

# **Welcome to the Year 11 Exam & Revision Evening**



# Introductions and Format






- Mr Young – Deputy Headteacher (Curriculum & Assessment)
- Katie Dawkins – MHST



# Year 11 Key Dates

- Mock Exams 1 – starts Monday 25<sup>th</sup> November (runs for two weeks)
- Progress Report 1 – 19<sup>th</sup> December
- Y11 Parents' Evening – 16<sup>th</sup> January
- Mock Exams 2 – starts 24<sup>th</sup> February (runs for two weeks)
- Progress Report 2 – 20<sup>th</sup> March
- First GCSE Exam – 8<sup>th</sup> May



<b>WEEK 1</b>	<b>MONDAY 25<sup>th</sup> Nov</b>	<b>TUESDAY 26<sup>th</sup> Nov</b>	<b>WEDNESDAY 27<sup>th</sup> Nov</b>	<b>THURSDAY 28<sup>th</sup> Nov</b>	<b>FRIDAY 29<sup>th</sup> Nov</b>
<b>P1</b> 08:50 – 09:50	<b>START 08:35</b> ENGLISH LANGUAGE Paper 1 1h 45m/XT 2h 12m	<b>START 08:35</b> COMB SCI: BIOLOGY Paper 1 1h 15m/XT 1h 34m   BIOLOGY Paper 1 1h 45m/XT 2h 12m	<b>START 08:35</b> ENGLISH LITERATURE Paper 2 2h 15m/XT 2h 49m	<b>START 08:35</b> COMB SCI: CHEMISTRY Paper 2 1h 15m/XT 1h 34m   CHEMISTRY Paper 1 1h 45m/XT 2h 12m	<b>START 08:35</b> FOOD PREP & NUT Paper 1 1h 45m/XT 2h 12m
<b>P2</b> 09:50 – 10:50					
<b>BREAK</b> 10:50 – 11:10	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
<b>P3</b> 11:10 – 12:10	<b>START 11:30</b> HISTORY Paper 1 1h 20m/XT 1h 40m	<b>START 11:20</b> MATHS Paper 1 1h 30m/XT 1h 53m 	<b>START 12:10</b> GEOGRAPHY Paper 3 45m/XT 57m 	<b>START 11:20</b> MATHS Paper 2 1h 30m/XT 1h 53m 	<b>START 11:30</b> SPANISH Writing F – 1h 00m/XT 1h 15m H – 1h 15m/XT 1h 34m
<b>P4</b> 12:10 – 13:10					
<b>LUNCH</b> 13:10 – 13:50	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>P5</b> 13:50 – 14:50		BTEC Music Practice		BTEC Music Practice	



WEEK 2	MONDAY 2 <sup>nd</sup> Dec	TUESDAY 3 <sup>rd</sup> Dec	WEDNESDAY 4 <sup>th</sup> Dec	THURSDAY 5 <sup>th</sup> Dec	FRIDAY 6 <sup>th</sup> Dec
P1 08:50 – 09:50	<b>START 08:35</b> <b>BUSINESS</b> Paper 1 1h 45m/XT 2h 12m	<b>START 08:35</b> <b>COMB SCI: PHYSICS</b> Paper 1 1h 15m/XT 1h 34m	<b>START 08:35</b> <b>SPANISH</b> Reading Foundation 45m/XT 56m	<b>START 08:35</b> <b>DRAMA</b> Paper 1 1h 45m/XT 2h 12m	<b>START 08:50</b> <b>PE</b> Paper 1 1h 15m/XT 1h 34m
P2 09:50 – 10:50		<b>PHYSICS</b> Paper 1 1h 45m/XT 2h 12m	Listening Foundation 35m Reading Higher 1h 00m/XT 1h 15m Listening Higher 45m		2 hrs BTEC Music Practice
BREAK 10:50 – 11:10	BREAK	BREAK	BREAK	BREAK	BREAK
P3 11:10 – 12:10	<b>START 11:30</b> <b>HISTORY</b> Paper 2 55m/XT 1h 09m	<b>START 11:20</b> <b>GEOGRAPHY</b> Paper 2 1h 30m/XT 1h 53m	<b>START 11:30</b> <b>MATHS</b> Paper 3 1h 30m/XT 1h 53m	<b>START 11:20</b> <b>COMPUTER SCIENCE</b> Paper 1 1h 30m/XT 1h 53m	<b>START 11:20</b> A session for students who have missed a paper due to illness, etc.
P4 11:10 – 12:10					
LUNCH 13:10 – 13:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
P5 13:50 – 14:50		BTEC Music Practice		BTEC Music Practice	



# Preparing for the exams and providing support



# What you can do now...

- **Be supportive** – GCSEs can be a stressful time for the whole family so supporting each other is crucial.
- **Check their progress** – review school reports and mock results. Check their predicted grades versus their targets and discuss this with your child and teachers.
- **Be strict over technology** – We simply can't revise whilst watching TV, playing a computer game or catching up with social media. Build these into set breaks instead.
- **Attendance matters** – Make sure they attend school regularly. Attendance of 90% means half a day's lessons are missed per week.



# Attendance

Attendance during the school year	Equates to days absent
94%	10 days
90%	19 days
85%	29 days
80%	38 days
75%	48 days
70%	57 days
65%	67 days





# Attendance

Good attendance and progress in your subjects are directly linked.

The table left is real data (not from this academy) showing the relationship between grades and attendance.

Results Top 20:		Results Bottom 20:	
	Yr 11 Attendance		Yr 11 Attendance
	99.47		93.35
	99.47		92.82
	99.2		91.49
	99.2		91.49
	98.94		91.44
	98.94		90.96
	98.67		90.16
	98.4		87.5
	97.87		86.17
	97.34		85.83
	96.81		84.84
	96.54		79.68
	96.54		71.39
	96.28		67.74
	96.01		60.11
	94.95		52.13
	94.41		42.82
	94.41		38.3
			21.81
	Average		97.2



# Every Minute Matters

Success will come from using the time we have well.

There are 21 school weeks until the GCSE exams start.

Every lesson is important.

Missing or being late to lessons will impact your progress and could lead to you missing key knowledge and skills.



# Start Building Good Routines and Habits Now

Habits and routines take time to embed.

Start now to make them effective...

- Engage with revision from NOW to be more confident as you approach the exams
- Look after yourself with good eating/drinking/sleeping habits
- Be disciplined with technology access and ensure revision time is focused



**GCSE English**  
**Literature & Language**  
Mrs Wells



# AQA GCSE English Literature

**Paper 1 40%**

**Paper 2 60%**

**Section A:**  
Shakespeare  
*'Romeo and Juliet'*

**Section B:**  
19<sup>th</sup> Cent. Prose  
*'A Christmas Carol'*

**Section A:**  
Modern Texts  
*"An Inspector Calls"*

**Section B:**  
Anthology  
poetry.

**Section C:**  
Unseen  
Poetry

**Total exam time:**  
1 hour and 45 minutes

**Total exam time:**  
2 hours and 15 minutes



# English Literature (A Christmas Carol, An Inspector Calls, Romeo and Juliet)

## *What students need secure knowledge of:*

- Plot
- Characters
- Themes
- Authorial intent – why the writer wrote the text

## *Where can they get this?*

- Knowledge organisers
- Revision guides (books; websites; YouTube; apps)
- Seneca
- GCSE Pod



# English Literature (Anthology Poetry)

## ***What students need secure knowledge of:***

- 5 Key poems: *Remains*, *War Photographer*, *London*, *Kamikaze*, *Poppies*
- Overview of the 'story' and themes of all 15 poems, and what they tell us about power/conflict
- How the different poems link to each other

## ***Where can they get this?***

- Knowledge organisers
- Revision guides (books; websites; YouTube; apps)
- Seneca
- GSCE Pod



# English Literature (Disciplinary Knowledge)

## *What students need secure knowledge of:*

- Identifying the underlying meanings of texts, including unseen texts
- Planning a literature essay
- Structuring a literature essay
- Using academic language to write a literature essay
- Writing an essay under timed conditions

## *Where can they get this?*

- Timed practice of exam questions followed by self/peer/teacher marking
- Revision guides (books; websites; Youtube; revision podcasts)





# English Literature (Quick Wins)

- Re-read 'An Inspector Calls' or listen to the audiobook/radio play
- Watch 'A Christmas Carol' (any version but the 2019 BBC one and the Netflix one)
- Watch 'Romeo and Juliet' (any version but the 2013 one), ideally with subtitles on
- Watch the 'An Inspector Calls' BBC adaptation (n.b. pupils need to be aware of the changes made to this – we see Eva Smith, not all in dining room)
- Re-read the anthology poems and create a flashcard for each of the 'story', themes, linked poems, and links to power and conflict.



