KS4 Information Evening
The purpose of this evening...

- To give all Key Stage 4 students the best chance of success into their GCSEs

- To help students with revision

- To share relevant information and how parents can help

- Note: Y11 Revision Evening to take place in January
Days left until the first exam (Y11)

- **223** days until first exam (12^{th} May 2020)
- Minus school holidays (42 days) = **181** days
- Minus weekends (64 days) = **117** school days left
- **106** extra days at home
- School day = 5 hours (If you worked every minute of every lesson non-stop)
- This is only **585** school hours until your exams

**Home learning is vital!**
The aggregation of marginal gains
British Cycling Team 1908

For 100 years Britain had only won one gold medal in the Olympics
In 2008, it all changed . . .

- **2008 Beijing Olympics**: Team GB won 60 percent of the gold medals

- **London 2012 Olympics**: 12 Medals, 9 Olympic records and 7 World Records

- **2012 Tour de France** - Bradley Wiggins became the first British cyclist to win the Tour de France

- **2013 Tour de France** - Chris Froome won the race. Again 2015, 2016, and 2017, giving the British team 5 Tour de France victories in 6 years
During a 10 year span from 2007-2017, British cyclists won:

- 178 world championships
- 66 Olympic or Paralympic gold medals
- 5 Tour de France victories

How does this happen?

How does a team of previously ordinary athletes transform into world champions?
• Redesigned the bike seats to make them more comfortable
• Rubbed alcohol on the tires for a better grip
• Riders wore electrically heated over-shorts to maintain ideal muscle temperature
• Biofeedback sensors to monitor how each athlete responded to a particular workout
• Tested various fabrics in a wind tunnel
• Changed outdoor suits to indoor racing suits to ones which were lighter and more aerodynamic.
• Tested different types of massage gels to see which one led to the fastest muscle recovery

• Hired a surgeon to teach each rider the best way to wash their hands to reduce the chances of catching a cold

• Found out which type of pillow and mattress gave the best night’s sleep for each rider

• Painted inside of the team truck white to help spot dust that could degrade the performance of the finely tuned bikes.
• If each one of these (10) things made the riders 1% faster, overall the British cyclists were 10% faster than their rivals
• In racing terms this is huge

The Power of Tiny Gains

1% better every day \[1.01^{365} = 31.18\]
1% worse every day \[0.99^{365} = 0.03\]
In the beginning, there is basically no difference between making a choice that is 1 percent better or 1 percent worse. (In other words, it won't impact you very much today.) But as time goes on, these small improvements or declines compound and you suddenly find a very big gap between people who make slightly better decisions on a daily basis and those who don't. This is why small choices don't make much of a difference at the time, but add up over the long-term.
Some simple (1%) ideas...

- Go to bed earlier
- Drink more water
- Eat less junk food and more healthy food
- Use form time more effectively
- Turn screens off for an hour before bed
- Spend 30 minutes revising each week, even if you don’t have a test coming up
- Spend 5 minutes at the start of each week organising your workspace
- Write a to-do list at the start of each week and complete it
- Spend some time improving your physical fitness
- Spend 5 minutes speaking to your teacher on how you could improve your next assessment
- Spend 5 minutes speaking to your parents about what you achieved last week – positive thoughts
- Read a daily motivational quote to help develop resilience in tough situations
- Read a book for fun to stimulate your imagination
- Listen to a podcast on a topic related to your subjects
- Read a broadsheet newspaper
- Follow some academically useful Twitter accounts
How to succeed this ...

• Take some time to understand exactly what is holding you back

• Start with a habit that is so easy you can't say no

• Set schedules rather than deadlines

• Make this your new motto: “Never miss twice.”*

• Be consistent not perfect

  • Allow for slip ups but plan for failure.
  • “Maybe I’ll miss one revision session but I won’t miss two in a row”.
• Just 15 minutes revision a day = 7.5 hours a month
Grade 4 or 5?

It is better to aim high and miss than to aim low and hit.

Les Brown
## New GCSE Grading Structure

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<th>NEW GCSE GRADING STRUCTURE</th>
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**AWARDING**

4 and above = bottom of C and above
Grade 5 = A ‘good’ pass

Will this be the standard future employers ask for?
Beware the college curse!

• Some college admission offices are notorious for lowering ambitions
• Their goal is too get numbers through the door
• Therefore often set the bar ‘low’
• Students can miss out on places if outperformed
• Think further ahead – don’t settle for the minimum
• 700,000+ students sit exams each year – make sure you stand out
Intervention

• What springs to mind?

• Academic tutoring / 6th Period? – these are not the only forms of intervention

• Are you using form time wisely? Are you seeking feedback?

• Additional periods after school it can be useful but...

• The last few years has proven to lower independence / work ethic and have detrimental affect on some students’ progress

• Students often think this is all they need to do

What we will have

• Voluntary sessions that students opt in for

• Extra sessions for key groups

• But please remember - Staff don’t get paid for it so they do it out of good will after a long and busy day
School Attendance – The Research

• The Department for Education (DfE) published research in 2016 which found that:
  • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4
  • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions
  • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons
School Attendance – The Research

• DfE research (2012) on improving attendance at school found that:
  • Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English
  • 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C
School Attendance Vs School Days Lost

• 97% School attendance = 6 school days lost

• 96% School attendance = 7.5 school days lost

• 90% School attendance = 19 school days lost
Careers support for KS4 students

- Assemblies delivered by colleges, training/apprenticeship providers and local employers.
- Careers Café
- Norfolk Careers & Skills Festival visit
- Year 10 Business
- Year 10 Work Experience – 1 week self generated work placement.
- School Careers Fair.
- College and University visits/ assemblies.
- Information about volunteering opportunities.
- Apprenticeship information/workshops
- Form time careers activities including time to complete college applications.
- National Careers Week Activities
- National Apprenticeship Week Activities.
- Careers advice/1 to 1 interview with Beacon East careers adviser.
- In school support and guidance – lunchtime and after school drop in sessions.
Local Colleges/training providers

We work with many local colleges and training providers to provide our students with up to date information about courses and opportunities. We try to visit the most popular colleges and arrange assemblies or talks throughout the year from a variety of training provider and employers.
Academic and Vocational Courses

• Courses range from general academic study to courses with a more work-related or vocational focus with some courses preparing young people for a specific job. Here are some examples:

• **AS and A levels (level 3)** AS levels are studied for one year and A levels for two years with exams at the end. They develop knowledge and skills in subjects such as maths, sciences, English (language and literature), art, psychology, etc. AS levels now stand separately from A levels and no longer count as the first year of an A level. They can be studied alongside more vocational qualifications such as BTECs.

• **BTEC qualifications (levels 1, 2 and 3)** These are related to particular employment areas such as business, engineering and ICT, with some in more specific job areas such as floristry, electrical/electronic engineering or fish management. They are available in different unit sizes (extended diploma, diploma, extended certificate and certificate); for instance a BTEC National Diploma is equivalent to two A levels. At level 3 BTECs can be studied alongside A levels. They are assessed by practical and written assignments, projects and exams.

• **OCR Cambridge Technical qualifications (levels 2 and 3)** Similar to BTECs, Cambridge Technicals are offered in some sixth forms and further education colleges. They are work-related qualifications in subjects such as health and social care, digital media and performing arts. They are assessed mainly through coursework.
T levels

• T levels are new qualifications being introduced from September 2020.
• They have been designed in partnership with business leaders and will combine college studies with long term work placements.
• https://youtu.be/1UvhAymiLiI
• In Norfolk only 2 colleges/sixth forms will be offering T levels in the first year.
  – City College Norwich will be offering Digital production, design & development, Construction design, surveying & planning and Education & Childcare.
  – Thorpe St Andrew Sixth Form will offer Digital production & Education/Childcare T levels.
• More T level options will become available over the next few years.
Apprenticeships and Traineeships

- **Apprenticeships** – a paid job with an employer, usually with day release to college or a training provider to get the qualifications needed for the job. There are many types of apprenticeship available throughout Norfolk from engineering to care and hospitality. Apprenticeships for 16-18 year olds are available at intermediate and advanced levels and take between one and four years to complete – depending on the sector and the job.

