

# 2023 GCSE Results



Trinity Catholic  
High School

# Overview

**Students at Trinity have consistently achieved well in their GCSEs.**

2023 GCSE attainment remains **very strong** and **above national statistics** with the school once again securing very high standards at KS4.

Of the 24 GCSE subjects, 18 achieved 80%+ 9-4.

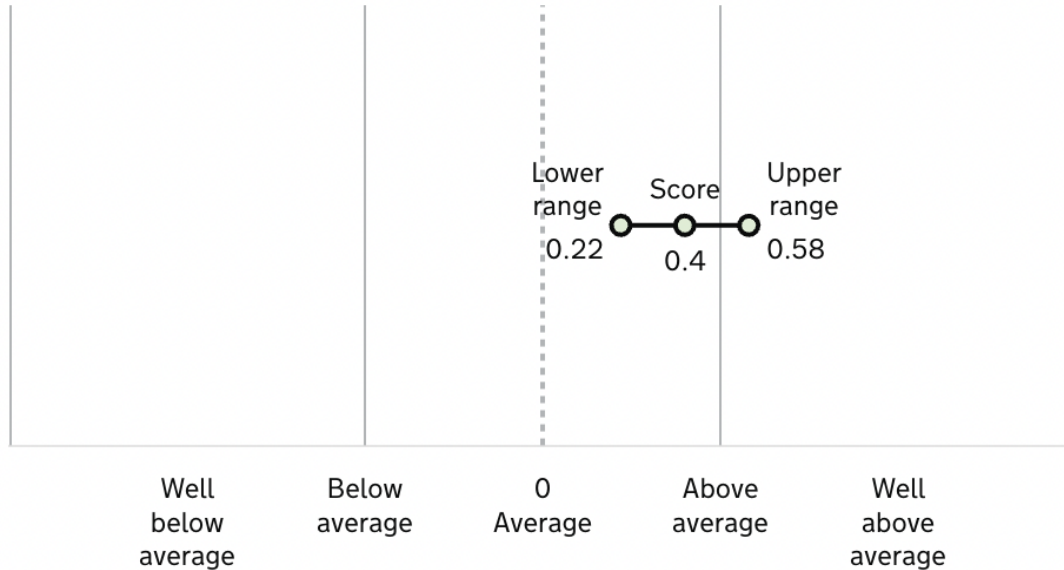
71% of all grades are 9-5. 70% of students achieved 5+ 9-5 passes and 16 subjects achieved a 9-5 of 70% and above.

Top Grades: Achievement at the top end is excellent. The percentage of students achieving 5 or more top grades at 9-7 remains outstanding at 29%. 7% of all entries were grade 9 and 33% of all entries were grades 9-7.



**Trinity Catholic  
High School**

# Progress 8



- A score of **0.4** means that pupils at Trinity achieve up to half a grade higher in each qualification than other similar pupils nationally.
- Pupils in our school are making **above-average** expected level of progress.

## What is Progress 8?

This score shows how much progress pupils at this school made across 8 qualifications between the end of key stage 2 and the end of key stage 4, compared to other similar pupils nationally.

**+0.4 (2023) Outstanding**

The average score for all state-funded schools in England is -0.03

Significantly above  
national



Trinity Catholic  
High School

# Attainment 8



Significantly above  
national

## What is Attainment 8?

Schools get a score based on how well pupils have performed in up to 8 qualifications.

The Attainment 8 score, which measures a student's average grade across eight subjects, is **56.9**

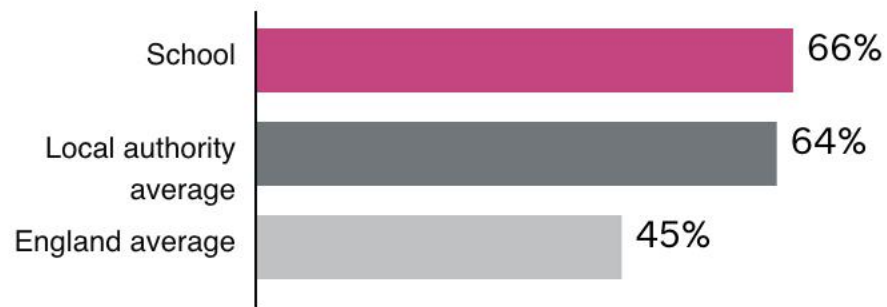
(National: 46.2)

(Local Authority Average: 54.5)



Trinity Catholic  
High School

# Attainment in English and Mathematics



Significantly above  
national

- The percentage of students achieving at least grade **5+** in both English and mathematics is **66%**. (National: 45%)
- The percentage of students achieving at least grade **4+** in both English and mathematics is **86%**. (National: 65%)
- **Best of both English Language and English Literature:** Taking the best achievement of either English Language or English Literature 94% of students secured a grade 4.



Progress 8	Attainment 8	Grade 5 or above in English and Maths	Grade 4 or above in English and Maths	Top Grades 9-7 (All entries)
<b>+0.4</b> (National: -0.03)	<b>56.9</b> (National: 46.2)	<b>66%</b> (National: 45%)	<b>86%</b> (National: 65%)	<b>33%</b> (National: N/A)

Another outstanding year of results at GCSE

Thank you



Trinity Catholic  
High School

# Mrs Brennan-Smith

- Fourteen years teaching
- Eleven years as a Head of Year
- Three years as an Assistant Headteacher in charge of behaviour
- Taken three Year 11 cohorts through their GCSEs
- Taken 14 GCSE English classes through their GCSEs





# Supporting your child during GCSEs

- GCSEs open doors for students to continue on their education to become strong and independent members of our community.
- It's not just about getting lots of 9s (even though that's nice!), it's about preparing young people for the hard work and dedication they need to succeed.
- This starts now. Not in March, or April or May.



# Every year I see this...

September



Usually after first mocks or Christmas



Trinity Catholic  
High School

# Preparation for parents is key!



- Anxiety is a completely normal response to exams and it's important that parents prepare themselves for possible signs of this i.e. mood swings, tears, lethargy or even anger.
- If you notice their anxiety is building, sit down with your child and encourage them to open up. Think about your own experiences of exams or otherwise to make them aware that they will get through it. Avoid pressure or comparing to other siblings.
- Check in with them regularly, check Satchel One for their homework to make sure it's being completed and ask to look at their revision timetable.
- Remain as positive as possible! Even if your own anxiety is starting to grow, remain positive and upbeat with them.
- School is always here to help and advise.



Trinity Catholic  
High School

One of the biggest barriers our students face is a fear of failure.

“But I thought it was wrong so I didn’t say anything”

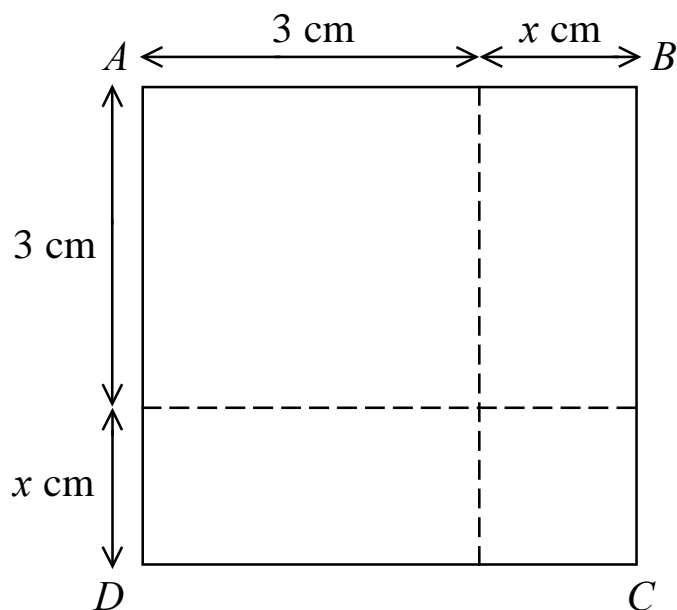
There are many benefits to failure before your GCSEs

- Develops resilience
- Builds strength of character
- Learning!
- Helps identify strengths and weaknesses
- Builds creativity and problem solving



June 2017 Paper 1 (Non-Calculator):  
Calculator):

Foundation Q 23 and Higher Q 4  
Higher Q 5

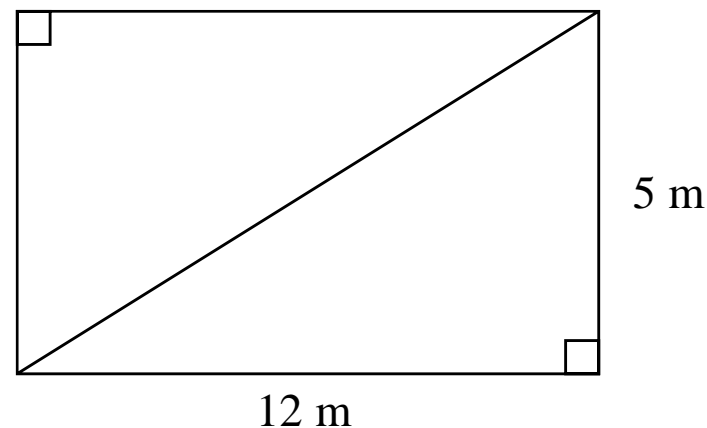


The area of square  $ABCD$  is  $10 \text{ cm}^2$ .  
Show that  $x^2 + 6x = 1$

June 2017 2017 Paper 1 (Non-

Foundation Q 24 and

This rectangular frame is made from  
5 straight pieces of metal.



The weight of the metal is  
1.5 kg per metre.  
Work out the total weight of the metal  
in the frame.

## Solutions:

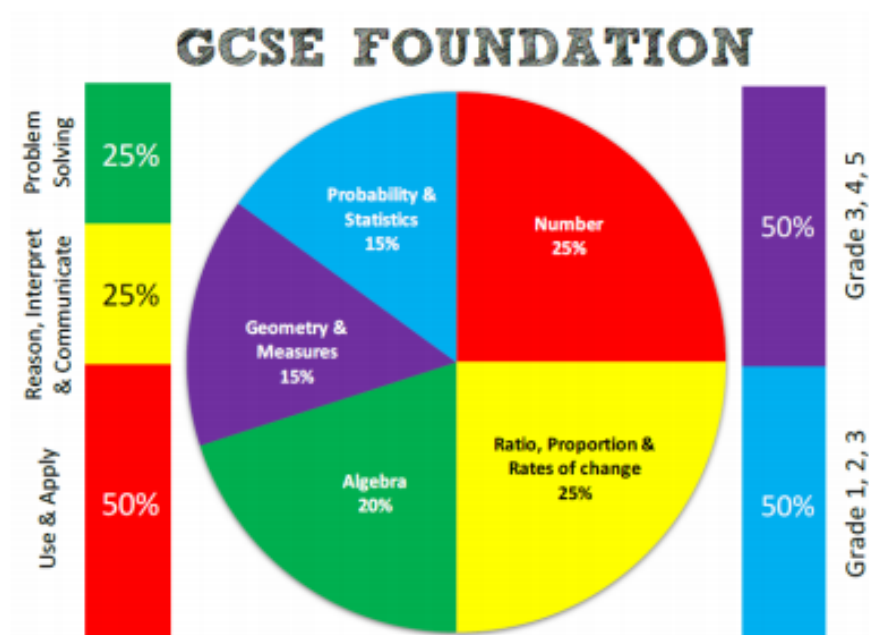
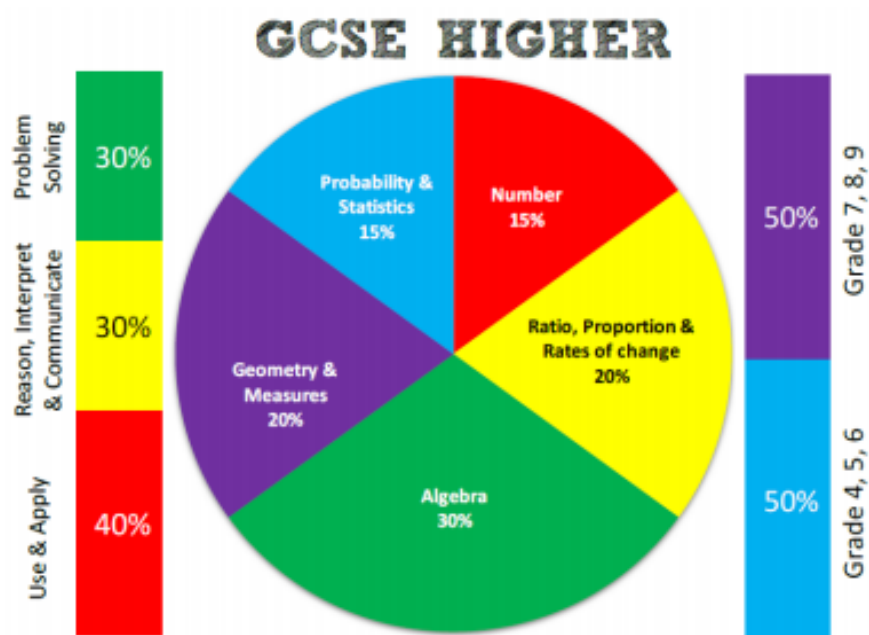
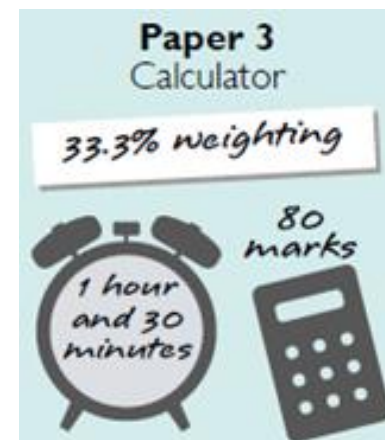
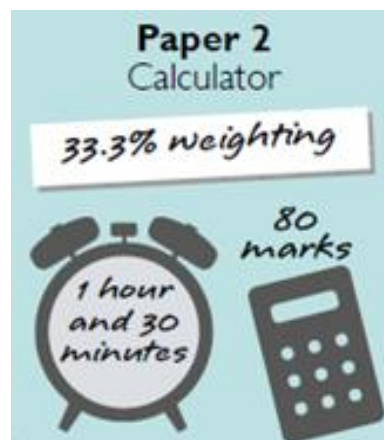
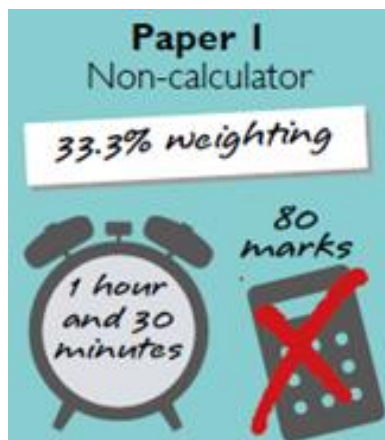
(Total 3 marks)

