



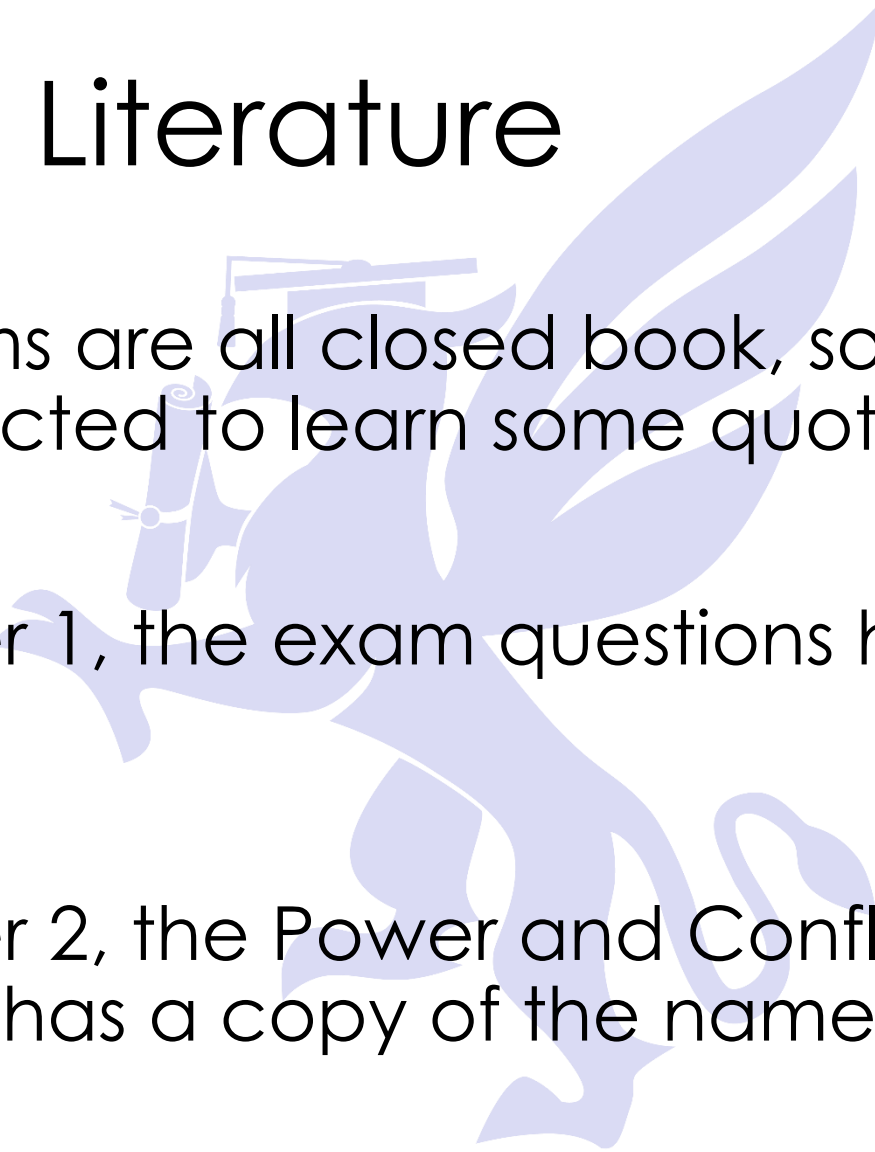
# English Literature English Language

# English Literature

- Paper 1: Shakespeare ('Macbeth') and 19<sup>th</sup> century fiction ('A Christmas Carol').  
(1 hour 45 minutes)
- Paper 2: Modern texts ('An Inspector Calls'), Poetry ('Power and Conflict') and Unseen Poetry.  
(2 hours 15 minutes)

# English Literature

- The exams are all closed book, so students are expected to learn some quotations.
- On paper 1, the exam questions have an extract.
- On paper 2, the Power and Conflict question has a copy of the named poem.



### Section A: Shakespeare

Answer one question from this section on your chosen text.

#### EITHER

##### *Macbeth*

Read the following extract from Act 1 Scene 5 of *Macbeth* and then answer the question that follows.

At this point in the play Lady Macbeth is speaking. She has just received the news that King Duncan will be spending the night at her castle.

- The raven himself is hoarse  
That croaks the fatal entrance of Duncan  
Under my battlements. Come, you spirits  
That tend on mortal thoughts, unsex me here,  
5 And fill me from the crown to the toe topfull  
Of direst cruelty; make thick my blood,  
Stop up th'access and passage to remorse  
That no compunctious visitings of nature  
Shake my fell purpose nor keep peace between  
10 Th'effect and it. Come to my woman's breasts,  
And take my milk for gall, you murdering ministers,  
Wherever in your sightless substances  
You wait on nature's mischief. Come, thick night,  
And pall thee in the dunest smoke of hell,  
15 That my keen knife see not the wound it makes  
Nor heaven peep through the blanket of the dark,  
To cry 'Hold, hold!'

0 1

Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

- how Shakespeare presents Lady Macbeth in this speech
- how Shakespeare presents Lady Macbeth in the play as a whole.

