

# September-Ready Evening

Welcome to our Year 9 parents and carers



**WILMSLOW**  
HIGH SCHOOL

# How do I find out about the course?

Information about the course

The exam board

Information about assessment – exams/NEA

Who to contact to know more

**FORMAL CURRICULUM DASHBOARD**

**OUR FORMAL CURRICULUM JOURNEY**

**KEY STAGE 4 COURSE CHOICES**  
**YEAR 9**

**KEY STAGE 5 COURSE CHOICES**  
**YEAR 11**

**PARENTS' EVENINGS**

**REVISION MATERIALS**  
YEARS 7-13

**EXAMINATIONS INFORMATION**  
RULES, TIMETABLES, SEAT NUMBERS etc.  
YEARS 7-13

**ASSESSMENT & REPORTING**  
YEARS 7-13

**EXPECTATIONS EVENINGS**  
INITIAL ESTABLISHING SUBSTANTIAL COMPLETE FLUENT  
YEARS 7-13

**SMART LEARNING: HOW TO LEARN & RETRIEVE KNOWLEDGE**  
YEARS 7-13

**DIGITAL FLUENCY & REMOTE LEARNING**  
YEARS 7-13

# Maths

# Higher or Foundation?



Grade 4 – standard pass (C)  
Grade 5 – strong pass (C+)



**What support do we need?**

## Question Level breakdown:

Paper 1 Non Calculator		Total Marks	% Marks achieved	Average of all students
1	Types of number M322	3	100%	83%
2	Adding Fractions M835	2	100%	78%
3	Fractions of amounts M695	4	100%	46%
4	Standard form M719	1	%	75%
5	Decimals to fractions M958	2	100%	79%
6	Averages from a list M934	2	%	60%
7	Similar shapes M324	1	%	56%
8	Expanding and simplifying M792	3	100%	76%
9	Solving equations M509	2	100%	85%
10	Factorising linear M100	1	%	51%
11	Inequalities on number lines M384	1	100%	54%
12	Solving Inequalities M118	2	100%	58%
13	Simultaneous Equations M852	2	50%	51%
14	Graphical Simultaneous equations M658	1	%	14%
15	Compound measures (speed) M221	2	100%	83%
16	Collecting Like terms M531	1	100%	69%
17	Indices M120	2	50%	49%
18	Lowest common multiple M227	2	%	52%
19	Expand double brackets M960	2	%	52%
20	Factorise double brackets M908	2	100%	53%
21	Solving inequalities M732	2	%	20%
22	Volume of prism M722	3	%	25%
23	Multiplying fractions M197	2	%	41%
24	Simultaneous Equations M852	3	%	0%
25	Indices M120	2	50%	20%

Paper 2 Calculator		Total Marks	% Marks achieved	Average of all students
1	Using a calculator M757	2	100%	80%
2	Square root on a calculator M135	1	100%	89%
3	Powers on a calculator M135	1	100%	90%
4	Range from a list M328	2	%	62%
5	Pythagoras M677	2	100%	76%
6	Time calculations M515	3	100%	59%
8	Substituting into formulae M208	2	100%	82%
9	Speed M247	4	50%	84%
10	Volume of cylinder M697	3	100%	55%
11	Drawing linear graphs M932	4	25%	69%
12	Forming and solving equations M957	2	%	55%
13	Mean from a frequency table M127	3	%	40%
14	Similar shapes M324	2	%	35%
15	Surface area of a cube M534	3	%	37%
17	Product of prime factors M108	3	100%	62%
18	Mode from a table M127	1	100%	0%
19	Proportion M478	4	75%	0%
20	Mean from grouped table M287	4	25%	28%
21	Pythagoras M677	4	25%	24%



# Summer work

# What does Maths revision look like?

*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="#">Writing, Simplifying and Ordering Fractions</a>	<a href="#">Exam Questions</a>	<a href="#">Writing, Simplifying and Ordering Fractions</a>	<a href="#">Solutions</a>
<a href="#">Place Value</a>	<a href="#">Exam Questions</a>	<a href="#">Place Value</a>	<a href="#">Solutions</a>





# English

"We do not compromise on complexity, but rather we scaffold, model, deliberately practice and teach the necessary skills to ensure that a rich experience is secured for **all students.**"

# GCSE English Language/Literature

- Two separate qualifications
- Skills-based approach
- Two-year course
- Blend of Literature and Language
- Four hours contact time per week

Equitable experience: mixed ability classes to ensure every student is given the opportunity to reach their full potential.