# AQA GCSE English Language

**Paper 1 50%**

**Paper 2 50%**

**Section A:**

Reading: 1 unseen  
fiction text  
50%

**Section B:**

Writing: descriptive  
or narrative  
50%

**Section A:**

Reading: 2 unseen  
non-fiction texts  
50%

**Section B:**

Writing: to  
argue/persuade  
50%

**Total exam time:  
1 hour and 45 minutes**

**Total exam time:  
1 hour and 45 minutes**



# English Language Section A

- Read a variety of fiction and non-fiction texts
- Practice summarizing them – identifying what is happening
- Practice analysing them – identifying the underlying meanings and ideas
- Forming a critical opinion on the text and justifying it with evidence
- Practice papers – writing timed responses and self/peer/teacher marking them.



# English Language Section B

- Revise and understand literary devices: look for examples and practice writing some of your own
- Create a glossary of interesting and unusual vocabulary you could use in your writing
- Revise spelling, punctuation and grammar – 25% of the total marks are from accuracy
- Practice timed planning and writing of responses using the structures taught in class
- Pre-write character zoom and flashback, seeking feedback to improve it
- Take a fiction or non-fiction extract and re-write from a different perspective/tone/narrative voice/setting etc.



# What can you do to help your child?

- Ask them to retell you the story of the literature texts
- Ask them to tell you about the context of the literature texts and why they were written
- Quiz them using the knowledge organisers we have created
- Read fiction/non fiction extracts with them and discuss them
- Encourage them to use the Get Ahead videos on the BTCT website
- Re-read literature texts/watch film versions and get them talking about how the events in the text link to authorial intent



# GCSE Mathematics



# Maths GCSE Exams

All students will sit **3 maths papers**:

- Maths Paper 1 (non-calculator)
- Maths Paper 2 (calculator)
- Maths Paper 3 (calculator)

All exams are 1 hour 30 minutes

Students **must** be confident using:

- Protractor, Pair of Compass, Scientific calculator (paper 2 and 3 only)



# Students will be provided the following exam aid.

## Higher Tier Formulae Sheet

### Perimeter, area and volume

Where  $a$  and  $b$  are the lengths of the parallel sides and  $h$  is their perpendicular separation:

$$\text{Area of a trapezium} = \frac{1}{2} (a + b) h$$

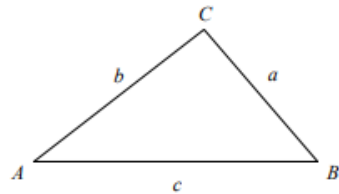
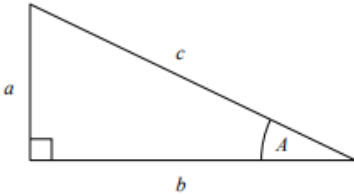
Volume of a prism = area of cross section  $\times$  length

Where  $r$  is the radius and  $d$  is the diameter:

$$\text{Circumference of a circle} = 2\pi r = \pi d$$

$$\text{Area of a circle} = \pi r^2$$

### Pythagoras' Theorem and Trigonometry



### Quadratic formula

The solution of  $ax^2 + bx + c = 0$

where  $a \neq 0$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

In any right-angled triangle where  $a$ ,  $b$  and  $c$  are the length of the sides and  $c$  is the hypotenuse:

$$a^2 + b^2 = c^2$$

In any right-angled triangle  $ABC$  where  $a$ ,  $b$  and  $c$  are the length of the sides and  $c$  is the hypotenuse:

$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$

In any triangle  $ABC$  where  $a$ ,  $b$  and  $c$  are the length of the sides:

$$\text{sine rule: } \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$\text{cosine rule: } a^2 = b^2 + c^2 - 2bc \cos A$$

$$\text{Area of triangle} = \frac{1}{2} a b \sin C$$

### Compound Interest

Where  $P$  is the principal amount,  $r$  is the interest rate over a given period and  $n$  is number of times that the interest is compounded:

$$\text{Total accrued} = P \left( 1 + \frac{r}{100} \right)^n$$

### Probability

Where  $P(A)$  is the probability of outcome  $A$  and  $P(B)$  is the probability of outcome  $B$ :

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

$$P(A \text{ and } B) = P(A \text{ given } B) P(B)$$

## Foundation Tier Formulae Sheet

### Perimeter, area and volume

Where  $a$  and  $b$  are the lengths of the parallel sides and  $h$  is their perpendicular separation:

$$\text{Area of a trapezium} = \frac{1}{2} (a + b) h$$

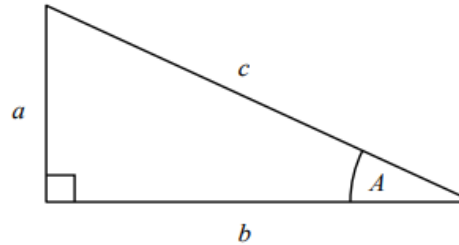
Volume of a prism = area of cross section  $\times$  length

Where  $r$  is the radius and  $d$  is the diameter:

$$\text{Circumference of a circle} = 2\pi r = \pi d$$

$$\text{Area of a circle} = \pi r^2$$

### Pythagoras' Theorem and Trigonometry



In any right-angled triangle where  $a$ ,  $b$  and  $c$  are the length of the sides and  $c$  is the hypotenuse:

$$a^2 + b^2 = c^2$$

In any right-angled triangle  $ABC$  where  $a$ ,  $b$  and  $c$  are the length of the sides and  $c$  is the hypotenuse:

$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$

### Compound Interest

Where  $P$  is the principal amount,  $r$  is the interest rate over a given period and  $n$  is number of times that the interest is compounded:

$$\text{Total accrued} = P \left( 1 + \frac{r}{100} \right)^n$$

### Probability

Where  $P(A)$  is the probability of outcome  $A$  and  $P(B)$  is the probability of outcome  $B$ :

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$





# Students will still need to learn additional formulae.

[GCSE-Maths-Equations-to-Memorise](#)

Perimeter of a sector:

$$\text{Perimeter of a Sector} = \left( \left( \frac{\text{Angle}}{360} \right) \times \pi D \right) + 2r$$

Regular polygons:

$$\text{Sum of interior Angles} = (\text{Number of Sides} - 2) \times 180$$

Exterior angle of a regular polygon:

$$\text{Exterior Angle} = \frac{360}{\text{Number of Sides}}$$

Volume of a cuboid:

$$\text{Volume} = \text{Length} \times \text{Width} \times \text{Height}$$

Volume of a prism :

$$\text{Volume} = \text{Area of Cross Section} \times \text{Length}$$

Volume of a cylinder:

$$\text{Volume} = \pi r^2 h$$

Volume of a pyramid:

$$\text{Volume} = \frac{1}{3} \text{Area of Base} \times \text{Vertical Height}$$



# Revision Resources

Resource	Where can I find it?
Knowledge Organisers	School Website / Teams
Past Papers	Weekly homework papers
Maths Genie	<a href="http://www.mathsgenie.co.uk">www.mathsgenie.co.uk</a>
Get Ahead	<a href="http://www.mygetahead.org">www.mygetahead.org</a>
Sparx Maths	<a href="https://sparxmaths.com/">https://sparxmaths.com/</a>
Revision Guides	Scopay



**Don't revise what you already know!**



# Personal Learning Checklists

Questions	Question Title	Score	Clip Number
1a	Mutually exclusive events	2 / 2	354
1b	Mutually exclusive events	2 / 2	354
2a	Recipe problems	3 / 3	739
2b	Recipe problems	2 / 2	739
3	Highest common factor	2 / 2	31
4	Plans and elevations	2 / 2	841, 842
5	Reflect a shape, describe a translation	3 / 3	639, 650
6	Share in a given ratio	1 / 4	332
7	Perimeter and area of a rectangle	4 / 4	550, 554
8a	Estimate complex calculations	1 / 2	131
8b	Index form, round to significant figures	0 / 1	102, 130
8c	Index form (power of negative integers)	0 / 1	104
9	Multiplying mixed numbers	3 / 3	69
10	Solving simultaneous equations using straight lines	0 / 2	219
11a	Calculate median and upper and lower quartiles	0 / 2	409, 411
11b	Compare medians and quartiles	0 / 1	409, 411
11c	Compare quartiles	0 / 1	411



# **GCSE Science (Combined & Triple)**

Mr Hext



# Science GCSE Exams

All students will sit 6 science papers:

Biology Paper 1

Chemistry Paper 1

Physics Paper 1

Biology Paper 2

Chemistry Paper 2

Physics Paper 2

Triple Science: 1hr 45min

Combined Science: 1hr 15min

Students will be given a periodic table and physics equation sheet.

**Students do not have to memorize the equations!**



# Science Mock Exams

Students will sit each of their 6 papers at least once during Yr11 as a mock exam.

