Securing the best grade possible in maths and English

Welcome

- We have faith in you.
- You could gain a 5 or above in maths and/or English.
- You're not there yet.
- We want to help.

"At Redborne you are never seen as a failure, but a work in progress."

Amy Farrar
Year 11 student

What do you want?

Focus tonight:

Maths

and

English

Year 1-11: about 2,500 lessons

Intervention and extra help

- Take control of your learning.
- Do what <u>you need</u>, not just what you are told.
- Work in partnership with teachers and parents.

- Make full use of your lessons.
- Make sure your attendance is good.
- Make <u>every lesson</u> count.

What's in your folder?

Will acting on the advice and tips from tonight make a difference?

- In 2016, all but 5 students from this evening achieved a C or above, in English language
- In 2016, all but 6 students from this evening achieved a C or above, in maths

My dad kept making me practise my times tables. It got on my nerves, but it did mean I was quicker in my non-calculator paper

How to achieve your potential in English…

A toolkit for success

Fast forward… to August 2018

Think about…

- What you want to get from this subject?
- What you NEED in that envelope?
- What grade would make you *happy*?

The English mark schemes:

Clear

Relevant

Accurate

Range

Chosen

Explained

Thoughtful

What does *clear* and *relevant* mean?

- Easy to understand
- Free of obstructions
- Appropriate

So what can parents and students do together?

- Parents: read your child's work.
- Parents: get your child to read their work out loud and notice errors in expression themselves.
- Both: broaden vocabulary
- Both: download word of the day apps
- Both: talk about what is going on in the world - conversations and practising how to articulate complex ideas will encourage cognitive development.
- Both: put phones away (in another room) at points in the evening.

The English L**anguage** mark schemes:

Grade 4	Grade 5
Attempts to comment on the effect of *language and structure*	**Clearly** explains the effects of the writer's choices of *language and structure*
Selects **some** relevant quotations	Selects **a range** of relevant quotations
Uses **some** subject terminology, not always appropriately	Uses subject terminology **accurately**
Conscious use of vocabulary with **some** use of linguistic devices	Vocabulary **clearly chosen** for effect and successful use of linguistic devices
Attempts to **compare ideas** and perspectives	**Compares ideas** and perspectives in a **clear and relevant** way

The English L**iterature** mark schemes:

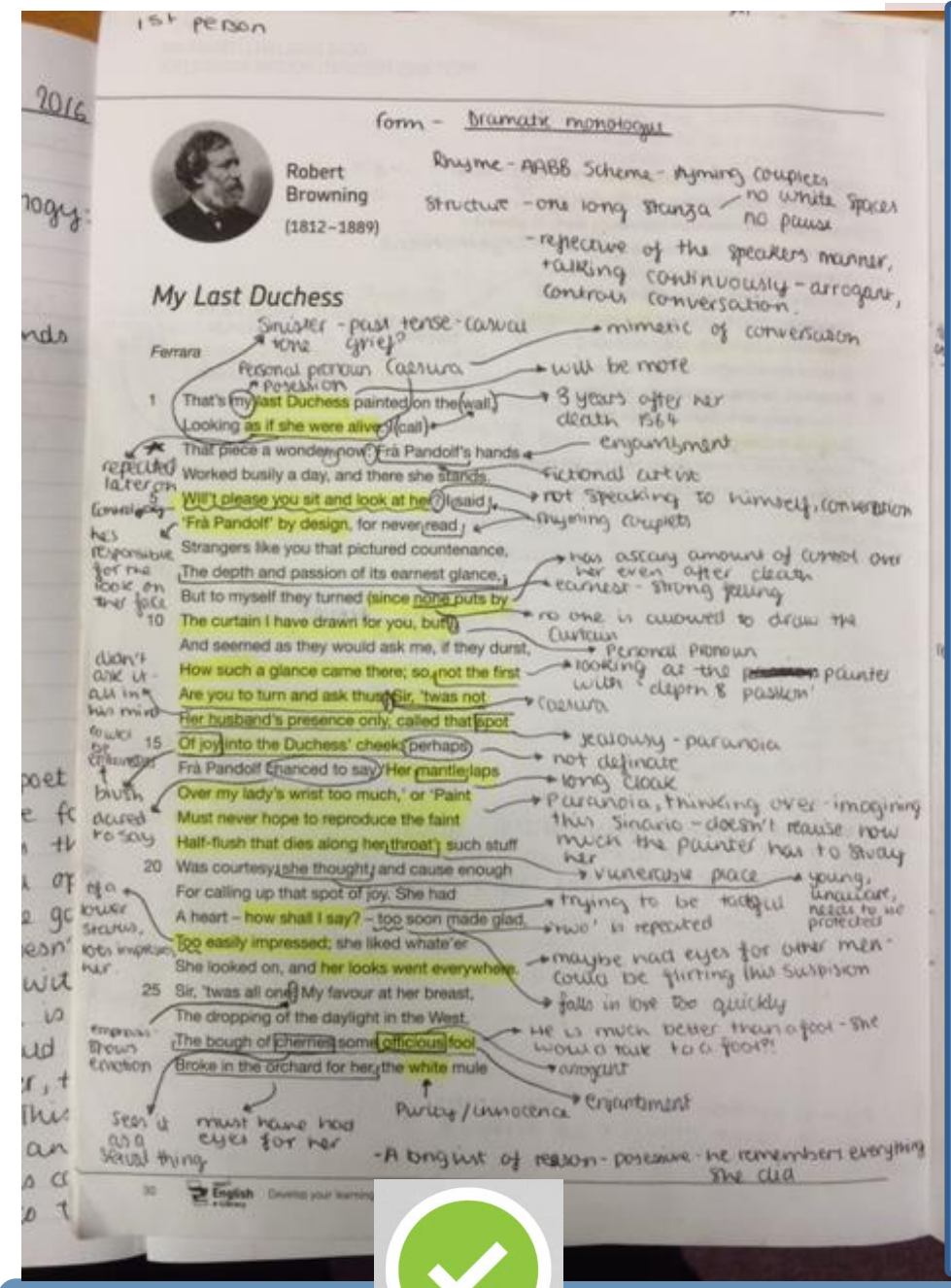
Grade 4	Grade 5
Relevant comment supported by **some explanation**	**Explained, relevant** comment with **clear** understanding
Some awareness of contextual factors	**Clear** understanding of contextual factors
Some reference to subject terminology	**Appropriate use** of subject terminology
Explained/relevant comments on writer's methods	**Clear explanation** of writer's methods
References used to support a range of relevant comments	**Effective use of references** to support explanation
Some comparison of effects of writers' methods on reader	**Relevant, thoughtful comparison** of effects of writers' methods on reader

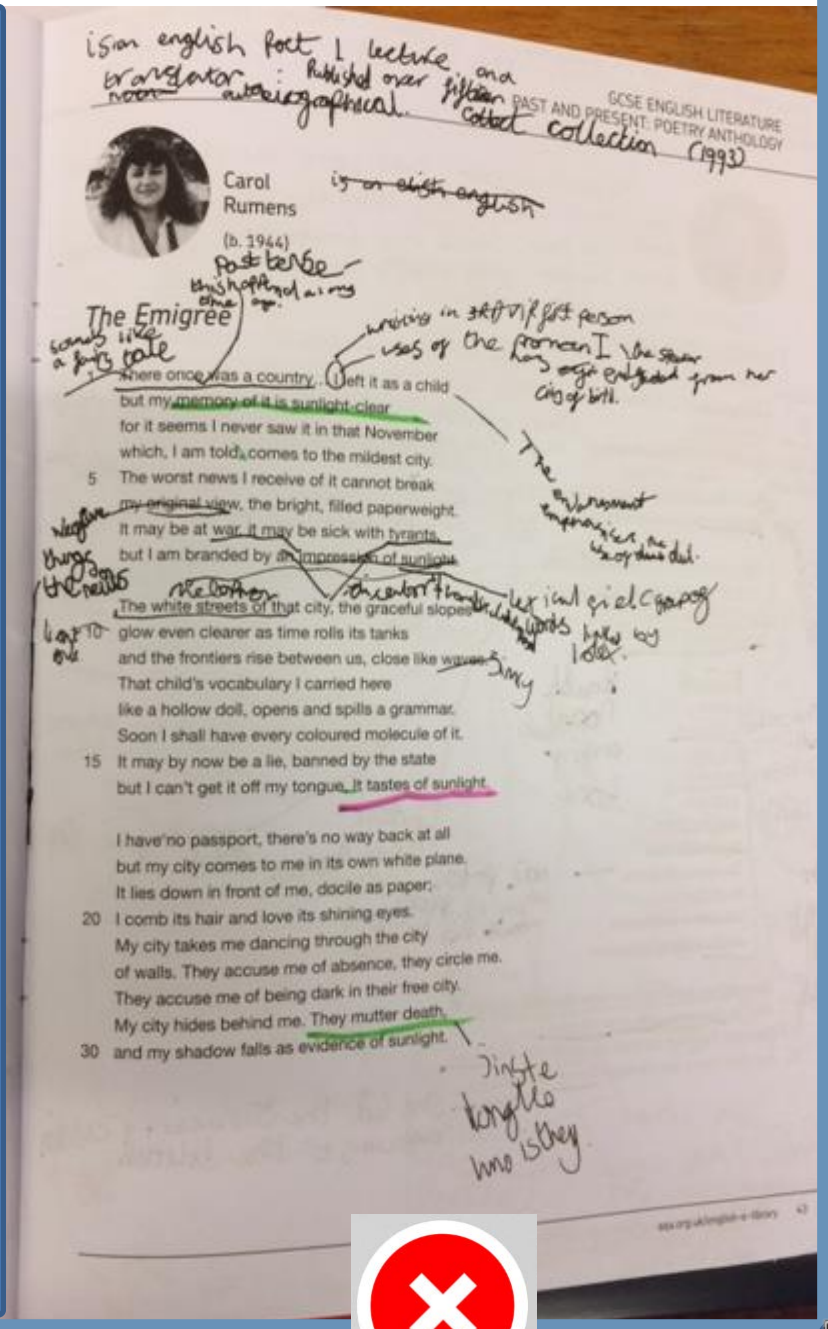
How to revise for English Language

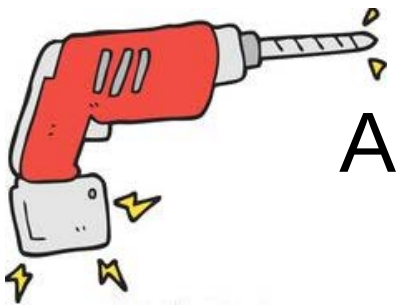
- Learn language terminology.
- Be clear on how to use punctuation correctly, especially apostrophes (use BBC bitesize to test yourself).
- Read a range of articles that interest you: challenge yourself. The Times, The Guardian… Use the internet!
- Listen to the news and speeches on Youtube.

How to revise for English Literature

- Re-read set texts (use an audio version). Have thorough annotations.
- Learn key quotations: display around the house, learn like a script, repeat out loud, emphasise patterns in the language when you say them out loud, use rhyme to your advantage, watch film adaptations of the texts with the text in front of you.
- Read over poems, one per night. Just 5 – 10 minutes can make a difference – keep your anthology in a visible place or next to your bed


1st person
form - Dramatic monologue
Robert Browning
(1812–1889)
Rhyme - AABB Scheme - rhyming couplets
Structure - one long stanza - no white spaces no pause
- reflective of the speakers manner, talking continuously - arrogant, controls conversation.
My Last Duchess
Ferrara
That's my last Duchess painted on the wall,
Looking as if she were alive. I call
That piece a wonder now: Frà Pandolf's hands
Worked busily a day, and there she stands.
Will 't please you sit and look at her? I said
'Frà Pandolf' by design, for never read
Strangers like you that pictured countenance,
The depth and passion of its earnest glance,
But to myself they turned (since none puts by
The curtain I have drawn for you, but I)
And seemed as they would ask me, if they durst,
How such a glance came there; so, not the first
Are you to turn and ask thus. Sir, 'twas not
Her husband's presence only, called that spot
Of joy into the Duchess' cheek: perhaps
Frà Pandolf chanced to say 'Her mantle laps
Over my lady's wrist too much,' or 'Paint
Must never hope to reproduce the faint
Half-flush that dies along her throat': such stuff
Was courtesy, she thought, and cause enough
For calling up that spot of joy. She had
A heart – how shall I say? – too soon made glad,
Too easily impressed; she liked whate'er
She looked on, and her looks went everywhere.
Sir, 'twas all one! My favour at her breast,
The dropping of the daylight in the West,
The bough of cherries some officious fool
Broke in the orchard for her, the white mule
Sinister - past tense - casual tone - grief?
mimetic of conversation
Personal pronoun Caesura
will be more
possession
3 years after her death 1564
enjoyment
repeated later on
fictional artist
not speaking to himself, conversation
rhyming couplets
has ascany amount of control over her even after death
earnest - strong feeling
no one is allowed to draw the curtain
Personal pronoun
looking at the painter with 'depth & passion'
caesura
jealousy - paranoia
not definate
long cloak
Paranoia, thinking over - imagining this scenario - doesn't realise how much the painter has to study her
vulnerable place
young, unclear, needs to be protected
trying to be tactful
'Too' is repeated
maybe had eyes for other men" could be flirting this suspicion
falls in love too quickly
He is much better than a fool - she would talk to a fool?!
arrogant
Purity / innocence
Enjoyment
-A long list of noun - possessive - he remembers everything she did
didn't ask it all in his mind to whom he addressed to say
bush
of a lower status, less important
Sees it as a sexual thing
must have had eyes for her
English
Develop your learning


GCSE ENGLISH LITERATURE
PAST AND PRESENT: POETRY ANTHOLOGY
Carol Rumens
(b. 1944)
collection (1993)
The Emigrée
Past tense
sounds like a fairy tale
writing in third person
uses of the pronoun I the speaker has escaped from her city of birth.
The environment emphasises the way she has died.
lexical field of sparkling
The white streets of that city, the graceful slopes
glow even clearer as time rolls its tanks
and the frontiers rise between us, close like waves
That child's vocabulary I carried here
like a hollow doll, opens and spills a grammar.
Soon I shall have every coloured molecule of it.
It may by now be a lie, banned by the state
but I can't get it off my tongue. It tastes of sunlight.
I have no passport, there's no way back at all
but my city comes to me in its own white plane.
It lies down in front of me, docile as paper:
I comb its hair and love its shining eyes.
My city takes me dancing through the city
of walls. They accuse me of absence, they circle me.
They accuse me of being dark in their free city.
My city hides behind me. They mutter death.
My city hides behind me. They mutter death,
and my shadow falls as evidence of sunlight.
Simple language who is they.



