

# Year 9 Information Evening

Warm up...what do these numbers represent?

|               |   |
|---------------|---|
| <b>239</b>    | <b>Students in year 9</b>                   |
| <b>92.88%</b> | <b>Year 9 attendance so far this year</b>   |
| <b>212</b>    | <b>Y9 Parents logged in to Classcharts</b>  |
| <b>180</b>    | <b>Y9 Students logged in to Classcharts</b> |
| <b>29,707</b> | <b>Y9 House points so far this year!</b>    |

Data accurate as of October 2023

**Welcome to Year 9 Parents'  
Information Evening  
(Class of 2026!)**



**October 2023**

# **Order of evening**

**1. Introduction and welcome - Mr Chaplin (Head of Achievement)**

**1. Year Office information: Mr Chaplin**

**Mrs Hutchinson**

**(Pastoral Manager)**

**1. Supporting your children at home**

**(a) GCSE Maths - Miss McNelis (Head of Maths)**

**(b) GCSE English - Mrs Green (Head of English)**

**4. Further information - Mr Wilburn (Deputy Head)**





**A five year journey...**

  
**SPRINGFIELD<sup>®</sup>**  
**SCHOOL**

# Year 9 Year Office



Head of Achievement



Pastoral Manager

# Attendance

## Current Year 9 attendance

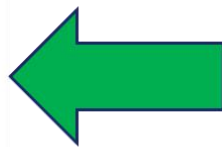
92.88% (Whole school attendance) 91.67%

## Last Year's attendance

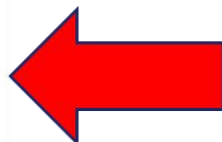
92.66% (Whole school attendance) 91.29 %



# Attendance Ladder



Excellence.  
You're on track  
for success.