- **Traineeships** – these are for young people who are not yet ready to go straight into an apprenticeship but still want to work with an employer to develop their skills and gain experience. Traineeships provide up to six months training with an employer to develop the skills and experience needed to move on to an apprenticeship.
College Applications

We ask that all students apply for college courses through the Help You Choose website. www.helpyouchoose.org.uk

The website shows all courses offered by all training providers and colleges in Norfolk and Suffolk.

Applications can be completed on the website and used for more than one course/college.

Parents can also access the website for help and information about post 16 options.
Students do not need to start applying for apprenticeships until March/April. The apprenticeships website gives information about becoming an apprentice, real stories and shows the different apprenticeships placements on offer [www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk).

We ask that all students interested in an apprenticeship also apply for a college course as a back up plan.

Many local employers will also advertise apprenticeships on their websites and local job pages.
3 keys to success at GCSEs

• **Good lessons** delivered at school in which the pupil engages with and works well.

• **Revision programme** offered by school - whether this be form, lunch or occasionally after-school/ in holidays where the pupil buys into and attends with an open mind.

• **Motivation** to revise and work independently at home. Able to manage time and balance commitments. Home learning is central to success - about an hour and a half an evening.
How parents can help with GCSEs?

• ‘Parental support is **8 times more important** in determining a child’s academic success than social class.’

• A recent study found that parental involvement in a child’s education can mean the **difference between a grade ‘high end’ grade 8-9 and an ‘average grade’ at GCSE.**

• One of the hardest demands on students is that of understanding the **long-term importance of doing the best they can**, and **learning to shelve short-term fun** at times in the interest of long-term benefits (not easy even for adults).
Isn’t it the school’s job to get my child through the exams?

• Yes, the school has an important role to play and it provides the expertise and resources to help your child to gain the skills that they need to do their best in each subject.

• Year 11 students differ in their levels of maturity, their ability to take responsibility for their learning, organisational skills and levels of motivation.

• This is where you come in. You are the expert on your own child and have always been his or her most important teacher.

• Your support, encouragement and interest can make a big difference to your child’s motivation and ability to cope with the academic and organisational demands of the exams.
Your role may include some or all of the following

• **Attendance officer**- Making sure your child attends school on time every day and understands the importance of making the most of lesson-times. Government statistics show that there is a link between attendance, punctuality and results at GCSEs. Every day lost in attendance reduces your child’s chance of achieving their best.

• **Provider of the tools**- for homework and revision. A quiet space for study, pens, paper and other necessities.

• **Banker**- Paying for the tools, files and revision guides they need.

• **Study buddy**- Showing an interest in the subjects, helping with the homework (but not doing it for them), testing them when they ask you.
Your role may include some or all of the following

- **Adviser** Helping your child to break tasks down so that they are manageable, keeping a subtle eye on progress and celebrating achievements. Seeing a positive way forward when things go wrong.

- **Project manager** Agreeing the rules for homework or revision, helping them to make a realistic timetable, balancing work time against recreation time and reviewing the plans as necessary.

- **Go-between for your child and the school** when necessary; making sure problems are addressed quickly.
We asked parents who have recently been through this with their child for their advice...

“As a parent, it is never good to get caught up in arguing about revision, however frustrated you may get. Try to remain calm and be open to negotiation when it comes to free time/rewards”.

“Don’t try to make your child sit at a table for hours revising. It doesn’t work. Encourage short timed sessions of revision. A little and often”

“Help them to stay calm. It is always about them trying to do their best, and come away knowing that they have tried their hardest”.

“Make sure they have a dedicated study area. Try to organise work by subjects. Stick the revision timetable up somewhere”.
Staying motivated

• GCSEs are hard and they can become very pressurised.
• One of the hardest things to maintain in this situation is motivation.
• Without motivation, very little can be achieved.

So, how do you stay motivated when it gets difficult?
KEEPING THE MOTIVATION UP

Students:

1. Don’t stop working in lessons you find hard or dislike – talk to someone about any difficulties you are having – there is always a solution

2. Prepare a home learning schedule if necessary and stick to it – even when you don’t feel like it. Don’t wait until you are in the mood – the further behind you get the less you will be in the mood (agree the schedule with your parents for a hassle-free life)

3. Resist the temptation to bury your head in the sand if things are getting out of hand – talk to your parents/tutor/teachers/Mr Sayce

4. Ignore what friends and others are doing or saying – you are working for an easy life for YOU now and later – let your friends have the hassle of redoing coursework or even their GCSEs
KEEPING THE MOTIVATION UP

Parents:

1. Agree the **balance between work and social life** and stick to the agreement. Flexibility is the key – if a special night comes up, agree that they can make up the work at a specified time.

2. **Be flexible** – use the **80/20 rule**. If your child is sticking to what they are supposed to be doing 80% of the time, they will be doing alright.

3. If your child asks for your support, encourage them by helping them to see the difficulties **in perspective**. Teenagers often take an all or nothing ‘catastrophic’ approach to difficulties – “I’ve messed up this essay, I might as well give up.”
Dealing with GCSE stress

WHAT IF I TOLD YOU

STRESSED SPELLS DESSERTS BACKWARDS?
What is ‘stress’?

Stress is anything that places a demand on us physically, mentally, or emotionally. It makes us change the normal way we live.

Most of us think of stress as a crisis, but not all stress is bad.
What is your balance of stress like?

Positive stress (eustress) ➔ good performance

Negative stress (distress) ➔ poor performance/burnout
Eustress

a form of stress having a beneficial effect on health, motivation, performance, and well-being

Distress

the type of stress we are referring to when we say stress. It is the form of stress with negative implications

GOOD STRESS?
GCSE stress- key advice on managing this

Take regular breaks when working at home

- Even the most intense GCSE work timetables will allow a little time for a study break.
- This can include **20-minute breaks** during your revision days, and longer activities that you can look forward to.
- **Go out for dinner** with friends, go to the cinema, attend a gig, anything that you like doing in your spare time that will take your mind off exams.
- **Spending a little time away from the books/computer** will leave you feeling more refreshed and relaxed the next time you revise.
GCSE stress- key advice on managing this

Exercise and go outdoors

• Easily one of the most frustrating things about exam season is that it seems to occur just as the weather brightens up.

• Use this to your advantage and go out for a walk, or a run, or head to the gym or swimming pool.

• As well as keeping you healthy, exercise is known to boost your mood and can help to make you more productive while revising.
GCSE stress - key advice on managing this

Don’t (always) listen to others

• As the old saying goes: "comparison is the thief of joy". While it is helpful to discuss topics with fellow students and often to revise together, try not to compare other peoples' revision to your own.

• Chances are you’re doing just fine, and listening to other people talk about what they’ve learnt will only stress you out. If they themselves are stressed this can rub off on to you and other people’s stress is not what you need right now.
GCSE stress- key advice on managing this

Speak to someone

• If the stress gets to a point where it is overwhelming, and is affecting your day-to-day life, try and speak to someone about it.
• Speak to your family or us about your concerns, and we will be able to offer more advice on how to manage it.
• You won’t be alone in feeling like this and there is help and support.
8 simple rules to reduce stress

1. Do something **that makes you laugh**.
2. A **shower or a bath** after a hard day - this can help to relieve stress.
3. Get some **sleep**.
4. Keep things in **perspective**.
5. The importance of **nutrition** - don’t skip breakfast or lunch-
6. **Be flexible**. While having a revision time table is one of the best tools in your arsenal for exam success, don’t be too hard on yourself if you don’t stick to it.
7. **Make checklists** - Write down everything you feel like you need to do and try and tick one thing off.
8. **Don’t cut corners** - pupils seem to always look for the easiest or most convenient option - Google is a blessing and a curse
Is it ever too early to begin revising?

• Students who do their best in the GCSE exams, work hard all through Year 11 rather than relying on last minute revision.
• It is even very beneficial to revise during Year 10 at the end of a unit or topic of work.
• It is best for students to start revision early and to keep revising during the year by doing little but often.
• This will give your child time to review what he/she has studied and to strengthen the memory and this will avoid the panic of leaving things to the last minute.
Why is home learning and revision at home so crucial to success?

