



## **Poynton High School**

### **Year 11 Parent and Carer Bulletin – December 2022**

Dear Parents and Carers,

Year 11 have worked incredibly hard this half term, especially during their mock examinations where they acted in a mature and positive way.

Each half term I will send out a year group bulletin, inside you will find important information about what students have been studying recently and what is coming up next half term for our students. It will also contain information about strategies suggested by subject tutors to ensure students achieve their maximum potential.

#### **Revision and examination support**

As a school we are committed to ensuring that you feel that you are well equipped in supporting your young person through their GCSEs. Our website contains lots of practical support for both yourself and your young person regarding revision techniques and strategies.

<https://www.phs.cheshire.sch.uk/keystage4exams>

There is also a KS4 Revision Drop-in session where students can come to do their own revision and I can support them if needed with tips on revision. This takes place every Tuesday in room 36 from 3:15 – 4:15pm. This will resume in the new year on Tuesday 17<sup>th</sup> January.

#### **Important dates**

- Reports: 24/01/23
- Parents Evening (online): 26/01/23
- Assessment 3: 06/03/23 – 10/03/23
- Progress Grades: 25/04/23

#### **Student voice**

At Poynton High School we value our students and want them to have the opportunity to share their views. Each half term Mr Shaw is meeting with representatives from each form in year 10 and year 11 with a different focus. This half term they discussed revision skills and independent learning looking at what the school is doing well and what we could do better. As a Year team we will use this to help us continue to support our young people and we will be sharing more about revision in the new year.

## English

- In both GCSE Language and Literature, Year 11 have just completed their Mock Exams.
- In GCSE English Literature, they are returning to study the final five Power and Conflict poems.
- In GCSE Language, students will be returning to study Paper 1.
- To support students with their learning, it would be fantastic if you could:
- Encourage students to read as many books as possible! The more they read, the more they become used to understanding a wide variety of texts. This will assist with their completion of the both Language and Literature GCSEs;
- All home learning is being set on a weekly basis on Google Classroom so please encourage students to complete this work. Completing these home learning tasks IS revising for the exams, but students can also use the flowcharts that have been assigned on Doodle to target areas they are unsure of.
- Encourage students to ask as many questions as possible and get involved with the various activities and learning experiences on offer!
- Look out for revision tips on our Twitter page @PHS\_EngDept
- Read and re-read your GCSE English Literature texts. Check through lesson notes and ask your teacher to clarify anything you are unsure about. Use the revision tips below to help organise your exercise book!

### **English Revision – thinking about your learning:**

- *For each lesson, in your exercise book, write a 12 word summary of the content. What was it you learned in the session?*
- *Prioritise ... For each lesson in your margin list the TOP 3 most important pieces of information from the lesson. Put them in order (1=most important)*
- *Points as pictures .... sum up each lesson with a quick image (stick people are fine!). Make sure you would be able to explain this to your teacher.*
- *Ask an expert ... Underneath each lesson's work write one question you could ask an expert on the subject.*
- *Get the colours out! Highlight the key ideas or messages from each lesson to make them stand out.*

## Maths

Year 11 have sat all three papers during their mock examinations. Once all the papers have been marked and analysed across the year group students will receive their grades we will set a task to input all of the data into a tracking app which will then generate a personalised list of topics for the student, rated red, amber or green, depending on their performance in the test. This will be set to students via google classroom and students will be given a strict deadline to complete this by so we can provide each student with their personalised topic list. Students should use this list to identify areas of weakness and use Dr Frost Maths and Seneca Learning to focus on these areas. Students who have a revision guide should also be using this to aid their revision. From January, the revision homework tasks will start again; where students are set a specific topic to revise that week which is then assessed through starter tasks in lessons. This helps students to revise a range of topics over the next term.

Students will have covered all necessary topics before February half term and so the focus after this will be generated from the mocks and homework tasks. Class teachers will design a specific revision programme for their class based on their strengths and weaknesses; this will include

practice papers, revision lessons and problem solving lessons.