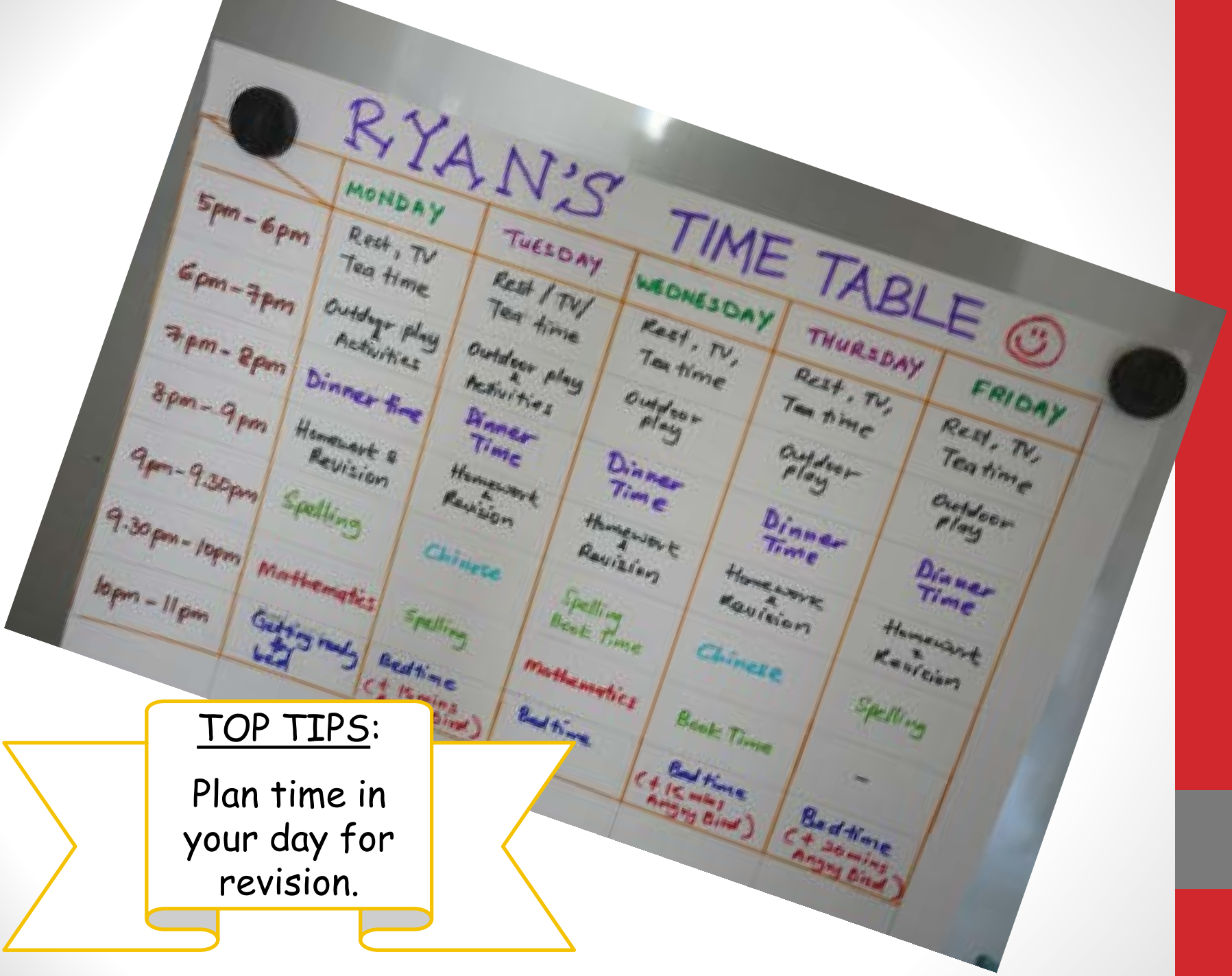
A common misconception students have: ‘I can’t revise for English!’

- Practise, practise, practise!
- Ask your parents to time you to get a feel for the pressures of exam settings
- The key is to master your skills so that you feel confident

Achieving your best grade in maths

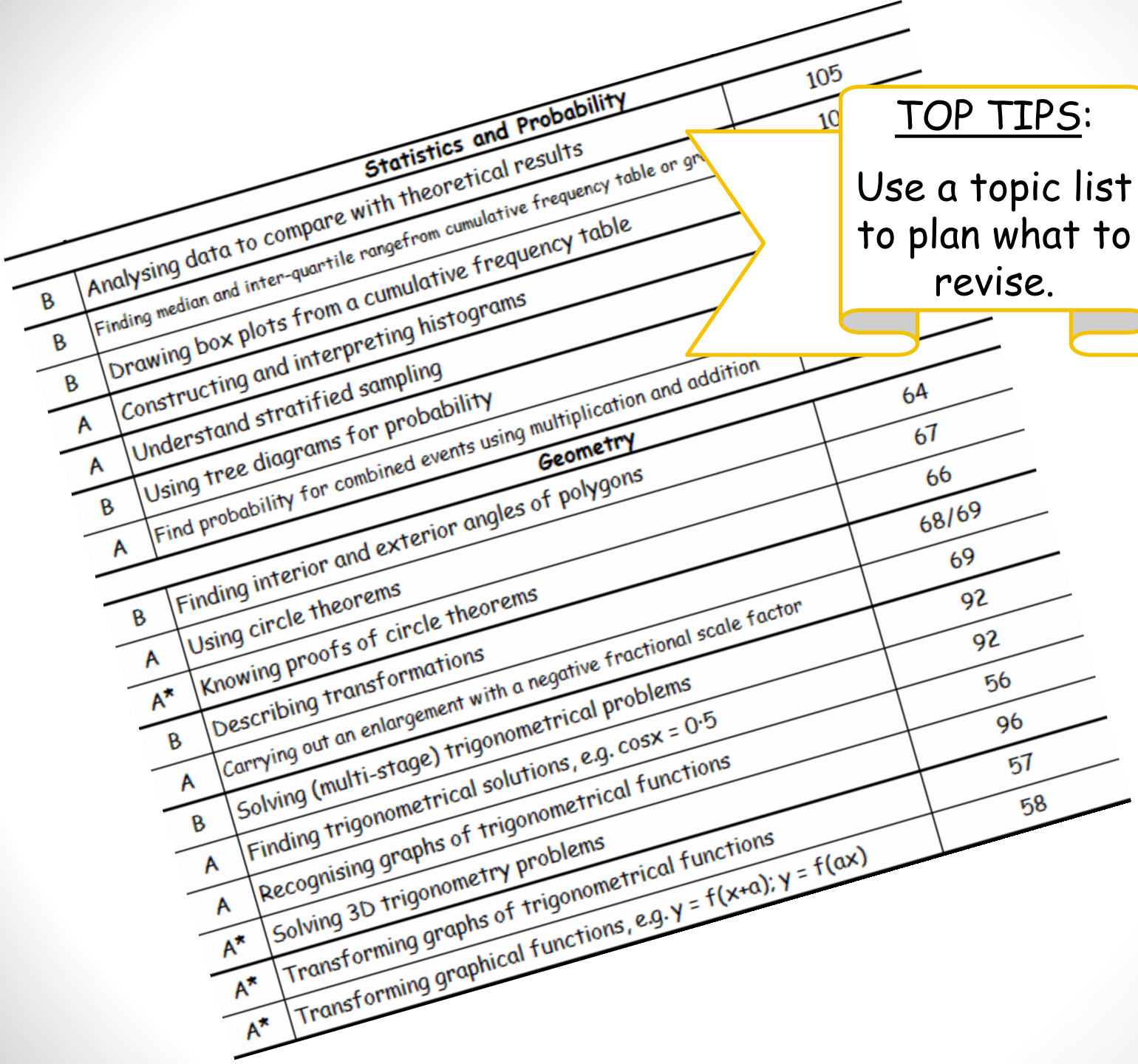
TOP TIPS:

Get the right equipment.



TOP TIPS:

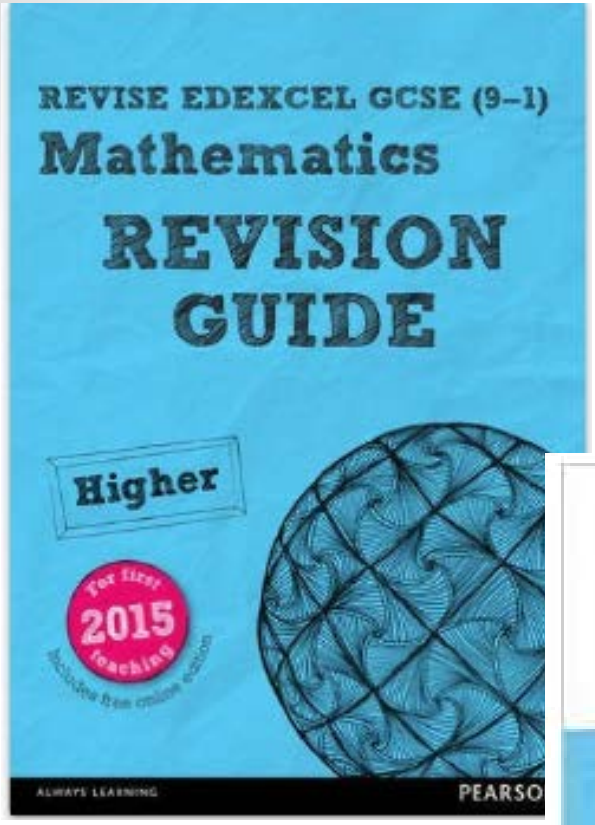
Plan time in your day for revision.

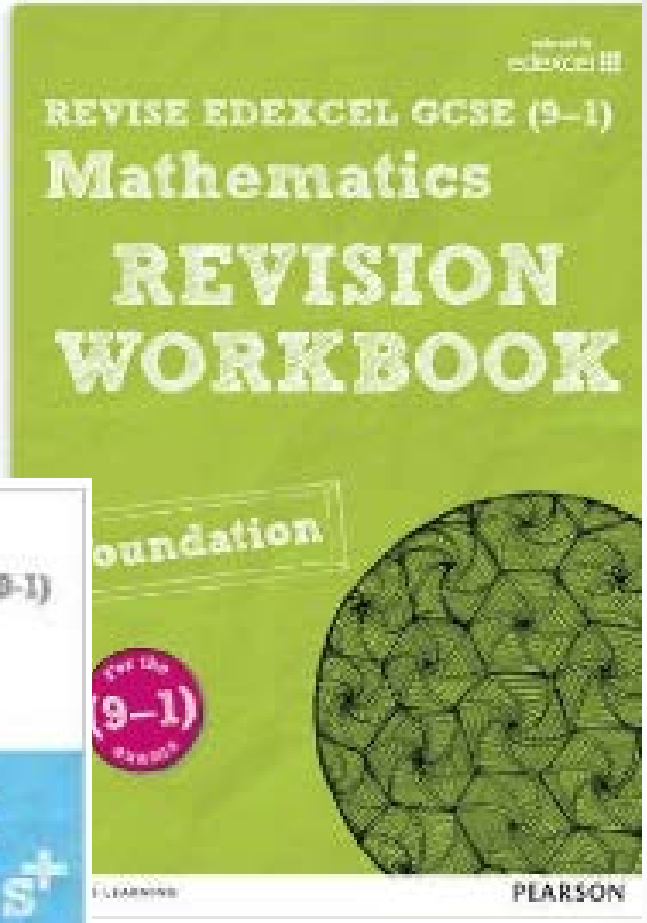


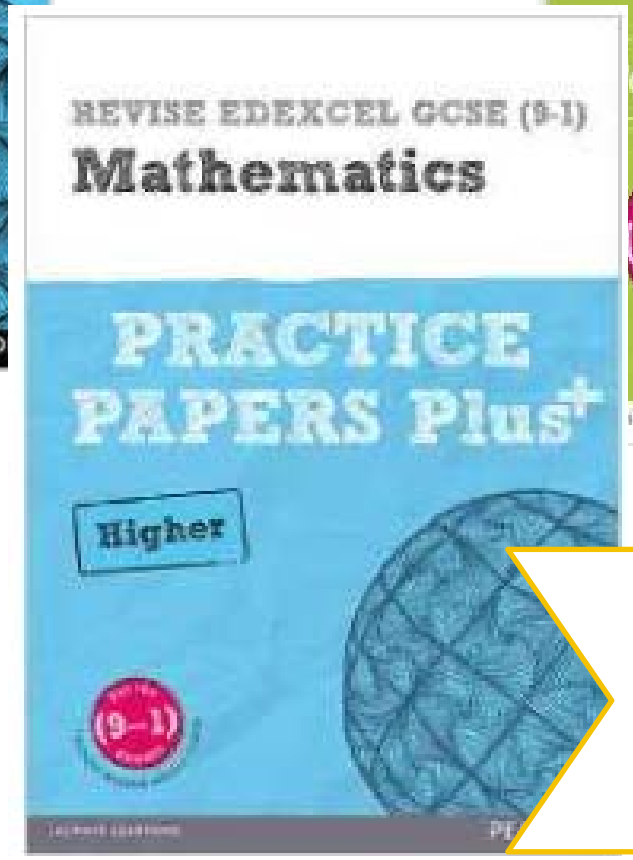
	Statistics and Probability	
B	Analysing data to compare with theoretical results	105
B	Finding median and inter-quartile rangefrom cumulative frequency table or gr	10
B	Drawing box plots from a cumulative frequency table	
A	Constructing and interpreting histograms	
A	Understand stratified sampling	
B	Using tree diagrams for probability	
A	Find probability for combined events using multiplication and addition	
	Geometry	
B	Finding interior and exterior angles of polygons	64
A	Using circle theorems	67
A*	Knowing proofs of circle theorems	66
B	Describing transformations	68/69
A	Carrying out an enlargement with a negative fractional scale factor	69
B	Solving (multi-stage) trigonometrical problems	92
A	Finding trigonometrical solutions, e.g. cosx = 0·5	92
A	Recognising graphs of trigonometrical functions	56
A*	Solving 3D trigonometry problems	96
A*	Transforming graphs of trigonometrical functions	57
A*	Transforming graphical functions, e.g. y = f(x+a); y = f(ax)	58

TOP TIPS:

Use a topic list to plan what to revise.