[30 marks]  
AO4 [4 marks]

OR

### Power and conflict

The poems you have studied are:

Percy Bysshe Shelley  
William Blake  
William Wordsworth  
Robert Browning  
Alfred Lord Tennyson  
Wilfred Owen  
Seamus Heaney  
Ted Hughes  
Simon Armitage  
Jane Weir  
Carol Ann Duffy  
Imtiaz Dharker  
Carol Rumens  
Beatrice Garland  
John Agard

Ozymandias  
London  
The Prelude: stealing the boat  
My Last Duchess  
The Charge of the Light Brigade  
Exposure  
Storm on the Island  
Bayonet Charge  
Remains  
Poppies  
War Photographer  
Tissue  
The émigrée  
Kamikaze  
Checking Out Me History

2 6

Compare the ways poets present ideas about power in 'Ozymandias' and in **one** other poem from 'Power and conflict'.

##### Ozymandias

- I met a traveller from an antique land  
Who said: Two vast and trunkless legs of stone  
Stand in the desert. Near them on the sand,  
Half sunk, a shattered visage lies, whose frown  
5 And wrinkled lip and sneer of cold command  
Tell that its sculptor well those passions read  
Which yet survive, stamp'd on these lifeless things,  
The hand that mock'd them and the heart that fed;  
And on the pedestal these words appear:  
10 'My name is Ozymandias, king of kings:  
Look on my works, ye mighty, and despair!  
Nothing beside remains. Round the decay  
Of that colossal wreck, boundless and bare,  
The lone and level sands stretch far away.

Percy Bysshe Shelley

# English Literature

- For the November mock exams, students will do **Paper 1 Section A ('Macbeth')** and **Paper 2 Section B ('Power and Conflict')**.
- For the March mock exams, students will do all of **Paper 1** and **Paper 2**.
- The real GCSE exams are:  
English Literature:  
Paper 1: Wednesday 13<sup>th</sup> May 2020 am  
Paper 2: Thursday 21<sup>st</sup> May 2020 am

# English Language

- Component 1: 20<sup>th</sup> century fiction and creative prose writing (1 hour 45 minutes).
- Component 2: 19<sup>th</sup> and 21<sup>st</sup> century non-fiction and transactional writing (2 hours).
- If students don't achieve a grade 4 in English Language at the end of Year 11, they will have to resit in Year 12.

# English Language

- For the November mock exams, students will do **Component 1**.
- For the March mock exams, students will do both **Component 1 and Component 2**.
- The real GCSE exams are:  
Component 1: Tuesday 2<sup>nd</sup> June 2020 am  
Component 2: Friday 5<sup>th</sup> June 2020 am

# English Language

## Revision tips:

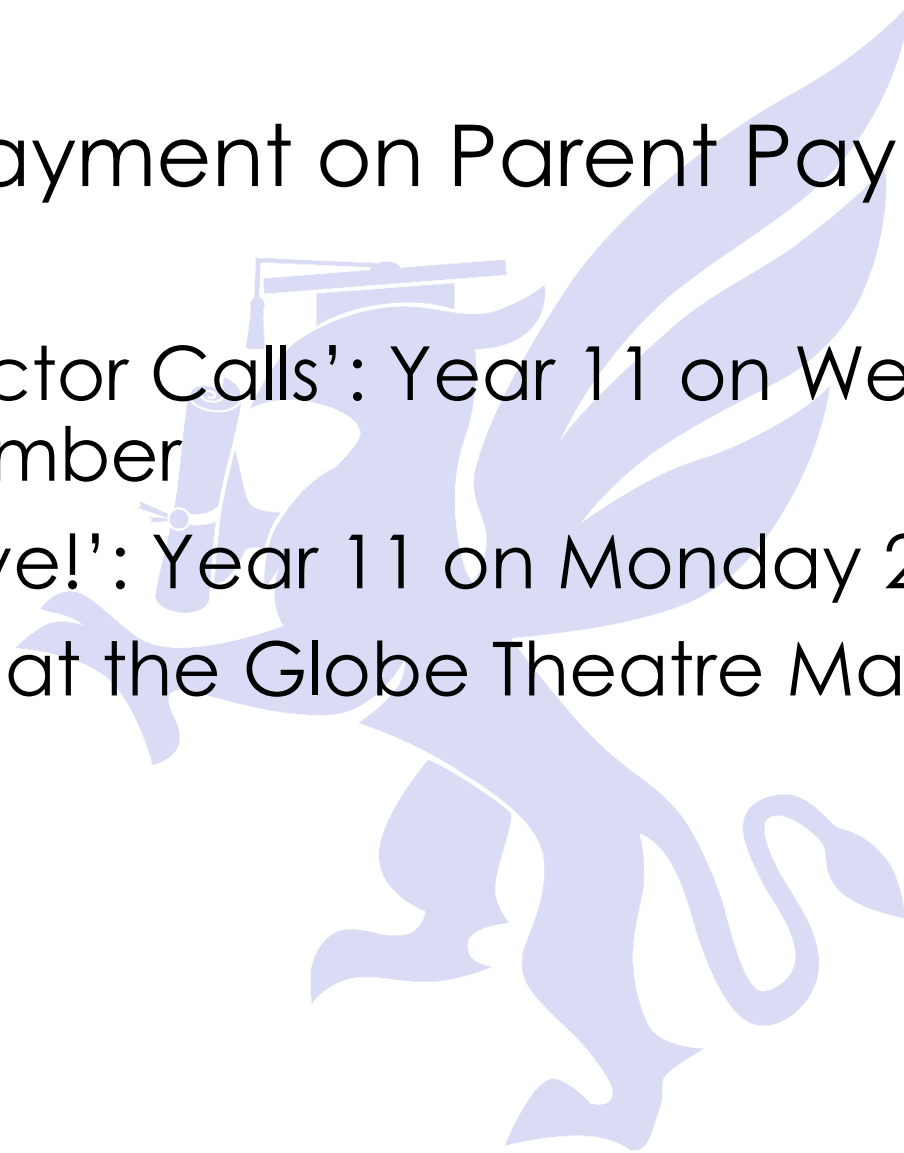
This is an unseen exam, so to revise, students should know **how** to answer the questions then practice doing exam papers in timed conditions.

