

Yr11 Achievement Evening

Tuesday 1st October 2024

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



2024 GCSE and A level results were outstanding

GCSE

- Over three quarters of all students got a grade 4 or higher in both English and Maths
- Progress that is significantly above average
- Average grade: 5.4

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

PEW

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 2025 - including Easter & May half term sessions
- Provide revision materials
- Have a web page dedicated to Y11 revision and study skills
- Offer tutoring / extra study sessions



Key Dates

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Mon 30th September	Launch Revision Programme
Tue 1st October	Year 11 Parents' Achievement Evening
	Tutor Time Revision - GCSE Mindset
Mon 14th October	English Language Mock Exam 1
Wed 16th October	Maths Mock Exam 1
11th - 22nd November	Mock Exams (set 1)
Tue 26th November	Year 11 Sixth Form Options Evening

October 2024

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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November 2024

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December 2024

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Key Dates

Tue 14th January	Y11 Parents / Carers' Evening
Mon 10th February	English Language mock exam
Wed 13th February	Maths mock exam
17th Feb - 14th March	Mock Exams
Thurs 27th March	Y11 Revision Support Evening
14th - 25th April	Easter Revision Sessions
May	GCSE Exams begin
26th - 30th May	May Half Term Revision Sessions

JANUARY 2025

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APRIL 2025

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FEBRUARY 2025

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MAY 2025

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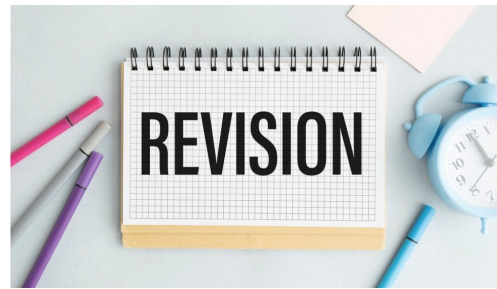
MARCH 2025

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JUNE 2025

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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

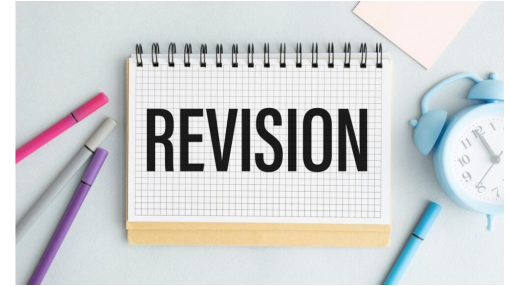
Building confidence - make you feel more prepared for final exams

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



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Why is Revision Important?

