

# Y11 Securing Success Evening

13<sup>th</sup> October 2022



CONFIDENCE



ASPIRATION



RESPONSIBILITY



COMMUNITY



RESILIENCE



# ReviSion - Securing Success

A guide for parents and learners

Mr P Taylor (Senior Vice Principal)

## Revision Strategies



# Securing Success in English



Successful people are not gifted; they just work hard and then succeed on purpose.

## 2022-23 Half Term 1

NA ENGLISH	1	2	3	4	5	6	7
	5.9	12.9	19.9	26.9	3.10	10.10	17.10
Curriculum	Detecting Inequality: <i>An Inspector Calls</i>						
Period 4	Power and Inequality: English Language Skills						
Tutor Time	<i>Macbeth</i> : Knowledge Recall - Deliberate Practice – Live Marking						
Option Drop	Bespoke for students' needs, through use of QLA document. See Achieve overview.						
Assessment				WTM into iZone: Paper 1, Writing. (MS Teams)			WTM into iZone: <i>An Inspector Calls</i> (Sports Hall and 15 Rooms)
Homework (Satchel One)	Poetry Clusters: Content Revision and Deliberate Practice						



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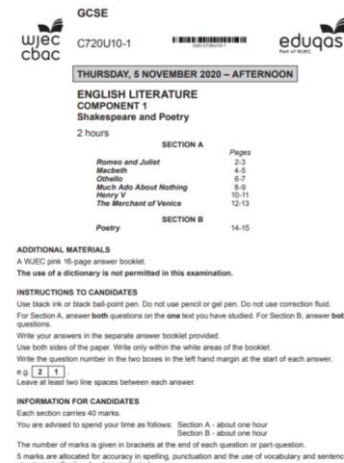
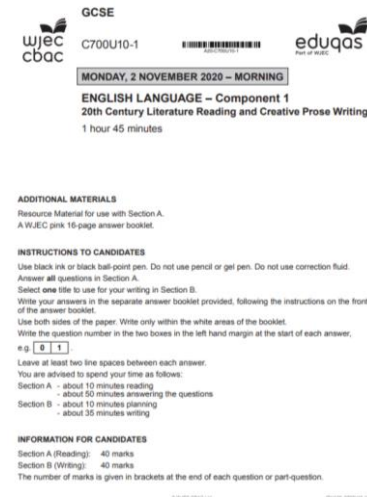


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# Securing Success in English



In English, you are working towards success in two GCSE qualifications:  
English Language and English Literature.



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# Securing Success in English



## SECTION A: 40 marks

Read carefully the passage below.

*This passage is about Samuel Hamilton and his wife, Liza. They emigrated from Ireland to America in the nineteenth century.*

5 Young Samuel Hamilton came to America from the north of Ireland and so did his wife. He was the son of farmers, neither rich nor poor, who had lived on one farm and in one stone house for many hundreds of years. The Hamiltons were intelligent and well-educated people and, as is so often true in that green country, they were related to very great people and very small people so that one cousin might be a lord and another cousin might be a beggar. And of course they were descended from the ancient kings of Ireland, as every Irishman is.

10 Why Samuel left the stone house and green acres of his ancestors I do not know. He was totally honest, so trouble with the police was not the reason, but there was a whisper in the family that it was love that drove him out of Ireland. Whether he left because of a too successful love, or heartbroken because of an unsuccessful love I do not know. We always preferred to think it was the former. Samuel had good looks and charm and it is hard to imagine that any girl refused him.

15 He came to America full of energy and invention. His hands were clever and he was a good blacksmith and carpenter. He was forever inventing a new way of doing an old thing better and quicker but in his whole life he never had any talent for making money. I don't know what directed his steps to the Salinas Valley but he brought with him his tiny Irish wife, Liza, who was a hard and humourless woman. I think there must have been another girl printed in his heart for he was a man of love and she was not a woman to show her feelings.

20 When Samuel and Liza came to the Salinas Valley, all the good land was taken and they were forced to farm in the barren hills. Samuel built his house with his own hands, and he built a barn and a blacksmith shop but their land was harsh and dry. There were no springs and the crust of topsoil was so thin that even grass struggled to exist. Even in reasonably good years there was so little feed that the cattle were thin from running about looking for enough to eat. From their barren hills the Hamiltons could look down and see the richness of the land in the bottom of the valley and the greenness around the Salinas river. However, Samuel found quite soon that even if he had ten thousand acres of this hill country he could not make a living without water.

30 His clever hands made a machine to bore for water on the land of luckier men. He also invented and made a threshing machine and he moved through the farms in the valley at harvest time, threshing the grain his own farm would not grow. In his blacksmith shop he sharpened and mended tools and shod horses. Men from all over the valley brought him tools to mend and it was a bad day when three or four men were not standing around watching him work. Besides, they loved to hear Samuel talk of the world and events outside the valley and they brought whisky too. Out of sight of the kitchen window and the disapproving eye of Mrs Hamilton, they drank from the bottle and listened to Samuel's hammer and his talk. They called him a comic genius and carried his stories carefully home, and they wondered how the stories spilled out on the way home for they never sounded the same when they repeated them in their own kitchens.

40

In English Language, you will be assessed on your reading and writing skills.

## Component 1

Students will need to read a piece of narrative writing.



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## SECTION A: 40 marks

Read carefully the passage in the **separate Resource Material** for use with **Section A**.  
Then answer **all** the questions below.

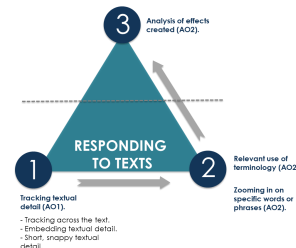
The passage in the separate Resource Material is about Samuel Hamilton and his wife, Liza.

- 0 1** Read lines 1-7.  
List **five** things you learn about the Hamiltons in these lines. [5]
- 0 2** Read lines 8-20.  
What impressions does the writer create of Samuel and Liza in these lines? [5]  
*You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.*
- 0 3** Read lines 21-56.  
What sort of man is Samuel Hamilton? How does the writer show what sort of man Samuel Hamilton is? [10]  
*You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.*
- 0 4** Read lines 57 to the end of the passage.  
How does the writer present the character of Liza Hamilton in these lines? [10]  
*You must refer to the language and structure used in the text to support your answer, using relevant subject terminology where appropriate.*
- 0 5** To answer this question you must consider the passage as a whole.  
"The writer shows that life for immigrants such as the Hamiltons was very hard."  
How far do you agree with this view? [10]  
You should write about:
- your thoughts and feelings about how the life of the Hamiltons is presented in the passage as a whole
  - how the writer has created these thoughts and feelings
- You must refer to the text to support your answer.*

In English Language, you will be assessed on your reading and writing skills.

## Component 1

Students will need to answer five questions.



Track  
Comment  
Quote



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## SECTION B: 40 marks

*In this section you will be assessed for the quality of your **creative prose writing** skills.*

*24 marks are awarded for communication and organisation; 16 marks are awarded for vocabulary, sentence structure, spelling and punctuation.*

*You should aim to write about 450-600 words.*

Choose **one** of the following titles for your writing:

[40]

Either,

1 1

a) Write a story which begins:

I can clearly remember that family gathering.

Or,

1 1

b) The Race.

Or,

1 1

c) Write about a time when you felt let down by a friend.

Or,

1 1

d) Write a story which ends:

...and I realised that some things are more important than money.

*The space below can be used to plan your work.*

In English Language, you will be assessed on your reading and writing skills.

## Component 1

Students will need to create a piece of narrative writing.



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## Nik Wallenda Makes History at Niagara Falls

Jacob Burnett reports on Nik Wallenda's tightrope walk across Niagara Falls.

No one else in the world has had the view of Niagara Falls that Nik Wallenda had as he stared down into the churning waters 60 metres below and was enveloped in the mist from the thundering falls.

One careful step at a time Wallenda battled winds and near-blinding spray to make history, becoming the first person to walk across Niagara Falls on a tightrope for more than 100 years.



Wallenda was unbelievably calm as he slowly, painstakingly, proceeded step-by-step along the steel cable stretched across the falls. He even found time to give an interview as he was perched precariously over the raging waters below. "To be directly in the middle, directly above the falls...it takes your breath away. It's just unreal," he told the television company, which was broadcasting the spectacle live.

A crowd of over 125,000 people packed the roads by the falls – some waiting more than 12 hours to watch the historic performance – and they erupted with cheers as Wallenda ran the last few steps to the safety of the platform anchored in Canadian turf.

"The most amazing part was when he was on the wire and he was waving at the people," said eight-year-old William Clements, jumping up and down with excitement as Wallenda knelt down on the wire toward the finish, took a hand off his balance bar and waved.

Wallenda started his journey on the American side of the falls and finished less than half an hour and 500 metres later on the Canadian side. The distance and the heavy mist made it difficult for those watching in Canada to see exactly when Wallenda set foot onto the wire, but eventually his red jacket came into view.

Wallenda has been walking wires since he was a child and he comes from a long line of circus artists. He has performed many death-defying acts in his time, and normally Wallenda said he focuses on the movement of the wire to guide him, but when he looked down to see fast-moving water and looked up to see rising mist, it posed a "very unique, weird situation". As a result he ignored the first rule of tightrope-walking and instead of looking straight ahead he looked down as he walked. He

Charles Blondin was a French tightrope walker and acrobat. He was the first man to walk across Niagara Falls on a tightrope. This extract is taken from a book about Blondin by George Banks, written in 1862.

### Blondin: His Life and Performances

To those who have never visited Niagara Falls, it is difficult to convey what a stupendous and awe-inspiring place it is, one of the grandest objects of nature which the world possesses. The chasm is 1100 feet across and spanning this tremendous space, at the dizzy height of 160 feet, was the fragile rope, fixed for the event on 30<sup>th</sup> June 1859. It was the first time that any human being had dared to cross the terrible Niagara. No human hand could extend the feeblest aid in case of accident, and to miss the footing was to meet with certain death.

An audience every way befitting the occasion graced the marvellous scene. Canadian steamers arrived, packed with visitors and the railway cars literally swarmed with eager and expectant eye-witnesses. In all, 25,000 persons were present and house-tops, windows, and all the points on nearby land were occupied with curious spectators. Every eye watched him as he made his appearance and the air rang with shouts and encouragement of the heartiest kind.

