Welcome to the Key Stage Four Information Evening

Monday 10\textsuperscript{th} September

Mrs Walter – Deputy Headteacher
mwalter@wokinghigh.surrey.sch.uk
Objectives of the evening:

• Identify some key features of the Key Stage Four curriculum.
• Share key dates and events for Year 10 in 2018/19.
• Focus upon key subjects:
  - Maths, English and Science, MFL, Humanities.
• Clarify how students will be supported in their post-16 planning.
• Allow you the opportunity to speak to key members of staff.
Reformed GCSEs
# Grading new GCSEs from 2017

<table>
<thead>
<tr>
<th>New grading structure</th>
<th>Current grading structure</th>
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<tr>
<td>9</td>
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Results 2018:

- 82% 5+ A*-C (including English and Maths 4+)
- 35% A*-A (including English and Maths 7-9)
Options:

- 100% of subject choices were accommodated during the Options Process.
- Although we have subjects called Options, they are not optional.
- Agreed changes will have to be done by 24th September.
Welcome to Year 10

Mr Bunsell – Head of Year 10

bbunsell@wokinghigh.surrey.sch.uk
Top Moments from Year 9

The Battlefields Trip – often an eye-opening moment for our students, the Battlefields trip was a resounding success with students and staff alike.

The Geography Field Trip to London was another example of how hardworking and positive this year group is.

“Just wanted say how excellent the Geographers were on the trip today. They kept up with a busy day and were very organised and prompt when given pages to be and times to be there. No behaviour issues.”

- L Dixon, Head of Geography

Year 9 excelled during our Year 5 Open Morning.

“Just wanted to say what an excellent job the Y9 students did on our tour earlier today – nothing was too much trouble, and they answered all our questions, and my son left thinking that “the bigger kids are not too scary!” They were all confident, easy to talk too and acted with maturity.”

- Year 5 Parent Feedback

Taiwanese and Spanish Visitors

“I just want to say a HUGE THANK YOU! You have been so kind and nice from the first day until the last day.”
Young Achievers 2017

Yaw Oppong Award for Progress in Technology
Thomas Marton

The Paul Kyriacou Trophy for Outstanding Achievement and Contribution to KS3 Physical Education
Alfie Winter

Sir Alec Bedser Trophy for Sporting Success
Ella James

Public Speaking Award
Roisin Fellowes
Young Achievers 2017

Tony Branagan Young Carers’ Award
Benjamin Boast

Headteacher’s Award
Dora Savory
Roisin Fellowes
Young Achievers 2017

Characteristic Awards

Respect
Alfie Winter

Integrity
Rachel Christie

Resilience
Safah Mahmood

Courtesy
Lilia Wada

Enthusiasm
Zheng Koo

Responsibility
Ella James

Woking High School
Inspire, Challenge, Achieve
# WELCOME TO YEAR 10

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Year 10</td>
<td>Mr B Bunsell</td>
<td><a href="mailto:bbunsell@wokinghigh.surrey.sch.uk">bbunsell@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>Year 10 Pastoral</td>
<td>Mrs L Coulson</td>
<td><a href="mailto:lcoulson@wokinghigh.surrey.sch.uk">lcoulson@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>Co-ordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Link</td>
<td>Mr B Ramdhony</td>
<td><a href="mailto:bramdhony@wokinghigh.surrey.sch.uk">bramdhony@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>Student Support</td>
<td>Mrs S Bond</td>
<td><a href="mailto:sbond@wokinghigh.surrey.sch.uk">sbond@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>Student Support</td>
<td>Mrs H Taylor</td>
<td><a href="mailto:htscott@wokinghigh.surrey.sch.uk">htscott@wokinghigh.surrey.sch.uk</a></td>
</tr>
</tbody>
</table>
# Year 10 Tutors