This diagram called the Ebbinghaus Forgetting Curve – it illustrates how information is quickly forgotten unless it is reviewed at spaced intervals.
What can parents do to help to reduce the memory burden?

• If homework and revision are left to the last minute, this will limit your child’s chance of doing their best.

Over the next few months:

1. Ensure that your child attends school and is always on time. Every day lost in attendance reduces their chance of achieving their best at GCSE.

2. Encourage your son/daughter to persevere and to begin working hard now in preparation for the exams. Check that they are keeping up with homework and attending any and all in-school revision sessions on offer.

3. Encourage your child to begin revising now at home!
How much time should they be spending on homework?

- This will vary occasionally as sometimes homework will come in patterns.
- On average most studies say that Year 10/11 students should be completing approximately 1 and half hours homework a day.
- Getting into good habits linked to completing homework and using time effectively will benefit pupils when revision starts to step up.
• The biggest mistake pupils make when revising or preparing for a test is that they simply re-read their notes, a revision guide or the textbook.
• This is often the easiest option and pupils will often claim it’s the ‘one that works for me’.
• However, it’s clear that we need to shift this attitude as scientifically it’s not very efficient and in many ways not a good use of their time.
Learning new ways to revise

• A big focus within form time this year is to ensure pupils are aware of the multiple ways they could choose to revise.

• We will be devoting time to ensure tutors go through different revision techniques and ensure that pupils have enough time and resources to try different techniques.

• This will allow pupils to find ways which work for them and will help them maximise their potential revision output.
Make flashcards:

- Lots of ways of doing this.
- Key facts and information
- Matching tasks/games
- Summaries of policies
- Thematically
Practice Questions/Essays:

• Either write them out or just plan them.
• Test yourself with what you know.
• Timed!!!
• Most effective (in my opinion)
Mind-Maps:

- Simple and easy to do
- Great for making connections and drawing links.
- Essay planning
- Visual representation
- Wide revision
Use technology!:

- Podcasts - Documentaries
- Radio - BBC ‘In Our Time’
- YouTube
- Pixl
- All the Maths apps

BBC Bitesize
Study wise
BBC History
YouTube:
  - BBC Teach
  - Ten Minute History
  - History with Hilbert
Re-Reading- ‘done properly’:

• DO NOT JUST HIGHLIGHT!!
• Make notes
• Then make them concise...
• ...then reduce them to a few words.
Teaching:

- Teach somebody else..
  - Siblings
  - Parents
  - Each other
  - Friends
  - Pets...
Things to think about when revising:

• Turn off your phone!

• If you cannot work in silence, listen to instrumental music (I use film soundtracks to help motivate me.)

• Food- people will tell you to eat healthily, which is important, but treat yourself as well with small rewards!

• Take breaks every 30 mins!!!

• Think about when you can revise realistically

• Create a revision timetable- and STICK TO IT!

• Mix up your revision- multiple topics and multiple methods

• Ask us!
Revision and preparing to maximise your time...

Time is precious, use it wisely...
• ‘We were bored with you going on about the Power Hour’

• ‘It was so repetitive and you were so annoying…’

• ‘It clearly worked though, so thanks!’
Where do people go wrong with revising?

• They spend far too much time revising content and not enough time practicing their exam technique
• They use revision techniques that don't work very well for them
• They try to revise for too long in one sitting and lose focus
• They use passive revision techniques (like reading their textbook) rather than active revision techniques
1. Speak to your teachers or use the school revision zone to access all the past papers you could need.

2. Take notes, create a mind-map/flashcards. You have revision guides and resources provided by teachers.

3. Practising exam questions is hard but it is effective.

4. Again, ask your teacher for a mark scheme or check the revision zone.

5. Hand in your exam answer. You teacher will be happy to check it and provide further feedback.
Why the ‘power hour’ is effective

• Forces you to balance the time between learning the content and practicing your exam technique.

• Stops you from spending too long in one sitting on revision techniques that don't work.

• You don't have to revise for too long. It's a maximum of one hour, but you can break it down into 20 minute chunks with 5 minute breaks between each session.

• You're forced to use an active revision technique: writing down what you know and analysing your work to see how many marks you've earned.
Power hour and the added revision bonuses!

• Encourages you to get feedback from your teacher about the things you're struggling with.

• Helps you to think about how you can continuously improve to raise your grade.

• Makes you repeat the things you're learning in different ways so you're more likely to remember them.
PiXL Resources

Available free to all students
Download the PiXL Revision Apps for free!

- English Literature
- Maths
- Geography
- History

- Desktop Flash App: Available in all Flash enabled browsers.
- Apple App Store: Available for iPhone and iPad running iOS7 and above.
- Google Play Store: Available for all compatible Android devices running Android 4.4 and above.
- Amazon App Store: Available for all compatible Android devices running Android 4.4 and above.

See subject leaders or Mr Day for login details!
PiXL Independence

What is it and how does it work?
PiXL Independence

• A series of subject-specific resources for Year 11 to develop their independence.
• Based on a credit system- each pupil is given a target they have to achieve by a deadline set by the teacher.
• Independence is encouraged by students being given the autonomy to select the activity they wish to complete.

1 Knowledge quizzes - 20 credits per quiz
2 Short style questions - 10 credits each
3 Wider Reading – 60 credits
4 Academic Reading – 80 credits
5 Longer exam questions – 100 credits
What do the resources look like?

I. Multiple Choice Questions
1. Which of the following is where the infant's and mother's interactions seem ordinal almost as if they were taking turns?
   a. Bodily contact.
   b. Reciprocity.
   c. Interational synchrony.
   d. Minimizing.

2. Which of the following is the correct order for Schafer's stages of attachement?
   a. Asexual, discriminative(specific), indiscriminate, multiple.
   b. Discriminative(specific), indiscriminate, multiple, asexual.
   c. Asexual, indiscriminate, discriminative(specific), multiple.
   d. Asexual, multiple, indiscriminate, discriminative(specific).

3. Which animals were used in the studies by Lorenz and Harlow?
   a. Monkeys and geese.
   b. Dogs and rats.
   c. Monkeys and rats.
   d. Geese and ducks.

4. In classical conditioning, which best describes the maternal figure before pair?
   a. Unconditioned stimulus.
   b. Conditioned stimulus.
   c. Unconditioned response.
   d. Natural stimulus.

5. According to Bowlby, the critical period lasts how long?
   a. 5 years.
   b. 6 years.
   c. 2 years.
   d. 7 years.

6. Which is the best description of Ainsworth's study?
   a. Naturalistic experiment.
   b. Naturalistic observation.
   c. Self-report.
   d. Controlled observation.

II. Essay Style Questions
1. Sarah was adopted from Romania when she was 5 years old; she had been placed in an institution at 1. At first, she struggled to form an attachment with her adoptive parents but this is easing. However, she is having trouble with her peers. Her report says that she is always getting into fights and struggles with her work. Discuss Bowby's maternal deprivation theory. Refer to Sarah as part of your discussion. (16 marks)

2. Outline and evaluate the learning theory of attachment. (8 marks)

3. Discuss research into the influence of early attachment on adult relationships. (8 marks)

4. Discuss the effects of institutionalisation. Refer to the studies of Romanian orphans in your answer. (16 marks)

5. Discuss findings of research into cross-cultural variations in attachment. (8 marks)

6. Explain and evaluate Bowlby's monopolar theory of attachment. (16 marks)

7. Discuss the Strange Situation as a way of assessing type of attachment. (16 marks)

8. Describe and evaluate research on caregiver-infant interactions. (8 marks)

9. Discuss the role of the father in attachment. (8 marks)

10. Discuss research into stages of attachment. (8 marks)
I. Multiple Choice Questions

1. Which of the following is where the infant’s and mother’s interactions seem to coordinate almost as if they were taking turns?
   a. Bodily contact.
   b. Reciprocity.
   c. Interactional synchrony.
   d. Mimicking.

