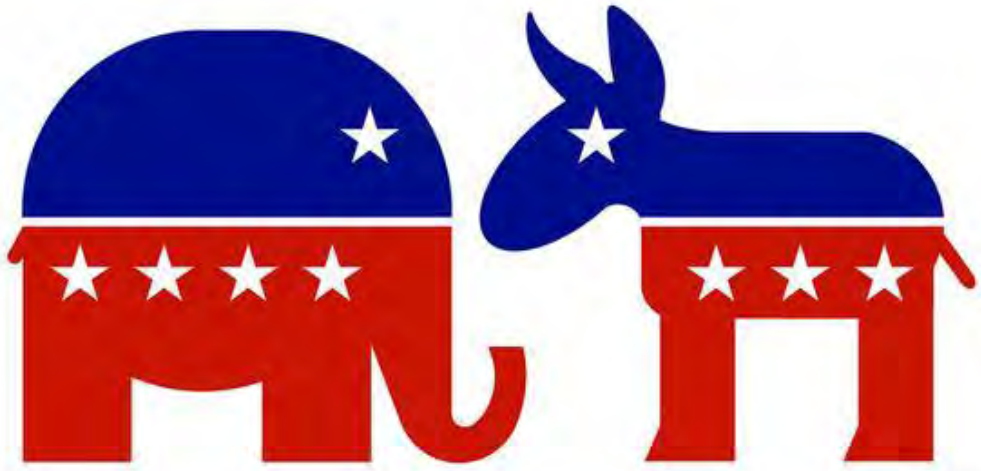
Preparing for GCSE's

Year 11
2016-2017

PRESIDENTIAL ELECTION 2016



This presentation the ‘Top Tips’ and Student Handbook booklets will be available to see on the school website