There are several resources being added to google classroom on a regular basis so please encourage students to check this regularly.

## Science

| Subject          | This half term  | Next half term   |
|------------------|---|--|
| <b>Biology</b>   | <p><b>Separate Science Students:</b><br/>Have completed a topic on Coordination and Control including a Required Practical on the action of plant hormones.</p> <p><b>Combined Science Students:</b><br/>Have completed their study of the hormonal control of the body and explored a range of issues related to reproduction, including opportunities to develop their evaluation skills.</p> <p><b>All:</b><br/>Have completed an assessment on Paper 1 content.</p>   | <p><b>Separate Science Students:</b><br/>Will be learning about how DNA controls the body and how genetic characteristics are inherited</p> <p><b>Combined Science Students:</b><br/>Will be learning about the causes of our characteristics and how inherited features are passed on.</p> <p><b>All:</b><br/>Will analyse their assessment and complete a series of follow up tasks designed to build on key skills</p>  |
| <b>Chemistry</b> | <p><b>Separate Science Students:</b><br/>Students have completed their studies of organic chemistry (topic C7) in which they studied products from crude oil, alcohols, polymers and DNA. They also followed a chunked revision programme to help them prepare for the recent mock exams.</p> <p><b>Combined Science Students:</b><br/>Students started to study organic chemistry (topic C7) looking at products from crude oil as fuels and feedstocks. They also followed a chunked revision programme to help them prepare for the recent mock exams.</p> | <p><b>Separate Science Students:</b><br/>Students will evaluate the recent mock exams to identify targets for improvement and plan how they will achieve these. They will continue to study topic C8 Chemical analysis looking at pure substances, formulations and chemical testing. They will carry out a required practical to identify an unknown substance.</p> <p><b>Combined Science Students:</b><br/>Students will evaluate the recent mock exams to identify targets for improvement and plan how they will achieve these.<br/>They will also complete their studies of organic chemistry (topic C7) looking at products from crude oil and move on to study Chemical analysis (topic C8) looking at pure substances, formulations and chemical testing.</p> |
| <b>Physics</b>   | <p><b>Separate Science Students:</b><br/>Have started the Waves topic, including measuring the speed of waves formed on water and on a string. They have also completed chunked revision to prepare</p>   | <p><b>Separate Science Students:</b><br/>Students will continue their studies of Waves, before moving onto Electromagnetism.</p>   |

|  |  |   |
|--|--|---|
|  | <p>for the mocks which were sat towards the end of term.</p> <p><b>Combined Science Students:</b><br/>Have started the Waves topic, including measuring the speed of waves formed on water and on a string. They have also completed chunked revision to prepare for the mocks which were sat towards the end of term.</p> | <p><b>Combined Science Students:</b><br/>Students will continue their studies of Waves, before moving onto the final topic of Electromagnetism.</p> |
|--|--|---|

### Assessments

Year 11s will be getting results from their recent paper 1 mock examinations. This will give them a better idea of the level they are currently working and allow them to identify areas of strength and weakness that can be addressed before the next mock exams.

- **Mock Examinations in March:** These will assess the Paper 2 content of the course. All students will sit 3 separate papers (one for each of the Sciences). These assessments will commence 6th March (exact dates TBC).

### Revision for Paper 2 mock

To help support your child in preparing for the upcoming Science GCSE mock exams in March, the Science team has coordinated several revision resources to help ensure students are fully prepared. We would really appreciate your support in encouraging your son/daughter to complete these tasks. These include:

#### Chunked revision

All students will be set revision tasks/past paper questions to complete for Biology, Chemistry and Physics. These will be set in designated weekly 'chunks' starting the week commencing the 23rd of January. There will be tasks to complete for each science over half term, and then one question/task per science will be set each week leading up to their March mock exams.

Students should revise the topics of the questions each week and then complete the exam questions to apply their knowledge and practice exam technique.