2. Which of the following is the correct order for Schaffer’s stages of attachment?
   a. Asocial, discriminate(specific), indiscriminate, multiple.
   b. Discriminate(specific), indiscriminate, multiple, asocial.
   c. Asocial, indiscriminate, discriminate(specific), multiple.
   d. Asocial, multiple, indiscriminate, discriminate(specific).

3. Which animals were used in the studies by Lorenz and Harlow?
   a. Monkeys and geese.
   b. Dogs and rats.
   c. Monkeys and cats.
   d. Geese and ducks.

4. In Classical conditioning, which best describes the maternal figure before conditioning?
   a. Unconditioned stimulus.
   b. Conditioned stimulus.
   c. Unconditioned response.
   d. Neutral stimulus.

5. According to Bowlby, the critical period lasts how long?
   a. 5 years.
   b. 1 year.
   c. 2 ½ years.
   d. 7 years.

6. Which is the best description of Ainsworth’s study?
   a. Naturalistic experiment.
   b. Naturalistic observation.
   c. Self-report.
   d. Controlled observation.
PiXL Knowledge

• Help students acquire, develop and then extend their knowledge.
• Revision mats with text on one side and illustrations that link to the text on the other.
• The questions become more difficult as students progress through the mats.
• Knowit – basic knowledge acquisition
• Graspit – taking the knowledge a step further and trying to use it and apply it
• Thinkit – extending knowledge and understanding to stretch students’ thinking
Weimar and Nazi Germany
1918 - 1939. GCSE: Part One

HISTORY
## The Origins of the Republic, 1918-19
- List three negative consequences of World War One on Germany and its people.
- Identify three examples of organised defiance and protest against the German government in the Autumn of 1918.
- Who was the SPD and Philipp Scheidemann, and what role did they play in the creation of the German Republic in November 1918?
- What was the armistice of 11th November 1918?
- Who was Friedrich Ebert?
- Why was the new system of government in Germany called the Weimar Republic?
- What was the Reichstag and its key responsibilities?
- What was the Chancellorship and its key responsibilities?
- What was the Presidency and its key responsibilities?
- What is proportional representation?
- List three positives of the Weimar Constitution.
- List three negatives of the Weimar Constitution.

## Early challenges to the Republic, 1919-23
- What was the armistice of November 1918?
- What was the Treaty of Versailles?
- What was the “dictat”?
- What was “dolchstoss”?
- What reparations did Germany have to pay to the Allies as part of the Treaty of Versailles?
- What was the war guilt clause article 231?
- What land did Germany loose as part of the Treaty of Versailles?
- How was Germany’s military changed as a result of the Treaty of Versailles?
- Who were the moderate parties in the Weimar Republic?
- Who were the extreme right-wing parties in the Weimar Republic and what were their aims?
- Who were the extreme left-wing parties in the Weimar Republic and what were their aims?
- What were the key events of the Spartacist Revolt?
- Who were the Freikorps?
- What were the key events of the Kapp Putsch?
- Give three examples of political assassinations, 1919-23.
- What happened in the Ruhr in 1923?
- What is inflation and hyperinflation?
- What were the economic and political consequences of France’s occupation of the Ruhr?
- What were three consequences of the hyperinflation crisis?

## The Munich Putsch
- What were the aims of the Munich Putsch of November 1923?
- What were the long term causes behind the Munich Putsch?
- What were the medium term causes behind the Munich Putsch?
- What were the short term causes behind the Munich Putsch?
- What were the key events of the Munich Putsch?
- What were three consequence of the Munich Putsch?
- What was Mein Kampf?
- What were Hitler’s key beliefs and ideas in Mein Kampf?
- What changes did Hitler make to the NSDAP after he was released from prison?
- Who were the SS?
- Who were the Gauleiters?
- What happened at the Bamberg Conference of 1926?
- What were the results of the May 1928 election?

## The Recovery of the Republic 1924-29
- Who was Gustav Stresemann and what was his job?
- What were the political and economic aims of Gustav Stresemann?
- What was the Rentenbank and the Rentenmark and when was it introduced?
- What was the Dawes Plan of 1924?
- What was the Young Plan of 1929?
- What was the Locarno Pact of 1925?
- What was the League of Nations?
- What was the Kellogg-Briand Pact?

## Changes in Society, 1924-29
- How did unemployment change in the years 1924-29?
- What was the Unemployment Insurance Act of 1927?
- How did the average length of a working week change in the years 1924-29?
- How did housing provision in Germany change in the years 1924-29?
- How did the involvement and engagement of women in politics change, 1924-29?
- Identify 3 ways in which the lives of women changed during the Weimar Republic.
- What is meant by the term “new woman”?
- Identify three new artistic movements that emerged in Weimar Germany, 1924-29.

## Growth in Nazi Support, 1929-32
- When did the Great Depression occur?
- When did Stresemann die?
- What were the key features of the Wall Street Crash?
- How did the unemployment rate change, 1929-32?
- What were the key consequences of the Great Depression on German people?
- How did Chancellor Brüning respond to the Great Depression?
- How did the support for the KPD and the NSDAP change as a result of the Great Depression?
- Can you identify three reasons why Hitler and the Nazi Party gained increased popularity, 1929-33?
- Can you identify three different social groups that supported Hitler and the Nazi Party?

## How Hitler became Chancellor, 1932-33
- How did the Nazi Party perform in the 1930 elections?
- Create a timeline of the key events in Hitler’s rise to the Chancellor between March 1932 and January 1933.
- How did the support for the Nazi party change between March and April 1932?
- Which three individuals played an important role in helping Hitler become Chancellor by January 1933?
The Origins of the Republic, 1918-19
- "The legacy of World War One made it inevitable that Kaiser Wilhelm would have been removed from power." How far do you agree?
- "The turning point in determining the Kaiser’s abdication was the loss of support from the German army." How far do you agree?
- "The nature of the Weimar Constitution doomed the Republic to failure." How far do you agree?

Early challenges to the Republic, 1919-23
- Why was the armistice inevitable by November 1918?
- What were the short and long term political consequences of the Treaty of Versailles?
- "The Treaty of Versailles doomed the Weimar Republic to failure and made Hitler’s rise to power inevitable." How far do you agree?
- What was the most serious threat to the Weimar Republic, 1919-23, and why?
- "The only reason the Weimar Republic survived 1919-23 was due to the divisions and mistakes or opposition groups." How far do you agree?
- How far did the violence and unrest against the Weimar Republic undermine its credibility and legitimacy?
- The most important consequence of the hyperinflation crisis was the social and psychological damage to ordinary German people. How far do you agree?
- The hyperinflation crisis rather than the Treaty of Versailles was the most significant threat faced by the Weimar Republic, 1919-23. How far do you agree?

The Recovery of the Republic 1924-29
- How far was the Young Plan of 1929 a success?
- "The Dawes Plan was Stresemann’s most significant economic intervention." How far do you agree?
- Stresemann was successful in pursuing a foreign policy of fulfilment and engagement. What might this term mean, and how far do you agree that this was the case?
- How far was Stresemann successful in achieving his political, economic and foreign policy aims?
- Ultimately, Hitler’s rise to power illustrates that Stresemann’s successes as Chancellor and foreign minister was only an illusion. How far do you agree?

Changes in Society, 1924-29
- How far did the Weimar Republic experience a "profound and sustained" period of improvement in the living standards of ordinary people, 1924-29?
- How far could the Weimar Republic be classed as the "golden years" for the equality and opportunities available to women?
- To what extent, and in what ways, were the changes to the lives, status and opportunities afforded to women seized upon by Hitler to help him rise to power?
- How far did Weimar Germany experience a "cultural revolution", 1924-29?
- To what extent were the cultural and artistic changes of the 1920s a result of Germany’s political upheaval after World War One?

Early Developments in the Nazi Party, 1920-22
- "The growth in support for Hitler during 1920 was solely down to his own actions and interventions." How far do you agree?
- How far were Hitler’s changes to the party organisation essential to his subsequent rise to power by 1933?
- "The most significant change that Hitler made to the DAP between 1920-22 were the changes to party leadership." How far do you agree?
- "By 1922, Hitler was simply indispensable to the NSDAP." How far do you agree?

