Year 10 Information Evening

Agenda;
1. Supporting our students and their futures
2. GCSE English
3. GCSE Maths
4. Work Experience Questions
Careers Education (CEIAG)
Labour Market Information

Launceston College works closely with........
  David Sellars - Enterprise Coordinator
‘RATIONAL INFORMED’ CAREER DECISIONS?
HOW MANY JOBS ARE YOU PREDICTED TO HAVE IN YOUR WORKING LIFE?

• 2
• 4
• 6
• 8
• 10
• MORE THAN 10
Cornwall and Isles of Scilly by Sector

Advanced Engineering

Construction

Creative & Digital

Health & Life Sciences

High Tech

Low Carbon

Professional Services

Retail

Visitor Economy

Rural Economy
<table>
<thead>
<tr>
<th>Job</th>
<th>Hourly Rate £</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architects</td>
<td></td>
</tr>
<tr>
<td>Photographers, audio-visual and broadcasting equipment operators</td>
<td></td>
</tr>
<tr>
<td>Web design and development professionals</td>
<td></td>
</tr>
<tr>
<td>Marketing and sales directors</td>
<td></td>
</tr>
</tbody>
</table>

£16.01  £30.67  £22.48  £12.53
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£16.01  £30.67  £22.48  £12.53
<table>
<thead>
<tr>
<th>Sector</th>
<th>Predicted growth % 2017-2026</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Life Sciences</td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>Creative and Digital</td>
<td></td>
</tr>
<tr>
<td>Visitor Economy</td>
<td></td>
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<tr>
<td></td>
<td>2.9%</td>
</tr>
<tr>
<td></td>
<td>6.2%</td>
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<tr>
<td></td>
<td>0.4%</td>
</tr>
<tr>
<td></td>
<td>7.9%</td>
</tr>
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<td>Predicted growth % 2017-2026</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Health and Life Sciences</td>
<td>6.2%</td>
</tr>
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</tr>
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<td>2.9%</td>
</tr>
</tbody>
</table>

2.9%  6.2%  0.4%  7.9%

The Governors, Principal and Staff at Launceston College and MAT are committed to the Careers Education Information Advice and Guidance. We firmly believe it will help develop the students' self-awareness and knowledge to enable them to make decisions and develop the skills to cope with the changes in employment in a modern society.

**CEIAG policy**

Contacts:

Mark Adams, Assistant Principal mark@launcestoncollege.org.uk
Dawn Acaster, Work Related Learning Coordinator dawn@launcestoncollege.org.uk

- **Careers Vision**
- **CEIAG Programme**
- **The Gatsby Benchmarks**
- **Provider Access**
- **Work Related Learning**
- **Teachers**
- **Measuring and assessing the impact of the careers programme**

- Parent Information
- Careers Staff
- Useful Links
- Careers News
- Employers
I am in the process of once again planning a similar week for 2015 and was hoping you would be interested in taking part?

Our Work Related Learning week will be taking place on the 29th June – 3rd July.

If you would like any more information please do not hesitate to contact me at the College.

GCSE English
Year 10 Parents Information Evening

English and English literature

Separate qualifications.
Separate results.

All students entered on the same untiered paper.
Grades awarded 1-9.
# English language

<table>
<thead>
<tr>
<th>Paper 1</th>
<th>Paper 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explorations in creative reading and writing</strong></td>
<td><strong>Writers’ viewpoints and perspectives</strong></td>
</tr>
<tr>
<td>A) <strong>Reading</strong> response to one unseen fiction text</td>
<td>A) <strong>Reading</strong> response to two unseen non-fiction texts. One of which will be pre-19th century.</td>
</tr>
<tr>
<td>B) Creative <strong>writing</strong></td>
<td>B) Transactional/discursive <strong>writing</strong></td>
</tr>
</tbody>
</table>

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**Launceston College**

**A Multi Academy Trust**
**Paper 1 - Explorations in creative reading and writing**
*(one unseen fiction text)*

<table>
<thead>
<tr>
<th>What the students will have to do</th>
<th>How marks will be awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer 4 reading questions increasing in challenge and difficulty</strong> <em>(1 HOUR)</em></td>
<td>1. List... (4)</td>
</tr>
<tr>
<td>1. List 4 things you learn about...</td>
<td>2. How does the writer... (8)</td>
</tr>
<tr>
<td>2. How does the writer use language to...</td>
<td>3. Structure (8)</td>
</tr>
<tr>
<td>4. Evaluate – To what extent do you agree?</td>
<td></td>
</tr>
</tbody>
</table>