<table>
<thead>
<tr>
<th>Tutor Group</th>
<th>Name</th>
<th>Room</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td>10R</td>
<td>Miss Z Barfield</td>
<td>E3</td>
<td><a href="mailto:zbarfield@wokinghigh.surrey.sch.uk">zbarfield@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>10I</td>
<td>Mr L Lynch</td>
<td>S2</td>
<td><a href="mailto:lorlynch@wokinghigh.surrey.sch.uk">lorlynch@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>10D</td>
<td>Mr N Houghton</td>
<td>E5</td>
<td><a href="mailto:nhoughton@wokinghigh.surrey.sch.uk">nhoughton@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>10G</td>
<td>Mr E Bacon</td>
<td>H2</td>
<td><a href="mailto:ebacon@wokinghigh.surrey.sch.uk">ebacon@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>10E</td>
<td>Mrs K Hicken</td>
<td>F7</td>
<td><a href="mailto:khicken@wokinghigh.surrey.sch.uk">khicken@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>10W</td>
<td>Dr E Williams</td>
<td>F9</td>
<td><a href="mailto:ewilliams@wokinghigh.surrey.sch.uk">ewilliams@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>10A</td>
<td>Dr C Ashton</td>
<td>S4</td>
<td><a href="mailto:cashton@wokinghigh.surrey.sch.uk">cashton@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>10Y</td>
<td>Mrs L Brownlie &amp; Mr B Hathaway</td>
<td>T3</td>
<td><a href="mailto:lbrownlie@wokinghigh.surrey.sch.uk">lbrownlie@wokinghigh.surrey.sch.uk</a>, <a href="mailto:bhathaway@wokinghigh.surrey.sch.uk">bhathaway@wokinghigh.surrey.sch.uk</a></td>
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# Heads of Department

<table>
<thead>
<tr>
<th>Subject</th>
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<th>email</th>
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<tbody>
<tr>
<td>Art</td>
<td>Miss S Taylor</td>
<td><a href="mailto:staylor@wokinghigh.surrey.sch.uk">staylor@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>Child Development</td>
<td>Mrs L Doyle</td>
<td><a href="mailto:ldoyle@wokinghigh.surrey.sch.uk">ldoyle@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>Design Technology</td>
<td>Miss R Bourne</td>
<td><a href="mailto:rbourne@wokinghigh.surrey.sch.uk">rbourne@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>Drama</td>
<td>Mrs K Wilson</td>
<td><a href="mailto:kwilson@wokinghigh.surrey.sch.uk">kwilson@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>English</td>
<td>Miss R Powderly</td>
<td><a href="mailto:rpowderly@wokinghigh.surrey.sch.uk">rpowderly@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>Modern Foreign Languages</td>
<td>Mr P Bolis</td>
<td><a href="mailto:pbolis@wokinghigh.surrey.sch.uk">pbolis@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>Geography</td>
<td>Mr L Dixon</td>
<td><a href="mailto:ldixon@wokinghigh.surrey.sch.uk">ldixon@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>History</td>
<td>Mr M Jones</td>
<td><a href="mailto:mattjones@wokinghigh.surrey.sch.uk">mattjones@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mrs P Heller</td>
<td><a href="mailto:pheller@wokinghigh.surrey.sch.uk">pheller@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>Media Studies</td>
<td>Mr Bland</td>
<td><a href="mailto:obland@wokinghigh.surrey.sch.uk">obland@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>Music</td>
<td>Mr N Turner</td>
<td><a href="mailto:nturner@wokinghigh.surrey.sch.uk">nturner@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Mr P Costard</td>
<td><a href="mailto:pcostard@wokinghigh.surrey.sch.uk">pcostard@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>Religious Education</td>
<td>Mr B Young</td>
<td><a href="mailto:byoung@wokinghigh.surrey.sch.uk">byoung@wokinghigh.surrey.sch.uk</a></td>
</tr>
<tr>
<td>Science</td>
<td>Mrs H Gallagher</td>
<td><a href="mailto:hgallagher@wokinghigh.surrey.sch.uk">hgallagher@wokinghigh.surrey.sch.uk</a></td>
</tr>
</tbody>
</table>
Impact of Poor Attendance

• Each year there are only **190** statutory school days, **380** registration sessions.
• This means there are **175** days (weekends and school holidays) for shopping, birthday treats, non-urgent medical and dental appointments, holidays, etc.
• If you miss **16** days of school in a year, then you are out of school more than you are in school!
• If you miss a day a week for your entire school life, then it is equivalent to missing **1** year of school!
Impact of Poor Punctuality

• **5** minutes late is **3** days lost each year.
• **10** minutes late is **6.5** days lost each year.
• **15** minutes late is **10** days lost each year.
• **20** minutes late is **13** days lost each year.
• **30** minutes late is **19** days lost each year.
# Impact of Poor Attendance

