

Welcome to the Year 11 Exam & Revision Evening



Introductions and Format






- Mr Young – Deputy Headteacher (Curriculum & Assessment)
- Mrs Sykes – Head of Year 11
- Nathan Partridge – MHST



Year 11 Key Dates

- Mock Exams 1 – starts Monday 20th November (runs for two weeks)
- Progress Report 1 – 14th December
- Y11 Parents' Evening – 11th January
- Mock Exams 2 – starts 19th February (runs for two weeks)
- Progress Report 2 – 14th March
- First GCSE Exam – 9th May



WEEK 1	MONDAY 20 th Nov	TUESDAY 21 st Nov	WEDNESDAY 22 nd Nov	THURSDAY 23 rd Nov	FRIDAY 24 th Nov
P1 08:50 – 09:50	START 08:35 ENGLISH LANGUAGE Paper 1 1h 45m/XT 2h 12m	START 08:35 COMB SCI: BIOLOGY Paper 1 1h 15m/XT 1h 34m  BIOLOGY Paper 1 1h 45m/XT 2h 12m	START 08:35 BUSINESS Paper 1 1h 45m/XT 2h 12m 	START 08:35 COMB SCI: CHEMISTRY Paper 2 1h 15m/XT 1h 34m  CHEMISTRY Paper 1 1h 45m/XT 2h 12m	START 08:35 ENGLISH LITERATURE Paper 2 2h 15m/XT 2h 49m
P2 09:50 – 10:50					
BREAK 10:50 – 11:10	BREAK	BREAK	BREAK	BREAK	BREAK
P3 11:10 – 12:10	START 11:20 MATHS Paper 1 1h 30m/XT 1h 53m 	START 11:20 HISTORY Paper 1 1h 15m/XT 1h 34m	START 11:20 GEOGRAPHY Paper 1 1h 00m/XT 1h 15m AND BTEC MUSIC PRACTICE Component 2 (Session 1 of 3) 2h 00m	START 11:20 MATHS Paper 2 1h 30m/XT 1h 53m 	START 11:40 SPANISH Writing F – 1h 00m/XT 1h 15m H – 1h 15m/XT 1h 34m
P4 12:10 – 13:10					
LUNCH 13:10 – 13:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
P5 13:50 – 14:50					

STUDENTS MUST BE SEATED IN THE EXAM ROOM READY TO BEGIN THEIR EXAM AT THE START TIME.

WEEK 2	MONDAY 27 th Nov	TUESDAY 28 th Nov	WEDNESDAY 29 th Nov	THURSDAY 30 th Nov	FRIDAY 1 st Dec
P1 08:50 – 09:50	START 08:35 DRAMA Paper 1 1h 45m/XT 2h 12m AND GEOGRAPHY Paper 2 1h 00m/XT 1h 15m	START 08:35 COMB SCI: PHYSICS Paper 1 1h 15m/XT 1h 34m PHYSICS Paper 1 1h 45m/XT 2h 12m	START 08:35 SPANISH Listening Foundation 35m Listening Higher 45m Reading Foundation 45m/XT 56m Reading Higher 1h 00m/XT 1h 15m	START 08:50 MATHS Paper 3 1h 30m/XT 1h 53m	START 08:35 This session will be for students who have been absent for any exams.
P2 09:50 – 10:50					
BREAK 10:50 – 11:10	BREAK	BREAK	BREAK	BREAK	BREAK
P3 11:10 – 12:10	START 11:20 HISTORY Paper 2 55m/XT 1h 09m	START 11:20 FOOD & COOKERY Paper 1 1h 30m/XT 1h 53m AND FURTHER MATHS Paper 1 1h 00m/XT 1h 15m	START 11:20 COMPUTER SCIENCE Paper 1 1h 30m/XT 1h 53m AND BTEC MUSIC PRACTICE Component 2 (Session 2 of 3) 2h 00m	BTEC MUSIC PRACTICE Component 2 (Session 3 of 3) 2h 00m	START 11:20 This session will be for students who have been absent for any exams.
P4 11:10 – 12:10					
LUNCH 13:10 – 13:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
P5 13:50 – 14:50					

Timetable for Students - Y11 Mocks Nov 2023 Sarah King 02/11/2023



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	Average:	75.8



Every Minute Matters

Success will come from using the time we have well.

There are 22 schools 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%

Section A:
Shakespeare
'Romeo and Juliet'

Section B:
19th Cent. Prose
'A Christmas Carol'

Total exam time:
1 hour and 45 minutes

Paper 2 60%

Section A:
Modern Texts
"An Inspector Calls"

Section B:
Anthology
poetry.