- Learn the information on the Knowledge Organiser on Show my Homework.
- Complete practice exam papers.
- Read 20<sup>th</sup> century fiction.



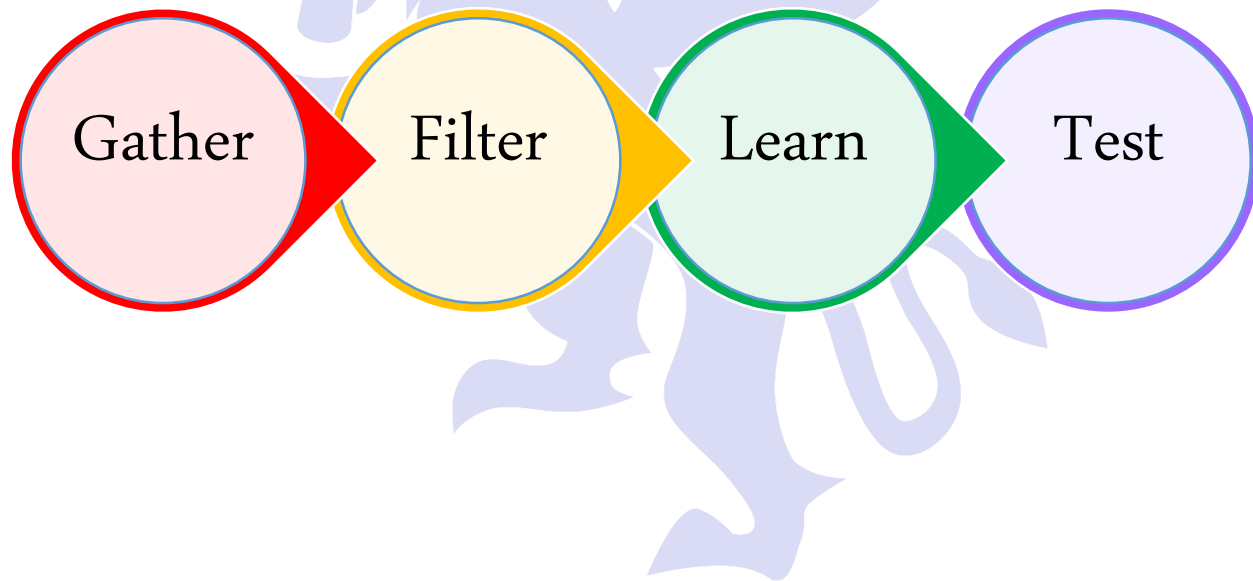
## Trips – payment on Parent Pay

- ‘An Inspector Calls’: Year 11 on Wednesday 12<sup>th</sup> November
- ‘Poetry Live!’: Year 11 on Monday 26<sup>th</sup> January
- Macbeth at the Globe Theatre March 2019.



# English Literature and Language

**Revision tips:**



Gather	Filter	Learn	Test
10% of your time	30% of your time	40% of your time	20% of your time
<p>You will need:</p> <ul style="list-style-type: none"> <li>Exercise books</li> <li>Revision Guides</li> <li>Knowledge Organisers</li> <li>Revision Websites</li> <li>Old Exam papers</li> <li>Model answers</li> </ul> <p>Before you start, rank the topics you need to cover from most to least confidence. Begin with the topics lowest on the list.</p> <p>Read through and become familiar with the information you need to know in order to be successful.</p> <p>Identify any bits of knowledge you have missing and go to see your teacher to help fill this gap.</p>	<p>Reduce the amount of information you have down to the essential parts of the knowledge. You could do this by:</p> <p>Creating mind maps or flash cards.</p> <p>Creating Crib Sheets (these are like pages from a revision guide with all the essential information.</p> <p>Writing "perfect" exam answers from your notes.</p> <p>Making your own knowledge organiser or summary sheet.</p>	<p>Use these strategies to learn the information so that you can recall it easily:</p> <p>Look/cover/write/check.</p> <p>Read and repeat information for 2-3 minutes, do something else for 10 minutes and then try to recreate from memory.</p> <p>Complete exam questions and then go back to self mark. Fill in the gaps in a different colour pen. Revise the bits you missed again.</p>	<p><u>Low Stakes Testing</u> Easy, quick quizzes which test small pieces of knowledge. This works well for simple facts, dates, key words you should test within 24 hours to anchor learning in your memory. <b>FLASHCARDS:</b> Create one pile or list of things you know, and one of things you didn't know. Revisit the 'didn't know' pile until you can move them to the do know pile.</p> <p><u>High Stakes Testing</u> These are longer exam style questions which apply knowledge as you would have to in the exam. These should be completed within 48-72 hours of revising a topic and then repeated regularly to keep your revision "fresh"</p>



Show My Homework



3

EN

Friday

07

December

## 'Macbeth' revision guide for each act

Use these revision guides to help you to revise 'Macbeth'.  
homework **11k/En2** - English literature - Mrs. J. Dovey

Friday

30

November

## 'Macbeth' mock exam preparation

Here are some key quotations to learn for your mock exam...  
homework **11k/En2** - English literature - Mrs. J. Dovey

Monday

26

November

## Y11 Language Homework

For English Language you need to learn the contents of yo...  
homework **11k/En2** - English - Dr. A. Burrells

just as the witches pr...  
indeed move to Dunsinane, and Macbeth is

stley

S.

