



Fairfield
High School for Girls

YEAR 11 CURRICULUM EVENING

TUESDAY 23RD SEPTEMBER 2025



OUR VISION

Excellence and Ambition for all.

OUR MISSION

Fairfield High School for Girls is a vibrant, proudly inclusive and diverse community that empowers young women to thrive, both now and in the future. We believe a culture of high ambition, hard work, compassion and warmth ensures that pupils from all backgrounds make exceptional academic progress and experience excellent personal development to open doors to a lifetime of success and happiness.

OUR VALUES



SUCCESSFUL LEARNERS

Have high aspirations and work hard
Embrace **challenges** and celebrate **success**



CONFIDENT INDIVIDUALS

Show **resilience** and **learn** from mistakes Find your **voice** and **believe** in yourself



RESPONSIBLE CITIZENS

Show **respect** and **kindness** to all Celebrate **diversity** and **empower** others

The Main Hall - 5:30pm – 6pm

The Year Ahead - Mrs McCormick

- Year 11 timeline
- Exams: Regulations, Malpractice and Exam Access Arrangements
- BTEC, NEAs and the use of AI
- Period 6
- Post-16 support for pupils

Reception / Meeting Room - 6pm -7:15pm

- Speak to a member of SLT or Pastoral staff

G30 (Music) - 6:05pm and 6:35pm

Exam Stress and Wellbeing - Katie Turner and Jo Sykes

Tameside Mental Health Support Team, NHS

The Main Hall - 6:05pm and 6:35pm

The Successful Learner Programme – Mr Di Paola

- Effective Revision Strategies
- Maths, English and Science

The Library - 6pm–7:15pm

- Colleges and Post-16 Representatives
- Brooke Millington (Positive Steps) and Mrs Chaudhry

September

- ✓ College applications open
- ✓ GCSE Geography field trip
- ✓ Post-16 Convention
- ✓ Year 11 Curriculum Evening
- ✓ Revision for mock exams
- ✓ Period 6 begins
- ✓ BTEC PSAs C2 (30%) begin

October

- ✓ Revision continues
- ✓ Mock exam timetable released
- ✓ Successful Learner Programme Day
- ✓ Fr / Ge mock speaking exams
- ✓ BTEC PSAs C2 (30%) continue

November

- ✓ Mock examinations
- ✓ BTEC PSAs C2 (30%) continue
- ✓ College applications due
- ✓ GCSE Drama Blood Brothers trip

December

- ✓ Mock exam results assembly
- ✓ Feedback from mock exams
- ✓ Term 1 Progress Reports home
- ✓ Parent/Carer Evening
- ✓ BTEC PSAs C2 (30%) submitted
- ✓ RACE to Success rewards

January

- ✓ New Period 6 sessions begin
- ✓ Revision for mock exams
- ✓ GCSE Food practical exam days
- ✓ Spring mocks timetable released

February

- ✓ GCSE Drama acting exam (20%)
- ✓ English Lit mock before half term break
- ✓ Remaining mocks after half term break

March

- ✓ Mock exams continue
- ✓ GCSE PE Moderation (provisional)
- ✓ Feedback from mock exams

April

- ✓ Term 2 Progress Reports home
- ✓ BTEC Music C3 Exam Day (40%)
- ✓ Fr / Ge GCSE Speaking Exams
- ✓ Art exam days
- ✓ BTEC Textiles exam days

May

- ✓ Revision and Support Timetable begins

EXAMINATIONS BEGIN

June

- ✓ Examinations continue
- ✓ **Exam Contingency Day: 24th June**

Exam Regulations

Joint Council for Qualifications (JCQ) 'Malpractice'

School website
Curriculum



Assessment and Examinations



1

You **must** be on time for all your examinations.

2

Possession of a mobile phone or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the examination or qualification.

3

You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.

4

You **must** follow the instructions of the invigilator.

5

You **must not** sit an examination in the name of another candidate.

6

You **must not** become involved in any unfair or dishonest practice in any part of the examination.

7

If you are confused about anything, only speak to an invigilator.

The Warning to candidates must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.

Exam Access Arrangements allow pupils with specific needs, such as special educational needs and disabilities to access an exam.

- Support might include:
 - A reader (following assessed need)
 - Additional time in exams (following assessed need)
 - A scribe (following assessed need)
 - A separate room for exams (for 'substantial and long-term impairment' only and not for just exam related stress)
- Access Arrangements can only be **authorised by the school SENDCO**, Mrs Stewart.
- There are **strict criteria** and assessments that support the use of Access Arrangements.
- Access Arrangements must be part of a pupil's '**normal way of working**'.
- Specific **paperwork** must be completed and kept in school; this is checked in our annual JCQ inspection.
- A letter of recommendation from a doctor/consultant/medical professional is not enough.

**This term is the last real opportunity to alert us to any concerns you have.
Please see Mrs Stewart in the next two weeks if you'd like to explore this as an option.**

Malpractice

'A failure to follow the regulations of an examination or assessment.'

Sanctions

1. Warning
2. Loss of all marks for a section
3. Loss of all marks for a component
4. Loss of all marks for a unit
5. Disqualification from a unit
6. Disqualification from all units in one or more qualifications
7. Disqualification from a whole qualification
8. Disqualification from all qualifications taken in that series
9. Candidate debarment

A. Regulations – Make sure you understand the rules

- 1 Be on time for all your exams. If you are late, your work might not be accepted.
- 2 **Do not** become involved in any unfair or dishonest practice during the exam.
- 3 If you try to cheat or break the rules in any way, you could be disqualified from all your exams.
- 4 You **must not** take into the exam room any unauthorised material, including:
 - (a) notes;
 - (b) earphones or earbuds (e.g. AirPods), mobile phones, MP3/4 players or similar devices, smart glasses, tablets (e.g. iPads or iPods);
 - (c) watches.

Any pencil cases taken into the exam room **must** be see-through.

Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to sanctions and possible disqualification.

- 5 **Do not** use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
- 6 **Do not** talk to or try to communicate with or disturb other candidates once you have entered the exam room.
- 7 You **must not** write inappropriate, obscene or offensive material.
- 8 If you leave the exam room unaccompanied by an invigilator before the exam has finished, you **will not** be allowed to return.
- 9 **Do not** borrow anything from another candidate during the exam.

Component 1
PSA

Component 2
PSA

Component 3
Exam

The BTEC course has a **three component** structure.

PSAs are 'Pearson Set Assignments' that are to be completed within a time frame **set by Pearson** as the awarding body. These are a set of tasks that pupils complete to provide evidence for assessment.

40% of the final grade awarded is from the externally assessed component. An examination taken at the end of the course.

PSAs are released twice a year and are completed under '**high control**' conditions.

Pupils *must* be in school for the completion of these.

Component 1
PSA**Component 2**
PSA**Component 3**
Exam**Key points:**

- Outstanding attendance as PSAs contribute to the final grade awarded.
- Excellent effort and focus to complete tasks to the highest standard.

Preparing your coursework – good practice

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher. They will then record the nature of the assistance given to you.

Your parent/carer may provide you with access to resource materials and discuss your coursework with you. However, they **must not** give you direct advice on what should or should not be included.

Don't be tempted to use any pre-prepared or generated online solutions and try to pass them off as your own work – this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You **must not** write inappropriate, offensive or obscene material.

