

Year 11 Information Evening

Thursday 6 October

Back to normal...

What internal assessments will I do?

Mock Exams or PPEs (Pre-Public Examinations)

- Internal examinations took place in summer of Y10 and will take place in Autumn and Spring Y11.
- GCSE questions.
- Marked rigorously according to GCSE mark schemes.
- Give students clear feedback on their level of performance.
- Enable students to plan their next steps for improvement.
- Requires students to revise – helps them with the final examination at the end of the course.

GCSEs

All exams are taken at the end of the course, in Summer 2023*

(*only exception is some Non-Examination Assessments and Child Development)

Students who don't get Grade 4 or better in English Language or Mathematics must re-take them in Year 12.

Specific intervention plans and small group tutor sessions begin this week for those students selected to help them to achieve a grade 4.

Students need a minimum of a Grade 5 to study the subject at A Level.

Some A Levels, especially Mathematics, need a Grade 6 at GCSE

All exams are more challenging with the more recent top Grade 9.

Marks will be awarded for accurate spelling, punctuation and use of grammar in the majority of GCSE exams.

GCSE Grades vs historic

A*			9
			8
A			7
B			6
			5
C			4
D			3
E			2
F			1
G			1
U			U

Grade 4 = C grade

Grade 7 = A grade

In all subjects except

Engineering

and Child Development which have
Pass (P1 or P2), Merit (M2)
and Distinction (D2 or D*2)

Back to normal...

How did we do?

1/3 of results were Grades 7 to 9

1/5 students achieved 7 or more GCSEs at Grades 7 – 9

Over 1/4 students achieved 5 or more GCSEs at Grades 7 – 9

Over 1/2 students achieved 1 or more GCSEs at Grades 7 – 9

126- 3/5 students achieved 5 or more GCSEs at grade 5 and above

164 -4/5 students achieved 5 or more GCSEs at grade 4 and above

The Iceberg Illusion

Success
is an
iceberg

SUCCESS!

WHAT PEOPLE
SEE

Persistence



Failure



Sacrifice



Disappointment



WHAT PEOPLE
DON'T SEE

Dedication



Hard work



Discipline



Year 11-how is it going so far?

How do you want to feel on results day?



Millthorpe
school



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“Top performers in all walks of life succeed not through natural ability but through perseverance and hard work.”

Matthew Syed



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Are you working hard enough to get there?



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Or is there a risk that you won't be pleased with your results?



a fresh start

You still have:

- 27 weeks
- 135 days of lessons
- 675 lessons
- 675 homework opportunities

Opportunities:

33 weekends- 66 days

6 weeks holidays - 42 days

231 days - if you spent one hour a day, that's nearly 10 full days and nights = 24 hours per subject!

**It's not
about
"having"
time.
It's about
making
time.**



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What makes our
students successful?
What do they need to
do?



Grade	Learning Conduct
-------	------------------

4

GOLD

- **Highly motivated & engaged; effort is consistent and sustained**
- **Contribution in class is active and sustained**
- **Always responds well to challenge and perseveres when work is difficult**
- **Will take active steps to find out more without prompting**
- **Is always motivated to respond positively to feedback and improve work**
- **Both oral and written work are always the best that the student can produce.**
- **Meets deadlines and complete homework to the highest standard**
- **Works highly effectively independently and with peers treating all students and staff with dignity and respect at all times**

3

GREEN

- **Mostly engaged in the subject; effort is regularly good**
- **Usually contributes actively in class**
- **Regularly responds well to challenge and usually perseveres and seeks to overcome difficulties**
- **Will seek support when needed**
- **Regularly responds positively to feedback and acts upon the feedback**
- **Oral and written work is usually the best that the student can produce.**
- **Usually meets deadlines and homework is regularly completed to a good standard**
- **Usually works well independently and with peers treating students and staff with dignity and respect**



2

AMBE
R

- Effort is variable, as is engagement
- Does not often contribute actively in class or contribute positively
- Frequently does not respond well to challenge
- Does not actively seek ways to overcome challenge or difficulties
- Needs to respond more to the feedback given to demonstrate progress and improvements
- Oral and/or written work needs to improve. It is frequently not completed to a level that demonstrates that they have tried.
- Needs to meet all deadlines and produce more work of their best quality, including homework
- Sometimes does not work well independently and/or with peers and does not always treat students and staff with dignity and respect

