



**Great Marlow School**

*Excellence • Compassion • Integrity*

# Year 11 Exam Information Evening

Thursday 23<sup>rd</sup> November 2023

Opportunities are Created • Potential is Realised • Excellence is Achieved

# Headline News

Great Marlow Achievements 22/23

## **Year 11 GCSE**

Summer 23 results

% 9-7 = 14.2

% 9-5 = 50.8

% 9-4 = 72.3



# Year 11 Vision & Values

## Ultimate aim: Get the Grade

This vision is aiming that all students know their goals and are prepared with a plan A, B and C for post-16 life.

- Year 11s are identified as **compassionate, respectful** and **resilient** members of the school community
- All students feel confident in taking **responsibility** for their GCSE studies
- Good communication between all **three** stakeholders - PARENTS/CARERS, STUDENTS and SCHOOL

# Exam Dates

Key dates:

**January Mocks- 17<sup>th</sup> – 2<sup>nd</sup> February**

- In the Examination Rooms
- Very important for Predicted Grades
- Very important for Parents Evening discussions
- **Progress Reports** 1<sup>st</sup> March 2024

Students may complete other mock exams in class.

**May/June 2023-** The real GCSEs begin! Student's timetables for these exams will be distributed around Easter time.



**Great Marlow School**

*Excellence • Compassion • Integrity*

# English

**Head of English - Miss Timon**

**[rtimon@gms.bucks.sch.uk](mailto:rtimon@gms.bucks.sch.uk)**

**Opportunities are Created • Potential is Realised • Excellence is Achieved**

# English Exam Papers

## 4 EXAM PAPERS:

**LANGUAGE PAPER 1 – 1 HOUR AND 45 MINUTES**

**LANGUAGE PAPER 2 – 1 HOUR AND 45 MINUTES**

**LITERATURE PAPER 1 – 1 HOUR AND 45 MINUTES**

**LITERATURE PAPER 2 - 2 HOURS AND 15 MINUTES**

## LANGUAGE PAPER 1 – 1 HOUR AND 45 MINUTES

- Fiction focus
- 1 extract
- 4 questions on **reading comprehension**
- 1 question on **writing a description/ story**

## LANGUAGE PAPER 2 – 1 HOUR AND 45 MINUTES

- Non-fiction focus
- 2 extracts (one modern extract; one 19<sup>th</sup> Century extract)
- 4 questions on **reading comprehension**
- 1 question on **writing an article/ letter/ blog/ leaflet**



# LITERATURE PAPER 1 – 1 HOUR AND 45 MINUTES

## Romeo and Juliet (34 marks)

- How does Shakespeare present key **characters and themes**?
- How have **language, structure, form** shaped meaning?
- How does **context** influence the text?

## A Christmas Carol (30 marks)

- How does Dickens **key characters and themes**?
- How have **language, structure, form** shaped meaning?
- How does **context** influence the text?





# LITERATURE PAPER 2 – 2 HOURS AND 15 MINUTES

## An Inspector Calls (34 marks)

- How does Priestley present **key characters and themes**?
- How have **language, structure, form** shaped meaning?
- How does **context** influence the text?

## Love and Relationships Poetry (30 marks)

- How do the poets present different types of love/relationship?
- How have **language, structure, form** shaped meaning?
- How does **context** influence the poems?

## Unseen Poetry (32 marks)

- What is the writer trying to say?
- How have **language, structure, form** shaped this meaning?
- How can **language and structure** be used to describe?

[96 marks]



# Y11 NOVEMBER MOCKS – 2 papers

## LANGUAGE PAPER 2 – 1 HOUR AND 45 MINUTES

- Non-fiction focus
- 2 extracts
- 4 questions on **reading comprehension**
- 1 question on **writing an article/ letter/ blog/ leaflet**

[80 marks]

## LITERATURE PAPER 1 – 1 HOUR AND 45 MINUTES

- Romeo and Juliet (34 marks)
- A Christmas Carol (30 marks)

[64 marks]

# Resources

- Your class books and notes – this is the first port of call!
- TEAMS – a huge amount of revision work is built up throughout the year. Teaching slides of key material is available all year.
- Massolit
- Seneca
- BBC bitesize
- YouTube videos (Mr Bruff)
- British Library online
- AQA revision guides
- Past papers and marks schemes at [Aqa.org.uk](https://www.aqa.org.uk)

## WAYS TO REVISE ENGLISH

- Small **achievable** chunks
- **Start small** and work up
- Divide the content into **sections** (characters, themes, context, Q2 of a past paper)
- Aim to revise **one-word quotes**, not long sentences
- Remember by **copying** – write down key aspects **3 times**.

