



**FULSTON MANOR**  
**YEAR 11 GCSE PARENTS' EVENING**  
**WEDNESDAY, 1<sup>ST</sup> FEBRUARY 2017**  
**7:00 PM**  
**MILLENNIUM HALL**



**National Support School**  
designated by



National College for  
Teaching & Leadership



Swale Training  
School Alliance



- Where are we now?
- How is my child doing?
- How is the school supporting progress?
- How can parents support progress?
- Examinations
- Post 16 Progression



LAST SUMMER,



YOUR CHILD SAT AN EXAM CALLED  
**THE CURVE.**





- WHERE ARE WE NOW?
- English
- Maths
- Science
- Options



## PiXL Lit app

- Login and take quizzes on each of the Shakespeare plays, Jekyll and Hyde and plays coming soon.
- Learn key quotes, characters and terminology through a range of games.
- Free to download as school has paid for the license.
- App or access as a website on your desktop.
- Login is easy and unique for you so you can track your progress: we can check how you are getting on too!





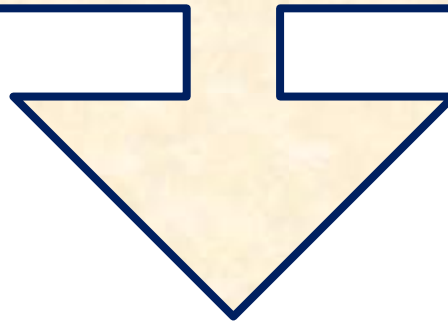
All students have unlimited, free access to the Pixl Lit App, which provides revision games and activities for English Literature subjects

**Login Details:**

School ID = FM930

Username = surname and first initial in capital letters (MULLIGANJ, for example)

Password = password





## Navigating the site:

1. Choose your text
2. Take a quiz/test
3. Change your password for one you can remember

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Authors: Rachel Johnson and Matthew Woodfine, Version 1.2.

Edit profile

Skills overview Gap analysis Su

Please select a book

PLEASE SELECT A BOOK

Christmas Carol	Jekyll And Hyde	Othello
Animal Farm COMING SOON	Julius Caesar	Pride and Prejudice
Frankenstein	Macbeth	Romeo And Juliet
Great Expectations	Merchant of Venice	Sign of Four
Henry V	Much Ado About Nothing	The Tempest
Pride and Prejudice	Never Let Me Go COMING SOON	Twelfth Night



# PIXL MATHS APP

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# Access – desktops, phones and tablets

## AVAILABLE PLATFORMS



### Desktop Flash App

Desktop/Laptop Website

Available in all [Flash enabled browsers](#).



### Apple App Store

Mobile/Tablet

Available for iPhone and iPad running IOS7 and above.



### Google Play Store

Mobile/Tablet

Available for all compatible Android devices running Android 4.4 and above.



### Amazon App Store

Mobile/Tablet

Available for all compatible Android devices running Android 4.4 and above.



# PiXLmaths

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## Welcome to the PiXL Maths App

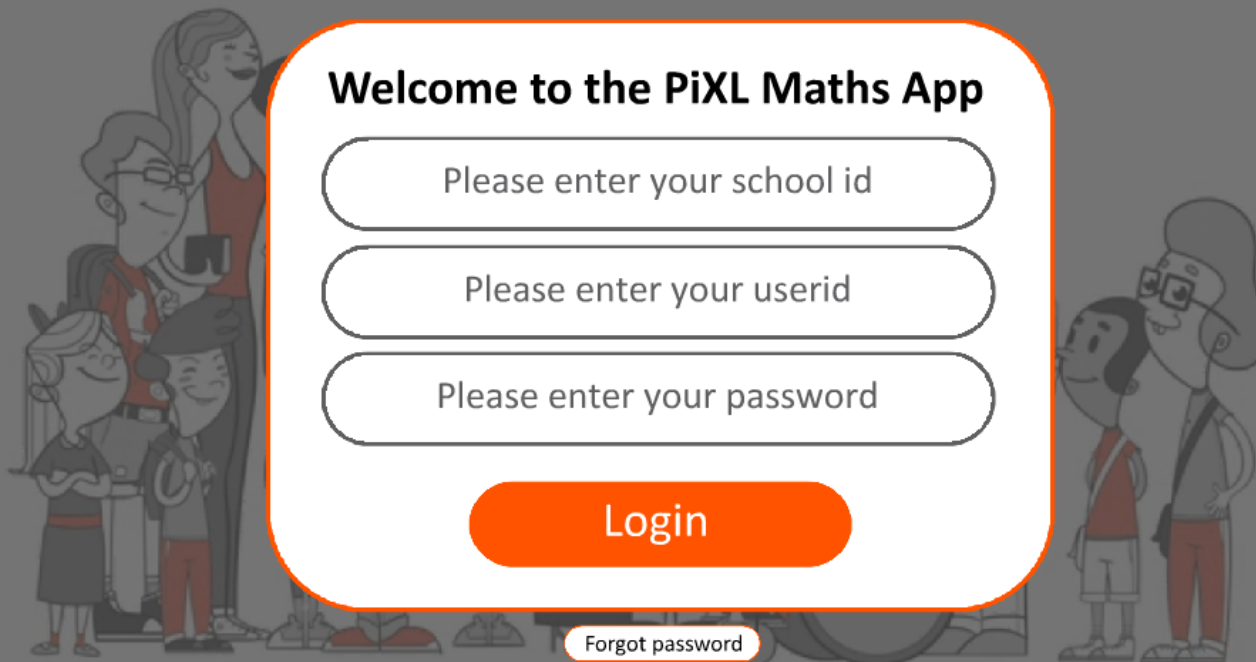
Please enter your school id

Please enter your userid

Please enter your password

Login

[Forgot password](#)





# Logging in

- School ID: FM930
- User ID: Initial then surname. Example: JSMITH
- User Password: first name JOHN
- Passwords can be changed after initial login

# Complete tasks or design your own test



Number

Algebra

Ratio & Proportion

Geometry

Probability

Statistics

Problem Solving

4

Simplify an expression by expanding and collecting like terms.  
Factorise an expression.

4 5

Substitute integers into a formula. Change the subject.  
Identify expressions, equations, formulae and identities.

5 8

Write expressions and substitute values into them.  
Write a quadratic in surd form and evaluate the answers.

4 5

Interpret formulae for length, area and volume.  
Identify expressions, equations, formulae and identities.

3 4 5

Continue a sequence given an illustration or first few terms.  
Generate the nth term rule to calculate the 100th term.

4 5

Solve a linear equations (including 2-step, brackets, unknowns on both sides, simple quadratics and graphically).

6 7

Solve 2 linear simultaneous equations.  
Solve 1 linear and 1 non-linear simultaneous equations.

5

Interpret inequalities represented on a number line.  
Solve inequalities.

6

Interpret a region on a graph using inequalities.

Next

Coloured circles indicate the level/grade



# Take a challenge



## Take a challenge

Please select your target grade/level from the options below and press "Begin Challenge". Alternatively, if you have previously started a challenge and wish to resume, press "Resume".

Legacy Specification

**G/F**

**E**

**D**

**C**

**B**

**A/A\***

New 9-1 Specification

**1/2/3**

**4**

**5**

**6**

**7/8/9**

Resume

Begin Challenge



# Check your ranking

## CLASS ENGAGEMENT LEADER BOARD

Your current rank within the class is:

**17<sup>th</sup>**

**You have mastered 16 skills.**

You are moving towards mastering 3 more skills.