After inspecting the tightrope, Blondin picked up his balance-pole, stepped nimbly upon the rope and started on his journey from America towards Canada. Proceeding towards the centre of the rope, he seated himself complacently, and took a look at the scene around him. Starting again, he proceeded towards the shore, again stopped, lying at full length on his back for a moment, turned a back somersault, and regaining his feet, walked rapidly to his landing place. On his arrival he was greeted with loud cheers. After an interval of twenty minutes, he again made his appearance on the rope, this time with a picture-taking apparatus on his back. Advancing some two hundred feet from the shore, he lashed his balance-pole to the cable, unstrapped his load, adjusted it in front of him, and took a picture of the people and the shore. Having completed this, he shouldered the machine, unlashed his balance-pole and went backward to the place whence he came.

During these absolutely miraculous antics, the people held their breath, and several persons fainted. When all was over, Blondin reached the shore apparently barely tired, the whole performance having occupied about an hour. He was enthusiastically received on his arrival, many of the spectators eagerly pressing forward to shake him by the hand.



In English Language, you will be assessed on your reading and writing skills.

## Component 2

Students will need to read two pieces of transactional writing.



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The separate Resource Material for use with Section A is a newspaper article, 'Nik Wallenda Makes History at Niagara Falls,' by Jacob Burnett.

The extract on the opposite page is from a biography of Blondin, a famous tightrope walker, called 'Blondin: His Life and Performances,' by George Banks.

Read the newspaper article 'Nik Wallenda Makes History at Niagara Falls' in the separate Resource Material.

- 1 1 (a) How far above the water was Nik Wallenda when he made his tightrope walk? [1]
- (b) Name **one** thing that made it difficult for spectators in Canada to see Wallenda making his crossing. [1]
- (c) Give the name of **one** of the spectators who watched Nik Wallenda. [1]

- 1 2 How does the writer try to show that Nik Wallenda's tightrope walk was astonishing and dramatic?
- You should comment on:
- what he says
  - his use of language, tone and structure
  - other ways the writer tries to show that the tightrope walk was astonishing and dramatic [10]

To answer the following questions you must read the extract by George Banks on the opposite page.

- 1 3 (a) Give **one** detail from the text that suggests Niagara Falls is very impressive. [1]
- (b) What was the size of the crowd that watched Blondin walk across Niagara Falls? [1]
- (c) How long did Blondin's whole performance on the tightrope last? [1]

- 1 4 "In this extract, George Banks presents Blondin in a very positive way." How far do you agree with this view?
- You should comment on:
- what the writer says
  - how the writer says it [10]
- You must refer to the text to support your comments.

To answer the following questions you must use both texts.

- 1 5 Using information from both texts, explain briefly in your own words, how the spectators reacted to Blondin and Wallenda. [4]
- 1 6 Both of these texts are about tightrope walkers crossing Niagara Falls.
- Compare:
- what Blondin and Nik Wallenda did during their crossings of Niagara Falls
  - how the writers try to convey the dangers of crossing Niagara Falls [10]
- You must use the text to support your comments and make it clear which text you are referring to.

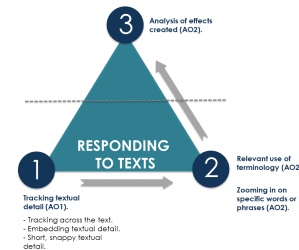
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In English Language, you will be assessed on your reading and writing skills.

## Component 2

Students will need to answer six questions.



Track  
Comment  
Quote



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In English Language, you will be assessed on your reading and writing skills.

**2 1** You are asked to give a talk to people in your class about your ambitions and what you hope to achieve in the next 10 years.

**Write what you would say in your talk.** [20]

**2 2** The text below was part of an article in a teenage magazine:

"I'm fed up reading about celebrities and sports stars behaving badly. They do no good and a lot of harm. The worst thing is that teenagers are easily influenced to think they can copy them and behave the same."

**Write a letter to the magazine giving your views on the subject.** [20]

*The space below can be used to plan your work.*

## Component 2

Students will need to create two pieces of transactional writing.



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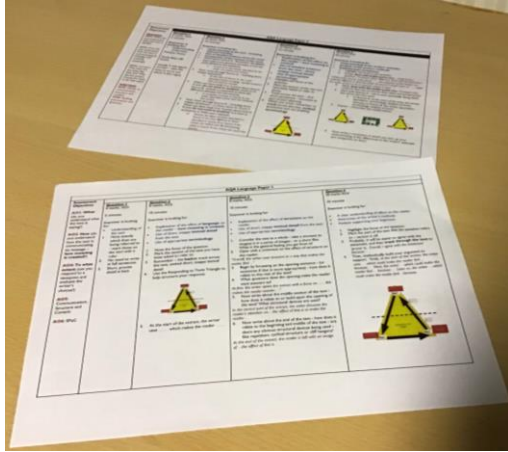


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# Securing Success in English



Success in English Language  
is a result of knowing the  
questions that you will be  
asked.



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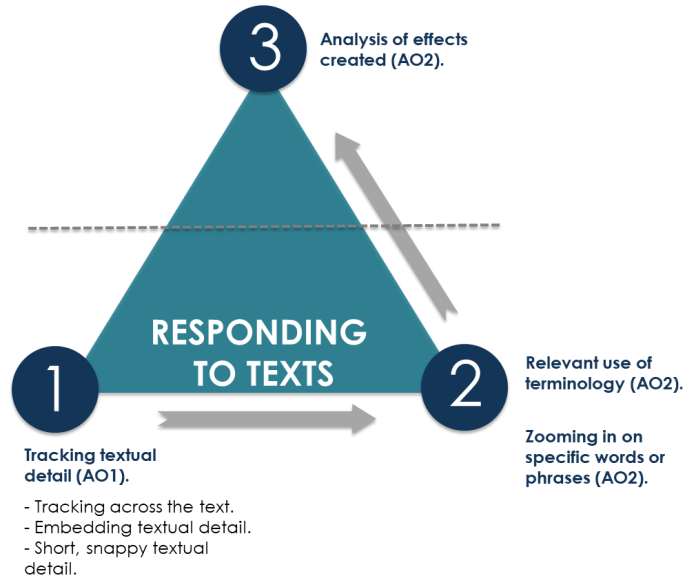


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# Securing Success in English



Success in English Language  
is knowing how to answer  
each question type.



CONFIDENCE



ASPIRATION



RESPONSIBILITY

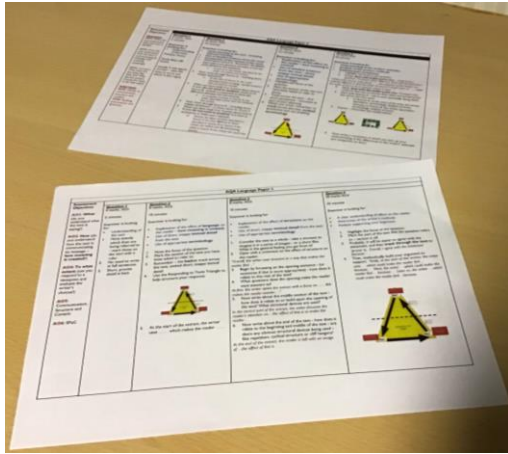


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# Securing Success in English



Success in English Language is sticking to the timings and structures you are told.



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# Securing Success in English



Success in English Language  
is answering every question  
to the best of your ability.



CONFIDENCE



ASPIRATION



RESPONSIBILITY



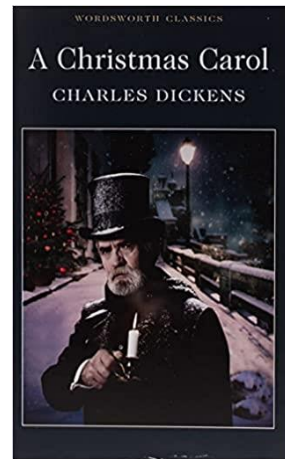
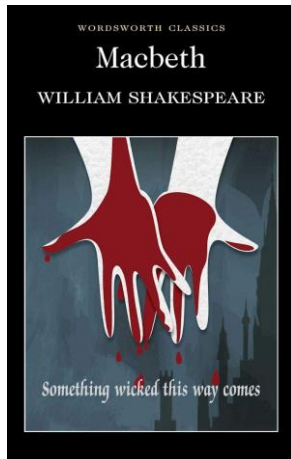
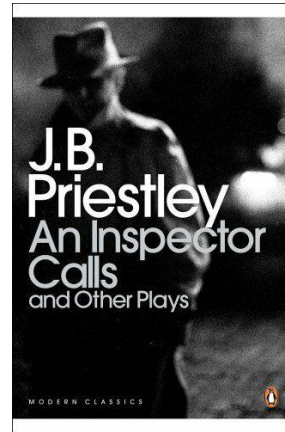
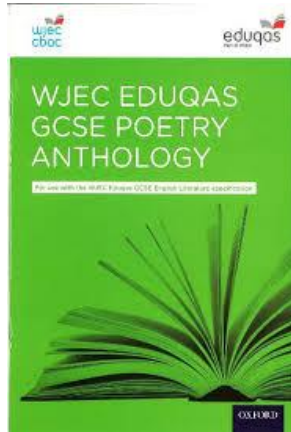
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In English Literature, it is imperative that you know the set texts inside out.



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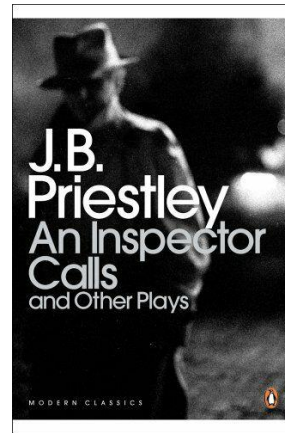
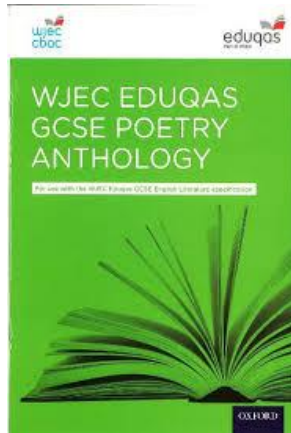


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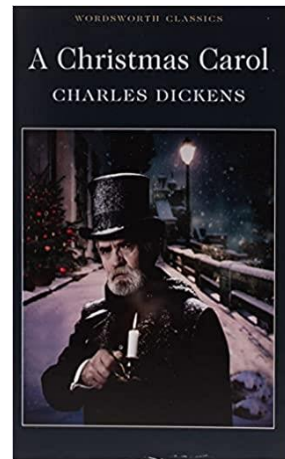
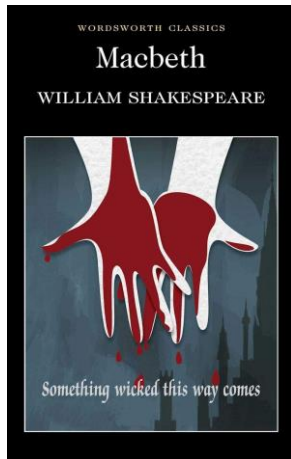


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You will be assessed  
on your knowledge of  
each text.



