

# Helena Romanes School

## Year 11 'Ahead' Evening 10th October 2022

Mr Wilkins (Head of Year 11)

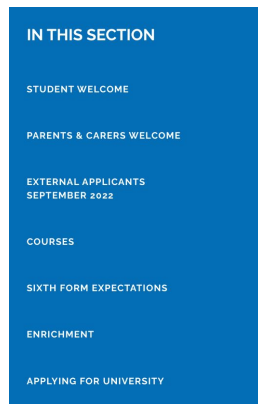
Miss Hiscox (Assistant Head of Year 11)

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- I will be providing more information in future assemblies and will write to parents
- **Sixth Form 'Information evening' Wednesday 23rd November and applications go live**
- Application deadline: **Friday 16th December**
- For now, go on the website and look at the current prospectus
- Narrow your course choices down to 5/6

## What next...



HOME > SIXTH FORM > SIXTH FORM PROSPECTUS

### SIXTH FORM PROSPECTUS

MAKING THE STUDENTS OF TODAY  
THE FUTURE OF TOMORROW

#### ART AND DESIGN

Art and Design is a creative and practical subject that allows students to develop their own ideas and express them through a variety of media. The course covers a range of disciplines including painting, sculpture, printmaking, and photography. Students will learn about the history of art and design, as well as the techniques and materials used in each discipline. The course is designed to be both challenging and enjoyable, and to provide students with the skills and knowledge they need to succeed in the creative industries.



#### BIOLOGY

Biology is the study of life and living organisms. It is a dynamic and exciting subject that allows students to explore the complexities of the natural world. The course covers a range of topics including the structure and function of cells, the processes of life, and the interactions between organisms and their environment. Students will learn about the latest research in biology, as well as the practical skills and techniques used in the laboratory. The course is designed to be both challenging and enjoyable, and to provide students with the skills and knowledge they need to succeed in the biological sciences.

To find out more about Helena Romanes Sixth Form, including details of our subject options and entry requirements, please follow the link below:

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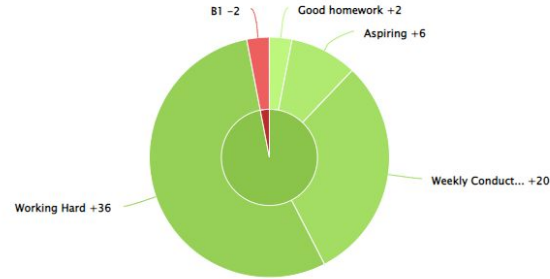