## Period 6 sessions

- Some English teachers may be running additional sessions in the lead up to the January mocks - it is up to the pupils to take the responsibility to attend these. It is extremely beneficial to attend these sessions. *Period 6 sessions will run before the actual May/June 2024 exams.*

*We are here to help the pupils, not only develop the skills, but to feel confident. A conversation, quick pointers after a lesson, an email if unsure - every little helps.*



**Great Marlow School**

*Excellence • Compassion • Integrity*

# Maths

**Head of Math - Mrs Guy**

**[mguy@gms.bucks.sch.uk](mailto:mguy@gms.bucks.sch.uk)**

**Opportunities are Created • Potential is Realised • Excellence is Achieved**

The background of the slide features a faded image of a school building with a covered entrance and picnic tables in the foreground. A solid red horizontal bar spans the top of the slide, with a lighter red square at its right end.

Hello!

Miss Guy

[mguy@gms.bucks.sch.uk](mailto:mguy@gms.bucks.sch.uk)

# Exams

## 3 Papers

1 non calculator and 2 x calculator

All papers are 1 hour 30 minutes

January mock – same format





Students taught in house blocks

Within each of these there are three sets

Set 1 – higher tier (5 – 9)

Set 2 – Foundation/higher tier (crossover 4 - 6)

Set 3 – foundation (1 – 5)



## Revision

- Little and often
- Doing with showing working
- Dr Frost Maths/Sparx
- Extra curricular revision sessions are laid on for all students
- Timetable of teachers focusing on topics uploaded to TEAMS





## Approaches to improving at maths

- Doing maths
- Asking for help
- Understanding the process of learning

## Equipment

- Pen
- Pencil
- Ruler (that you can read off!)
- Rubber
- Mini whiteboard pen
- Protractor
- Set of compasses (for constructions)
- Scientific calculator





How can you help?

Having a positive attitude to maths results in strong performance and attainment

Understanding mistakes are part of learning

Considered practice WILL improve performance



**Great Marlow School**

*Excellence • Compassion • Integrity*

# Science

**Head of Science: Mrs Bennett:**

**[vbennett@gms.bucks.sch.uk](mailto:vbennett@gms.bucks.sch.uk)**

**Opportunities are Created • Potential is Realised • Excellence is Achieved**



# AQA Trilogy Science Overview

- Combined Science course
- 6 exams to be taken Summer 2024 (2 per Science)
- 75 minutes each
- 16.7% weighting (no coursework)
- H tier grades 9-4, F tier grades 5-1
- Students will be awarded a consecutive paired grade i.e. 9-9, 9-8, 8-8, 8-7 etc

# AQA Separate Science Overview

- E1, H1 and K1 ONLY -separate sciences
- 6 exams to be taken Summer 2024 (2 per Science)
- 105 minutes each
- Each exam is a 50% weighting (no coursework)
- H tier grades 9-4, F tier grades 5-1
- Students will be awarded a single grade for each Science e.g Biology grade 6, Chemistry grade 7, Physics grade 8.



# Key Dates

The Science mock exams will take place in January. They will consist of three Science papers (one in each of the disciplines). More exam practice will take place during class, homework and revision time.