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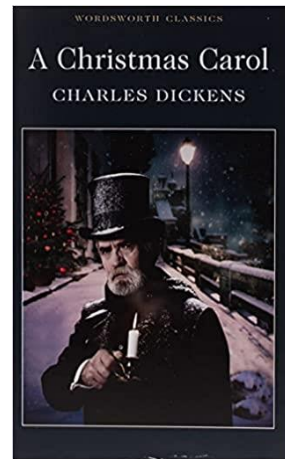
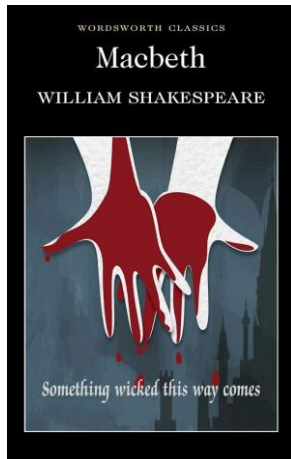
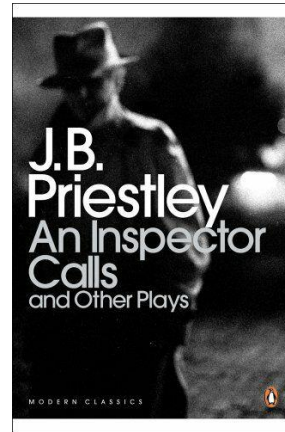
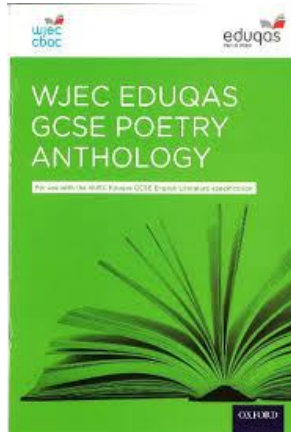


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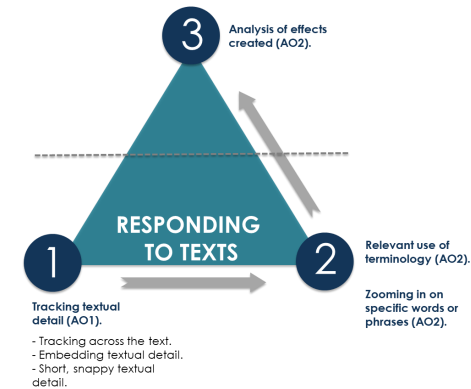


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You will be assessed on your analysis skills.



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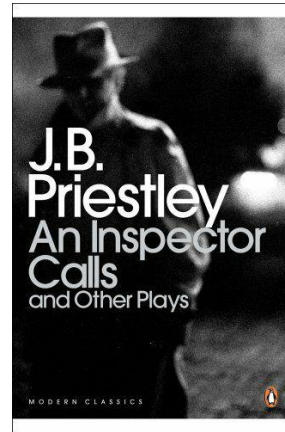
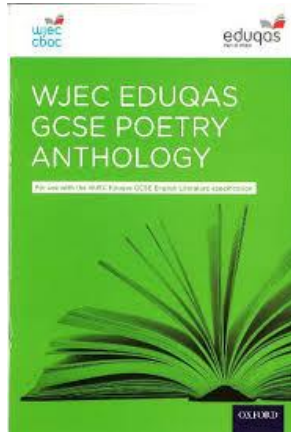


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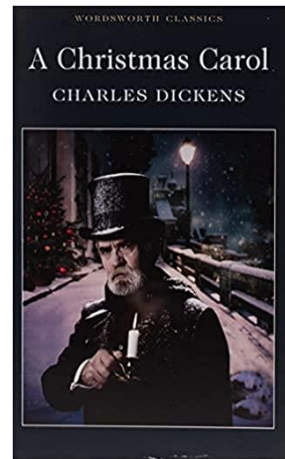
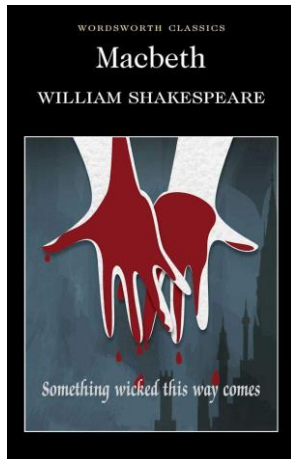


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# Securing Success in English



You will be assessed  
on your understanding  
of context.



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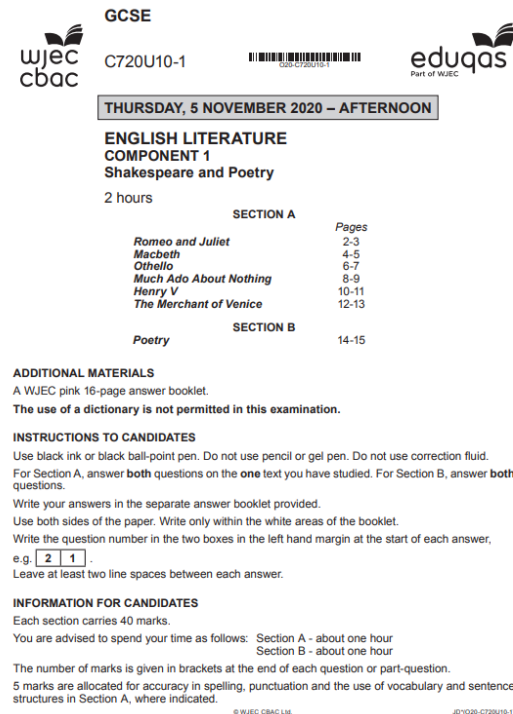


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Success in English Literature is knowing which text is on each paper:



## Component 1: *Macbeth* and Poetry Clusters



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# Securing Success in English




Success in English Literature is knowing which text is on each paper:

wjec  
cbac

GCSE

C720U20-1

  
C00-C720U20-1

eduqas  
part of WJEC

**THURSDAY, 12 NOVEMBER 2020 – MORNING**

**ENGLISH LITERATURE**

**COMPONENT 2**

**Post-1914 Prose/Drama, 19th Century Prose  
and Unseen Poetry**

**2 hours 30 minutes**

**SECTION A**

*Pages*

<i>Lord of the Flies</i>	2
<i>Anita and Me</i>	3
<i>Never Let Me Go</i>	4
<i>The Woman in Black</i>	5
<i>Oranges are not the Only Fruit</i>	6
<i>The Curious Incident of the Dog in the Night-Time</i>	7
<i>A Taste of Honey</i>	8
<i>An Inspector Calls</i>	9
<i>The History Boys</i>	10-11
<i>Blood Brothers</i>	12-13

**SECTION B**

<i>A Christmas Carol</i>	14
<i>Silas Marner</i>	15
<i>War of the Worlds</i>	16
<i>Pride and Prejudice</i>	17
<i>Jane Eyre</i>	18
<i>The Strange Case of Dr Jekyll and Mr Hyde</i>	19

**SECTION C**

<i>Unseen Poetry</i>	20-21
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**ADDITIONAL MATERIALS**

A WJEC pink 16-page answer booklet. The use of a dictionary is not permitted in this examination.

**INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen. Do not use pencil or gel pen. Do not use correction fluid.  
Answer **one** question in Section A, **one** question in Section B and **both** questions in Section C.  
Write your answers in the separate answer booklet provided.

Use both sides of the paper. Write only within the white areas of the booklet.

Write the question number in the two boxes in the left hand margin at the start of each answer,

e.g. 

2	1
---	---

.

Leave at least two line spaces between each answer.

**INFORMATION FOR CANDIDATES**

Each section carries 40 marks.

You are advised to spend your time as follows:

Section A - about 45 minutes, Section B - about 45 minutes, Section C - about one hour.

The number of marks is given in brackets at the end of each question or part-question.  
5 marks are allocated for accuracy in spelling, punctuation and the use of vocabulary and sentence structures in Section A.