**Write creatively and with accuracy. (45 MINUTES)** *Choice of questions.*
* • Descriptive  
* • Narrative*

**CONTENT AND ORGANISATION (24)**  
**TECHNICAL ACCURACY (16)**
**Paper 2 - Writers’ viewpoints and perspectives (two unseen non fiction texts)**

<table>
<thead>
<tr>
<th>What the students will have to do</th>
<th>How marks will be awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer 4 questions increasing in challenge and difficulty. (1 HOUR)</strong></td>
<td><strong>T/F?</strong> (4)</td>
</tr>
<tr>
<td>• T/F?</td>
<td>• Summary – marks awarded for inference (8)</td>
</tr>
<tr>
<td>• Summary</td>
<td>• How does... (12)</td>
</tr>
<tr>
<td>• How does the writer...?</td>
<td>• Compare... (16)</td>
</tr>
<tr>
<td>• Compare...</td>
<td><strong>CONTENT AND ORGANISATION (24)</strong></td>
</tr>
<tr>
<td><strong>Write convincingly for a specified audience and purpose. (45 MINUTES)</strong></td>
<td><strong>TECHNICAL ACCURACY (16)</strong></td>
</tr>
<tr>
<td><strong>No choice. Examples include:</strong></td>
<td></td>
</tr>
<tr>
<td>• Article for a broadsheet newspaper</td>
<td></td>
</tr>
<tr>
<td>• Letter</td>
<td></td>
</tr>
<tr>
<td>• A speech</td>
<td></td>
</tr>
</tbody>
</table>

**Write convincingly for a specified audience and purpose. (45 MINUTES)**

No choice. Examples include:
- Article for a broadsheet newspaper
- Letter
- A speech

**CONTENT AND ORGANISATION (24)**

**TECHNICAL ACCURACY (16)**
Our approach to teaching language:

- Through our literature texts in Year 10.
- Regular opportunities in Year 11 to revisit and practise skills – e.g. through weekly explicit language lessons.
The scene where Dickens writes about Fezziwig's ball is really vivid... it’s as though you are part of the celebrations. To what extent do you agree? (20 marks)

How has Dickens used language to create a dismal image of London in this paragraph? (8 marks)

### Ambitious vocabulary

<table>
<thead>
<tr>
<th>academic</th>
<th>cascade</th>
<th>censor</th>
<th>credibility</th>
<th>denouement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic (adj) means having to do with studying something at school or university. It also means something which is not practically important. An academic (n) is someone who teaches or researches at a university.</td>
<td>A cascade (n) is a waterfall. To cascade (v) means to fall quickly and in large amounts.</td>
<td>To censor (v) someone means to stop them saying or writing something. Usually censorship (n) is done by powerful people like a government or business. A censor (n) is a person or organisation who censors others.</td>
<td>Someone is credible (adj) if it makes sense to believe they are telling the truth—they have a high degree of credibility (n). Something which is hard to believe is incredible (adj) or impossible to credit (v).</td>
<td>'The denouement (n) of a story happens at the end when all the elements of the plot are 'sorted out'.</td>
</tr>
<tr>
<td>From the Greek akademia. The first academy was founded by the philosopher Plato in Ancient Greece.</td>
<td>Originally came into English as a French word (like many words in English ending -ade); from Latin cadere (to fall).</td>
<td>From the Latin word censor (I judge). One of the most powerful magistrates in Ancient Rome was called the Censor.</td>
<td>From the Latin credo (I believe). The word creed comes from the same source.</td>
<td>A French word meaning 'unknotting' or 'untwining'. The French word noeud means 'knot'.</td>
</tr>
<tr>
<td>Michael’s point was in the end just academic—it was interesting but it didn’t really matter.</td>
<td>She was horrified to see water cascading from the kitchen ceiling.</td>
<td>Ruby nearly told her mum what she really thought but decided it would be better to censor herself.</td>
<td>The reports of UFO sightings in Bromley can not be seen as credible, as they were made by someone who is promoting a book on extraterrestrials.</td>
<td>At the denouement of the play she was revealed to be a lost princess who was entitled to marry the prince.</td>
</tr>
</tbody>
</table>