# Working Together- Classcharts

## Behaviour

- Homework
- Detentions
- Classes
- Timetable
- Attendance

Behaviour score breakdown



Weekly Behaviour Breakdown



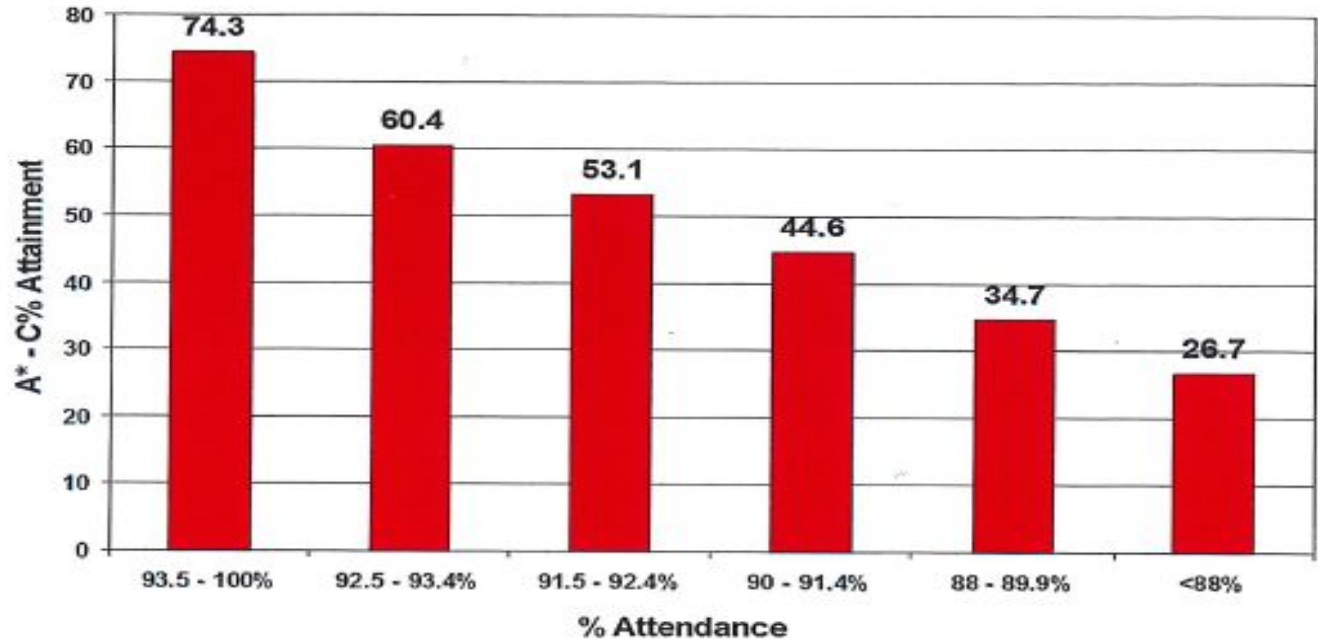
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# The Importance of Attendance

Students who are in school and lessons more often achieve higher grades.

Chances of Success at GCSE



# The Importance of Attendance

| Descriptor                | Threshold Attendance | Actual Attendance | Whole Days Absent | Learning Hours Lost |
|---------------------------|----------------------|-------------------|-------------------|---------------------|
| Excellent                 | 100%                 | 190 days          | 0                 | 0                   |
|                           | 99%                  | 188 days          | 2                 | 10                  |
| Good                      | 98%                  | 186 days          | 4                 | 20                  |
|                           | 97%                  | 184 days          | 6                 | 30                  |
|                           | 96%                  | 182.5 days        | 7.5               | 37.5                |
| Cause for concern         | 95%                  | 180.5 days        | 9.5               | 47.5                |
|                           | 94%                  | 179 days          | 11                | 55                  |
|                           | 93%                  | 177 days          | 13                | 65                  |
|                           | 92%                  | 175 days          | 15                | 75                  |
|                           | 91%                  | 173 days          | 17                | 85                  |
| Unsatisfactory            | 90%                  | 171 days          | 19                | 95                  |
|                           | 89%                  | 169 days          | 21                | 105                 |
|                           | 88%                  | 167 days          | 23                | 115                 |
|                           | 87%                  | 165 days          | 25                | 125                 |
| Serious Cause for Concern | 86%                  | 163 days          | 27                | 135                 |
| Critical                  | 85%                  | 161.5 days        | 28.5              | 142.5               |
|                           | 84%                  | 159.5 days        | 30.5              | 152.5               |
|                           | 83%                  | 158 days          | 32                | 160                 |
|                           | 82%                  | 156 days          | 34                | 170                 |
|                           | 81%                  | 154 days          | 36                | 180                 |
|                           | 80%                  | 152 days          | 38                | 190                 |

Essex County Council

- The numbers of learning hours lost can quickly accumulate
- Lost learning hours need catching up which can add to the stress that year 11 students feel
- Being behind with work and stressed will negatively affect achievement

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# How to support from home

- Pay interest in learning
  - Praise and encourage good habits
- Give them the opportunity to learn at home
  - Quite space
  - Time allocated
  - Access to resources
- Support school efforts
  - After School revision sessions
  - Detentions
- Track and monitor home work
- Seek support from subject teachers

# What should students be doing?

- Be aspirational
  - Work Hard
  - Don't accept "that will do"
- Be organised
  - Coursework deadlines
  - Revision Plans
- Be resilient
  - Attendance
  - It's ok to struggle-that's where you learn
- Positive behaviour for learning
- Take responsibility for learning