1. ELIZABETHL	177
2. ELISEW	175
3. SHAUNS	160
4. LOISW	153
5. JOSEPHW	122
6. KATIEU	113
7. SAMUELG	99
8. ISOBELLAN	79
9. MITCHELLH	78
10. FREDDIEH	70



# Skills overview

Design a test Skills overview Gap analysis Take a challenge Arithmetic Score board Homework tasks

Success Line Number Algebra Ratio & Proportion Geometry Probability Statistics

This screen is showing a summary of all your points scored from completing number based questions in the "Design a test" tool

- |   |   |
|---|---|
| <input type="radio"/> 0/4 Operate with integers (+, -, x, ÷)                                | <input type="radio"/> 2/3 Convert recurring decimals into fractions                     |
| <input type="radio"/> 0/4 Operate with decimals (+, -, x, ÷)                                | <input checked="" type="radio"/> 2/2 Find a fraction or percentage of a quantity        |
| <input type="radio"/> 0/4 Operate with directed numbers (+, -, x, ÷)                        | <input checked="" type="radio"/> 2/2 Increase/decrease a quantity by a given percentage |
| <input type="radio"/> 0/2 Calculate a number complement to 100                              | <input checked="" type="radio"/> 1/1 Find a reverse percentage of a quantity            |
| <input checked="" type="radio"/> 1/2 Calculate an answer to a related calculation           | <input checked="" type="radio"/> 4/4 Recall simple powers, including squares and cubes  |
| <input checked="" type="radio"/> 1/1 Operate with integers and apply BIDMAS                 | <input checked="" type="radio"/> 3/3 Understand and apply the first 3 index laws        |
| <input checked="" type="radio"/> 2/2 Round numbers to a decimal place or significant figure | <input checked="" type="radio"/> 3/3 Evaluate positive, negative or fractional indices  |
| <input type="radio"/> 0/2 Identify a factor or a multiple                                   | <input type="radio"/> 0/4 Convert between standard index form and ordinary              |
| <input type="radio"/> 0/1 Reduce a number to its prime factors                              | <input type="radio"/> 0/3 Operate with numbers in standard index form                   |
| <input type="radio"/> 0/2 Find the HCF and LCM of 2 numbers                                 | <input type="radio"/> 0/2 Simplify a surd   |
| <input type="radio"/> 0/3 Simplify a fraction   | <input type="radio"/> 0/2 Rationalise a denominator                                     |
| <input type="radio"/> 0/3 Convert between fractions, decimals and percentages               | <input type="radio"/> 0/3 Operate with surds  |
| <input type="radio"/> 0/1 Write one number as a percentage of another                       | <input type="radio"/> 0/4 Calculate the upper and lower bounds                          |
| <input type="radio"/> 0/1 Order fractions   | <input type="radio"/> 0/8 Calculate using upper and lower bounds                        |
| <input type="radio"/> 0/2 Convert between improper and mixed numbers                        |   |
| <input type="radio"/> 0/1 Add fractions with common denominators                            |   |
| <input type="radio"/> 0/1 Subtract fractions with different denominators                    |   |
| <input type="radio"/> 0/2 Multiply and divide vulgar fractions                              |   |
| <input type="radio"/> 0/1 Add mixed numbers   |   |



# Equipment checklist for all maths lessons

- Pen, pencil, rubber, ruler, sharpener
- Geometry set
- Calculator



# SCIENCE MADE SIMPLE



<b>Examination board</b>	OCR Gateway
<b>Which examination is my child taking?</b>	<p>Triple Science students: OCR Gateway Biology <a href="http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-biology-b-j263-from-2012/">http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-biology-b-j263-from-2012/</a></p> <p>Triple Science students: OCR Gateway Chemistry <a href="http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-chemistry-b-j264-from-2012/">http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-chemistry-b-j264-from-2012/</a></p> <p>All other students in Year 11: OCR Additional Science <a href="http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-additional-science-b-j262-from-2012/">http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-additional-science-b-j262-from-2012/</a></p>
<b>Where can I get hold of revision materials?</b>	<p>The school shop sells revision guides for the various courses.</p> <p>BBC Bitesize is a useful resource containing information, video clips and quizzes.</p>
<b>Where can I get hold of past papers?</b>	<p>The links above take you to specific webpages which contain past examination papers and the mark schemes.</p>
<b>Why did my child take a GCSE in Science at the end of last year?</b>	<p>Science currently exists as at least 2 separate GCSE qualifications which together form the science qualification (Double or Triple Science). Last year students took Core Science (Double Award) or Physics (Triple Award).</p>
<b>Is my child re-taking their Year 10 qualification?</b>	<p>Most students in 11UL and 11GCR will be entered for the resit. Some students in other groups (including Triple) have also been entered.</p>



# BUSINESS STUDIES, BUSINESS COMMUNICATIONS, ECONOMICS AND PERSONAL FINANCE UNIT 3

The next 4 slides, clearly outline the structure of the answers required in the examinations to gain the maximum marks with example answers to show how marks are awarded.

By following the instructions and steps, the students should be able to gain the marks in a clear and logical manner.



### Answering 2 Mark Questions

Always look at the **command word**

#### Example 1

**State** two possible risks for Out & About Ltd if it sells its products overseas. (2 marks)

- Simply state your knowledge
- Make sure your points are specific totally different
- One mark for each statement.
  - Increased competition from firms (1 Mark)
  - The additional finance required (1 Mark).

#### Example 2

**Explain** one feature of a Limited Company. (2 marks)

- One mark for identifying point (L1)
- One mark for development of point (L2)

Limited liability means that shareholders are not personally responsible for the debts of the business. This may encourage people to invest in the business as their personal assets will be protected.

### Answering 4 Mark Questions

#### Example 1

**Explain two** reasons why PA Ltd might move to the new location. (4 marks, 2+2)

- One mark for identifying point (L1)
- One mark for development of point (L2)  
(Twice)
- The move allows PA Ltd to diversify by offering laser tag (1 mark) which stops the business relying on one product (1 mark).
- New site is larger (1 mark) that will allow PA Ltd more games and more customers to play (1 mark).

#### Example 2

**Explain** how does having an objective help Smarty Ltd? (4 marks)

LEVEL	DESCRIPTOR	MARKS
2	Describes how the point impacts on the business in the case study	4-3
1	Identifies how a point will help any business	2-1
0	No valid response, vague, or incorrect	0

It will give Smarty Ltd something to aim for, for example they want to double their sales so they could focus on customer service as a way to achieving this aim. Smarty Ltd will also be able to check their progress towards the aim and make necessary adjustments in order to secure its achievement.



### Answering 3 Mark Questions

BB plc's net profit changed between 2013 and 2014. **Explain** one way this change might have affected the business. (3 marks)

- One mark for stating a fall in net profit is not good L1
- One mark for identifying a consequence of the fall L2
- One mark for developing the point made on context L2

BB plc's net profit has fallen from £80 to £20 million (1 marks). The fall in net profit will cause problems for BB plc (1 mark). This is because the company will have less money for reinvestment back into the business (1 mark).

### Answering 5 Mark Questions

**Explain** how Dan could improve his cash flow position. (5 marks)

LEVEL	DESCRIPTOR	MARKS
2	Explains relevant point in the <u>context of the case study business</u>	5 - 3
1	Identified possible method(s) or one described.	2 - 1
0	No valid response, vague or incorrect	0

❖ L1 can be two methods (1 mark each)

❖ L2 can be two methods (2 or 3 marks each) OR one method explained well.

Dan should get payments in earlier by insisting customers making payments at the same time the work is completed instead of sometime afterwards (L1). They should also pay their workers at the end of the month instead of at the end of each week as this will mean they can hold the cash in the business for a longer period. (L2)

### Answering 6 Mark Questions

#### Example 1

**Explain two** sources of finance that would be suitable for Out & About Ltd to fund its expansion overseas. (6 marks, 3 + 3)

LEVEL	DESCRIPTOR	MARKS
3	Explains relevant point in the <u>context of the case study business</u>	3
2	Describes suitable source in the <u>context of the case study business</u>	2
1	States relevant point	1
0	No valid response, vague or incorrect	0

Apply twice

Out & About Ltd could ask the bank for a loan (L1). This would be suitable as it will give the money for a certain time (L2). As well as approving the loan the bank could offer advice about how best to sell their products overseas (L3).