Students must be able to demonstrate that the final submission is the product of their own independent work and independent thinking.

- AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:
- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the *JCQ Suspected Malpractice: Policies and Procedures* (<https://www.jcq.org.uk/exams-office/malpractice/>). The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years. Students' marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

- ✓ Additional period after 2:45pm Monday to Wednesday.
- ✓ **Free tuition**
- ✓ Research-informed
- ✓ Personalised timetables each term
- ✓ Timetables issued on Friday
- ✓ Starting on Monday for most subjects
- ✓ Attendance and engagement tracked

**“If you keep doing what you’ve always done,
you’ll keep getting what you’ve always got.”**

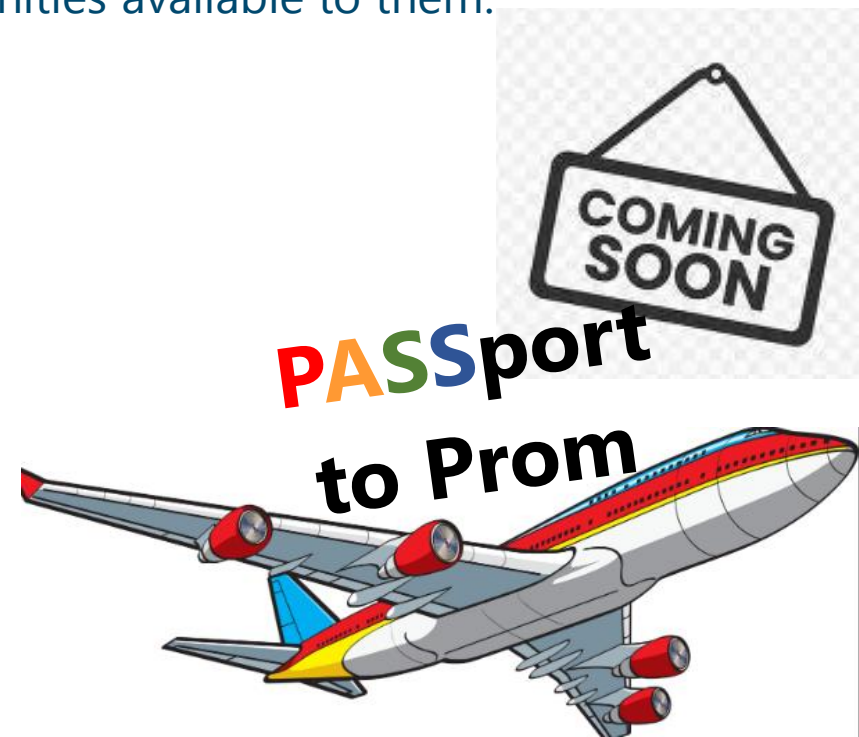
Year 11

RACE to Success



- ★ **High expectations** throughout Year 11 are in place to keep all pupils focused on 'the main thing'.
- ★ Efforts and engagement will be **closely monitored** throughout the autumn term.
- ★ An **exciting reward afternoon** at the end of term will recognise those pupils who rise to the challenge and make the most of opportunities available to them.

R Respect and Conduct
A Attendance and Punctuality
C Commitment to Study
E Equipment and Organisation



Post-16 Progression Information Booklet

- Guidance on what a pupil should be doing now
- List of College and Sixth Form Open Events
- Information on A Levels, Applied Generals, T Levels and Apprenticeships
- Entry criteria for our most popular colleges
- Further information on careers support at Fairfield
- How to prepare for their guidance meeting

Support for the next step after Fairfield:

Meeting with Mrs Chaudhry, Miss Millington from **Positive Steps** or Mrs Mellor from **Tameside Career Service** to discuss in more detail your aspirations for college and beyond.

Pupils will be asked about their plans after Fairfield, such as do they know which college or course they want to go on. They may be asked about their future career plans and if they know their predicted/target grades. The aim of this meeting is to identify anyone who may need extra support applying for college courses and to ensure that no one is worried or stressed about the college application process.

Please be reassured that we know this can be a stressful time for pupils and support is available in school from Mrs Chaudhry, Miss Millington and Mrs Mellor.

How to support with college applications

1. Attend as many college open events as possible, speak to the tutors and college students
2. Discuss school guidance meeting, a copy of the guidance feedback will be emailed to pupils
3. Support your child to make at least two college applications, a firm choice and a backup choice, before October half term
4. Ensure your child attends their college interview and help them to prepare for this

Life Skills lessons over the next month – support the application process

Lunchtime support - application workshops over lunchtime during October



Year 11

Successful Learner

Programme



How to help your child with effective revision

- (1) Revision timetables**
- (2) Effective revision strategies**
- (3) Maths, Science and English**



Kooth's Guide to Coping with Exam Stress



bacp | Accredited Service

NHS
Providing NHS services

Coping with Exam Stress

Exam season can be incredibly stressful for students of all ages. Here's a few tips and tricks to help you cope with exam stress.

These are just a few techniques to try, what really matters is finding what works best for you.

Take a break

Scheduling regular breaks and being able to recognise when you need a break when you're feeling stressed or overwhelmed, can be really helpful.

This can be really difficult, especially when you're under pressure and may feel like a waste of time or bring up feelings of guilt.

However a change of scenery may make your time revising afterwards feel fresher and more productive.

Mapping out your studies

It may also help to try out a few ways to feel more on top of your studies. This might include:

- Writing down what you feel you know well and the areas you'd like to know better.
- Make a revision plan and mark off each module or topic area you've covered.
- Or, if you're feeling creative, you could draw a pathway towards exams and out the other side, where you can chart your progress along the way.

Really, anything from a spreadsheet to some rough notes can work--do what you feel most comfortable with.



Learning
Planner

	Monday	Tuesday	Wednesday	Thursday	Friday
3pm - 4pm					
4pm - 5pm					
5pm - 6pm					
6pm - 7pm					
7pm - 8pm					
8pm - 9pm					
9pm - 10pm					
10pm - 11pm					

	Saturday	Sunday
8am - 9am		
9am - 10am		
10am - 11am		
11am - 12pm		
12pm - 1pm		
1pm - 2pm		
2pm - 3pm		
3pm - 4pm		
4pm - 5pm		
5pm - 6pm		
6pm - 7pm		
7pm - 8pm		
8pm - 9pm		
9pm - 10pm		
10pm - 11pm		

Guiding Your Child To Excellence

How to help your child to
get motivated, manage stress
and excel in exams



How Engaged Is Your Child?

