



# Coursework Information Evening

Thursday 10<sup>th</sup> October

# Aims for the evening

- Ensure all are aware of the coursework (or equivalent) requirements which still remain for the rest of the remaining two academic years
- Chance to speak to subject staff about any particular guidance needed
- Help prepare for any pinch points

# Structure of the evening

- 6:00-6:30pm in the Main Hall
- 6:30-7:30pm (4 x 15 minute carousel for option subjects)
- Each session will last for 10 minutes
- There will be 5 minutes of 'movement' time

<b>Subject</b>	<b>Session 1 6:30 – 6:45</b>	<b>Session 2 6:45 – 7:00</b>	<b>Session 3 7:00 – 7:15</b>	<b>Session 4 7:15 – 7:30</b>
<b>Art &amp; Design</b>	Room 16	Room 16		
<b>Catering</b>		Room N8		
<b>Computing</b>	Room 10	Room 10		
<b>Drama</b>	Room 23A	Room 23A	Room 23A	Room 23A
<b>Family and Social Studies</b>	Room 12			
<b>Food Technology</b>			Room N9	Room N9
<b>GCSE PE</b>	Room 24	Room 24	Room 24	Room 24
<b>Graphic Design &amp; Resistant Materials</b>	Room N5	Room N5	Room N5	
<b>Media</b>	Lecture Theatre	Lecture Theatre	Lecture Theatre	Lecture Theatre
<b>Music</b>	Room 20	Room 20	Room 20	
<b>Textiles with Art</b>		Room N2	Room N2	

# GCSE English Literature

AQA

## Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel (1hr 45)

Summer 2020

- *Macbeth* or *Romeo and Juliet*
- *Dr Jekyll and Mr Hyde* or *A Christmas Carol*

## Paper 2: Modern Texts and Poetry (2hrs 15)

Summer 2020

- *Lord of the Flies* or *An Inspector Calls*
- Anthology poetry
- Unseen poetry

- Re-read and begin revision of texts
- Plot summaries
- Quiet place to read and study
- Record quotations on post-its, flash cards, mind maps etc.
- Create mind maps/flash cards relating to the characters and themes in set texts.

# GCSE English Language

AQA

Concerns or queries

Mrs Reid (KS4 Coordinator)

or Miss Mason (Head of English)

Email via [info@fullbrook.surrey.sch.uk](mailto:info@fullbrook.surrey.sch.uk)

## Explorations in Creative Reading and Writing (1hr 45mins)

Summer 2020

- 4 questions - one unseen text
- Creative writing

## Writer's Viewpoints and Perspectives (1hr 45mins)

Summer 2020

- 4 questions – two unseen texts
- Non-fiction writing

- Quiet place to read and study
- Read a wide variety of non-fiction and fiction text for the English Language exam – newspapers, articles, editorials, short stories, biographies, auto-biographies etc.
- Practice papers
- Understand key skills required for each question

# GCSE Mathematics

## Fantastic Results!!!

Fullbrook  
85% 4+

National Average  
71.5% 4+

Fullbrook  
34% 7-9

National Average  
20.4% 7-9

# GCSE Mathematics

## Concerns or queries

Mr S Evans (Head of Maths)

Email via [info@fullbrook.surrey.sch.uk](mailto:info@fullbrook.surrey.sch.uk)

## Exam

- Exam Board: Edexcel IMAI

HIGHER: **GRADES 9 to 4**  
SETS 1-2

FOUNDATION: **GRADES 5 to 1**  
SETS 3-5

## Revision

- Three papers – One Non-Calculator & Two Calculator Exams (All 90 minutes)
- KS4 Drop-in; Every Thursday After School – Rm 22
- Revision Guide; CPG Maths Buster CD - Order through school before **Monday 14<sup>th</sup> October** for £6 (or Download for £12.99). Letter has been handed to students at school.
- Specific Maths for Yr I I intervention on Thursdays (3:15-4pm every other week)
- Holiday revision over in Yr I I Easter, Summer half term break and before exams
- DLD day revision activities in Summer Term
- Useful websites & resources – see Maths Top Tips



# Science – 100% examination

## Separate Science

### 3 GCSEs

- Biology – 2 x 1.45 minutes
- Chemistry – 2 x 1.45 minutes
- Physics – 2 x 1.45 minutes

## Trilogy (Sets 1 to 5)

### 2 combined Science GCSEs

- Biology – 2 x 1.15 minutes
- Chemistry – 2 x 1.15 minutes
- Physics – 2 x 1.15 minutes

## Higher papers- Grades 4-9

### Foundation papers – Grades 1-5

Although there is no coursework there is core practical work that needs to be completed by all students. This is assessed in the examinations.

