



**The Blue Coat School  
Year 11 Parents' Information Evening**

# Start to the Year



# SCREEN TIME

Lots of evidence around increased screen time.

'The more time teenagers spend looking at screens, the more likely they are to report symptoms of depression' (Twenge, 2017)

'Time on screens- even without social media- degrades attention and concentration' (Lemov, 2022)

'If kid's brains become accustomed to constant changes, the brain finds it difficult to adapt to a non-digital activity where things don't move as fast' (Manos, 2020)

'Each 100 min spent using the device on average per day corresponded to a reduction in a student's position at the school's ranking'





Group chat  
Befriending unknown people



Fake profiles  
Targeted Posts  
Cyberbullying



Posting risky/  
inappropriate content  
Nudes or semi nudes



Nudes or semi nudes  
Gaming



Drop in reporting  
Incident of cyber crimes

# WHAT THEY TELL US



## Social Media

**We stand against any targeted or harmful behaviour towards others and expect pupils to have an active role in stamping out any behaviour that may harm others.**

**It is illegal to send to post indecent or offensive messages or posts. It is also illegal to post false information which may cause upset, anxiety or distress.**

**The Harassment Act (1997) means anyone posting such content may face police action.**

**Social media platforms have age limits and anyone under the age of 13 should not have accounts.**

### **How will this be challenged?**

**Any pupil found posting such content is at risk of serious consequence including suspension**

**Anyone found following or liking this content risks a consequence.**

**Accounts and content may be reported to the police.**



**Expectation: We do not use or set up social media accounts or post content that targets the school/harms, bullies or harasses its pupils or staff or members of the public. This includes the use of group chats.**

## Why?

At the Blue Coat we value respect for our community and the law:

- As a Church of England school we want all pupils to be good citizens and good neighbours. This means we look after everyone in our community. We show understanding and respect to one another and we stand against any targeted or harmful behaviour towards others. We show kindness and compassion and play an active role in stamping out any behaviour that may harm others.
- We respect the law of the country. It is illegal to send or post indecent or grossly offensive messages or posts. It is also illegal to post false information which may cause upset, anxiety or distress. The Harassment Act of 1997 means anyone posting such content may face police action. It is important to understand that this is not just a Blue Coat rule- but a law there to protect everyone in the UK and is taken seriously.
- Social platforms have ages limits and anyone under the age of 13 should not have accounts.
- Employers and further education institutions have the right to subject any applicants to social media searches. This means they can do a detailed search for your social media accounts and posts to ensure you are a good and upstanding citizen. There have been lots of high-profile incidents where people have been refused a job or sacked after employers have found posts posted by them even as a child. What we post could have damaging and long-lasting consequences.
- We expect all pupils to report (using the report button on the social media platform) any inappropriate content as an active citizen.

How will you be challenged?

Staff will remind you of our values

Any pupil found posting such content is at risk of serious consequence including suspension

Anyone found following or liking this content risks a consequence.

Accounts and content may be reported to the police.

**Discussion:**

How can poor social media use impact on your future?

## Social Media



### Reporting

- Report to the online platform first
- Then, report to 'Report Harmful Content'
- We've embedded this on our website so it is easily accessible



Report Harmful Content

<https://www.blue-coat.org/about-us/safeguarding/>



# Open Day 2023

[Find out more](#)





# Types of Abuse and things to look out for

## Neglect

Neglect the most common type of abuse and is the **persistent failure (of a parent or carer) to meet a child's basic physical and/or psychological needs, likely to seriously impair their health or development**, including: failing to provide adequate food, clothing and shelter; failing to protect a child from physical harm or danger; failing to protect a child from emotional harm; failing to make sure a child has proper supervision; failing to get medical care or treatment for a child; failing to meet or respond to a child's basic emotional needs.

### Things to look out for

- Severe and persistent illnesses and infections
- Consistently inappropriate clothing or shoes
- Persistently smelly or dirty
- Signs of malnutrition
- Numerous accidents
- Poor medical and dental care
- Being hungry, stealing or hiding food
- Missing school

## Physical

This means **causing physical harm to a child**, including: hitting; shaking or throwing; burning or scalding; poisoning; drowning or suffocating; fabricating the symptoms of, or deliberately inducing, illness.

### Things to look out for

- Bruises, cuts, scratches, scars
- Fractures
- Bite marks
- Burns or scalds
- Suspicious illnesses
- Vomiting, drowsiness or seizures
- Breathing problems

## Sexual

Sexual abuse is **forcing or enticing a child to take part in sexual activities**, including: physical contact, for example kissing, touching or rape; non-contact abuse, for example involving a child in looking at or producing sexual images; 'upskirting' (taking a photo under someone's clothes without them knowing, to humiliate, distress or alarm them, or for sexual gratification); encouraging sexually inappropriate behaviour; grooming in preparation for child abuse...

### Things to look out for

- Difficulty sitting
- Marks and bruises
- Poor personal hygiene
- Needing the toilet a lot
- Pregnancy
- Fear or avoidance of a partic
- Sexually inappropriate beha
- Dropping hints or mentionin



[Report Harmful Content](#)

### Things to look out for

- Behaviour, language or knowledge you wouldn't expect

## E-Safety - The Blue Coat School



[Barnardo's](#)



[Oldham Safeguarding Children Partnership](#)



[NSPCC](#)



[gov.uk](#)



[CEOP](#)



[Get Safe Online](#)



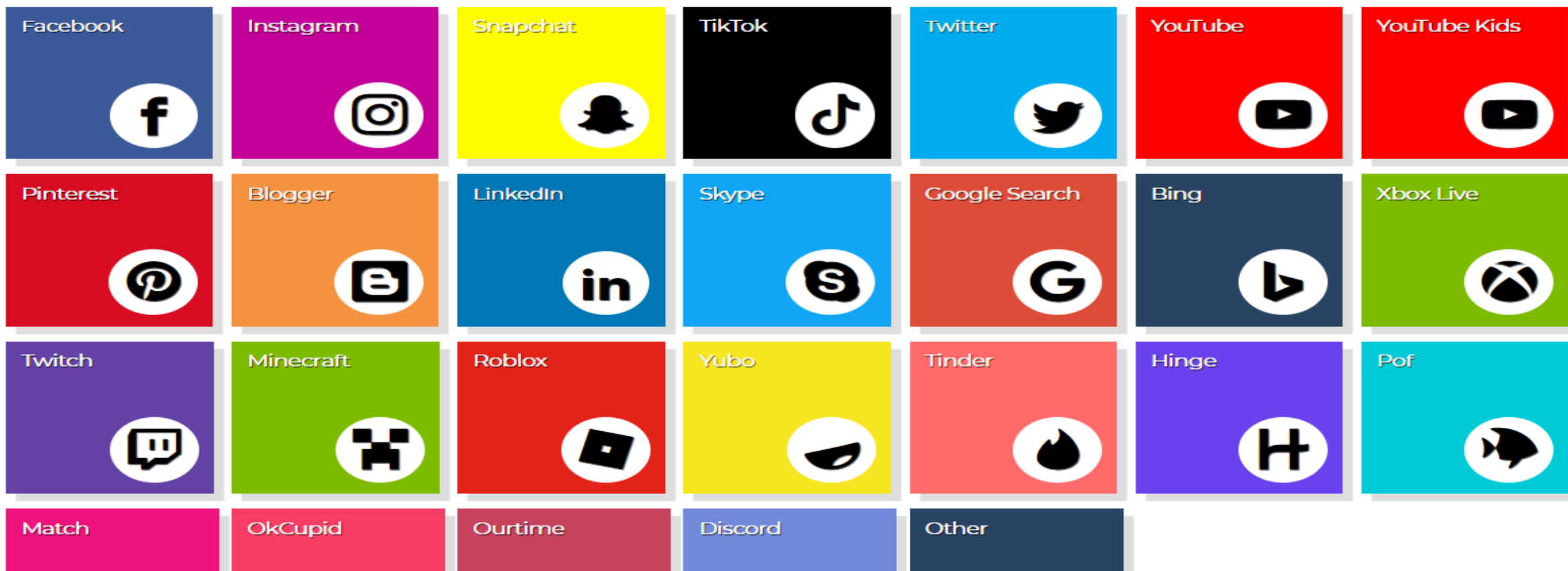
[Report Harmful Content](#)

## Where is the content posted?

Before you submit a report to us, it is **essential** that you have reported the material to the social media service directly using their online tools, at least 48 hours ago. You can find information on how to do this by clicking on the tabs below.

It is also important to remember that we can only submit reports on **specific platforms**, about the following 8 harms:

- Threats
- Impersonation
- Bullying & Harassment
- Self-harm or Suicide
- Online Abuse
- Violent Content
- Unwanted Sexual Advances
- Pornographic Content



# Age Regulations

Under new GDPR regulations we are unable to accept information from children under the age of 13. If you are under 13 and need help removing harmful content online please ask your parent or guardian to complete the following form on your behalf.

Report Harmful content is a service funded to support UK citizens, in the UK . The practitioners working on the helpline have the right to be treated with courtesy and respect. The Helpline does not tolerate abuse of any form towards its staff from potential clients and reserves the right to not respond and or block any contacts if they deem the potential client's behaviour to be of this nature.

Continue to form

## About You

Are you reporting about:  You  Someone Else \*

Your Name:

You can use an alias or nickname if you wish

Your Email Address:  \*

This will enable us to communicate with you regarding your report

Confirm Email Address:  \*

Age:  13-18  19-30  31-50  50+ \*

Your age/ age of the person you're supporting

Gender:

Region:  \*

## About The Issue

Type of Issue:  \*

Link to the Harmful Content:  \*

Please do not enter a link to any Child Sexual Abuse Imagery. [Report it here](#)

## Platform Response

Platform Response:

Please upload a screenshot or document showing any response from the platform, if just text use the box below

Supporting Information:  \*

## Social Media Suggestions

### Routines

At Blue Coat we have an electronic devices policy which allows young people to concentrate on their learning. At home it is suggested that they leave their phones downstairs when they go to bed to promote good quality sleep.

### Talk

As much as we might not want to it is important that we discuss social media activity with children. What are they accessing, what material are they 'sharing' or 'liking', who are they talking to?

### Check

In our experience it is really useful when young people share the passcodes to their devices with adults at home. There are also apps that can mirror your child's usage so you can see what they have accessed and for how long.

### Settings

If you allow your child to have social media accounts it is strongly recommended that you set up the privacy settings with them.



# Healthy Choices

## Routines

- At Blue Coat we have an electronic devices policy which allows young people to concentrate on their learning. At home it is suggested that they leave their phones downstairs when they go to bed to promote good quality sleep.
- Before school routine. School starts at 8:35 what are they doing before this time? Does it promote positive learning?
- Lunchtime. What are they choosing to do?
- After school routine. School finishes at 3:20 what are they doing after this time? Does it promote a positive learning?



# Experimenting



# The Oldham Times

## Oldham: Thousands of illegal vapes seized in crackdown

12th August

**More than 2,500 illegal vapes with an estimated street value of almost £28,500 have been seized in Oldham.**

The council reported yesterday, Friday, that its Trading Standards team has been carrying out inspections across the borough with the help of Greater Manchester Police (GMP).

They have been seizing non-compliant disposable vapes, which are becoming increasingly popular throughout both the borough and the country.

The council said that in total, 2,590 vapes were seized, carrying an estimated street value of £28,490.

Blue Coat staff work closely with the police to try to limit the accessibility and availability of vapes to young people.



Oldham Council

@OldhamCouncil · Follow



Our Trading Standards team have been carrying out inspections across the borough with the assistance of @gmpolice to seize non-compliant disposable vapes.

In total 2,590 vapes were seized with an estimated street value of £28,490.

#Oldham #Vaping #Illegalvapes



## Attendance Update

### Blue Coat Target = Minimum of 97% attendance

- No holidays in term time
- Please book all medical appointments after the school day when at all possible
- If in doubt, please send your child to school – we will look after them and support them, and if too poorly we will telephone you
- For further advice, please see “Is my child too ill for school” on the NHS website:  
<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

- Why 97%?