Section C:
Unseen
Poetry

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%

Section A:
Reading: 1 unseen
fiction text
50%

Section B:
Writing: descriptive
or narrative
50%

Total exam time:
1 hour and 45 minutes

Paper 2 50%

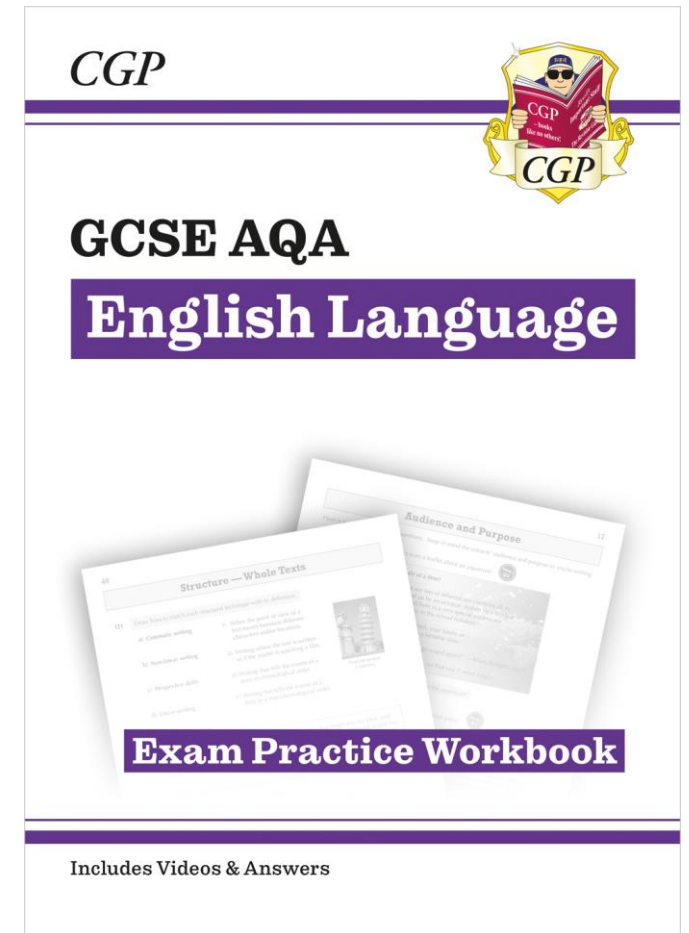
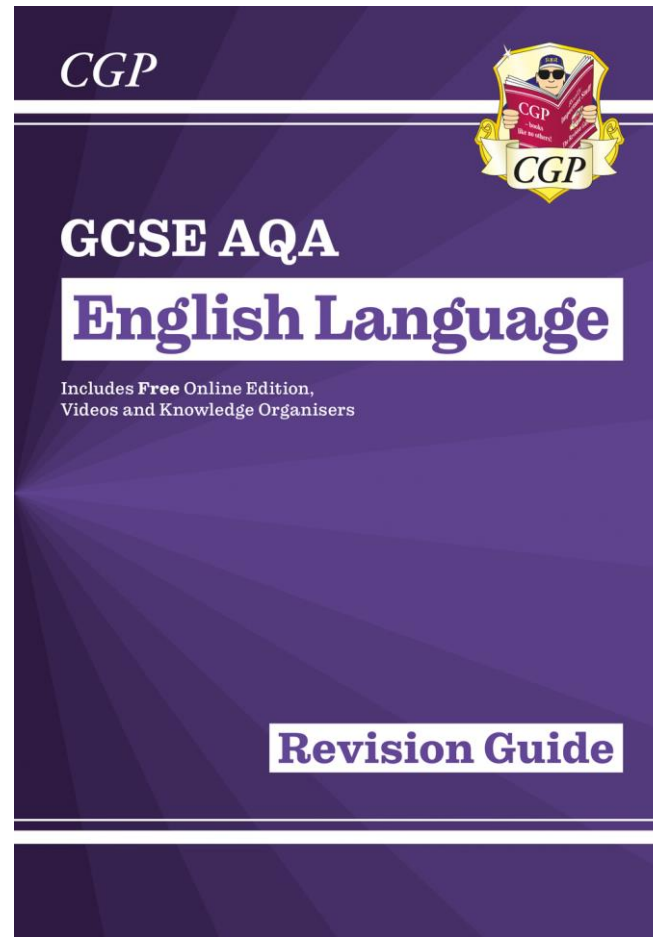
Section A:
Reading: 2 unseen
non-fiction texts
50%

Section B:
Writing: to
argue/persuade
50%

Total exam time:
1 hour and 45 minutes



All pupils will be given an English Language workbook and revision guide – we will set some pages/tasks for revision, but pupils should also use this as part of their own personal revision timetable.



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 pupil?

- 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

Mr Auger



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** bring the following equipment to their exams:

- Pen, Pencil, Ruler, Rubber, Protractor, Pair of Compass, Scientific calculator (paper 2 and 3 only)



What do students need to know?

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:

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

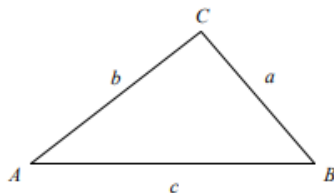
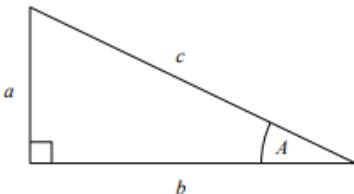
Volume of a prism = area of cross section \times length

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:

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

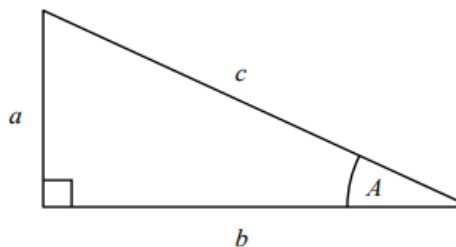
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Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B :

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



What do students need to know?

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

Algebra	Foundation	Higher
Proportion		Direct Proportion $y \propto x \rightarrow y = kx$
		Inverse Proportion $y \propto \frac{1}{x} \rightarrow y = \frac{k}{x}$
Compound Measures	$Speed = \frac{distance}{time}$	
	$Density = \frac{mass}{volume}$	
	$Pressure = \frac{force}{area}$	
Geometry	Area of a rectangle = base x height	
	Area of a triangle = $\frac{base \times height}{2}$	
	Area of a parallelogram = base x height	
	Sum of interior angles = (n-2) x 180	
	Exterior angles = 360	
Volume	Volume of a cuboid = base x width x length	
	Volume of a cylinder = $\pi r^2 \times height$	
	Volume of a pyramid or cone = $\frac{1}{3} \times area\ of\ base \times height$	

Revision Resources

Resource	Where can I find it?
Knowledge Organisers	School Website / Teams
Past Papers	Weekly homework papers
Maths Genie	www.mathsgenie.co.uk
Get Ahead	www.mygetahead.org
Sparx Maths	https://sparxmaths.com/
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: 1hr45 min

Combined Science: 1hr15 min

Students **must** bring a **scientific calculator** and **ruler** to all papers.

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



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

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	www.senecalearning.co.uk
Get Ahead	www.mygetahead.org
Youtube	<i>Search for:</i> “Cognito” “Fuse School” “Free Science Lessons”
Revision Guides	Scopay



Seneca

- 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.