<table>
<thead>
<tr>
<th>% Attendance</th>
<th>= % Absence</th>
<th>= Days missed</th>
<th>= approximate GCSE grades dropped</th>
<th>= Weeks missed</th>
<th>= Years missed (over 5 years of education)</th>
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<tbody>
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<td>38</td>
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<td>70</td>
<td>30</td>
<td>57</td>
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<td>40</td>
<td>76</td>
<td>3 – 4</td>
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<tr>
<td>50</td>
<td>50</td>
<td>95</td>
<td>4 - 5</td>
<td>19</td>
<td>2.5</td>
</tr>
</tbody>
</table>
Subject: English Language and Literature
Presenter: Miss Paton, Second in Department

Email: kpaton@wokinghigh.surrey.sch.uk
Literature: Divided into 2 papers across four texts: The Strange Case of Dr Jekyll and Mr Hyde, An Inspector Calls, Romeo and Juliet and Towards a World Unknown. Students will need to be very familiar with their core texts as the exam is closed book. OCR recommend having a knowledge of key moments across the core texts.
GCSE Curriculum Content in Language

• Our course allows students to develop the skills of comprehension, synthesis, analysis, evaluation and writing for different purposes. Over the course of the 2 years, we provide them with a range of unseen texts to practise these skills.
• Divided into 2 papers, one focuses on non-fiction and writing for a purpose (argue, persuade, advise) and the other is based on literary extracts and writing in a more creative fashion (describe, narrate).
• The language exam is made up of 6 questions in total and will always follow the same format:
  Q1: Selecting and interpreting explicit and implicit information.
  Q2: Paper 1- Similarities and Differences. Paper 2- Analysing language and structure.
  Q3: Analysing language and structure.
  Q4: Evaluating and comparing two texts.
  Q5/6: A choice of writing tasks linked thematically to the unseen extracts.
Assessment:

• We follow the 9-1 OCR Specifications for both Language and Literature.
• GCSE English Language is terminally assessed in 2 different exam papers, each lasting 2 hours. GCSE English Language includes a compulsory additional assessment in Spoken Language which is graded as Pass, Merit or Distinction.
• GCSE English Literature is terminally assessed in 2 different exam papers, each lasting 2 hours.
• Internal exams take place in November and March in Year 10 and December and March of Year 11.
Homework:

As well as other homework set by the class teacher, there will be an expectation of ongoing independent revision—this may come in the format of a folder to add work to and is likely to include tasks like: plot summaries, quotation learning, character profiles, practice essay questions, etc.
Please also note that...

<table>
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<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>Lunch time</td>
<td>Creative Writing E5 (HOU MCA)</td>
<td></td>
<td>Poetry by Heart E1a (SAV)</td>
<td>Public Speaking (SAV) E1a</td>
<td>Debating Club Day 5 only E1a (SAV)</td>
</tr>
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<td></td>
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<td>KS4 texts Re-reading group E4 (FIR)</td>
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<tr>
<td>After school</td>
<td>KS4 Clinic E2b 3.30-4.30pm (PTN)</td>
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<td></td>
<td>Year 10 Seminars (HOU)</td>
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</table>
How can I support my child?

• Read the set Literature texts, so you can discuss them together.
• Purchase revision guides to help support their study.
• Take them to see live theatre performances of the set texts or buy DVDs of performances to watch together at home. Audio books can also help.
Subject: Languages
Presenter: Mr P. Bolis, head of Department
Contact email: pbolis@wokinghigh.surrey.sch.uk
Year 10 Curriculum Content in Languages:

- Exam board – AQA (Latin = OCR)
- Specification – Higher (9 – 4) or Foundation (5 – 1) (*Latin* = Higher only)
- Students assessed on 5 skills in 4 papers:
  - Speaking 25% (internally conducted, externally marked)
  - Listening 25%
  - Reading *and* translating 25%
  - Writing *and* translating 25%
- Exams taken at the end of Year 11 (Speaking in April, all other papers May/June 2018)
- In Latin students are tested on their translation skills (50%) and their understanding of two set pieces of literature (50%).
Homework:

• Your child will be set regular homework consisting of learning vocabulary and learning the content of their course.

