



Friday 20th October 2017

Name & Tutor Group:

Headlines by Rachel McGowan

Autumn Exam Timetables

When we return to school after October half-term all students will have a short time before they embark upon internal examination. All students have received their exam timetables in tutor time this week. The schedule for exams for each year group is as follows:

Year 7	Monday 13th until Friday 17th November written & practical exams
Year 8	Monday 13th until Friday 17th November written & practical exams
Year 9	Monday 13th until Friday 17th November written & practical exams
Year 10	Monday 20 th until Friday 24 th November written exams
Year 11	<p>Week beginning Monday 20th November Language speaking exams</p> <p>Week beginning Monday 27th November Written Exams week 1</p> <p>Week beginning Monday 4th December Written Exams week 2</p> <p>Monday 11th – Thursday 14th December Practical exams</p>

Preparation for these exams is, therefore, vital and our all students must ensure that they have prepared as well as possible, using the October half-term holiday as a key opportunity to prepare.

An immediate concern for all students is to make sure that their half-term study is properly organised. Once the holiday begins I recommend the following possible spaced learning pattern on several days:

Session 1 for Subject 1	Session 2 for Subject 2
9.00am Topic 1	11.45am Topic 1
9.30am Topic 2	12.15pm Topic 2
10.00am Mini Break	12.45pm Mini Break
10.15am Topic 3	1.00pm Topic 3
10.45am Topic 4	1.30pm Topic 4
11.15am Main Break	2.00pm Main Break

If this pattern is followed students will be working at times of the day that correspond with the times when the examinations will actually take place and this helps to prepare them for the intellectual and emotional challenge exams pose. One thing you can also see from the programme above is that it still leaves our young women plenty of time to relax and enjoy their holiday – an important part of preparing for the hurdles ahead.

The key to successful exam preparation is to make the process active. Many students think that staring is the same as learning and spend a considerable amount of time simply staring at their notes. Such activity is almost completely useless and will not help any student learn anything! Students must use active techniques if they are to see the time spent on exam preparation used successfully. All students were given a set of 100 flashcards earlier this half-term and all have had an assembly session about how to use them.

For all our girls, getting into the habit of **spaced learning** will help maximise what they store in their long-term memories and ultimately exam potential and ensure another generation of young women at Plashet revel in exam success in the future.

During the holidays I would be grateful if parents could continue to support students. Some of the following suggestions may be useful, though the list is of course not exhaustive:

- Encourage students to get up at a reasonable time and study.
- Encourage work in small sequences (as outlined in the schedule above).
- Please do reward study with treats – the odd nice snack for example!
- Make sure that the environment is conducive to learning.
- Provide as much encouragement as you can – help test her on what she can remember about topics.
- Ask your daughter to set a study timetable and then monitor it carefully.
- Please check that your daughter isn't being distracted by mobile phones or other devices such as iPads. These need to be in another room or will distract her.
- Encourage study groups only if you can monitor that study is actually getting done!

During your half-term study I have advised mini-breaks. In these you might think about listening to music to take your mind completely away from thinking and also moving about it to get the blood flowing through your limbs. Here is my 'Mrs McGowan's Spaced Learning Play List' of 6 top tunes to help:

- 'Three Little Birds' by Bob Marley
- 'Walking on Sunshine' by Katrina & The Waves
- 'This Town' by The Skints
- 'Rather Be' by Clean Bandit featuring Jesse Glynn
- 'Street Tuff' by The Rebel MC
- 'Sir Duke' by Stevie Wonder

Non-Student Day

I remind you all that on Friday 1st December we have our next non-student day when staff are in school undertaking training and development.

Post 16 Choices

Young people in Year 11 or below are now required to remain in education or training until at least their 18th birthday. The thinking behind this is that as job roles change, employers are looking for people with more skills, training and qualifications, so staying in a learning environment allows you to access a greater choice of career paths and could help you to earn more money. Did you know that research shows that young people with level 3 qualifications (e.g. A Levels or BTEC) earn on average 25% more over their lifetime than those without level 3 qualifications? This does not necessarily mean that you have to stay at school until you are 18. You are able to choose from one of the following options:

- Full-time education, such as Sixth form/College.
- Work-based learning, such as an Apprenticeship, Traineeship.
- Work or self-employment for 20 hours a week or more, with part-time study.