The screenshot displays the Seneca learning platform interface. On the left is a sidebar menu with a home icon, the Seneca logo, and a hamburger menu icon. Below these are icons for a book, calendar, document, and a lightning bolt. The menu lists topics: '1 Energy' (expanded), '2 Electricity', '3 The Particle Model', and '4 Atoms & Radiation'. Under '1 Energy', there are sub-topics: '1.1 Energy Changes', '1.2 Energy Losses & Efficiency', and '1.3 Energy Resources'. The main content area features a molecular model of a hydrocarbon. A text box titled 'Internal energy' contains a bullet point: 'The amount of energy in an object's internal the kinetic energy and potential energy store'. Below this is a question: 'What property of an object is a measure of the stores of its particles?'. At the bottom of the main area is a text input field labeled 'Type your answer here...'. Blue arrows point from the text boxes to the corresponding elements in the interface: one from 'Students can select the topic(s) that they want to focus their revision on.' to the sidebar menu, one from 'The programme will teach them about the topic' to the 'Internal energy' text box, and one from 'There are questions to complete on the way through.' to the question prompt.

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

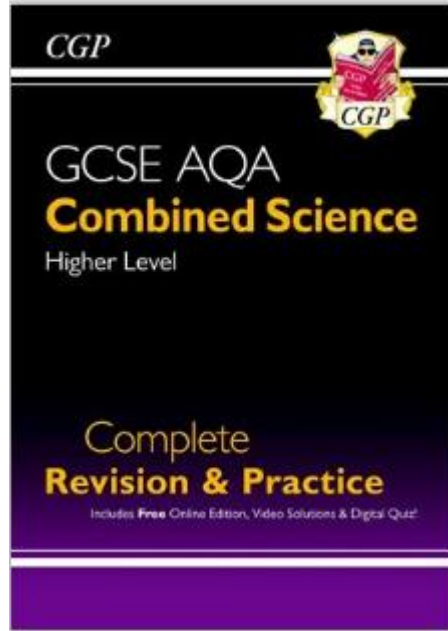
Internal energy

- 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...

Revision Guides

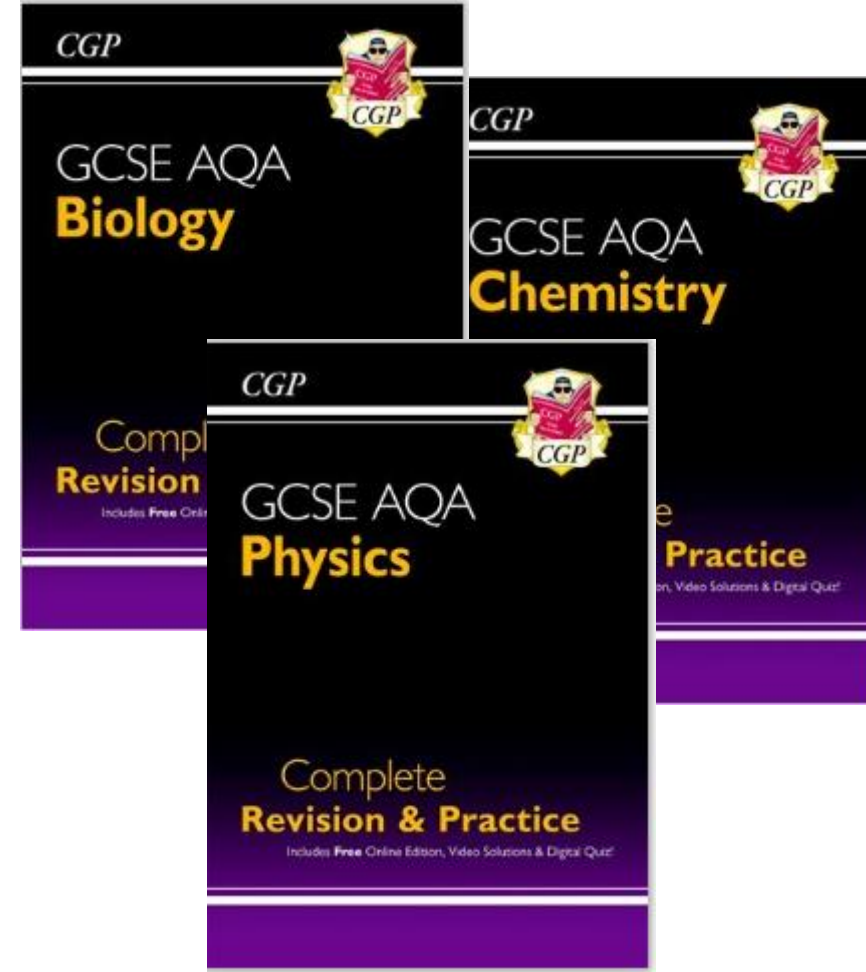


Combined Science:

£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
- Students develop their own two-week schedule
- Revision is set on Teams in one single location

Per Subject	Per Fortnight	Per Week
80 minutes	13 hours, 20 minutes	6 hours, 40 minutes



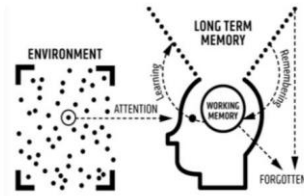
Revision

- 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



Recommended Strategies

How do we learn?

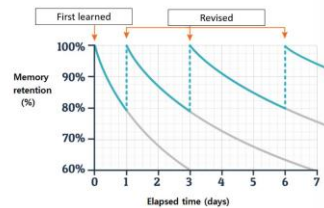


This image represents how we learn. The **environment** is made up of lots of stimuli that you have to pay attention to. It is important that we limit distractions in our environment and work in a quiet place so that we can pay full attention to what we are learning.

If we do pay proper attention to what we are learning, the knowledge can be processed the **working memory**. Working memory is limited and easily overloaded. That's why trying to do things at once or leaving it to the last minute ("cramming") is a bad idea. If we overload our 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 the saying new words out loud, or applying the knowledge, for example in answering practice

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 use it. The way to interrupt the forgetting process is by practising **remembering** it. That means, quizzing yourself using knowledge on many separate occasions over a long period of time.



