



Welcome to Year 11



Sale High School

Exam boards have released their provisional timetables for Summer 2022.

Exams will run from 16th May – 20th June.

All students MUST be available up to and including 29th June. This date has been provisionally set as contingency date to be used in case of any possible disruption to the exam timetable.

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Sale High School

SUMMER 2022 EXAM INFORMATION

We are still awaiting the outcome based on the consultation for exams in 2022. The department for education has proposed that exams should go ahead as planned in 2022 with some adaptations.

Once released, Sale High School will communicate the outcome of the consultation to parents and students.

Outcomes Matter. Learning Matters. People Matter.

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GCSE Grading Structure

Students who fail to achieve a standard pass in Maths or English will have to resit at college

Most of the colleges and sixth forms are asking for a 'Good pass' in English and Maths

Visiting Colleges and Sixth Forms have conveyed a clear message to students: 'Your best chance to achieve a grade 4 is at school!'

BTEC Grades to GCSE 9-1 equivalency



Pearson

Key Stage 4 Performance Table Points Comparison 2017 and 2018

The DfE has introduced a new points scale for Performance Tables from 2017. In 2017 and 2018, students will be taking a mixture of the new 9-1 GCSEs and the legacy A*-G GCSEs. The following table shows how the points compare for each grade on the 9-1 GCSEs, A*-G GCSEs, BTEC Firsts and BTEC Tech Awards.

9-1 GCSEs		Legacy GCSEs		BTEC First Awards		BTEC Tech Awards	
Grade & points	Grade terms	Grade	Points	Grade	Points	Grade	Points
9		A*	8.5	L2 D*	8.5	L2 D*	8.5
8		A	7	L2 D	7	L2 D	7
7							
6		B	5.5	L2 M	5.5	L2 M	5.5
5	DfE Strong Pass Top of C, bottom of B	C	4	L2 P	4	L2 P	4
4	DfE Standard Pass Aligned with C						
3		D	3	L1 P	1.75	L1 D	3
2		E	2			L1 M	2
1		F	1.5			L1 P	1.25
U/0		G	1				
		U	0	U	0	U	0

In March 2017, The Secretary of State for Education announced that grade 4 on the new 9-1 GCSEs will be called a **standard pass** and grade 5 will be called a **strong pass**.



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Y11 EXAMINATIONS 2021/22

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PPE EXAMINATION DATES 21/22

Y11 pre public exams are planned according to the dates below. They are subject to change due to any Covid-19 issues that may arise.

Winter Exams

Week commencing 15th
November 2021

Week commencing 22nd
November 2021

PPE Exams

Week commencing 28th February
2022

Week commencing 7th March 2022

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EXAM EQUIPMENT

Due to Covid-19 we are unable to lend any equipment to students during exams. Please ensure that your child has the following equipment. It is vital that they bring it to every exam.

For your exams every student will need:

- ❖ 2 x black ball point pens
- ❖ 2 x pencils
- ❖ Maths set
- ❖ Rubber
- ❖ 30cm ruler
- ❖ Pencil sharpener
- ❖ A clear pencil case or plastic bag (free from any graffiti or notes)
- ❖ Highlighter pen



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2021/22 SYLLABUS CHANGES



English AQA – 2020-22

GCSE LANGUAGE

Paper 1: Explorations in Creative Reading and Writing

1hr 45 50%

- 4 questions on an unseen fiction text
- descriptive or narrative writing task

Paper 2: Writer's Viewpoints and Perspectives

1hr 45 50%

- 4 questions on an unseen fiction and non-fiction text
- writing to express a viewpoint

Speaking and Listening Assignment
0%

GCSE LITERATURE

Paper 1: Shakespeare and the 19th Century Novel

1hr 45 40%

- Macbeth
- A Christmas Carol

Paper 2: Modern Texts and Poetry
2hr 15 60%

- An Inspector Calls
- Poetry (15 'seen' poems and a range of 'unseen' poems)

- **There are no Foundation or Higher tiers** on the English GCSEs – everyone sits the same exam
- **Exams are closed book** - students are not allowed to have any of the books, plays or poems they have studied with them in the exam

Mathematics – 2020-22

- AQA 8300 Linear Course
- Three terminal exam papers
- **Paper 1 (Non-Calculator) 1 ½ Hours, 80 marks**
- **Paper 2 (Calculator) 1 ½ Hours, 80**
- **Paper 3 (Calculator) 1 ½ Hours, 80 marks**
- Higher (9-4) or Foundation (5-1) Tiers

Triple Science – 2020-22

- **Exam Board –EDEXCEL**
- 3 GCSEs – Biology, Physics and Chemistry.
- **How is this course assessed?**
- **100% Examination – Higher and Foundation Tiers**
- **Each** separate GCSE in Biology, Chemistry and Physics, contain a wide variety of topics which will be assessed through **2 x 1 hour 45 min** external exam papers. The course also includes core practicals . Students must carry out / observe **compulsory core practicals** in order to complete the course.

Combined Science – 2020-22

- **Exam Board –EDEXCEL**
2 GCSEs
- **How is this course assessed?**
100% Examination - **Higher and Foundation Tiers**
- Combined Science consists of **six externally examined papers which cover units in Biology, Chemistry and Physics**. The course also includes core practicals . Students must carry out / observe all **compulsory core practicals** in order to complete the course.

GCSE History 2020-22

- AQA Specification
- **Two exam papers** each worth **50%** of the final overall grade
- Units studied;
 - **Paper 1**
 - **Conflict and Tension 1918 – 1939:** *Peacemaking, League of Nations
Origins and outbreak of WW2*
 - **Germany 1890 – 1945:** *Democracy and Dictatorship*
 - **Paper 2**
 - **Elizabethan England 1568 – 1603:** *Elizabeth's court and Parliament,
Life in Elizabethan times, troubles at home and abroad*
 - **Britain: Migration, empires and the people: c790 – present day.** *A
thematic study of how the identity of the people of Britain has been
shaped by their interaction with the wider world.*

Geography GCSE 2020-22

- Geography (AQA)

3 Exams

- Paper 1: Living with the physical environment
35%
- Paper 2: Challenges in the human environment
35%
- Paper 3: Geographical applications **30%** - This an exam based on the analysis and evaluation of fieldwork tasks.
- **Fieldwork**: students will carry out 2 fieldwork tasks.

G.C.S.E. SPANISH 2020-22

4 examination papers at the **END of Year 11**

Paper 1: Listening (25%)

Paper 2: Speaking (25%)

Paper 3: Reading (25%)

Paper 4: Writing (25%)

1. L A) Answer in English
B) Answer in French
2. S A) Role play
B) conversation about a photo
C) General conversation on 2 topics
3. R A) Answer in English
B) Answer in French
C) translation into English
4. W A) writing extended texts on topics
B) translation into French.



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GCSE Technology – 2020-22

- **GCSE Design and Technology** (Eduqas)
- 50% Controlled Assessment (35 hours)
- 50% Written Exam 2 hours
- **Controlled Assessment deadline March 2022**

- **GCSE Computer Science** (OCR)
- 100% Written Exams. 2 exams 1hours 30 each
- Revision guide: Revise OCR GCSE (9-1) J277 Computer Science

GCSE Technology 2020-22

- **GCSE Food Preparation and Nutrition** (Eduqas)
- 50% Controlled Assessment
- 50% Written Exam 1 hour 45 minutes
- Task 1 (15%) **October 2021**
- Task 2 (35%) **March 2022**

Revision guide: Food Preparation and Nutrition
Eduqas GCSE

Expressive Arts 2020-22

GCSE Music (Edexcel)

- A 90 minute written exam covering 8 set works (40%)
- Performance of 2 pieces -one solo, one ensemble (15% each)
- 2 x Compositions (15% each)

NB: Students are expected to attend their weekly peripatetic lessons to ensure they are fully prepared for their performances

Expressive Arts 2020-22

GCSE Music (Edexcel)

- A 90 minute written exam covering 8 set works (40%)
- Performance of 1 pieces -one solo **OR** one ensemble (30%)
- 1 x Composition (30%)

NB: Students are expected to attend their weekly peripatetic lessons to ensure they are fully prepared for their performance

Expressive Arts

GCSE Art and Design 8201 (AQA)

Component 1: Portfolio

A portfolio that in total shows explicit coverage of all four assessment objectives. It must contain a sustained project and a selection of further work.

