



Rhyl High School Year 11

INFORMATION EVENING

A warm welcome to all parents & carers



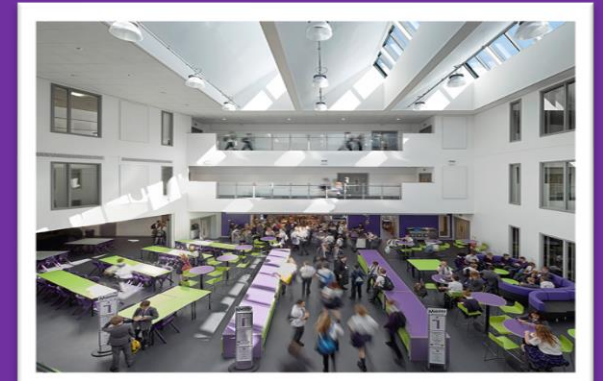
14th December 2023



5.00 – 6:00



Rhyl High School



ADDRESS: Rhyl High School. 86 Grange Road, Rhyl. Denbighshire. LL18 4BY

TELEPHONE: 01745 343533

EMAIL: rhyl.high@denbighshire.gov.uk

WEBSITE: www.rhylhigh.Denbighshire.sch.uk



Whole School Support Plan

Form time sessions that focus on key subject skills, pupil wellbeing and revision skills

Intervention with Year 11 mentor

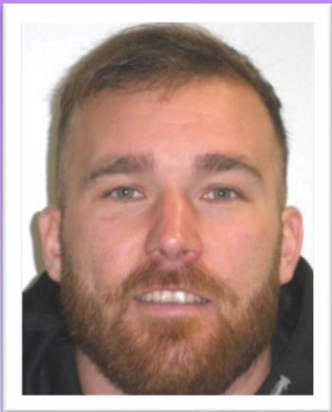
After School subject revision Sessions & Year 11 Mentor also available after school on a Mon, Wed, Thurs & Fri for revision and support

Wellbeing, Relaxation /mindfulness sessions

Revision website

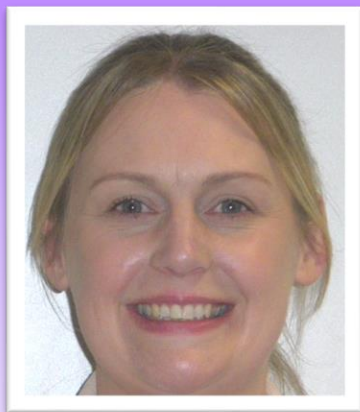


Year 11 Progress Team



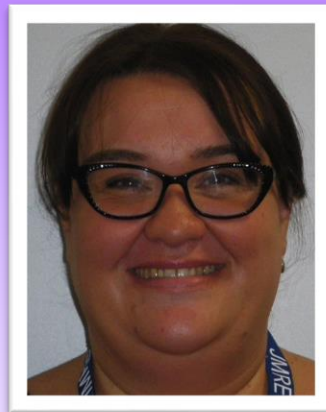
Mr. J Stokes

Head of Year



Miss. V Williams

Link Pastoral Officer



Mrs. B Williams

Year 11 Mentor



Mrs. R Pace

Assistant Head Pastoral



Miss. C Ellis

Deputy Head

Year 11 Form Tutors

11 Arianrhod: Mr. D Jennings & Mr. B T Dennis

11 Arianrhod 2: Mr. G Meredith

11 Arianrhod 3: Mr. N P Ecob

11 Gofannon: Ms. P J Jones

11 Gofannon 2: Ms. A Davies Lamb

11 Llyr: Mr. J C Edward

11 Llyr 2: Mr. C Jones

11 Rhiannnon: Miss. H Burns

11 Rhiannon 2: Mrs. R Jones



Wellbeing Team



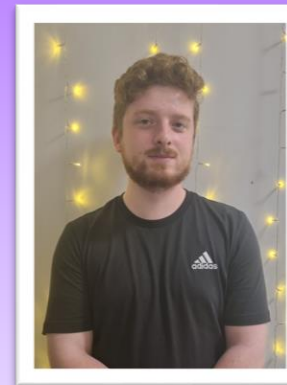
Mrs. Joanne Steel

Wellbeing Lead



Miss. Ellie Harris

Wellbeing Assistant



Mr. Ashley Titchiner

Wellbeing Assistant



Mrs. Kathryn Disley

Wellbeing Assistant



'Help your Teen to Learn' with Mike Gershon

Help Your Teen to Learn is a complete support package for parents of children aged between 13 and 16. Hosted online, the programme includes a suite of full HD videos, a set of practical guides sharing over 50 strategies you can use to support your teen's learning, as well as creative resources to stimulate their imagination and support their revision.

Created and presented by Mike Gershon, a bestselling author of over forty books on teaching, learning and education, Help Your Teen to Learn gives parents everything they need to have fun with their child while helping them to learn, grow and develop.

[Help Your Teen To Learn With Mike Gershon | Online Course for Parents](#)



Exams



Centre Name: Rhyl High School
Centre Number : 68159

EXAMINATIONS 2023 - 2024

Guidance for Students & Parents

Darryl Vickers
(Examinations Officer)

School Telephone Number: 01745 343533

Contents

***Whilst it is important for you to take note of the whole document, it is of particular importance that you take notice of Information for Candidates pages 3-15
PLEASE go through these with your child

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EXAM PENCIL CASE



(GCSE & A Level)



NOTICE
NO FOOD
ALLOWED



It is easy to avoid **MOST** problems in exams...

1. Make sure you have been through the rules (RHS Exam Guidance)
2. Wait sensibly outside the exam room
3. Enter the room sensibly and quietly
4. Sit in the correct seat
5. Face forwards (start to end) and do not turn around
6. **DO NOT TALK/COMMUNICATE (even NON-VERBAL communications)**
7. Bring a fully-equipped, transparent pencil case
8. Bring a transparent, water bottle with label removed
9. No food to be eaten during the exams
10. (Do not use any form of AI in Coursework)

The rooms used for exams:

- Sports Hall
- Gym
- Classrooms in Maths Homebase
- Classrooms in English Homebase

KNOW YOUR TIMETABLE. It tells you:

- Who? Learn your Candidate/Exam number

- What?

- When?

- Where?

It is your responsibility to know your timetable and how it works...

Exam boards do NOT consider you 'not understanding' your timetable as a Special Consideration

If you arrive late, then it is at the school's discretion as to whether you can sit the exam or not. However, even if we permit you to, the exam board may choose not to mark it due to lateness

Example Candidate Timetable

Season : January 2019

Name : O'Nimus, Anne

Candidate Number : 5566

← This is an example number- your number will be different to this!!

UCI : 681590286153D



Centre Number : 68159

Year : 11

Reg Group : 11Rh

ULN :



Date	Start Time	Board	Level	Element Code	Element Title	Component Code	Component Title	Duration	Room	Seat
Wed 09 Jan	9:00AM	WJEC/GCSE	GCSE/B	3720U1	English Lit Prose, Cultures Found	3720U10-1	Eng Lit Unit 1 Foundation: Written	2h 00m	Gymnasium	F5
Wed 09 Jan	11:50AM	EDEXL/KSQ	BTNG/B	21541E	Introducing the Hospitality Industry	21541E01	Introducing the Hospitality Industry	1h 15m	Sports Hall	C10

Mobiles, watches and devices

- Turn mobiles off **AND HAND THEM IN**, they are safe with the invigilators
 - Smartwatches- the same. Off and hand in with your mobile
 - 'Normal Watches'. Hand in with your mobile
- Nearly 50% of all Malpractice across UK is down to mobile phones ☹️
- Exam boards show no leniency when it comes to mobiles/watches...
 - Last year several students lost entire qualifications ☹️ ☹️
- You stand a very high chance of being disqualified from the qualification... 2 years of study- gone ☹️ ☹️ ☹️



Penalties stand even if the phone is in your bag when it goes off- **YOU HAVE TO HAND THEM IN FOR YOUR SAKE**



AQA City & Guilds CCEA OCR Pearson WJEC

**NO MOBILE PHONES
NO WATCHES**

NO POTENTIAL TECHNOLOGICAL/WEB
ENABLED SOURCES OF INFORMATION

NO UNAUTHORISED ITEMS

Possession of unauthorised items, such as a mobile phone or any watch, is a serious offence and could result in

DISQUALIFICATION

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.