1

RED

- Frequently disengaged with subject/learning. Very little effort evident, if any.
- Contributions to learning are limited. Behaviour may have a negative impact on other learners
- Does not respond well to challenge. May give up or distract others
- Must make use of support provided and keep trying when work is difficult
- Does not use feedback effectively to improve work. Must read comments on their work and use the information to improve
- Oral and/or written work is well below expectations. There is evidence of sustained poor effort and work is often incomplete.
- Frequently misses deadlines and/or work is often poor quality. Homework is incomplete or sub-standard
- Does not work positively independently and/or with peers. May have an adverse effect on peers. Rarely treats everyone with dignity and respect



This year's year
11 is not last
year's Y11 or
the year before.

This year's Year 11 had higher learning conduct in the first round last week than last year's.



What can we
learn from them
that will be
useful to us?

We look at how students they perform against expectations.



How do we determine expectations/ target grades?

We use Fischer Family Trust to determine a benchmark grade (most statistically likely grade) based on KS2 results, age and gender.

Using national data they show the likely chances of each student achieving each grade based on raw data.



Benchmark
grade

%chance of a
lower grade

% chance of
higher grade



Last year's GCSE Y11 students, on average, achieved 15% **above** their target grades for all subjects...

but there was significant difference across different students.

The student who made the **most** progress..

- achieved 4.3 grades higher, on average, across all subjects (eg if their targets were 4s, they got 8s and 9s, if their target was 2s, they got 6s and 7s)

But the student who made **least** progress...(and still sat 9 GCSEs)

- Achieved 3.1 grades below, on average, across all of their subjects (eg if their targets were 6s, they got mainly 3s, if their targets were 4s, they got mainly 1s)

That's the difference of 7 grades if they both had the same targets!

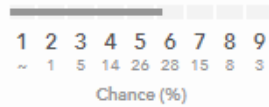


What is it that
makes a
difference?

Real students...

KS2 Test Score 5.3

English Language



46%

6-
FFT20
High

26%

Mathematics

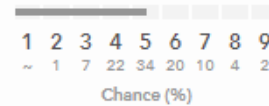


31%

5
FFT20
High

35%

Double Award Science



30%

5
FFT20
High

36%

Both students have the same KS2 score 5.3

Student A

9 GCSEs : 9,9,9,9,9,9,8,8,8,8

P8 2.5

LC 4

Attendance 99.3%

Student B

8 GCSEs: 6,6,6,5,4,4,4,3

P8 -0.76

LC 2.59

Attendance 85%



How was student
'A' different to
student 'B'?



Attendance was
better.

They were in for
nearly all of their
lessons.



In lessons student 'A'
had an excellent
attitude to learning.



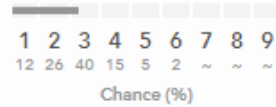
I don't know how
much revision they
both did.

On results day student
'A' was delighted.

Student 'B' wasn't as
happy.

KS2 Test Score 3.7

English Language



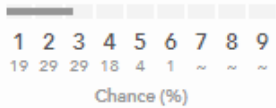
38%

3-

FFT20
High

22%

Mathematics



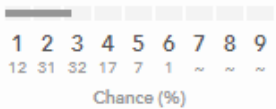
48%

3-

FFT20
High

23%

Double Award Science



43%

3-

FFT20
High

25%

Both students have the same KS2 score 3.7

Student C

9 GCSEs : 9,6,5,5,5,5,3,2

P8 2.16

LC 3.8

Attendance

98%

Student D

8 GCSEs: 3,2,2,U,U,U,U

P8 -1.24

LC 2.8

Attendance 78%



On results day student
'C' was ecstatic.

Student 'D' had to
rethink their next
steps.

