



**BRENTSIDE  
HIGH SCHOOL**

**LEARNING & ACHIEVING TOGETHER**

# **Welcome to the Year 13 Parent and Carer Information Evening**





Welcome from Ms Hames, Headteacher



"Progress, not perfection."

"Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do."

"Motivation is what gets you started. Habit is what keeps you going."

"If you fail to prepare, you prepare to fail."

## **The Year Ahead**

"When educating the minds of our youth, we must not forget to educate their hearts."

"You must do the things you think you cannot do."

"Education is the most powerful weapon which you can use to change the world."



# WE'RE IN THIS TOGETHER

# EVERYONE CAN ACHIEVE THEIR BEST

brentsidehigh.ealing.sch.uk/page/?title=Contact+Staff&pid=51

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## CONTACT STAFF

[HOME](#) → [CONTACT US](#) → [CONTACT STAFF](#)

Staff may be contacted via a note in your child's planner or via email. Staff names, roles and emails are detailed in this section.

### In This Section

[Year Teams](#)[Form Tutors](#)[Sixth Form Staff](#)[Staff Contact by Department](#)



## Aims of the evening:



- Provide information on how to successfully prepare for public exams and pathways post 18
- What really effective study and revision habits look like
- Key dates and preparation for UCAS
- Logging onto Satchel One for information about your child



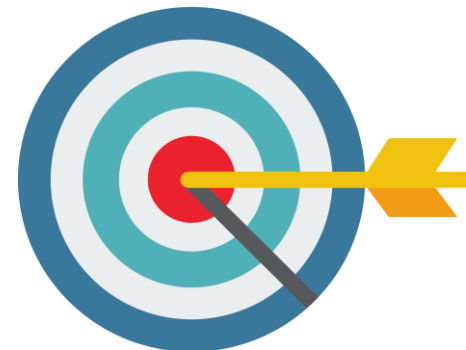
# Preparation for Public Exams





# Exam Preparation and Support

- Targeted Intervention and Exam Preparation Sessions
- Holiday booster sessions Feb half term, April break, May half term
- Mock Exams – 05-15 January with some also in March
- Revision guides and online resources







Where is my child currently at and what do they need to do **now** to really make a difference to their future pathways?



## Start with the End of Year 12 Report

**MTG = Minimum Target Grade** – the grade a student should achieve that is in line with top 25% of students nationally with same GCSE grades

**ATG = Aspirational Target Grade** – representants progress in top 1-20% outstanding progress

Subjects	MTG	ATG	Internal Assessment	Working Towards Grade Summer 2	AtL
Citizenship Core					4
Governance Politics	B	A	B1	B2	
History	B	A	C3	B2	4
PE Core					4
Sociology	B	A	C3	C3	3

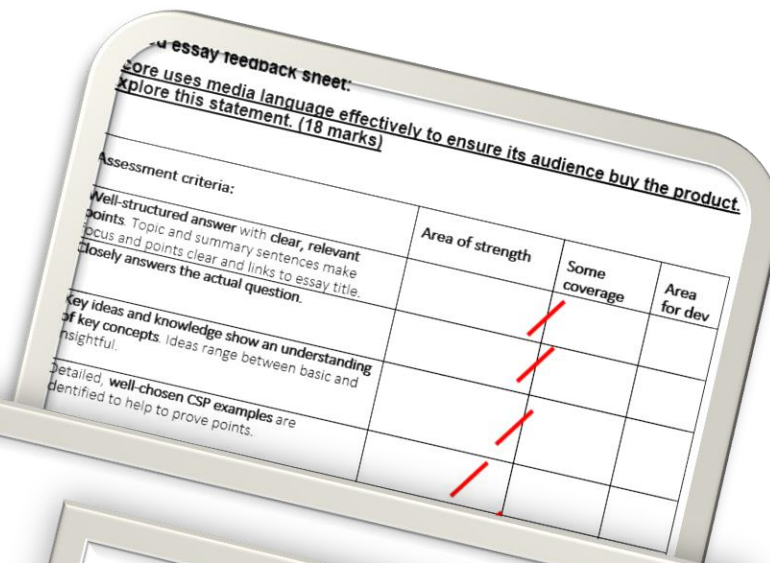
**AtL = Attitude to Learning score**  
1- 4 (4 best)