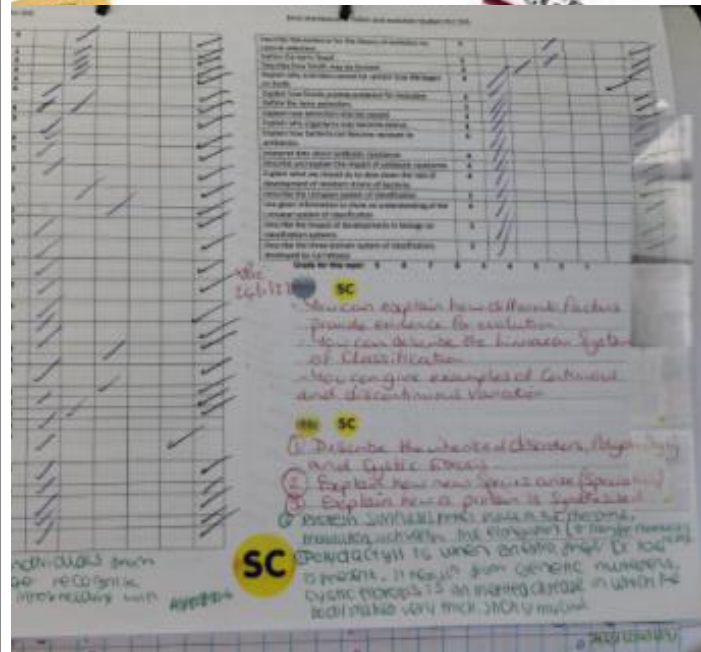
Exam	Date
Biology paper 1	Friday 10 <sup>th</sup> May 2024
Chemistry paper 1	Friday 17 <sup>th</sup> May 2024
Physics paper 1	Wednesday 22 <sup>nd</sup> May 2024
Biology paper 2	Friday 7 <sup>th</sup> June 2024
Chemistry paper 2	Tuesday 11 <sup>th</sup> June 2024
Physics paper 2	Friday 14 <sup>th</sup> June 2024





# Revision Resources

Topic	Topic PLC	Revision Mat	Completed	Mind Map	Flash Cards	Exam Qu	RAG	Comments
<b>Biology 1</b>								
Cell Biology								
Organisation								
Infection and Response								
Bioenergetics								
<b>Biology 2</b>								
Homeostasis and Response								
Inheritance, variation and evolution								
Ecology								
<b>Chemistry 1</b>								
Atomic structure								
Bonding								
Quantitative chemistry								
Chemical change								
Energy Change								
<b>Chemistry 2</b>								
Rate and extent of change								
Organic chemistry								
Chem analysis								
Chem of the atmosphere								
Using resources								
<b>Physics 1</b>								
Energy								
Electricity								
Particle model								
Atomic structure								
<b>Physics 2</b>								
Forces								
Waves								
Magnetism and electromagnetism								



Revision  
Question Cards

# Revision Resources

PLCs (Personal Learning Checklists) are used at the beginning of every topic. These should be used as a revision checklist.

C5.1

## AQA Combined Science PLC. Topic 5.1: Atomic structure and the Periodic

Table

I can do the following...	Grade	Before			After		
		Red	Amber	Green	Red	Amber	Green
Define an atom and element.	2						
Use the names and symbols of the first 20 elements in the periodic table, the elements in Groups 1 and 7, and other elements in this specification.	3						
Use scientific conventions to identify elements by chemical symbols.	3						
Define a compound.	2						
Name compounds of elements from given formulae or symbol equations.	4						
Write word equations for the reactions in this specification.	3						
Write formulae and balanced chemical equations for the reactions in this specification.	6						
<b>Write balanced half equations and ionic equations where appropriate. (HT only).</b>	9						
Define a mixture.	2						
Explain that mixtures can be separated.	4						
Suggest suitable separation and purification techniques for mixtures when given appropriate information.	5						
Describe how and why the atomic model has changed over time.	3						
Describe the difference between the plum-pudding	3						

# Revision Resources

Subject specific vocabulary  
is very important!

This is on Teams for each  
class.



## Subject specific vocabulary (Science)

The following subject specific vocabulary provides definitions of key terms used in our GCSE Science specifications.

Wherever possible we have used the definitions derived from a booklet created in a joint project of the Association for Science Education and the Nuffield Foundation, *The Language of Measurement: Terminology used in school science investigation*, ISBN 978 0 86357 424 5, Association for Science Education (ASE), 2010.

### Accuracy

A measurement result is considered accurate if it is judged to be close to the true value.