It may seem, at first glance, over-the-top or trivial, but sitting in the wrong exam seat is significant:

- Get the wrong paper (subject and/or tier)
 - Miss out on support (access arrangements)
 - Could be considered as malpractice
- Get misidentified for malpractice incidents
 - Fire Register- safety
 - Health needs missed



Smaller Rooms
(incl. Gym)

Coloured
Paper

Prompt

Reader**

One-on-One
Reader

Fidget Toys or
Stress Balls



Dictionary

Dictionary +
10%

Extra Time**

Laptop

Laptop and
Spell Check

Large Print

Modified
Language

Access Arrangements

Extra Time**

Reader**

Colour
Naming**

Rest Breaks**

Rest
Breaks**

Medical Conditions






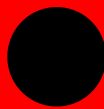



















Medical/Toilet
Passes

Practical Assistant

Scribe
(in individual
room)

Colour
Naming**



E

D

C

B

A

5

4

3

2

1

Seat
number:

E5

Red
Star!



ADDITIONAL MATERIALS

A WJEC pink 16-page answer booklet.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use pencil or gel pen. Do not use correction fluid.

Answer **both** Section A and Section B. Answer on **one** text in Section A **and** answer the question in Section B.

Write your answers in the separate answer booklet provided.

Use both sides of the paper. Write only within the white areas of the booklet.

Write the question number in the two boxes in the left hand margin at the start of each answer,

e.g.

2	1
---	---

 .

Leave at least two line spaces between each answer.

INFORMATION FOR CANDIDATES

Section A: 30 marks Section B: 20 marks

You are advised to spend your time as follows: Section A – about one hour

Section B – about one hour

The number of marks is given in brackets after each question or part-question.

You are reminded that the accuracy and organisation of your writing will be assessed.

SECTION A

	Pages
<i>Of Mice and Men</i>	2–3
<i>Anita and Me</i>	4–5
<i>To Kill a Mockingbird</i>	6–7
<i>I Know Why the Caged Bird Sings</i>	8–9
<i>Chanda's Secrets</i>	10–11

SECTION B

<i>Poetry</i>	12
---------------	----

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Surname	Centre Number	Candidate Number
Other Names		0



GCSE

3310U60-1



**MATHEMATICS – NUMERACY
UNIT 2: CALCULATOR-ALLOWED
HIGHER TIER**

THURSDAY, 9 MAY 2019 – MORNING

1 hour 45 minutes

ADDITIONAL MATERIALS

A calculator will be required for this paper.

A ruler, a protractor and a pair of compasses may be required.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

You may use a pencil for graphs and diagrams only.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer all the questions in the spaces provided.

If you run out of space, use the continuation page at the back of the booklet. Question numbers must be given for the work written on the continuation page.

Take π as 3.14 or use the π button on your calculator.

INFORMATION FOR CANDIDATES

You should give details of your method of solution when appropriate.

Unless stated, diagrams are not drawn to scale.

Scale drawing solutions will not be acceptable where you are asked to calculate.

The number of marks is given in brackets at the end of each question or part-question.

In question 3(a), the assessment will take into account the quality of your linguistic and mathematical organisation, communication and accuracy in writing.



MAY193310U60101

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02/2019 000000000000

Surname	Centre Number	Candidate Number
Other Names		0



GCSE

3310U60-1



S19-3310U60-1

**MATHEMATICS – NUMERACY
UNIT 2: CALCULATOR-ALLOWED**

INFORMATION FOR CANDIDATES

You should give details of your method of solution when appropriate.

Unless stated, diagrams are not drawn to scale.

Scale drawing solutions will not be acceptable where you are asked to calculate.

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Take π as 3.14 or use the π button on your calculator.



Cymraeg

Cymraeg Ail Iaith - Welsh Second Language



Unit 1

- Oracy response to visual stimulus
- Non-examination assessment: 6 – 8 minutes (pair) 8 – 10 minutes (group of three)
- 25% of the qualification (15% listening + 10% speaking)
- Takes place between 16-18th April, 2024.



Unit 2

- Communicating with other people
- Non-examination assessment: 6 – 8 minutes (pair) 8 – 10 minutes (group of three)
- 25% of the qualification (20% speaking + 5% listening)
- Takes place between 22-24th April, 2024.

Unit 3

- Unit 3: Narrative, specific and instructional
- Written examination: 1 hour 30 minutes
- 25% of the qualification (15% reading + 10% writing)
- Takes place during May/June exam period.



Unit 4

- Descriptive, creative and imaginative
- Written examination: 1 hour 30 minutes
- 25% of the qualification (15% writing + 10% reading)
- Takes place during May/June exam period.





Skills challenge certificate

Wjec

Wbq national /foundation level



Why study the Skills Challenge Certificate?

BY STUDENTS



Taryn, 16

The Individual Project gave me the opportunity to be independent and to research and explore a topic that I find really interesting, and that I haven't learnt about in my other subjects.



Georgia, 15

I enjoyed the Enterprise Challenge as it enabled me to have a choice in the outcome and also the interaction with the team and customers who bought our product.

Working as part of a team allowed us to develop vital leadership skills that will help us as we move on to Sixth Form.



Amy + Charlotte, 16

I have developed skills that have enabled me to meet deadlines which will be important in the Sixth Form, University and also in the workplace.



Katie, 16

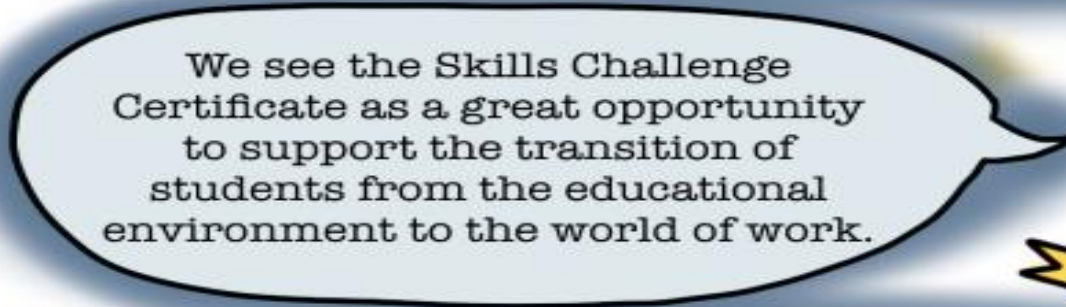
Why study the Skills Challenge Certificate?

BY EMPLOYERS



The Enterprise Challenge supports the development of enterprising young people, who can identify and initiate opportunities as well as adapt their responses to changing situations.

The Skills Challenge Certificate gives young people the opportunity to learn and develop a wide range of academic and personal skills. Young and creative minds offer so much to employers, businesses, charities and other organisations. Engaging with young people throughout their education, and supporting their progression into the workplace is a great way to bring new ideas into an organisation and to support young people in learning the key skills needed for the workplace.



We see the Skills Challenge Certificate as a great opportunity to support the transition of students from the educational environment to the world of work.



The skills students need to be evidencing ready for the work place is now much more of a focus and the Challenge Briefs will allow these to be demonstrated.



Global Citizenship CHALLENGE

SKILLS REQUIRED:

- Critical Thinking and Problem Solving
- Creativity and Innovation.

KEY WORDS:

Wales + the wider world
global citizens
global issues
research
debate
discussion
opinions and viewpoints

THEMES:

- Cultural Diversity
- Fairtrade
- Future energy
- Inequality
- Living Sustainably
- Natural + human disasters
- Nutrition
- Poverty

EVIDENCE NEEDED:

- ☒ PESTLE
- ☒ Evaluation of Sources
- ☒ Personal Standpoint
- ☒ Raising Awareness Pack
- ☒ Personal Reflection

Enterprise and Employability CHALLENGE

SKILLS REQUIRED:

- Creativity and Innovation
- Personal Effectiveness.

KEY WORDS:

innovate
employers
confirmation Statement
effective communication
create and implement
product/service
entrepreneurs
minutes of meetings
social media
groupwork (3-6 members)
teamwork skills + positive relationships

EVIDENCE NEEDED:

- ☒ Skills Audit
- ☒ Application for Role
- ☒ Business Idea/ Proposal
- ☒ Visual Display
- ☒ Pitch to Panel
- ☒ Personal Reflection

WHAT WILL I HAVE TO DO FOR THE INDIVIDUAL PROJECT?

First you need to decide if you are going to complete a Written Individual Project or an Artefact based Individual Project. But what is the difference?

1.



You will research into a topic of your choice, either linked with an area of personal interest or one that links to what you hope to do as part of your future education or career.