Blue Coat Year 11 GCSE Results 2023			
Attendance	Average GCSE Grade	9-5 in English & Maths	9-4 in English & Maths
<97%	5.0	57%	77%
97%+	6.0	83%	95%
<b>Difference</b>	<b>1 grade</b>	<b>26%</b>	<b>18%</b>





## Punctuality Update

- New punctuality system for lateness to lessons introduced in March last year:
  - Reduced lateness to lessons by 60% by the end of the year
  - Fewer children wasting time between lessons
  - Lessons are not disrupted by children coming in late
  - Children are not missing crucial recall and lesson introductions



LATE TO LESSONS (MONITORED WEEKLY)		
1	Form teacher will inform student	n/a
2	Letter to parent/carer	n/a
3	Letter to parent/carer	20 mins detention with Form Tutor at the start of lunch
4	Letter to parent/carer	30 mins detention after school with DoL (TUESDAY)
5 and above	Letter to parent/carer	10 mins for each late after school with the AHT for Key Stage



## Punctuality Update

- New punctuality system for lates to school for this term:
  - Devised from parent feedback last year
  - Accepts that the occasional late is often beyond our control
  - Focus on recidivism to work with students who are repeatedly late
  - Students should be on site by 8.35am



LATE TO SCHOOL (MONITORED OVER A HALF TERM)		
1	Form teacher informs student	
2	Letter to parent/carer	
3	Letter to parent/carer	20 mins detention with Form Tutor at THE START of lunch
4	Letter to parent/carer	30 mins detention after school with DoL (TUESDAY)
5	Letter to parent/carer	1 hour detention after school with DoL (TUESDAY)
6	Letter to parent/carer	1 hour detention after school with SLT Parent meeting with DoL
7	Letter to parent/carer	1 hour detention after school with SLT Parent meeting with RHE and SLT
8	Letter to parent/carer	1 hour detention after school with SLT Parent meeting with Deputy Headteacher



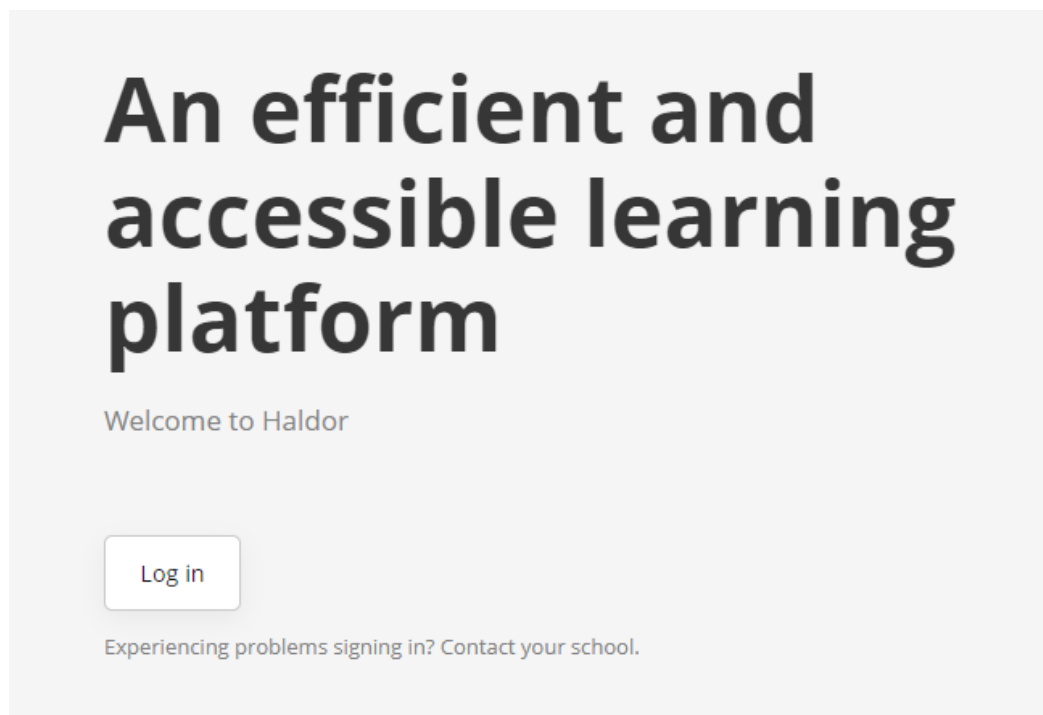
## Standards Reminders

- No jewellery – better if students leave jewellery at home
  - Includes no plain earring retainers
- Black tights or plain white socks (no frills)
- No hoodies – outdoor coat protects against the Oldham weather!
- Hair: no additional decorative accessories
  - Any highlights or colouring should be natural
- Year Badges
- No rolled skirts



# Haldor Homework - Setting up your account

1. Choose Login on  
<https://parent.haldoredu.com/>



An efficient and accessible learning platform

Welcome to Haldor

Log in

Experiencing problems signing in? Contact your school.

2. Choose Forgot your password?

## Choose login method

### Log in via municipality or school

If your child belongs to a municipality or goes to a school that is in the list, you can select it to log in.

Select login ▾

### Log in via Haldor's login

If your child attends a school that uses Haldor's login, enter your email address and password.

👤 Email

🔒 Password


Log in

[Forgot your password?](#)



3. Enter the email you have registered with school

Reset your password

 Email

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Submit

4. You will receive an email with a link where you can create a personal password. If you haven't received the email, please check the junk mail folder.

5. You can now log in via Haldor's login

Choose login method

Log in via municipality or school

If your child belongs to a municipality or goes to a school that is in the list, you can select it to log in.

Select login ▾

Log in via Haldor's login

If your child attends a school that uses Haldor's login, enter your email address and password.

 Email

 Password

Log in

[Forgot your password?](#)





The Blue Coat Sixth Form



# Our Mission

We welcome inquisitive minds, ready to become everything that they can be and everything they are meant to be.

Our students are encouraged to explore their intellectual curiosity, critical thinking and social responsibility. Through motivation, support and challenge, we help students to realise their true potential and to be prepared for life in an ever-changing world.



# Open Evening

Study with The Blue Coat Sixth Form

Thursday the 19th October  
6pm - 8pm

**Unlock  
your full  
potential.**

  
**Ofsted**  
Outstanding  
Provider





# The Blue Coat Sixth Form Application and Enrolment Timeline 2023/24

Events	Timeline	Key Information
Sixth Form Open Evening	Thursday 19th October 6–8pm 2023	Come along to our annual October Open Evening, where you can meet subject specialists, current students and find out more about what we can offer you.
Sixth Form Applications Open	October to December 2023	Complete our online application form.
Advice and Guidance Meetings	January/February 2024	We will invite you to come and meet us so that we can start to get to know you and build a picture about your subject choices and ambitions.
Conditional Offer	March 2024	Successful applicants will receive a letter confirming a provisional offer.
Pre-enrolment	July 2024	We will meet you again at our pre-enrolment event where you will learn lots more about your transition to Sixth Form.
Results Day & Enrolment	Thursday 22nd August	Come along to our enrolment on GCSE results day where you finalise your application and subjects.

**Effectively using  
your time at  
Key Stage 4**



# MOST COMMON & LEAST EFFECTIVE

## Highlighting

Not productive – students will focus in on just that fact and not the wider context/information

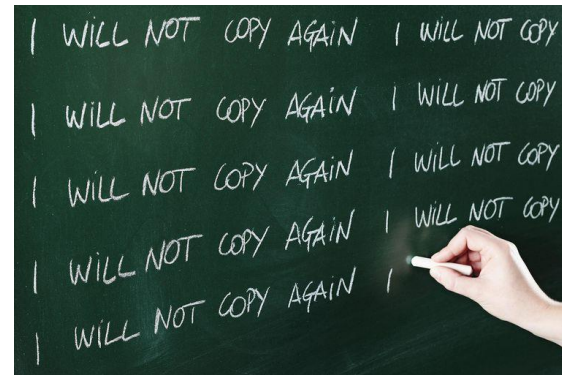
Highlighting texts feels good. You can draw attention of people to a word or perhaps even to a whole sentence that spans across multiple lines in such a way that hyphenation etc. are not affected.



## Re-reading



## Read, Cover, Review



## Re-writing notes

## Summarising

**S**UMmarise It

**S**horter than the text

**U**se your own words

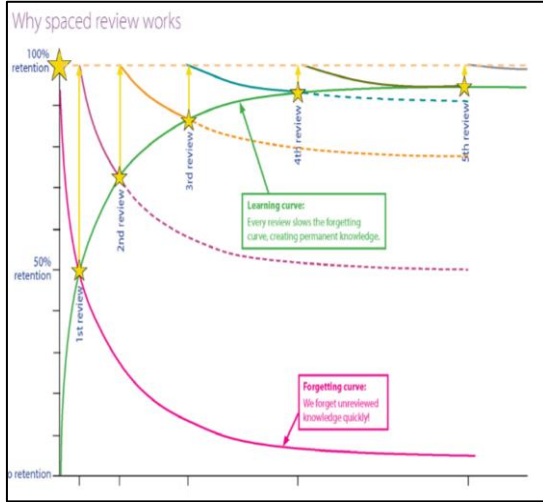
**M**ain ideas only



## Cramming



# STEER your knowledge



## Spaced Learning

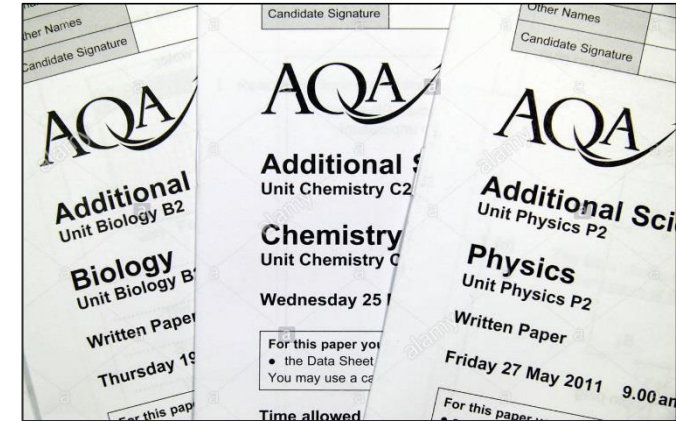


## Retrieve Knowledge

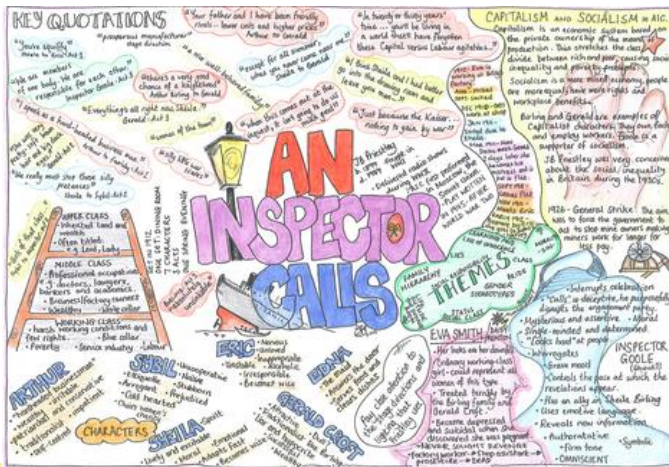
- S** – Space
- T** – Transform
- E** – Elaborate
- E** – Examine
- R** – Retrieve

## Transform Knowledge

## Exam Practice



## Elaborate on Knowledge



# THE BLUE COAT SCHOOL | THE VALUE OF REVISION

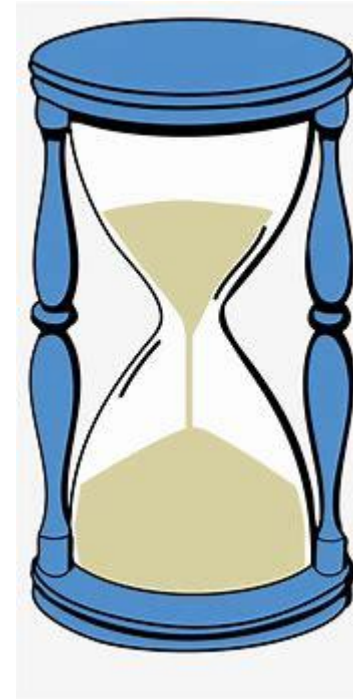
**1 - 1½ grade** difference is made with effective planning and revision

**88%** of students who complete effective revision **achieve their target grades**

**Y11 students have done the time ...  
10 years in education**

**Approximately 1921 days  
= 9650 hours**

**Time to make all your hard work count**



# How to Support Exam Preparation - Sleep

- **8 hours sleep is optimum**
- Lack of sleep results in irritability, forgetfulness, poor concentration and attention span shortens. Memory, language, planning and sense of time is severely affected, practically shutting down.
- 17 hours of sustained wakefulness leads to a decrease in performance equivalent to a blood alcohol level of 0.05% (two glasses of wine). This is the legal drink driving limit in the UK.
- **Routine is important:** go to bed at the same time every night and get up at the same time every morning
- Avoid vigorous exercise before sleep, and late afternoon or evening naps
- Avoid eating large meals before bed and avoid caffeine before bed. In fact, after lunch!
- Take a warm bath before bed and then listen to soothing music if you have a particularly difficult time getting to sleep
- Stop all use of mobile devices for at least 30 minutes before bed
- Do not read, watch TV, or study in bed - learn to associate your bed with relaxation
- Ensure a dark, quiet, cool environment
- Avoid oversleeping or lying-in bed for prolonged periods of time after your sleep is completed
- Try not to care whether you fall asleep or not - sometimes worrying about falling asleep is enough to keep you awake
- Do not lie in bed and worry. Get up and do something to alleviate the worry – have a notebook by the bed
- Do something relaxing to distract yourself from your inability to sleep



# How to Support Exam Preparation – Increasing Hydration and reducing Caffeine

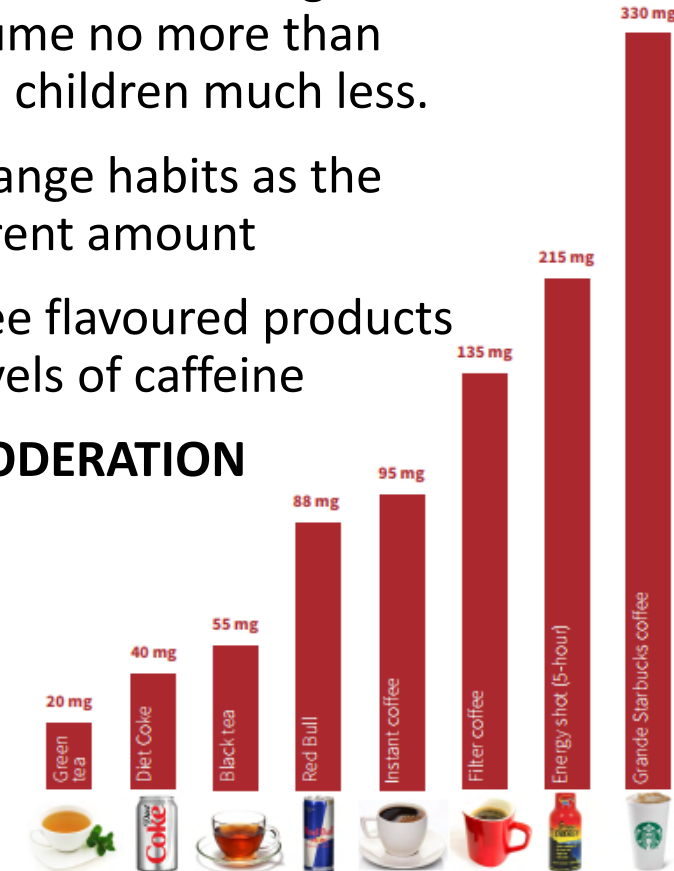
- Not drinking enough water reduces productivity, both mentally and physically
- Symptoms can include tiredness, confusion, reduced energy levels and the temptation to snack when not hungry

## Top Tips:

- Always have water on hand
- Alternatives – herbal teas, caffeine free alternatives
- Limit too many drinks that are high in sugar e.g. natural fruit juices, fizzy drinks and energy drinks
- Lead by example!