### Calibration

Marking a scale on a measuring instrument. This involves establishing the relationship between indications of a measuring instrument and standard or reference quantity values, which must be applied. For example, placing a thermometer in melting ice to see whether it reads zero, in order to check if it has been calibrated correctly.

### Data

Information, either qualitative or quantitative, that has been collected.

### Error

See also uncertainty.

### Measurement error

The difference between a measured value and the true value.

### Anomalies

These are values in a set of results which are judged not to be part of the variation caused by random uncertainty.

### Random error

These cause readings to be spread about the true value, due to results varying in an unpredictable way from one measurement to the next. Random errors are present when any measurement is made, and cannot be corrected. The effect of random errors can be reduced by making more measurements and calculating a new mean.

### Systematic error

These cause readings to differ from the true value by a consistent amount each time a measurement is made. Sources of systematic error can include the environment, methods of observation or instruments used. Systematic errors cannot be dealt with by simple repeats. If a systematic error is suspected, the data collection should be repeated using a different technique or a different set of equipment, and the results compared.

# Revision Resources

- Students can access past paper questions and mark schemes on the AQA website.
- Students need to revisit the required practicals- At least 15% of the paper will assess this knowledge. **Videos links of these have been added to Teams.**
- Seneca/Carousel Learning
- Physics and Maths tutor website
- Quizlet- Flash Card app



**Great Marlow School**

*Excellence • Compassion • Integrity*

# Communicating with School

Opportunities are Created • Potential is Realised • Excellence is Achieved



# Communication

How can we communicate?

- **Telephone**
- **E-mails**
- **Microsoft Teams**
- **Xpressions app**
- **School website**
- **Progress Reports**

**Director of Learning for Year 11:**  
Mrs J Webster

**Year 11 Student Support Officer:**  
Miss E Aylett-Livesley

# Points of contact

**Concern about a subject specific issue** – Subject Teacher- if you are unsure who this is, please email [info@gms.bucks.sch.uk](mailto:info@gms.bucks.sch.uk) and this can be forwarded to the relevant teacher

**Concern about setting/classes** – Head of Department

**Personal or Social difficulties** – Form Tutor, Student Support Officer, Director of Learning

**Concerns across a range of subjects, attitude to learning** – Mrs J Webster (Director of Learning Year 11)

# Form Tutors

<b>11K1</b>	Mrs Wheeler (Wed, Thurs, Fr)/ Mrs M Cadogan (Mon, Tues)
<b>11K2</b>	Mrs M Seeley/ Mr N Maguire (Fri)
<b>11K3</b>	Miss R Addy
<b>11H1</b>	Mrs L Brassington/ Mr G Pendlebury (Fri week 1)
<b>11H2</b>	Mrs M Bolsover (Mon, Tues) /Mrs K Christianson (Wed, Thurs, Fri)
<b>11H3</b>	Mrs J Hayward (Mon-Wed)/ Mr M Williams (Thurs, Fri)
<b>11E1</b>	Miss V Coates / Mrs L Fletcher (Mon)
<b>11E2</b>	Mrs M Collett
<b>11E3</b>	Mr O Kidd

Email addresses: **[Initial][Surname]@gms.bucks.sch.uk**





# Key staff

**Director of Inclusion (Special Educational Needs)/exams access arrangements:** Mrs V Todd  
[senco@gms.bucks.sch.uk](mailto:senco@gms.bucks.sch.uk)

**Attendance Officer:** Mrs S Radnedge

**Pupil Premium Coordinator:** Mrs A Gifford

**Careers Officer:** Mrs G Southon



**Great Marlow School**

*Excellence • Compassion • Integrity*

# Exam Preparation

Opportunities are Created • Potential is Realised • Excellence is Achieved



# Exam Routines in School

**Students gather in canteen or Gblock covered area**

Students will know which based on access arrangements

**Students place phones, smartwatches and earphones in wallets**

Consequences beyond school if found in exam hall/belongings outside hall

**Student names called out in order of seating**

**Students move towards the exam room, place belongings outside and head to assigned seat**

Candidate name, Number and Centre Number on table slip

**Students to remain in the exam hall until exam concludes**

Students are permitted supervised toilet break if required. These will be monitored for disruption to other candidates