TOP TIPS:

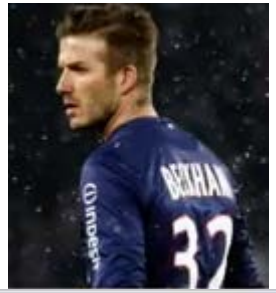
Make sure you have a guide.

BE POSITIVE

AND CONFIDENT

TOP TIPS:

Stay Positive.



"My secret is practice - I have always believed that if you want to achieve anything special in life then you have to work, work, and then work some more."

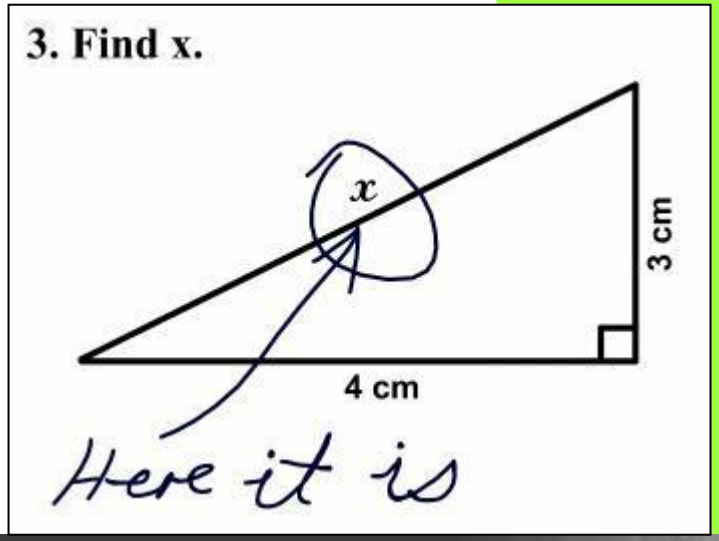
David Beckham

"If people knew how hard I worked to gain my mastery, people would not think my work so wonderful at all."

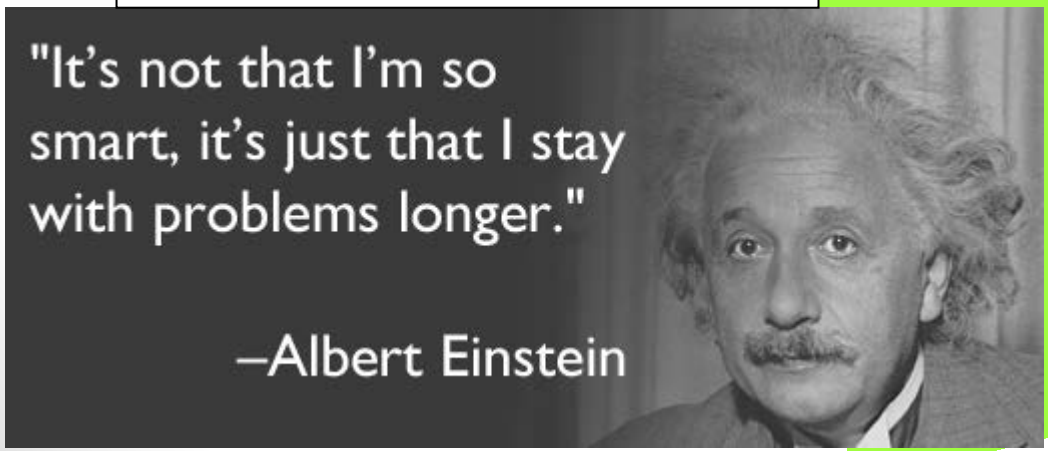
Michaelangelo

TOP TIPS:

Don't just read
Do maths little
and often.



KEEP CALM AND DO MATHS



1. Isolate your weaknesses

2. Work on your weaknesses

3. Practise! Practise! Practise!

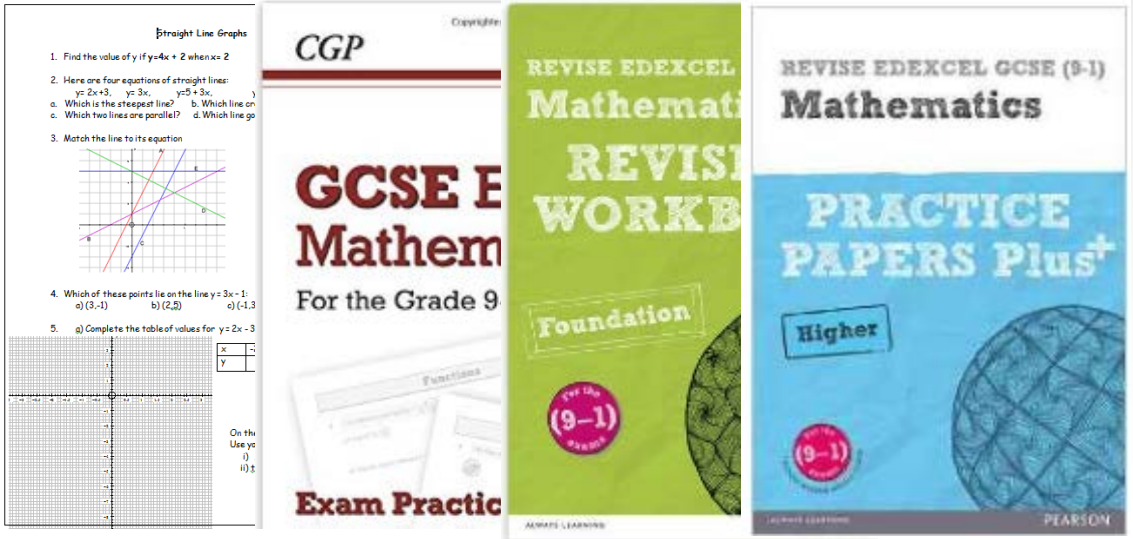
Don't practise 'til you get it right. Practise 'til you can't get it wrong.

Work in timed conditions

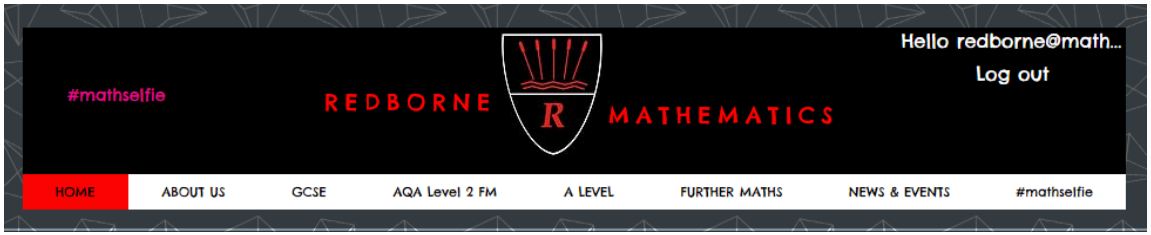
TOP TIPS:

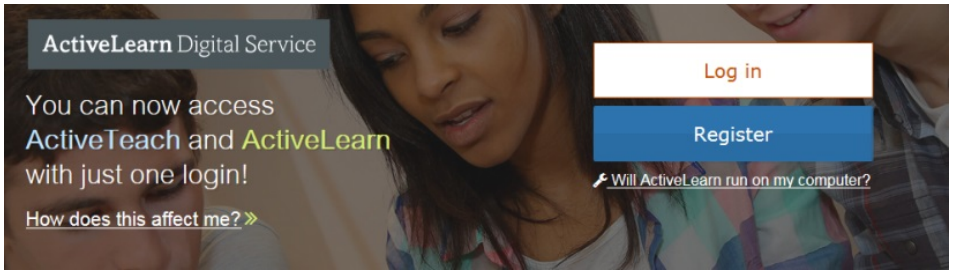
Don't Revise. Practise!

Paper Resources



Digital Resources

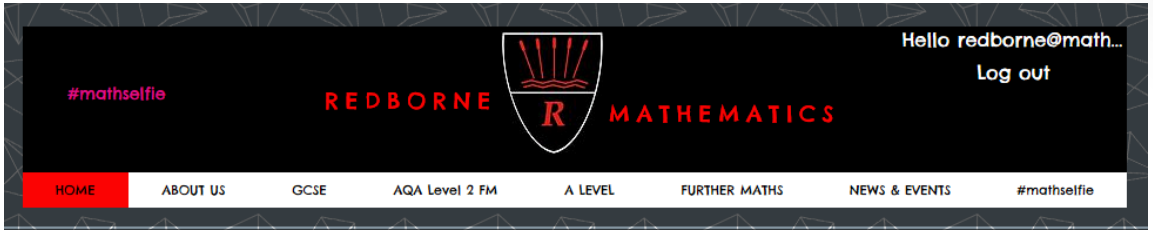




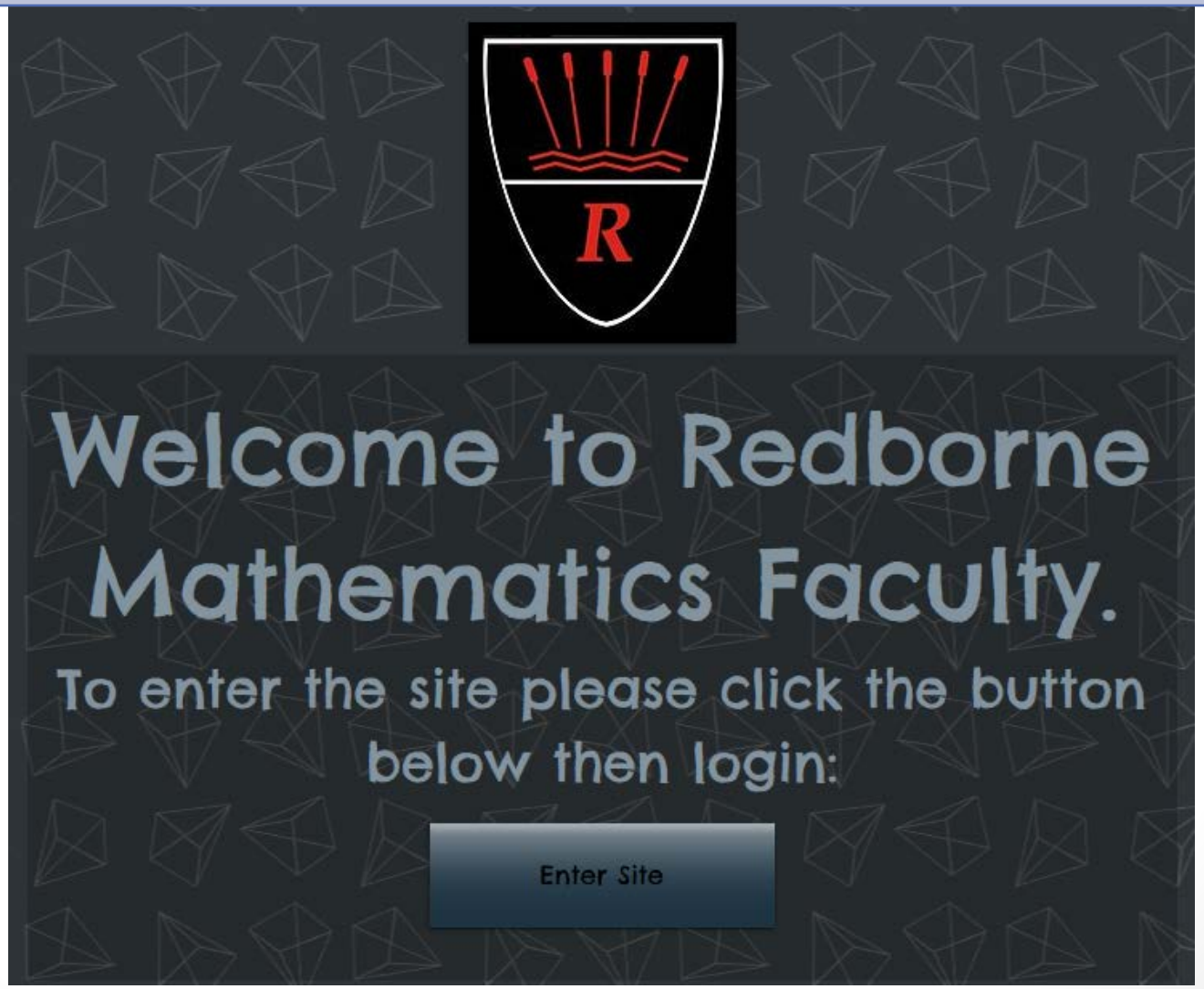
MathsWatch
our VLE just a click away...

