



**WATLING**  
— ACADEMY —

***Year 11 Shared Learning Evening***  
**Monday, 27 January 2025**

# Shared Learning Evening

- GCSE exams are only 61 school days away!
- Collaborative effort – Students, Teachers and Parents
- Key information about the road ahead
- How we will support students
- How you can support your child in the run up to exams



**WATLING**  
— ACADEMY —

***GCSE English***

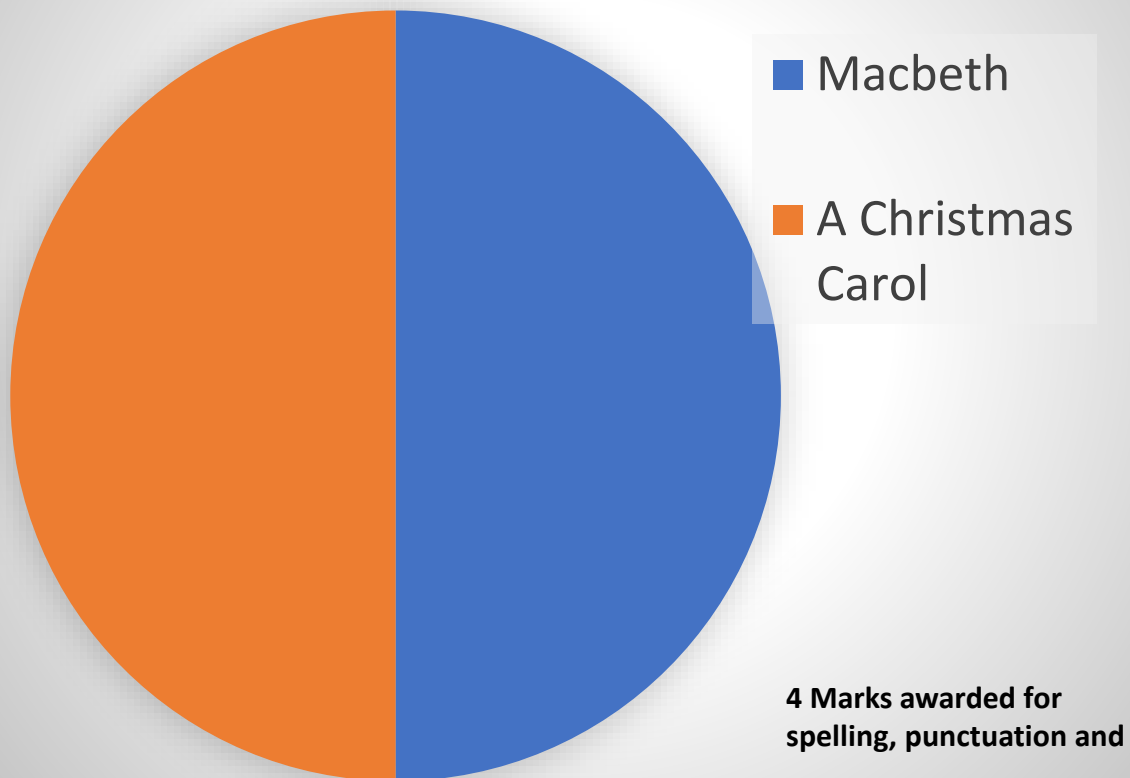
# After the session, this evening you will know:

- Information about the specification and exam board
- The support that is on offer to your son/daughter
- What we expect of the students
- How you can further support your child