#### Example 2

**Explain** the benefits of Smarty Ltd growing in size? (6 marks)

LEVEL	DESCRIPTOR	MARKS
3	Explains relevant point in the <u>context of the case study business</u>	6-5
2	Explains relevant point	4-3
1	Identifies relevant point	2-1
0	No valid response, vague or incorrect	0

Smarty Ltd will be able to get more vans, this means that more people will see their logo on their vans and become aware of the business as Smarty Ltd have realised that not enough people know about them so this will help to increase customer awareness which may increase their revenue. Smarty Ltd may also be able to negotiate cheaper supplies from their suppliers as they will be buying in much larger quantities so should be able to get a bulk buy discount economies of scale. In the long term this should help Smarty Ltd reduce their costs and generate higher profits which they have said they wish to do.



## Planning a 9 (4 + 5) Mark Question

- Always use the name of the business
- Refer back to the products / services they are producing
- Use a quote from the case study to back up your explanation
- Use business terms: profit, revenue, costs, sales, market share, customer satisfaction
- Use comparative connectives - likewise, alternatively, although, on the other hand.



Level	Descriptor	Marks	Assessment Objective
3	Analyses points for/against(s) in context.	4-3	AO3
2	Explains points for/against, eg advantages disadvantages in context.	2	AO2
1	States relevant point(s) in context.	1	AO1
0	No valid response.	0	



To get 5 marks.....

- **NAME THE BUSINESS** should go with the option of.....
  - If **NAME THE BUSINESS** go with option it could.....
- In the short term it could lead result in .....and .....
- In the long term it could lead result in ..... and.....
- This option is better than ..... because.....
- Therefore **NAME THE BUSINESS** should go with.....

It is an argument as to why you believe they should chose this option!!!  
Always focus on the “sequence of events” – what could happen next.....

Level	Descriptor	Marks	Assessment Objective
E2	Offers judgement plus developed justification. Ideas are communicated using a logical structure, with some appropriate use of technical terms. There are occasional errors in accepted conventions of written communication.	5-3	AO3 and Quality of written communication
E1	Offers judgement plus limited justification. Ideas are communicated with some structure evident with occasional use of technical terms. There are noticeable errors in accepted conventions of written communication.	2-1	

- Always use the name of the business
- Refer back to the products / services they are producing
- Use a quote from the case study to back up your explanation
- Use business terms: profit, revenue, costs, sales, market share, customer satisfaction
- Use comparative connectives - likewise, alternatively, although, on the other hand.

# ATTITUDE TO HOMEWORK GRADES



Poor attitude towards homework		
1	2	3
<p>A student who <b>rarely/never</b> attempts homework or meets deadlines. His/Her poor attitude to homework adversely affects his/her own learning and progress. He/She will often <b>reject help</b> and guidance that would enable him/her to complete work on time.</p>	<p>A poorly motivated student who <b>frequently fails to attempt</b> homework or meet deadlines. He/She is inattentive (in class) therefore is often unclear about what is expected from homework.</p>	<p>An underachieving student who demonstrates little motivation to complete homework or meet deadlines. The student shows <b>minimal commitment</b> to homework. His/Her attentiveness is <b>erratic</b> impacting the quality of work he/she produces outside of lessons.</p>
Variable attitude towards homework		
4	5	6
<p>A student with the potential to achieve more, but whose <b>lack of commitment</b> to homework is hindering his/her progress. He/She is capable of distinguishing what he/she needs to do to enhance his/her learning but often chooses not to do so. Homework is usually completed to a <b>basic standard or handed in late</b>.</p>	<p>A student who <b>usually hands work in on time</b> and completes homework to a standard in line with his/her ability but <b>does not show real commitment</b> to his/her studying outside of lesson.</p>	<p>A student who works outside of lessons, and generally completes work to a standard that reflects his/her ability and <b>hands work in on time</b>. He/She demonstrates <b>some initiative</b>. He/She acts on previous feedback or seeks assistance when required.</p>
Good attitude towards homework		
7	8	9
<p>A committed student, who demonstrates a <b>keen</b> interest in his/her homework and who is <b>determined to achieve</b>. He/She is developing the skills outside of lessons to advance his/her own learning. He/She <b>acts on feedback, always aims</b> to complete homework <b>to the best of his/her ability</b> and to hand work in on time.</p>	<p>A motivated student, who takes full responsibility for his/her learning outside of lessons, and who always completes homework to a <b>very high standard</b>. He/She <b>always acts on feedback</b>, demonstrates initiative and has a positive, reflective approach to learning.</p>	<p>A <b>highly motivated</b> exemplary student who is likely to achieve his/her full potential. A reflective learner, able to recognise the importance of working independently and works to remedy weakness. A highly organised <b>independent</b> learner who does not miss deadlines. <b>This student is likely to complete homework even if he/she were absent when it was set.</b></p>

# ATTITUDE AND ATTAINMENT GRADES



<b>Poor attitude towards learning</b>		
1	2	3
A student who is disruptive and unprepared to learn. His/Her poor attitude and behaviour adversely affects his/her own learning and that of others. He/She will often reject help and guidance that would enable him/her to further his/her learning.	A poorly motivated student whose behaviour and negative attitude adversely affect his/her own learning and that of others. He/She is inattentive in class. The student regularly fails to complete work.	An underachieving student who demonstrates little motivation to learn. The student shows minimal commitment to work. His/Her attentiveness is erratic.
<b>Variable attitude towards learning</b>		
4	5	6
A student with the potential to achieve more, but whose lack of commitment to work is hindering his/her progress. He/She is capable of distinguishing what he/she needs to do to enhance his/her learning but often chooses not to do so. Work is usually completed to a basic standard.	A student who completes work to a standard in line with his/her ability but does not show real commitment to his/her studies.	A student who generally completes work to a standard in line with his/her ability. He/She demonstrates some initiative and will normally seek assistance when required.
<b>Good attitude towards learning</b>		
7	8	9
A committed student, who demonstrates a keen interest in his/her work and who is determined to achieve. He/She is developing the skills to advance his/her own learning. He/She will always aim to complete work to the best of his/her ability.	A motivated student, who takes full responsibility for his/her learning, and who always completes work to a very high standard. He/She demonstrates initiative and has a positive, reflective approach to learning.	A highly motivated exemplary student who is likely to achieve his/her full potential. A reflective learner, able to recognise and work to remedy weakness. A highly organised independent learner.

## Explanatory Notes:

Attainment grades reflect GCSE Grades: A\*-G, 9-1 or D (Distinction), M (Merit), P (Pass), U (Unclassified).

Current Grade is the grade the student is likely to achieve if he/she continues working at this level and is based upon the teacher's professional judgement.

Teacher Target is an aspirational target grade; the teacher will provide feedback to help the student to achieve this (both the Current and Teacher Target grades can change as the year progresses).

Attitude towards Learning: Success at GCSE level requires long term, sustained effort. Ideally, students should be operating at an Attitude Grade 7 or above throughout KS4. Attitude Grade 5 or below is a cause for concern and will have a negative impact on the student's attainment.





