



#TEAM2020

Year 11 Parent Information Evening



BELIEVE IT. DO IT.



Curriculum
A Knowledge Rich Curriculum

Welcome to Year 11 Parent Information Evening

English

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Phil.Spring@oasisbrislington.org



English Language

2X Exam Papers

2X 1 hour 45mins

160 marks (Grade 5 approximately 50%)



GCSE ENGLISH LANGUAGE

Paper 1 Explorations in creative reading and writing

Monday 4 November 2019 Morning Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- **Source A** – provided as a separate insert.

Instructions

- Answer **all** questions.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.
- You must **not** use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 40 marks for **Section A** and 40 marks for **Section B**.
- You are reminded of the need for good English and clear presentation in your answers.
- You will be assessed on the quality of your **reading** in **Section A**.
- You will be assessed on the quality of your **writing** in **Section B**.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
TOTAL	

GCSE ENGLISH LANGUAGE

Paper 2 Writers' viewpoints and perspectives

Wednesday 6 November 2019 Morning Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- **Source A** and **Source B** – which are provided as a separate insert.

Instructions

- Answer **all** questions.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.
- You must **not** use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 40 marks for **Section A** and 40 marks for **Section B**.
- You are reminded of the need for good English and clear presentation in your answers.
- You will be assessed on the quality of your **reading** in **Section A**.
- You will be assessed on the quality of your **writing** in **Section B**.

Advice

- You are advised to spend about 15 minutes reading through the sources and all five questions you have to answer.
- You are advised to plan your answer to **Question 5** before you start to write.
- You should make sure you leave sufficient time to check your answers.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
TOTAL	

English Language Paper 1	
Q1 (4 marks)	<i>1. List four things from the text about...</i>
	Copy from the text; no quotation marks needed
Q2 (8 marks) Language	<i>2. How does the writer use language to...?</i>
	The writer / We notice / For example / Here, we see that In other words / More specifically / In particular / It is almost as if / It is as though / Metaphorically / Symbolically / Maybe / Perhaps / It could be / It seems that Therefore the reader thinks / feels / imagines... because...
Q3 (8 marks) Structure	<i>3. How does the writer use structure to...?</i>
	Overall, the text is structured to... The extract opens with a focus on..., which causes the reader to... because... The focus then shifts to..., which encourages the reader to... because... The extract concludes with..., which positions the reader to... because... [the words <i>reflect</i> , <i>mirror</i> and <i>echo</i> are particularly useful here]
Q4 (20 marks) Evaluation	<i>4. A student, after reading this part, said "...". To what extent do you agree?</i>
	Clearly / Evidently / Demonstrably / I agree because / Here, we see that / In other words / More specifically / In particular / It is almost as if / It is as though / Metaphorically / Symbolically / Maybe / Perhaps / It could be / It seems that / Therefore the reader thinks / feels / imagines... because....

Describe a scene as suggested by this image.



Write a story about...

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English Language Paper 2	
Q1 (4 marks)	1. Choose four statements which are true
	Shade the true statements
Q2 (8 marks) Summary	2. Use both sources to write a summary of the similarities / differences
	In Source A,... We see this in the quotation "...", which implies that... and... and so... However / similarly, in Source B... We see this in the quotation "...", which implies that... and so... x2
Q3 (12 marks) Language	3. How does the writer use language to...?
	The writer / We notice / This is seen when / Here, we see that / In other words / More specifically / In particular / It is almost as if / It is as though / Metaphorically / Symbolically / Maybe / Perhaps / It could be / It seems that / Therefore the reader thinks / feels / imagines... because...
Q4 (16 marks) Comparison	4. Compare how the writers convey different perspectives on...
	Clearly, the writer of Source A... This is seen when / Here, we see that / In other words / More specifically / In particular / It is almost as if / It is as though / Metaphorically / Symbolically / Maybe / Perhaps / It could be / It seems that / Therefore the reader thinks / feels / imagines... because... However / similarly, in Source B, the writer clearly... This is seen when / Here, we see that / In other words / More specifically / In particular / It is almost as if / It is as though / Metaphorically / Symbolically / Maybe / Perhaps / It could be / It seems that / Therefore the reader thinks / feels / imagines... because... x2 – 3



Letter	
You should include:	<ul style="list-style-type: none">• To whom it may concern...• Paragraphs
You could include:	<ul style="list-style-type: none">• Addresses• A date• Formal language• Fluently sequenced paragraphs• Yours sincerely / faithfully

Article	
You should include:	<ul style="list-style-type: none">• A simple title• Paragraphs
You could include:	<ul style="list-style-type: none">• An original or humorous title• A strapline• Subheadings• Fluently sequenced paragraphs

Leaflet	
You should include:	<ul style="list-style-type: none">• A simple title• Paragraphs
You could include:	<ul style="list-style-type: none">• An original or humorous title• Subheadings• Bullet points• Fluently sequenced paragraphs

Speech	
You should include:	<ul style="list-style-type: none">• A simple address to your audience• Paragraphs• A final address to your audience
You could include:	<ul style="list-style-type: none">• A clear address to an audience• Awareness of the audience throughout• Fluently sequenced paragraphs

Essay	
You should include:	<ul style="list-style-type: none">• A simple introduction and conclusion• Paragraphs
You could include:	<ul style="list-style-type: none">• An effective introduction and conclusion• Fluently sequenced paragraphs



Our Culture

- Knowledge and progress
- Memory and spaced retrieval
- Robust vocabulary

Applying: knowledge and progress

Not knowing



Knowing-ish



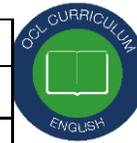
Knowing securely



Applying inflexible knowledge flexibly

utopia

hamartia



Versatile Vocabulary			
Solid, real	Concrete	Abstract	Not physical, an idea
Tidy, controlled, clear	Order	Chaos	Confusion, disorder
Difficult to harm	Secure	Vulnerable	Easy to harm, fragile
Stubborn, unchangeable	Dogmatic	Malleable	Able to be changed, flexible
Stable, the same	Constant	Volatile	Unpredictable, uncertain
Cyclical, repetitive, incessant	Perpetual	Intermittent	Every so often
Can be touched, real	Tangible	Intangible	Cannot be touched
Can be touched, real	Physical	Metaphysical	Not physical, not real
Expected, logical, usual	Natural	Supernatural	Beyond laws of nature, magical
Expected, logical, usual	Normal	Abnormal	Beyond what is expected
Original, basic, true	Literal	Metaphorical	Symbolic, not literal
Logical, using reason	Rational	Emotional	Using mood or feelings
Lasting forever	Permanent	Ephemeral	Lasting for a short time, temporary
Make stronger, support	Reinforce	Transgress	Go against
Right, good	Moral	Immoral	Wrong, bad
Kind, good	Benevolent	Malevolent	Unkind, evil
Gullible	Credulous	Duplicitous	Two-faced
Inside	Interior	Exterior	Outside
Unaware; not guilty	Innocent	Corrupt	Wrong, bad, dishonest
Less than	Inferior to	Superior to	Better than
The best world	Utopia	Dystopia	The worst world
Staying still	Static	Active	Moving
Hunted	Prey	Predator	Hunter
Calming	Comforting	Unsettling	Disturbing



Applying: robust vocabulary

Level 1: 1-2 marks - Mr Fisher **likes** the books of the past because he uses the word 'golden'.

Level 2: 3-4 marks - The writer uses the adjective 'golden' to describe books of the past, which makes it sound as if Mr Fisher thinks they were **bright** and **enjoyable**.

Level 3: 5-6 marks - The writer uses the adjective 'golden' to suggest Mr Fisher has a **positive, glowing** view of the books of the past.

Level 4: 7-8 marks - The writer uses the adjective 'golden' to suggest Mr Fisher has a **nostalgic** and **romanticised** view of books of the past.



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Versatile Vocabulary



Mr Fisher remembered a time – surely, not so long ago – when books were golden, when imaginations soared, when the world was filled with stories which ran like gazelles and pounced like tigers and exploded like rockets, illuminating minds and hearts. He had seen it happen; had seen whole classes swept away in the fever. In those days, there were heroes; there were dragons and dinosaurs; there were space adventurers and soldiers of fortune and giant apes. In those days, thought Mr Fisher, we dreamed in colour, though films were in black and white, and good always triumphed in the end.

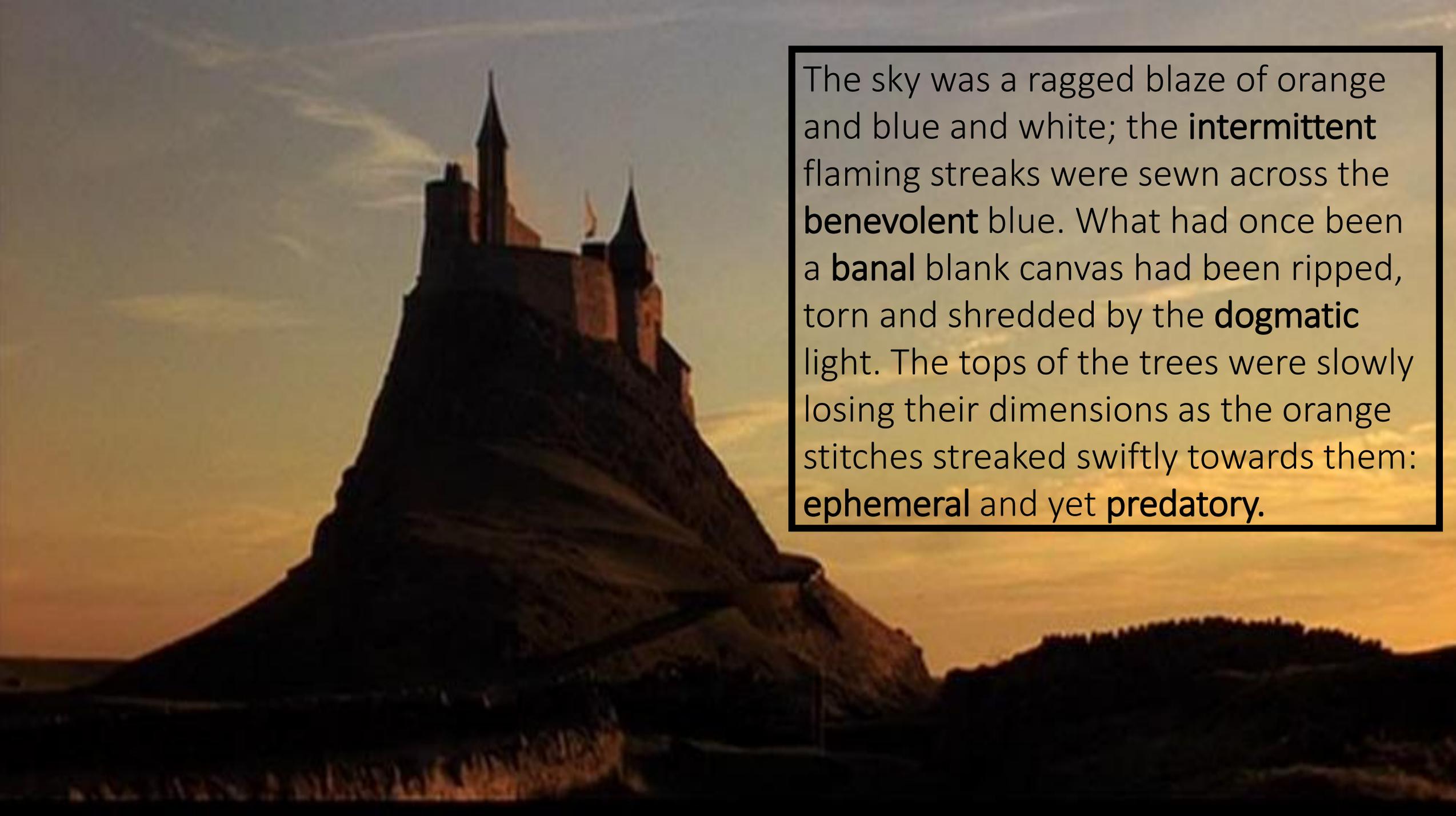
Where is the **intangible** described as **tangible**? How? Why?