96 Marks **60%** of GCSE

Component 2: Externally set assignment

Students respond to their chosen starting point from an **externally set assignment** paper relating to their subject title. Covering all four assessment objectives.

Preparation period is from January onwards followed by **10 hours** of supervised time after Easter.

96 marks **40%** GCSE

BTEC HSC Social Science – 2020-22

Health and Social Care BTEC Tech Award

The course is divided into three components:

Component 1: Understand human growth and development across life stages and the factors that affect it (1/3 - Internal Assessment)

Aim A: Understand human growth and development across life stages and the factors that affect it.

Aim B: Investigate how individuals deal with life events.

Component 2: Health and Social Care Services and Values (1/3 - Internal Assessment)

Aim A: Understand the different types of health and social care services and barriers to accessing them.

Aim B: Demonstrate care values and review own practice.

Unit 3: Health and Wellbeing (1/3 - Examined Assessment)

A01: Demonstrate knowledge and understanding of factors that affect health and wellbeing.

A02: Interpret health indicators

A03: Design a person - centred health and wellbeing improvement plan

A04: Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans.

GCSE Expressive Arts 2020-22

GCSE Drama (AQA)

Component 1: Understanding Drama 1hour 45minute (Written Exam) (40%)

This assesses ability to

- *Write a review of a theatre performance*
- *Knowledge of set text (Blood Brothers)*
- *Knowledge and Understanding of Drama and Theatre*

Component 2: Devising Drama (40%) (Practical and Written)

- *Devised Group Performance (Create own from set theme/stimulus) (10% of grade)*
- *Written Devising Log (2500 words) (30% of grade)*

Component 3: Texts in Practice (Practical) (40%) External Examiner

- Performance of two extracts from one play
- Pupils perform Monologue/ duologue
- External examiner will visit and watch the performances

**NB: Students are expected to complete 2 hours of homework set each week.
This is a mixture of practical rehearsals after school and written work.**

OCR PE Sports Studies 2020-22

Cambridge National OCR PE Sports Studies

The course is divided into four units:

R051: Contemporary Issues In Sport (1/4 - External Assessment)

Outcome 1: Understand the issues which affect participation in sport

Outcome 2: Know about the role of sport in promoting values

Outcome 3: Understand the importance of hosting major sporting events

Outcome 4: Know about the role of national governing bodies in sport

R052: Developing Sports Skills (1/4 - Internal Assessment)

Outcome 1: Be able to use skills, techniques and tactics/ strategies/ compositional ideas as an individual performer in a sporting activity

Outcome 2: Be able to use skills, techniques and tactics/ strategies/ compositional ideas as a team performer in a sporting activity

Outcome 3: Be able to officiate in a sporting activity

Outcome 4: Be able to apply practice methods to support improvement in a sporting activity.

R053: Sports Leadership (1/4 - Internal Assessment)

Outcome 1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership

Outcome 2: Be able to plan sports activity sessions

Outcome 3: Be able to deliver sports activity session

Outcome 4: Be able to evaluate own performance in delivering a sports activity session.

R054: Sport And The Media (1/4 - Internal Assessment)

Outcome 1: Know how sport is covered across the media

Outcome 2: Understand positive affects that the media can have on sport

Outcome 3: Understand negative affects that the media can have on sport

Outcome 4: Understand the relationship between sport and the media

Outcome 5: Be able to evaluate media coverage of sport

Physical Education 2020-22

- **GCSE PE (AQA)**
- Written paper 1 (**1hr 15mins**) 30% – The Human Body and Movement in Physical Activity and Sport
- Written paper 2 (**1hr 15mins**) 30% - Socio-cultural Influences and Well-being in Physical Activity and Sport
- Practical performance in physical activity and sport (2 activities) 30%
- Coursework – Analysis of Performance 10%

BTEC Technical award in Enterprise

Exam board: Edexcel

Component 1: Exploring Enterprises

Assessment type: Internal 30% weighting

Description

Students will examine different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.

Component 2: Planning for and Running an Enterprise

Assessment type: Internal 30% weighting

Description

Students will individually select an idea for an enterprise to plan and pitch. They will work individually or as a small group to run a micro-enterprise activity and will develop their skills in operating and reviewing the success of the enterprise.

Component 3: Promotion and Finance for Enterprise

Assessment type: External 40% weighting

Students will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Learners will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

How to help your child...

- Ensure excellent attendance
- Keep well equipped – pens, highlighters , paper, flashcards, notebooks
- Arrange any holidays so that they do not affect attendance in term time and keep school ‘holidays’ as free as possible
- Keep track of deadlines and support your child in meeting them
- Check Show My Homework and support the completion of tasks
- Ensure your child has all of the relevant revision guides

How to help your child

- Ensure your child prepares for Winter Mock Exams and Spring PPE's as though they were the real thing
- Ensure your child engages with the full programme of revision sessions offered during school 'holidays' –
- Talk to them about their subjects and revision
- Ensure they understand that sacrifices are necessary...
- ...but also understand that they will need breaks and rewards
- Get in touch immediately with any concerns
- Support your child in creating and following revision timetables



**By failing to prepare, you
are preparing to fail.**

Benjamin Franklin



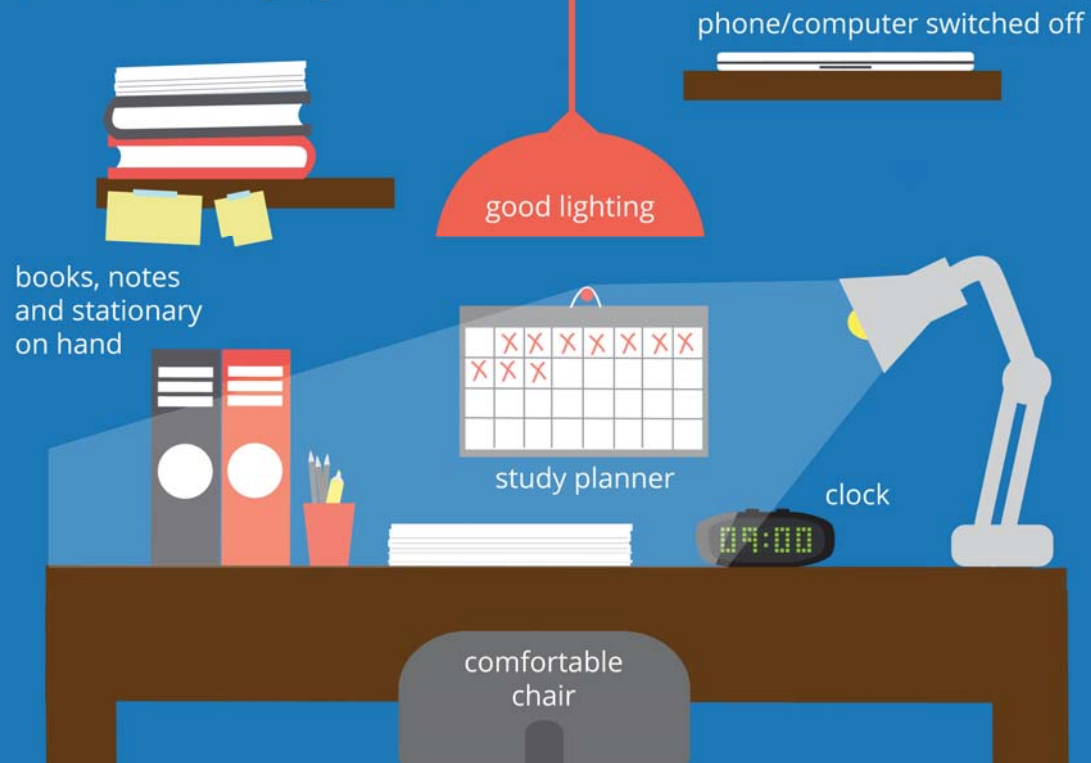
I don't know how to
revise

Why bother? I'll
revise for the real
exams!

It's too late to start
now!

How can I help my child to revise...

An ideal study place



Sale High School

How can I help my child to revise...