• In MFL, your child has been provided with a set of questions they need to prepare for their GCSE Speaking.

• If your child needs help, their teachers are always available for help.
Please also note that...

- Your child will be taking an end of Module assessment (Speaking, Listening and Reading) at the end of every half term.

- Your child has been provided a vocabulary and grammar booklet with all the GCSE content.

- Speaking club will be taking place every Wednesday at lunch time.
How can I support my child?

• Ask how they are getting on with their homework. If they mention it being too hard, strongly encourage them to use the resources provided by their teachers and/or talk to their teachers.

• Ask to see their books, discuss their work but mainly encourage them to revise their answers to the GCSE questions.

• Help them revise for their Speaking exams, as well as vocabulary tests. In Latin help them revise for their regular vocabulary and grammar tests.

• Use revision guides - little and often.

• AQA/OCR website specimen papers (closer to the exam).

• Encourage your child to listen to French/Spanish/German radio or watch French/Spanish/German TV, DVDs, streaming channels, ...

• Encourage your child to use a dictionary (www.wordreference.com ) and **NOT** Google translate.
Subject: Science
Presenter: Dr Ashton, Second in Department
Email: cashton@wokinghigh.surrey.sch.uk
GCSE Curriculum Content in Science:

1. Separate Sciences – 3 GCSEs in Biology, Chemistry and Physics over 2 years. Higher and Foundation Tiers.
2. Trilogy – Made up of 1/3 Biology, 1/3 Chemistry and 1/3 Physics. Results in 2 GCSEs. Higher and Foundation Tiers.

- The content is very demanding. A significant range of topics have moved down from A Level.
- Increased number of equations that students are expected to learn – the equation sheets for Physics have very few equations on them.
- AQA have made questions less ‘wordy’.
- Chemistry students are given the Periodic Table, but not the charges on common ions.
Assessment:

• Required Practicals (RP). These are done in lesson time. If absent from a RP, the student should speak with the teacher and use our online tools to run a simulated experiment. There will be questions relating to the RP in the exams.

• Trilogy students will sit 2 papers for each Bio./Chem./Phys. Each paper will be 1hr 15 min long. Foundation and Higher Tiers.

• Separate Science students will sit 2 papers for each Bio./Chem./Phys. Each paper will be 1hr 45 mins. long. Foundation and Higher Tier.

• Students will sit the same tier for all exams
Homework:

• Students should be revising throughout the year at home.
• Students will usually receive 1 hour of homework per science per cycle, which may be guided revision or other tasks.
• Pupils should complete homework themselves without help or the internet, unless instructed otherwise.
Please also note that...

1. Science Clinic – Wednesday and Thursday 3.30pm to 4.30pm in S9. Open to all students. Students can either ‘book in’ with their teacher to go over something specific that they need help with or just turn up with an idea of something they’d like to go over.

2. Students may access Educake (online) for exam practice.

3. Students are expected to start revising from the start of the course.
How can I support my child?

• Revision guides and textbooks.
• Ask your children questions (test them on equations).
• Make sure they get enough sleep.
• Keep phones/laptops/tablets/games consoles out of the bedroom (from past pupils).
• Homework before free time.
• Ask them about their lessons.
Subject: Geography
Presenter: Mr L. Dixon, Head of Department
Contact email: ldixon@wokinghigh.surrey.sch.uk
GCSE Curriculum Content:

Exam board: AQA  
Course code: 8035

<table>
<thead>
<tr>
<th>Paper 1: Living with the physical environment</th>
<th>Paper 2: Challenges in the human environment</th>
<th>Paper 3: Geographical applications</th>
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</thead>
</table>
| • The challenges of natural hazards  
• The living world  
• Physical landscapes in the UK | • Urban issues and challenges  
• The changing economic world  
• The challenge of resource management | • Issue evaluation  
• Fieldwork |
## Assessment:

<table>
<thead>
<tr>
<th>Paper 1: Living with the physical environment</th>
<th>Paper 2: Challenges in the human environment</th>
<th>Paper 3: Geographical applications</th>
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<tbody>
<tr>
<td>1 hour 30 minutes</td>
<td>1 hour 30 minutes</td>
<td>1 hour 15 minutes</td>
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<tr>
<td>35% of the GCSE</td>
<td>35% of the GCSE</td>
<td>30% of the GCSE</td>
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Homework:

- Set weekly/fortnightly.
- Minimum of one week to complete.