The Munich Putsch
- What do you think was the most important cause behind the Munich Putsch, and why?
- To what extent was it inevitable that the Munich Putsch would fail?
- "A short-term failure, but ultimately necessary for the long-term success." How far is this an accurate assessment of the consequences of the Munich Putsch?
- To what extent was Hitler successful in building a truly national Nazi Party, 1923-29?
- "The appointment of von Hindenburg was the most significant reason as to why the support of the Nazi Party remained so limited, 1923-29." How far do you agree?
- "It is impossible to explain Hitler’s rise to power by 1933 without understanding the Munich Putsch and the subsequent ‘lean years’, 1923-29." How far do you agree?

Growth in Nazi Support, 1929-32
- Could the Weimar government have done anything differently to avoid the Wall Street Crash resulting in the German economy collapsing?
- "The Weimar Republic was fatally wounded by the Great Depression." How far is this an accurate assessment of the political consequences of the Wall Street Crash?
- Why do you think that support for the NSDAP increased at a faster rate than the KPD as a result of the Great Depression?
- "If the Great Depression had never occurred, Hitler’s popularity would have never grown as quickly and spectacularly as it did between 1929-32." How far do you agree?
- To what extent was the SA indispensable to Hitler’s spectacular growth in popularity, 1929-32?
- For what reasons did the Nazis fail to gain the widespread support of working-class people?
- "Which social group was most important in boosting the credibility and popularity of the Nazi Party, 1929-32, and why?"
- "1929-32 represented a radical and spectacular change in the nature and extent of genuine support for the Nazi Party." How far do you agree?

How Hitler became Chancellor, 1932-33
- On the eve of 1932 to what extent was it inevitable that Hitler would have seized power by 1933?
- To what extent were the politicians of Weimar Germany responsible, rather than the Nazi Party, responsible for the political chaos of 1932 that resulted in Hitler becoming the Chancellor in 1933?
- "If it was not for the political mistakes and cowardice of Weimar Germany’s politicians, Hitler could have been prevented from becoming Chancellor." How far do you agree?
- "Hitler’s skills and talents as a politician were the most important reason why he became Chancellor." How far do you agree?
- Hindenburg, Von Schleicher or Von Papen—who, and for what reasons, was most responsible for Hitler’s appointment as Chancellor in January 1933?
The Origins of the Republic, 1918-19

- List three negative consequences of World War One on Germany and its people.
- Identify three examples of organised defiance and protest against the German government in the Autumn of 1918.
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- List three positives of the Weimar Constitution.
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The Origins of the Republic, 1918-19

- “The legacy of World War One made it inevitable that Kaiser Wilhelm would have been removed from power.” How far do you agree?
- “The turning point in determining the Kaiser’s abdication was the loss of support from the German army.” How far do you agree?
- How far, and for what reasons, was Ebert successful in stabilising and legitimising the new Republic between November 1918 and July 1919?
- “The nature of the Weimar Constitution doomed the Republic to failure.” How far do you agree?
Available for all subjects and all topics!
Thinking Hard Resources

• To extend the thinking and learning of pupils
• PiXL Thinking Hard – getting students to engage in higher order thinking with practical, easy to use resources.
Knowledge and understanding

Reduce
Transform
Deconstruct
Derive
PiXL Revisit: Reduce to 6 points

Information

Reduce to 6 points
1.
2.
3.
4.
5.
6.

Reduce to 3 key points
A.
B.
C.

Information

Prioritise (most important)
1.
2.
3.
4.
5.
6.

WHY?
The Thinking Hard Process

Analysis and application
Prioritise
Categorise
Criticise
Trends and patterns
Practise
The Thinking Hard Process

Flexibility of thinking
Make connections
Compare
Extend
PiXL Revisit: Experiment on a page

Experiment Title:

Process / Method

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Results

Experiment Diagram

Label

Formulae
Revisiting – ideas to help you revise effectively.

All resources are editable.

In 1 minute, sketch out this template on your paper.
PiXL Resources

Independence booklets – all downloaded and on the shared area

Think ‘its / Thinking hard – Speak to Mr Day for more details
WELCOME TO MATHS

KS4 PARENTS’ INFORMATION EVENING
AIMS OF THIS SESSION

• The main aim of this session is to familiarise parents with the various resources available to the students during their revision for their Maths GCSE exam.

• During the session, various websites and other resources will be demonstrated and login information will be provided.

• You should have received a hand-out on entry. If you did not, please just ask.
This is a website that the school subscribes to that gives all GCSE students access to their actual textbooks, live online. This means that students can access any page of their textbook as well as many linked resources including video clips that explain strategies and concepts clearly.

- The books include the solutions to all problems.
- There is also a homework book online, useful for extra practice.
- Each exercise page of the text books has 4 digit references to MyMaths activities for further explanation and practice.
- Students will also have links to Science resources through the same login.
Welcome to Edexcel GCSE Maths

Edexcel GCSE Maths is a brand new course, created for the 2015 Edexcel GCSE Maths (9-1) specification. Developed on a foundation of problem-solving and assessment, this differentiated course stretches and challenges students of all levels.

Kerboodle contains digital version of the Student Books, Homework Book and Teacher Companions plus InvioPen video tutorials which guide students through worked solutions.

Kerboodle is also packed full of assessment, with on-screen auto-marked tests and printable chapter tests, End of Year 10 tests and practice exam papers.

If you subscribe to MyMaths, you and your students can jump directly to corresponding material on www.mymaths.co.uk for a fully blended learning experience.

New content for this term

In addition to the resources released last term, we’ve now added a host of new practice exam papers to the assessment section of this course. You can now access in total:
MATHSWATCH

Clip 219
VECTORS
$OAB$ is a triangle.

- $\overrightarrow{OA} = a$
- $\overrightarrow{OB} = b$

$P$ is the point on $AB$ such that $AP : PB = 3 : 1$

a) Find 

b) Find 

Give 

In the diagram,

- $\overrightarrow{OD} = 4a$ and $\overrightarrow{OB} = 4b$

$OAC$, $OBY$ and $BQC$ are all straight lines.

- $\overrightarrow{AC} = 2\overrightarrow{OA}$ and $\overrightarrow{BO} : \overrightarrow{OC} = 1 : 3$

a) Find, in terms of $a$ and $b$, the vectors which represent

(i) $\overrightarrow{BC}$
(ii) $\overrightarrow{AQ}$

b) Show that $AQX$ is a straight line.
mymaths

• The old favourite!
• This is used for setting homework, but it also has a library of lessons with very clear explanations.
• Students can try activities at any time, and the teacher does not have to set them first.
• Immediate feedback.
• Links with the text books in use at Acle Academy.
Welcome to MyMaths

Take a look around to find out more about the site, or book on to one of our webinars

A Level updates
Ahead of the new A Level Maths curriculum in September this year, we are updating MyMaths to ensure that you...

New support materials
If you’re subscribed to Secondary MyMaths, you may have noticed that there is a new Middle school option available.

Webinar dates for the new y...
Welcome back! As the new year begins, we are running a few more webinar sessions to help you and your...
KERBOODLE AND MYMATHS DEMONSTRATION

- Kerboodle and MyMaths are LINKED.

3 A lottery offers a jackpot of £1000. Entrants choose any three numbers from a set of seven numbers. It is likely that the jackpot will have to be shared.

a Sketch the graph for each beaker.
b Match each beaker to the type of function that best describes the graph.

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PiXL

• PiXL is an organisation set up by teachers for teachers.
• There is a wealth of resources they have developed for multiple subjects.
• They have also developed the “PiXL Maths App” which is downloadable on any Windows, Apple or Android device or desktop computer.
• EVERY student in the school has access to this.
• In particular, for year 11, there are “Walking Talking Mocks” (WTMs) which have past papers and videos of someone working through them.
• Besides this, there are tests, challenges and activities designed to help with any part of the curriculum, including a useful Arithmetic section.
Welcome to the PiXL Maths App

AC3282

Please enter your userid

Please enter your password

Login

Forgot password
past papers

AQA are the exam board that Acle Academy uses for its Maths GCSEs.