Where is there a contrast between the **emotional** and the **rational**? How? Why?

What is **permanent** here and what is **ephemeral**? How? Why?

Are we talking about the **interior** or the **exterior**? How? Why?

Structurally, is there **order** or **chaos**? How? Why?



The sky was a ragged blaze of orange and blue and white; the **intermittent** flaming streaks were sewn across the **benevolent** blue. What had once been a **banal** blank canvas had been ripped, torn and shredded by the **dogmatic** light. The tops of the trees were slowly losing their dimensions as the orange stitches streaked swiftly towards them: **ephemeral** and yet **predatory**.

In Macbeth's character, we notice a **paucity** of... because... For example...
In Macbeth's character, we notice an **excess** of... because... For example...

Inspector Goole seems **idiosyncratic** because...
Inspector Goole seems **idiosyncratic** but...
Inspector Goole seems **idiosyncratic** and so...

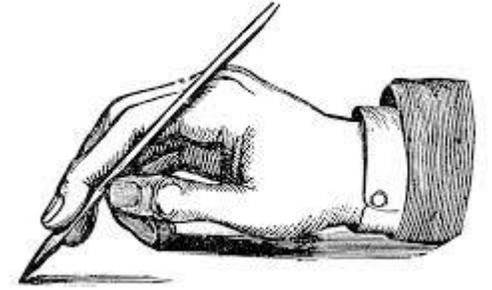
In Tissue, there is a conflict between what is **permanent** and what is **ephemeral**.
For example...

In Ozymandias, there is a conflict between what is **permanent** and what is
ephemeral. For example...

Metaphorically, the Kamikaze pilot is **imprisoned** by... and perhaps **liberated** by...



English Literature



AQA GCSE English Literature



Power & Conflict Poetry



AQA GCSE English Literature

x2 Exams

Paper 1



1 hour 45 mins

x2 questions

- 'Macbeth' by William Shakespeare
- 'The Strange Case of Dr Jekyll and Mr Hyde' by Robert Louis Stevenson

Paper 2



Power & Conflict Poetry



2 hours 15 mins

x4 questions

- 'An Inspector Calls' by J.B. Priestley
- Power and Conflict Poetry Anthology
- Unseen Poetry Analysis and Comparison

Paper 1 – THE BIG PICTURE



Key Themes:

- Ambition
- Guilt
- Sin

The Lesson:

Macbeth's overwhelming ambition and desire to be king leads him down a bloody and sinful path culminating in him consumed by guilt and madness from his sins.

Shakespeare teaches us not to overreach in life and to respect the 'natural order'.

Plot (in 5 bullets)

- Macbeth is told by three witches that he'll be king
- His wife persuades him to kill the actual king
- He becomes a tyrant and kills many (including his best friend)
- He goes mad and kills many more
- He is slain and the rightful line of kings is restored



Key Themes:

- Ambition
- Guilt
- Sin

The Lesson:

Jekyll's overwhelming ambition and desire to divide the two sides of man leads him down a bloody and sinful path culminating in him consumed by guilt and madness from his sins. Stevenson teaches us not to overreach in life and to respect the 'natural order'.

Plot (in 5 bullets)

- A mysterious and ugly man called Hyde is running around London trampling people
- Mr Utterson, a lawyer, investigates Hyde's link to his friend Dr Jekyll
- A well respected man is murdered by Hyde
- Dr Jekyll commits suicide before his link to Hyde is revealed
- In his confession letter, Jekyll reveals that he created a potion which allowed him to turn into Hyde who is a manifestation of his inner evil

Paper 2 – THE BIG PICTURE



Key Themes:

- Responsibility
- Guilt
- Equality

The Lesson:

The more privileged in society abuse the less well off for their own benefit. If this continues, the working classes will rise up in violent revolution.

Priestley teaches us that we are all members of the same society and deserve equality.

Plot (in 5 bullets)

- The middle-class Birling family are celebrating
- A man claiming to be a police Inspector calls
- He reveals a working-class girl called Eva Smith has just committed suicide
- Through interrogation, he has the entire family reveal exactly how they each contributed to her death
- The Inspector turns out not to be real...or was he?



Power & Conflict Poetry

Key Themes:

- Power
- Conflict
- Identity
- Nature

The Lessons:

- Absolute power corrupts absolutely.
- Man's power is transient and ephemeral.
- Nature's power dominates and outlasts man's.
- Your identity holds huge power.

How you can help your child – Core texts



Use the Knowledge Organisers in your pack to test them with quick-fire questions.

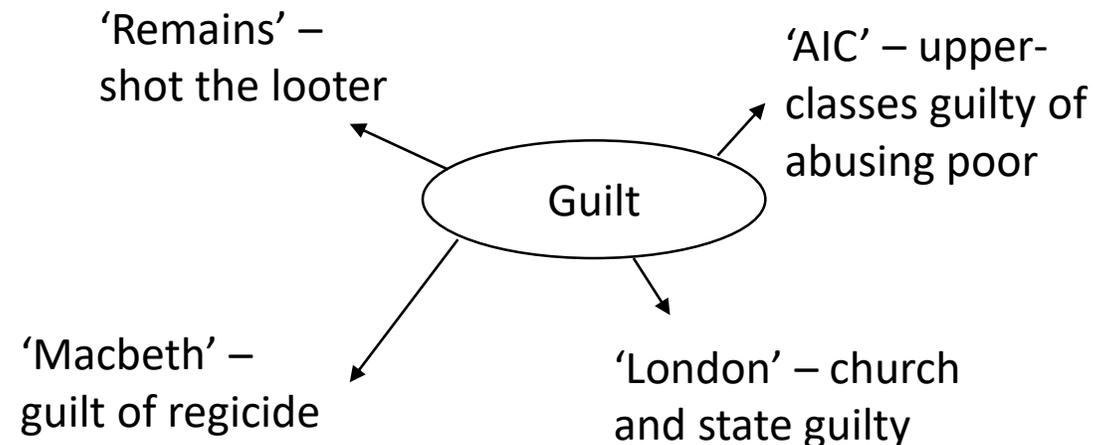
Eg:

- ✓ What prophecies do the witches tell Macbeth?
- ✓ What is Priestley's message in 'An Inspector Calls'?
- ✓ How does the British education system affect Agard in 'Checking Out Me History'?



Explore themes across all texts by mind-mapping how each is shown.

Eg:



How you can help your child – Unseen Poetry



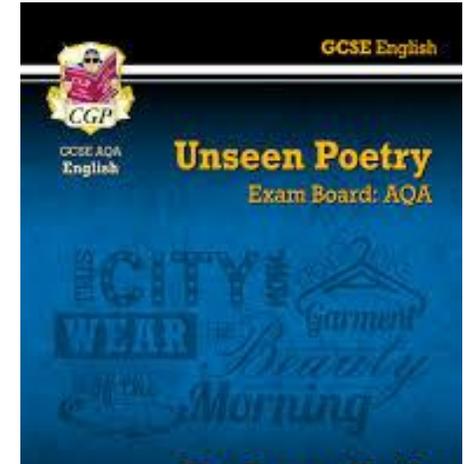
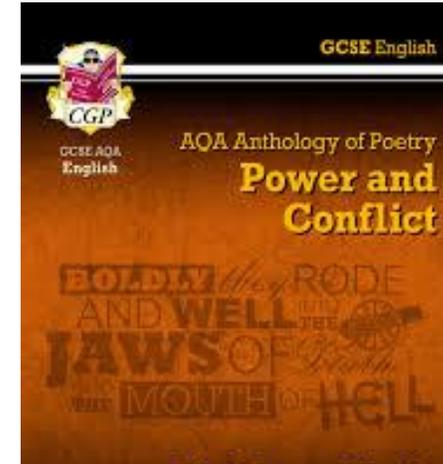
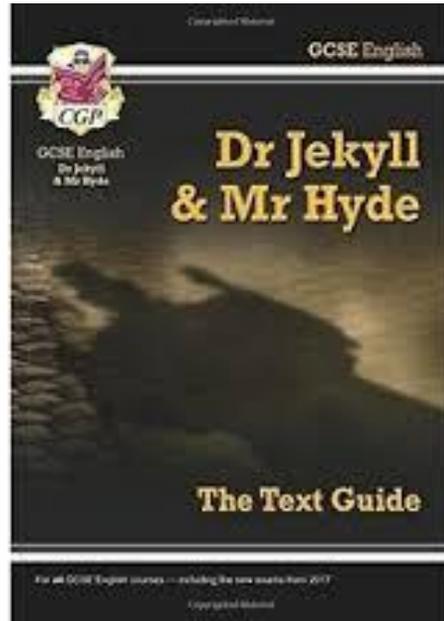
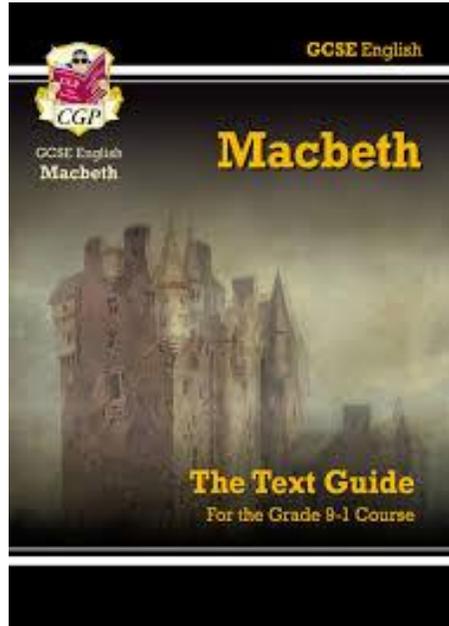
Find a random poem on the internet or in the old WJEC anthology collection.