Current Attendance	Current Grade				Attitude to Learning			Attitude to Homework			End of Year Target
	Term 1	PPE Grade	Term 3	Term 4	Term 1	Term 3	Term 4	Term 1	Term 3	Term 4	
94.0%											
English Literature	3+	3			5			1			6
Mathematics	2-	2-			2			1			7
Science	D2	E3			2			5			B
DT Product Design	C3	D2			5			6			B
Geography	D2	U			6			5			A
History	E1	F3			6			3			B
Physical Education	D2	D3			6			5			B
Religious Studies	D3	E2			5			5			B
Games	N/A	N/A			6			N/A			N/A

-2.48

Current Attendance	Current Grade				Attitude to Learning			Attitude to Homework			End of Year Target
	Term 1	PPE Grade	Term 3	Term 4	Term 1	Term 3	Term 4	Term 1	Term 3	Term 4	
98.5%											
English Literature	6	5			8			8			7
Mathematics	5+	5			9			9			5
Science	B2	C3			8			7			A
Dance	B1	B2			8			7			C
French	C1	C3			7			7			B
Health & Social Care Single	C1	A1			8			6			C
History	A3	B2			8			9			A*
Religious Studies	A2	C1			9			9			A
Games	N/A	N/A			7			N/A			N/A

+1.42

To gain this positive Progress 8 this student must gain these grades in the actual exams.

Term 1 attainment grades from the teachers

Beware of Fine-Grade 3

CAUTION

The best grade from English is doubled. So contributes 2 grades toward the Progress 8 score.

The Maths grade is doubled. So contributes 2 grades toward the Progress 8 score.

BEST THE, V-GOOD		Term 1	A8	PPE
English Language		8	7	N/A
English Literature		7-	7	5+
Mathematics		9	8	7
Biology, (Chem, Phy)		A1(A*A	A*	C1
Geography		A*3	A*	A*3
Financial Education		A*3	A*	A2
Business		A2	A*	A*2
Computing		A*1	A*	A1
Attendance	98.6%	Term 1 Progress 8	<b>+1.33</b>	
Term 1 Attitude	Learning	7.88	Homework	8.14
			Rank	3

+0.39 means the student is working about 4 (3.9) grades above expected

This student needs to focus on the low fine grades (A3 and A\*3)

How do the attainment grades compare to the expected grades?  
Each 0.1 is the equivalent to one grade.

This student has a negative Progress 8, they are underachieving. They are at even greater risk because some of the estimates have low fine-grades.

Current attainment grades from the teachers



The best grade from English is doubled. So contributes 2 grades toward the Progress 8 score.

The Maths grade is doubled. So contributes 2 grades toward the Progress 8 score.

SIMPSON, BART, V-SAD				Term 1	A8	PPE
English Language				2	5	N/A
English Literature				4-	5	2
Mathematics				3-	4	3-
Biology, (Chem, Phy)				D3(ED)	C	E3
Physical Education				D1	C	D3
Business Studies				C2	C	E1
Geography				D3	C	F3
Health & Social Care				G2	C	E1
No image available						
Attendance	86.4%	Term 1 Progress 8		-0.88		
Term 1 Attitude	Learning	5.63	Homework	3.86	Rank	166



- P1 = Level 1 Pass (D grade)
- P2 = Level 2 Pass (C grade)
- M2 = B grade
- D2 = Distinction A grade
- D\*2 = Distinction\* A\* grade

-0.88 means that this student would have to improve by at least **1 grade in 8 subjects** or **two grades in 4 subjects**

How do the attainment grades compare to the expected grades?  
**Each 0.1 is the equivalent to one grade.**

# YEAR 11 WORKSHOPS 2016/17



## Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
History/Enterprise	English	Independent Study	Maths	Science

## Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
Computing	Art	Independent Study	Creative Media	Financial Studies
Dance	Business Studies		Graphic Products	Geography
Economics	Business Communications		Physical Education	Health and Social Care
French	Citizenship		Religious Studies	Music
	Textiles			Product Design
	Drama			

# HOLIDAY WORKSHOPS FEB. 2017



**Holiday: 13<sup>th</sup> – 17<sup>th</sup> February 2017**

## Monday 13<sup>th</sup> February

Year Group	Subject	Students	Times	Staff	Rooms
Year 11	Mathematics	By invitation letter	08:50 – 15:00	Winchmore Tutors	N1, N2, N5, N16, N15, N14

## Tuesday 14<sup>th</sup> February

Year Group	Subject	Students	Times	Staff	Rooms
Year 11	Mathematics	By invitation letter	08:50 – 15:00	Winchmore Tutors	N1, N2, N5, N16, N15, N14

## Wednesday 15<sup>th</sup> February

Year Group	Subject	Students	Times	Staff	Rooms
Year 11	Mathematics	By invitation letter	08:50 – 15:00	Winchmore Tutors	N1, N2, N5, N16, N15, N14

# HOLIDAY WORKSHOPS FEB. 2017

## CONTINUED



**Holiday: 13<sup>th</sup> – 17<sup>th</sup> February 2017**

### Thursday 16<sup>th</sup> February

Year Group	Subject	Students	Times	Staff	Rooms
11	Art	All students	10:00 – 14:00	JLS, SRA, LRE	Y5, Y6, Y7, Y8
11	Textiles	All students	10:00 – 14:00	HRO	Y4
12/13	DT	All students	09:00 – 13:00	MWH, CFK, ALA	Y1, Y2, Y3

### Friday 17<sup>th</sup> February

Year Group	Subject	Students	Times	Staff	Rooms
11	PD / GP	All students	09:00 – 13:00	MWH, CFK, ALA	Y1, Y2, Y3

# Revision is a three step process

Revision guides  
Learn the facts  
sheets

Past  
examination  
papers

## Knowledge:

Revise the basic facts

## Understanding:

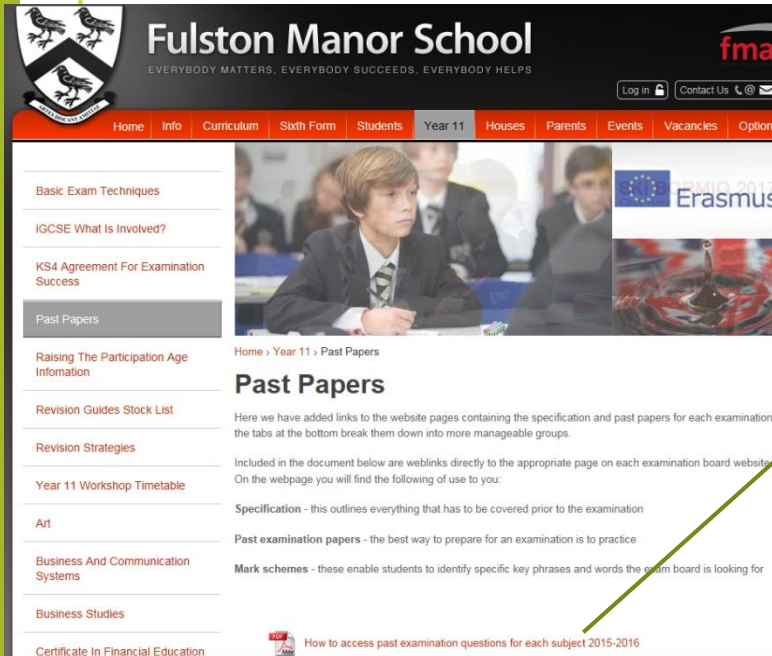
Describe and explain  
the knowledge

## Application:

Apply the knowledge  
to an examination  
question

Can they explain  
it to you? To each  
other?

# Where can I find past papers?



The screenshot shows the Fulston Manor School website. The navigation menu at the top includes 'Home', 'Info', 'Curriculum', 'Sixth Form', 'Students', 'Year 11', 'Houses', 'Parents', 'Events', 'Vacancies', and 'Options'. The 'Year 11' tab is highlighted. On the left sidebar, there is a list of links: 'Basic Exam Techniques', 'IGCSE What Is Involved?', 'KS4 Agreement For Examination Success', 'Past Papers', 'Raising The Participation Age Information', 'Revision Guides Stock List', 'Revision Strategies', 'Year 11 Workshop Timetable', 'Art', 'Business And Communication Systems', 'Business Studies', and 'Certificate in Financial Education'. The 'Past Papers' link is highlighted in grey. The main content area shows a 'Past Papers' heading and introductory text about examination resources.

