



## Core Evening PPT Slides

Welcome to  
The Yr 9 Core  
Evening  
*2019*



What makes a difference?

Parental support is eight times more important in determining a child's academic success than social class (DFE)



# Advice for Parents

- Establish healthy daily habits.
- Encourage optimum levels of sleep (8-10 hours for a 14 year old).
- Find a way technology can work with (not against) your child.
- Maintain high attendance levels.
- Keep in regular contact with teachers.
- Champion extra-curricular activities.
- Agree the balance between work and social life and stick to the agreement



# For Students

- Put maximum effort into homework.
- Resist the temptation to bury your head in the sand if things are getting out of hand – talk to your parents, tutor, teachers or Achievement Leaders
- Ignore what friends and others are doing or saying – focus on **YOU**.
- Go to interventions and make them work for you.
- Practice exam and revision techniques – learn what works for you.



# For Students

- Have a clear goal for each revision period
- Get into the routine of following your revision
- Don't waste time struggling – note down anything you are finding hard and take it to your next lesson.
- **DO NOT BE INFLUENCED BY FRIENDS WHO TALK ABOUT HOW MUCH OR LITTLE WORK THEY ARE DOING**



# Attendance Matters: Data 2019

- 78% with over 95% Attendance achieved a pass in Maths and English
- 38% with below 90% Attendance achieved a pass in Maths and English
- Impact of 5%
- 95% attendance required for Sixth Form



## And finally....

- Enjoy these 3 years
- Don't have any excuses
- Don't have any regrets
- Accept you will make mistakes...
- ...understand that this is when you learn most!
- Be Proud!



# Cottesloe School Achievement Leaders

The link between subjects and students:

Miss Felton & Mr Passaro



# How we support in Year 11: Raising Standards' Strategy for the Year Ahead

- Additional Learning Opportunities and Interventions
- Lunchtime support – A5 and subject specific sessions
- Guidance: revision guides, revision sessions, preparation for exams.
- Small group support i.e. exam anxiety support
- Close links with Sixth Form and Sixth Form mentors
- Futures interviews, (29<sup>th</sup> January)
- Careers consultation



# How we support in Year 11: Raising Standards' Strategy for the Year Ahead

- Strategies to support the More Able
- 2 sets of mock exams (November and March)
- Diagnosis – Therapy – Testing
- Personalised Learning Checklists (PLCs)
- Marking, Feedback and Fix-it
- Use of exam questions in lessons and at home
- Academic Mentoring



# SCIENCE

Year 9 Core Evening



# Science Curriculum Intent

Through the study of science students learn about themselves, their health and their place within, and impact on, local and global communities.

Students will develop into informed citizens who are able to understand and critique the world around them.



# Exam Board and Courses

## **TRILOGY COMBINED SCIENCE (AQA )**

- GCSE combined science

## **TRIPLE SCIENCE (AQA)**

- GCSE BIOLOGY
- GCSE CHEMISTRY
- GCSE PHYSICS



# What Happens this year?

- Cover 10 of the 24 units
- 42% of the GCSE content
- Knowledge is key
- Much more responsibility on you



# Tricky...

- Science is tricky
- Loads of low frequency unfamiliar words
- High literacy requirement for the exams





**03.3** The man raises his body a vertical distance of 0.63 m to go from stage 1 to stage 2

Calculate the work done by the man.

Use your answer to question **03.2**

Use the equation:

$$\text{work done} = \text{force} \times \text{distance}$$

**[2 marks]**

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$$\text{Work done} = \underline{\hspace{2cm}} \text{ J}$$

**03.4** The man was **not** moving at stage 2

How much work is done by the man at stage 2?

**[1 mark]**

$$\text{Work done} = \underline{\hspace{2cm}} \text{ J}$$

**03.5** A woman uses the bar to do a pull up.

The woman has a mass of 62 kg

She accelerates at  $11 \text{ m/s}^2$

Calculate the resultant force on the woman.