Working or answer an examiner might expect to see	Mark	Notes
$(x + 3) \times (x + 3)$	M1	This mark is given for writing the area using algebraic terms
$x^2 + 3x + 3x + 9 = 10$	M1	This mark is given for expanding $(x + 3)(x + 3)$
$x^2 + 6x = 1$	A1	This mark is given for rearranging to give the given expression

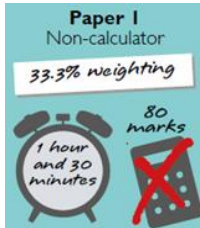
(Total 5 marks)

Working or answer an examiner might expect to see	Mark	Notes
$5^2 + 12^2$	P1	This mark is given for the start of a process of to use Pythagoras' theorem
$\sqrt{(5^2 + 12^2)} = \sqrt{169} = 13$	P1	This mark is given for a process to find the length of the diagonal
$5 + 5 + 12 + 12 + 13 = 47$	P1	This mark is given for a process to add all the lengths
$47 \times 1.5$	P1	This mark is given for multiplying the total length by 1.5
70.5 (kg)	A1	This mark is given for the correct answer only

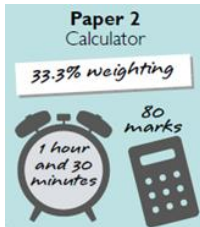




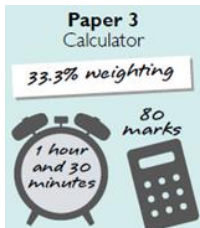
# Summer 2023 GCSE Mathematics exam dates (provisional)



**Thursday 16<sup>th</sup> May 2024 (am)**



**Monday 3<sup>rd</sup> June 2024 (am)**



**Monday 10<sup>th</sup> June 2024 (am)**



**Trinity Catholic  
High School**

## **Walking Talking Mocks in lessons**

**Tuesday 31<sup>st</sup> October**

**Friday 3<sup>rd</sup> November**

## **November mock exams**

**Wednesday 8<sup>th</sup> November 9am**

**Paper 1 – Non Calculator (80 marks)**

**1 hour 30 minutes**

**Wednesday 15<sup>th</sup> November 1pm**

**Paper 2 – Calculator (80 marks)**

**1 hour 30 minutes**



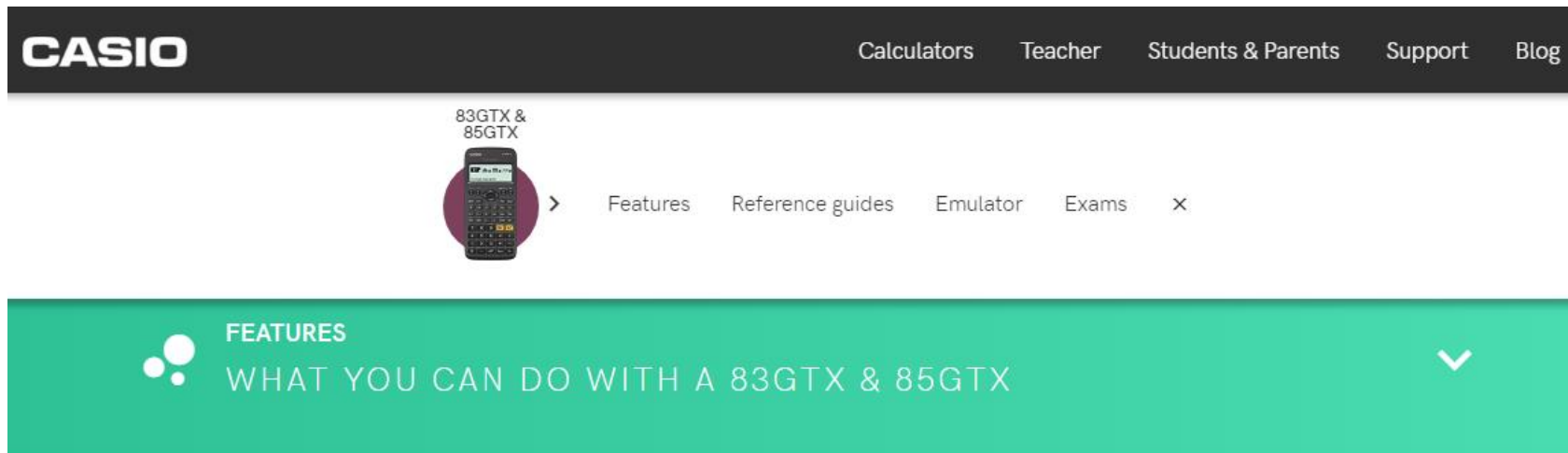
# Essential maths equipment needed for exams

- black pen
- pencil
- rubber
- 30cm ruler
- sharpener
- compass
- 180° protractor
- scientific calculator (eg. Casio CLASSWIZ FX-83GTX, FX-85GTX, 991EX)



# Know your calculator

<https://education.casio.co.uk/products/gtx>



The screenshot shows the top navigation bar of the CASIO website. The CASIO logo is on the left. To the right are links for Calculators, Teacher, Students & Parents, Support, and Blog. Below this is a product-specific navigation bar for the 83GTX & 85GTX calculators, featuring a calculator icon, a right arrow, and links for Features, Reference guides, Emulator, Exams, and a close button (X). Below this is a large green banner with the word FEATURES and the text WHAT YOU CAN DO WITH A 83GTX & 85GTX, accompanied by a white downward arrow icon.



## STATISTICS

Calculate mean and median of data, including using frequency tables.



## TABLE of VALUES

Calculate a table of values for your graph.



## MEMORY, FACTORS AND RECURRING DECIMALS

Store and recall up to 7 values with ease. Explore prime factors and recurring decimals.



Trinity Catholic  
High School

# November mock higher revision list

## GCSE Mathematics (Higher) Revision List Nov 2022

### Ch 1 Basic number (Page 8)

- 1.1 Solving real-life problems (Page 9)
- 1.2 Multiplication and division with decimals (Page 12)
- 1.3 Approximation of calculations (Page 15)
- 1.4 Multiples, factors, prime numbers, powers and roots (Page 22)
- 1.5 Prime factors, LCM and HCF (Page 25)
- 1.6 Negative numbers (Page 30)

### Ch 2 Fractions, ratio and proportion (Page 38)

- 2.1 One quantity as a fraction of another (Page 39)
- 2.2 Adding, subtracting and calculating with fractions (Page 40)
- 2.3 Multiplying and dividing fractions (Page 42)
- 2.4 Fractions on a calculator (Page 44)
- 2.5 Increasing and decreasing quantities by a percentage (Page 48)
- 2.6 Expressing one quantity as a percentage of another (Page 51)

### Ch 3 Statistical diagrams and averages (Page 58)

- 3.2 Statistical measures (Page 65)

### Ch 4 Number and sequences (Page 86)

- 4.3 Finding the  $n$ th term of a linear sequence (Page 92)
- 4.7 Finding the  $n$ th term for quadratic sequences (Page 108)

### Ch 5 Ratio and proportion (Page 116)

- 5.1 Ratio (Page 117)
- 5.4 Compound measures (Page 132)
- 5.5 Compound interest and repeated percentage change (Page 140)

### Ch 6 Angles (Page 150)

- 6.1 Angle facts (Page 151)
- 6.2 Triangles (Page 154)
- 6.3 Angles in a polygon (Page 157)
- 6.5 Angles in parallel lines (Page 163)

### Ch 7 Transformations, constructions and loci (Page 178)

- 7.1 Congruent triangles (Page 179)
- 7.3 Transformations (Page 183)

### Ch 8 Algebraic manipulation (Page 216)

- 8.1 Basic algebra (Page 217)
- 8.2 Factorisation (Page 223)
- 8.3 Quadratic expansion (Page 225)
- 8.4 Expanding squares (Page 231)
- 8.5 More than two binomials (Page 232)
- 8.6 Quadratic factorisation (Page 235)
- 8.7 Factorising  $ax^2 + bx + c$  (Page 239)
- 8.8 Changing the subject of a formula (Page 241)

### Ch 9 Length, area and volume (Page 248)

- 9.1 Circumference and area of a circle (Page 249)
- 9.4 Sectors (Page 256)
- 9.5 Volume of a prism (Page 259)
- 9.6 Cylinders (Page 262)
- 9.8 Cones (Page 266)
- 9.9 Spheres (Page 268)

### Ch 10 Linear graphs (Page 274)

- 10.1 Drawing linear graphs from points (Page 275)
- 10.6 Solving simultaneous equations using graphs (Page 295)
- 10.7 Parallel and perpendicular lines (Page 297)

### Ch 11 Right-angled triangles (Page 304)

- 11.1 Pythagoras' theorem (Page 305)
- 11.2 Finding the length of a shorter side (Page 307)
- 11.6 Trigonometric ratios (Page 316)
- 11.7 Calculating angles (Page 319)
- 11.8 Using the sine and cosine functions (Page 321)
- 11.9 Using the tangent function (Page 326)
- 11.10 Which ratio to use (Page 328)

### 12 Similarity (Page 344)

- 12.1 Similar triangles (Page 345)
- 12.2 Areas and volumes of similar shapes (Page 351)

### 13 Exploring and applying probability (Page 362)

- 13.1 Experimental probability (Page 363)
- 13.2 Mutually exclusive and exhaustive outcomes (Page 368)
- 13.3 Expectation (Page 372)
- 13.4 Probability and two-way tables (Page 374)
- 13.5 Probability and Venn diagrams (Page 377)

### Ch 14 Powers and standard form (Page 386)

- 14.1 Powers (indices) (Page 387)
- 14.2 Rules for multiplying and dividing powers (Page 389)
- 14.3 Standard form (Page 391)

### Ch 15 Equations and inequalities (Page 402)

- 15.1 Linear equations (Page 403)
- 15.6 Linear inequalities (Page 416)

### Ch 16 Counting, accuracy, powers and surds (Page 436)

- 16.1 Rational numbers, reciprocals, terminating and recurring decimals (Page 437)
- 16.4 Surds (Page 447)

