

# **Yr11 Achievement Evening**

## **Monday 2nd October 2023**

Supporting students in achieving GCSE  
and L2 BTEC success



# Topics covered

- Key dates
- Planning for revision
- How to support your child with revision
- Top tips to ensure high quality revision
- How we will be supporting your child



# 2023 GCSE and A level results were outstanding

## GCSE

- Approximately three quarters of all students got a grade 4 or higher both English and Maths
- Progress that is significantly above average
- Average grade: 5.5

## A-Level

- Average A-level grade: B
- Average vocational grade: Distinction\*



# What makes this happen?

- A strong home school partnership
- Strong attendance
- Revision that is focused upon the right areas
- Good communication between students and teachers
- Having an end goal
- Getting a supportive balance



# Supporting your child in Y11

FT

**As a school we support Year 11 pupils in the following ways:**

- Ensure exam practice and study skills are embedded within every subject area.
- Staff will provide pupils and parents with key information to support revision
- Provide homework support sessions
- Ensure that homework tasks support revision during mock periods
- Run a comprehensive revision programme from Jan 2023
- Provide revision materials
- Have a web page dedicated to Y11 revision and study skills
- Offer tutoring / extra study sessions



# Key Dates

DC

Mon 25th September	Launch Revision Programme
Mon 2nd October	Year 11 Parents' Achievement Evening
	Tutor Time Revision - GCSE Mindset
Mon 16th October	English Language Mock Exam
Wed 18th October	Maths Mock Exam
6th - 24th November	Mock Exams
Thu 30th November	Year 11 Sixth Form Evening

OCTOBER 2023						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2023						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
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DECEMBER 2023						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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# Key Dates

DC

9th - 18th January	Y11 Information & Guidance Interviews
Tue 23rd January	Y11 Parents / Carers' Evening
Mon 29th January	English mock exam
Wed 31st January	Maths mock exam
26th Feb - 8th March	Mock Exams
Wed 27th March	Y11 Revision Evening
8th - 12th April	Easter Revision Sessions
8th May	GCSE Exams begin
27th - 31st May	May Half Term Revision Sessions

JANUARY 2024						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
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28	29	30	31			

FEBRUARY 2024						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
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MARCH 2024						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
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31						

APRIL 2024						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
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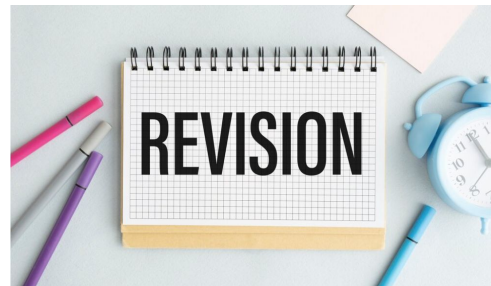
MAY 2024						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
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26	27	28	29	30	31	

JUNE 2024						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
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30						

Printable Calendars by CompanyPioneers.Com



# Why are mock exams important?



**Assessment of knowledge** - assess your current knowledge and understanding

**Practice under exam conditions** - simulate the actual exam environment; get you accustomed to time constraints

**Identifying weaknesses** - reveal your strengths and weaknesses in specific topics or subjects; this then allows for more focussed revision

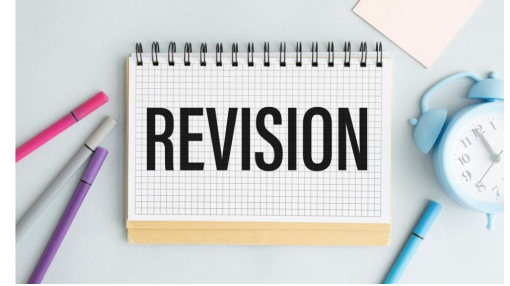
**Building confidence** - make you feel more prepared for final exams