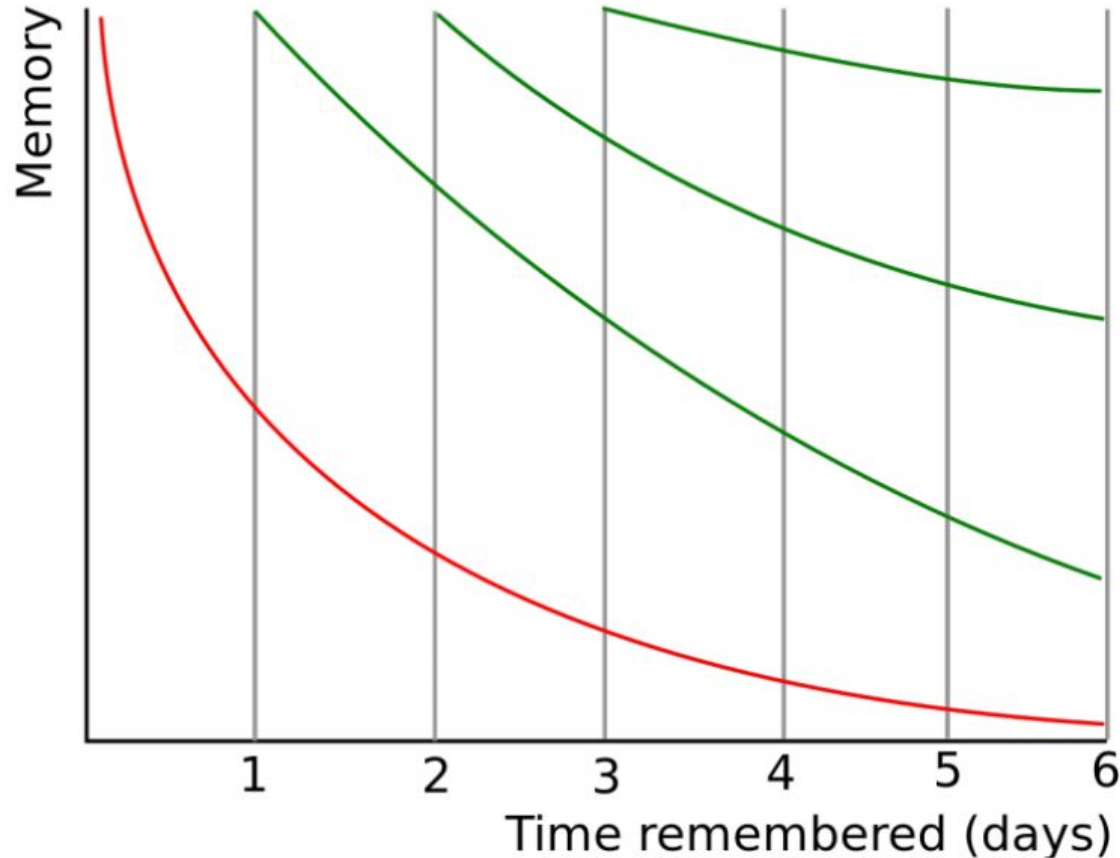


Effective revision can make a significant difference in achieving better grades and opening up future educational and career opportunities

- ★ **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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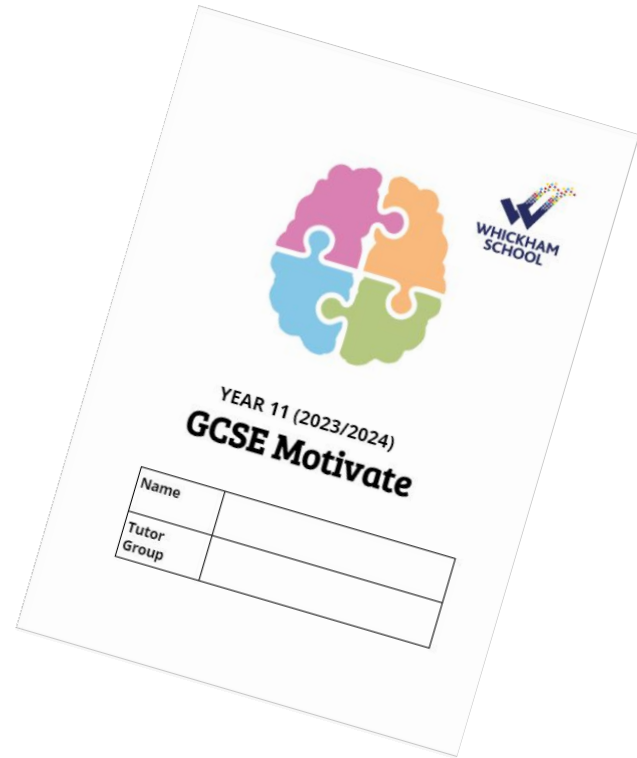
- ★ In Tutor Time this week, students will go through some specific revision strategies to help kick-start their revision.



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

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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