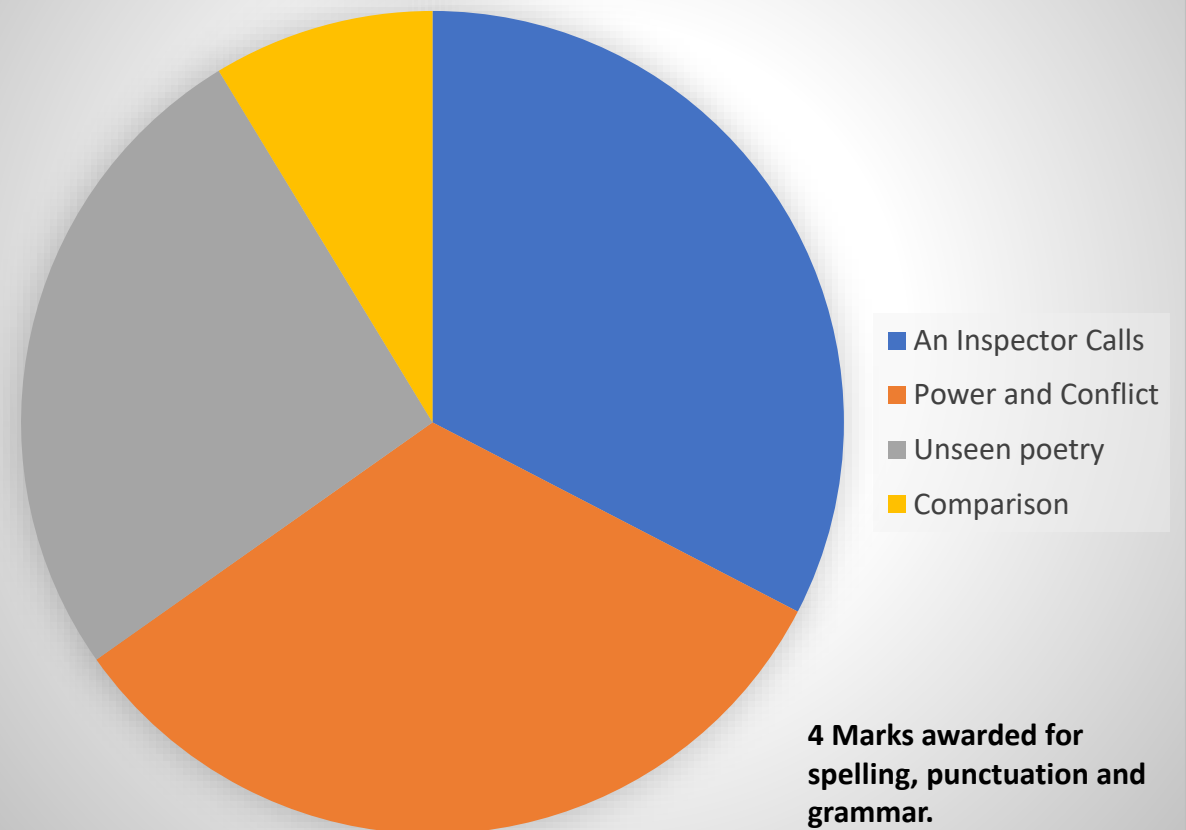
"Reading is the key that opens doors to many good things in life. Reading shaped my dreams, and more reading helped me make my dreams come true." - Ruth Bader Ginsburg

# English Literature

## Paper 1 40% GCSE – 1hr 45 Minutes

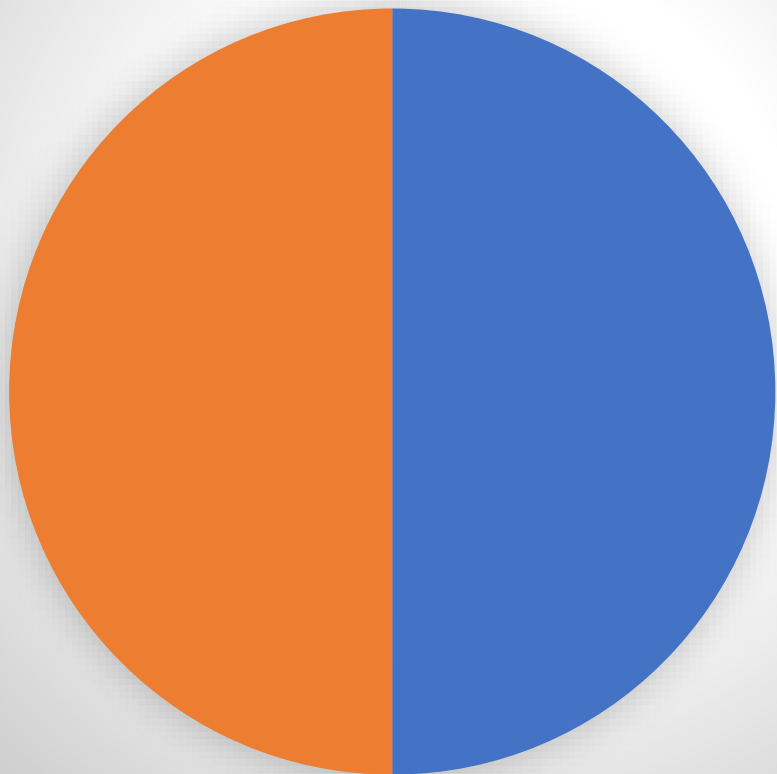


## Paper 2 60% - 2hr 15 Minutes



# English Language

50 % Paper 1 – Explorations in creative reading and writing  
1hr 45 minutes



■ Reading

■ Writing

50% Paper 2 – Writers perspectives and viewpoints  
1hr 45 minutes



■ Reading

■ Writing

# What we are doing to maximise learning



- Quality teaching where students have been matched with teachers
- New content has now been delivered, the next few months we are focusing on revising, closing gaps in learning and mastering exam skills.
- Exam practice once a week
- Homework focused on exam questions
- Regular in class assessment and monitoring



# How we are supporting outside of lessons



- Homework focused on exam questions
- Regular in class assessment and monitoring
- Regular drop-in sessions on a Wednesday after school.
- Intervention groups on Monday and Wednesday during the school day.