How do I revise? Self-Quizzing

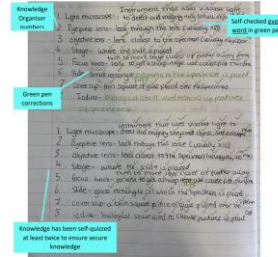
Self-quizzing is a technique that is proven to be highly effective when done properly. It is especially effective for learning terms and definitions, facts, quotes, dates and events, formulae and vocabulary.

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 | X ... simply copy the information. This is a complete waste of time |
| ✓ ...revise each chunk of knowledge more than once | X ...try to learn too many different definitions at once |
| ✓ ...use your knowledge organisers to find expert definitions | X ...only revise each chunk of knowledge once |
| ✓ ...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:

Do:

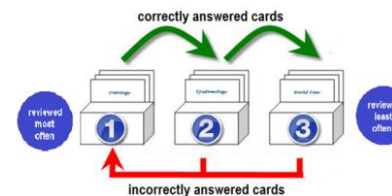
- ✓ ...write the question or term on one side of the flashcard with the answer or definition on the opposite side
- ✓ ... keep each flashcard short and specific
- ✓ ... test yourself by reading the question on the flashcard, saying or writing the answer out from memory, then using the reverse side of the flashcard to check your answer
- ✓ ... use the **Leitner system** to track your progress

Don't:

- X ... write the question and answer on the same side of the flashcard
- X ... cram too much information onto one flashcard
- X ... write flashcards out but not actually test yourself on them

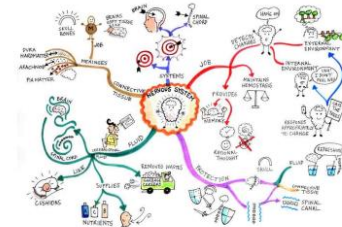
When you've written the flashcards, use the Leitner System to revise them. Here's how it works:

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.

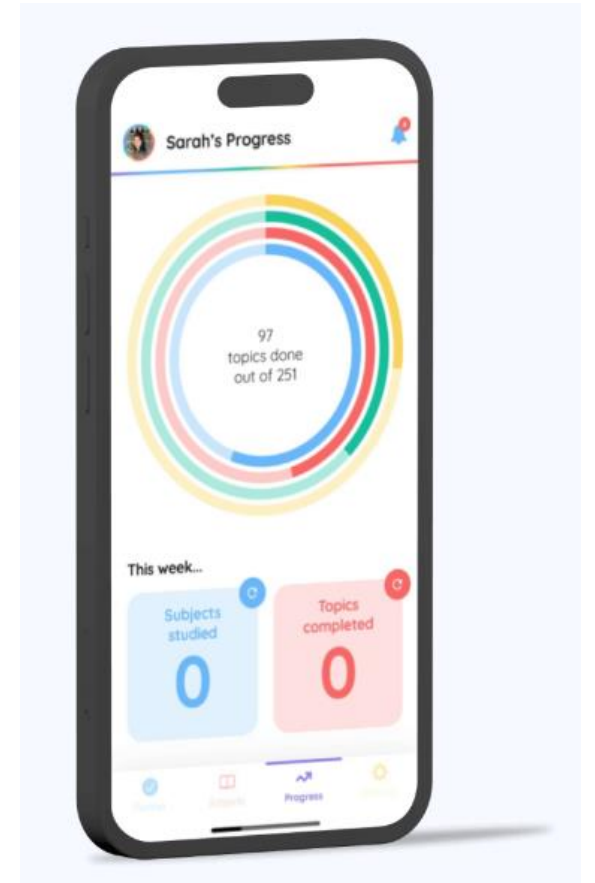
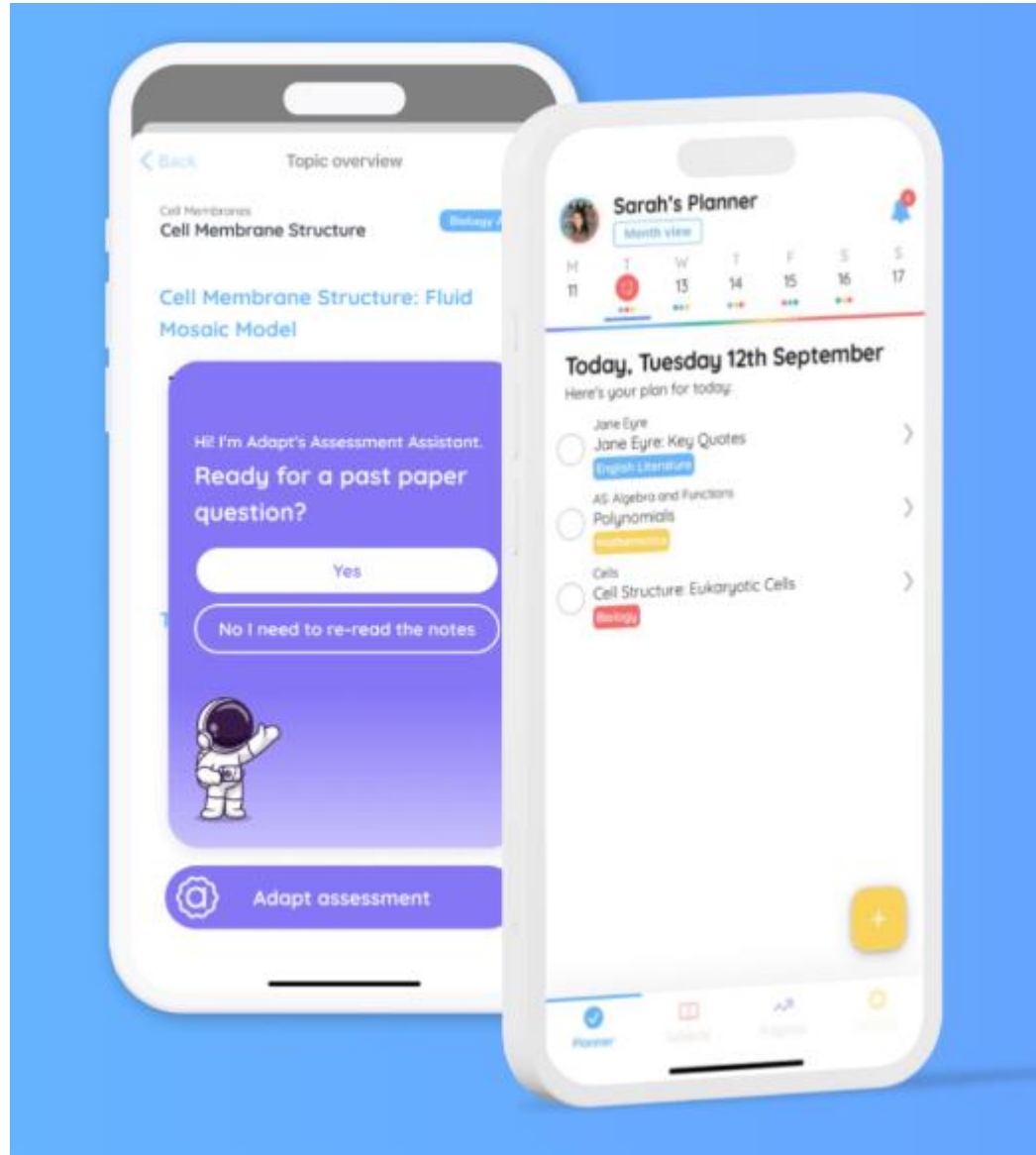
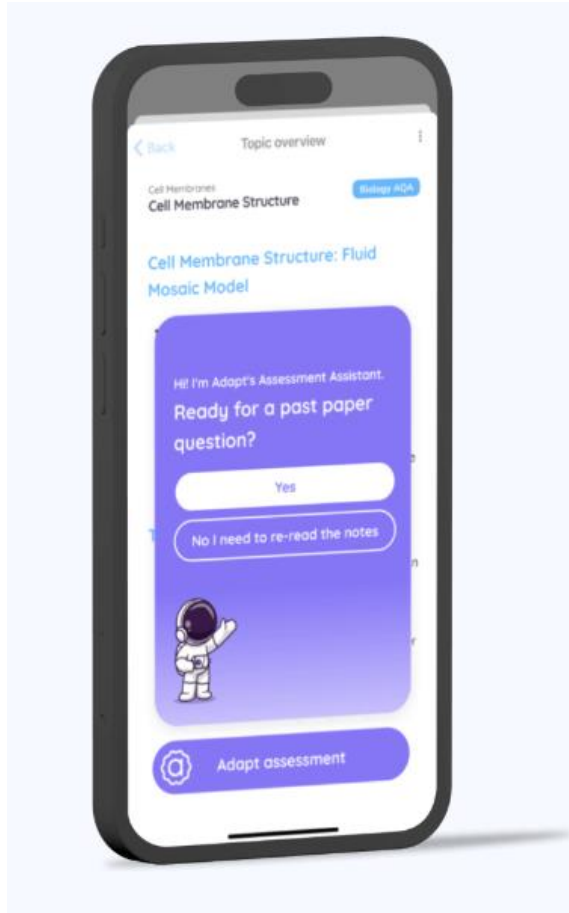
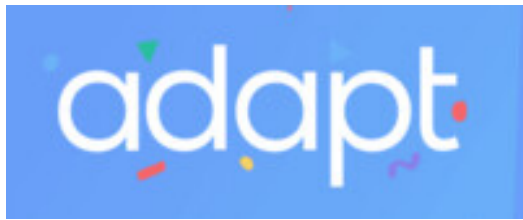