+

+

+

+

+



Leave blank

15th November 2017

## Milestone Assessment

① In 'A Christmas Carol', Dickens presents the importance of family by showing two different families and how <sup>the</sup> family is important to them. The adjectives: 'happy, grateful, pleased' <sup>suggests</sup> that the Cratchit family might not have enough money, but they're content with what they have. Dickens thought family was important, especially at Christmas time because it's a time for people to come together. He uses the Cratchit family as an example of poor, but caring people. ②

In this extract, Dickens presents the importance of family when he uses a list: 'married, sisters, brothers, cousins, uncles, aunts...'. This could imply that everyone is coming together to celebrate. This contrasts with how Scrooge is on Christmas day, alone and abandoned. ③ Since Dickens believed that Christmas and family were important things, he reinforces his views to try and show the middle class readers to not be like Scrooge, but to be more philanthropic and to celebrate Christmas with your family.

The importance of family in this extract is presented when Scrooge visits the families and what they believe is important. The <sup>quote</sup> 'flashing of the blaze' shows that family importance brings <sup>warmth</sup> to people. It <sup>also</sup> shows that the family Scrooge sees are wealthy, but also 'happy and content'.

didn't know technique

\* much joy a family can bring.

① Add an introduction which answers the question: A recurring theme throughout 'A Christmas Carol' is the idea that the wealth of companionship and love is much more important than economic wealth. <sup>Scrooge's</sup> solitary life is a stark contrast to this; the comparison <sup>between</sup> the happy families in the novel strongly emphasises how

② What does Dickens imply about wealth and happiness? Dickens implies that being wealthy doesn't cause happiness, but greed. For example, the Cratchit family are poor/victims of poverty, but they're happy with what they have. This contrasts Scrooge's beliefs as he thinks that being wealthy and rich is more important than being happy.

③ Can you find an example to support this?

The example of Scrooge being alone and abandoned on Christmas Day is in Chapter 1, when he's walking around 'disparagingly'. This is later contrasted when Fan says 'I come to take you home, home, home!'. The repetition of 'home' suggests that Scrooge is actually cared for. However this changes once Fan passes away, leaving Scrooge in abandonment.

④ In contrast, what is Scrooge's fire like? How is Scrooge described in chapter 1?

In chapter 1, Scrooge is described as a 'solitary' <sup>is on</sup> 'duster'. The similes show that Scrooge is angry and hates everyone. Scrooge's fire would be cold and covetous as Scrooge is someone who keeps to himself. Whereas Fred is more 'jolly' and has a 'contagious laugh'.

more practice under timed



Wm. Duffy

War Photographer

\* Dark room. (Finally Alone). Developing pictures that has taken in war zones.

Safe & calm compared to what it has been Back in England is a (Big Contrast)

• Photo begins to develop + photo the death of a man and the ones off his wife

See his place in Sunday papers but they don't care

Photo is like a priest producing a funeral (ceremony to his actions)

Powerful, Imagery

Ted Hughes

Bayonet Charge

Single soldier's experience charging towards enemy's

\* Describes his thoughts + actions

to stay alive

Acting on his instinct

Motivation is FEAR & Patriotic ideals

\* Before the violence begins

\* Soldier is anonymous

Time stands still in the 2nd stanza → he thinks about his situation

his thoughts and ideals and seems have lost him humanity

Father served & survived WW1.  
Ted spent 2 years in RAF as a mechanic.

Remember the feelings...

Go a step further and give a personal response...

Identity, memory, power of nature...

Section One - The Poems



## 'War Photographer'

Carol Ann Duffy

**Context:** Duffy said, 'I'm more interested in the photographer... in the dilemma of someone who has to go to these places and come back with images.' She was good friends with two war photographers. The poem refers to: Phomh Peng Beirut and Belfast. Readers may think of images from these conflicts.

**Themes:**  
Effects of conflict  
Reality of conflict  
Anger  
Memory

**T** 'They do not care' - Ambiguous  
of newspapers who don't care  
could refer to the wider world  
suffering.

**S** 'reader's eyeballs prick / with tears... ~~beer~~ beers'. The verb 'prick' - pain for a short amount of time. Readers will quickly forget the photos and move on. This is reinforced by the **enjambement** and rhyme with beers.

**Spoils of suffering** set out in **ordered rows**. **Reels** of film are described like rows of war graves. The chaos and pain are reduced to something orderly.

**'blood stained the foreign dust'**. Reminders that this is happening somewhere else. **'stained'** implies the lasting effect / impact of war.

**'a half formed ghost'** - metaphor with **double meaning** - photographer is still developing or person's body has been mutilated. **'ghost'** - images haunt photographer.

**'ending'** - refers to the reader about the victims of war, or it which is **apathetic** about others'

## "Exposure"

Wilfred Owen

**Context:** Owen was a soldier in the trenches in WWI. He wrote the poem in 1917. He wrote about the horrors of war he then suffered shell shock. Then he died one week before the war ended. During the war Owen lost faith in God.

**Structure** - "our brains ache" the inclusive pronoun "our" suggest that the pain was spread **patters** - "but nothing happens" is repeated this shows the tension and boredom felt by the soldier. **Language** - "the merciless / cold winds that knife us" nature is just as powerful and seems like the enemy. **Imagery** - "all their eyes are ice" metaphor hints the men are either dead, or can no longer feel. **Theme** - "What are we doing here? is it that we are dying" Owen uses questions to highlight the futility of war. He suggests that we are their to die.