From the Menu Bar

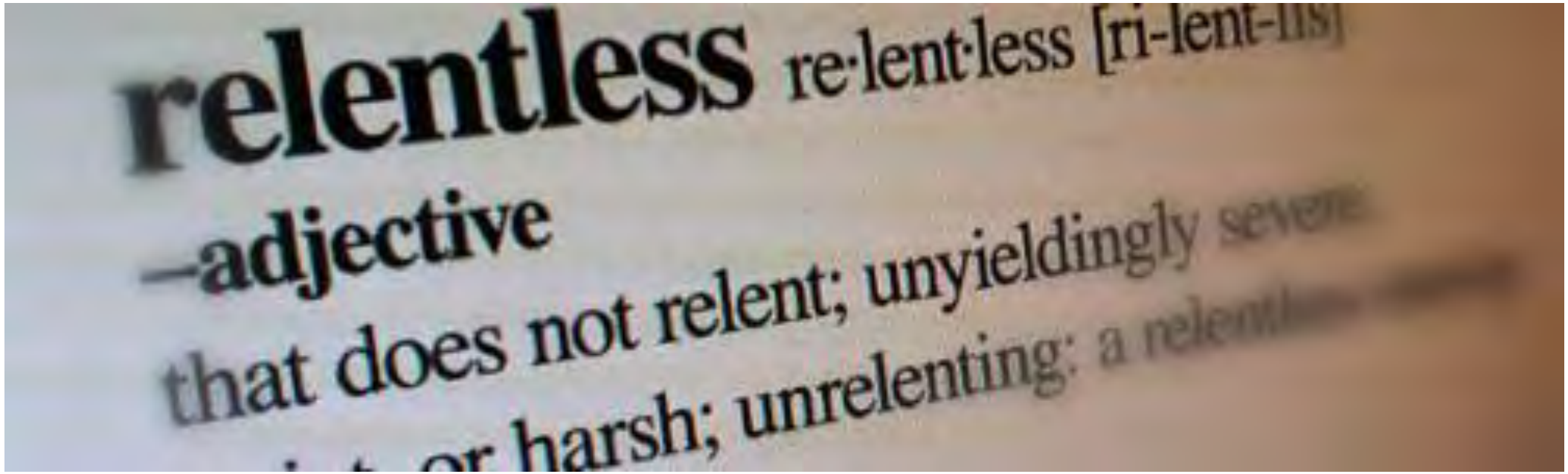
Learning – Key Stage 4

www.davenantschool.co.uk

GCSE’s are Vital

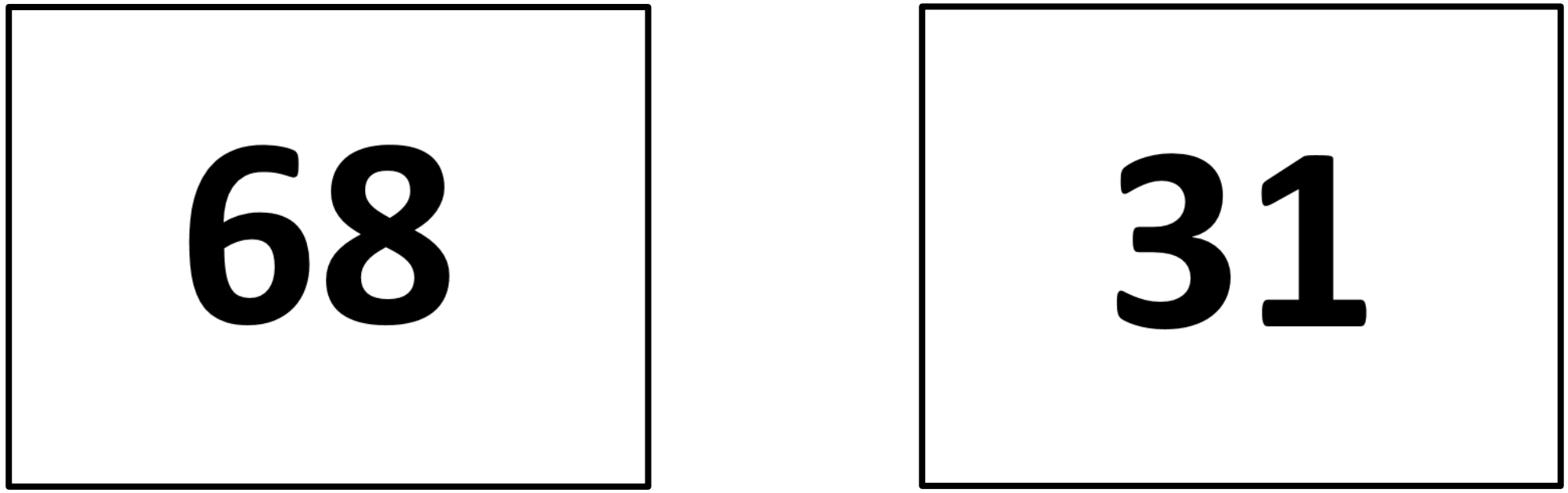
- The increased demand for qualifications in the workplace
- The additional emphasis being placed on training at work
- The increased number of students applying for university places
- Universities look at your GCSE grades
- Ensuring you can make that next step on your journey
- GCSE’s can determine what you study at A Level
- Some apprenticeships require certain GCSE grades