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## Component 2: *An Inspector Calls* *A Christmas Carol* *Unseen Poetry*



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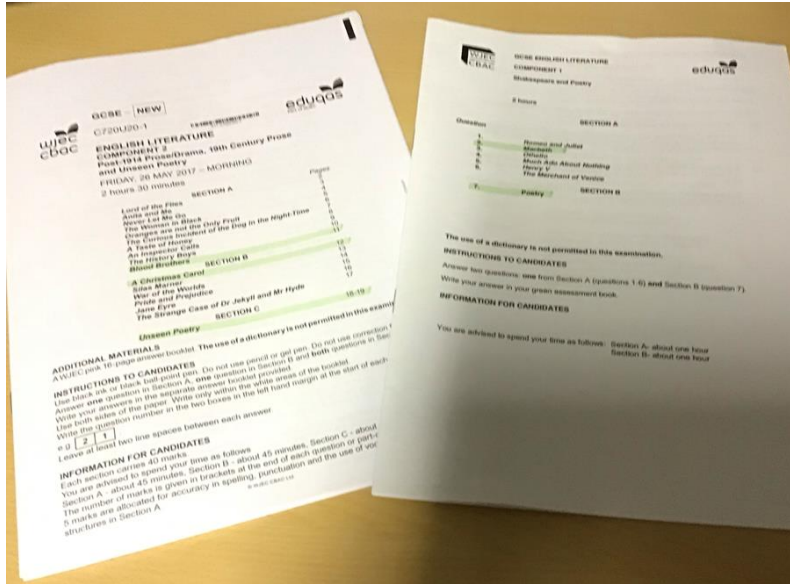
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Success in English Literature is knowing the types of questions you will have to answer:



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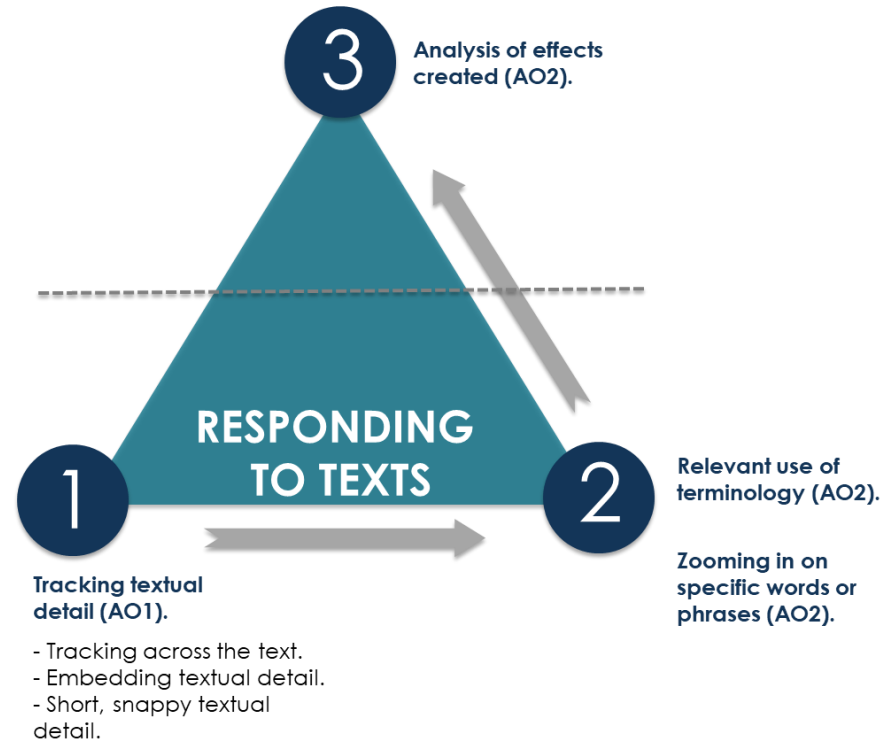


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Success in English Literature is sticking to the timings and structures that you are taught:



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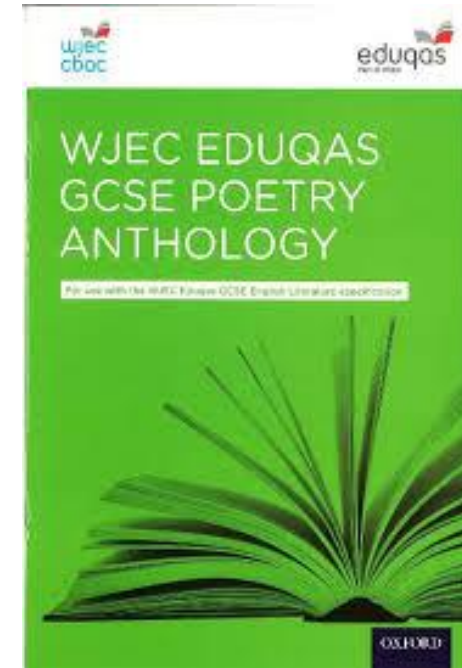
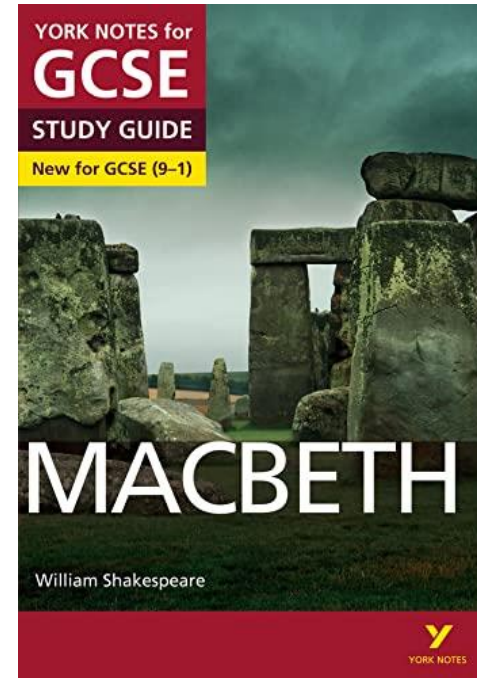
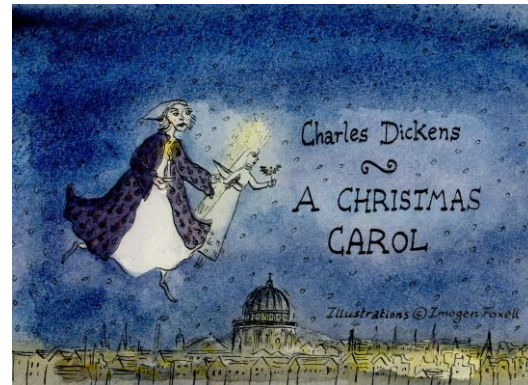
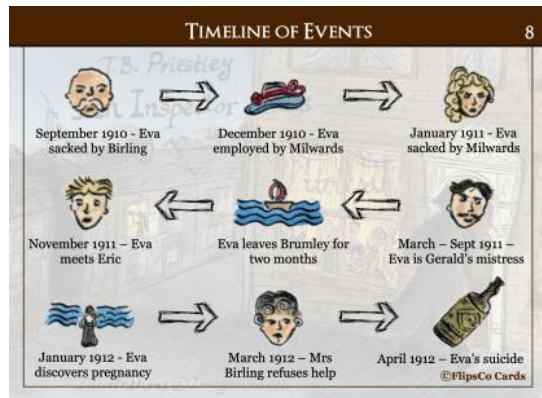


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Success in English Literature is utilising your revision resources to ensure a robust understanding of each text:



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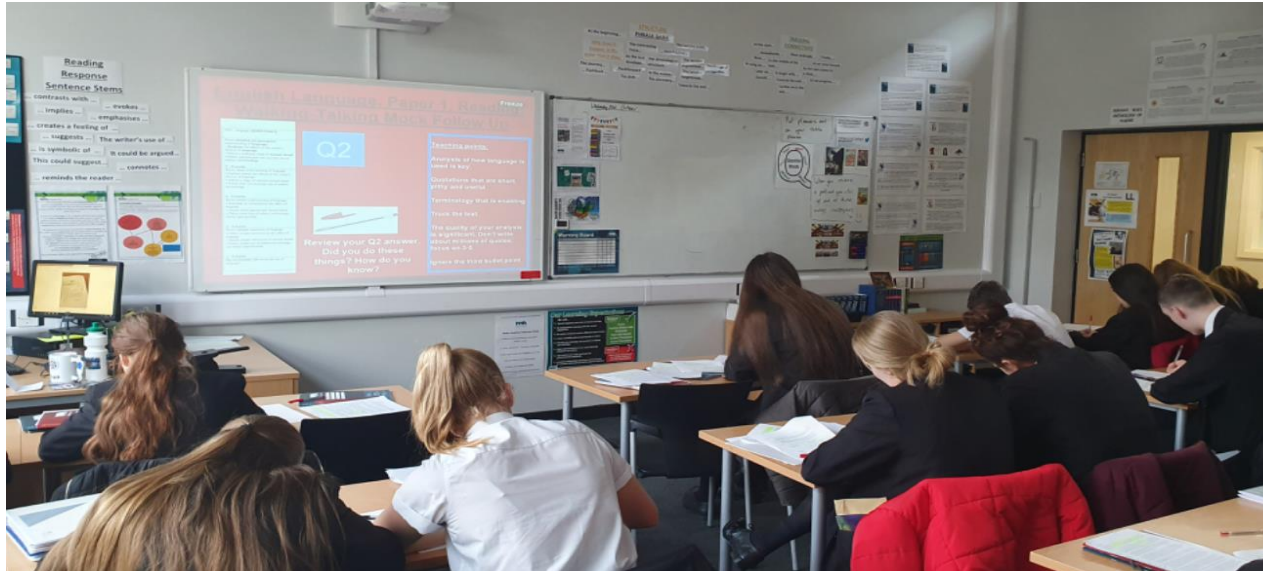


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Success in English Literature is answering each question to the best of your ability:



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## What else can you do?

- Attend school every day.
- Read lots: fiction, and non-fiction.
- Keep an eye on what's happening in the news. Talk to people around you about the bits that really interest you.
- Throw everything into your Period 4 lessons.
- Keep your eyes open for holiday, and weekend, sessions.

### 2022-23 Half Term 1

	1	2	3	4	5	6	7
	5.9	12.9	19.9	26.9	3.10	10.10	17.10
Curriculum	Detecting Inequality: <i>An Inspector Calls</i>						
Period 4	Power and Inequality: English Language Skills						
Tutor Time	<i>Macbeth</i> : Knowledge Recall - Deliberate Practice – Live Marking						
Option Drop	Bespoke for students' needs, through use of QLA document. See Achieve overview.						
Assessment				WTM into iZone: Paper 1, Writing. (MS Teams)			WTM into iZone: <i>An Inspector Calls</i> (Sports Hall and 15 Rooms)
Homework (Satchel One)	Poetry Clusters: Content Revision and Deliberate Practice						



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# Y11 Securing Success Evening Maths

13<sup>th</sup> October 2022



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# What does a Maths GCSE look like?



- 3x 90-minute assessments
- 80 marks per paper, total 240 marks
- Content from any part of the specification may be assessed on any paper
- Equally weighted; Paper 1 Non-Calculator, Paper 2 and 3 Calculator
- A mix of question styles, from short, single-mark questions (AO1) to multi-step problems (AO3). The mathematical demand increases as a student progresses through the paper.



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# What does a Maths GCSE consist of?