# “Do Now” Work

## ENGLISH LITERATURE: 5-A-DAY

1. Which poem does this image link to?



**Challenge:** What is the significance of this poem's title?

2. What does Scrooge's door knocker change into in Stave 1?
3. What plot twist happens at the end of 'An Inspector Calls'?

**Challenge:** Why does this happen?

4. What vision does Macbeth have before he kills Duncan?

**Challenge:** Can you remember a quotation?

5. Which poem details the “spools of suffering” of a war professional?

**Challenge:** What is the effect of this quotation?

In Silence Please

# English Language Knowledge Organisers

**You MUST know the formats and features of the following text types for your exam. You will be asked to write one of these text types:**

## **Letter**

*Their Address*

*Your Address*

*Date*

*Dear....*

*RE: (say what the letter is about, or regarding, give an idea of your tone).*

*3 Clear ideas/ ethos, pathos, logos*

*Yours sincerely/faithfully.*

## **Letter to a newspaper editor**

*As above but use Dear Editor, and yours faithfully. Remember: the editor chooses some letters to print in the paper, so your audience is the editor, and the people who read the paper.*

## **Speech/Talk/Assembly**

*Welcome Ladies and Gentlemen, (or EBI address the target audience).*

*Today I will be talking to you about the important topic of.....*

*3 Clear ideas/ ethos, pathos, logos*

*Thank you for listening.*

## **Opinionated Article**

*Headline (Often includes puns or wordplay and gives your tone and opinion).*

*Byline (By Peter Jones)*

*Summary (3<sup>rd</sup> person: explain who wrote the article, and what the article is about in two sentences).*

*3 Clear ideas/ ethos, pathos, logos*

*You can use subheadings if you want, but come up with engaging ones.*

# English Language Knowledge Organisers

## What to do in your English Language Exams

### Component 1:

**THE FIRST LANGUAGE EXAM** this exam is 1hr 45mins long. 1 hour reading, 45 mins writing.

### **Begin with the READING: SECTION A: Narrative Reading.**

You get 1.5 minutes per mark in this section of the paper. Look carefully at the number of marks available. You will read one text in this part of the paper and you will be directed to answer on particular lines. Draw a box around the lines before you start answering.

**Q1.1 – 5 marks, 7mins, SELECT and INFER. List 5 things.../ What do we learn about....** You can make more than 5 points if you want. Make sure you include units (miles, minutes etc). Use very short quotes and select the bits you need quoting them. Work out the focus of the question and highlight it before you begin.

### **Q1.2 – 5 marks, 7mins, ANALYSE How does the writer.../ What impressions**

Write What/How answers. Keep these short and , track through the text methodically. Write about 3-5 quotes. Use a range of adjectives to describe the focus 1 mark per quote and comment.

# English Language Knowledge Organisers

**Identifying word classes:** most words can be in a number of classes so you need to work it out from the word's position in the sentence.

Word class	Description
Noun	Thing or person which is the subject of a sentence.
Proper Noun	Actual name of a person, language, or place. Requires a capital letter.
Pronoun	Replaces a noun: I, you, he, she, some (I want some).
Verb	Doing or being word: you can usually add 'ing' to the end. The verb in a sentence tells us what is being done. IS and BE are both verbs.
Adjective	Describes a noun.
Adverb	Describes a verb.
Determiner	Limits a noun – tells us how many, or which one: a/an/the/this/some/many/two/three/ hundreds.
Indefinite Article	A/ an . (Use an for words that begin with a vowel.)
Definite Article	The/ this
Preposition	Links a noun to another word: to, at, after, on, but.
Conjunction	Joins clauses, sentences or words: And, but, when

**Identifying sentence forms and parts of speech:**

Sentence Form	Description
Minor	A phrase that is used like a sentence but doesn't contain a subject and verb. E.g. 'Stop!' or 'You there!'
Simple	Subject verb object, or sometimes subject verb e.g. (I ran.)
Compound	Two full sentences joined by or conjunction or ;.
Complex	A full sentence that also contains a subordinate clause, the sentence should still make sense if you remove the subordinate clause. Subordinate clauses should <b>be able to be removed</b> .
Compound-complex	Two full sentences joined by a conjunction (compound sentences) but with a subordinate clause as well.
Part of Speech	Description – you could also identify which part of speech a sentence is.
Interrogative	A sentence which is a question, usually identifiable by the use of ?
Imperative	A sentence which is a command.
Declarative	A sentence that gives information.
Exclamative	An exclamation using an exclamation mark! Oh no!

**Identifying techniques:**

Technique	Description
Metaphor	Describing something as if it is something else. The teacher is a dragon.
Simile	Describing something by comparing it to something else: like, as. The teacher was as fierce as a dragon.
Connotations	Ideas that we think of when someone says a word e.g. connotations of <b>red</b> : love, blood, danger.
Personification	A metaphor which describes an object as a person. The chair creaked in disgust as she sat on it.
Juxtaposition	Putting two opposites near each other in a sentence. e.g. it was a case of love versus hate.
Motif	A recurring/ repeating idea in a piece of fiction.
Lexicon / Semantic Field	A set of words to do with a particular theme e.g. love, war, medicine, the law, school.

KNOWLEDGE ORGANISER English Language Narrative  
WRITING NARRATIVES / STORIES

**BOURNVILLE**  
SCHOOL

Use all of the **ASPICE** sentences in your paragraph.