### Ch 17 Quadratic equations (Page 470)

- 17.2 Solving quadratic equations by factorisation (Page 474)
- 17.3 Solving a quadratic equation by using the quadratic formula (Page 480)
- 17.4 Solving quadratic equations by completing the square (Page 483)
- 17.5 The significant points of a quadratic curve (Page 487)
- 17.8 Solving linear and non-linear simultaneous equations algebraically (Page 496)

### Ch 18 Sampling and more complex diagrams (Page 508)

- 18.3 Cumulative frequency graphs (Page 517)
- 18.5 Histograms (Page 526)

### Ch 20 Properties of circles (Page 558)

- 20.1 Circle theorems (Page 559)
- 20.2 Cyclic quadrilaterals (Page 566)
- 20.3 Tangents and chords (Page 569)
- 20.4 Alternate segment theorem (Page 573)

### Ch 21 Variation (Page 580)

- 21.1 Direct proportion (Page 581)
- 21.2 Inverse proportion (Page 587)

### Ch 22 Triangles (Page 596)

- 22.3 Trigonometric ratios of angles between  $0^\circ$  and  $360^\circ$  (Page 604)
- 22.4 Solving any triangle (Page 611)

### Ch 23 Graphs (Page 628)

- 23.2 Velocity-time graphs (Page 635)
- 23.3 Estimating the area under a curve (Page 640)
- 23.4 Rates of change (Page 643)



Trinity Catholic  
High School

# November mock foundation revision list

## GCSE Mathematics (Foundation) Revision List Nov 2022

### Ch 1 Number: Basic number (Page 8)

- 1.1 Place value and ordering numbers (Page 9)
- 1.2 Order of operations and BIDMAS (Page 12)
- 1.3 The four rules (Page 15)

### Ch 2 Geometry and measures: Measures and scale drawings (Page 34)

- 2.1 Systems of measurement (Page 35)
- 2.2 Conversion factors (Page 39)

### Ch 3 Statistics: Charts, tables and averages (Page 56)

- 3.1 Frequency tables (Page 57)
- 3.2 Statistical diagrams (Page 61)
- 3.3 Line graphs (Page 68)
- 3.4 Statistical averages (Page 71)

### Ch 4 Geometry and measures: Angles (Page 88)

- 4.1 Angle facts (Page 89)
- 4.2 Triangles (Page 92)
- 4.3 Angles in a polygon (Page 95)
- 4.4 Regular polygons (Page 99)
- 4.5 Angles in parallel lines (Page 102)

### Ch 5 Number: Number properties (Page 114)

- 5.1 Multiples of whole numbers (Page 115)
- 5.2 Factors of whole numbers (Page 117)
- 5.3 Prime numbers (Page 119)
- 5.4 Prime factors, LCM and HCF (Page 120)
- 5.5 Square numbers (Page 126)
- 5.6 Square roots (Page 130)
- 5.7 Basic calculations on a calculator (Page 131)

### Ch 6 Number: Approximations (Page 138)

- 6.1 Rounding whole numbers (Page 139)
- 6.2 Rounding decimals (Page 142)
- 6.3 Approximating calculations (Page 145)

### Ch 7 Number: Decimals and fractions (Page 152)

- 7.1 Calculating with decimals (Page 153)
- 7.2 Fractions and reciprocals (Page 155)
- 7.3 Fractions of quantities (Page 158)
- 7.4 Adding and subtracting fractions (Page 159)
- 7.5 Multiplying and dividing fractions (Page 161)
- 7.6 Fractions on a calculator (Page 163)

### Ch 8 Algebra: Linear graphs (Page 170)

- 8.1 Graphs and equations (Page 171)
- 8.2 Drawing linear graphs by finding points (Page 176)
- 8.8 Solving simultaneous equations using graphs (Page 196)

### Ch 9 Algebra: Expressions and formulae (Page 202)

- 9.1 Basic algebra (Page 203)
- 9.2 Substitution (Page 205)
- 9.3 Expanding brackets (Page 209)
- 9.4 Factorisation (Page 212)
- 9.5 Quadratic expansion (Page 214)
- 9.6 Quadratic factorisation (Page 220)
- 9.7 Changing the subject of a formula (Page 223)

### Ch 10 Ratio, proportion and rates of change: Ratio, speed and proportion (Page 230)

- 10.1 Ratio (Page 231)
- 10.2 Speed, distance and time (Page 238)
- 10.3 Direct proportion problems (Page 242)
- 10.4 Best buys (Page 245)

### Ch 11 Geometry and measures: Perimeter and area (Page 254)

- 11.1 Rectangles (Page 255)
- 11.2 Compound shapes (Page 257)
- 11.3 Area of a triangle (Page 260)
- 11.4 Area of a parallelogram (Page 265)
- 11.5 Area of a trapezium (Page 266)
- 11.6 Circles (Page 269)
- 11.7 The area of a circle (Page 274)

### Ch 12 Geometry and measures: Transformations (Page 284)

- 12.1 Rotational symmetry (Page 285)
- 12.2 Translation (Page 286)
- 12.3 Reflections (Page 290)
- 12.4 Rotations (Page 295)
- 12.5 Enlargements (Page 299)
- 12.6 Using more than one transformation (Page 302)
- 12.7 Vectors (Page 304)

### Ch 13 Probability: Probability and events (Page 314)

- 13.1 Calculating probabilities (Page 315)
- 13.2 Probability that an outcome will not happen (Page 318)
- 13.3 Mutually exclusive and exhaustive outcomes (Page 321)
- 13.4 Experimental probability (Page 323)
- 13.5 Expectation (Page 328)
- 13.6 Choices and outcomes (Page 330)

### Ch 14 Geometry and measures: Volumes and surface areas of prisms (Page 340)

- 14.1 3D shapes (Page 341)
- 14.2 Volume and surface area of a cuboid (Page 345)
- 14.3 Volume and surface area of a prism (Page 348)

### Ch 15 Algebra: Linear equations (Page 356)

- 15.1 Solving linear equations (Page 357)
- 15.2 Solving equations with brackets (Page 364)
- 15.3 Solving equations with the variable on both sides (Page 365)

### Ch 16 Ratio, proportion, rates of change: Percentages and compound measures (Page 372)

- 16.1 Equivalent percentages, fractions and decimals (Page 373)
- 16.2 Calculating a percentage of a quantity (Page 377)
- 16.3 Increasing and decreasing quantities by a percentage (Page 380)
- 16.4 Expressing one quantity as a percentage of another (Page 382)
- 16.5 Compound measures (Page 385)

### Ch 17 Ratio and proportion and rates of change: Percentages and variation (Page 394)

- 17.1 Compound interest and repeated percentage change (Page 395)

### Ch 18 Statistics: Representation and interpretation (Page 410)

- 18.3 Scatter diagrams (Page 418)

### Ch 20 Geometry and measures: Curved shapes and pyramids (Page 452)

- 20.1 Sectors (Page 453)

### Ch 21 Algebra: Number and sequences (Page 468)

- 21.1 Patterns in number (Page 469)
- 21.2 Number sequences (Page 471)
- 21.3 Finding the  $n$ th term of a linear sequence (Page 475)

### Ch 22 Geometry and measures: Right-angled triangles (Page 492)

- 22.1 Pythagoras' theorem (Page 493)
- 22.2 Calculating the length of a shorter side (Page 497)

### Ch 25 Number: Powers and standard form (Page 570)

- 25.1 Powers (indices) (Page 571)
- 25.2 Rules for multiplying and dividing powers (Page 573)
- 25.3 Standard form (Page 579)



Trinity Catholic  
High School

## Revision resources:

### Online:

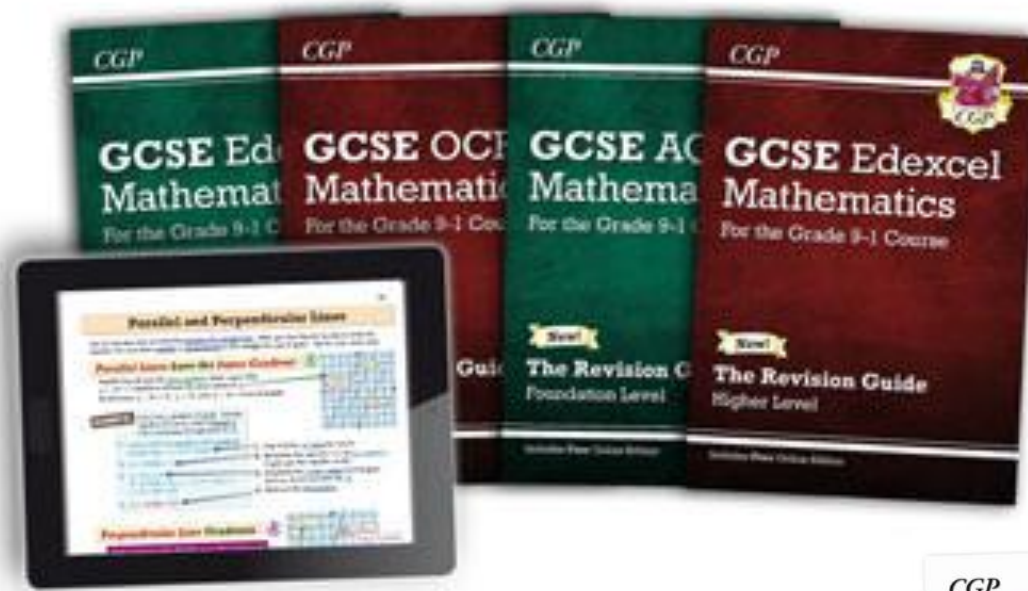
- ✓ **MathsWatch**
- ✓ **Corbettmaths**
- ✓ **Pinpoint Learning**

### Write-on:

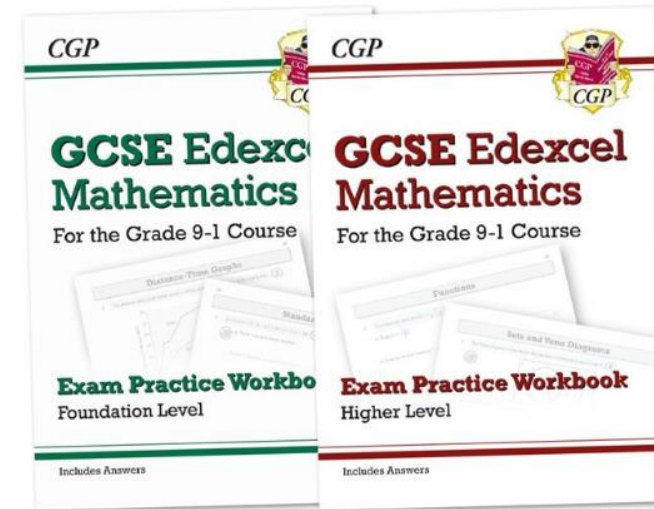
- ✓ **Edexcel practice papers**
- ✓ **Collins textbook**
- ✓ **Exercise books**