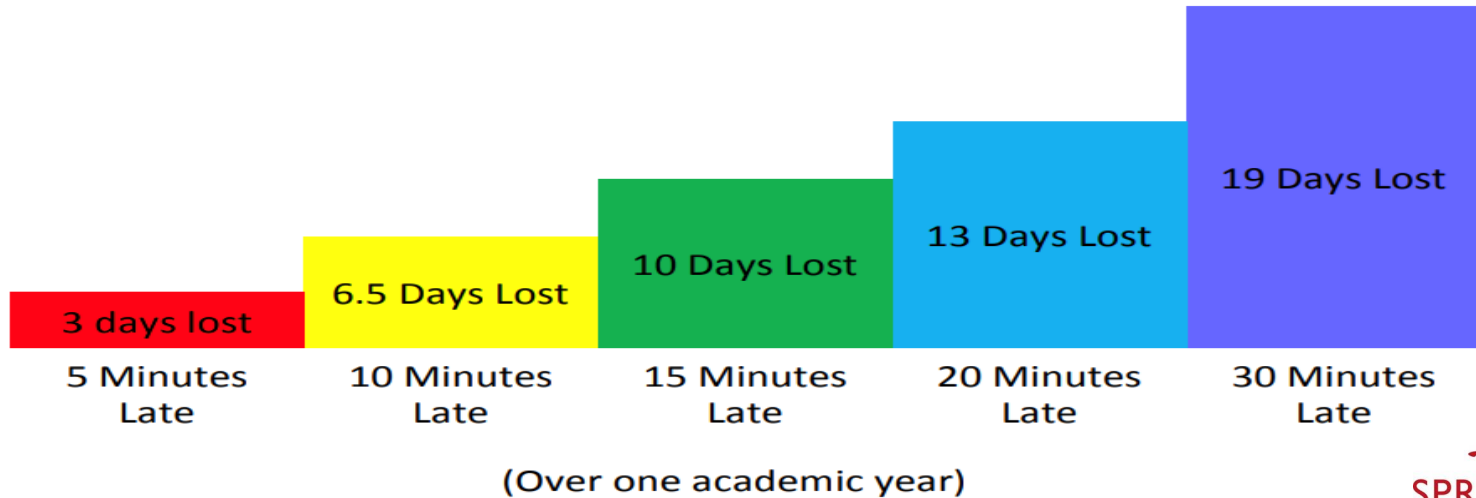


The minimum  
we will accept

**EVERY**  
**SCHOOL DAY**  
**COUNTS**

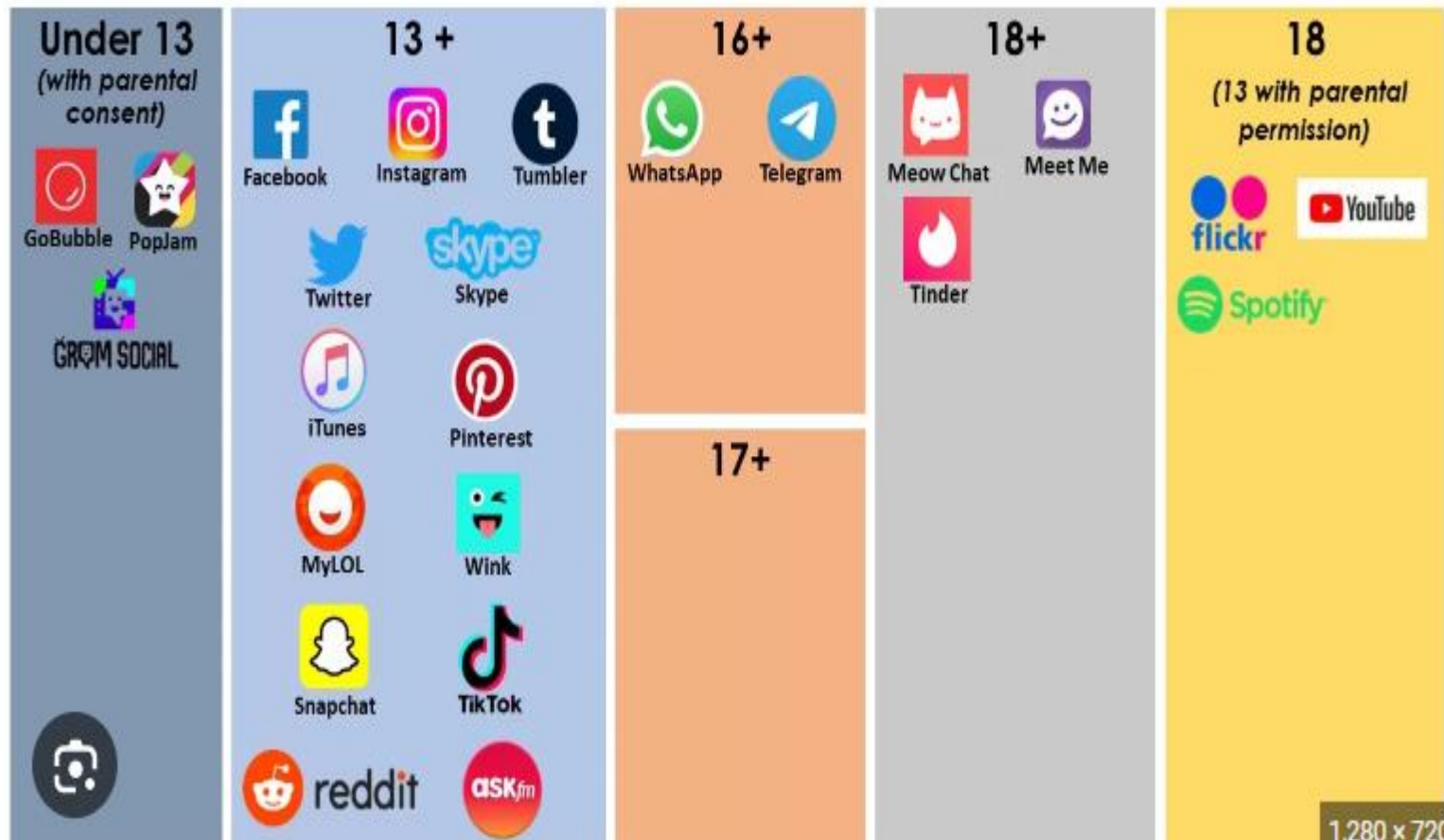
# Punctuality

Below is a graph showing how being late to tutor and lessons everyday over a school year adds up to lost learning time.











# Social Media



# Tutor Programme

## Year 9 Tutor Programme 2023/24

| <b>MONDAY-<br/>Monday<br/>Monitoring</b>   | <b>TUESDAY-<br/>Group<br/>Reader/Accelerated Reader</b>                           | <b>WEDNESDAY-<br/>Assembly</b>   | <b>THURSDAY<br/>- PDL</b>   | <b>FRIDAY-<br/>Quiz</b>   |
|--|---|--|---|---|
| <br> |  |  |  |  |