Topic Area	Foundation Tier (%)	Higher Tier (%)
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and Statistics	15	15



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# Success in a Maths GCSE



- Resilient attempts at problem-solving for 90 minutes
- Every question attempted – “Give your answer...”
- Use and apply standard techniques; Reason, interpret and communicate mathematically; Solve problems within mathematics and other contexts
- Foundation Paper – 50% AO1, 25% AO2, 25% AO3
- Higher Paper – 40% AO1, 30% AO2, 30% AO3



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# Aspiring to do more



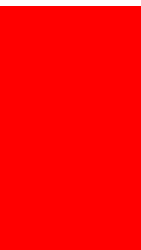
Taking Responsibility for your own outcome

“What difference will it make?”

1	53	145	130	10	5	1565	1426	46	7	
2	49	82	42	27	13	970	825	35	8	
3	48	119	86	24	9	1167	1026	29	8	
4	40	60	47	9	4	912	785	25	6	
5	40	91	37	30	24	938	798	24	7	
6	93	74	72	1	1	1212	829	23	8	

“What will I miss out on?”

“What if I can’t be bothered?”

177	24	0	0	0	0	0	0	0	1	
178	18	0	0	0	0	0	0	0	1	
179	21	0	0	0	0	0	0	0	U	
180	21	0	0	0	0	0	0	0	1	
181	21	0	0	0	0	0	0	0	1	
182	21	0	0	0	0	0	0	0	U	

A ‘1’ in your homework liL means you need 3,4,4 to qualify for rewards



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# Getting logged on

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Go to [www.hegartymaths.com](http://www.hegartymaths.com) , click '**Existing Users**', and select '**Student log in**'.

Start typing '**Maltby**' and the school will appear at the top of the list, click on it.

Fill in your First name, Last Name and Date of birth.

You can then set up a password.

The next screen ('**My Tasks**') will show you the topics you have been assigned by your teacher, click on them to watch the videos and take the quizzes.

You can also choose topics you want to practise by clicking on '**Choose Lesson**'.



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# How to use Hegarty to close gaps



Use the Hegarty Maths pages in your planner to find the task numbers of key topics.

The videos provide examples of similar questions to the ones you will be attempting.

Use the 'building blocks' to practice the skills needed to become successful.



**Solve 2-step equations (involving multiplication)**

**Key words:**  
Equation, solve, inverse operation, add, subtract, multiply, divide, expression, variable, coefficient.

Spotted a mistake in this video?

## 179 - Solve 2-step equations (involving multiplication)

Learn how to solve 2-step equations involving multiplication.

Video watched 0.00x


Your score 100% HegartyMaths avg 68%


Last learned 17:38 Fri 18th Jan 19

Completed in 1min

Feedback 0 (0 new)

[View assessment](#)

 [Do quiz](#)

 [Preview questions](#)

## Building blocks

Question preview

What algebraic expression results from the following steps?  
Start with  $y$  times by 7 then subtract 2.

Algebra > Introduction to algebra

### 151 - Writing algebraic expressions 1

Last learned 20:12 Fri 1st Feb 19 Video watched 0.05x Completed in 2mins

Your score 100% [View](#) HegartyMaths avg 82% Feedback 0 (0 new)



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Fix Up 5 will remember any questions you have answered incorrectly.

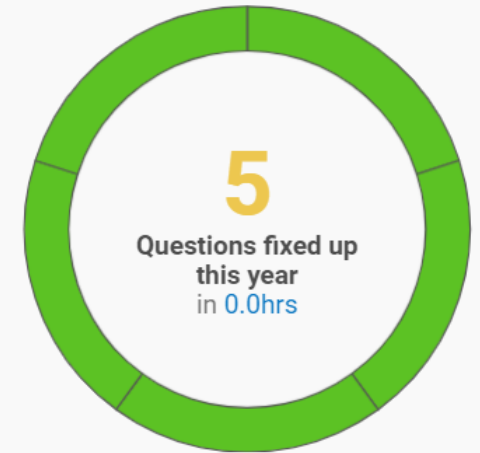
Make sure you come back to these questions to close any outstanding gaps.

## Fix Up 5

Fix Up 5 no.	Score	🕒	Date completed
24	5/5	1min	19:49 Sat 8th Oct 22
23	5/5	2mins	09:24 Thu 17th Feb 22
22	4/4	7mins	21:01 Tue 16th Apr 19
21	1/1	1min	19:28 Sun 7th Apr 19
20	1/1	< 1 min	13:34 Fri 5th Apr 19
19	1/1	1min	00:13 Sat 30th Mar 19
18	1/1	1min	06:55 Thu 28th Mar 19
17	2/3	2mins	06:54 Thu 28th Mar 19
16	2/2	2mins	11:05 Sat 16th Mar 19
15	1/1	1min	15:38 Sat 9th Mar 19

[Click here to learn about our Fix Up 5.](#)

Page 1 of 3



Start

My current streak

19

My best streak

24



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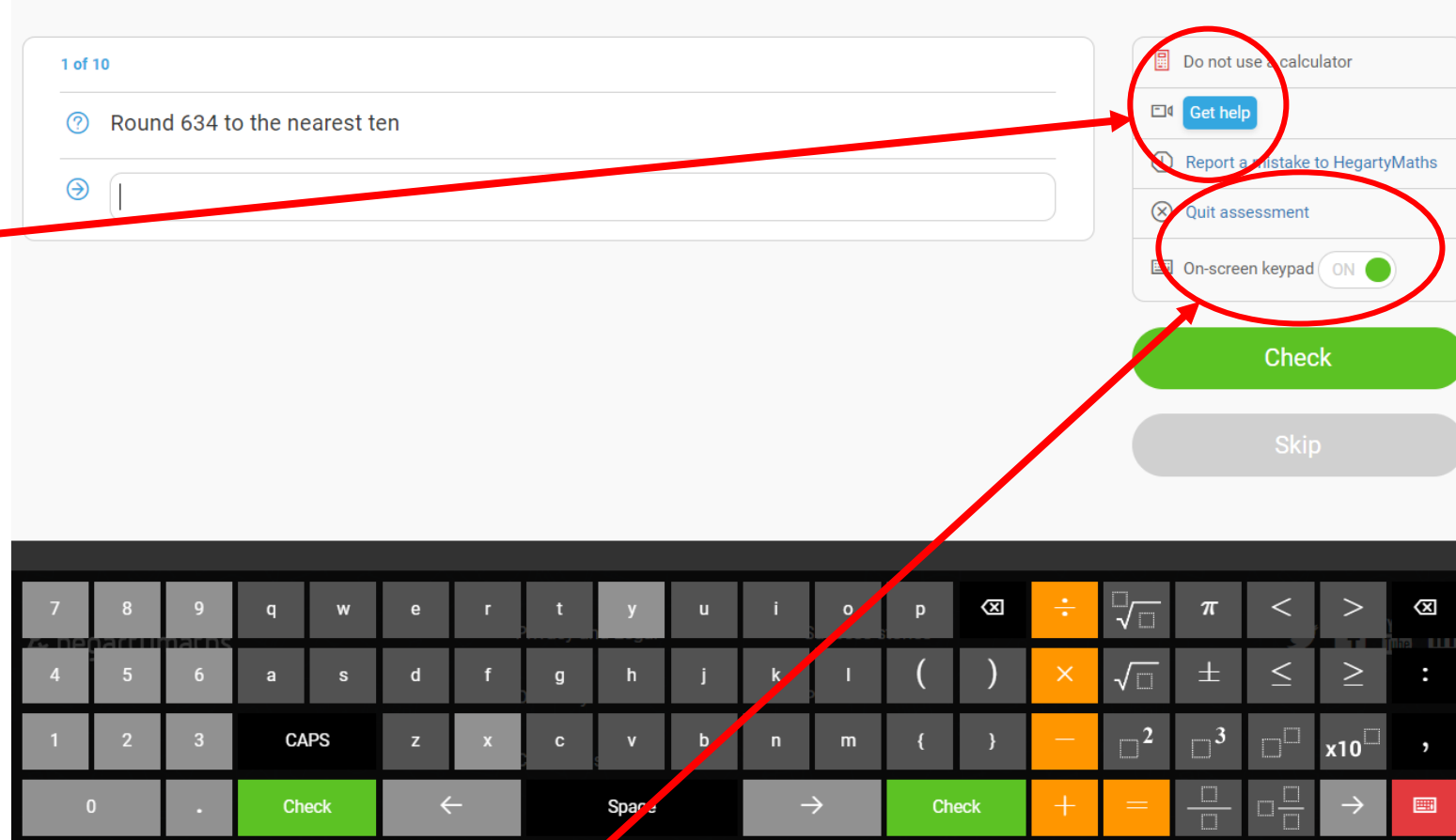
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# “What if I get stuck on a question?”

In addition to the ‘building blocks’, the videos on each task provide short, straightforward examples with commentary on how to complete questions.



The on-screen keypad can be accessed to help where questions require fractions, square roots, powers and other mathematical symbols.



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# “What if I get stuck on a question?”



1 of 10

Round 634 to the nearest ten

640

645

The correct answer is:  
630

I'm not sure how to do this one, can you show me in lesson please?

Genge

Submit comment

Do not use a calculator

Get help

Report a mistake to HegartyMaths

Quit assessment

On-screen keypad ON

Check

Skip

Next question

Have you watched the video?

Even if you think you know the method, watch the video! Re-learning the skill will **help you on this quiz** and in the future.

Get help

You should be aiming for a minimum of 70% on every task.



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# Don't just take our word for it!