## Revision guides –

- Separate Science- Total of £11.99 for all three guides

- Trilogy (Combined Science)- £9.00 for one large guide containing all 3 subjects

- Letters about revision guides were already given to students last year. We will send out another letter in the coming weeks to give students another opportunity to acquire the guides.

## Science support-

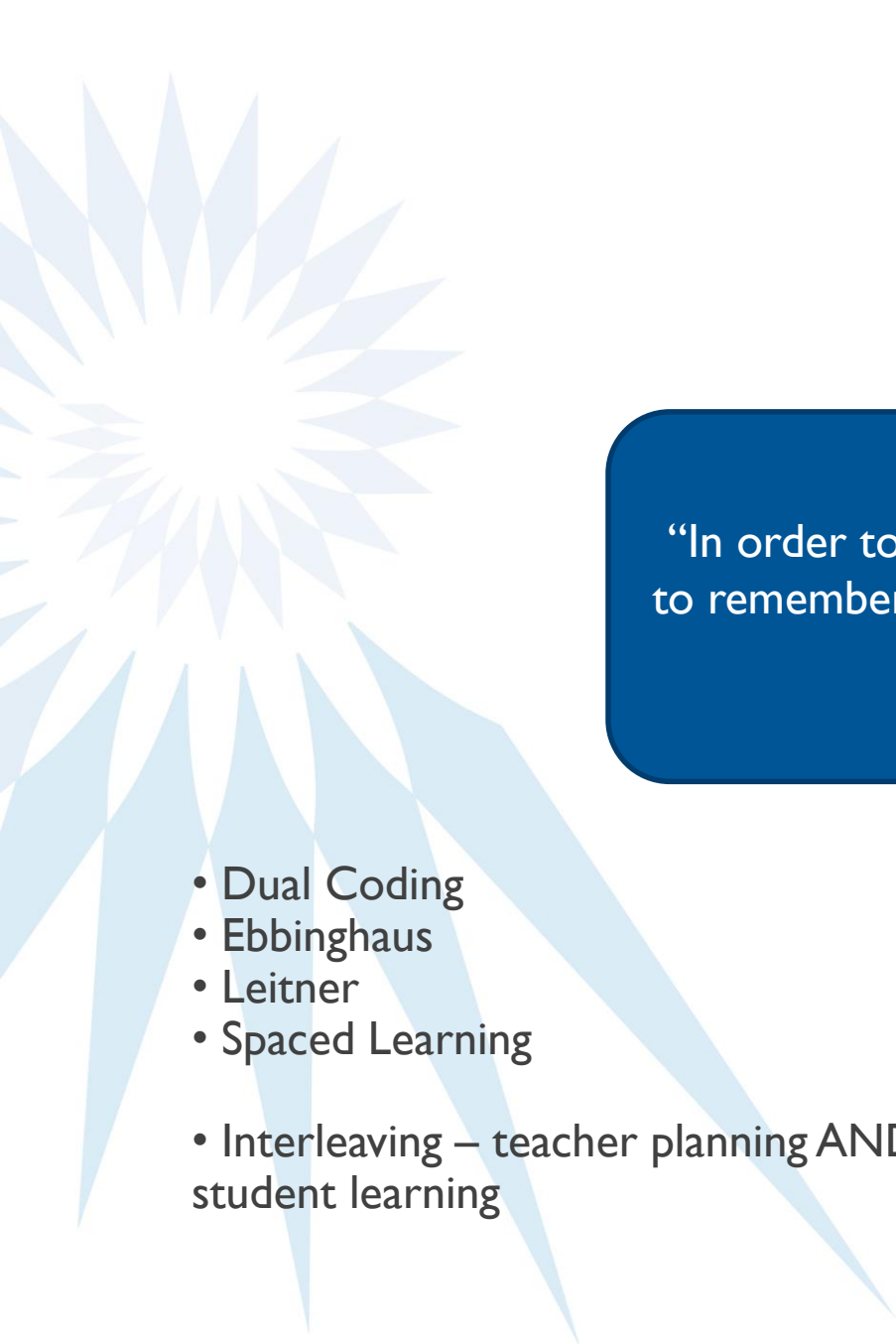
- Science will run drop in sessions where students can access support from specialist staff if who will make themselves available to help students who come with difficulties/questions on a particular topic.