# CGP Revision Guides and Workbooks:

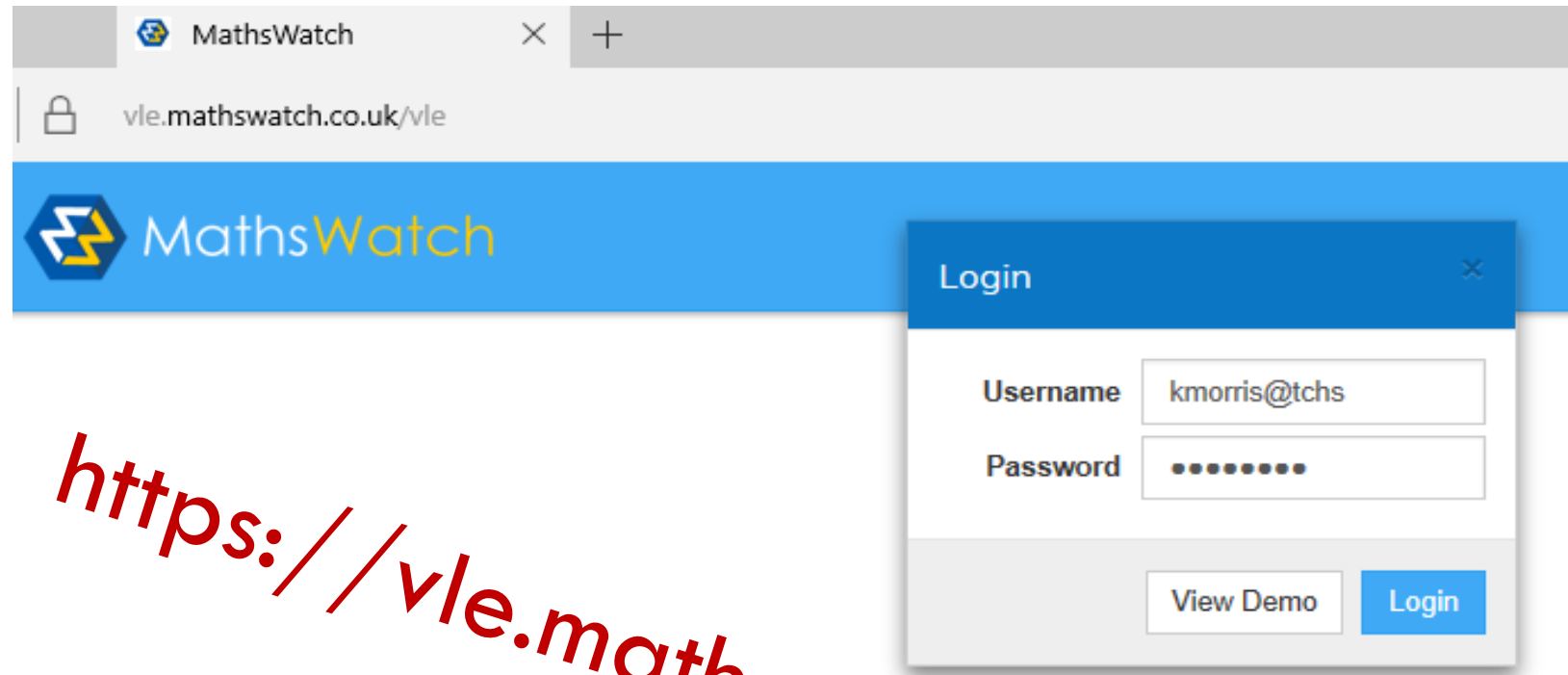


CGP



Trinity Catholic  
High School

# MathsWatch:



A screenshot of a web browser window showing the MathsWatch login page. The browser's address bar displays the URL `vle.mathswatch.co.uk/vle`. The page header features the MathsWatch logo on a blue background. A login modal is open, containing fields for 'Username' (filled with `kmorris@tchs`) and 'Password' (masked with dots). At the bottom of the modal are two buttons: 'View Demo' and 'Login'.

MathsWatch

Username kmorris@tchs

Password .....

View Demo Login

<https://vle.mathswatch.co.uk/vle/>



Trinity Catholic  
High School

# MathsWatch – home study and exams:



"June 18 3H" is due very soon.

[click here to complete](#)



"Y11HC1W3 (21/22 3D and Trig Curves)" is due very soon.

[click here to complete](#)



"Y11HC1W4 (21/22 Sine and Cosine Rules)" is due very soon.

[click here to complete](#)

## Assigned Work

This Year's Work

All Work

Showing All Types ▼

Homework Average

100%

Test Average


0%

Title	Type	Assigned By	Assigned	Due	Marks	%	Grade
Nov 18 2H	EXAM	K Morris	17/10/2021	24/11/2021 23:00	40/80	50%	6
Nov 18 3H	EXAM	K Morris	17/10/2021	24/11/2021 23:30	74/80	93%	9
Y11HC1W4 (21/22 Sine and Cosine Rules)	HW	K Morris	08/09/2021	15/11/2021 04:00			
Y11HC1W3 (21/22 3D and Trig Curves)	HW	K Morris	08/09/2021	15/11/2021 03:00			
Y11HC1W2 (21/22 Alternate Segment Theorem)	HW	K Morris	08/09/2021	15/11/2021 02:00	34/34	100%	
Y11HC1W1 (21/22 Circle Theorems)	HW	K Morris	08/09/2021	15/11/2021 01:00	30/30	100%	



Trinity Catholic  
High School

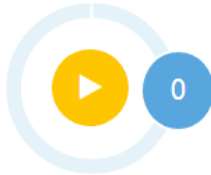
# MathsWatch – My Progress:

 **MathsWatch**

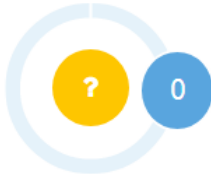
My WorkVideosMy ProgressExtras

Emily's account  
Logout  
367 days until renewal

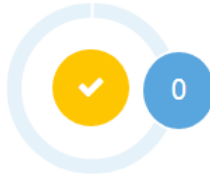
My Progress



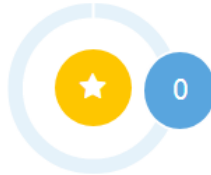
Topics Watched



Questions Answered



Acquired Skills



Mastered Skills

Search By Video Name

Qualification

Tier

Grade

Topic

Time Period

Search Videos

Q

GCSE

All

All


All

All

#	Skill	Video	Last Watched	Views	OMM	Interactive Questions	Last Attempted
1		Place Value		0	0	<div></div>	
2		Ordering Integers		0	0	<div></div>	
3		Ordering Decimals		0	0	<div></div>	
4		Reading Scales		0	0	<div></div>	



# MathsWatch – independent topic search:

 MathsWatch

ClassesAssignmentsUsersVideosUsageExtrasContact

Kim's account  
Logout  
365 days until renewal

Latest updates - 12th October 2017...  
[More Info](#)

Updating students' data  
[More Info](#)

Clip 96 Straight Line GraphsOne Minute MathsInteractive QuestionsWorksheet

Clip 96

**STRAIGHT LINE  
GRAPHS**

07:20

Find a Clip

Qualification

Tier

Grade

Topic

Search

Choose Clip (1)

Clip	Title
96	Straight Line Graphs



# Mathswatch – watch video clip or 1 min version:

Clip 96 Straight Line Graphs

One Minute Maths

Interactive Questions

Worksheet

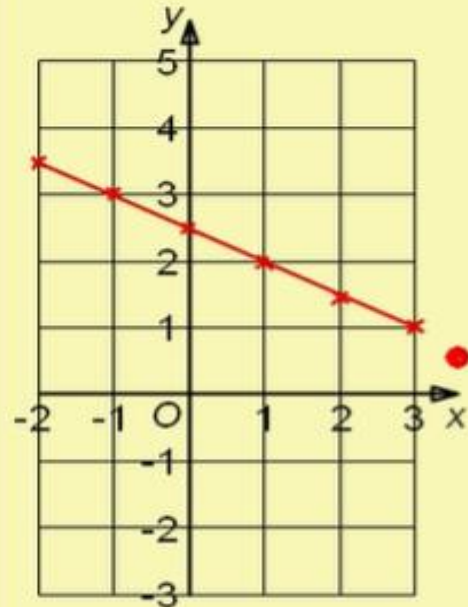
a) Fill in the table of values for  $x + 2y = 5$

x	-2	-1	0	1	2	3
y	3.5	3	2.5	2	1.5	1

$$2y = 5$$

$$2y = 4$$

$$2y = 3$$




b) On the grid, draw the graph of  $x + 2y = 5$



Trinity Catholic  
High School

# MathsWatch – interactive questions:

Classes Assignments Users Videos Usage Extras Contact Kim's account Logout 365 days until renewal

Latest updates - 12th October 2017... [More Info](#)

Updating students' data [More Info](#)

Clip 96 Straight Line Graphs - Question 1 [Return to Videos](#)

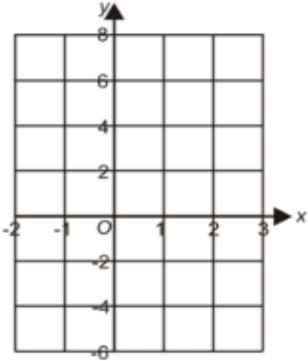
Standard Questions 1 2 3 Harder Questions 1 2 3








Question Progress

a) Complete the table of values for  $y = 2x - 1$

x	-2	-1	0	1	2	3
y		-3			3	


b) Draw the graph of  $y = 2x - 1$  on the grid.






[Submit Answer](#)

Clip 96 [View One Minute Version](#) Find a Clip



Qualification    
Tier   
Grade   
Topic   
Search

Choose Clip (1)

Clip	Title
96	Straight Line Graphs



# MathsWatch – worksheets:

MathsWatch

clip96.pdf

× +

vle.mathswatch.co.uk/downloads/worksheets/GCSE/clip96.pdf

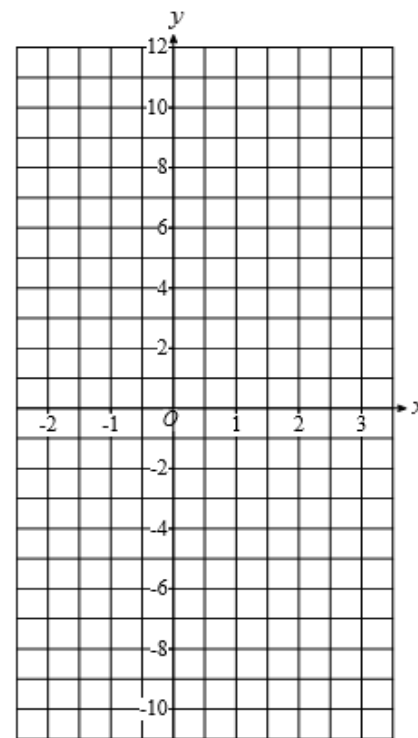
©MathsWatch	Clip 96
Grade 3 questions	

## Straight Line Graphs

- 1) a) Complete the table of values for  $y = 4x - 2$

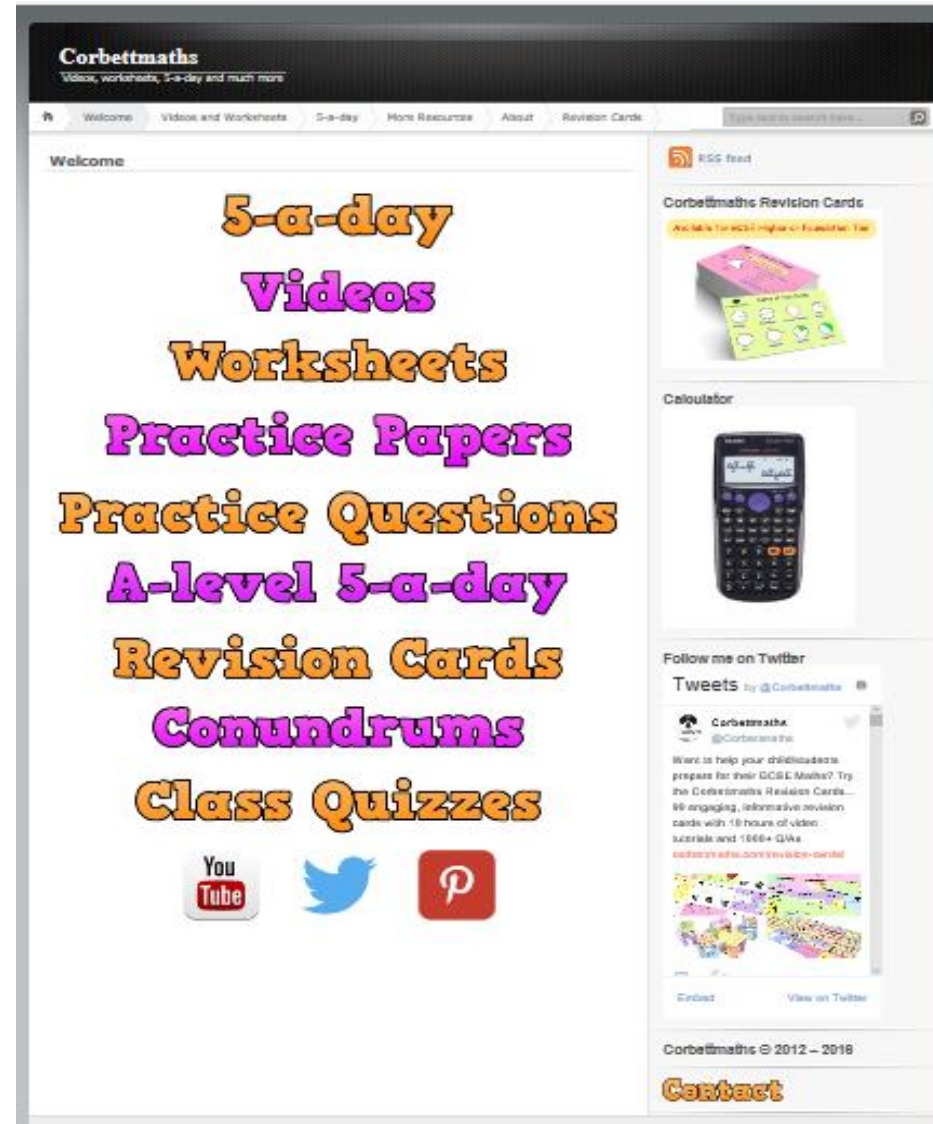
$x$	-2	-1	0	1	2	3
$y$	-10		-2			10

- b) On the grid, draw the graph of  $y = 4x - 2$ , for values of  $x$  from -2 to 3.
- c) Use the graph to find the value of  $y$  when  $x = 2.5$
- d) Use the graph to find the value of  $x$  when  $y = -8$



Trinity Catholic  
High School

# Corbettmaths:



Trinity Catholic  
High School

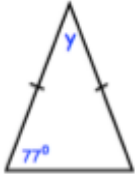
# Corbettmaths – 5-a-day:

Name: \_\_\_\_\_ 5-a-day Foundation

16th October

$-7 \times -2$   $-18 \times 2$

Find y



Serves 4 Serves 10

Chopped tomatoes	420g	Chopped tomatoes	_____
Garlic	1 clove	Garlic	_____
Minced beef	360g	Minced beef	_____
...		...	
...		...	