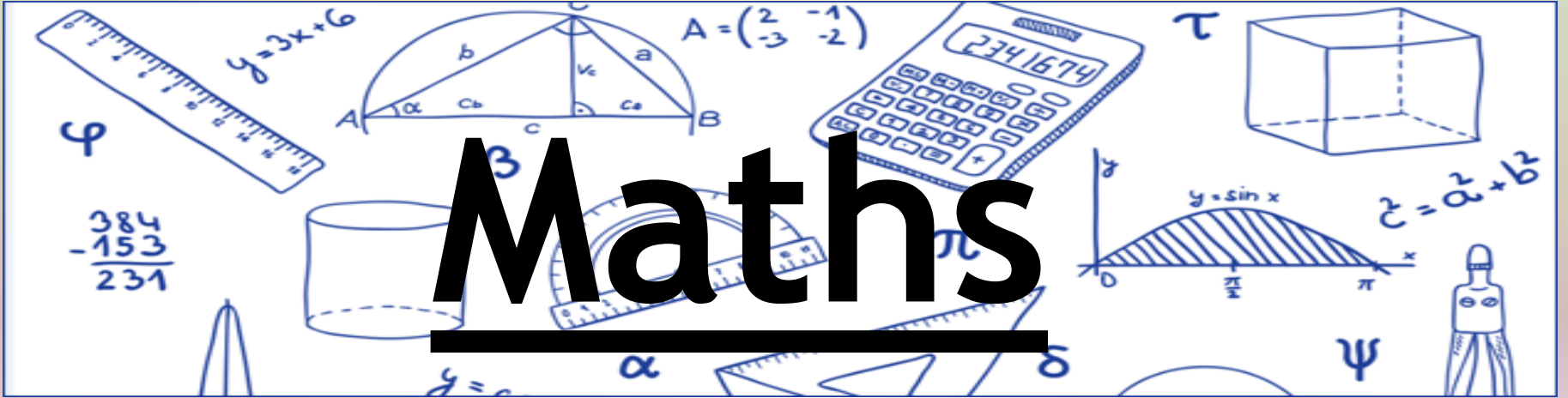
# Equipment

- **Stationery** - black pen, pencil, ruler, rubber, geometry set, calculator.
- Bring all required equipment every day in a suitable bag.



It is all our responsibility to make Springfield the best school it can be

# Maths



# How is GCSE Maths structured?

- *3 x maths papers (1 hour 30 minutes each)*
  - *1 non-calculator*
  - *2 calculator*

# Foundation Questions

2 Write 27% as a fraction.

.....

**(Total for Question 2 is 1 mark)**

Grade 1

7 Work out  $£3.89 \times 5$

£ .....

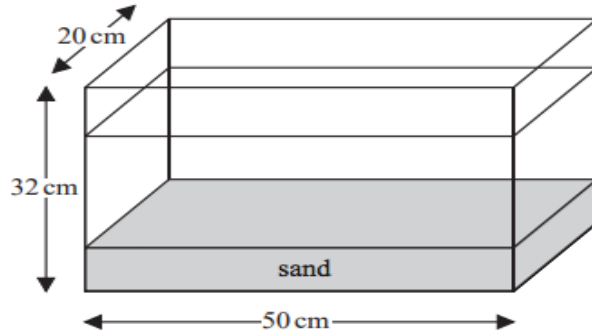
**(Total for Question 7 is 2 marks)**

Grade 2

# Foundation/Higher Crossover Questions

21 The diagram shows a fish tank in the shape of a cuboid.

Grade 4/5



The dimensions of the tank are 50 cm by 32 cm by 20 cm.

The tank is  $\frac{3}{4}$  full of water and sand.

The ratio of the volume of water to the volume of sand is 5 : 1

Work out the number of litres of water in the tank.

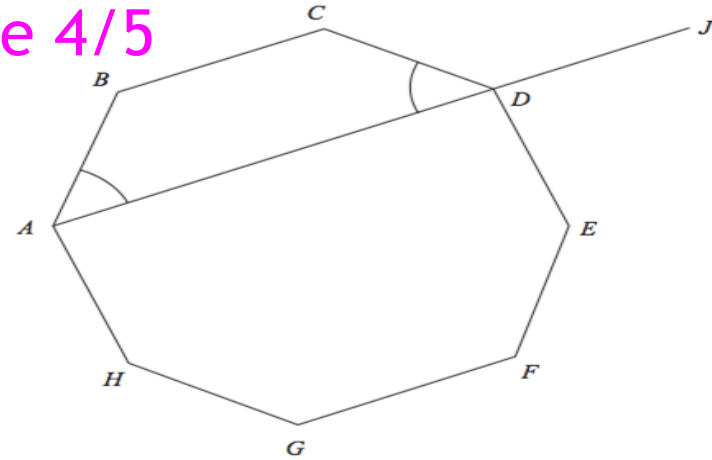
You must show all your working.