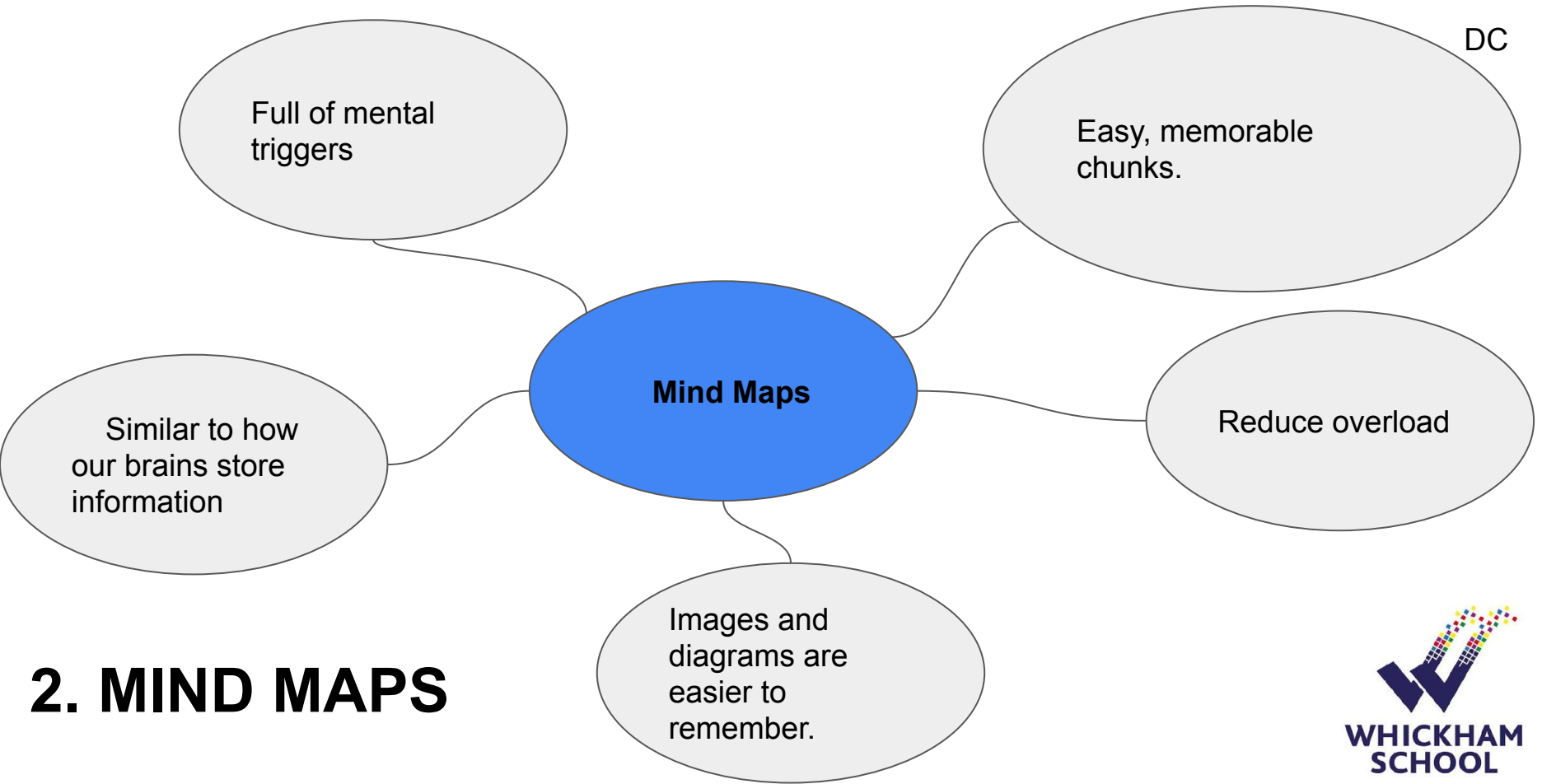
1. FLASHCARDS

How to video

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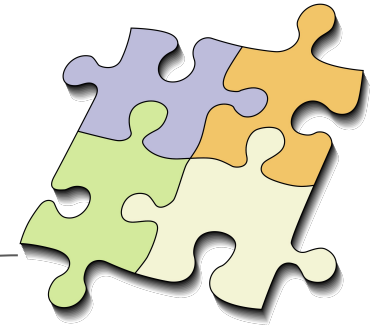
- Question on one side and the answer on another.
- Keep it simple
- Use the 'Leitner Method' to help **make it stick!**



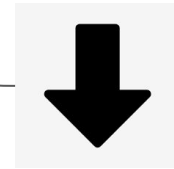
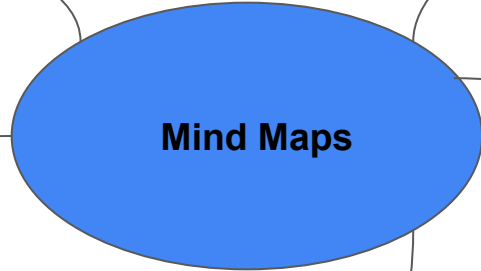
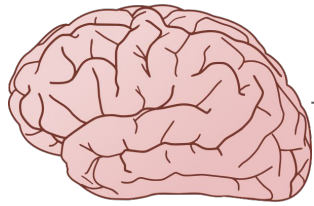