## Triple Science

- November
  - Biology Paper 1
  - Chemistry Paper 1
  - Physics Paper 1
- Spring
  - Biology Paper 2
  - Chemistry Paper 2
  - Physics Paper 2

## Combined Science

- November
  - Biology Paper 1
  - Chemistry Paper 2
  - Physics Paper 1
- Spring
  - Biology Paper 2
  - Chemistry Paper 1
  - Physics Paper 2



# Revision Resources

Resource	Where can I find it?
Knowledge Organisers	School Website / Teams
Past Papers	Teams
Seneca	<a href="http://www.senecalearning.co.uk">www.senecalearning.co.uk</a>
Get Ahead	<a href="http://www.mygetahead.org">www.mygetahead.org</a>
Youtube	<i>Search for:</i> “Cognito” “Fuse School” “Free Science Lessons”
Revision Guides	Scopay





# Seneca

SENECA

Combined Science  
Physics: AQA GCSE  
Foundation

1 Energy

- 1.1 Energy Changes
- 1.2 Energy Losses & Efficiency
- 1.3 Energy Resources

2 Electricity

3 The Particle Model

4 Atoms & Radiation

Internal energy

- The amount of energy in an object's internal... the kinetic energy and potential energy store...

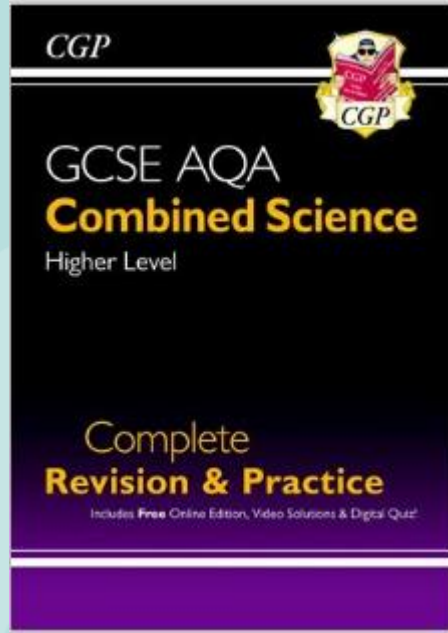
What property of an object is a measure of the stores of its particles?

Type your answer here...

- Students can select the topic(s) that they want to focus their revision on.
- The programme will teach them about the topic
- There are questions to complete on the way through.



# Revision Guides

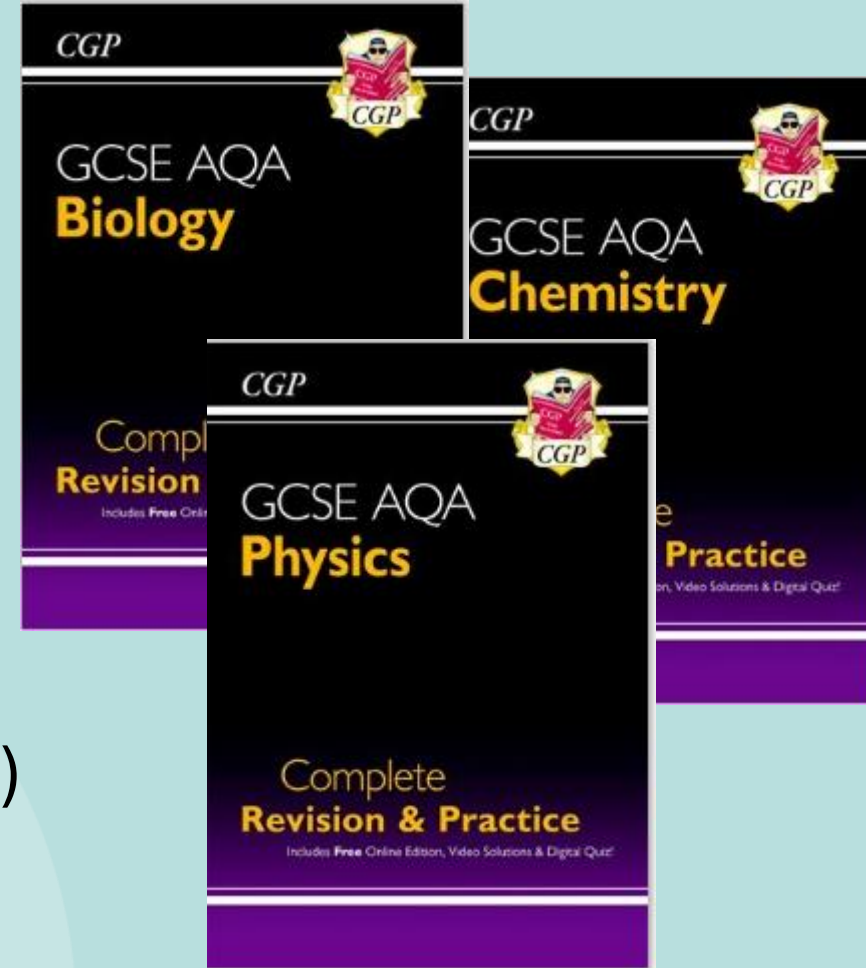


## Combined Science:

£12 from school (£18 RRP)

## Triple Science:

3 x £6 from school (£11 RRP)



Payment should be made by Scopay, then a receipt of purchase brought to Mr Hext

*We have a stock of both higher and foundation tier guides, so a decision on which would best suit can be made in school.*



# Effective Revision



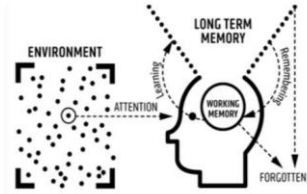
# Revision

- Revision has replaced home learning across the school
- Revision is deliberate practice of something we want to master
- Done well it can add the equivalent of 5+ months of study
- We encourage students develop their own schedule
- Revision is set on Teams
- [Y11 Raising Achievement](#)



# Recommended Strategies

## How do we learn?

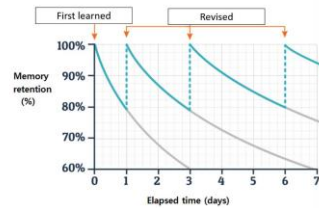


This image represents how we learn. The **environment** is made up of lots of stimuli that you pay attention to. It is important that we limit distractions in our environment and work in a quiet place so we can pay full attention to what we are learning.

If we do pay proper attention to what we are learning, the knowledge can be processed through **working memory**. Working memory is limited and easily overloaded. That's why trying to cram things at once or leaving it to the last minute ("cramming") is a bad idea. If we overload our working memory, we won't retain the knowledge in our long-term memory and therefore won't be able to remember it in an exam or when we need it.

Now we need to practise using it. This is essentially the **learning process**. This might be by practising new words out loud, or applying the knowledge, for example in answering practice questions.

After we do this successfully, the knowledge can be stored in **long-term memory**, which is limitless. But it doesn't end there: if we don't then revise the information at a later date, it's 'trapped' and will essentially be forgotten; we will have learned it, but we can't retrieve or recall it. One way to interrupt the forgetting process is by practising **remembering** it. That means, quiz yourself on the knowledge on many separate occasions over a long period of time.



## How do I revise? Self-Quizzing

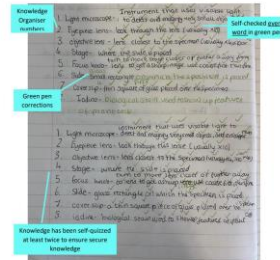
Self-quizzing is a technique that is proven to be highly effective when done properly. It is especially effective for learning terms and definitions, facts, quotes, dates and events, formulae and vocabulary.

To self-quiz:

1. Look at the knowledge you want to learn. Read it aloud several times.
2. Cover the information.
3. Write out the information from memory.
4. Check your answer by uncovering the information. Correct your work in green pen.

Repeat this process until you know the term and definition off by heart.

The biggest mistake students make with self-quizzing is that they just copy the information from the knowledge organiser or revision guide. This will have next to no learning impact whatsoever and is a waste of your time, as it does not practise retrieving the information.



Do:

- ✓ ... properly cover the information when testing yourself
- ✓ ... revise each chunk of knowledge more than once
- ✓ ... use your knowledge organisers to find expert definitions
- ✓ ... mark or check your work in a different colour pen
- ✓ ... keep practising knowledge until you know it off by heart

Don't:

- X ... simply copy the information. This is a complete waste of time
- X ... try to learn too many different definitions at once
- X ... only revise each chunk of knowledge once

## How do I revise? Flashcards

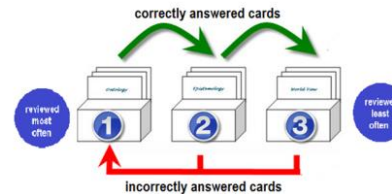
Flashcards are another way of approaching the look, cover, write/say, check technique and are a great way of strengthening your memory of knowledge.