- ✓ Read it together.
- ✓ Sit and discuss your gut reactions to it.
- ✓ Select key quotes that back up your thoughts.
- ✓ Challenge their ideas and have them justify them and explore them.



Useful resources

CGP Revision Guides



Mr Bruff on YouTube

The image shows a screenshot of the YouTube channel page for 'mrbruff'. At the top is a profile picture of a man wearing sunglasses. Below it, the channel name 'mrbruff' is displayed with a verified badge. The channel has 231K subscribers and 1,515 videos. A bio states: 'I am an English teacher making videos on GCSE and A' Level English Language and Literature. Over 35 million views: please ...'. A red 'SUBSCRIBE' button is visible in the top right corner. Below the channel information, the section 'Latest from mrbruff' is shown. The first video is titled ''An Inspector Calls': Eric Character Analysis (animated)' with a thumbnail showing a man in a suit and a graduation cap. The video has 1.5K views and was uploaded 3 days ago. The video description includes: 'Buy my revision guides in paperback on Amazon*: Mr Bruff's Guide to GCSE English Language https://amzn.to/2GvPrTV Mr Bruff's ...'. There are options for 'New' and 'Subtitles' below the video title.

Oasis Brislington Maths

Information for Parents

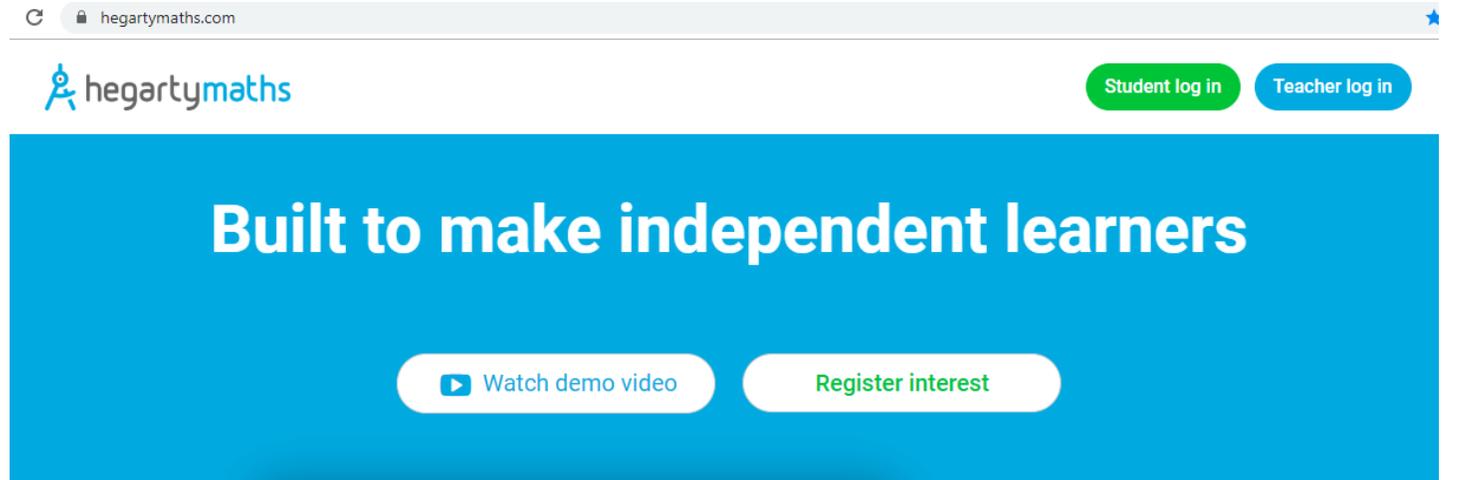
Maths

Key Information

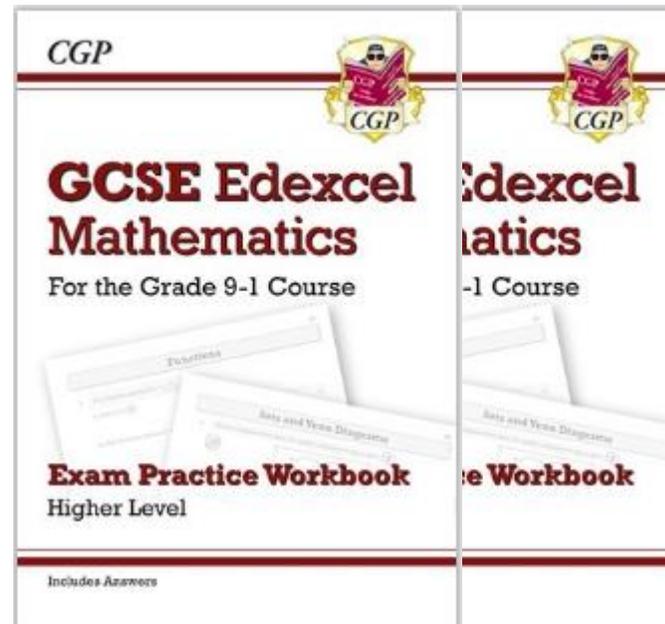
Exam Board: AQA

Higher: Grade 9-4

Foundation: Grade 5-1



The screenshot shows the homepage of the Hegarty Maths website. At the top, there is a browser address bar with the URL 'hegartymaths.com'. Below the address bar is the website logo, which consists of a stylized figure icon followed by the text 'hegartymaths'. To the right of the logo are two buttons: a green 'Student log in' button and a blue 'Teacher log in' button. The main content area has a blue background with the text 'Built to make independent learners' in white. Below this text are two buttons: a white button with a play icon and the text 'Watch demo video', and a green button with the text 'Register interest'.



Hegartymaths.com

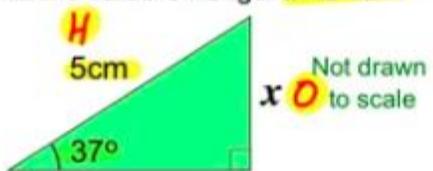
- 900+ detailed videos
- Quizzes linked to videos
- 'Fix up 5'
- The more they do, the better the questions

Geometry & measure > Right-angle trigonometry

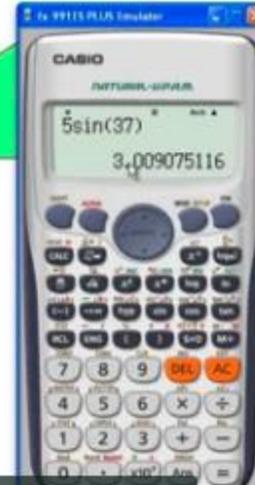
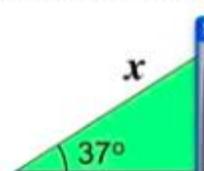
Trigonometry (find side) (1)

Example SOH CAHTOA

i) Find the value of length x to 1DP.



ii) Find the value of x to 1DP.



$\sin \theta = \frac{O}{H}$

$5 \times \sin 37 = \frac{x}{5} \times 5$

$5 \sin 37 = x$

10:56

CC

hegartymaths

509 - Trigonometry (find side) (1)

Learn how to apply the SOHCAHTOA equations to find the length of the side of a triangle in simple cases.

Video watched 0.00x

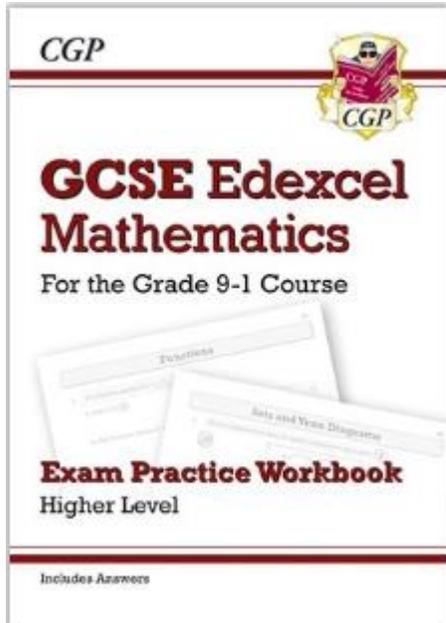
Your score **New lesson** HegartyMaths avg 71%

[Do quiz](#)

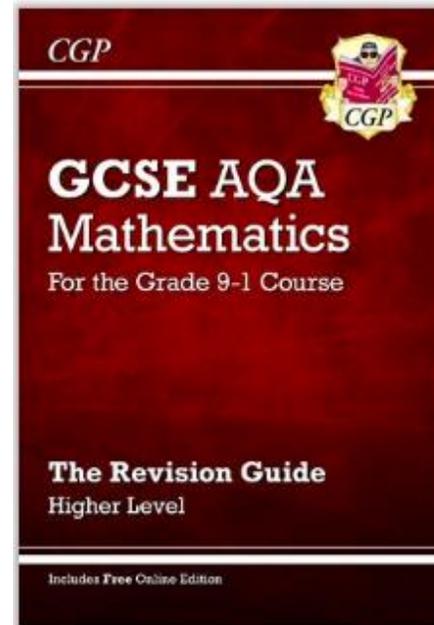
[Preview questions](#)

Spotted a mistake in this video?