2. MIND MAPS



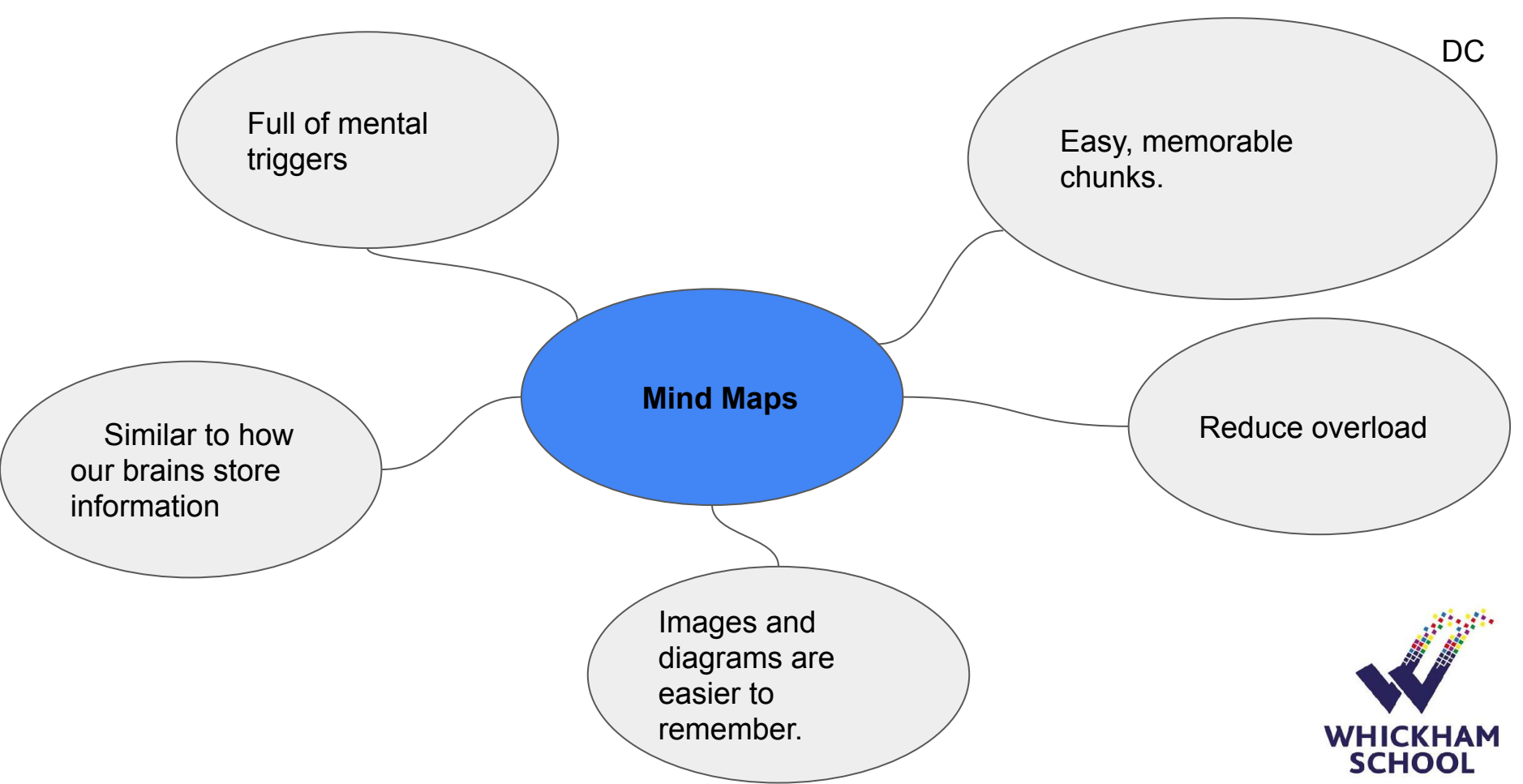


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easy





2. MINDMAPS - top tips!

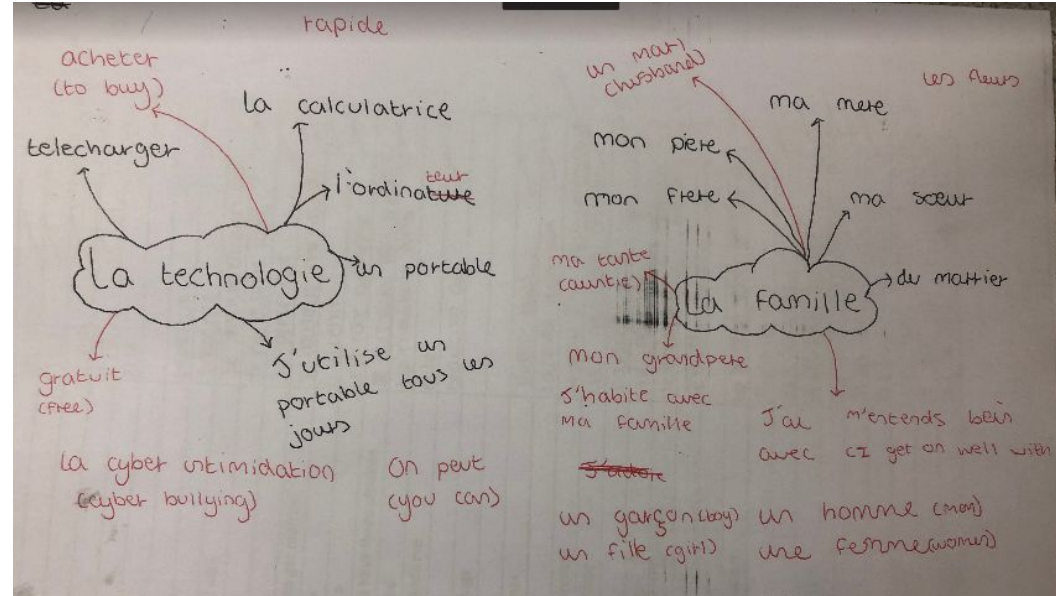
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- Use Single Words or Uncomplicated Phrases
- Print Words
- Use Colour to Separate Different Ideas
- Use Symbols and Images