#### Seneca

All students have now been re-introduced to Seneca and should have logged in and completed an introductory assignment. **Please note – we are using different emails to login this year, as we now have classes synced to the school registers. The students will need to use their emails ending @pchs.cheshire.sch.uk, and the initial password is seneca2020.** Seneca is a free online resource which we will use for teacher directed revision. Students can also use it for independent revision to help them consolidate work from previous topics and years. The more students complete on Seneca, the better it tailors tasks personalised to each student and the areas they need to focus on. If students are not sure how to log in or access their Science class assignments please tell them to ask their Science teacher.

<https://senecalearning.com/en-GB/> . Class teachers will set teacher-directed work on here to complete in preparation for the mock examinations.

#### Revision guides

The majority of students purchased these last year. If your child does not have one and you would like them to have one, below are details of how you can order directly from CGP:

## Double Science revision guides:

**Higher tier:** <https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/sahr45-grade-9-1-gcse-combined-science-aqa-revi>

**Foundation tier:** <https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/safr45-grade-9-1-gcse-combined-science-aqa-revi>

## Triple science students (will need separate ones for Biology, Chemistry and Physics):

<https://www.cgpbooks.co.uk/secondary-books/gcse/science/biology/bar45-grade-9-1-gcse-biology-aqa-revision-guide>

<https://www.cgpbooks.co.uk/secondary-books/gcse/science/chemistry/car45-grade-9-1-gcse-chemistry-aqa-revision-gui>

<https://www.cgpbooks.co.uk/secondary-books/gcse/science/physics/par47-grade-9-1-gcse-physics-aqa-revision-guide>

## History

Year 11 have had a busy half term in history, completing the American West unit and completing their mock exams. In January Year 11 will be continuing with their final unit on the Reigns of King Richard and King John in their History lessons, this will include completing exam questions in class and at home to practice key exam skills. Students will also continue with the revision booklet started in September and should be looking to continue with their own revision in preparation for the summer exams. Seneca Learning is very useful for GCSE History revision.

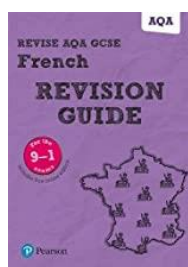
## MFL

Well done to Year 11 students for their work this term! Year 11 French and Spanish are working on Module 7 on jobs and careers. In both languages, after Christmas, students will complete the last module of the course on global issues (environment, healthy lifestyles, international events etc...)

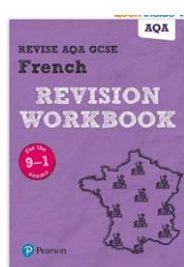
Year 11 students have now completed their Mock exams. We have been impressed with their efforts and are looking forwards to some excellent results to come in the new year.

If you haven't yet purchased revisions guides, you can the guides here:

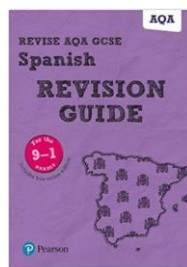
### French:



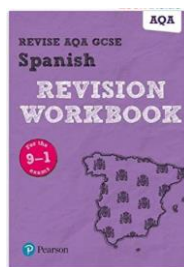
and



### Spanish:



and





After the exam we will move onto R066. This involves students designing the branding and marketing for their pizza design from Year 10. They will then pitch their idea in a Dragon's Den style to a panel of judges. This final piece of work is worth 25% so it is important that students maintain their focus even once the exam is finished.

### **Computer Science**

Year 11s have been studying utility software as well as preparing for the mock examinations, that are currently taking place. After Christmas, students will begin working on their programming projects.

With regards to programming at home, students have been recommended to install Python and use the IDLE, in order to improve their programming skills.

### **CNAT iMedia**

Year 11 students have been working on their Animation unit. They have been introduced to Adobe Animate, enjoying learning how to animate characters and make them come alive. They have now moved onto looking at different types and techniques of animation. This unit of work will be completed by February half-term, allowing plenty of time to prepare for the examination unit. As students are no longer allowed to work on their coursework at home, we encourage the students to attend drop in sessions at lunchtime in Room 28. There are also sessions after school Wednesdays in Rm 29 and Thursdays in rm 28.