..... litres

**(Total for Question 21 is 5 marks)**

25

Grade 4/5



*ABCDEFGH* is a regular octagon.  
*ADJ* is a straight line.

angle *BAD* = angle *CDA*

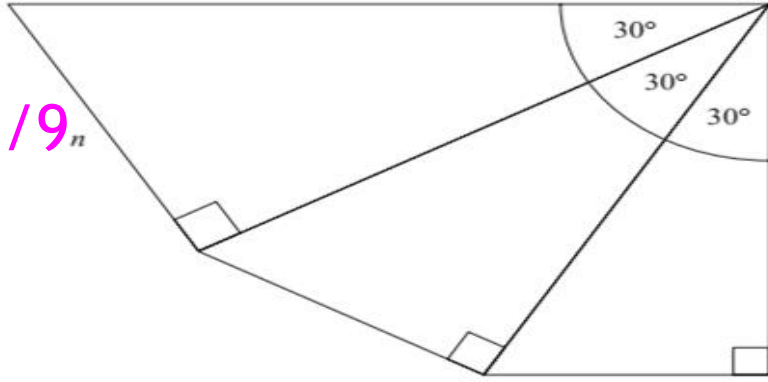
Show that angle *CDJ* =  $135^\circ$

**(Total for Question 25 is 4 marks)**

# Higher Questions

20

Grade 8/9<sub>n</sub>

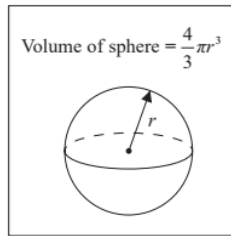
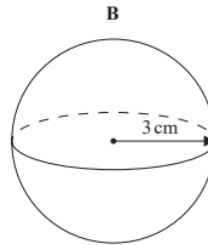
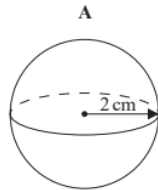


The diagram shows three right-angled triangles.

Prove that  $y = \frac{3}{4}n$

(Total for Question 20 is 4 marks)

16 Here are two solid spheres, A and B.



Sphere A is made of gold.  
Sphere B is made of silver.

Sphere A has radius 2 cm.  
Sphere B has radius 3 cm.

Gold has a density of  $19000 \text{ kg/m}^3$   
Silver has a density of  $10000 \text{ kg/m}^3$

Which sphere has the greater mass?  
You must show how you get your answer.

Grade 6/7

(Total for Question 16 is 4 marks)



## Assessments

- \* 3 x within the school year. (Autumn term, Spring term, Summer term)
- \* Revision lists will be provided in advance to support revision (apart from year 11)
- \* Post assessment analysis to highlight strong and weak topics to support further revision.

# Question Level Analysis (QLA)

| Question | Marks Achieved | Marks Available | Clip Number | Topic name   | Notes made | Quiz % |
|----------|----------------|-----------------|-------------|--|------------|--------|
| 1        | 1              | 1               | U888        | Converting between fractions, decimals and percentages |            |        |
| 2        | 1              | 1               | U298        | Rounding decimals                                      |            |        |
| 3        | 1              | 1               | U851        | Calculating with roots and powers                      |            |        |
| 4        | 1              | 1               | U600        | Understanding and ordering integers                    |            |        |
| 7        | 1              | 2               | M718 (KS3)  | Sample space diagrams                                  |            |        |
| 9a       | 2              | 2               | U151        | Calculating with speed                                 |            |        |
| 9b       | 2              | 2               | U151        | Calculating with speed                                 |            |        |
| 10a      | 1              | 2               | U236        | Finding prime numbers                                  |            |        |
| 10b      | 1              | 1               | U236        | Finding prime numbers                                  |            |        |
| 12       | 0              | 3               | U508        | Drawing pie charts                                     |            |        |
| 15a      | 0              | 1               | U628        | Angles in triangles                                    |            |        |
| 15b      | 0              | 1               | U826        | Angles on parallel lines                               |            |        |
| 16       | 0              | 3               | U981        | Interpreting frequency tables and two-way tables       |            |        |
| 18       | 0              | 2               | U799        | Reflection   |            |        |
| 20a      | 1              | 1               | U662        | Simplifying expressions using index laws               |            |        |
| 20b      | 0              | 2               | U662        | Simplifying expressions using index laws               |            |        |
| 20c      | 0              | 2               | U662        | Simplifying expressions using index laws               |            |        |
| 22       | 0              | 3               | U315        | Finding equations of straight line graphs              |            |        |
| 24a      | 0              | 2               | U989        | Plotting graphs of quadratic functions                 |            |        |

## 11W1 Maths

Miss McNelis

 Customise Meet

Generate link

Class code

uyuopu7 

Upcoming

No work due in soon

View all



Announce something to your class



Miss McNelis posted a new assignment: Week Beginning: 05/09/2022



Posted 8 Sept (Edited 9 Sept)

Here are the Hegarty clips for the topics covered in lessons this week:

622-627 - column vectors  
628-636 - vector geometry

I have also attached electronic versions of the worksheets from your lessons

3

Handed in

27

Assigned

Vectors - Wednesday's les...  
PDFVectors - Thursday's lesso...  
PDF

# Sparx Maths

*Logins are specific to each pupil.*

*First Name*

*Surname*

*DOB*

*Passwords set by pupil - if forgotten they can request a reset on the website and the teacher will be notified*

**Sparx Maths**  
**Student Login**  
You're logging in to Sparx at **Springfield School (Portsmouth)**.  
[Not your school?](#)

[Log in to Sparx using Google G](#)

or

Use your Sparx login

Username:

Password:  
 [Show](#)

[Forgotten Sparx login details?](#) [Log in](#)

**Sparx Maths**  
**Create your account**

Fill in your details below to create your account

Your first name:

Your last name:

Your date of birth:  
Day  Month  Year

[Submit](#)

# What can you do to support GCSE Revision for Mathematics?

- Discuss
- Check their Google Classroom
- Homework and work layout
- Recap and revise
- Equipment - scientific calculator



What are some of the literacy issues associated with this sign?



# YEAR 9 GCSE PARENTS' INFORMATION EVENING

## 2023



OR  
How can we all help Year 9s with  
English?

# The 'End' Game

- **2 distinct GCSE qualifications: English Language and English Literature**
- **4 'terminal' examinations**

**TIP 1:**

There are no short cuts or safety nets in those final examinations.  
It is just your child, a desk and a blank booklet of paper





## ENGLISH LANGUAGE ASSESSMENT OBJECTIVES SYMMETRY

| Paper 1 | Q1   | Q2  | Q3  | Q4   | Q5: Writing  |
|---------|--|---|---|--|--|
|         | <b>AO1</b><br>List 4 things...<br>Identify explicit information<br>Identify explicit ideas<br><br>4 marks        | <b>AO2</b><br>How does the writer's use of language...<br>Comment, explain, explain, analyse<br><br>8 marks | <b>AO2</b><br>How does the writer structure...<br>Comment, analyse<br><br>8 marks                   | <b>AO4</b><br>To what extent do you agree?<br>Evaluate texts critically<br><br>20 marks  | <b>AO5/AO6</b><br>Descriptive or narrative writing<br>Communicate clearly<br>Organise information<br>Use a range of vocab and sentences<br>Accurate spelling and punctuation<br>40 marks |
| Paper 2 | <b>AO1</b><br>True/false statements...<br>Explicit and implicit ideas of explicit and information<br><br>4 marks | <b>AO1</b><br>Write a summary...<br>Synthesis of explicit and implicit ideas and information<br><br>8 marks | <b>AO2</b><br>How does the writer's use of language...<br>Comment, explain, analyse<br><br>12 marks | <b>AO3</b><br>How the writers present...<br>Compare writers' ideas and perspectives, and how they are conveyed<br><br>16 marks | <b>AO5/AO6</b><br>Students write about their own views<br>As above<br><br>40 marks   |

The assessment journey: stepped progression through the two papers.

Reading progression AO1: P1 Q1 begins with explicit retrieval in the form of a simple list. This is developed on P2 through true/false statements which assess more implicit ideas, and culminates in a summarising task of both explicit and implicit inference as a pointer to P2 Q4.

Reading progression AO2: P1 Q2 provides a specific example for analysis. P2 Q3 requires students to self-select.

Reading progression AO4/3: Evaluation of a section of text P1 Q4 progresses to comparison of two whole texts P2 Q4.

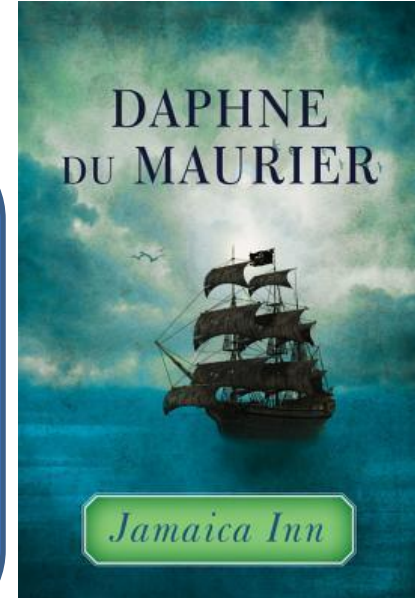
Writing progression AO5/6: P1 reading source acts as stimulus for descriptive/narrative writing, whilst P2 reading sources support students to write their own views.

