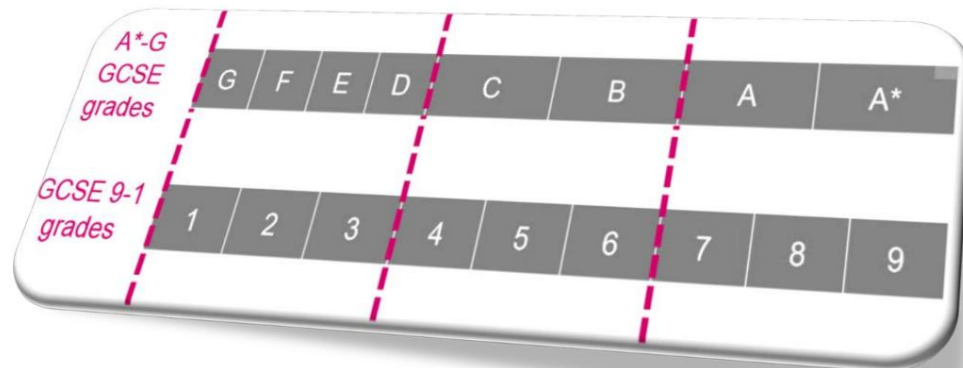


It is hard to fail, but it is worse never to have tried to succeed. Theodore Roosevelt



Target grades and aspirational targets – how all of this has been worked out

- Targets have been set based on Fisher Family Trust statistical analysis of grades over the last 5 years eg
- A student with a certain SATs score from primary school, doing a certain subject, over the last 5 years most often comes out with a certain grade
- We then benchmark against the top 20% of schools
- Important to note: this target is not about the students here at Archer, it is about lots of students nationwide who are similar
- We believe that with really hard work you can beat these grades, as some in year 11 are going to do
- If you feel your targets are limiting you, talk to your teachers



Jonny

	Primary SATS score	End of year 9 GCSE grade	Working Towards GCSE Grade grade at end year 11	Target grade for final GCSE	Aspirational target grade
English	101 (reading)				
Maths	104				
Science	No SATS grade				

Jonny

	Primary SATS score	End of year 9 GCSE grade	Working Towards GCSE Grade grade at end year 11	Target grade for final GCSE	Aspirational target grade
English	101 (reading)			5	
Maths	104			6	
Science	No SATS grade			6	

Based on FFT

Jonny

	Primary SATS score	End of year 9 GCSE grade	Working Towards GCSE Grade grade at end year 11	Target grade for final GCSE	Aspirational target grade
English	101 (reading)			5	6
Maths	104			6	7
Science	No SATS grade			6	7

Based on FFT + 1

Jonny

	Primary SATS score	End of year 9 GCSE grade	Working Towards GCSE Grade grade at end year 11	Target grade for final GCSE	Aspirational target grade
English	101 (reading)	3-		5	6
Maths	104	3+		6	7
Science	No SATS grade	2+		6	7

Exam grade
+
Teachers view of your approach to your study and attitude to learning

Jonny

	Primary SATS score	End of year 9 GCSE grade	Working Towards GCSE Grade grade at end year 11	Target grade for final GCSE	Aspirational target grade
English	101 (reading)	3-	5-	5	6
Maths	104	3+	5+	6	7
Science	No SATS grade	2+	4+	6	7

End of year grade in Y9
+ 2 grades (1 grade per year)
Maybe more or less than this depending
on your attitude to learning

Jonny

	Primary SATS score	End of year 9 GCSE grade	Working Towards GCSE Grade grade at end year 11	Target grade for final GCSE	Aspirational target grade
English	101 (reading)	3-	5-	5	6
Maths	104	3+	5+	6	7
Science	No SATS grade	2+	4+	6	7

These are the two columns that matter

Jonny

	Primary SATS score	End of year 9 GCSE grade	Working Towards GCSE Grade grade at end year 11	Target grade for final GCSE	Aspirational target grade
English	101 (reading)	3-	5-	5	6
Maths	104	3+	5+	6	7
Science	No SATS grade	2+	4+	6	7

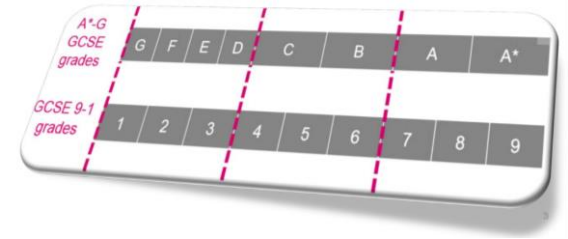
Jonny

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	Primary SATS score	End of year 9 GCSE grade	Working Towards GCSE Grade grade at end year 11	Target grade for final GCSE	Aspirational target grade
English	101 (reading)	3-	5-	5	6
Maths	104	3+	5+	6	7
Science	No SATS grade	2+	4+	6	7

What do grades actually mean?



- Grade 4 is considered to be a “standard pass”
- Grade 5 is considered to be a “strong pass”
- Grade 6s will probably be needed in a subject to access A levels
- 5 x grade 6s (including English and maths) is likely to be the entry requirement for 6th form colleges
- Woodhouse College requires an average of grade 6 in all subjects taken
- We have set our targets as a minimum of grade 4
- **If you do not achieve a grade 4 in English AND Maths you will have to keep on taking them until you do once you have left Archer Academy**
- A grade 9 is the top end of the old A* and so is the new “gold standard”
- Those aiming for Russel Group universities should be aiming for 7s, 8s, 9s
- Those aiming for the very best universities should be aiming for 8s, 9s
- The Ebacc qualification will probably be an important marker for universities and employers
 - At least a grade 5 in English, maths, science, history/geography and French/Spanish/Italian

Dealing with uncertainty

- It is hard to be completely confident in our grading when you are in year 9
- You should expect some fluctuation in grades
- You may also see differences in grades between subjects
- As time goes on the picture will become clearer
- What matters most now is:
 - Attitude and application
 - Good working habits and routines
 - Greater responsibility
 - Talking about life beyond GCSEs – how to keep options open
 - Putting in the hours, but working smart
 - Keeping in mind that bigger picture – 2 years to go

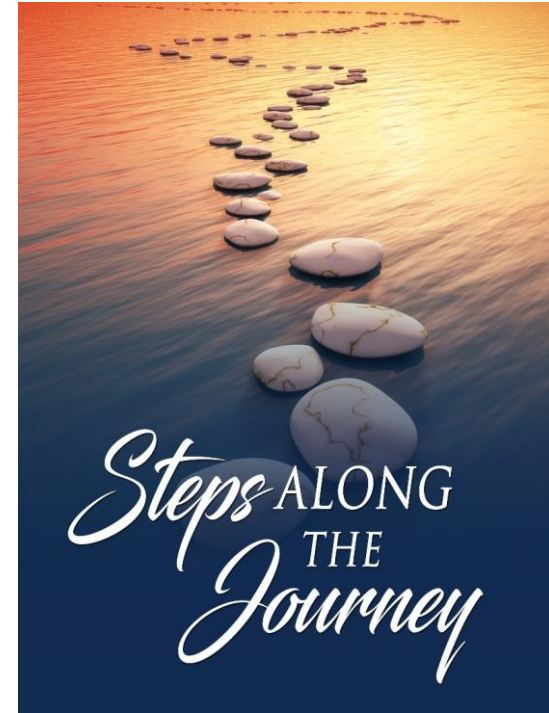


What do your exam grades mean?

- In year 9 you have only just started your Key Stage 4 courses
- It is unrealistic to expect that you would achieve higher than a grade 6 with 2 years still to go
- A grade 5 or 6 at this stage is a very strong performance and puts you in a good place to aim for 7+
- Remember 2 grades of progress over the next 2 years is possible if you work hard. More progress will require a lot of hard work but is possible
- If you were disappointed with your grades:
 - Did you prepare as well as you could?
 - What lessons did you learn about how to revise well?
 - Who can help you improve?

Journey through Yr10 and Yr11

- Some practical coursework (art, music, business, food, computer science, design & tech, engineering, PE)
- All content from the beginning of year 9 will be examined at the end of year 11 (June 2020)
- Most of you will complete 9 GCSEs, many of which have 3 written exams: 25-30 written exams in a 3 week period
- All exams will be handwritten
- Exam technique and recall will be key for success
- We will prepare you through formal exam weeks and mock exams to build stamina and confidence
- Exam schedule:
 - Year 10 “one year to go” exams (this time next year)
 - Year 11 mock exams just before Christmas and Easter



Big questions...

- What your final results will say about you?
 - Where do you want to go next?
 - What do you need to get there?
-
- We don't expect you to know all the answers here today
 - But we do expect that you will want to find out the answers
 - How do you begin to connect with your future?
 - You can do anything you want – if you know what you need and know how to get it



Year 10

**How do we prepare
for our next step?**



Are their
anxieties?

What should
the students
be excited
about?

What is
their long
term goal?

Year 10

Moving to Upper School

Upper School Staff

Mr Gillo: Senior Teacher of Upper School

Miss Randall: Deputy of Upper School

Ms Humphrey: Head of Year 11

Mr. McSherry: Head of Year 10



Upper School: Helpful tips from Year 10

Being GCSE Ready

- Plan your work and **revision**.
- Manage your **time**.
- Recognise your **ambition**.