Motivation

My child is motivated to study/do homework	1	2	3	4	Add Your Total
My child sits down to work without my need to intervene, cajole or bribe them	1	2	3	4	
I have a firm understanding of how much work my child is set & how much they should be doing	1	2	3	4	

Technology

I am confident that my child self-regulates their technology use to make time for school work	1	2	3	4	Add Your Total
My child's study environment is set up to be free from distractions such as phones, social media and other digital notifications	1	2	3	4	
My child refuses to study with TV or music on in the background	1	2	3	4	

Stress

I have no concerns about my child's stress and anxiety levels	1	2	3	4	Add Your Total
My child keeps a healthy balance between school, study, extra curricular activities and social life	1	2	3	4	
My child's marks do not affect her/his self-esteem, confidence and/or motivation	1	2	3	4	

See Your Results

STRONGLY DISAGREE DISAGREE AGREE STRONGLY AGREE

8

2019-2020	2019-2020	2019-2020	2019-2020
 <p>Introduction to the History of the World John P. O'Sullivan McGraw-Hill Education</p>	 <p>Introduction to the History of the World John P. O'Sullivan McGraw-Hill Education</p>	 <p>Introduction to the History of the World John P. O'Sullivan McGraw-Hill Education</p>	 <p>Introduction to the History of the World John P. O'Sullivan McGraw-Hill Education</p>
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16

Year 11 Recommended Revision Guides and Tasks



**How do you create
an effective
revision timetable?**

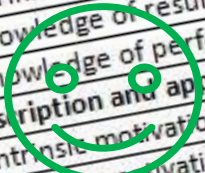
Self-assess your confidence and learning of each topic:


Developing skills, techniques and motivation

	Green	Amber	Red
1 Description and application of these methods of skill learning using practical examples: • Practice/rehearsal and the use of appropriate role models (e.g. to watch a demonstration of a technique in gymnastics carried out by an expert gymnast) • Trial and error (e.g. to try a backhand volley in tennis and to learn from your mistakes when playing the shot). 2 How each of these can motivate participants to follow an active, healthy lifestyle: • Intrinsic feedback • Extrinsic feedback • Knowledge of results • Knowledge of performance 3 Description and application of these motives using practical examples: • Intrinsic motivation • Extrinsic motivation Description and application of goal setting with practical examples: • To optimise performance • To ensure exercise adherence • To control anxiety Description and application of these components with practical examples: • Specific • Measurable • Achievable			

1 I am most confident with this topic

3 I am least confident with this topic





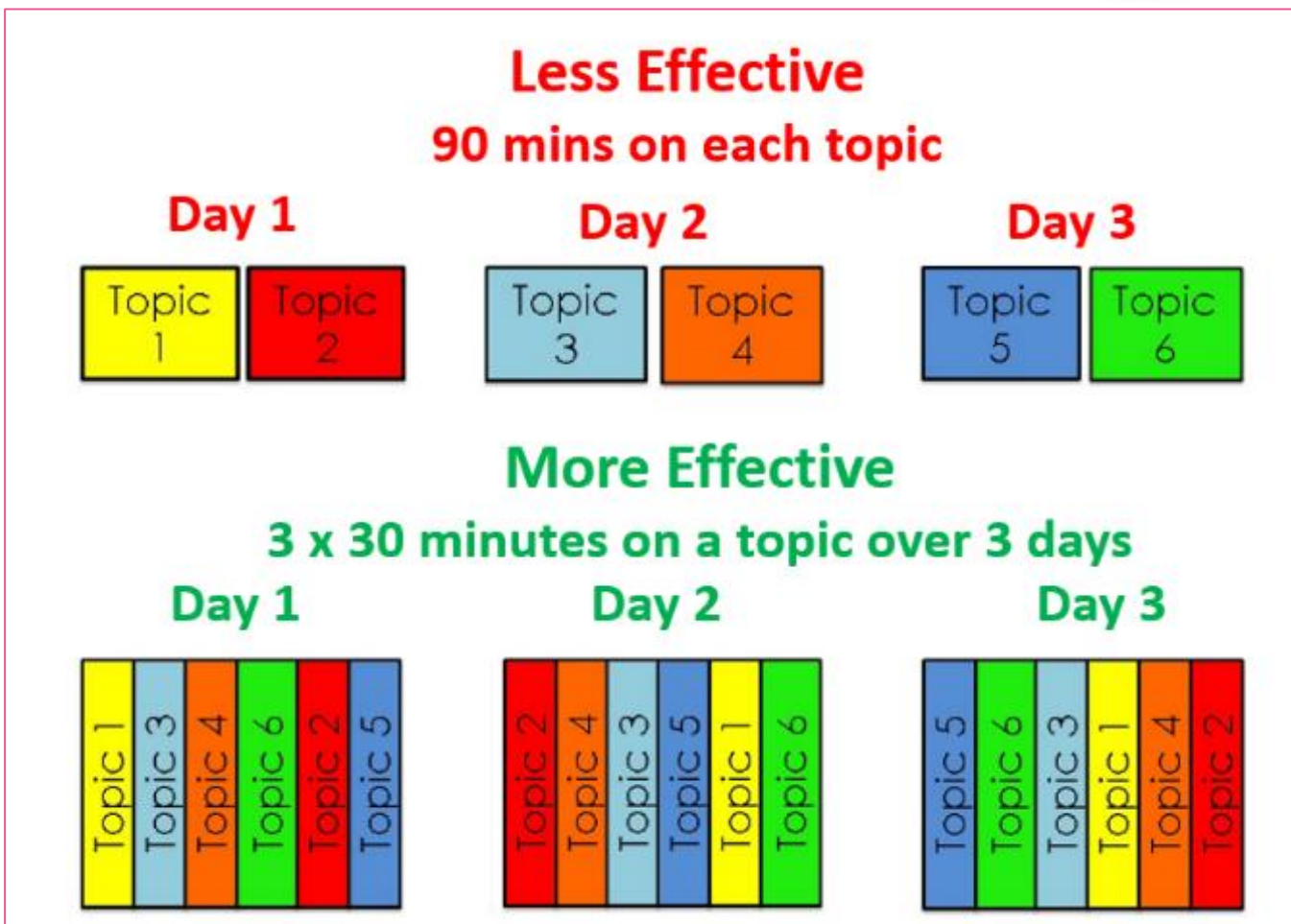
(1) Use revision lists to plan your revision

Successful Learner Programme

- Schedule blocks of revision – **25 minutes** on a **topic** with a **five minute break**.



- **Spread your topics out** – not all in one go
- **3 x 30 minutes** > 90 minutes



EFFECTIVE REVISION TIMETABLE

(1) Use revision lists to plan your revision

(2) Interleaving – spread out your revision

When scheduling your 30-minute blocks of revision you should plan:

- (1) Subject - Geography
- (2) Topic – P1(B) - Tropical Rainforests
- (3) Task - 2020/2021 exam questions

EFFECTIVE REVISION TIMETABLE

**(1) Use revision
lists to plan your
revision**

**(2) Interleaving –
spread out your
revision**

**(3) Plan specific
tasks to complete**

When scheduling your 30-minute blocks of revision you should plan:

- (1) Subject - Biology
- (2) Topic – 4.7.3.4 - Deforestation
- (3) Task – Brain Dump and Flash Cards

