



Welcome!

Year 9 Focus Evening

Getting into good habits

- Homework - Deadlines
- Organisation - use of SMHW/Planner- Spread the load
- Support - Class Teachers, Tutor, Learning Mentor, Head of Year
- Taking responsibility for learning.
- Taking responsibility for behaviour and acting as excellent role models around the school.

Attendance and Learning



- Regular attendance/punctuality is essential over the next 3 years.
- 90% attendance means missing 20 days education, the equivalent to a HALF DAY A WEEK.
- Research suggests that 17 missed school days a year = One GCSE grade drop in achievement (DfES)
- Adopt the policy 'up and out'.
- Work needs to be caught up.
- Make use of support available in school - catch up sessions etc...

What will we do to help each student reach target levels?



- ✗ High level work and support in classrooms.
- ✗ Class work and homework with improvement targets attached. (HTI'S)
- ✗ After each interim/report is given, students with levels below their target will be highlighted and appropriate intervention will take place.
- ✗ Reward system used for encouragement.
- ✗ Pastoral team

Together we can meet the challenge



- **The partnership between student, parent and teacher is essential to young people's achievement.**
- **Be aware of your child's target grades for each subject and discuss these at home.**
- **Link the importance of academic attainment to future aspirations.**

TIPS FOR SUCCESS



- ✗ Encourage good effort across subjects and with completion of homework.
- ✗ 'Give it a go' attitude.
- ✗ Remind students in advance of tests/deadlines. (SMHW)
- ✗ Get them to teach you.