- Too much caffeine results in loss of sleep and energy, low mood, and low concentration.
- Monitor caffeine intake. On average adults should consume no more than 400mg per day, and children much less.
- Don't drastically change habits as the body is used to current amount
- Chocolate and coffee flavoured products can contain high levels of caffeine
- **EVERYTHING IN MODERATION**



# How to Support Exam Preparation – Being Active

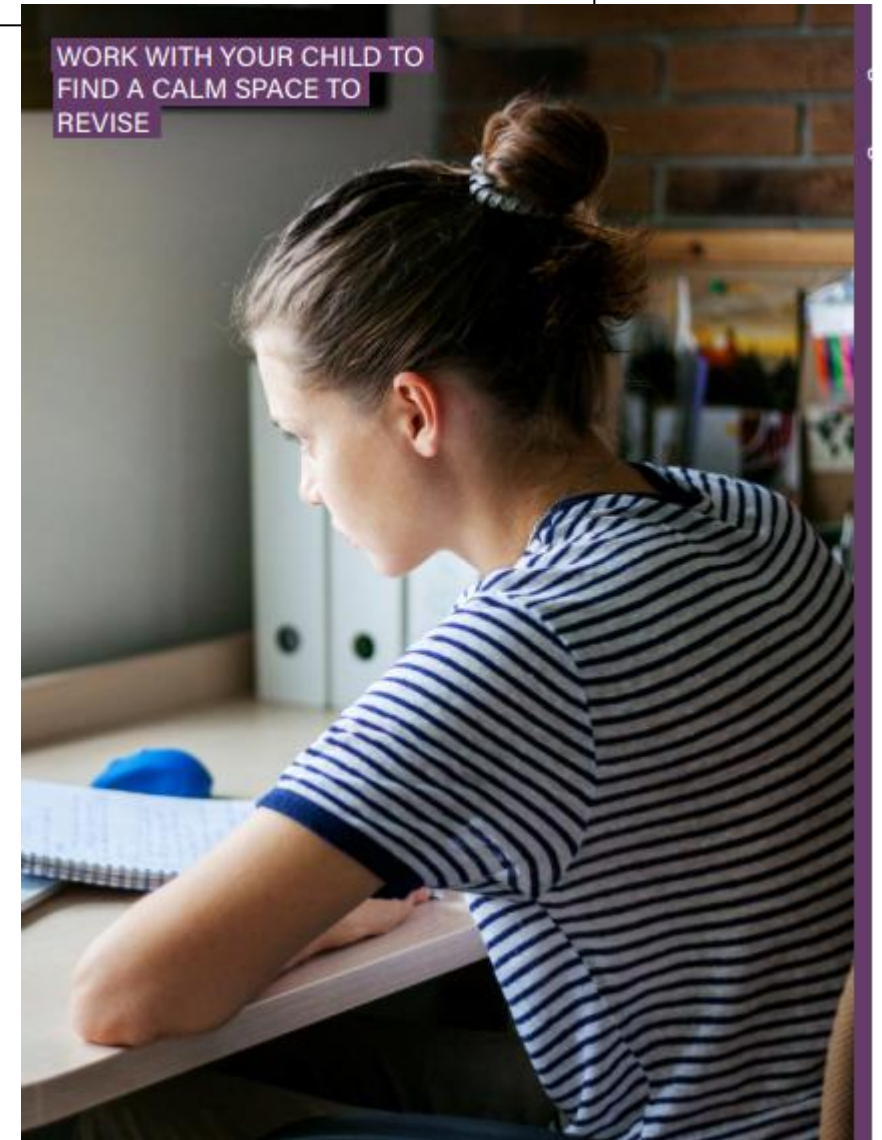
- Being active is a key component in healthy living – both for mental and physical health
- Outdoor activity, especially as a family, could give you quality time together, will ensure they get some fresh air and give them a good break from study e.g. park run, walk, visiting a park or local attraction; if poor weather, try bowling, visiting a museum, ice-skating, dancing or swimming
- Active hobbies release ‘happy’ hormones that are great for regulating mood, promoting self-confidence and reducing stress
- Exercising with friends or alone can be just as valuable as with family; it can increase the chances of them forming life-long healthy habits as well as releasing energy and making themselves physically tired (rather than just mentally tired), so supporting sleep
- If not keen on being active, encourage children to take regular walks to boost their circulation, stretch their muscles and be outdoors
- All children should spend some time being active outside every week.





# How to Support Exam Preparation - Environment

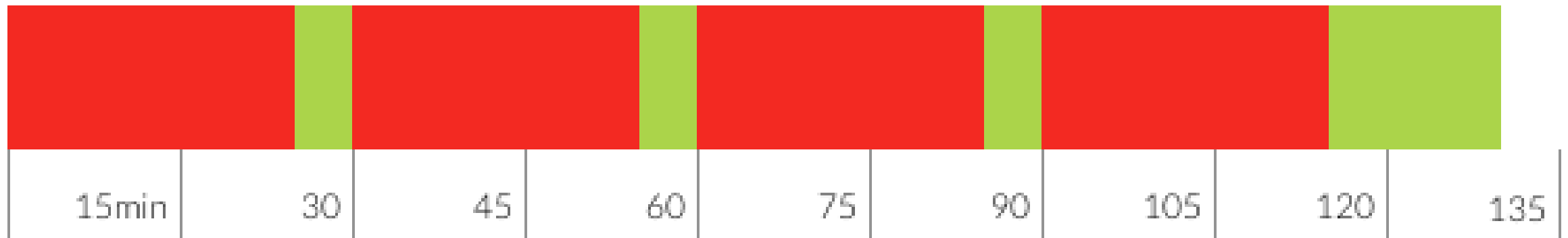
- Chat and show interest, but don't quiz about school-work
- Sometimes talking about something completely different will help to give children a break
- Sometimes different locations for revision and social, 'me' time help to compartmentalise the child's time
  - Quiet
  - Good lighting
  - Undisturbed
  - Space to organise work/books/notes
  - If not possible at home, try a local library or café with Wi-Fi?
- **Routine is important**
  - Try to keep mealtimes and family activities stable where possible
  - Use these as anchor points in the week
  - Eat together where possible and encourage chatting at mealtimes
  - Regularity will help to minimise children taking snacks away
  - Will improve overall time management



# The Pomodoro technique



## ONE POMODORO CYCLE



 WORK

 BREAK

# Revision Timetable

## Revision timetable - Easter ~~holiday~~

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
8am	<b>Maths</b> Fractions and algebra	<b>Geography</b> Revise case studies	<b>Science</b> exam paper 1 - timed conditions (2hr)	Family breakfast	<b>Art</b> Coursework	<b>English</b> Make notes on main text		
9am	<b>Geography</b> Volcanos	Drums lesson			<b>Science revision day with friends</b>	<b>French</b> Vocab revision	Drums lesson	
				<b>Maths</b> Simultaneous equations				
10am	<b>History</b> Essay question	<b>History</b> Read through unit 2 notes	Time off		<b>Maths</b> Simultaneous equations			
	<b>French</b> Vocab revision							
11am	<b>Maths</b> Algebra				<b>Geography</b> Revise coastal defences	<b>English</b> Make notes on main text		
LUNCH	LUNCH	LUNCH	LUNCH		LUNCH	LUNCH		
2pm	<b>Science</b> Physics	<b>Art</b> Coursework	Football and swim lesson		<b>Geography</b> exam paper 1 - timed conditions (90 mins)	<b>Science</b> Biology		
	<b>Art</b> Coursework					<b>History</b> Key dates		
3pm	<b>Science</b> Chemistry	<b>Art</b> Coursework				<b>Unplanned revision</b>		
4pm	<b>Unplanned revision</b>	<b>English</b> Completes an essay question			Dinner and cinema	Evening off		
5pm	Gym	Time off		Gym				
6pm	Time off	Time off		Time off				
Evening	<b>English</b> Look through unit 1 notes	<b>Maths</b> formulas		<b>History</b> Make flash cards on unit 2				
		<b>French</b> Vocab revision						

# THE BLUE COAT SCHOOL | ORGANISATION & PLANNING

## Option A (Cramming):

- 5 months - Watch videos
- Run 15 hours a day - last 2 weeks

## Option B (Blocking):

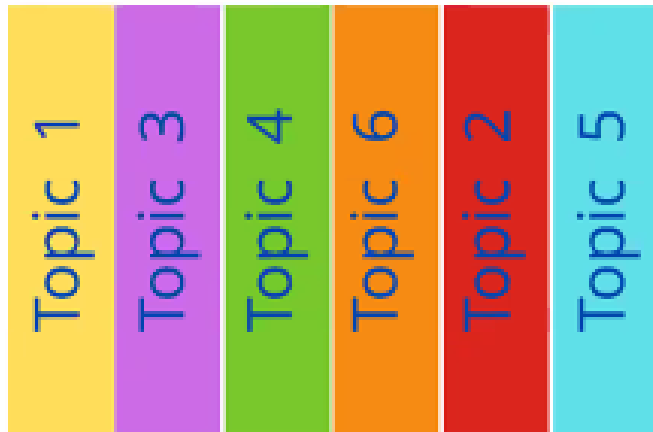
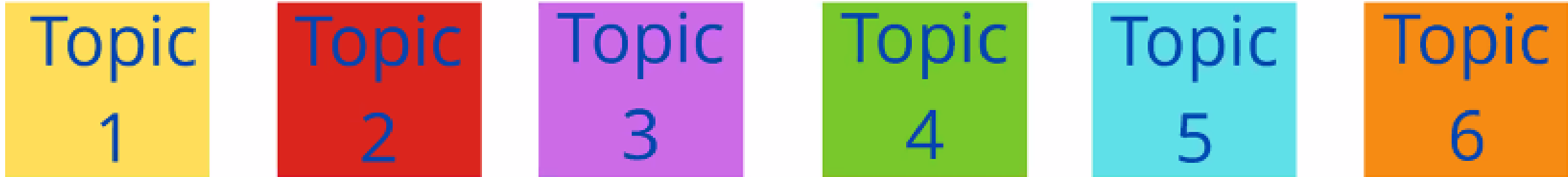
- 3 months - Legs only
- 3 months – Arms

## Option C (Interleaving and Spacing):

- Training schedule shifts between running, working on arms and legs (**Interleaving**).
- Spread your time over the entire preparation period (**Spacing**).