A Written Individual Project title could be:

How is my local community working towards meeting national recycling targets?

2.



As with the Written Individual Project, you will research an area of interest. The purpose of the Artefact Individual Project will be to set aims and objectives to produce an artefact as the outcome of the project.



An Artefact Individual Project title could be:

Design and produce 12 themed cupcakes including 3 designs for a children's party

The Individual Project, both written and artefact should be between 1000 and 2000 words in length.

You should follow a clear structure for your Individual Project to ensure your success.

START

TITLE: Give your Project a clear and manageable title

INTRODUCTION: Explain why you are researching the topic

AIMS & OBJECTIVES: What you want to do and how you're going to do it

SYNTHESIS: Pull all of the relevant information together

ANALYSIS: Use the primary and secondary information and data you've collected to answer your title

RESEARCH METHODS: How will you find the information you want

CONCLUSION: How have your findings answered your title?

SELF EVALUATION: How effectively did you use your skills?

APPENDIX: Information to support the Project, including a bibliography

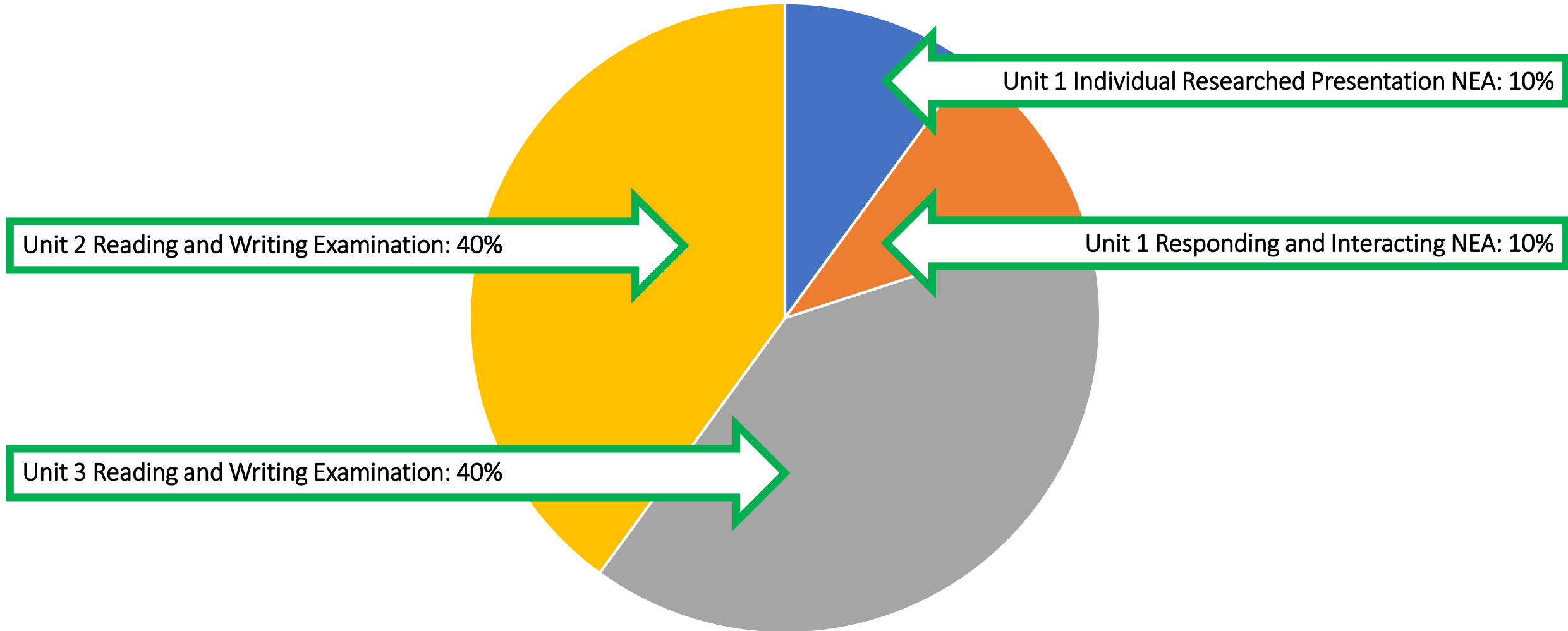
FINISH



English



GCSE English Language



GCSE English Language Unit 1 NEA

NEA Task 1

Individual Researched Presentation (10%)

A 5 – 7 minute talk to a small audience on a theme chosen by the WJEC.

Completed in Year 10.

NEA Task 2

Responding and Interacting (10%)

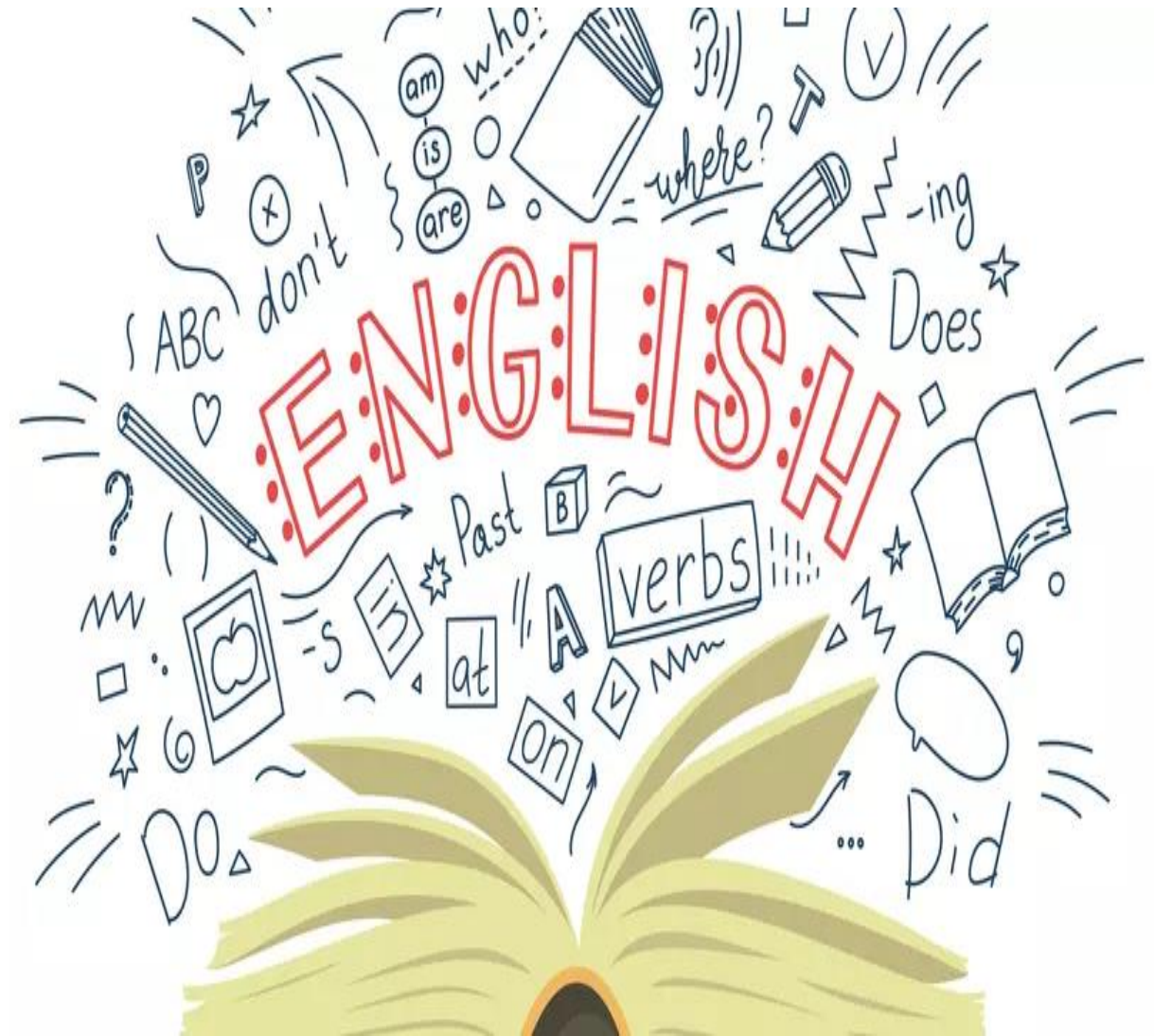
A 10 – 12 minute group discussion on one of three topics chosen by the WJEC.