Use the equation:

$$\text{force} = \text{mass} \times \text{acceleration}$$

**[2 marks]**

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$$\text{Force} = \underline{\hspace{2cm}} \text{ N}$$

Do not write  
outside the  
box

Turn over for the next question



# Knowledge is Sticky

## RATE

Department strategy to improve student responses to the longer (essay style) questions



# Unfamiliar Content



‘Less than a quarter of students achieved credit on this question with around 4% of students achieving all 3 marks’

What an opportunity!

‘In this question less than a third of students achieved some credit for their response, however, only about 1% of students obtained all 3 marks’



# The final act...

There is no coursework or controlled assessment

**EXAM!**

**EXAMS!!!**



# Combined Science Assessment

6 x 1h 15min exams

Qualification = 2 x GCSE grades



# Triple Science

2 x 1h 45min exams for each of the subjects

Qualifications = 3 x GCSE grades  
(Biology, Chemistry, Physics)



# Resources

Revision Guides (School Shop)

[Seneca learning](#) (codes on [SMHW](#))

Revision cards (School Shop)

[Kerboodle](#) (Codes available soon...)

Past exam papers ([AQA website](#))

Intervention Booklets ([SMHW](#))



# Past Exam Material

AQA Website

<http://www.aqa.org.uk/subjects/science/gcse>



# Where to go...

The screenshot shows the AQA website's 'Subjects' page for Science. The page lists several GCSE Science courses with their respective codes and teaching/exam dates. Three blue arrows point to specific subject cards:

- Top-left arrow: "Click here for Biology" points to the "GCSE Biology (8461)" card.
- Top-middle arrow: "Click here for Chemistry" points to the "GCSE Chemistry (8462)" card.
- Top-right arrow: "Click here for Chemistry" points to the "GCSE Chemistry (8463)" card.
- Bottom arrow: "Click here for combined science" points to the "GCSE Combined Science: Synergy (8465)" card.

Other visible cards include "GCSE Combined Science: Trilogy (8464)", "GCSE Biology (4401)", and "GCSE Science A (4403)".



# Science Specific Preparation

## 1. Knowledge

YEAR 9 – This is where we are

Mind maps, check lists, revision cards, revision guides, revision notes, Seneca, Tassomai etc

## 2. Application/Practice

Past Papers, Assessment point tests, mock exams, work books, intervention booklets



THE BEST WAY TO DO IT...

...IS TO DO IT!



**THANK YOU**

# The English Department



**Mrs. J. Webber**  
Head of English

**Year 9: Core Evening**  
*Prepare, Aspire, Succeed*

| Term One:  | Term Two:  | Term Three:   |
|--|--|---|
| <p><b>Literary Shorts:</b><br/>Anthology</p> <p><b>Reading</b> extracts and short stories</p> <p><b>Writing</b> creatively and descriptively</p> | <p><b>Macbeth:</b><br/>William Shakespeare<br/>(Key Extract Analysis)</p> <p><b>Power and Conflict:</b> Poetry Anthology<br/>(7 Poems)</p> | <p><b>The Sign of the Four</b><br/>Sir Arthur Conan Doyle<br/>(Key Extract Analysis)</p> <p><b>Spoken Language:</b><br/>Persuasive Speech</p> |
| <p><b>Major Assessment:</b><br/><b>Language Paper 1:</b><br/>Q1,2 and 3 of the Reading Section.<br/>Q5: The Writing Section.</p>                 | <p><b>Major Assessments:</b><br/><b>Macbeth:</b> Extract to Whole question.<br/><br/><b>Poetry Comparison</b></p>                          | <p><b>Major Assessment:</b><br/>AQA Spoken Language GCSE Component</p>  |

# YEAR 9: CURRICULUM PLAN

Prepare

# ENGLISH LANGUAGE

**Paper 1:**  
Explorations  
in Creative  
Reading  
and Writing



**50%** of  
GCSE  
English  
Language.



Prepare

# PAPER 1: 1 HOUR AND 45 MINUTES

**Reading: Worth  
50% of the  
marks.**

Next, they have  
to answer **4**  
questions which  
test different  
reading skills. (**45**  
Minutes)

Students are provided with  
an extract from a text –  
usually a short story or the  
beginning of a novel –  
and they are given **15**  
**minutes** to actively read  
and annotate it.