### fidelity

<table>
<thead>
<tr>
<th>fidelity</th>
<th>idol</th>
<th>illicit</th>
<th>impoverished</th>
<th>mantra</th>
</tr>
</thead>
<tbody>
<tr>
<td>fidelity (n) means faithfulness and trustworthiness. Infidelity (n) is its antonym. High-fidelity (adj) (‘Hi-fi’) is a twentieth-century way to describe recorded sound which is faithful to reality.</td>
<td>An idol (n) is a statue or object which is worshipped as a god. Worshipping an idol is idolatry (n). An idol is also someone who is so famous and popular that they are worshipped (idolised) by their idolatrous (adj) fans.</td>
<td>Illicit (adj) means forbidden or illegal.</td>
<td>Something or someone is impoverished (adj) if they have been made extremely poor and wretched.</td>
<td>A mantra is a repeated Hindu chant or prayer, or any phrase which is repeated again and again.</td>
</tr>
<tr>
<td>From the Latin fides (faith).</td>
<td>From the Greek eidos (shape or form).</td>
<td>From the Latin licere (to be allowed). Licence comes from the same root.</td>
<td>From the French word pauvre (poor).</td>
<td>From the Sanskrit mantra (instrument of thought).</td>
</tr>
<tr>
<td>Although their relationship had been difficult, she had never questioned his fidelity.</td>
<td>She had always idolised her big brother, but now she could see that he had feet of clay.</td>
<td>Every night she illicitly read under the covers with a torch long after she was supposed to be sleeping.</td>
<td>The lives of the impoverished families on her street were characterised by a constant struggle for money.</td>
<td>The prime minister kept repeating her familiar mantra: &quot;Brexit means Brexit.&quot;</td>
</tr>
</tbody>
</table>
English language

What you can do to help

- Encourage the **reading** of fiction and non-fiction texts and discuss them
- Help increase **tier 2 vocabulary**
- Encourage the use of revision guides and websites including bbc bitesize, videos on youtube, Seneca learning [https://app.senecalearning.com/teacher/classes](https://app.senecalearning.com/teacher/classes)
<table>
<thead>
<tr>
<th>Paper 1</th>
<th>Paper 2</th>
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<tr>
<td><strong>Shakespeare and the 19\textsuperscript{th} century novel</strong></td>
<td><strong>Modern texts and poetry</strong></td>
</tr>
<tr>
<td>A) Shakespeare</td>
<td>A) Modern text</td>
</tr>
<tr>
<td>B) 19\textsuperscript{th} century novel</td>
<td>B) Poetry from the AQA anthology (Power and conflict cluster: 15 poems)</td>
</tr>
<tr>
<td></td>
<td>C) Unseen poetry</td>
</tr>
</tbody>
</table>
Paper 1 - *Shakespeare and the 19th century novel*  
(*CLOSED BOOK; 1 hour, 45 minutes*)

<table>
<thead>
<tr>
<th>What the students will have to do</th>
<th>How marks will be awarded</th>
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</thead>
</table>
| Write about the *Macbeth* responding to an extract and the play as a whole. Use the bullet points! | • 30 marks  
• 4 marks for technical accuracy |
| Write about the 19th century novel they have studied responding to an extract and the novel as a whole. Use the bullet points! | • 30 marks |
### Paper 2 – Modern texts and poetry
*(CLOSED BOOK; 2 hours, 15 minutes)*

<table>
<thead>
<tr>
<th>What the students will have to do</th>
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</tr>
</thead>
</table>
| **A)** Write about the **modern text** they have studied responding to the **text as a whole**.  
  • Choice of 2 questions.  
  • No extract |  
  • 30 marks  
  • 4 marks for technical accuracy  
  • Context  
  • Analysis of writer’s methods  
  • Reader effect |
| **B)** **Compare 2 poems** from their anthology along a theme. One will be printed on the paper.  
  • No choice |  
  • 30 marks  
  • Context |
| **C)** Write about one **unseen poem**. **Compare** it with a second **unseen poem**  
  • No choice |  
  • 24 marks  
  • 8 marks |
English literature

What you can do to help

- Encourage the **reading** of set texts
- Encourage the use of revision guides and websites including bbc bitesize and videos on youtube
- Test students on characters, themes and help them learn key quotations.
Encourage the use of revision guides and websites including BBC Bitesize and videos on YouTube:

- https://app.senecalearning.com/teacher/classes
- www.audiopi.co.uk
- https://www.youtube.com/results?search_query=aqa+english+literature+paper+2+
What we will do:

- Ensure students are well prepared for exams
- Ensure students receive quality feedback and know what they need to improve
- Help students develop great learning habits
- Offer revision opportunities
- Provide opportunities to order and purchase revision guides
- Provide texts for PP students
Some final thoughts

- 7.5 hours of English and literature exams
- Preparation is crucial and can’t start early enough
  - Language responding to unseen texts: fiction, non-fiction, and pre-19th century
  - Literature responding to prepared texts: modern, poetry, Shakespeare, and pre-19th century

Triangle diagram:
- Student
- Teachers and support staff
- Parents
Year 10 Parent’s information evening
- maths
21st November 2019
Mindset

Growth Mindset Maths is an approach to teaching mathematics which believes that mindset is more important than initial ability in determining the progress made by pupils in their mathematical understanding.

Pupils with a growth mindset will make better progress than pupils with a fixed mindset.
Pupils with a growth mindset:-

• Believe that talents can be developed and great abilities can be built over time
• View mistakes as an opportunity to develop
• Are resilient
• Believe that effort creates success
• Think about how they learn
Pupils with a fixed mindset:-

• Believe that talent alone creates success
• Are reluctant to take on challenges
• Prefer to stay in their comfort zone
• Are fearful of making mistakes
• Think it is important to 'look smart' in front of others
• Believe that talents and abilities are set in stone, you either have them or you don't.
Growth Mind-Set

- Believe that talents can be developed and great abilities can be built over time.
- View mistakes as an opportunity to develop.
- Resilient
- Believe that effort creates success
- Think about how they learn.

Fixed Mind-Set

- Believe that talent alone creates success
- Reluctant to take on challenges
- Prefer to stay in their comfort zone
- Are fearful of making mistakes
- Think it is important to ‘look’ smart in front of others.
- Believe that talents and abilities are set in stone, you either have them or you don’t.

Well behaved pupils
Higher Ability Pupils
Hard Working Pupils
Lower Ability Pupils
• GCSE mathematics has a foundation tier (grades 1 – 5) and a higher tier (grades 4 – 9).
• Students must take three question papers at the same tier.
• All question papers must be taken in the same series.
## GCSE Exam

### Paper 1: non-calculator

**What's assessed**
Content from any part of the specification may be assessed.

**How it's assessed**
- written exam: 1 hour 30 minutes
- 80 marks
- non-calculator
- 33⅓% of the GCSE Mathematics assessment

**Questions**
A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

### Paper 2: calculator

**What's assessed**
Content from any part of the specification may be assessed.

**How it's assessed**
- written exam: 1 hour 30 minutes
- 80 marks
- calculator allowed
- 33⅓% of the GCSE Mathematics assessment

**Questions**
A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

### Paper 3: calculator

**What's assessed**
Content from any part of the specification may be assessed.

**How it's assessed**
- written exam: 1 hour 30 minutes
- 80 marks
- calculator allowed
- 33⅓% of the GCSE Mathematics assessment