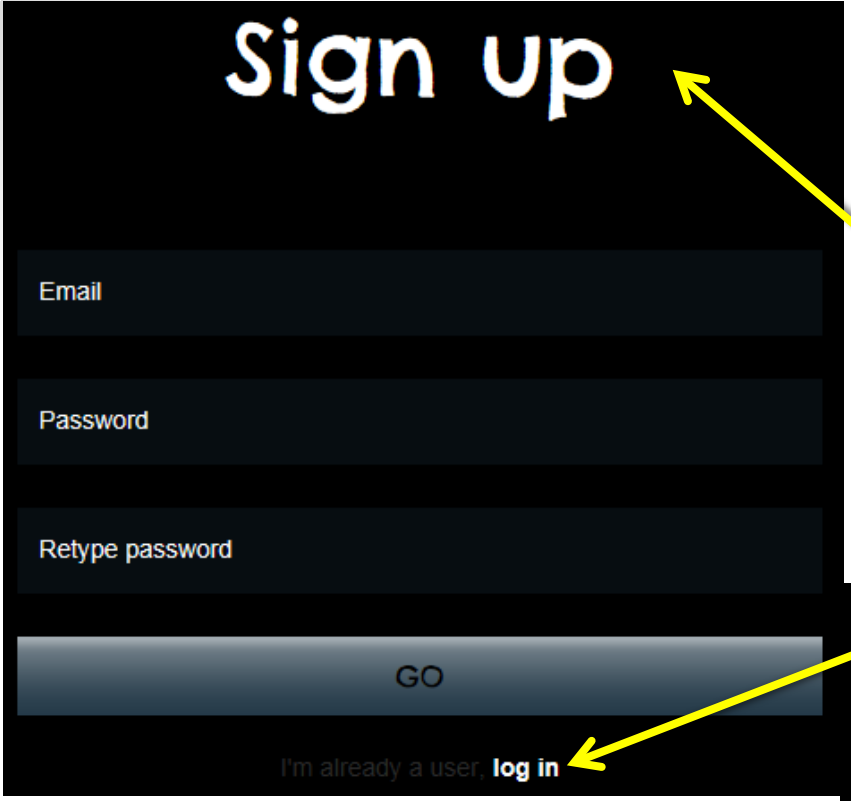
TOP TIPS:

How do I do that?



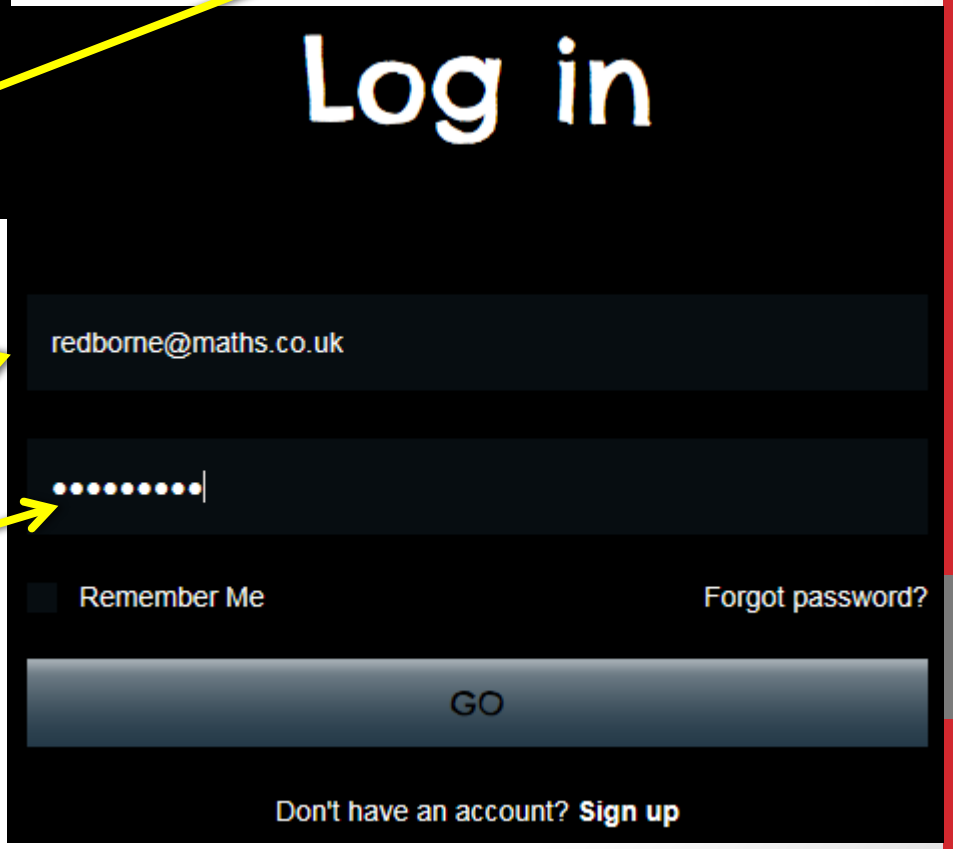
www.redbornemaths.co.uk





Don't sign up

Login

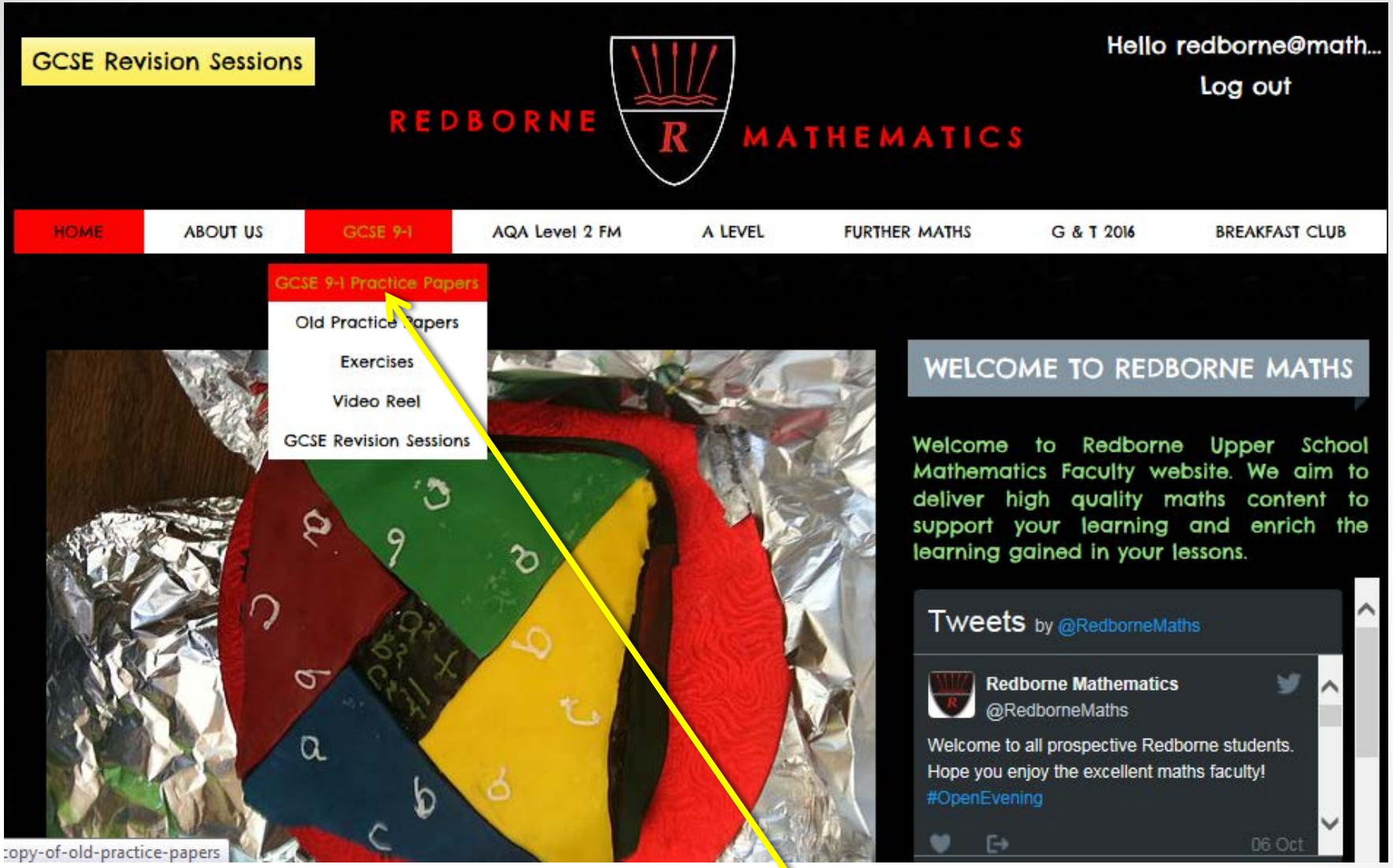


Email:

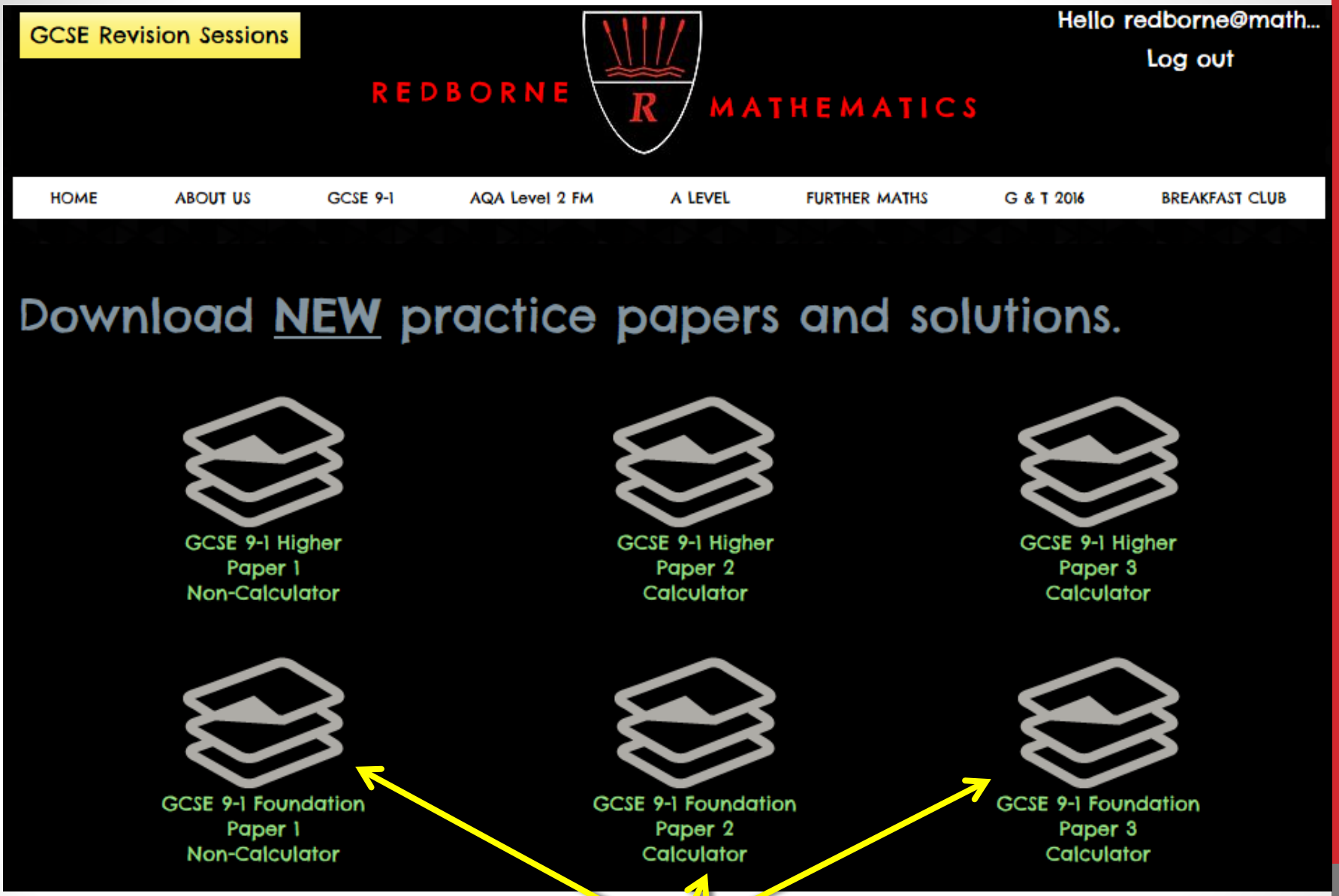
redborne@maths.co.uk

Password:

factorise



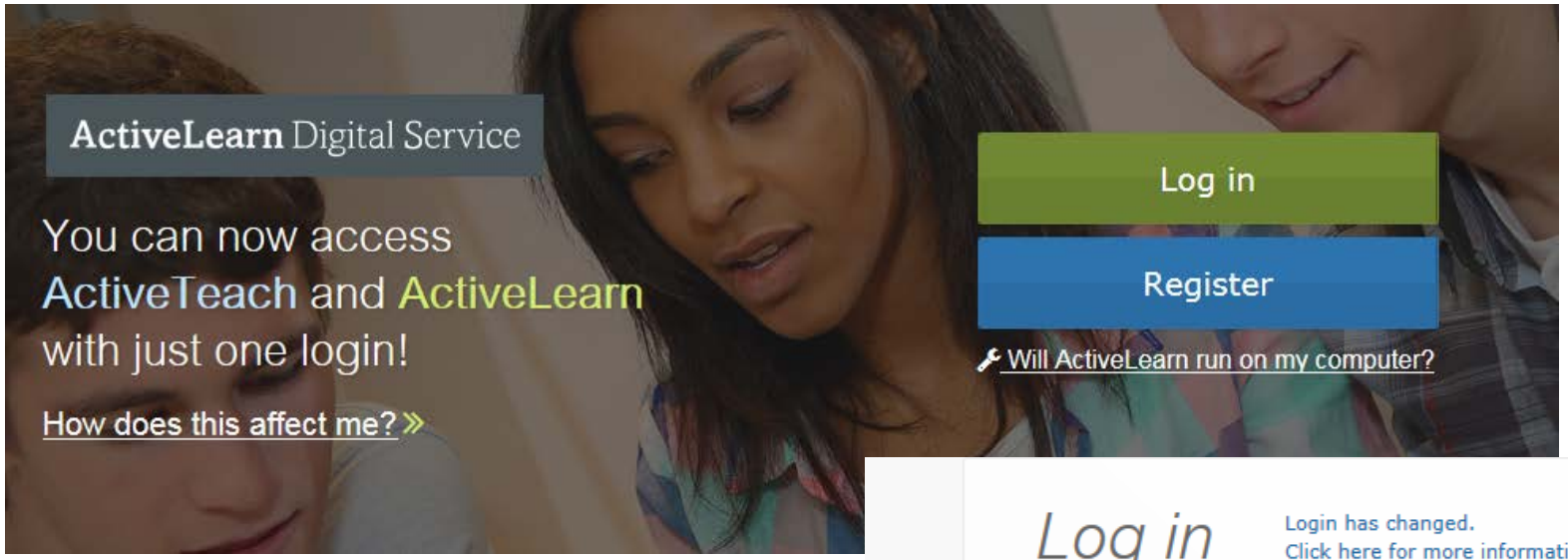
Hover on the GCSE 9-1 and choose the option you want – 9-1 Practice Papers



There are 3 papers – 1 non-calculator and 2 calculator.
There are 5 sets of papers for higher and foundation with mark schemes.