# How do you revise English?

- **Know your syllabus:** Get to know the AQA English Literature syllabus. This will help you understand what your child needs to study and the key texts they need to focus on.
- **Know the texts:** Know the plots, characters and main themes. The easiest way of doing this is by re reading the texts or watching performances!

## Know the exam:

Make sure you know what your examination paper looks like and the order that your questions come in.

Make sure you know what the mark scheme grids look like for each question.

## Know your answers:

Using a blank copy of an answer booklet, create a reminder paper for yourself.

Rather than answering the questions, note down:

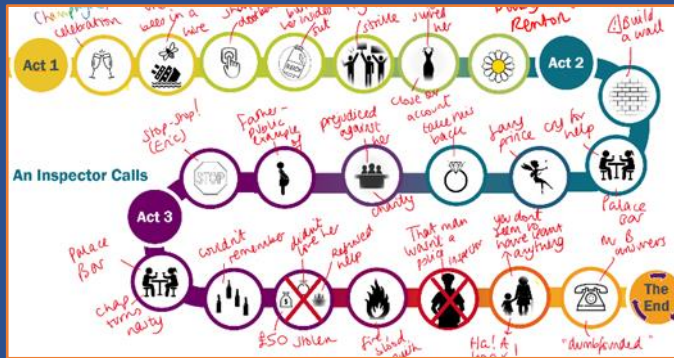
- How long you should spend on that question

- Any key information you have been taught in class

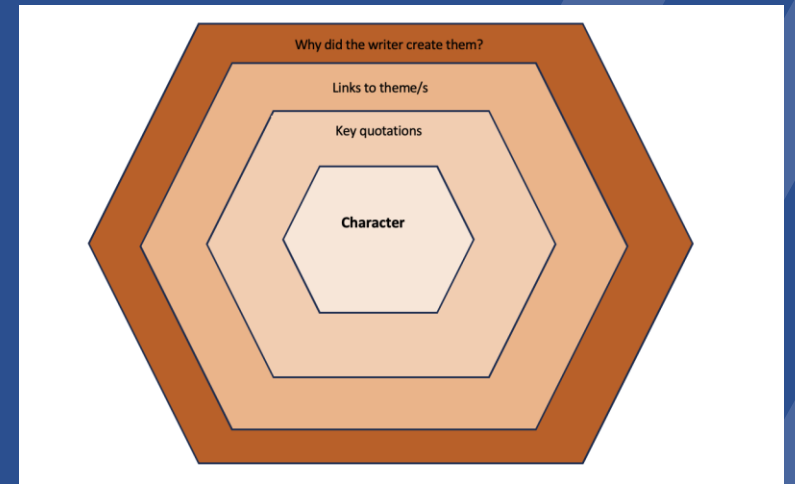
- The techniques you have been taught to answer that question

- Any key vocabulary you might need to answer that question

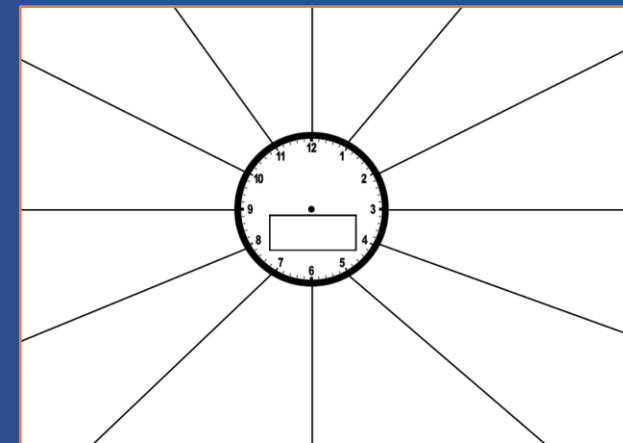
# Remembering!



Flash Cards  
Revision maps  
Revision timelines  
Linking Grids



	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
Character 1					
Character 2					
Character 3					



# Don't underestimate the writing

- Writing is a skill that we need to practice .... think of it as training for a sports match or a race. Keep your creative muscles warmed up and be sure of our technical skills.
- Planning for the writing section is often neglected. However, planning is the key to success and maintaining focus, cohesion and accuracy.
- You can use images as a stimulus, cities, countryside, people to plan your description.

# Practice your skills

- For each of the questions on your English Language Papers be sure of the skills you need to show for each, e.g. for Reading:
- **AO1: Select and retrieve information; comprehension skill**
- **AO2: Identifying language and structural features and commenting on their effects**
- **AO3: Comparing texts**
- **AO4: Critically evaluating texts**

# Power of exam questions

they not have access to some features. view permissions

**AQA**

Please write clearly in block capitals.

Centre number

Candidate number

Surname \_\_\_\_\_

Forename(s) \_\_\_\_\_

Candidate signature \_\_\_\_\_ I declare this is my own work.