Building a mind map

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 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.



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.

Date	WTM Subject	Time
Tuesday 7th Nov	History	3 - 5pm
Wednesday 8th Nov	Computer Science	3 - 4pm
Thursday 9th Nov	Spanish, both tiers	3 - 4pm
Tuesday 14th Nov	Business/Geography	3 - 4pm
Wednesday 15th Nov	Drama	3 - 4pm

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



GCSE POD – Revision Resource

- www.gcsepod.com

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[Info for Parents / Carers](#)
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jason.young@stanchester.co.uk

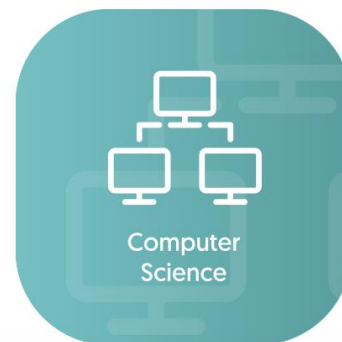
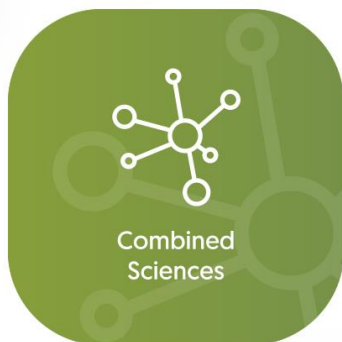
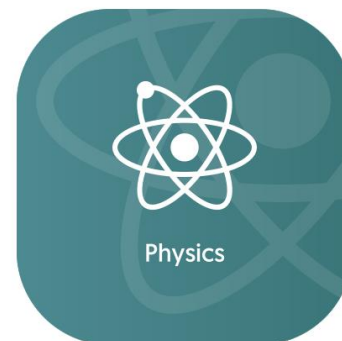
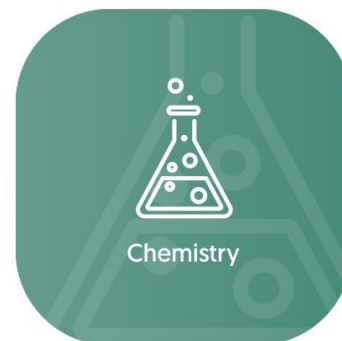
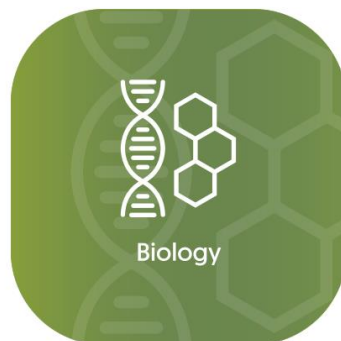
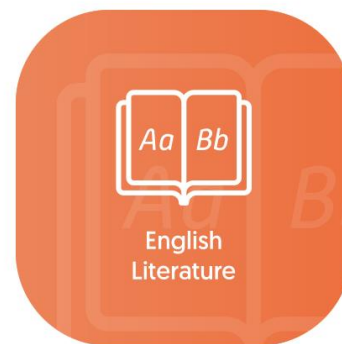
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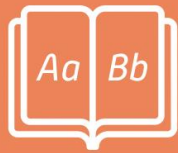
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English Literature