The names of three quadrilaterals are below.

	Line Symmetry	No Line Symmetry
Two pairs of parallel lines		
No parallel lines		

square   kite   parallelogram

Write each name in the correct position in the table below.

Factorise


$y^2 + 6y$

Name: \_\_\_\_\_ 5-a-day Foundation

16th October

$-7 \times -2$   $-18 \times 2$

Find y



Serves 4 Serves 10

Chopped tomatoes	420g	Chopped tomatoes	_____
Garlic	1 clove	Garlic	_____
Minced beef	360g	Minced beef	_____
...		...	
...		...	

The names of three quadrilaterals are below.

	Line Symmetry	No Line Symmetry
Two pairs of parallel lines		
No parallel lines		

square   kite   parallelogram

Write each name in the correct position in the table below.

Factorise

$y^2 + 6y$



# Corbettmaths – exam style questions and videos:

Exam Style Questions

**Factorisation**

Corbettmaths

Ensure you have: Pencil, pen, ruler, protractor, pair of compasses and eraser  
You may use tracing paper if needed


Guidance

1. Read each question carefully before you begin answering it.
2. Don't spend too long on one question.
3. Attempt every question.
4. Check your answers seem right.
5. Always show your workings

Revision for this topic

**Secondary**

**Video 117**



Use a  
QR  
reader  
app

or look  
up the  
video  
number

**Corbettmaths**  
Videos, worksheets, 5-a-day and much more

Welcome Videos and Worksheets 5-a-day More Resources About Revision Car

Home > Videos > Factorisation

**Factorisation**

February 6, 2013 corbettmaths

Factorisation - Corbettmaths

$x^2 + 5x = x(x + 5)$



Trinity Catholic  
High School


# Pinpoint Learning – question analysis and feedback:

*Pinpoint* SCHOOL LOGIN STUDENT LOGIN

# PINPOINT LEARNING

Friendly

INDIVIDUALLY TARGETTED GCSE RESOURCES WITH REAL MATHS AND REAL RESULTS



The image shows three circular icons arranged horizontally. The first icon on the left depicts a school building with a clock tower. The middle icon shows a student sitting at a desk with a lamp, writing. The third icon on the right shows two figures, one sitting and one standing, representing a tutor and a student.

SCHOOLS STUDENTS TUTORS



Trinity Catholic  
High School

# Pinpoint Learning – question analysis and feedback:

4	485, 486, 560	Angles in Triangles and Quadrilaterals	100% ★★
4	481 to 483	Angles in Parallel Lines	0% ★★
4	339	Proportion Recipe Questions	100% ★
4	NA	Functional Maths Questions	0% ★★★
4	173,174	Index Notation	0% ★
4	31,34	HCF and LCM by Listing	100% ★
4	29, 30,32,35	Product of Prime Factors, HCF, LCM	100% ★★
4	208	Equation of a Line from a Graph	0% ★
4	251	Drawing Quadratic Graphs	50% ★
4	570	Volume of a Prism	0% ★
5	716 to 724	Speed	100% ★
5	353	Complementary Events	100% ★★★
5	650 to 654	Describing Transformations	50% ★★
5	NA	Monthly Installements and Percentages	0% ★★★



# Pinpoint Learning – question analysis and feedback:

## 5) Index Notation: Easier

1. (a) Simplify  $m^3 \times m^6$

(b) Simplify  $\frac{p^5}{p^2}$

(c) Simplify  $(2n^3)^4$

## 5) Index Notation: Medium

17. Simplify

(i)  $x^4 \times x^5$

(ii)  $\frac{p^8}{p^3}$

(iii)  $3s^2t^3 \times 4s^4t^2$

(iv)  $(q^3)^4$

## 5) Index Notation: Harder

20. (a) Find the value of

(i)  $64^\circ$

(ii)  $64^{\frac{1}{2}}$

(iii)  $64^{\frac{2}{3}}$

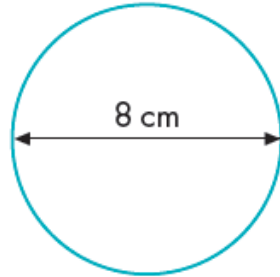


# Spend less time on **standard techniques** questions...

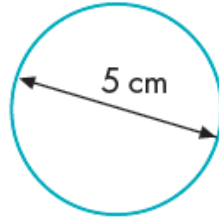
1

Calculate the circumference of each circle. Give your answers to 1 decimal place.

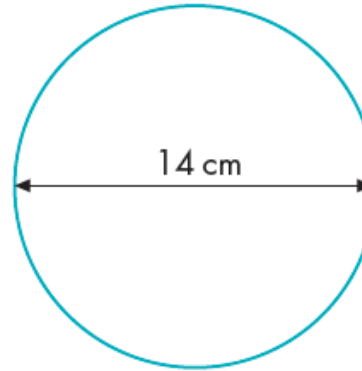
a



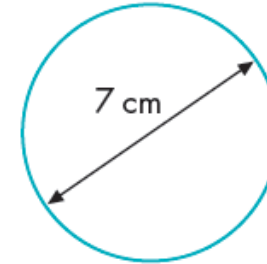
b



c



d



## ...and more time on **problem solving** questions.

The region **R**, shown shaded in the diagram, is the region between two circles with the same centre.

The outer circle has radius  $(2n + 6)$

The inner circle has radius  $(n - 1)$

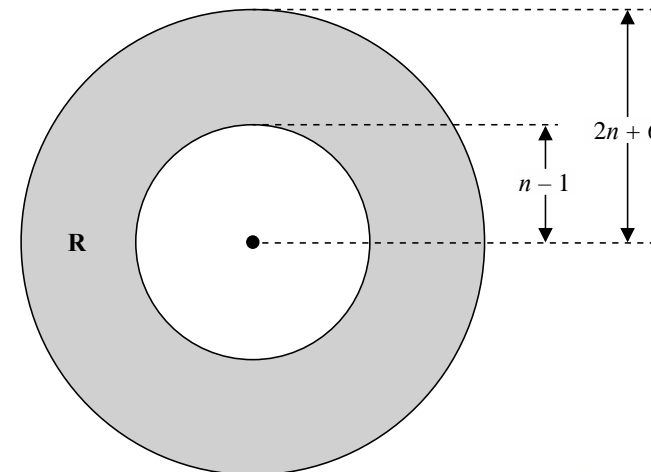
All measurements are in centimetres.

The area of **R** is greater than the area of a circle of radius  $(n + 13)$  cm.

$n$  is an integer.

Find the least possible value of  $n$ .

You must show all of your working.



Trinity Catholic  
High School



# Trinity Catholic High School

---

## MATHEMATICS DEPARTMENT

- MathsWatch exams as revision
- November mock exams
- Pinpoint Learning feedback
- Spring mock exams
- Summer GCSEs





# English Literature

## English Language



# English Language

This GCSE is comprised of two units.

- Paper 1: Explorations in Creative Reading and Writing

*(Section A: Reading, Section B: Writing)*

1 hour 45 minutes

80 marks (50%)

23<sup>rd</sup> May 2024

- Paper 2: Writers' Viewpoints and Perspectives

*(Section A: Reading Section B: Writing)*

1 hour 45 minutes

80 marks (50%)

6<sup>th</sup> June 2024



- **Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel**

13<sup>th</sup> May 2024

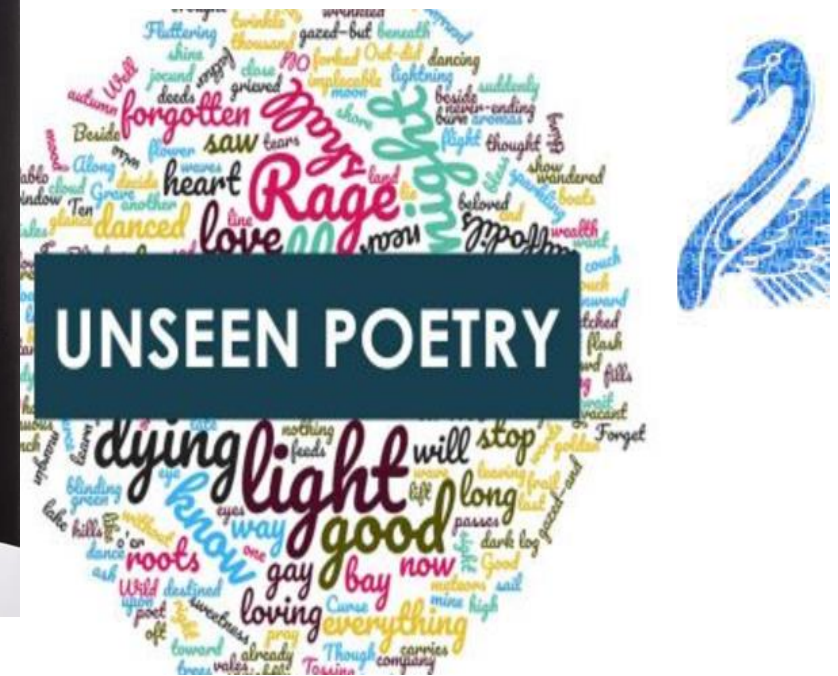
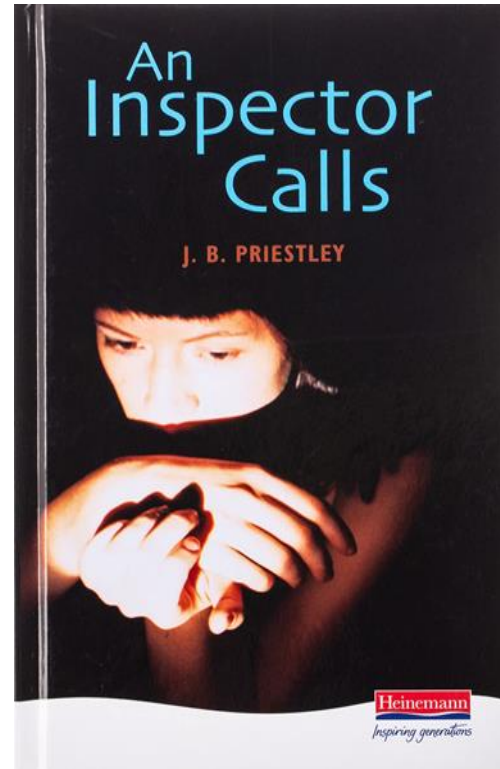
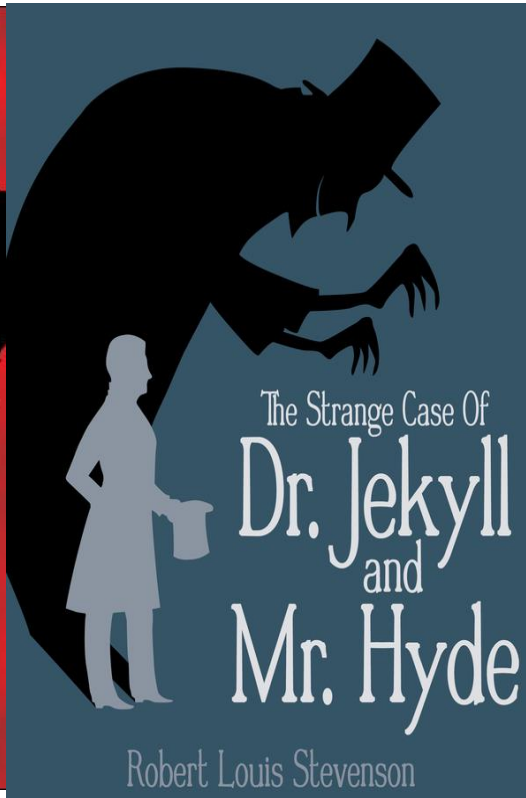
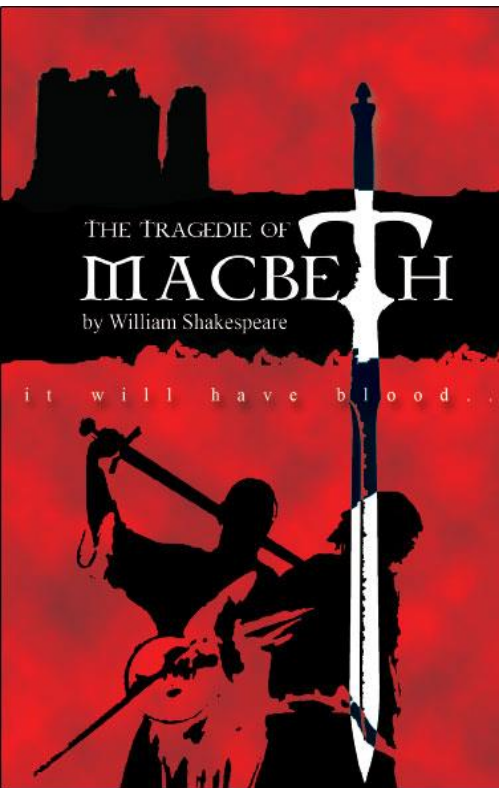
- **Paper 2: Modern Texts\* and Poetry**