Expectations

- High standards of behavior, appearance and attitude – **role models**
- Being **independent** and resilient learners.
- Meeting the challenges of GCSE and shaping your **future**.

Code of Conduct

- **Punctual**
- **Organised**
- **Upper school uniform**
- **Homework**



Upper School:

What should they be excited about...

- Amsterdam
- Barnet College
- Woodhouse
- Careers
- Amsterdam
- Archer +
- Study Hall
- Tutor Rewards and trips
- Duke of Edinburgh
- Work Experience



W/C Monday 18th March, 2019

All forms will be uploaded to SMH



- It is the student's responsibility to find a suitable work experience placement.
- The deadline is **Friday 28th September, 2018**
- Research and find a potential placement over the summer.
- Relevant and interesting! Current year 10 have been successful in being offered part time jobs this year.

Over the Summer!

- Staff, friends, family, colleagues!

W/C Monday 18th March, 2019

What if they do not find a placement of their own....?



Barnet Education Business Partnership will provide them with a list and they will need to choose one.

Forms

Kingswood Residential

Friday 6th – Sunday 8th July, 2018

Parent Information



Realising potential
Inspiring creativity
Engaging with our community



Some logistics

On Friday 6th July, children should come into school in their own clothes for 8.20am and be ready for normal lessons. Your child should bring their school bag and usual equipment with them, they can then leave their bags in their lockers and collect them on Monday when they are back in school.

We are planning to leave school at 12pm on Friday 6th July and will be travelling by coach. Children should bring a drink and packed lunch with them as we are leaving before school lunchtime. Free school meals will be available for children who receive these. There will be a 20 minute coach stop for students to eat their lunch and use the bathroom. There will not be time for the students to buy anything at the service station so please ensure that they come equipped with a drink.

Our estimated time of arrival at The Archer Academy on Sunday 8th July will be 4.00pm. We ask that you come to meet your child at Lower School at 4.00pm.

Mobile phones

In order for your children to maximise their Kingswood experience we will adhere to normal school policy whilst on the trip.

Should your child wish to contact you, they will be able to do so via a member of staff / brick phone.

We will be taking school mobile phones with us for emergencies.

Spending money

At Kingswood, all of your child's needs are catered for and so spending money is not necessary. However, there is a shop where your child can buy postcards, limited refreshments and souvenirs. Therefore, we recommend a maximum amount of £10 spending money.

Snacks

All of your child's needs will be catered for during the trip. I would ask for your support in making sure that students do not arrive with huge stashes of sweets and chocolate in their bags.

Clothing

Mr McSherry will send a kit list out to all families tomorrow via email.

Please note, many of the activities require arms and legs to be covered so long sleeved tops and bottoms are preferable. There will be evening activities so students should bring clothing that they would wear in the daytime on a weekend, there are no party clothes required.



Realising potential

Inspiring creativity

Engaging with our community

Room allocations

The rooms are allocated mainly in rooms of two with a small number of larger rooms of 4, 5 and 6. Students will be grouped by form classes.

Boys will dorm with boys and girls will dorm with girls.

Grouping by form will ensure that your child is grouped with other students who they know.



Realising potential
Inspiring creativity
Engaging with our community

GCSE English Literature and Language



- ✓ Overview of English Language and Literature
- ✓ Some of the demands of the specification
- ✓ An overview of each paper
- ✓ How you can best support at home

Frances Walker

GCSE English Literature and Language details



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- Students will be sitting two separate GCSEs: Literature and Language. This means that they will sit **four** papers in total at the end of year 11.
- There is no coursework component; all learning is assessed through examination
- All papers are **closed book**, meaning students must have a **full understanding** of all the texts they will be studying in English Literature.
- Throughout Year 10 and 11, students will have regular GCSE style mock exams. This will be happening at the end of half term and within lesson time. This will help them to practise their timing, increase their writing stamina, and become familiarised with the pressure of exam conditions.

- ✓ Four exams: two for Language and two for Literature
- ✓ No coursework
- ✓ Closed book for Literature
- ✓ Unseen extracts for Language
- ✓ Regular assessments and mock exams

What do the GCSE exams look like?

LANGUAGE

Paper 1: Explorations in creative reading and writing

- Section A: you will be asked to answer 4 questions in total on a 20th or 21st century fiction extract.
- Section B: you will be given an image that is linked to the extract from Section A. You will be asked to write either a description or a narrative.

Time allowed: 1 hour and 45 minutes

Paper 2: Writers' viewpoints and perspectives

- Section A: you will be asked to answer 4 questions in total on **two non-fiction** extracts: one from the **19th century** and the other **20th/21st century**.
- Section B: you will be given a **statement** that links to the overall subject and viewpoint of the two non-fiction extracts. You will be asked to write a **non-fiction** text which expresses **your own viewpoint** on the statement. You will be given the **purpose** and **text type** of your response in the question.

Time allowed: 1 hour and 45 minutes

LITERATURE

Paper 1: Shakespeare and the 19th century novel

- A 34 mark question on the set Shakespeare text, with 30 marks for content and 4 marks for technical accuracy (spelling, punctuation and grammar).
- A 30 mark question on the set 19th century novel in the same format as Section A, but without the technical accuracy mark.

Time allowed: 1 hour and 45 minutes

Paper 2: Modern Texts and Poetry

- A 34 mark question on the set modern text, with 30 marks for content and 4 marks for technical accuracy (spelling, punctuation and grammar).
- A 30 mark question on the set cluster of poetry we will be studying
- A 24 mark question on an unseen poem
- An 8 mark question which asks you to compare two unseen poems

Time allowed: 2 hours and 15 minutes



Assessment Objectives for English Language

READING FOR MEANING

Reading for meaning and finding appropriate evidence to support your ideas.

- | | |
|-----|--|
| AO1 | <ul style="list-style-type: none">Identify and interpret explicit and implicit information and ideas.Select and synthesise evidence from different texts. |
|-----|--|

COMPARISON ON VIEWPOINT

Identifying **what** the writer feels, **how** they convey these feelings, and comparing those opinions with another text.

- | | |
|-----|---|
| AO2 | <ul style="list-style-type: none">Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. |
|-----|---|

- | | |
|-----|---|
| AO3 | <ul style="list-style-type: none">Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. |
|-----|---|

LANGUAGE AND STRUCTURE

Identifying descriptive and structural features, and explaining **why** and **how** they are used for effect

EVALUATE

Being able to argue **for and against** a statement/idea, and explaining **why and how** you believe your response.

- | | |
|-----|---|
| AO4 | <ul style="list-style-type: none">Evaluate texts critically and support this with appropriate textual references. |
|-----|---|

SECTION B: WRITING – Assessment Objectives

CONTENT AND ORGANISATION

Being able to write for a specific **purpose, text type** and **audience**, as well as using descriptive and structural features fluently.

- | | |
|-----|--|
| AO5 | <ul style="list-style-type: none">Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. |
|-----|--|

Using paragraphs correctly and for a specific purpose.

- | | |
|-----|---|
| AO6 | <ul style="list-style-type: none">Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole). |
|-----|---|

SPAG

Spelling, punctuation, grammar and vocabulary.

Assessment Objectives for English Literature



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PERSONAL RESPONSE

Having an opinion which is **structured** and presents a **strong understanding** of the text(s). You will also be using **evidence from the text(s)** to support your person response.

A01

Read, understand and respond to texts.

Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

A02

Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

A03

Show understanding of the relationships between texts and the contexts in which they were written.

A04

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

LANGUAGE AND STRUCTURE

Similar to AO2 of English Language, you need to be identifying descriptive and structural features, and explaining **why** and **how** they are used for effect.

CONTEXT

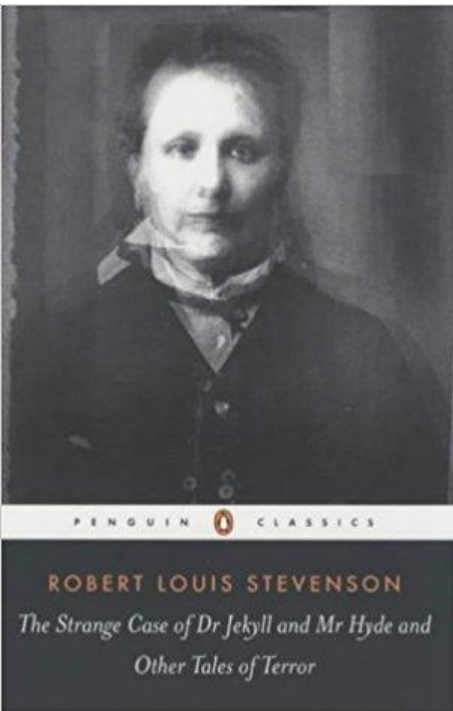
Linking your personal response to the **historical, social, political** and **cultural** background information of the text(s).

SPAG

This is **only** four marks, and assesses the ambitious vocabulary and the spelling, punctuation and grammar.