**WTG = Working Towards Grade** – teacher current prediction of final grade based on all assessments, mock results, work and effort



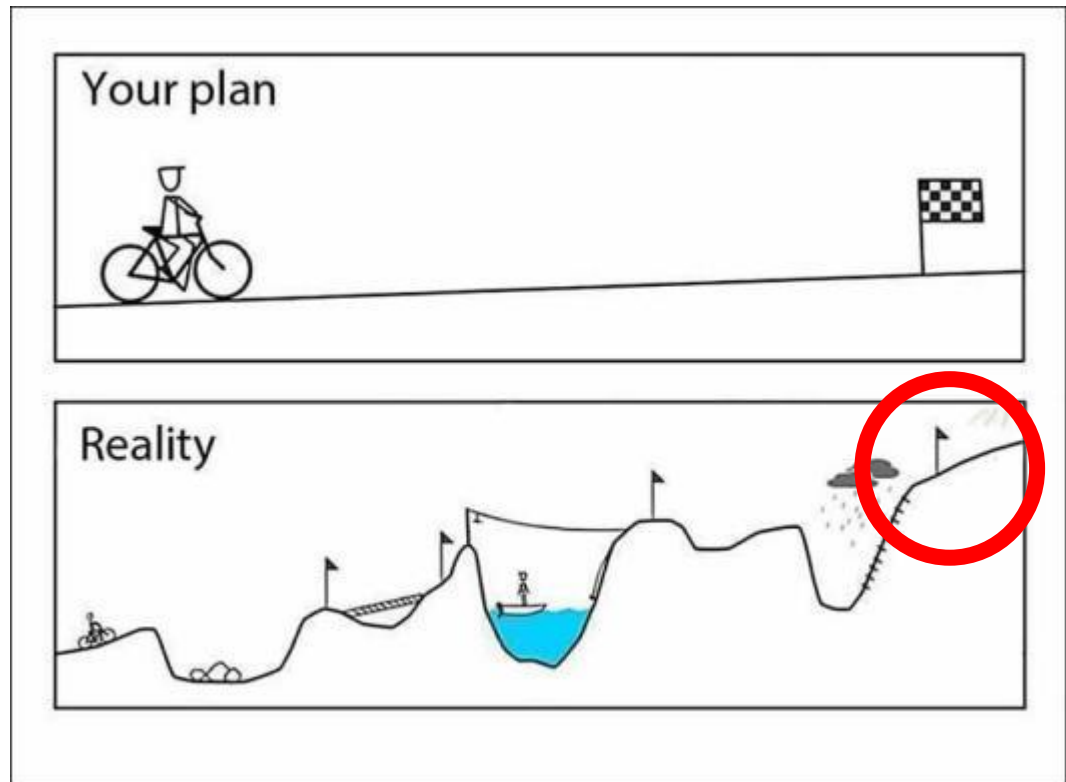
# Assessments are key:

- Essay and assessment feedback
- Get into training- timed essays
- Exemplar essays
- Specification details
- Online explanations, tools, tutorials
- Assessment Objectives
- Past Papers
- Coursework feedback



# Nothing worth having in life ever came easily...

- October- first WTGs
- January- mock exams
- January- second WTGs
- Feb- Parents' Evening
- March- mock exams
- April – WTG
- May June- final exams and assessments





*NO, REALLY...  
EVERYTHING IS  
FINE!*

✗ Don't bury your head in the sand.

**If You're  
Not Sure, ASK**



really means...

Don't ignore things.