**Adverb** – begin with an ly word.

**Simile** -Like a ...

**Preposition:** in above beyond below outside etc

**ing verb**

**Conjunction** if, when, as, before, after, although, because, even though, while, since.

**Ed verb**

**TOP TIPS for Narrative Writing:**

- ✓ Plan before you begin (5 mins)
- ✓ Plan a technique and sentence type to use in each paragraph.
- ✓ **BASIC PUNCTUATION MUST BE PERFECT** – capitals, full stops and paragraphs are essential.
- ✓ No death at the end, no guns, no stalkers, no waking up unsure where you are. Simple realistic idea.
- ✓ No more than two characters. Hero and villain?
- ✓ Use **show** and don't tell.
- ✓ Use all of the elements of the narrative structure: **SET THE SCENE, INTRODUCE THE MAIN CHARACTER, DEVELOP THE DETAIL, INTRODUCE A PROBLEM, FIND A RESOLUTION.**
- ✓ Use **ASPICE** in your first paragraph.
- ✓ Write a semi-complex sentence.
- ✓ Have a one sentence paragraph on its own.
- ✓ Think about the effect you want your sentences to have on the reader.
- ✓ Use unusual metaphors and similes (not the first you think of).
- ✓ Zoom in on details and pan out to the wider picture.
- ✓ Use interesting words even if you're a bit unsure how to spell them.
- ✓ Aim for 3 sides (don't write 4 sides quickly, write two-three sides brilliantly).

The structure of a **narrative**:

1. SET THE SCENE
2. INTRODUCE MAIN CHARACTER
3. DEVELOP THE DETAIL
4. INTRODUCE A PROBLEM
5. FIND A RESOLUTION

**Key Techniques and Keywords for Narrative Writing:**

1. **Personify** the setting (describe the setting as having emotions and feelings like a person)– The classroom forbade me entry, the door barring my way.
2. Set up a **conflict** (battle) between **protagonist** and **setting** (where the story happens).
3. Use 'show and don't tell' to show the reader what a character is like. Instead of 'she was so angry' describe her angry expression so the reader has to infer.
4. Use **third person omniscient narration** (he / she) not first person (I/me): it allows you to describe the character using show and don't tell.
5. **Juxtapose** (contrast or make opposite) your **protagonist** (hero) and **antagonist** (villain).
6. Don't use too much **dialogue** (talking/ speech). All dialogue should show us something important about the characters.
7. Plan your **RESOLUTION** so that you can foreshadow it at the start, or use a monologue to reflect on what has happened. You could also end with a powerful symbolic image.

# The PiXL Unlock App

[vocab.pixl.org.uk](http://vocab.pixl.org.uk)



Desktop Flash App



Apple App Store



Google Play Store



Amazon App Store

**Welcome to the PiXL Unlock App**

**BV977**

**Surnamefirstinitial**

**Password**

Please note that you can use your Maths App or Primary Wise login details.

**Login**

**Download the app for any device.  
Then enter the school ID and your  
username.**

**Your username is your surname and first  
initial.**

**My name is Anna Burrells, so my  
username would be burrellsa**

**Everyone's password is Password.**

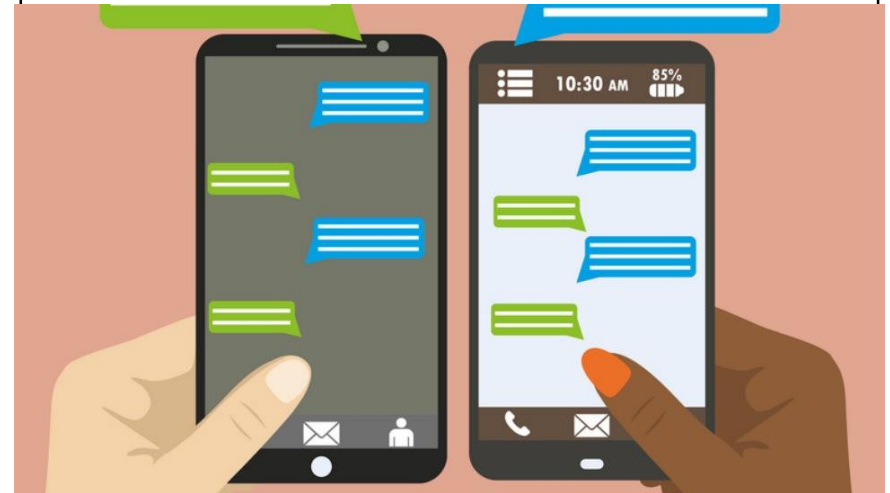
# Read widely

Read as much and as often as you can.

Read this!



Not this!



# HOW CAN I SUPPORT MY CHILD IN GCSE SCIENCE

Treating November Mock as a really valuable opportunity

Date	Paper
WEDNESDAY 13 <sup>th</sup> November	Biology Paper 2 Combined and Triple 9AM
MONDAY 18 <sup>th</sup> November	Chemistry Paper 2 Combined and Triple 9AM
WEDNESDAY 20 <sup>th</sup> November	Physics Paper 2 Combined and Triple 9AM

# HOW CAN I SUPPORT MY CHILD IN GCSE SCIENCE

Overcoming the challenge: **Lots to remember**

## ***Remember KRAVE***

K	KOR tasks	Is my child completing KOR tasks on a weekly basis?
R	Revision guides	Is my child equipped with revision, practical books & extra questions?
A	Accessing SMHW	Is my child getting all the homework resources on SMHW and Seneca?
V	Varying revision	Is my child revising all topics or just what they feel safe with?
E	Exam questions	Is my child focusing their revision around past exam questions?



