



**“Nothing worth having was ever achieved
without effort”**

Theodore Roosevelt



“Numerous instances can be cited of people with high IQs who fail to achieve success in life because they lacked self-discipline; and of people with low[er] IQs who succeeded by virtue of persistence, reliability and self-discipline.”

Heckman & Rubinstein (2001): The importance of non-cognitive skills. The American Economic Review, 91, 145-149

On a scale of one to ten



Look back at the work you've done so far this term and think about the levels of effort you've put in to your studies. Use the scale above and the following guideline to choose your number:

- » 1: Little or no effort.
- » 5: Some effort – you're working quite hard.
- » 10: High levels of effort – the hardest you've worked.



Light Sprint:

25 on, 25 off, 25 on.

Total time = 1 hr 15 mins

Serious Sprint:

25 on, 5 off, 25 on, 5 off, 25 on, 5 off

Total time = 1 hr 30 mins





Always

Sometimes

Never

Reading Through Class Notes

Using resources on Bloodle

Using Course Textbooks

Mind Maps / Diagrams

Making / Re-making Class Notes

Highlighting / Colour Coding

Flashcards

Using a Revision Wall to Display your Learning

Writing Exam Answers Under Timed Conditions

Reading Model Answers

Using Past Exam Questions & Planning Answers

Marking Your Own Work to a Mark Scheme

Studying Mark Schemes or Examiner's Reports

Working with Other Students in Groups / Pairs

Comparing Model Answers Against Your Own Work

Creating Your Own Exam Questions

Handing in Extra Exam Work for Marking

One to One Discussions with Teachers / Tutors

Step One

Step Two

Step Three




2. What sort of activities do you do? Use the table below:

	Always	Sometimes	Never
Reading Through Class Notes		✓	✓
Using resources on Bloodle		✓	
Using Course Textbooks	✓		
Mind Maps / Diagrams	✓		
Making / Re-making Class Notes	✓		
Highlighting / Colour Coding	✓		
Flashcards !!!	✓		
Using a Revision Wall to Display your Learning		✓	
Writing Exam Answers Under Timed Conditions	✓		
Reading Model Answers	✓		
Using Past Exam Questions & Planning Answers !!!	✓		
Marking Your Own Work to a Mark Scheme			✓
Studying Mark Schemes or Examiner's Reports	✓		
Working with Other Students in Groups / Pairs		✓	
Comparing Model Answers Against Your Own Work	✓		
Creating Your Own Exam Questions			✓
Handing in Extra Exam Work for Marking			✓
One to One Discussions with Teachers / Tutors		✓	✓

Lower attaining students	Higher attaining students
0-5 hours a week	25 – 30 hrs a week
0-5 different revision activities.	10 or more different activities/ techniques



What do the booklets look like?



PiXL Independence:
GCSE Physics – Student Book
KS4

Topic: Forces

Contents:

- I. Level 1- Multiple Choice Quiz – 20 credits
- II. Level 2 - 5 questions, 5 sentences, 5 words – 10
- III. Level 3 - Science in the News – 100 credits
- IV. Level 4 - Scientific Poster – 100 credits
- V. Level 5 - Video summaries – 50 credits each

PIXL Independence – Level 1
Multiple Choice Questions
GCSE Physics – Forces

INSTRUCTIONS Score: /20

- Read the question carefully.
- Circle the correct letter.
- Answer all questions.

1. Identify the vector from the list below.
 - a. Speed
 - b. Weight
 - c. Time
 - d. Power
2. A recovery lorry tows a broken-down bus. The force of the tow rope on the bus is 400 kN. How much force is exerted by the tow rope on the recovery lorry?
 - a. 400 kN
 - b. 300 kN
 - c. 0 kN
 - d. 800 kN
3. Newton's first law states that if the forces acting on an object are balanced the resultant force is...
 - a. double the original forces acting.
 - b. at its maximum value.
 - c. the sum of the forces acting regardless of their direction.
 - d. zero.
4. Unbalanced forces can happen when an object is acted on by two unequal forces in opposite directions. Which ONE of the following statements about unbalanced forces is FALSE?
 - a. The resultant force is equal to the difference between the two forces.
 - b. The object experiencing the forces will be accelerating.
 - c. The object experiencing the forces will be moving at a constant speed.
 - d. The resultant force will be acting in the direction of the larger force.
5. If the resultant force on an object is zero, the object must be...
 - a. stationary or moving at a constant speed.
 - b. stationary.
 - c. stationary or accelerating.
 - d. stationary or decelerating.
6. Select the correct SI unit from the list for a moment of a force...
 - a. Nm
 - b. N/m
 - c. Nm²
 - d. Ngn

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QUESTION 3: Write a method describing how to determine the centre of mass of a real object.