Completed in Year 11.

GCSE English Language Unit 2 Exam

Thursday

23rd May



GCSE English Language Unit 2 Exam

Section A

Reading (20%)

Students will answer 35 marks worth of different reading question types focused on 5 reading texts.

Students will complete a 5 mark editing task.

Section B

Writing (20%)

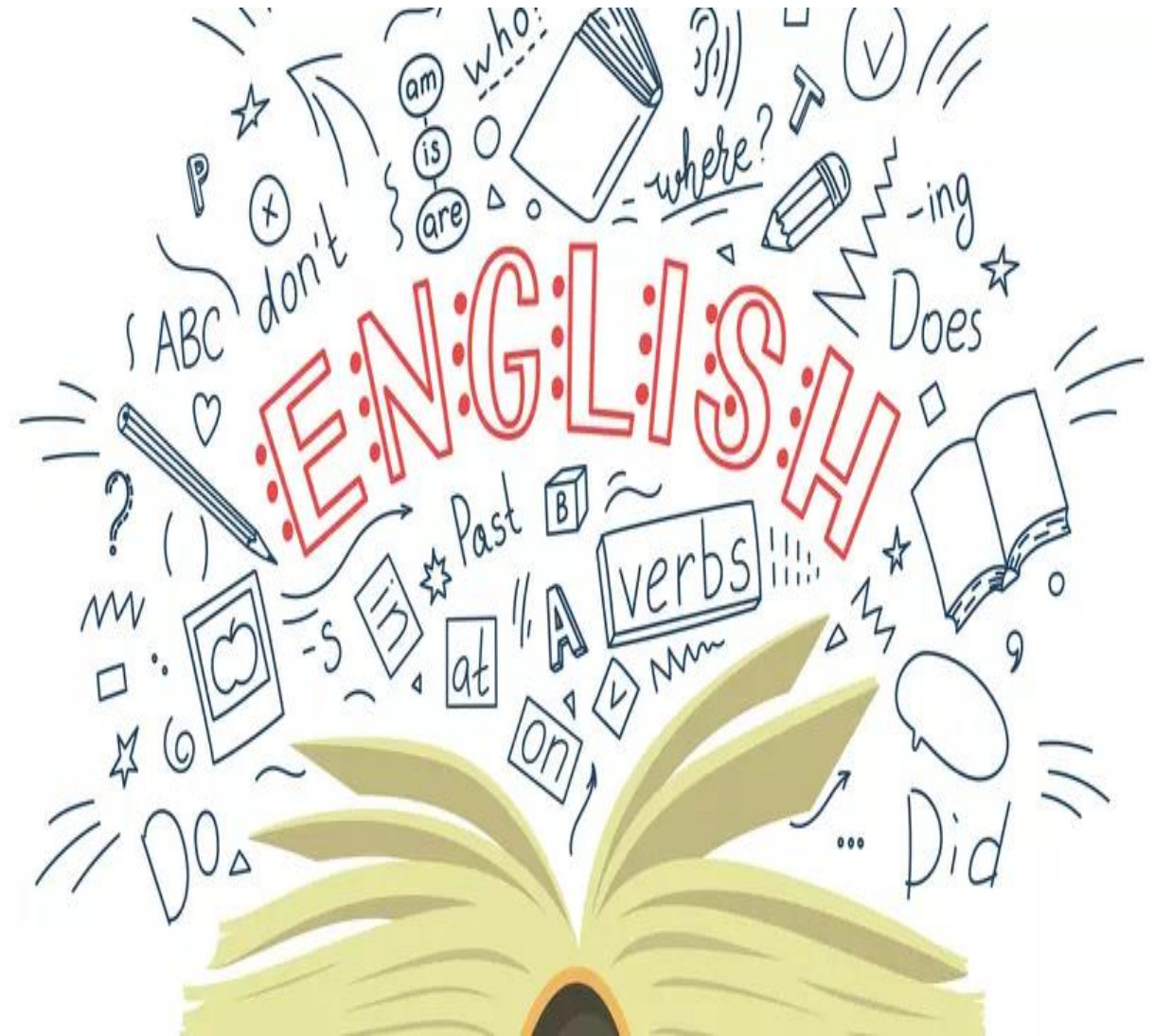
Students will complete a 5 mark proofreading task.

Students will complete a 35 mark writing task focused on descriptive, narrative or exposition writing.

GCSE English Language Unit 3 Exam

Thursday

6th June



GCSE English Language Unit 3 Exam

Section A

Reading (20%)

Students will answer 40 marks worth of different reading question types focused on 5 reading texts.

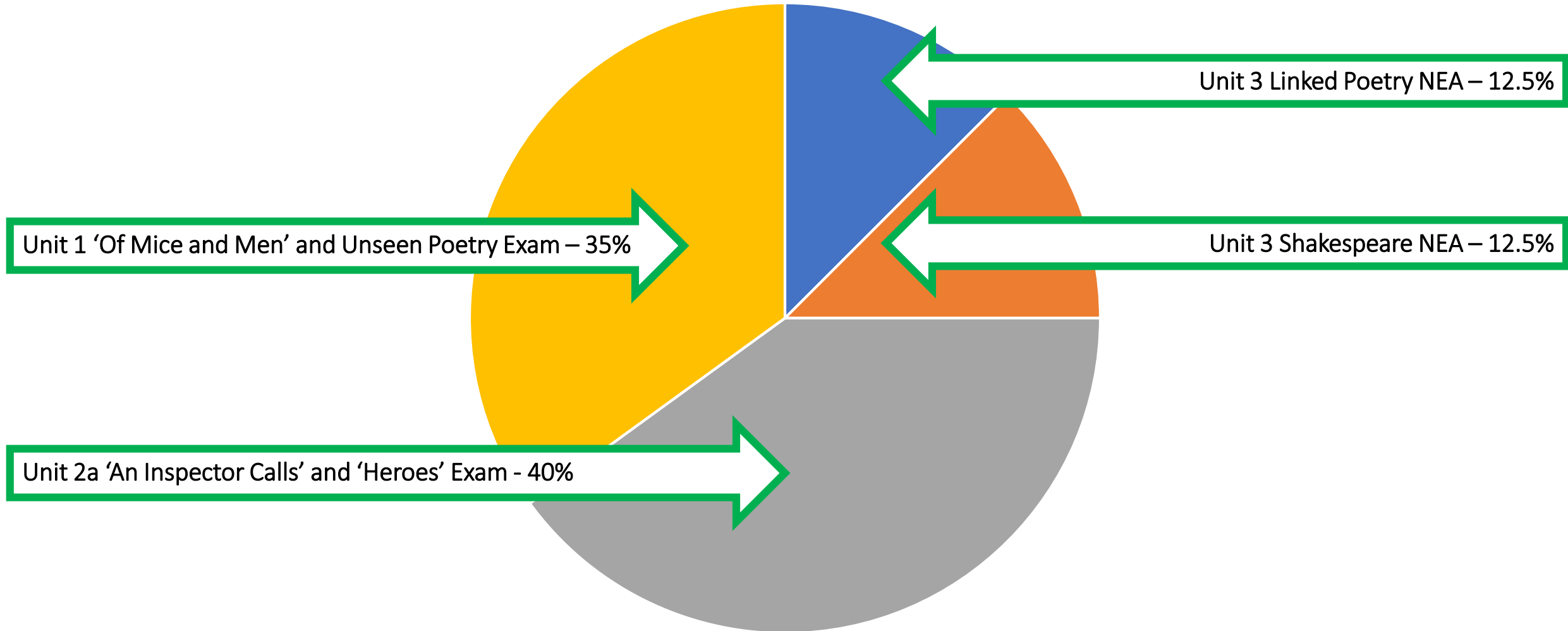
Section B

Writing (20%)

Students will complete a 20 mark persuasive writing task.

Students will complete a 20 mark argumentative writing task.

GCSE English Literature



GCSE English Literature Unit 1 Exam

Section A

'Of Mice and Men' (21%)

Students will complete a 10 mark answer to an extract question.

Students will complete a 20 mark answer to an essay question.