Students who achieved a Learning Conduct score of 4

went on to achieve, on average,

1.2 GCSE levels higher than expected, in all 9 of their GCSE qualifications.

Their attendance, on average, was 98.5%



Students who achieved an average
Learning Conduct score of **3.5 or more**

went on to achieve on average
**0.76 GCSE levels higher than
expected, in all 9 of their GCSE
qualifications.**

Their attendance, on average, was
97%

Most students who achieved an average Learning Conduct score **between 3.0 and 3.5**

went on to achieve, on average, **their expected grades, in all 9 of their GCSE qualifications.**

Their attendance, on average, was 93%

Most students who achieved an average Learning
Conduct score **between 2.5 and 3.0**

went on to achieve nearly a grade lower than the
GCSE grades that they were **expected**.

Their attendance, on average, was 88.7%

Most students who achieved an average Learning
Conduct score of **2.5 or less**

went on to achieve **1 and a quarter GCSE grades lower**
than expected, in all 9 of their GCSE qualifications.

On average, their **attendance** was **74.3%**

Chance to reflect...



Are you working hard enough to get there?



Tracking Dates/Parents' Evenings/PPEs

Week 4 LC - w/c 26th September

Week 7 Parents' Evening – 19th October

Week 8 LC - w/c 31st October

Weeks 12 and 13 PPEs – 14th to 25th November

Week 14 LC and Report – w/c 12 December

Week 14 – Mock Results' Event

Week 17 LC – w/c 16 January

Weeks 18 and 19 PPEs – 23rd January to 3rd February

Week 22 LC and Report – 27th February

Week 23 Parents' Evening 8th March

Week 31 GCSEs start – 15th May

July – Graduation Certificate

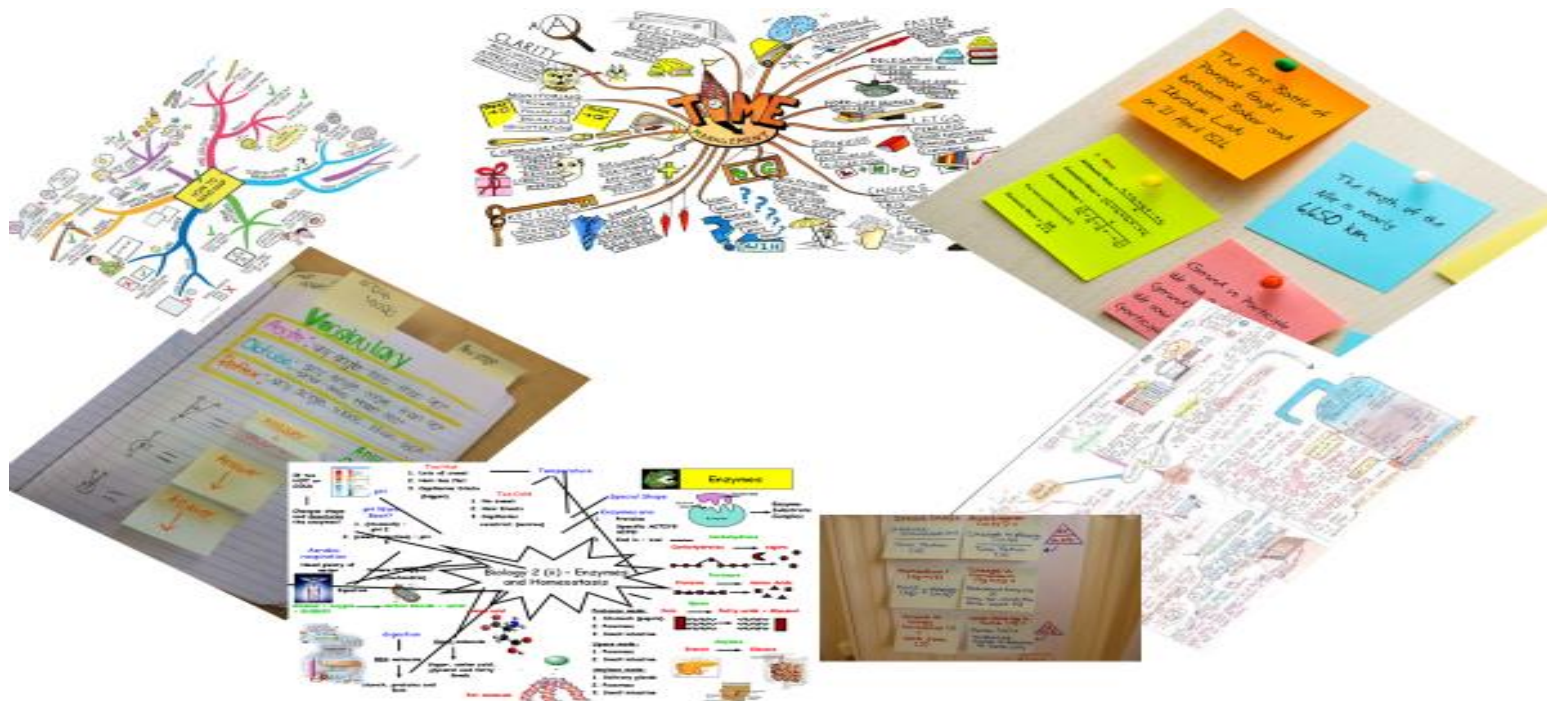
“Whatever you think about, that’s what you remember. Memory is the residue of thought.”