**Writing: Worth 50% of the  
marks**

Students have a choice of two  
tasks: Usually, there is a  
picture and students are  
asked to write a description.  
Or, they have to write a  
narrative (story).  
*Occasionally, the question  
about the picture will ask them  
to write a story. (45 Minutes)*

# HOW TO PREPARE: READING

○ Read lots of different beginnings of stories and ask questions about how the reader is being 'hooked'.

- Q1: Comprehension
- Q2: Analysis of Language
- Q3: Structure



*As Gregor Samsa awoke one morning from uneasy dreams, he found himself transformed in his bed into a gigantic insect.*

# HOW TO PREPARE: WRITING



- ▶ Prepare lots of descriptions of places and people. The photographs in the examination papers tend to be of locations, modes of transport, interesting characters. By practising writing about lots of different people, places and things, you will develop a repertoire of phrases that you should be able to use in the examination.



# HOW TO SUPPORT YOUR CHILD



Try to have a word that you learn together every week – both how to spell it and when to use it - and practise making up sentences with this new found vocabulary.

**My Favourite Word:**

**pulchritudinous**

**REMEMBER THAT  
CONTEXT IS  
EVERYTHING**



Life is ~~beautiful~~  
pulchritudinous

THE REASON I LOVE THIS WORD IS  
BECAUSE IT IS SO UGLY AND YET  
MEANS BEAUTIFUL!

# ENGLISH LANGUAGE

Prepare

**Paper 2:**  
Writers'  
Viewpoints  
and  
Perspectives



**50%** of  
GCSE  
English  
Language.



Prepare

# PAPER 2: 1 HOUR AND 45 MINUTES

Reading: Worth 50% of the marks.

Students are given **15** minutes to **actively** read two non-fiction extracts. One is usually a Nineteenth Century text and one is more modern.

Next, they have to answer **4** questions which test different reading skills. (**45** Minutes)

• Writing: Worth 50% of the marks.

Students are required to write a non-fiction response to a given statement. (**45** Minutes)



# SPOKEN LANGUAGE ASSESSMENT

# HOW TO PREPARE: SPEECHES

Choose a topic in which you are very interested and do lots of research.

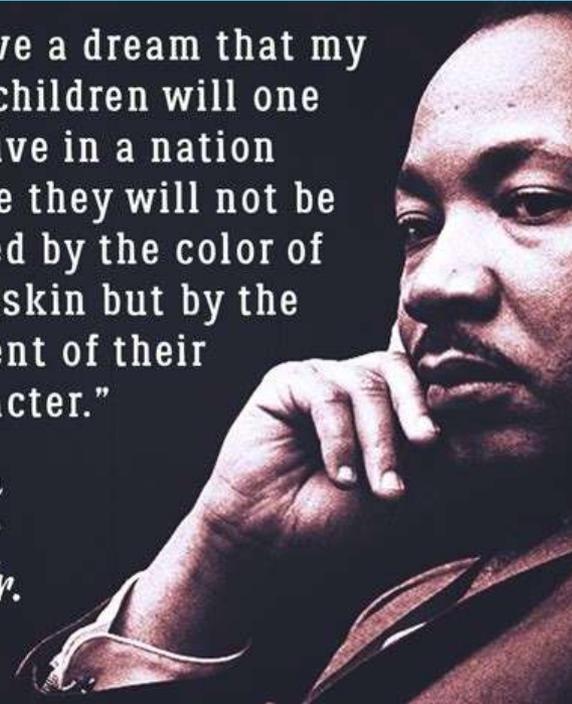
Read famous persuasive speeches and watch them being delivered.

Learn about the power of rhetorical and persuasive devices.



