



Tudor Grange Academy
Trust

Tudor Grange Academy Redditch

Yr11 A Journey to
Success



Message from our Principal



Tudor Grange Academy
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The purpose of this evening





Grading

Legacy GCSEs	New GCSE Grades	Vocational Qualifications
A*	9	Distinction * 8.5
	8	
A	7	Distinction 7
B	6	Merit 5.5
	5	
C	4	Pass 4
D	3	Distinction * 3
E	2	Distinction 2
F		Merit 1.5
G	1	Pass 1
U	U	Not Yet Achieved (NYA)

COMBINED SCIENCE
9-9
9-8
8-8
8-7
7-7
7-6
6-6
6-5
5-5
5-4
4-4
4-3
3-3
3-2
2-2
2-1
1-1
U



Data we will share

Projections: The grade we predict students will get at the end of Year 11 based on their performance in assessments

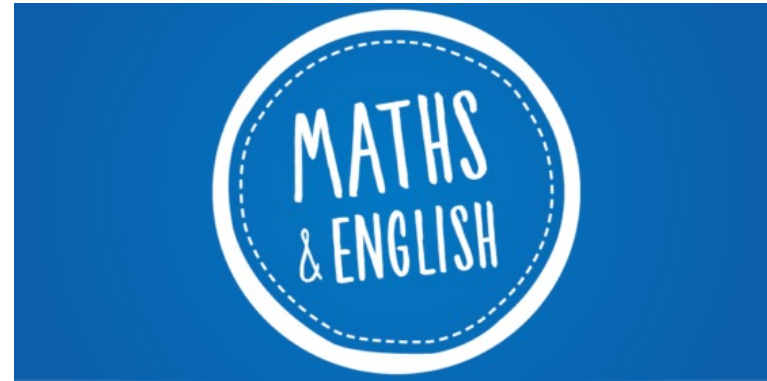
Minimum Expected Outcome: The minimum grade students should achieve

Target Grade: The grade students should aim for





Leaving with the best currency



English: 4
Maths: 4

English: 5
Maths: 5

English: 4
Maths: 3



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Know the exam
boards



Pearson
Edexcel



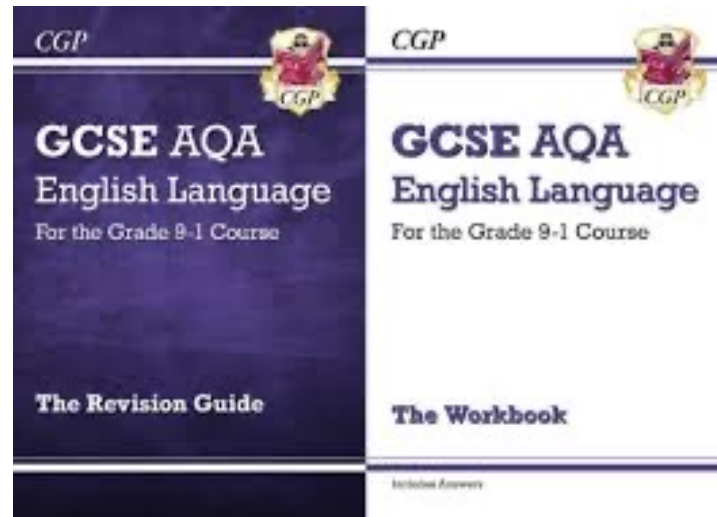
Key Dates

2022/2023	
HT1	Elevate Information Evening
HT2	After school revision starts Elevate Yr11 Mock Examinations Yr11 Study Skills Evening Sixth Form open evening Yr11 Mock results released
HT3	Yr11 Progress Evening Elevate
HT4	Yr11 Mock Examinations Yr11 Mock Results Released
HT5	GCSE Exams Start
HT6	GCSE Exams End Leavers Assembly Prom



Revision Guides

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ParentPay





Homework

Microsoft Teams interface showing a chat conversation in the 'General' channel of the 'REDDITCH - Year 11 Sci...' team. The chat is dated 16 May 2022.

Message 1: Matt Fleeman (16/05 09:17) posted a message and a file:

- Text: "Revision for all the required practicals. I highly recommend you watch the videos required for each paper the day before the exam by following the link or QR code."
- File: **Required Pracs 2022.docx**

Message 2: Matt Fleeman (16/05 12:32) posted a message and five files:

- Text: "A mix of exam questions needed for paper 1 physics"
- Files:
 - Radiation Questions.doc
 - Particle Model Questions.doc
 - National Grid Questions (mainly for hig...)
 - Electricity Questions (mainly for foundat...)
 - Energy Resources Questions.doc
 - Energy Stores Questions.doc

The interface includes a left-hand navigation pane with icons for Activity, Chat (2), Teams, Assignments, Calendar, Calls, Files, and Apps. The top navigation bar features a search bar, a 'Meet' button, and a profile icon for 'BL'.