EFFECTIVE REVISION TIMETABLE

**(1) Use revision
lists to plan your
revision**

**(2) Interleaving –
spread out your
revision**

**(3) Plan specific
tasks to complete**

White – personal

Green – homework

Yellow – revision

EFFECTIVE REVISION TIMETABLE

(1) Use revision lists to plan your revision

(2) Interleaving – spread out your revision

(3) Plan specific tasks to complete

(4) Create a weekly planner

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
3:00	TAP DANCING	PIANO	HOMWORK: -ECONOMICS	PIANO	RELAX	9-11 AM HOCKEY MATCH	
4:00	↓ ↓ ↓ ↓	↓ ↓ ↓ ↓	-BUSINESS -MATHS	HOCKEY TRAINING	RELAX	↓ ↓ ↓ ↓	10AM BREAKFAST WITH KEMMA
5:00	DINNER	DINNER	↓	↓ ↓ ↓ ↓	DINNER	11AM NOTEMAKING PLANNER	↓ ↓ ↓ ↓
6:00	HOMWORK: MATHS	HOMWORK: -MODERN	DINNER	DINNER	GET READY	-BUSINESS -MATHS	12PM HOMWORK
7:00	WK1 NOTES: ENGLISH	↓ -MATHS	WK1 NOTES: ECONOMICS	HOMWORK: -MATHS	JED'S BIRTHDAY	1PM PRACTICE Q'S MODERN	↓ -ENGLISH -ECONOMICS -MODERN
8:00	KEEPING UP WITH THE KARDASHIANS	WK2 NOTES: MODERN	EXTRA READING: ECONOMICS	-BUSINESS -ECO	↓ ↓ ↓ ↓	PRACTICE Q'S ECO	4pm RELAX
9:00	READ ENGLISH TEXT: HAMLET	EXTRA READING: MODERN	ENGLISH TEXT: HAMLET	EXTRA READING: BUSINESS	↓ ↓ ↓ ↓	4PM RELAX	6pm DINNER
10:00		READ ENGLISH TEXT HAMLET			↓ ↓ ↓ ↓	6PM DINNER AT GRANDMA'S	7PM SO YOU THINK YOU CAN DANCE
11:00					↓ ↓ ↓ ↓	↓ ↓ ↓ ↓	↓ ↓ ↓ ↓
12:00							

Successful Learner Programme

Learning Planner	Monday	Tuesday	Wednesday	Thursday	Friday
3pm - 4pm					
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EFFECTIVE REVISION TIMETABLE

(1) Use revision lists to plan your revision

(2) Interleaving – spread out your revision

(3) Plan specific tasks to complete

(4) Create a weekly planner



The Pomodoro Technique

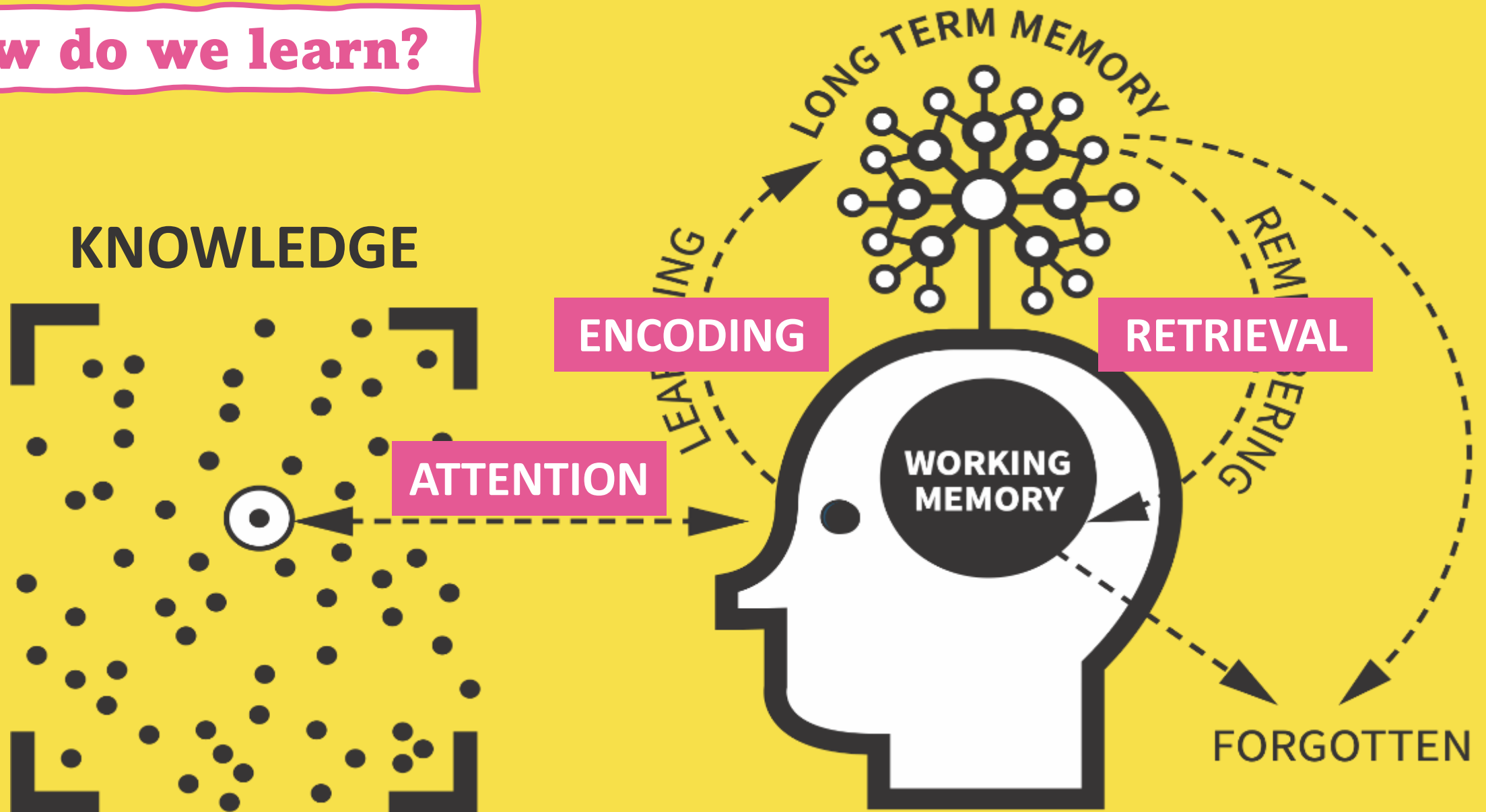
Francesco Cirillo

1. Make a list of revision tasks to complete for the day.
2. Set your timer for **25 minutes** and focus on a **single task** until the timer rings.
3. Mobile phones out of sight, out of reach
4. Then enjoy a five-minute break.
5. After four 'Pomodoros' (2 hours), take a longer 15-30 minute break.





How do we learn?



The more you think - the more you remember



What are the most effective revision techniques?

A - Active Reading

- (1) Explain it back
- (2) Ask questions
- (3) Summarise the text

C - Retrieval Practice

- (8) Brain Dumps
- (9) Revision Clocks
- (10) Flash Cards
- (11) Quizzing

E - Exam Practice

- (15) Past papers
- (16) Model answers and WAGOLLS
- (17) Exam questions

B - Visualise your Learning

- (4) Mental images
- (5) Storyboard
- (6) Analogies
- (7) Concept Maps

D - Memory Techniques

- (12) Body Peg
- (13) Chunking
- (14) The Story Method



What are the most effective revision techniques?

(1) Retrieval Practice – Brain Dump

- **First colour – what you can remember**
- **Check notes or revision guide**
- **Complete the Brain Dump in a second colour**
- **Visual record of what you know and what you need to revise**

Topic



What are the most effective revision techniques?

(2) Flash cards and quiz questions

What is **alliteration**?

Alliteration is when a sound is repeated over two or more words.

e.g. Donate to deserving causes.

What is an **expert opinion**?

An **expert opinion** is when the writer quotes a professional point of view.

e.g. Professor Smith says that "..."