# What is the school doing?

- Provide high quality teacher input.
- Tutor time subject input
- Teach not only content but also exam technique
- Programme of after school intervention
- Prepare students for the future



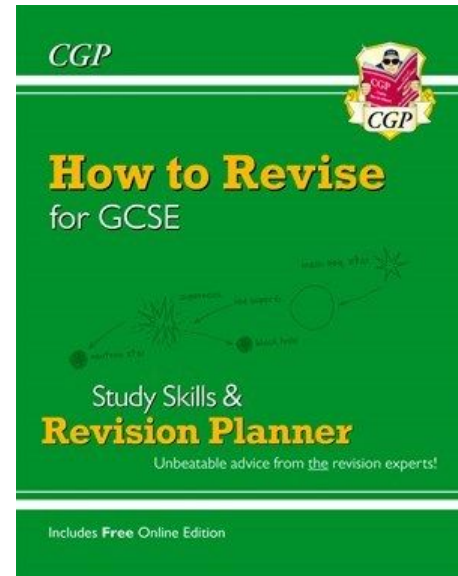
# Period 6

|              | Monday   | Tuesday  | Wednesday                       | Thursday  | Friday   |
|--------------|--|--|---------------------------------|---|--|
| Lunch Time   |  |  | Business<br>(GCSE & CN)<br>D107 |   | History<br>C204  |
| After School | Science<br>Biology A08<br>Chem A015<br>Phys A020 | English<br>Class teachers' rooms<br>Business (CN)<br>D107<br>Food Prep<br>/Textiles<br>E103 & E104 | Dance<br>Dance Studio           | Maths<br>D106<br>Food Prep/ Textiles /<br>Timber<br>E103 & E104 | French/Spanish<br>D206<br>Music<br>A012<br>History<br>C204 |

# Revision Guides

- As a school we have access to discounts on certain revision materials
- We would like to pass that on to parents

| Guide  | RRP        | Discount Price |
|--|------------|----------------|
| <b>How to Revise</b>   | <b>£5</b>  | <b>£3</b>      |
| <b>Maths Bundle (Higher &amp; Foundation)</b><br>Revision Guide, Exam work book & Question cards | <b>£21</b> | <b>£10</b>     |
| <b>English Bundle</b><br>Revision guide, Exam work book, SPAG book,<br>Writing skills guide      | <b>£23</b> | <b>£10</b>     |
| <b>English text guide</b><br>Macbeth, Christmas Carol, Inspector Calls                           | <b>£6</b>  | <b>£3.50</b>   |
| <b>Combined Science (Higher &amp; Foundation)</b>  | <b>£10</b> | <b>£6</b>      |
| <b>Separate Science</b>  | <b>£6</b>  | <b>£3.50</b>   |

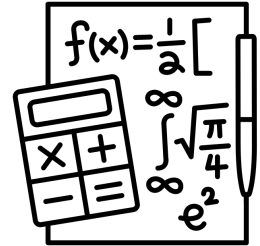


Option to pay via parentpay and school will order for you.  
Please make payment by 31st October

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# Mathematics



# Attaining the right grade

- HRS & other sixth form centres require a grade 7 at GCSE to study maths at A level
- Students need to show **now** they look like they will achieve that 7+
- Below a 4 means further study and retake(s)

# What can you do today?

- Homework
- Revision - little and often
- Practice, practice, practice

# Equipment

- Revision guide(Edexcel 9-1 Pearson)
- Method/revision cards
- Ruler/protractor/compass
- Casio fx-83 GT+ scientific calculators

# Support in HRS

- Ask your teacher
- IMPACT Thursday after school
- Registration intervention
- Mock Fridays
- Hegarty maths
- Mathsgenie/corbettmaths