< Exam Board

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Poetry: Power & Conflict

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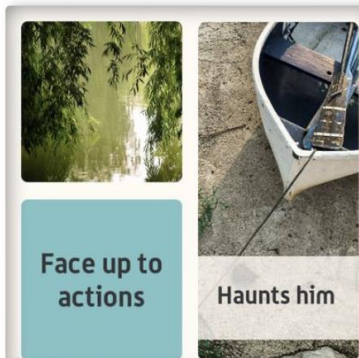
All Content ▾



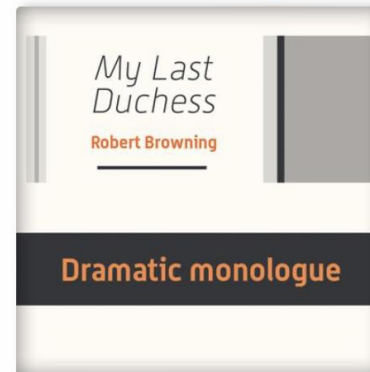
Ozymandias by Percy Bysshe Shelley [AQA]



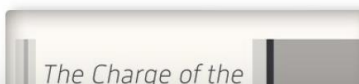
London by William Blake [AQA]



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



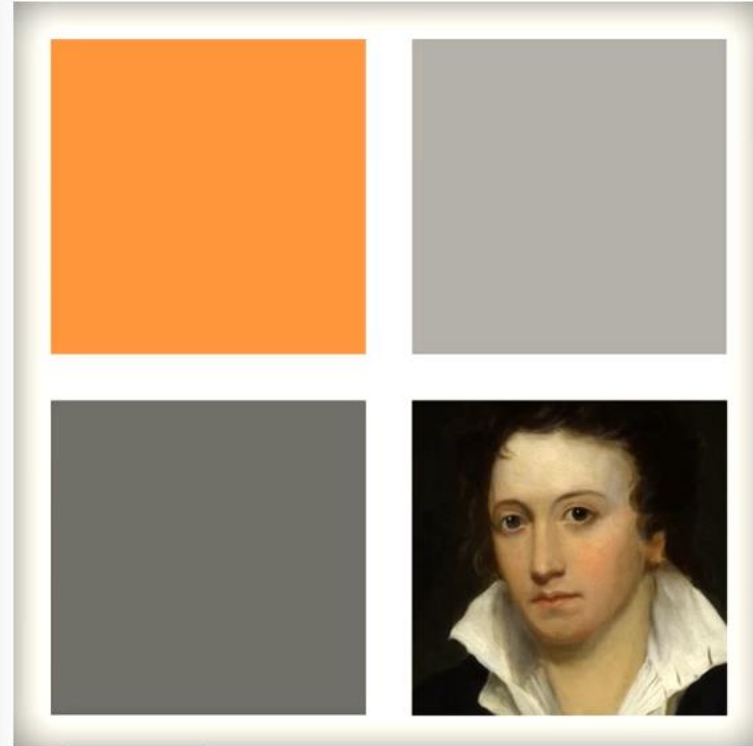
Ozymandias: Context and the Poet's Intentions
00:19 / 04:31

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

CC ENG-37-001

CHECK AND CHALLENGE



Expand



Mental Health Support Team (MHST)

Nathan Partridge





MENTAL HEALTH SUPPORT TEAM

In partnership with Young Somerset & Somerset NHS Foundation Trust



Exam revision and wellbeing

Keeping well during exams

Mental Health Support Team (MHST)