**BRENTSIDE  
HIGH SCHOOL**

**LEARNING & ACHIEVING TOGETHER**



**Working  
smart to  
get the  
results**



**Preparation  
is 80% of  
the work!**





## When?

Establish a routine and get organised

# Where?

- A fixed **TIME** to study and
- A fixed **PLACE** to study
- A **positive learning environment:** calm, quiet, equipped, inspiring
- **Positive learning habits:** drink water, put your phone away, don't listen to music (unless it's study music)



# What?

## *Prioritise:* Subject Hit Lists!

	Topics:	Topics:	Topics:	Topics:
Subject 1				
Subject 2				
Subject 3				
Subject 3				

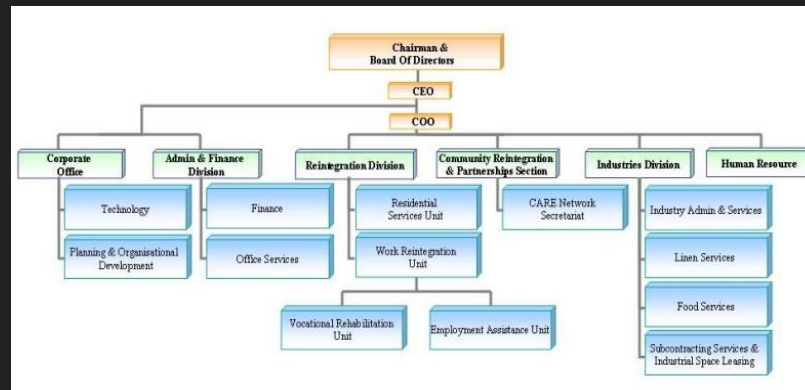
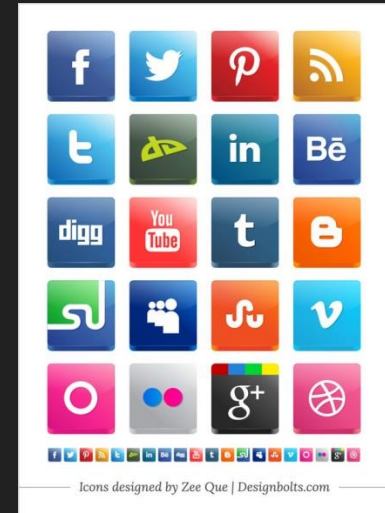
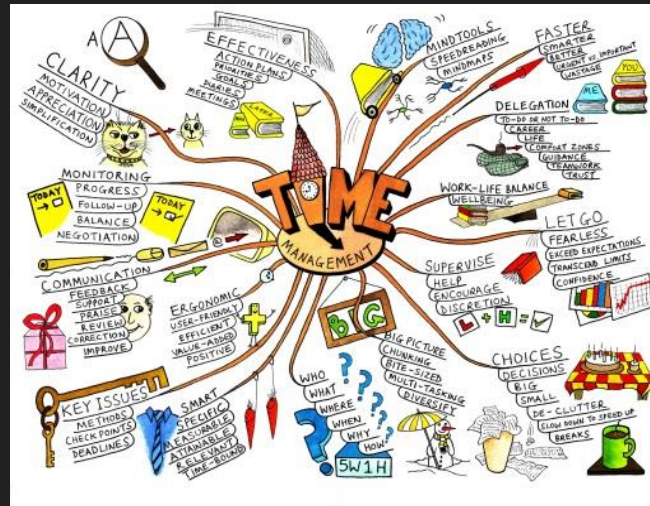
# Finally: How?

## Did you know?



In order to remember something, your brain needs to experience it:

- 3 different times and in
- 3 different ways



# No 5: **Active** Reading

## Student Example of Active Reading



### NOTICE

- > \$ for "words"
- > Literary (person)
- > Paraph
- > Interpret
- > Obser
- > Chara

An Occurrence at Owl Creek Bridge" by Ambrose Bierce

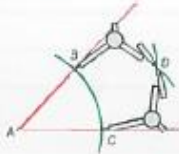
**Accurate Drawings**

A **construction** is an accurate drawing using a combination of ruler, protractor and a pair of compasses. In your examination it's important that

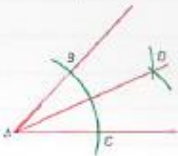
when you use a pair of compasses, the construction arcs are clearly shown and that all lengths and angles are accurate.

c) Draw an angle. Construct the angle bisector.