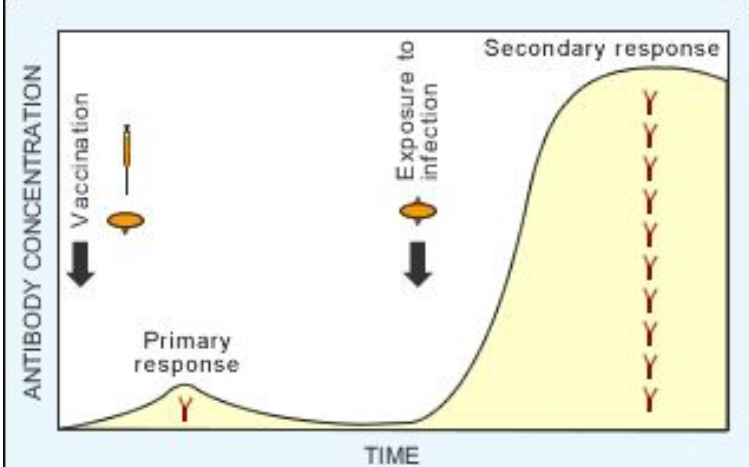


3. BLANK PAPER RETRIEVAL

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.		

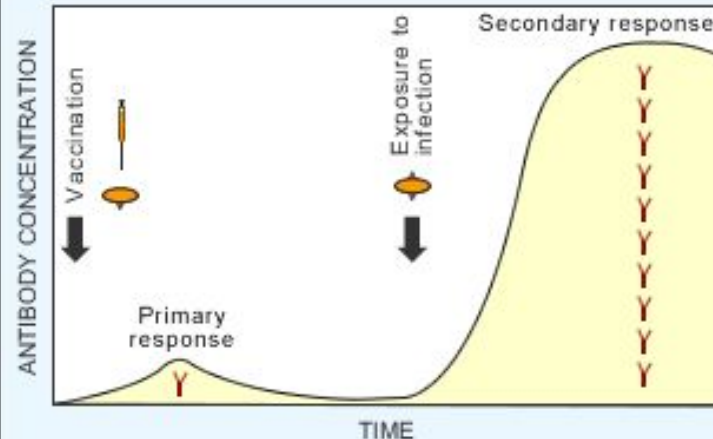


Primary antibody response: the antibody concentration rises gradually and peaks about 2 weeks after vaccination.

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

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

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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

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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

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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

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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 you are unable to focus go for a walk for 5 to 10 mins and try again



Tip 5 - Time Your Revision

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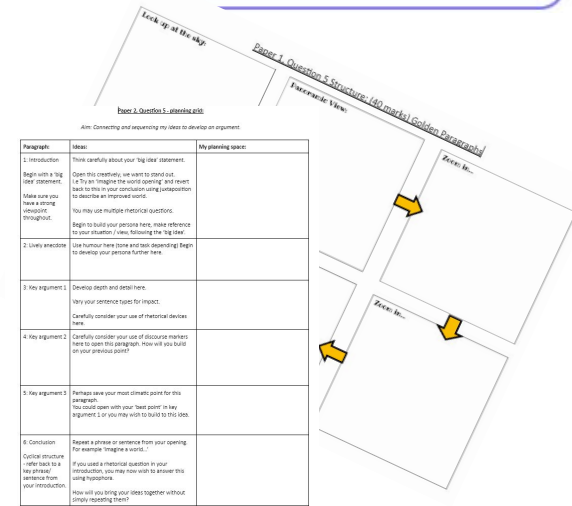
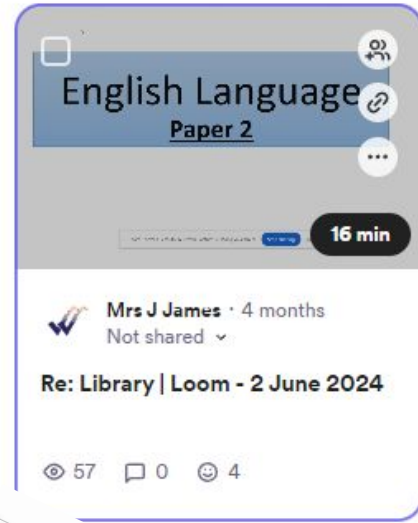
- Remind your children not to revise too late at night. The earlier they start their revision the better.
- Encourage them not to revise after 9pm and go to bed at their normal time. Cramming does not work!
- Ensure they keep to regular meal times.