Typical tasks:
- Research,
- Wider reading,
- Revision.
Please also note that...

“According to the UK’s Higher Education Statistics Agency (Hesa), geography graduates are among the least likely to be unemployed. More than 90 per cent are in work or further study within six months of graduating.

They are seen as employable due to their combination of transferrable skills, including problem-solving and critical thinking.”
How can I support my child?

• Ask them what they have learnt today.
• Support homework by signing the journal weekly.
• Monitor achievement and behaviour points.
• Promote a growth mindset.
• Discuss issues, e.g. where to build new houses, HS2 railway, new runway at Heathrow, impact of Brexit, etc.
• Contact your teacher with any queries or concerns.
Subject: History
Presenter: Mr Jones, Head of Department
Contact email: mattjones@wokinghigh.surrey.sch.uk
GCSE Curriculum Content in AQA History:

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td></td>
<td>Health &amp; the People</td>
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<table>
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<th>Year 11</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td></td>
<td>Korea &amp; Vietnam</td>
<td>USA</td>
<td>Revision/ Exam Practice Examination</td>
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</tbody>
</table>

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Inspire, Challenge, Achieve
**Assessment:**

**Paper 1 – Understanding the Modern World**

**What's assessed:**

In Section A there is a choice of four period studies, each with a focus on two key developments in a country's history over at least a 50 year period. In Section B there is a choice of five wider world depth studies. These focus on international conflict and tension.

**How it's assessed:**

- Written exam: 1 hour 45 minutes
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

**Questions:**

- Section A – six compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar
Paper 2: Shaping the nation

**What's assessed:**

In Section A there is a choice of three thematic studies, which look at key developments in Britain over a long period.
In Section B there is a choice of four British depth studies incorporating the study of a specific historic environment.

**How it's assessed:**

- Written exam: 1 hour 45 minutes
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

**Questions:**

- Section A – four compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar
Example questions

How useful is Source L to an historian studying opinions in the United States about the Vietnam War? **8 marks**

Use source L and your contextual knowledge to explain.
Further examples

• Explain the significance of antiseptics in the development of medicine (8 marks)
• Compare surgical procedures in the middle ages with those of the 19th century. In what ways were they similar? (8 marks)
• Has war been the main factor in the development of medicine in Britain since medieval times? (16 marks)
Study of the historic environment

- New to GCSE and covered by all exam boards.
- Part of the ‘Elizabeth’ unit.
- Students will study a place or area linked to the period and then put it into context.

2019 – The Globe Theatre
2020 – The English Channel
2021 – Kenilworth Castle
Homework:

- Set weekly (1 hour).
- Key individual sheets.
- Key factor sheets.
- The importance of revision.

| Vietcong         | The Nationalist forces of South Vietnam, many of whom were communist |
How can I support my child?

• Documentaries – David Starkey, Lucy Worsley.
• Test your children regularly.
• Children *always* have work to do at home.
• Visits to sites of historical importance:
  – Hampton Court Palace.
Mathematics

Mrs Heller, Head of Department
pheller@wokinghigh.surrey.sch.uk

Mr Eaden, Acting Head of Department from October
meaden@wokinghigh.surrey.sch.uk
GCSE Curriculum Content in Maths:

- Students started the GCSE in Year 9 (from February half term).
- The GCSE content is split into 6 strands, building on the work covered at KS3:
  - Number
  - Algebra
  - Ratio, proportion, rates of change
  - Geometry and measures
  - Probability
  - Statistics
Assessment:

• Exam board: Edexcel
• Specification: 1MA1
  Higher (grades 9 – 4) sets 1-3
  Foundation (grades 5 – 1) set 4-5
• 100% exam: three exam papers
  Each paper is 1 hour and 30 minutes long
  Paper 1 is non-calculator, paper 2 and 3 are calculator
  The content is assessed across all three papers
• All exams taken at the end of Year 11 (May/June 2020)
Homework:

• One piece of homework per week with the emphasis on practice and revision.

• Always able to re-cap content covered in lessons using exercise book or websites below:

  • mymaths [www.mymaths.co.uk](http://www.mymaths.co.uk)
  • [https://corbettmaths.com/contents/](https://corbettmaths.com/contents/)
Please also note that...