	4.00 – 4.30	4.30 – 5.00	5.00 – 5.30	5.30 – 6.00	6.00 – 6.30	6.30 – 7.00	7.00 – 7.30	7.30 – 8.00	8.00 – 8.30
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

	9.00 – 9.30	9.30 – 10.00	10.00 – 10.30	10.30 – 11.00	11.00 – 11.30	11.30 – 12.00	12.00 – 12.30	12.30 – 1.00
Saturday AM								
	1.00 – 1.30	1.30 – 2.00	2.00 – 2.30	2.30 – 3.00	3.00 – 3.30	3.30 – 4.00		
Saturday PM								
	9.00 – 9.30	9.30 – 10.00	10.00 – 10.30	10.30 – 11.00	11.00 – 11.30	11.30 – 12.00		
Sunday AM								
	1.00 – 1.30	1.30 – 2.00	2.00 – 2.30	2.30 – 3.00	3.00 – 3.30	3.30 – 4.00		
Sunday PM								

Help your child plan an achievable revision timetable. Start by blocking out any regular activities that they cannot or do not want to give up.



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How can I help my child to revise...

	3.15-4.00	4.00-4.30	4.30-5.00	5.00-5.30	5.30-6.00	6.00-6.30	6.30-7.00	7.00-7.30	7.30-8.00	8.00-8.30	8.30-9.00	9.00-9.30
M	Period 6											
T	Period 6			Football Training								
W	Period 6	Town with friends								Netflix Night		
T												
F								Night off				

	9.00-9.30	9.30-10.00	10.00-10.30	10.30-11.00	11.00-11.30	11.30-12.00	12.00-12.30	12.30-1.00
Saturday AM			Play football				LUNCH BREAK	
	1.00-1.30	1.30-2.00	2.00-2.30	2.30-3.00	3.00-3.30	3.30-4.00	4.00-4.30	4.30-5.00
Saturday PM								Out with friends
	9.00-9.30	9.30-10.00	10.00-10.30	10.30-11.00	11.00-11.30	11.30-12.00	12.00-12.30	12.30-1.00
Sunday AM							Grandparents	
	1.00-1.30	1.30-2.00	2.00-2.30	2.30-3.00	3.00-3.30			
Sunday PM	Grandparents							

**Include breaks and treats.
Be strategic – spread out
breaks and treats.**



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How can I help my child to revise...

	3.15 – 4.00	4.00 – 4.30	4.30 – 5.00	5.00 – 5.30	5.30 – 6.0
M	Period 6	After-school Maths Revision		Homework	
T	Period 6		Homework		
W	Period 6	Town with friends		Maths	
T	Homework in the library		French		Science

Include any extra curricular work they already do.



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How can I help my child to revise...

	3.15 – 4.00	4.00 – 4.30	4.30 – 5.00	5.00 – 5.30	5.30 – 6.00	6.00 – 6.30	6.30 – 7.00	7.00 – 7.30	7.30 – 8.00	8.00 – 8.30	8.30 – 9.00	9.00 – 9.30
M	Period 6	After-school Maths Revision		Homework	English Literature Poetry		History		Science			
T	Period 6		Homework	Football Training					Maths			
W	Period 6	Town with friends		Maths		English Literature Poetry	French	Netflix Night				
T	Homework in the library		French	Science		History		Science				
F		Graphics		English Language	French							

	9.00 – 9.30	9.30 – 10.00	10.00 – 10.30	10.30 – 11.00	11.00 – 11.30
Saturday AM		Maths	Play football		
	1.00 – 1.30	1.30 – 2.00	2.00 – 2.30	2.30 – 3.00	3.00 – 3.30
Saturday PM	Science		Graphics		English Language
					History
					Out with friends
	9.00 – 9.30	9.30 – 10.00	10.00 – 10.30	10.30 – 11.00	11.00 – 11.30
Sunday AM		French	English Literature Poetry	Maths	Grandparents
	1.00 – 1.30	1.30 – 2.00	2.00 – 2.30	2.30 – 3.00	3.00 – 3.30
Sunday PM	Grandparents	Graphics	Science		Homework

Spread your revision out and allow for short breaks between short bursts of work.



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How can I help my child to revise...

To support revision we have compiled a booklet of all the topics to be studied in each GCSE subject

History Paper 1: Conflict and Tension, 1918-1955: Peacebuilding	History Paper 2: Elizabethan England 1568-1603: Elizabeth's Court and Parliament: Elizabeth's background and character: Elizabeth's Court and Government: Elizabeth's marriage and succession: The end of Elizabeth's reign: Life in Elizabethan times
The 1918 Armistice	Poverty
The Versailles settlement and reaction	Golden Age
Other treaties after WW1	Elizabethan theatre
The League of Nations and International Peace	Elizabethan exploration
The formation of the League	Troubles at home and abroad
The weaknesses of the League in the 1930's	The religious settlement
The Great Depression	Mary Queen of Scots
The Manchurian Crisis	The Northern Rebellion
The invasion of Abyssinia	The Catholic threat
The collapse of the League	The Puritan threat
The origins and Outbreak of the Second World War	War with Spain
The rise of European Dictators	The Spanish Armada
German expansion 1933-1939	Historic environment: Site study
The escalation of tension 1939-1939	The Globe Theatre
The end of appeasement	The themes that can be applied
The start of the Second World War	school resources
Exam Skill practice	Exam question practice:
Source analysis (4 marks)	Interpretation 'how convincing'
How useful are sources... and... (12 marks)	Explain (8 marks)
Write an account (12 marks)	Write an account (8 marks)
How far do you agree... (16 marks)	Globe site study question
Germany, 1800-1845: Democracy and Dictatorship	
Germany and the growth of democracy	
James Watson	

Geography
Paper 1
Challenge of natural hazards - tectonics, earthquakes, weather/tropical storms, global atmospheric circulation, UK extreme weather, climate change
The living world - ecosystems, UK and global biomes, tropical rainforest (Amazon) explaining the interconnections, causes of deforestation and solutions, sustainable management. Hot deserts explain the ecosystem interconnections, Thar desert case study challenges and opportunities there, desertification.
Physical landscape of the UK - the UK's landscape of highland, lowland and river basins. Coastal processes, landforms, engineering, management (Holderness). Rivers - river valley terms, processes, landforms, River Tees example, hard/soft engineering and River Banbury flood defence
Paper 2
Urban issues and challenges - urbanisation, megacities, opportunities and challenges of cities (Mumbai & Dharavi), UK cities change (Multicultural Manchester and industry), Manchester example for sustainable transport, RedZED sustainable cities
Changing economic world - measure development, DTM, cuases of uneven development, consequences of uneven development, reducing the development gap strategies, tourism (Jamaica), economic development in the UK
Challenge of resource management- where are the global resources, overview of food, water and energy. Water - what is the global demand for water, what is water insecurity and who has it, how to increase water supply, sustainable water supplies, examples: Whakel river Basin Project and the south to north water transfer
Paper 3
Issue evaluation (will be revised when we get the pre-release form AQA a few weeks before the exam)
Fieldwork - what are your field work titles? Methodology (what and why), location (where and why?), risk assessments, results, what plans did you do and

Chemistry - Paper 2	Physics - paper 2
The alkali metals	Work, energy and power
The halogens	Interacting forces
Reactions of halogens	Free-body force diagrams
Halogen displacement reactions	Resultant forces
The noble gases	Circuit symbols
Rates of reaction	Series and parallel circuits
Investigating rates of reaction	Current and charge
Heat energy changes	Energy and charge
Reaction profiles	Ohm's law
Calculating energy changes	Resistors
Crude oil	I-V graphs
Fractional distillation	Electrical circuits
Alkanes	The LDR and thermistor
Incomplete combustion	Current heating effect
Acid rain	Energy and power
Choosing fuels	a.c and d.c circuits
Cracking	Mains electricity and the plug
The early atmosphere	Magnets and magnetic fields
Greenhouse effect	Current and magnetism
	Electromagnetism and force
	transformers
	Transmitting electricity
	Changes of state
	Density
	Investigating density
	Energy and changes of state
	Thermal properties of water
	Pressure and temperature
	Elastic and inelastic distortion



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How can I help my child to revise...