• They have a website where students can get access to past papers and solutions without the need for a login. (Login needed for latest papers but these will be given in class). Choose “Mathematics 8300”.

• They also have other resources accessible by students and parents.

• This is probably one of the most effective ways to revise for Maths!

• It’s worth trying past papers from other exam boards too, such as Edexcel.
Find past papers and mark schemes

Find past papers and mark schemes for your exams, and specimen papers for new courses.

Find

Subject: Mathematics
Qualification: GCSE
Specification: Mathematics (8300)
Series: All available series

Search past paper question banks and easily create custom material for teaching, homework and assessment.

June 2018

Mark scheme (Foundation): Paper 1 Non-calculator, June 2018 (712.7 KB)
In house revision sessions

• The Maths department staff regularly give up their time to help students on an ad hoc basis.

• In addition, we provide the opportunity for students to attend a number of sessions throughout the week.

• We also provide period 6 Tuesday sessions for selected students where exam questions are presented in a WTM style.
The exam - reminder

• The exams comprise 3 papers, 1 non-calculator and two calculator.

• Each paper is worth 80 marks and lasts for 90 minutes.

• Students should have their own Maths equipment including a scientific calculator. This is so they are familiar with how these things work since invigilators cannot help with these, and we cannot guarantee enough equipment for everybody in the exam.

• It’s good practice to skim the paper first and then to start with easy questions to help settle nerves and get the exam underway.

• Never sit and do nothing. Spare time should always be used to gain more marks and check answers.

• Have a go. You cannot lose marks, they can only be gained.
USEFUL RESOURCES FOR MATHS AND THE LINKS YOU WILL NEED TO ACCESS THEM.

PiXLmaths
https://mathswatch.pixl.org.uk/PMA.saf

The PiXL Maths App (PMA) has a plethora of resources available to ALL students in the school. If you don’t know your login, please ask any member of the Maths team. Particularly useful for year 11s are the Walking Talking Mocks (see below), and for all years, the Arithmetic section is ideal.

Login: The school id is AC8634. User id and password are both the same at first.

Students added individually such as those joining the school later will have automatically generated passwords, and you will need to see your teacher or Mrs Gibbs. For younger year groups, the password will be the same as your username with your year of entry in front. Eg FREEMAN and 19FREEMAN. If in doubt, just ask.

One of the most useful tools on PiXL is the Walking Talking Mock (WTM). This alongside Walking Talking Marking (WTM) has videos showing how to tackle exam papers, and what the marker is looking for when marking exam papers. This gives a good indication of which marks are awarded for what. This can be found on the PMA by going to “Homework Tasks”, and then “WTM/A”.

Also, Aztec Academy is taking part in the “PiXL WAVE” programme. When we run full sets of PPE exams at Christmas and Easter, the results are sent to PiXL where they are combined with those from hundreds of other schools. We then get a report saying how we are performing, and our students get individual consolidation tasks sent directly to their PMA profile. These are assessed through selecting “Gap Analysis”, “My School Filter” and then choosing the relevant “PP” file.

That’s not all. The same login details will get you on to the PiXL times tables app too. This features the opportunity to practice individual times tables and mixed questions as well as a number of games played against other students to win points for your school. These are “Rush Race”, “Bounce” and “Survival”. Download this app now, or play it at https://timesTables.pixl.org.uk/TimesTables.html
Any questions?

Our staff are here to help. Please just ask.
AQA GCSE English Language

Paper 1 50%
- Section A: Reading modern fiction
- Section B: Descriptive/imaginative writing

Paper 2 50%
- Section A: Comparison of non fiction-current and 19th Century
- Section B: Writing to Argue/Persuade

Total exam time: 1 hour and 45 minutes

Total exam time: 1 hour and 45 minutes

All exams will be at the end of Year 11. You will also sit an English Literature GCSE.
AQA GCSE English Literature

Paper 1 40%

Section A: Shakespeare
   ‘Romeo and Juliet’

Section B: 19th Cent Prose
   ‘A Christmas Carol’ ‘Jeckyll & Hyde’

Total exam time: 1 hour and 45 minutes

Paper 2 60%

Section A: Modern Texts
   ‘An Inspector Calls’

Section B: Anthology poetry.

Total exam time: 2 hours and 15 minutes

Section C: Unseen Poetry

All exams will be at the end of Year 11. You will also sit an English Language GCSE.
Key pointers for Revision
English Language

• Make sure you know the questions you will be asked for each paper
• For paper 1, you can practice with any fiction text. Pick a page from a book, or find a short story
• For paper 2, you can practice with any non-fiction texts. Find magazines, newspapers, blogs or leaflets

Useful revision websites


http://mrbruff.com/

https://www.bbc.com/education/examspecs/zcbchv4
How can I revise English Language?
How can I revise for Literature?

Read the set text at least twice- ideally three times
How can you revise for English?

• Get organised! You have lots of information in your exercise book. Find it. Sort it. And use it. Remember to bring your exercise book to every English lesson, along with the book you are studying.

• Read the books- ideally buy your own copy to annotate.

• Know what is going on. Be clear on what you are assessed on for each part of the course. Know your Assessment Objectives

• Make notes. Produce mind maps/summaries of different parts of the text / themes / characters you are studying

• Do some practice questions! Time yourself and answer questions from past exam paper
How can you revise for English?

• Learn lots of short quotes. Don’t forget you can’t take your books into the exam. Get some cue cards - write 5 key quotes for each theme and each character on them and learn them.

• Plan some literature essays. Time yourself. Spend 5 minutes writing down and then organising your ideas for different questions

• Read some poems. Think about your response to them and what you might write about them

• Read lots of examples of text types you might get in the writing exam. Pick up leaflets, newspapers, magazines and letters. Look at how they are set out and think about how you can use the ideas in your own writing. Read the Sunday papers. Read about things you’re interested in (music, films, sport, fashion etc.) on The Telegraph, Independent and The Guardian newspaper websites.
GCSE English Language Revision

Your #1 tool for GCSE English Language revision. Say goodbye to boring revision guide and use an interactive way of revising. Created by senior examiners, Seneca covers all your exam board specific content in a highly engaging way. Fun gifs, videos and animations instead of long texts.

Moreover, neuroscientists have proven that using Seneca lets you memorise subjects 2x faster than traditional revision guides. Combining the best of science and technology - it is an absolute life saver.
ENGLISH & ENGLISH LITERATURE

Skills-Focused GCSE Help

Englishbiz is written by an experienced English teacher to help you improve your English and English Literature exam grades.
1,672 GCSE English resources

**GCSE English Language Paper 1 - Explorations in Creative Reading and Writing**
GCSE, English
Revision notes

**A* Vocabulary English Language**
GCSE, English
25 flashcards

**English Language Paper 2 - Writer's views and perspectives**
GCSE, English
4 revision cards

**English poetry terms**
What ‘interesting’ looks like

This page from Geoff Barton contains various resources for GCSE English that he has put together from his own teaching over the years.