English Literature: The set texts

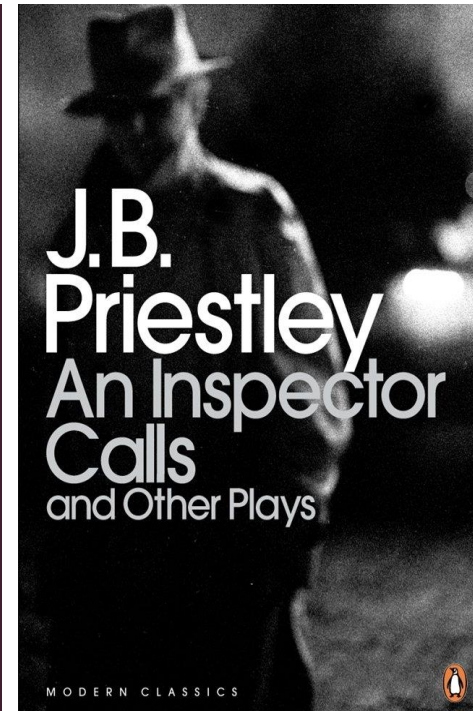
19th Century: *The Strange Case of Dr Jekyll and Mr Hyde*



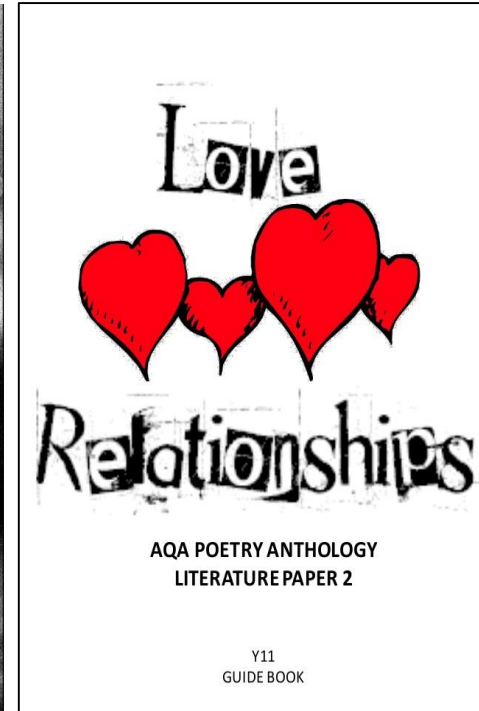
Shakespeare: *Macbeth*



Modern prose or play:
An Inspector Calls



Poetry cluster: Love and Relationships anthology



English Literature Paper 1: Shakespeare and the 19th century novel



Robert Louis Stevenson: *The Strange Case of Dr. Jekyll and Mr. Hyde*

Read the following extract from Chapter 6 (Incident at the Window) of *The Strange Case of Dr. Jekyll and Mr. Hyde* and then answer the question that follows.

In this extract, Mr. Utterson and Mr. Enfield are talking to Dr. Jekyll through his window.

5 The court was very cool and a little damp, and full of premature twilight, although the sky, high up overhead, was still bright with sunset. The middle one of the three windows was half-way open; and sitting close beside it, taking the air with an infinite sadness of mien, like some disconsolate prisoner, Utterson saw Dr. Jekyll.

10 "What! Jekyll!" he cried. "I trust you are better."
"I am very low, Utterson," replied the doctor drearily, "very low. It will not last long, thank God."
"You stay too much indoors," said the lawyer. "You should be out, whipping up the circulation like Mr. Enfield and me. (This is my cousin—Mr. Enfield—Dr. Jekyll.) Come now; get your hat and take a quick turn with us."
15 "You are very good," sighed the other. "I should like to very much; but no, no, no, it is quite impossible; I dare not. But indeed, Utterson, I am very glad to see you; this is really a great pleasure; I would ask you and Mr. Enfield up, but the place is really not fit."
20 "Why then," said the lawyer good-naturedly, "the best thing we can do is to stay down here and speak with you from where we are."
"That is just what I was about to venture to propose," returned the doctor, with a smile. But the words were hardly uttered, before the smile was struck out of his face and succeeded by an expression of such abject terror and despair as froze the very blood of the two gentlemen below. They saw it but for a glimpse, for the window was instantly thrust down; but that glimpse had been sufficient, and they turned and left the court without a word.

'Stevenson's presentation of Dr. Jekyll allows the reader to feel sympathy for him.'

Starting with this extract, explore how far you agree with this opinion

Write about:

- how Stevenson presents Dr. Jekyll in the extract
- how Stevenson presents Dr. Jekyll in the novel as a whole.

[30 marks]



ROBERT LOUIS STEVENSON
The Strange Case of Dr. Jekyll and Mr. Hyde and Other Tales of Terror

Macbeth

Read the following extract from Act 1 Scene 5 of *Macbeth* and then answer the question that follows.

At this point in the play, Lady Macbeth is speaking. She has just read Macbeth's letter telling her about his meeting with the three witches.

LADY MACBETH
Glamis thou art, and Cawdor, and shalt be
What thou art promised; yet do I fear thy nature,
It is too full o' th'milk of human kindness
To catch the nearest way. Thou wouldst be great,
5 Art not without ambition, but without
The illness should attend it. What thou wouldst highly,
That wouldst thou holily; wouldst not play false,
And yet wouldst wrongly win. Thou'dst have, great Glamis,
That which cries, 'Thus thou must do' if thou have it;
10 And that which rather thou dost fear to do,
Than wishest should be undone. Hie thee hither,
That I may pour my spirits in thine ear
And chastise with the valour of my tongue
All that impedes thee from the golden round,
15 Which fate and metaphysical aid doth seem
To have thee crowned withal.

Starting with this speech, explore how Shakespeare presents ambition in *Macbeth*.

Write about:

- how Shakespeare presents ambition in this speech
- how Shakespeare presents ambition in the play as a whole.

[30 marks]

AO4 [4 marks]



- ✓ Will always be extract based.
- ✓ Will always ask you to use evidence from **other parts of the text.**
- ✓ You are expected to **explore**- to achieve the highest mark you must explore **more than meaning and interpretation.**
- ✓ Will focus on either:
 - ✓ Character
 - ✓ Theme

English Literature Paper 2: Modern Texts and Poetry



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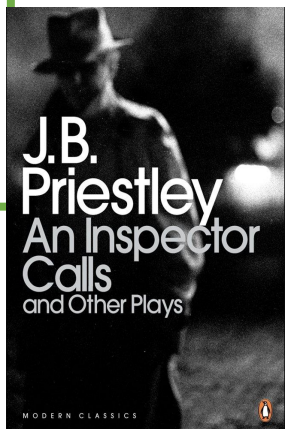
Love



Relationships

AQA POETRY ANTHOLOGY
LITERATURE PAPER 2

Y11
GUIDE BOOK



JB Priestley: *An Inspector Calls*

EITHER

0 | 1

How far does Priestley present Mrs Birling as an unlikeable character?

Write about:

- what Mrs Birling says and does in the play
- how Priestley presents her by the ways he writes.

[30 marks]
AO4 [4 marks]

OR

0 | 2

How does Priestley use the character of the Inspector to suggest ways that society could be improved?

Write about:

- what society is shown to be like in the play and how it might be improved
- how Priestley presents society through what the Inspector says and does.

[30 marks]
AO4 [4 marks]

Compare how poets present 'growing up in 'Mother, any distance' and in one other poem from 'Love and Relationships'.

Mother, any distance

Mother, any distance greater than a single span
requires a second pair of hands.
You come to help me measure windows, pelmets, doors,
the acres of the walls, the prairies of the floors.

5 You at the zero-end, me with the spool of tape, recording
length, reporting metres, centimetres back to base, then leaving
up the stairs, the line still feeding out, unreeling
years between us. Anchor. Kite.

10 I space-walk through the empty bedrooms, climb
the ladder to the loft, to breaking point, where something
has to give;
two floors below your fingertips still pinch
the last one-hundredth of an inch ... I reach
towards a hatch that opens on an endless sky

15 to fall or fly.

Simon Armitage

[30 marks]

- ✓ Section A will always be a **choice** of a **character** or **theme** question
- ✓ Section B will always be a comparison question and a theme studied across Love and Relationships
- ✓ Section C will always be **unseen**.

What does English Language paper look like?

Paper 1: Explorations in Creative Reading and Writing

A02!



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0 3

You now need to think about the **whole** of the source.

This text is from the beginning of a short story.

How has the writer structured the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]

A01!

0 1 Read again the first part of the source, from **lines 1 to 5**.

List **four** things about Rosabel from this part of the source.

[4 marks]

0 2 Look in detail at this extract, from **lines 6 to 14** of the source:

Rosabel looked out of the windows; the street was blurred and misty, but light striking on the panes turned their dullness to opal and silver, and the jewellers' shops seen through this were fairy palaces. Her feet were horribly wet, and she knew the bottom of her skirt and petticoat would be coated with black, greasy mud. There was a sickening smell of warm humanity – it seemed to be oozing out of everybody in the bus – and everybody had the same expression, sitting so still, staring in front of them. Rosabel stirred suddenly and unfastened the two top buttons of her coat... she felt almost stifled. Through her half-closed eyes, the whole row of people on the opposite seat seemed to resolve into one meaningless, staring face.