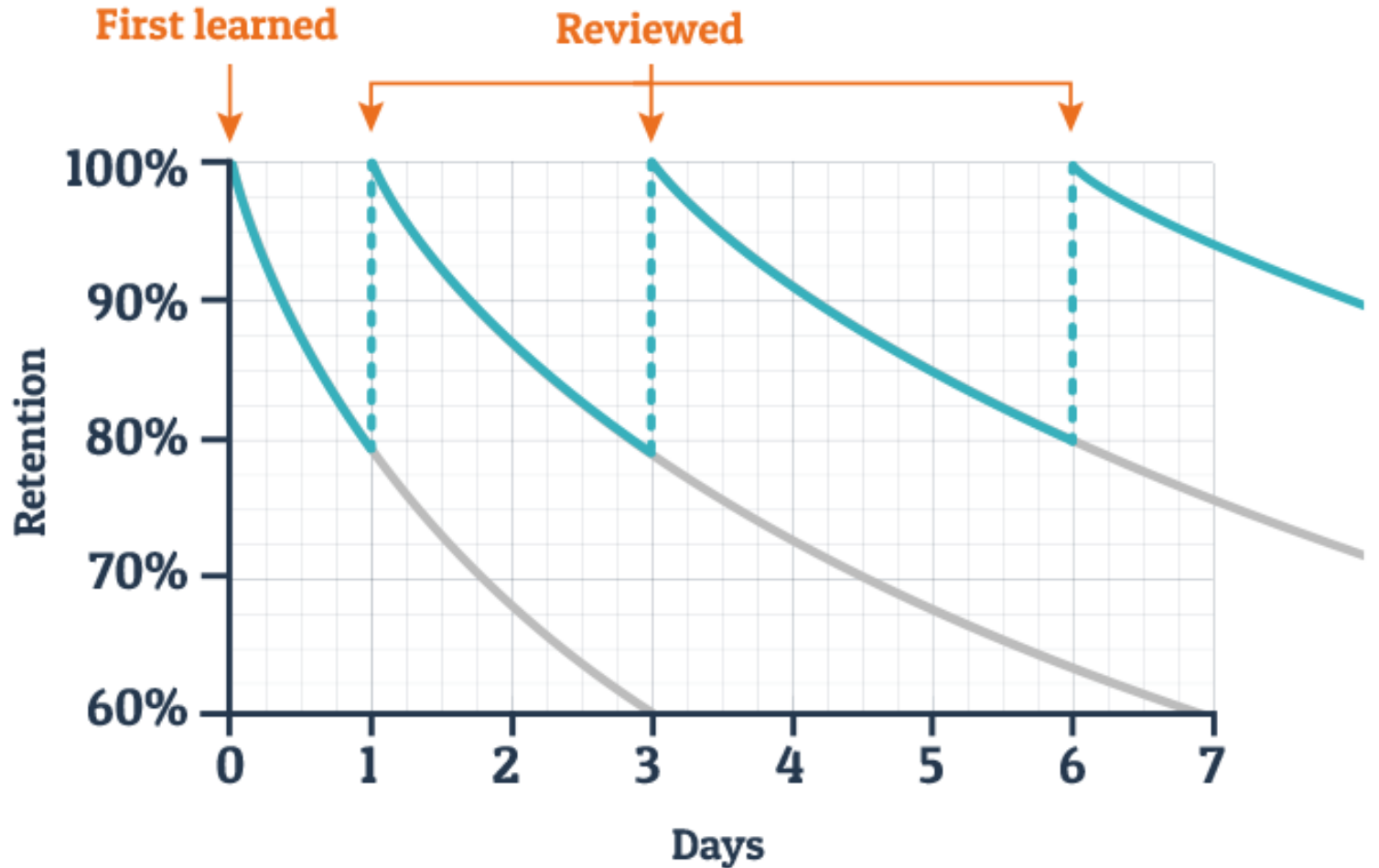


## Blocking vs Interleaving



# THE BLUE COAT SCHOOL | SPACE YOUR REVISION

What is it?	Why does it work?	What can I do?
<p><b>It means spreading out revision instead of cramming it all in at the last minute</b></p> <p><b>Spaced practice means allowing time to elapse between learning to make the practice more difficult</b></p>	<p>It produces stronger learning and memory</p> <p>Spacing your practice out doesn't feel as satisfying, but it results in memories that are more likely to be useful when exam day comes around</p> <p>Research evidence shows that if you space your learning you remember 25% more than when you cram</p>	<p>Revise little and often. Set aside at least one hour a day to revise - 1 hour a day for 7 days is more effective than 7 hours all at once</p> <p>Make flashcards etc. everyday not all at the last minute, so that when it comes to exam period these notes are done and you can use the remaining time to test yourself and practice questions</p>



# How to Support Exam Preparation - Planning

- Goal-setting
- Plan which subjects and which topics
  - Limit to 2 or 3 on weeknights
- Block the sessions in **chunks**
- Plan in **short breaks**
  - E.g. 7-9pm – 25-minute chunks of revision with 5-minute breaks in-between
  - Enables eyes to rest and change thinking patterns between topics
- Build in **longer breaks** to include activities, to ensure children completely switch off
- Be **strict but flexible**

A REVISION TIMETABLE WILL HELP STRUCTURE REVISION AND KEEP YOUR CHILD FOCUSED



# Support During the Exams

- Help **organise** their week so they feel in control
  - Prepared for the next day
  - On time – set alarm in good time
  - Equipped
  - Not rushed
- **Prepare snacks** and **water bottle** (clear) for the next day
- Eat **breakfast**, or bring it with them for before the exam
- **Limit stimulants** before an exam – may be too typed up to focus – continue normal routine
- If 2 or 3 exams in one day, have **extra food to revitalise**
- **Exam anxiety is natural** – support with all of the previous ideas, and maybe practice meditation, breathing techniques or yoga, smell certain relaxing essential oils or drink relaxing herbal teas
- **Lead by example** – remain calm and positive



Useful links:

[AnxietyUK](#)

[NHS](#)

[kooth](#)

[SAMARITANS](#)

[mind](#)  
for better mental health

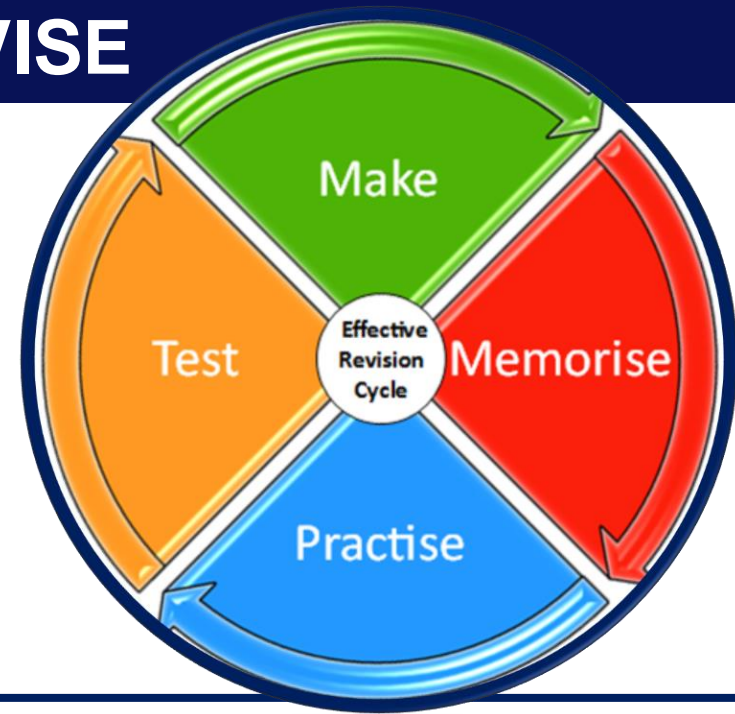
[stressbusting](#)



# THE BLUE COAT SCHOOL | HOW TO REVISE

We remember:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 40% of what we see and hear
- 70% of what is discussed
- 95% of what we teach to someone else

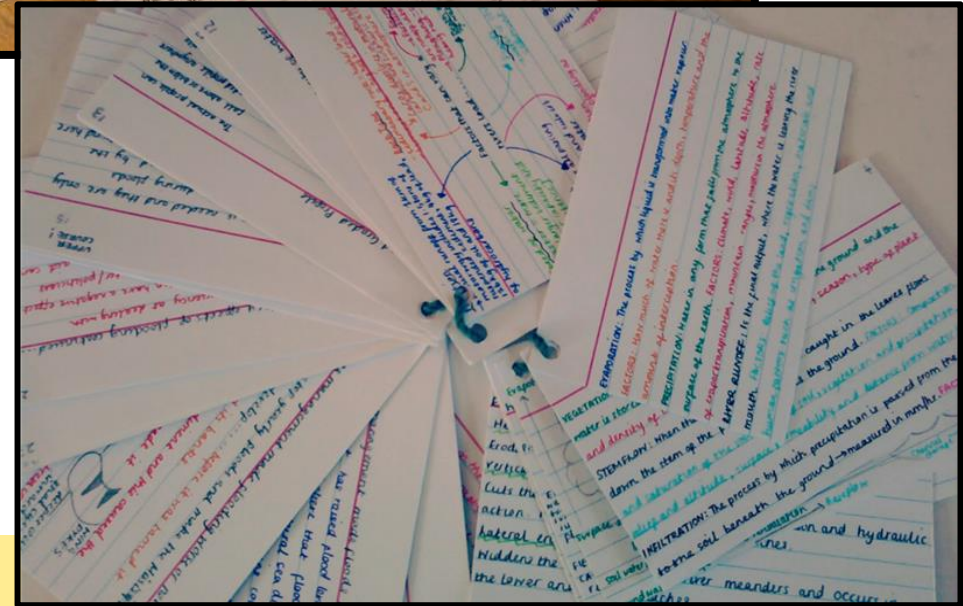
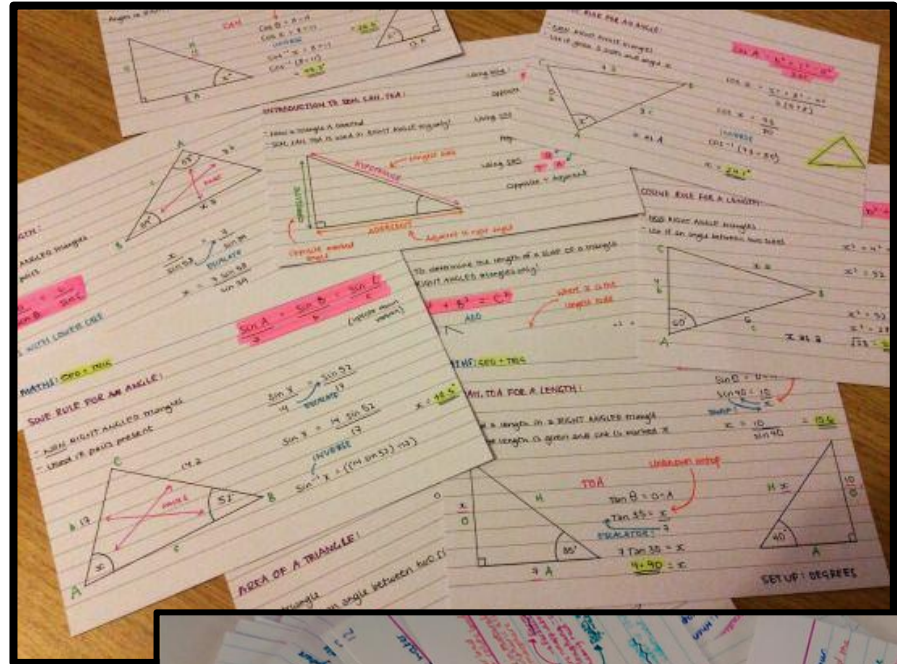


- Learning and revising are active processes which should involve engaging with your subject material.
- Here are some of the most effective ways to revise using evidence from years of **neuroscience** and **memory** research.
- The aim of revision is to make sure that your **lesson knowledge** is processed deeply and therefore moves into your **long-term memory** stores. You also need to be able to recall these memories in the exam.
- **STEER** knowledge in the right direction!



# THE BLUE COAT SCHOOL | FLASH CARDS: RETRIEVAL PRACTICE

- Write from memory.....and then check
- Test yourself frequently – Quizzes, Essays.....from memory
- Flash cards are good for revision - to have maximum impact, must be high quality, and then use them in activities e.g. peer testing, Look, Cover, Write from memory, Check
- Not just for learning but to apply knowledge
- Will look different in different subjects
  - Key terms on one side, information on back (and questions to apply – friends and family to test – *remember 95% of what we teach*)
- Recall information – create piles of success and not, keep doing it until no cards on the ‘can't remember’ pile
- Speak it out loud – research has shown this aids memory



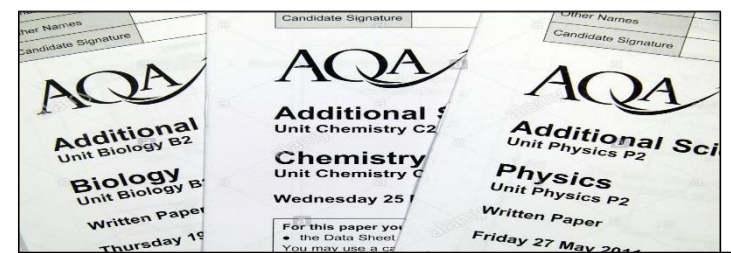
**JUST CHECK AND USE TO INFORM NEXT REVISION SESSION**

# THE BLUE COAT SCHOOL | EXAM PRACTICE – VERY EFFECTIVE

Exam questions in controlled conditions build up the amount of content examined.

- Ask for additional exam questions on topics you need to revise/struggle with
- When you have completed the questions, ask your teacher for the answers, or feedback on longer questions
- Read the examiners' reports

The more you practise something, the more likely that it will become automatic, and take up less space in your working memory



**Exam success - not just remembering material - need to apply it**

What is it?	Why does it work?	What can I do?
<p><b>Applying knowledge in the way it is going to be tested in the examination</b></p>	<p>Practicing something regularly will make it a permanent habit, which can benefit you in the long term</p> <p>Practice also involves mental manipulation of your knowledge, a deep process activating many areas of the brain</p> <p>Practicing skills over time causes neural pathways to work faster in your brain, which improves recall in exams</p>	<p>Do exam questions (these are on the "Everyone Drive" for psychology)</p> <p>Make up exam questions for each command word</p> <p>Use mark schemes to see what the examiners are looking for</p> <p>Read examiner reports to see what examiners like you to write and what they don't like!</p> <p>To improve your performance, you need to practice frequently, and get lots of feedback so you practice correctly</p>

# THE BLUE COAT SCHOOL | SUBLIMINAL AND STRATEGIC REVISION

Subliminal and strategic revision can be a really powerful revision strategy when trying to retain and recall short pieces of information e.g. key dates in history, equations in Maths/Science.

This can be done by placing revision notes/fact sheets in strategic positions within the household.

By doing this, a pupil will be repeatedly exposed to revision content as they go about their everyday life, continuously reading, retaining and recalling the information presented.