Website –

1. <https://www.bham.ac.uk/physics/issue-momentum/centre-of-mass/a/what-is-centre-of-mass>
2. www.ck12.org/physics/14/Mechanics/Statics/Experiment

Plumb line method

PIXL Independence – Level 4
Scientific Posters
GCSE Physics – Forces

INSTRUCTIONS

Scientific Posters
 Scientists communicate research findings in three main ways. Primarily, they write journal articles much like an experiment write up. These are very concise, appraise the current literature on the problem and present findings. Scientists then share findings at conferences through talks and scientific posters. During a science degree, you would practice all three of these skills.

Scientific posters are a fine balance between being graphically interesting and attracting attention and sharing just the right amount of text to convey a detailed scientific message. They are more detailed than a talk and less detailed than a paper.
 Use this information to help structure your poster – www.bmy.co.uk/poster-skills (that's Poster Skills not Posters Kill!) More detailed guidance is available at www.bmy.co.uk/poster-skills

Creating your poster
 It is easiest to create a poster in PowerPoint; however, you need to add custom text boxes rather than using the standard templates.



Posters need to be eye catching, but readable from a distance. If you use PowerPoint, start with a 4:3 slide (for easier printing, it can then be printed on A3) and use a 14-16 pt font. The first box could be larger to draw people in. You can use a background image, but pick a simple one that is of high quality. Select 'text box fill' and select 'change the transparency' to maintain the contrast and partially show the picture. You can experiment with different layouts and you should include images. Avoid a chaotic layout, posters are read from top left column downwards. Remember to include the authors and references. Finally, look at the examples given on the University of Texas website which also offers an evaluation of each www.heart.utsa.edu

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What is included in each PiXL Independence booklet?

Example:

- 1 Knowledge quizzes - 20 credits per quiz
- 2 Short style questions - 10 credits each
- 3 Wider reading– 100 credits
- 4 Academic reading– 100 credits
- 5 Essay style questions– **100 credits**

Link: <https://students.pixl.org.uk>

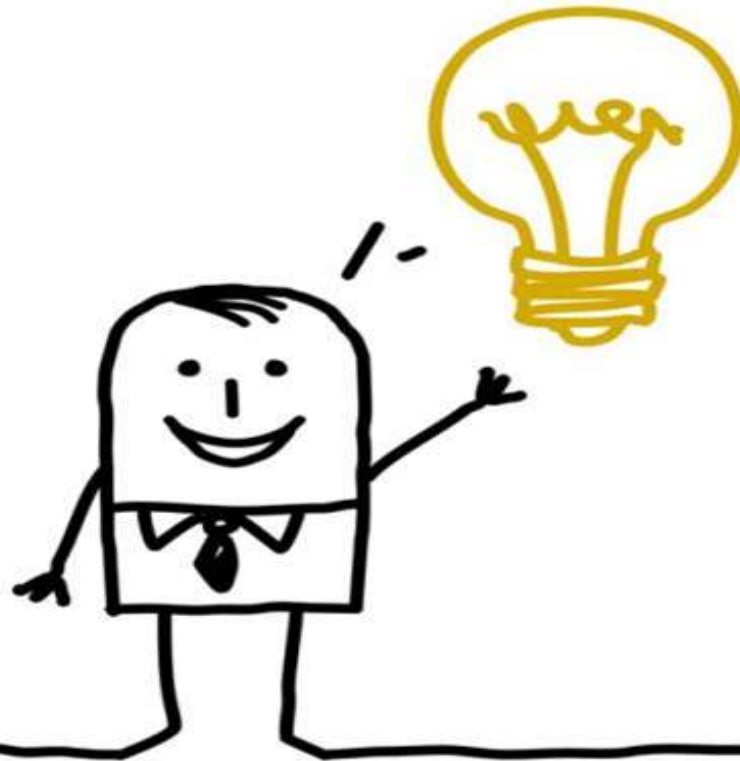
PiXL School Number: 802523

Password: Indep68



WHAT ARE WE DOING?