www.youngsomerset.org.uk/mhst

In partnership with



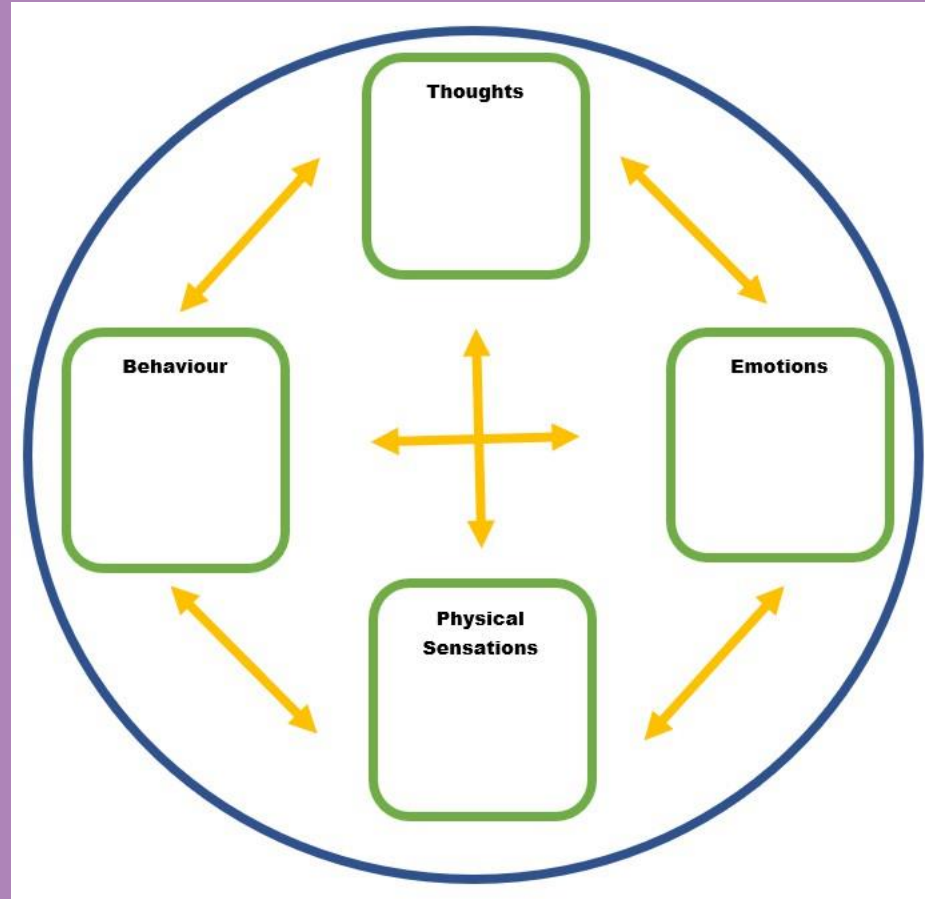
MENTAL HEALTH SUPPORT TEAM

In partnership with Young Somerset & Somerset NHS Foundation Trust

Aims and Objectives

- To have an understanding of mental health and wellbeing during exam periods
- Ways to spot signs of anxiety or stress
- Ways to support young people with their wellbeing
- To know where to find additional support for your young people

Hot Cross Bun



Stress

- Where does stress come from?
- Stress is the feeling we have when we are under pressure or in threatening situations.
- How does stress impact certain situations?
- Can increase performance but can also decrease performance
- How stress affects a young person's brain?
- Too much stress can cause the brain to become overly reactive or cause it to slow or shut down
- Can increase the perception of threats and cause inappropriate reactions such as anger or sadness

Stress signs and symptoms

- Irritable/ restless
- Trouble concentrating
- Emotional reactions
- Low mood
- Feeling of overwhelming dread
- Feeling of mind racing
- Overwhelmed/ overburdened
- Stopping doing things you enjoy

Anxiety

- What is anxiety?
- A response to a perceived threat.
- This causes a physical response in our bodies.
- How anxiety impacts certain situations?
- Fight, Flight or Freeze response.
- Thoughts of being unable to cope with perceived threats
- How anxiety affects the young person's brain?
- Rapid changes in young people's brain increases susceptibility anxiety
- Persistent anxiety can cause symptoms to become more significant and also become a normal response to difficult situations

Anxiety signs and symptoms

- Withdrawn from friends/ family
- Avoiding difficult situations
- Emotional dysregulation
- Fast heart rate
- Sweaty palms
- Headaches
- Butterflies
- Restlessness/ irritability
- Tiredness/Sleeplessness
- Low appetite
- Hard to concentrate
- Feeling out of control
- The shakes
- Shallow breathing
- Dry mouth
- Feeling on edge/nervous

Ways to support young people with their wellbeing

Supporting your Young Person

- Be aware of your own anxiety and stress
- Positive encouragement and reward for effort
- Encourage a healthy revision and life balance
- Increase avenues for self-esteem
- Give them space

Practical tips

- Take your kids outside
- Separate work space from relaxation space
- Encourage breaks and forward planning

Useful tools and resources

- Get revising- <https://getrevising.co.uk/>
- Microsoft Planner
- Kahoot Quiz maker
- Tellmi App
- Somerset Big Tent
- Young Minds
- Mind in somerset



Referral

- If you think that your child requires more support with their mental health, you can speak with your child's tutor or the Mental health lead at the school.

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

Looking Ahead to Post-16 Options



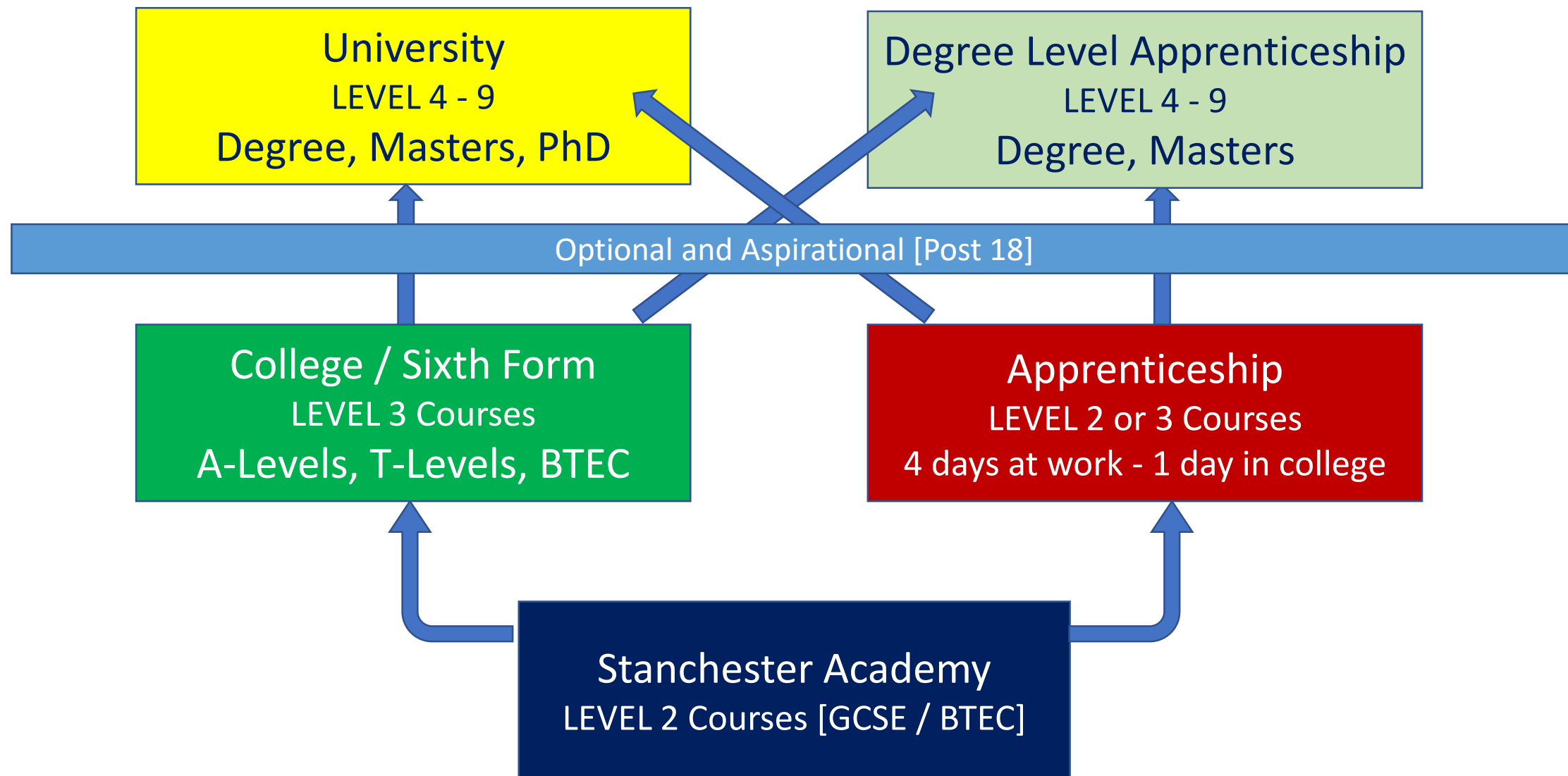
The law states...