"I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

*Martin  
Luther  
King Jr.  
1963*

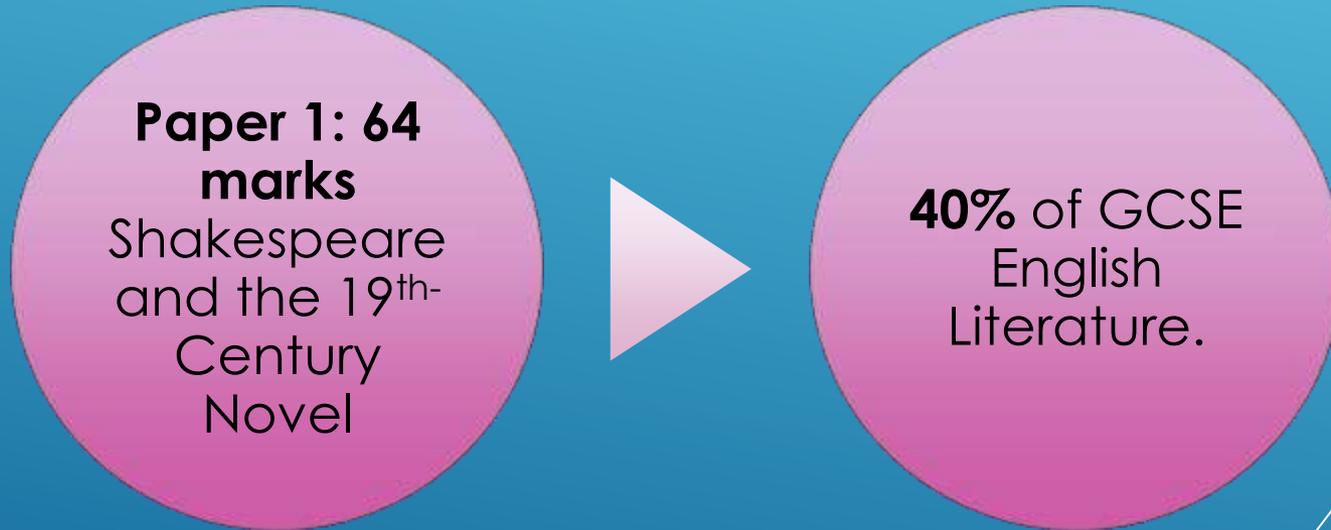


- ▶ **The Speech:** assesses a student's ability to, '**deliver a presentation in a formal context, respond to feedback and questions and use Standard English.**' Students will be awarded a: **Pass, Merit or Distinction.**
- ▶ **The assessment is conducted in two parts:** Firstly, students will complete a two minute individual presentation in front of their English class who will form the audience.
- ▶ The second part of the assessment requires students to, '**listen to and respond appropriately to questions and feedback**' which means that they will answer questions asked by this audience.

## SPEECH ASSESSMENT: AQA

Prepare

# ENGLISH LITERATURE





Prepare

# PAPER 1: 1 HOUR AND 45 MINUTES

\*This is an **extract-to-whole-based** paper.

**Section A**  
**Shakespeare:**  
***Macbeth***  
**Worth 50% of the**  
**marks.**

Marks: 34  
(an extra 4 marks for  
spelling, punctuation and  
grammar)

Students answer one  
question on the studied  
text. They will be given an  
extract to analyse and will  
also be expected to refer  
to the **whole** text.

**Section B**  
**19<sup>th</sup> –Century Novel**  
***The Sign of the Four***  
**Worth 50% of the**  
**marks.**

Marks: 30

Students answer one  
question on the studied  
text. They will be given an  
extract to analyse and will  
also be expected to refer  
to the **whole** text.