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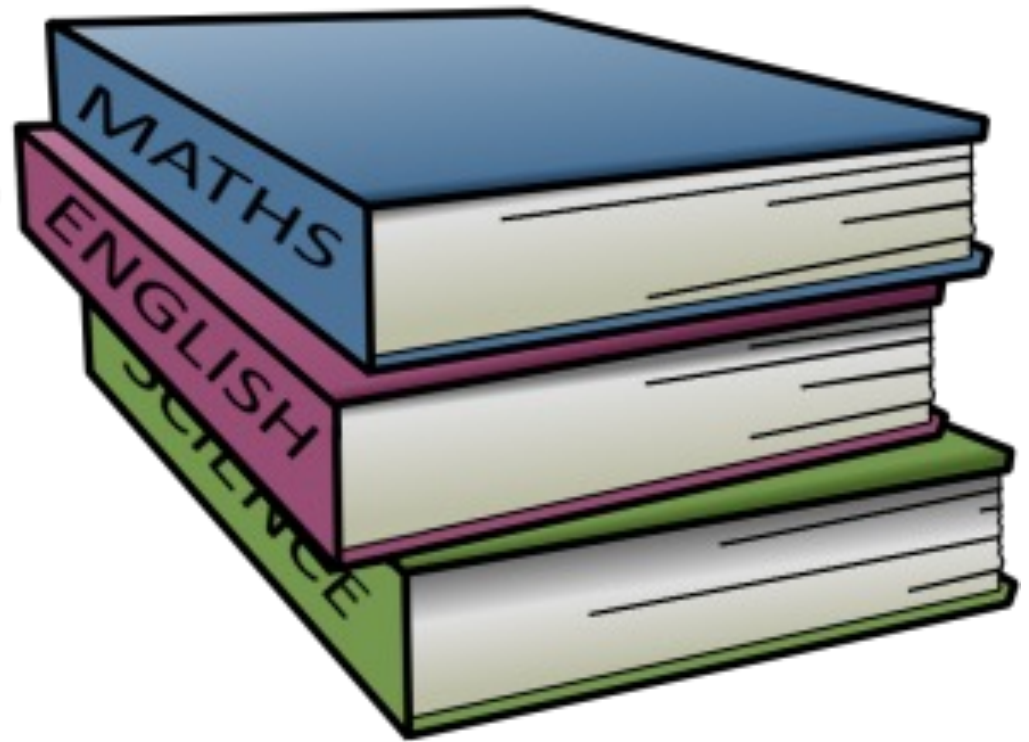
A message from
the SENDCo



**Exam Access
Arrangements:
what are they &
who gets them?**



Delving deeper into our core subjects



English at TGAR



Mrs L Hyde – Associate College Leader Sixth Form, Learning & Teaching

Mrs C Nottingham – Lead English

Ms M Evans – Teacher of English and Media Studies

Mr L Fielding – Teacher of English

Ms M Kaur – Teacher of English

GCSE Examinations

Study of two GCSE qualifications, English Language (8700) and English Literature (8702)

Exam Board: AQA

<https://www.aqa.org.uk/subjects/english>

English Language

- Students will sit two exams and each paper will be equally weighted at 50%
- English Language Paper 1 'Explorations in Creative Reading and Writing' (50%)
- English Language Paper 2 'Writers' Viewpoints and Perspectives (50%)
- Students will also complete a Spoken Language Endorsement – This endorsement is reported as a separate grade (Pass, Merit, Distinction or Not Classified) and will not contribute to the result of the GCSE English Language qualification.