*The videos helped my learn and practise. It helped me visualise how to work out the answer. Thank You Hegarty Maths!!!!!!!!!!!!*

*There are clips to help you out if you don't understand*

*It really helps you learn and develop math skills.*

*HegartyMaths is a amazing place to learn new things it shown me the best videos on how to work out the hardest questions*

*It helps loads with revision and preparation for gcse. it helps you to master any subject that is hard and is super useful*



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*"I think HegartyMaths is a fantastic resource, it really allows me to support with homework - we watch the videos together, they are excellent". "I think it is a good system - I like how you can check how long they spent on the homework and if they have watched the videos. As a parent, I would be prepared to pay for it!"*

**Happy parent**



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## Number

Topics	Clip Number	R	A	G
Calculating with roots and fractional indices	108, 109, 110			
Converting recurring decimals to fractions	53, 54			
Surds: Definition and estimating	111, 112			
Surds: Simplifying, multiplying and dividing	113, 114, 115			
Surds: Expanding brackets	116, 117			
Surds: Rationalising the denominator	118, 119			
Upper and lower bounds	137, 138, 139			
Error intervals	777			
Best buys	770			

## Algebra

Topics	Clip Number	R	A	G
Substitution	784, 785, 786, 787			
Substitution: Equations of motion	788, 789			
Substitution: Important formulae	279			
Expanding triple brackets	166			
Expressions with algebraic fractions	172			
Linear equations with algebraic fractions	187			
Factorising quadratic expressions: $ax^2+bx+c$	225, 226, 227, 228			
Quadratic expressions: Algebraic fractions	229			
Quadratic expressions: Completing the square	235, 236, 237			
Quadratic equations: Factorising	231, 232, 233			
Quadratic equations: Quadratic formula	241, 242			
Quadratic equations: Completing the square	238, 239			
Quadratic equations: Algebraic fractions	244			
Quadratic equations in context	245			
Simultaneous equations: Quadratic/linear	246			
Manipulating powers	790, 791, 792, 793, 794, 795			
Exponential equations	796, 797, 798, 799			
Equation of a straight line: Perpendicular lines	215, 216			
Quadratic graphs: Turning points and discriminant	256, 243, 258			
Simultaneous equations on graphs: Quadratic/ linear	259, 260			
Exponential graphs	302, 800, 801, 802, 803			
Exponential growth problems	804, 805, 806, 807			
Exponential decay problems	808, 809, 810, 811			
Trigonometric graphs	303, 304, 305, 306			
Graph transformations	307, 308, 309, 310, 311, 312, 313			

## Algebra (continued)

Topics	Clip Number	R	A	G
Speed-time graphs	881, 882, 883, 884, 885, 886			
Rate of change graphs	894, 895, 896			
Estimating gradient from a curve	887, 888, 889, 890			
Estimating area under a curve	891, 892, 893			
Equation of a circle	778, 779, 314, 315, 316, 317			
Circles and straight lines	318, 319, 320			
Linear inequalities as graph regions	273, 274, 275, 276			
Quadratic inequalities	277			
Function notation	288, 289			
Domain and range of functions	290, 291, 292			
Composite functions	293, 294			
Inverse functions	295, 296			
Functions: Problem solving	297			
Other sequences: Recurrence relations	262			
Quadratic sequences	247, 248, 249, 250			
Trial and improvement*	321			
Iteration and numerical methods	322, 323			
Proof and counter-examples	324			
Direct algebraic proof	325, 326, 327			

## Ratio, proportion and rates of change

Topics	Clip Number	R	A	G
Algebraic direct proportion	344, 345			
Algebraic inverse proportion	347			

If you come across a topic that you struggle with in lessons, make a note of the topic in your planner pages and use the videos to support at home



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[Predicted Papers](#)[Mini Predicted Papers](#)[Topics](#)[Demon Questions](#)[Mini Mocks](#)

**on**  
**Start**  
**understanding**  
**GCSE maths**

[All](#)[Predictions](#)[Our Papers](#)[What We Offer](#)[Ultimate](#)[Teachers](#)

# Corbettmaths

[Welcome](#)[Videos and Worksheets](#)[Primary](#)[5-a-day](#)[More](#)

## Welcome

## 5-a-day

## Videos

## Worksheets



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60 students in year 11 that still haven't logged on this year – ensure you can access Hegarty today

Planners out in lessons – use the Hegarty pages to RAG how you feel and plan your revision

2 tasks a week from your class teachers – Investment in Learning

FixUp5's and closing gaps from QLA

Start your revision – 200 days until May 1<sup>st</sup>



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# Y11 Securing Success Evening

13<sup>th</sup> October 2022



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# Securing Success in Science



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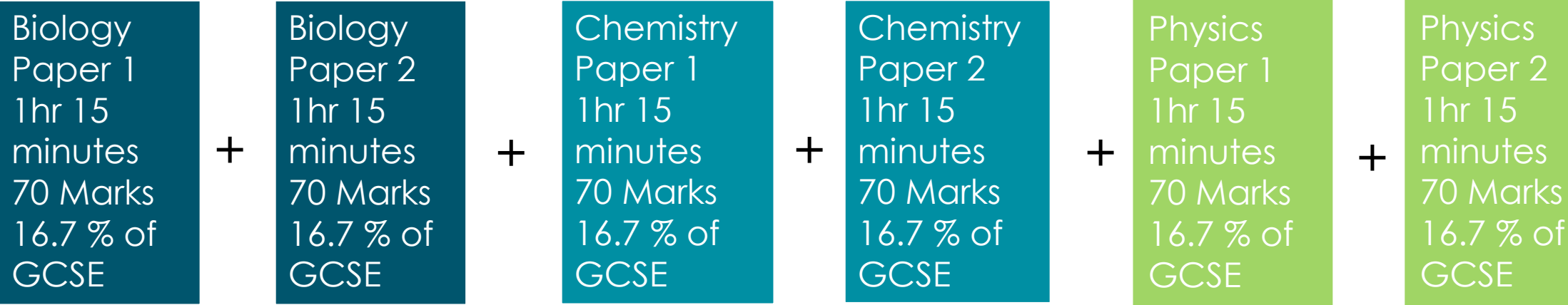
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# GCSE Combined Science / Trilogy (AQA)

Your GCSE is made of 6 units:



- You will be entered for Higher tier (9-9 to 4-3) or Foundation tier (5-5 to 1-1)
- Exams are all at the end of year 11 (June)
- This is a **double GCSE** – you will get a double grade:

Grade you get at the end
9-9
9-8
8-8
8-7
7-7
7-6
6-6
6-5
5-5
5-4
4-4
4-3
3-3 etc



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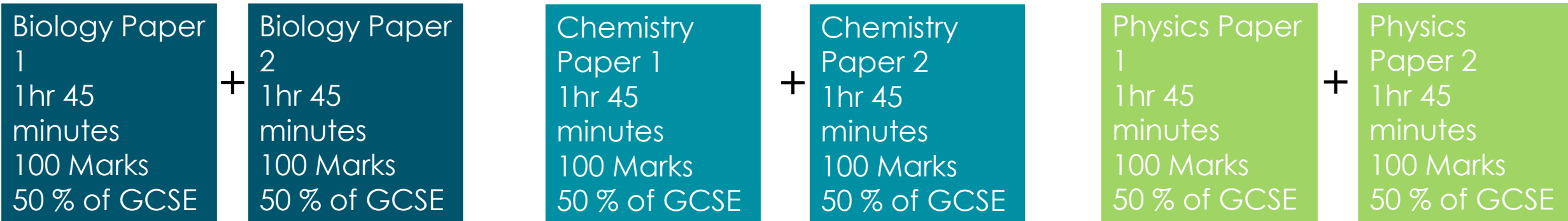


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# GCSE Separate Science / Triple (AQA)



Your GCSEs are made of 6 units:



- You will be entered for Higher tier (9 to 4) or Foundation tier (5 to 1)
- Exams are all at the end of year 11 (June)
- This is **THREE GCSEs** – you will get a different grade for each science



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# Skills and careers in Science



- Problem solving
- Communication and presenting – the ability to reason clearly and communicate complex ideas
- Identify and predict trends and patterns
- Teamwork
- Technical skills – use new instruments to identify and classify materials
- Time management and organisation
- Medicine
- Engineering
- Energy and utilities
- Pharmacology
- Telecommunications
- Manufacturing
- Banking and finance (analytical skills)
- Sales (science and other fields)
- Teaching
- And many more....



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# The importance of revision



## Assessment objectives:

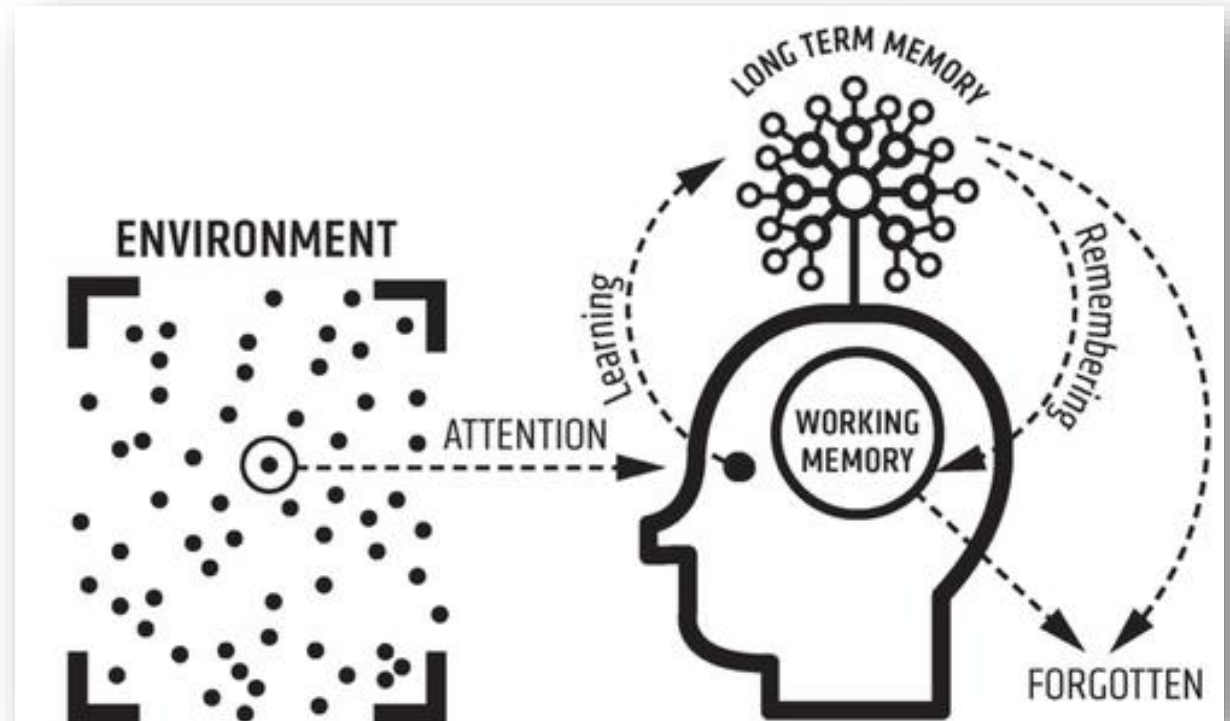
AO1: Recall (40%)

AO2: Application (40%)

AO3: Analysis (20%)

## Remembering:

- Chance of remembering something you've revised once = 10%
- Chance of remembering something you've revised twice = 33%
- Chance of remembering something you've revised three times = 50%



RETRIEVAL = REPETITION = REVISION



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# What we do in lessons



## Assessment objectives:

AO1: Recall (40%)  
AO2: Application (40%)  
AO3: Analysis (20%)

**Keywords:** time, distance, stationary, constant speed, accelerating, decelerating, graph, gradient, change

**Motion graphs**  
**Sharp Start:**

<b>Last Lesson</b> 1. What is the gravitational field strength on Earth?	<b>Last Week</b> 2. Is distance a vector or scalar quantity? Why?
<b>Last Month</b> 3. Someone pulls a rope with a force of 2N left, and in the opposite direction, the force is 1.5N. What is the resultant force?	<b>Last Year</b> 4. How does a fuse work in terms of current and resistance?