**Solution**



Draw an angle at point A. Draw a long arc from A to cut the lines at B and C. Draw arcs of equal radius from points B and C to intersect at point D.



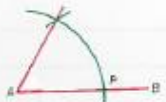
Join A to D to form the bisector of the angle.

d) Construct an angle of  $30^\circ$ .

**Solution**

**Problem Solving**

Think about how you can combine basic constructions. In this case, construct an angle of  $60^\circ$  and then bisect it to create an angle half the size.



Construct the angle of  $60^\circ$



Bisect the angle of  $60^\circ$

**Lowest common multiple**

3 and 5

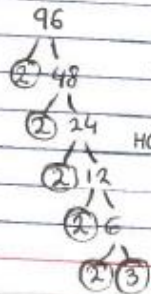
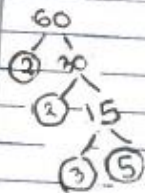
3 = 3 6 9 12 (15) 18 21

5 = 5 10 (15) 20

List all the multiples of 3 and 5. The LCM is the number that's the same in both.

LCM of 60 and 96

too big to use decomposition



$60 = 2 \times 2 \times 5 \times 3$

$96 = 2 \times 2 \times 2 \times 2 \times 2 \times 3$

$HCF = 2 \times 2 \times 3 = 12$

$12 \times 2 \times 2 \times 2 \times 5 = 480$

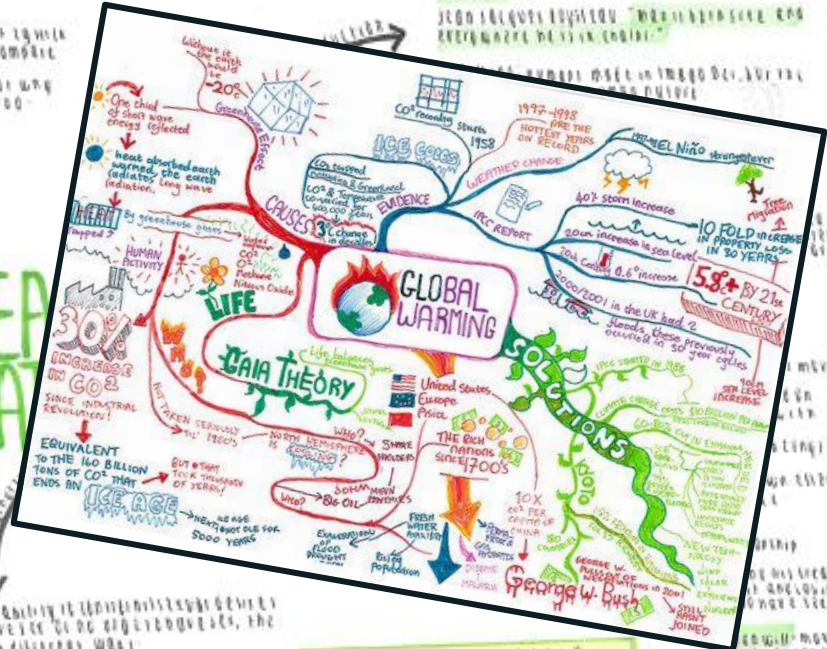
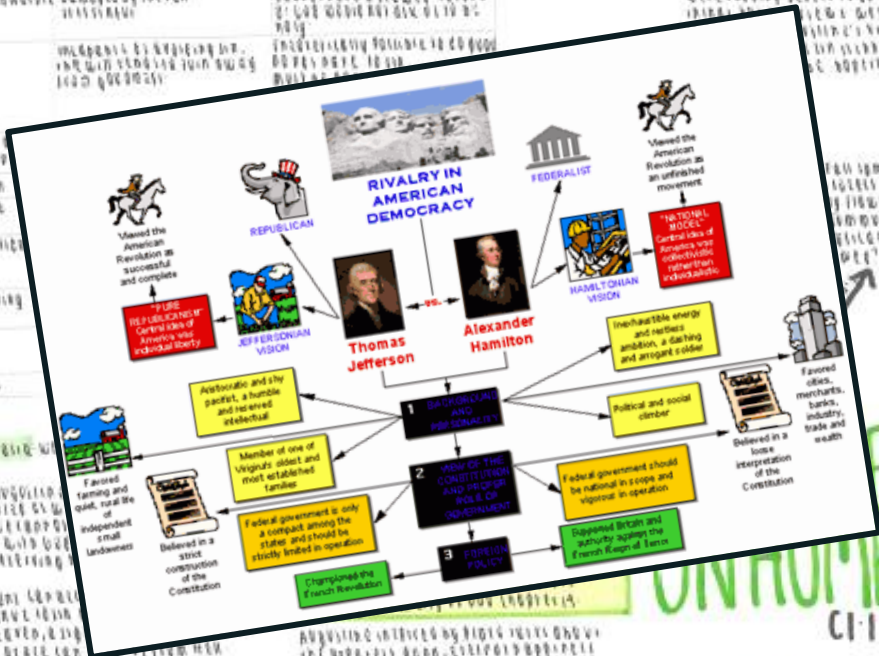
Formula =  $HCF \times \text{REST NUMBERS}$ .