How does the writer use language here to describe Rosabel's bus journey home?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

A02!

[8 marks]

0 4

Focus this part of your answer on the second part of the source, from **line 19 to the end**.

A student said, 'This part of the story, set in the hat shop, shows that the red-haired girl has many advantages in life, and I think Rosabel is right to be angry.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of the red-haired girl
- evaluate how the writer conveys Rosabel's reactions to the red-haired girl
- support your response with references to the text.

[20 marks]

A04!

- ✓ Q1: List four things (4 marks)
- ✓ Q2: Language (8 marks)
- ✓ Q3: Structure (8 marks)
- ✓ Q4: Evaluation of a statement (20 marks)



What does English Language paper look like?

Paper 2: Writers' viewpoints and perspectives

0 1

Read again the first part of **Source A** from **lines 1 to 17**.

Choose **four** statements below which are **true**.

- Shade the **circles** in the boxes of the ones that you think are true.
- Choose a maximum of four statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

[4 marks]

AO1!

0 2

You need to refer to **Source A** and **Source B** for this question.

The ways the boys spend their time playing as young children is different.

Use details from **both** sources to write a summary of the different activities the boy in Source A enjoys and the boy in Source B enjoyed when he was young.

[8 marks]

AO1!

0 3

You now need to refer only to **Source A** from **lines 18 to 28**.

How does the writer use language to describe his son?

[12 marks]

AO2!

0 4

For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

Compare how the writers convey their different perspectives and feelings about their children growing up.

In your answer, you could:

- compare their different perspectives and feelings
- compare the methods the writers use to convey their different perspectives and feelings
- support your response with references to both texts.

[16 marks]

AO3!

- ✓ Q1: Pick four true statements from one source(4 marks)
- ✓ Q2: Summary of one topic from both sources (8 marks)
- ✓ Q3: Analysis of language in one source (8 marks)
- ✓ Q4: Comparison of viewpoints from both sources(20 marks)

Section B of English Language papers: 50% of the mark



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Section B: Writing

You are advised to spend about 45 minutes on this section.
Write in full sentences.
You are reminded of the need to plan your answer.
You should leave enough time to check your work at the end.

0 5

'Parents today are over-protective. They should let their children take part in adventurous, even risky, activities to prepare them for later life.'

Write an **article for a broadsheet newspaper** in which you argue for **or** against this statement.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

A05!

A06!

- ✓ Will always be linked to the sources you will be given in the exams.
- ✓ Section B from paper 1 will always give you a choice between **description** and **narrative**
- ✓ Section from paper 2 will always have a **statement** that will help you form your argument and viewpoint.
- ✓ Both questions will always be 24 marks on content, and 16 marks for SPAG.

0 5

Your local newspaper is running a creative writing competition and they intend to publish the winning entries.

Either

Describe a journey by bus as suggested by this picture:



or

Write a story about two people from very different backgrounds.
(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]



What can be achieved to be 'Upper School Ready' in September?

Further Reading:

The Strange Case of Dr Jekyll and Mr Hyde

Mr Hyde

Frankenstein by Mary Shelley

Dracula by Bram Stoker

A Christmas Carol by Charles Dickens

The Sign of Four by Arthur Conan Doyle

Bleak House by Charles Dickens (focusing on how the weather is used)

Macbeth

Shakespeare's other tragedies:

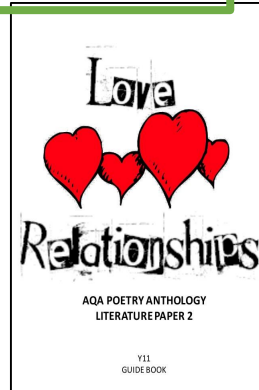
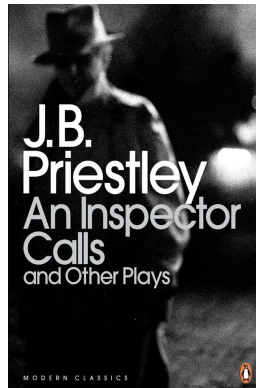
Othello

King Lear

Hamlet

Antony and Cleopatra

Titus Andronicus



- ✓ Take a copy of the practice Literature and Language questions once a week/fortnight before September
- ✓ Re-familiarise yourself with *Macbeth* and *The Strange Case of Dr Jekyll and Mr Hyde*; this does mean having a full understanding of the plot and remembering key themes, plot points and characters.
- ✓ Use further reading to gain a more thoughtful, developed and insightful response to the set texts, as well as unseen fiction texts for English Language Paper 1.
- ✓ Pick up a newspaper; read and/or subscribe to broadsheet newspapers and academic journals to promote an awareness of text type, purpose and audience. This will be also promote a deeper understanding of new and ambitious vocabulary for future responses.

What are the next steps for September?

- We will be structuring our schemes of learning to complement both sets of Assessment Objectives for Literature and Language.
- While the Literature texts are being taught, class teachers will be using Language based activities (approaching unseen non-fiction texts, analysing structure and language) in order to keep an equal and balanced approach to Literature and Language.
- Homework will be based on exam questions from the GCSE English Literature and Language papers, and are expected to take the appropriate time that would be given in the actual exam.

Don't forget to take:

- A copy of the presentation slides (they will also be on Show My Homework)
- A booklet of practice Literature questions
- A collection of English Literature Paper 1 resources with accompanied questions

Useful Websites and resources

BBC bitesize revision

<http://www.bbc.co.uk/schools/gcsebitesize/english/>

'The Beast Within': a deeper insight into *Dr Jekyll and Mr Hyde*

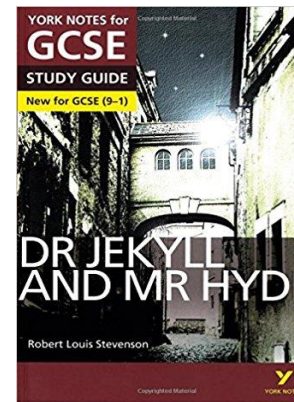
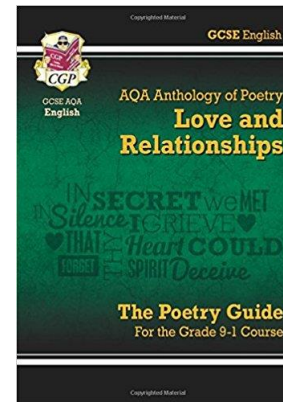
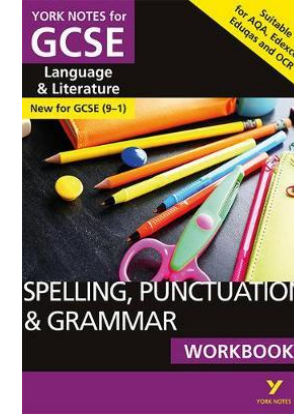
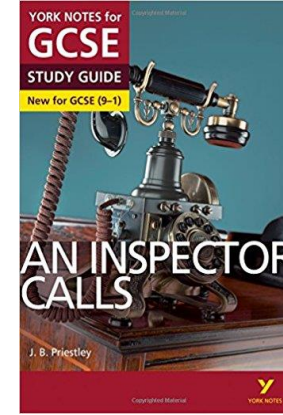
<https://www.theguardian.com/books/2008/dec/13/dr-jekyll-mr-hyde-stevenson>

<https://www.youtube.com/user/mrbruff>

[@MrBruffEnglish](#), [@Mrs_SPaG](#), [@mini_lectures](#) and [@Macbeth_insights](#) on Twitter

Subject specific hashtags for English

[#spelling](#) [#punctuation](#) [#grammar](#) [#SPaG](#) [#GCSE](#) [#Ale](#) [#lit](#) [#litchat](#) [#langchat](#) [#vocab](#) [#vocabulary](#)



Science

All y9s have been
following their
GCSE
science course
since October



Science

**All y9s have been
following their
GCSE
science course
since October**

**All students have been following content
common to both combined science and
triple science**

What challenges do these qualifications pose?