English Language Paper 1

What's assessed

Section A: Reading

one literature fiction text

Section B: Writing

descriptive or narrative writing

Assessed

written exam: 1 hour 45 minutes

80 marks

50% of GCSE

Questions

Reading (40 marks) (25%)– one single text

1 short form question (1 x 4 marks)

2 longer form questions (2 x 8 marks)

1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

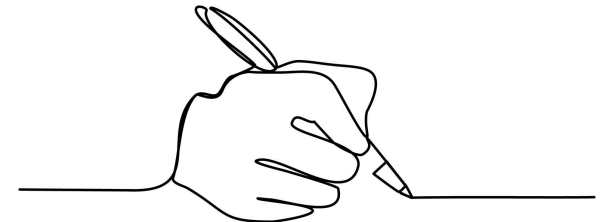
1 extended writing question (24 marks for content, 16 marks for technical accuracy)

SECTION A: READING – Assessment Objectives

AO1	<ul style="list-style-type: none">• Identify and interpret explicit and implicit information and ideas.• Select and synthesise evidence from different texts.
AO2	<ul style="list-style-type: none">• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
AO3	<ul style="list-style-type: none">• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	<ul style="list-style-type: none">• Evaluate texts critically and support this with appropriate textual references.

SECTION B: WRITING – Assessment Objectives

AO5	<ul style="list-style-type: none">• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6	<ul style="list-style-type: none">• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).



English Language Paper 2

What's assessed

Section A: Reading

one non-fiction text and one literary non-fiction text

Section B: Writing

writing to present a viewpoint

Assessed

written exam: 1 hour 45 minutes

80 marks

50% of GCSE

Questions

Reading (40 marks) (25%) – two linked texts

1 short form question (1 x 4 marks)

2 longer form questions (1 x 8, 1 x 12 marks)

1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

SECTION A: READING – Assessment Objectives

AO1	<ul style="list-style-type: none">Identify and interpret explicit and implicit information and ideas.Select and synthesise evidence from different texts.
AO2	<ul style="list-style-type: none">Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
AO3	<ul style="list-style-type: none">Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	<ul style="list-style-type: none">Evaluate texts critically and support this with appropriate textual references.

SECTION B: WRITING – Assessment Objectives

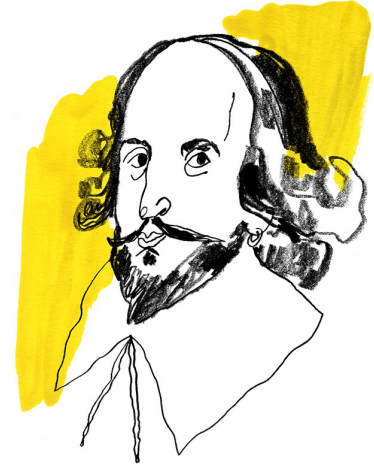
AO5	<ul style="list-style-type: none">Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6	<ul style="list-style-type: none">Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).



GCSE Examinations

English Literature

- Students will sit two exams and study a range of texts to prepare them for this qualification
- English Literature Paper 1 requires study of a Shakespeare play and a 19th Century Novel
- This paper is weighted at 40% of the overall grade and is 1 hour 45 minutes
- English Literature Paper 2 requires study of a modern prose or drama text, an anthology of poems, and unseen poetry
- This paper is weighted at 60% of the overall grade and is 2 hours 15 minutes



English Literature Paper 1

Paper 1: Shakespeare and the 19th-century novel

What's assessed

Shakespeare plays
The 19th-century novel

How it's assessed

written exam: 1 hour 45 minutes
64 marks
40% of GCSE

Assessment objectives (AOs)

AO1	Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none">• maintain a critical style and develop an informed personal response• use textual references, including quotations, to support and illustrate interpretations.
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3	Show understanding of the relationships between texts and the contexts in which they were written.
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Questions

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole

Year 11 (2023 examinations):

- Romeo and Juliet by William Shakespeare
- A Christmas Carol by Charles Dickens

Year 10 (2024 examinations):

- Macbeth by William Shakespeare
- A Christmas Carol **OR** The Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson



English Literature Paper 2

Paper 2: Modern texts and poetry

What's assessed

Modern prose or drama texts

The poetry anthology

Unseen poetry

How it's assessed

written exam: 2 hour 15 minutes

96 marks

60% of GCSE

Questions

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem

Modern Drama: An Inspector Calls
by J.B. Priestley
Poetry Anthology: Power and
Conflict



Assessment objectives (AOs)

AO1	Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none">• maintain a critical style and develop an informed personal response• use textual references, including quotations, to support and illustrate interpretations.
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3	Show understanding of the relationships between texts and the contexts in which they were written.
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

An Inspector Calls Grade 5 Response

Page 1 A

An Inspector Calls by J.B. Priestley and The Rise and Fall of Little Voice by Tim Cartwright

In both "An Inspector Calls" by J.B. Priestley, and "The Rise and Fall of Little Voice" by Tim Cartwright, there is a conflict in viewpoint between the older generation and the younger generation as a result of age difference.