**GCSE ENGLISH LANGUAGE**

Paper 2 Writers' viewpoints and perspectives

Monday 12 June 2023 Morning Time allowed

**Source A**

Source A is an extract from a travel book in which Peter Fleming describes his train journey on the Trans-Siberian Railway in 1933. The journey is over nine thousand kilometres and takes more than a week to complete.

- 1 And now the journey was almost over. There is no more luxurious sensation than what may be described as the 'end of term' feeling. I felt very content. After tomorrow there would be no more trips to the dining-car; no more of that black bread, in consistency and flavour suggesting rancid peat; no more of that equally earthy tea; no more of a monk's existence; no more days entirely blank of action. It was true that I did not know what I was going to do, that I had nothing very specific to look forward to. But I knew what I was going to stop doing, and that, for the moment, was enough.
- 7 
- 10 I wandered along the train to my compartment, undressed and got into my bed. As I did so, I noticed for the first time that the number on my berth was thirteen. For a long time, I could not sleep but eventually I drifted off.
- 12 All of a sudden there was a frightful jarring, followed by a crash. I sat up in my berth. From the rack above me my heaviest suitcase was cannonaded down, catching me with fearful force on either knee-cap. This is the end of the world, I thought, and in addition they have broken both my legs. My little world was tilted drunkenly. The window showed me nothing except a few fields. It was six o'clock. I began to dress. I felt very much annoyed. But I climbed out of the carriage into a refreshingly spectacular world and the annoyance passed. The Trans-Siberian Express train sprawled foolishly down the embankment. The mail van and the dining-car
- 15

Either

01 Macbeth

Read the following extract from Act 5 Scene 3 of *Macbeth* and then answer the question that follows.

At this point in the play, Macbeth hears that the English army is approaching and asks the Doctor for a report about Lady Macbeth.

**MACBETH**  
When I behold – Seyton, I say! – this push  
Will cheer me ever or disseat me now.  
I have lived long enough. My way of life  
Is fall'n into the sere, the yellow leaf,  
And that which should accompany old age,  
As honour, love, obedience, troops of friends,  
I must not look to have; but in their stead,  
Curses, not loud but deep, mouth-honour, breath  
Which the poor heart would fain deny, and dare not,  
Seyton!

Enter SEYTON

**SEYTON** What's your gracious pleasure?

**MACBETH** All is confirmed, my lord, which was reported.  
Give me my armour.

**SEYTON** 'Tis not needed yet.

**MACBETH** I'll put it on;



**WATLING**  
— ACADEMY —

***GCSE Maths***



# How to support your child in their maths revision

**What are we doing to  
maximise your  
son/daughter's  
performance?**

# Quality teaching in the classroom

## Already in place:

- Fortnightly exam practice lessons focused on exam technique and building confidence in answering exam questions
- Weekly past papers for homework to enable students to get familiar with exam style questions
- Content should be finished by Easter, allowing time for revision in class
- Weekly starters (mark maximisers) allowing for recap and review

## Also running

- Maths drop-in every Wednesday lunchtime – a space for students to get help and support with maths questions and homework

## Coming soon

- Worked solutions to the papers they have completed for homework

# What do we expect of the students?

- To try their best
- To try to start the questions, even if they think they cannot answer them
- To develop their resilience and confidence in exam questions
- To complete their past paper homework
- To ask for help when they don't understand
- To come equipped for lessons
- To show their full workings

**What can you do to  
further support?**

# Knowing the GCSE Maths Syllabus

3 papers (AQA)

Paper 1 non-calculator (1 hour 30 minutes)

**15<sup>th</sup> May 2025**

Paper 2 calculator (1 hour 30 minutes)

**4<sup>th</sup> June 2025**

Paper 3 calculator (1 hour 30 minutes)

**11<sup>th</sup> June 2025**

All content can be tested in any one of the three papers.

All papers are equally weighted.

# Higher or Foundation

Please make sure you are aware whether your child is sitting higher or foundation as the content does vary.

- Those in set 1 – 4 are sitting higher
- Those in set 5 – 7 are sitting foundation

# Giving your parental support

- Ensure your son/daughter has the correct equipment for lessons and the exams –pens, pencils, ruler, compass, protractor and calculator
- Encourage completion of weekly homework, especially working on past papers.
- Encourage active participation in all lessons as these are the revision sessions.
- Use websites/resources to help your son/daughter revise. i.e. Sparx, Mathsgenie
- Insist your son/daughter ‘actively’ revises. Revision is far more effective if you DO Maths as opposed to just read Maths.
- Talk Maths – ask questions about what your son/daughter has been revising. If they can teach/explain to you then they know it themselves.
- Be positive!



# Calculators and Equipment

We are finding several of the students are not coming prepared to their lessons with the necessary equipment they will need for the exam.

