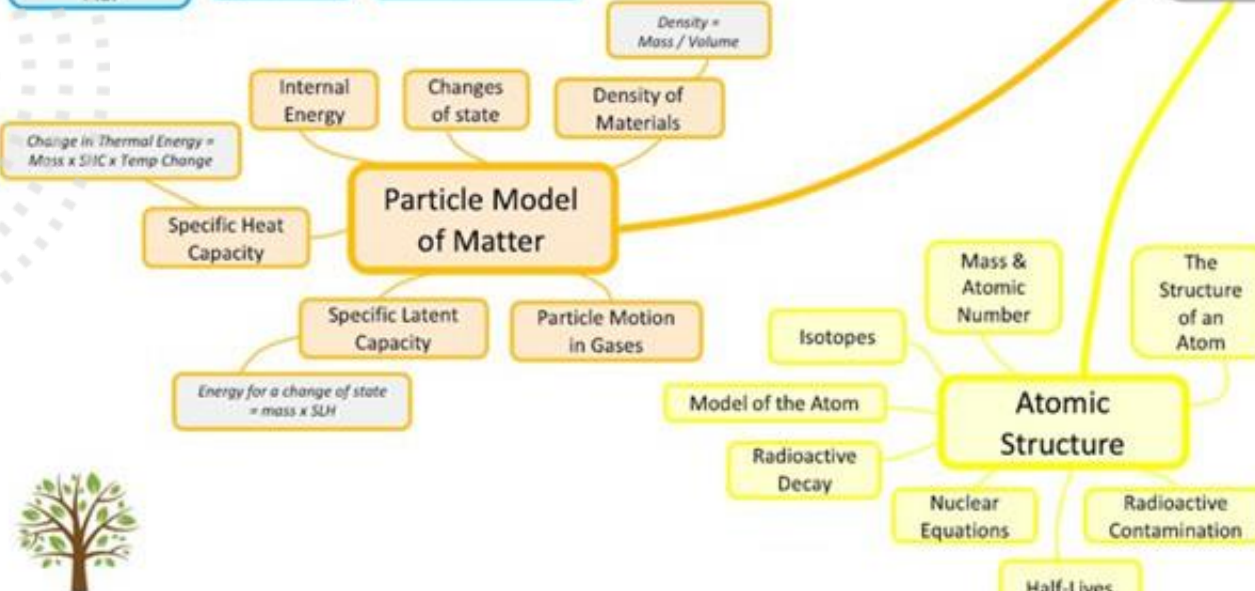


# AQA GCSE Combined Physics

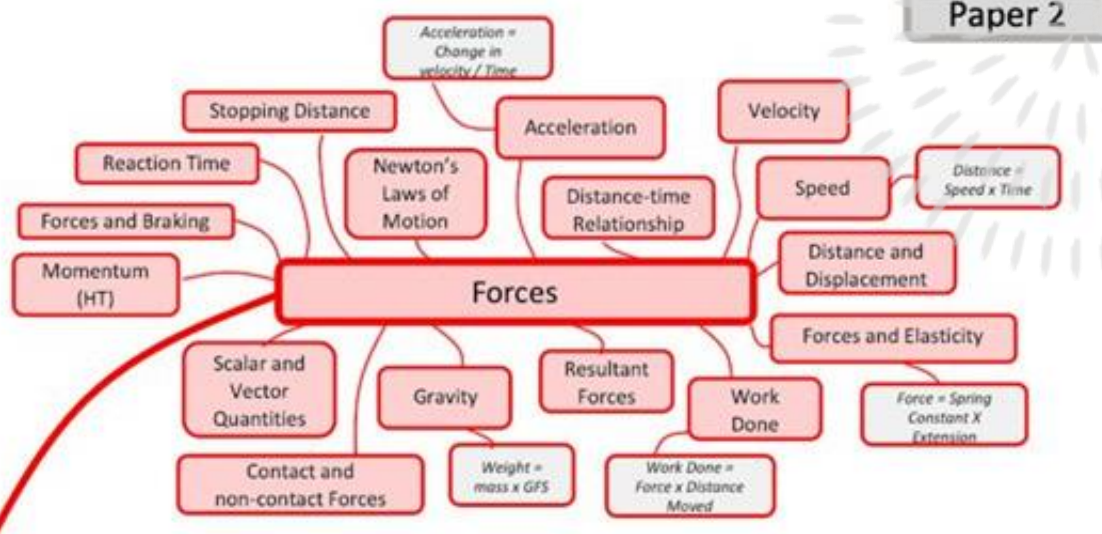
## Energy



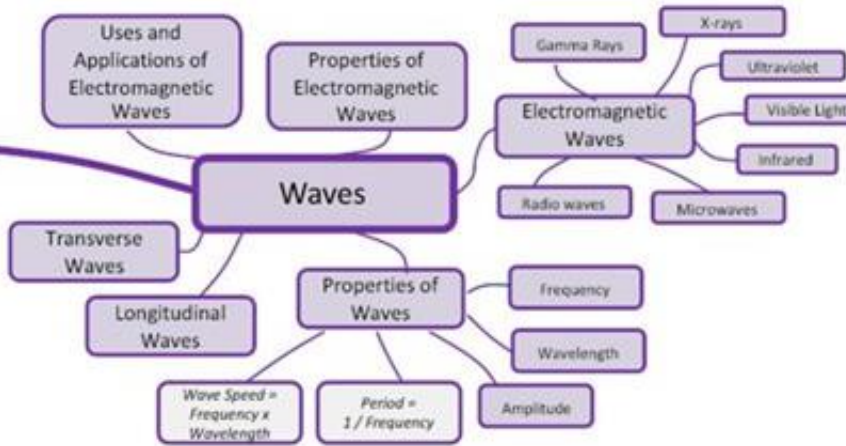
## Particle Model of Matter



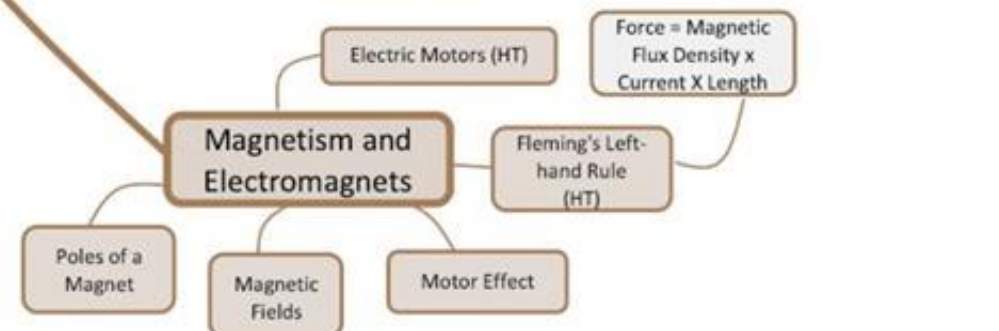
## Forces



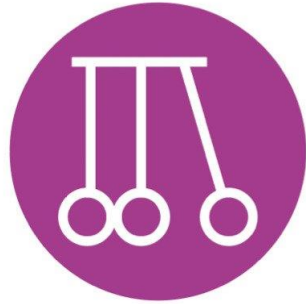
## Waves



## Magnetism and Electromagnets



# The Separate Sciences



Physics



Chemistry



Biology

- 2 Papers for each Science
  - 100 Marks per paper
- 1 Hour 45 Minutes per paper



**gosepod**®  
Education on Demand





# SENECA

Free interactive content to  
keep students engaged

# Required Practicals

## Photosynthesis Required Practical

- Describe how to investigate the effect of light intensity on the rate of photosynthesis.
- Explain how the results of this are affected by the inverse-square law (HIGHER TIER).