Suggestions for further wider learning that students can do over Christmas, include watching the highly recommended films of Hidden Figures and The Imitation Game. Hidden Figures follows the true story of these three women, who all began their journey working at NASA as a part of the West Computers, a segregated group of African American women hired to process aeronautic data in the Space Race.

The Imitation Game – Alan Turing a British mathematician joins the cryptography team to decipher the German enigma code. With the help of his fellow mathematicians, he builds a machine to crack the codes.

### **Art**

Our year 11 artists have made a fantastic start to their final year. Since September, the students have been developing their Portraits project by exploring artists such as Luke Dixon, Jordan Clark, Ian McArthur and Andy Butler. Our year 11s are currently in the design idea stage of their coursework, where they are challenged to create personal, new artworks, inspired by the artists they have researched in their portfolio. This is a very important time of year for our year 11 artists, as when we return to school in January, they will begin the Externally Set Assignment (ESA). This unit will account for 40% of their final grade. Therefore, we encourage all of the year 11 art students to ensure all coursework (60%) is completed for the Portraits projects during the Christmas break, in order to make the best start in the new year. Students have received a report outlining any tasks they need to complete over the Christmas break in addition to a small performance breakdown based on our recent mock exam

## **Photography**

The Yr11 GCSE Photography students have been developing their coursework for the 'Distorted Portraits' project this term. They have studied photographers who fragment and distort portraits that produce disorientating effects to the viewer. They have manipulated imagery digitally and briefly experimented with more traditional processes of hand collaging. They are now completing a final relief piece based upon their investigations and there will be photographs of some of these available after the holidays.

## **Textiles**

Year 11 Textiles have been focusing on their mock examination in Textiles. Students were given a list to focus on and practice questions have been completed in lesson. All students have a revision guide and workbook with exam questions. These resources should be used to revise. Please could you remind students to ensure they bring their exercise book, revision guide and workbook to each theory lesson.

During practical lessons with Mrs Browning students have been focusing on their NEA. All students have started an NEA portfolio where they are focusing on their chosen title from the examining board, AQA.

## **Food Preparation and Nutrition**

Year 11 Food have been focusing on their NEA project set by the examining board OCR. They have chosen from one of two titles and have researched the task, selected suitable dishes and completed their three-hour practical mock. The mock was very successful and we wanted to express how proud we are of all of our students at PHS. Year 11 will have sat their written mock before we finish for Christmas. When we return we will be having both theory and NEA lessons to ensure content is covered for the written exam.

After Christmas we will have a two-hour session with a chef from Chartwells. In this session Year 11 students will have the opportunity to develop their presentation skills. Presentation is a key part in the assessment of their practical examination.

## **Cambridge National Sport**

Our year 11 students are currently completing their final unit: Leadership in sport. In theory lessons, our students have completed assignment 1 and assignment 2 the risk assessment. In practical lessons, our students are currently taking part in the planning and delivering of mock leadership sessions and are developing ideas which they can use when they lead their own sessions to our year 7 and year 8 students later in the year. The session that our students deliver to year 7 and year 8 will be assessed and will contribute towards their overall grade and it is important that our students engage with this to the best of their abilities. Support sessions are on a Wednesday and Thursday after school in room 7 for those students who have missed lessons and have areas of work they need to complete. In January students work for the Practical unit will be sent off for moderation and we will receive confirmation of their scores for this unit in March.

Keep working hard year 11, and well done for your efforts in the past half term.