**Feedback** - explanation for answers you performed less well on, helping you to improve





# Why is Revision Important?

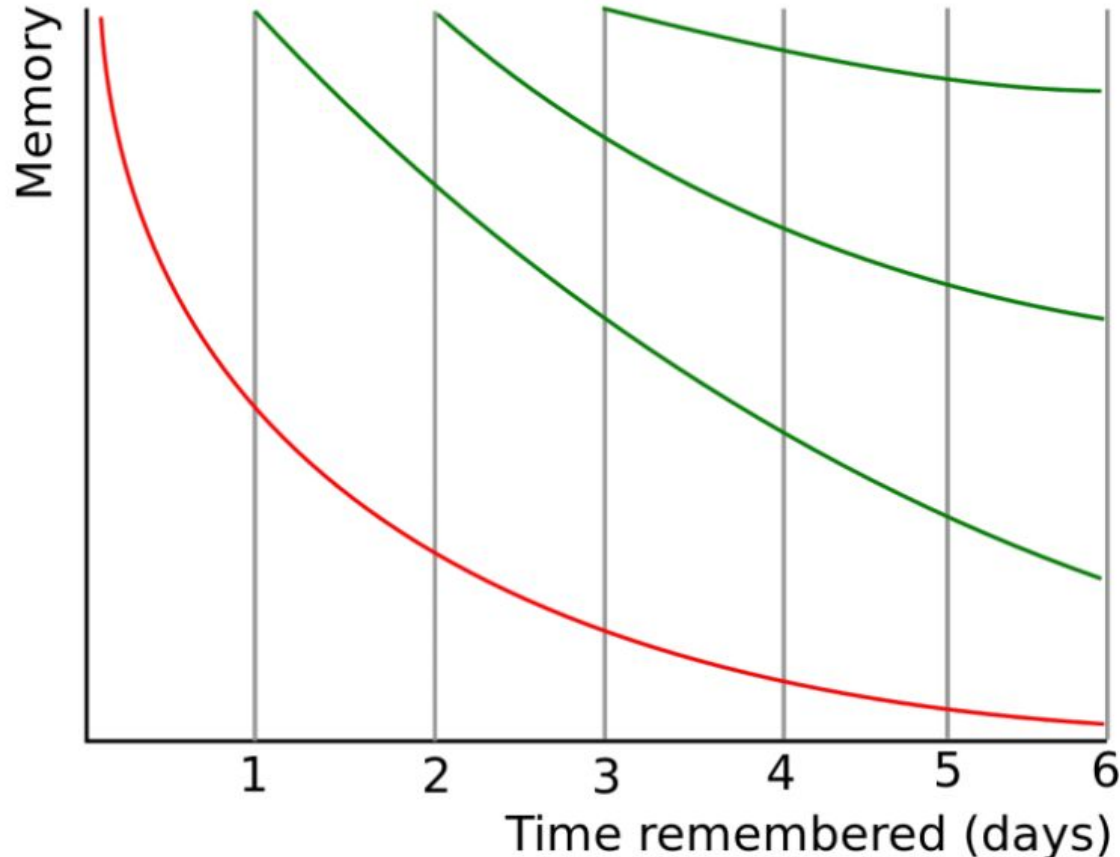


Effective revision can make a significant difference in achieving better grades and opening up future educational and career opportunities

- ★ **Consolidates learning**
- ★ **Improves understanding**
- ★ **Increases retention of key concepts**
- ★ **Boosts confidence**
- ★ **Reduces exam anxiety**
- ★ **Enhances performance during the actual exams**



# The Forgetting Curve



If new information isn't applied, then we will forget about 75% of it after just six days. So, we need to constantly return to the information we want to remember.

Regular study at home can also support this.

# Revision Support

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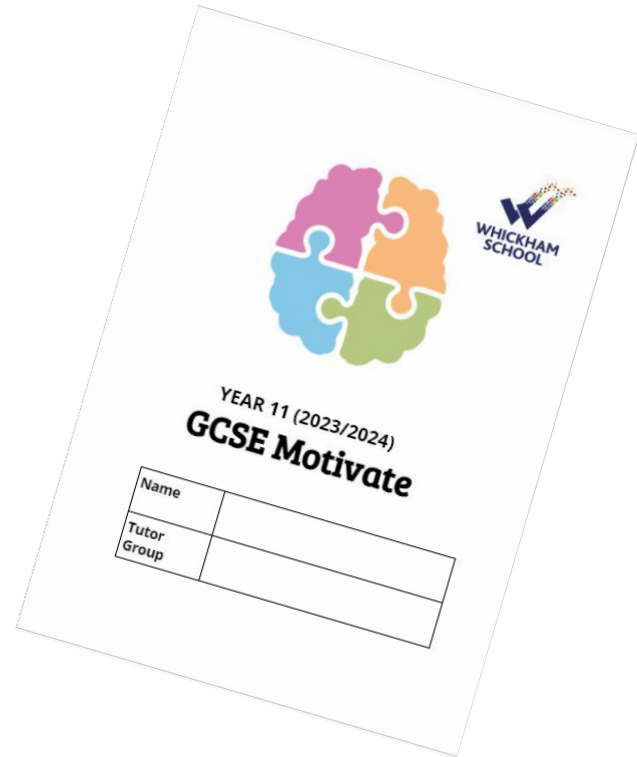
- ★ In Tutor Time last week, students went through some specific revision strategies to help kick-start their revision.



# Revision Support

## GCSE Mindset booklet: GCSE Motivate

- ★ How to stay motivated
- ★ How to prioritise your revision
- ★ How to organise your time
- ★ How to create revision plans
- ★ How to demonstrate grit and resilience



# What the research tells us doesn't work



## Rereading

Gives pupils the impression that they know the content- however they are not 'thinking hard' so are not learning



## Re-writing

Gives pupils the impression that they know the content- however they are not 'thinking hard' so are not learning



## Cramming

Leave it late and pupils will be anxious, panic and resort to techniques that don't work!



# Mission and Medal

## (Revision Timetable)



Completing revision can be a slog  
sometimes.....

That's why we encourage pupils to create a Mission and Medal timetable.

This can be a really useful way of your children rewarding themselves for the extra work they are putting in!



	Before school (7am-8:30)	During school (8:40am-3:10pm)	After school (4pm- 6pm)	Evening (6:30- 9:30)
Monday			✗	<i>Maths past paper</i> <i>Watch a film</i>
Tuesday			<i>English: Paper 2 Q4</i> <i>Listen to a podcast</i>	✗
Wednesday			✗	<i>Life Science</i> <i>flashcards</i> <i>Go out with friends</i>
Thursday				
Friday	✗		<i>RE flashcards</i> <i>Watch a film</i>	
Saturday				
Sunday		✗	<i>Literature Poetry</i> <i>question practice</i> <i>Go to the cinema</i>	

- Complete the blank timetable to record what they currently do with their time e.g. hobbies, family time etc. to find slots for their 'missions' that work for them.
- Make a list of the different subjects they need to revise for so they know what to include in their revision timetable.
- For five of the seven days, set themselves a *mission* to complete a **minimum** of 60 minutes of revision.
- For the same five days, set aside a **medal** to be awarded on completion of the mission



	Before school (7am-8:30)	During school (8:40am-3:10pm)	After school (4pm-6pm)	Evening (6:30- 9:30)	CW
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					





# Study skills (how can you support your child with revision)

As a school we consistently encourage pupils to engage with following techniques.