Freesciencelessons

These will be  
examined

0:15 / 3:52



# Maths content is important!

GCSE

Physics

## Physics Equations

Equation number	Word equation	Symbol equation
1	weight = mass × gravitational field strength	$W = m g$
2	work done = force × distance along the line of action of the force	$W = F s$
3	force applied to a spring = spring constant × extension	$F = k e$
4	moment of a force = force × distance normal to direction of force	$M = F d$
5	pressure = force normal to a surface $\frac{F}{\text{area of that surface}}$	$p = \frac{F}{A}$
6	distance travelled = speed × time	$s = v t$
7	acceleration = $\frac{\text{change in velocity}}{\text{time taken}}$	$a = \frac{\Delta v}{t}$
8	resultant force = mass × acceleration	$F = m a$
9 HT	momentum = mass × velocity	$p = m v$
10	kinetic energy = $0.5 \times \text{mass} \times (\text{speed})^2$	$E_k = \frac{1}{2} m v^2$
11	gravitational potential energy = mass × gravitational field strength ( $g$ ) × height	$E_p = m g h$
12	power = $\frac{\text{energy transferred}}{\text{time}}$	$P = \frac{E}{t}$
13	power = $\frac{\text{work done}}{\text{time}}$	$P = \frac{W}{t}$
14	efficiency = $\frac{\text{useful output energy transfer}}{\text{total input energy transfer}}$	
15	efficiency = $\frac{\text{total power output}}{\text{total power input}}$	
16	wave speed = frequency × wavelength	$v = f \lambda$
17	charge flow = current × time	$Q = I t$
18	potential difference = current × resistance	$V = I R$
19	power = potential difference × current	$P = V I$
20	power = (current) <sup>2</sup> × resistance	$P = I^2 R$
21	energy transferred = power × time	$E = P t$
22	energy transferred = charge flow × potential difference	$E = Q V$
23	density = $\frac{\text{mass}}{\text{volume}}$	$\rho = \frac{m}{V}$

You should be able to remember and apply the following equations. Make sure you also know the standard (SI) units for all quantities (e.g. mass is always in kg).

Becoming familiar with the Physics Equation Sheet.

**All** equations will be given this year.

Maths based questions being shared via OneDrive

# Calculators



It is essential that they are confident using the calculator they will have for the exam.


This needs to be brought to lessons



# Past Papers

8462






Specification Planning resources Teaching resources **Assessment resources** Key dates

## Assessment resources

Search resources 

Newest first  Page < 1 2 3 4 > Items per page 20 


Showing 120 results

-  [Exampro: Science Onscreen \[exampro.co.uk\]](#)  
  
Published 12 Dec 2023
-  [Exampro: searchable past paper questions, marks and examiner comments \[exampro.co.uk\]](#)  
  
Published 12 Dec 2023
-  [Centre declaration form: non-exam assessment, fieldwork and live performance: 2025](#)

Resource type

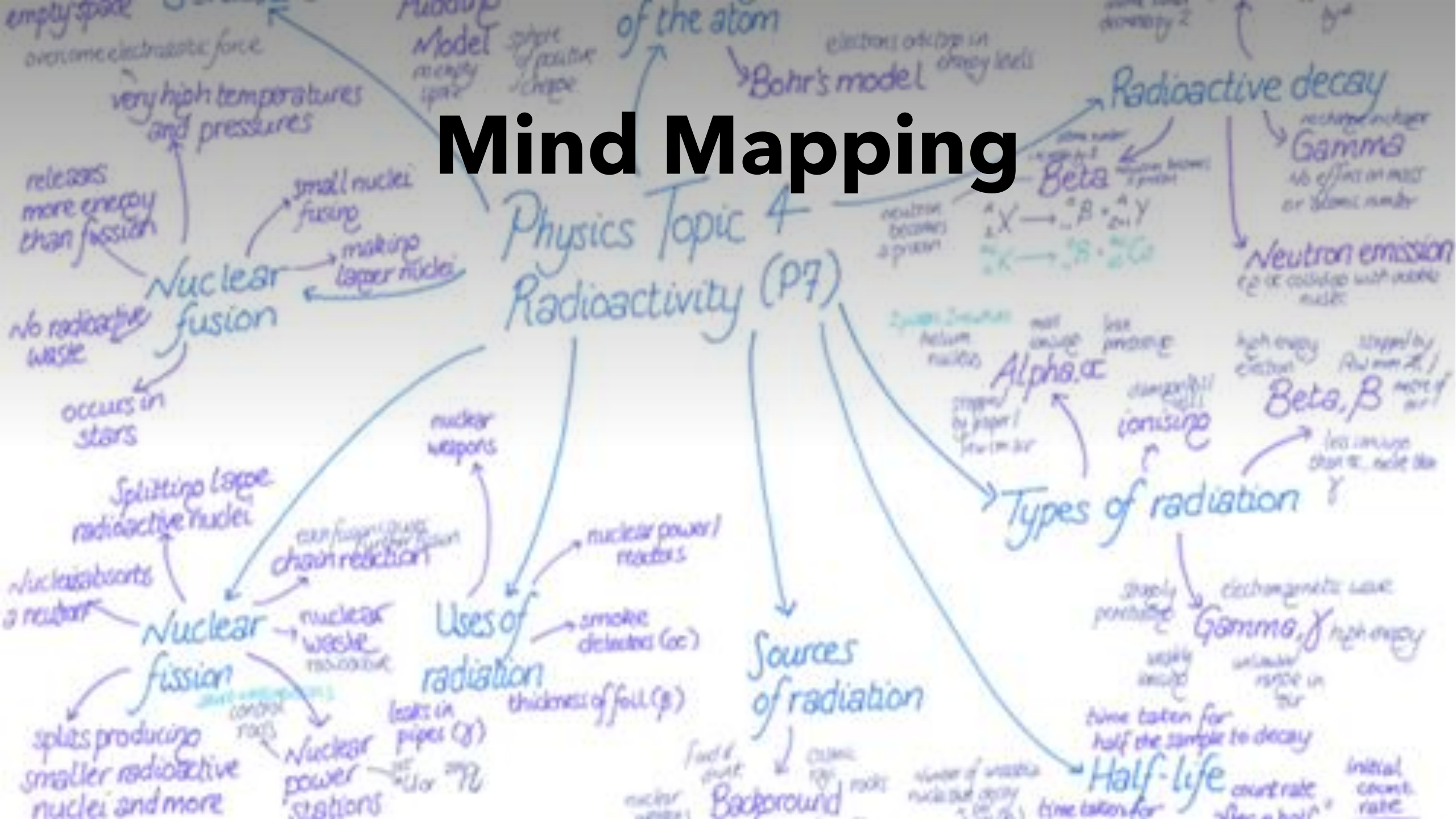
- Centre declaration sheets (4)
- Examiner reports (16)
- Grade descriptors (1)
- Mark schemes (23)
- Notes and guidance (4)
- Practice questions (2)
- Question papers (70)

Component



<https://www.aqa.org.uk/subjects/science>

# Mind Mapping



# Revision Broadsheets

## Chapter 1 – Cell biology

Which words (below) do the sentences describe?