At age 16 you will have the choice of different qualifications including A Levels, International Baccalaureate (IB), further GCSEs, Apprenticeships and vocational courses: BTECs, Diplomas, NVQs.

- GCSE and A Level qualifications are available in many different subjects.
- The International Baccalaureate Diploma - Offers a broad range of subjects for students with balanced GCSE qualifications.
- Applied/Vocational -There are many applied/vocational learning courses including BTECs and NVQs.
- Apprenticeships - Apprenticeships allow young people to learn at work and gain qualifications at the same time (see information at the end of this article).
- Traineeships - A Traineeship is an education and training programme with work experience that is focused on giving young people the skills and experience that employers are looking for.
- Foundation Learning - Foundation learning courses combine practical experiences with basic Maths, English and ICT. This is for girls who need a platform to get ready for a full level 2 qualification.

Why do your GCSE grades matter?

In late August after you have sat your GCSE examinations you will receive a results grade for each subject. This will be a number (9-1) or a letter (A*-G), depending on which exam you did. For the number grades, 9 is the highest and for letter grades, A* is the highest. A GCSE pass at grade 4 (Standard Pass), 5 (Strong Pass) or C or better. Most sixth forms and colleges and providers will stipulate what grades or Grade point average you need to get to study with them. Grade 6 or Grade B or better will be a very helpful start for any subject you want to do for A-level or BTEC and for some more academic A levels, your chosen sixth form may even insist on it. For some particularly demanding A-levels, they may even want Grade 7 or Grade A in the relevant GCSE. GCSE grades aren't just for getting into A-levels and Level 3 BTECS – they count beyond college/sixth form too. For example, universities will look at your GCSE results when considering whether or not to offer you a place to study with them. Higher grades at GCSE can help persuade a university to offer you a place. Some top universities, for example, want to see lots of 7, 8, and 9 (or A/A*) grades in your GCSE results.

To get you thinking, let's think about what the Post-16 Qualifications you can take are.

A Levels

Following the Government reforms to A levels which started in 2015, students starting their post-16 study from September 2018 will take linear A levels with exams taken at the end of two years. Assessment for A levels has become more exam orientated and course work is mostly confined to practical and expressive subjects.

International Baccalaureate Diploma (Two-year course)

You will study 6 subjects chosen from 6 Areas:

English, Mathematics, Modern Languages, Humanities, Science, Art, Music, Theatre

Three or four of these subjects are studied at Higher level, the remainder at Standard level.

In addition, students have the opportunity to personalise their course of study - the Inner Core is student-driven and comprises:

- The Extended Essay - a 4,000-word in-depth study chosen by the student.
- CAS - Creativity, Action, Service - a Mini-Duke of Edinburgh designed to educate the person - students are encouraged to follow sporting and creative activities as well as an element of community service.
- Theory of Knowledge: critical thinking skills

Diplomas/BTEC Diplomas (Levels 1, 2, 3 are usually 1 or 2 years)

These are work related qualifications which focus on a particular occupation and its skills. They relate theory to practice. Examples of courses are: Business, Performing Arts,

Construction, Motor Vehicle, Public Services, Health and Social Care, Music Technology, Digital Media, Air Conditioning & Refrigeration, Engineering Electronics, Automation and Robotics, Beauty Therapy, Hairdressing, Chef, Hospitality, Childcare.

Apprenticeship

An Apprenticeship is a job with training which allows individuals to earn while they learn, whilst gaining skills and qualifications specific to a chosen career. The student will typically work full-time and this will include technical skill development, which will be online and/or with a training provider or college. Employers recognise and value Apprenticeships because the student/employee is learning industry specific skills. Colleges now offer numerous Apprenticeships in many work sectors e.g. Accounting and Finance, IT, Agriculture, Business, Creative Arts & Digital Media, Welding and Fabrication, Catering, Engineering, Media, Auto, Sport. In order to do an Apprenticeship, learners will need to find a job – sometimes the training provider e.g. College can help with this but students who have already sought and attained a work placement are in the best position to proceed.