# English Language Paper 1 'Explorations in Creative Reading and Writing'

## Section A: Reading

- **approximately 1 hour**
- **1 fictional extract**
- **4 questions**
- **40 marks**

Tip 2:  
The fictional extract will be  
**UNSEEN.**  
It is therefore vital that your  
child has read a wide range  
of challenging texts in order  
to cope with the demands of  
the vocabulary and structure  
of the chosen text



**English Language Paper 1**  
**‘Explorations in Creative Reading and Writing’**

**Section B: Writing**

- **approximately 45 minutes**
- **1 task: a piece of creative writing based on an image**
- **40 marks (24 = content / 16 = SPaG)**



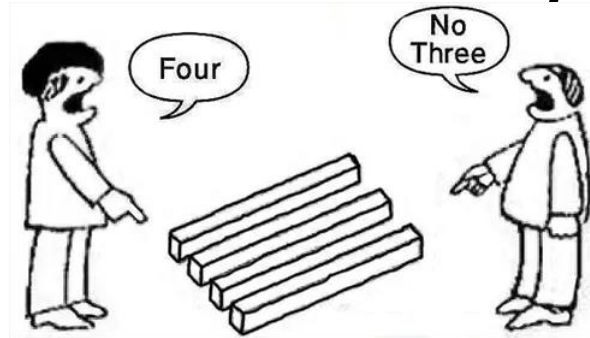
# English Language Paper 2 'Writers' Viewpoints and Perspectives'

## Section A: Reading

- **approximately 1 hour**
- **2 non-fiction extracts (from different centuries)**
- **4 questions**
- **40 marks**

Tip 3:

The non-fiction extract will be UNSEEN.  
It is therefore vital that your child has read a wide range of non-fiction texts in order to cope with the demands of the vocabulary and structure of these texts



**English Language Paper 2**  
**'Writers' Viewpoints and Perspectives'**

**Section B: Writing**

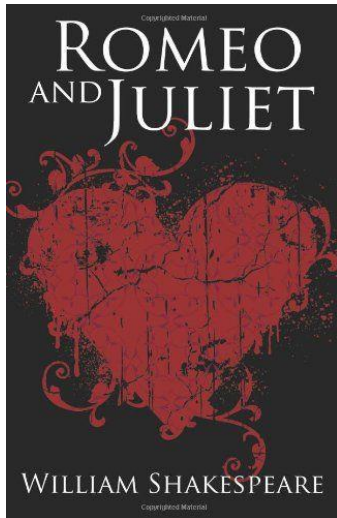
- **approximately 45 minutes**
- **1 task: a piece of non-fiction writing explaining a point of view on a given statement**
- **40 marks (24 = content / 16 = SPaG)**

# English Literature Paper 1

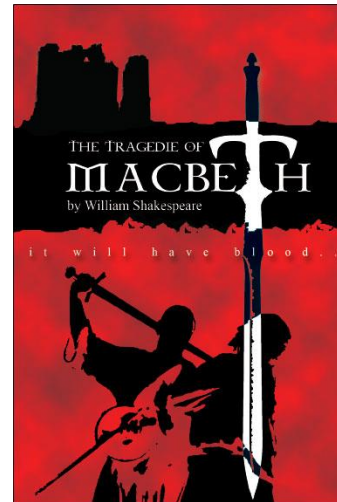
## Shakespeare play and the C19th novel

### Section A: Shakespeare

- **1 task – extended essay on the play – 30 marks**



or

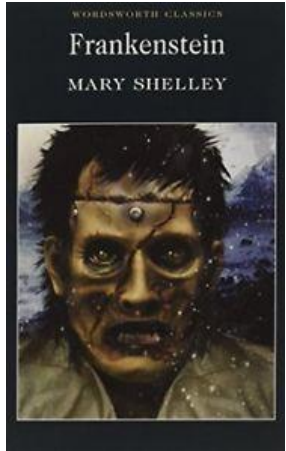


# English Literature Paper 1

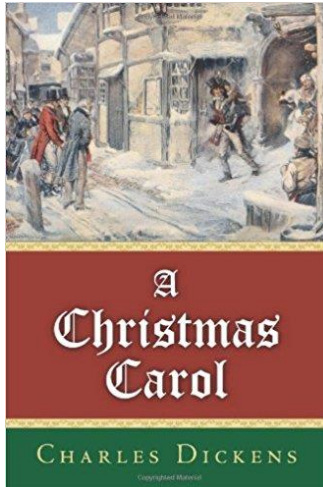
## Shakespeare play and the C19th novel

### Section B: C19th novel

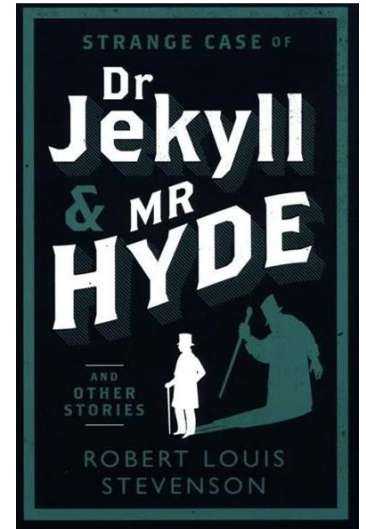
- 1 task – extended essay on the novel – 30 marks
- ‘closed’ text exam