## Audio recording and playback of revision notes

More recently, there has been an increase in the recording of revision notes, to then be played back to the pupil through the electronic devices.

Much like an actor rehearsing lines, by repeatedly listening to these notes throughout the day (bus/car journeys, before going to sleep), an increase in retention can be seen if a preferred style.

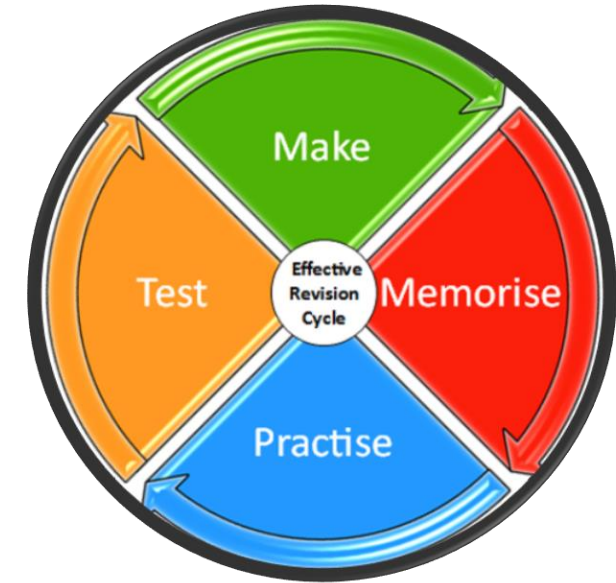
# THE BLUE COAT SCHOOL | HOW TO REVISE - SUMMARY

## Efficient Revision Top Tips

- Get **organised** and plan your revision – interleave and space it!
- **Variety** is key – try a range of revision strategies and find what works for you
  - Make it **fun**!
  - **Engage with the information** - when revising, complete activities to ensure you are applying your knowledge/‘doing something’ with your knowledge
- **Test yourself regularly** (plan in time for revisiting topics)
  - Complete practice questions and check your work

## Other Factors

- **Eat and drink regularly**
- **Little and often** - take **regular breaks** – when you come back, try testing yourself on what you have just revised
- Revise in a **quiet** and **comfy** space with **no distractions**
  - **No social media** when revising
- Get **plenty of sleep**
- **Reward** yourself with fun things when you achieve – set goals

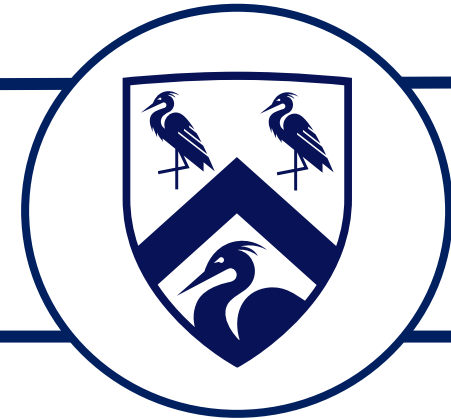


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# **THE BLUE COAT SCHOOL | (Religious Studies)**

Mrs Khaliq (HoD RS)

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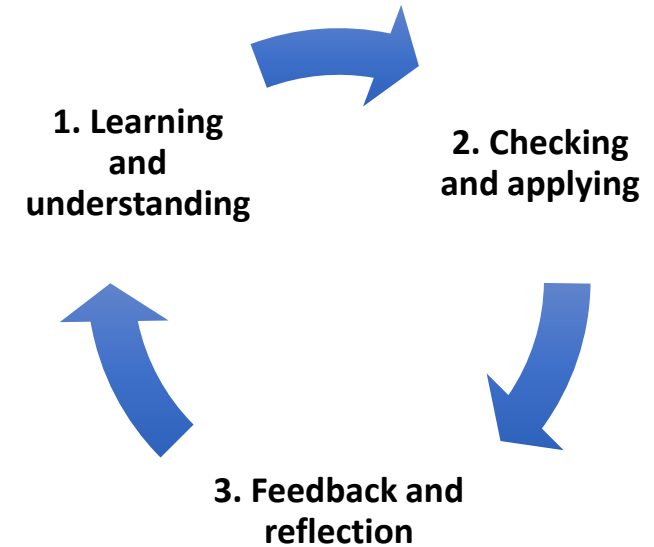




*The Blue Coat School*  
*Faith – Vision – Nurture*

# What revision should look like

- Research suggests that not all revision techniques are equal. Some are more effective than others.
- The purpose of revision is to ensure that learning moves into the long term memory.





The Blue Coat School  
Faith – Vision – Nurture

# What revision should look like

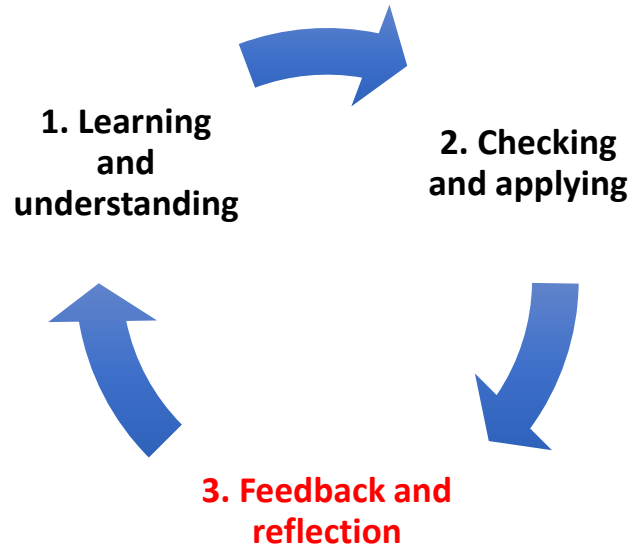


Table 1: Effectiveness of ten learning techniques, from Dunlosky et al (2013) <sup>39</sup>

High utility	<b>Practice testing</b>	Self-testing or taking practice tests on material to be learned.
	<b>Distributed ('spaced') practice</b>	Implementing a schedule of practice that spreads out activities over time.
	<b>Elaborative interrogation</b>	Generating an explanation for why an explicitly stated fact or concept is true.
Moderate utility	<b>Self-explanation</b>	Explaining how new information is related to known information, or explaining steps taken during problem solving.
	<b>Interleaved practice</b>	Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of material, within a single study session.
	<b>Summarization</b>	Writing summaries (of various lengths) of to-be-learned texts.
	<b>Highlighting</b>	Marking potentially important portions of to-be-learned materials while reading.
Low utility	<b>Keyword mnemonic</b>	Using keywords and mental imagery to associate verbal materials.
	<b>Imagery use for text learning</b>	Attempting to form mental images of text materials while reading or listening.
	<b>Rereading</b>	Restudying text material again after an initial reading.



1. Learning and Understanding Content	2. Checking that I understand and can apply the content	3. Feedback and reflection
<p>Re-read/re-write class notes from your exercise book.</p> <p>Read/make key word/scripture cards.</p> <p>Make consolidated revision notes – mind maps/flash cards/fish bone diagrams etc.</p> <p>Read and highlight revision cards/notes.</p> <p>Add pictures/images to your revision cards.</p> <p>Read through the past paper questions and mark schemes – highlight important information. You could traffic light them – which are easy, ok, difficult?</p> <p>Use mnemonics/memory palaces etc to help you to remember key content.</p> <p>Read and highlight any model answers you have been given.</p> <p>Read through your answers and feedback on any tests you have done.</p>	<p>Reproduce revision mind maps/flash cards with no notes in front of you.</p> <p>Get someone to test you on your flash cards/key word/scripture cards.</p> <p>Look, cover, write check with your revision cards.</p> <p>Draw a diagram to represent key areas of the content. Can you then explain the diagram to someone/out loud?</p> <p>Record yourself explaining a key concept or area of the course.</p> <p><u>Answer some past paper questions from your topic booklets. You could build up to doing these in timed conditions.</u></p> <p>Discuss areas of the course with your peers and ask questions if you are unsure. Can you confidently talk about the topics with no notes?</p> <p>Teach a family member or friend about an area of the course, without using your notes.</p>	<p>Compare your revision ‘test’ notes against your revision cards – what have you missed out?</p> <p>How successful were you in explaining your diagram? What do you need to clarify/work on? Go back to your notes to check.</p> <p>Listen back to your recording – does your explanation make sense? Tick off on your notes what you have mentioned – what did you forget?</p> <p>Self-mark your answer using your revision notes/exercise book to help you.</p> <p>Ask your teacher or a peer to mark your answers then improve your answer based on the feedback.</p> <p>Make a note of any areas of the course you feel less confident about – go back over these using one of the strategies in column 1.</p> <p>Go back through your exercise book/tests and have another go at any questions you got wrong.</p>

# Where we are at?



*The Blue Coat School*  
*Faith – Vision – Nurture*

- Students in RS have now finished paper 1 and have parts of paper 2 left.

Examiner report highlights that paper 1 is a strength. This is due to revision and spaced learning that takes places outside the classroom.

- All students have been given a set of revision materials for paper 1 and the topics from paper 2.

These should be coming home at the end of every lesson.

Students will have their first TTC week commencing 16<sup>th</sup> October.



# Important questions to ask

- What have you done for RS today?

*“Paper 1, Paper 2, Quotes, Exam questions, Mind maps, BBC bitesize, highlighting, reading”*



Which part?

- Give me the pieces of scripture you have looked at?



How can you use these in an influence question?

- Have you looked at any new keywords today?

- In what way would the revision from today fit into a 12 mark question?

What is next?

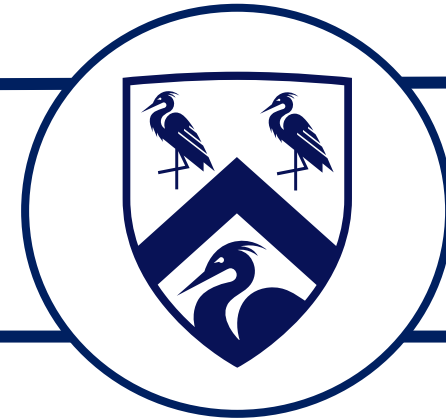
What is left?

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# **THE BLUE COAT SCHOOL | (Religious Studies)**

Miss Nevell (HoD English)

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# English Literature and Language

- Summary
  - Two qualifications
  - All pupils entered for both literature and language
  - 4 Papers in total plus a Spoken Language NEA

**"Memory is the residue of  
thought"**



# English Literature 2023-2024

## Literature Paper 1

- Macbeth – Shakespeare (30 marks + 4 marks SPAG)
- A Christmas Carol - Dickens (30 marks)

## Literature Paper 2

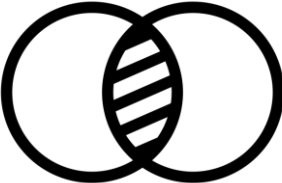




- An Inspector Calls – J.B. Priestley (30 marks + 4 marks SPAG)
- Power and Conflict Poetry (30 marks)
- Unseen Poetry (24 marks + 8 marks SPAG)



# Curriculum coverage

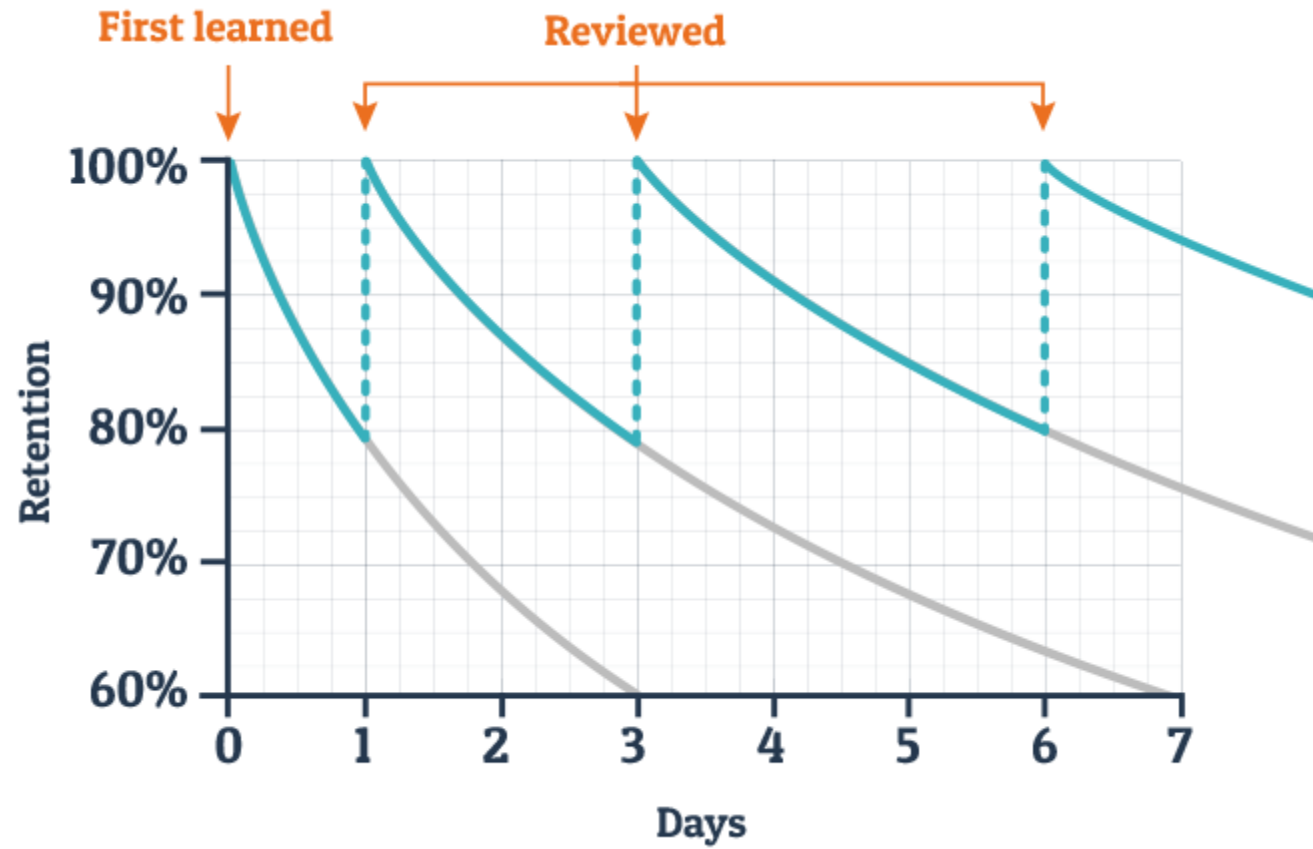
- Year 10:

- Macbeth
- An Inspector Calls
- Poetry anthology selection
- Language Paper 1 – Section A and B
- Language Paper 2 – Section B

	HT1	HT2	HT3	HT4	HT5
Year 11	Language Paper 2 	'A Christmas Carol' – Charles Dickens 	Power And Conflict Poetry 	Language Paper 1 revision 	Bespoke Revision 



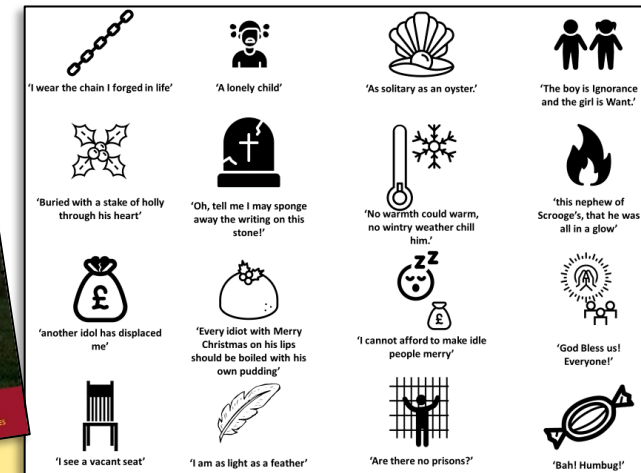
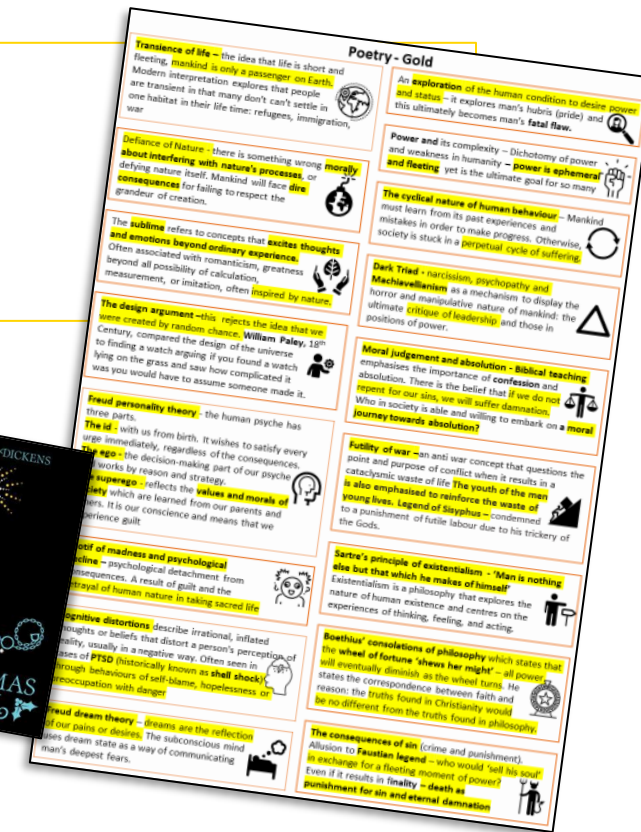
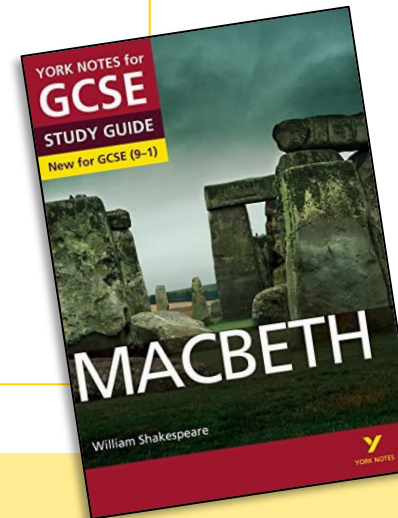
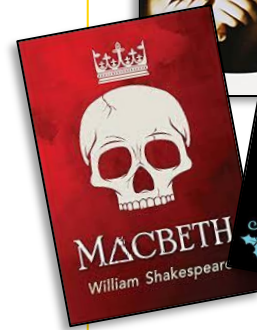
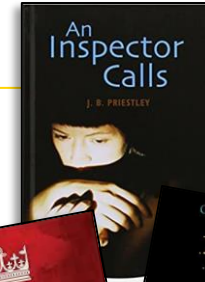
# The Forgetting Curve





# Literature -Top Tips

- Read the **whole texts** – Macbeth and ACC are extract based. AIC gives no extract but a choice of questions
- Revise the **hardest** sections and skills first
- **Practice** essays under timed conditions
- **Cue cards** of key quotations and analysis
- Seneca Learning
- Massolit
- Keep **revisiting topics** at regular intervals
- **Powerful knowledge on a Page**



# Powerful Knowledge on a Page

## The Powerful Knowledge on a Page

is a collection of the best concepts, critical ideas and analysis for each text.

Pupils will be given these for every text.



**A Christmas Carol**

The novel's allegorical setting – punishment and retribution as the penalty for transgression (sin) against humanity. Chains as a symbol of purgatory, but the points of the Industrial Revolution and interconnected nature of the world.

The 1834 Poor Law – instead of providing 'resource or relief' for the poor it became a **degraded prison system** (legal to be in debt or poverty, punishing ill-fortune with hard labour to pay the government money, it's estimated to have killed 5,000 a year). Dickens opposed the Poor Law due to his first-hand experience of child labour in a factory while his father languished in debtors' prison.

Dangers of Capitalism and Capitalism without a conscience – a Marxist reading (LST) exploring the issues of capitalism without a conscience. Dickens intended to **warn indifferent people from their selfish slumbers**. 'Many would rather die... excuse me – I don't know that.'

Repeated motif of children – through the binary opposition of innocence vs experience and the most vulnerable and exploited in society. Scrooge's interaction with a child in each stave reflects his **pilgrimage to redemption and renewal** until he is too is 'as merry as a schoolboy', reflecting his desire to be born anew.

Male ambition and egotism – Scrooge's potential and ambition (fatal flaw) he commits to **narcissism and selfishness**. Allusion to the 7 deadly sins – Wrath, Greed, Envy, Pride. **Critique of the male dominated Victorian society**.

Spirits act as divine intervention from God – they facilitate Scrooge's moral transformation. Marley's **propaganda** is provided. The spirit brings a **lesson of fatalism** to the plot: Scrooge cannot avoid their gifts in the same way that without them, he can't avoid his destiny in hell!

Tabula rasa – Man is born as a blank slate, the nurturing experiences of our lives inform our **moral self**, to avoid the fate of Marley he must 'scrape away' his past life to lead to a blank slate. The ghosts jolt the protagonist and reader into an awareness of themselves and realise it is their **free will** that dictates their tabula rasa and experiences.

Redemption: The potential to restore and reclaim those who have sinned or have lost their way to society. Scrooge's **rise and fall** is mirrored with his capitalist rise, to avoid microcosm of all humanity, our flaws and capacity for **change**. All transgressions in S1 are paralleled and redeemed in S5. Although Scrooge lost his chance for redemption, he redeems himself with parental love for Tim.

Structural progression of the three visitations from nostalgia, to pity, to fear. We undertake a **pilgrimage to redemption** with Scrooge much like Saul on the road to Damascus: creating to collect money and persecuting the masses in favour of love.

The most of Christmas – as a time of family, love, generosity and goodwill. Dickens uses Christmas to **highlight the inequalities in society** 'but to magnify the inequalities in society' 'but to magnify the inequalities in society'.

Mathusian theory – Thomas Malthus concluded that resources would deplete due to rapidly increasing population. He stated that the lower classes should be allowed to die to ensure the survival of the **educated upper echelons**. Dickens disagreed with this with the arguments that no one has the right to dictate who lives and dies. **Decrease the surplus population!**

Subversion of the natural order – The natural world is pitted against Scrooge for betraying the commandment to 'love thy neighbour'. He is ostracised by God, **Fog: pathetic fallacy for ignorance**, resulting in the **warth of God** caused by Scrooge's moral sins.

Physiognomy – relationship between external appearance and morality. **Hellish imagery** 'shrieked his chest' 'eyes red' – Scrooge aligned with the Devil in S1 to a fallen angel – redeemed in S5 to demonstrate he's welcomed back into god's family: 'happy as an angel'.

Dichotomy between rich and poor – Dickens sheds a light on the **extremity of poverty and the consequences of ignorance**. He **humanises the deserving poor** through the Cratchit family and their moral goodness 'yet struggling' existence.

Moral and social paralysis. The inaction of society in the face of evil – **Machiavellian in its nature**. The Victorian upper echelons were aware of society's wealth inequality, however, they chose inaction, instead making it even more challenging to live in poverty. **breeds inhumanity**.

Commencement of human life – Scrooge sees the poor as **tools and cogs in the capitalist machine of the industrial revolution**. He dehumanises and **exploits the working class** 'surplus population' for his own financial gain – a microcosm for the businessmen of Victorian society.

Symbolic relationships: Scrooge and Tiny Tim – Tim's mortality (whether he lives or dies) is effectively controlled by Scrooge's moral journey. **Marley's gift is mortality**. Symbolic links to each spirit holding their didactic message within him.

Power subversion: at the start of the novella Scrooge and Marley's **hegemonic power** is **achieved through Wealth**. By the end Scrooge gains societal power, respect and responsibility through acts of love.

**An Inspector Calls**

Following the contents of a 1945 edition, Priestley wrote the play for an audience coming out of the horror of the Second World War, yet wrote to set his sights on 1912, two years before the play's personal War – **World on the brink of chaos in the process of recovery**.

Marxist Philosophy – Society is capitalist and the bourgeoisie are the proletariat for the upper, class and they create a microcosm. Dickens is Mr. Birling. Birling for the bourgeoisie – proletarian living the bourgeoisie. Now he has a higher status and inherits others from improving their lives making him a hypocrite.

Class character – Priestley, fearful of a return to war, political instability. The men who class suffer, they create problems leaving the bourgeoisie. Now he has a higher status and inherits others from improving their lives making him a hypocrite.

Subtle message of social responsibility – Priestley is warning the audience that the bourgeoisie are the cause of the problem rather than the proletariat. Society is better when compassion is foregrounded.

Individualism – emphasizes the **role of the individual** in the society's progress. Their beliefs and needs rather than by following them and not conforming to others. Eric potentially facing a life of judgement and social ostracism.

Responsibility – Character questions their place in the world and their role in the death of Eva Smith. Eric returns with her evidence and the morality of bringing a child into a lawless world. The experience of her hopelessness through social ostracism encourages the **individual to question their own position in the world**. 'We don't live alone'.

Commencement of human life – Eric's infantile and their bodies from a category into objects of acceptance. **Eric as the future proletariat** – Noticing the changing nature of the capitalist machine being built.

Moral judgement and absolution – **Biblical teaching** throughout the play, Eric's moral journey from a child to a man. Eric's moral journey from a child to a man.

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**Power and Conflict – War**

Sentence stems:

- When considering the theme of \_\_\_\_\_ it is pivotal to consider \_\_\_\_\_.
- While [Poem A] explores... [Poem B] similarly [Poem B] establishes the theme \_\_\_\_\_ through \_\_\_\_\_.
- The poet uses [subject T] to explore the concept of \_\_\_\_\_.

The poem explores the ephemeral nature of power through the quotation...

Key words:

- Intensifies, exacerbates, heightens, shifts, alludes, implies, conveys.
- Metaphor, simile, personification, imagery, symbolism, allusion, irony, oxymoron, paradox, hyperbole, onomatopoeia, synecdoche, metonymy, synecdoche, metonymy, synecdoche, metonymy.
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**Power and Conflict – War**

Blood shadow – allusion to the blood of war caused by the **impure nature of war**. **War** 'blatant' 'glorious' 'distortion' – alludes to the soldier's **moral and cognitive death** through **war** and the **physical manifestation of war** and death.

Paradox – suggests the war is **just** for his patriotic country but **immoral** for the soldier's **physical and cognitive death**. They are **symbols** of war and the **distortion** of war. The **distortion** of war is **symbolised** in the **hands of war**. 'Change in an soldier's' 'view of patriotism' and the **physical and cognitive death**.