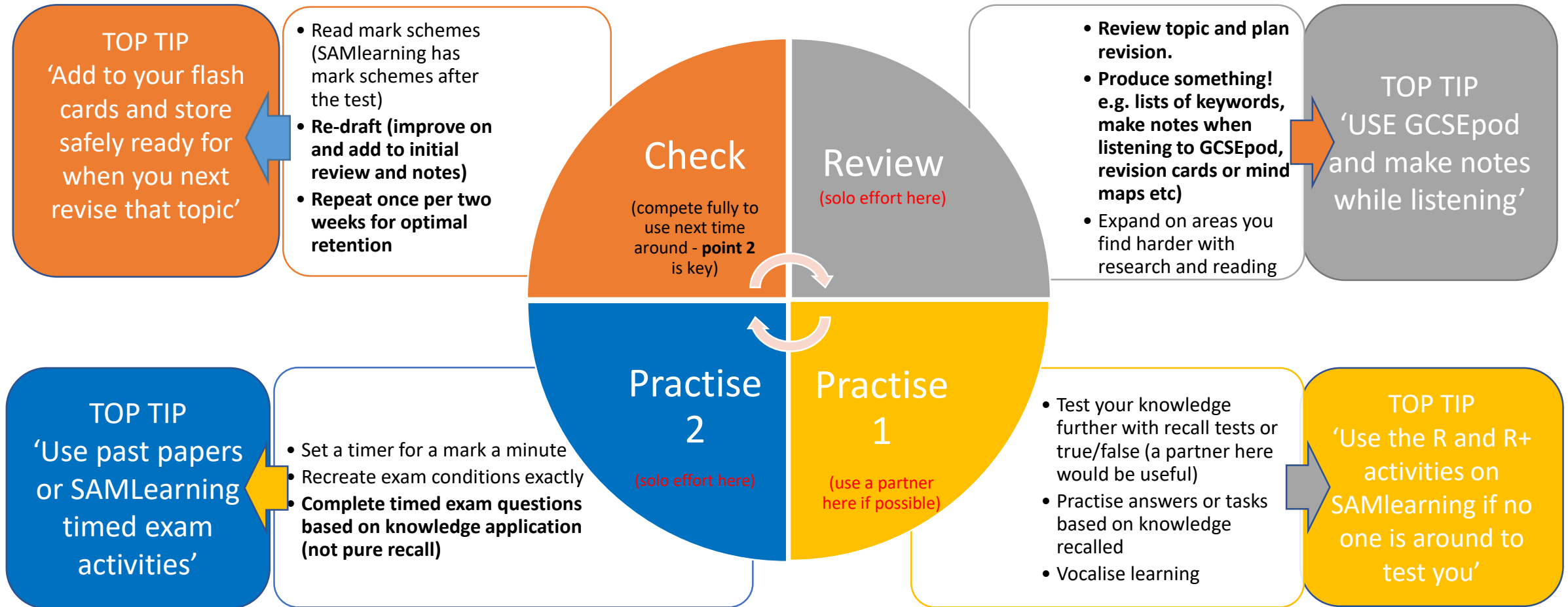
TIPS FOR SUCCESS Exam week



- ✗ Remind students in advance of exam week.
- ✗ Revise thoroughly for each exam.
- ✗ Start revision up to month ahead to ensure success.
- ✗ Make a revision timetable so that all subjects are covered. (exam week)
- ✗ Power Hour

THE REVISION CLOCK – ‘THE POWER HOUR’

Treat each segment of the diagram below as 15 minutes of your time



Key Dates Year 9



- 3rd March – Y9 Parents evening
- 1st June (3weeks) - Y9 exam week

Concerns

- Please contact me by phone or e-mail
- louisetierney@archwayschool.net
- Assistant Head of Keystage 4

English Language and English Literature



English Language – AQA

Component One – Fiction Comprehensive and Writing

Component Two – Non-fiction Comparison and Writing

Component Three – Speaking and Listening

English Literature – EDUQAS

Component One – *Romeo and Juliet* and poetry anthology

Component Two – Post-1914 Prose, 19th century novel, unseen poetry

How Should I Revise for English Language ?



- Draw the layout of a variety of written documents e.g. formal letters, reports or reviews
 - Past papers (available through your teacher or on Exam Board websites) and write the first paragraph to each essay question
 - Learn key words and mnemonics
- | | |
|------------------|-------------------|
| E.g. Form | Anecdote |
| Language | Fact |
| Audience | Opinion |
| Purpose | Repetition |
| | Emotive |
| | Statistic |
| | Tripling |

How Should I Revise for English Literature ?



- Flash cards for key quotations
- Timeline of events
- Past papers (available through your teacher or on Exam Board websites) and write the first paragraph to each essay question
- Track how key characters and themes develop in the text and why
- Study guides

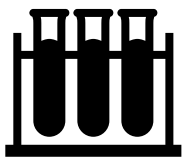
How Can I Help My Child?



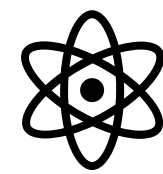
- Allow them to pin up sheets of mind-maps of key information around the house in areas they will often see them
- Help them to make a revision timetable
- Encourage them to read widely - newspapers and magazines as well as prose texts
- Check your child's SMHW
- Provide some space and time
- Get into a routine
- Give time limits
- Talk to them about what they are doing in the English classroom and the books they are studying
- Encourage them to look at helpful revision websites, revision guides and recommended films of their set texts
- Encourage students to talk to their class teacher/ English Department if they need support




Archway





GCSE Science At Archway School




Archway



GCSE Option
AQA
Trilogy Science

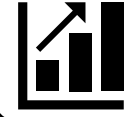




Mocks 

June in year 10
January in year 11
March in year 11


Tier of entry decisions

January in year 11





Tiers of entry

Higher (Grade 4-9)
Foundation (Grade 1-5)


Physics 

2 Papers
70 Marks each
16.7% of total grades each




Overview

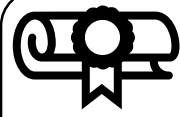
6 papers
75 mins per test
Average grade from all Sciences