Useful Careers Websites

<https://nationalcareersservice.direct.gov.uk>

Job Profiles, links to similar careers, information about the labour market

<https://targetcareers.co.uk>

This website is aimed at inspiring possibilities for school leavers and gives lots of information about career sectors and career advice.

<https://www.plotr.co.uk/game>

Play the Game to find a career you like! The game analyses your personality, interests and needs in life to help you find the best careers for you.

<https://successatschool.org>

Aimed at inspiring possibilities for school leavers and gives lots of information about career sectors and career advice.

<http://CGC.cld.bz/CGC-ebook-SE>

A series of Career Guidance Charts which give a visual impression of role types and scope of an occupational sector and answers questions like "What can I do with Chemistry?"

www.gov.uk/apply-apprenticeship

"Find an apprenticeship" - this is a good site to give you an idea of apprenticeship vacancies; where they are and what sectors they are in (most vacancies tend to come out after Easter 2018).

www.university.which.co.uk

What to study, where to go and how to get there

This website will give you lots of information and answers relevant questions e.g.

- How important are your GCSE grades?
- Search for courses by subject guides
- Explore universities and colleges

<http://www.russellgroup.ac.uk/informed-choices>

The Russell Group represents 24 leading UK universities:

- Post 16 qualifications and how they are organised;
- Subjects required for different degree courses
- How subject choices can affect your future career options

wlgd.thecareersgroup.co.uk

This website from the University of London gives ideas of careers related to a chosen subject. Go to Get Inspired and type in "What can I do with my... History...Degree" and it gives jobs that past students have attained/salaries etc.

Useful Careers Websites

To give our Year 11 girls the best chance to consider their post 16 options, on Wednesday 1st November we will be holding a Post-16 Transition Event for girls and their parents regarding post-16 transition from school to college. The event will take place in our North Hall and start at 4.00pm and run until 6.00pm. All local 6th form and college providers will be there for families to speak to.

Mrs McGowan

Year 7 Skipathon

All Year 7 students took part in the Skipathon Health Event on Friday the 12th October. There were some great individual and team performances:

1ST – 7N – 1315

2ND – 7S – 1290

3RD – 7L – 1121

Huge congratulations to 7N for their overall win and special congratulations to Fatima Rehman who managed a score of over 200 beating Mr Gachi's score of a 180.

Well done to all who took part and thank you to everyone that helped.

Miss Maguire, PE Department

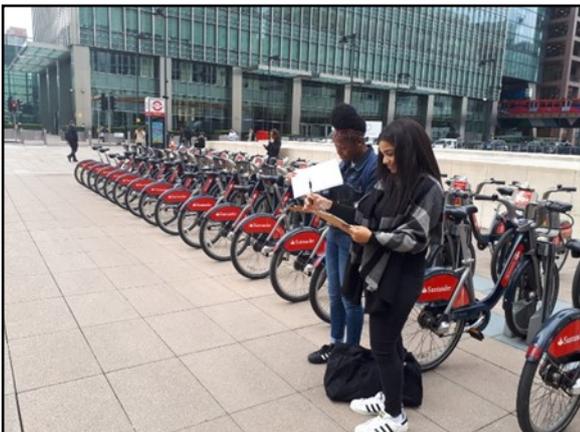
Year 11 Geographers visit Canary Wharf

On Monday 9th – Wednesday 11th October, our entire Year 11 Geography cohort visited Canary Wharf. They were visiting London's financial hub to collect fieldwork data as part of an enquiry into the impacts that economic change has had in Tower Hamlets.

The visit involved several data collection tasks, including the completion of environmental surveys, delivering questionnaires to workers and visitors in the area and conducting a pedestrian count at different sites across the Canary Wharf area.