English Language:

Understanding the exam:

- ✓ 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.
- ✓ Use the scaffolds we have created to support extended writing.



Paper 1:

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 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 1, Question 4:

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

Paper 2:

Paper 2 breakdown:

Paper 1, Question 1:

True or false (4 marks)

Paper 1, Question 2:

Summary (8 marks)
X2-3 comparative paragraphs
Use SQICSQI 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

Paper 1 breakdown:

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

You will be given an extract 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: 19th Century Novel - 30 marks

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

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

English Literature:

JJA

Paper 2 breakdown:

Section A: Modern text - 34 marks (4 of these account for accurate spelling, punctuation and grammar)

*You will be given a choice of two questions from **An Inspector Calls** - you must select one.*

Section B: Power and Conflict Poetry: worth 30 marks

One poem will be printed in the paper and you must compare this to one you have studied.

Section C: Unseen Poetry: worth 34 marks

Part 1 (24 marks) - you will be given a question based on an unseen poem.

Part 2 (8 marks) - you will be given a second unseen poem and you will be asked to compare the methods used by each writer.

Understanding the exam:

- ✓ 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.
- ✓ We are really focussing on ‘big ideas’ and secondary quotes. Planning is crucial!
- ✓ Understanding the mark scheme - pupil friendly mark scheme.
- ✓ It is important to develop your skill and revise essay structure, i.e. introduction, three-four big ideas, 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.

Level	These responses tend to...
6	Focus on the text as conscious construct Present a coherent argument and really use the text to develop their argument / interpretation Analyse aspects of writer's craft; really look closely at the effects of a writer's choice, linked closely to meanings Present a clear overview of text in terms of writer's purpose and context.
5	Start to really think about ideas in a developed way Go deeper / broader than 'this is what it means' and start to explore alternative meanings / readings Start to focus in a thoughtful way on specific elements of writer's craft, linked to meanings Focus more on the abstract; more on themes / ideas than narrative / character feelings.
4	Sustain a focus on an idea, or the task, or a particular technique Start to unpick how the text works and what the writer is doing – in other words, start to 'come out from' the text. Use references effectively to support their idea / point Explain the effect of a writer's method on the text with a clear focus on it having been consciously written Show an understanding of ideas / themes, linked to abstract terms – again, coming 'out' of the text.
3	Explain their ideas – explain what they think and why they think it Deal with the 'whole' text – demonstrate knowledge of the text as a whole Show awareness of the concept of themes / ideas, if undeveloped Identify the effects of a range of methods on reader.
2	Support comments by explanation or references to / from the text. Make comments generally relevant to the task – a clear attempt to answer the question. Identify at least one method and possibly make some comment on the effect of it on reader.
1	Describe the text Recount the narrative Make references to, rather than use references from, the text.

Starting with this extract, how far do you agree that Macbeth is presented as a tragic hero who must be held accountable for his actions?

JJA

Macbeth is wholeheartedly presented as a tragic hero, he is presented as hero who falls from great fortune to misery as a result of his hamartia and hubris. Macbeth must be held accountable for his actions through his tragic flaw of ambition, which consequently result in his descent into madness and evil.

Paragraph 1: Change in status/name

Go straight to the extract and contrast Macbeth's name/description to Act 1.

Act 5: "Of this dead butcher and his fiend-like queen,
Act 1: 'Brave Macbeth'

This negative change in title/description demonstrates his accountability and punishment.

Secondary quotes: 'unseamed him'. Shows the brutal side was always prevalent, but acceptable until he killed Duncan. This shows his evil.