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# ENGLISH LITERATURE

**Paper 2: 96  
marks**

Modern  
Texts and  
Poetry



**60%** of  
GCSE  
English  
Literature.



Prepare

# PAPER 2: 2 HOURS AND 15 MINUTES

**Section A: 34 marks**

**Modern Prose or  
Drama**

***An Inspector Calls***

**Answer one question  
(from a choice of two)  
on the studied text.**

**Section B: 30 marks**

**Poetry Anthology**

**Power and Conflict  
Cluster**

**Answer one question,  
comparing two  
poems.**

**Section C: 32 marks**

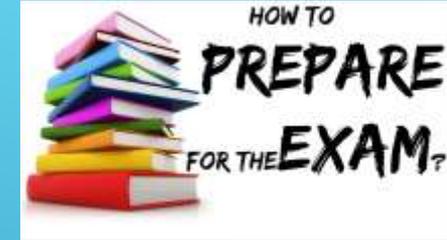
**Unseen Poetry**

**Answer two questions  
on unseen poetry**

This paper requires students to explore a character, theme or idea in each section.

In the poetry sections, students are also required to compare how a theme, idea or topic is presented in two poems.

# HOW TO PREPARE FOR LITERATURE:



○ Re-read the text and make additional annotations – students should always be actively reading. This means they should be annotating for key plot developments, highlighting key quotations, exploring the effect of language and structure and making connections across the whole text.

○ As the year progresses, the Cottesloe School Literature revision websites will be made available to you to use.



# PREPARE ASPIRE SUCCEED



# Yr 9 Core Evening Maths Presentation

# GCSE Maths – Linear Course

## Edexcel Exam Board (IMA1)

### Structure:

2 tiers

Foundation and Higher

Foundation = Grades 1 to 5

Higher = Grades 9 to 4/3

3 papers, out of 80, 1 non calculator, 2 non calculator, each 90 mins in length.

Exam Experience

Progression Steps to Grades: Step 12 – 9, Step 11-8, 10-7, 9-6, 8-5, 7-4, 6-3, 5-3, 4-2, 3-2, 2-1 and 1-1

Low scores on higher? Grade boundaries

# This Year:

- All students will study Units 1 to 8:
- Foundation: Number, Algebra, Graphs, Fractions and Percentages, Equations and Sequences, Angles, Averages and Perimeter and Area.
- Higher: Number, Algebra, Representing Data, Fractions, Ratio and Percentages, Angles and Trigonometry, Graphs, Area and Volume and Transformations.
- After each unit they sit a Unit test (Half term test)
- They complete an end of year exam
- They have a study guide and workbook to support this content

## Year 10 and 11:

- More Units
- More Study guide
- More Practice Questions
- More Unit tests
- First Mock Exam in June

# To achieve more in Maths, the 4 step plan:

- Acquire Knowledge - Read and read again, Use worked examples, write revision notes
- Apply knowledge – Questions in revision guide, questions in workbook
- Develop problem solving skills – Critical thinking
- Develop exam/test technique and practice – Unit tests, Half term test, End of year test and Practice papers.

# Learning Maths is about:

Developing personal qualities, Attitude to Learning, Organisation  
Embracing the challenge, Drive, Determination and Discipline.

Accumulating Marks

- **Remember:**
- **Maths is Hard**
- Little but often, (Do Maths everyday)
- Maths is **Great!!** – **Positive mindset**
- Maths is everywhere – make it real!
- No such thing as “**Can’t do Maths**” **Focus on what you can do!**
- Maths is Maths!
- Any Maths is **Good Maths**

# What we need you to do:

- Support
- Encourage
- Create a working environment
- Help organise their time
- Help them prioritise

# GCSE Statistics

- Some Students will complete this qualification in Year 10. Obtain an additional GCSE
- WHY?
- Develops wider and deeper knowledge, supports GCSE Maths
- Builds confidence
- Helps with the transition to A level Maths
- Helps with the transition to other post 16 subjects
- Supports overall GCSE points score

# Revision Support

- MyMaths and MyMaths Boosters
- BBC GCSE bitesize
- Revision Guides – Available from Reception
- Revision Workbooks – Available from Reception
- Practice papers
- Mock Papers
- Past Exam paper
- PiXL Papers

The more you practice Maths the better you get.

Take control – Come on!!!

Thank you



Thank you for  
coming.

Please do chat to us if you  
have any questions.