In 'An Inspector Calls', Priestley uses the two younger characters, Sheila and Eric, to act as the responsible and more conscientious generation. In response to Birling trying to forget that anything had ever happened that night, Sheila replies "(passionately) You're pretending everything's just as it was before." The adverb "passionately" contrasts the way that Sheila was presented initially in the book - she was a timid girl who followed orders of her mother and father. The events of the night have clearly changed her perception on how people should be treated, which was one of Priestley's intentions. Priestley demonstrates, through his use of the adverb "passionately", that young people don't have to be passive or accept the political that their parents have indoctrinated them with. He also shows that young people can be more enthusiastic about standing up for what they believe in and that they have the courage to oppose their parents' political views. The verb 'pretending' also hints at the upper class family façade that the Birlings have adopted throughout the play. Sheila and Eric, the two younger characters, are the first to recognise the ridiculous act that their family have put on; they appear to be wise to the audience, who can tell from the beginning that the

integrity and warmth of the family was just a façade. Priestley uses Sheila as a mouthpiece, by using the word 'pretending' to expose the upper class as fake. Furthermore, Sheila says "to Mr Birling that he is 'pretending everything's just as before. The word 'before' could refer to the beginning of the novel, before the inspector came. However, it could also imply that Sheila is actually referring to Mr and Mrs Birling's political viewpoint. Here, she could be questioning their capitalist ideology and adopting a socialistic ideology. By acting on the negativity from the night, Sheila is becoming more pro-active on supporting equality for people of all classes, one of Priestley's messages.

Mr Birling however chooses to ignore the messages that the Inspector has given and continues to go back to the façade that they were previously living in. This shows Mr Birling, the older generation and also capitalist viewpoints as unsympathetic, unchanging and immoral.

In 'The Rise and Fall of Little Voice', the younger generation (Little Voice), also acts as the more responsible, sensible and moral generation. The repetition of 'your nights, your nights, your nights, your nights, your nights of neglect' also, like Sheila, could suggest the Little Voice is passionate about what she is saying that she cannot get her words to come out. This is backed up by the words in brackets ('words rush out'), showing that rather than speaking calmly, Little Voice is shouting uncontrollably as a stream of consciousness. It could also imply that the character is repeating the words 'your nights' to add emphasis to the amount of nights that her mother was away for. The pronoun "your" also suggests that the nights were exclusive to her

The candidate **directly addresses the question**, immediately citing 'a conflict in viewpoint between the older generation and the younger generation as a result of age difference'. **Well-selected quotations are used** throughout the response to support the points made.

In response to the first bullet point the response shows **understanding of the differing political views** of the older and younger generations. The candidate shows **good contextual understanding** of the taught text, recognising the significance of the upper class family façade that the Birlings have adopted throughout the play'. An **informed personal response** is evident in some of the assertions made.

Section B: Question Paper and Mark Scheme

The poems you have studied are:

Ozymandias
 London
 Extract from The Prelude
 My Last Duchess
 The Charge of the Light Brigade
 Exposure
 Storm on the Island
 Bayonet Charge
 Remains
 Poppies
 War Photographer
 Tissue
 The Emigree
 Checking Out Me History
 Kamikaze



Compare how poets present ideas about power in 'Ozymandias' and in one other poem from 'Power and conflict'.

5 I met a traveller from an antique land
 Who said: Two vast and trunkless legs of stone
 Stand in the desert. Near them on the sand,
 Half sunk, a shattered visage lies, whose frown
 And wrinkled lip, and sneer of cold command
 Tell that its sculptor well those passions read
 Which yet survive, stamped on these lifeless things,
 The hand that mocked them and the heart that fed;
 And on the pedestal these words appear:
 10 'My name is Ozymandias, king of kings:
 Look on my works, ye Mighty, and despair!
 Nothing beside remains. Round the decay
 Of that colossal wreck, boundless and bare,
 The lone and level sands stretch far away.