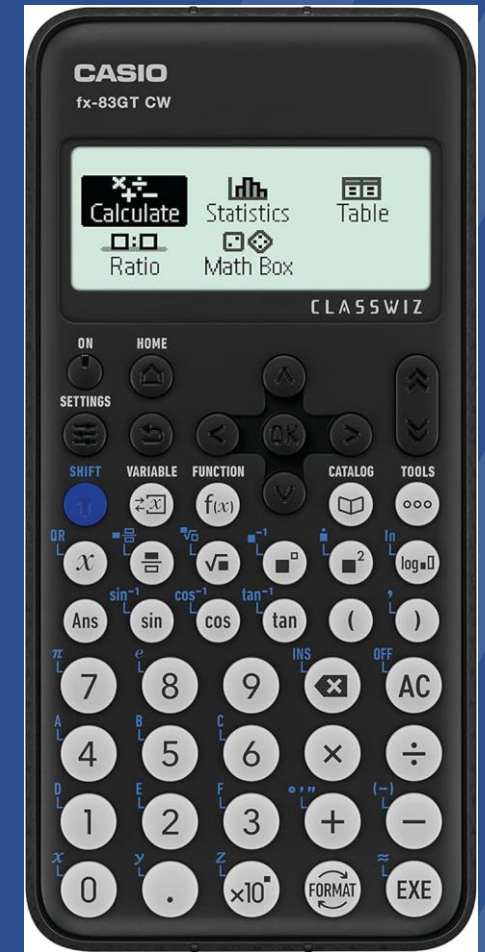
All students require a compass, protractor, ruler, pencil and pen.

Students will need a calculator.

We recommend the Casio FX85 and other similar models.

Please speak to myself or your child's maths teacher if you are unsure about which calculator to use.

Students need to get used to using their calculators now!



# How to help with exam papers

- Go through solutions
- Timed conditions
- Expect full workings – nag them if they don't!

# How do you revise maths

**The best way to revise maths, is to do maths!**

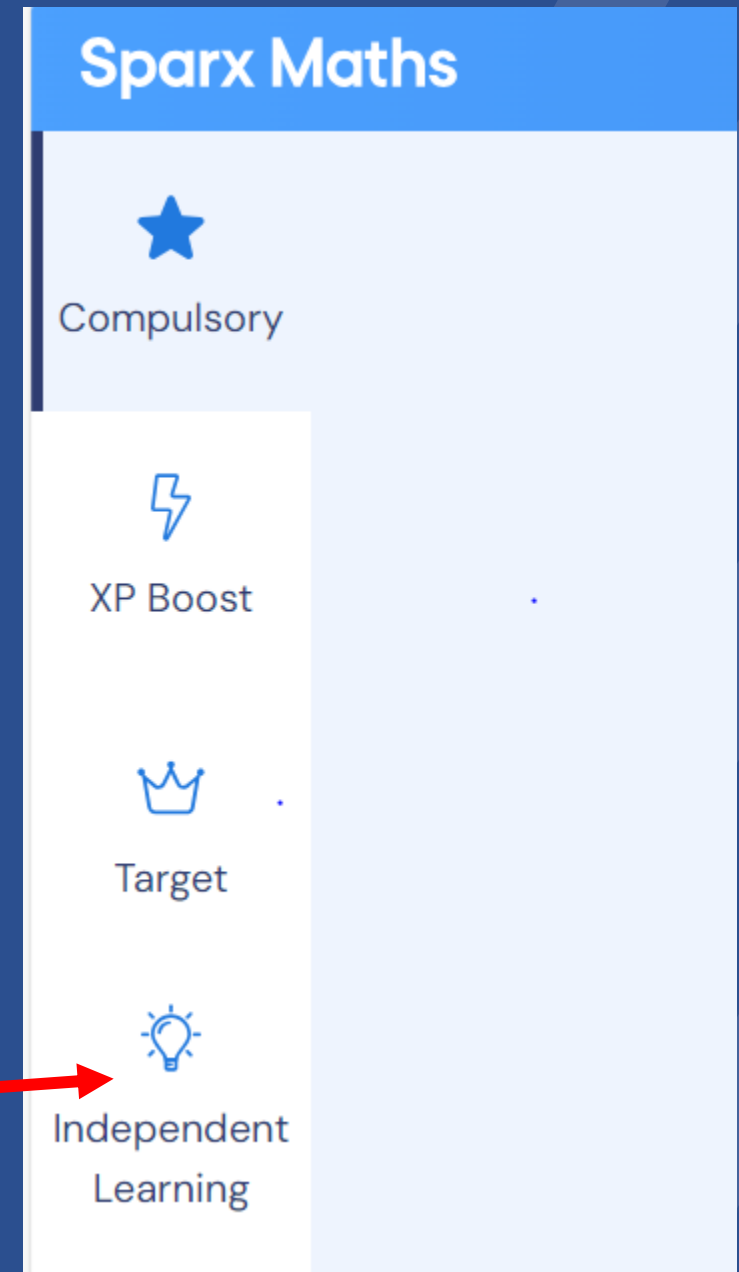
Maths is a skill, that must be practiced and perfected.