Here are some things to consider when creating and using flashcards:

- |   |   |
|---|---|
| <b>Do:</b>  | <b>Don't:</b>   |
| ✓ ... write the question or term on one side of the flashcard with the answer or definition on the opposite side  | X ... write the question and answer on the same side of the flashcard |
| ✓ ... keep each flashcard short and specific  | X ... cram too much information onto one flashcard                    |
| ✓ ... test yourself by reading the question on the flashcard, saying or writing the answer out from memory, then using the reverse side of the flashcard to check your answer | X ... write flashcards out but not actually test yourself on them     |
| ✓ ... use the <b>Leitner system</b> to track your progress  |   |

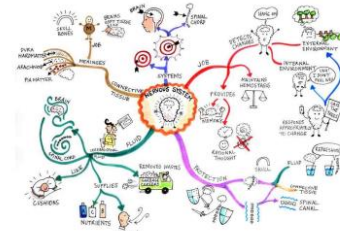
When you've written the flashcards, use the Leitner System to revise them. Here's how it works:

1. **Start with all your flashcards from a topic in Pile 1.** These are the flashcards you need to regularly repeat. You will quiz yourself on every day.
2. **If you can accurately recall the information on a card, put it into Pile 2.** These are cards you will look at every 3 days.
3. **In 3 days time, test yourself on the cards in Pile 2. Any cards you still remember from this pile, place into Pile 3.** These are the cards where your knowledge is secure. You learn these cards every 5 days.
4. **If you can't recall all the information on a card from Pile 2 or 3, it goes back to Pile 1 to be studied every day until you know it.**



## How do I revise? Mind maps

A mind map is a visual diagram that provides an overview or summary of a topic or idea. Mind maps are a great way to create links between topics and areas of a subject.



Building a mind map

1. Write your map topic in the middle of your page. Your content will link to your topic and spread out from the main heading.
2. Add key ideas to your map by writing their headings on the page and drawing a connecting line between them and your main heading. Continue breaking each section down and adding links between subjects to create smaller, specific mind maps on the page.
3. Use key words or images to represent each piece of information.
4. Change the style, size or colour of items to represent important content: make key terms stand out.
5. Use colours to identify themes and relationships. Some information in your map may fit more than one map 'branch'. Colour-coding and extra connecting lines will help you keep track of this.

Revising using a mind map

1. Revise one sub-topic/heading using your mind map. Create another blank version of the mind-map. See how much of the category you have just revised you can recreate from memory. Use the original mind-map to self-check.
2. Revise one area of the mind-map. Create questions based on the mind-map and answer them from memory. Use the mind-map to self-check your answers.
3. Revise one area of the mind-map. When ready, give the mind-map to someone at home or a friend and ask them to quiz you.

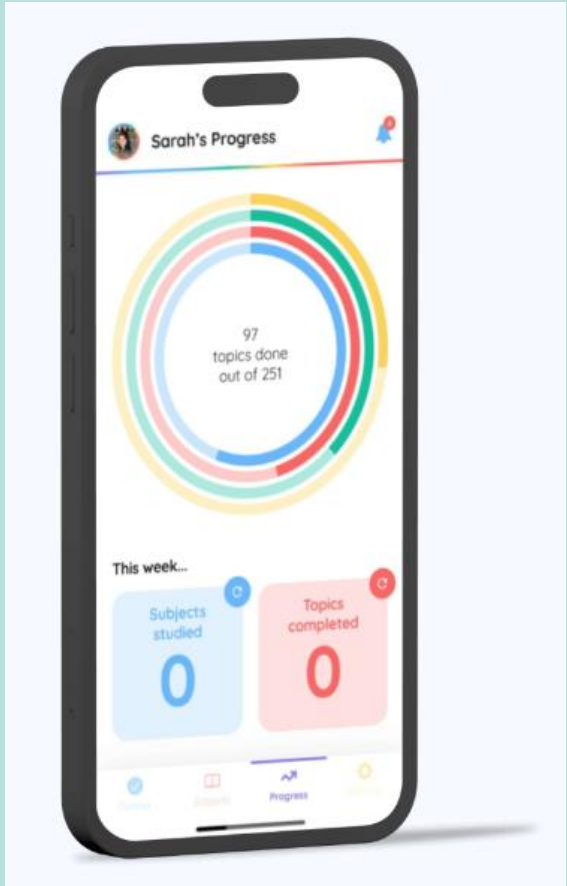
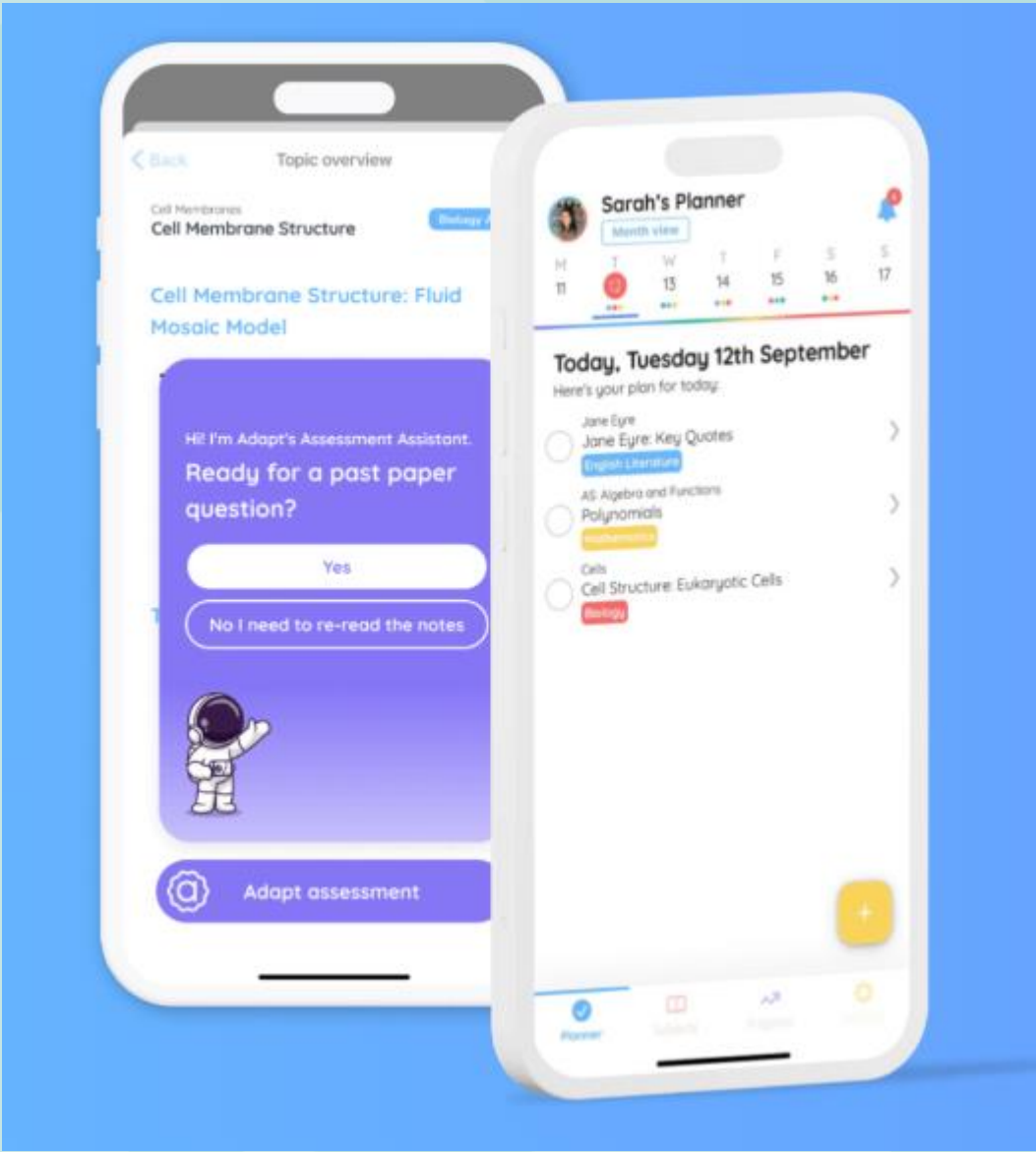
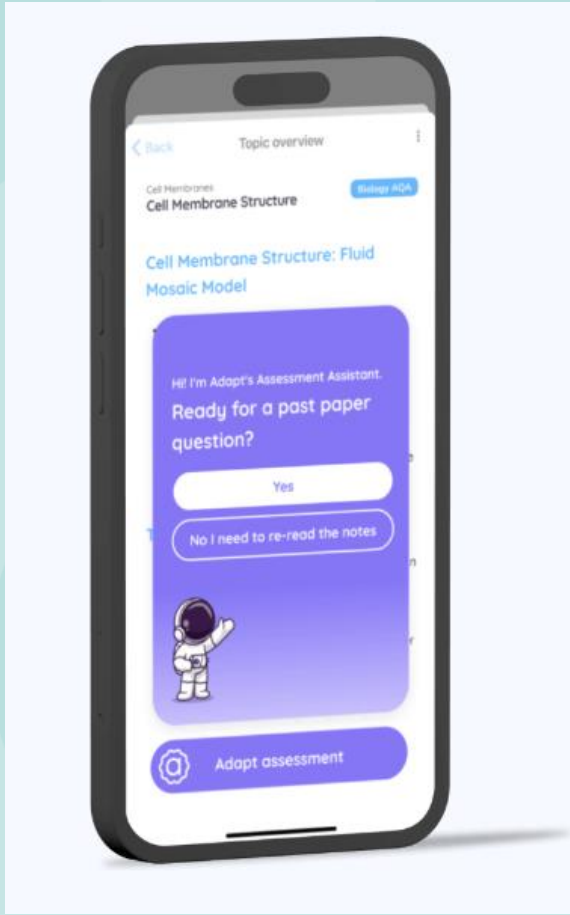
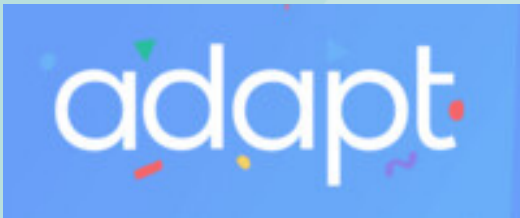


# Revision

- On top of the revision set by teachers, pupils who create their own bespoke revision timetable based on their needs will be more successful in their exams
- Focus on subjects and areas of weakness
- Use **Adapt** revision planning app
- It plans a bespoke revision timetable specific to your GCSE course/exam boards, breaks it down into specific areas within each unit/subject, pupils RAG rate confidence after each session, app uses smart tech to tailor the timetable to pupils emerging needs







# Afterschool Raising Attainment

Every week there will be several afterschool sessions (3-4pm) for students to attend which are organised and delivered by teaching staff.