## **GCSE PE**

The students have continued with their levels of enthusiasm and engagement for the start of the new half term, and we hope this will continue throughout Year 11. Below are the contacts for the Year 11 GCSE PE cohort:

Mr Megarrell – [cme@phs.cheshire.sch.uk](mailto:cme@phs.cheshire.sch.uk) (theory & practical)

Mr Henderson – [mah@phs.cheshire.sch.uk](mailto:mah@phs.cheshire.sch.uk) (practical only)

Miss Wilson – [cew@phs.cheshire.sch.uk](mailto:cew@phs.cheshire.sch.uk) (teacher i/c of GCSE PE)

This term...

### **Practical**

Currently we are completing Netball & Table Tennis. Students have been reminded about getting their external sport evidence submitted before Christmas if they have not done so already. Students need to ensure that they are filling in their main sports on their competition log on Google Classroom. If students are being assessed in skiing or snowboarding and are going away during February 2023 we can extend the deadline to meet this need but it must be submitted ASAP on return and communicate this with Mr Megarrell.

We are working closely with our cluster schools (Sandbach & Congleton) to ensure that practical marks are accurate and will be offering a mock practical moderation after Christmas to assess our students against the other schools. We will provide more details of this closer to the time and only if it affects your child.

To support your child through the practical assessment you can look at the specification for each sport on the OCR website (<http://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/>) - click 'guide to non-examined assessment – on the contents page click on 'Skills criteria for practical activities – 'Team' and all sports are listed from this point). If you need more guidance please contact us.

### **Theory lessons**

Since the last bulletin we have covered components of fitness and are completing principles of training & training methods. Students will complete their assessment during the mock examination period. As always home learning is set on Google Classroom. If your child cannot access Google Classroom or cannot complete it for any reason please contact their teacher via email. The topics we are currently covering will feed into the Analysing & Evaluating Performance (AEP) task that goes towards the student's practical marks, making up their Non-Examined Assessment (NEA) grade.

### **Non-examined Assessment – AEP (Analysing & Evaluating Performance)**

The students are working on their NEA written piece for one lesson during the 2-week lesson cycle. Students use information they have collated regarding their fitness and analyse it alongside their ability in their chosen sport. They then create an action plan to improve an element of weakness of their performance. All work is completed in lesson with research being set for home learning. If you require more detail on this you can assess the 'Guide to Non-Examined Assessment' on the OCR examination board website (see below for details):

Please find the link to the examination board website (OCR) below:

<http://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/> (the link goes through to the PE GCSE page – the main documents are the ‘specification’ and ‘guide to non-examined assessment’).

Please feel free to contact us if you have any queries regarding any matters related to the GCSE PE course or beyond!

### **Core PE**

In PE students have complete a range of activities from invasion games to problem solving to Net and wall games to fitness to alternative games. The students experience the activities for a 3-week block before moving to the next rotation. With the weather now getting colder it is recommended that students now bring suitable PE kit for this weather, as some PE lessons will still be outside. Students can wear any of the following in addition to PHS PE kit to ensure they stay warm during outdoor lessons.

- Long sleeved t – shirt or under amour underneath their PE t – shirt
- Plain blue Jumper (No hoodies)
- Plain blue or black tracksuit bottoms
- Gloves

It has been fantastic to see so many students getting involved in the PE extracurricular activities at both lunch and afterschool. Anyone can join at anytime and students do not have to attend every week.

**Follow us on twitter! @PHS\_PhysEd**

### **Drama**

Students have been working towards the three areas of their course. The written component which are essays on how to stage their set text DNA and writing essays analysing and evaluating live theatre. Both of these have been assessed in their recent mocks.

Their two practical exams are also coming up next term and they have all chosen their pieces and are working with the skill of their choice to bring these to the stage. Some are actors, some designers in set and props and costume and one is a sound designer.

Next term these exams are getting close. Their devised mock is at the end of January and their performance in February, their scripted mock in February and then their performance is in early March so all lessons and after school rehearsals will be focused on those. Rehearsals should be at least two nights after school.

Over Christmas they should learn all their lines for both pieces so that the rehearsals can be really purposeful and we can get the level of depth they need to achieve. Some people find line learning harder than others so a good way to do it is to record the lines and listen to them if that works better.