## QUESTIONS

1: What causes decay & how do plants benefit?

2: How is decay speeded up?

3: Write the word equation for respiration.

4: Why do decomposers require the conditions described in question 2?

5: Describe the carbon cycle (5 points)  
Hint: see diagram

5. Plants and algae are eaten by animals having the carbon in excretion

## FIRST ATTEMPTS (Don't worry about getting these wrong... this is learning)

## SCORES

1. Decay is caused by microorganisms. Plant eat e.g. excrement of the dead organisms (decomposers). Plant benefit because they decompose

☒☒☐☐

## ANSWERS (hide for attempt 2)

1: Materials decay because of microorganisms, plants absorb the nutrients released substances to grow.

2: Decay occurs fastest when conditions are:

• warm

## SECOND ATTEMPT

## SCORES

Microorganisms called decomposers eat things like dead organisms and excrement which is how things decay. Plants benefit from this by using substances like  $CO_2$  the decomposers produce (respiration) and nutrients from excrement and animals. (Water) Decay is speeded up by warmth, Oxygen (Aerobic) and water (moist). Decomposers need these conditions to thrive. Dead organisms or excrement can be broken down by decomposers that when they breathe produce  $CO_2$  into the atmosphere. A tree can use this  $CO_2$  for photosynthesis. An animal could eat the tree/plant and excrete waste and also breathe releasing  $CO_2$  into the atmosphere. Dead organisms & over millions of years can turn to solid fuels which then humans dig up to combust for fuels which then  $CO_2$  get sent into the environment. Plants/trees are eaten and the carbon is stored inside e.g. food, protein etc.

Plants use this to make proteins, that's why they're green

GLUE

THIS

PART

IN TO

YOUR

BOOK

# HOW CAN I SUPPORT MY CHILD IN GCSE SCIENCE

Overcoming the challenges: **Getting what you know down in the right way**

Check point tasks and feedback

Mock exam question level analysis

Using Pixl questions and answers on SMHW

# HOW CAN I SUPPORT MY CHILD IN GCSE SCIENCE

Overcoming the challenges: **Knowledge of practical experiments**

The practical books contain the experiments that need to be understood alongside questions

In the week leading up to the exam you could encourage them to re-answer questions or test them on details laid out in method.



# HOW CAN I SUPPORT MY CHILD IN GCSE SCIENCE

Overcoming the challenges: **Understanding graphs and calculations**

Students will be attending a “maths in science seminar”

Buy the maths in science book

# HOW CAN I SUPPORT MY CHILD IN GCSE SCIENCE

Overcoming the challenge: **Lots to remember**

## ***Remember KRAVE***

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E	Exam questions	Is my child focusing their revision around past exam questions?

# How to support your child through GCSE Maths.

**Mr K Gurney**

**[kjg@Bournville.bham.sch.uk](mailto:kjg@Bournville.bham.sch.uk)**





**The new grading structure is from grade 9 to 1, which has replaced the familiar A\* to G grading scale. 9 will be the highest grade, 1 the lowest.**

**How is it assessed?**

**100 % exam**

**Three papers each 80 marks**

**Each paper 1.5 hours**

**Grades available**

**Higher 4-9**

**Foundation 1-5**

**Grade 7 anchored to a grade A**

**Grade 4 anchored to a grade C**



## **Tier of Entry**

### **Grades available**

**Higher 4-9 and Foundation 1-5**

**Crossover grade 4 and 5 ( 4 is equivalent to a grade C)**

**Review assessments and exam papers.**

**Final decision needs to be made by March 2020**



## **What is new?**

**More demanding for everyone**

**The volume of subject content has increased for both tier**

**More difficult topic introduced**

**The total time for the examinations is increasing, from 3 ½ hours to 4 ½ hours**

**In the assessments there's a greater emphasis on problem solving and mathematical reasoning**

**Students will be required to memorise formulae – fewer formulae will be provided in examinations**

We are currently using the PIXL Maths App to promote regular everyday practice. Alongside setting regular tasks the app offers the opportunity to target topics at different grades.

The app is available from the App Store, Google Play Store, Amazon App Store and through an internet browser by the following link:

[Home](#)
[What is it?](#)
[What is DTT?](#)
[Engagement](#)
[Resources](#)
[Videos](#)
[Versions](#)
[Add/Edit student accounts](#)
[Privacy Policy](#)

# PIXL Maths App

Become confident. Become aware of your strengths and areas to develop.

Diagnose, Therapy and Test.