# GCSE English Language



## Paper 1: Explorations in Creative Reading and Writing

### *What's assessed*

#### Section A: Reading

- one literature fiction text
- Section B: Writing
- descriptive or narrative writing

### *Assessed*

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

## Paper 2: Writers' Viewpoints and Perspectives

### *What's assessed*

#### Section A: Reading

- one non-fiction text and one literary non-fiction text

#### Section B: Writing

- writing to present a viewpoint

### *Assessed*

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

## Non-examination Assessment: Spoken Language

### What's assessed

- presenting
- responding to questions and feedback
- use of Standard English

### Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)



# GCSE English Literature



## Paper 1: Shakespeare and the 19th-century novel

### *What's assessed*

- Shakespeare plays
- The 19th-century novel

### *How it's assessed*

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

## Paper 2: Modern texts and poetry

### *What's assessed*

- Modern prose or drama texts
- The poetry anthology
- Unseen poetry

### *How it's assessed*

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

# Assessments

- Formal mock examinations at the end of Year 10 and throughout Year 11
- In-class assessments for each unit throughout the course
- Spoken Language NEA at the end of Year 10
- Low stakes assessment
  - Extended writing tasks (500 words)
  - Retrieval homework
  - Wider reading
  - Quote learning
  - Exam practice

# How can students become experts?

Independent  
Learning

## GCSE Literature

Wider reading - improves analysis, vocabulary, independent thinking

Reading list provided – list of articles and textbooks, encourage students to read around the set texts

Retrieval practice – recall information frequently through low stakes quizzing (quotes, dates, themes, techniques)

Writing practice - students must complete practice essays and analytical responses, refining this skills takes work, models and scaffolds help students to succeed at this

## GCSE Language

Independent reading - improves ability to synthesise information, exposes learners to new ideas, builds cultural capital, and improves vocabulary

Exposure to non-fiction, news apps, writing for purpose

Writing practice - students must practice creative and opinion writing, particularly focusing on stamina (500-words in 45 minutes) focusing on accuracy of spelling, punctuation and grammar

Online Platforms: Massolit lectures, Seneca, Firefly, Physics and Maths Tutor

# Summer work

English Language › September Ready (Summer Work)

## September Ready (Summer Work)

GCSE  
September  
Ready (Year 9  
-10)

Year 11  
September  
Ready (Year  
10-11)



# Science

*“The intention of our science curriculum at WHS is that all students are taught a set of core ideas that will enable students to experience a personal sense of awe and wonder when describing and explaining the natural world (or indeed, Universe!)”*



# Courses

- AQA Separate Science (Triple Science)
- AQA Combined Science - Trilogy
- AQA Combined Science - Synergy (for our two Support Classes)

# Assessments

- High stakes assessments: At the end of Year 10 and throughout Year 11
- Medium stakes assessments: End of topic tests
- Low stakes assessments - Independent Practice
  - Extended writing tasks
  - Learning homework using knowledge organisers
  - Use of platforms such as Carousel Learning, Seneca, Isaac Physics
- Feedback is provided after each of these forms of assessment

# Higher or Foundation?



Grade 4 – standard pass

Grade 5 – strong pass

**What support do we need?**

# What does Science revision look like?

Website: 'Physics & Maths Tutor'



Revision  
 Revision notes, key points, worksheets and questions  
 by topic from past papers

Maths | Physics  
 Biology | Chemistry  
 Economics | Geography  
 English | Psychology  
 Computer Science