Huge well done to all of our year 11 students who have also been involved in the Performing Arts competition. Good luck to them all.

## **Music**

On Wednesday 14<sup>th</sup> and Thursday 15<sup>th</sup> December we held our two School Music Christmas Concerts in our main school hall. Over one hundred students were performing; Senior and Junior Choir; Concert and Jazz Band and a range of soloists. Both evenings were inspiring and they showcased the wonderful talent of all the students involved. What came across so strongly to the audience was both the high standard of all the performances and the inclusivity ethos where large numbers of students were involved and having such fun performing so brilliantly to both supportive audiences. We have had lovely feedback from parents and other members of the community, who have thanked everyone involved for two very special and memorable evenings of music – which was entertaining, moving and uplifting.

Year 11 have successfully completed their mock examination paper for the listening exam and the results are really encouraging. Many have recorded their Solo or Ensemble performance this term and have received a good amount of feedback including their grade. It is essential that when we return pupils who have not recorded their performance piece make an appointment to do so, so that coursework does not pile up on top of each other. Next term having studied the three set study tracks from “The Little Shop of Horrors” we will start to analyse our last set study – Mozart’s “Clarinet Concerto in A major”. Over Xmas whilst trying to relax, put on your headphones and start listening to this amazing piece as many times as you can over the festive period. The track is in your Y11 Online Resources Folder.

## **Uniform**

Details of our uniform policy can be found here:

<https://www.phs.cheshire.sch.uk/aboutus/schooluniform>

## **Equipment**

- Students need to bring the following equipment to school with them every day:
  - Pens – blue or black
  - Red pen
  - Pencil
  - Ruler
  - Protractor
  - Pair of compasses
  - Calculator
  - Rubber
  - Reading book
- It would also be handy to have their own scissors and glue!

## **Free school meals**

You can claim free school meals for each child who attends school in Cheshire East if you receive one of these benefits:

- Income Support
- Income based Jobseeker's Allowance
- Income related Employment Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit

- Child Tax Credit - as long as you have a yearly household income of less than £16,190 (as assessed by HM Revenue and Customs) and do not get working Tax Credit
- Working Tax Credit run-on (paid for 4 weeks after you stop qualifying for Working Tax Credit)
- Universal Credit with no earned income or with net monthly earnings less than £616.67

Phone 0300 123 5012 for further information and help or you can apply online at [https://www.cheshireeast.gov.uk/schools/school-meals/free\\_school\\_meals.aspx](https://www.cheshireeast.gov.uk/schools/school-meals/free_school_meals.aspx)

### **Child and Adolescent Mental Health**

Cheshire and Wirral Partnership NHS Foundation Trust's (CWP) nationally recognised Child and Adolescent Mental Health website 'MyMind' is a dedicated website for young people across Cheshire and Wirral experiencing mental health difficulties.

MyMind provides advice and guidance around the key topics identified as most important to young people and their families: how to cope with mental health challenges, how to get help and what to do in a crisis.

The site includes a host of interactive self-help resources for young people, parents/carers and anyone who works with young people around the topics of Mood, Lifestyle and Relationships, as well as details on local mental health services in your area.

Visit [www.MyMind.org.uk](http://www.MyMind.org.uk)

### **Thank you**

Thank you for all of your hard work year 11 and well done on such a brilliant half term. I also wanted to let you know that Miss Aspinall is leaving as Welfare Leader for KS4 at the end of this term. We thank Miss Aspinall for all she has done to support our young people and wish her luck in her new job. In January Miss Hollingworth will be the Welfare Leader to KS4.

Have a lovely and restful Christmas holiday and we will look forward to welcoming you all back on Monday 9<sup>th</sup> January 2023.

Please contact us if there are any issues or if you have any questions at all.  
Thank you for your continued support.

Harriet Dovey ([hdovey@phs.cheshire.sch.uk](mailto:hdovey@phs.cheshire.sch.uk))  
Director of Learning to key stage 4