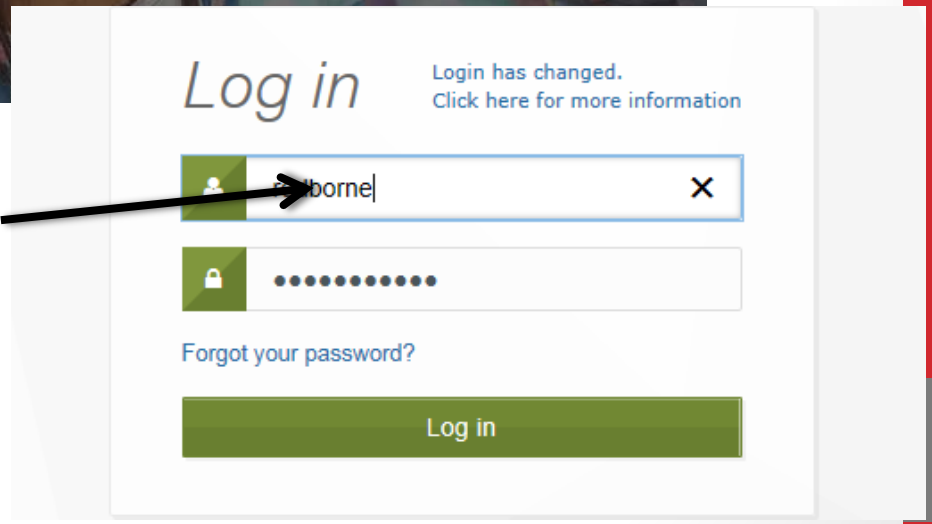
Getting the most out of Pearson ActiveLearn

Login: https://www.pearsonactivelearn.com/



Username = school email
15joebloggs@redborne.beds.sch.uk

Password
ChangeMe639



ActiveLearn | Library | Tasks | Reports | Admin | ActiveTeach | Help | Hi Matthew | Log out

Your Library

+ I have a new access code | Learn more

Courses

HW

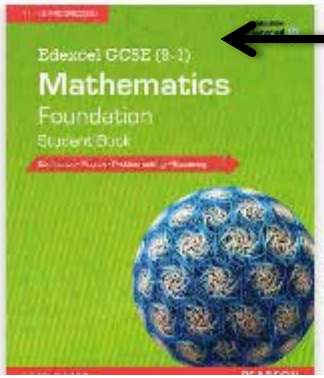
¡Viva! Edexcel GCSE Spanish (Coming soon)

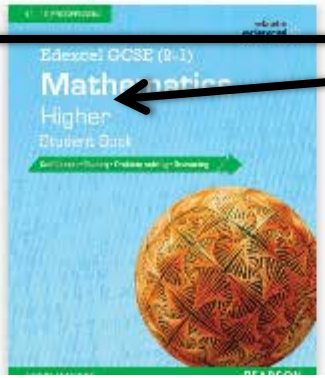
Edexcel GCSE (9-1) Mathematics

Studio Edexcel GCSE French (Coming soon)

Resources/Exercises

ActiveBooks





E textbooks

Edexcel GCSE (9-1) Mathematics

If you click on the Edexcel GCSE (9-1) Mathematics button you are taken to the exercises and resources page

Library | Tasks | Reports | Admin | ActiveTeach | Help | Hi Matthew | Log out

Overview | Exercises | Resources | ActiveBooks

Exercises Acknowledgements

Select an area to explore.

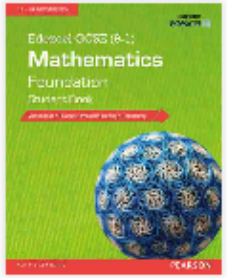
- Foundation
- Higher

Resources/Exercises

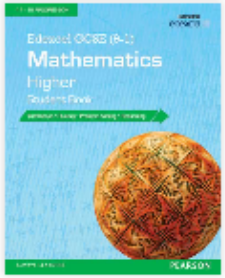
Resources

- Foundation
- Higher

ActiveBooks



Edexcel GCSE (9-1) Mathematics



Edexcel GCSE (9-1) Mathematics Higher

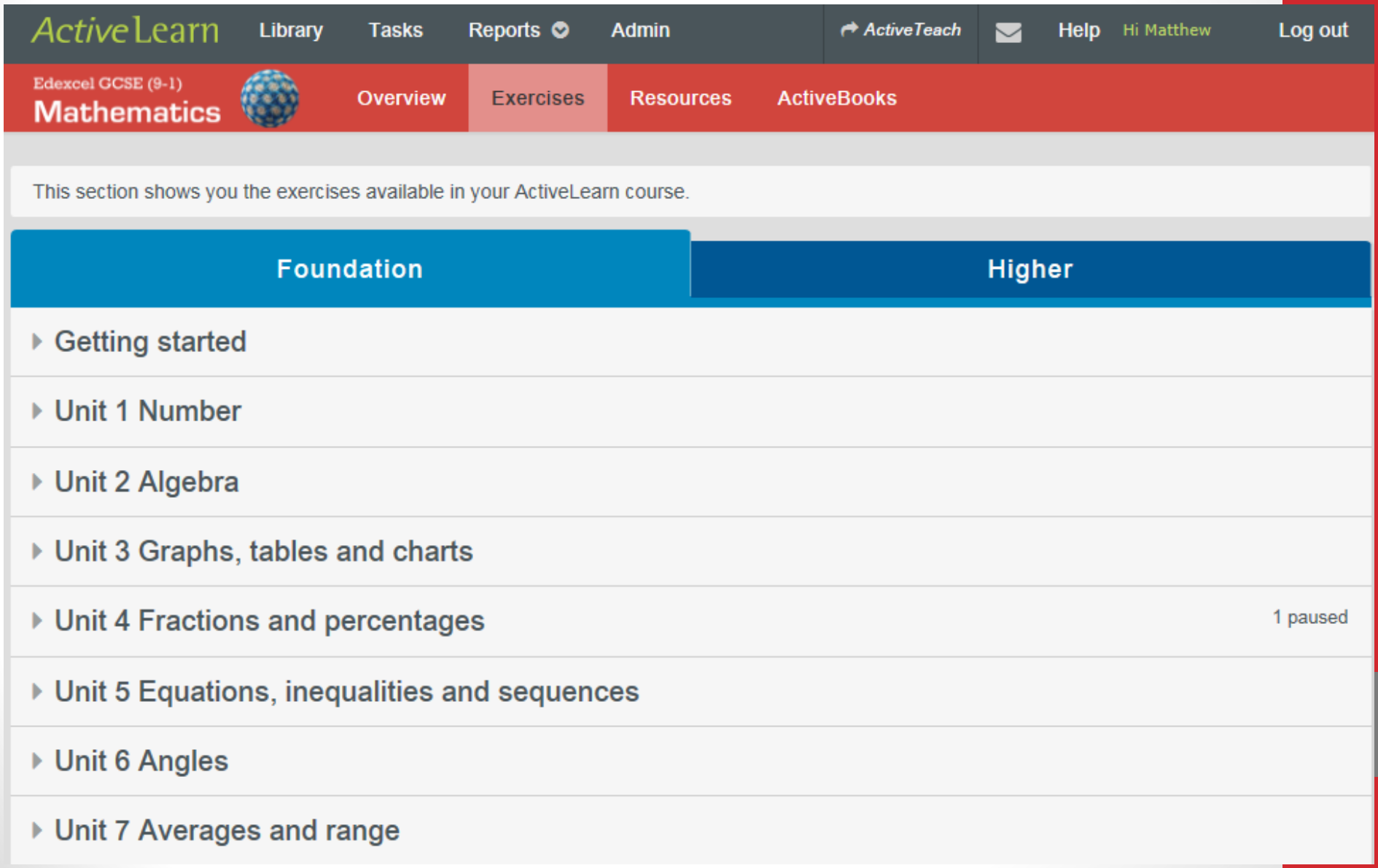
Newsfeed

See all

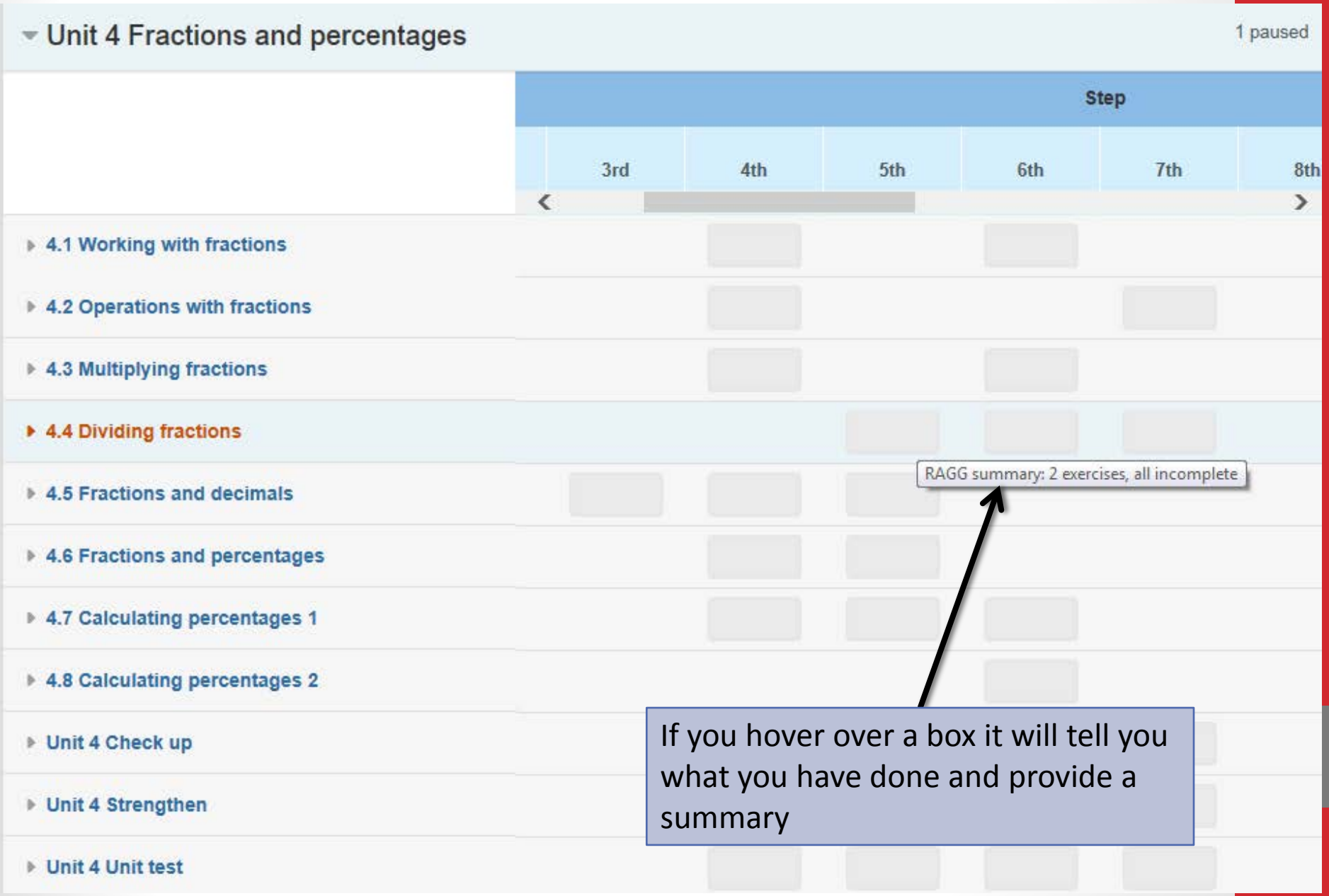
We have now added GeoGebra-powered graphing activities to the Edexcel GCSE (9-1) Mathematics course as well as questions to help students get started. Click this link to set your students a Getting started assignment that includes our guide to completing the graphing activities.