# English





# An Inspector Calls

J. B. PRIESTLEY

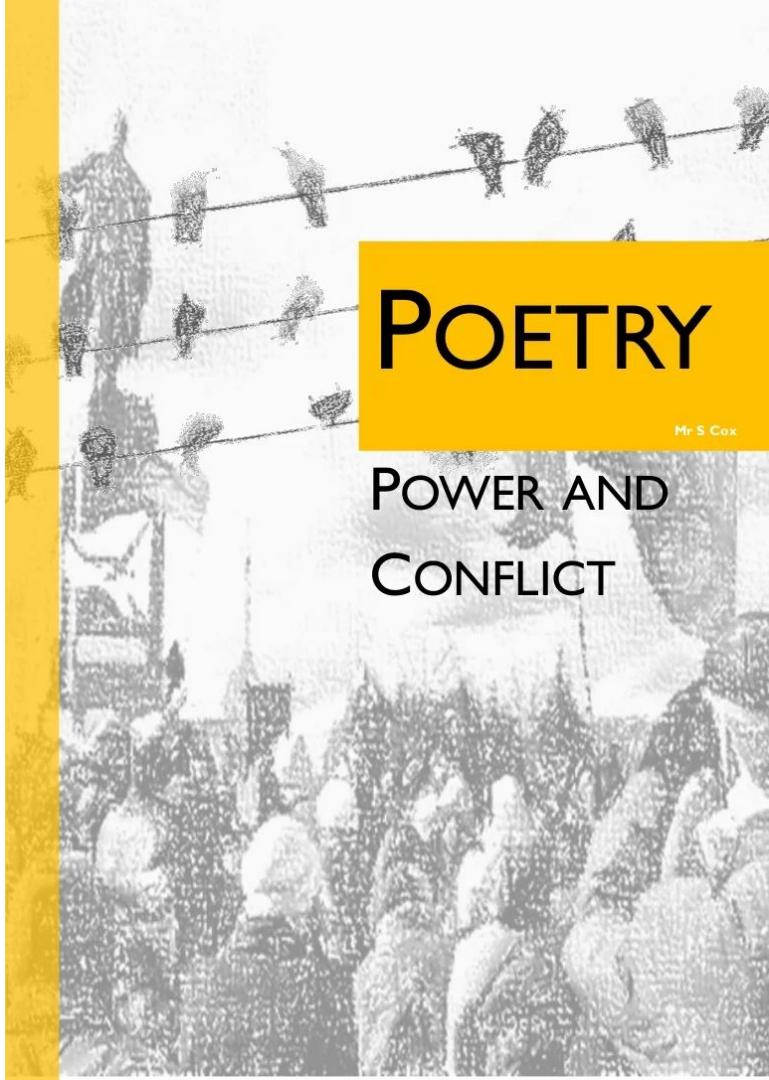


**Edexcel**  
Inspiring potential

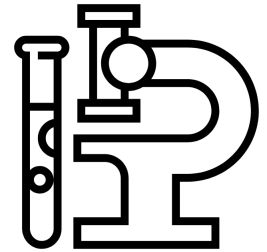
## POETRY

Mr S Cox

POWER AND  
CONFLICT



# Science



# **Class codes- we follow the AQA Exam board**

Triple Science - 11A1 and 11B1

Combined Science Higher tier - 11A2 and 11A2

Combined Science Foundation tier - 11A3, 11A4, 11B3 and 11B4

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# Triple Science

Working towards separate GCSEs in:

- **Biology** (Paper 1 and Paper 2 each being 1 hour & 45 mins)
- **Chemistry** (Paper 1 and Paper 2 each being 1 hour & 45 mins)
- **Physics** (Paper 1 and Paper 2 each being 1 hour & 45 mins)
- Six exams in the summer. Biology and Physics mocks in November

# Combined Science Higher and Foundation

Working towards 2 GCSEs in:

- **Biology** (Paper 1 and Paper 2 each being 1 hour & 10 mins)
- **Chemistry** (Paper 1 and Paper 2 each being 1 hour & 10 mins)
- **Physics** (Paper 1 and Paper 2 each being 1 hour & 10 mins)
- Six exams in the summer. Biology and Physics mock exams in November and January. We carry out end of topic tests for each module, these are important for us to manage our intervention and support.

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# Foundation or higher?