- Flash cards
- Mind maps
- Blank page retrieval
- Self quizzing



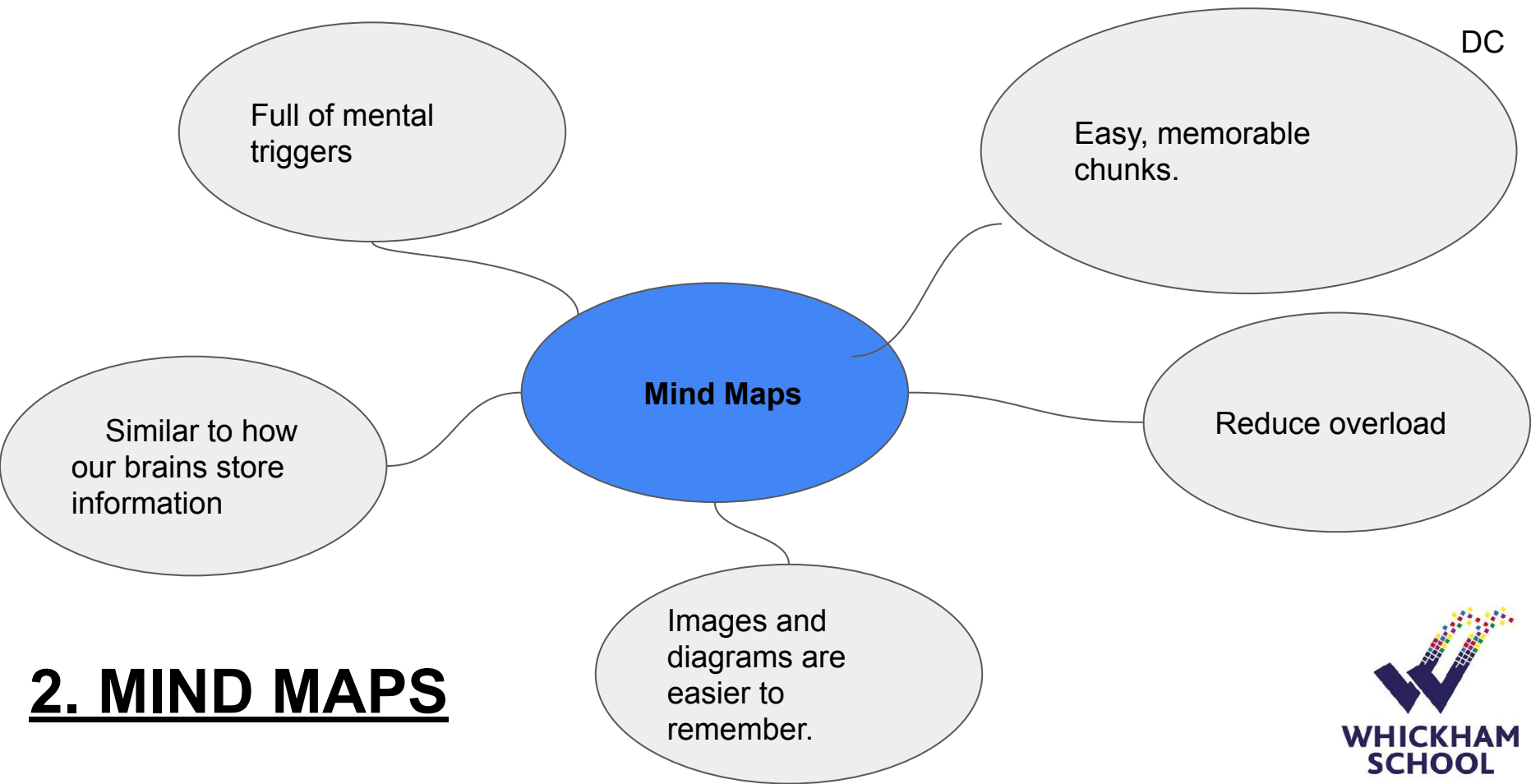
# 1. FLASHCARDS

How to video

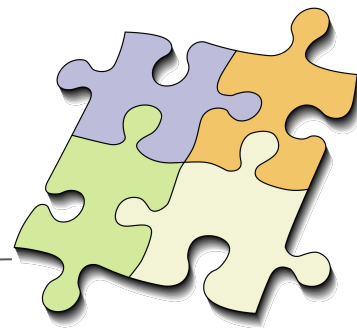
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- Question on one side and the answer on another.
- Keep it simple
- Use the 'Leitner Method' to help **make it stick!**

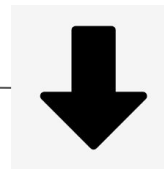
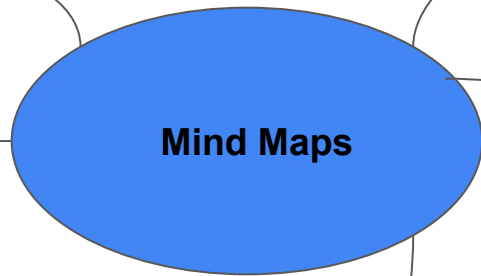
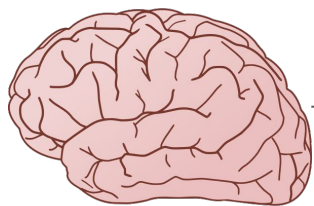