1. Controls the cell →
2. Where all the reactions take place →
3. Controls what goes in/out of the cell →
4. Stores cell sap and keeps the cell rigid →
5. Where energy is released for the cell →
6. Green pigment needed for photosynthesis →
7. For cell structure and protection →
8. Where photosynthesis happens →
9. Make new proteins →

Cell membrane Nucleus Cell wall Mitochondria  
Chlorophyll Chloroplasts Cytoplasm Vacuole Ribosomes

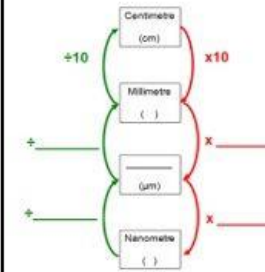
Mitosis – give 3 reasons why cells need to divide?

What can go wrong with mitosis?

What can this lead to?

How many chromosomes do humans have?

Fill in the blanks



Where do we get our energy from?

Fill in the blanks

Nanometre	Micrometre	Millimetre
5	0.005	0.000005
1		
	1	
	3	1
7		
		0.5

Plant Meristems (stem cells)

Plant meristems are plant stem cells. They are \_\_\_\_\_ cells and can be found in different places in the plant. Most are found near \_\_\_\_\_ of roots and \_\_\_\_\_, and in the buds, and in the \_\_\_\_\_ and \_\_\_\_\_ tissues (tissues which transport water and \_\_\_\_\_, respectively).

xylem tips sugars undifferentiated  
phloem stems

Write the equations for:

Aerobic respiration

Anaerobic respiration

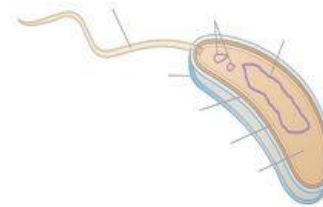
Fermentation

Eukaryotes – draw and label:

Animal cell

Plant cell

Prokaryotes – use the textbook to label this bacterium



Fill in the blanks

- \_\_\_\_\_ enable the cell to move
- \_\_\_\_\_ allow bacteria to exchange genetic information
- They do not have a \_\_\_\_\_, the DNA is free

Nucleus Plasmids Flagella

Name at least 6 things that energy is needed for in our body?

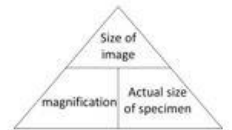
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Match the structure and definition

Tissue	Group of organs with closely related functions
Organ	Group of cells similar in structure that work together to perform a special function
Organ system	Several tissues grouped together to make a structure with a special function

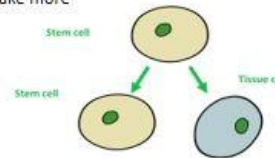
$$\text{Total magnification} = \text{magnification of eyepiece lens} \times \text{magnification of objective lens}$$

$$\text{magnification} = \frac{\text{size of image}}{\text{actual size of specimen}}$$



Stem cells

1. Can reproduce to make more identical stem cells
2. Can differentiate into different types of cell when given a biological signal



Name 3 specialised cells and how they are adapted for their function:

1. Root hair cell -
- 2.
- 3.

Long question practice

Explain what happens to the body when we exercise.





Mr Adamson  
Assistant Headteacher

# GCSE Pod



## Year 11 Impact Analysis

On average, regular users of GCSEPod achieved

**0.7** more **Progress 8** points than non-users

On average, the highest users achieved

**20** **Attainment 8** points more than non-users

Regular users of GCSEPod achieve, on average,

**1** grade higher per subject than non-users



The correlation between success and failure was made almost 100% clear with the use of GCSEPod.

Head of MFL at Yateley School

I found GCSEPod especially useful to compliment my knowledge and i'm certain it helped me secure the grades that I have been so happy to receive.

Student

My daughter used GCSEPod for her GCSEs and was very successful with her results, she absolutely loved the Pods and this style of revising.

Parent



- 30+ GCSE subjects
- 4 KS3 subjects
- Available online and offline
- Audio visual learning
- Builds confidence
- Revision & learning videos
- Knowledge checkers to test understanding

**Want to find out how you can support your child with GCSEPod?**

Join one of our **free webinars** by visiting:

<https://www.theaccessgroup.com/en-gb/education/resources/gcsepod-teacher-parent-and-student-webinars/>