- 1) More demanding (linear/maths/more difficult concepts) however the same proportion of students should be getting the same grades as in the old qualification.
- 2) Structuring revision – the need to revisit and consolidate
- 3) Dealing with the unknown – however they will be the third year so are in a better position

Science



combined science

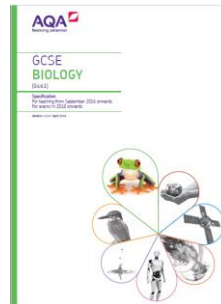


2 science GCSEs

Papers in biology,
chemistry and physics
with a combined grade



triple science



3 science GCSEs

biology

chemistry

physics

Science



combined science



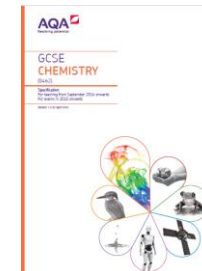
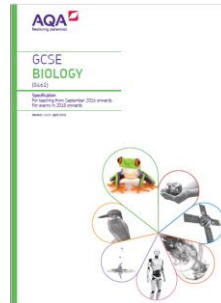
2 science GCSEs

Papers in biology,
chemistry and physics
with a combined grade

5.5 → 5.6 → ~~6.6~~ → ~~6.7~~ → 7.7



triple science



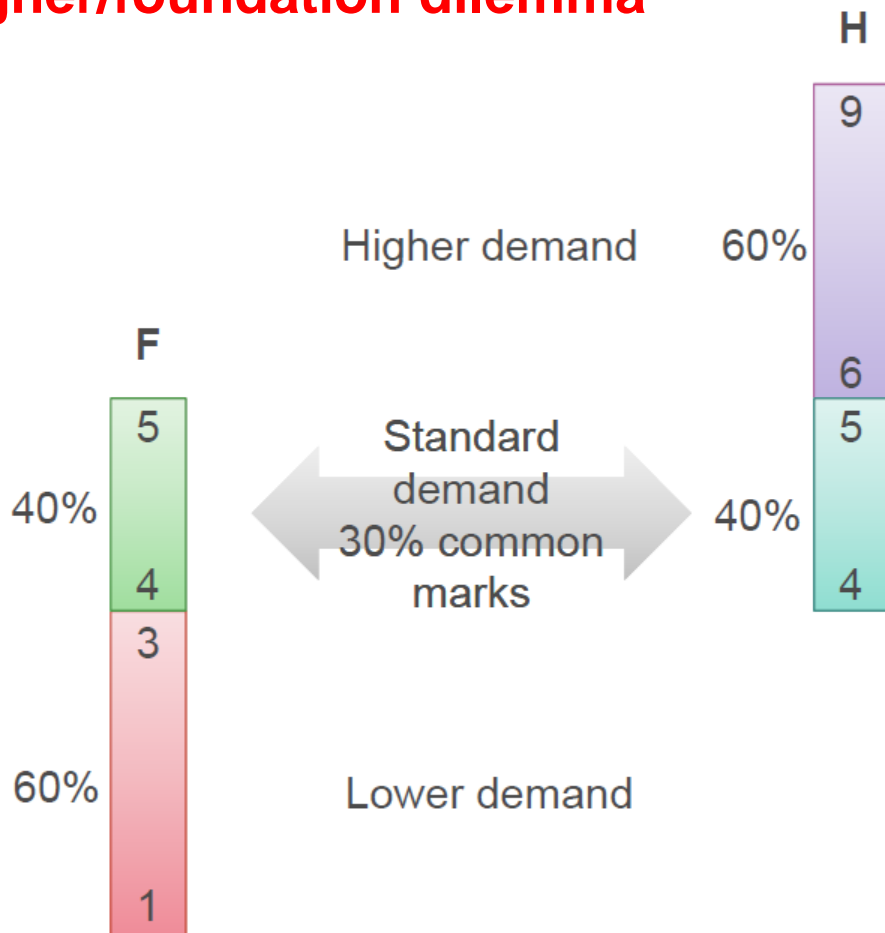
3 science GCSEs

biology

chemistry

physics

Higher/foundation dilemma



Assessment structure of the summer 2018 series Trilogy, Synergy and Separate sciences.

15% of marks assess **practical skills** – all papers.

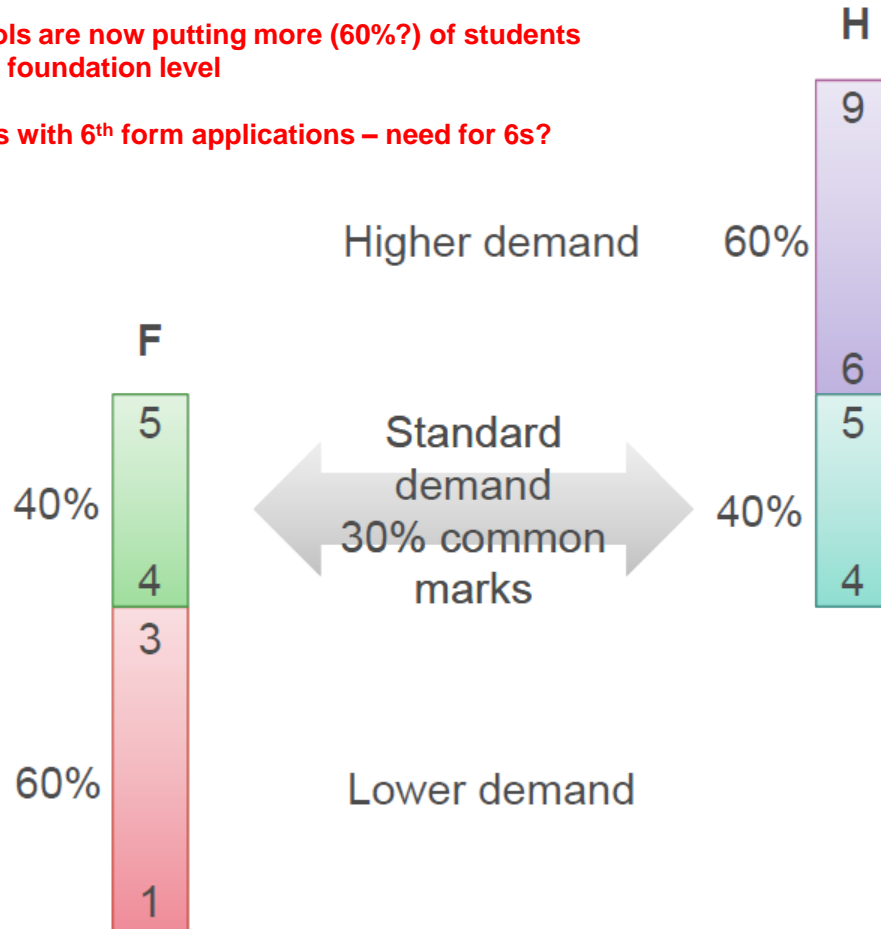
Combined Science, 20% of marks assess **maths skills** – covering all 3 levels of demand B-10%, C-20%, P-30%.

No QWC marks.

Higher/foundation dilemma

Schools are now putting more (60%?) of students in for foundation level

Issues with 6th form applications – need for 6s?



Assessment structure of the summer 2018 series Trilogy, Synergy and Separate sciences.

15% of marks assess **practical skills** – all papers.

Combined Science, 20% of marks assess **maths skills** – covering all 3 levels of demand B-10%, C-20%, P-30%.

No QWC marks.

Structure of teaching groups

10 X1

10 Y1

- Decided to introduce an extra class on each side of the year throughout Y10 and Y11

10 X2

10 Y2

10 X3

10 Y3

10 X4

10 Y4

Structure of teaching groups

10 X1

10 Y1

10 X2

10 Y2

10 X3

10 Y3

10 X4

10 Y4

- Decided to introduce an extra class on each side of the year throughout Y10 and Y11
- Triple groups (generally higher – occasional foundation entry)

Structure of teaching groups

10 X1

10 Y1

10 X2

10 Y2

10 X3

10 Y3

10 X4

10 Y4

- Decided to introduce an extra class on each side of the year throughout Y10 and Y11
- Triple groups (generally higher – occasional foundation entry)
- Three combined science groups on each side of the year
- Reducing class size
- Target our teaching for all students
- Allow movement between groups to better support learning

**Y9s have just completed a mock
GCSE paper**

**Talk to your child about how they
found it, how well they had
prepared, what they need to do
moving forward.**

**We would expect most children to
make 2 levels of progress from
where they are now.**

Equation number	Word equation	Symbol equation
1	weight = mass \times gravitational field strength (g)	$W = m g$
2	work done = force \times distance (along the line of action of the force)	$W = F s$
3	force applied to a spring = spring constant \times extension	$F = k e$
4	moment of a force = force \times distance (normal to direction of force)	$M = F d$
5	pressure = $\frac{\text{force normal to a surface}}{\text{area of that surface}}$	$p = \frac{F}{A}$
6	distance travelled = speed \times time	$s = v t$
7	acceleration = $\frac{\text{change in velocity}}{\text{time taken}}$	$a = \frac{\Delta v}{t}$
8	resultant force = mass \times acceleration	$F = m a$
9 HT	momentum = mass \times velocity	$p = m v$
10	kinetic energy = $0.5 \times$ mass \times (speed) ²	$E_k = \frac{1}{2} m v^2$
11	gravitational potential energy = mass \times gravitational field strength (g) \times height	$E_p = m g h$
12	power = $\frac{\text{energy transferred}}{\text{time}}$	$P = \frac{E}{t}$
13	power = $\frac{\text{work done}}{\text{time}}$	$P = \frac{W}{t}$
14	efficiency = $\frac{\text{useful output energy transfer}}{\text{total input energy transfer}}$	
15	efficiency = $\frac{\text{useful power output}}{\text{total power input}}$	
16	wave speed = frequency \times wavelength	$v = f \lambda$
17	charge flow = current \times time	$Q = I t$
18	potential difference = current \times resistance	$V = I R$
19	power = potential difference \times current	$P = V I$
20	power = (current) ² \times resistance	$P = I^2 R$
21	energy transferred = power \times time	$E = P t$
22	energy transferred = charge flow \times potential difference	$E = Q V$
23	density = $\frac{\text{mass}}{\text{volume}}$	$\rho = \frac{m}{V}$

Summer task
Learn your equations!!