or



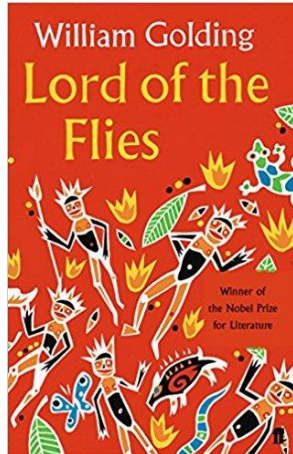
or



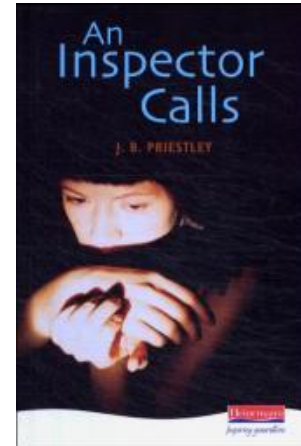
# English Literature Paper 2 C20th text and Poetry

## Section A: C20th text

- **1 task – extended essay on the play – 30 marks**
- **‘closed’ text exam**



or





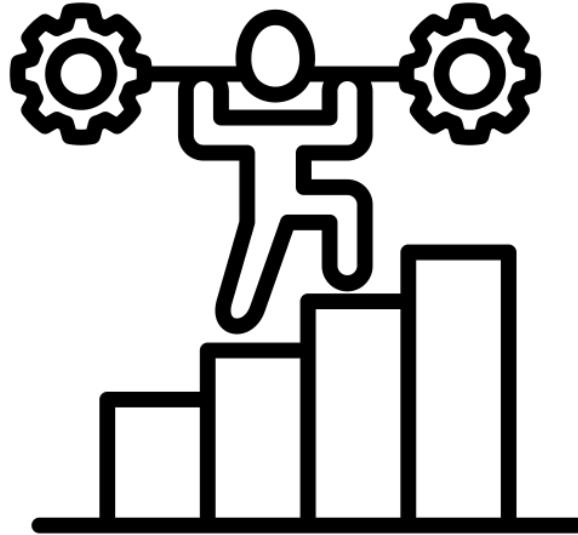
# English Literature Paper 2

## C20th text and Poetry

### Section B: Poetry

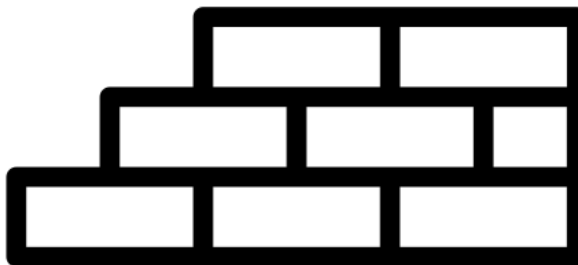
- 3 tasks
- comparative essay on 2 of 15 poems studied (Love and Relationships, or Power and Conflict)  
– 30 marks
- essay on a previously unseen poem – 24 marks
- comparison of 2 previously unseen poems  
– 8 marks
- ‘closed’ text exam