Questions Answered  
4777



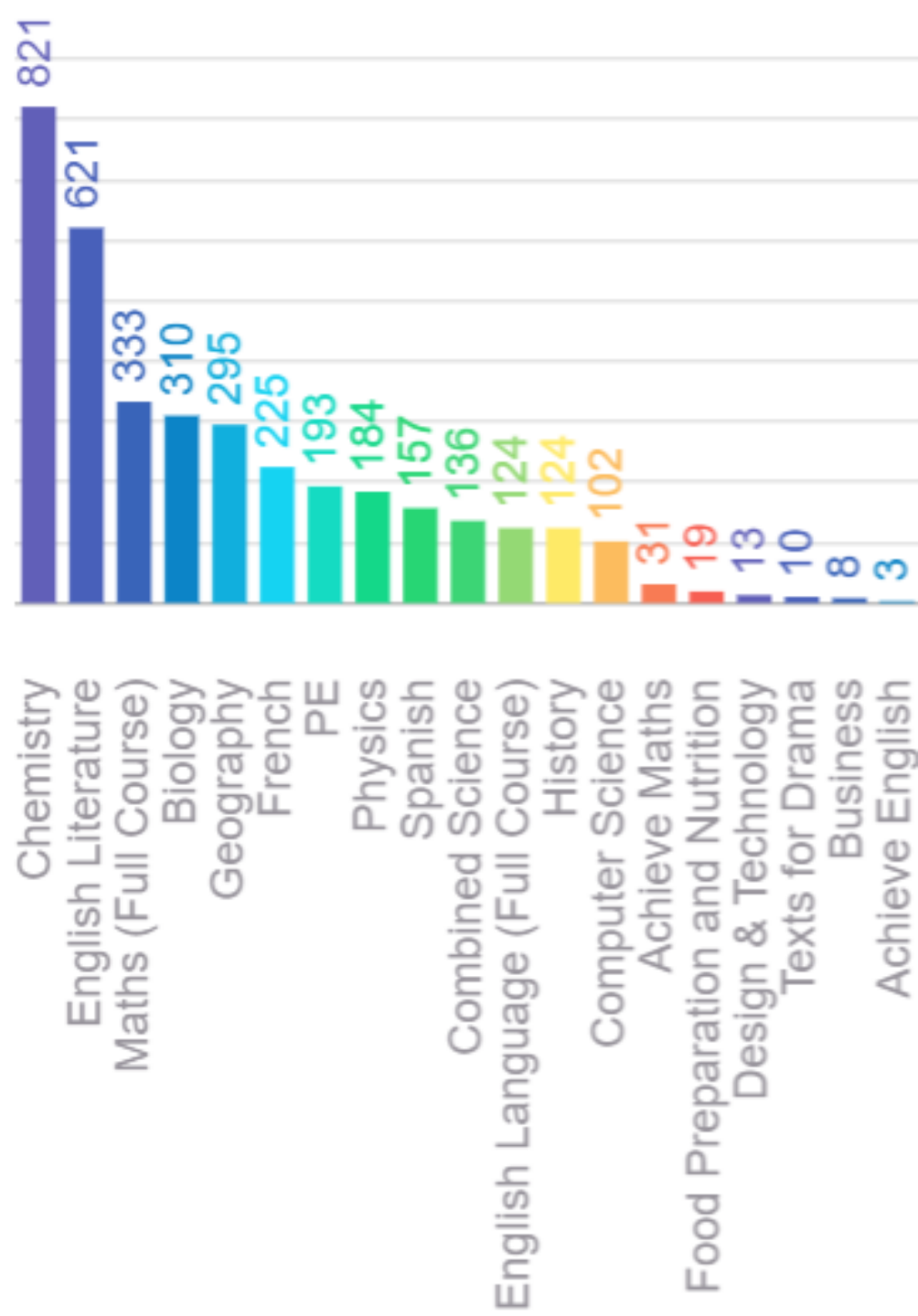
Assignments Handed In  
501



Pods Accessed  
3720

### Total streamed

1	Student 1	155
2	Student 2	138
3	Student 3	104



10 Jan 2024


<https://s3-eu-west-1.amazonaws.com/cdn.gcsepod.com/assets/uploaded/2209/f714b393-998f-4913-9859-7a0366f83890.mp4>



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# Parent Webinars

- 16<sup>th</sup> January @ 5pm: [Supporting students through their Mocks](#)
- 23<sup>rd</sup> April @ 5pm: [Supporting students through exams](#)



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# GCSE Student Webinars

- 6<sup>th</sup> March 2024 @ 5pm: [Access GCSEPod Student - Easter Revision Preparation](#)
- 13<sup>th</sup> June 2024 @ 5pm: [Access GCSEPod Student - Year 10 webinar](#)
- 20<sup>th</sup> June 2024 @ 5pm: [Access GCSEPod Student - Year 9 webinar](#)

## 5 MINUTES

- Watch 1 Pod.
- Create a quick Playlist of topics you find difficult.
- Check your usage and see how the usage is split across the subjects you are taking.
- Set some goals you want to reach with Pod – for example a certain number watched in a subject you are struggling with.
- Watch a Pod from the Keeping Fit & Healthy playlists: Body / Mind / Environment / Team You.

## 10 MINUTES

- Watch 1 Pod and take notes, pausing when necessary or slowing down the Pod as needed.
- Complete a new Check & Challenge.
- Create a playlist of Pods based on a revision list you have from school or one you have made yourself.
- Reattempt a completed Check & Challenge to beat your previous score and time.

## 15 MINUTES

- Watch 1 Pod & complete a learning activity.
- Watch 2 Pods from the Study Smart subject on one of the learning techniques – Spaced, Retrieval and Interleaving. Think about how you can use the technique you have learned about to plan your study time.
- Create a RAG (Red, Amber, Green) rated set of playlists for a subject of your choice.
  - **Red** = Topics that you struggle with.
  - **Amber** = Topics that could use a bit more work.
  - **Green** = Topics you are comfortable with.