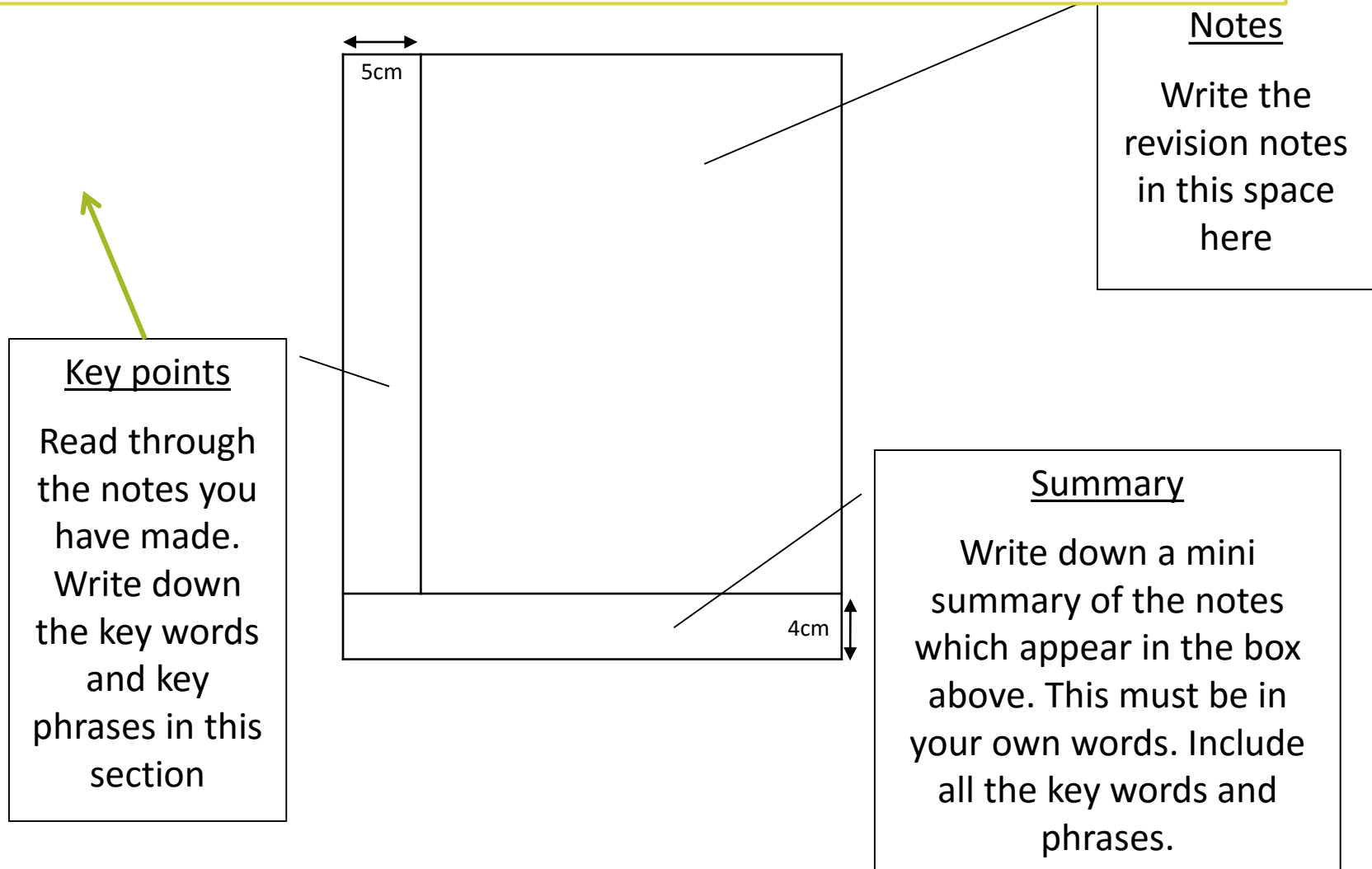
Link:  
On the Year 11 tab,  
under past papers

Board	Subject	Link to past examination question papers
CIE	English Cambridge iGCSE – English First Language (UK)	<a href="http://www.cie.org.uk/i-want-to/resource-centre/">http://www.cie.org.uk/i-want-to/resource-centre/</a>
AQA	English Literature	<a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-9715/past-papers-and-mark-schemes">http://www.aqa.org.uk/subjects/english/gcse/english-literature-9715/past-papers-and-mark-schemes</a>
Edexcel	Mathematics	<a href="http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html?Qualification-Family=GCSE&amp;Qualification-Subject=Mathematics%20A%20(2010)&amp;Status=Pearson-UK:Status%2FLive&amp;Specification-Code=Pearson-UK:Specification-Code%2Fgcse10-maths">http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html?Qualification-Family=GCSE&amp;Qualification-Subject=Mathematics%20A%20(2010)&amp;Status=Pearson-UK:Status%2FLive&amp;Specification-Code=Pearson-UK:Specification-Code%2Fgcse10-maths</a>



# How to revise 'actively'

## The Cornell System



### Key points

Read through the notes you have made. Write down the key words and key phrases in this section

### Notes

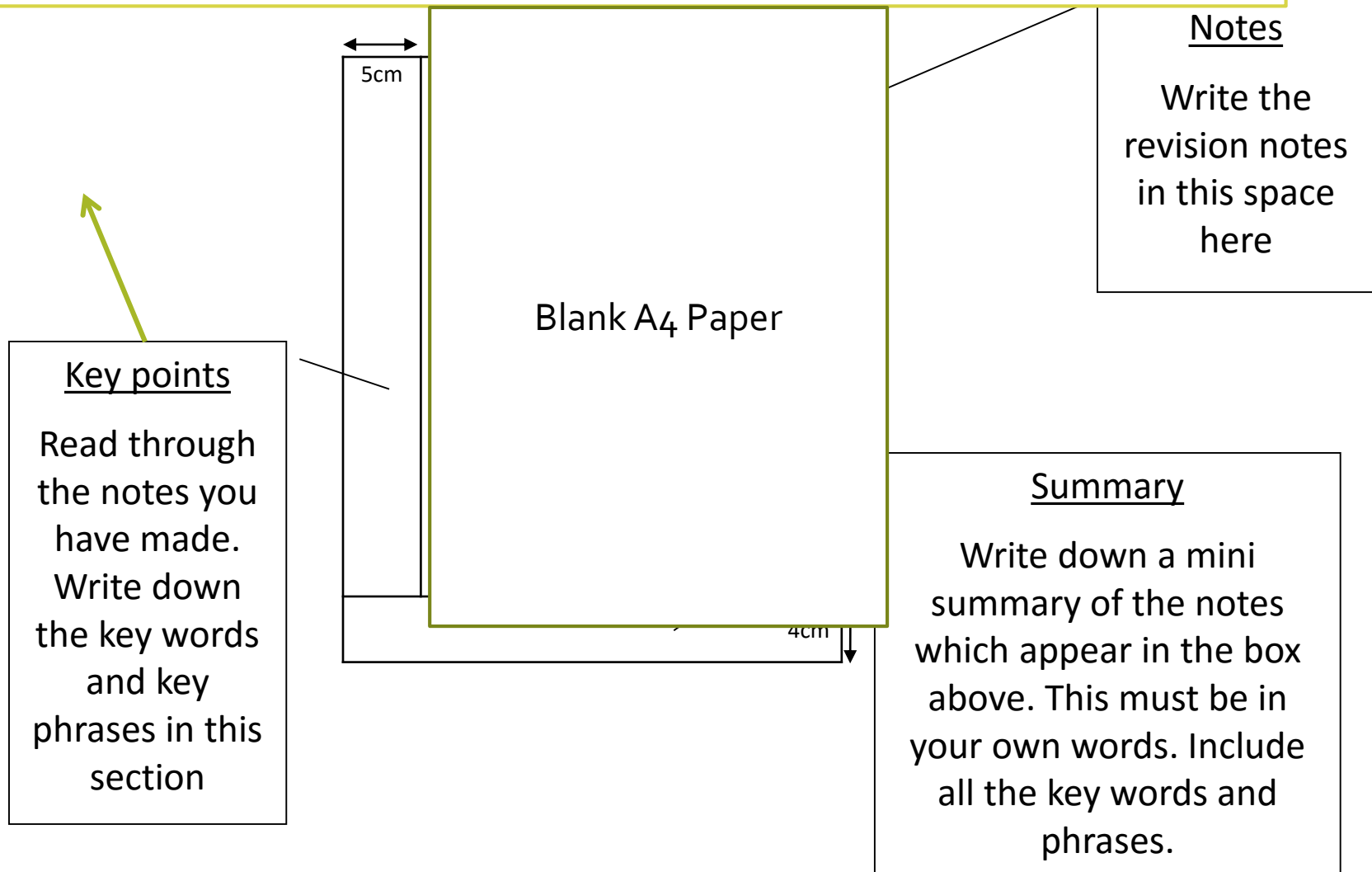
Write the revision notes in this space here