Knowledge organisers

**Y11 Energy**

Energy store	Description	Examples
1 Magnetic	Energy stored when repelling poles have been pushed closer together or when attracting poles have been pulled further apart.	Ridge magnets, compasses, maglev trains which use magnetic levitation.
2 Internal (thermal)	The total kinetic and potential energy of the particles in an object.	Human bodies, hot coffee, stoves or hobs, ice particles vibrate slower but still have energy.
3 Chemical	The energy stored in chemical bonds.	Food, muscles, batteries, fossil fuels
4 Kinetic	The energy of a moving object.	Moving car, buses, comets.
5 Electrostatic	The energy stored when repelling charges have been moved closer together or when attracting charges have been pulled further apart.	Thunderclouds, Van De Graaff generators.
6 Elastic potential	The energy stored when an object is stretched or squashed.	Drawn catapults, compressed springs, inflated balloons.
7 Gravitational potential	The energy of an object at height.	Aeroplane, kites, mugs on a table.
8 Nuclear	The energy stored in the nucleus of an atom.	Atomium nuclear power, nuclear reactors.

19 Energy can be transferred by:  
 • Heating  
 • Electrical  
 • Radiation  
 • Mechanical

20 The law of conservation of energy:  
 Energy cannot be created or destroyed but it can be transferred, dissipated or stored in different ways.

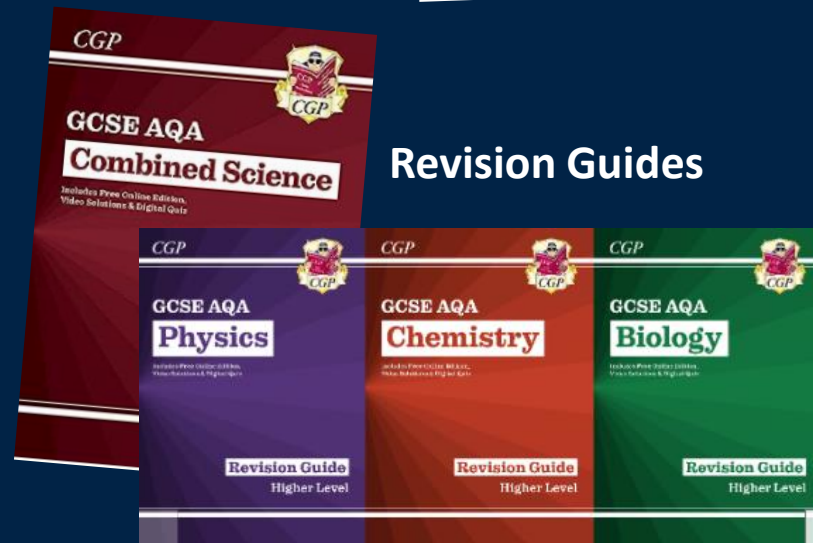
11  $E_p = mgh$   
 $g = 9.8 \text{ N/kg}$

12 Work done against average frictional force,  $F$   
 $WD = F \times s$

13 Kinetic energy =  $\frac{1}{2} \times \text{mass} \times \text{velocity}^2$   
 $E_k = \frac{1}{2} mv^2$

14 Elastic energy =  $\frac{1}{2} \times \text{spring constant} \times \text{extension}^2$   
 $E_e = \frac{1}{2} ke^2$

Revision Guides





# Summer work

Science › Year 9 › GCSE September Ready (Year 9-10)

## GCSE September Ready (Year 9-10)

Biology

Chemistry

Physics



# Non-Examined Assessments

# What is a NON-EXAMINED ASSESSMENT (NEA)

- A formal controlled assessment completed by students in lessons over several months
- There are strict regulations set out by the Joint Council for Qualifications (JCQ) on how the NEA can be approached and how it is supervised
- All NEA components are marked by the teacher then standardised internally
- Then a sample of work is moderated externally by the exam board
- The external moderator is assigned numerous schools across a region