Percy Bysshe Shelley

[30 marks]

Level 4 <i>Clear understanding</i> 16–20 marks	AO1	<ul style="list-style-type: none"> • <u>Clear comparison</u> • Effective use of references to support explanation
	AO2	<ul style="list-style-type: none"> • Clear explanation of writer's methods with appropriate use of relevant subject terminology • Understanding of effects of writer's methods to create meanings
	AO3	<ul style="list-style-type: none"> • Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task
Level 3 <i>Explained, structured comments</i> 11–15 marks	AO1	<ul style="list-style-type: none"> • Some explained comparison • References used to support a range of relevant comments
	AO2	<ul style="list-style-type: none"> • Explained/relevant comments on writer's methods with some relevant use of subject terminology • Identification of effects of writer's methods to create meanings
	AO3	<ul style="list-style-type: none"> • Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text/task

Year 11 Overview

- Current Year 11 students have studied all of the literature texts they need for their upcoming examinations
- The focus for this Autumn Term is English Language, preparing them for their examinations in this qualification
- We are starting with study of English Language Paper 2 (Non-Fiction) and will be revising all the elements / texts from Literature Paper 2 to prepare them for their mock examinations in November
- In these mocks, students will sit English Language Paper 2 and English Literature Paper 2 – *An Inspector Calls*, *Power & Conflict Poetry*, and *Unseen Poetry*
- We will then move on to English Language Paper 1 and have this as a focus in the run up to Christmas
- In the Spring Term, we will revise English Literature Paper 1 – *Romeo & Juliet* and *A Christmas Carol* – before the second round of mock examinations
- In every lesson, students can expect to revise all elements of Language and Literature through recall activities and quizzes at the start
- Students will also be expected to revise literature texts through homework and complete exam-style responses at home to adequately prepare them for these rigorous examinations

Websites and Revision Guides

Websites:

- AQA
- BBC Bitesize
- Oak Academy
- Revision World
- SparkNotes
- York Notes
- YouTube

Revision Guides:

CGP 'The Text Guide'

CGP 'GCSE AQA English Literature / Language Complete Revision and Practice'

Snap Revision



GCSE Combined Science- Trilogy



Mr A. Grubb (Head of
Science)

Mr B Lumley

Mr B Wilkes

Miss L Lane

Miss J Bates

Mr M Fleeman

Mr M Winkworth
(Technician)

Subject Content:

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics

18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure
22. Forces
23. Waves
24. Magnetism and electromagnetism

Assessments

Biology

Paper 1: Biology topics 1–4

Paper 2: Biology topics 5–7

Multiple choice, structured, closed short answer, and open response

Chemistry

Paper 1: Chemistry topics 8-12

Paper 2: Chemistry topics 13-17

Multiple choice, structured, closed short answer, and open response

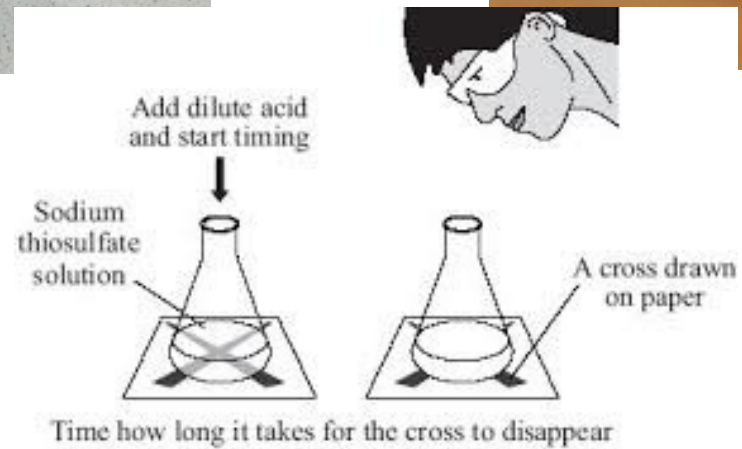
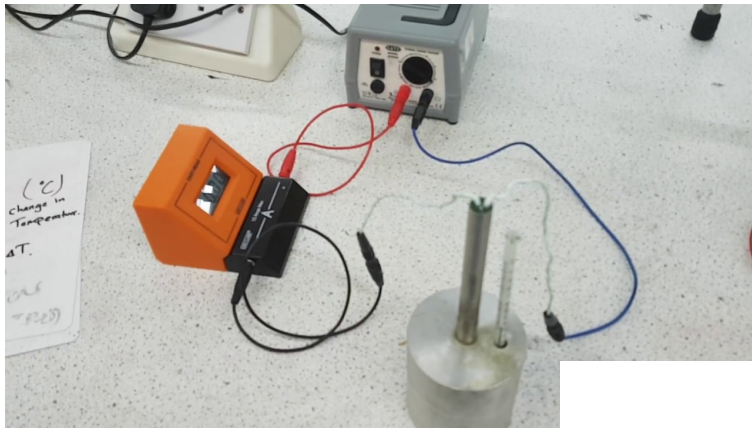
Physics