Combined Science Paper 2		
Biology – paper 2	Chemistry - Paper 2	Physics – paper 2
Photosynthesis	The alkali metals	Work, energy and power
Limiting factors	The halogens	Interacting forces
Light Intensity	Reactions of halogens	Free-body force diagrams
Specialised plant cells	Halogen displacement reactions	Resultant forces
Transpiration	The noble gases	Circuit symbols
Translocation	Rates of reaction	Series and parallel circuits
Water uptake in plants	Investigating rates of reaction	Current and charge
Hormones	Heat energy changes	Energy and charge
Adrenalin and Thyroxine	Reaction profiles	Ohm's law
The menstrual cycle	Calculating energy changes	Resistors
Control of the menstrual cycle	Crude oil	I-V graphs
Assisted reproductive therapy	Fractional distillation	Electrical circuits
Blood glucose regulation	Alkanes	The LDR and thermistor
Diabetes	Incomplete combustion	Current heating effect
Exchanging materials	Acid rain	Energy and power
Alveoli	Choosing fuels	a.c and d.c circuits
Blood	Cracking	Mains electricity and the plug
Blood Vessels	The early atmosphere	Magnets and magnetic fields
The heart	Greenhouse effect	Current and magnetism
Aerobic respiration		Current, magnetism and force
Anaerobic respiration		Electromagnetic induction and transformers
Rate of respiration		Transmitting electricity
Changes in heart rate		Changes of state
Ecosystems and abiotic factors		Density
Biotic factors		Investigating density
Parasitism and mutualism		Energy and changes of state
Fieldwork techniques		Thermal properties of water
Organisms and their environment		Pressure and temperature
Human effects of the environment		Elastic and inelastic distortion

Encourage your child to go through this booklet identifying what topics they feel confident about and which they need to spend time on.



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Combined Science Paper 2		
Biology – paper 2	Chemistry - Paper 2	Physics – paper 2
Photosynthesis	The alkali metals	Work, energy and power
Limiting factors	The halogens	Interacting forces
Light Intensity	Reactions of halogens	Free-body force diagrams
Specialised plant cells	Halogen displacement reactions	Resultant forces
Transpiration	The noble gases	Circuit symbols
Translocation	Rates of reaction	Series and parallel circuits
Water uptake in plants	Investigating rates of reaction	Current and charge
Hormones	Heat energy changes	Energy and charge
Adrenalin and Thyroxine	Reaction profiles	Ohm's law
The menstrual cycle	Calculating energy changes	Resistors
Control of the menstrual cycle	Crude oil	I-V graphs
Assisted reproductive therapy	Fractional distillation	Electrical circuits
Blood glucose regulation	Alkanes	The LDR and thermistor
Diabetes	Incomplete combustion	Current heating effect
Exchanging materials	Acid rain	Energy and power
Alveoli	Choosing fuels	a.c and d.c circuits
Blood	Cracking	Mains electricity and the plug
Blood Vessels	The early atmosphere	Magnets and magnetic fields
The heart	Greenhouse effect	Current and magnetism
Aerobic respiration		Current, magnetism and force
Anaerobic respiration		Electromagnetic induction and transformers
Rate of respiration		Transmitting electricity

Common traps of revision....



Don't fall into the common traps of revision....

- ▶ Revising what they already know or are good at because it makes them feel good
- ▶ Avoiding topics/subjects they find difficult
- ▶ Revising with the TV on
- ▶ Listening to music while revising
- ▶ Copying things out and making them look pretty
- ▶ Getting distracted by social media

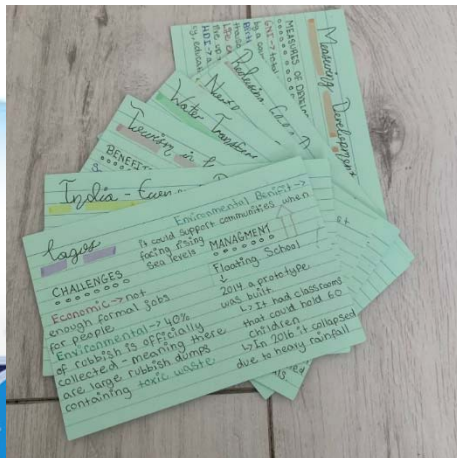
How good revision can be useful...

- ▶ Reducing large amounts of information into more manageable chunks
- ▶ Creating your own resources that you can return to later
- ▶ Identifying and addressing gaps in your knowledge
- ▶ Revisiting something you might not have studied for a long time and stimulating your memory of that topic
- ▶ Identifying topics/skills that you need to revisit with your teacher

How to revise...



Ensure they condense what they revise into notes and flash cards that they can return to



Sale High School

BASES & ALKALIS

AN INTRODUCTION

definition:

a substance which reacts with an acid to produce a salt and water only, and are metal hydroxides or metal oxides

- contains either oxide ions, O^{2-} , or hydroxide ions, OH^-

PHYSICAL PROPERTIES

- slippery to the touch in aqueous solution
- taste astringent
- red litmus \rightarrow blue
- mostly insoluble
- bitter taste, feel soapy
- dissolve in water
- good conductor of electricity
- soapy to the touch
- corrosive if concentrated



COMMON BASES

sodium oxide	Na_2O
zinc oxide	ZnO
copper(II) oxide	CuO
magnesium hydroxide	$Mg(OH)_2$
aluminium hydroxide	$Al(OH)_3$

COMMON ALKALIS

sodium hydroxide	$NaOH \rightarrow Na^+ OH^-$
calcium hydroxide	$Ca(OH)_2 \rightarrow Ca^{2+}, OH^-$
potassium hydroxide	$KOH \rightarrow K^+ OH^-$
barium hydroxide	$Ba(OH)_2 \rightarrow Ba^{2+}, OH^-$

ALKALIS

definition:

a compound that is a soluble base, and produces hydroxide ions, OH^- , as the only negative ions when dissolved in water

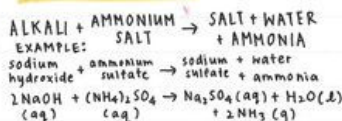
- usually group I metal oxides and hydroxides

reactions

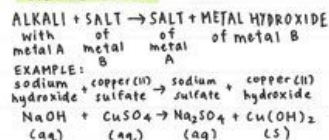
ACID (neutralisation)

BASE + ACID \rightarrow SALT + WATER

AMMONIUM SALT



METAL SALT



if insoluble in water, resulting metal hydroxide appears as a precipitate

Producing notes

- ▶ Students need to process what they read – reduce complex topics into notes
- ▶ Avoid full sentences – cut out the ‘fluff’
- ▶ Set a target of filling no more than 1 side of A4 or a note card for a topic
- ▶ Include illustrations/images
- ▶ Use colour to highlight key words and ideas
- ▶ Present the information in a memorable way but don't spend too long making it look pretty

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- usually group 1 and hydroxides

reaction

ACID + neutral

BASE + ACID \rightarrow

AMMONIUM SALT

ALKALI + AMMONIUM

EXAMPLE: SALT

sodium hydroxide + ammonium sulfate

$2NaOH + (NH_4)_2SO_4$

(aq) (aq)

METAL SALT

ALKALI + SALT \rightarrow

with of of of metal A metal metal B

EXAMPLE: sodium, copper(II) sodium + copper(II)

hydroxide + sulfate \rightarrow sulfate + hydroxide

$NaOH + CuSO_4 \rightarrow Na_2SO_4 + Cu(OH)_2$

(aq) (aq) (aq) (s)