CGP Books



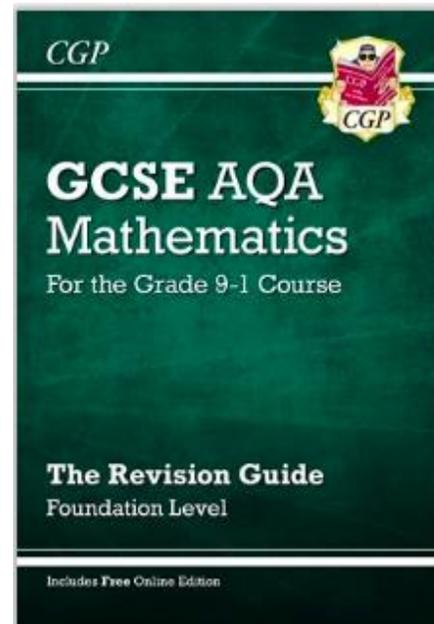
- Practice book
- Questions on every topic
- Answers in the back
- 3 Practice Papers
- Every student will be given one**



**GCSE Maths AQA Revision Guide:
Higher - for the Grade 9-1 Course**

ISBN: 9781782943952

- Revision guide
- Matches the practice book we are giving students
- £5.99



**GCSE Maths AQA Revision Guide:
Foundation - for the Grade 9-1 Course**

ISBN: 9781782943914

Exam Tips

- 1) Write down **all** you know
- 2) Move on when you have written **all** you know
- 3) Try all questions

Revision Tips

- 1) Homework is revision
- 2) A little extra, each week. HegartyMaths or CGP book

Oasis Brislington Science

Information for Parents

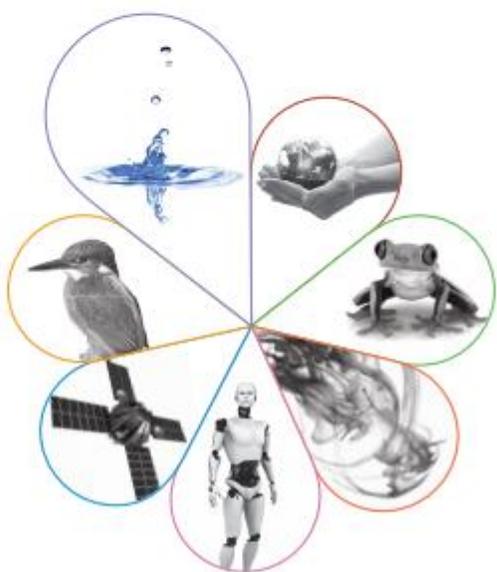
AQA Combined Science: Trilogy

AQA
Realising potential

**GCSE
COMBINED
SCIENCE:
TRILOGY**
(8464)

Specification
For teaching from September 2016 onwards
For exams in 2018 onwards

Version 1.1 04 October 2019



Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Physics

18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure
22. Forces
23. Waves
24. Magnetism and electromagnetism

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

The exams

Biology Paper 1

12th May

- Topics 1-4
- 1 hour 15 mins
- 70 marks
- 16.7%

Chemistry Paper 1

14th May

- Topics 8-12
- 1 hour 15 mins
- 70 marks
- 16.7%

Physics Paper 1

20th May

- Topics 18-21
- 1 hour 15 mins
- 70 marks
- 16.7%

Biology Paper 2

1st June

- Topics 5-7
- 1 hour 15 mins
- 70 marks
- 16.7%

Chemistry Paper 2

10th June

- Topics 13-17
- 1 hour 15 mins
- 70 marks
- 16.7%

Physics Paper 2

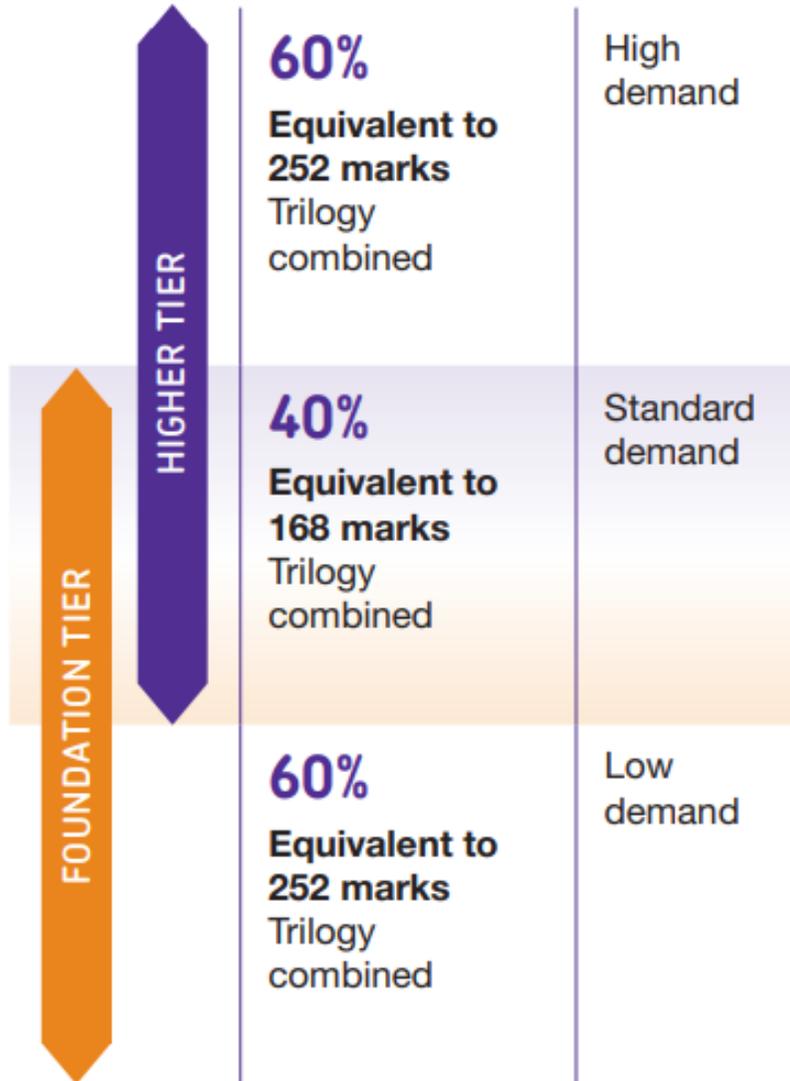
12th June

- Topics 22-24
- 1 hour 15 mins
- 70 marks
- 16.7%

The exams – challenges

- Content heavy
 - Huge amount to remember (including 21 physics equations!)
- No coursework
 - All marks come from the exams
- Maths skills
 - 30% of the marks in Physics
 - 20% of the marks in Chemistry
 - 10% of the marks in Biology

The exams – Higher or Foundation?



- 30% of the marks are common between tiers
- There are no low demand questions on the Higher tier
- Low demand questions have more scaffolding – particularly with Physics equations
- Students must sit the same tier for every paper

The exams – grading

- Combined Science award is worth 2 GCSEs
- This is graded as two equal or adjacent grades from 9 to 1
- This gives 17 possible grade combinations

Higher	Foundation
9-9	
9-8	
8-8	
8-7	
7-7	
7-6	
6-6	
6-5	
5-5	5-5†
5-4	5-4
4-4†	4-4†
(4-3)‡	4-3
	3-3
	3-2
	2-2
	2-1
	1-1
U	U

Summer 2019

Combined Science <i>(total 420 marks)</i>	
Foundation Tier	Combined Grade
58%	5-5
53%	5-4
48%	4-4
41%	4-3
35%	3-3
28%	3-2
22%	2-2
16%	2-1
10%	1-1

Combined Science <i>(total 420 marks)</i>	
Higher Tier	Combined Grade
62%	9-9
56%	9-8
55%	8-8
51%	8-7
47%	7-7
43%	7-6
38%	6-6
34%	6-5
29%	5-5
25%	5-4
21%	4-4
17%	4-3

Lesson overview

Lesson 1

Lecture style in ELZ

Lesson 2

Consolidation lesson

Lesson 3

Cumulative consolidation lesson

Lesson 4

Low stakes test

Homework and revision

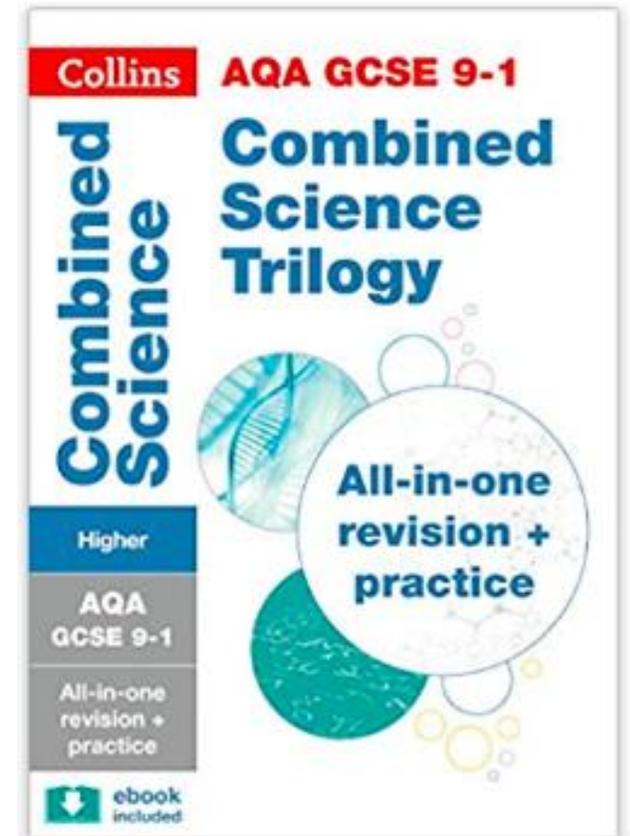
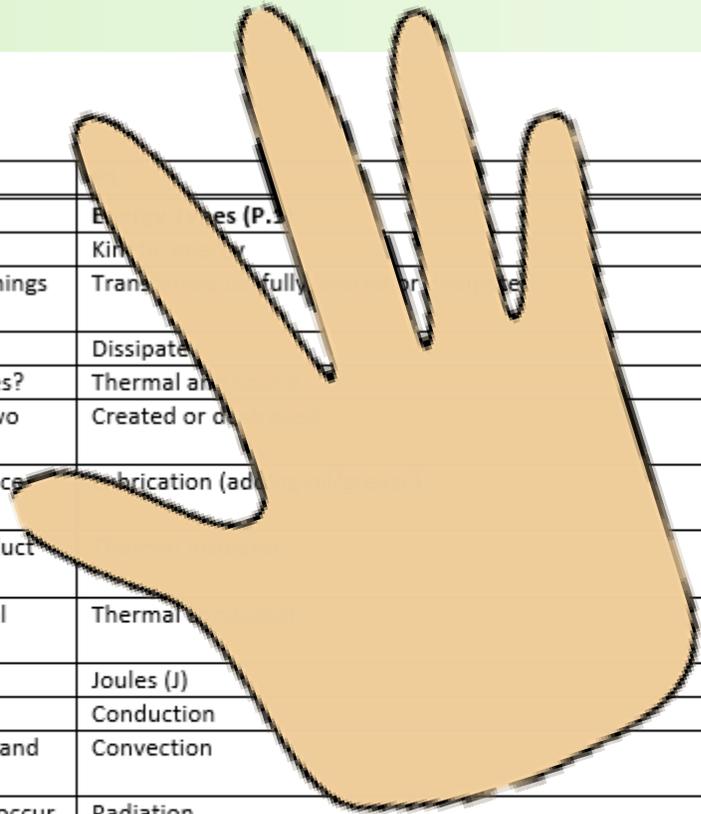
- Small booklet of exam questions given weekly (every Friday)
- 25 mins
- Mark scheme provided