20<sup>th</sup> May 2024

20<sup>th</sup> May 2024



# Literature Texts



# Poetry Anthology

- Students will study one cluster of **15** poems taken from the AQA poetry anthology, *Poems Past and Present*. The poems are thematically linked (power and conflict) and were written between 1789 and the present day.
- Students will study all **15** poems will be prepared to write **comparatively** about any two from the collection in the examination.

# November Mock Exams

## English Language Paper 1 Exam

Tuesday 7<sup>th</sup> November (am) - **1 hour 45 minutes**

## English Literature Exam (*Macbeth* and *An Inspector Calls*)

Tuesday 14<sup>th</sup> November (am) – **1 hour 45 minutes**

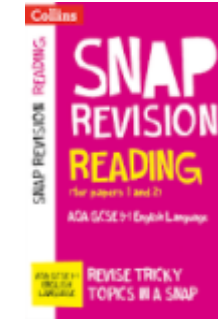
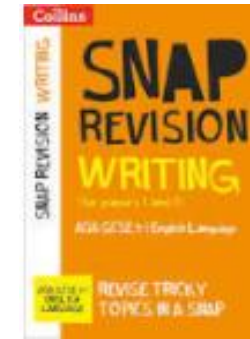
# Fundamentally. . .

## Literature

- Read, read and read again!
- Nothing can replace *knowing* the text in detail.
- It is less about remembering key quotes – it is more about understanding the message of the different texts and putting forward a clear idea that demonstrates this understanding.
- Responses must be holistic, conceptualised and critical and this can *only* be achieved if students fully understand the text.

# Revision Opportunities

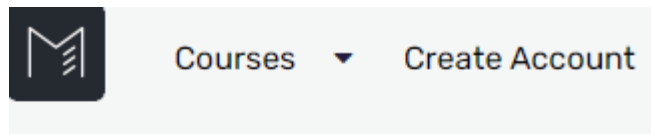
- Walking Talking Mocks
- A range of example student responses for all exams
- Academic Reading / Wider Reading
- Revision Lessons
- Revision Booklets
- Revision Guides
- Knowledge Organisers
- Access to online resources



The Classical Tragic Form	THEMES
<p><b>Argument</b> that tragic heroes should follow certain conventions (below). It might be useful to think about where in the plot of Macbeth these stages above occur and how Shakespeare portrays the various stages of Macbeth's downfall.</p> <p><b>Anastole</b> the tragic protagonist must be highly respected.</p> <p><b>Reversal</b> the final flaw that leads to the tragic downfall.</p> <p><b>Peripetia</b> the reversal of fortune.</p> <p><b>Hubris</b> excessive pride or self-confidence.</p> <p><b>Catharsis</b> watching the hero's tragic fall causes the audience to fear pity and/or fear.</p> <p><b>Anagnorisis</b> When a character realises their true identity/reality of the situation.</p> <p><b>Writer's methods</b></p> <p><b>Pathetic fallacy</b> - consider how the weather is highlighted by Shakespeare at key points in the play and how the weather reflects the mood. E.g. the play opens with 'Thunder and lightning' - Shakespeare immediately sets an ominous mood. Think about the night of the murder and the weather/reaction of the earth to the murder.</p> <p><b>Use of soliloquy/aside</b> - notice when Macbeth starts using asides and what this might suggest about his changing character (e.g. when he starts having outrageous thoughts). Soliloquies are often used when characters have a decision to make. It shows characters in turmoil. Usually by the end they have made a decision.</p> <p><b>Symbolism/metaphor</b> - when an object is used to represent a deeper more significant meaning. E.g. Blood as a symbol of guilt in the play. Another important symbol is sleep (or lack of) - references to sleep and sleeplessness reveal the deterioration of Lady Macbeth and Macbeth's mental state. In addition, use of the contrast of light and dark throughout the play.</p> <p><b>Dramatic irony</b> - when the audience knows something that one or more characters do not. We know Duncan shouldn't trust Macbeth. We also witness Macbeth lie to Banquo about the witches when he says "consider it not so deeply" and we've just seen him "consider it deeply".</p> <p><b>Contrasting imagery</b> - e.g. Heaven/hell/light/dark good/evil occurs throughout the play. Notice what these images suggest e.g. Hell is sometimes shown through dark imagery.</p>	<p><b>Ambition</b> Despite being a loyal and brave soldier at the beginning of the play, Macbeth can not resist the power of his <b>ambition</b> (his fatal flaw). Lady Macbeth's ambition also knows no bounds. Both characters are willing to disobey God to fulfil their <b>ambitions</b>. But consider where <b>ambition</b> leads these characters.</p> <p><b>Appearance and Reality</b> Shakespeare introduces this theme immediately when the Witches chant 'Fair is foul and foul is fair' in the very first scene. This is a play where people's outward <b>appearances</b> cannot be trusted. What might initially appear good, often turns out to be evil.</p> <p><b>Guilt</b> Both Macbeth and Lady Macbeth are plagued by <b>guilt</b> after the regicide. As a result of this, the mental stability of both characters suffers a dramatic decline. Lady Macbeth grossly underestimates the power of <b>guilt</b> and is made to pay for this with her life. In the play the motif of blood represents <b>guilt</b>.</p> <p><b>Power</b> The battle for <b>power</b> can be seen throughout the play. Arguably, some of the most <b>powerful</b> characters are female: Lady Macbeth and the Witches. Both forces are able to manipulate the play's protagonist: Macbeth. However, the <b>power</b> of God cannot be ignored and Macbeth and Lady Macbeth are punished.</p> <p><b>Chaos and Disorder</b> At the beginning of the play, everything is in <b>order</b>. However, when Divine Right is challenged, with the murder of King James, the balance of The Great Chain of Being is offset. The play's events that succeed the regicide are marked by <b>chaos and disorder</b>, be it the mental state of the play's protagonists: Macbeth and Lady Macbeth; the state of Scotland or the weather / nature. <b>Order</b> is only restored at the very end of the play when the King is returned to its rightful owner: Malcolm (the eldest son of Duncan).</p> <p><b>Fate &amp; Free Will</b> <b>Macbeth</b> may be fated to be king, but he decides all on his own that he <b>will</b> murder Duncan in order to obtain the crown. His actions suggest that <b>fate</b> may be predetermined, but <b>free will</b> determines how a people reach their destinies. <b>Macbeth</b> tries to master <b>fate</b>, to make <b>fate</b> conform to exactly what he wants. Ultimately, <b>Macbeth</b> becomes so obsessed with his <b>fate</b> that he becomes delusional; he becomes unable to see the half-truths behind the witches' prophecies. By trying to master <b>fate</b>, he brings himself to ruin.</p> <p><b>Kingship</b> In Shakespeare's time a <b>king</b> was considered to be god's representative on earth. He was looked upon as equal to god. Shakespeare's ideas towards <b>kingship</b> can be seen throughout the play. He shows that a <b>king</b> should be chosen by divine right and shows the character and attributes of what is taken to be a good king. This idea of kingship is reflected by James I's own belief in his essay <i>The True Law of Free Monarchies</i>.</p> <p><b>Supernatural</b> The <b>supernatural</b> theme is very significant in Macbeth and may be identified in multiple scenes. It is presented to the audience in varied forms: Witches, a floating dagger, a ghost, and prophetic apparitions make appearance throughout Macbeth. <b>Supernatural</b> events play an integral structure to the plot. It builds an impetus for action, and a significant insight to the development of characters while further emphasizing the impact of crucial scenes. <b>Shakespeare</b> uses the <b>supernatural</b> events or beings to foreshadow and emphasize evil in his play. A Jacobean audience would have regarded Macbeth's dealings with the witches as incredibly evil and illegitimate.</p>

# Online Revision Resources

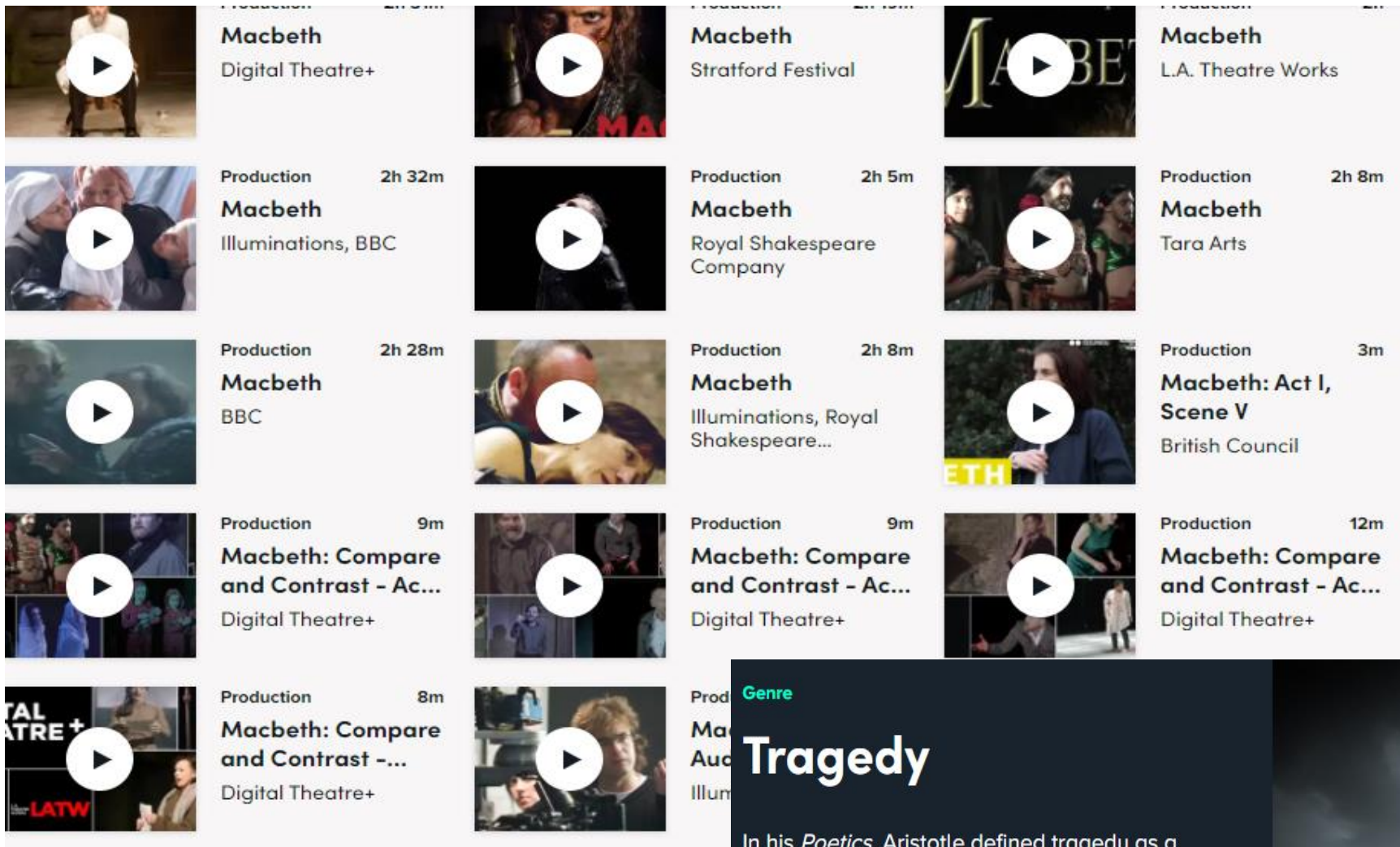
- AQA website - exam papers, mark schemes, examiners' reports
- Massolit
- Digital Theatre +
- Youtube – Mr Bruff and Mr Salles are good!