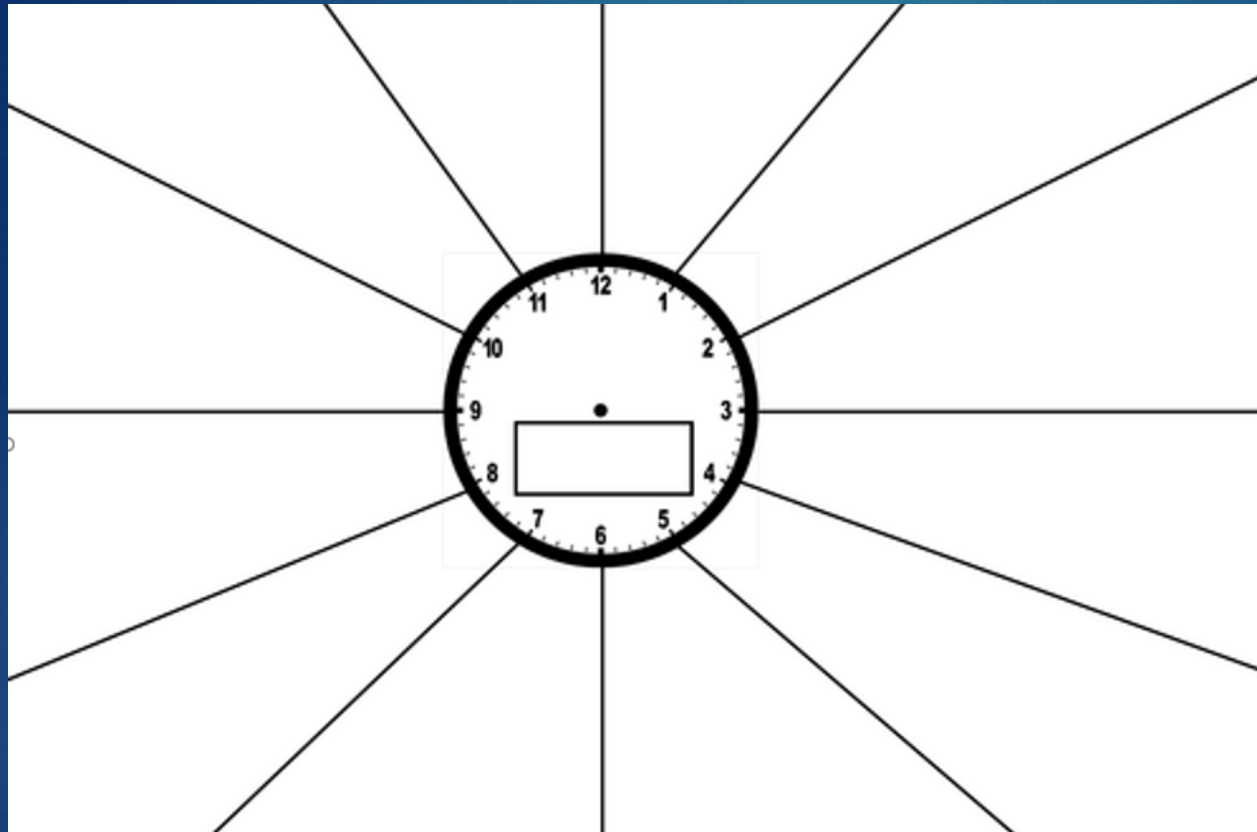
if insoluble in water, the resulting metal hydroxide appears as a precipitate

Producing notes

- Students need to process what they read – reduce complex topics into notes

A single note sheet like this will reduce the time students need to spend when they come back to this topic ...

- Use colour to highlight key words and ideas
- Present the information in a memorable way but don't spend too long making it look pretty



Revision O'Clock is a way of testing what you know.

First, come up with 12 topics or areas, one for each segment.

Next decide how much time you will spend on each 'topic' or segment of the clock (e.g. 12 x 3 minutes).

Now, against the clock, note everything you know in each segment. Finally, review your notes against the revision guide.

CONTENTS	
Introduction	
Introducing 'A Christmas Carol' and Dickens	1
Background Information	2
Who's Who in 'A Christmas Carol'	3
'A Christmas Carol' — Plot Summary	4
Section One — Background and Context	
Poverty in Victorian Britain	6
Malthus and the 1834 Poor Law	7
Charity and Education	8
Religion and Christmas	9
Practice Questions	10
Section Two — Discussion of Chapters	
Chapter Analysis — Marley's Ghost	12
Chapter Analysis — The First of the Three Spirits	14
Chapter Analysis — The Second of the Three Spirits	16
Chapter Analysis — The Last of the Spirits	18
Chapter Analysis — The End of It	20
Practice Questions	22
Section Three —	
Character	
Section Four —	
The Christmas Spirit	
Redemption	
Poverty and Social Responsibility	
Family	
Practice Questions	
Section Five — Writer's	
Structure and Narrative	
Language	
Symbolism and Imagery	
Practice Questions	
Section Six —	

Look at the contents page of your revision guide and decide which sections/topics you want to revise and how you will group them on your cards.

It could be:

- one page per card
- one section per card
- one topic/character per card

Or you might decide that you need several cards to cover a topic/section

Character Profile — The Cratchit Family

Bob Cratchit is Scrooge's clerk. He gets paid a pittance by Scrooge and has to work in poor conditions. Dickens uses Bob and his family to illustrate the social problems that poverty caused in the Victorian era.

The Cratchits are poor but loving

- 1) Mr and Mrs Cratchit have six children — Martha, Peter, Belinda, two "smaller Cratchits" and Tiny Tim. Except for Martha, they all live in the same four-roomed house. They're loving and cheerful despite their poverty.
- 2) Dickens's depiction of the Cratchits reminds the reader that poor people are not just a social problem — they're individuals and families who share joys, love, sorrows and fears like anyone else.

Theme — Family

Unlike Scrooge, who's rich but lonely, the Cratchit family are poor but rich in love. The Cratchits' happiness shows that family and companionship is more likely to bring happiness than money.

Bob Cratchit is Scrooge's employee

- 1) As Scrooge's clerk, Bob is uncomplaining and tolerant. He works quietly in his "dismal little" office despite the bitter cold.

obedient and deferential — he greets Scrooge's greetings "cordially" and addresses Scrooge as "sir".

Read through the section you are condensing onto cards and highlight key words, phrases or ideas.

Monday 16th September 2018
Structure in The Tell-tale Heart

Starter -

The opening is effective as:

- there is use of short sentences, grabs the reader's attention 'BLUE!'
- Use of ~~the~~ caps
- it uses a question that would make the reader feel intrigued to read on.
- 'Will' - for future?
- mid-conversation

- Q1 1. The narrator is nervous
 2. The narrator has a disease
 3. The disease has sharpened the narrator's senses
 4. The narrator has heard 'all things in heaven and above' or
- He loved the old man
 - His sense of hearing was acute
 - He heard many things in hell

Q2 In the ~~beginning~~ ^{very words} beginning, the writer introduces the narrator. The quote 'but why will you say that I am mad!' indicates that he is an unreliable narrator and therefore makes you want to doubt 'whatever he will say next. I heard all things in heaven and on earth' adds onto the ~~passage~~ ^{passage} intensity. The ~~pass~~ ^{pass} pace is fast and almost ~~stutter~~ ^{stutter}. This is effective as the reader feels like they are being dragged into it. For the use of short sentences, the writer ~~concentrates~~ ^{concentrates} grabs the attention of the reader. The writer then changes focus to the narrator to the 'old man'.

View of narrator (lower on)

Describe the old man

Quick pace mostly

Change in mood

He is affected

*Unreliable narrator

TRUST narrator, very, very heavily because I don't say what I think. The disease has sharpened my senses, but not my mind. I heard many things in hell. How sharp, how healthy, how calmly, I can tell you the whole story.

It is impossible to say how first the idea entered my head; and right now, when I look upon that poor man, I feel like I can see him as he lay upon his bed. Not a madman, he had never wronged me; he had no reason to hate me. And I had no desire. I think it was his eye! Yes, it was that of a cat - a pale blue eye with a film over it. It was always shut, and he took no notice of it. His blood ran cold, and so by degrees, very gradually, the idea of the old man, and thus rid myself of the eye.

Now this is the point. You fancy me mad. Madmen have seen me. You should have seen how wisely I proceeded - with what foresight, with what dissimulation, I see the old man then. During the whole week before I opened the door, I turned the latch of his door and opened it just as much as usual - no cautiously - cautiously (the finger creaked), I undid it just as much that a single ray of light came upon the wall. And this I did for seven long nights, every night just at midnight. But I found the eye always closed, and so it was impossible to do the work. For it was not the old man who vexed me but his Evil Eye. And every morning, when the day broke, I went boldly into the chamber and I spoke courageously to him, calling him by name in a hearty tone, and inquiring how he had passed the night. So you see he would have been a very profound old man, indeed. To suspect that every night, just at midnight, I looked in upon him while he slept.

Now this is the point. I had a thin steady custom in opening the door. A watch's minute hand moves more quickly than did mine. Never before that night had I lost the extent of my own powers of my senses. I could scarcely contain my feelings of triumph. To think that ~~that~~ I was opening the door into his room, and he not even to dream of my secret deeds or thoughts, I fairly chuckled at the idea, and perhaps he heard me. For he moved on the bed suddenly as if startled. Now you may think that I drew back - but no. The room was as black as pitch with the thick darkness that the shutters were close fastened through fear of robbers, and so I knew that he could not see the opening of the door, and I kept putting it on steadily, steadily.