What are the most effective revision techniques?

Leitner Method

What is **alliteration**?

Set 1 - Answered
incorrectly

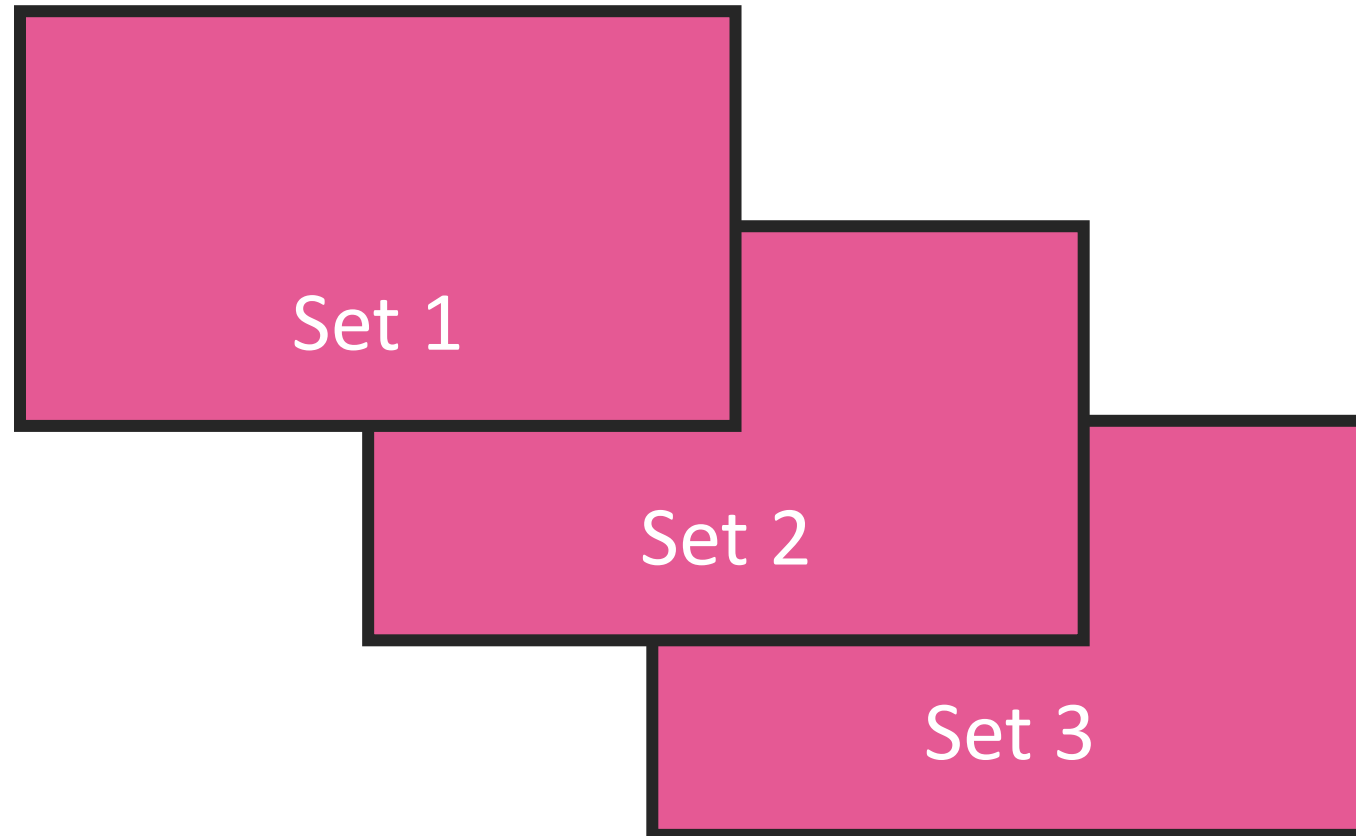
Set 2 - Answered
partially correct /
prompt needed

Set 3 – Answered
correctly / no
prompt



What are the most effective revision techniques?

Leitner Method





What are the most effective revision techniques?

(3) Past Papers and Exam Questions

AQA

Please write clearly in block capitals.

Centre number Candidate number

Surname _____

Forename(s) _____

Candidate signature _____

GCSE BIOLOGY **H**

Higher Tier Paper 1H

Tuesday 14 May 2019 Afternoon Time allowed: 1 hour 45 minutes

Materials
For this paper you must have:

- a ruler
- a scientific calculator.


Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- In all calculations, show clearly how you work out your answer.

Information

- The maximum mark for this paper is 100.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
TOTAL	


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IB/M/Jun19/E11

8461/1H



What are the most effective revision techniques?

(3) Past Papers and Exam Questions

1. Explain how deforestation contributes to global warming. [3]
2. State how increased methane in the atmosphere causes an increase in air temperature. [1]
3. Give **two** possible effects of increased mean air temperature on living organisms. [2]

Getting Ready for GCSE Exams – Ten Questions for Family Discussion

1. What are your short-term and long-term goals?
2. What rewards, big treats and fun activities can we agree as a reward?
3. What revision guides, materials and stationery do you need?
4. What help do you need organising your revision notes and resources?
5. When will you complete home learning and independent revision each week?
6. Which topics do you need to prioritise?
7. What revision tasks are you going to complete during independent revision?
8. What should we do with your mobile phone when you are revising?
9. How can we eat and drink more healthily and get more exercise and outside time?
10. What time are you falling asleep? Is it enough sleep?



Fairfield
High School for Girls

YEAR 11 CURRICULUM EVENING MATHEMATICS

- Higher Tier offers Grades 3-9
- Foundation Tier offers Grades 1-5
- Pupils will sit **three** examinations in May/June 2026
 - One non-calculator and two calculator papers
 - Each paper is 90 minutes long and worth 80 marks

Pupils will be expected to resit Maths in college if they get a Grade 3 at the end of Year 11.

Anything below a Grade 3 and your child may be offered an alternative to GCSE Maths in college.

- KS4 Study Club is on every **Monday** lunch time in **G49**
- Hannah Kettle 'half papers' will be available weekly for pupils to work through with support from Maths teacher.
- Pupils can bring their own revision material if they prefer

Hannah Kettle

Modelling and full solutions of half papers available on TikTok @hannahkettlemaths or Youtube @hannahkettlemaths.



- Maths Period 6 and AQA Level 2 Further Maths will take place **every Wednesday** after school.
- If your child is invited to attend Period 6, we expect them to have 100% attendance, please support us in encouraging your child to attend.
- If your child has not been invited this time, we really do encourage them to take advantage of the additional support and exam practice available at KS4 Study Club **every Monday** lunch time.

Sparxmaths.uk – Used for weekly home learning but should also be used for regular independent revision.

PinpointLearning.co.uk – Used after each mock exam to create individualised practice booklets.

Corbettmaths.com – free revision resources including 5-a-day, topic based exam booklets and practice exam papers.

Mathsgenie.co.uk – free topic specific exam booklets and past exam papers.