We are developing the first steps in uploading and displaying some of the data from the GCSE 2015 Markbook on ActiveLearn and would like to test what we have done so far with some "live" teachers. Testing will take about 20 mins and can be carried out remotely via a WebEx, or we could come to your school, especially if you would like to feedback about ActiveLearn in more detail. If you are interested in taking part, then please contact

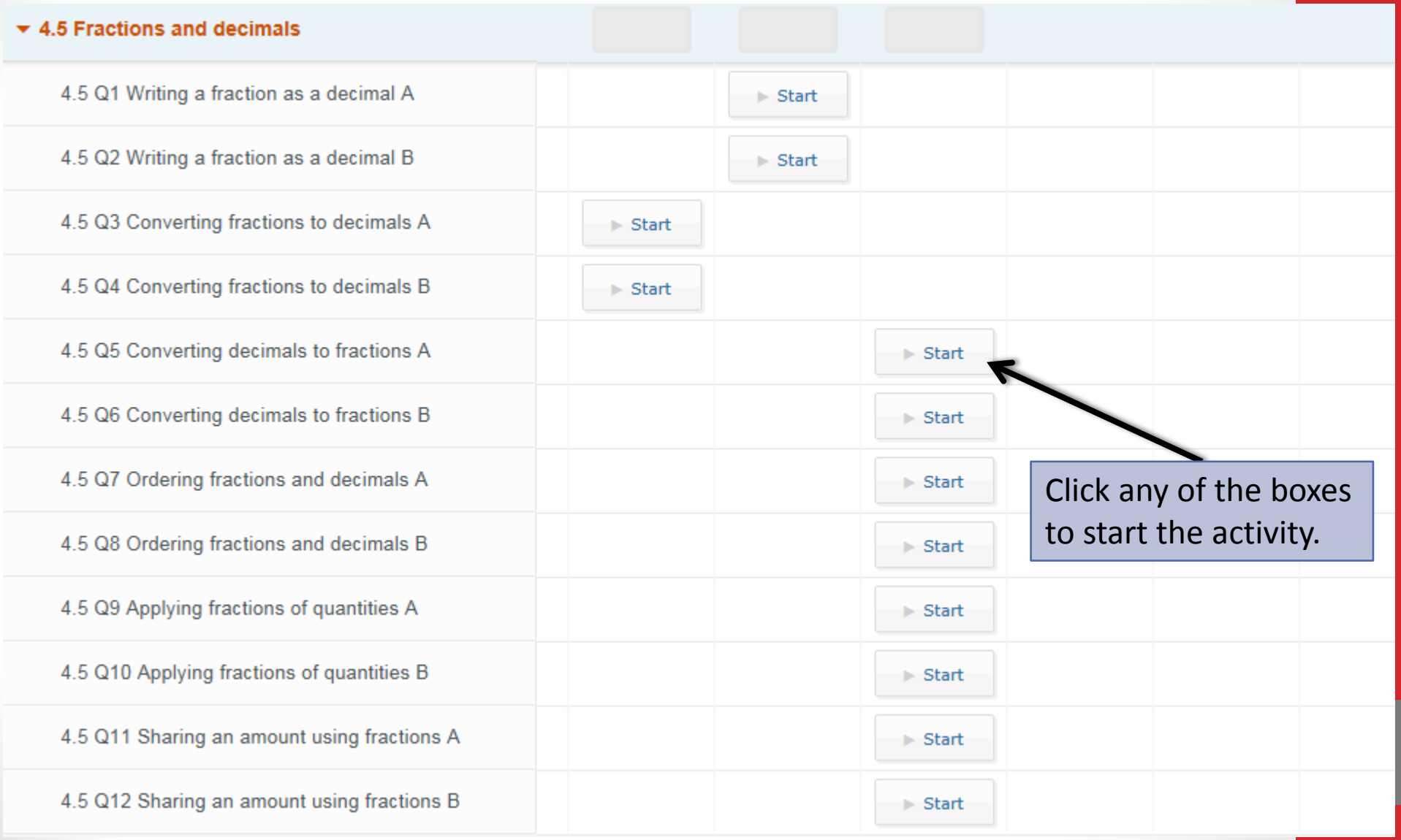
If we click on foundation (under exercises or resources) we will be taken to all topic headings for the course content. Here you can practise all the core skills required for the GCSE.

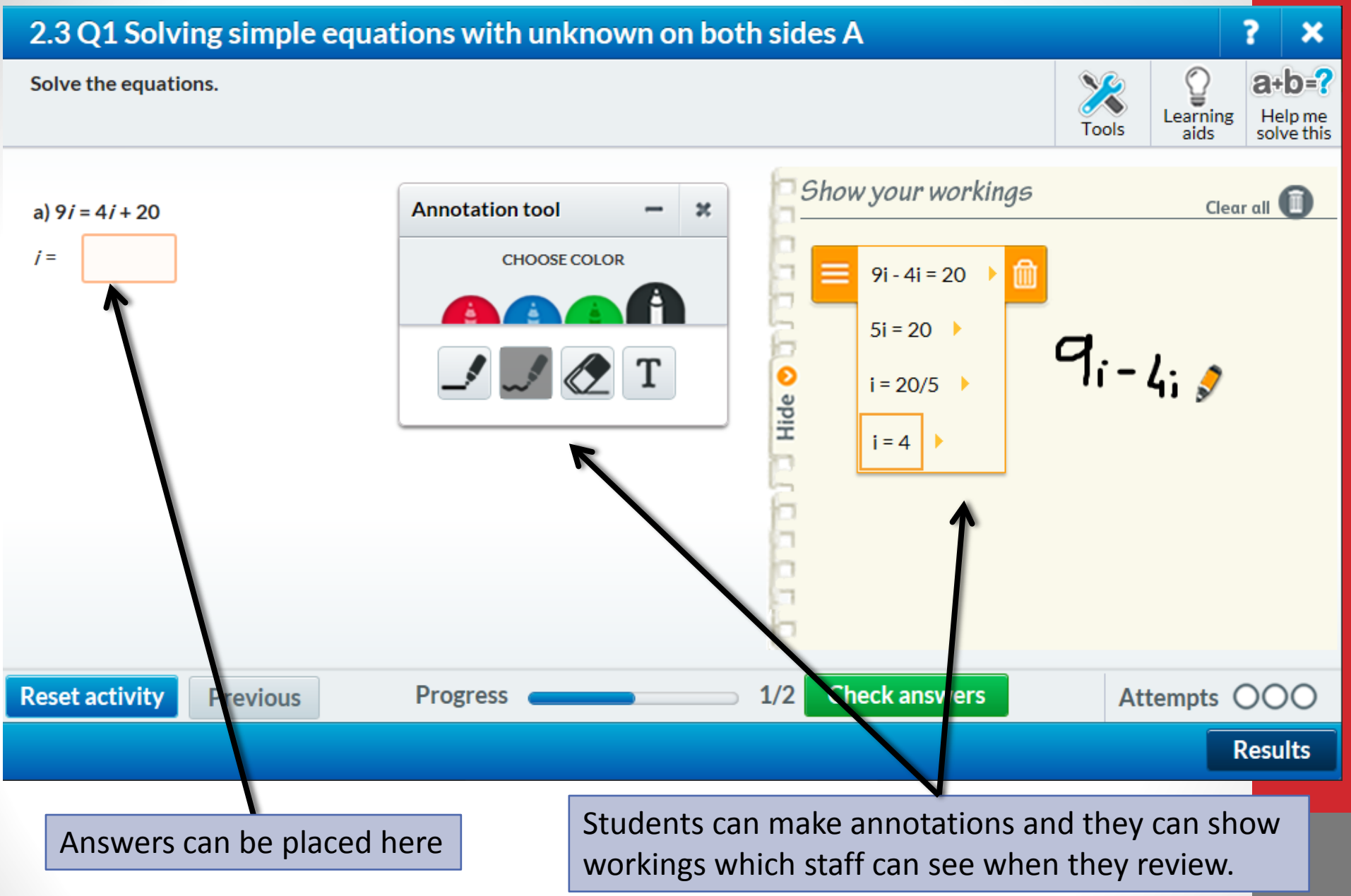


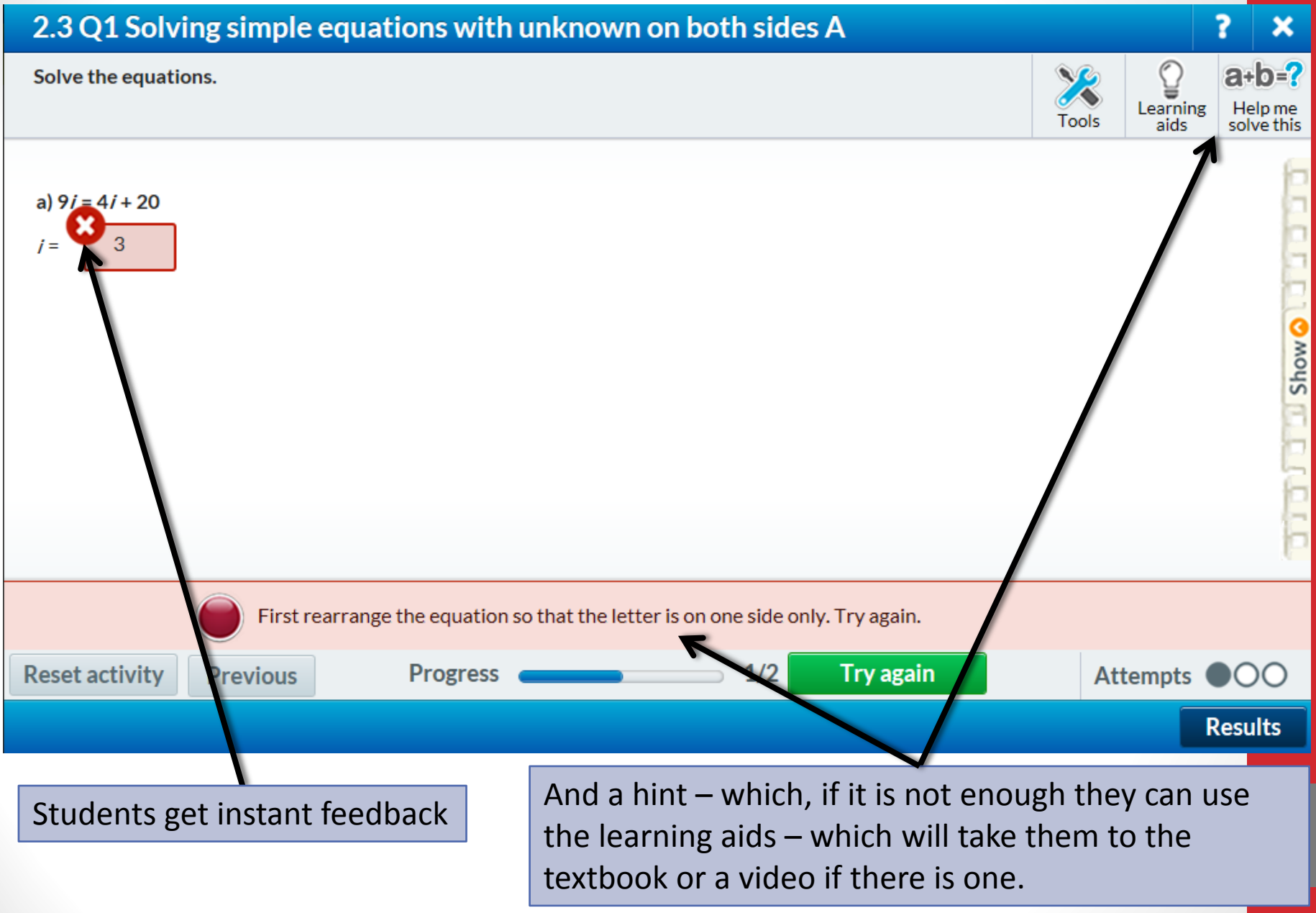
When you select a unit (here unit 4: fractions and percentages) you are presented with each subsection of that topic. There will be a variety of exercise on each subsection.



Within each subsection there are a number of exercises – these are levelled under the Pearson “12 steps” – with 1 being the easiest and 12 the hardest – these are not grades!

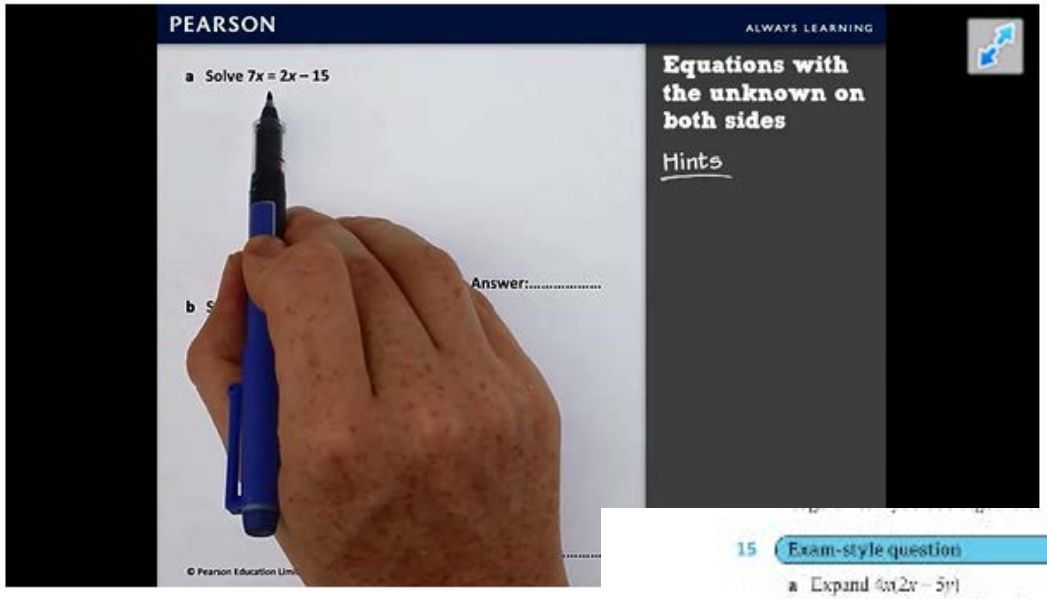



2.3 Q1 Solving simple equations with unknown on both sides A
Solve the equations.
Tools
Learning aids
Help me solve this
a) 9i = 4i + 20
i =
Annotation tool
CHOOSE COLOR
T
Show your workings
Clear all
9i - 4i = 20
5i = 20
i = 20/5
i = 4
Hide
9i - 4i
Reset activity
Previous
Progress
1/2
Check answers
Attempts
Results
Answers can be placed here
Students can make annotations and they can show workings which staff can see when they review.