Section B

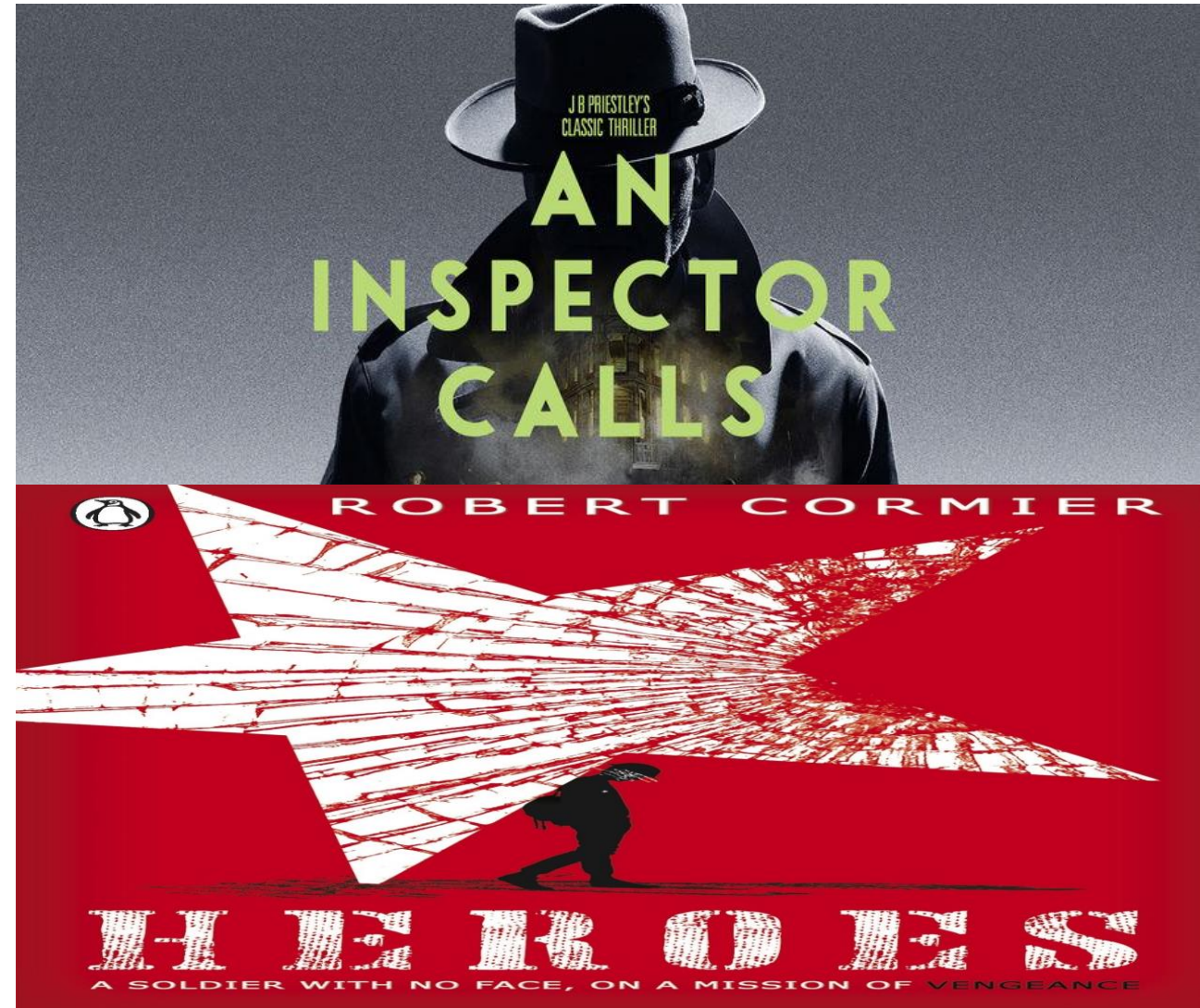
Unseen Linked Poetry (14%)

Students will complete a 20 mark answer to an essay question.

GCSE English Literature Unit 2a Exam

Monday

20th May



GCSE English Language Unit 2a Exam

Section A

'An Inspector Calls' (20%)

Students will complete a 10 mark answer to an extract question.

Students will complete a 20 mark answer to an essay question.

Section B

'Heroes' (20%)

Students will complete a 10 mark answer to an extract question.

Students will complete a 20 mark answer to an essay question.

GCSE English Literature Unit 3 NEA

NEA Task 1

Shakespeare (12.5%)

An essay about Shakespeare's 'Macbeth' focused on a theme chosen by the WJEC.

Completed in Year 10.

NEA Task 2

Linked Poetry (12.5%)

An essay about two linked poems focused on a theme chosen by the WJEC.

Completed in Year 10.

KS4 English Google Classroom

Join Code

omd73ax



Google Classroom

KS4 English Google Classroom

- Past Papers, Mark Schemes and Example Answers
- Student Booklets for the different question types
- How To Videos for the different question types
- Group Feedback Tasks and Resources
- NEA Catch Up Resources
- Links to WJEC Resources
- Links to BBC Bitesize
- Link to GCSE Pod





Stream

Classwork

People

Grades



Language Unit 2 and 3 Reading Questions



Compare Questions

Edited Nov 27



Explain Questions

Edited Aug 25



How does the writer persuade Questions

Edited Yesterday



How does the writer show Questions

Edited Nov 27



Impressions Questions

Edited Yesterday



Low Tariff Questions - Unit 2

Edited Aug 24



Low Tariff Questions - Unit 3

Edited Aug 24



Summarise Questions

Edited Yesterday



Synthesis Questions

Edited Yesterday





Stream

Classwork

People

Grades



Language Unit 2 and 3 Reading Questions



Compare Questions

Edited Nov 27



Compare
Questions



Compare Questions Vide...
Video



Compare Questions Stud...
PDF

[View material](#)



Explain Questions

Edited Aug 25



How does the writer persuade Questions

Edited Yesterday



How does the writer show Questions

Edited Nov 27



Impressions Questions

Edited Yesterday



Low Tariff Questions - Unit 2

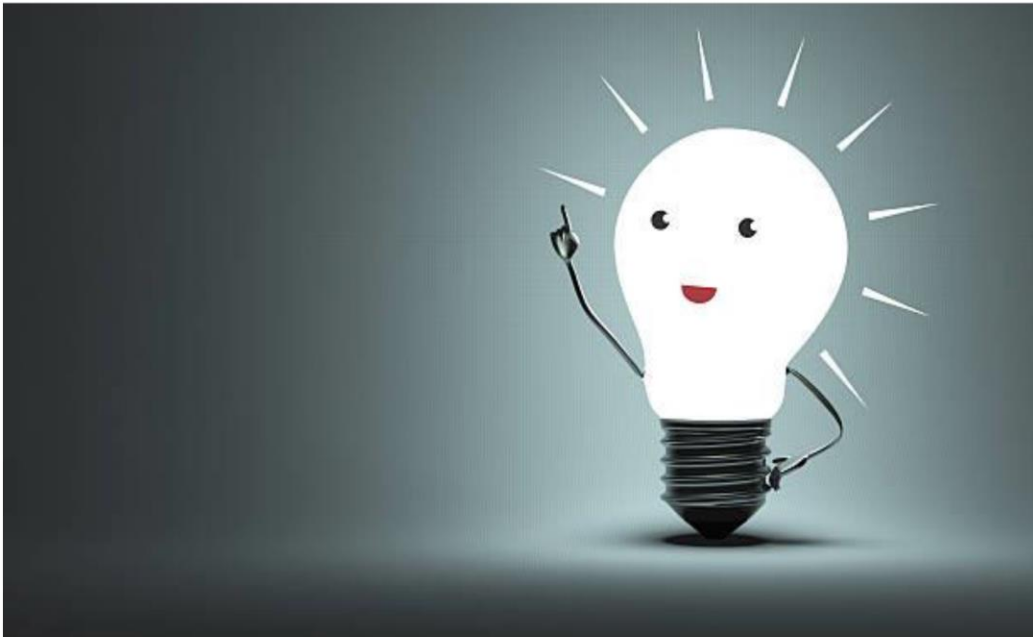
Edited Aug 24



GCSE English Language

Unit 2 and Unit 3

Section A



Compare Questions

What does it mean to **COMPARE**?

- When we **compare** we look at the **similarities** and **differences** between two or more things.