Maths Year 9 Core Subjects Evening

Clare Williams, Head of Maths

- Key information about Maths exams
- How to support your child



Maths Exams

Foundation Grades 1 – 5

Higher Grades 4-9

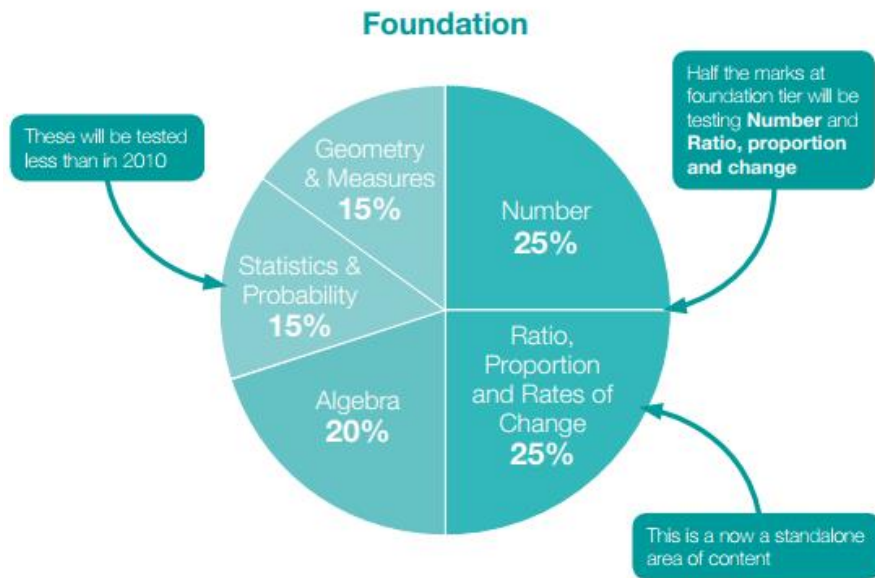
Format

- 3 x 90 minute exam papers.
- One non calculator. Two calculator papers.

Tier Decisions

- Exam boards recommend 50-50 split F-H
- Evidence needed for Higher exam: not a last minute request from a Grade 4
- Tier decisions made in April Year 11
- Interim tiers are flexible and have no impact on final decisions

Foundation tier papers will assess the different content domains in these proportions:



(It's worth noting that there's a $\pm 3\%$ tolerance for each domain area.)

Changes to content at Foundation Tier

The biggest change to content is at Foundation tier. There are **new topics added** to the Foundation tier for 2015, which in **2010 were assessed at Higher tier only**. The list opposite is not exhaustive but includes all the major changes. Full, annotated tables for this and the following lists can be found on the GCSE Maths [support webpage](#).

Topics new to Foundation tier (previously Higher tier only in 2010)

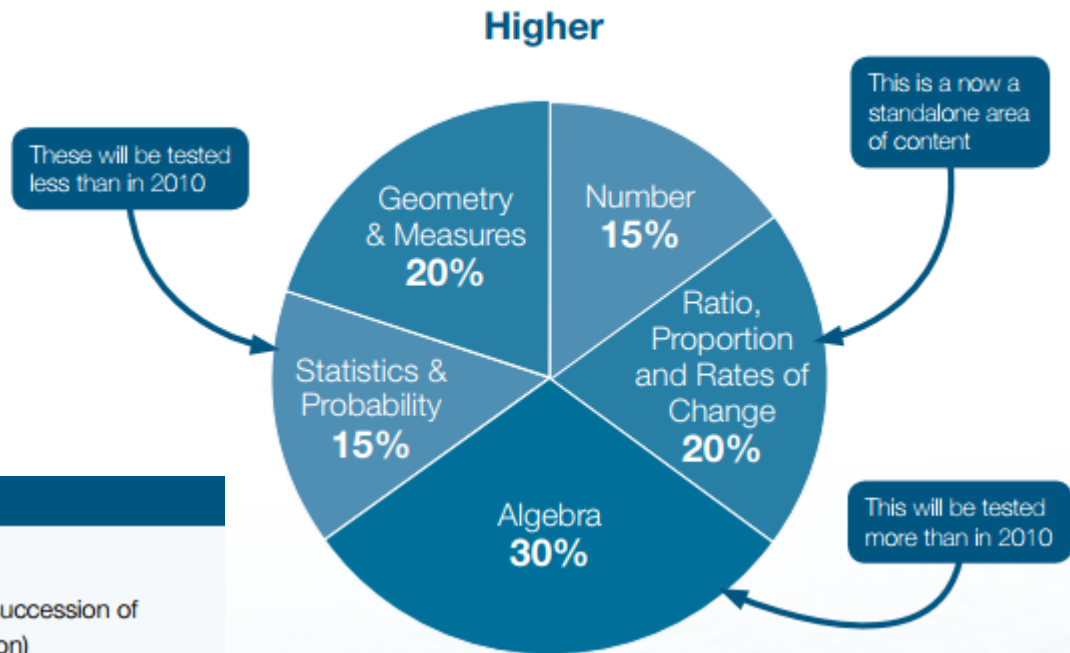
- Index laws: zero and negative powers (numeric and algebraic)
- Standard form
- Compound interest and reverse percentages
- Direct and indirect proportion (numeric and algebraic)
- Expand the product of two linear expressions
- Factorise quadratic expressions in the form $x^2 + bx + c$
- Solve linear/linear simultaneous equations
- Solve quadratic equations by factorisation
- Plot cubic and reciprocal graphs, recognise quadratic and cubic graphs
- Trigonometric ratios in 2D right-angled triangles
- Fractional scale enlargements in transformations
- Lengths of arcs and areas of sectors of circles
- Mensuration problems
- Vectors (**except** geometric problems/proofs)
- Density
- Tree diagrams

For **both tiers**, there will be **new knowledge, skills and understanding** that your students will be assessed on in the new GCSE Mathematics (9-1).

Topics new to both tiers

- Use inequality notation to specify simple error intervals
- Identify and interpret roots, intercepts, turning points of quadratic functions graphically; deduce roots algebraically
- Fibonacci type sequences, quadratic sequences, geometric progressions
- Relate ratios to linear functions
- Interpret the gradient of a straight line graph as a rate of change

Higher tier papers will assess the different content domains in these proportions:



Topics new to Higher tier

- Expand the products of more than two binomials
- Interpret the reverse process as the 'inverse function'; interpret the succession of two functions as a 'composite function' (using formal function notation)
- Deduce turning points by completing the square
- Calculate or estimate gradients of graphs and areas under graphs, and interpret results in real-life cases (**not** including calculus)
- Simple geometric progressions including surds, and other sequences
- Deduce expressions to calculate the n th term of quadratic sequences
- Calculate and interpret conditional probabilities through Venn diagrams

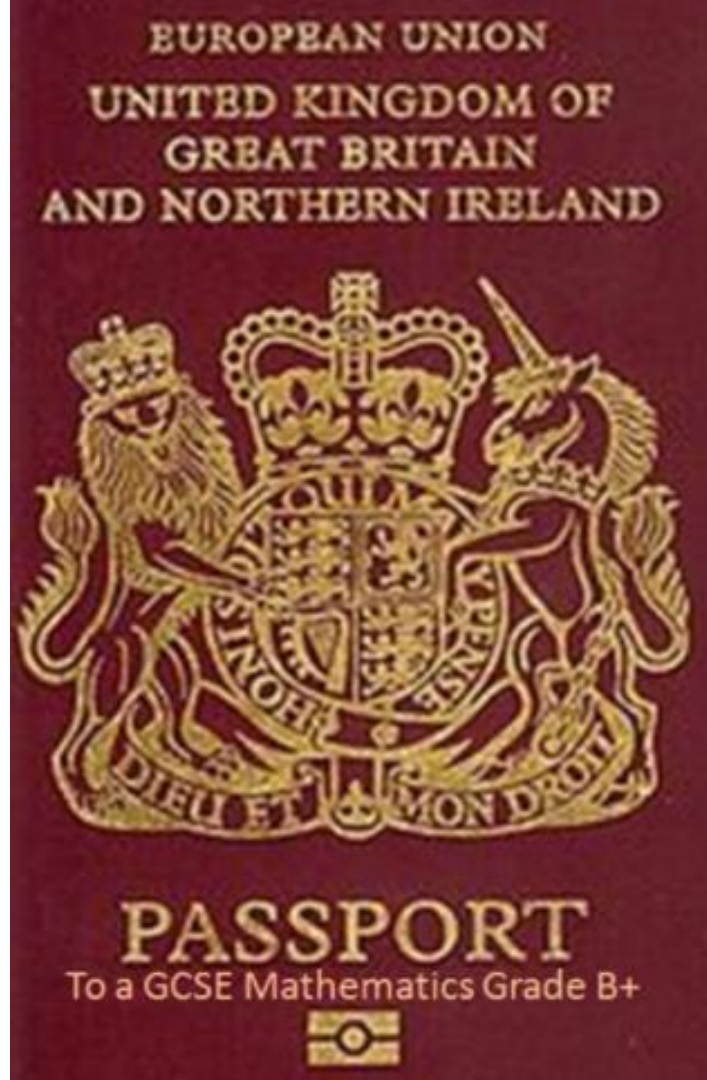
Passport To Success

Why do I need my Passport?