## The Challenges for Pupils:



# ESSENTIAL KNOWLEDGE

| Influences                              |   | Science       |   |
|---|---|---------------|---|
| Robert Louis Stevenson<br>(1850 – 1894) | Robert Louis Balfour Stevenson was a Scottish novelist, poet, essayist, musician and travel writer. His most famous works are Treasure Island, Kidnapped, Strange Case of Dr Jekyll and Mr Hyde, and A Child's Garden of Verses.  | Cadaver       | A dead body used for scientific work or experiments. Doctors and other medical professions still use cadavers today. Some people leave their body to <a href="#">science</a> , however this would have been less likely in the Victorian era (due to Christian beliefs of preserving the body for the afterlife). |
| John Hunter<br>(1728 - 1793)            | John Hunter was a well-known surgeon in the Victorian era. He was famous for his work in exploring the human anatomy. During this time, little was known about how our bodies work, so the only way for Hunter to discover was through the dissecting of dead bodies. It is thought that he was so concerned with his life's work, that he even resorted to grave robbing in order to learn more. | Phial         | This is a little bottle or flask that you would keep scientific chemicals in. They have been typically used for medical samples, potions or medicine. Now commonly referred to as a vial.   |
| Gothic Genre                            | The Gothic genre began around 1764 with Horace Walpole's <i>The Castle of Otranto</i> (deemed the original Gothic text) but typically became the most popular genre of fiction in Europe in the late 18 <sup>th</sup> , into 19 <sup>th</sup> Century. Jekyll and Hyde is the first Gothic text to consider the 'double'—ideas that Freud published 5 years later (1891).                         | Anatomical    | Jekyll states that the previous owner's tastes were 'more anatomical than chemical' meaning the previous owner was concerned with the human anatomy (much like John Hunter).  |
| Settings                                |   | Class system  |   |
| Victorian London                        | Victorian London was one of the most prosperous places in the world at that time. The British Empire was at its height of success and Queen Victoria was considered one of the most powerful people in the world. At the same time, Victorian London was also over populated, polluted, crowded, dirty and rife with disease.   | Upper Class   | The Victorian Upper Class consisted of the King and the Queen, Aristocrats, Nobles, Dukes, Viscounts and other wealthy families working in the Victorian courts.  |
| Victorian Scotland                      | Although not a setting in the novella, Stevenson was a Scotsman and it is considered to be a major influence in his novella.  | Middle Class  | The middle class was a diverse group that included successful industrialists and wealthy bankers. This is where most of our characters reside.  |
| Soho                                    | In the Victorian era, this was considered the seediest part of town. It has been typically compared to the <a href="#">red light</a> district. This is where Hyde has his home.   | Working Class | The Victorian working class were essentially the poor. However, they were divided into categories based on education: labourers were the lowest of the low.   |
| Other Vocab                             |   |               |   |
| Cabinet                                 | An office—this is where Hyde's body is found.   | Countenance   | Appearance, especially referring to the face of a person.   |
| Theatre                                 | Surgical theatre—this is at the back of Jekyll's house  | Kinsman       | A relative.   |



**English Literature Paper 1**  
**Shakespeare play and the C19th novel**

**English Literature Paper 2**  
**C20th text and Poetry**

**Tip 4:**  
**Supporting your child with their reading of the challenging English Literature texts**

**In Year 9 (now)**

It is strongly recommended that pupils purchase their own copies of the set texts chosen for their class.

Recommended editions of the set texts can be found on the VLE in English – Year 9. A link on the image of the text itself will take you straight to Amazon!

Recommended Study Guides for each of the set texts will be available through SIMS Agora. Orders can be placed through SIMS Agora, providing Study Guides at a more competitive rate.

**Throughout KS4**

Pupils should read each of the set texts AT LEAST three times.

Pupils will be expected to know: the plot, characterisation, devices used by the writer and to understand the historical context in which the text was written.

Pupils will be expected to know: a wide range of quotations and to place them within the context of the wider text

**Success results from relentless hard work!**

**In addition to lessons, Springfield English Department offers:**



# Exam results 2023

## English Language:

66% of pupils achieved a grade 4 and above in English language.

## English Literature:

72% of pupils achieved a grade 4 and above in English Literature.

### Tip 5:

Encourage your child to: read widely; do their homework; take advice from their teachers; take advantage of all the support and interventions on offer

Your child has every opportunity to achieve their potential!

# Thank you for your engagement!



Keep up to date with your behaviour

| LOG IN GUIDE  | STUDENT ACCESS CODE          |
|---|------------------------------|
| <ol style="list-style-type: none"><li>1. Go to <a href="http://www.classcharts.com/student/login">www.classcharts.com/student/login</a></li><li>2. Enter your student access code, remember to keep this safe!</li><li>3. Click Log-in!</li></ol> | Z2FQ62S <input type="text"/> |

Want the **FREE** student APP?  
Download from the Apple App Store or Google Play



# Keeping our children safe: filtering and monitoring our school internet and ICT activity





## Safeguarding and E-Safety



School website

If you have concerns or queries regarding e-safety, bullying or student welfare contact the relevant Year Office at the school. (Note that the school's designated staff for child protection is Jon Wilburn, Deputy Headteacher.) For further information regarding safeguarding, please explore the links below.

### Mental Health and Wellbeing

Leaflet - 'Wellbeing Support for Pupils'

### Young Minds

Support for young people who may be struggling with their mental health following pandemic.

<https://youngminds.org.uk/>

### Relate

Portsmouth based counselling support 11-18 year olds

Contact: 02392 827026

Email: [relate@relateportsmouth.org.uk](mailto:relate@relateportsmouth.org.uk)

<https://www.relate.org.uk/hampshire-and-isle-wight/portsmouth-relate>

Online/one-to-one support: <https://www.relate.org.uk/relationship-help/help-children-and>