- Daniel Willingham

Avoid passive revision...

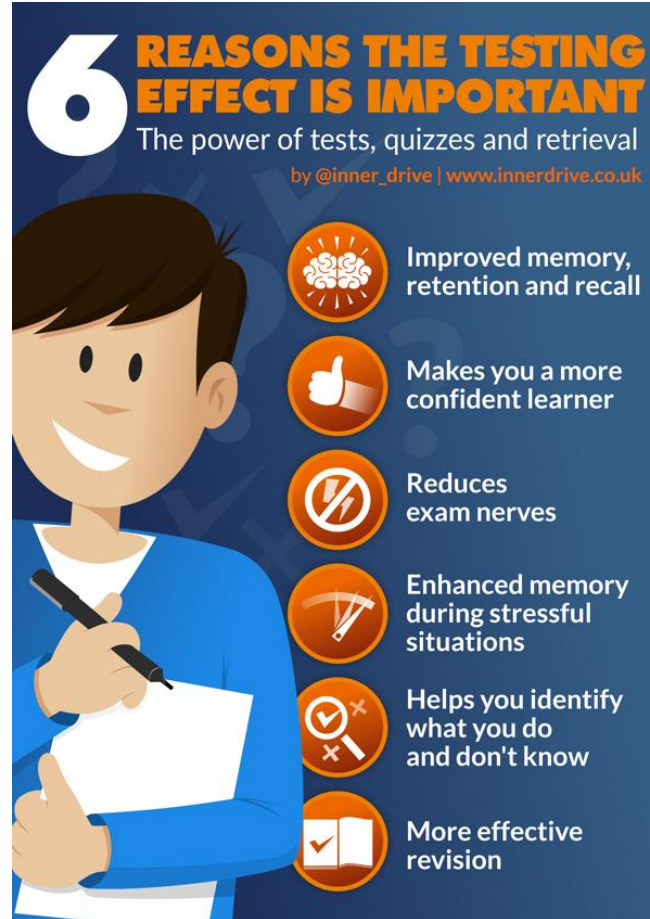


...embrace active revision techniques



E.g. Self quizzing

Turn your revision notes into a quiz that you can reuse for each exam

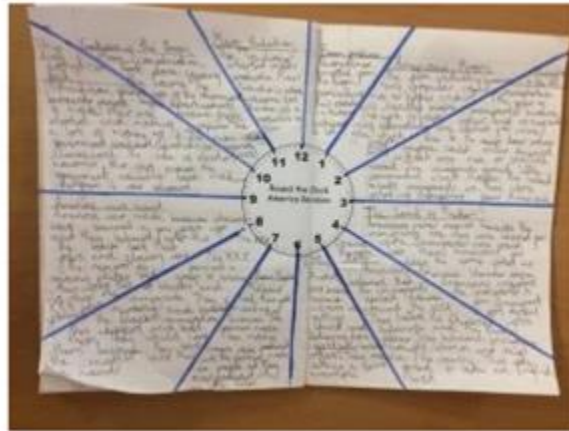
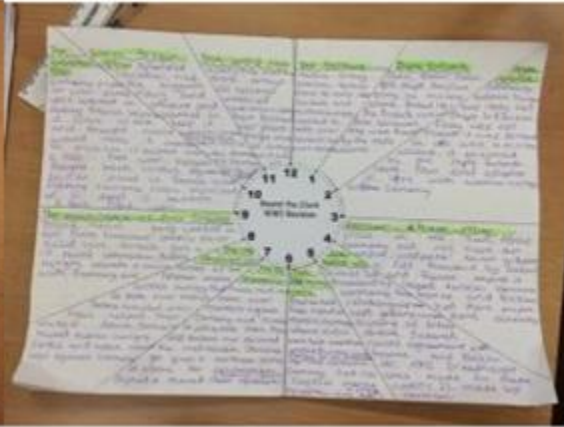