 Sparx Pinpoint

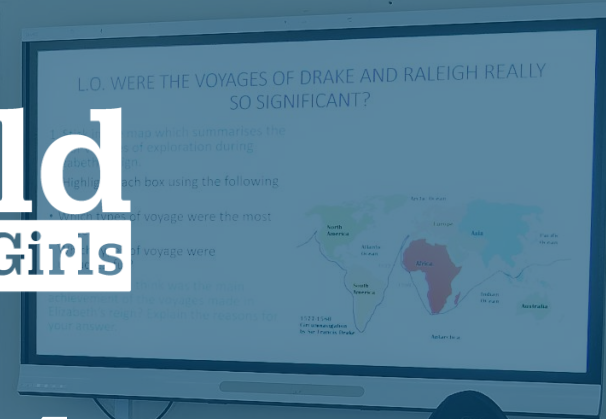
Corbettmaths

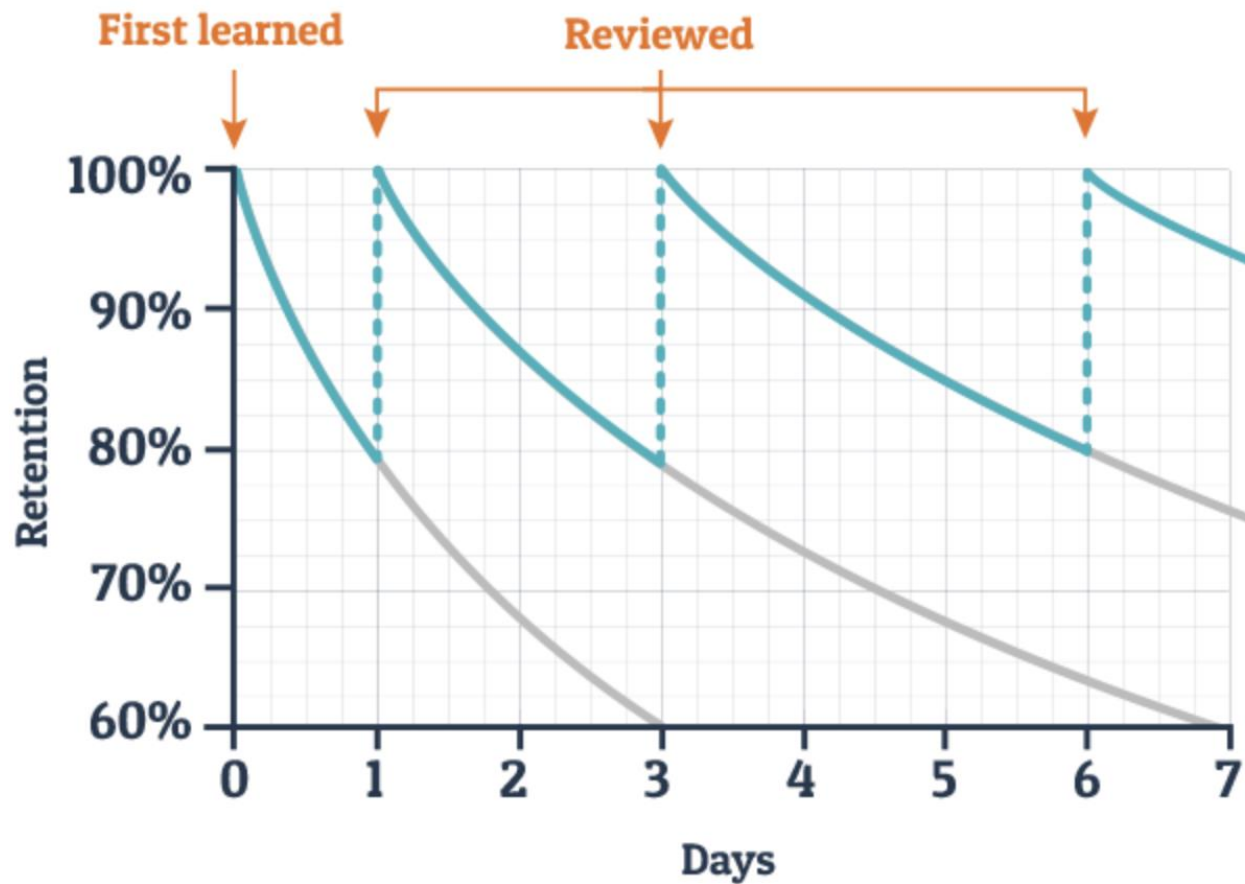
Maths Genie



Fairfield
High School for Girls

YEAR 11 CURRICULUM EVENING SCIENCE





WE ARE USING

TASSOMAI

How does Tassomai work?

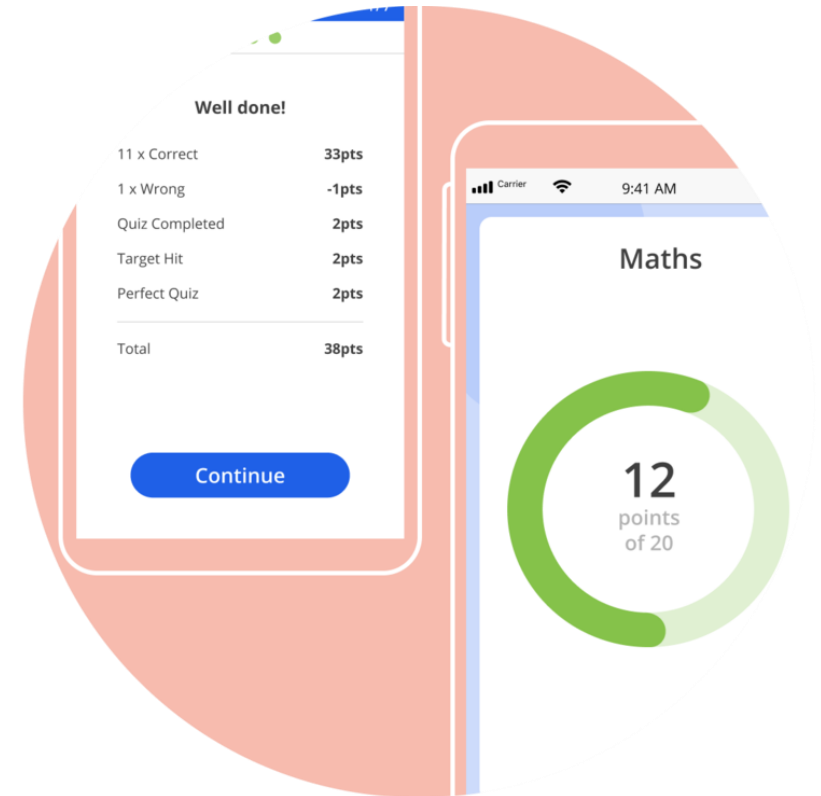
Each day, Tassomai gives you a set amount of work to complete. This is known as your **Daily Goal (DG)**, and you will have a DG for every subject.

Every correct answer in a quiz earns you **3 points** towards your DG. If you hit the target score of a quiz, you receive **4 bonus points**!

There are other ways to earn points...but you can lose points with incorrect answers, so **answer carefully**!

Quizzes do not have a time limit, so you can (and should) **take as long as you need** to complete each one.

When you get enough points, you will **complete** your DG.



Why does Tassomai work?

Research into revision and learning techniques has found that the best way to study, and get knowledge to stick in your memory is to:

- Work for short, concentrated periods of time;**
- Frequently switch between topics;**
- Regularly test yourself.**

Tassomai is designed to help you do **all** of these things!



What does the parent dashboard offer?