- ❖ Teachers
- ❖ Intervention-Bubble, form
- ❖ Rewards and competitions:
 - Progress in English, Maths
 - Multiple choice English tests on Show my Homework
 - Target cards
- ❖ Career evenings -personalised
- ❖ Targeted parent evenings
- ❖ 10 October SLD-
 - Applications to further Education–Help You choose
 - Revision



Top 10 tips to support your child through their exams

What is Prepare to Perform?

Staying calm, feeling good, being effective

- ✓ A toolkit to help your child control different aspects of their life to help them perform better when it comes to exam time
- ✓ It will allow them to focus, set themselves a plan and work towards being prepared in the best possible way



How can you help your child and prepare them to perform?

1. Being a role model
2. Help them set goals
3. Keep them active
4. Healthy eating
5. Time out
6. Sleep patterns
7. Unplugging
8. Staying cool & calm
9. Belief
10. Be supportive

Each day you can support your child to make choices which can impact how they perform during the exam period

1. Being a role model

Set a good example by modelling the behaviour you want your child to adopt...

- Planning for the week
- Eating healthily and well
- Keeping hydrated
- Leading an active life
- Staying calm
- Being organised
- Good sleep habits



2. Goal Setting

- **Encourage** them to keep their goals planner visible – e.g. printed and displayed on their bedroom wall
- **Help focus** them and talk to them about their goals regularly
- Give **positive reinforcement**
- **Connect** with them about ‘**why**’ and ‘**what**’ they want to achieve



3. Keeping Active

- Encourage them to keep active on a daily basis
- Carry out exercise in manageable chunks e.g. 3 x 20 min sessions throughout the day
- Plan to do active things together on a weekend
- Go out for a walk together and get some fresh air
- Help them plan out their weekly exercise schedule in advance
- After exercise your brain functions well, so encourage a revision session afterwards

60
minutes
per day



4. Healthy Eating

- Plan your family meals for the week – breakfast, snacks, lunches and evening meals
- Carry out a weekly food shop and make sure you write a list
- Avoid high sugary and fatty foods or drinks
- Aim to eat clean, fresh and healthy foods
- Have a couple of 'treat' meals or meals out per week
- Use the Mark Lloyd recipes and meal planner as guidance
- Encourage them to eat breakfast every day
- Hydration is key to brain functioning so make sure your child carries a bottle of water with them



4. Healthy Eating

A BALANCING ACT

Keep your sugar levels under control.

Carbohydrates Macro Cheat Sheet

Breads Rice Couscous Cereals Bran Potatoes Pasta Oats Cream of Wheat Corn English Muffins Pancakes Whole Wheat/ Whole Grains Vegetables Squash Pumpkin Berries Fruits Sugars	Proteins	Fats
Beans Sprouted Grains Quinoa Most Yogurts Skim Milk Peas	Chicken Turkey Egg Whites Fish Buffalo Bison Whey Protein Turkey Bacon Lean Beef Low/Non-fat cottage cheese Low/Non-fat greek yogurt	Eggs Salmon Bacon Chia Seeds Cottage Cheese Whole Fat Milk Duck Whole-Fat Yogurt Acocado Nut Butters Egg Yolks Nuts Oils Olives Flaxseed

Eating the right food and drink can energise your system, improve alertness and sustain your child through the long exams

MIGHTY MAGNESIUM

Magnesium is involved in over 1000 enzymatic reactions in the body. It's vitally important in providing our cells with energy

- Green vegetables
- Nuts
- Pulses
- Fish
- Bananas

UP THE B'S & OMEGA 3'S

B vitamins are directly involved in creating energy at a cellular level & will give you an energy boost

- Green vegetables**
- Asparagus / Spinach
- Broccoli
- Yoghurt
- Chicken / Salmon
- Whole Grains / Brown rice
- Almonds / Pecans
- Eggs

5. Time Out

Encourage them to build in opportunities to take some time out every week, away from study. For example:

- Going out for food
- Seeing friends
- Having a bath
- Listening to music
- Reading a book
- Doing a hobby
- Going shopping
- Going to the cinema



TAKING TIME OUT

IS AS IMPORTANT AS PUTTING TIME IN

6. Sleep Patterns

- Young people need between 8 – 9 hours of sleep per night
- Help your child create a relaxing evening routine
- Make sure they don't eat too late at night
- Avoid giving them caffeine or sugary drinks late at night
- Make sure they don't work or revise too late before going to bed
- Encourage them to switch off from social media / technology at least an hour before bedtime