Slower pace

He is affected

Time compression

a bit more intimidating

Stops thought for a moment

You might want to look through your exercise book or other sources of information at the same time and combine ideas and notes on your cards.

redemption in a christmas carol - X

uk.search.yahoo.com/yhs/search;_ylt=AwrJKiCYjKNdN6wA2jZ3Bwx;_ylc=X1MDMjExNDcxNzU1OQRfcgMyBGZyA3locy1pdG0tMDAx8GdwcmkA1h0RD

redemption in a christmas carol

Web Images Video Anytime

Themes - Revision 3 - GCSE English Literature - BBC Bitesize
www.bbc.co.uk/bitesize/guides/z9r49j6/revision/3
The main ideas in a text are called themes. In *A Christmas Carol* these include Christmas, redemption and social injustice. Dickens also deals with the themes of family and forgiveness.

A Christmas Carol - redemption - Revision Notes in GCSE ...
getrevising.co.uk/.../a-christmas-carol-redemption
Scrooge's redemption is a key part of the novel. All through the novel there are hints that Scrooge will be redeemed. It is the change in Scrooge's behaviour that causes him to achieve redemption, as he learns the value of empathy, family and kindness.

Redemption In A Christmas Carol - Video Results

Thumbnail	Title	Source	Duration
	GCSE - A Christmas Carol - Change & Redemption	youtube.com	5:41
	Redemption in A Christmas Carol	youtube.com	12:38
	A Christmas Carol - Change & Redemption	youtube.com	16:26
	A Christmas Carol: Redemption of Scrooge	youtube.com	35:52

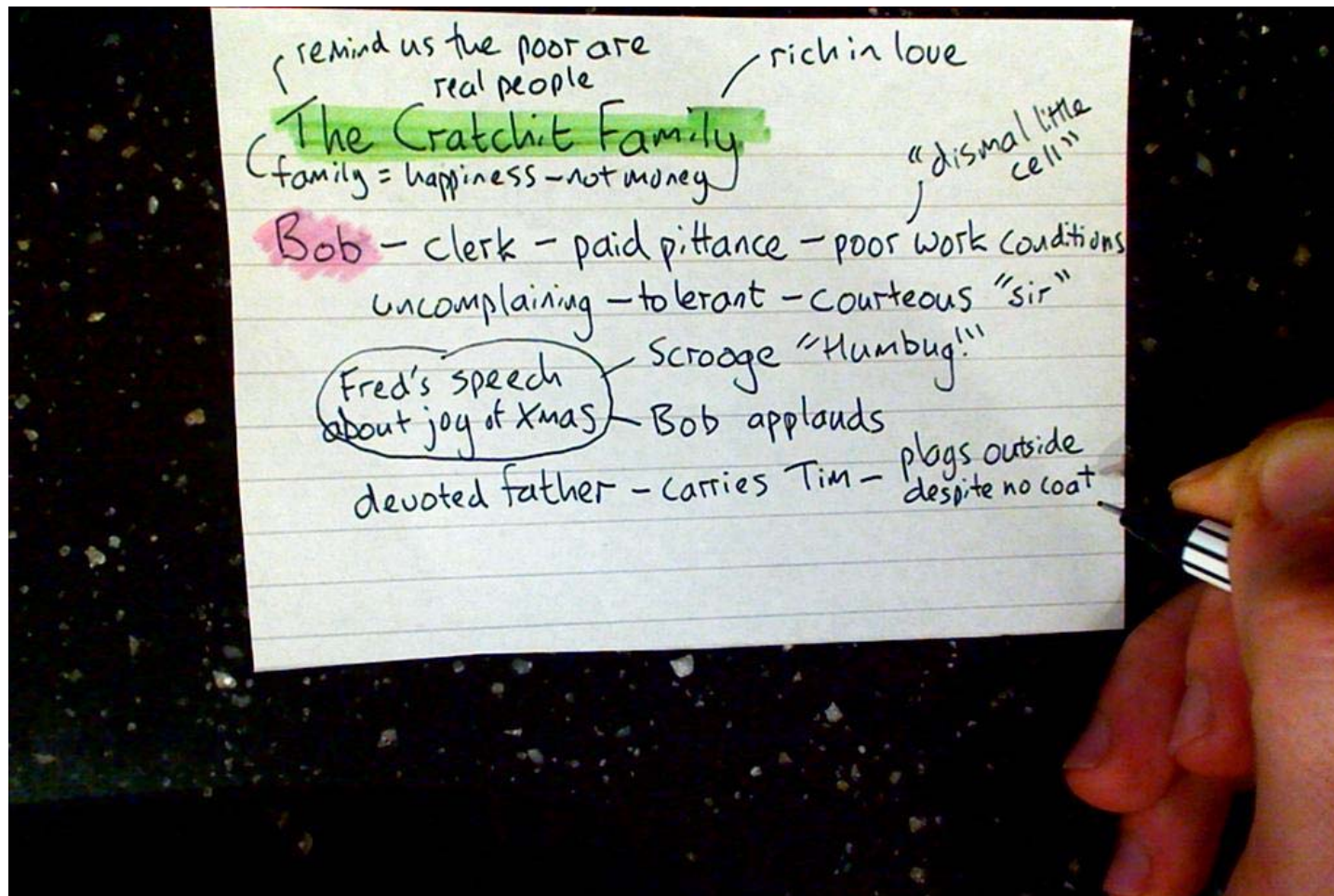
[More Redemption In A Christmas Carol videos](#)

Discuss the theme of "redemption" in Charles Dickens' A ...
www.enotes.com/homework-help/discuss-theme...
The theme of redemption is the whole point of Dickens' "A Christmas Carol." Ebenezer Scrooge -- a name that has become synonymous with an angry temperant and excessive thriftiness during the ...

Type here to search

21:44 13/10/2019

Anything you come across that you don't understand you will need to research and clarify. You can speak to your teacher, check with a friend or use the internet.



Transfer what you have highlighted onto your cards.

Ensure you give cards clear headings.

Use bubbles, colour, arrows and drawings to help organise your notes and make them clear.

You can further reduce what you have highlighted, or phrase them differently to make sense.

REMEMBER: Your notes will need to make sense to you when you come back to them.

• remind us the poor are
real people

The Cratchit Family
(family = happiness - not money)

rich in love

"dismal little
cell"

Bob - clerk - paid pittance - poor work conditions
uncomplaining - tolerant - courteous "sir"

Fred's speech
about joy of Xmas

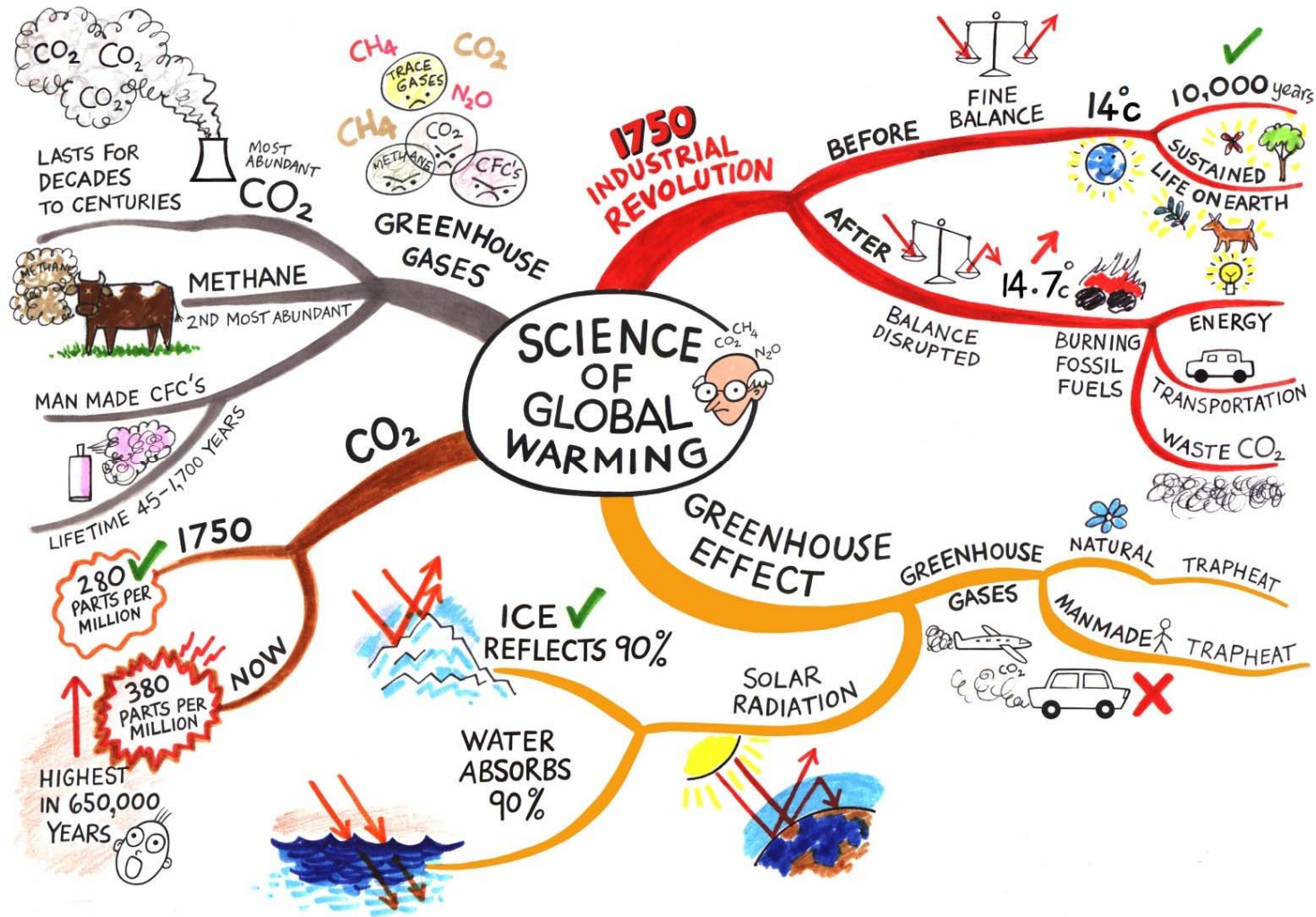
Scrooge "Humbug!"