6 REASONS THE TESTING EFFECT IS IMPORTANT
The power of tests, quizzes and retrieval
by @inner_drive | www.innerdrive.co.uk

- Improved memory, retention and recall
- Makes you a more confident learner
- Reduces exam nerves
- Enhanced memory during stressful situations
- Helps you identify what you do and don't know
- More effective revision

Flash Cards







'Test and Fold'.

Test and Fold – Cells and Forces

Question	Test 3	Test 2	Test 1
1) Which reaction happens in mitochondria?			
2) Give two factors which can change gas pressure			
3) Name three features found in plant cells but not animal cells			
4) What is the equation that links mass, weight and gravity?			
5) Give and explain an adaptation of a			

All you need is a piece of paper a pen, your brain and your exercise book/revision booklet.

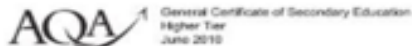


This technique will help you commit key information to memory.

You repeat the same material which will help you learn it.

By spacing out the material it avoids cramming lots of material at once and last minute panic!

Past Paper Questions



English Literature
(Specification B)

3711/H
H

Tuesday 25 May 2010 9.00am to 11.15am

For this paper you must have:

- a 12-page answer book
- unannotated copies of the three texts which you have been studying for the examination.

Time allowed

- 2 hours 15 minutes (includes recommended reading time of 15 minutes)

Instructions

- Use black ink or black ball-point pens.
- Write the information required on the front of your answer book. The **Examining Body** for this paper is AQA. The **Paper Reference** is 3711/H.
- Answer **three** questions.
- Answer one question from each of the three Sections A, B and C.
- This is an open text examination. You should have copies of the texts you have studied in the examination room. These texts must not contain any additional materials, highlighting, any annotations, or notes other than those present in the texts as published.
- Write your answers in the answer book provided.
- Do all rough work in your answer book. Cross through any work you do not want marked.
- You must **not** use a dictionary.

Information

- The maximum mark for this paper is 75.
- Three of the marks are for Quality of Written Communication.
- Mark allocations are shown in brackets.
- There are two questions set on each text. Answer only **one** question on each of your chosen texts.
- In Section B some poetry texts are set for pre-1914 and some for post-1914. Check your choice of questions carefully.
- You are reminded of the need for good English and clear presentation in your answers. All questions should be answered in continuous prose. Quality of Written Communication will be assessed in all answers.

Advice

- You are advised to spend 15 minutes reading the paper and planning your answers.
- You should refer to the texts for evidence to support any points you make in your answers.

14/04/2010

3711/H

**One Hour
Revision**

Pearson Edexcel
Level 1/Level 2 GCSE (9 - 1)

Centre Number

Candidate Number

Mathematics

Paper 2 (Calculator)