cross out the numbers that appear in both. The numbers that are left.

# No 4: Flash cards


They should be visually stimulating to help your **photographic memory**

Don't use too much text...use **colour**, interesting layouts and lots of diagrams



Act	Plot Overview	Key Characters	Theme	Quotes
ACT 1	Lear, the aging king of Britain, decides to step down from the throne and divide his kingdom evenly among his three daughters. However, he puts his daughters through a test, asking each to tell him how much they love him. Cordelia, Lear's oldest daughter, refuses to flatter her father flatteringly. Cordelia, Lear's youngest and most beloved daughter, describes how much she loves her father. Lear, who has no words to describe Cordelia, the king of France, who has courted Cordelia, says that he still wants to marry her even without her dowry, and she accompanies him to France without her father's blessing.	<b>LEAR</b> : The aging King of Britain who is completely blind to his daughter's real intentions. <i>Foolish</i> <b>CORDELIA</b> : Lear's youngest daughter. Cordelia truly loves her father. <i>Trustful</i> <b>REGAN</b> : Lear's second daughter. Regan joins forces with Gloucester to destroy their father. <i>Jealous</i> <b>GLoucester</b> : Lear's eldest daughter who betrays him and plots his murder. <i>Disloyal</i>	<b>Justice</b>	"See how he winks his eye and how he looks at us like we're no good! They kill us for their sport!" (1.4)
ACT 2	Lear quickly learns that he has made a terrible decision. Cordelia has fled to France. Lear's youngest daughter, Regan, and his second daughter, Gloucester, are betraying him. Lear, who has no words to describe Cordelia, the king of France, who has courted Cordelia, says that he still wants to marry her even without her dowry, and she accompanies him to France without her father's blessing.	<b>EDMUND</b> (Gloucester's son): Gloucester's younger, bastard son. Gloucester's wife and father-to-be receive power. <i>Jealous</i> <b>EDGAR</b> (Gloucester's son): Gloucester's older son who must go into hiding. <i>Stoic</i>	<b>Appearance Versus Reality</b>	"So, I do love you more than words can tell the matter!" (2.1)
ACT 3	When the loyal Gloucester realizes that Lear's daughters have turned against their father, he decides to help Lear in his bid to take back his kingdom. He ends up being led by his disguised son, Edgar, toward his father. Edmund appears to become romantically involved with Cordelia, who is still in France. Lear, who has courted Cordelia, says that he still wants to marry her even without her dowry, and she accompanies him to France without her father's blessing.	<b>THE FOOL</b> : The court jester who often reveals the truth that Lear refuses to confront. <i>Insightful</i>	<b>Appearance Versus Reality</b>	"So, I do love you more than words can tell the matter!" (3.1)
ACT 4	The despairing Gloucester tries to commit suicide, but Edgar saves him by pulling a strange trick and leading him off an angry cliff. Cordelia, the English troops' leader, and the English, led by Albany, defeat the Cordelias, led France.	<b>ALBANY</b> : Gloucester's husband whose sympathy for Lear turns his against his wife. <i>Sympathetic</i>	<b>Appearance Versus Reality</b>	"So, I do love you more than words can tell the matter!" (4.1)
ACT 5	Lear and Cordelia are captured in the climactic scene. Edgar deals with the traitorous Albany, and Cordelia is executed. Albany, Edgar, and Lear finally die out of grief in one of the country under a cloud of sorrow and regret.	<b>CORNWALL</b> : Regan's husband who joins his wife in her vicious scheme to destroy Lear. <i>Jealous</i> <b>KENT</b> : Kent's loyal close friend who is banished for trying to defend Cordelia. <i>Loyal</i> <b>OSWALD</b> : Gloucester's most fervent attempt to kill Gloucester. <i>Dishonest</i>	<b>Power</b>	"Who is that who can tell me who I am?" (5.1)