**Questions**
A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.
Content domains

There are six content domains covered within the specification. The table below shows the content domains and their weighting across both tiers. The weightings reflect the size and demand of the content domains and take into account the ability range for each tier.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Weighting of marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundation tier</td>
</tr>
<tr>
<td>Number</td>
<td>25%</td>
</tr>
<tr>
<td>Algebra</td>
<td>20%</td>
</tr>
<tr>
<td>Ratio, proportion and rates of change</td>
<td>25%</td>
</tr>
<tr>
<td>Geometry and measures</td>
<td>15%</td>
</tr>
<tr>
<td>Probability</td>
<td>15%</td>
</tr>
<tr>
<td>Statistics</td>
<td>15%</td>
</tr>
</tbody>
</table>
The way marks are awarded is to be changed, where a question was all an AO2, the marks are now separated out so a question could have AO1 marks for recall a formula for example.
<table>
<thead>
<tr>
<th>TERM</th>
<th>UNIT / LESSON</th>
<th>PRIOR KNOWLEDGE</th>
<th>GCSE (9-1) SPEC REFERENCE</th>
<th>STEPS FROM...</th>
<th>STEPS TO...</th>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td></td>
<td>Use a calculator for decimals and negative numbers. Use index laws numerically.</td>
<td></td>
<td></td>
<td></td>
<td>Use the rules of indices to simplify algebraic expressions.</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td>Use and interpret algebraic notation. Set up and solve simple equations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td>Recall the definitions of geometric and arithmetic sequences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>2.1 Algebraic indices</td>
<td>Recognise that squaring and taking the square root, and cubing and taking the cube root, are inverse operations. Calculate with powers.</td>
<td>A4</td>
<td>7th</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>2.2 Expanding and factorising</td>
<td>Simplify algebraic terms, including using index notation. Multiply a single term over a bracket. Find highest common factors.</td>
<td>A1 A3 A4 A6</td>
<td>8th</td>
<td>100%</td>
<td>Expand brackets. Factorise algebraic expressions.</td>
</tr>
<tr>
<td>34</td>
<td>2.3 Equations</td>
<td>Solve a simple equation expressed in words. Solve simple algebraic equations.</td>
<td>N8 A4 A17 A21</td>
<td>9th</td>
<td></td>
<td>Solve equations involving brackets and numerical fractions. Use equations to solve problems.</td>
</tr>
<tr>
<td>36</td>
<td>2.4 Formulae</td>
<td>Substitute values into a one-step formula. Write numbers in standard form.</td>
<td>N9 A2 A3 A5 A6</td>
<td>9th</td>
<td></td>
<td>Substitute numbers into formulae. Rearrange formulae.</td>
</tr>
</tbody>
</table>
Our scheme of learning follows a 12 step process converting each step to the current GCSE grades 1 to 9. You will find the steps within each unit in the detailed scheme of learning above.

<table>
<thead>
<tr>
<th>Step</th>
<th>Step Diagram in GCSE book</th>
<th>GCSE Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Gold</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Green</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Amber</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Red</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Gold</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Green</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Amber</td>
<td></td>
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<tr>
<td></td>
<td>Red</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Gold</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Green</td>
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<tr>
<td></td>
<td>Amber</td>
<td></td>
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<tr>
<td></td>
<td>Red</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Gold</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Green</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Amber</td>
<td></td>
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<tr>
<td></td>
<td>Red</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Gold</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Green</td>
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<td></td>
<td>Amber</td>
<td></td>
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<td></td>
<td>Red</td>
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<tr>
<td>7</td>
<td>Gold</td>
<td>4</td>
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<tr>
<td></td>
<td>Green</td>
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<td>Amber</td>
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<tr>
<td></td>
<td>Red</td>
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</tr>
</tbody>
</table>

GCSE Grade:
- Gold: A
- Green: B
- Amber: C
- Red: D
- Gold: A
- Green: B
- Amber: C
- Red: D
Practising is about looking back at work you already understand and making sure it is fresh in your mind. It is about making sure that:

- You can recall maths you could do easily in class 10 or so weeks ago
- You remember formulae or facts or what special maths words and terms mean
To practise maths you need to **do maths**. So you will need something to write with, something to write on and some maths to do.

There are all sorts of ways you can find maths to do.

- Text books (Active Learn)
- Past examination papers or practice papers
- Revision guides
- Corbett Maths 5 a day/Videos
- Exam solutions
- KS4 Support Sessions
Useful links on website

Scheme of Learning  Useful Links

**ActiveLearn**

(log-in with school username 19LEW1234, use forgotten password link if you have changed the password from default changemo200)

www.pearsonactivelrn.com

**Corbettmaths**

(Use for 5-a-day practise, video and exercises to support further practise.)

corbettmaths.com

**Exam Solutions**

(videos and some exam questions)

www.examsolutions.net/gcse-maths/

**Diagnostic Questions**

(Multiple choice quiz site, login with school username 19LEW1234)

diagnosticquestions.com

**Maths Genie**

(GCSE exam papers and videos)

www.mathsgenie.co.uk

**JustMaths**

(Videos, worksheets, paper RAG and exam support. Log-in with username LauncestonStudent and password Launceston)
Free Writing Tool

Improve grammar, word choice, and sentence structure in your writing. It's free!

Grammarly

GCSE Exam Papers (Edexcel)

Edexcel past papers with mark schemes and model answers. Pearson Education accepts no responsibility whatsoever for the accuracy or method of working in the answers given.
Dear Parent/Carer,

We are offering again the opportunity to buy Pearson GCSE (Foundation or Higher) revision guides, workbooks and practice papers. The one topic-per-page format provides hassle-free revision, level indicators on the page allow students to progress at a speed that is right for them and for exam practice, and the revision workbooks provide practice in 3 speeds: guided questions, unguided questions and practice exam papers. There is now an option to also purchase a workbook with two sets of practice papers. They are available through school at discounted price of £3.00 each.