Day	Week beginning						
	04/11/24	11/11/24	18/11/24	25/11/24	02/12/24	09/12/24	16/12/24
<b>Monday</b>			Science				
<b>Tuesday</b>	Creative (Art/ Photography/ Design/Food)	Creative (Art/ Photography/ Design/Food)	Creative (Art/ Photography/ Design/Food)	Creative( Art/ Photography/ Design/Food)	Creative( Art/ Photography/ Design/Food)	Creative( Art/ Photography/ Design/Food)	Creative (Art/ Photography/ Design/Food)
	Computer Science	Computer Science	Computer Science	Computer Science	Computer Science	Computer Science	Computer Science
	Geography	Geography	Geography	Geography	Geography	Geography	Geography
<b>Wednesday</b>	iMedia	iMedia	iMedia	iMedia	iMedia	iMedia	iMedia
	History	Maths (3-4.30)	History English (3-4:30)	Drama (3-4:30)	History	Business (3-4.30)	History
<b>Thursday</b>	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
		Science	Science	Sports Studies (3-4:30)	English (3-4:30)	Science	

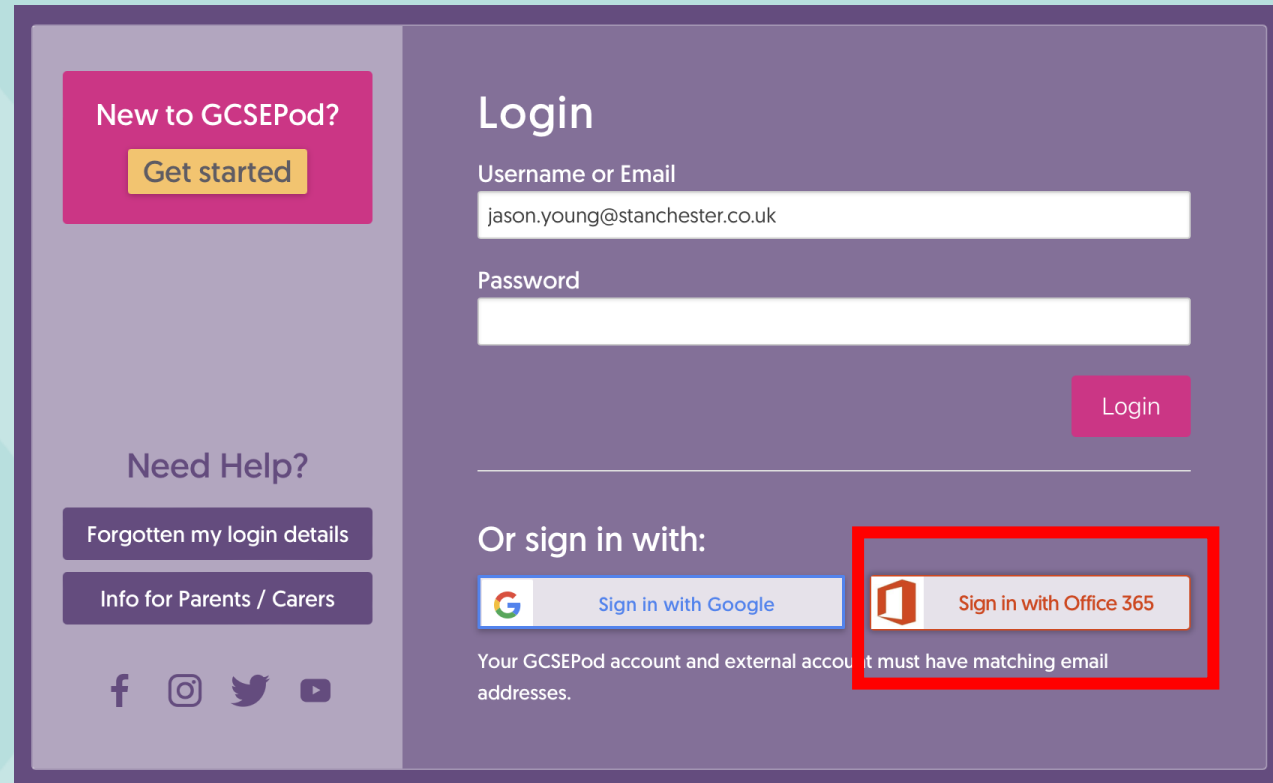
This is a valuable opportunity to focus on revising key topics and exam skills.





# GCSE POD – Revision Resource

- [www.gcsepod.com](http://www.gcsepod.com)



New to GCSEPod?  
Get started

Need Help?  
Forgotten my login details  
Info for Parents / Carers

f i t y

## Login

Username or Email  
jason.young@stanchester.co.uk

Password

Login

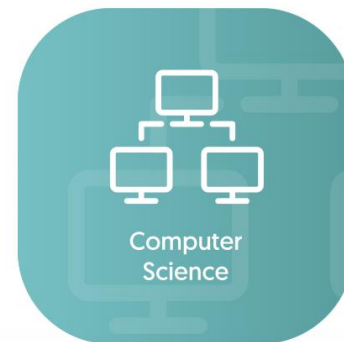
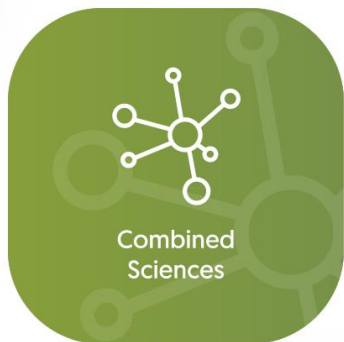
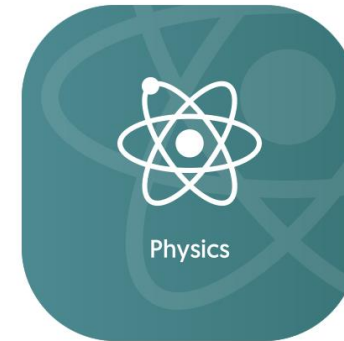
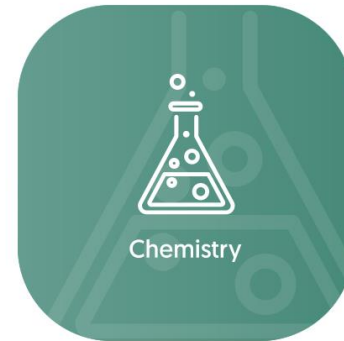
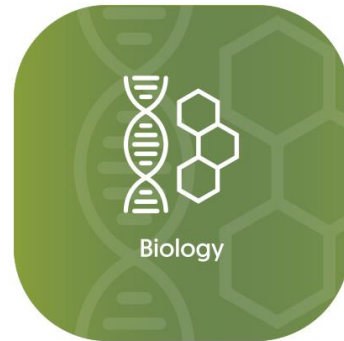
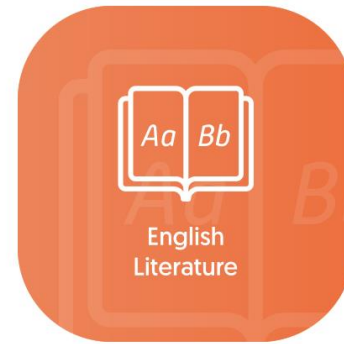
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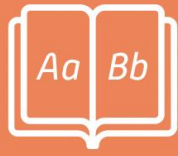
Sign in with Google

Sign in with Office 365

Your GCSEPod account and external account must have matching email addresses.







English Literature

Exam Board

AQA

Topic

Poetry: Power & Conflict

Back

Subjects / Exam Boards / Topics / Titles

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Something missing?