Mr Widdeson  
Head of Year 11

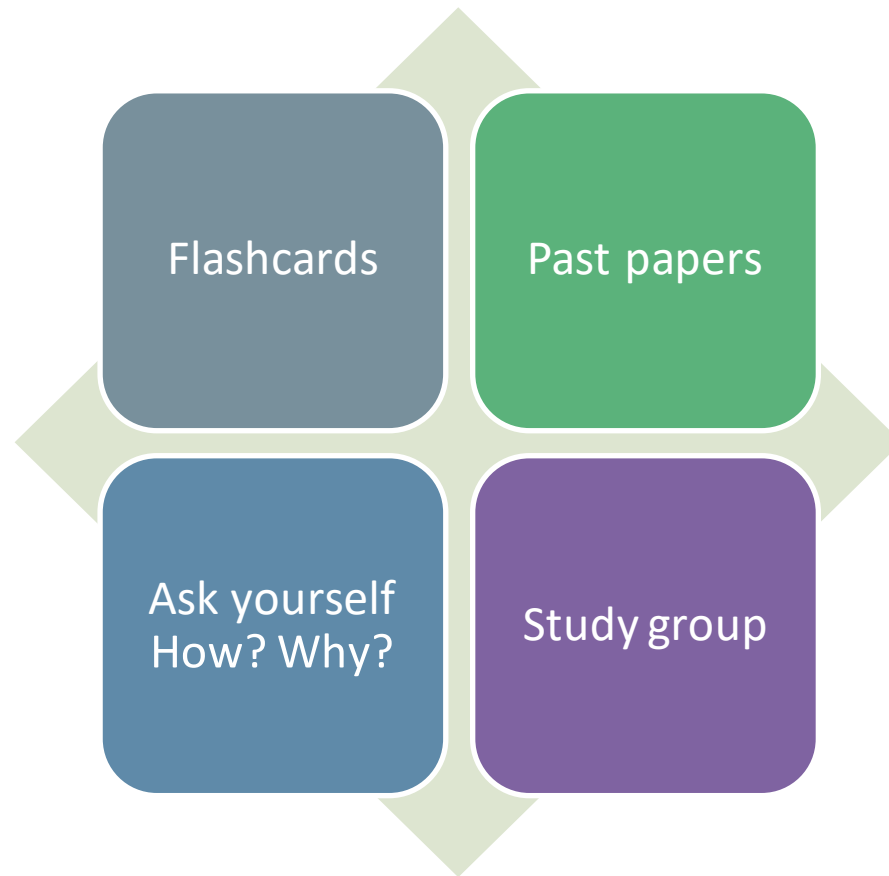
# EFFECTIVE REVISION STRATEGIES

#1

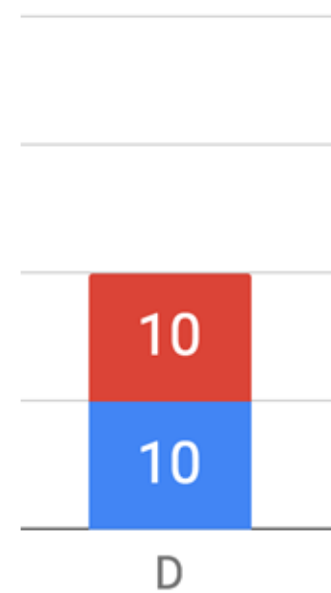
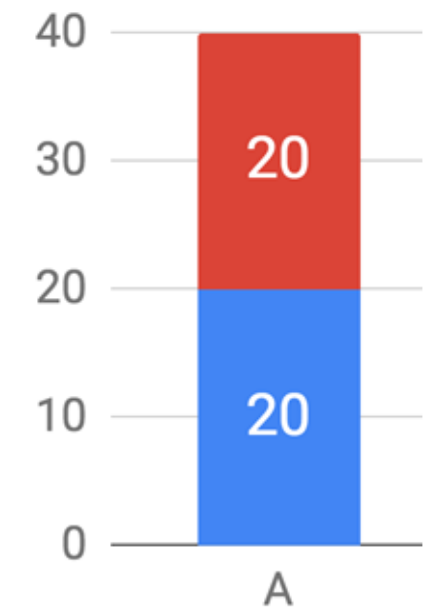
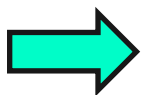
TEST YOURSELF

# #1 TEST YOURSELF

Actively bring information to mind instead of passively absorbing it

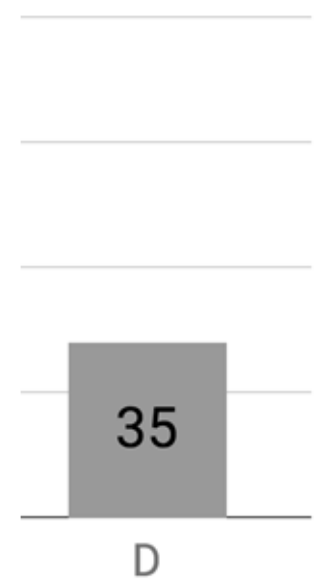
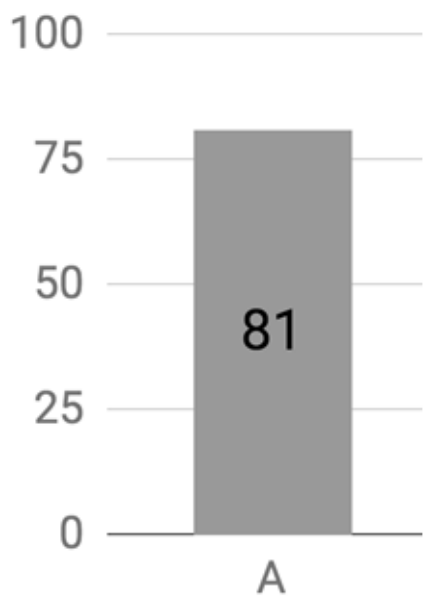
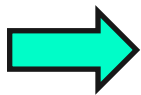


Hours doing  
each type of  
revision

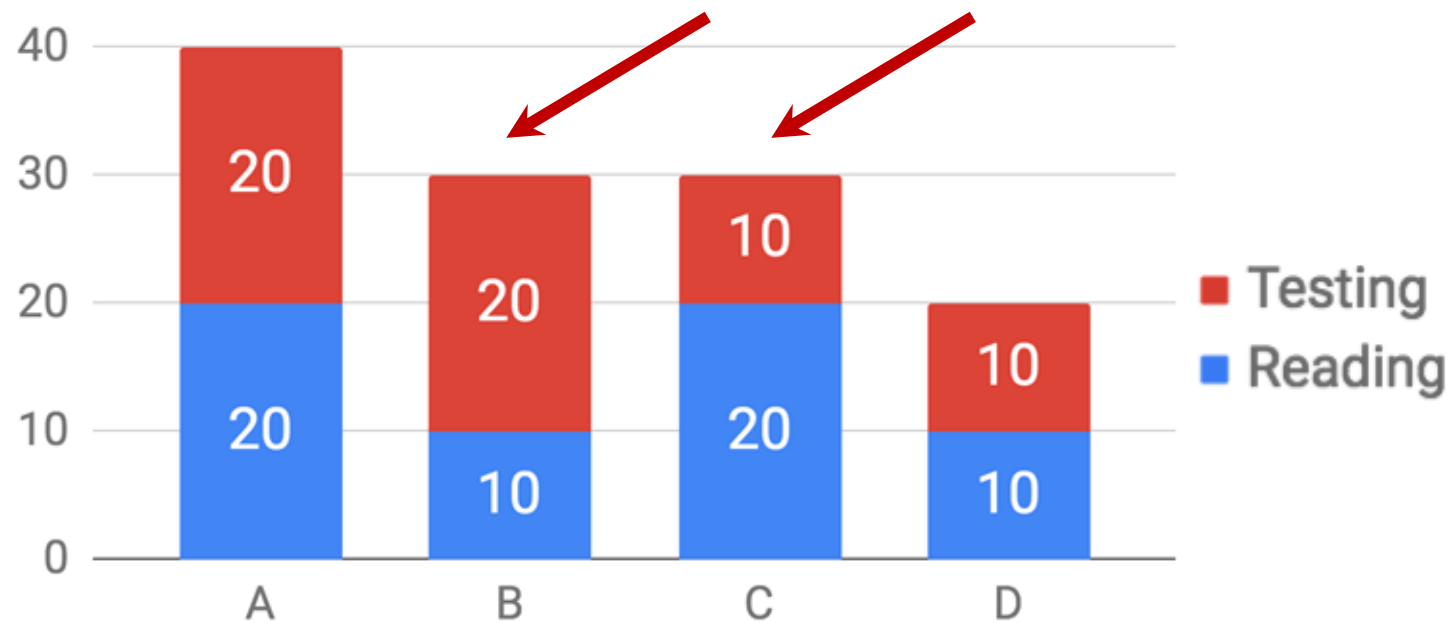
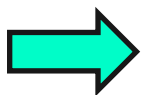