7. Unplugging

- ✓ Encourage them to unplug from technology every day
- ✓ Help them switch off from technology at least 30 mins- 1 hr before going to sleep
- ✓ Support your child to appreciate the world around them rather than being governed by their phone
- ✓ Make sure they put their phone away, & on silent, while they are concentrating on tasks / revision / homework
- ✓ Help them learn to have the control to not be obsessed with their phone
- ✓ Choose some time each day/week to switch off and unplug from technology with them



8. Staying Cool & Calm

- Set a good example by staying calm yourself
- Create a relaxing environment for your child
- Help them plan out coping strategies to deal with their stress
- Give them positive distractions away from studying
- Help them understand their stress & to focus on controlling the controllables
- Promote a balance of their academic studies & other activities during the week

9. Belief

- Give them positive reinforcement
- Boost their confidence daily
- Celebrate any successes and reward them e.g. if they have achieved their mini-goals
- Try not to set your expectations too high
- Show them how proud of them you are
- Highlight things to make them feel good
- Give them the belief in themselves to help them achieve

**BELIEVE
YOU CAN
& YOU'RE
HALFWAY
THERE.**

10. Be Supportive



DREAM
BELIEVE
ACHIEVE

- Be a good listener
- Be approachable
- Encourage them to take breaks in between revision
- Show some understanding of what they are going through
- Help them deal with their emotions & feelings
- Offer caring advice
- Just be there for them!

An open book is shown at the bottom of the frame, with its pages flying upwards and outwards, resembling a flock of white birds in flight. The background is a dark, textured black. The word "ENGLISH" is written in large, white, sans-serif capital letters in the center of the image. Below it, the text "Mrs Cripps: Head of English" is written in a smaller, white, sans-serif font.

ENGLISH

Mrs Cripps: Head of English

English Language and Literature

2 GCSE qualifications of equal value.

A 'good pass' in either course will count as the necessary English qualification

EdExcel English Language

Two papers

Paper 1: 1 hour 45 minutes

Paper 2: 2 hours 5 minutes

AQA English Literature

Two papers

Paper 1 1 hour 45 minutes

Paper 2 hours 15 minutes

Where we are now...

- At the end of Year 10:
 - all Literature texts read and taught
 - all skills needed for Language and Literature embedded
- Start of Year 11: the best possible position.



Year 11: Term 1


- November PPEs in English Language Paper 1 and English Literature Paper 1
 - Tackling each section of the paper a week at a time.
 - Weekly assessments.
 - Time to react.
 - A week built in prior to the PPEs to address issues.
- 60% students have made progress across two comparable assessments.
- Double lessons: re-visiting the Literature texts through exam questions (now: 'A Christmas Carol' and 'Macbeth')



Year 11: Term 2

- February PPEs in English Language Paper 2 and English Literature Paper 2
-Issues from November PPEs will be addressed prior to these exams.
-Solid, comparable data.
- Double lessons: re-visiting the Literature texts through exam questions (An Inspector Calls and Poetry).

Year 11: Term 3

- Final exam practice: Language and Literature.
 - English Literature:
 - Paper 1: 15th May 2019
 - Paper 2: 23rd May 2019
 - English Language:
 - Paper 1: 4th June 2019
 - Paper 2: 7th June 2019
- 