- Foundation tier exams will get students two good passes at GCSE, students who are targeting a 5/4 or below will usually be entered for foundation
- Triple students are all entered for higher tier except in exceptional circumstances
- Students targeting 5/6 or above will be entered for higher and students targeting a 5/5 will discuss entry tiers with their teachers
- Entry level decisions are informed by class assessments, prior exam performance and judgements by experienced members of staff
- Final decision on entry tier will happen at the end of JANUARY

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# Revision is essential

- Mock exams and tests
- Past exam paper packs and on-line exams and mark schemes (Google classroom and exam board websites)
- Revision websites e.g. PHET physics, freesciencelessons.co.uk
- Seneca
- GCSE revision guides, textbooks and workbooks, having a paper resource at home makes a significant difference to overall outcomes
- Revision sessions after school (Mondays in A block) and prior to exams

# Revision ideas to keep it varied

- Talking about work completed
  - Listening to recordings of themselves/others
    - Useful documentaries
    - News clips
- Structured discussion

- Diagrams
- Mindmaps
- Posters
- Queue cards
- Formulae stuck on walls around the house
- Keyword/key date flash cards
- Reading articles
- Explaining diagrams from textbooks to others

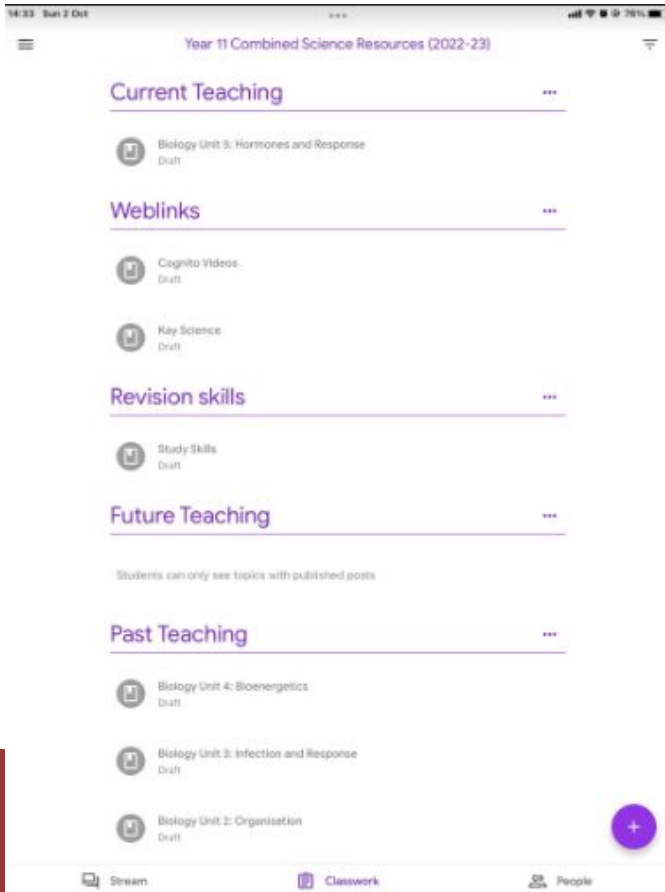
- Card sorts
- Making event timelines
- Washing lines
- 3D revision boxes (topic on each plane)
- 'detectives board'
- Explaining using playdough



# Practical work and mathematical skills

- 20% of the exam questions will be based on 'core practical' tasks
  - We expect students to take practical work in year 11 seriously
  - Students have completed or will complete all core practicals in class, attendance is so important, doing it is better than watching a video.
- 25% of the exam questions across all papers will include an aspect of mathematical skill, students must be confident in using a calculator (and have one!)

# Google Classroom



We use Google classroom to distribute resources alongside homework tasks on classcharts.

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# Three effective revision strategies that focus on self testing

**HIGH**

Distributed Practice- spreading out study over time

Practice Testing- self testing to check knowledge

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# Revision Myths



‘I’ve highlighted my notes/book/revision guide as I’ve read them’

Highlighting is only 1% more effective than just re reading your notes!

# Revision Myths



‘I’ve put all of my information on flash cards and I’ve been re reading them!’

Flash cards- if there are no questions to jog your memory then essentially it’s just a summary and you’re just re-reading your notes

# Revision Myths



'I've drawn out all the  
information I need on a mind  
map

Mindmaps-until you can actually recall from memory the entirety of your map, it's actually no more than a 'paper map'!