Homework and revision



Knowledge organiser:

	Paper:	
	Topic:	Energy (P.3)
1	What type of energy do all moving objects have?	Kinetic
2	The law of conservation of energy states what three things that can happen to energy	Transferred fully, stored, or dissipated
3	Which word means 'wasted into the surroundings'?	Dissipated
4	When energy is wasted, it is usually which energy types?	Thermal and sound
5	The law of conservation of energy states that which two things cannot happen to energy?	Created or destroyed
6	What can be done to moving parts in a system to reduce heat loss by friction?	Lubrication (add oil)
7	What name is given to a material which does not conduct thermal energy well?	Insulator
8	What name is given to a material which allows thermal energy to pass through it easily?	Thermal conductor
9	What is the unit for energy?	Joules (J)
10	What type of heat transfer travels through solids?	Conduction
11	What type of heat transfer happens only in fluids (gas and liquids)?	Convection
12	Which is the only type of thermal energy transfer can occur in a vacuum?	Radiation
13	Which dissipates less thermal energy? Thin walls or thick walls?	Thick
14	Which dissipates less thermal energy? Walls with large or small area	Small
15	Which dissipates less thermal energy? Large or small temperature difference	Small



How can you support?



- Encourage students to complete homework
- Encourage students to take part in interventions
- Quiz your child on knowledge they have revised



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BELIEVE IT. DO IT.



Congratulations



Congratulations

4,143 DAVIS



2
2



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I'm worried about the exams, they are worried about the exams, help!?

What can I do to support my child?

What are the school doing to support my child?

The **childline** 'National Exam Stress Survey' carried out recently revealed that:

**96% OF THE
1300 STUDENTS
FELT ANXIOUS
ABOUT EXAMS
AND REVISION**

**56% WERE
FEELING
PRESSURE
FROM PARENTS**

**64% SAID THAT
THEY HAVE
NEVER RECEIVED
ANY SUPPORT
DEALING WITH
EXAMS**

THE PROBLEM

**96% OF THE
1300 STUDENTS
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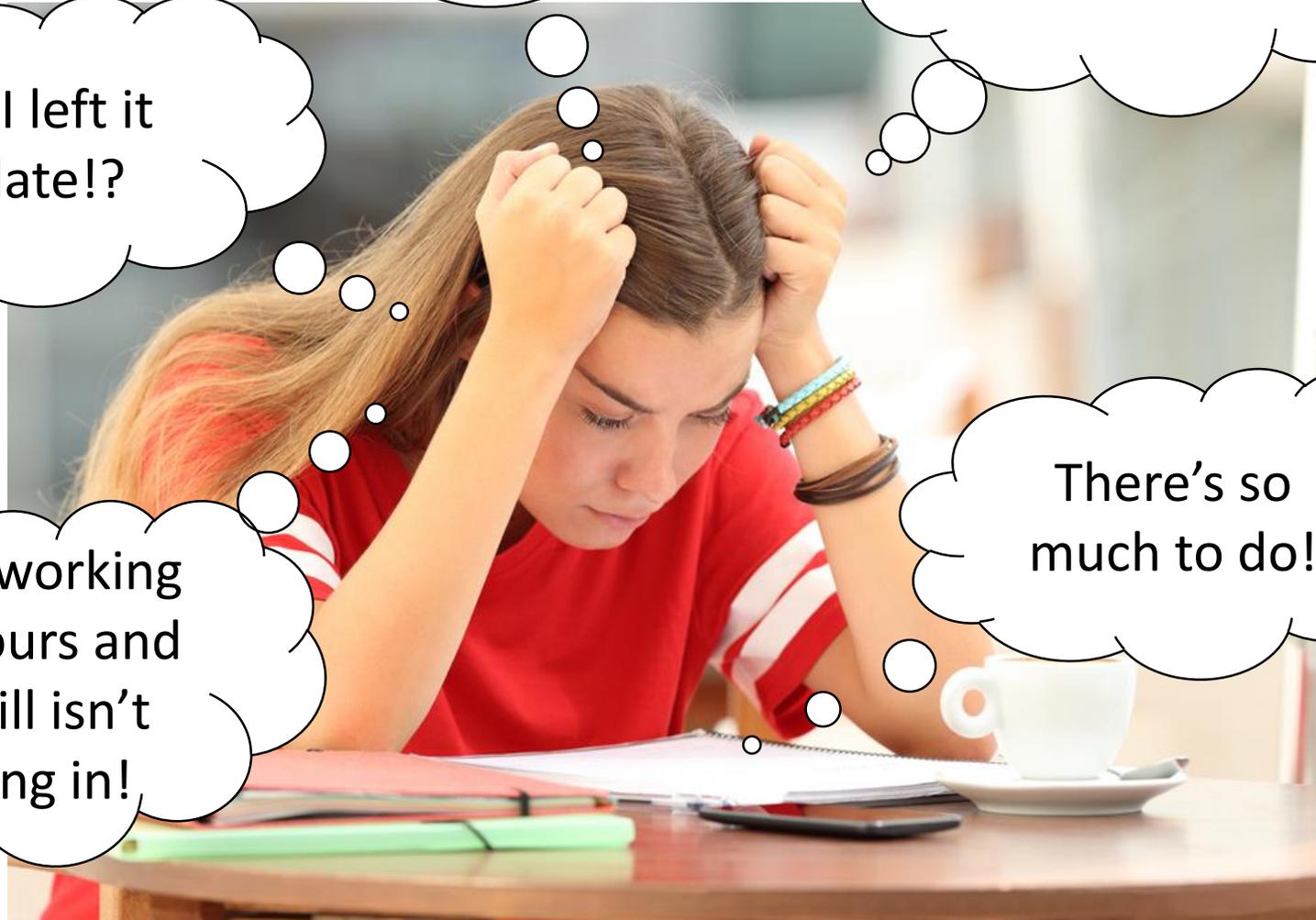
I am not even
sleeping and feel
tired all the time.

I am so stressed
I don't know
where to start.

Have I left it
too late!?

I am working
all hours and
it still isn't
going in!

There's so
much to do!



**96% OF THE
1300 STUDENTS
FELT ANXIOUS
ABOUT EXAMS
AND REVISION**

Oh yeah, exams
are scary so I
think I will just
take a nap and
ignore it all.



Effects of exam stress

Young people contacting Childline have told us that exam stress can lead to:

- depression and anxiety
- panic attacks
- low self-esteem
- self-harming and suicidal thoughts
- worsening of pre-existing mental health conditions.

THE SOLUTIONS

**96% OF THE
1300 STUDENTS
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**96% OF THE
1300 STUDENTS
FELT ANXIOUS
ABOUT EXAMS
AND REVISION**

- When we become anxious we get 'negative thoughts'
- "I can't do anything" ... "I can't answer any of these questions"
- "I'm going to fail everything" ... "Everyone is cleverer than me"
- STOP AND RE-FOCUS (breathing techniques and mindfulness)
- 'I'm having an anxious thought that I can't complete this Maths question'



**TIPS FOR
STUDENTS**

start
now



TIPS FOR STUDENTS

Week beginning 23rd March 2015

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
EARLY MORNING	Mathematics	Mathematics	Mathematics	Mathematics		
LATE MORNING	Mathematics	Mathematics	Mathematics	Mathematics		
EARLY AFTERNOON	Mathematics	Mathematics	Mathematics	Mathematics		
LATE AFTERNOON	Mathematics	Mathematics	Mathematics	Mathematics		
EVENING	Mathematics	Mathematics	Mathematics	Mathematics		

Legend:
 Mathematics (Blue)
 English (Green)
 Science (Yellow)
 Geography (Red)
 History (Purple)
 Art (Orange)
 Music (Pink)
 PE (Light Blue)
 Religious Education (Light Green)
 Modern Foreign Languages (Light Purple)
 Design & Technology (Light Orange)
 Personal, Social & Health Education (Light Pink)
 Physical Education (Light Blue)
 Citizenship (Light Green)
 Information Technology (Light Purple)
 Languages (Light Orange)
 Other (Light Pink)



**96% OF THE
1300 STUDENTS
FELT ANXIOUS
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AND REVISION**

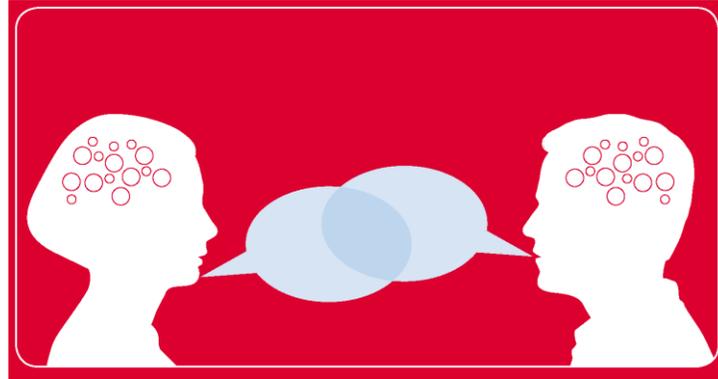


- Stress is a natural part of being human
- Look out for signs of stress
- Help them develop a positive mind set, maintain a 'can do attitude' – visualise the grades you want
- Allow them to see the exams as a task to be completed e.g. in 132 days
- It is an opportunity for your child to show what they can do



TIPS FOR PARENTS

The a recent DfE research report showed that parental involvement is one of the key factors is securing higher student achievement.



The Nemesis of Sleep



Mobile phones emit blue light.

We counteract the natural darkness of the night by staring at our phones in bed. It confuses the body and means it will take much longer for us to sleep.

Scientists have proven that people who are on their phones before bed will

- a) Take much longer to fall asleep**
- b) Get less REM sleep (deep sleep)**
- c) Can damage your eyes over time.**

THE PROBLEM

**56% WERE
FEELING
PRESSURE
FROM PARENTS**

**56% WERE
FEELING
PRESSURE
FROM PARENTS**

He/she always
leaves
everything to
the last
minute

Surely he/she
shouldn't be going
out again, when
he/she has exams
coming up?

Common Parent Frustrations

I didn't even do
GCSEs so how can
I help?