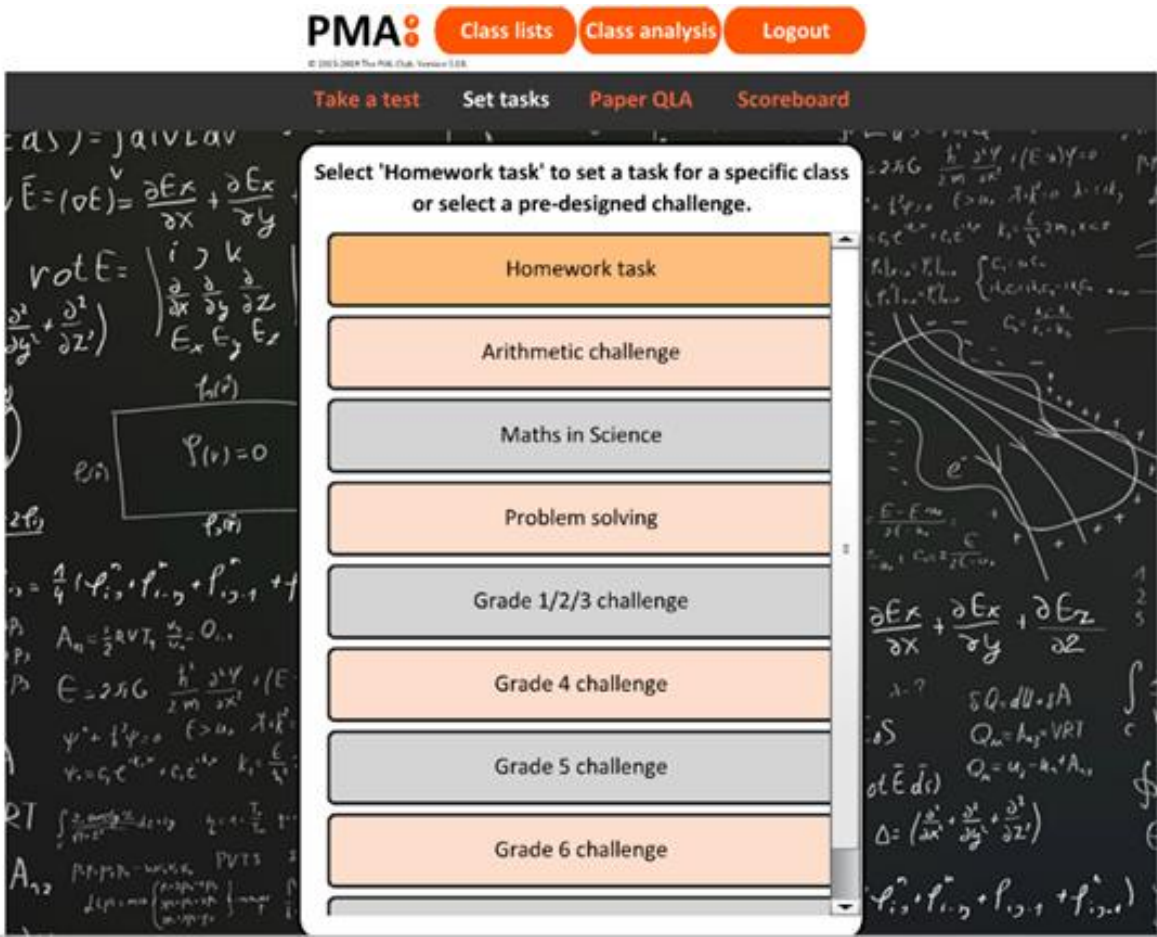
[Get started](#)

## AVAILABLE PLATFORMS FOR THE GCSE MATHS APP

Desktop Flash App	Apple App Store	Google Play Store	Amazon App Store
Desktop/Laptop Website	Mobile/Tablet	Mobile/Tablet	Mobile/Tablet
Available in all Flash enabled browsers.	Available for iPhone and iPad running iOS7 and above.	Available for all compatible Android devices running Android 4.4 and above.	Available for all compatible Android devices running Android 4.4 and above.

Everyone. Every lesson. Every day.

For those doing Foundation we recommend starting with the Grade 1/2/3 challenge until your child is fluent in the topics covered. For those on the Higher paper we recommend starting with the Grade 4 challenge until fluent in the topics covered,



Everyone. Every lesson. Every day.

The other website we recommend is Corbettmaths.

<https://corbettmaths.com/>

Corbett Maths is a free site that your child can access that provides a great deal of supporting material and question practice. Teachers often use Corbett Maths worksheets and practice questions



Everyone. Every lesson. Every day.

Name: \_\_\_\_\_

5-a-day

Foundation Plus

**1st January**



Corbett Maths

Solve the inequality  $3x + 4 \leq 22$

A car decreases in value 10% a year.

If it was bought for £5000, how much will it be worth after 2 years?



Calculate the length of the missing side

Name: \_\_\_\_\_

5-a-day

Foundation Plus

1st January



Corbett Maths

Solve the inequality  $3x + 4 \leq 22$ 

$$3x \leq 18$$

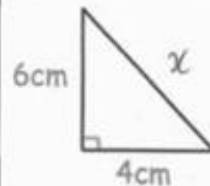
$$x \leq 6$$

A car decreases in value 10% a year.

If it was bought for £5000, how much will it be worth after 2 years?

$$5000 \times 0.9^2$$

$$£4050$$



$$4^2 + 6^2 = x^2$$

$$52 = x^2$$

Calculate the length of the missing side

$$7.211\text{cm}$$

to 3 dp

Everyone. Every lesson. Every day.

## **Problem:**

**Students do not have confidence with exam style questions.**



**Maths anxiety is a type of anxiety that specifically interferes with mathematics, and is not the same as general anxiety. It can have a large detrimental impact on pupils' learning by overloading their working memory or causing them to avoid mathematics. Mathematics anxiety tends to increase with age, but there are signs of it appearing even in children in Key Stage 1.**

**Source: EEF**





# *Mr Gurney's* **MATHS GCSE PAPERS SOCIETY**

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<b>Mondays Wednesdays</b>	
<b>B34</b>	<b>Break 1</b>

**Practices  
Makes  
Progress**

**Note: Biscuits and Papers supplied to those who inform Mr Gurney before arriving**

## Recommended maths websites

[www.examsolutions.net](http://www.examsolutions.net)

[www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)

[www.mathsapp.pixl.org.uk](http://www.mathsapp.pixl.org.uk)

[www.corbettmaths.com](http://www.corbettmaths.com)

[www.edexcel.co.uk](http://www.edexcel.co.uk)

Dr Frost maths