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# English Language 2023-24

## Language Paper 1

*Explorations in creative reading and writing*

- Q 1-4 – Analytical questions (40 marks)
- Q 5 – Narrative or descriptive writing (40 marks)

## Language Paper 2

*Writers' viewpoints and Perspectives*

- Q 1-4 – Analytical and comparative questions (40 marks)
- Q 5 – Non-fiction creative writing (40 marks)



# Language -Top Tips

- **Read fiction and non fiction widely**
- **Practice papers** under timed conditions
- Know and revise the **question strategies**
- Know and revise **language** and **structural features**
- Memorise and apply **creative vocab**
- Practice, practice, practice the **two creative writing components** – they are 50% of the qualification.
- Youtube tutorials – Mr Bruff, Mr Salles



# December Mock Exams

## Literature Paper 1

**1 hour 30 mins**

- Macbeth
- A Christmas Carol

## Language Paper 2

*Writers' viewpoints and Perspectives*

**1 hour 45 mins**

- Q 1-4 – Analytical and comparative questions (40 marks)
- Q 5 – Non-fiction creative writing (40 marks)



# Core Mock Exams

## Literature Paper 2 2 hour 15 mins

- An Inspector Calls – J.B. Priestley
- Power and Conflict Poetry
- Unseen Poetry

## Language Paper 1 1 hour 45 mins

*Explorations in creative reading  
and writing*



# Beyond GCSE – A-Level Taster Sessions



## Topic

English Language: How gendered language influences your experience of life

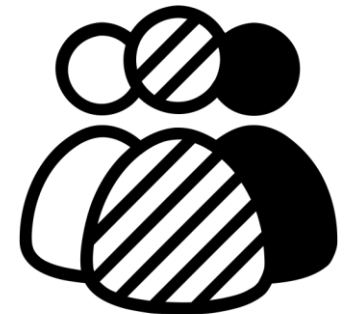
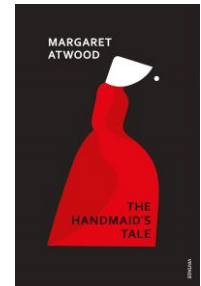
English Literature: The Handmaid's Tale

English Language: Attitudes to Language

English Literature: Literature as Rhetoric

English Language: Language and Ethnicity - Relationship, Culture & Theory

English Language: Bias in reality TV



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**THE BLUE COAT SCHOOL | (Mathematics Revision)**  
**Mr Murphy**

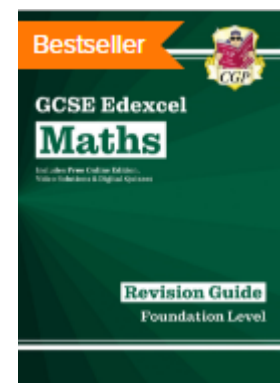
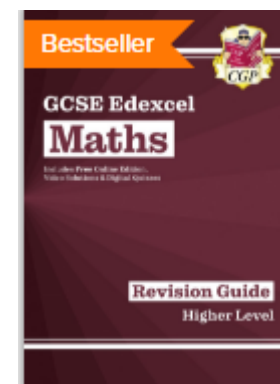
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## Exam information

Subject	MATHEMATICS
Subject title as it appears on the specification and specification code	Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Mathematics (1MA1)
Exam Board	EDEXCEL
Number of Papers Sat	3 (Paper 1 NC, Papers 2 and 3 Calc) All 80 marks and 90 minutes
Recommended revision guide (if any)	Any 9-1 Edexcel Revision Guide (CGP)





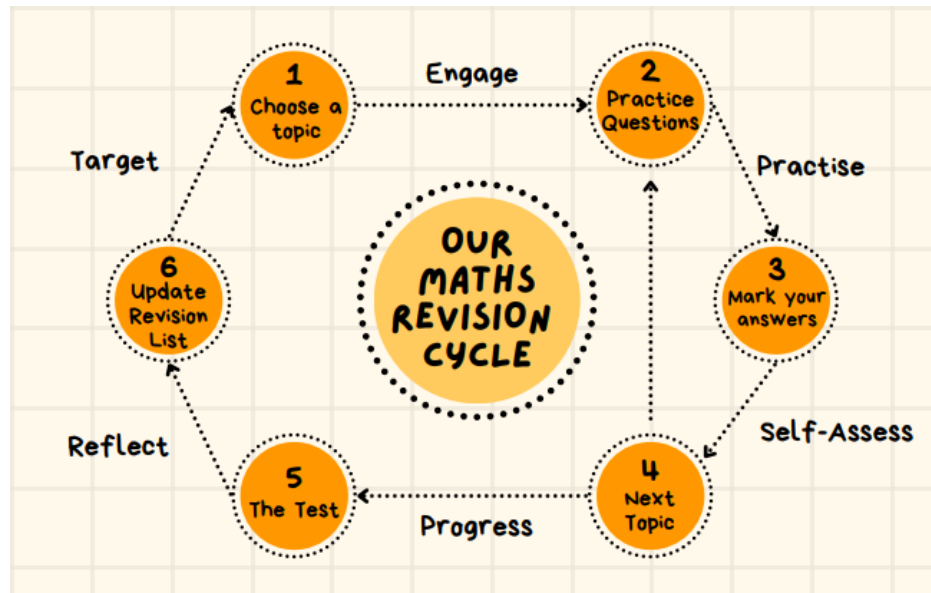


The Blue Coat School  
Faith – Vision – Nurture

# How to revise in maths

## How to succeed in mathematics

1. Be ORGANISED. Bring books to lesson. Do homeworks and bring this to lesson. Bring the correct equipment (including a calculator) every lesson.
2. PRESENTATION. Set out work as clearly as is possible. Show your workings to make it easier for the exam markers to award you marks.
3. ASK for help. Ask in class if you are unsure about something. If you cannot ask in class, see your teacher outside the lesson. This may only take 5 minutes to resolve and give you a few extra marks in the examination.
4. EFFORT. This includes putting effort in class and outside the lesson. Attempt questions even if they look difficult as there is a good chance some marks may be given through correct workings.



## Top Tips

- Some useful places to find videos and questions for revision are:
  - Cloudbox
  - Corbett Maths
  - Maths Genie
  - Sparx Maths
- Use "Ctrl" + "F" on websites like Corbett Maths to easily find relevant topics or videos.
- Try to do a little bit of maths everyday. 15-30 mins everyday will be a lot more productive than 2-3 hours all in one go.

## Staple Challenge

Every fortnight, we are improving exam performance by running a “Staple Challenge” in class. The aim is to minimize the errors made at the beginning of a paper (up to the staples), by doing a paper in exam conditions for 25-30 minutes. We then mark the paper and look at methods of approaching different questions as well as looking at mark schemes to see where marks are awarded.

Write your name here	
Surname	Other names
<b>Pearson Edexcel</b>	Centre Number
Level 1 / Level 2	Candidate Number
GCSE (9-1)	
<b>Mathematics</b>	
Paper 1 (Non-Calculator)	
Foundation Tier	
Thursday 25 May 2017 – Morning	Paper Reference
Time: 1 hour 30 minutes	<b>1MA1/1F</b>
<b>You must have:</b> Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser. Tracing paper may be used.	Total Marks

Write your name here	
Surname	Other names
<b>Pearson Edexcel</b>	Centre Number
Level 1 / Level 2	Candidate Number
GCSE (9-1)	
<b>Mathematics</b>	
Paper 1 (Non-Calculator)	
Higher Tier	
Thursday 25 May 2017 – Morning	Paper Reference
Time: 1 hour 30 minutes	<b>1MA1/1H</b>
<b>You must have:</b> Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser. Tracing paper may be used.	Total Marks

After the staple challenge...

Once the paper has been completed up to the staples and marked in class, the paper can be completed at home to the best of your son/daughter's ability. To help with this, solutions and videos to help complete this can be found on MATHSGENIE

Maths Genie

GCSE Revision

GCSE Papers ▼

A Level Revision

A Level Papers ▼

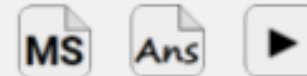
KS2 Revision

Resources

[June 2017 Paper 1](#)

[June 2017 Paper 2](#)

[June 2017 Paper 3](#)



Mib your own tests...

Once the paper has been completed, we have introduced PINPOINT LEARNING to year 11's. This enables pupils to work on questions that they have struggled with from their test.

# PINPOINT LEARNING

INDIVIDUALLY TARGETTED GCSE AND KS2 RESOURCES WITH REAL MATHS AND REAL RESULTS

**SECONDARY SCHOOLS**

**YEAR 6 PRIMARY SCHOOLS**

**PARENTS GCSE**

**PARENTS \*NEW\* 11 PLUS**

Please Select A Test

- 9 to 1 Specification
- A\*-G Specification
- White Rose
- IGCSE
- WJEC
- Eduqas
- Primary
- A-Level
- Pearsons ActiveLearn
- AQA KS3 Tests
- GL Assessments
- Physics
- TSA
- Your Own Bespoke Tests

- Edexcel
- AQA
- OCR
- PIXL
- LGfL
- Zigzag
- MthsWtch
- UL
- Dixons
- Harris
- Together Learning
- The Two Counties Trust
- Westcountry Schools Trust

- GCSE Exam Papers
- Secure Mocks
- Shadow Papers
- Specimen & SAMS
- Practice Papers
- Churchill Papers
- 9to1 Baseline Tests

- June 2023 GCSE Papers Edexcel
- November 2022 GCSE Papers Edexcel
- June 2022 GCSE Papers Edexcel
- November 2021 GCSE Papers Edexcel
- November 2020 GCSE Papers Edexcel
- June 2019 GCSE Papers Edexcel
- November 2019 GCSE Papers Edexcel
- June 2018 GCSE Papers Edexcel
- November 2018 GCSE Papers Edexcel
- June 2017 GCSE Papers Edexcel
- November 2017 GCSE Papers
- Edexcel Emporuium abc June 2017 QLA
- Advanced Info Super User 1 Papers
- Advanced Info Super User 2 Papers

You need to enter a mark for every question, please do not leave any blanks.

9to1\_2017\_GCSE\_1H Choose a different test

q1	<input type="text"/>	(5)	q2	<input type="text"/>	(2)	q3	<input type="text"/>	(3)	q4	<input type="text"/>	(3)
q5	<input type="text"/>	(5)	q6	<input type="text"/>	(2)	q7	<input type="text"/>	(3)	q8	<input type="text"/>	(3)
q9	<input type="text"/>	(2)	q10	<input type="text"/>	(3)	q11a	<input type="text"/>	(1)	q11b	<input type="text"/>	(1)
q11c	<input type="text"/>	(1)	q12	<input type="text"/>	(4)	q13	<input type="text"/>	(4)	q14	<input type="text"/>	(4)
q15	<input type="text"/>	(4)	q16	<input type="text"/>	(4)	q17	<input type="text"/>	(4)	q18	<input type="text"/>	(4)
q19	<input type="text"/>	(4)	q20	<input type="text"/>	(5)	q21	<input type="text"/>	(4)	q22	<input type="text"/>	(5)

## **Completing Pinpoint booklet**

**Pinpoint produces a booklet with easy/medium/hard questions on topics that were found most difficult. Answers are provided. Links to SPARX maths are also provided and the Maths Department run a drop in on a MONDAY and THURSDAY at 1.30pm in BC16 for further support**

9to1\_2017\_GCSE\_1H

Personalised Question Booklet for



Login to [www.pinpointlearning.co.uk](http://www.pinpointlearning.co.uk)

Username: , Password: 

Topic 1: Scattergraphs and Reasoning.

Mwatch clip: 129, Hegarty: 454, Sparx: U277

Topic 2: Product of Prime Factors, HCF, LCM.

Mwatch clip: 78, Hegarty: 29, 30,32,35, Sparx: U250,U739

Topic 3: Decimal Multiplication.

Mwatch clip: 66, Hegarty: 48, Sparx: U293

Topic 4: Pythagoras.

Mwatch clip: 150, Hegarty: 500 to 508, Sparx: U385

Topic 5: Re-arranging  $y=mx+c$  and interpreting.