### Summary

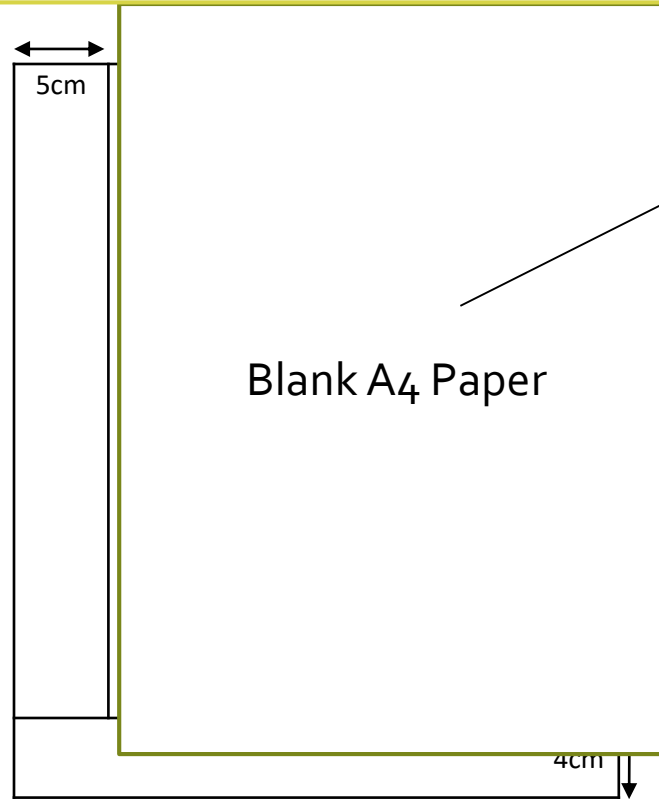
Write down a mini summary of the notes which appear in the box above. This must be in your own words. Include all the key words and phrases.

# How to revise 'actively'

## The Cornell System



# How to revise 'actively' The Cornell System



## Key questions

Look at the key words and key phrases. Devise some questions linked to them. Write them on this sheet.

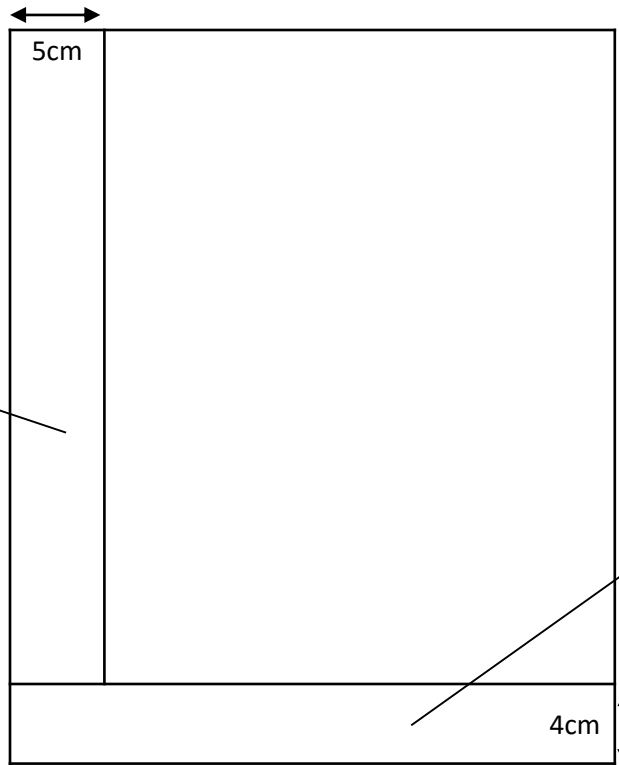
# How to revise 'actively'

## The Cornell System



### Key points

Read through the notes you have made. Write down the key words and key phrases in this section



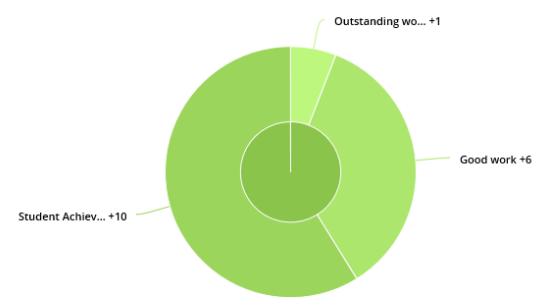
Transfer your summary onto a cue card

### Summary

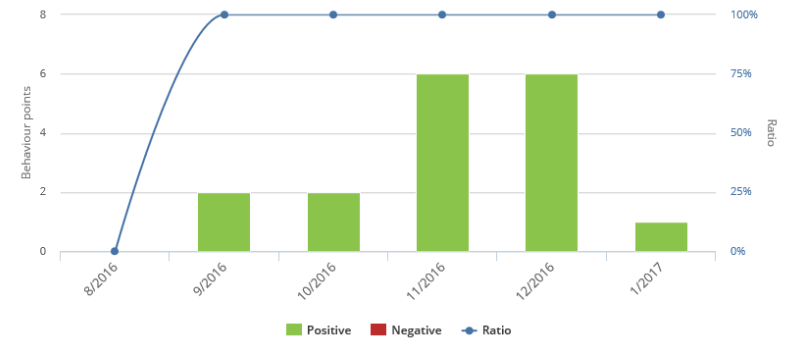
Write down a mini summary of the notes which appear in the box above. This must be in your own words. Include all the key words and phrases.

- ★ BEHAVIOUR
- ATTENDANCE
- ACTIVITY
- CLASSES

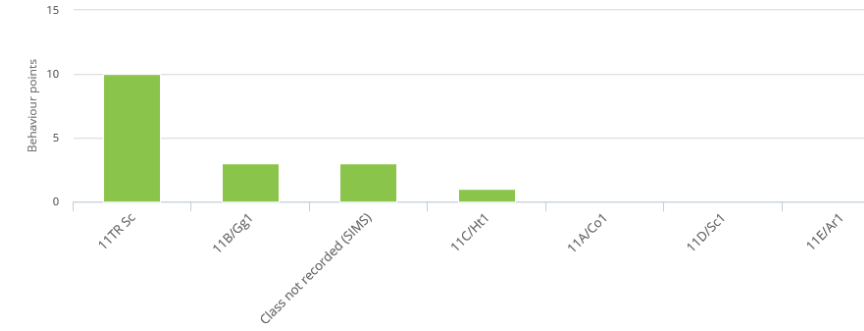
Behaviour score breakdown



Monthly Behaviour Breakdown



List of Classes



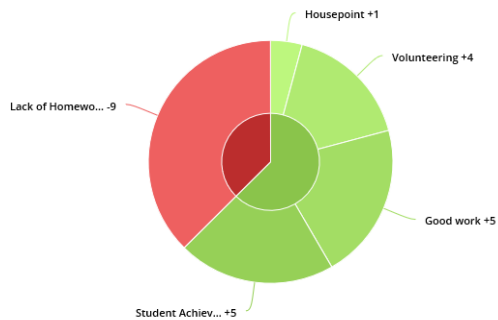
This student is making excellent progress in all of their subjects, this is their behaviour log record since August.