How to be successful in **COMPARE** questions

- Highlight the key words in the question
- Identify exactly what the question is asking you to do
- Make sure everything you write in your answer is focused on answering the question
- Track down through the texts to build your answer
- Make it clear which text you are writing about e.g. 'In Text D ...'
- Aim to have a balanced answer across the texts you are comparing
- Use comparison connectives to link the texts

Comparison Connectives	
agrees	The writer of Text E agrees with the point made in Text D that ...
also	The texts also focus on the issue of ...
both	Both writers believe that ...
likewise	Likewise , the two writers believe ...
similarly	Similarly , the two texts have a positive view of ...
conversely	Conversely , the writer of Text E argues that ...
however	However , in Text E the writer suggests that ...
in contrast	In contrast to Text D, Text E has a more positive view of ...
unlike	Unlike Text D, Text E focuses more on the negative aspects of ...
whereas	Whereas the writer of Text D believes ..., the writer of Text E argues that ...



Compare Question 9 – Unit 3 Summer 2022

Look at Text D and Text E. Compare the feelings of the two writers towards camping.
[8 marks]

Low Tariff Reading Questions for Text C and Text D.

Questions for Text D

1. Select the quotation from the list below that best describes the sunrise. Tick (✓) the correct answer.

‘feeling contented, and snuggles into my sleeping bag’

☐

‘orange light beams began to permeate the clouds’

☐

‘in front of me was a palette of warm browns and yellows’

☐

‘watching the stars’

☐

[1 mark]

How to be successful:

- If you are unsure try to rule out any of the options you think are definitely incorrect

2. The writer tells us that the ‘clouds began to disperse’. What does the word ‘disperse’ mean in this context?

[1 mark]

How to be successful:

- Write one sentence defining what you think the word ‘disperse’ means in the context of how it is used in Text D

Question for Text E

3. For how long did the writer once live in a ‘small tent’?

[1 mark]

How to be successful:

- No need to write a sentence
- Just write the correct length of time

Text D is a newspaper article about camping in the wild, not on campsites.

Britain: the joy of camping in the wild

I pitched my tent, boiled up my stove and sat with a hot drink watching the stars. There was no one around for miles. Inches from my feet, a dormouse – something I’d never seen here by daylight – was rooting around in the grass. It was as though I was not there. The longer I sat there, the more animals became used to my presence; soon rabbits began to emerge from their burrows and hop around my tent, their white tails giving their location away in the otherwise soupy black of night.

This is why I love camping this way: the sense of being at one with your surroundings, seeing nature that is normally hidden and familiar landscapes made strange in the darkness. As the night dug in, I edged slowly back inside my tent, feeling contented, and snuggled into my sleeping bag.

A little while later, I woke to a noise outside. The local rumours of big cats leapt into my mind. I fumbled for my head torch and slowly made my way towards the tent flap. I could hear my heart beating. There was definitely movement outside. I drew the tent flaps and instinctively shut my eyes. When I opened them, in the light of the head torch, I was confronted with... a cow. Laughing, I crawled back into my tent and slept for several hours, until the pre-dawn light hit the canvas.

When I peered outside, there was still no big cat for company – just the same cow. And so, from my elevated position, I waited for my favourite part of any wild camp to begin. Orange light beams began to permeate the clouds.

The straw in the fields below looked like strands of gold; the high moorland that rose up in front of me was a palette of warm browns and yellows, wild and beautiful. As the sun grew stronger, clouds began to disperse and a veil of mist floated lazily above the ground. It was one of the most beautiful scenes I could have imagined, and I had it all to myself. Aside from my new bovine companion, of course.



Text E has been taken from an article about a ‘camping trip from hell’.

Camping beside family from hell left me like mad-haired zombie

Hell is other people. Hell is lying in a tent at 3am having to listen to a bunch of drunken bores drone on for five hours – at high volume – while you’re trying to sleep.

It was unfortunate timing that my first venture back into a tent in years coincided with being pitched beside a large family of rough louts. I once lived in a small tent for four months so I’m not fussy about living a bit rough for a few days.

I can cope with relentless rain and sleeping on rock hard ground. I can cope with my hair going frizzy to the point of making me look demented or having to put on trainers and a raincoat to trek to the toilet in the middle of night. I swear I really don’t mind drying my last pair of socks on the car heater or sleeping on a damp pillow. But I can’t cope with a sleepless night and I couldn’t believe it when, shortly after retiring for the first evening, my new neighbours started up a party. I don’t know why I was surprised. The five large bottles of vodka I spotted should have been a giveaway. I guess I didn’t expect it to go on all night because they had young children themselves.

The noise cranked up at 10pm and so began my long slow descent into insanity as I lay trying to sleep just a few feet away with nothing but a thin sheet of canvas separating me from their party. I wouldn’t have minded so much if they were actually having my kind of fun. But it sounded like it was the most boring party ever. The conversation peaked with a discussion on types of cheese.

By 2am, the shrieking group erupted into song. On they went with several more excruciating versions of chart-toppers while I tried to cover my ears with a pillow. The numbers eventually dropped off, leaving just one loudmouth and a woman who laughed hysterically with every terrible joke he told. I’m not a violent person but I did think about punching him. That’s what sleep deprivation does to the peaceful.

The volume eventually dropped at about 3am when I staggered out the front door of my tent and glared at them, no doubt resembling a banshee.

Ah, peace and quiet at last, I thought, as I finally heard them go to bed. Until one of the drunks started to snore, loudly. And then another ... and another.

Being kept awake by the sound of three men snoring, none of whom is your husband, is slightly disturbing.

And that set the pattern for our three nights on the campsite with a bit of my soul turning into a mad-haired zombie as each night passed. There’s no moral to this rant, no lesson to be learned. It would be churlish to say I’m never going camping again based on one family. However, it was a hair-raising insight into how it’s not the conditions you’re in that can be miserable, but the people you find yourself in them with.

Mark Scheme

Look at Texts D and E. Compare the feelings of the two writers towards camping. [8 marks]

1-2 marks to those who identify basic similarities and differences between the two texts. These answers may restrict themselves to one text only.

3-4 marks to those who identify and give a straightforward description of the similarities / differences between the two texts and the writers’ feelings.

5-6 marks to those who identify the similarities and differences between the two texts and make a range of comparisons and / or contrasts.

7-8 marks to those who make comparisons and contrasts that are sustained and detailed, showing clear understanding of the similarities and differences between the two texts.

Text D

- she loves the solitude/peace of it all ‘no one around for miles’
- she adores wild camping ‘I love camping this way’/feels ‘at one’ with nature
- she feels happy and content at night ‘feeling contented, and snuggled into my sleeping bag’
- she has moments of uncertainty ‘hear my heart beating’
- it can be amusing ‘Laughing, I crawled back into my tent’
- she finds beauty in all of it ‘one of the most beautiful scenes’
- she thrills in experiencing it all on her own ‘had it all to myself’
- it exceeds her expectations, ‘I could have imagined’

Text E

- camping can be a nightmare ‘hell’
- ‘unfortunate’ hoped for better when returning to camping – can be unlucky
- she feels quite happy to be ‘living a bit rough for a few days’
- she feels she can cope with most aspects of camping ‘I can cope with relentless rain...’
- expects some inconveniences ‘damp pillow’ realistic feelings
- recognises/accepts the limitations of camping ‘thin sheet of canvas’
- feels that camping is easily ruined ‘it’s not the conditions..., but the people you find yourself in them with’/the lack of sleep can also spoil the experience.

Mr Evans' Example Paragraphs

The titles of the two texts suggest that the writers have contrasting feelings towards camping. Text D's title describes camping as a 'joy' suggesting that the writer feels that the experience leads to feelings of happiness. In contrast, the title of Text E focuses on the writer's experience 'Camping beside [the] family from hell' which left them 'like [a] mad-haired zombie'.

The writers both coped well with some of the challenges they faced while camping. Text D's writer dealt well with the unsettling 'local rumours of big cats' and managed to sleep for 'several hours'. Text E's writer also coped with some of the issues they faced including the 'relentless rain'.

The writers' demonstrated very different senses of humour when writing about their experiences. Text D's writer found aspects of the experience amusing and describes how they responded to the realisation that the worrying 'noises' were in fact a cow by 'laughing'. Conversely, Text E's writer finds little humour in the experience, instead focusing on how their disturbing noise led to a 'long slow descent into insanity'.

The writers' experiences varied as a result of whether they camped alone or with other people. Text D's writer enjoys the solitude of the experience and writes 'I had it all to myself' suggesting that their feelings of isolation from others in the natural environment described added to the positive experience. In contrast to this, Text E's writer found their 'hair-raising ... miserable' experience was mainly a result of sharing the campsite with 'a large family of rough louts'.