Biology 

2 Papers
70 Marks each
16.7% of total grades each

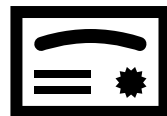
Chemistry 

2 Papers
70 Marks each
16.7% of total grades each



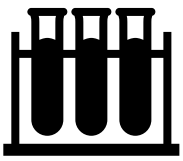
Outcomes

Two GCSE's awarded (EG. 4-4 or 6-7)

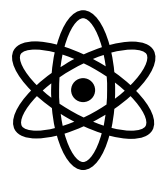





Archway





GCSE Science At Archway School




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GCSE Option
AQA
Separate Science






Mocks 

June of year 10
January of year 11
March of year 11


Tier of entry decisions

January in year 11





Tiers of entry

Higher (Grade 3-9)
Foundation (Grade 1-5)


Physics 

2 Papers
100 Marks each
50% of total grades each




Overview


6 papers
105 mins per test
Average grade from both papers


Biology 

2 Papers
100 Marks each
50% of total grades each

Chemistry 

2 Papers
100 Marks each
50% of total grades each

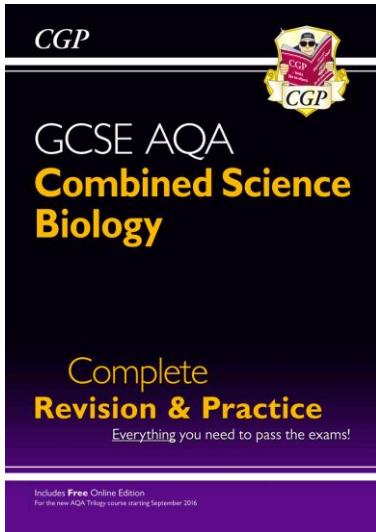


Outcomes 

Three separate GCSE's awarded

What can you do this year?

To support your child, please encourage them to make use of the following resources:



Revision websites

- BBC Bitesize website
 - SAM Learning
 - GCSE POD

Helpful books

- GCP Revision Guides (sold at parents evenings)
- Kerboodle Text Book





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GCSE Maths

Year 9 Focus Evening 2019

AQA GCSE Maths (8300)

Illustration of grades and tiering in the GCSE mathematics



The AQA GCSE in mathematics(8300)

- A simple assessment model
 - 3 papers at each tier, all equal length, mark allocations and subject content weightings

<u>Foundation tier</u>	<u>Paper 1</u> 1 $\frac{1}{2}$ hour Non-Calculator Grades 1-5	<u>Paper 2</u> 1 $\frac{1}{2}$ hour Calculator Grades 1-5	<u>Paper 3</u> 1 $\frac{1}{2}$ hour Calculator Grades 1-5
	↕overlap	↕overlap	↕overlap
<u>Higher tier</u>	<u>Paper 4</u> 1 $\frac{1}{2}$ hour Non-Calculator Grades 4-9	<u>Paper 5</u> 1 $\frac{1}{2}$ hour Calculator Grades 4-9	<u>Paper 6</u> 1 $\frac{1}{2}$ hour Calculator Grades 4-9