# Where can I get questions?

## Sparx – Independent learning

We have provided students with revision lists that include sparx codes.

These sparx codes are used in the independent learning section.



# Where can I get questions?







## Sparx – Independent learning

**Independent Learning**

**Find topics** | My activity

Search for topics:  Your curriculum:  Default level:

Select a topic:

Number 	Algebra 
Ratio and Proportion 	Geometry 
Probability 	Statistics 

- Students can fill in their codes in the search for topics box
- They will need to set the curriculum to GCSE

# Where can I get questions?

## Sparx – Independent learning

The screenshot shows the Sparx learning interface for the topic 'Factorising quadratic expressions of the form  $x^2 + bx + c$  - U178'. The interface is titled 'Level 3' and includes a 'Show building blocks' dropdown menu. Below this, the main content is organized into three difficulty levels: 'Introduce', 'Strengthen', and 'Deepen'. Each level contains five questions, each with an 'Answer' button. The 'Introduce' level is marked with a single bar icon, 'Strengthen' with two bars, and 'Deepen' with three bars.

- They will be given a range of questions at differing levels of difficulty to complete
- Sparx will offer the same help with hints and videos

# Where can I get questions?

## Maths genie

- Maths genie is a free website with a wealth of exam resources
- Questions are split into topics and grades
- This is an excellent resource for students trying to work through and improve specific topic areas

Maths Genie GCSE Revision GCSE Papers A Level Revision A Level Papers KS2 Revision Resources

### GCSE Revision

Search for topics...

#### Grade 1

Videos	Exam Questions	Exam Questions Booklet	Solutions
<a href="#">Addition and Subtraction</a>	<a href="#">Exam Questions</a>	<a href="#">Addition and Subtraction</a>	<a href="#">Solutions</a>
<a href="#">Multiplication and Division</a>	<a href="#">Exam Questions</a>	<a href="#">Multiplication and Division</a>	<a href="#">Solutions</a>
<a href="#">Time</a>	<a href="#">Exam Questions</a>	<a href="#">Time</a>	<a href="#">Solutions</a>
<a href="#">Metric Conversions</a>	<a href="#">Exam Questions</a>	<a href="#">Metric Conversions</a>	<a href="#">Solutions</a>
<a href="#">Writing, Simplifying and Ordering Fractions</a>	<a href="#">Exam Questions</a>	<a href="#">Writing, Simplifying and Ordering Fractions</a>	<a href="#">Solutions</a>

All content beyond this point is for the higher tier only.

#### Grade 6

Videos	Exam Questions	Exam Questions Booklet	Solutions
<a href="#">Recurring Decimals to Fractions</a>	<a href="#">Exam Questions</a>	<a href="#">Converting Recurring Decimals to Fractions</a>	<a href="#">Solutions</a>
<a href="#">Fractional and Negative Indices</a>	<a href="#">Exam Questions</a>	<a href="#">Fractional and Negative Indices</a>	<a href="#">Solutions</a>
<a href="#">The Product Rule for Counting</a>	<a href="#">Exam Questions</a>	<a href="#">The Product Rule for Counting</a>	<a href="#">Solutions</a>
<a href="#">Repeated Percentage Change</a>	<a href="#">Exam Questions</a>	<a href="#">Repeated Percentage Change</a>	<a href="#">Solutions</a>
<a href="#">Expanding Triple Brackets</a>	<a href="#">Exam Questions</a>	<a href="#">Expanding Triple Brackets</a>	<a href="#">Solutions</a>
<a href="#">Parallel and Perpendicular Lines</a>	<a href="#">Exam Questions</a>	<a href="#">Parallel and Perpendicular Lines</a>	<a href="#">Solutions</a>
<a href="#">Inequalities on Graphs</a>		<a href="#">Inequalities on Graphs</a>	<a href="#">Solutions</a>
<a href="#">Similar Shapes (Area and Volume)</a>	<a href="#">Exam Questions</a>	<a href="#">Similar Shapes (Area and Volume)</a>	<a href="#">Solutions</a>
<a href="#">Enlarging with Negative Scale Factors</a>		<a href="#">Enlarging with Negative Scale Factors</a>	<a href="#">Solutions</a>

# Exam feedback sheets

- Following every exam, students receive a blue feedback sheet that breaks down their performance question by question
- It highlights which topic areas they need to work on
- It provides them with sparx links to work through these areas independently
- These should be glued into your child's book so please ask them to bring them home or ask their maths teacher/myself for a copy