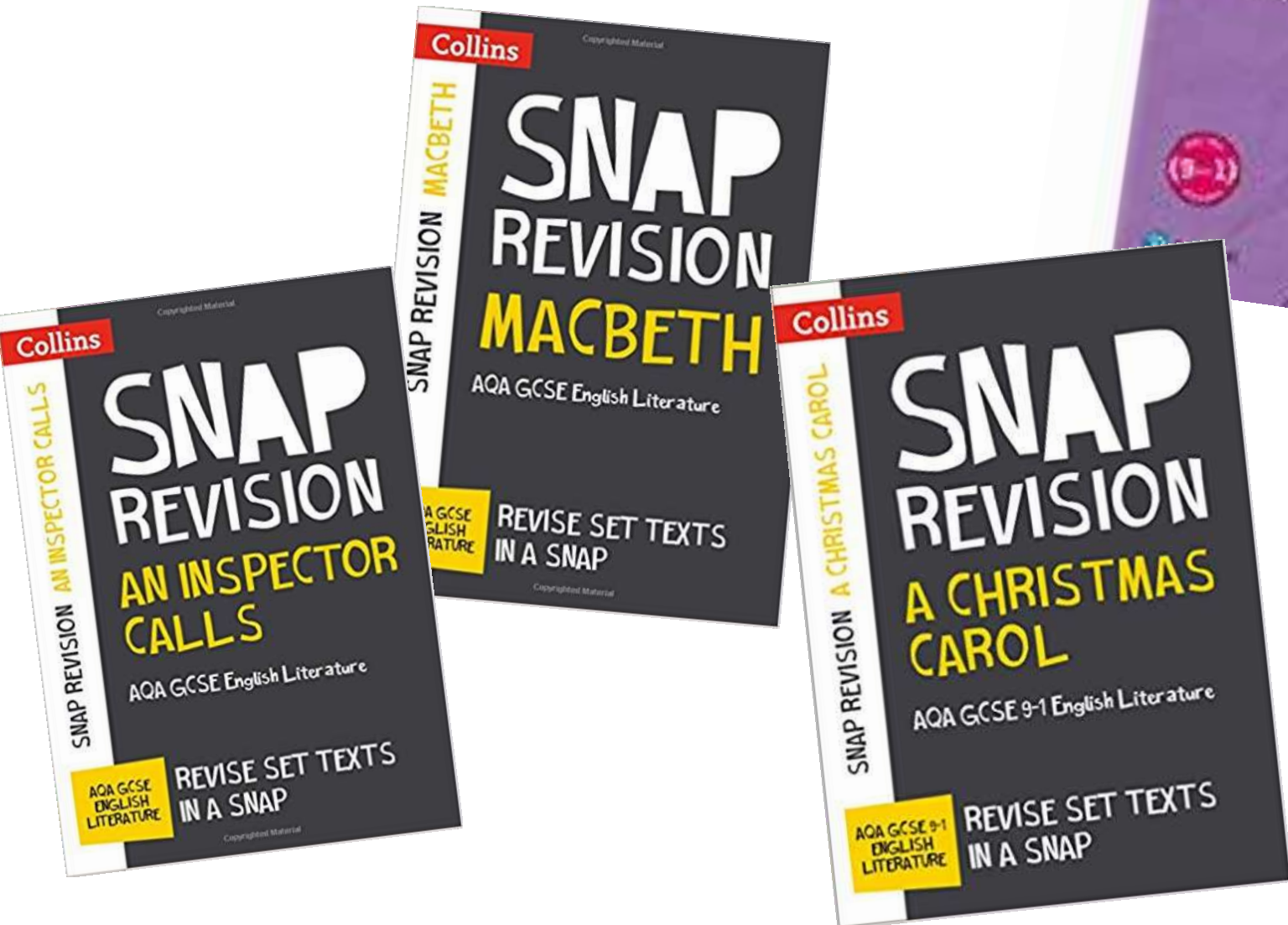
Expectations

- Good attendance.
- Good ATL.
- A willingness to accept support offered.
- Completion of homework (including re-reading the Literature texts).

Support

- 6th Form mentoring scheme: 1-1.
- Bubble: small groups; later, walk-through papers.
- Wednesday/Thursday after school: drop-in clinics.
- PiXLit App.
- Facebook page: English at Springwood High School.
- englishfaculty:@springwoodhighschool.co.uk
- See a teacher!

Revision Guide



Maths

In school

- Teachers!
- Intervention with learning mentors
- Mentoring with sixth formers
- After school maths revision on Tuesdays, Wednesdays and Thursdays in B3
- Before school or lunchtimes in the maths office
- Achievement bubble
- Saturday School

Available in the school shop

➤ Revision guide

➤ Corbett maths revision cards

Pixl maths app

Online

- www.mymaths.co.uk. Username: Springwood, Password: sphere
- www.corbettmaths.com - videos and worksheets
- <https://www.examsolutions.net/gcse-maths/> - videos and exam questions in topics
- <https://www.mathsgenie.co.uk/gcse.html> - videos and exam questions in topics
- <http://www.onmaths.com/> - can complete exam papers or exam questions in topics online
- maths@springwoodhighschool.co.uk

Equipment

Available to buy from the school shop

- Pen
- Pencil
- Ruler
- Rubber
- Protractor
- Compass
- Calculator

SCIENCE

Important information



- Trilogy combined Science (2xGCSE's)
- Separate Science (3xGCSE's)
- All combined content complete
- In class and homework is all exam questions and preparation for combined students
- By end of Jan all triple content complete
- Nov PPE will be on paper 1 content only