All Courses

**DIGITAL  
THEATRE+**

This is a screenshot of the AQA GCSE English Language specification page. It is divided into two main columns for Paper 1 and Paper 2. Paper 1 includes Section A (Comprehension, Language Analysis, Structure, Evaluation) and Section B (Creative Writing). Paper 2 includes Section A (True or False, Summary, Language Analysis, Comparison) and Section B (Writing for Purpose). The page also lists six assessment objectives (AO1-AO6) at the bottom, each with a brief description of what is assessed.



# DIGITAL THEATRE+



Production 2h 5m  
**The Strange Case of Dr Jekyll & Mr Hyde**  
 Blackeyed Theatre

DT+

## Tragedy

In his *Poetics*, Aristotle defined tragedy as a play which elicits pity and fear to engender catharsis or relief - this definition has been key to theatre history ever since. Tragedy invariably involves the downfall of the hero and the depiction of human suffering through a sophisticated dramatic narrative.



Production

# An Inspector Calls

BBC



Title  
**An Inspector Calls**

J.B. Priestley

## Key scenes



Arthur Birling

6m 54s



Sheila Birling

6m 27s



Gerald Croft

10m 56s



Sybil Birling

6m 29s



Eric Birling

6m 5s

Related resources

Information

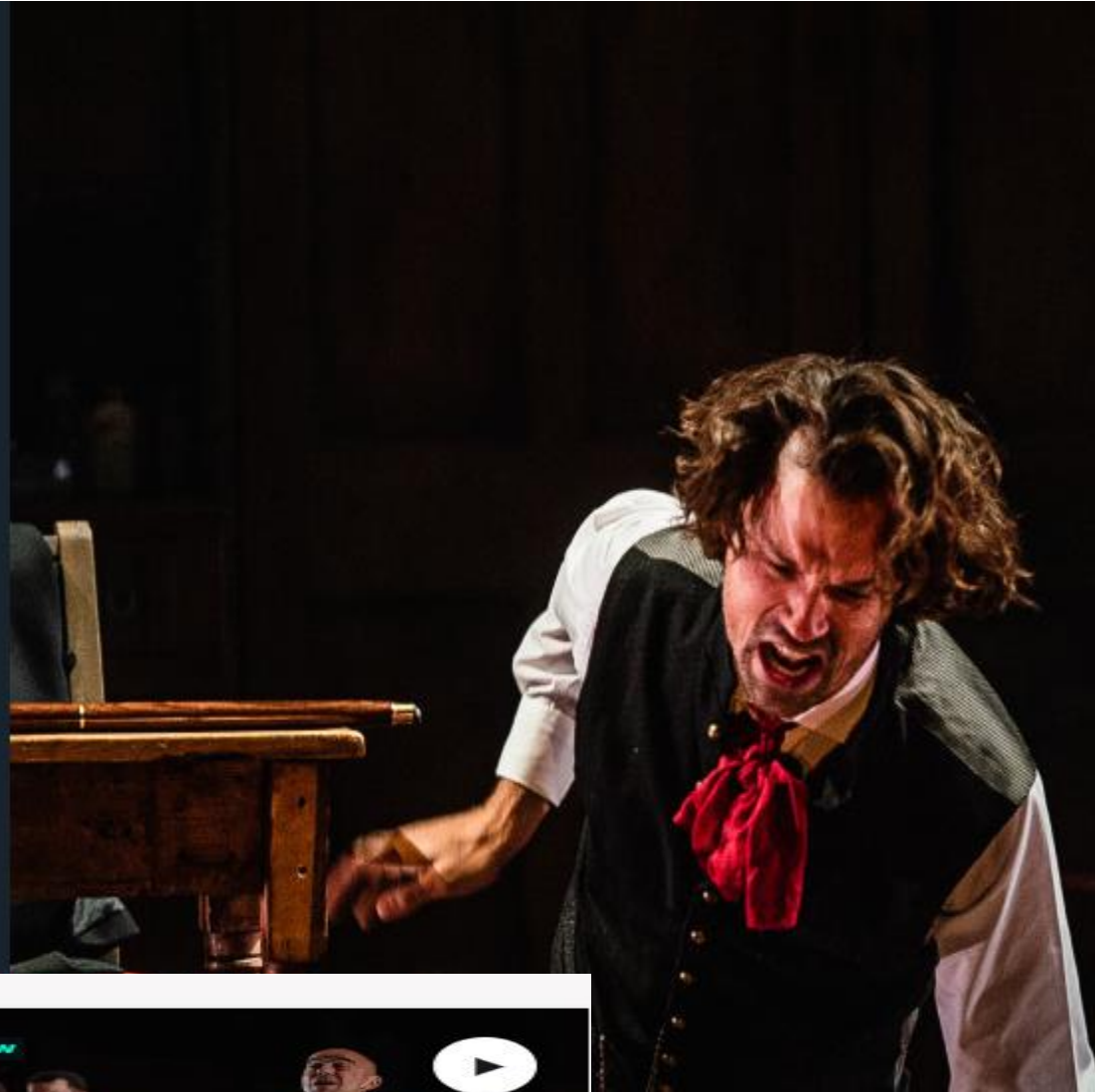
Title

# The Strange Case of Dr Jekyll and Mr Hyde

Robert Louis Stevenson

Robert Louis Stevenson's classic Gothic novella, *Dr. Jekyll and Mr. Hyde* – later adapted for the stage in the 19th century by Thomas Russell Sullivan – is a chilling exploration of the role of science in Victorian

# DIGITAL THEATRE+



Interview



**Character and Performance Analysis in...**

37m

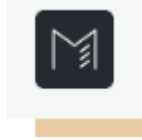
Interview



**Characters in Jekyll & Hyde**

20m

# Massolit



## Priestley: An Inspector Calls



### About the Lecturer

John McRae is Special Professor of Language in Literature Studies and Teaching Associate in the School of English at Nottingham University, and holds Visiting Professorships in China, Malaysia, Spain and the USA. He is co-author of The Routledge History of Literature in English with Ron Carter, and also wrote The Language of Poetry, Literature with a Small 'l' and the first critical edition of Teleny by Oscar Wilde and others.

### Lectures

On  01



1. Introduction (07:02)



2. Historical Context:  
Politics and S... (04:58)



3. Historical Context:  
Politics and S... (05:05)



4. Act 1: The Setting of the  
Play (09:13)



5. Act 1: The Opening  
Scene (10:01)



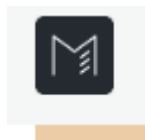
6. Act 1: Birling Holds  
Forth (12:10)



Trinity Catholic High School  
High School



# Massolit



## 11 courses matching Macbeth



### Shakespeare: Macbeth

This course focuses on Macbeth, looking in particular at several key aspects the first module, we focus on the appeal of the play, both when it was first pe early 17th century, and for...

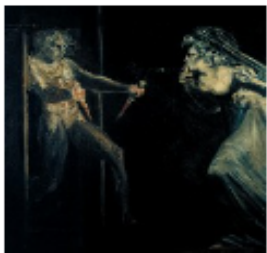
👤 5 lectures ⌚ 0:56:26 👤 Mr Stephen Siddall 🏛️ Independent Scholar 📄 CC BY



### Shakespeare: Macbeth

In this nineteen-part course, Professor John McRae (University of Nottingham) explores Shakespeare's Macbeth. We begin with a broad introduction to historical, political ...

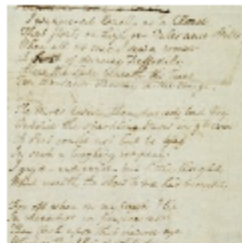
👤 19 lectures ⌚ 3:07:34 👤 Prof. John McRae 🏛️ Nottingham University 📄 CC BY



### Shakespeare: Macbeth

In this course Professor Lisa Hopkins (Sheffield Hallam University) provides of overview of some of the recent scholarship on Shakespeare's Macbeth, with a focus on six key themes. In the first lecture we think about the representation of time in...

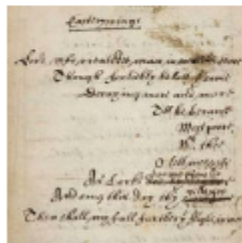
👤 6 lectures ⌚ 0:56:01 👤 Prof. Lisa Hopkins 🏛️ Sheffield Hallam University 📄 CC BY



### Unseen Poetry

In this sixteen-part course, Professor John McRae (University of Nottingham) provides a step-by-step guide for approaching unseen poetry. The first three module concepts (e.g. the 'movement' the poem, 'binaries', etc.) as well as...

👤 17 lectures ⌚ 3:07:17 👤 Prof. John McRae 🏛️ Nottingham University 📄 CC BY



### Poetry: How to Read and Analyse Poetry

In this course, Professor John Lennard talks through the craft of poetry draws on his international bestseller, The Poetry Handbook, which has b with both sixth-form students and undergraduates since its first...

👤 15 lectures ⌚ 2:49:30 👤 Prof. John Lennard 🏛️ Independent Scholar 📄 CC BY

Students should be making revision notes as they watch!



Trinity Catholic High School



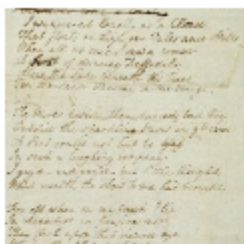
# Massolit



## Power and Conflict (AQA Poetry Anthology) ★

In this course, Professor John McRae (University of Nottingham) explores the fifteen poems that make up the 'Power and Conflict' cluster in the GCSE English Literature on AQA. Each poem is read in detail, with a short commentary highlighting...

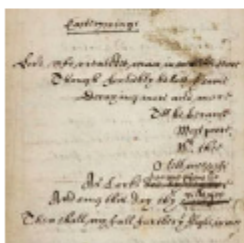
🎥 15 lectures ⌚ 2:30:26 👤 Prof. John McRae 🏛️ Nottingham University 📄



## Unseen Poetry

In this sixteen-part course, Professor John McRae (University of Nottingham) provides a step-by-step guide for approaching unseen poetry. The first three modules introduce key concepts (e.g. the 'movement' the poem, 'binaries', etc.) as well as...

🎥 17 lectures ⌚ 3:07:17 👤 Prof. John McRae 🏛️ Nottingham University 📄



## Poetry: How to Read and Analyse Poetry

In this course, Professor John Lennard talks through the craft of poetry in a course that draws on his international bestseller, The Poetry Handbook, which has been a favourite with both sixth-form students and undergraduates since its first...

🎥 15 lectures ⌚ 2:49:30 👤 Prof. John Lennard 🏛️ Independent Scholar 📄



1. Percy Shelley, Ozymandias (1818) (14:59)



2. William Blake, London (1794) (11:55)



3. William Wordsworth, The Prelude: Stealing the Boat (1798-1850) (17:35)



4. Robert Browning, My Last Duchess (1842) (21:44)



5. Alfred Lord Tennyson, The Charge of the Light Brigade (1854) (11:35)



6. Wilfred Owen, Exposure (1917) (09:50)



Robert Browning: My Last Duchess



Trinity Catholic High School



# What your child should do...

1. Complete **all** class work and home study to the best of their ability.
2. Read through teachers' comments and **respond** to the diagnostic feedback to improve responses.
3. Be **organised** for each lesson with the appropriate materials.
4. Be aware of and fully understand the different requirements for each exam.
5. Complete a set of **revision cards** on the different topics, terms and texts for each exam.
6. Have their parent/guardian, siblings, friends **test them** on the set texts.