## 2. MIND MAPS



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**easy**



## **2. MINDMAPS - top tips!**

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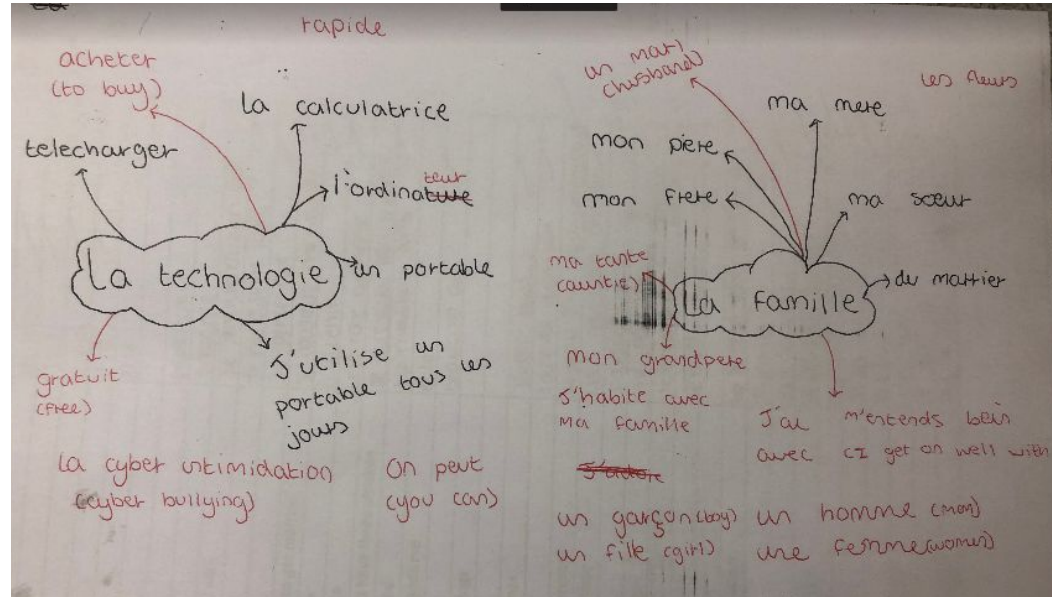
- Use Single Words or Uncomplicated Phrases
- Print Words
- Use Colour to Separate Different Ideas
- Use Symbols and Images



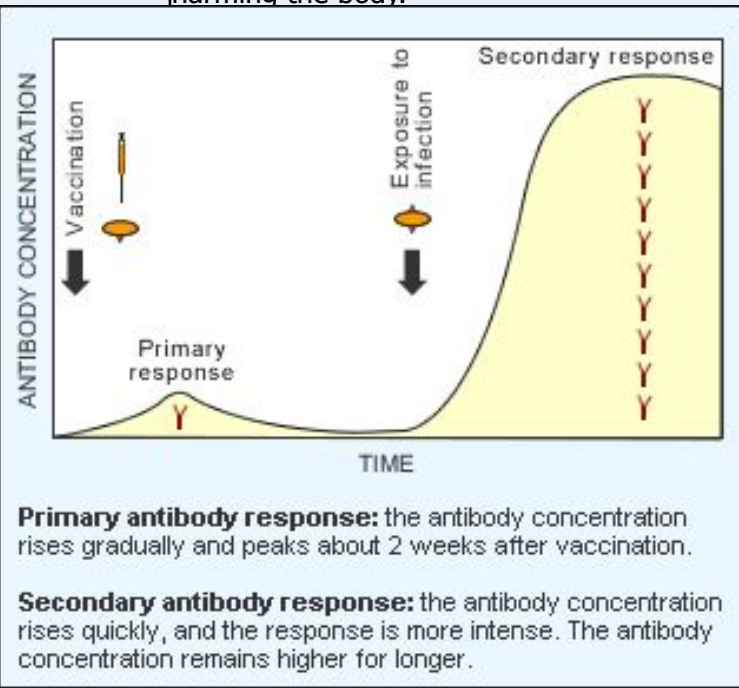
# 3. BLANK PAPER RETRIEVAL

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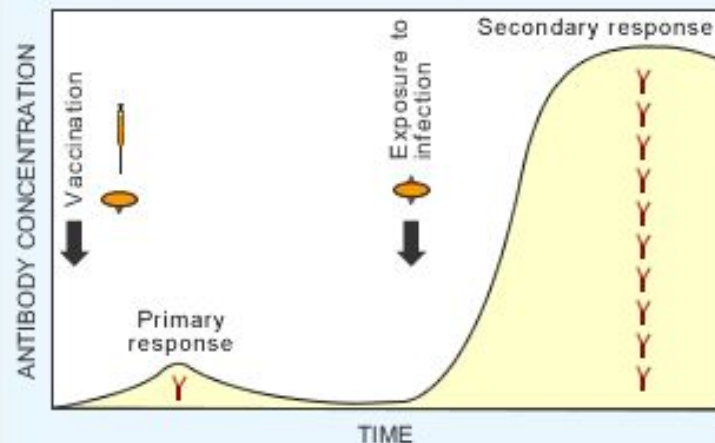
When you actively recall information (concepts, ideas, vocabulary, etc) from memory and “put it on paper” in different formats (writing, flow charts, diagrams, graphs)



Infectious	Describes a pathogen that can easily be transmitted, or an infected person who can pass on the disease.	Double blind trials	A medical experiment in which the patient and doctors do not know who has been given the drug and who has been given the placebo.
Vector	An animal that spreads a communicable disease.	Placebo	A medicine that has only psychological effects.
Antibiotic	A group of medicines, first discovered by Alexander Fleming, that kill bacteria and fungi but not viruses.	Phagocytes	A type of white blood cell that engulf pathogens.
Chitin	A polymer made from sugars that forms the cell walls of fungi and the exoskeleton of insects.	Lymphocytes	A type of white blood cell that produce antibodies.
Hyphae	Branching filaments of a fungus that spread out.	Antibodies	Highly specific Y-shaped proteins that are produced by the immune system to help stop intruders from harming the body.
Malaria	A communicable disease, caused by a protest transmitted in mosquitos, which attacks red blood cells.		
Insecticide	A chemical that kills insects.		
Lysozymes	Antibacterial enzymes found in your tears to prevent eye infections.		
Cilia	Tiny hair-like projections from ciliated cells that waft mucus out of the gas exchange system.		
Antigen	A protein on the surface of a pathogen that your antibodies can recognize as foreign.		
Antitoxin	A protein produced by your body to neutralize harmful toxins produced by pathogens.		
Vaccine	A medicine containing an antigen from a pathogen that triggers a low level immune response so that if you become infected later your body can respond more quickly to the pathogen.		
Antiseptic	A substance applied to the skin or another surface to destroy pathogens.		
Anaesthetic	A drug that stops all pain sensation and can be local or general.		