You need to achieve your Passport by the end of this year to be on track for your GCSE in Maths

What do I have to do?

- Get a specific grade in a GCSE paper
- Achieve 90% on your Skills Test



What if I do not get my Passport?

If you get to your **Two Years to Go Exams** and we think you might not pass we will help you with:

- Extra homework
- Extra Maths lessons

If you do not pass in July, we will give you summer work to help you pass in September instead.

End of Year 10	GCSE Grade
7a	9
7c	8
6b	7
5c	6
4b	5
3c	4
2c	3
1c	2
U	1
U	U

How can I support my child in Maths?

1. An Outstanding Work Ethic

How do you make Good or Outstanding Progress?

Good Progress

- Work for all of every lesson
- Complete every question in homework
- Ask for help fast when stuck

Outstanding Progress

- 100% effort in all of every lesson
- Complete every question in homework and come to Supported Study on Weds for help whenever stuck
- Always ask for help immediately when stuck

7) make t subject

$$a) \begin{aligned} 9 &= 3t - 6 \\ +6 & \quad +6 \\ 9+6 &= 3t \\ \therefore 15 & \\ \frac{9+6}{3} &= t \end{aligned}$$

$$b) \begin{aligned} 2x &= 5t + 9 \\ -9 & \quad -9 \\ 2x-9 &= 5t \\ \therefore 5 & \\ \frac{2x-9}{5} &= t \end{aligned}$$

$$c) \begin{aligned} 12t + 2t &= 3x \\ -12 & \quad -12 \\ 2t &= 3x - 12 \\ \therefore 2 & \\ t &= \frac{3x-12}{2} \end{aligned}$$

8) make y subject

$$a) \begin{aligned} 4x + 6y &= 2 \\ -2 & \quad -2 \\ 4x-2 &= 6y \\ \therefore 6 & \\ \frac{4x-2}{6} &= y \end{aligned}$$

$$b) \begin{aligned} 3y - 2x &= 6 \\ -6 & \quad -6 \\ 3y &= 2x + 6 \\ \therefore 3 & \\ y &= \frac{2x+6}{3} \end{aligned}$$

$$c) \begin{aligned} 3x - 5y &= 2 \\ -2 & \quad -2 \\ 3x-2 &= 5y \\ \therefore 5 & \\ \frac{3x-2}{5} &= y \end{aligned}$$

9) make b subject

10/9/17
changing the subject
to:
change the subject of formulas

1. make w the subject

$$a) \begin{aligned} f &= w + 7m \\ -7m & \quad -7m \\ f-7m &= w \end{aligned}$$

$$b) \begin{aligned} d &= w - r^2 \\ +r^2 & \quad +r^2 \\ d+r^2 &= w \end{aligned}$$

$$c) \begin{aligned} 6 &= w - 6t \\ +6t & \quad +6t \\ 6+6t &= w \end{aligned}$$

$$d) \begin{aligned} p &= 2w + r \\ -r & \quad -r \\ p-r &= 2w \\ \therefore 2 & \\ \frac{p-r}{2} &= w \end{aligned}$$

$$e) \begin{aligned} n &= 3w - 9 \\ +9 & \quad +9 \\ n+9 &= 3w \\ \therefore 3 & \\ \frac{n+9}{3} &= w \end{aligned}$$

$$f) \begin{aligned} r &= 2 + 5w \\ -2 & \quad -2 \\ r-2 &= 5w \\ \therefore 5 & \\ \frac{r-2}{5} &= w \end{aligned}$$

$$g) \begin{aligned} n &= nw + 3 \\ -3 & \quad -3 \\ n-3 &= nw \\ \therefore n & \\ \frac{n-3}{n} &= w \end{aligned}$$

$$h) \begin{aligned} t &= fw - r \\ +r & \quad +r \\ t+r &= fw \\ \therefore f & \\ \frac{t+r}{f} &= w \end{aligned}$$

$$i) \begin{aligned} m &= kw + r^2 \\ -r^2 & \quad -r^2 \\ m-r^2 &= kw \\ \therefore k & \\ \frac{m-r^2}{k} &= w \end{aligned}$$

$$j) \begin{aligned} a &= n + 5w \\ -n & \quad -n \\ a-n &= 5w \\ \therefore 5 & \\ \frac{a-n}{5} &= w \end{aligned}$$

$$k) \begin{aligned} v &= 2aw - h \\ -2a & \quad -2a \\ v-2a &= -h \\ \therefore -2a & \\ \frac{v-2a}{-2a} &= w \end{aligned}$$

$$l) \begin{aligned} e &= rw + k \\ -k & \quad -k \\ e-k &= rw \\ \therefore r & \\ \frac{e-k}{r} &= w \end{aligned}$$

$$m) \begin{aligned} r &= 3d - w \\ -3d & \quad -3d \\ r-3d &= -w \\ \therefore -1 & \\ r-3d &= w \end{aligned}$$

$$n) \begin{aligned} u &= r^2 - w \\ -r^2 & \quad -r^2 \\ u-r^2 &= -w \\ \therefore -1 & \\ u-r^2 &= w \end{aligned}$$

$$o) \begin{aligned} s &= 9r - w \\ -9r & \quad -9r \\ s-9r &= -w \\ \therefore -1 & \\ s-9r &= w \end{aligned}$$

$$p) \begin{aligned} t &= r - 3w \\ -r & \quad -r \\ t-r &= -3w \\ \therefore -3 & \\ \frac{t-r}{-3} &= w \end{aligned}$$

$$q) \begin{aligned} g &= 5 - nw \\ -nw & \quad -nw \\ g+nw &= 5 \\ \therefore n & \\ \frac{g+nw}{n} &= w \end{aligned}$$

$$r) \begin{aligned} x &= p - rw \\ -rw & \quad -rw \\ x+rw &= p \\ \therefore r & \\ \frac{x+rw}{r} &= w \end{aligned}$$

$$s) \begin{aligned} r &= m - 2w \\ -2w & \quad -2w \\ r+2w &= m \\ \therefore 2 & \\ \frac{r+2w}{2} &= w \end{aligned}$$

$$t) \begin{aligned} n &= 5 - mnw \\ -mnw & \quad -mnw \\ n+mnw &= 5 \\ \therefore n & \\ mnw &= 5-n \\ \therefore mn & \\ w &= \frac{5-n}{mn} \end{aligned}$$

$$u) \begin{aligned} p &= n - r^2w \\ -r^2w & \quad -r^2w \\ p+r^2w &= n \\ \therefore r^2 & \\ w &= \frac{n-p}{r^2} \end{aligned}$$

$$v) \begin{aligned} y &= 5x + 2 \\ -2 & \quad -2 \\ y-2 &= 5x \\ \therefore 5 & \\ \frac{y-2}{5} &= x \end{aligned}$$

$$w) \begin{aligned} r &= 3d + 5 \\ -5 & \quad -5 \\ r-5 &= 3d \\ \therefore 3 & \\ \frac{r-5}{3} &= d \end{aligned}$$

$$x) \begin{aligned} s &= 4 + 9t \\ -4 & \quad -4 \\ s-4 &= 9t \\ \therefore 9 & \\ \frac{s-4}{9} &= t \end{aligned}$$

$$y) \begin{aligned} p &= 5xy + y \\ -y & \quad -y \\ p-y &= 5xy \\ \therefore 5y & \\ \frac{p-y}{5y} &= x \end{aligned}$$

$$z) \begin{aligned} r &= 6 - 5g \\ -5g & \quad -5g \\ r+5g &= 6 \\ \therefore 5 & \\ \frac{r+5g}{5} &= g \end{aligned}$$

$$6) \begin{aligned} b &= 3(a-10) & (a) \\ +10 & & +10 \\ b+10 &= 3a \\ -3 & & -3 \\ b+10 &= 4 \end{aligned}$$

$$7) \begin{aligned} l &= \frac{x+2}{7} & (x) \\ \times 7 & & \times 7 \\ 7l &= x+2 \\ -2 & & -2 \\ 7l+2 &= x \end{aligned}$$

$$8) \begin{aligned} y &= 4(c-d) & (c) \\ \times 2 & & \times 2 \\ 2y &= 4(c-d) \\ \div 4 & & \div 4 \\ \frac{2y}{4} &= \frac{4(c-d)}{4} \\ \frac{1}{2}y &= c-d \\ \times 2 & & \times 2 \\ y &= 2(c-d) \\ \div 2 & & \div 2 \\ \frac{y}{2} &= c-d \\ \times 2 & & \times 2 \\ y &= 2(c-d) \end{aligned}$$

11/10/17
Linear equations

10: turn and solve linear equations

Example 1:
3 boxes of smarties plus 2 individual ones weigh the same as one box plus 6 individual ones.