# MFL

There are 4 exams for French, Spanish and Urdu. Foundation (Grades 1-5) or Higher (Grades 3-9).

Speaking, Listening , Reading , Writing.

- French, Spanish and Urdu are all assessed in the form of exams. 25% each.
- For all for languages, students need to be revising and learning vocabulary from all topics for their exams – little and often.
- All homework is about training for writing and speaking.
- [boyadjianc@fullbrook.surrey.sch.uk](mailto:boyadjianc@fullbrook.surrey.sch.uk) (Head of MFL)
- [doussoux@fullbrook.surrey.sch.uk](mailto:doussoux@fullbrook.surrey.sch.uk) (2<sup>nd</sup> in MFL and i/c Urdu)

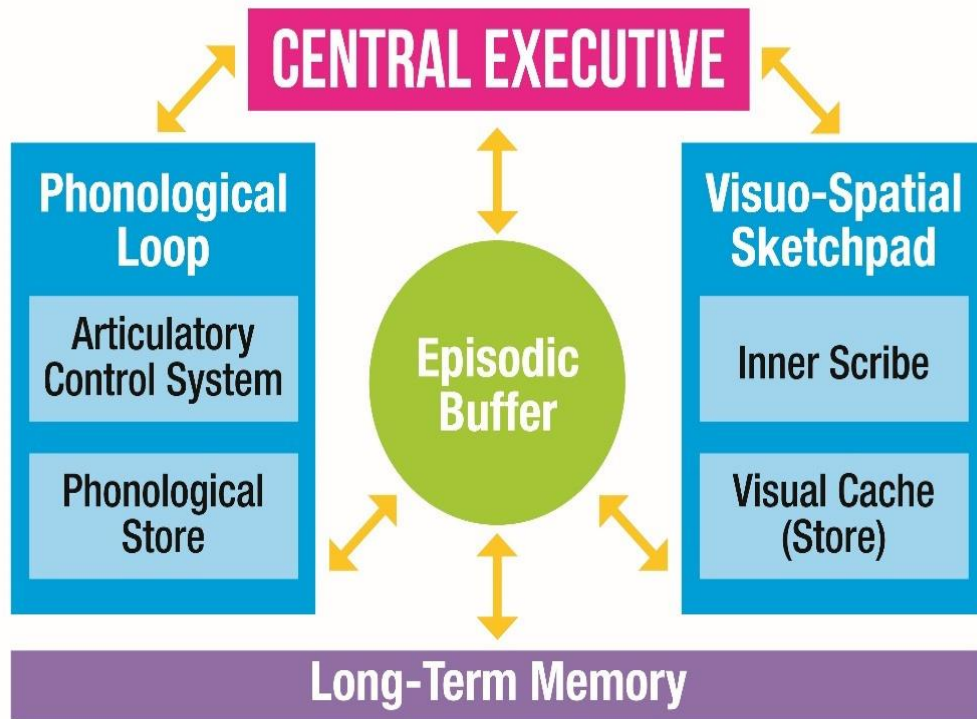


“In order to teach our students how to remember, they need to learn how to forget.”

- Dual Coding
- Ebbinghaus
- Leitner
- Spaced Learning
  
- Interleaving – teacher planning AND student learning

# Effective Remembering – The Appliance of Science: Dual Coding

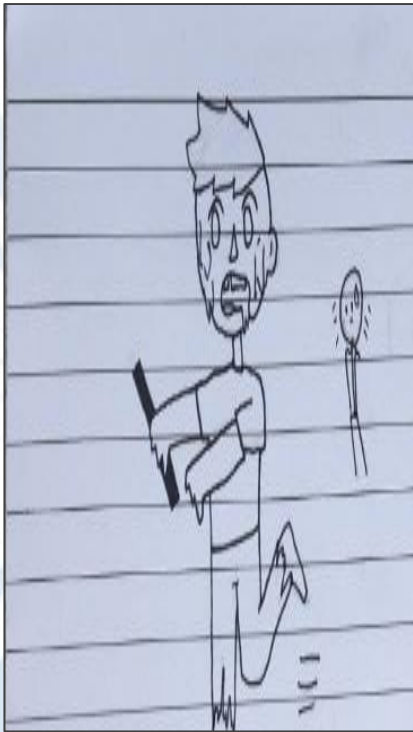
## The Working Memory Model (Baddeley and Hitch)