Infectious		Double blind trials	
Vector		Placebo	
Antibiotic		Phagocytes	
Chitin		Lymphocytes	
Hyphae		Antibodies	
Malaria			
Insecticide			
Lysozymes			
Cilia			
Antigen			
Antitoxin			
Vaccine			
Antiseptic			
Anaesthetic			
Efficacy			



**Primary antibody response:** the antibody concentration rises gradually and peaks about 2 weeks after vaccination.

**Secondary antibody response:** the antibody concentration rises quickly, and the response is more intense. The antibody concentration remains higher for longer.



## 4. SELF QUIZZING

- Use flashcards / blank paper retrieval.
- Writing knowledge tests
- Quizlet
- Get others to test you / working with peers



# Time Management - Five Key Tips

CW

Here are our 5 Key Tips which from our experience will help your children on the road to study success:

**Tip 1** - Start Early

**Tip 2** - Environment Matters

**Tip 3** - Know your Material (Topic)

**Tip 4** - Take Regular Breaks

**Tip 5** - Time your Revision



# Tip 1- Start Early

CW

Leaving revision too late means your children will have less time to complete the revision for their subjects and make them feel stressed.

They need to be organised and make a revision timetable for each subject and stick to it.



## Tip 2 - Environment Matters

CW



A positive environment for learning: Before your children do any revision, please support them to ensure they are in a place where their work is going to pay off. Following these suggestions can really help:

- Mobile phone off as well as any other distractions (TV, computer consoles)
- No music or calm music to help concentration
- Study area/quiet zone (table/desk, chair, resources to hand, no interruptions)
- Good light, air circulation and comfortable heating



## Tip 3 - Know the Material

CW

Make a topic checklist - for each subject make a list of the major topics they have covered-teachers will help with this

- For each subject look at the topics and decide the order. Start with a topic they liked or found easy. Remind them that they do not have to revise the topics in the same order they were taught!
- Re-write the topic checklist in the order they wish to revise them. Pin up the topic checklist in their study area and write the topics on the timetable too.
- Check their timetable to see which subject they have chosen to study and check the topic list for which specific part they have chosen to revise.
- Remind them to mark off the topic as they complete it to see what they have achieved!



## Tip 4 - Take Regular Breaks

CW



Research differs greatly on the optimum time to spend revising. Your children should try 25 minutes and then take a 5 minute break. This is called the Pomodoro method. Your brain requires time to process the information you are trying to revise, so ensure that however long they revise for, they take those breaks.

- Have healthy snacks & water to hand to when having short breaks
- Plan for longer breaks (for lunch or tea) every 3 hours
- If they are unable to focus go for a walk for 5 to 10 mins and try again



## Tip 5 - Time Your Revision

CW



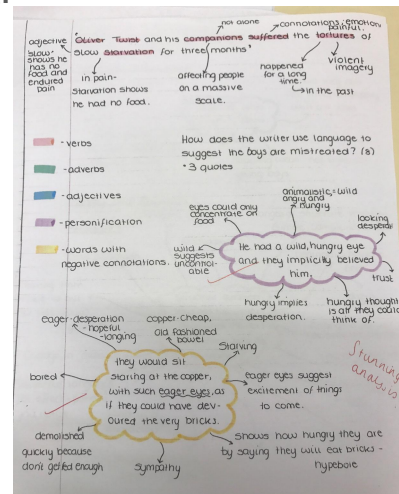
- Remind your children not to revise too late at night. The earlier they start their revision the better.
- Encourage them not to revise after 9pm and go to bed at their normal time. Cramming does not work!
- Ensure they keep to regular meal times.



## JJA

- ✓ The stigma surrounding – English Language and the myth that you cannot revise as it is a skills based subject.
- ✓ The question stems will always stay the same – this means that students can revise the requirements for each question. Experiences of examining – the requirements of bespoke to each question. It is important that this can be recalled. (Loom)
- ✓ Students struggle with timing – lots of planning is needed. Students should immerse themselves in a range of texts.
- ✓ Paper 1, Question 4 (20 marks) and Paper 2, Question 4 (16 marks) are difficult.

- ✓ Flash cards, which detail the requirements for each question and subject terminology.
- ✓ Lots of practice using historical mock exams. Rather than creating full answers, students should create quote explosions to offer quick and easy plans for each of the question. This provides excellent exposure, supports timing and also allows students to develop the skill.
- ✓ 'Little and often' i.e answer an 8 mark question (P1 Q2 or Q3) and time yourself 12 minutes.
- ✓ Golden paragraph revision plan for Paper 1, Question 5





## Paper 1 breakdown:

### Paper 1, Question 1:

List 4 things (4 marks)



### Paper 1, Question 2:

PETAZL (8 marks)  
X2-3 paragraphs  
Techniques + language analysis  
Zooming in on writer's choices



### Paper 1, Question 3:

Beginning, middle and end (8 marks)  
X3 paragraphs  
Narrate the story – why has the writer included key events? Why have key structural techniques been used? Effect on the reader?



### Paper 1, Question 4:

'How far do you agree...?' (20 marks)  
X4-5 paragraphs  
PETAZL  
Critical evaluation, evaluating the student statement  
Methods needed



### Paper 1, Question 5:

Descriptive writing (40 marks)  
Golden paragraph structure  
P1 = Describe the sky  
P2 = Panoramic scene  
P3 = Zoom  
P4 = Zoom  
P5 = Shift in weather/time  
P6 = Revert back to the sky.



**Paper 2 breakdown:****Paper 1, Question 1:**

True or false (4 marks)

**Paper 1, Question 2:**

Summary (8 marks)  
X2-3 comparative paragraphs  
Use SQICSI structure  
No language analysis –  
inferences only.