June 2017: Paper 1 foundation tier question 25 and higher tier question 5

25 This rectangular frame is made from 5 straight pieces of metal.

Multi step questions covering content from several areas
• Addition
• Pythagoras
• Square numbers
• Decimal multiplication
• Problem solving
• Non-calculator question

The weight of the metal is 1.5 kg per metre.

Work out the total weight of the metal in the frame.
How can I support my child?

• Ensure they complete homework.
• Encourage the use of revision guides and workbooks - little and often (available from the maths office and other stores/online).
• Download specimen papers from the Edexcel website (closer to the exam).
• Ask to see their books and discuss their maths work.
• Encourage students to ask if they do not understand; all staff are happy to help!
Innervate Career Services – Natalie Taylor

Working together with Woking High to support students
Innervate Career Services: who we are and what we do

• We are an independent, impartial careers company based in Surrey.

• We provide career services to schools which mainly include one-to-one career guidance, career education lessons, parents and options evening attendance.

• We deliver these services through our fully qualified career advisers.
Support at Woking High

• Often young people can come to decisions and manage the transition through the support of their parents, teachers and pastoral support staff.

• If a young person is struggling with their decisions and transitions, it can be helpful to receive careers guidance.
Anna Murray – your Innervate Career Adviser

• Anna is at Woking High every Wednesday.
• Students can book an appointment with Anna through Mrs Jarman.
• As a parent/carer, you can email us with any queries and concerns. We will also be at parent consultation evenings.
• anna@innervatecareers.com
• natalie@innervatecareers.com
Mr Bunsell - Support

• Some departments will be running targeted termly interventions based on assessment.

• The Well-Being centre is open to students at both break and lunchtime and provides a supportive environment to those in need of respite.

• The year team uses a range of strategies to support students, including Aim Higher reports to monitor and encourage effort within lessons.

• The SEND department ensure that students with special educational needs are supported both in and out of their classes; providing effective strategies to help ensure our students are making progress.

• Mrs Coulson and myself will be available to you to discuss any requests for additional support.
Key Dates for your Diary

2nd October School Closes 12pm 17:30 – 20:30 Opening Evening
3rd October Day 11 – Brooklands College visit
5th November GASP Award Ceremony
7th November Remembrance Concert St Marys 6pm
22nd November Day 11
19th December – Term ends at 12pm
15th January – Day 11
18th January INSET Day
31st January Year 10 Consultation Evening
12th February – School Production Matinee 15:45
13th & 14th February – School Production 19:00

25th February – INSET Day
25th March – 5th April Year 10 Exams
4th April Iceland visit departs
5th April – Term ends at 12pm
16th May Year 10 Consultation Evening
12th June Day 11
28th June INSET Day
4th July – 5th July Silver DoE Practice
8th July Year 10 Work Experience Week
17th July Young Achiever’s Ceremony
18th – 23rd Windband Tour
24th July Term Ends 12pm
Tips and Advice about Revision

Each Thursday, tutors will be conducting revision activities with their tutor groups starting with Key Quotes from English Literature, revising Jekyll and Hyde.

As the year progresses these sessions will also draw upon revision material provided by Maths and Science.

Additionally, Year 10 tutors will be sharing tips and approaches to revision so as to ensure students understand both why revision is essential as well as how to approach it more effectively.
Tips and Advice about Revision

Top tips

• Start early! The earlier you start, the more prepared you will be. Starting early allows you time to really learn the material and understand it – and it means you can cope with any factors that may unexpectedly disrupt your revision.

• Make a timetable of revision so that you can spread revision out into lots of short sessions of practice opposed to long periods of “cramming”. This is called “distributed practice”.

• Make sure you know which topics you need to revise for each subject. Use your exam board specifications as a revision list.

• Make your revision active. Don’t just read notes. You could make flash cards, mind maps or use post it notes.

• Watching videos online can really help to bring your notes alive!

• Test yourself by completing and recompleting past papers and/or asking a friend to test you! This will identify areas of strength and weakness.

• Build in rewards for your revision e.g.: your favourite snack or using social media.
Work Experience 2019 (WEX)

Dates July 8th – July 12th
Please stay and talk to us if you have any questions.

Thank you for coming.