Geoff Barton- Student AQA English revision guides
Films and Audio books

- **Romeo and Juliet**
- **An Inspector Calls**
- **A Christmas Carol**
You Tube- MR BRUFF- walk and talk through all elements of the exam
‘How to help your child reach their potential at GCSE’

Matthew Hart
Head of Science Faculty
Discover area of weakness

- Personalised learning checklists
- Generic learning checklists
- Independence booklets
- Past paper questions
- Lessons (revision)
<table>
<thead>
<tr>
<th>Task</th>
<th>Green</th>
<th>Yellow</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculate charge given time, power and resistance, unit</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Calculate power, given energy and time, unit change</td>
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<tr>
<td>Describe the dot product</td>
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<tr>
<td>Describe an alpha particle</td>
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<tr>
<td>Describe current in parallel</td>
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<tr>
<td>Describe impact of increase in temperature on amount of air particles</td>
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<tr>
<td>Describe impact on volume when air removed from pressurised container</td>
<td></td>
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<tr>
<td>Describe movement of air particles</td>
<td></td>
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<tr>
<td>Describe gamma radiation</td>
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<tr>
<td>Determine speed using a percentage, simple mathematics</td>
<td></td>
<td></td>
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<tr>
<td>Determine uncertainty of data</td>
<td></td>
<td></td>
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<tr>
<td>Determine the radius of an atom, measure diagrams and compare</td>
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<tr>
<td>Explain how a cavity wall reduces unwanted energy transfer</td>
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<tr>
<td>Explain impact of changing light conditions on p.d. and current in a circuit</td>
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<tr>
<td>Explain why a large increase in temperature in pressurised container is dangerous</td>
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<tr>
<td>Explain why the total positive change in every atom of an element is the same</td>
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<tr>
<td>Interpret data, simple mathematics</td>
<td></td>
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<tr>
<td>Interpret diagram to describe how different energy stores are changed by heating</td>
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<tr>
<td>Interpret graph and percentage to estimate value</td>
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<tr>
<td>Interpret graph to estimate value</td>
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<tr>
<td>Interpret half-life data, simple mathematics</td>
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<tr>
<td>Interpret half-life to compare risk</td>
<td></td>
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<tr>
<td>Label subparticles in plum pudding and nuclear model</td>
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<tr>
<td>Plan an experiment to find the density of irregular object</td>
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<tr>
<td>Plot bar chart, determine scale</td>
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<tr>
<td>Sketch iv graph for filament bulb</td>
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</tr>
<tr>
<td>Topic</td>
<td>AQA Physics (8463) from 2016 Topics P4.1. Energy</td>
<td>Student Checklist</td>
<td>R</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------</td>
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<td>---</td>
</tr>
<tr>
<td>Chapters 1 and 2 – Conservation and dissipation of energy</td>
<td><strong>Energy transfer by heat</strong></td>
<td>Define a system as an object or group of objects and state examples of changes in the way energy is stored in a system.</td>
<td></td>
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<tr>
<td></td>
<td>Describe how all the energy changes involved in an energy transfer and calculate relative changes in energy when the heat, work done or flow of charge in a system changes</td>
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<td></td>
<td>Use calculations to show on a common scale how energy in a system is redistributed</td>
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<td></td>
<td>Calculate the kinetic energy of an object by recalling and applying the equation: ( E_k = \frac{1}{2}mv^2 )</td>
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<tr>
<td></td>
<td>Calculate the amount of elastic potential energy stored in a stretched spring by applying, but not recalling, the equation: ( E_e = \frac{1}{2}ke^2 )</td>
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<tr>
<td></td>
<td>Calculate the amount of gravitational potential energy gained by an object raised above ground level by recalling and applying, the equation: ( E_g = mgh )</td>
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<tr>
<td></td>
<td>Calculate the amount of energy stored in or released from a system as its temperature changes by applying, but not recalling, the equation: ( \Delta E = mc\Delta T )</td>
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<tr>
<td></td>
<td>Define the term ‘specific heat capacity’</td>
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<tr>
<td></td>
<td>Required practical 1: investigation to determine the specific heat capacity of one or more materials.</td>
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<tr>
<td></td>
<td>Define power as the rate at which energy is transferred or the rate at which work is done and the watt as an energy transfer of 1 joule per second</td>
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<tr>
<td></td>
<td>Calculate power by recalling and applying the equations: ( \text{power} = \frac{E}{t} ) &amp; ( \text{power} = \frac{W}{t} )</td>
<td></td>
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<tr>
<td></td>
<td>Explain, using examples, how two systems transferring the same amount of energy can differ in power output due to the time taken</td>
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<tr>
<td></td>
<td>State that energy can be transferred usefully, stored or dissipated, but cannot be created or destroyed and so the total energy in a system does not change</td>
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<tr>
<td></td>
<td>Explain that only some of the energy in a system is usefully transferred, with the rest ‘wasted’, giving examples of how this wasted energy can be reduced</td>
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<td></td>
<td>Explain ways of reducing unwanted energy transfers and the relationship between thermal conductivity and energy transferred</td>
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<td></td>
<td>Describe how the rate of cooling of a building is affected by the thickness and thermal conductivity of its walls</td>
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<tr>
<td></td>
<td>Required practical 2: investigate the effectiveness of different materials as thermal insulators and the factors that may affect the thermal insulation properties of a material.</td>
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<td></td>
<td>Calculate efficiency by recalling and applying the equation: ( \text{efficiency} = \frac{\text{useful power output}}{\text{total power input}} )</td>
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<tr>
<td></td>
<td>HT ONLY: Suggest and explain ways to increase the efficiency of an intended energy transfer</td>
<td></td>
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<tr>
<td>Chapters 3 – Energy Resources</td>
<td>List the main renewable and non-renewable energy resources and define what a renewable energy resource is</td>
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<tr>
<td></td>
<td>Compare ways that different energy resources are used, including uses in transport, electricity generation and heating</td>
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<tr>
<td></td>
<td>Explain why some energy resources are more reliable than others, explaining patterns and trends in their use</td>
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<td></td>
<td>Evaluate the use of different energy resources, taking into account any ethical and environmental issues which may arise</td>
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<tr>
<td></td>
<td>Justify the use of energy resources, with reference to both environmental issues and the limitations imposed by political, social, ethical or economic considerations</td>
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</tbody>
</table>
4. Isotopes are atoms of the same element with...
   a. the same number of protons, different numbers of neutrons.
   b. different numbers of protons, the same number of neutrons.
   c. different numbers of protons and neutrons.
   d. the same number of protons, different numbers of electrons.

5. Which equation represents the decay of potassium to calcium by emitting a beta particle?
   a. $^{40}_{19}K \rightarrow ^{41}_{19}Ca + ^{-1}_{0}\beta$
   b. $^{40}_{19}K \rightarrow ^{36}_{17}Ca + ^{4}_{2}\beta$
   c. $^{40}_{19}K \rightarrow ^{40}_{20}Ca + ^{0}_{-1}\beta$
   d. $^{40}_{19}K \rightarrow ^{38}_{16}Ca + ^{2}_{4}\beta$

6. When using a Geiger counter to measure radiation, you must also consider what?
   a. Contamination radiation
   b. CMBR
   c. Incidental radiation
   d. Background radiation
Figure 1 shows a cyclist riding along a flat road.

Complete the sentence.

Choose answers from the table.

Gravitational elastic potential kinetic

As the cyclist accelerates, the ________________ energy store in the cyclist's body decreases and the ________________ energy of the cyclist increases.

The mass of the cyclist is 80 kg. The speed of the cyclist is 12 m/s.

Calculate the kinetic energy of the cyclist.

Use the equation: \[ \text{kinetic energy} = 0.5 \times \text{mass} \times (\text{speed})^2 \]

\[ \text{Kinetic energy} = \underline{\underline{\phantom{0000}}} \text{ J} \]
During our revision lessons
Act on area of weakness

- Revision guides
- Revision knowledge mats
- Revision videos
- Seneca
- BBC Bitesize
- Independence booklets
- Revision sessions
- Contact teachers

STRENGTH
WEAKNESS
Revision guides
Practice books
AQA 9-1 exam
Science department sells CGP books at roughly 50% RRP
Everything on Class charts
# Revision Knowledge Map

## Forces and their interactions

### AQA FORCES – part 1

- **Scalar and vector quantities**
- **Moments, levers and gears**
- **Physics only**
- **Force and elasticity**
  - One force
  - More than one force
- **Elastic deformation**
  - Inelastic deformation
  - Extension
- **Moment**
  - $M = F \times d$
- **Principle of moments**
  - $P = F + A$
- **Pressure**
  - $P = \frac{F}{A}$
  - Fluid
  - Pressure and depth
  - Upthrust
  - Hydraulic machine
- **Elastic Potential energy (EPE)**
  - Atmospheric pressure
  - Force
  - Spring constant
  - Extension
  - EPE

### Additional Concepts

- **Force**
- **Work done and energy transfer**
- If force is at right angles
- Object moves
- The component forces
- Free body diagram
- Object moves

---

**Higher Only**

- Pressure
- Pressure and depth
- Liquid

---

**Velocity**

- An arrow can be used to show vectors

---

**Distance**

- Displacement

---

**Gravitational field strength**

- Weight
- Mass

---

**Area**

- Weight
- Mass
- Gravitational field strength
- Force
- Work done
- Distance
- Moment

---

**Each Kg**

- Unit
- Kilo
- Mega

---

**Drawing**

- The component forces
Revise
videos

The whole of AQA Physics Paper 1 in only 40 minutes!! GCSE

Primrose Kitten

Free Science Lessons

How much energy is stored in hot water?