Attendance



- ★ BEHAVIOUR
- 📅 ATTENDANCE
- 🕒 ACTIVITY
- 👤 CLASSES

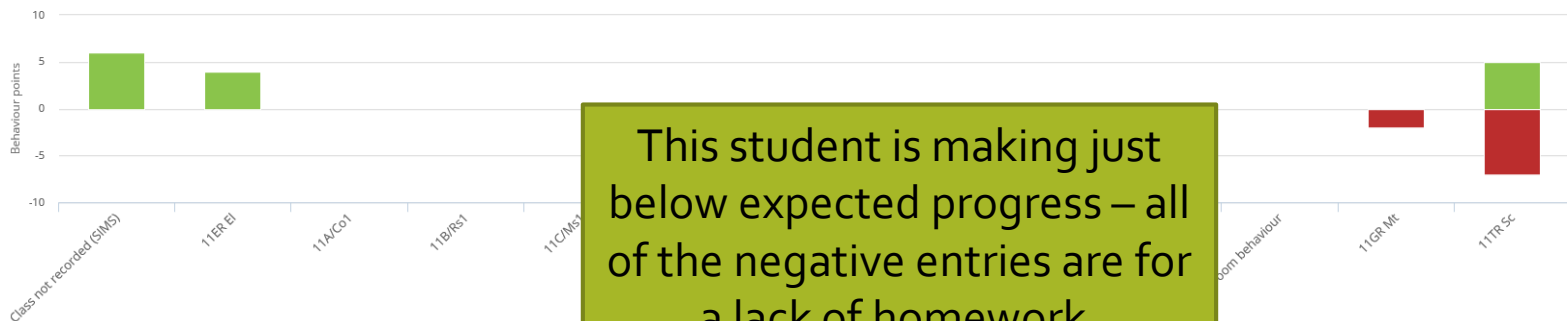
Behaviour score breakdown



Monthly Behaviour Breakdown



List of Classes



This student is making just below expected progress – all of the negative entries are for a lack of homework.

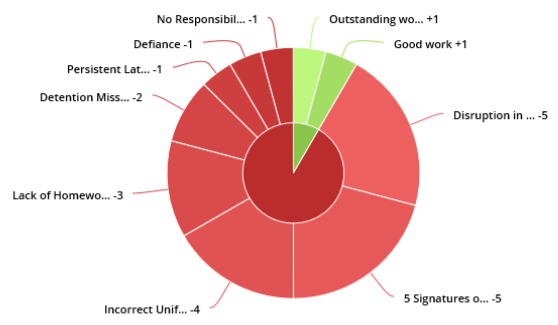
Attendance



# Behaviour

- ★ BEHAVIOUR
- ATTENDANCE
- ACTIVITY
- CLASSES

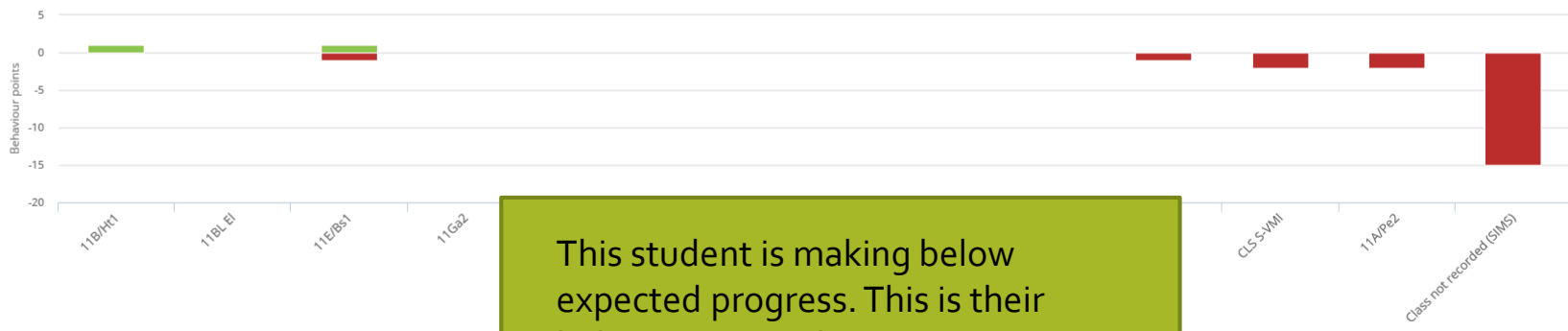
Behaviour score breakdown



Monthly Behaviour Breakdown



List of Classes



This student is making below expected progress. This is their behaviour record.

# Attendance

Date	Attendance
25 DEC	
26 DEC	
27 DEC	
28 DEC	
29 DEC	
30 DEC	
31 DEC	
01 JAN	
02 JAN	
03 JAN	
04 JAN	
05 JAN	
06 JAN	
07 JAN	
08 JAN	
09 JAN	
10 JAN	
11 JAN	
12 JAN	
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23 JAN	
24 JAN	
25 JAN	
26 JAN	
27 JAN	
28 JAN	
29 JAN	
30 JAN	
31 JAN	

# GCSE EXAMINATIONS - 2017



**Morning exams start at 9.15am – Afternoon exams start at 1.45pm unless otherwise stated.**

**Please arrive 15 minutes before the scheduled start time.**

**See practical exam poster for confirmed dates and times of when all practical exams are taking place**

Date	Subject	Code	Duration	am/pm
TBA	Drama Preparation Day			
TBA	Drama Preview performance			
TBA	Drama Performance			
TBA	Music Final Performance			
Wednesday 22 <sup>nd</sup> February	Physical Education Analysis of Performance interviews			
28 <sup>th</sup> & 29 <sup>th</sup> February	Physical Education Moderation			
16 <sup>th</sup> & 17 <sup>th</sup> March	Art & Textiles Preparation Days			
21 <sup>st</sup> & 22 <sup>nd</sup> March	Art & Textiles Examination Days			
Monday 8 <sup>th</sup> May	Dance Moderation			



# GCSE EXAMINATIONS - MAY 2017



**Morning exams start at 9.15am – Afternoon exams start at 1.45pm unless otherwise stated.**

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**See practical exam poster for confirmed dates and times of when all practical exams are taking place**

Date	Subject	Code	Duration	am/ pm
Monday 15 <sup>th</sup> May	Certificate in Financial Education	FCWE	1 hour	am
	Citizenship paper 1	41051	1 hour	pm
Tuesday 16 <sup>th</sup> May	BTEC First Award in Creative Digital Media	21526 E01	1 hour	am
	French Listening Higher & Foundation	46551F/H	35 mins / 45 mins	am
	French Reading Higher & Foundation	46552F/H	30 mins / 50 mins	am
Wednesday 17 <sup>th</sup> May	Religious Studies paper 1	40552	1 hour 30 mins	pm
Thursday 18 <sup>th</sup> May	Citizenship paper 2	41053	1 hour	pm
Friday 19 <sup>th</sup> May	Physical Education	5PE01/01	1 hour 30 mins	pm