Paragraph 2: Discuss the importance of restoring the equilibrium and how the cyclical nature of the text allows this to occur.

Act 5: 'and enters with the usurper's cursed head'

Act 1: 'fixed his head upon the battlements'

Both quotes here signal accountability for treason. You could link this to the extract 'We will perform in measure, time and place:', which shows balance. Secondary quotes 'in thunder, lightning and in rain'

Paragraph 3: Refer to Macbeth's descent into madness and explain his hallucinations as a punishment.

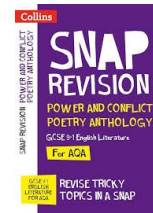
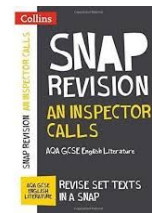
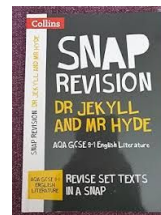
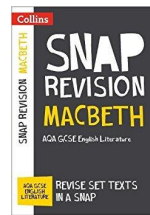
Act 2 Scene 2: 'Will all great Neptune's Oceans wash this deed from my hands?'

Act 3 Scene 4: 'The table is full'. 'Your bones are marrowless; your blood is cold'.

Explain how this descent into madness/hallucinations/visions all display his downfall, which serve as a punishment.

Revision strategies

- ✓ 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.
- ✓ Use Mr Bruff revision and Seneca Learning to support your revision.
- ✓ Revising our essay writing structure and ladder.
- ✓ Power and conflict poetry - grouping your poems by theme.



































































Scan the QR Code [Mr Bruff Revision](#)



Scan the QR Code [Seneca Learning \(Macbeth\)](#)



8. Evaluation	This is particularly effective as...
7. Alternative interpretation	Alternatively, this may suggest... Some readers however, may feel...
6. Structure	Discuss the structure of the poem- consider stanza length, rhyme schemes, irregular or regular patterns and rhythm. Link this to what they could represent.
5. Link to social context/writer's intention	It may be that the writer wanted us to think/imagine... The writer may have been trying to criticise the view of the time as...
4. Secondary quote to contrast or develop	This is furthered later in the poem by "....." which creates a sense of ... This contrasts to the tone created later when...
3. Close analysis of method	The semantic field of... creates a sense of... The use of... makes the reader feel...
2. Evidence explained	This is exemplified in the poem when it says... One way that this is shown is through...
1. Big idea anchored to the question	Both ____ and ____ explore...

 <p>Power and Conflict Poetry</p>	Power of humans	Power of nature	Effects of conflict	Reality of conflict	Loss and absence	Memory	Anger	Guilt	Fear	Pride	Identity	Individual experience
Ozymandias												
London												
The Prelude												
My Last Duchess												
Light Brigade												
Exposure												
Storm on the Island												
Bayonet Charge												
Remains												
Poppies												
War Photographer												
Tissue												
The Emigree												
Kamikaze												
Ck out me History												

Maths

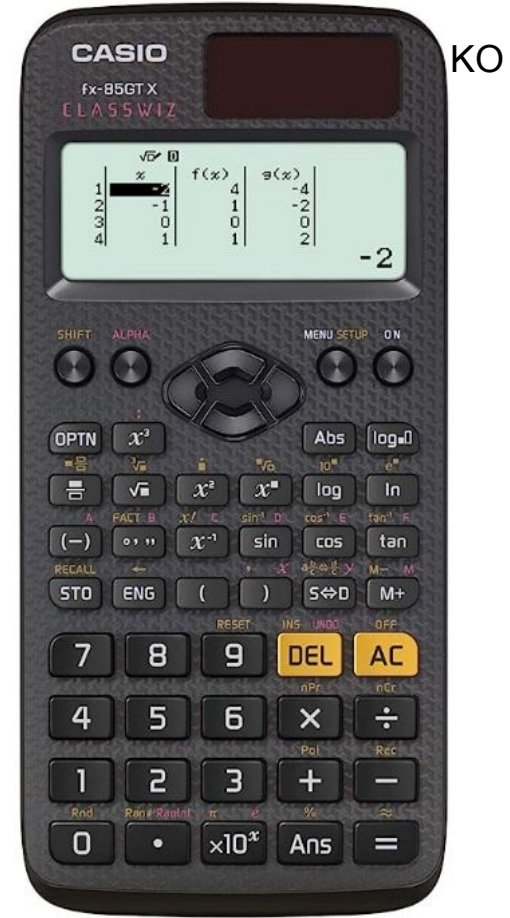
Key Information

Higher Tier (Grades 4 - 9)