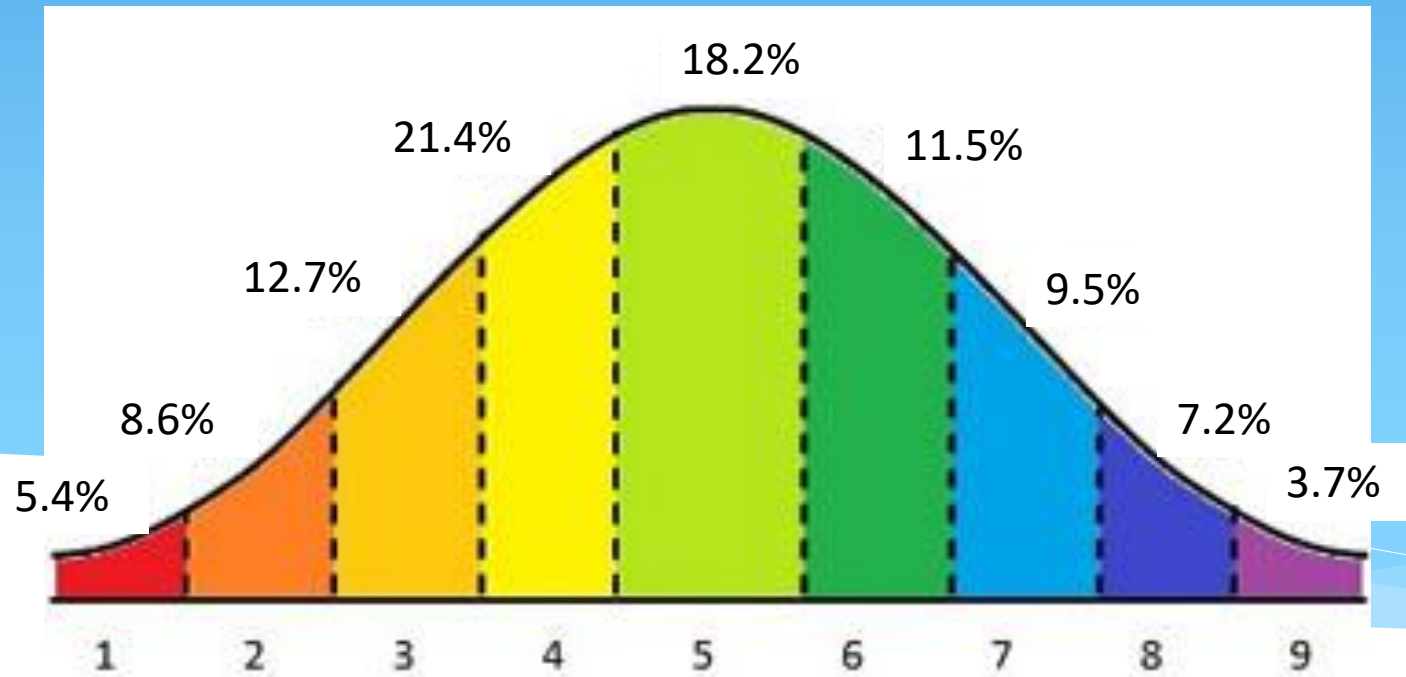
GRADE BOUNDARIES

	<u>HIGHER</u>		<u>FOUNDATION</u>	
9	201	84%		
8	169	70%		
7	138	57%		
6	104	43%		
5	76	32%	161	67%
4	47	20%	125	52%
3	32	13%	91	38%
2			59	25%
1			27	11%

Maths 2019

PERCENTAGES OF EACH GRADE

u	1	2	3	4	5	6	7	8	9	9-4
1.8	5.4	8.6	12.7	21.4	18.2	11.5	9.5	7.2	3.7	71.5



FORMULAE TO LEARN



Formulae required at the Foundation tier that are not to be provided on a formula sheet include:	• Pythagoras' theorem	$a^2 = b^2 + c^2$
	• trigonometric ratios	$\sin\theta = \frac{o}{h}, \cos\theta = \frac{a}{h}, \tan\theta = \frac{o}{a}$
	• area of a trapezium	$\frac{1}{2}(a+b)h$
	• volume of a prism	(area of cross section) \times length

Formulae required at the Higher tier that are not to be provided on a formula sheet include:	• the quadratic formula	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
	• the sine rule	$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$
	• the cosine rule	$a^2 = b^2 + c^2 - 2bc \cos A$
	• area of a triangle	$\frac{1}{2}ab \sin C$

Tips for Maths



- Be positive about maths – it is a key qualification for all students.
- Don't revise things that they already know how to do – challenge themselves to improve.
- Don't be discouraged – we all make mistakes but over time these will reduce and the marks will improve.
- Practise, Practise, Practise!!!



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