# Subjects with an NEA element

GCSE COURSE	% OF COURSE
Design & Technology: product design	<b>50%</b> - An explorative design portfolio and final prototype
Design & Technology: graphic products (3D)	<b>50%</b> - An explorative design portfolio and final prototype
Art: fashion & textiles	<b>60%</b> - A portfolio of work sustained project evidencing a journey and further work undertaken over the two years
Art: fine art	<b>60%</b> - A portfolio of work sustained project evidencing a journey and further work undertaken over the two years
Art: photography	<b>60%</b> - A portfolio of work sustained project evidencing a journey and further work undertaken over the two years
Art: graphics	<b>60%</b> - A portfolio of work sustained project evidencing a journey and further work undertaken over the two years
Food, preparation & nutrition	<b>50%</b> - Task 1: science investigation 15% Task 2: practical and written portfolio 35%
Drama	<b>60%</b> - Component 2: devising log and performance 40% Component 3: texts in practice performance 20%
Music	<b>60%</b> - Component 2: performing music 30% Component 3: composing music 30%
Media Studies	<b>30%</b> - Creating a media product
PE	<b>40%</b> - Practical performance in physical activity and sport

# Important to note ...

- Students are free to revise, re-draft and refine their work
- But teachers can only give generic written or verbal feedback
- Teachers can't correct a student's piece of work with specific guidance
- Teachers can't provide templates or writing frames
- Any additional teacher input must be recorded and taken into account when marking work

# Classroom Strategies

- Clear time plans shared with students highlighting interim deadlines
- Exemplar work available for students to view
- Mock NEA tasks
- Building knowledge and skills through Year 10
- Assessment points where work may be completed under formal conditions
- Preparation tasks are set for homework (research, development, flipped learning tasks, drafting/redrafting of work, generating ideas)

# How do teachers give feedback?

- Teachers will support students with routine 1-2-1 coaching conversations where they review work and prompt students to think about next steps
- Teachers can give whole class feedback, keeping it general
- Teachers can recommend further resources for students to engage with or source
- Teachers can help students plan time, organise their work and model how to critique
- Teachers can breakdown assessment criteria vocabulary to help students understand what is expected
- Students can self-assess against exam board criteria and can also assess each other
- Students can take inspiration and guidance from past work and display pieces