Bob applauds

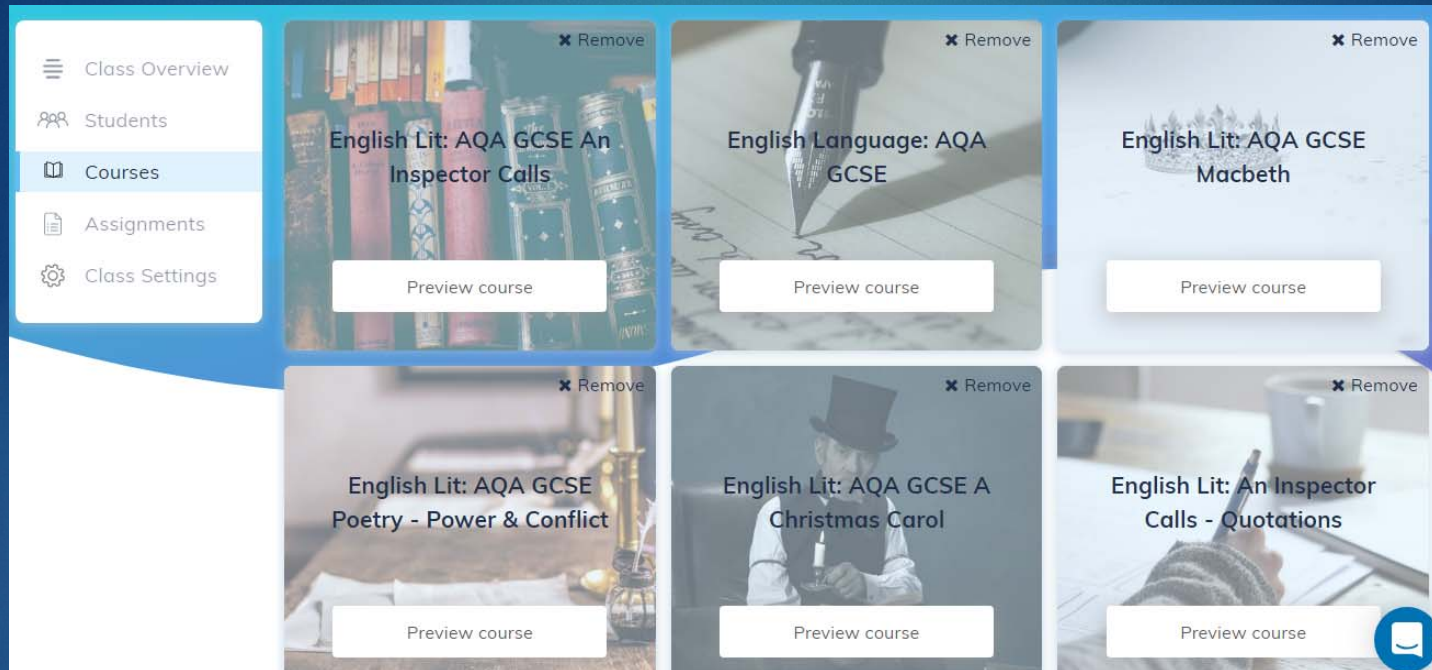
devoted father - carries Tim - plays outside
despite no coal

Ideally, gather your revision cards together for particular topics, hole punch the top corner, and use a treasury tag or something similar to keep them together.

Store them in a safe place and return to them repeatedly before your exams. You can always add further notes as your knowledge deepens.

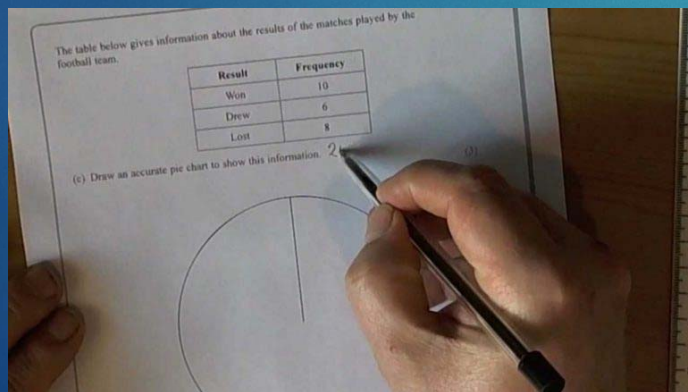


<https://app.senecalearning.com>



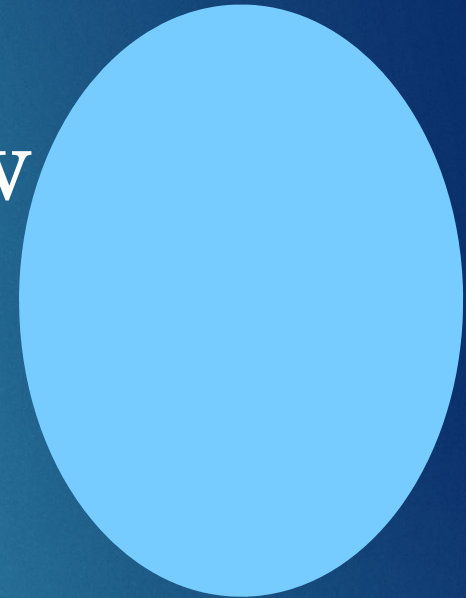
- ▶ Most students have accessed Seneca through school and have logins.
- ▶ There are online courses for most GCSE subjects.
- ▶ Anyone can sign up at any time – it gives instant feedback and tracks your progress.

Many students enjoy the immediacy and engaging, interactive nature of Seneca. However, good revision will include a range of strategies.



Key Revision Messages

- ▶ Start early – start now
- ▶ Plan your revision
- ▶ Revisit and repeat



Winter and March Exams

- These exams will be sat in the sports hall wherever possible to give students the experience of performing under exam conditions
- These will take place over a 2 week window in the school calendar
- At this stage grades/exams will not reflect coursework elements or the whole curriculum studied in each subject. Teachers predictions will take this into account.
- The exams will only provide an indicator of performance for the part of the curriculum assessed.