We are also offering CorbettMaths revision/flash cards at foundation or higher tiers. The cards have key facts on one side, with a handy QR code on the other that takes you straight to a video, exercise or exam question. We are able to offer them to you at the price of £8.00.

If you would like to purchase any of these resources then please complete the form below and send it, together with payment, to the finance office by Monday 2nd December. Orders after this date will not be accepted. Payment can be made by:
Videos and Worksheets

Click here for answers

Common marking codes for teachers  Marking codes
2D shapes: names  Video 1  Practice Questions  Textbook Exercise
2D shapes: quadrilaterals  Video 2  Practice Questions  Textbook Exercise
3D shapes: names  Video 3  Practice Questions  Textbook Exercise
3D shapes: nets  Video 4  Practice Questions  Textbook Exercise
3D shapes: vertices, edges, faces  Video 5  Practice Questions  Textbook Exercise
Addition: column method  Video 6  Practice Questions  Textbook Exercise
Algebra: changing the subject  Video 7  Practice Questions  Textbook Exercise
Algebra: changing the subject advanced  Video 8  Practice Questions  Textbook Exercise
Algebra: collecting like terms  Video 9  Practice Questions  Textbook Exercise
Algebra: completing the square  Video 10  Practice Questions  Textbook Exercise
Algebra: dividing terms  Video 11  Practice Questions  Textbook Exercise
Algebra: equation of a circle  Video 12  Practice Questions  Textbook Exercise
Algebra: expanding brackets  Video 13  Practice Questions  Textbook Exercise
Algebra: expanding two brackets  Video 14  Practice Questions  Textbook Exercise
Expand and simplify where possible:

1. 3(x+2)^2 = 3x^2
2. -5a(4a^2-2a+1)
3. 5 - 2(5x-3)
4. 2(b+c+d+...) = ab + ac + ad + ...

Euler's Formula
Complex Numbers, Polar Extension, Zeroth Power of Zero, Phase Shift
Maths Support

Monday, Period 6 in M6
Wednesday, Period 6 in M5
Thursday, lunch from 1:45-2:10 in M3
(You may bring your lunch with you)

Open to all years.
When you do maths

• Try to produce model exam answers with full method
• Check answers
• Make notes of things you need to remember
• Repeat questions trying to avoid errors and trying to produce better exam answers
Planning your practise

Do your mathematics practise in a planned and organised way in a place that is set up for you to work.

• Work in short bursts - about 30 minutes at a time
• Do this for at least 5 or 6 times a week
• Do not spend a long time on stuff you know really well refresh your memory and move on
• Keep all practise work secure and use it for your final revision closer to the exam.
When things go wrong
Don’t panic if you find it hard to understand something.

• Spend no more than 5 minutes trying to sort it out by yourself
• If you still have a problem put it aside and do something else
• Solve your problem by getting help from a teacher or a friend

Practice will make a difference
The more you do the greater the difference it will make
Work Experience Week

29th June – 3rd July 2020
Work Experience

• Hands on experience at a job of their choice
• Chance to find out if they really like the work area they have chosen
• Their first real opportunity at a job/career area that they are interested in
• Opportunity to make contacts for part-time work or future employment
• To help identify skills used in the work place
• To help equate school work with the work environment
Where can students do a Work Experience Placement?

- Launceston and local area
- Devon
- London

❖ \textit{In Fact anywhere in the UK}

- providing you agree and arrangements for accommodation and travel have been put in place
What is in the students folder

• A work experience Approval & Consent Form (Lilac)
• Key dates and deadlines.
• Contact details for relevant staff.
• Placement Information sheet.
• An envelope containing information for employers.
What to do next

- Read all the information carefully with your child.
- Complete section 1 of the Lilac Approval & Consent form.
- Keep the folder safe until a placement has been found.
- All paperwork must be completed and handed in with any outstanding money by the 21st May.
Key Dates and Deadlines

- **31st Oct** – Introduction to Work Experience assembly and folders handed out
- **21st Nov** – Parents information evening
- **Dec** – Letters/emails written and sent
- **6th Feb** – Placement secured and paperwork taken to employers
- **21st May** – All paperwork completed and returned to the Careers Office
- **Work Experience Week** 29th June – 3rd July 2019