■ Testing  
■ Reading

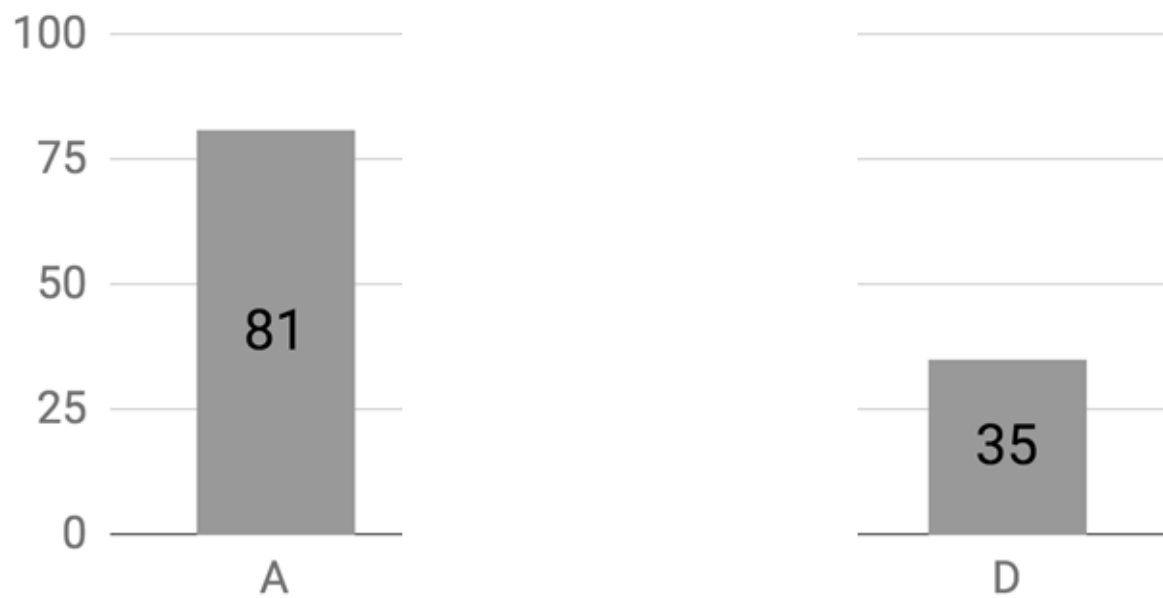
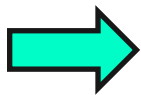
Exam scores



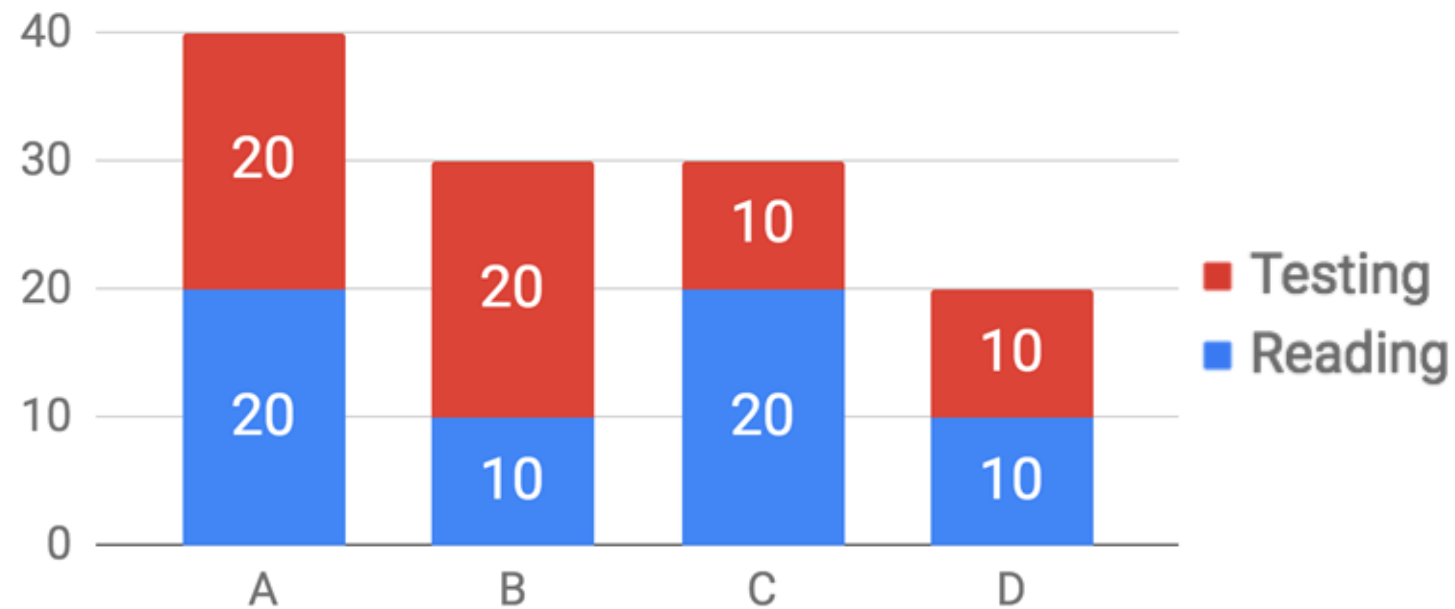
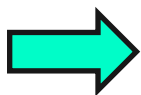
Hours doing  
each type of  
revision



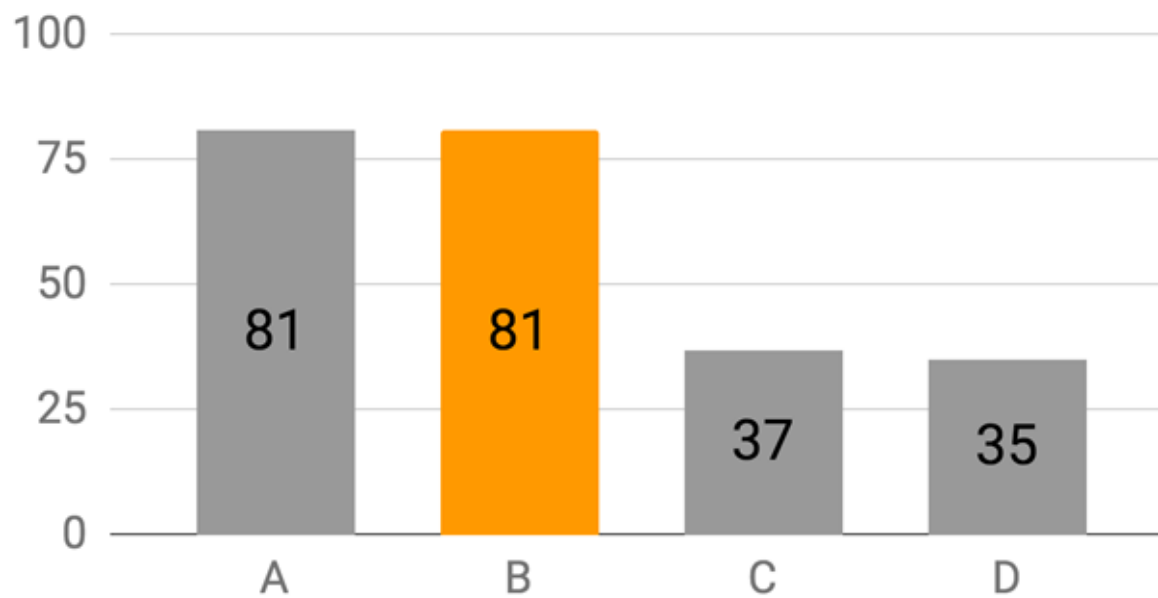
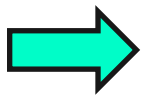
Exam scores