Parents can monitor their children's **Daily Goal completion** across the week (and go back by up to 3 weeks' worth of activity). They can also control their account settings, and opt into our **Parent Club** giving them a range of benefits!


It will also highlight the **weakest areas** for their child across their subjects, and **provide resources** to help support learning which they can review together.









Recommended Websites











 **SENECA**

 [Login](#) [Sign up](#)

Free 

GCSE 

Biology: AQA GCSE Foundation		Biology: AQA GCSE Higher	
Biology: AQA GCSE Foundation - Standardised Assessments		Biology: AQA GCSE Higher - Standardised Assessments	
Biology: AQA GCSE Foundation - Diagnostic Misconceptions		Biology: AQA GCSE Higher - Diagnostic Misconceptions	
Combined Science Biology: AQA GCSE Foundation		Combined Science Biology: AQA GCSE Higher	
Combined Science Biology: AQA GCSE Foundation - Standardised Assessments		Combined Science Biology: AQA GCSE Higher - Standardised Assessments	

5 of 12



Fantastic online revision resource for each topic across all three sciences.

Includes summary notes, flashcards, mind maps and question papers for each topic with mark schemes.

[Home](#) > [Chemistry Revision](#) > AQA GCSE

AQA GCSE Chemistry Revision

Paper 1

Topic 1:
[Atomic Structure and the Periodic Table](#)

Topic 2:
[Bonding, Structure and the Properties of Matter](#)

Topic 3:
[Quantitative Chemistry](#)

Topic 4:
[Chemical Changes](#)

Topic 5:
[Energy Changes](#)

Paper 2

Topic 6:
[The Rate and Extent of Chemical Change](#)

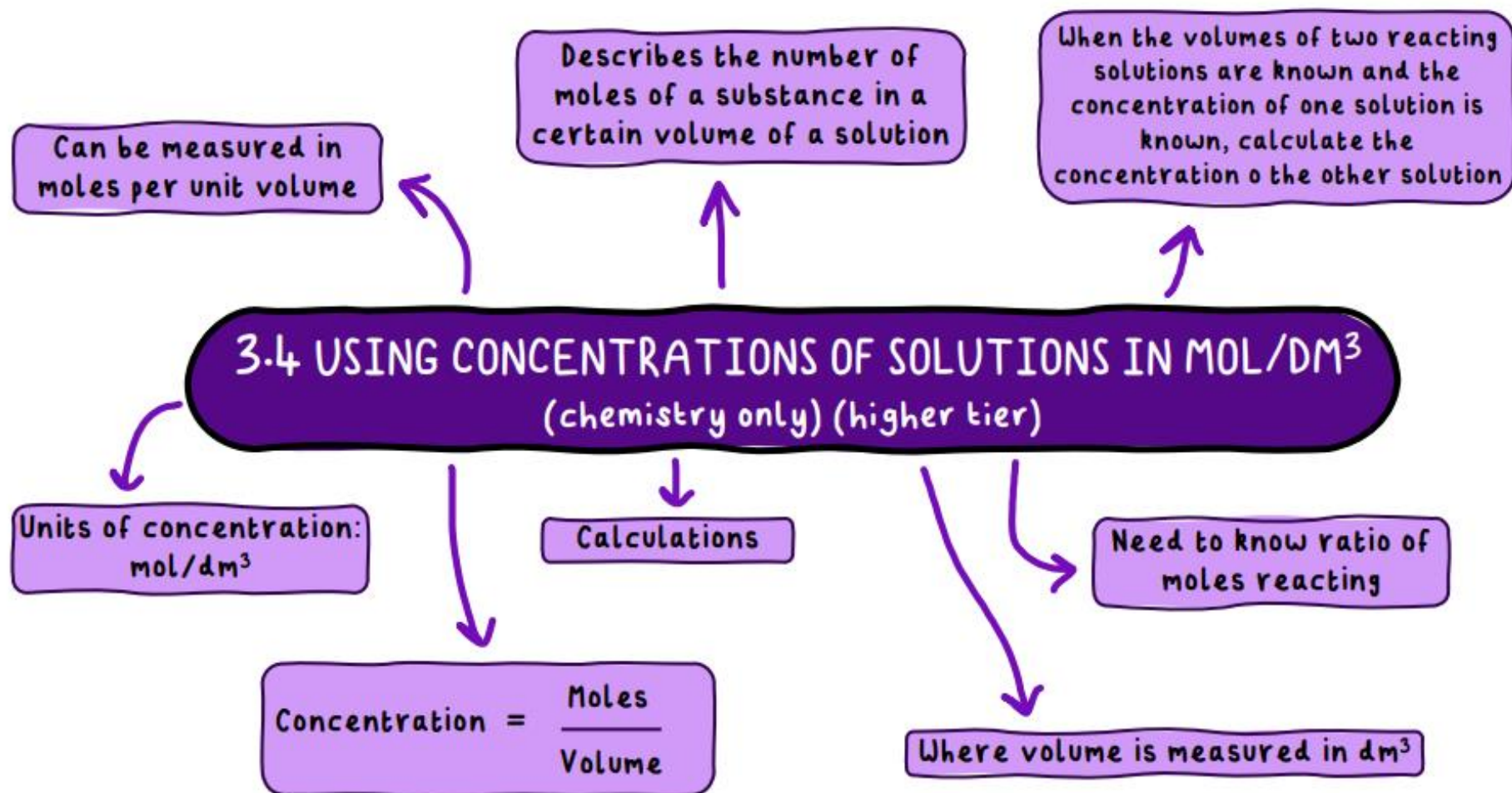
Topic 7:
[Organic Chemistry](#)

Topic 8:
[Chemical Analysis](#)

Topic 9:
[Chemistry of the Atmosphere](#)

Topic 10:
[Using Resources](#)

[Practical Skills](#)

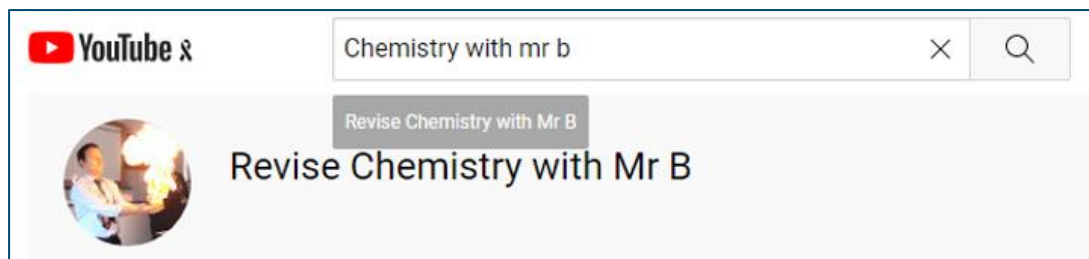


Support and Intervention

- Populated revision cards and knowledge mats are provided for each topic studied prior to topic tests. Support your child by testing them on key knowledge.
- Revision guides can be ordered through school at a reduced price. We also have some used copies available for free. Recommend Oxford Revise AQA or Clear Revise AQA. They are available to purchase on the gateway (£9 for combined, £12 for triple) until Sunday 5th October.
- Home learning is currently based on revising paper 1 topics in preparation for November mocks
- Past papers provided throughout the year for exam practice.
- Science Period 6 every Tuesday or Wednesday.