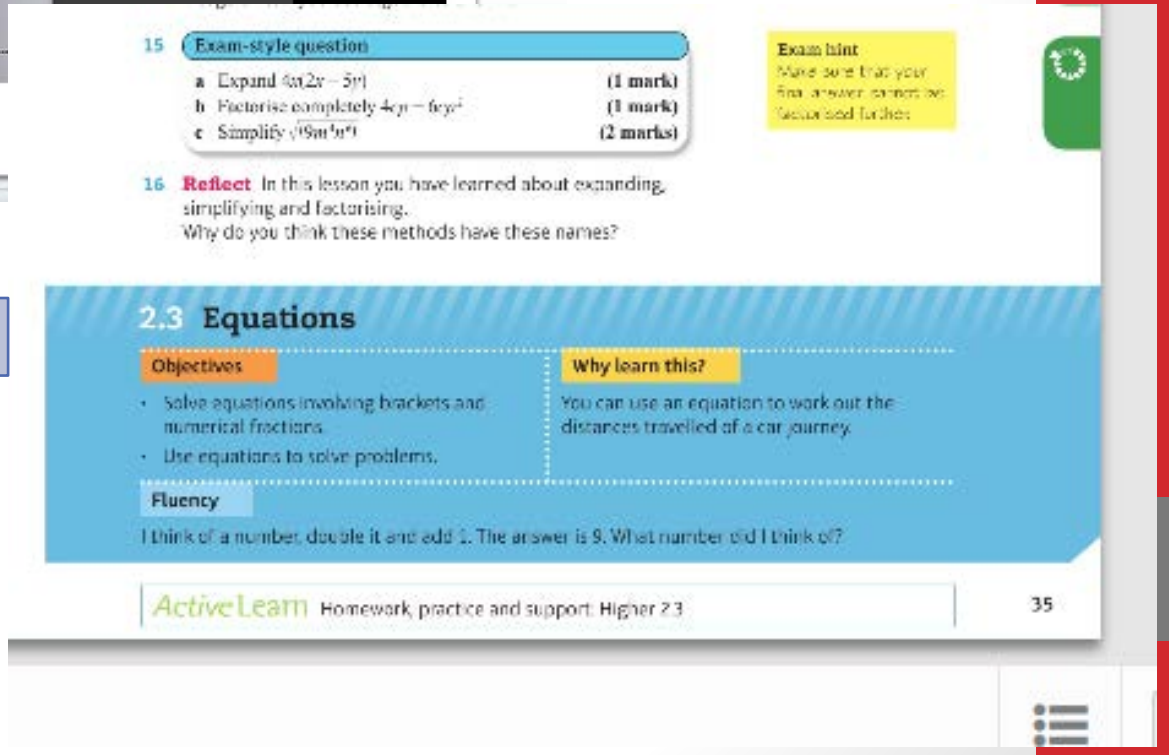


Students get instant feedback

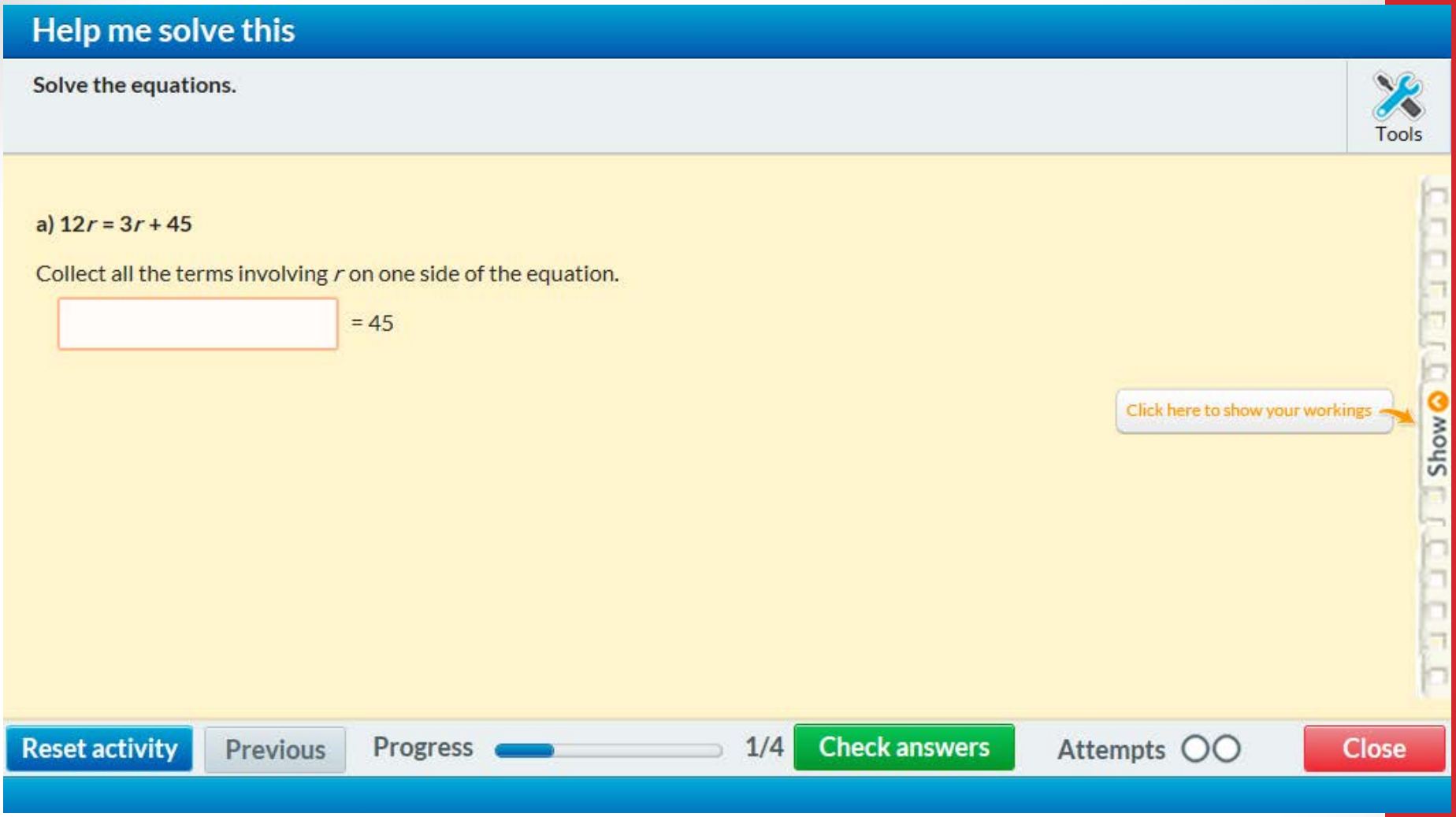
And a hint – which, if it is not enough they can use the learning aids – which will take them to the textbook or a video if there is one.



Video

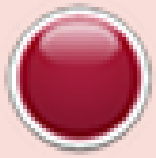


Textbook



The “Help me solve this” button will take students to a scaffolded version of the task

Students get 3 attempts – as they make each attempt, the tips get more specific:



Start by subtracting $4i$ from both sides. Try again.

If they get it wrong every attempt they are shown the correct answer:

a) $9i = 4i + 20$

$i =$ 4

The tasks are all quite short but offer variety to expose misconceptions:

b) $9i - 18 = 6i$

$i =$

This task is only 2 questions but you can see how students will need to appreciate how to rearrange to solve and not just learn by rote.

2.3 Q1 Solving simple equations with unknown on both sides A

Results

How was the exercise?

Activity		Score	Attempts	Time
1	Part a	0/1	3/3	16:05
2	Part b	1/1	1/3	02:12

Your Total Score

50%

You have done well in some parts of this exercise. Revising the topic will help to improve your performance.

Previous | Submit score and exit

When a student has finished all the questions in a task they are presented with a summary of their performance:

MathsWatch

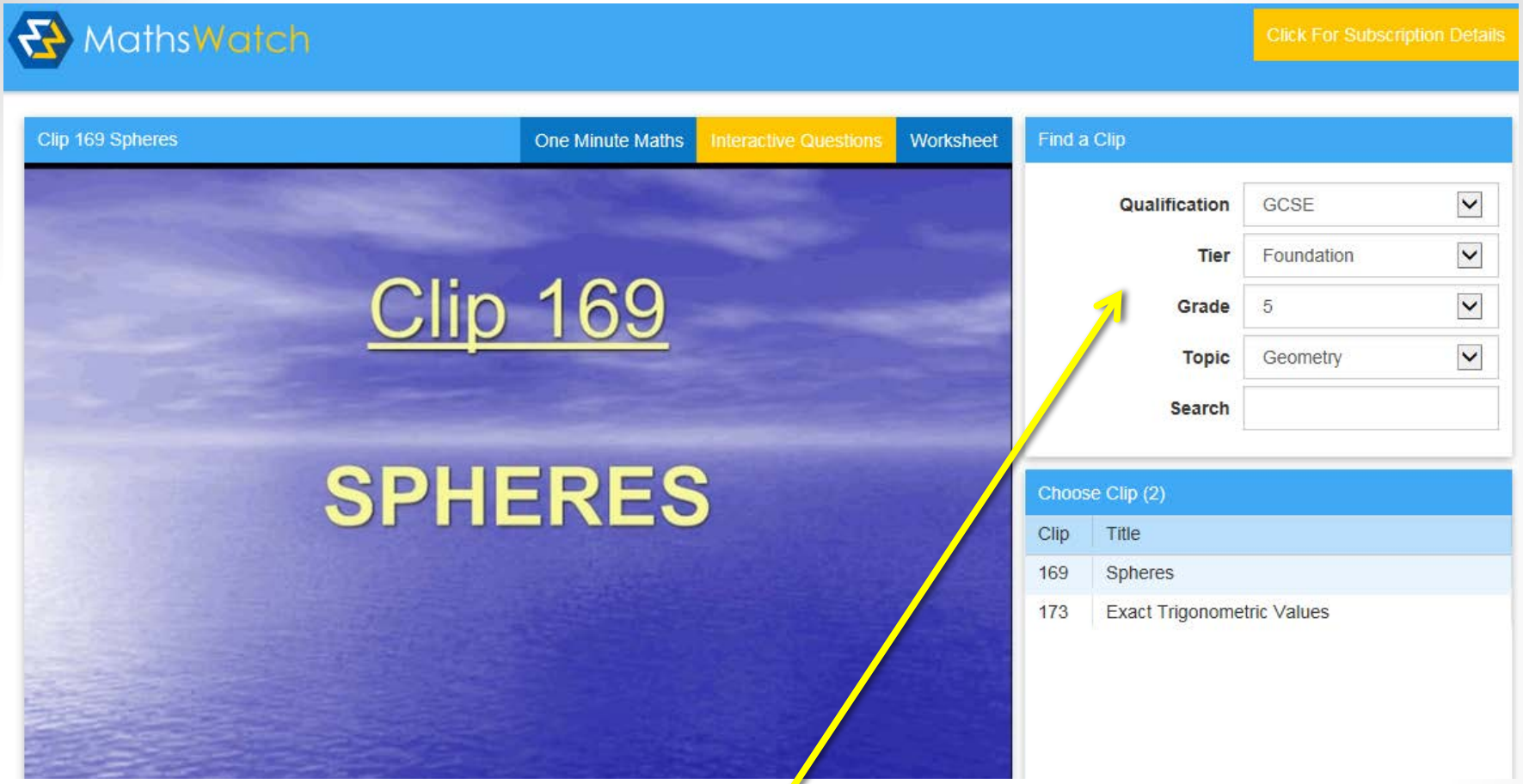
our VLE just a click away...

NEW!!! Dedicated GCSE version for WJEC.

Our subscription service allows teachers, students and parents to access the MathsWatch resource 24/7. One of the advantages of the online service is that it can be accessed from school, home, or in fact anywhere in the world. Another feature is its low price (works out as less than 50p per student for an average-sized school).

For those students that like to watch videos to help them learn, this resource is perfect. It is like having access to a maths teacher 24/7 – but one you can pause, rewind and turn off!

This is another resource where students can gain support and practice materials – all online and accessible on all formats.

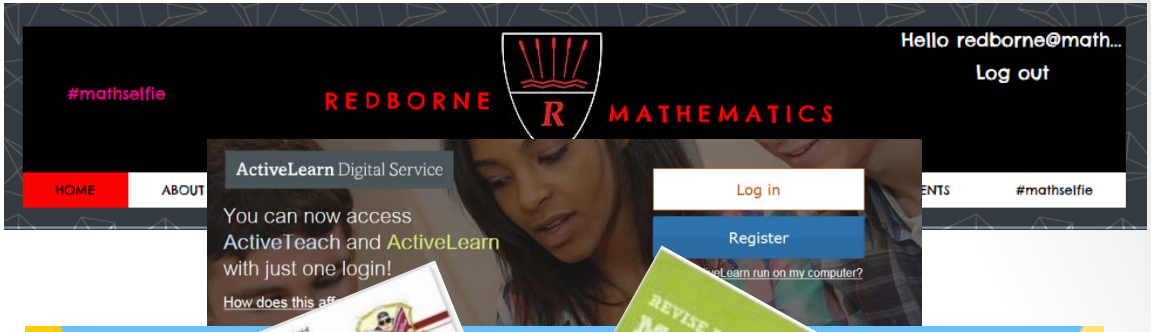


With MathsWatch you can access videos for every topic on the GCSE course. These are organised by Tier, Grade and Topic, but you can also search.