Hours doing  
each type of  
revision



Exam scores



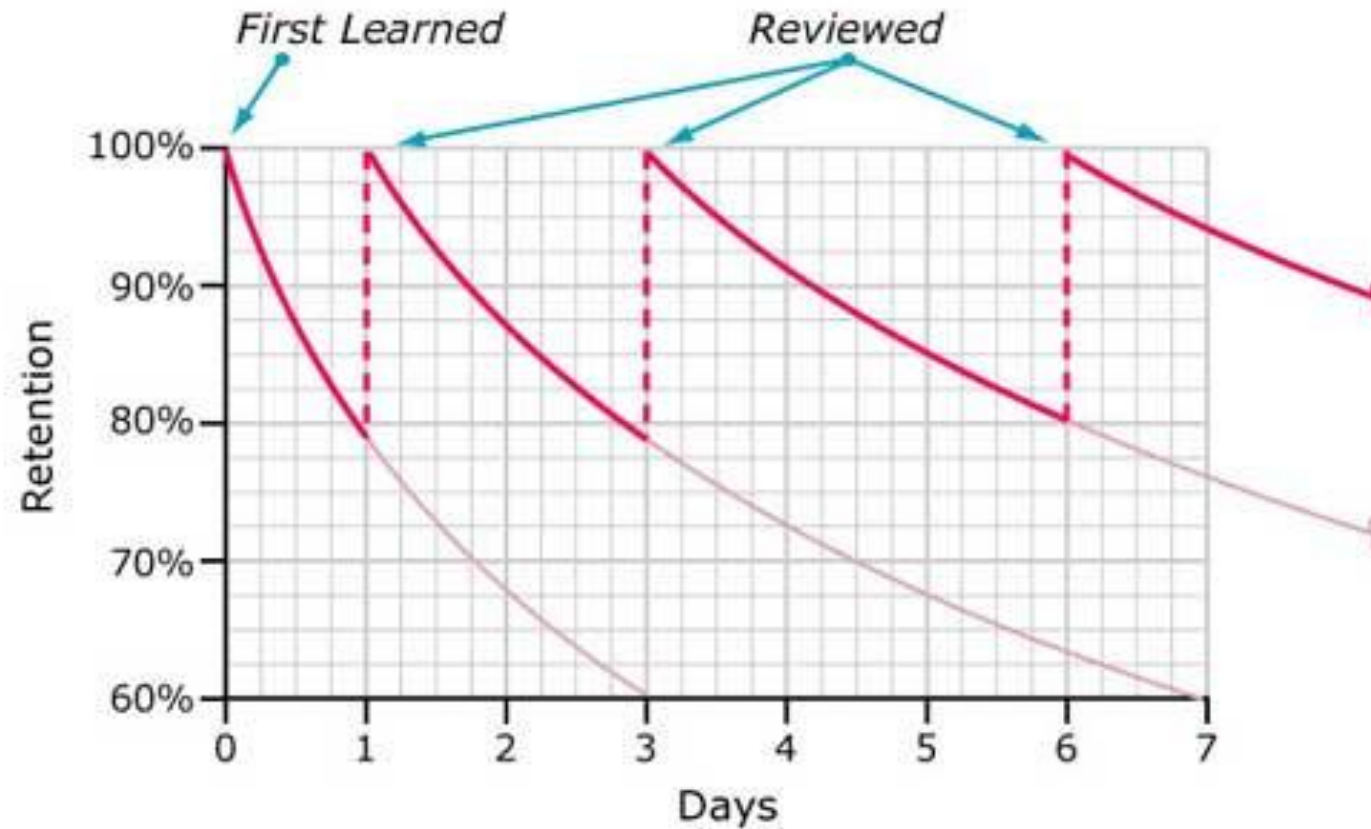
#2

FOLLOW A TIMETABLE  
AND REVISIT  
LEARNING  
REGULARLY



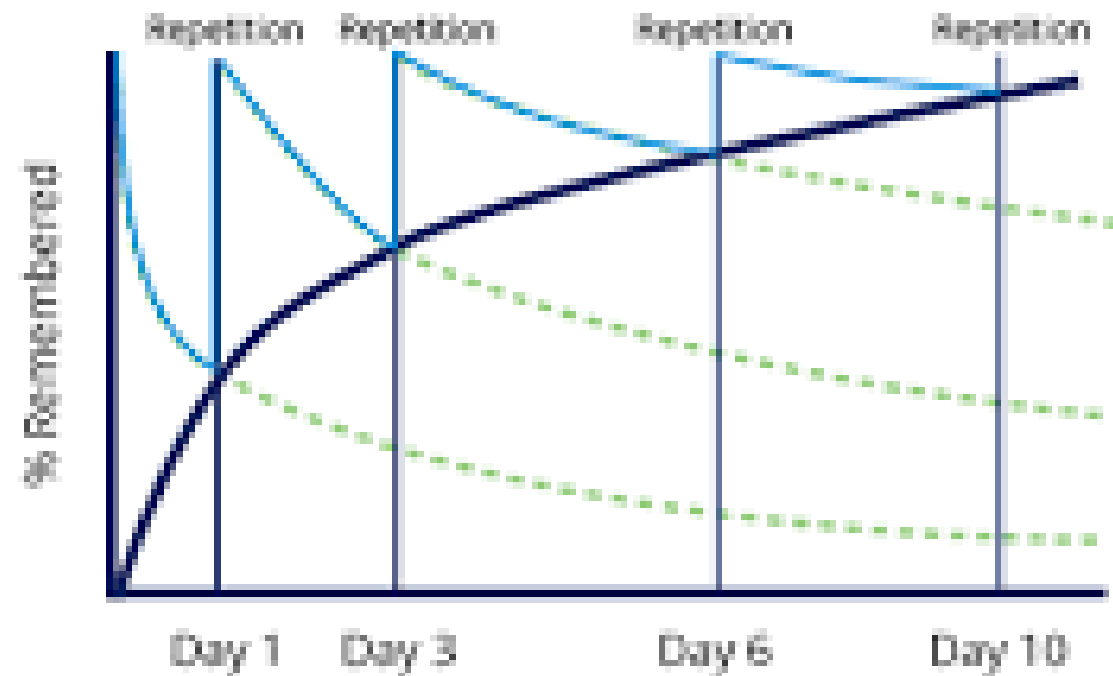
# THE FORGETTING CURVE

Typical Forgetting Curve for Newly Learned Information



# Spaced Learning and Repetition: How They Work and Why

## Spaced Repetition



# #2 FOLLOW A REVISION TIMETABLE

Revise in small sessions spread out over time

Switch between topics every now and then

Do not cram



A	B	C
2h	7h	
2h	7h	
2h	7h	
	4h	
2h		
2h		
4h		
2h		
2h		
4h		2h
		7h
2h		8h
1h		8h
Marathon		