Recommended Websites

Revise Chemistry with Mr. B - YouTube Channel



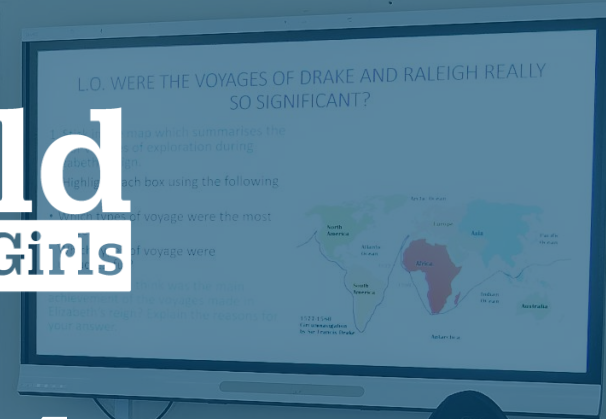
www.freesciencelessons.co.uk – summary revision videos for every topic in GCSE science.

www.revisionscience.com – revision notes and videos on science topics.



Fairfield
High School for Girls

YEAR 11 CURRICULUM EVENING ENGLISH



GCSE English at Fairfield

Content to be covered during KS4:

- 19th Century Non-Fiction
- 20th Century Non-Fiction
- 21st Century Non-Fiction
- 20th Century Fiction
- 21st Century Fiction
- Shakespeare
- 19th Century Novel
- Modern Text
- Poetry Cluster
- Unseen Poetry

Literature:

- Paper 1: Romeo and Juliet and A Christmas Carol 40%
- Paper 2: An Inspector Calls and Poetry (seen and unseen) 60%

Language:

- Paper 1: Creative Texts 50%
- Paper 2: Non-Fiction Texts 50%

English Support and Intervention

School resources:

- ✓ Drop In – lunch times before mocks
 - ✓ Critical Theory Club
 - ✓ Microsoft SharePoint – at home, bespoke revision videos
 - ✓ Bespoke revision material (provided by school)
 - ✓ Key quotes revision cards (provided by school, populated with quotes pupils should learn and with space for their own annotations)
 - ✓ Revision guides and workbooks available in the library to borrow
 - ✓ Structured revision programme
 - ✓ Teacher support
 - ✓ **Teacher / pupil and teacher / parent dialogue**
- ✓ **Reading intervention for those who need it.**
 - ✓ **Content catch-up intervention for those who need it.**

Understanding Revision

Revision should involve three parts – developing knowledge, committing knowledge to memory and deliberate practice.

- ❖ **Developing knowledge (encoding)**: watching revision videos and making notes, essay planning, quote explosions, essay writing, comprehension tasks, creative writing tasks
- ❖ **Committing knowledge to memory (retrieval of knowledge)**
mind-maps, rewriting, saying aloud, drawing, visualising, spaced repetition
- ❖ **Deliberate practice**: utilising mark schemes, checklist, sentence stems or teacher feedback to complete exam-style questions in English Literature and Language

Question Three: How does the writer use language to...

answer you should have done
following:

ly named language devices
d evidence
er specific effects of the
guage devices.
plained the effect and
notations of words

- The writer uses [METHOD] to [QUESTION]

- QUOTE

- [This] suggests... [be can]

- [It] could also impl

- The [word] 'WORD' effective because

- It could also sug

Essay Plan

Write the example question here:

Introduction
Thesis statement – what are your big ideas linked to this question?

Main Body 1

Development of thesis – what is your main point?

Quote and annotations (use rainbow checklist)

Main Body 2

Development of thesis – what is your main point?

ANALYSIS CHECKLIST

- ✓ More than one interpretation (minimum of two)
- ✓ Methods
- ✓ Effect of words
- ✓ Link to context
- ✓ Writer's intentions
- ✓ Link to thesis
- ✓ Poetry only: Comparisons



When We Two Parted

Analysis

Method(s)

'Half broken hearted'

Context: Where in the poem, links to structure/form, links to social/historical context

Links to themes/questions/other poems

neo and Juliet

	Act	Public versus Private	Romeo	Juliet	Filial Lawrence	The Nurse	Lord Capulet	Tybal	Benvolio	Mercutio	Paris	Societal Pressures
A pair of star-crossed lovers take their	1		X	X	X							
Death-marked love			X	X								
Part, fools! Put up your swords – you know what you do.								X	X			X
What drawn and talk of peace! I hate it, As I hate hell, all Montagues and								X	X			X
Escalus: 'Rebellious subjects, enemies to peace'		X										X
Romeo about Rosaline: 'Feather of lead, bright smoke, cold fire, sick health'		X	X							X		X
Lord Capulet to Paris: 'Ripe to be a bride'				X			X				X	X
Roseline: 'Why, he's a man of wax.'						X					X	
Paris: 'A man of wax, not such a flower'										X		
Mercutio: 'I talk of dreams, which are the children of an idle brain'										X		
Romeo: 'I fear some consequence yet hanging in the stars'			X									
Romeo: 'But He, that hath the steering of my			X									

age: basics

Your outcomes are a lagging measure of your habits.

"SUCCESS IS THE PRODUCT OF DAILY HABITS—NOT ONCE-IN-A-LIFETIME TRANSFORMATIONS."

You do not rise to the level of your goals. You fall to the level of your systems.



Resources to point your children to when revising / completing homework

English Revision Programme at Fairfield

- Retrieval practice in lessons
- Knowledge tests on Microsoft Teams
- Revision cards to complete for all set texts (linked to knowledge tests)
- SharePoint, teacher-made videos
- Essay planning and writing (linked to teacher videos)
- Answering exam questions
- Period 6 for pupils who have missed the teaching of set texts in Lit.
- Period 6 for pupils – open invitation
- Critical Theory Club- invitation only for pupils aiming for grade 7+
- Drop in at lunch times leading up to mocks.

How You Can Support with Revision

- Take an interest in what your child is doing in English. Talk about the news, read articles together, encourage good reading habits.
- Ask about upcoming assessments and mock examinations. Know that homework is always due in English on **Thursdays**. Ask your child if it's done. Check the quality. (Homework can be viewed using Haldor Homework)
- Support with revision by testing their knowledge using their resources.
- Encourage your child to create and follow a revision timetable. This should happen throughout KS4 but should be a more intensive programme of study leading up to mocks and final examinations.
- Encourage your child to seek help from their teacher if they are experiencing any difficulties and to attend English Drop-in.
- Encourage your child to revise in school if revising at home is something they find difficult.

The Main Hall - 5:30pm – 6pm

The Year Ahead - Mrs McCormick

- Year 11 timeline
- Exams: Regulations, Malpractice and Exam Access Arrangements
- BTEC, NEAs and the use of AI
- Period 6
- Post-16 support for pupils

Reception / Meeting Room - 6pm -7:15pm

- Speak to a member of SLT

G30 (Music) - 6:05pm and 6:35pm

Exam Stress and Wellbeing - Katie Turner and Jo Sykes

Tameside Mental Health Support Team, NHS

The Main Hall - 6:05pm and 6:35pm

The Successful Learner Programme – Mr Di Paola

- Effective Revision Strategies
- Maths, English and Science

The Library - 6pm–7:15pm

- Colleges and Post-16 Representatives
- Brooke Millington (Positive Steps) and Mrs Chaudhry