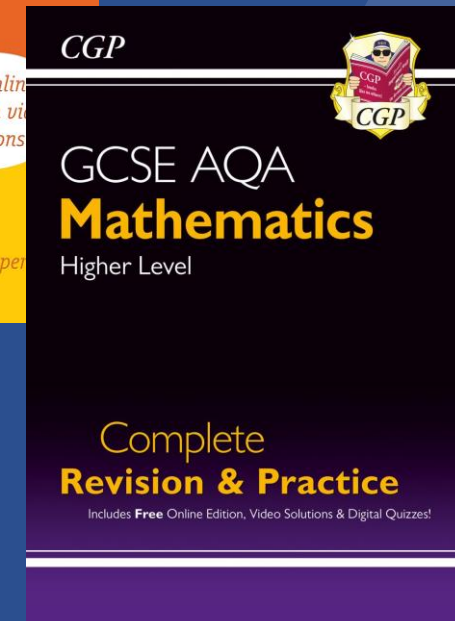
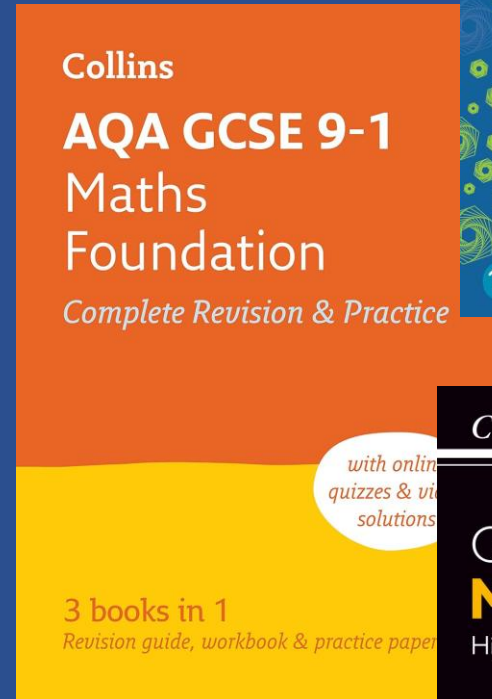
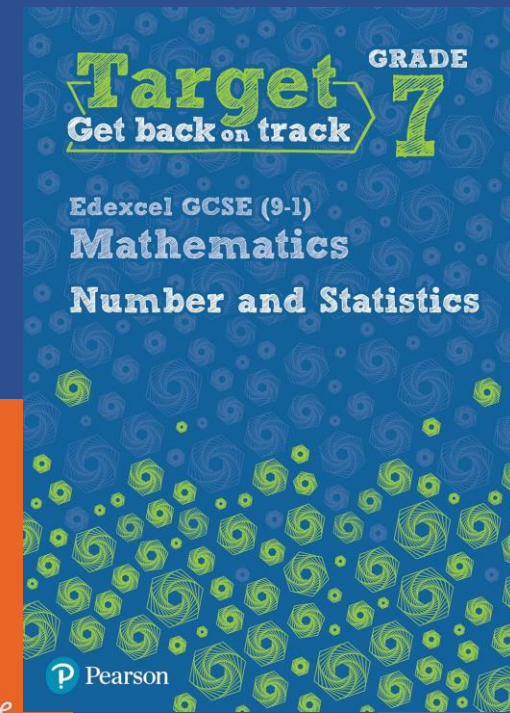
Question	Knowledge is power	Sparx link	Total marks	Marks scored	Overall Performance
1	Picture Sequences	U213, U978	2	2	
2	Pythagoras	U385	3	3	
3	Sampling	U162	1	1	
4	Identities	U613	1	1	
5	Plans and elevations	U786, U743	2	1	
6	Speed, distance and time	U388, U902, U721, U357	6	5	
7	Plotting linear graphs	U741	3	3	
8	Pie charts problem	U291, U172, U144	4	4	
9	Population Density	U144, U248	3	3	
10	Relative Frequency	U166, U683	3	3	
11	Multiplying and dividing	U548, U475, U613	2	1	
12	Tree Diagrams	U558	5	2	
13	Identifying roots	U667	2	0	
14	Angles and ratio	U753, U732, U577	3	0	



# Where can I get questions?

## Revision books

- Revision books have a wealth of questions and helpful tools
- Useful books include
  - Pearson target grade books – these are the best revision workbook and build up gradually through different topics
  - Collins workbook and revision guide
  - CGP workbook and revision guide



# Where can I get questions?

## Practice Exam Papers

- For homework students will be completing past AQA papers
  - We have mapped this out so that they complete every past paper before the exams in June
- If students are completing further past papers for revision, please can I encourage that they are NOT AQA
  - Both Edexcel and OCR have a lot of very good questions and the beauty of maths is it is the same on every exam board
  - Practice papers for other exam boards can also be found on mathsgenie

The best way to  
revise maths is  
to do maths!