**No 3: Mind maps and graphic organisers**

Cornell Notes 	Topic/Objective: Identify significant literary devices that define a writer's style and use to interpret work.	Name: Class/Period: Lang. ARTS Date: Oct. 12, 2009
	Essential Question: How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?	
	Questions:	Notes:
① What is the significance of the speaker in the poem?	① <u>Speaker</u> - * voice that communicates a poem's ideas, actions, descriptions, & feelings - similar to narrator - can be unknown or specific (like character)	
② How does a poet's choice of speaker affect the mood/meaning of a poem?	Imp. - poet's choice of speaker - contributes to the poem's mood/meaning - who speaks is as imp. as what is said - different points of view regarding same event (ie. parent, child, elderly person) - the person telling the story gives point of view and affects the message told ← P.O.V.*	
③ How does Hughes use vocabulary to contribute to and convey his message?	writer's/poet's style ③ <u>Vocab</u> - helps to understand meaning "crystal stair" = luxuries (metaphor) <small>compares 2 things</small> ie. "Life for me ain't been no crystal stair" "reachin'" = replace letter at end of word (dialect) "Cause" = because → slang <small>var. lang used by group of ch. poet</small>	
Summary: The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me ain't been no crystal staircase."		

CORNELL NOTES	
	- Key words and ideas
	- Important dates/people/places
- Main Idea	- Repeated or stressed info
- Key Question (after notes are completed)	- Ideas or brainstorming written on the board or projector
	- Info from textbook or stories
	- Diagrams and pictures
	- Formulas
Summary of your notes in your own words	

# No 2: Making notes



# No 1: Past Papers

$$= \begin{pmatrix} 2m+1 & -4m \\ m & 1-2m \end{pmatrix}$$

$$m=1 \\ \therefore \begin{pmatrix} 3 & -4 \\ 1 & -1 \end{pmatrix} = \begin{pmatrix} 2+1 & -4 \cdot 1 \\ 1 & 1-2 \end{pmatrix} \\ = \begin{pmatrix} 3 & -4 \\ 1 & -1 \end{pmatrix}$$

$\therefore$  true for  $m=1$

$$(-4)^k = \begin{pmatrix} 2k+1 & -4k \\ k & 1-2k \end{pmatrix}$$

true for  $m=k+1$

$$\begin{pmatrix} 4 & -4 \\ 1 & -1 \end{pmatrix}^{k+1} = \begin{pmatrix} 2k+1 & -4k \\ k & 1-2k \end{pmatrix} \begin{pmatrix} 3 & -4 \\ 1 & -1 \end{pmatrix}$$