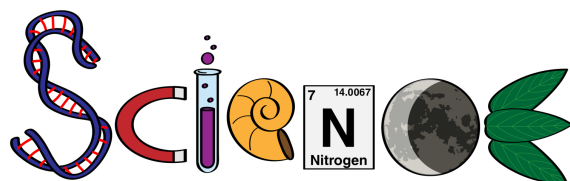
Paper 1: Physics topics 18–21

Paper 2: Physics topics 22–24

Multiple choice, structured, closed short answer, and open response

Required Practicals





Timeline		Biology	Chemistry	Physics
Year 11	Term 1	<ul style="list-style-type: none"> Plant: Cells, Tissues and Transport Photosynthesis Biological Responses 	<ul style="list-style-type: none"> Electrolysis Crude Oil and The Earth's Atmosphere 	<ul style="list-style-type: none"> Forces in Balance and Motion
	Term 2	<ul style="list-style-type: none"> Genetics and Reproduction Ecology Part 1 	<ul style="list-style-type: none"> The Earth's Resources Reduce, Reuse and Recycle 	<ul style="list-style-type: none"> Waves and Electromagnetism
	Term 3	<ul style="list-style-type: none"> Ecology Part 2 Exams and Revision 	<ul style="list-style-type: none"> Chemical Analysis Exams and Revision 	<ul style="list-style-type: none"> Exams and Revision

6 Mark Questions

- 6 mark questions may require explanations, examples to illustrate a specified concept, judgements of advantages and disadvantages, a description of a process or an experimental method.
- Marks are awarded for scientific content and the quality of the writing.
- This means key ideas must be clear and the explanation must make sense, the points in a logical order.
- Most students lose marks because their answers lack sufficient detail eg scientific vocabulary or because their answer is rambling or confused.
- Markschemes will usually include graded answers (low=1-2 marks, 3-4, 5-6) and examiners will decide which description fits best, then award the higher or lower score depending on the quality of writing.
- Aim for between 4 and 6 scientific points or steps in a process; if opposing viewpoints are needed include points for *and* against, or examples of plants *and* animals etc.

Question



In the back of the chemical store the technician finds four bottles of white solids. Their labels have faded but the list of stock chemicals suggests they may contain the following substances:

- aluminium chloride
- magnesium chloride
- potassium carbonate
- potassium sulfate
- copper sulfate

Describe how you would analyse the solids to determine their identity. You can use standard laboratory reagents and you may also use flame tests. There is more than one way to carry out this analysis but you should try to minimise the number of different tests being used.

Give the results of any tests you would carry out.

Answer- Written

Your written answer should be in coherent and logical sentences.

If you need to, cross off bits of the exam question once you have covered them so you know what you have left to cover.

This is an example of a 6 mark answer.

Firstly, add water to all the samples. If one is a blue solution then this is copper sulfate. All the others give colourless solutions.

Then add barium chloride solution to the samples. This is the test for the sulfate ion so if a white solid is formed then the sample would be potassium sulfate. All other substances would show no change.

Then you can test for the carbonate ion using acid. Bubbles of CO_2 would be seen if the sample is potassium carbonate. The others would stay the same.

This leaves us with 2 substances to distinguish between, aluminium chloride and magnesium chloride. These give the same flame test result so you should use dilute sodium hydroxide. Both give white solids but if a sample has aluminium in it then the solid would redissolve when an excess is added. So if the white solid remains then the sample is magnesium chloride.

Homework Plan

Year 9

20 recall questions per fortnight

Year 10

20 recall questions per fortnight- minimum

Additional exam questions from each Science- teacher choice

Year 11

20 recall questions per fortnight

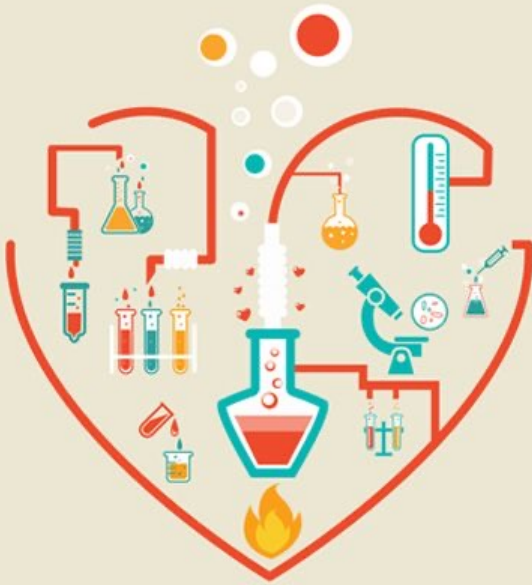
Additional exam questions from each Science- teacher choice