Mwatch clip: , Hegarty: 206 to 216, Sparx: U477,U669

**How can I help..?**

**Encourage your son/daughter to finish their paper every fortnight and use MathsGenie and drop in sessions in BC16 to go through any questions they are stuck on.**

**Produce a Pinpoint booklet after each paper (either print off or just answer in books) the more you do on Pinpoint, the more it records which topics you will need to spend most time on.**

**Thank you**



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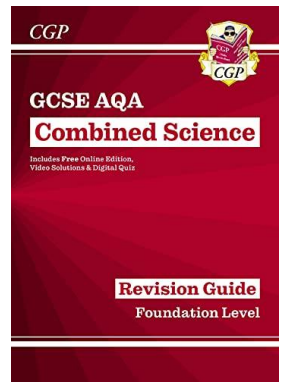
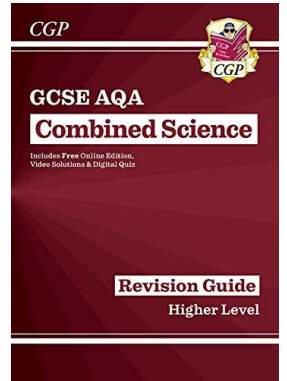
**THE BLUE COAT SCHOOL | (Science)**  
**Miss Arnold**

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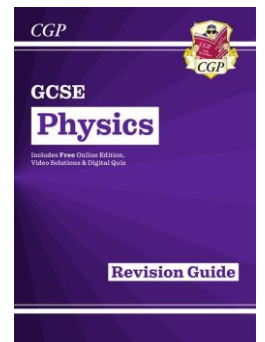
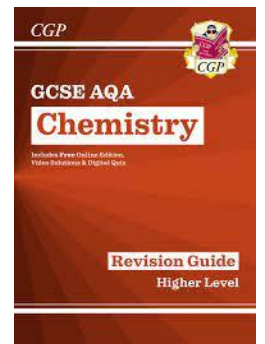
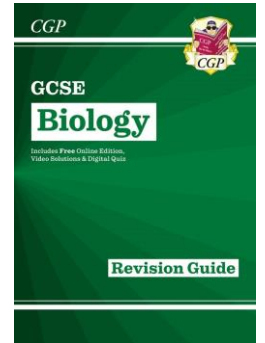
# Exam information

Subject	Combined Science
Subject title as it appears on the specification and specification code	Combined Science: Trilogy (8464)
Exam Board	AQA
Number of Papers Sat	6 papers – Biology x 2, Chemistry x 2, Physics x 2 Each 70 marks and 75 minutes
Recommended revision guide (if any)	CGP (provided by school at start of Year 10)



# Exam information

Subject	Triple Science
Subject title as it appears on the specification and specification code	GCSE Biology (8461), GCSE Chemistry (8462), GCSE Physics (8463)
Exam Board	AQA
Number of Papers Sat	6 papers – Biology x 2, Chemistry x 2, Physics x 2 Each 100 marks and 105 minutes
Recommended revision guide (if any)	CGP (provided by school at start of Year 10)



# Mocks

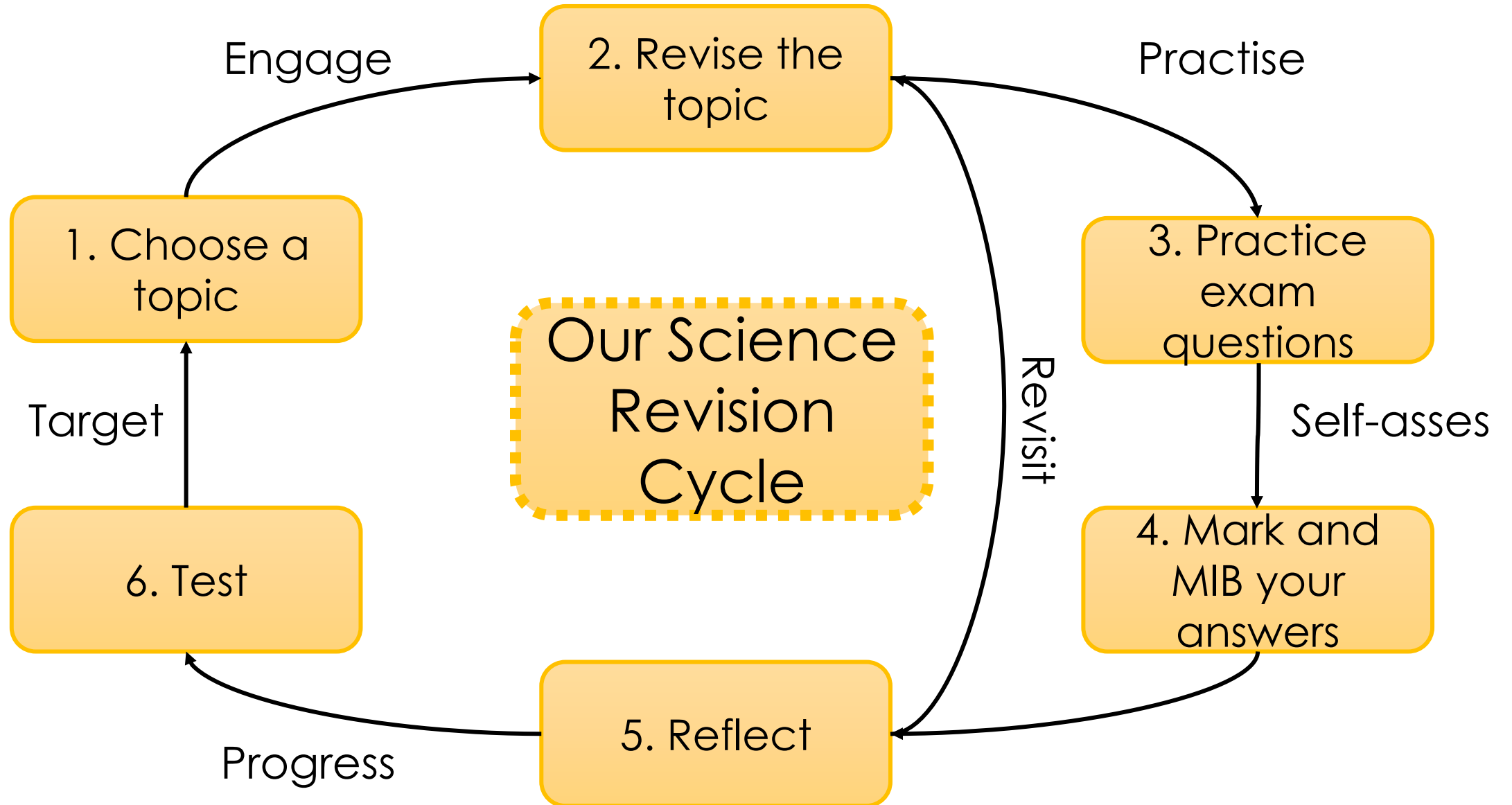
## November mocks

Paper 1 in Biology, Chemistry and Physics

## February Core Assessments

Paper 2 in Biology, Chemistry and Physics

# Science Revision Cycle



## Engage

- Consolidate the information from the revision guide into your chosen format e.g. mind map, revision cards etc
- Watch and make notes on videos from Free Science Lessons or Cognito
- Don't understand take your question to drop in or ask your teacher
- Use a revision checklist to make sure you have covered all aspects of the topic, these are on Bloodle

## Practise, Practise, Practise

- Use the ExamPro question library on Bloodle to answer exam questions on your chosen topic
- Answer past paper questions on Physics and Maths tutor or from Bloodle

## Self-assess

- Use the mark scheme to mark your answers
- MIB your answers with the mark scheme to help you understand where you have gone wrong

## Revisit

- Don't move onto another topic until you have mastered this one
- Don't feel confident go back and revisit your revision and complete the cycle again

## Progress

In preparing for your exams think smart about your revision, you will hopefully see some improvement from your previous assessment.

## Target

- Make a clear list of all of the topics you want to work on.
- Choose 3-5 areas to begin with, to make your goals manageable and achievable.
  - Think smart about the topics you are choosing. Do any topics link? Are there any topics you need to master before you can tackle others.

## Top tips

Try to do a little bit of science everyday. 20-30 mins everyday will be a lot more productive than 2-3 hours all in one go.

Plan your revision out using a revision timetable.

Make sure you know which content is on each paper. Be prepared for exams; pen, ruler, pencil, calculator.

# Seneca



Seneca homework is set once a fortnight for each biology, chemistry and physics.

Students can return to assignments, complete related exam-style questions and completed revision recommended by Seneca, based on their performance in individual topics.

## Your assignments

[View my classes](#)

 To do

 Done

 Missed

Due in the next 30 days

### Biology Term 1 Homework 1

[Start assignment](#)



Combined Science Biology: AQA GCSE Foundation

**Start:**  9 minutes ago  16:00

**Due:**  15 Sep 2023  15:30

Miss Arnold's class

1.1.1 Types of Cells -

1.1.8 Animal & Plant Cells -

1.1.9 Differentiation & Bacterial Cells -

[Practise Exam Questions related to this assignment](#)

### Physics Term 1 Homework 1

[Start assignment](#)



Combined Science Physics: AQA GCSE Foundation

**Start:**  9 minutes ago  16:00

**Due:**  15 Sep 2023  15:30

Miss Arnold's class

1.1.1 Energy Stores -

1.1.2 Storing of Energy -

1.1.3 Calculating Changes in Energy -



# Exampro libraries

1

Question

Mark Scheme



2

3

4

5

6

7

8

9

10

This question is about the periodic table and argon.

(a) What order did scientists use to arrange elements in early periodic tables?

Tick (✓) **one** box.

Atomic weight of element

Number of neutrons in an atom of element

Size of atoms of element

Year element was discovered

(1)

(b) In early periodic tables some elements were placed in the wrong groups.

Mendeleev overcame some of these problems in his periodic table.

Complete the sentence.

Mendeleev did this by leaving \_\_\_\_\_ for elements that had not been discovered.

(1)

(c) What is the name of the group that contains argon?

Tick (✓) **one** box.

Alkali metals

Halogens

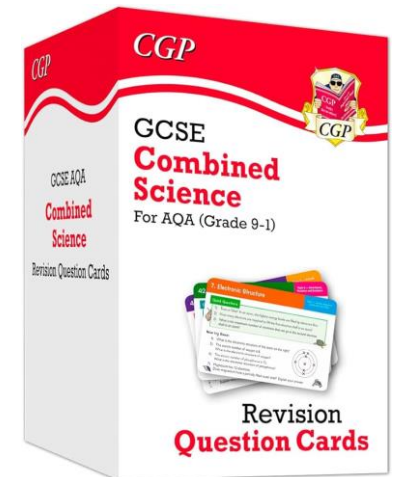
# Other Resources

- Revision guide
- CGP Revision Question Cards
- Cognito or Freesciencelessons (Youtube)
- Malmesbury Education (required practical activities on Youtube)
- BBC Bitesize



**MALMESBURY SCHOOL**

**BBC**  
**Bitesize**

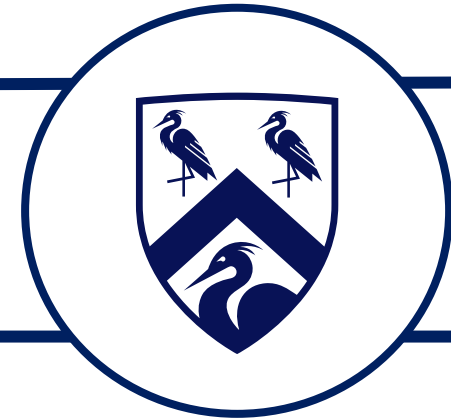


## How can I help?

- Encourage your child to complete independent revision
- Offer to quiz them on topics using flashcards or notes
- Encourage them to complete past paper questions and self-mark using the mark scheme
- Encourage them to reflect on their revision to ensure it is useful

Thank you!

The Blue Coat | **Mr. Barnes**  
Year 11 Director of Learning



# FRENCH AND GERMAN PRE-MOCK SPEAKING ASSESSMENTS



- 11<sup>th</sup> – 13<sup>th</sup> October
- One-to-one speaking exam with class teacher
- Preparation time with an invigilator
- High standards of behaviour expected
- Grades will go towards the mock exam results

## WHAT IS ASSESSED?

### ➤ One **PHOTO CARD**

Describe the photo in detail. Answer 3 more questions on the same topic.



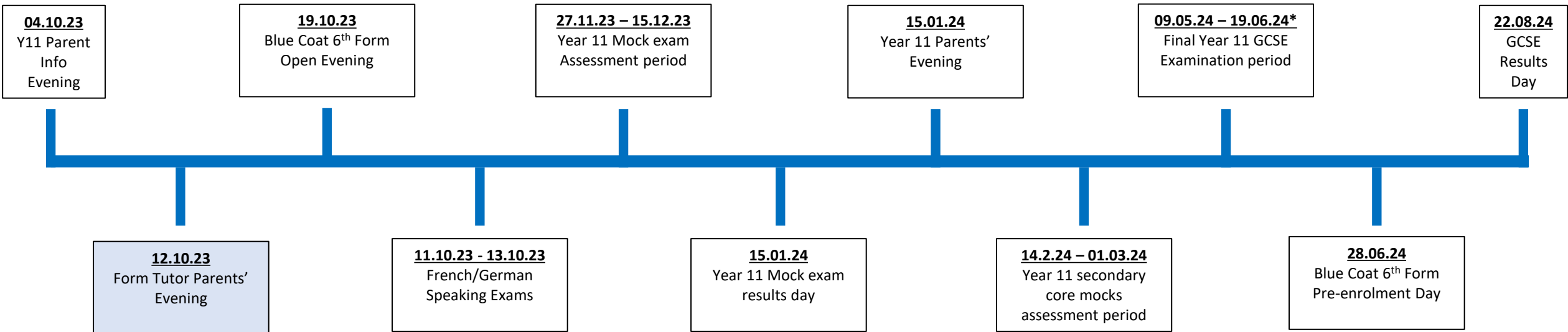
### ➤ **GENERAL CONVERSATION**

Students have written answers to 5-8 questions. They must **LEARN** these answers thoroughly.

Further practice papers and exam advice can be found on the French and German SharePoint pages



# Year 11 - Key Dates



# Year 11 Options subjects

All Year 11 Parents/Carers will now have the opportunity to visit each option subject stall and ask questions to our 6<sup>th</sup> Form Students regarding the course and top tips for revision.

Please visit each Green Room for more details.



## **Year 11 – GCSE Subject areas**

**Please now feel free to use any time before this to visit our GCSE subject areas and ask questions regarding Year 11 and revision.**

### **Green Room 1**

- **Media Studies**
- **History**
- **Business**
- **Art, Photography, Textiles**
- **Construction, Food & Nutrition, Engineering and Product Design**

### **Green Room 2**

- **Geography**
- **French/German**
- **Child Development**
- **Sociology**
- **GCSE PE/Sports Studies**

### **Student Services foyer**

- **Creative I-Media**
- **Computer Science**
- **Music**
- **Drama**