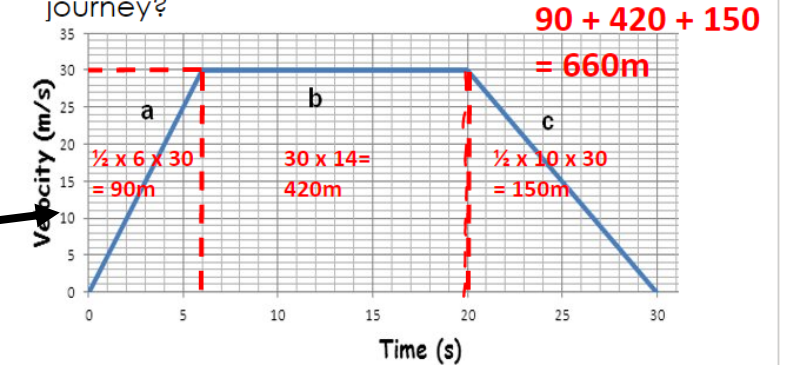
**Challenge:**  
How do you calculate the gradient of a line?

**Learning objectives:**  
1. calculate the gradient of a line to give speed from a DT graph  
2. Calculate the gradient of any given line

**Keywords:** time, distance, stationary, constant speed, accelerating, decelerating, graph, gradient, change

## Guide:

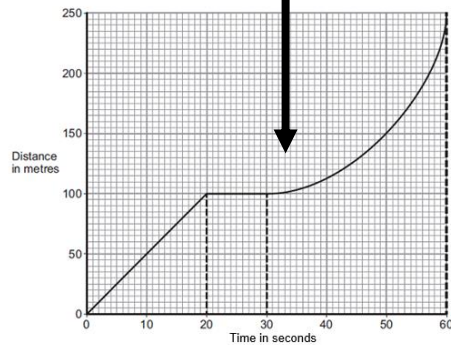
- So how would you do question 1c on your worksheet? The total distance covered in the journey?



Q1.

A bus is taking some children to school.

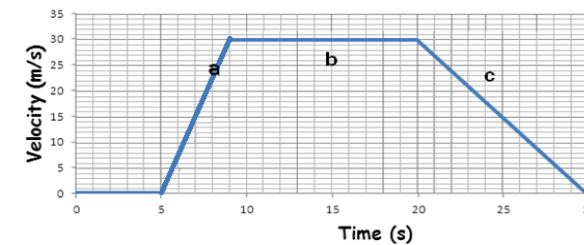
- (a) The bus has to stop a few times. The figure below shows the distance-time graph for part of the journey.



Q2) Be careful about this graph not starting from 0,0

On the graph below, calculate the following. Show your working both on the graph and the calculations that you do.

- acceleration of the upwards slope (a)
- the distance travelled under the upwards slope (a)
- the total distance travelled in the graph



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The scientific way to study  
(pronounced Tass-oh-my)

In 2017: Where students completed 80% or more of the course:


- 90% of students achieved C (grade 5) or above in their GCSE science exams
- 50% of students got an A or A\* grade (grade 7-9)
- A / A\* (grade 7-9) passes were 29% higher than the national average

 Tassomai student



I got 5s in science when i could barely scratch a 4! Thank you so much tassomai!!



 Tassomai student



Honestly need to say hands down thank you so much @Tassomai There is no way on earth I did as well as I did in triple science without this app!



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# A smarter way to learn and revise

Tassomai is an **online learning and revision platform** that uses **quizzing** to **test** and **teach**.

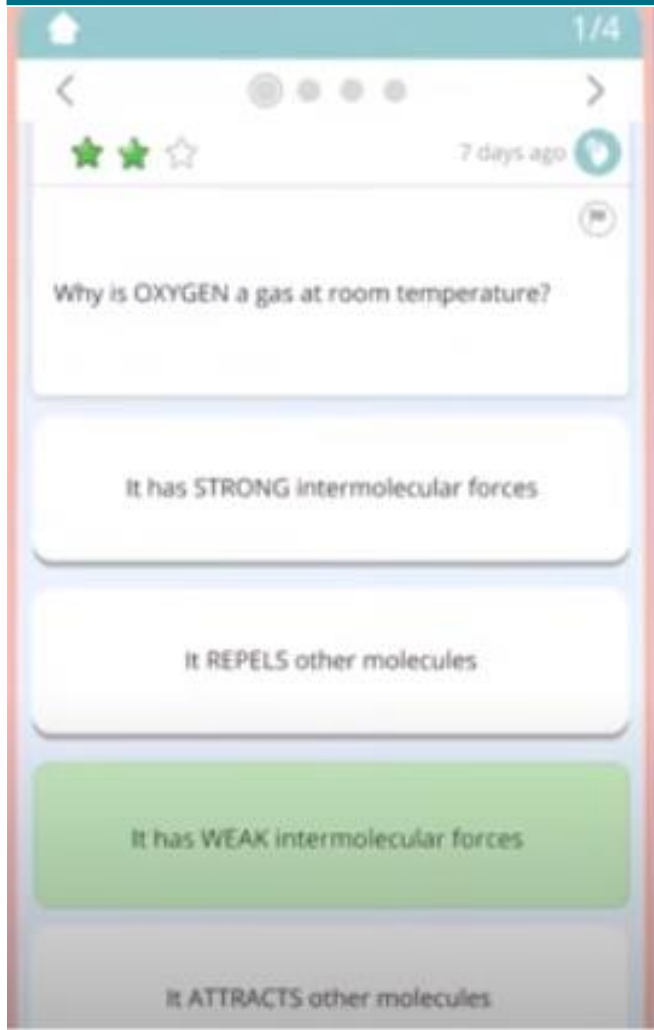
The program's **smart algorithm**:

- **Organises and spreads out your learning**
- **Personalises your content**
- **Builds knowledge**

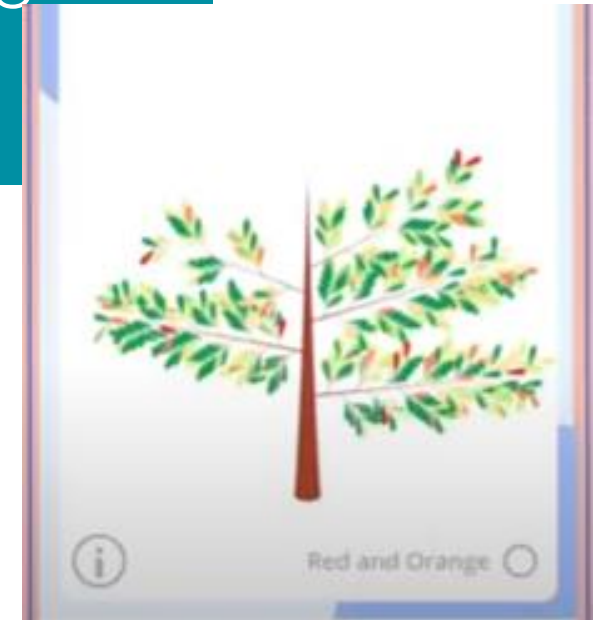
***“Within an hour I remembered more through Tassomai than I had with 10 hours of revision from a textbook.”***

Michael, Year 10,  
Budehaven

# How Tassomai works and how to take it further...



- Multiple choice recall questions
- The algorithm chooses topics/questions personalised to the students' areas for development
- A personal 'tree' shows their strengths and areas for development



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# How has this helped Maltby students?



Component	June 2019
B1F	37 (44.3)
C1F	41.1 (48.9)
P1F	35.8 (40.5)



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# How can parents help?



- Push attendance and punctuality
- Help them to revise – quiz them, provide a quiet space where possible, encouragement
- Encourage them to complete their daily goal on Tassomai at least 4 times a week
- Keep in contact with us
- Ensure they still have a balanced life!



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# Y11 Securing Success Evening

13<sup>th</sup> October 2022



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# What makes people good?

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## Talent Vs Effort



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# Why can some people draw?



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# 5 days of feedback from a teacher



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# 5 days of feedback from a teacher



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# 5 days of feedback from a teacher



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# 5 days of feedback from a teacher



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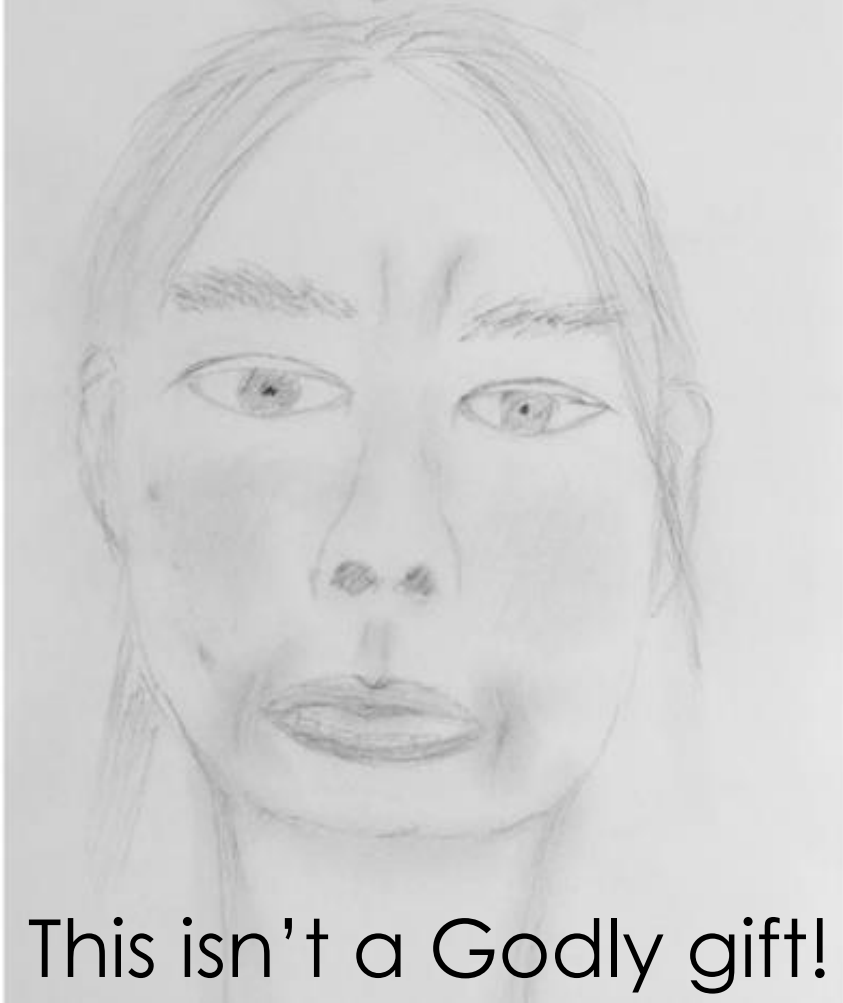


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# 5 days of feedback from a teacher



This isn't a Godly gift!