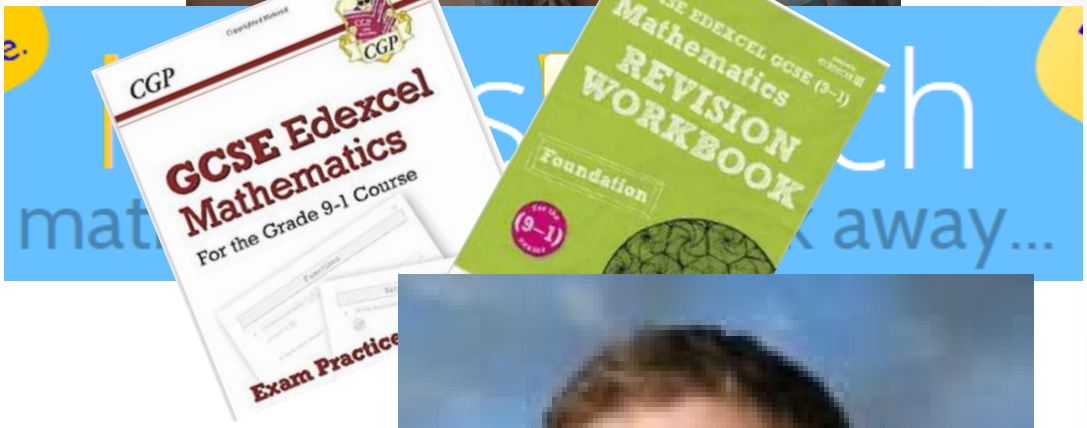
After you watch the videos, you can try interactive questions or a linked worksheet.

To login you use the same login as ActiveLearn – your email and the password ChangeMe639

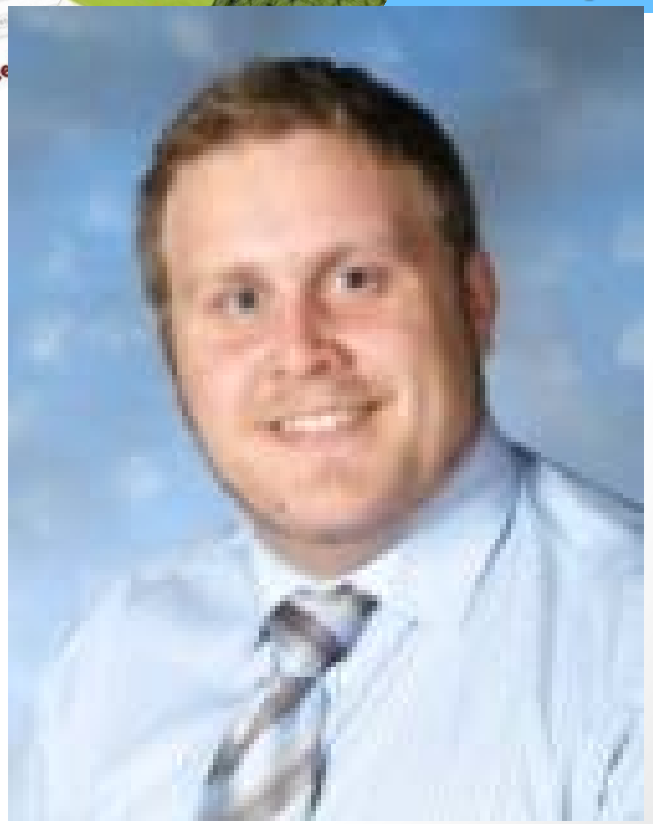
Internet



Revision Resources



Teachers!



TOP TIPS:

Use all of your resources.

Revision: five top tips

Don't just read through your notes - **make your brain work** ! e.g. old question papers; write summary notes; create a memory map.

Test yourself; get others to test you *– how do you know you have learned what you set out to learn?*

Revise when you are **alert/fresh**: well-rested; good diet; right frame of mind.

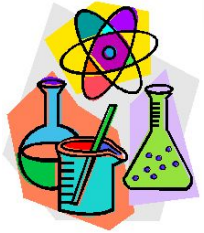
Make a **revision timetable** and make it **realistic** – plan 30 or 50 minute slots, with breaks in between.

Revise **little and often**: **repetition** helps learning so go through material 4/5 times.

‘Tell them that everyone says they should start revising, but it is definitely true. Well, maybe not full on revision, but do start making revision resources for all subjects and try to learn them. This takes ages.’

Current year 12 student

How to revise for science…..

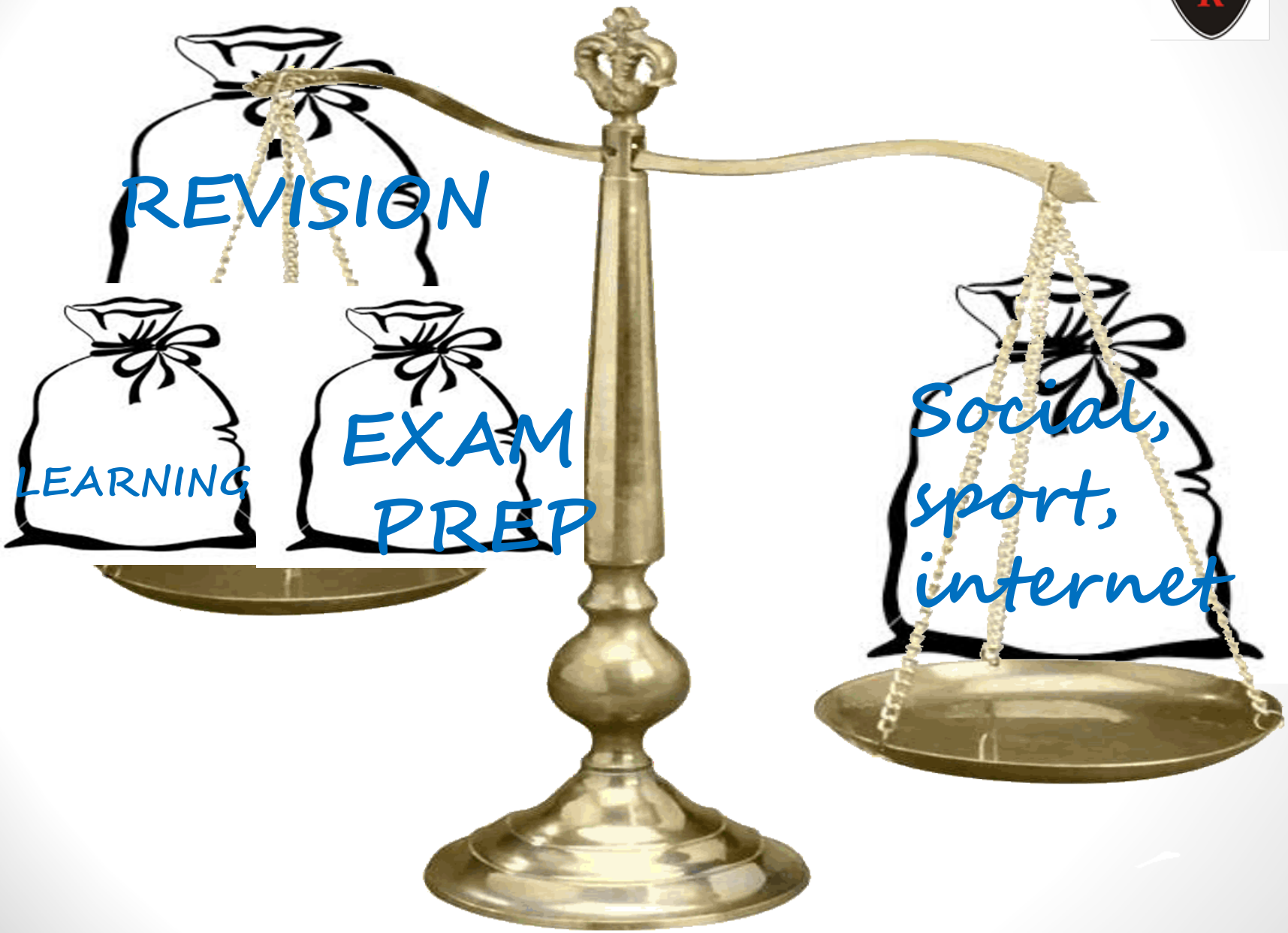


Little and often, but often is key
Revision guides are useful….

Take a page and learn it. Mind map it; summarise it; put post its around the room and learn them.
Draw pictures and flow charts.
Teach it to a friend, parent or carer but **don't just read**…

Parents and carers-please test your child on what they have learned.

You don't have to understand a word of it!


REVISION
LEARNING
EXAM PREP
Social, sport, internet

Who does well in exams?

Those who find learning easy..

Also, those who can work hard and effectively over a sustained period of time

Easy to start now-harder to keep it going 'til May…..

23rd August 2018

You've been given a lot of information…

How are you feeling?

Overwhelmed?

Bored?

Terrified?

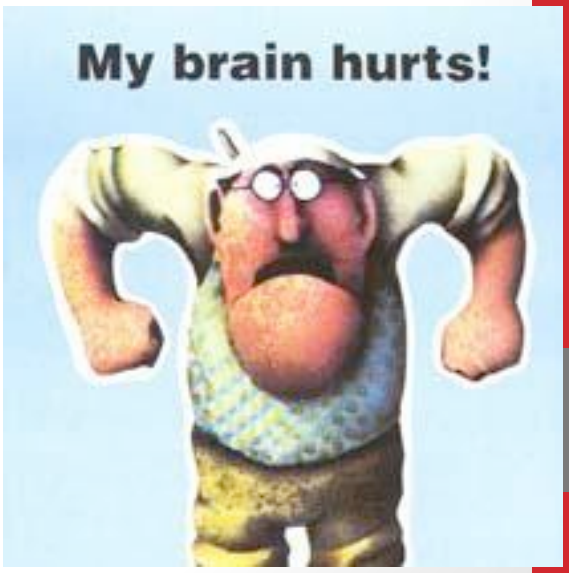
Excited?

Determined?

How are your parents feeling?

Reassured?

Hopeful?



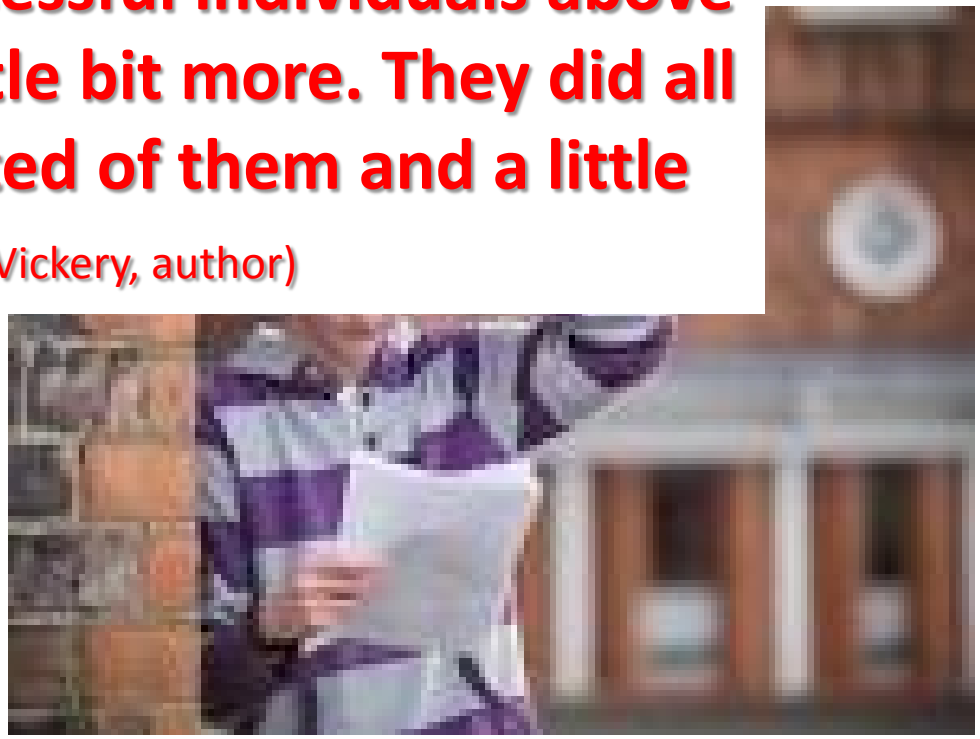
The Home Stretch

- Students: What can you do?
  - Attend school. The link between attendance and exam pass rates is undeniable.
  - Try! How much time in lessons do you waste? Are you capable of working independently?
  - Take advantage of opportunities. Revision clubs / catch up sessions.
  - Start revising. Little and often.
  - Get organised. Stress is caused by a lack of preparation.
  - Reward yourself! Make time for some fun!

The Home Stretch

- Parents Carers: What can you do?
  - Support us with attendance and punctuality.
  - Help organise your child's revision. (getrevising.co.uk)
  - Build in some rewards if they stick to their revision schedules; create some incentives
  - Contact us if you have questions or concerns

The Home Stretch

- I am very optimistic about next summer.
- There is nothing I want more than to see you all succeed.
- So make me proud, make your parents proud and do yourselves proud by taking control now.
- I promise, if you put in the effort now, you will reap the rewards in the summer.

“Four short words sum up what has lifted most successful individuals above the crowd: a little bit more. They did all that was expected of them and a little bit more.” (A. Lou Vickery, author)