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Revision Sessions

- Intervention Form time
 - Period 6 (Mon-Wed)
 - Half-term and 'holiday' revision sessions
 - By arrangement with staff
-
- **Evenings, weekends and 'holidays' at home!**



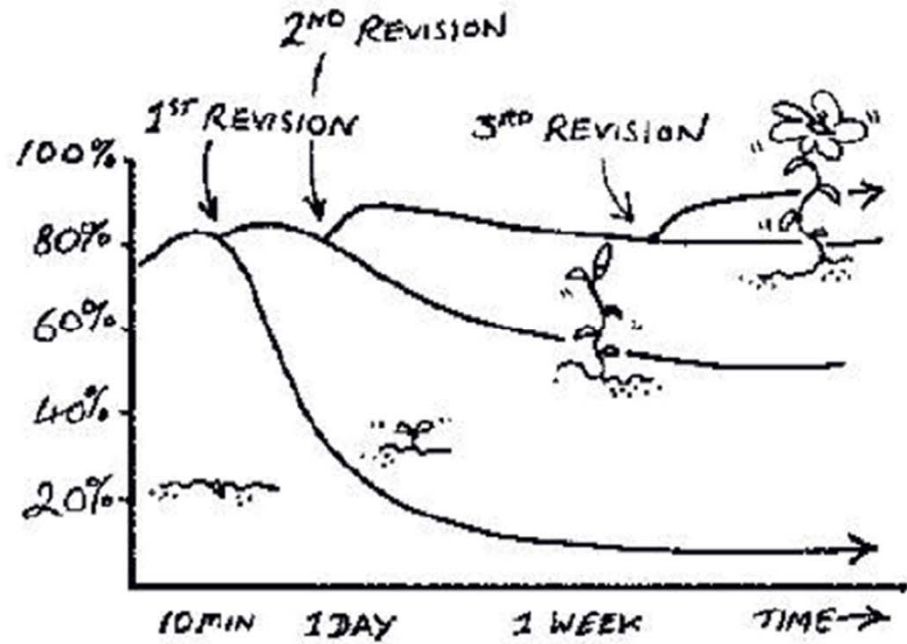
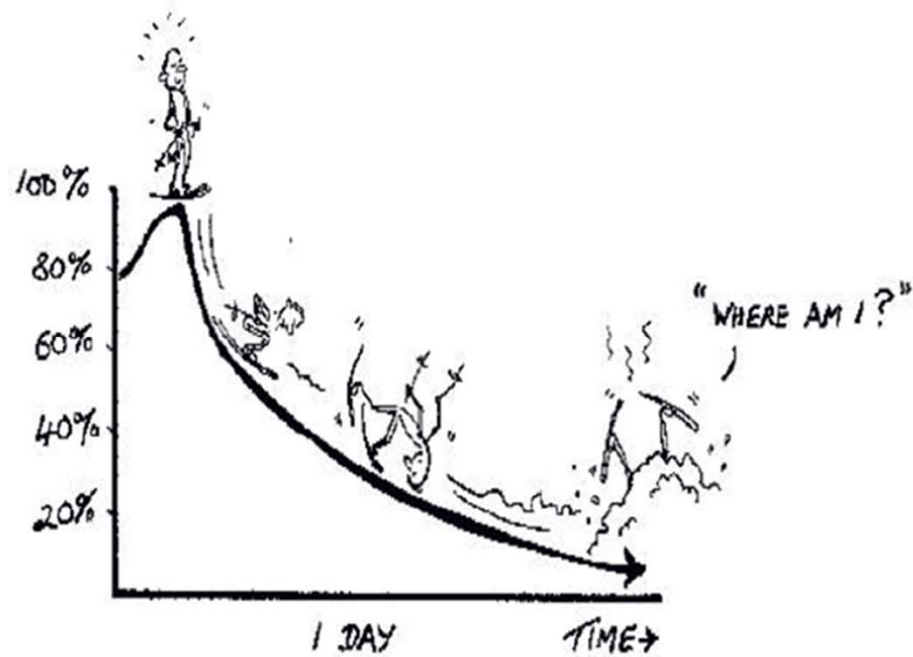
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The will to succeed is important, but what's more important is the will to prepare.

Bobby Knight (top American basketball coach)



Exams are not passed in the exam hall.
Exams are passed at the revision desk at home.



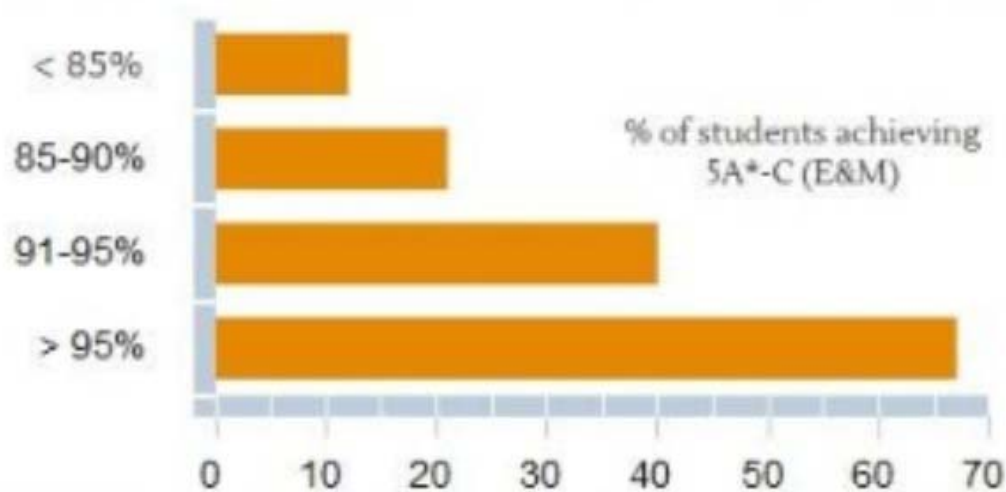
The bulk of revision has to take place at home



Attendance

- Attendance = Achievement

Attendance = Achievement @ 5A*-C (E&M)



Pastoral Team

- Mr Williams – Head of Year 11
- Year 11 form tutors
 - 11S – Science - Mrs Shawcross
 - 11A – Accelerate – Miss Conce
 - 11A2 – Accelerate – Mrs Dempsey
 - 11GG – Good to Great – Mrs Horn
 - 11E – English – Mrs Heavyside
 - 11E2 – English – Miss Preece
 - 11M – Maths – Mr Gallagher
 - 11M2 – Maths – Mr Smith

Forms

Form time is structured and includes:

- Revision strategies
- Practice questions
- Focused intervention
- Data reviews
- Careers guidance
- College applications and references
- A general pastoral role including making sure all pupils are behaving and have all resources required to achieve their potential

Next Steps

YEAR 11 – YEAR 12

*Think
about the subjects
you would like to
study further*

WHAT SHOULD I
DO NOW?

*Consider the
career you would
like*

*Read the course
descriptions*

*Think about
the subjects you
do well in*

*Speak to your
teachers, family
and friends*

Careers Advice and Guidance

Our Connexions Advisor is **Grainne McGuigan**



Sept – Dec

All students will have a careers meeting in school during Year 11 (parents can attend these meetings by prior arrangement).

Timeline for college sixth/form applications:

- Begin researching colleges/sixth forms and writing applications NOW
- Students planning to apply to Loreto and Xaverian will also need to write personal statements (If applying to Loreto & Xaverian you will need a backup college).
- Students should aim to hand their college/6th form applications to Grainne or the main office for checking by early December
- Applications are then forwarded by the main office to colleges/6th forms with the required school data entered
- Most colleges/schools have application deadlines in January
- If you are interested in Apprenticeships - register on the **gov.uk website**. Employers will advertise vacancies on that website.
- Start applying for apprenticeships in February/March onwards.

2021 Post-16 Open Days

This information was correct at time of publishing. Please check school and college websites for up to date information and to register for events.

Loreto 6th form college – Saturday 9th October/Sunday 17th October – times to be confirmed <https://www.loreto.ac.uk/open-days-2021/>

Xaverian College - Saturday 9th and Sunday 17th October 2021 – 10:30am – 2pm
<https://www.xaverian.ac.uk/events/open-days/>

Trafford College - Thursday 23rd September - 4:30pm - 7:30pm
<https://trafford.ac.uk/events/september-open-day/>

Manchester College - Thursday, October 14 – 5pm – 7pm
<https://www.tmc.ac.uk/events/school-leaver-16-18-open-event>



Sale High School

Qualifications

- A good pass in English and Maths is a **Grade 5**
- A-level requirements - Minimum of 3 grade 5s & 3 grade 4s (including Maths and English at grade 4 or 5)
- BTEC Level 3 requirements – 5 grade 4s (including Maths and English) but we advise aiming for 5s
- Grammar School 6th Form requirements will be much higher
- It is compulsory to resit Maths and English at college if a **Grade 4** is not achieved





Work without stress?

- ✓ Talk to supportive people
- ✓ Take regular exercise
- ✓ Spend time outside
- ✓ Schedule in enjoyable activities
- ✓ Plan your work /write 'to do' lists
- ✓ Practise a positive mental attitude

On the website...

- We will be sending out this presentation to all parents. It will also be available on the school website along with many of the materials shown



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