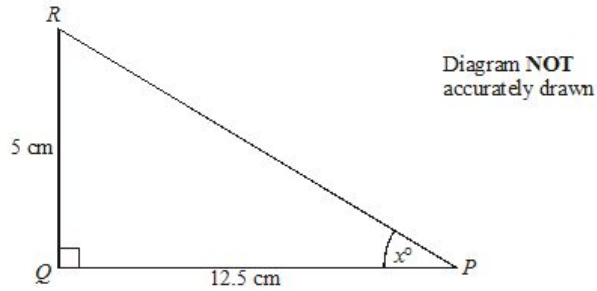
Foundation Tier (Grades 1 - 5)

- 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)



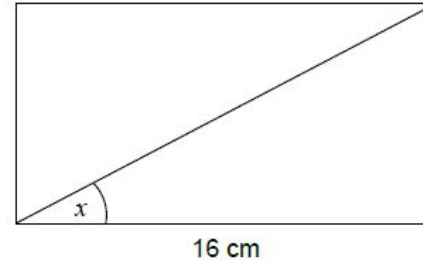
Pupils need to be able to spot which skill is needed



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 cm^2



Work out the size of angle x .

[3 marks]

What are we doing to support your child in maths?

- SOL that focuses on gaps in knowledge and aims to support and stretch pupils.
- Regular use of past exam questions to support exam technique during lessons and for homework.
- 'Staples' tests to support pupils with exam technique.
- Homework that focuses on individualised + whole class weaknesses.
- Revision lists and supportive revision websites shared.
- Regular exposure to tasks designed to build foundational knowledge as well as 'heat map topics'.

What can you do to support your child in maths?

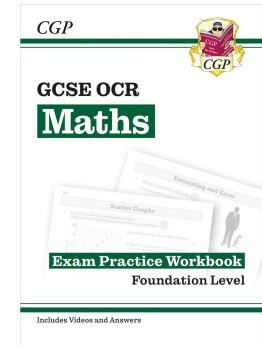
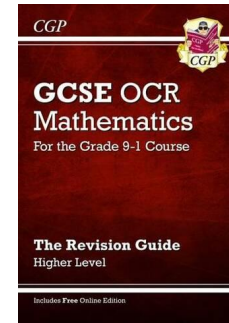
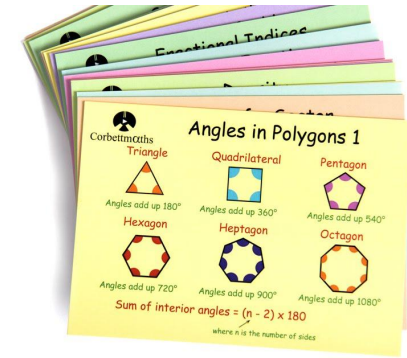
The best way to revise maths is to DO maths

- Encourage attendance at revision sessions.
- Support with organisation and homework deadlines.
- Test your child using flashcards.
- Speak positively about maths.
- Emphasise the importance of maths post 16.

The best way to revise maths is to do maths






- Revisit work you have done using your blue book, a revision guide to support with retrieval tasks.
- Complete 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.
- Complete all homework, homework IS revision focussed.
- Get into good habits; show your workings even on calculator papers.
- Use the revision list to complete tasks on topics you are not confident in.

- 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/>



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

Revision Guides

- Perfect tools to break down revision.
- Step by Step process
- Can be purchased from the ParentPay Shop.

- Visit school website: **www.whickhamschool.org**;
- Click on the '**Parents**' drop-down menu;
- Click on '**Parent Pay**';
- Look under heading '**Getting started with ParentPay**';
- Visit **parentpay.com** and click onto '**Parent Login**'
- Once you have logged in you will find '**Revision guides**' in alphabetical order
- Select the guides relevant to your child and the subjects they study.
- Complete transaction



Key Contacts

Mr Berry	Tuition Support	Ext. 338
Miss O'Brien	Pastoral Leader	Ext. 240
Mr Wilson	Y11 Achievement	Ext. 318
Mrs Elliott	Family Liaison Officer	Ext. 234
Mr Crosland	Assistant Headteacher	Ext. 223



Whickham Sixth Form

PEW

Open evening: Tuesday 26th November 2024

- Strong results
- Personal development opportunities
- A broad curriculum offer that is personalised to meet student needs
- Great relationships that support success
- Impressive facilities
- Culture of independent study
- High quality enrichment opportunities
- Specialist careers support for post-18 destinations and university applications



Feedback