# Revision sessions

More sessions will likely be added in the Spring/Summer Terms

Subject	Information
Drama	1 hour group rehearsal once a week - day to be decided by group and teacher
Science	Drop-in session for homework/revision support S9 Wednesday after school. Speak to your teacher. Invite only – Mrs Beswick Revision S9 Wednesday after school. Physics – Thursdays 3-3.45pm in S8 from December
English	From 4 <sup>th</sup> December: Schedules in the English Corridor
MFL	Spanish Wednesday 3pm, French Thursdays 3pm – Communicated on Teams if cancelled
History	Tuesday lunchtime T4 - Medicine revision (starts next week)
D&T	3pm-4pm Mon/Wed/Thurs – any student, any day
PE	3pm-4pm Mondays (After Christmas)
Geog	Invite only. Support Sessions on 14/11 and 21/11 - 3pm - 4pm More able on 4/12 and 12/12 - 3pm - 4pm
Music	Coursework sessions. Wednesdays after school.

# RHSE Revision Programme & Elevate

## **Schedule:**

1. Motivation-what are your aims/goals
2. Getting started- Elevate
3. Getting started- creating a revision timetable-Adapt App
4. Importance of homework/classwork and preparation
5. Getting started- revision environment, sleep and diet, coping with stress
6. Revision techniques- looking at a range of techniques
7. Get to know the exams- what do the papers look like?
8. Know your subjects
9. On the Day
10. Revision sessions- run by a mixture of tutors and subject teachers



**Great Marlow School**

*Excellence • Compassion • Integrity*

# Supporting from home

Opportunities are Created • Potential is Realised • Excellence is Achieved

# Finding Information

**1. Revision Page [here](#) (School Website)**

Revision Guide, Top Tips, Y11 GCSE  
Information Booklet

**2. Learning ladders**

Curriculum – [departments AZ](#) - Link to  
departments

**3. MS Teams**

**4. School Google [Calendar](#)**

**5. Examination Dates [preview](#)**



# Promoting Wellbeing

Students need-

1. **Quality sleep** - no phones in bedrooms, reduced screen time before bed
2. A **good** diet
3. The right working environment
4. Planned **breaks**
5. Continued **physical activity/hobbies**
6. Promoting the importance of **planning** and **preparing** now to reduce stress later





# Promoting Wellbeing

Limited use of mobile phones and social media.

Studies have shown that our use of phones and social media reduces our ability to learn how to concentrate for long periods of time

Students need to take the time to practice the skills of concentration- e.g. reading, physical activity, yoga etc.



# Promoting Wellbeing

- Communicate openly with your child
- Help them find resources and revision material (website and Teams)
- Understand their fears and concerns
- At times, just “be there”
- Help promote positive well-being
- Appreciate, acknowledge & motivate
- Catch them doing the right things and praise them
- Help promote high attendance and punctuality





# Bucks Mental Health Partnership

To help support the Mental Health of our young people, Great Marlow has teamed up with the Bucks Mental Health Support Team (MHST).

Session 2 - Anxiety **Tuesday 5<sup>th</sup> December – 6pm**

Session 3 - Low Mood **Wednesday 6<sup>th</sup> March - 6pm**

Session 4 - Self-Harm **Tuesday 30<sup>th</sup> April – 6pm**

Details of how to sign up for the Parent Sessions delivered by MHST will follow in a separate, later correspondence





**Great Marlow School**

*Excellence • Compassion • Integrity*

# Next Steps

Opportunities are Created • Potential is Realised • Excellence is Achieved

# Future Planning

- **RHSE Careers Topic**
- **College presentations:**
  - Berkshire College of Agriculture
  - Bucks College Group
- **Careers meetings:**
  - Every Y11 student will meet with Careers Lead in school hours
- **Sixth Form Applications:**
  - Open now – emailed to students for students





**Great Marlow School**

*Excellence • Compassion • Integrity*

...and finally

# Thank you for all your support

Opportunities are Created • Potential is Realised • Excellence is Achieved