Past papers to complete over half terms

Useful Websites

- BBC Bitesize (AQA- Combined Science):
<https://www.bbc.co.uk/bitesize/examspecs/z8r997h>
- Seneca Learning: [Seneca - Learn 2x Faster \(senecalearning.com\)](https://www.senecalearning.com)
- Fuseschool: <https://www.fuseschool.org/>
- Khan Academy: <https://www.khanacademy.org/>
- Crash course: <https://thecrashcourse.com/>
- Science Shorts:
<https://www.youtube.com/user/ScienceShorts/videos>
- Save my exams: <https://www.savemyexams.co.uk/>
- Primrose Kitten:
<https://www.youtube.com/channel/UCBgvmal8AR4QIK2e0EfJwaA>

GCSE Maths



11-Ma1 - Mr Davies

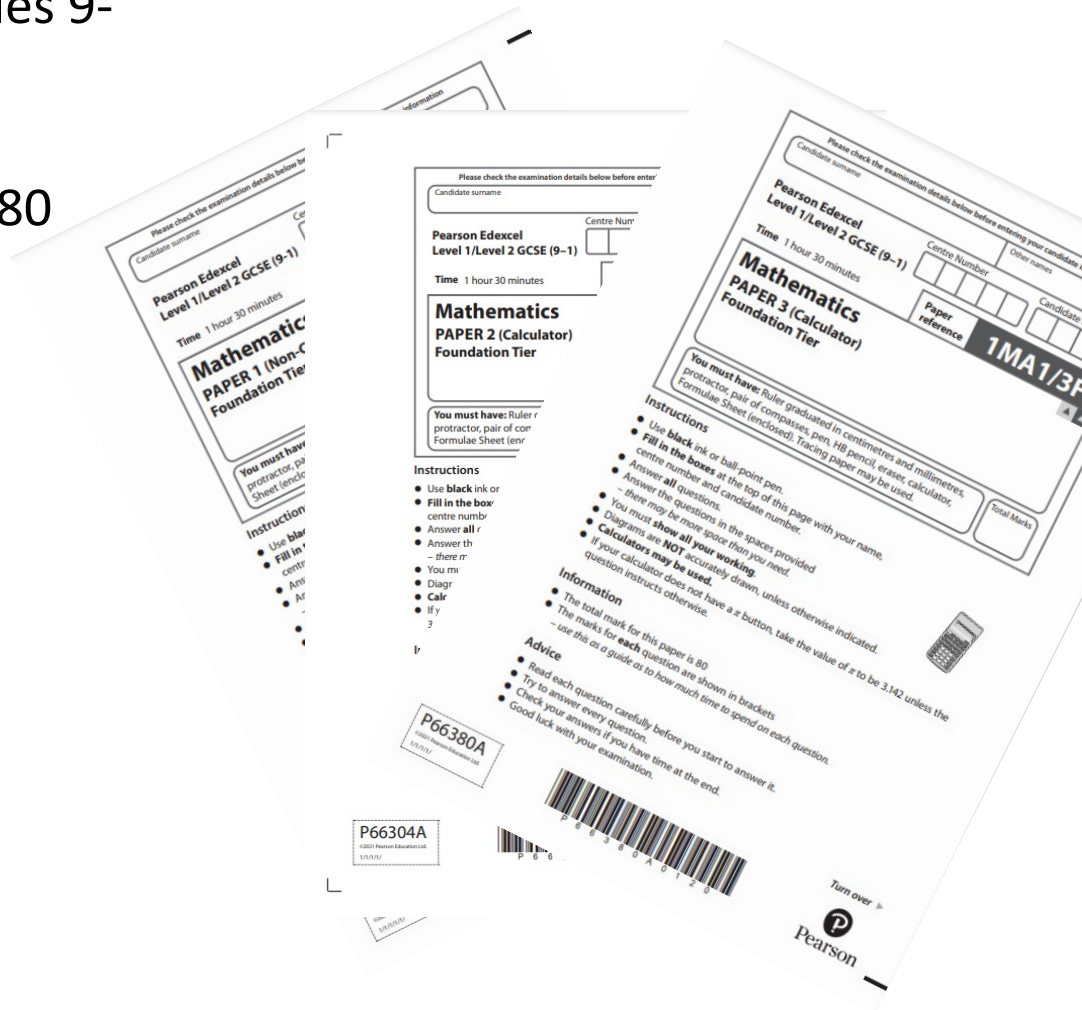
11-Ma2 - Mr Feiven

11-Ma3H - Mr Hampton

11-Ma3P - Miss Pace

GCSE Maths

- Maths is split into higher (grades 9-3) and foundation (grades 5-1)
- In each tier there are three 90minute papers, each worth 80 marks
- Paper 1 on both tiers is non-calculator, papers 2 and 3 are calculator