GCSE Science Physics (9-1) Specific Heat Capacity
How much energy is stored in hot water?

Free Science lessons
Specific heat capacity is... how much energy is needed to raise temperature of 1kg by 1°.
Seneca - website
Parts of a wave

Waves are described using the following terms:

- **rest position** - the undisturbed position of particles or fields when they are not vibrating
- **displacement** - the distance that a certain point in the medium has moved from its rest position
- **peak** - the highest point above the rest position
- **trough** - the lowest point below the rest position
- **amplitude** - the maximum displacement of a point of a wave from its rest position
- **wavelength** - distance covered by a full cycle of the wave, usually measured from peak to peak, or trough to trough
- **time period** - the time taken for a full cycle of the wave, usually measured from peak to peak, or trough to trough
- **frequency** - the number of waves passing a point each second

Diagram of a wave.
**QUESTION:** What is a radioactive substance?

**Sources:**

- Website –
  1. https://www.youtube.com/watch?v=V-UtgheMNNU

1. A radioactive substance contains unstable nuclei that become stable by emitting radiation.
2. There are three main types of radiation – alpha, α, beta, β and gamma, γ.
3. Radioactive decay is random – it cannot be predicted.
4. All radioactive sources emit alpha, beta and gamma radiation.
5. A Geiger counter is used to measure the amount of radioactivity given off by a substance.

The Risks of Radiation Therapy

News article: https://www.cheatsheet.com/health-fitness/these-popular-cancer-treatments-have-the-most-dangerous-side-effects.html/?a=viewall
NHS article: http://www.nhs.uk/Conditions/Radiotherapy/Pages/Introduction.aspx
Discussion article: https://health.usnews.com/health-news/patient-advice/articles/2015/05/22/radiation-evolving-choices-in-cancer-treatment
Real article: http://www.cancerresearchuk.org/about-cancer/cancer-in-general/treatment/radiotherapy/follow-up/long-term-side-effects

**Task 1:**
You need to produce a 1 page essay on the risks surrounding radiation therapy.

<table>
<thead>
<tr>
<th>Essay section</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>What is radiation therapy? What is radiation therapy used to treat?</td>
</tr>
<tr>
<td>Describe</td>
<td>Describe how radiation therapy would be conducted using a specific type of tumor, e.g. brain, breast, liver.</td>
</tr>
<tr>
<td>Explore</td>
<td>Explore the risk associated with having radiation therapy.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Evaluate whether the benefit outweighs the risk for the patient.</td>
</tr>
</tbody>
</table>

Compare nuclear fission and nuclear fusion, their role in generating energy and their long-term futures.

**Background**
Both fission and fusion are nuclear reactions that produce energy, but that is where their similarities end. Fission is the splitting of a heavy, unstable nucleus into two lighter nuclei, and fusion is the process where two light nuclei combine together releasing vast amounts of energy. Both have a place in the energy generation industry but, where is it?

**Source articles**
http://www.passmyexams.co.uk/GCSE/physics/nuclear-fusion.html
http://www.passmyexams.co.uk/GCSE/physics/nuclear-fission.html
http://www.gcsescience.com/prad37-nuclear-power-moderator-control-rod.htm
http://www.passmyexams.co.uk/GCSE/physics/nuclear-reactor.html
https://www.youtube.com/watch?v=LekacMuM12Y
https://www.youtube.com/watch?v=mZsaatuR6E
http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway_pre_2011/living_future/3_fuels_for_power3.shtml
http://www.bbc.co.uk/education/clips/zvmcd2p
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4678124/

**Task:**
Produce a scientific poster on the role of nuclear fission and nuclear fusion in the generation of energy.
Revision sessions

Will be starting soon!

• Tuesday after school
  – Chemistry with SNE
  – Revision for 4, aiming for 5 With TSO

• Wednesday lunchtimes
  – Biology with SHA

• Thursday lunchtimes
  – Physics with MHA
Contact your teachers

• Finds us at break/lunch/after school

• Email

---

Hi,

Would it be possible to email me the learning checklists for the physics topics so that I could print them out?

Many thanks and happy new year!

[Email address]

---

Checklists

To: Mr M. Hart

You replied on 30/12/2018 16:51.
Humanities Faculty

How you can maximise your potential in History; Geography; French and German

Make sure you have revision materials for the relevant subject.

Practise exam questions – revise the topic in the question first then allow yourself the time you’ll have in the exam to answer it e.g. 4 marks = 5 minutes

Follow step by step guides provided by your teachers

Use the structure for answers suggested by teachers; how to start each answer e.g. One reason...; One key feature...; Source B is partially useful... etc.

Attend revision sessions – ask what the focus is beforehand/agree a focus

Get into the habit of underlining words in the questions; use WFTQ in your answers; read your answers, ensure you link them to the question.

Ensure your work in class is completed and as detailed as possible to aide your revision

For languages, practise speaking and listening as often as possible

Use the teachers in the faculty. They will mark additional exam answers; put on focussed revision sessions and do all they can to help you maximise your potential.
## Technology Department

<table>
<thead>
<tr>
<th>KS4 Students</th>
<th>Art</th>
<th>Business Studies</th>
<th>Food</th>
<th>Product Design</th>
<th>Textiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam Board</td>
<td>Edexcel</td>
<td>Edexcel</td>
<td>WJEC</td>
<td>AQA</td>
<td>Edexcel</td>
</tr>
<tr>
<td>MOCK</td>
<td>10 Hours</td>
<td>2 Hours</td>
<td>1Hour 30 Minutes</td>
<td>2 Hours</td>
<td>1Hour 45 Minutes</td>
</tr>
</tbody>
</table>

### Controlled Assessments (NEA) Contexts
- **Still Life**
- Learners will explore the different promotional methods used by enterprises.
- Traditional British dishes, bistro due to open on the edge of a city centre.
- Leisure facilities, keep active and eat healthy on holiday complex is opening a new food service area.
- Providing a safe and comfortable home.
- Working towards a sustainable future.
- A high-profile activity or occasion.

### Additional Support
- **Lunchtimes**
  - Rm8 Monday - MGR
  - Tuesday - MGR
  - Wednesday - MGR
- **After School**
  - Monday - MGR
  - Tuesday - MGR
  - Wednesday - MGR
  - Thursday after school

### Primary schools
- How can products be used to teach children in reception or infants about different cultures?

### Hotels
- How can products be used to create a relaxing environment?

### Supermarkets
- How can products be used to encourage customers to eat healthily?
In school support:

- **Engage:** School counsellors and mentoring
- **Inspire:** Key workers and mentoring
- **Dyslexia support group**
- **Well being group**
- **Access arrangements**

Outside agency support:

- Various SEND support events hosted by Norfolk County Council (Search SEND Local Offer, Norfolk)
- **SEND parent partnership** offer support to parents of children with general Special Educational Needs and Disabilities
- **ADHD Norfolk** offer support to parents of children with ADHD
- **Autism Anglia** offer support to parents of children with ASD
Special Educational Needs / Support available

Access Arrangements for GCSE exams:
• We can apply for: A scribe, a reader (or reading pen), extra time, separate room, laptop, prompter, rest breaks
• Students gets tested by an outside assessor (if we have the evidence in school)
• If a student has an EHCP, then access arrangements are automatically allocated (No testing needed)
• A GP can also write a recommendation for an access arrangement (No testing needed)

• All of year 11 have now been tested / assessed and have access arrangements in place (reminder letters to be sent out later this half term)

• Year 10 were tested / assessed just before the Summer and you will receive confirmation of access arrangements later this half term via letter

• If you think your child should have an access arrangement but you have not been contacted by letter to confirm (by the half term holiday), please get in touch:
• Miss Frary: lfrary@acle.norfolk.sch.uk
Thank you for listening