QUESTIONS 1 - 13

Foundation Tier

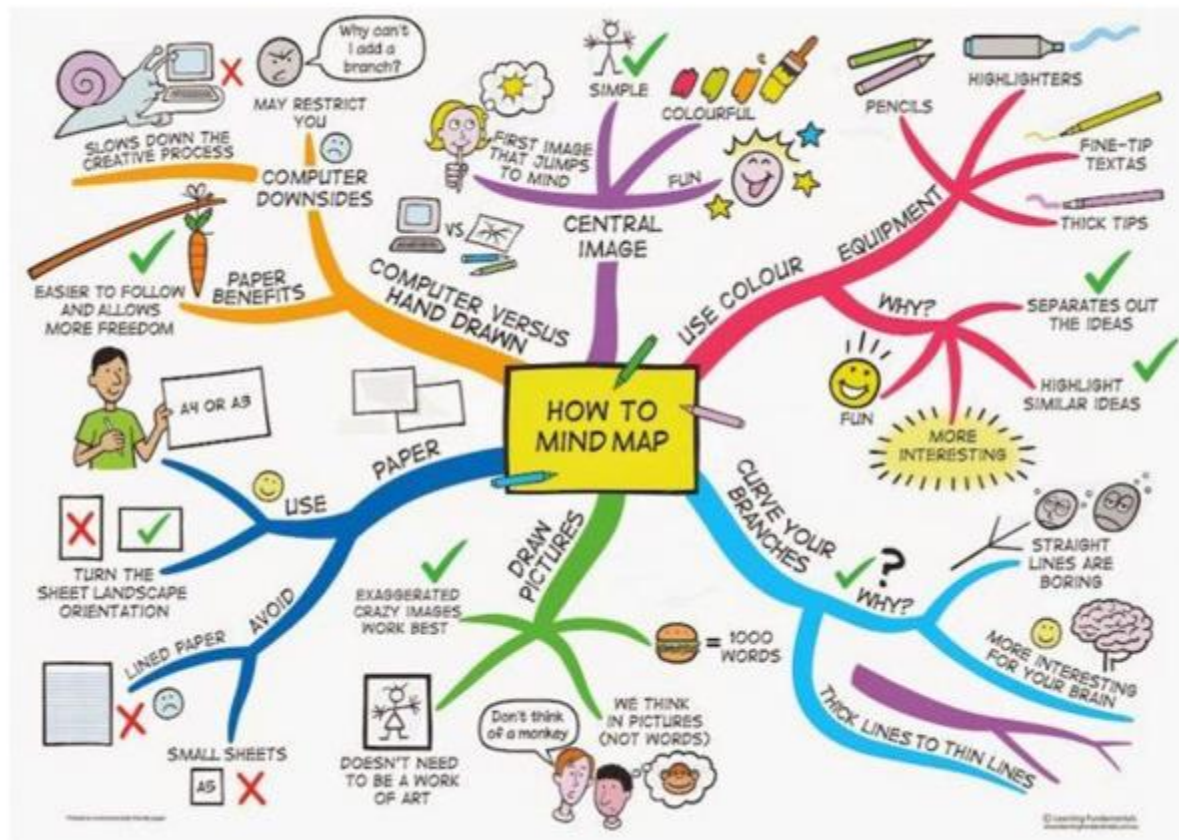
Sample Assessment Materials - Issue 2

Time: 1 hour 30 minutes

Paper Reference

1MA1/2F

Edexcel Foundation Level

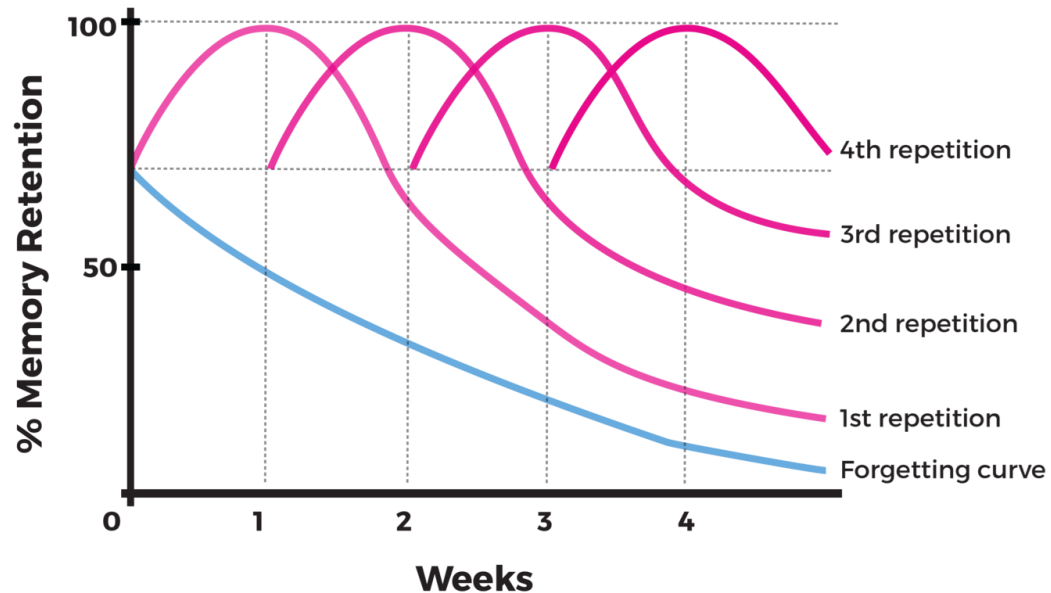




Repetition is how you create long term memory

Curve of Forgetting

For newly learned information



How can you support your child?

WEEKLY REVISION PLANNER

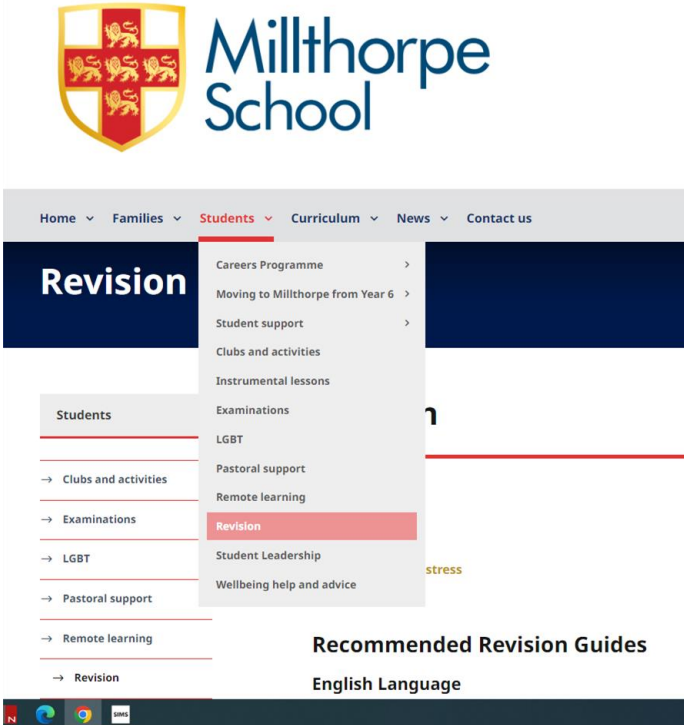
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM -4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM- 10AM	BREAKFAST/ SHOWER	BREAKFAST/ SHOWER
4PM- 5PM	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	10AM- 11AM	REVISION - ENGLISH	REVISION - SCIENCE
5PM- 6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM- 1PM	SEEING FRIENDS/ LUNCH	SPORT/ LUNCH
6PM- 7PM	REVISION - GEOGRAPHY	HOMEWORK	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM- 3PM	REVISION - MATHS	REVISION - FLASH CARDS
7PM- 8PM	REVISION - MATHS	REVISION - ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM- 5PM	OUT WITH FAMILY	SPORT/ TV/ GAMING
8PM- 9PM	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	6PM- 8PM	DINNER/ FREE TIME	DINNER/ FREE TIME

How can you support your child?



Revision Guides

A list of recommended Revision Guides are on the school website



The screenshot shows the Millthorpe School website. At the top is the school's crest and logo. Below it is a navigation bar with links for Home, Families, Students, Curriculum, News, and Contact us. The 'Students' menu is open, showing a list of options: Careers Programme, Moving to Millthorpe from Year 6, Student support, Clubs and activities, Instrumental lessons, Examinations, LGBT, Pastoral support, Remote learning, Revision (highlighted in red), Student Leadership, and Wellbeing help and advice. On the left side of the page, there is a 'Revision' section with a sub-menu for 'Students' containing links to Clubs and activities, Examinations, LGBT, Pastoral support, Remote learning, and Revision. Below this, there is a section titled 'Recommended Revision Guides' with a sub-section for 'English Language'. The Windows taskbar is visible at the bottom of the screenshot.

What we will do

High Quality Teaching

Weekly Learning Homework and Revision

Additional Revision Sessions

Contact Home

Revision Skills Workshops

Intervention/Support Programmes

Thank you for attending this evening.