Sabhia Uddin (11T): 'Going to Canary Wharf was a great experience. We got to explore the place and it is much quieter than East Ham, when people are in their offices, but the buildings are much more attractive.'

Jamila (11T): 'When we did the questionnaires, I spoke to many people who worked there. The policemen I asked questions to were very nice, and I didn't get rejected as much as I expected!'



Miss Hyam, Geography Teacher

Visit to the Design Museum

On Monday 9th November 2017, Year 9 and 10 GCSE Graphics students, travelled to the Design Museum in Kensington. This was arranged in order to help give an understanding of the history of design to aid in the theory components of the subject. During our theory lessons, we researched two designers to base our product around. These designers ranged from fashion designers to architects; For example, Coco Chanel, Norman Foster, Marcel Breuer etc.

On reaching the museum, we were amazed in witnessing its unique structure. Every component and furnishing showed signs of genius craftsmanship and skill. I was particularly astonished by the formation of the ceiling which had been designed by John Pawson. Its contemporary and abstract framework gave the impression of defying gravity from the perspective of anyone below. The spiralling staircase emphasised the timeless and apical feel the museum gave to its visitors.

The entrance of the exhibition, on the highest floor, is where we each received a booklet to complete a product analysis and timeline of two products which interested us. The contents of the exhibition varied from toys, clothing, electronics and even bicycles! The format of the exhibition allowed us to decide on which product we wanted to use as a focal point of our product analysis. It also included previous designs and models of each item, which were developed into the most recent designs were created today. I was bewildered to see the bulky sizes of televisions before they were created as thin as they are today.

As the exhibition continued, we were introduced to how companies such as Apple and Sony began. I was very interested in seeing how 3D printers were used in mass size manufacturing. There was even a printer creating a vase at the end of the museum.

After we had all viewed the exhibition, we visited the museum shop, where we brought postcards, pencils and various other museum goodies!

Overall, the day was very informative and beneficial for all students. It has definitely opened my eyes to the complexity of the subject and has furthered my knowledge in the theory spectrum of the subject. Thank you to Mr O'Neill, Miss Butt and Mr Saw for arranging this visit.

Iqra Ahmed 10L



Year 9 trip to Boulogne sur Mer, France on 6th of October 2017

On Friday 6th October 2017, at 5.30am, almost 80 Year 9 students went to France on a day trip. We visited Boulogne-sur-Mer in Pas-de-Calais. We began travelling to Folkstone to get on the Eurotunnel and most people fell asleep during the two-hour journey. Just before 8am, we got on the Eurotunnel and could free ourselves from our seatbelts. Everyone was buzzing with excitement the closer we got to France. Finally, after only 30 minutes, we arrived in Calais. Once there, we still had to travel for a further 30 minutes to Boulogne.

Since Boulogne-sur-Mer, as its name suggests, is by the seaside, there was a slight breeze, however the cold did nothing but fuel our excitement for the day ahead. We visited the old town first, a quiet peaceful area with cobbled streets and small shops. We had a short worksheet to complete and some of the tasks included taking selfies with French items. Quite a few students bought small items from the souvenir shops. At the end of the street there was a small bakery where Samira and I bought a "tarte aux framboises". We also had to test our French to order and buy things.



After visiting the Old town, we went to the castle where we took lots of pictures and soon made our way to the beach for lunch. The cool sea breeze was relaxing and calming as we sat on the white sand to eat our lunch. We also took a huge group picture.



We then went back to the coach to make the short journey to Cité Europe - a massive shopping centre. Once we were told where and when to meet up, everyone then went on a shopping mission to places like Carrefour, Séphora... some students bought crêpes and hot chocolates.

At around 5.15pm we were seated on the coach to return to London. Everyone was sad to end this amazing day but we were all very tired and wanted to finally rest. We arrived back at school at 8.30pm. We learnt many things about Boulogne and France in general, like the name of the local football team called USBCO (Union Sportive Boulogne Côte d'Opale) and the fact that French post boxes are yellow. It was an amazing day and we can't wait to hopefully go back if we are given the opportunity again.

Amna Fairoze and Samira Khan 9L