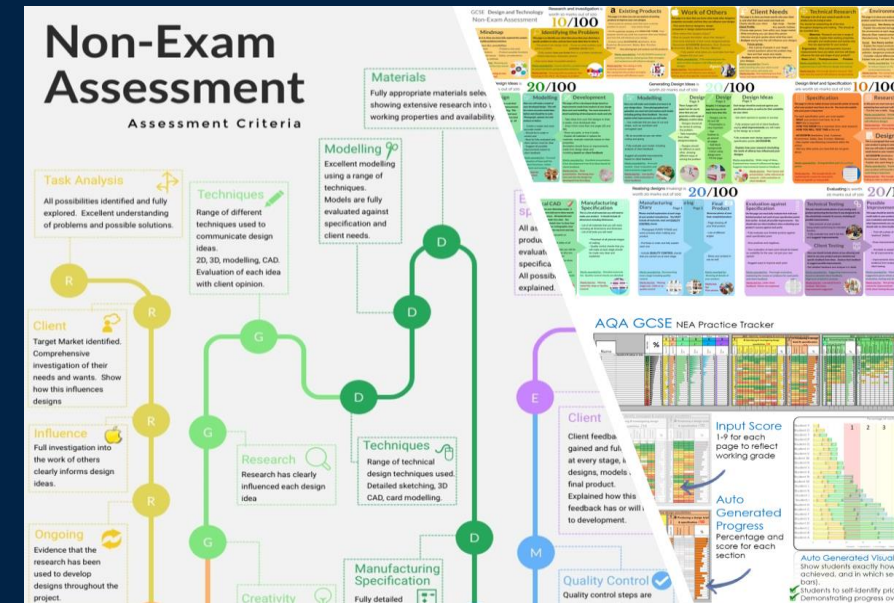


# Advice and Guidance

## Students ...

- **Meet deadlines**; your teacher will have spaced out the chunks of work needed accordingly.
- **Do homework**; this will ensure you meet deadlines.
- **Listen** carefully to your teaching when getting feedback. They know how to maximise marks and what is of benefit/no benefit to your overall performance.
- **Make notes** when the teacher is explaining/modelling/planning/feeding back to you on a certain part of the task.
- **Be organised** with equipment.
- **Plan** each section of the task; layout, content, evidence, etc.
- **Identify** where you may need to do further reading, research or fact finding.
- **Engage** with the marking criteria; ask if there are words or terms you do not understand.
- **Respond** to feedback (don't delay)
- **Talk to your teacher** and ask for help.

## Marking Criteria

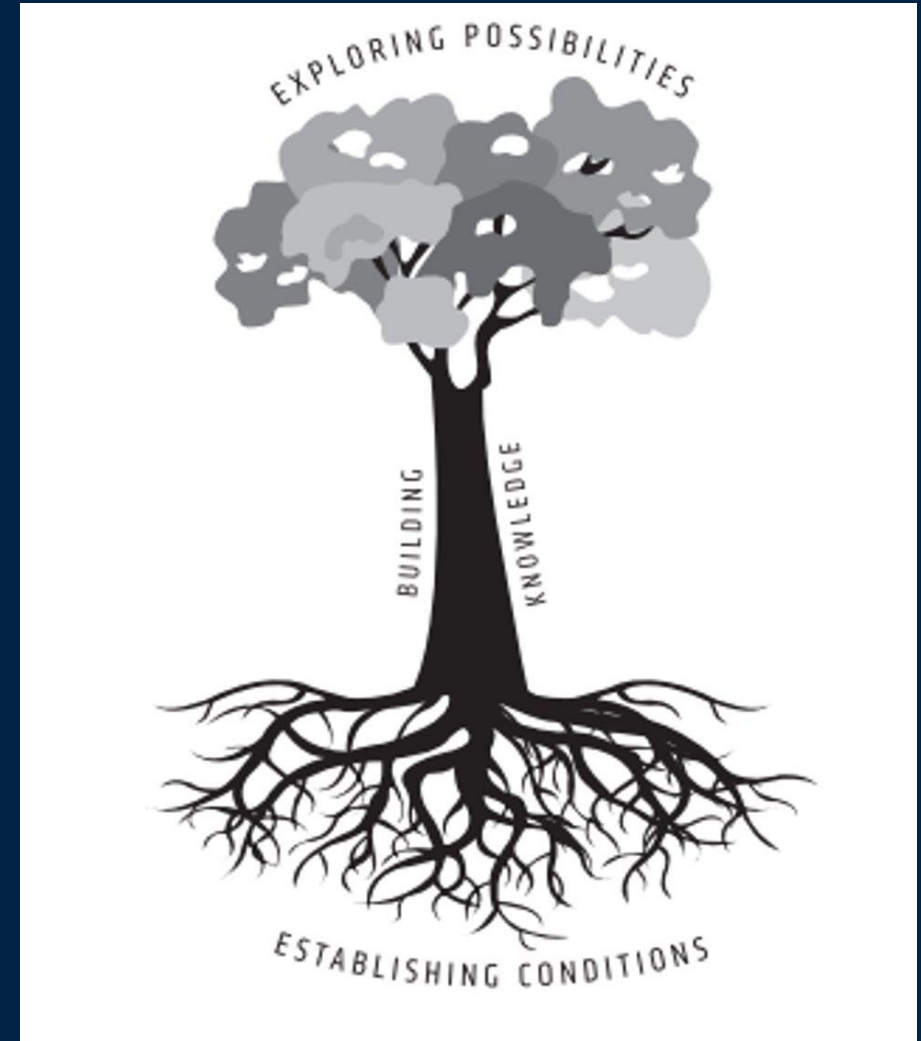


The "journey"  
- a sequence of  
stages  
explained

A method of  
recording  
feedback

## Parents, carers, family members ...

- **Encourage** your son/daughter to share their work
- **Have a conversation** about their work; ask them to explain their thinking, planning, next steps
- **Offer your feedback**, help them to order their work, expand on their thoughts, generate ideas and motivate
- **Support** with time management
- **Check** they have the necessary equipment
- **View homework** tasks on Firefly
- **Contact the teacher** if you have concerns