**Paper 1, Question 3:**

PETAZL (12 marks)  
X3-4 paragraphs  
Techniques + language analysis  
Zooming in on writer's choices

**Paper 1, Question 5:**

Non-Fiction (40 marks)

Revision of key modes of writing: essay, letter, article and speech  
To write an assertive opening and conclusion  
Structural impact

**Paper 1, Question 4:**

Comparison question (16 marks)  
Focus on writer's viewpoint  
A,B,A,B,A,B structure  
Use PETAZL and embed writer's  
methods throughout.



# English Literature:

JJA

## Context and the main 'pitfalls':

- ✓ Students can feel overwhelmed with the sheer volume of revision – substantial texts.
- ✓ Students often feel the exam is a memory test – this is not the case.
- ✓ It is important to develop your skill and revise essay structure, i.e. introduction, four key events in chronological order, carefully considering:
  - Character development throughout a text
  - Writer's intentions – the message behind each text
  - Structural significance – why is it structured the way it is.

## Revision strategies to support:

- ✓ Quotation flash cards, based on character and theme.
- ✓ Character arcs – how characters develop throughout the text.
- ✓ Map from memory - try the two-stage approach for GCSE English Literature Firstly, plan an exam question with no notes or books in front of you to help, as a mind-map. See how much you actually remember testing your retrieval practice of information!

Then go back to your in-class and revision notes, as well as looking at the text.

Use this information to add in anything you forgot to include (using a different colour) when you answered the question. This will help you to remember the notes more vividly.

Scan the QR Code Mr Bruff Revision



Scan the QR Code Seneca Learning (Macbeth)



## Paper 1 breakdown:



**Section A Shakespeare: 34 marks (4 of these marks account for accurate use of spelling, punctuation and grammar)**

You will be given an extract from Macbeth and a question based on a character theme or setting from the text. You will have 50 minutes to plan and write your answer using ideas from the extract and the rest of the play.

**Section B 19<sup>th</sup> Century Novel: 30 marks**

**You will answer a question based on the novel you have studied (Jekyll and Hyde)**

You will be given an extract from Jekyll and Hyde and a question based on a character theme or setting from the text.

You will have 50 minutes to plan and write your answer using ideas from the extract and the rest of the play.





## **Paper 2 breakdown**

**Section A Modern Text: worth 34 marks (4 of these marks account for accurate use of spelling, punctuation and grammar)**

You will be given a choice of two questions from the text you have studied- An Inspector Calls- and you must select one to respond to.

You should plan and write a response to the question using details from the text to support your argument

**Section B Love and Relationships poetry: worth 30 marks**

One poem you have studied will be printed on the paper and you will be required to compare this to another poem you have studied.

You should plan and write a response to the question using details from the printed poem and the poem you have chosen to compare it to.

**Section C Unseen poetry 34 marks**

**Part 1 (24 marks):** you will be given a question based on an unseen poem. You will be required to analyse writer's choices and their effects in this poem

**Part 2 (8marks):** You will be given a second unseen poem and asked to compare the methods used by the writers in the two poems.

# Maths

## Key Information

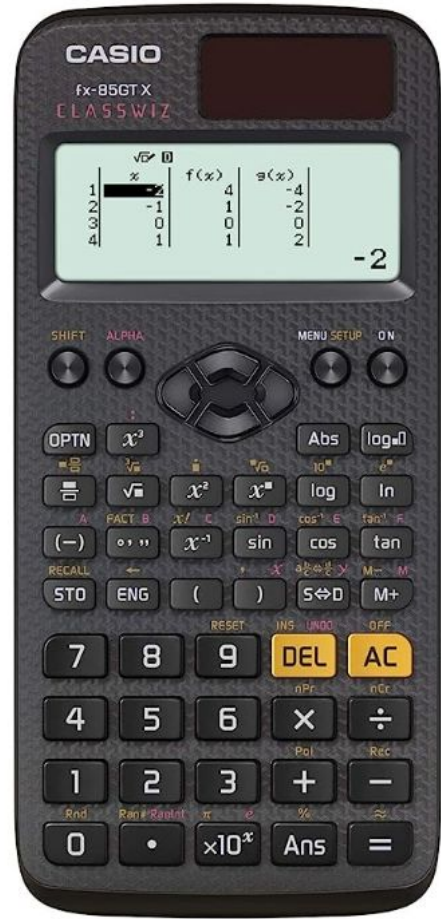
**Higher Tier** (Grades 3 - 9)

**Foundation Tier** (Grades 1 - 5)

- 3 exams 1x non calculator 2 x calculator.
- All papers are 90 minutes and out of 100 marks.
- Students tested on all topics from their five year maths curriculum. This covers the following strands; algebra, geometry, number, ratio, probability, data and statistics.
- Questions are a mixture of fluency, problem solving and reasoning.
- All pupils must have the following equipment:

Pen, Pencil, Rubber, Ruler, Protractor, Compass, Scientific Calculator (Casio)

SM





# Pupils need to be able to spot which skill is needed

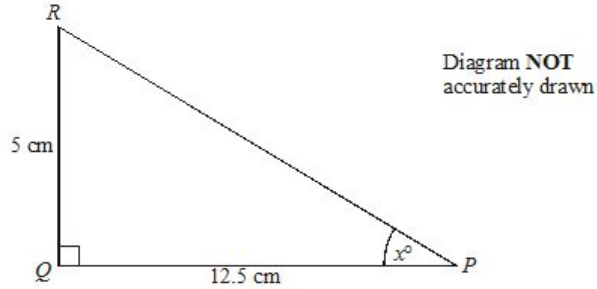
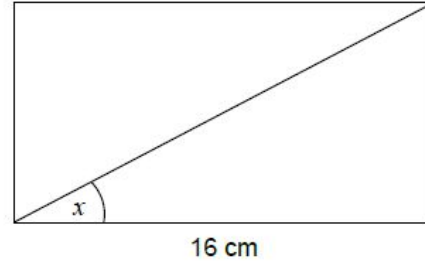


Diagram NOT  
accurately drawn

$PQR$  is a triangle.  
Angle  $PQR = 90^\circ$ .  
 $PQ = 12.5\text{ cm}$ .  
 $QR = 5\text{ cm}$ .