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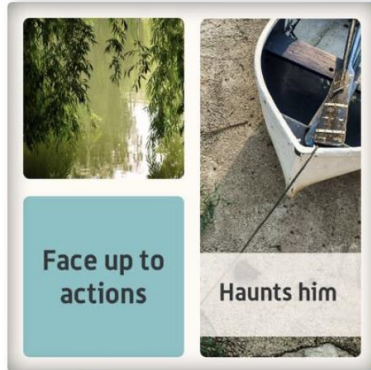
All Content



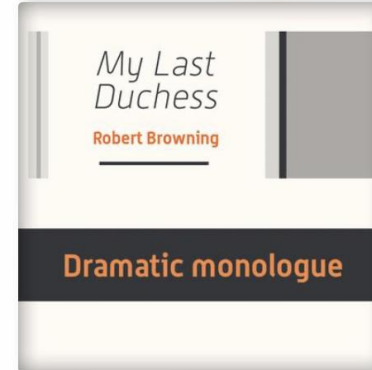
Ozymandias by Percy Bysshe Shelley (AQA)



London by William Blake (AQA)



Extract from The Prelude by William...



My Last Duchess by Robert Browning (AQA)



The Charge of the Light



Exposure by Wilfred Owen



# Ozymandias by Percy Bysshe Shelley (AQA)

Share & Assign



Poetry: Power & Conflict  
English Literature 1 Titles - 5 Pods

Ozymandias by Percy Bysshe Shelley (AQA) - 5 Pods



Ozymandias: Context and the Poet's Intentions  
00:19 / 04:31

Ozymandias: Subject and Themes  
00:00 / 04:31

Ozymandias: Key Images  
00:00 / 03:56

Ozymandias: Language, Structure and Form  
00:00 / 04:39

Ozymandias: Literary Techniques  
00:00 / 03:35



Ozymandias: Context and the Poet's Intentions



ENG-37-001



CHECK AND CHALLENGE

Expand



# GCSE POD – Revision Resource

## Webinar Details:

- Date:** November 14th, 2024
- Time:** 17:00 (GMT)
- Location:** Teams: <https://events.teams.microsoft.com/event/f26538cd-061a-43ed-99b1-a3c6f79149b1@739195a1-f5d6-4d9a-ac42-a1dbb7c7413d>

## Webinar Topic: Mock 'n' Roll

- Students will learn how to create their own revision library
- Learn the importance of rehearsals
- How to create a 'Set list' – a timetable with Pod playlists
- Show time – the mock exam itself, providing tips on self-confidence and how to stay calm



**Mental Health Support Team  
(MHST)  
Katie Dawkins**






# SUPPORTING EXAM WELLBEING

Looking after your child's mental health & wellbeing during exams and tests

Presented by: Katie Dawkins

In partnership with





# WHAT IS THE MENTAL HEALTH SUPPORT TEAM?

Partnership between NHS & Young Somerset, EPS & Public health.

Supporting children & young people with their mental health & wellbeing in selected schools across Somerset.

We offer support via 1:1 in groups, parent groups



Early intervention & prevention

Using low intensity CBT we can support with concerns such as anxiety, low mood, worries, sleep and fears.

We also run other activities with the whole school community such as assemblies, workshops and training.



How does  
this image  
make you  
feel?



Mental Health Support Team (MHST)  
[www.youngsomerset.org.uk](http://www.youngsomerset.org.uk)

In partnership with





How do  
these  
images  
make you  
feel?



Relationships

Family life

School work

Decisions about  
the future

Friendships

Exams

Social media

Body image

The news



# Exams



# WHAT IS STRESS?

Stress is the feeling we have when we are under pressure or in a threatening situation

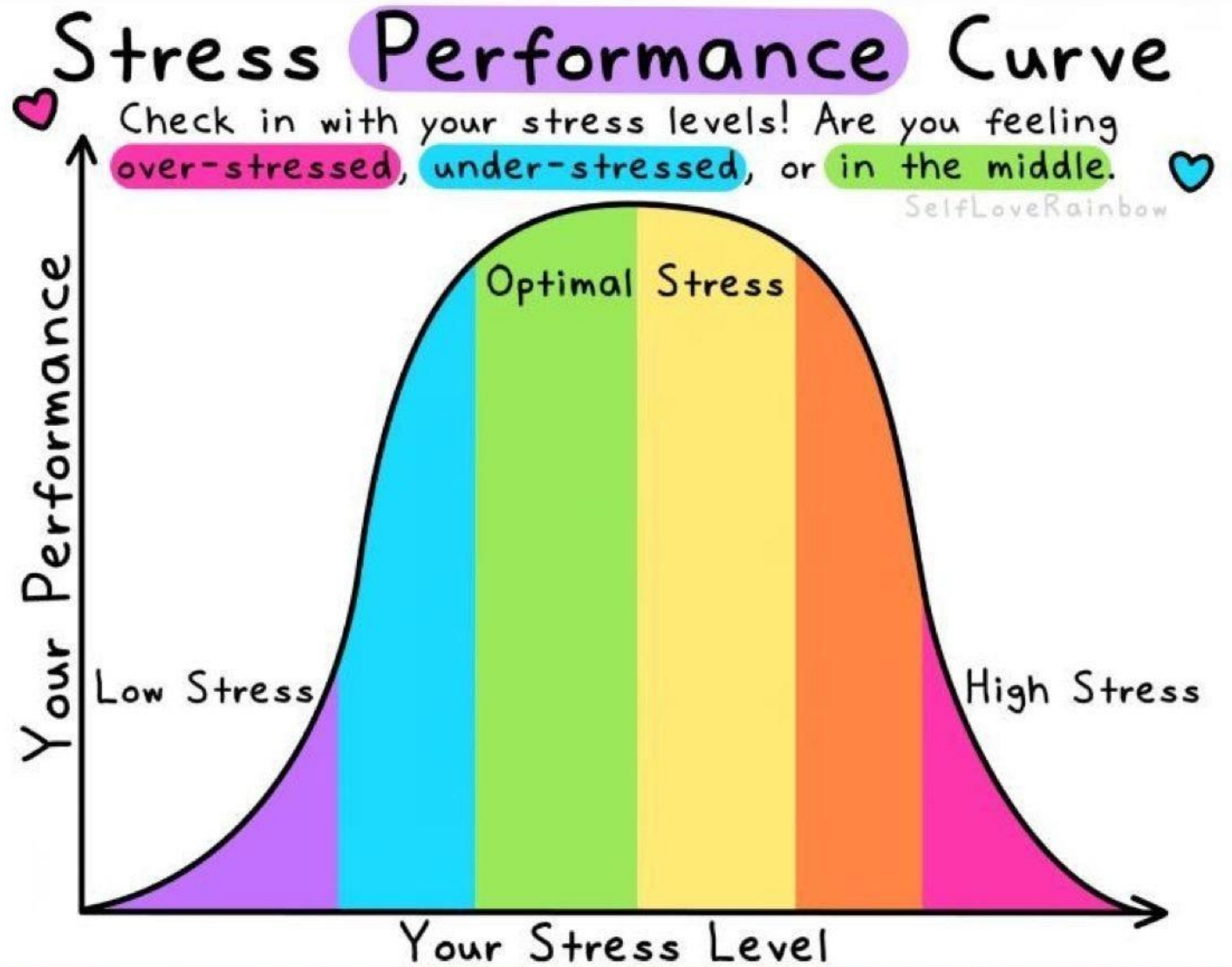
It usually happens when we are in a situation that we don't feel we can manage or control.

Stress is a natural human response that prompts us to address challenges and threats in our lives.





# CAN STRESS REALLY BE HELPFUL?



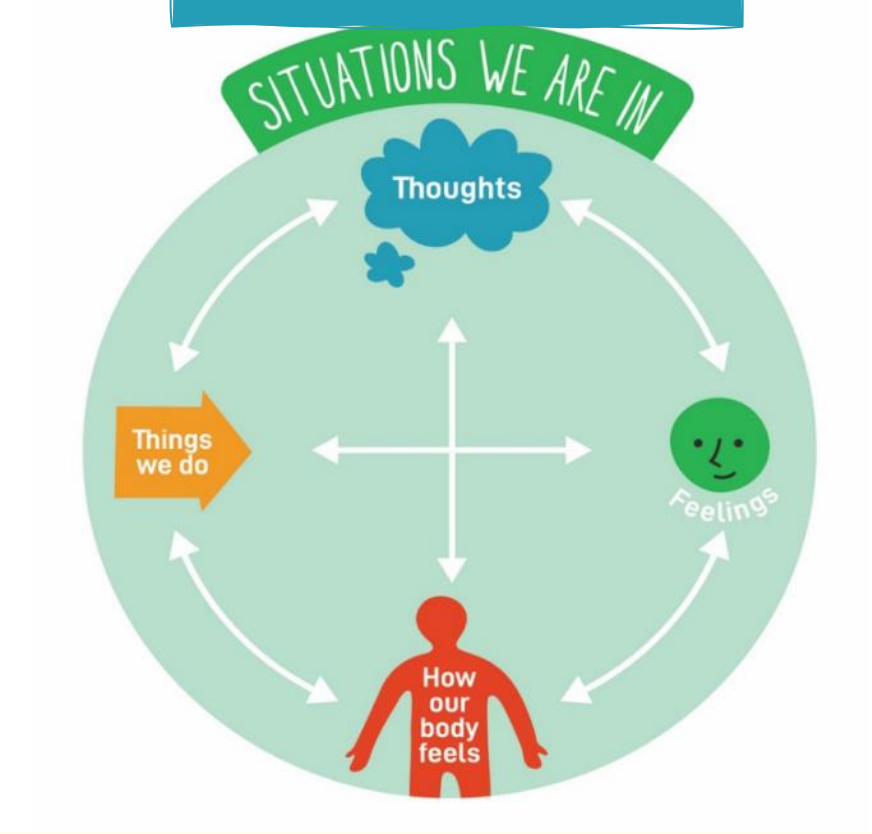
Under-Stressed		Optimal Stress		Over-Stressed	
Bored	Unmotivated	Creative	Productive	Overwhelm	Burnout
Inactive	Listless	Focused	Motivated	Exhaustion	Anxiety
Relaxed	Laid Back	Engaged	In the Zone	Breakdown	Panic