He/she always has an
excuse – I don't know
what to believe?!

**56% WERE
FEELING
PRESSURE
FROM PARENTS**

I don't have
any homework

I'm revising,
I'm reading my
notes

I got a 6 in my test
so I should be ok

Common Teenage Myths

Stop NAGGING, its
too early, I'll just
forget it all

I'm going to the
revision session so
don't need to revise

"I am about to take my GCSEs and I am under so much pressure as my parents are expecting me to do really well. I am going to revision classes and trying really hard but I feel like it is not good enough for them. My parents don't allow me to do anything else apart from revision and if I try and talk to them it always ends up in an argument."

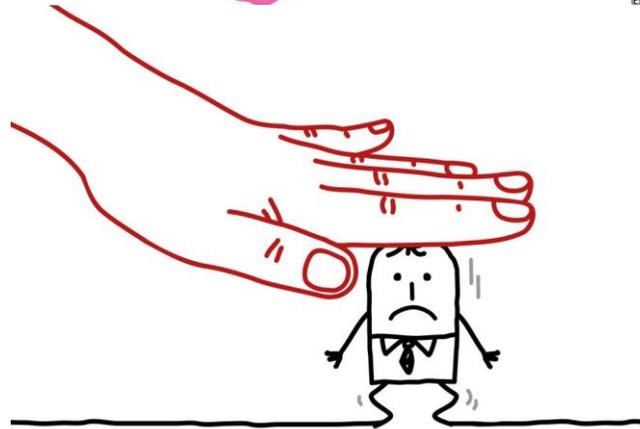
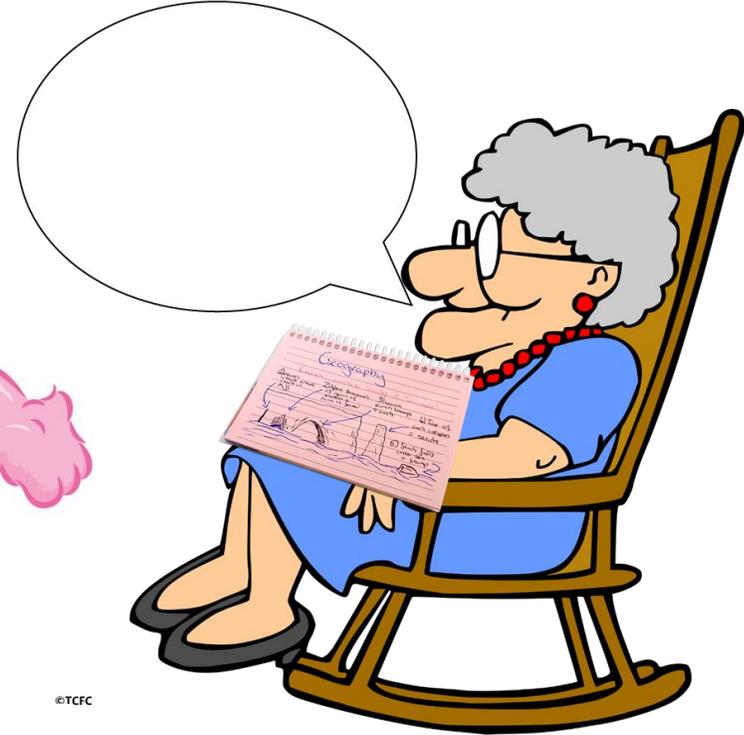
Childline caller

THE SOLUTIONS

**56% WERE
FEELING
PRESSURE
FROM PARENTS**



TIPS FOR STUDENTS



©TCFC



TIPS FOR PARENTS



DOs

- Help them organise themselves
- Regular 'check ins' discuss expectations
- Provide the necessary environment
- Praise - rewards
- Encourage and support
- Stay calm
- Be flexible



DON'Ts

- Make comparisons
- Expect them to study all the time
- Continually mention exams

THE PROBLEM

**64% SAID THAT
THEY HAVE
NEVER RECEIVED
ANY SUPPORT
DEALING WITH
EXAMS**



What are the
school doing to
support my
child?



What can I do
to support my
child?

**64% SAID THAT
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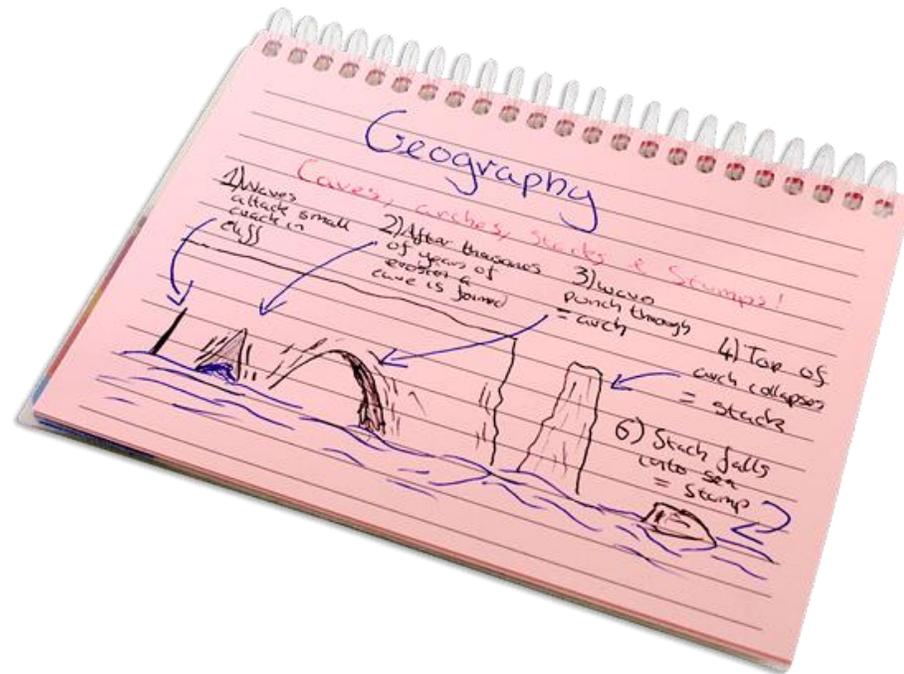
THE SOLUTIONS

**64% SAID THAT
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DEALING WITH
EXAMS**



- Tonight, tonight's help guide
- Keep speaking to us Miss Pamby/Mrs Muscat/Mrs Brooke – we do care and will do our best to help
- Knowledge Organisers, revision guides
- Beautiful exam pencil case 😊
- Boost Sessions
- Maximise day (just had this)
- Revision week (7-10th May)
- Easter revision clinics (8th & 9th April)
- Survival Kit in Tutor Time
- Study Hub to be opened next Monday
- Proactive and supportive teachers
- END OF MOCK REWARD
- PROM

“I don't know how to revise”



**Get one good revision aid for each
subject ...**



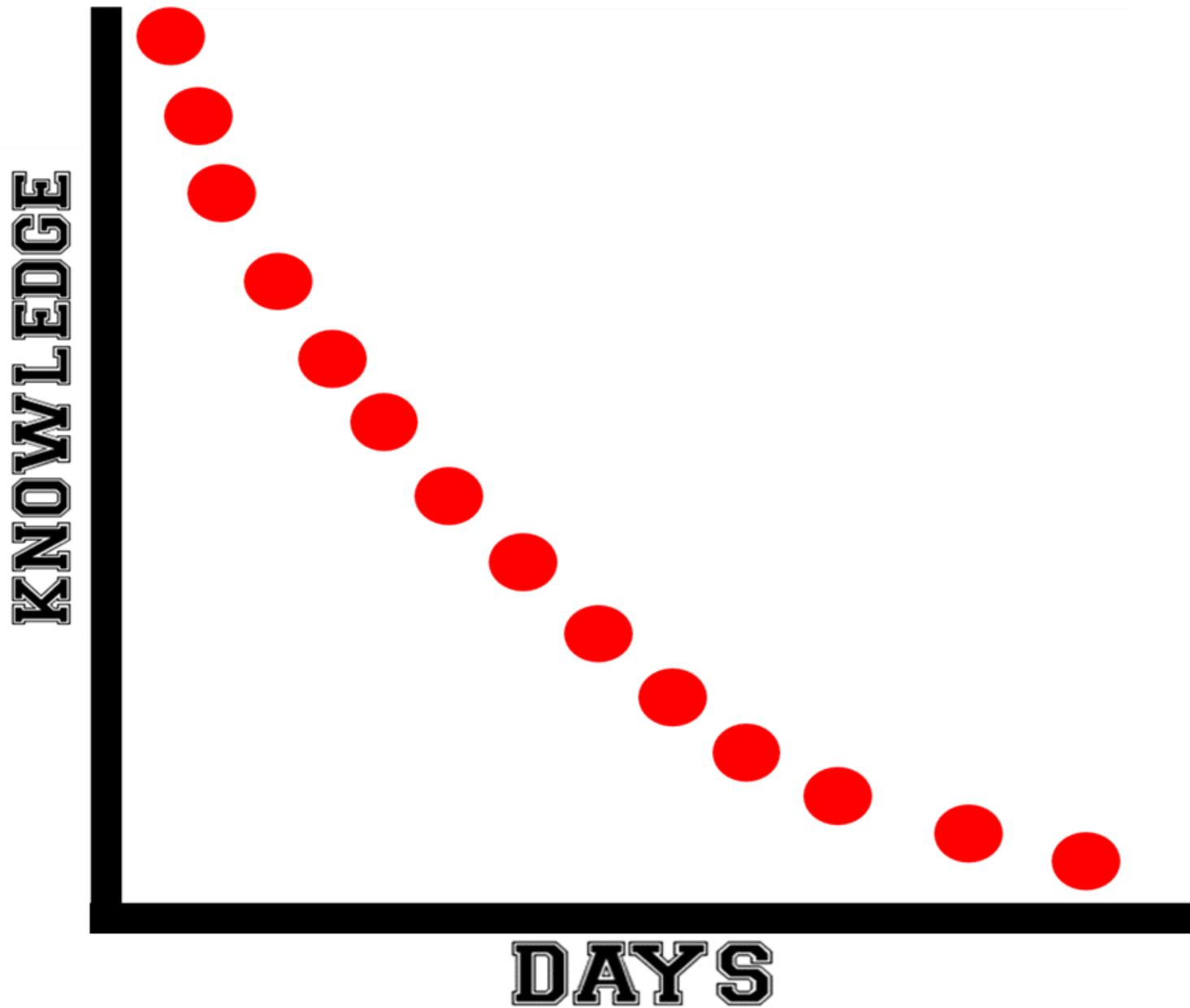
Set a clear time frame and a clear goal...