Calculate the value of  $x$ .  
Give your answer correct to 1 decimal place.

The area of the rectangle is  $68\text{ cm}^2$



Not drawn  
accurately

Work out the size of angle  $x$ .

[3 marks]

1. Revisiting and learning work undertaken during the course
2. Practice, practice, practice.
3. Establish what you don't know and practice again.

Questions	Question Title	Score	Clip Number
1	Converting between fractions, decimals and percentages	0 / 1	U888
2	Finding the lowest common multiple (LCM)	1 / 1	U751
3a	Finding the mode	0 / 1	U260
3b	Calculating the mean	1 / 2	U291
4	Converting units of length, mass and capacity	0 / 2	U388
5	Adding and subtracting integers	1 / 2	U417
6a	Reading, converting and calculating with time	0 / 1	U902
6b	Reading, converting and calculating with time	1 / 2	U902
7a	Sample space diagrams	0 / 2	U104
7b	Sample space diagrams	1 / 2	U104
8a	Interpreting bar charts	0 / 1	U557
8b	Interpreting bar charts	1 / 1	U557
8c	Interpreting bar charts	0 / 3	U557
9a	Solving equations with one step	1 / 1	U755
9b	Solving equations with one step	0 / 1	U755
10a	Adding and subtracting decimals, Using a written method to multiply decimals	1 / 2	U478, U293
10b	Using a written method to divide with decimals	0 / 2	U868
10c	Writing and simplifying ratios	1 / 1	U687
11a	Substituting into real-life formulae, Using a written method to multiply decimals	0 / 2	U144, U293
11b	Using a written method to divide with decimals	1 / 2	U868
12	Changing the subjects of formulae	0 / 1	U556
13	Rounding integers, Estimating calculations	1 / 3	U480, U225
14	Plotting graphs of quadratic functions	0 / 2	U989
15	Using a written method to multiply integers	1 / 2	U127
16a	Adding and subtracting fractions	0 / 2	U736
16b	Multiplying fractions, Converting between mixed numbers and improper fractions	1 / 2	U475, U692
17	Percentage change, Using a written method to multiply decimals	0 / 5	U773, U293
18	Solving equations with two or more steps	1 / 2	U325

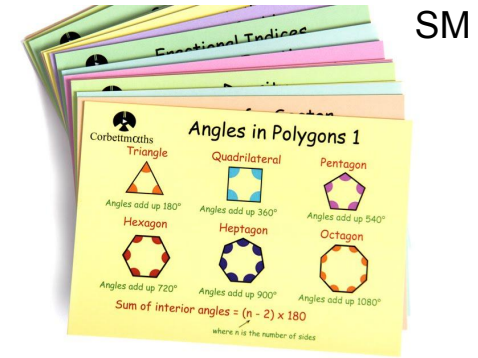
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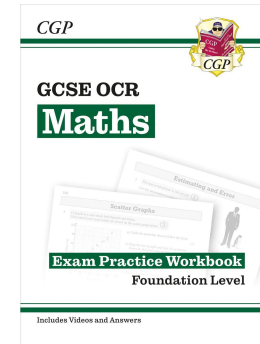
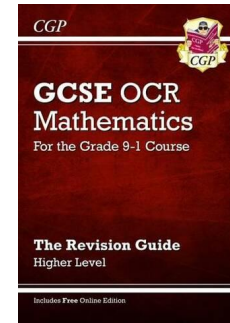
# The best way to revise maths is to do maths

- Revisit work you have done using your blue book, a revision guide.
- Completing past paper questions and compare to mark schemes.
- Identify weaknesses and complete topic based questions.
- Use of flash cards to memorise key formula.
- Use of flash cards to support quizzing on key skills e.g. calculations with fractions.
- Use SPARX XP boost to complete personalised quizzes.
- Complete all homework, homework IS revision focussed.
- Get into good habits; show your workings even on calculator papers.


- Past papers, mark schemes and written solutions  
<http://www.mrbartonmaths.com>
- Badly answered questions  
<http://www.mrbartonmaths.com/students/gcse/question-of-the-week/>
- Maths Genie  
<https://www.mathsgenie.co.uk/gcse.html>
- Corbett Maths – Revision lists and practice papers  
<https://corbettmaths.com/2023/02/15/gcse-maths-summer-2023>
- Sparx Maths <https://sparxmaths.com> (videos + quizzes)
- Whickham School Website  
<https://www.whickhamschool.org/our-curriculum/subjects/maths/>
- Corbett Maths flashcards (available to buy in school also)  
<https://corbettmaths.com/2018/04/12/onlineorder/>
- On Maths – online practice papers  
<https://www.onmaths.com/>



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- Whickham School Website  
<https://www.whickhamschool.org/our-curriculum/s/subjects/maths/>
- Key Formula  
<https://www.ocr.org.uk/Images/372384-topic-6.02-d-lesson-element-gcse-maths-foundation-and-higher-formulae.pdf>