# RECOGNISING HIGH STRESS:

Upcoming exam

Getting into arguments  
Change in eating habits  
Change in sleep habits  
Isolating self from others  
Restlessness/ fidgeting  
Crying  
Biting fingernails

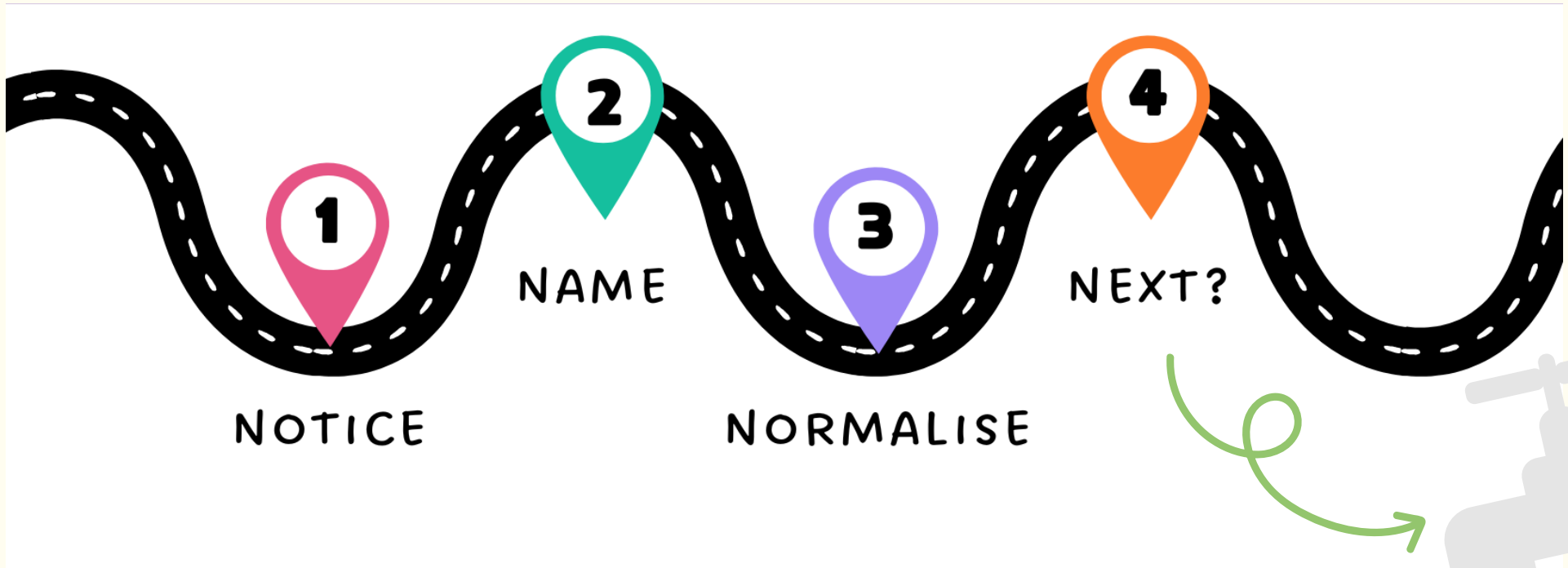
'I can't do this'  
'I have too much to do'  
'I'm not good enough'  
Only seeing the negative  
Worst case scenarios



Anxiety  
Sadness  
Lack of motivation  
Easily annoyed/frustrated  
Lack of self-confidence

Headaches  
Feeling sick  
Racing heart  
Lack of energy  
Muscle aches  
Getting spots  
Faster breathing  
Disturbed sleep

# WHAT CAN WE DO?

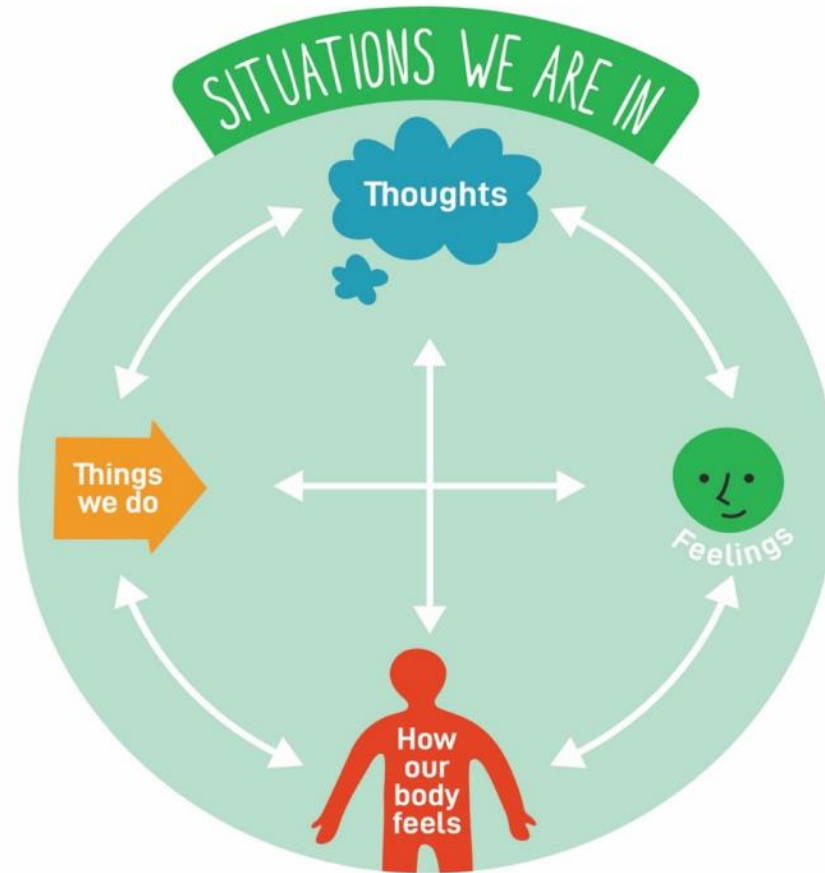




# MOVING TO OPTIMAL STRESS: Upcoming exam

I am feeling nervous about these upcoming exams, but I can only practice and try my best

Plans time well  
Balance of revising and relaxing  
Good quality sleep  
Eating well  
Productive  
Better at problem solving



Motivated  
Creative  
Happy  
Content


Energised  
Better attention span  
Immune system boost

# WHAT CAN WE DO?

- Using calming and grounding techniques
- Look for the positives
- Talk about it (if they want to!) – Use W.I.N
  - Do things together
  - Get outside
- Increase avenues for self-esteem
- Don't forget the basics (sleep!)
- Separate work and relaxation spaces
- Encourage breaks and forward planning
- Be a wellbeing role model





# POSITIVE REMINDERS



I can get through this




Thoughts are not facts




I can breathe,  
I am calm



The best part of my day was...



My 3 favourite things about myself are...



Something that makes me happy is...



# MHST: PARENT & CARER TOOLKIT

[bit.ly/mhstparents](https://bit.ly/mhstparents)

Signposting on topics such as:

- Emotion Coaching
- Anxiety
- Low mood
- Parent wellbeing
- Plus - links to our webinars



SCAN ME

Mental Health Support Team (MHST)  
[www.youngsomerset.org.uk](http://www.youngsomerset.org.uk)



@SomersetMHST

In partnership with





# GETTING FURTHER SUPPORT

## Getting urgent help:

If you are worried that a child is at immediate risk of harm, or is not safe, call 999 or take them to A&E. You can also contact your local NHS urgent mental health helpline (England only) or 111 for 24-hour advice and support.