$$\begin{pmatrix} 2k+3-4k & -8k+4+4k \\ 3k+1-2k & -4k-1+2k \end{pmatrix}$$

$$\begin{pmatrix} 2k+3 & -4k+4 \\ k+1 & -2k-1 \end{pmatrix}$$

$$\begin{pmatrix} 2(k+1)+1 & -4(k+1) \\ k+1 & -2(k+1)+1 \end{pmatrix}$$

$n=k$  &  $m=k+1$  so true for all  $n$  &  $m$  where  $m \in \mathbb{Z}^+$

9. (a) A sequence of numbers is defined by

$$u_1 = 8 \\ u_{n+1} = 4u_n - 9n, \quad n \geq 1$$

Prove by induction that, for  $n \in \mathbb{Z}^+$ ,

$$u_n = 4^n + 3n + 1$$

(b) Prove by induction that, for  $m \in \mathbb{Z}^+$ ,

$$\begin{pmatrix} 3 & -4 \\ 1 & -1 \end{pmatrix}^m = \begin{pmatrix} 2m+1 & -4m \\ m & 1-2m \end{pmatrix}$$

a) Base case, let  $n=1$ .

$$u_1 = 8 \\ u_n = 4^n + 3n + 1 \\ u_1 = 8 \\ \text{Correct - Recursive - true} \\ n=1$$

$\downarrow$  Assumptive - assume true for  $n=k$

$$\therefore u_k = 4^k + 3k + 1$$

So  $u_{k+1} = 4(u_k) - 9k$

$$= 4(4^k + 3k + 1) \\ = 4^{k+1} + 4(3k+1) - 9k \\ = 4^{k+1} + 12k + 4 - 9k \\ = 4^{k+1} + 3k + 4 \\ = 4^{k+1} + 3(k+1) + 1$$

$\therefore$  true Recursive set use equal general

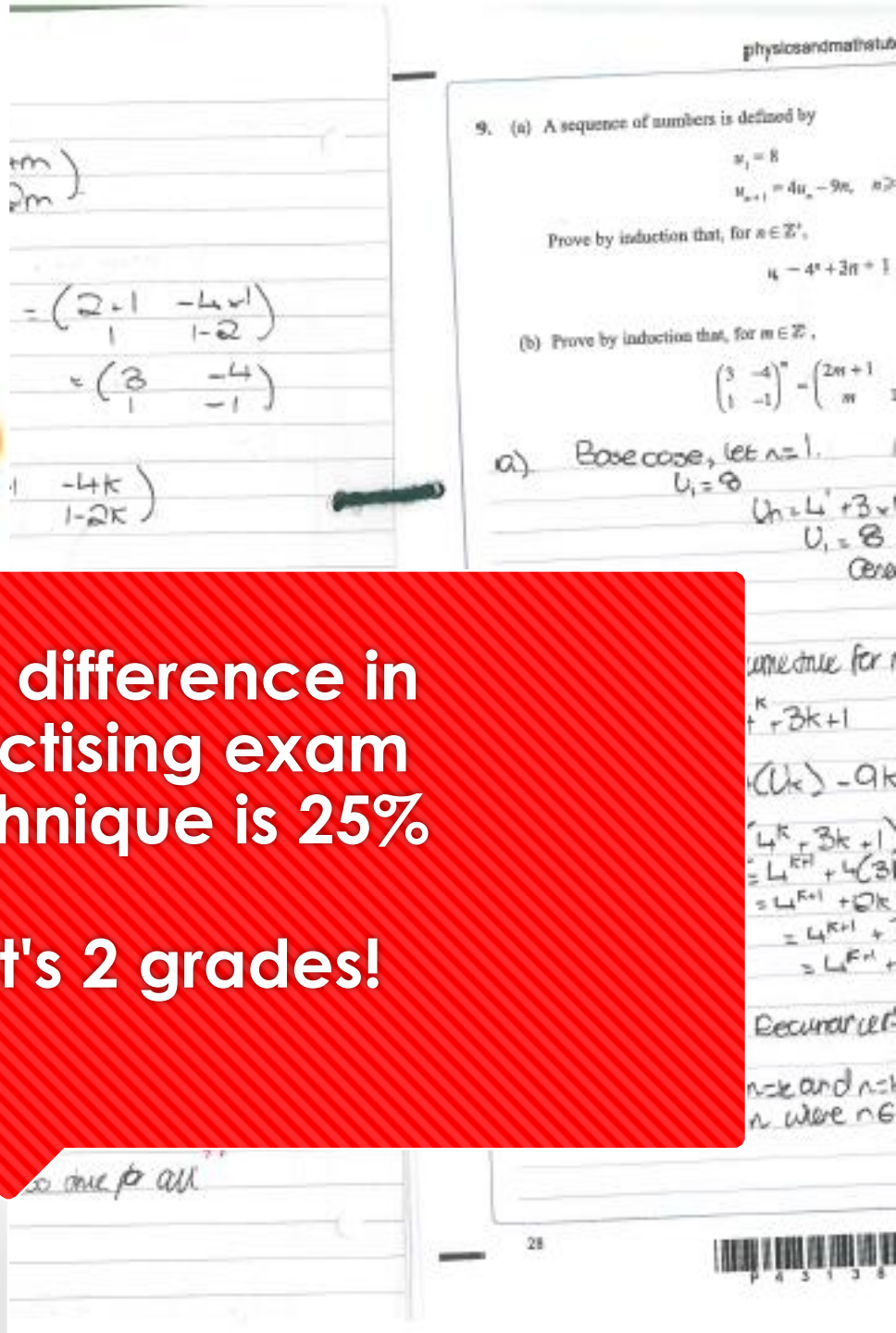
So true for  $n=1, n=k$  and  $n=k+1$   $\therefore$  true for all  $n$  where  $n \in \mathbb{Z}^+$