# 1. Flash Cards

- Summarise the key information for the topic on one side of the card
- Use bullet points/colour/codes if it helps
- On the other side write key questions to ensure that you can be tested or test yourself on the key information
- Start with information recall questions then move onto 'How' and 'Why' questions
- Important: do not discard a flash card once you think you've got memorised it-keep going!

# Example cue card for the character of Fred from 'A Christmas Carol'

Fred



- Scrooge's nephew
- Acts as the antithesis (opposite) to Scrooge
- He's Dickens' mouthpiece for views of Christmas
- Defined by good humour
- Only Fred + Fan who initially treat Scrooge
- a good time; a kind forgiving with love.  
charitable time?

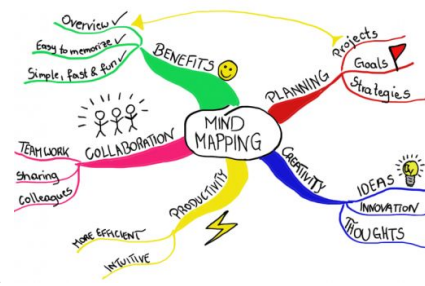
Slide 1-facts  
and knowledge

Slide  
2-questions to  
test and apply  
knowledge

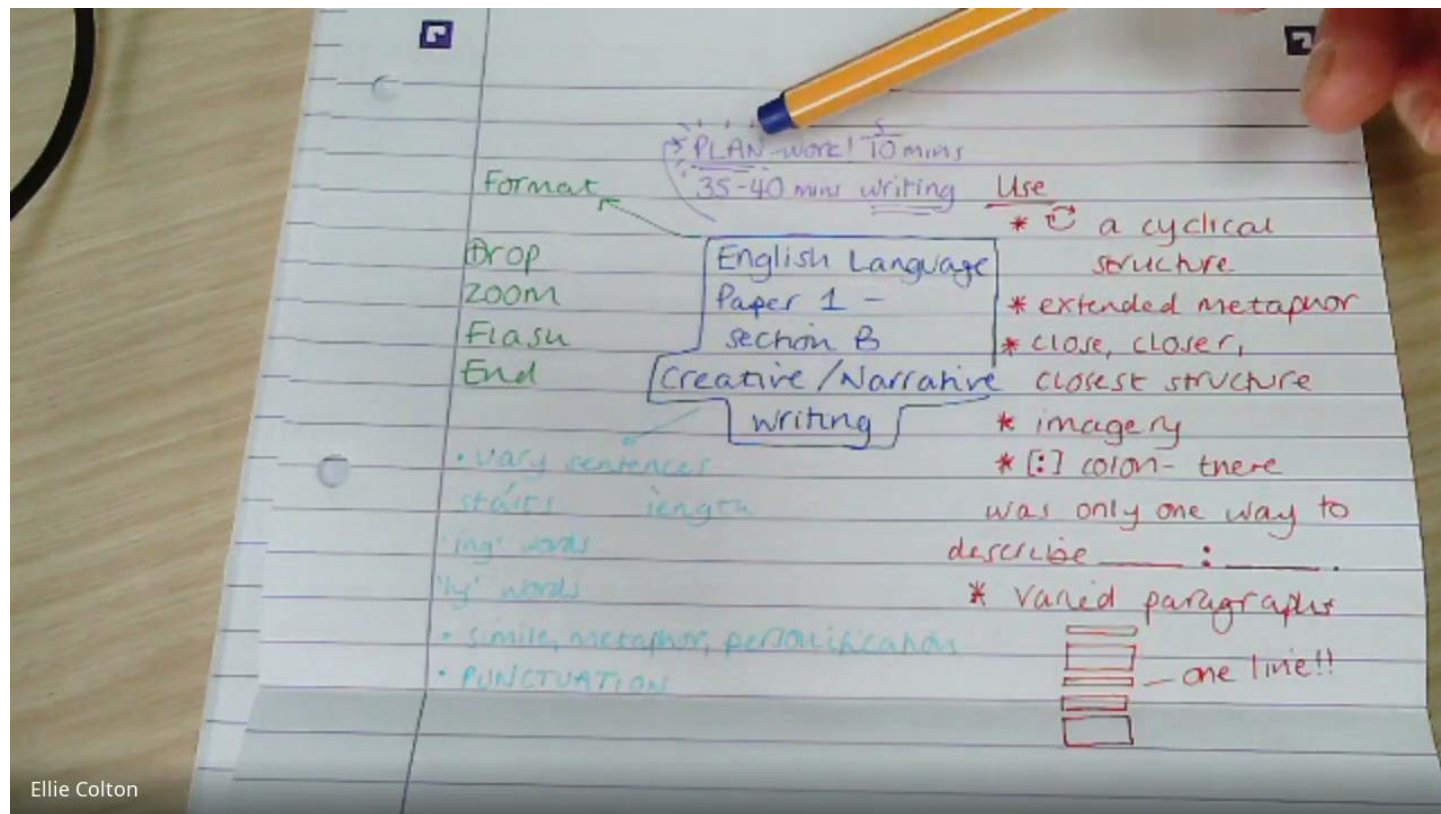
- Who is Fred?
- Why does Dickens present Fred's views of Christmas in the way that he does?
- Why is the way he treats Scrooge important?
- How does Fred view Christmas?
- Remember a quotation?!