How many per box?

$$\begin{aligned} \square \square \square \text{ or } \square \square \square \square &= 3x + 2 = x + 6 \\ -2 & & -2 \\ 3x &= x + 4 \end{aligned}$$

$$\begin{aligned} \square \square \square &= 3x = x + 4 \\ -x & & -x \\ 2x &= 4 \end{aligned}$$

$$\begin{aligned} \square \square &= 2x = 4 \\ \div 2 & & \div 2 \\ x &= 2 \end{aligned}$$

$$\begin{aligned} \square &= x = 2 \\ \div 2 & & \div 2 \\ x &= 2 \end{aligned}$$

$$\begin{aligned} 1) & \\ a) 6 + &= 10 = 4 \\ b) 2 + &= 7 = 5 \\ c) 9 + 4 + &= 5 \\ d) 14 = +6 &= 8 \\ e) 8 - &= 2 = 6 \\ f) 12 - &= 6 = 6 \end{aligned}$$

$$7) \begin{aligned} a) 2x + 3 &= 13 \\ -3 & & -3 \\ 2x &= 10 \\ \div 2 & & \div 2 \\ x &= 5 \end{aligned}$$

$$b) \begin{aligned} 2x + 5 &= 9 \\ -5 & & -5 \\ 2x &= 4 \\ \div 2 & & \div 2 \\ x &= 2 \end{aligned}$$

$$c) \begin{aligned} 2x + 8 &= 20 \\ -8 & & -8 \\ 2x &= 12 \\ \div 2 & & \div 2 \\ x &= 6 \end{aligned}$$

$$d) \begin{aligned} 2x + 1 &= 21 \\ -1 & & -1 \\ 2x &= 20 \\ \div 2 & & \div 2 \\ x &= 10 \end{aligned}$$

$$8) \begin{aligned} a) 2m = 4 &= 16 \\ +4 & & +4 \\ 2m &= 20 \\ \div 2 & & \div 2 \\ m &= 10 \end{aligned}$$

$$b) \begin{aligned} 3n - 5 &= 10 \\ +5 & & +5 \\ 3n &= 15 \\ \div 3 & & \div 3 \\ n &= 5 \end{aligned}$$

$$\begin{aligned} 3n &= 15 \\ \div 3 & & \div 3 \\ n &= 5 \end{aligned}$$

$$c) \begin{aligned} -5 &= 2p + 9 \\ +5 & & +5 \\ 0 &= 2p + 4 \\ -4 & & -4 \\ -4 &= 2p \\ \div 2 & & \div 2 \\ -2 &= p \end{aligned}$$

Example 2:
 $2(a+5) = 7a - 5$
expand brackets

$$\begin{aligned} 2a + 10 &= 7a - 5 \\ -2a & & -2a \\ 10 &= 5a - 5 \\ +5 & & +5 \\ 15 &= 5a \\ \div 5 & & \div 5 \\ 3 &= a \end{aligned}$$

sub-tract smaller number
sub-tract out letters on one side

$$\begin{aligned} 11) & \\ c) 3(b-2) &= 5c - 3 \\ 2(c+6) &= 5c - 3 \\ -2c & & -2c \\ 2c + 12 &= 5c - 3 \\ -2c & & -2c \\ 12 &= 3c - 3 \\ +3 & & +3 \\ 15 &= 3c \\ \div 3 & & \div 3 \\ 5 &= c \end{aligned}$$

$$12) \begin{aligned} a) 3(2x-4) &= 7x - 18 \\ 6x - 12 &= 7x - 18 \\ -6x & & -6x \\ -12 &= x - 18 \\ +18 & & +18 \\ 6 &= x \end{aligned}$$

$$c) \begin{aligned} 4(2z+1) &= 6z + 15 \\ 8z + 4 &= 6z + 15 \\ -6z & & -6z \\ 2z + 4 &= 15 \\ -4 & & -4 \\ 2z &= 11 \\ \div 2 & & \div 2 \\ z &= 5.5 \end{aligned}$$

0.5
2/11/17

$$B) \begin{aligned} d) 3(2h+3) &= 5h + 8 \\ 6h + 9 &= 5h + 8 \\ -5h & & -5h \\ h + 9 &= 8 \\ -9 & & -9 \\ h &= -1 \end{aligned}$$

Example 3:

I think of a number, triple it and -12. The answer is 15. What was my number?

$$\begin{aligned} 3h - 12 &= 15 \\ +12 & & +12 \\ 3h &= 27 \\ \div 3 & & \div 3 \\ h &= 9 \end{aligned}$$

12/10/17
Algebra




10: form linear equations and solve them.

Example 1:

$$\begin{aligned} 2(3x+8) &= 5(x-2) \\ 6x + 16 &= 5x - 10 \\ -5x & & -5x \\ x + 16 &= -10 \\ -16 & & -16 \\ x &= -26 \end{aligned}$$

2. Minitest & Hegarty Maths

GCSE Mathematics: FOUNDATION SUMMER PREP

Topic List	Hegarty Maths Clip Numbers			
Number				
Decimal multiplication and division	48 , 49 , 50			
Add, subtract, multiply and divide fractions	66 , 68 ,			
Significant figures and estimation	130 , 131			
Prime factor decomposition, HCF and LCM	30 , 32 ,			
Fractions of an amount (non-calculator)	62 , 67			
Percentages of an amount	84 , 85 ,			
Percentage increase and decrease	88 , 89 ,			
Ratio and Proportion	332 , 333 , 334 ,			
Algebra				
Collecting like terms	156 , 157 ,			
Expand and simplify expressions with brackets	160 , 161 ,			
Factorisation	168 , 169			
Sequences: finding the n^{th} term rule	198			
Substitution	155 , 278			

1

Find the volume of this cone. Leave your answer to 2dp.



h=18cm

d=10cm

$$\frac{1}{3} \pi r^2 h$$

$$\frac{1}{3} \times \pi \times 5^2 \times 18 = 471.238898$$

$$V = \underline{471.24} \text{ cm}^3$$

V=.

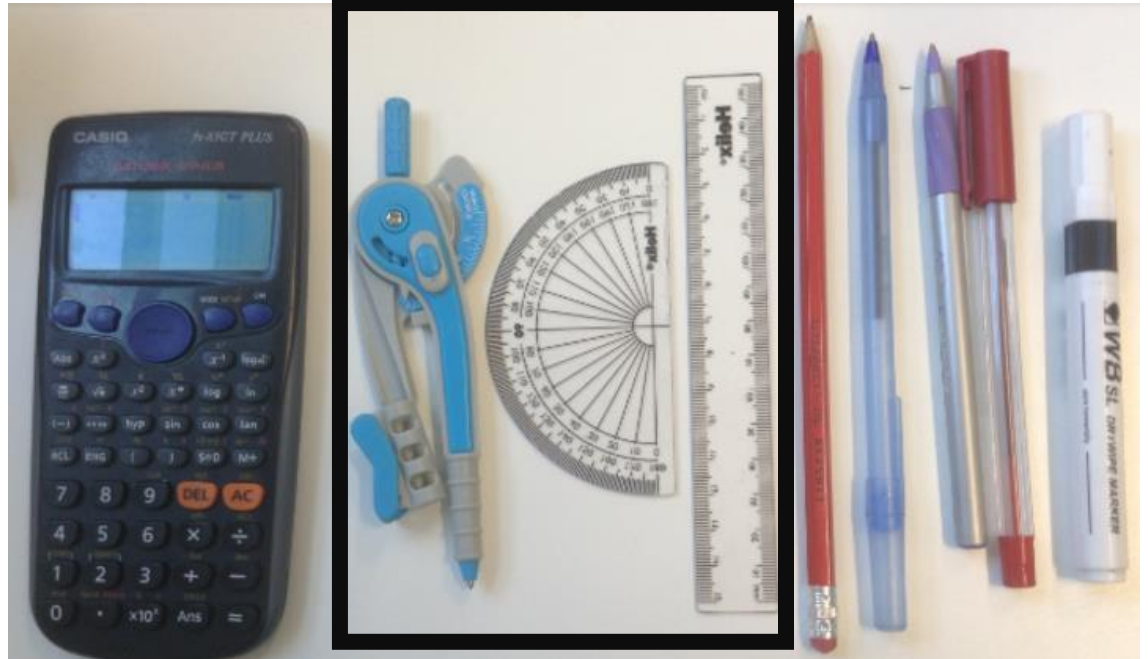
WWW: perfect. Honours thinking: if the diameter was doubled, would the volume double, multiply by three, multiply by four, or something else? Convince me you are correct.

3. Being fully equipped for Maths

Calculator model:

FX-83GT Plus

‘dual algebraic display’



GCSE Further Maths (target grades 8-9)

- Open to (roughly) top set, dependent on grade in Baseline Assessment.
- Overlaps with GCSE grades 8 and 9 (old A*)
- Supports transition to A level Further Maths/ Maths.

GCSE Statistics

- Open to all students not eligible for GCSE Further Maths.
- Overlaps with GCSE grades 5, 6, 7 (grades A to C)
- Supports transition to the Statistics part of Maths A level.