Topic	Exam Questions	Solutions			
<a href="#">Addition and Subtraction</a>	<a href="#">Addition and Subtraction</a>	<a href="#">Solutions</a>			
<a href="#">Multiplication and Division</a>	<a href="#">Multiplication and Division</a>	<a href="#">Solutions</a>			
<a href="#">Rounding</a>	<a href="#">Rounding</a>	<a href="#">Solutions</a>			
<a href="#">Time</a>	<a href="#">Time</a>	<a href="#">Solutions</a>			
<a href="#">Place Value</a>	<a href="#">Place Value</a>	<a href="#">Solutions</a>			
<a href="#">Negative Numbers</a>	<a href="#">Negative Numbers</a>	<a href="#">Solutions</a>			
<a href="#">Powers and Roots</a>	<a href="#">Powers and Roots</a>	<a href="#">Solutions</a>			
<a href="#">BIDMAS</a>	<a href="#">The Order of Operations</a>	<a href="#">Solutions</a>			
<a href="#">Factors and Multiples</a>	<a href="#">Factors, Multiples and Primes</a>	<a href="#">Solutions</a>			
<a href="#">Writing, Simplifying and Ordering Fractions</a>	<a href="#">Writing, Simplifying and Ordering Fractions</a>	<a href="#">Solutions</a>			
<a href="#">Coordinates</a>	<a href="#">Coordinates</a>	<a href="#">Solutions</a>			
<a href="#">Pictograms</a>	<a href="#">Pictograms</a>	<a href="#">Solutions</a>			
Topic	Exam Questions	Solutions			
<a href="#">Calculation Problems</a>	<a href="#">Calculation Problems</a>	<a href="#">Solutions</a>			
<a href="#">Using a Calculator</a>	<a href="#">Using a Calculator</a>	<a href="#">Solutions</a>			
<a href="#">Systematic Listing</a>	<a href="#">Systematic Listing</a>	<a href="#">Solutions</a>			
<a href="#">Fractions of an Amount</a>	<a href="#">Fractions of an Amount</a>	<a href="#">Solutions</a>			
<a href="#">Fractions, Decimals and Percentages</a>	<a href="#">Fractions, Decimals and Percentages</a>	<a href="#">Solutions</a>			
<a href="#">Simplifying Algebra</a>	<a href="#">Collecting Like Terms</a>	<a href="#">Solutions</a>			
<a href="#">Writing an Expression</a>	<a href="#">Writing an Expression</a>	<a href="#">Solutions</a>			
<a href="#">Function Machines</a>	<a href="#">Function Machines</a>	<a href="#">Solutions</a>			
<a href="#">Angles</a>	<a href="#">Angles</a>	<a href="#">Solutions</a>			
<a href="#">Area and Perimeter</a>	<a href="#">Area and Perimeter</a>	<a href="#">Solutions</a>			
<a href="#">Probability</a>	<a href="#">Probability</a>	<a href="#">Solutions</a>			
<a href="#">Frequency Polygons</a>	<a href="#">Frequency Polygons</a>	<a href="#">Solutions</a>			
<a href="#">Averages</a>	<a href="#">Mean, Median, Mode and Range</a>	<a href="#">Solutions</a>			
<a href="#">Bar Charts</a>	<a href="#">Bar Charts</a>	<a href="#">Solutions</a>			
<a href="#">Stem and Leaf</a>	<a href="#">Stem and Leaf</a>	<a href="#">Solutions</a>			
<a href="#">Pie Charts</a>	<a href="#">Pie Charts</a>	<a href="#">Solutions</a>			
Grade 3					
Topic	Exam Questions	Solutions			
<a href="#">Error Intervals</a>	<a href="#">Error Intervals</a>	<a href="#">Solutions</a>			
<a href="#">Fractions</a>	<a href="#">Fractions</a>	<a href="#">Solutions</a>			
<a href="#">Estimating</a>	<a href="#">Estimation</a>	<a href="#">Solutions</a>			
<a href="#">Writing and Simplifying Ratio</a>	<a href="#">Writing and Simplifying Ratio</a>	<a href="#">Solutions</a>			
<a href="#">Ratio</a>	<a href="#">Sharing Ratio</a>	<a href="#">Solutions</a>			
<a href="#">Proportion</a>	<a href="#">Proportion Ingredients Questions</a>	<a href="#">Solutions</a>			
<a href="#">Percentages</a>	<a href="#">Percentages</a>	<a href="#">Solutions</a>			
<a href="#">Percentage Change</a>	<a href="#">Percentage Change</a>	<a href="#">Solutions</a>			
<a href="#">Exchange Rates</a>	<a href="#">Exchange Rates</a>	<a href="#">Solutions</a>			
<a href="#">Conversions and Units</a>	<a href="#">Conversions and Units</a>	<a href="#">Solutions</a>			
<a href="#">Scale Drawings</a>	<a href="#">Scale Drawings</a>	<a href="#">Solutions</a>			
<a href="#">Best Buy Questions</a>	<a href="#">Best Buys</a>	<a href="#">Solutions</a>			
<a href="#">Substitution</a>	<a href="#">Substitution</a>	<a href="#">Solutions</a>			
<a href="#">Solving Equations</a>	<a href="#">Solving Equations</a>	<a href="#">Solutions</a>			
<a href="#">Drawing Graphs</a>	<a href="#">Drawing Graphs</a>	<a href="#">Solutions</a>			
<a href="#">Area and Circumference of Circles</a>	<a href="#">Circles</a>	<a href="#">Solutions</a>			
	<a href="#">Rotations</a>	<a href="#">Rotations Solutions</a>			
	<a href="#">Reflections</a>	<a href="#">Reflections Solutions</a>			
	<a href="#">Enlargements</a>	<a href="#">Enlargements Solutions</a>			
	<a href="#">Translations</a>	<a href="#">Translations Solutions</a>			
<a href="#">Transformations</a>	<a href="#">Mixed Transformations</a>	<a href="#">Mixed Transformations Solutions</a>			

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# Revision Guides



## Key Contacts

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Mr Dunn	Pastoral Leader	Ext. 240
Mr Wilson	Y11 Achievement	Ext. 224
Mrs Elliott	Family Liaison Officer	Ext. 234
Mr Crosland	Assistant Headteacher	Ext. 223



# Whickham Sixth Form

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**Open evening: 30th November 2023**

- A great experience
  - Strong results
  - Success in supporting university / job applications
  - Personal development opportunities
- A broad curriculum offer that is personalised to meet student needs
- Great relationships that support success
- Impressive facilities
- Independence



# Feedback