## 2. Mind Maps



- Make sure that you've linked as many ideas as necessary
- You can use colours and image to help
- Once you've completed the mind map you should then attempt to write it out again without any support
- If you need to look at the original map, mark your new map with a dot
- **Once you've drawn 5 dots on your new map it's time to start again**
- **Repeat until you can copy out the mind map from memory**



Ellie Colton

### 3. Note Taking/Re-Writing Notes

## The Cornell Method

The diagram shows a 3x3 grid of squares. A vertical line runs between the first and second columns, and a horizontal line runs between the second and third rows. Three numbered circles are placed as follows:

- Circle 1:** Located in the top-right square (row 1, column 3).
- Circle 2:** Located in the middle-left square (row 2, column 1).
- Circle 3:** Located in the bottom-middle square (row 3, column 2).

CollegeThrive.com

## Notes

This is the section where you should take your notes during the course of the lecture. Use bullets, sentences, short-hand, etc.

## Cues

Questions, main points, visual clues, and other clues that jog your memory go here. Fill this section in after class.

## Summary

Most important points and main ideas go here. Fill in this section after class when you are in the reviewing process.



## The Battle of Hastings - 1066

Why did WtC sail so late in the year?

What led to the troops disengaging? Fear? Poorly trained?

What were the reasons for Harold not having archers?

- 14<sup>th</sup> October – late September when WtC sets sail.
- 8 hours long – lengthy for Middle Ages
- Saxon shield wall meant Norman archers were ineffective. Saxon axes caused lots of damage.
- Rumour of WtC's death. Raised helmet and rallied troops.
- Norman soldiers kept charging the wall. Some of the Saxons **disengaged** from the wall and chased after them.
- The Norman Cavalry were then able to chase the breakaways and kill them easily without the protection of the wall.
- **Why did WtC win?**
- Tactics – wearing down the shield wall. Also had extra range because he had archers. Although cavalry were weakened due to **Senlac Hill**.

The victory for WtC at the BoH was due to a range of factors including tactics (range of troops), leadership (cutting off breakaways from the shield wall) and luck (Harold having to fight a previous battle in the North). There were also a large amount of variables in the build up the battle that could have led to an alternative outcome.

Key questions to jog memory for revision and recall

Key ideas from notes on a topic

Summary of information

# How Can You Help...

- Check that their *flash cards* have questions on them, and test them on these questions
- Ensure that they are copying out the *mind maps/diagrams/lists of facts/quotations* once they've drawn the original (use the 5 lives rule)
- Check they are saying parts of their revision out loud
- Check their *pages of notes* have a summary section at the end of the topic and space for questions down the side
- Take their phone/tablet and hide it during revision time

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