Thinking Tasks

1. Think about the way my paragraphs are structured:
 - Comparison identified
 - Text D first – Point made with Evidence to support
 - Linking phrase
 - Text E – Point made with Evidence to support
2. What are the strengths of my paragraphs?
3. How would you improve my paragraphs?
4. How many more paragraphs should I write for my answer?
5. What will you write about in your answer?

Student B

In text D it says ~~that~~ they "love camping". In comparison, in text E it says they are "not fussy about viking a bit rough for a few days". These are similar because they both say they are okay with camping. In text D it says they love "being at one with your surroundings". However in text E it says they "can cope with relentless rain and sleeping on rock hard ground". These are different because one says camping is good scenery and the other highlights the things that can be a little bit annoying, but they can cope. In text D it says they were "feeling contented". Whereas in text E it says they "can't cope with a sleepless night". These are different because one was cozy in bed and the other was not. In text D it says ~~that~~ they saw "the most beautiful scenes" they "could have imagined". Similarly, in text E it says it's "not the conditions you're in that can be miserable". These are similar because they are both in favour of camping.

Mark Awarded: 5/8

Why does this student attain 5/8 marks?

How can this answer be improved?



Stream

Classwork

People

Grades



GCSE Pod



GCSE Pod

Posted Feb 12



GCSEPod

<https://members.gcsepod.com/>

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HOME



TEACH



ASSESS



MANAGE



ENGAGE



REPORTS



REFER

+ | STUDENT LEARNING ACTIVITIES

English Literature / Prose

Heroes by Robert Cormier

Share & Assign

Published

1977

Phoenix Award

1997

English-language children's or young adult's novel that didn't receive awards at time of publication



Prose

English Literature 1 Titles - 18 Pods

Heroes by Robert Cormier - 18 Pods



Heroes: Context - The Author and History
00:00 / 03:38



Heroes: Plot Overview - Chapters 1 to 5
00:00 / 03:53



Heroes: Plot Overview - Chapters 6 to 10
00:00 / 04:30



Heroes: Plot Overview - Chapters 11 to 17
00:00 / 04:39



Heroes: Characters - Francis Cassavant
00:00 / 03:50



Parental Support for English

What can you do to support your child in English?

- Read the exam texts being studied and discuss them with your child.
- Read practice questions your child works on at home and give them feedback.
- Help your child to create a revision plan.
- Ensure your child has a quiet place to study at home.

An iceberg floating in a blue ocean under a clear sky. The tip of the iceberg is above the water, and the much larger base is submerged. The word 'SUCCESS' is written on the tip, and a list of challenges is written on the submerged part.

SUCCESS

**HARD WORK
PERSISTENCE
LATE NIGHTS
REJECTIONS
SACRIFICES
DISCIPLINE
CRITICISM
DOUBTS
FAILURE
RISKS**



Maths

Exam Information –
GCSE Numeracy and GCSE Maths
*2 separate GCSEs.

Exam Dates

- Numeracy Unit 1 (**Non-calculator**) – Thu 9th May am
- Maths Unit 1 (**Non-calculator**) – Thu 16th May am
- Numeracy Unit 2 (**Calculator**) – Mon 3rd June am
- Maths Unit 2 (**Calculator**) – Wed 12th June am

Tiers of Entry (to be confirmed 21st Feb-18th March 2024)

Higher (1hr 45 mins) Set 1	Intermediate (1 hr 45 mins) Set 1/Set 2	Foundation (1 hr 30 mins) Set 2/Set 3
A*		
A		
B	B	
C	C	
U	D	D
	E	E
	U	F
		G
		U

Maths - After School Revision Sessions

Available from **3-4pm** each day:

Mon – NPE (in 3.22), ADL (in 3.21)

And JCE (in 3.16)

Wed - EW and JB (in 3.14)

Thu - JPA (in 3.17)

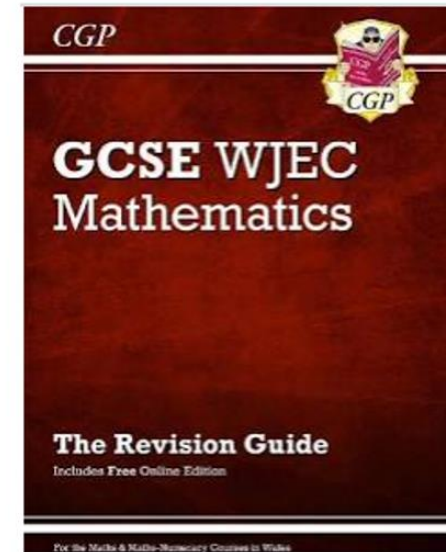
Fri - EW and JB (in 3.14)

revisegcsemaths.co.uk

corbettmaths.com



[WJEC Home](#) > [Question Bank](#)



Revision Materials

- The website: www.vle.mathswatch.co.uk has revision video clips, interactive questions and worksheets aimed at all grades/topics. Pupils must login with their **username** (given to them by their class teachers) and then the password is **rhyhigh**. All pupils have been given the advance information from the exam board with relevant video clips numbers to watch for each unit.
- The website: www.revisegcsemaths.co.uk has a variety of resources including an e-book of revision notes and examples, revision practice worksheets split into topics with worked example answers, and sample papers/old past papers for the WJEC syllabus.
- The website: <https://corbettmaths.com> has videos, worksheets and revision cards.
- The website: www.wjec.co.uk/question-bank has past paper questions and markschemes which can be searched for by topic.
- The website: <https://www.bbc.co.uk/bitesize> has learner guides/videos/tests for a variety of key topics.
- Fortnightly practice papers completed in class from Jan 2024.

6-Week Revision Schedule - GCSE Higher Maths Exam

	Number	Algebra	Geometry & Measures	Statistics	Total time of clips	Grade	Completed?
Monday	123	132		157a, 157b	21 mins	C	
Tuesday	124, 125	133, 134			35 mins	C	
Wednesday	126, 127	135		158	28 mins	C	
Thursday	128	136a, 136b	145, 146		27 mins	C	
Friday	129	137	147a, 147b, 148		25 mins	C	
Saturday							
Sunday							
Monday	130, 131	138a, 138b			27 mins	C	
Tuesday		139a or 139b, 140		159	29 mins	C	
Wednesday			149, 150	160a, 160b	27 mins	C	
Thursday		141, 142	151a, 151b, 152, 153		28 mins	C	
Friday		143, 144	154, 155, 156a, 156b		27 mins	C	
Saturday							
Sunday							
Monday	161, 162		178		26 mins	B	
Tuesday	163	168, 169			23 mins	B	
Wednesday	164	170	179		16 mins	B	
Thursday	165	171			23 mins	B	
Friday	166	172		182	26 mins	B	
Saturday							
Sunday							
Monday	167	173	180		23 mins	B	
Tuesday		174, 175		183	21 mins	B	
Wednesday		176a, 176b, 176c			27 mins	B	
Thursday		177		184, 185	20 mins	B	
Friday			181		15 mins	B	
Saturday							
Sunday							
Monday	186, 187	192		218	31 mins	A/A*	
Tuesday	188	193	204, 205		39 mins	A/A*	
Wednesday	189	194, 195		219	32 mins	A/A*	
Thursday	190	196a, 196b, 196c	206		37 mins	A/A*	
Friday		197a, 197b	207, 208		31 mins	A/A*	
Saturday							
Sunday							
Monday	191a, 191b, 191c		209, 210		39 mins	A/A*	
Tuesday		198, 199	211a or 211b, 212		30 mins	A/A*	
Wednesday		200a, 200b, 201a, 201b			33 mins	A/A*	
Thursday		202	213, 214, 215		32 mins	A/A*	
Friday		203	216, 217	220	34 mins	A/A*	