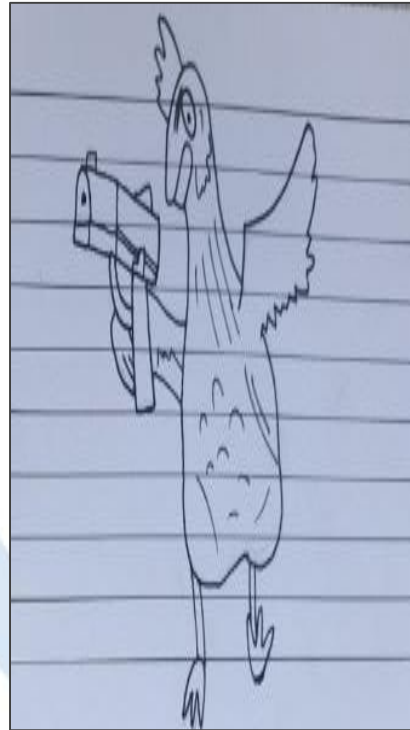
Baddeley and Hitch: The human mind can process vast amounts of information at the same time as long as it is using the different 'slave systems' (phonological loop and visuo-spatial sketchpad).

- At the point of coding *verbal* information, it can be strengthened if the brain can also code (store) *visual* information at the same time.
- Having the information being coded *using two different pathways* is better than one. And the process of working out dual coding strengthens the recall as well.

# Flashcard Examples



**Relay neuron flashcard.** Student has put an image of someone doing a relay race to help her remember that the **relay neuron** passes on a **cluster of information** to the **next neuron**.



**Fight or Flight flashcard.** Student has drawn a bird with a gun (**fight**) and its wing (**flight**). On the back it has the information on each of the terms.

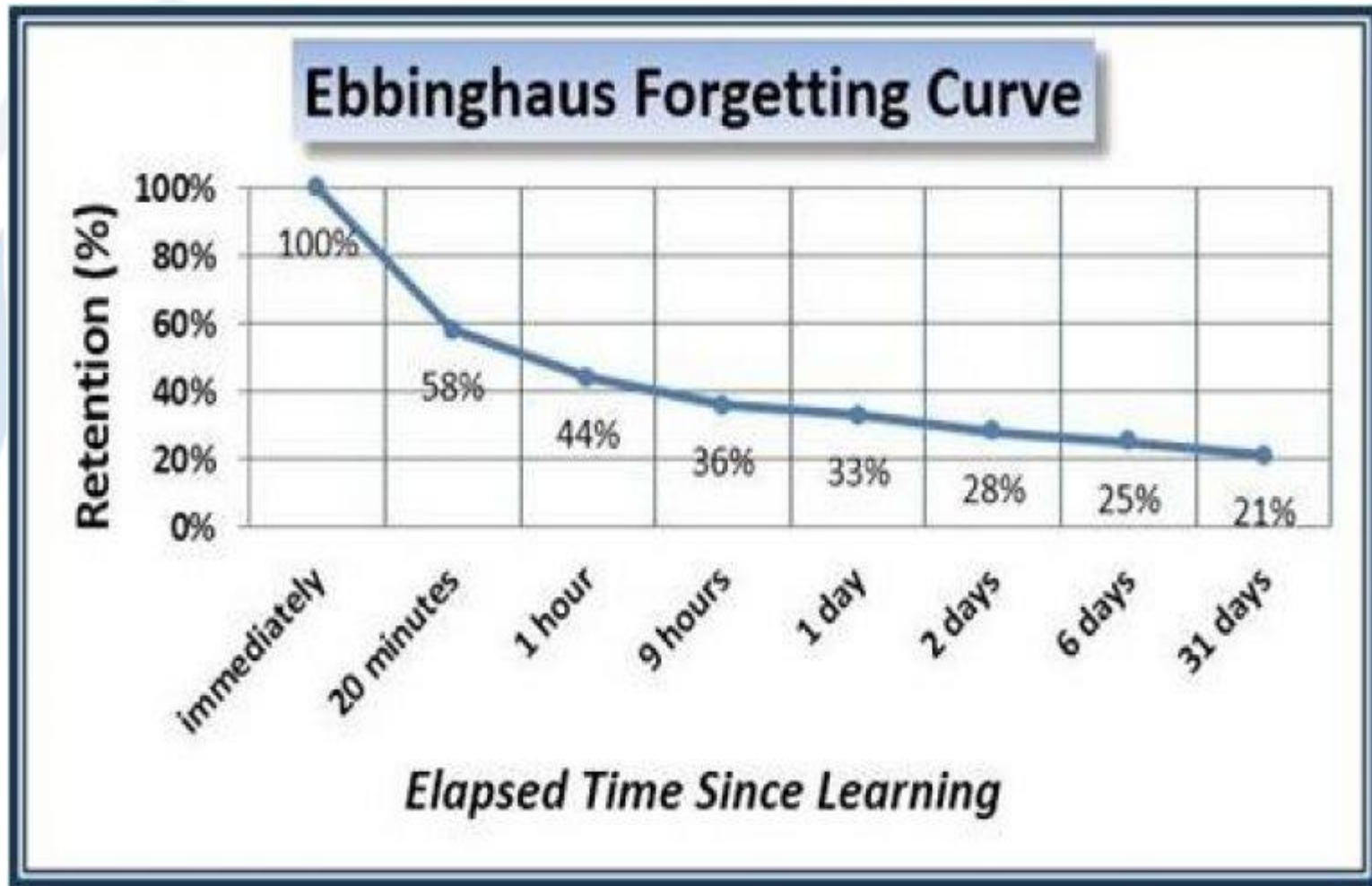
When students are writing their notes or making flashcards they use words.