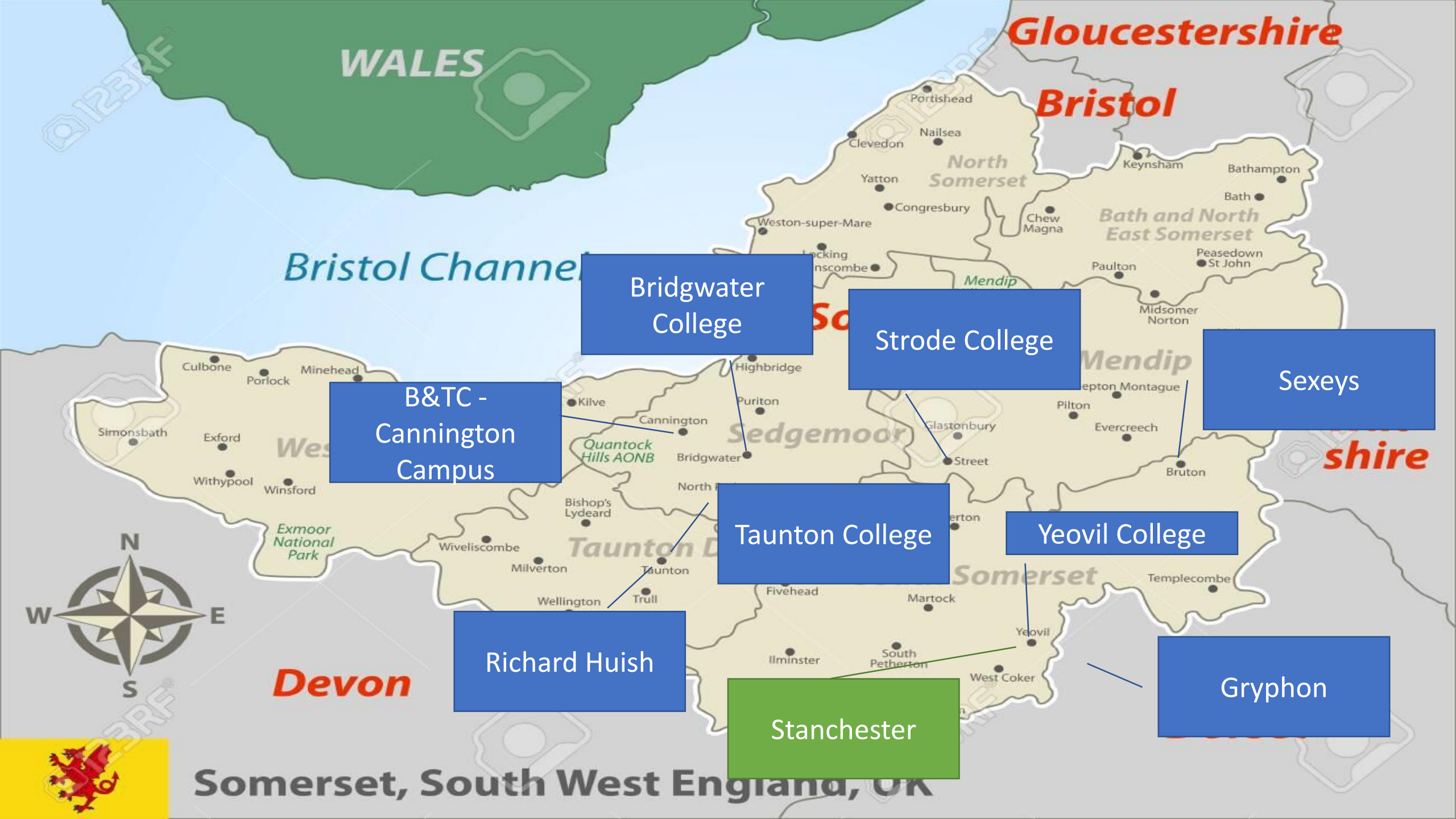
You must remain in education until you're 18.

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

North Somerset

Bath and North East Somerset

Bristol Channel

Bridgwater College

Strode College

Sexeys

B&TC -
Cannington
Campus

Taunton College

Yeovil College

Richard Huish

Gryphon

Stanchester

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