"At the end of this hour, I will be able to label the _____ and answer _____ on _____ it"

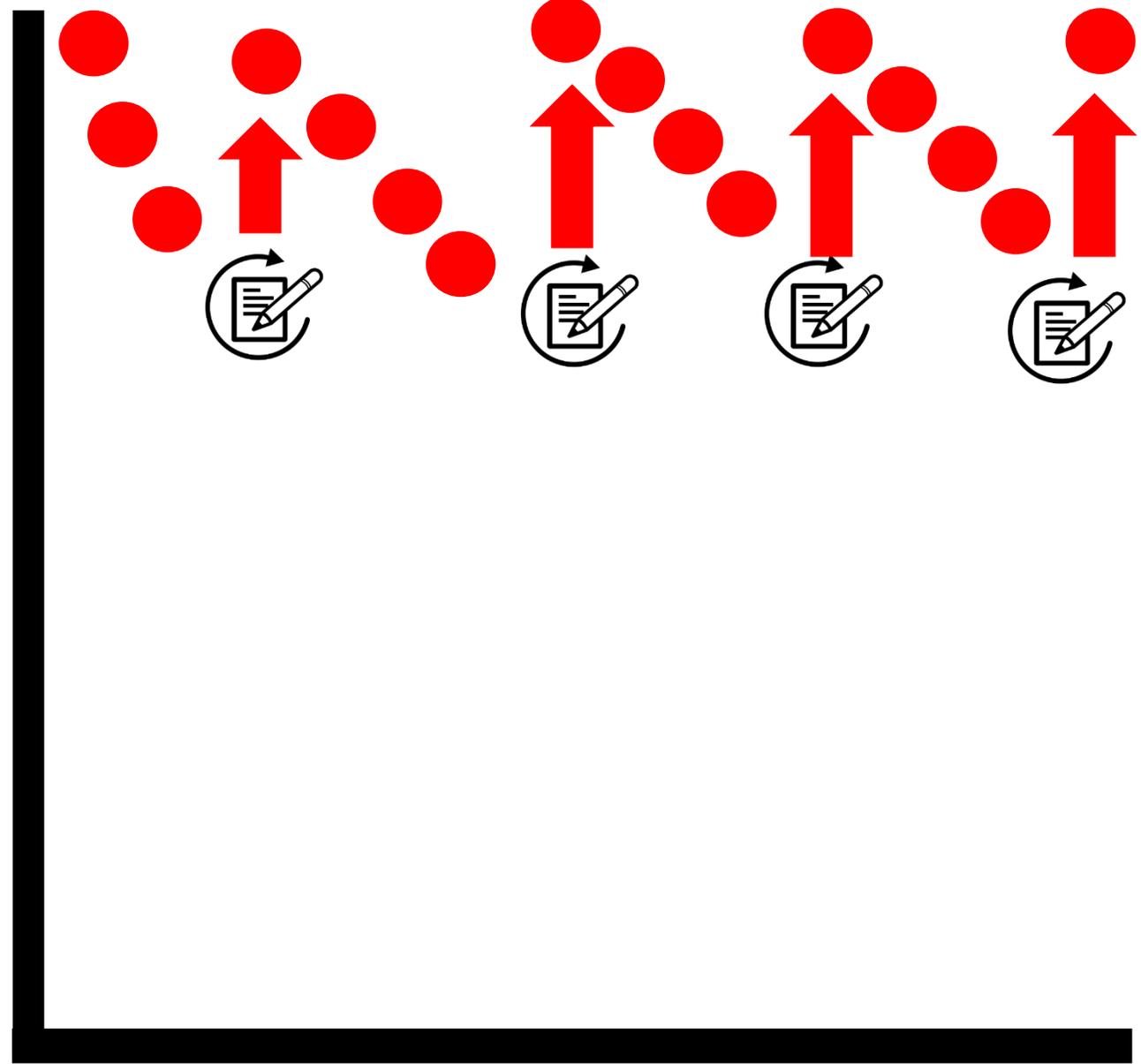


FORGETTING CURVE

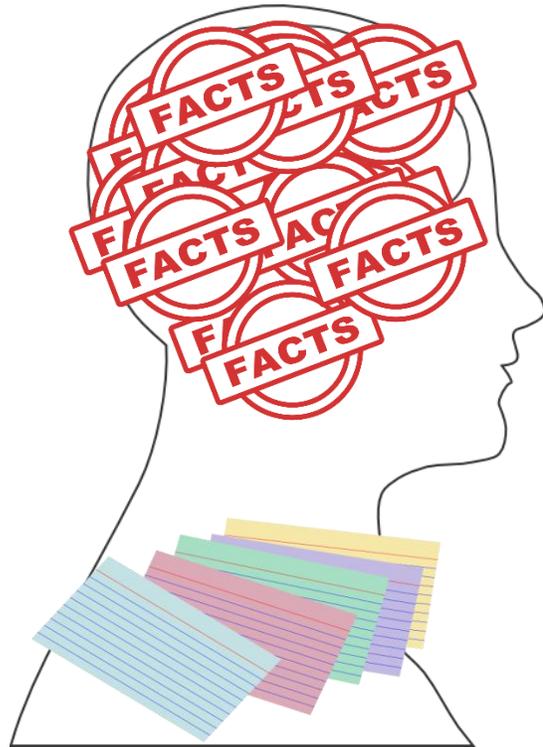


FORGETTING CURVE

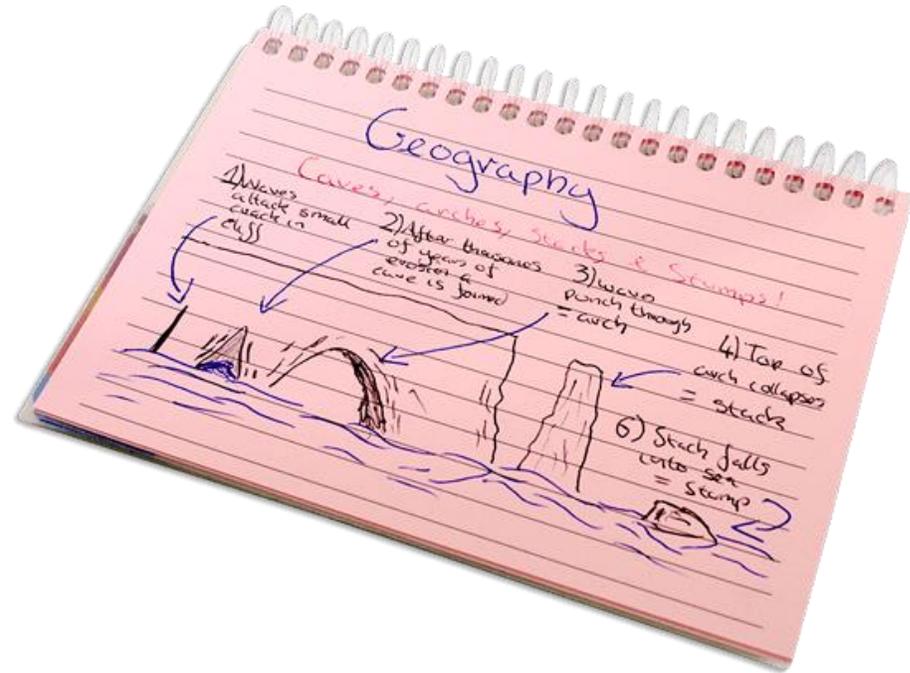
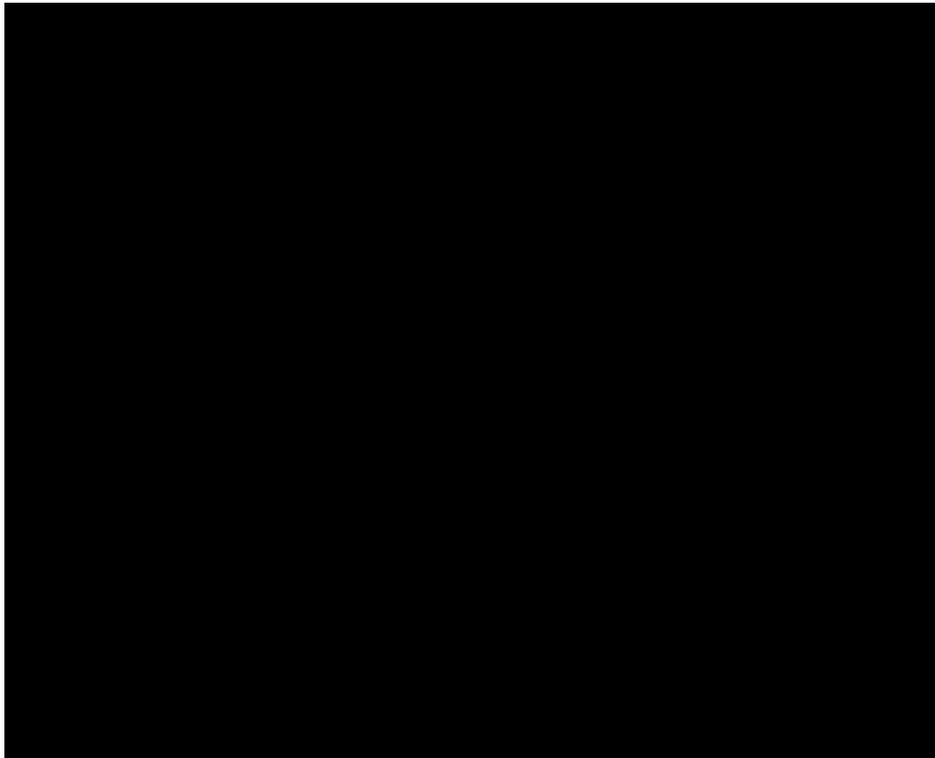
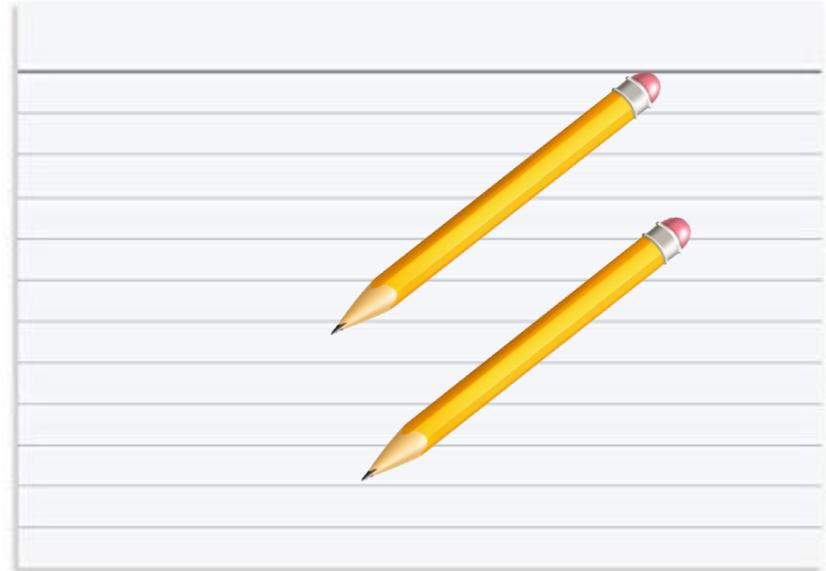
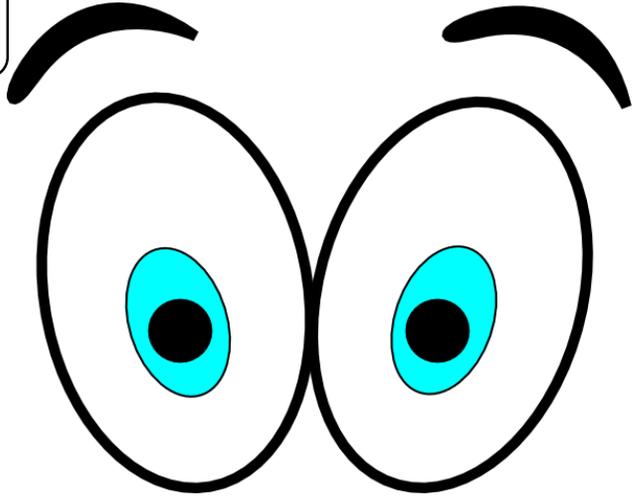
KNOWLEDGE