# STUDY TIMETABLE

|||| SCHOOL  
|||| FREE TIME

	MON	TUE	WED	THU	FRI	SAT	SUN
9-4	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL		
4-5	CHEM	BAND	BAND	ENGLISH	BAND		
5-7							
7-7:30	BIOLOGY	TRUMPET	ENGLISH		MATHS	HISTORY	
7:45-8:30	GEO	CHEM	MUSIC		ENGLISH	MUSIC	
8:30-9	HISTORY	MATHS	BIOLOGY		BIOLOGY	MATHS	
9-9:30							

#3

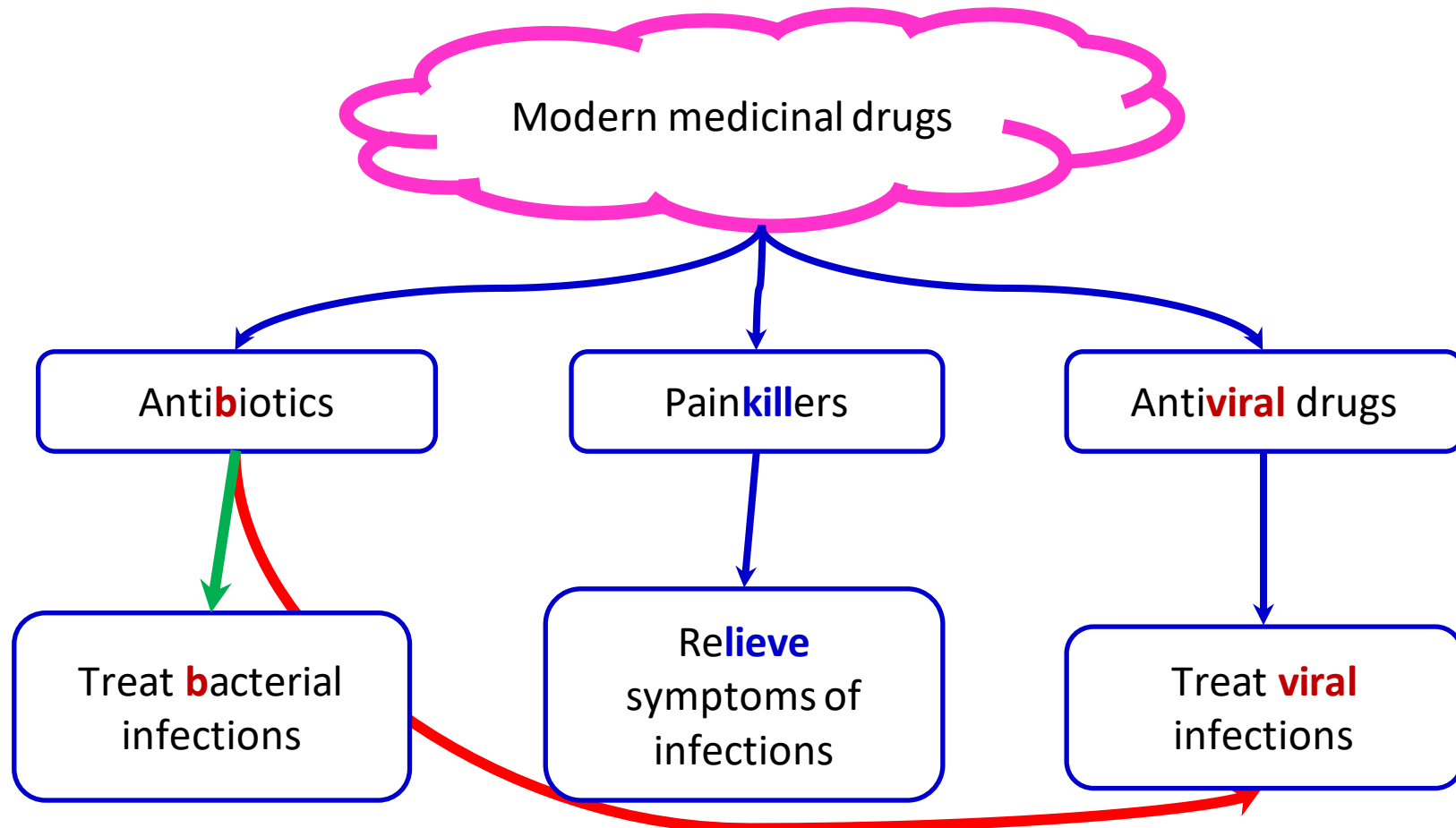
ADD VISUALS

# #3 ADD VISUAL ELEMENTS

This makes notes easier to understand and remember



Modern medicinal drugs can be divided into three types. The first type is antibiotics. The function of antibiotics is to treat bacterial infections. Antibiotics do not work against viral infections. The second type of modern drug is painkillers. These drugs work by relieving symptoms of infections. The last type of modern drug is antiviral drugs. Unlike antibiotics, these drugs treat viral infections.



SUMMARY



# SUMMARY

#1 - Test yourself

- Past papers, colleagues, flashcards, ...

#2 - Follow a revision timetable and revisit learning regularly

- Do not cram, spread out, switch topics, see it often

#3 - Add visual elements

- Timelines, diagrams, mindmaps, ...



# WHAT ARE WE DOING ?

- There will be a suite of initiatives to help pupils with their revision within (or shortly after) the normal school day.
- Pupils will have a access to a quiet, dedicated revision space after school on a Tuesday and Wednesday.
- Departments will be putting together a rolling programme of revision work, on a nominated day of the week, either during lunch time or after school.
- Tutors will be keeping a close eye on their groups and delivering helpful presentations in tutor time at the start of the day covering topics such as Mental Health, Mindset, and Ambition and Aspiration.
- Prizes are to be awarded to pupils who top the leader board in GCSE Pod usage (in addition to the whole school initiative promoting good attendance).



**Year 11 Revision Timetable – 2023-24**

<b>Week 1</b>	<b>Lunchtime</b>	<b>After School</b>
<b>Monday</b>	English <u>Language</u> / PE / GCSE Pod	SEN Homework / Coursework / Revision Support (LSC) / History
<b>Tuesday</b>	Art*/Maths	Business Studies (after Feb half-term) / Art
<b>Wednesday</b>	Media/Film / Art* / Science	Music (ad hoc throughout the year)/Spanish
<b>Thursday</b>	Science / Computing / Hospitality & Catering / Art*	
<b>Friday</b>	Art*	
<b>Week 2</b>	<b>Lunchtime</b>	<b>After School</b>
<b>Monday</b>	English Language / PE / GCSE Pod	<u>History</u> /French
<b>Tuesday</b>	Art*/Maths	Business Studies (after Feb half-term) / Art
<b>Wednesday</b>	Art*/Geography (after Feb half-term) / Science	Music (ad hoc throughout the year)
<b>Thursday</b>	English Literature / Computing / Art*	
<b>Friday</b>	Art*	

Art\* - Open studios for GCSE – practical work