**Somerset NHS Foundation Trust**

**0800 138 1692**

Mental Health Support Team (MHST)  
www.youngsomerset.org.uk/mhst

## Mental Health Support Team

- Via your Mental health lead
- [Parent & Carer Wellbeing Toolkit \(padlet.com\)](https://www.padlet.com)



## Young Somerset: wellbeing



## Young Minds



## Kooth: online support



## Tellmi app: Peer support



## Your child's GP

Chat health: School nurses  
Text: 07480 635515

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# Looking Ahead to Post-16 Options



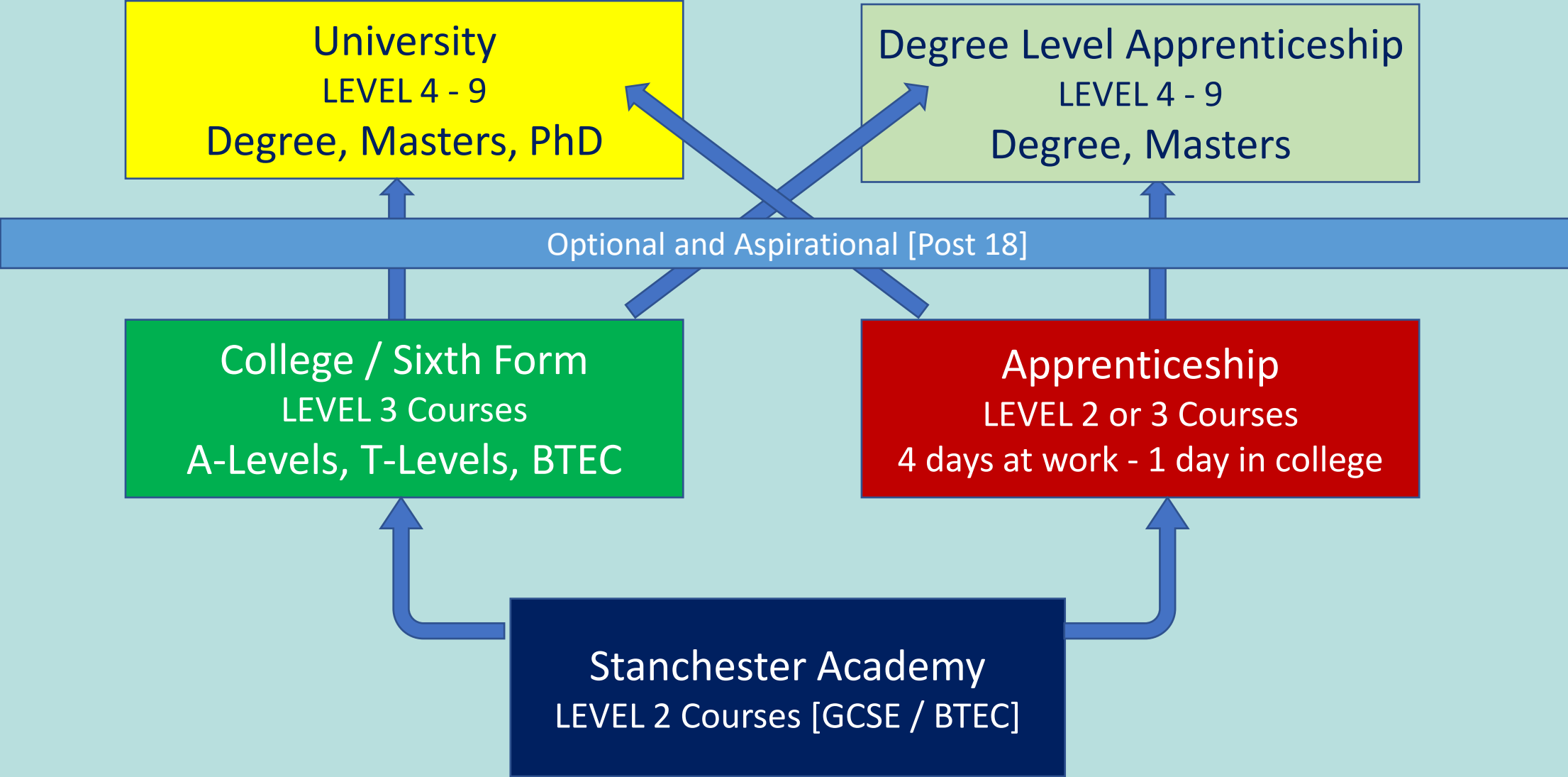
# The law states...

You must remain in education until you're 18.

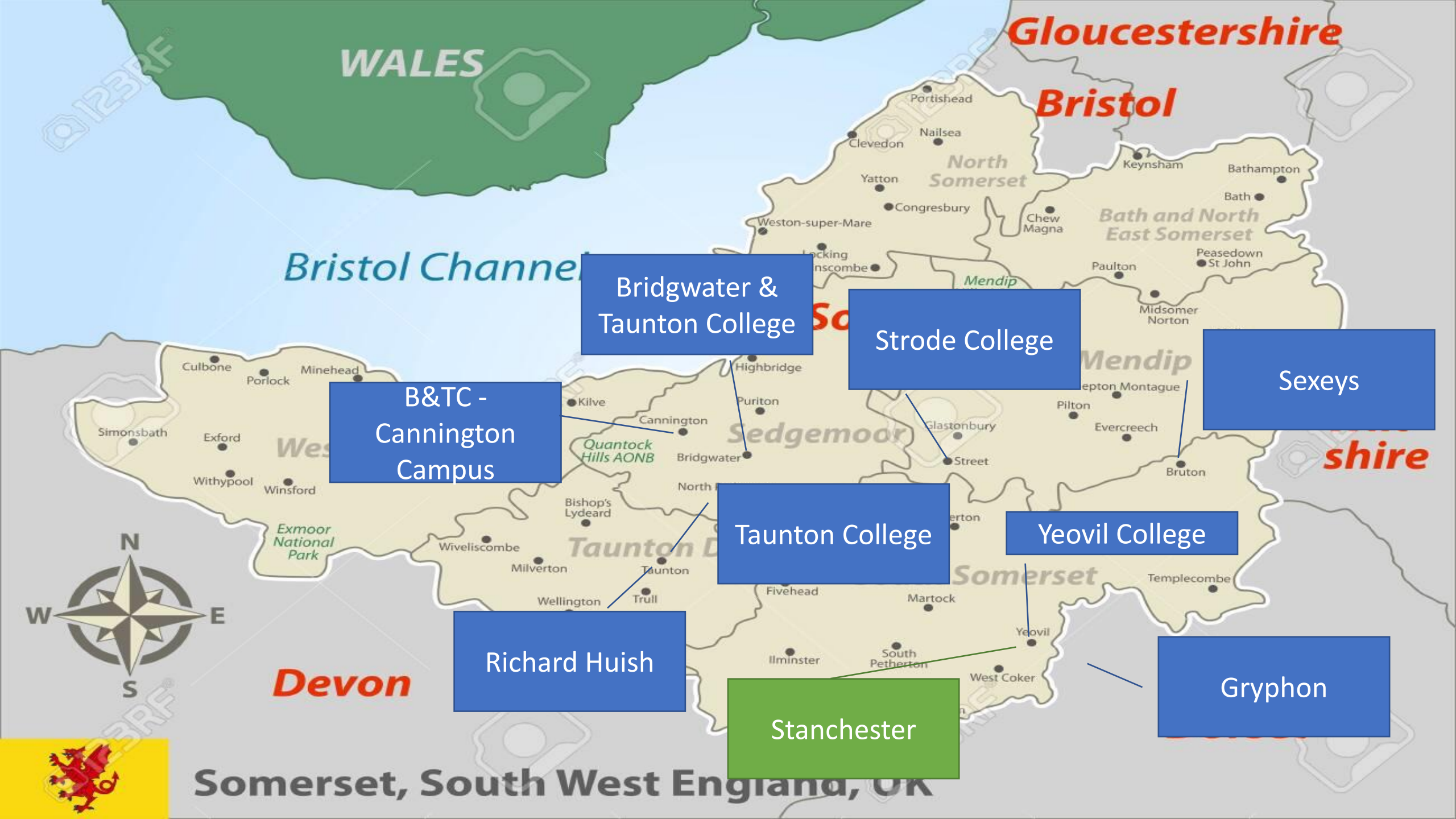
What are my options?

- Full-time education, for example at a college or Sixth Form
- An apprenticeship or traineeship
- Spend 20 hours or more a week working or volunteering, while in part-time education or training









WALES

Gloucestershire

Bristol

Bristol Channel

Bridgwater & Taunton College

Strode College

Sexeys

B&TC - Cannington Campus

Taunton College

Yeovil College

Richard Huish

Stanchester

Gryphon



Devon

Somerset, South West England, UK



# Myth Busting

**Do I have to retake English and maths if I don't get at least a Grade 4?**

Yes that is true – all students must achieve at least a grade 4 in these subjects. Therefore you'll have to retake these at college.

This could mean you're unable to start the courses you've chosen at college.

If you're doing an apprenticeship, you will have to attend college more often to complete lessons and prepare for the exams.





## What should I take into consideration when choosing a college/sixth form?

**Recent exam results** – all colleges publish information on their websites. Just make sure it's up to date.

**Travel** – how will you get there? You may have to use a public bus for the first year until you pass your driving test.

**Enrichment activities** – Many colleges offer fantastic extra curricular opportunities.

**UCAS support** – they help they provide students to gain a place at university.

**Thank You**

**Please stay for any questions**