# GCSE EXAMINATIONS - MAY 2017



**Morning exams start at 9.15am – Afternoon exams start at 1.45pm unless otherwise stated.**

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Date	Subject	Code	Duration	am/ pm
Monday 22 <sup>nd</sup> May	English Literature unit 1	8702/1	1 hour 45 mins	am
	Geography Foundation & Higher paper 1	5GB/1F/1H	1 hour 15 mins	pm
Tuesday 23 <sup>rd</sup> May	Religious Studies paper 2	40553	1 hour 30 mins	pm
Wednesday 24 <sup>th</sup> May	Business Studies paper 1	413001	1 hour	am
	Biology paper 1	B731	1 hour 15 mins	pm
	Science B paper 1 (resits)	B711/F/H	1 hour 15 mins	pm
Thursday 25 <sup>th</sup> May	Maths paper 1 non calculator	1MA1/1F/ 1H	1 hour 30 mins	am
	Core Latin Language Level 2	9521/01	1 hour 15 mins	pm

# GCSE EXAMINATIONS - MAY 2017



**Morning exams start at 9.15am – Afternoon exams start at 1.45pm unless otherwise stated.**

**Please arrive 15 minutes before the scheduled start time.**

**See practical exam poster for confirmed dates and times of when all practical exams are taking place**

Date	Subject	Code	Duration	am/ pm
Thursday 25 <sup>th</sup> May	Maths paper 1 non calculator	1MA1/1F/ 1H	1 hour 30 mins	am
	Core Latin Language Level 2	9521/01	1 hour 15 mins	pm
Friday 26 <sup>th</sup> May	English Literature unit 2	8702/2	2 hour 15 mins	am
Monday 5 <sup>th</sup> June	Economics paper 1	413011	1 hour 15 mins	pm
	History paper 1	5HB01(1B)	1 hour 15 mins	am
	Roman Civilisations Topics Level 2	9522/01	1 hour	pm
Tuesday 6 <sup>th</sup> June	English Language unit 1	8700/1	1 hour 45 mins	am
	Geography Foundation & Higher paper 2	5GB/2F/2H	1 hour 15 mins	pm

# GCSE EXAMINATIONS - MAY 2017



**Morning exams start at 9.15am – Afternoon exams start at 1.45pm unless otherwise stated.**

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Date	Subject	Code	Duration	am/ pm
Wednesday 7 <sup>th</sup> June	Computing	A451/01	1 hour 30 mins	am
Thursday 8 <sup>th</sup> June	Maths paper 2 calculator	1MA1/2F/ 2H	1 hour 30 mins	am
	Economics paper 2	413012	1 hour 15 mins	pm
Friday 9 <sup>th</sup> June	Science B paper 2 (resits)	B712/F/H	1 hour 30 mins	am
	Chemistry paper 1	B741	1 hour 15 mins	am
	Music unit 3	5MU03/01	1 hour 30 mins	pm
	Business Studies paper 2	413002	1 hour	pm

# GCSE EXAMINATIONS - MAY 2017



Morning exams start at 9.15am – Afternoon exams start at 1.45pm unless otherwise stated.

Please arrive 15 minutes before the scheduled start time.

See practical exam poster for confirmed dates and times of when all practical exams are taking place

Date	Subject	Code	Duration	am/ pm
Monday 12 <sup>th</sup> June	English Language unit 2	8700/2	1 hour 45 mins	am
	Health and Social Care	A912/01	1 hour	pm
	Geography Foundation & Higher paper 3	5GB/3F/3H	1 hour 30 mins	pm
Tuesday 13 <sup>th</sup> June	Maths paper 3 calculator	1MA1/3F/ 3H	1 hour 30 mins	am
Wednesday 14 <sup>th</sup> June	Additional Science paper 1	B721/F/H	1 hour 15 mins	am
	Physics Paper 1	B751	1 hour 15 mins	am
	History paper 2	5HB02(2C)	1 hour 15 mins	pm
Friday 16 <sup>th</sup> June	Additional Science paper 2	B722/F/H	1 hour 30 mins	am
	Biology paper 2	B732	1 hour 30 mins	am

# GCSE EXAMINATIONS - MAY 2017



**Morning exams start at 9.15am – Afternoon exams start at 1.45pm unless otherwise stated.**

**Please arrive 15 minutes before the scheduled start time.**

**See practical exam poster for confirmed dates and times of when all practical exams are taking place**

Date	Subject	Code	Duration	am/ pm
Monday 19 <sup>th</sup> June	Business & Communication Systems	413008	1 hour	pm
	Chemistry paper 2	B742	1 hour 30 mins	am
Tuesday 20 <sup>th</sup> June	History paper 2	5HB03(3A)	1 hour 15 mins	am
	Graphic products	45501	2 hours	pm
Wednesday 21 <sup>st</sup> June	Physics paper 2	B752	1 hour 30 mins	am
	Dance	42301	1 hour	pm
	Health and Social Care Double	A914	1 hour	pm
Monday 26 <sup>th</sup> June	Product Design	45551	2 hours	am

# CALENDAR OF EVENTS



<b>3<sup>rd</sup> November 2016</b>	Sixth Form Open Evening
<b>Early November onwards</b>	Online applications for courses commences. Acknowledgement of applications will be ongoing, as and when we receive them. Conditional offers will be sent out from early January onwards.
<b>10<sup>th</sup> January 2017</b> <b>5.00 p.m. – 7.00 p.m.</b>	Year 11 Parents' Evening. Subject teachers will give information on how each student is performing in the current courses. Sixth Form staff will be available to answer any questions concerning the Sixth Form.
<b>End of January 2017</b>	Option Blocks will be produced, once sufficient applications have been received.
<b>May – June 2017</b>	GCSE Examinations.
<b>Week beginning 26<sup>th</sup> June 2017</b>	Sixth Form Induction Week. Students can try out their courses and be a Sixth Former for the week.
<b>Thursday, 24<sup>th</sup> August 2017</b>	GCSE results, accompanied by a letter confirming course place or invitation to discuss other options.
<b>24<sup>th</sup>, 25<sup>th</sup>, 29<sup>th</sup> and 30<sup>th</sup> August 2017</b>	There will be interviews for students who need to discuss course choices.
<b>Early September 2017</b>	Begin courses.

# POST 16 APPLICATIONS



- ❑ All 6<sup>th</sup> Form and College applications should be made online using [www.ucasprogress.com](http://www.ucasprogress.com)
- ❑ Students who have forgotten/lost their login details should see Mrs Farr in the 6<sup>th</sup> Form Centre.
- ❑ Applications for apprenticeships and jobs with training need to be made direct, rather than online.
- ❑ Whilst there is no absolute deadline, you are more likely to get your chosen courses if you apply early.



# SUCCESSFUL STUDENTS



**Time in school** – Successful students, as well as working hard in every lesson, actively seek out their teachers for extra help or explanation of areas they are finding difficult

**Workshops** – Successful students attend all relevant workshops, both after school and during holiday periods

**Homework** – Successful students complete at least 10 hours a week of homework and additional study in the period between now and their examinations

**Organisation** – Successful students plan their time carefully, establishing clear revision schedules, knowing the dates of all deadlines and examinations and focusing on those subjects in which they most need to make rapid progress

# SUCCESSFUL STUDENTS



**Support** – Successful students regularly seek support from tutors and mentors to enable them to overcome any barriers to progress and follow advice given by all staff

**Deadlines** – Successful students not only meet deadlines but allow time for redrafting and improvement where possible

**Revision** – Successful students implement a range of different revision techniques, including the use of internet resources and past papers, to ensure that they are well prepared for all examinations

**Urgency and Calmness** – Successful students display a sense of urgency and purpose, remaining calm as exams approach because of the preparation that has been done in advance



**FULSTON MANOR**  
**YEAR 11 GCSE PARENTS' EVENING**  
**WEDNESDAY, 1<sup>ST</sup> FEBRUARY 2017**  
**7:00 PM**  
**MILLENNIUM HALL**



**National Support School**  
designated by



**Swale Training**  
**School Alliance**