# Studying BTECs

# BTEC Courses

- BTEC Tech Award in Enterprise
- BTEC Tech Award in Health and Social Care
- BTEC Tech Award in Sport

# Assessment - PSAs Sport and H&SC

## **PSA – Year 10**

Completed between January and May 2024 – 30% of Overall Mark

## **PSA – Year 11**

Completed between September and December 2024 – 30% of Overall Mark

## **Exam**

May/June 2024 – 40% of Overall Mark

# Assessment - PSAs Enterprise

## **PSA – Year 10**

Comp 1 - Completed between September and December 2023 – 30% of Overall Mark

Comp 2 - Completed between January and May 2024 – 30% of Overall Mark

## **Exam – Year 11**

May/June 2024 – 40% of Overall Mark

# Assessment - PSAs

- A formal controlled assessment completed by students in lessons under exam conditions
- There are strict regulations set out by Pearson BTEC about how these assessments are conducted
- The PSAs are marked by the teacher then standardised internally
- The work is then moderated externally by the exam board
- The exam board can recommend that the marks are altered



# Assessment - PSAs

- Lesson attendance is key
- The PSAs cannot be continued once the window has ended, even if there are extenuating circumstances.
- Practice work can be done at home
- The assessment must be done in school under the supervision of a teacher

# Progress, reading and September-Ready work

# Reading makes us cleverer

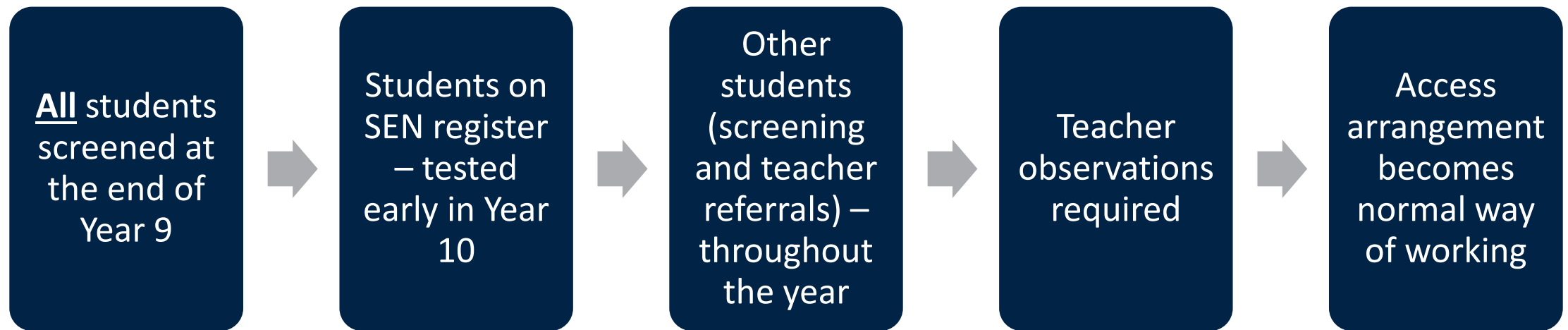
- Students' reading levels are a stronger predictor of their performance in maths GCSE than of history and English literature
- They need a reading age of 15 to access all of the GCSE maths content (<https://www.tes.com/magazine/archive/weak-readers-struggle-more-maths-english-lit>)
- This summer..... read!

# September ready work

# Accessing the curriculum – access arrangements

# The testing process

“Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working.”



# Attendance

- 96% or more is the magic number
- 90% or below indicates persistent absence
  
- Extremely strong correlation with performance