The difference in practising exam technique is 25%

That's 2 grades!



**Everything you do will  
make a difference**



Dr Boshier

Sixth Form



## Year 13 celebrate outstanding A level & BTEC results!





# **Preparing for success with UCAS**

**05 October 2023 18:00 (UK time)**

**Brentside High School DEADLINE for applications to the universities of Oxford and Cambridge, and for courses in medicine, dentistry, and veterinary medicine/science.** For us to guarantee that applications reach UCAS by their deadline this deadline **MUST** be met. Applications will be processed on a first come first served basis.

**16 October 2023 18:00 (UK time)**

**Deadline for applications to the universities of Oxford and Cambridge, and for most courses in medicine, dentistry, and veterinary medicine/science.** Application can be sent after this, but universities and colleges concerned cannot guarantee they'll give them equal consideration. Equal consideration deadline means course providers must consider all applications received by this time equally.



## **Most students:**

**04 December 2023 18:00 (UK time)**

**Brentside High School DEADLINE for applications for most undergraduate courses and most conservatoire undergraduate dance, drama, or musical theatre courses.** For us to guarantee that applications reach UCAS by their deadline this deadline **MUST** be met. Applications will be processed on a first come first served basis.

**31 January 2024 18:00 (UK time)**

**Deadline for most undergraduate courses and most conservatoire undergraduate dance, drama, or musical theatre courses.** Applications can be sent after this, but providers cannot guarantee they will give it equal consideration. Equal consideration means that providers must consider all applications received by this date equally.



# Supporting success this year & post-18

Students engaging with all enrichment opportunities allows their applications to stand out.

- ✓ Weekly KS5 bulletins include links and information about opportunities for success - summer schools (university & apprenticeship), social mobility programmes, work experience, university open days, mentorships, webinars (apprenticeship schemes), Futures Day.
- ✓ Subject related opportunities, eg, watch & listen, MOOCs
- ✓ Intervention and support – subject specific intervention, 5 o'clock club, library open during holidays and after school, computer access.
- ✓ Partners with Lumina & Harrow School - careers and enrichment events





# Satchel One



- Download the Satchel One app
- [iOS app for parents | Satchel Help Center \(satchelone.com\)](#)
- Support with logging on – details on school website or email [s.nagra@brentsidehigh.ealing.sch.uk](mailto:s.nagra@brentsidehigh.ealing.sch.uk)



# Thank you for your support!

If you have any questions, please contact  
the Sixth Form Team –Mr Mahdi and Dr  
Bosher, Subject Leads and Ms Gent