They can read these to themselves which uses their phonological loop.

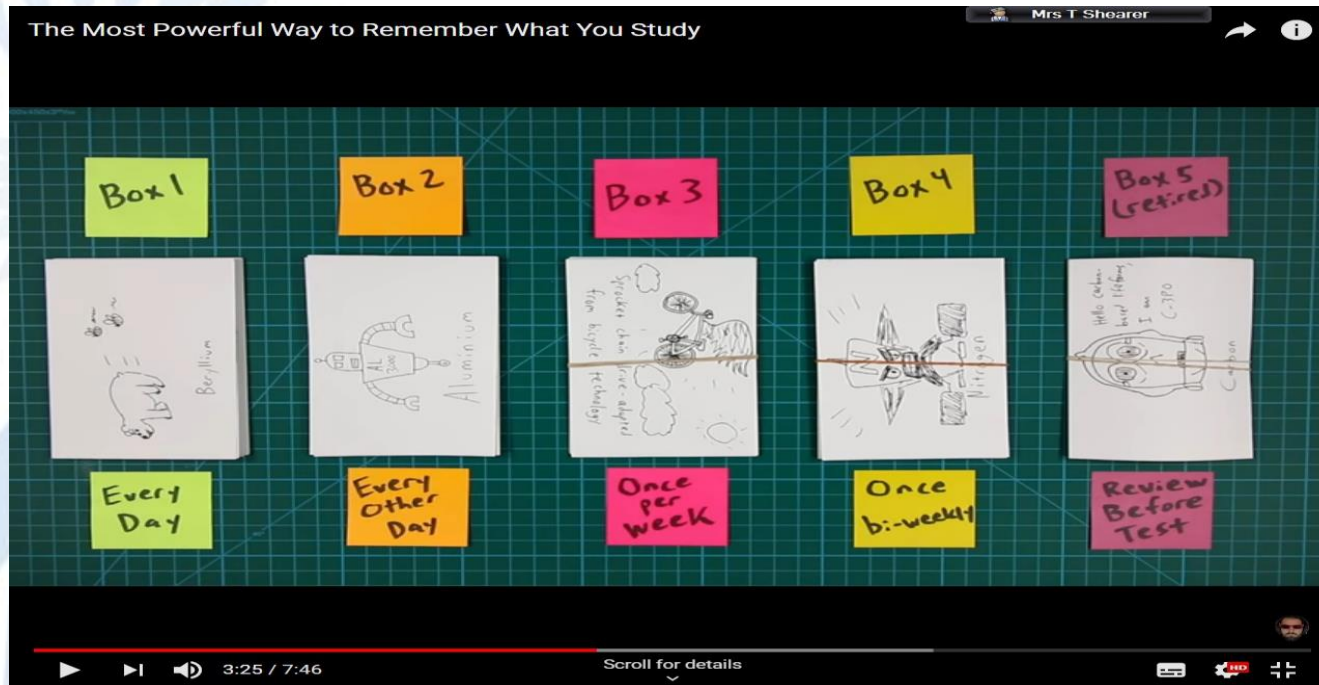
But if they also draw an image this will use their visuo-spatial sketchpad.

Again, strengthening coding and chances of retrieval. ('The learning scientists')

# The most important part of Learning is forgetting - Ebbinghaus



# The Leitner System of Learning with Spaced Learning



***“Having forgotten something we have learnt, we re-learn it quicker each time.. And retain it for longer ...we need to think about how we consolidate learning across much longer periods of time (than a single lesson)”***

# Overcoming the Curve