6-Week Revision Schedule - GCSE Intermediate Maths Exam

	Number	Algebra	Geometry & Measures	Statistics	Total time of clips	Grade	Completed?
Monday	32, 33	45	48, 49a, 49b		20 mins	E	
Tuesday	34, 35, 36	46	50	54	25 mins	E	
Wednesday	37	47	51, 52	55, 56	23 mins	E	
Thursday	38, 39, 40		53	57	20 mins	E	
Friday	41, 42, 43, 44				20 mins	E	
Saturday							
Sunday							
Monday	58a, 58b	81, 82			25 mins	D	
Tuesday	59a or 59b, 60	83	90, 91		30 mins	D	
Wednesday	61, 62	84	92, 93		33 mins	D	
Thursday	63		94, 95	115, 116	20 mins	D	
Friday	64	85, 86		117	22 mins	D	
Saturday							
Sunday							
Monday	65, 66, 67	87, 88	96, 97		29 mins	D	
Tuesday	68, 69		98, 99, 100, 101	118	33 mins	D	
Wednesday	70, 71, 72, 73		102, 103, 104	119	33 mins	D	
Thursday	74		105a, 105b, 105c, 105d		25 mins	D	
Friday	75	89	106	120a, 120b	25 mins	D	
Saturday							
Sunday							
Monday	76, 77		107, 108	121	28 mins	D	
Tuesday	78, 79		109, 110, 111		30 mins	D	
Wednesday	80		112, 113, 114	122	32 mins	D	
Thursday	123, 124, 125	132		157a, 157b, 158	42 mins	C	
Friday	126, 127	133, 134			40 mins	C	
Saturday							
Sunday							
Monday	128, 129	135, 136a, 136b	145, 146, 147a, 147b		45 mins	C	
Tuesday	130, 131	137, 138a, 138b	148	159	41 mins	C	
Wednesday		139a or 139b, 140	149	160a, 160b	40 mins	C	
Thursday		141	150, 151a, 151b, 152, 153		34 mins	C	
Friday		142, 143, 144	154, 155, 156a, 156b		32 mins	C	
Saturday							
Sunday							
Monday	161, 162	168, 169, 170			45 mins	B	
Tuesday	163	171, 172, 173	178	182	48 mins	B	
Wednesday	164, 165	174, 175	179, 180		44 mins	B	
Thursday		176a, 176b, 176c	181		41 mins	B	
Friday	166, 167	177		183, 184, 185	41 mins	B	

6-Week Revision Schedule - GCSE Foundation Maths Exam

	Number	Algebra	Geometry & Measures	Statistics	Total time of clips	Grade	Completed?
Monday	1, 2, 3		6a, 6b	9	19 mins	G	
Tuesday	4		7	10	11 mins	G	
Wednesday	5		8	11	9 mins	G	
Thursday	12a, 12b	24	26	29	25 mins	F	
Friday	13, 14	25	27		22 mins	F	
Saturday							
Sunday							
Monday	15, 16		28	30	23 mins	F	
Tuesday	17, 18a, 18b, 19			31	27 mins	F	
Wednesday	20, 21, 22, 23				22 mins	F	
Thursday	32, 33	45	48		15 mins	E	
Friday	34, 35, 36	46			19 mins	E	
Saturday							
Sunday							
Monday	37	47	49a, 49b, 50		18 mins	E	
Tuesday	38, 39		51, 52		20 mins	E	
Wednesday	40		53	54, 55	11 mins	E	
Thursday	41, 42			56	17 mins	E	
Friday	43, 44			57	12 mins	E	
Saturday							
Sunday							
Monday	58a, 58b	81, 82			25 mins	D	
Tuesday	59a or 59b, 60	83	90, 91		30 mins	D	
Wednesday	61, 62	84	92, 93		33 mins	D	
Thursday	63		94, 95	115, 116	20 mins	D	
Friday	64	85, 86		117	22 mins	D	
Saturday							
Sunday							
Monday	65	87, 88	96, 97		21 mins	D	
Tuesday	66, 67		98, 99	118	19 mins	D	
Wednesday	68, 69		100, 101		22 mins	D	
Thursday	70, 71		102, 103		17 mins	D	
Friday	72, 73		104	119	16 mins	D	
Saturday							
Sunday							
Monday	74		105a, 105b, 105c, 105d		25 mins	D	
Tuesday	75	89	106	120a, 120b	25 mins	D	
Wednesday	76, 77		107, 108	121	28 mins	D	
Thursday	78, 79		109, 110, 111		30 mins	D	
Friday	80		112, 113, 114	122	32 mins	D	

Half Term revision

To aid your child further with their GCSE Maths + Numeracy revision, there will be an additional revision session during the half term holiday.

Date – TBC

(in the week of Monday 27 May 2024 to Friday 31 May 2024)

Being prepared for the exams – Equipment needed

- Unit 1 exams - black pen, pencil, highlighter, ruler, eraser, pencil sharpener, protractor and a pair of compasses.
- Unit 2 exams - black pen, pencil, highlighter, ruler, eraser, pencil sharpener, protractor, pair of compasses **and a scientific calculator.**



Science

Science

Tiers

Higher	A*A*	A*A	AA	AB	BB	BC	CC	CD	DD
Foundation	CC	CD	DD	DE	EE	EF	FF	FG	GG

Science

Qualifications

Double Award Applied Science GCSE

**Being studied by pupils in:
11A2, 11A3, 11B2, 11B3, 11C2 and 11C3**

This is an applied course that mirrors the majority of the content present in the tradition GCSE sciences of Biology, Chemistry and Physics but is presented around contemporary topics and scientific investigation.

Double Award Science GCSE

**Being studied by pupils in:
11A1, 11B1 and 11C1**

This is a traditional course where science is delivered in Biology, Chemistry and Physics topics. This course provides a route to studying A levels in any separate science.

Science

Double Award Applied Science GCSE

Topics Studied:

Unit 1: Science in the modern world

Unit 2: Science to support our life styles

Unit 3: Food, Materials and Processes

Unit 4: Practical Work

Unit 5: Practical Work

Assessment:

Unit 1: 1hr30min exam at the end of Year 10.
This contributes 22.5% of the marks for the qualification.

Unit 2: 1hr30min exam at the end of Year 10.
This contributes 22.5% of the marks for the qualification.

Unit 3: 1hr30min exam at the end of Year 11.
This contributes 25% of the marks for the qualification.

Unit 4: 5x 1hr sessions task based assessment. This is carried out November/ December 2023 (Year11).
This contributes 20% of the marks for the qualification.

Unit 5: 2 Practical tasks.
This is carried out in January/ February 2024 (Year11).
This contributes 10% of the marks for the qualification.

All assessment is marked externally by the WJEC examination board.

Science

GCSE (Double Award) Science

Topics Studied:

Unit 1: Biology

Unit 2: Chemistry

Unit 3: Physics

Unit 4: Biology

Unit 5: Chemistry

Unit 6: Physics

Unit 7: Practical work

Assessment:

Unit 1: 1hr15min exam at the end of Year 10. This contributes 15% to the final qualification.

Unit 2: 1hr15min exam at the end of Year 10. This contributes 15% to the final qualification.

Unit 3: 1hr15min exam at the end of Year 10. This contributes 15% to the final qualification.

Unit 4: 1hr15min exam at the end of Year 11. This contributes 15% to the final qualification.

Unit 5: 1hr15min exam at the end of Year 11. This contributes 15% to the final qualification.

Unit 6: 1hr15min exam at the end of Year 11. This contributes 15% to the final qualification.

Unit 7: Practical tasks. This is carried out in January/February 2024 (Year 11).
This contributes 10% of the marks for the qualification.

All assessment is marked externally by the WJEC examination board.

Science

Revision platforms

SENECA – Free/ no cost



TANIO – Free/ no cost



Science

Revision platforms

WJEC – Free/ no cost



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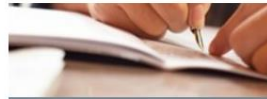
GCSE Applied science knowledge organisers - Single Award

Applied Science



GCSE Applied Science - Lesson planning

Applied Science



GCSE Applied Science - Student planner

Applied Science



Unit 1: Our planet - Blended learning

Applied Science



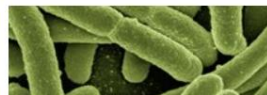
Unit 1: Obtaining clean water - Blended learning

Applied Science



Unit 1: Making use of energy - Blended learning

Applied Science



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Entry Level Certificate in Science - Revision

Science



GCSE Physics knowledge organisers - unit 2

Physics



GCSE Physics knowledge organisers - unit 1

Physics



Chemistry revision activities

Chemistry



Preparing for year 11 chemistry

Chemistry



Features of waves

Applied Science



Science

How to Help at Home

- Encourage regular reading of their notes to create a concise revision resource
- Create a terminology list along with scientific definitions
- Test your child on these definitions regularly

- Try on-line quizzes such as TANIO/ SENECA
- Look at WJEC on-line resources regularly including past examination papers and answers.

Science

School support

Mon - EJ in 3.3 Year 11 Revision 3 - 4pm

Wed - DGM in 3.5 Year 10 and 11 Revision 3 - 4pm

Thurs - HBR in 3.4 Year 11 Revision 3 - 4pm

TJH in 3.7 Year 10 Revision 3 - 4pm