# What your child should do...

7. Complete past papers that are available online **under timed conditions**.
8. Print off the mark scheme and with a different coloured pen, highlight the key elements/words that the examiner is looking for in each task.
9. Use the highlighted words/elements as a checklist to see whether they included this in their responses. If not, include the corrections.
10. Practise **planning** longer responses – this is an important skill in the exam.
11. Find and print off any opinion articles, descriptive extracts and poems that they have never studied before and annotate the text under timed conditions.

# What you can do...

- Help them devise a revision timetable in preparation for their exams.
- Ensure they have a quiet, suitable place to revise. Remove distractions (phones)!
- Be aware of key dates and what exam takes place at that time.
- Make sure that your child is confident in how to revise and prepare themselves **independently**.
- Ensure that your child gives themselves enough time during the week to complete home study **and** to revise.
- Test them on the set texts—remember it is a ‘closed book’ exam.
- Check their exercise books—are they completing their class work and home-study to the best of their ability? Are they responding to teachers’ comments?
- Encourage your child to read opinion articles you come across. They need to write in this style for English language paper 2.
- **Please contact the department if you feel your child needs further support.**

# GCSE Science information 2023/24



Trinity Catholic  
High School

# GCSE SCIENCES : ASSESSMENT STRUCTURE SUMMER 2024

AQA GCSE COMBINED SCIENCE : TRILOGY (8464)

**2 GCSE's in Combined Science**

**6 papers :**

**Biology 1 and 2; Chemistry 1 and 2; Physics 1 and 2**

**Papers are 1 hr 15 minutes each**

**Raw Marks per paper = 70**

**Raw Marks are totalled for all 6 papers to give an overall mark out of 420**

**Grade boundaries are applied to the overall mark on a sliding 17 point double graded scale : 9,9 to 1,1 .**

AQA GCSE SEPARATE SCIENCES : BIOLOGY (8461) ;  
CHEMISTRY (8462); PHYSICS (8463)

**3 GCSE's in Biology, Chemistry, Physics**

**6 papers :**

**Biology 1 and 2; Chemistry 1 and 2; Physics 1 and 2**

**Papers are 1 hr 45 minutes each**

**Raw Marks per paper = 100**

**Raw Marks are totalled separately for Biology 1 and 2; Chemistry 1 and 2; Physics 1 and 2 to give an overall mark out of 200 for each subject**

**Grade boundaries are applied to the overall mark for each subject separately on a sliding 9 point single graded scale: 9 to 1. Any combination of 3 grades is therefore possible.**

**Students receive 3 awarded grades for their 3 GCSE's in Biology, Chemistry and Physics**

# GCSE SCIENCES : TIERS AND ASSESSMENT STRUCTURE SUMMER 2024

AQA GCSE COMBINED SCIENCE : TRILOGY (8464)

All students entered for either  
Higher or Foundation Tier

The tier for all 6 papers is the same

Grades attainable on each tier are as follows:

Tier decisions are made by the school  
to enable each student to attain at  
their best

Final Tier decisions for all students are  
made in February.

Higher Tier	Foundation Tier
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 ( slim allowed boundary)	4,3
	3,3
	3,2
	2,2
	2,1
	1,1
U	U

# GCSE SCIENCES : TIERS AND ASSESSMENT STRUCTURE SUMMER 2024

AQA GCSE SEPARATE SCIENCES : BIOLOGY  
(8461) ; CHEMISTRY (8462); PHYSICS (8463)

**All students entered for either Higher or  
Foundation Tier in all 3 Sciences**

**The tier for all 3 subjects can be different , but  
must be the same for both papers within a  
subject.**

**Grades attainable on each tier are as follows:**

**Tier decisions are made by the school  
to enable each student to attain at  
their best**

**Final Tier decisions for all students are  
made in February.**

Higher Tier	Foundation Tier
<b>9</b>	
<b>8</b>	
<b>7</b>	
<b>6</b>	
<b>5</b>	<b>5</b>
<b>4</b>	<b>4</b>
<b>3 ( slim allowed boundary)</b>	<b>3</b>
	<b>2</b>
	<b>1</b>
<b>U</b>	<b>U</b>

# GCSE SCIENCES : EXAM DATES SUMMER 2024

AQA GCSE Combined and Separate Science

Biology 1 : 10<sup>th</sup> May

Chemistry 1 : 17<sup>th</sup> May

Physics 1 : 22<sup>nd</sup> May

Biology 2: 7<sup>th</sup> June

Chemistry 2 : 11<sup>th</sup> June

Physics 2: 14<sup>th</sup> June

AQA GCSE COMBINED SCIENCE : TRILOGY (8464)

AQA GCSE SEPARATE SCIENCES : BIOLOGY (8461) ; CHEMISTRY (8462); PHYSICS (8463)

## Changes for summer 2024?

The Department for Education and OFQUAL are currently deciding on whether to provide students with the Physics equations sheet that was distributed to all students in the 2022 and 2023 exam seasons.

# GCSE SCIENCES : MOCK ASSESSMENT STRUCTURE NOVEMBER 2023

AQA GCSE COMBINED SCIENCE : TRILOGY (8464)

**3 papers :**

**Biology 1 ; Chemistry 1 ; Physics 1**

**Papers are 1 hr 15 minutes each**

**Raw Marks per paper = 70**

**Raw Marks are totalled for all 3 papers to give an overall mark out of 210**

**Grade boundaries are applied to the overall mark on a sliding 17 point double graded scale : 9,9 to 1,1 .**

AQA GCSE SEPARATE SCIENCES : BIOLOGY (8461) ;  
CHEMISTRY (8462); PHYSICS (8463)

**3 papers :**

**Biology 1 ; Chemistry 1 ; Physics 1**

**Papers are 1 hr 45 minutes each**

**Raw Marks per paper = 100**

**Raw Marks are totalled separately for Biology ,  
Chemistry and Physics to give an overall mark out of  
100 for each subject**

**Grade boundaries are applied to the overall mark for each  
subject separately on a sliding 9 point single graded scale: 9  
to 1. Any combination of 3 grades is therefore possible.**

# Mock Content November 2023 : Paper 1, Combined and Separate Sciences

## Biology Paper 1

### **What's assessed**

Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

## Chemistry Paper 1

### **What's assessed**

Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

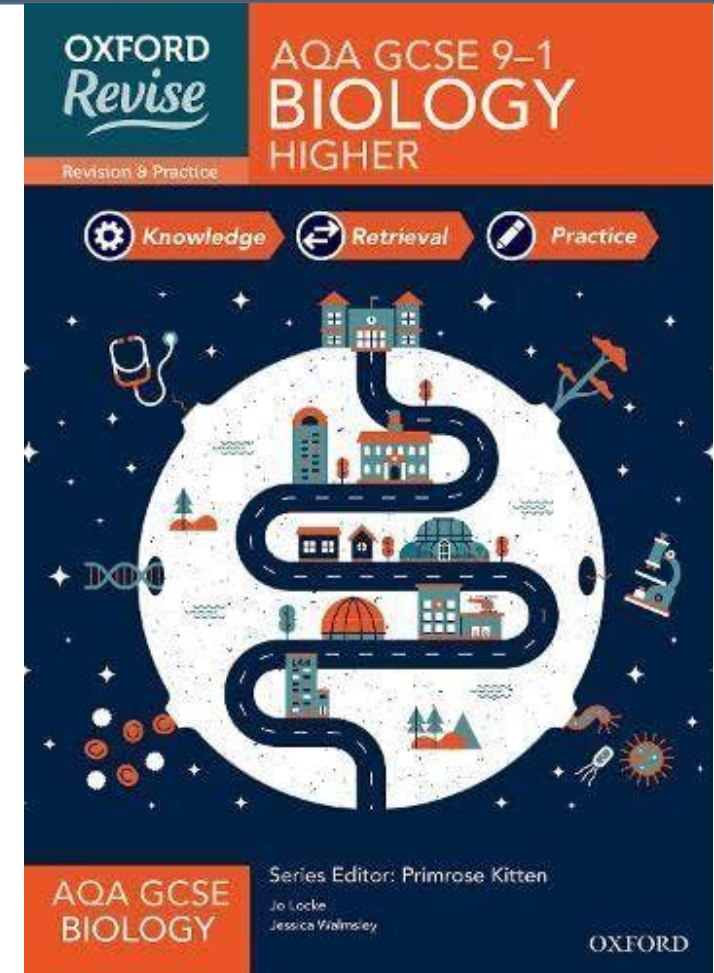
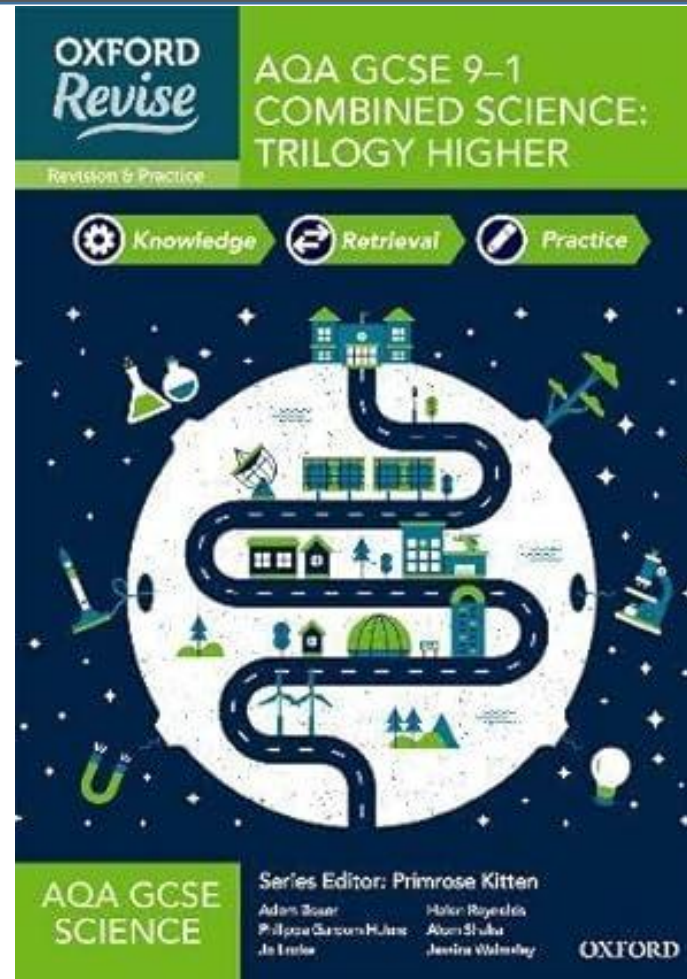
## Physics Paper 1

### **What's assessed**

Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.

# GCSE SCIENCES : MOCK REVISION NOVEMBER 2023

## COMBINED AND SEPARATE SCIENCES



Trinity Catholic  
High School

# Trinity Sixth Form



Trinity Catholic  
High School

# Sixth Form curriculum

26 A Level subjects across the Sciences, Humanities and the Arts

Alternative pathway of vocational qualifications in Food Science and Nutrition and Digital Media

Exam results with the majority higher than National Averages and improved against 2019 measures.

E,g. At A\*/A grades: Biology 10% above, Music 27% above, Spanish 15% above



Trinity Catholic  
High School

# Co-curricular opportunities

The Extended Project  
Qualification

Core Maths

LAMDA qualifications  
in Public Speaking and  
Acting

Subject Societies

Gold and Silver  
DofE Awards

Assistant Expedition  
Leaders Award

Sports and Music  
Clubs

Leadership and  
volunteering  
opportunities

Core Philosophy



Trinity Catholic  
High School

# University and careers preparation

We recognise the importance of not only supporting students in excellent exam results, but also equipping them to make a successful transition to university, apprenticeships and the world of work.

**Weekly PSD sessions** - Higher Education, Mental Health & Wellbeing, Study skills, Employability skills, Independent Living and Relationships.

University visits and UCAS Fairs

The Luminaries programme

Super-curricular study

Careers guidance and work experience



Trinity Catholic  
High School

# SIXTH FORM OPEN EVENING

X @TCHSWoodford

Wednesday 29<sup>th</sup> November 2023 | 4pm - 7pm

✉ Email: [sixthform@tchs.org.uk](mailto:sixthform@tchs.org.uk)

☎ Tel: 020 8504 3419

🌐 Web: [www.tchs.org.uk](http://www.tchs.org.uk)



Trinity Catholic  
High School



Trinity Catholic  
High School