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*Science*

# AQA GCSE Combined Science

6 exams of 75 minutes each

<b><u>Biology Paper 1</u></b> Cell Biology Organisation Infection and Response Bioenergetics	<b><u>Chemistry Paper 1</u></b> Atomic Structure and the Periodic Table Bonding, Structure and Properties of Matter Quantitative Chemistry Chemical Changes Energy Changes	<b><u>Physics Paper 1</u></b> Energy Electricity Particle Model of Matter Atomic Structure
<b><u>Biology Paper 2</u></b> Homeostasis and Response Inheritance, Variation and Evolution Ecology	<b><u>Chemistry Paper 2</u></b> Rate and Extent of Chemical Change Organic Chemistry Chemical Analysis Using Resources Chemistry of the Atmosphere	<b><u>Physics Paper 2</u></b> Forces Waves Magnetism and Electromagnetism

# AQA GCSE Separate Sciences

6 exams of 105 minutes each

<b><u>Biology Paper 1</u></b> Cell Biology Organisation Infection and Response Bioenergetics	<b><u>Chemistry Paper 1</u></b> Atomic Structure and the Periodic Table Bonding, Structure and Properties of Matter Quantitative Chemistry Chemical Changes Energy Changes	<b><u>Physics Paper 1</u></b> Energy Electricity Particle Model of Matter Atomic Structure
<b><u>Biology Paper 2</u></b> Homeostasis and Response Inheritance, Variation and Evolution Ecology	<b><u>Chemistry Paper 2</u></b> Rate and Extent of Chemical Change Organic Chemistry Chemical Analysis Using Resources Chemistry of the Atmosphere	<b><u>Physics Paper 2</u></b> Forces Waves Magnetism and Electromagnetism Space Physics

# The Current Picture

- All content will have been covered by the end of February.
- Mock exams completed in paper 1 in year 10 and in September
- Mock exams in February on paper 2

# Next Steps

- Mocks will highlight key strengths and weaknesses
- Students will be given an individualized outline of this by topic following mocks
- Lessons will be based on areas of weakness
- Homework will be set according to the identified areas of weakness
- Targeted support given in lessons with exam practice
- Plan of revision timeline will be shared with students at the end of term



# What is on offer outside of lessons?

- Intervention sessions on Wednesdays after school are open to all – session content is displayed in advance so that students can make the decision.
- Drop in session will be running on a Friday lunch time if students have specific questions
- Homework set weekly

# Practice your skills

- **AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures (approx. 40%)**
- **AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures (approx. 40%)**
- **AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures (approx. 20%)**

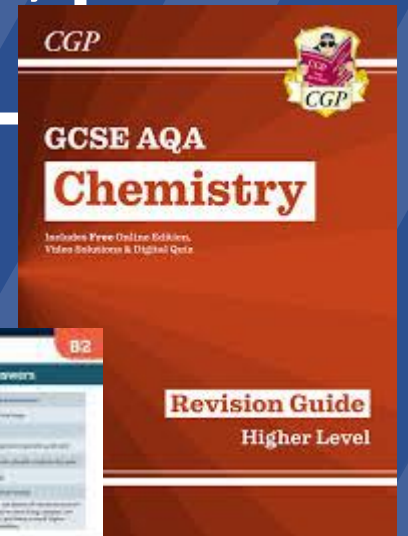
# Practice your skills

- **AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures (approx. 40%)**

This is the knowledge that is written on the spec and in the checklists

To practice:

- Use flashcards
- Learn definitions by rote from the checklists
- Use mark schemes to spot common phrases
- Use of revision guides such as CGP or oxford revise



# Practice your skills

- **AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures (approx. 40%)**
- **AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures (approx. 20%)**

This means up to 60% of the paper can be application of the knowledge to unfamiliar situations

## GCSE exam pupils baffled by 'business studies' question in biology paper

AQA Biology exam reportedly asked pupils to define 'independent company', prompting complaints from children on social media

A GCSE biology paper featuring a question about drinking has left some County

They said the examination did not cover what was taught.

Instead, they were asked questions about teenagers and alcohol, and testing drugs on drunk rats.

## AQA Biology GCSE Exam Asking Students Why Boiled Carrots Don't Decrease In Mass Sparks Confusion

PARENTS UK PARENTS CHILDREN SCHOOL  
*We asked a scientist for the answer. [↗](#)*

By Amy Packham

# Practice your skills

- Complete exam questions, in exam conditions, and mark them harshly
- Use mark schemes and work out what the question was
- Exposure to as much 'science news' as possible to increase scientific literacy – using apps such as BBC news
- Answer 3 mark or more questions in bullet points

# Your support

You can help by:

- Regularly checking work is completed.
- Questioning students about what they are learning.
- Monitoring closely their completion of homework tasks
- Checking past papers have been completed and marked rigorously with the mark scheme.
- Encourage reading of science in the news
- Ensure the students have the correct equipment, including a functioning calculator
- Insist on active revision, not just reading

# Next Steps

Exam results are all about giving students the opportunity to pursue their goals after GCSEs

- Sixth form – Application deadline – **MONDAY 20<sup>th</sup> JANUARY**
- Leadership interviews – **TUESDAY 28<sup>th</sup> JANUARY**
- Futures Day – **THURSDAY 30<sup>th</sup> JANUARY**