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# Making the Cut! Investment in Learning



	Attitude and Effort	Oracy	Homework	Response to Feedback
4. Fully Invested in Learning	<ul style="list-style-type: none"> <li>• I am always punctual to lessons.</li> <li>• I am always fully equipped for learning.</li> <li>• I have a positive attitude towards my learning, 100% of the time.</li> <li>• I have high aspirations for myself.</li> <li>• I am always resilient in lessons.</li> <li>• I learn from my mistakes; I understand that they are vital in my progress.</li> <li>• I never receive warnings.</li> <li>• I always complete work to the highest standard, to the best of my ability, striving to challenge myself every lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• I articulate myself confidently.</li> <li>• I actively take on any of the 6 Oracy roles during discussions, debates and when sharing ideas.</li> <li>• I express my opinions and ideas, without needing the sentence stems provided.</li> <li>• I work effectively in a variety of different Oracy groupings.</li> <li>• I apply accurate, subject-specific vocabulary in my contributions.</li> <li>• I always listen carefully to my peers and build on their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• I take responsibility for my homework and always complete it to a high standard.</li> <li>• I always hand in my homework on time.</li> <li>• If needed, I always seek support, well in advance of the deadline.</li> <li>• I often complete extra work and submit this work for feedback.</li> <li>• I always actively catch up on work that I miss due to authorised absence, so no gaps in my learning appear.</li> </ul>	<ul style="list-style-type: none"> <li>• I always proactively seek support on how to improve.</li> <li>• I always use my initiative and independent thinking skills to improve.</li> <li>• I am consistently willing to go back and improve my work, showing resilience.</li> <li>• I always engage with CTG activities in order to improve.</li> <li>• I always have a resilient attitude when mistakes are made.</li> <li>• I can ask important questions to help improve my work.</li> </ul>

**10 THINGS  
THAT REQUIRE  
ZERO TALENT**

**BEING ON TIME  
WORK ETHIC  
EFFORT  
BODY LANGUAGE  
ENERGY  
ATTITUDE  
PASSION  
BEING COACHABLE  
DOING EXTRA  
BEING PREPARED**



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# Making the Cut! Investment in Learning



	Attitude and Effort	Oracy	Homework	Response to Feedback
4. Fully Invested in Learning	<ul style="list-style-type: none"> <li>I am always <u>punctual</u> to lessons.</li> <li>I am always fully <u>equipped</u> for learning.</li> <li>I have a <u>positive attitude</u> towards my learning, 100% of the time.</li> <li>I have <u>high aspirations</u> for myself.</li> <li>I am always <u>resilient</u> in lessons.</li> <li><u>Learn from my mistakes</u>; I understand that they are vital in my progress.</li> <li>I never receive <u>warnings</u>.</li> <li>I always complete work to the <u>highest standard</u>, to the best of my ability, striving to challenge myself every lesson.</li> </ul>	<ul style="list-style-type: none"> <li>I articulate myself confidently.</li> <li>I actively take on any of the 6 Oracy roles during discussions, debates and when sharing ideas.</li> <li>I express my opinions and ideas, without needing the sentence stems provided.</li> <li>I work effectively in a variety of different Oracy groupings.</li> <li>I apply accurate, subject-specific vocabulary in my contributions.</li> <li>I always listen carefully to my peers and build on their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I take responsibility for my homework and always complete it to a high standard.</li> <li>I always hand in my homework on time.</li> <li>If needed, I always seek support, well in advance of the deadline.</li> <li>I often complete extra work and submit this work for feedback.</li> <li>I always actively catch up on work that I miss due to authorised absence, so no gaps in my learning appear.</li> </ul>	<ul style="list-style-type: none"> <li>I always proactively seek support on how to improve.</li> <li>I always use my initiative and independent thinking skills to improve.</li> <li>I am consistently willing to go back and improve my work, showing resilience.</li> <li>I always engage with CTG activities in order to improve.</li> <li>I always have a resilient attitude when mistakes are made.</li> <li>I can ask important questions to help improve my work.</li> </ul>

**10 THINGS  
THAT REQUIRE  
ZERO TALENT**

**BEING ON TIME  
WORK ETHIC  
EFFORT  
BODY LANGUAGE  
ENERGY  
ATTITUDE  
PASSION  
BEING COACHABLE  
DOING EXTRA  
BEING PREPARED**



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*The Campaign for Learning found  
parental involvement in a child's  
education can mean the difference  
between a 7 and a 3 at GCSE.*



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# So is it easy then?



Only 11% of children actively share info with parents about their school day.

73% of parents find it difficult to get info from their child about their day.

67% of parents feel 'excluded' when their child won't tell them what they've done at school that day.



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# Team Sky's baby steps



*“It’s about making sure the riders get a good night’s sleep by transporting their own bed and pillow to each hotel and using the most effective massage gel.*

***Each improvement may seem trivial, but the cumulative effect can be huge.”***



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# ... It all adds up



Remind them to revise + 1%  
Create a suitable workspace + 1%  
Remove distractions (phone (banned) etc.) + 1%  
Promote the use of revision guides + 1%  
Encourage them to revise + 1%  
Keep regular contact with school + 1%  
Help them make a revision timetable + 1%  
Stay interested in their work + 1%  
Talk to them about lessons and exams + 1%  
Check they put 100% into all homework + 1%



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# October half term support



October Half Term Achieve Sessions		
	Morning: 9:30am - 12:00pm	Afternoon: 12:30pm - 3:00pm
Monday	Spanish - MGI	
Tuesday	Sport- VFR	
Wednesday		
Thursday	Art Drama	Art
Friday	IT / Business	IT / Business



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# How important is attendance?



Name	English Lan	English Lite	Maths	Science	Geography	History	Spanish	Art & Design	Enterprise	Drama	Health & Social	Digital IT	Sports Science	Engineering	Media Studies	Performing Arts	A8 - Overall	P8 - Overall
4	4	3	3	33		3						P2	M2	P2			36.5	-0.12
4	2	3	4	55		1		7				D1					37	-0.49
U	U	U	1	11													4	-3.37
U	1	U	1	U													4	-3.20
4	5	3	4	33		4		4				P2			3		39	-0.08
1	U	U	2	11		U		1			D1						10	-3.19
1	3	U	3	U													12	-3.23
3	3	3	2	32		1					P2	D1					26	-1.17
4	3	3	3	55	3			5			P2						37	-0.73
4	3	5	2	32	2			5			P2	D1					33	-0.68
7	6	8	4	55		7			D2		D2	D2					63	1.88
6	5	5	5	55	6			5			M2	M2					52	0.78
6	6	5	5	44	5			6				P2		M2			51.5	1.17
7	5	5	5	88		6						M2	D2	D2*			63	2.53
6	4	6	4	54		5					D2	D2	D2				55	1.73
8	6	7	6	65		7			D2*			D2		M2			65.5	2.57
6	4	4	5	44			4		D2		D2	D2					51	0.91
6	4	6	4	55		5		6			D2*	M2					55	1.73
8	7	8	5	65	7			6	D2*			D2					66.5	2.88
6	4	5	4	55	4						D2	M2	D2				51.5	0.96

<95% attendance

>95% attendance



# November Mock Exams



## Week 2 (7th - 11th Nov)

Week A	Mon 7th	Tue 8th	Wed 9th	Thu 10th	Fri 11th
<b>Morning (9am)</b>	English Language - P1 1hr 45mins	English Literature - P1 2hr	Maths - P1 1hr 30mins	English Language - P2 2hr	Maths - P2 1hr 30mins

## Week 3 (14th - 18th Nov)

Week B	Mon 14th	Tue 15th	Wed 16th	Thu 17th	Fri 18th
<b>Morning (9am)</b>	Triple Biology 1h 45mins Combined Biology 1h 15mins	English Literature - P2 2hr 30 mins	Triple Chemistry 1h 45mins Combined Chemistry 1h 15mins	Maths - P3 1hr 30mins	Triple Physics 1h 45mins Combined Physics 1h 15mins



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# Education is its own reward.....



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# MA Prom - 4<sup>th</sup> July 2023 - Hellaby Hall



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You will all get a goody bag tonight  
filled with **free** revision guides from  
subjects you study!



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# Awaiting Guides

- Geography – Full Cohort.
- IT Books – 25 students.
- Combined Science (H) – 25 students.
- Biology – 2 students (already been notified).



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# Post 16: Open Evening

## OPEN EVENING

**Come along and visit our renovated Post 16 areas.**

We offer a wide range of A-Levels and Applied courses, as well as our ever-popular e-Sports, Football and Performing Arts Scholarship opportunities.

**WEDNESDAY 9 NOVEMBER**  
MALTBY ACADEMY

**THURSDAY 10 NOVEMBER**  
SIR THOMAS WHARTON  
ACADEMY

**6:00PM - 8:00PM**





# Food

Indian Banquet.



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