The assessments will cover the following content headings:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

The table below illustrates the topic areas covered in this qualification and the topic area weightings for the assessment of the Foundation

tier and the assessment of the Higher

Tier	Topic area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

		% Foundation	% Higher
AO1	<p>Use and apply standard techniques</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> accurately recall facts, terminology and definitions use and interpret notation correctly accurately carry out routine procedures or set tasks requiring multi-step solutions. 	50	40
AO2	<p>Reason, interpret and communicate mathematically</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> make deductions, inferences and draw conclusions from mathematical information construct chains of reasoning to achieve a given result interpret and communicate information accurately present arguments and proofs assess the validity of an argument and critically evaluate a given way of presenting information. <p>Where problems require students to 'use and apply standard techniques' or to independently 'solve problems' a proportion of those marks should be attributed to the corresponding Assessment Objective.</p>	25	30

		% Foundation	% Higher
AO3	<p>Solve problems within mathematics and in other contexts</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes make and use connections between different parts of mathematics interpret results in the context of the given problem evaluate methods used and results obtained evaluate solutions to identify how they may have been affected by assumptions made. <p>Where problems require students to 'use and apply standard techniques' or to 'reason, interpret and communicate mathematically' a proportion of those marks should be attributed to the corresponding Assessment Objective.</p>	25	30
Total		100%	100%

AO1

1 Change 40 centimetres into millimetres.

..... millimetres

(Total for Question 1 is 1 mark)

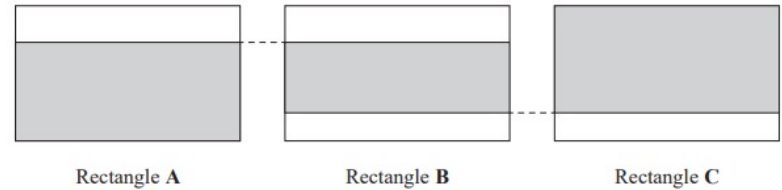
2 Simplify $e + e + e + e$

.....

(Total for Question 2 is 1 mark)

AO2

20 The diagram shows three identical rectangles A, B and C.



$\frac{5}{8}$ of rectangle A is shaded.

$\frac{9}{11}$ of rectangle C is shaded.

Work out the fraction of rectangle B that is shaded.

11 At the end of October, Fiona's electricity meter reads 88 738 kWh.
At the end of November, her electricity meter reads 89 198 kWh.

Each kWh of electricity Fiona uses costs 16p

Work out how much Fiona had to pay for the electricity she used in November.

Homework

Empowering learners and teachers in mathematics

Question 1 ✕ Round 428250.3 to the nearest 1000.

KS3/4 → Number → Rounding & Estimation
K38a: Round a number to the nearest whole, ten, hundred or thousand.

[Watch Worked Example](#)

Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 COMPLETION 0%

Round 428250.3 to the nearest 1000.

[Submit Answer](#)

Support is available for all students between 15:20 and 16:20 every Monday in the IT rooms

Question 3 ✓ Round 46371.9 to the nearest 100.
11 secs

K38a Round a number to the nearest whole, ten, hundred or thousand. [Review](#) [See full markscheme](#)

CORRECT ANSWER:
46400

STUDENT ANSWER:
46400

Year 11 – Half Term 1

Higher

- Algebraic Fractions
- Algebraic Ratio
- Sampling Data
- Probability

Foundation

- Negative Numbers
- Factors and Multiples
- Fractions, Decimals and Percentages
- Manipulating Algebra
- Averages



Aspire Attend Achieve

EVERY SCHOOL DAY COUNTS



EVERY MINUTE COUNTS

LATENESS = LOST LEARNING

(Figures below are calculated over a school year)

5 minutes late each day	3 days lost!
10 minutes late each day	6.5 days lost!
15 minutes late each day	10 days lost!
20 minutes late each day	13 days lost!
30 minutes late each day	19 days lost!

**BE AT THE
CLASSROOM
ON TIME
AND READY
TO LEARN!**