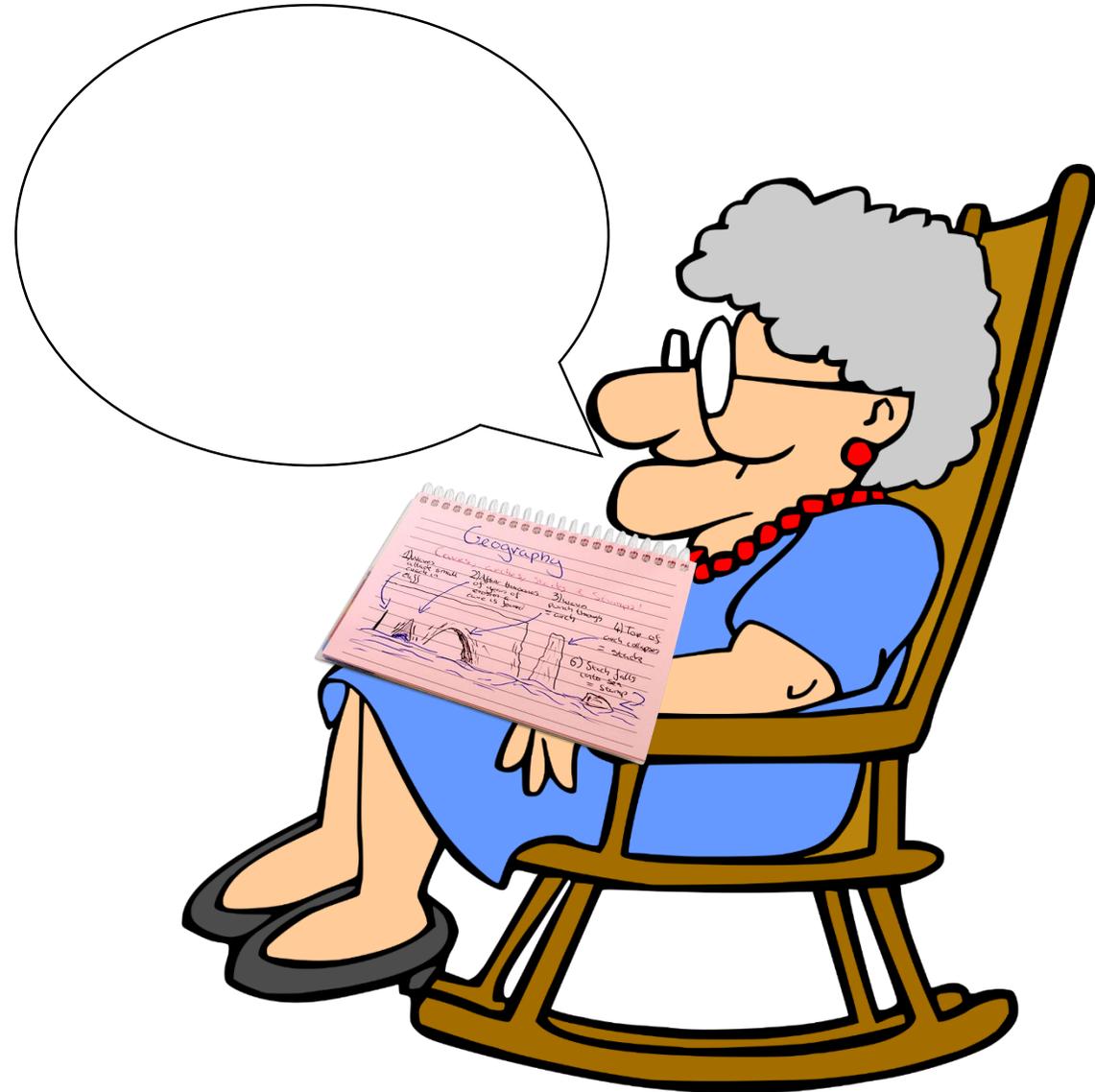
DAYS



1



2





Oasis Academy Brislington
Year 11 Information Evening
Thursday 21st November 2019

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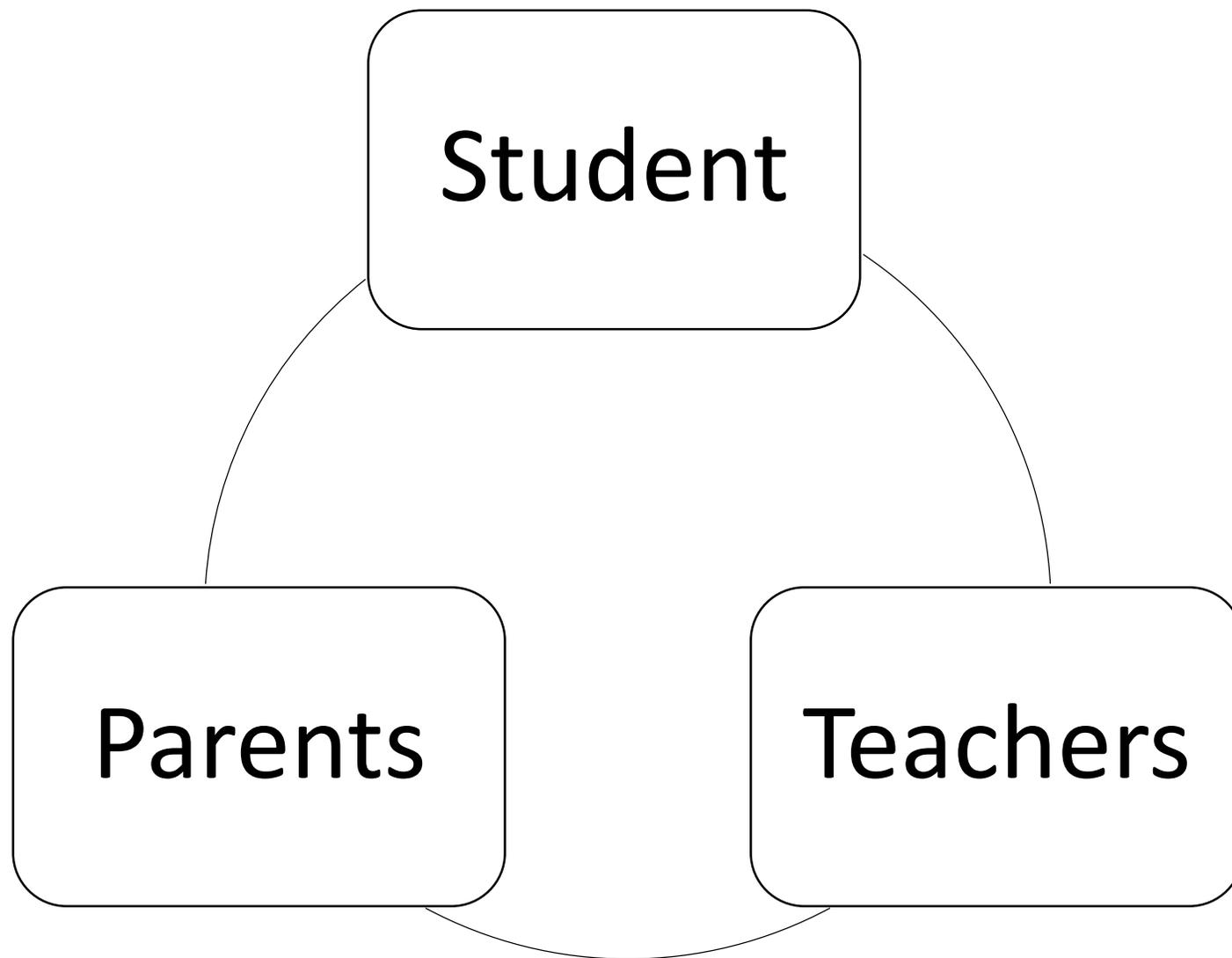
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Communication



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DO IT.**

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Useful Links

- <https://www.childline.org.uk/info-advice/school-college-and-work/school-college/exam-stress/>
- <https://www.nspcc.org.uk/what-we-do/news-opinion/exam-stress-overwhelming-for-thousands-of-children/>
- <https://www.childline.org.uk/info-advice/school-college-and-work/school-college/exam-stress/>
- <https://www.theguardian.com/lifeandstyle/2015/jan/25/secrets-of-the-teenage-brain>
- https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend
- <http://www.inc.com/jeremy-goldman/6-apps-to-stop-your-smartphone-addiction.html>
- <https://www.childline.org.uk/globalassets/info-and-advice/school-work-and-college/school-and-college/exam-stress/beat-exam-stress.pdf>
- <http://www.bbc.co.uk/guides/z3xdq6f>
- <http://www.bbc.co.uk/news/education-34139196>
- <http://www.bbc.co.uk/programmes/b07nn86v>