Year 11 in a Word



Key Messages from Start of the Year

School Days to Mock Exams



School Days until First Public Exam

147

110

Key Messages from Start of the Year

- Punctuality
- Attendance

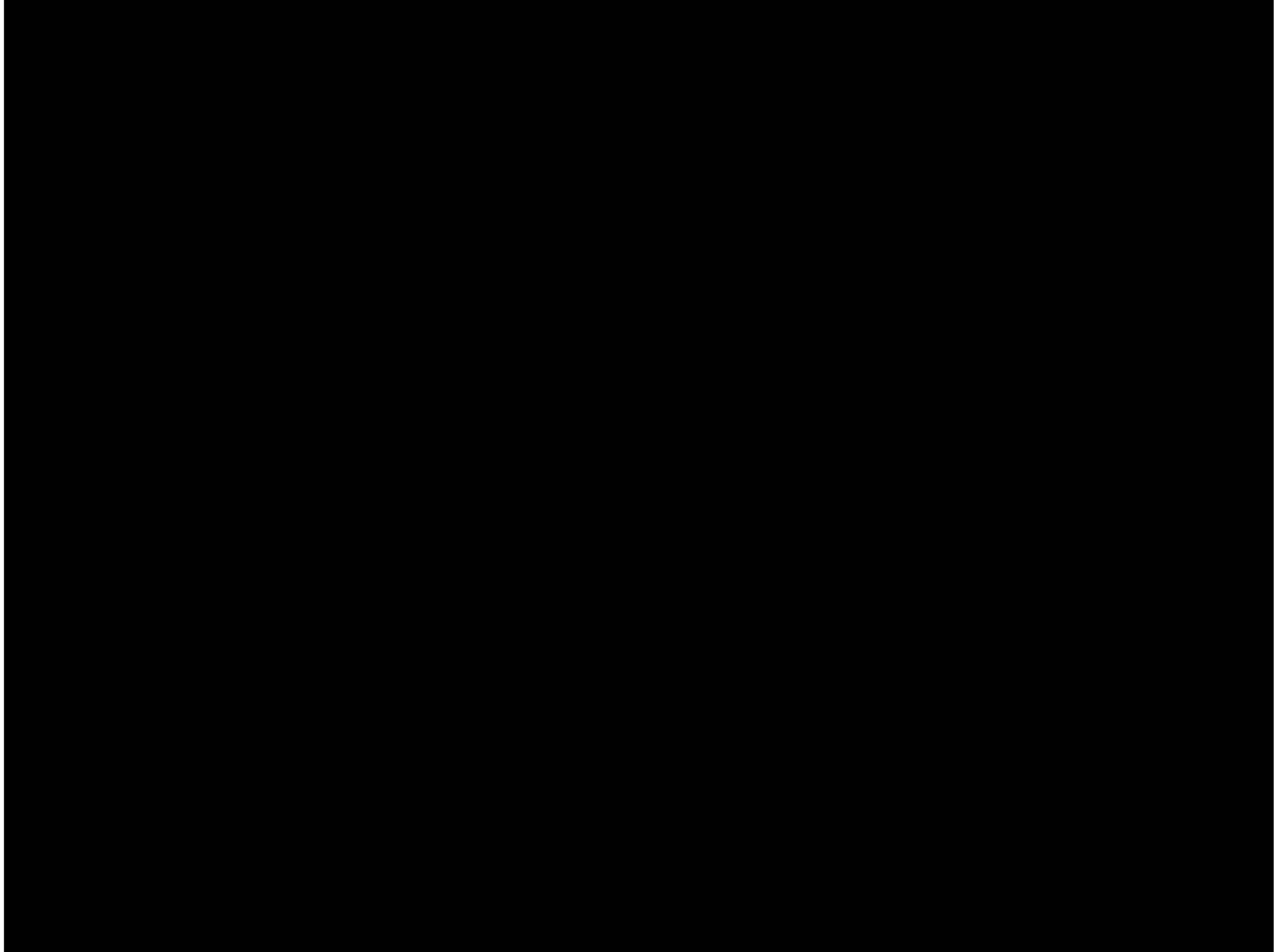
FIGHTING IN YOUR CORNER

Ian Wright

1991 – 1998

221 Appearances

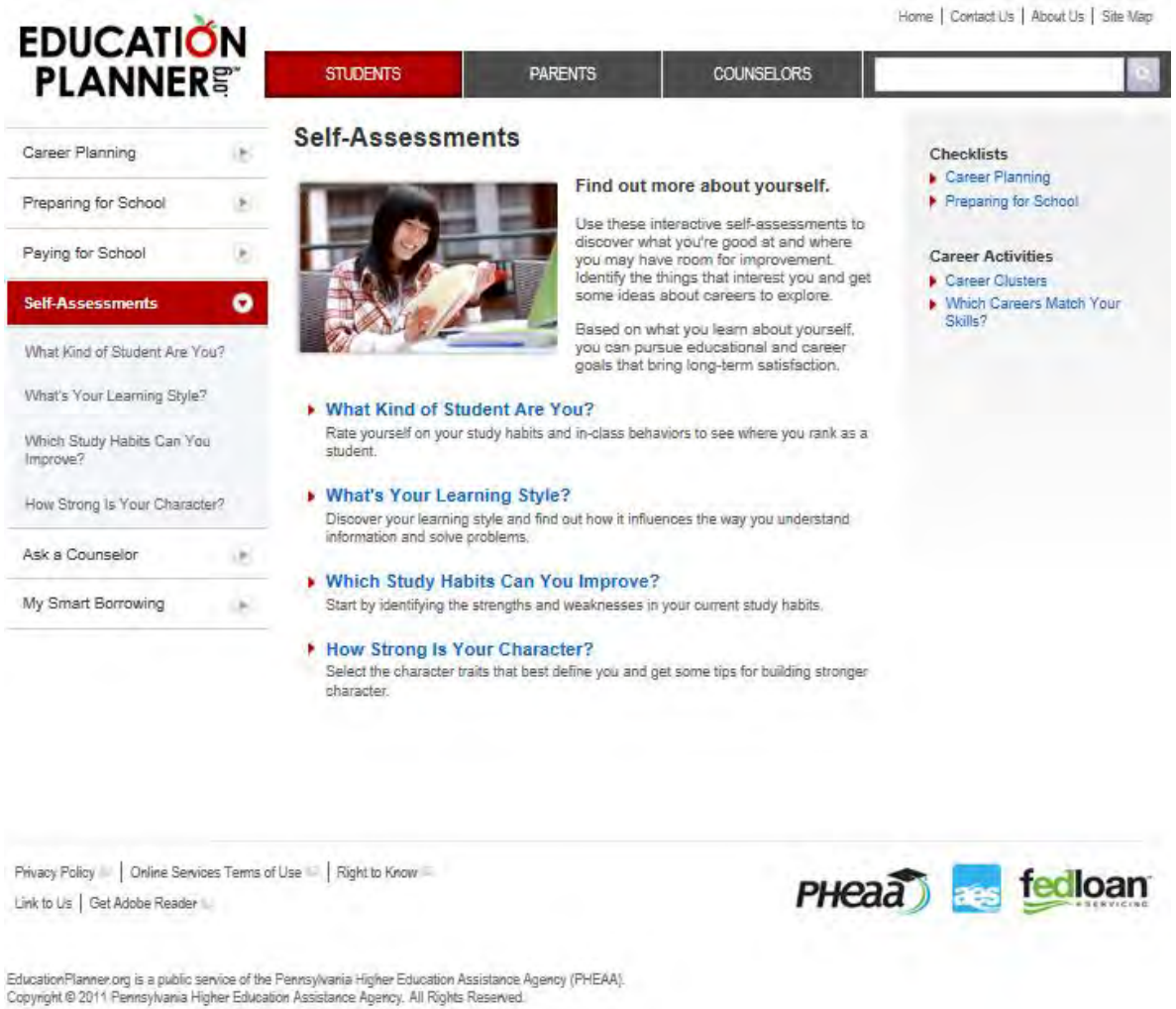
128 Goals



What Type of Learner Are You?

Visual	You respond to pictures
Auditory	You respond to sound
Kinaesthetic	You remember by movement / doing
Feelings	You remember by emotion

http://www.educationplanner.org



EDUCATION PLANNER.org

Print Window

What's Your Learning Style? The Results

Your scores:

- Auditory: 20%
- Visual: 60%
- Tactile: 20%

You are a **Visual** learner! Check out the information below, or view all of the learning styles.

Visual

If you are a visual learner, you learn by reading or seeing pictures. You understand and remember things by sight. You can picture what you are learning in your head, and you learn best by using methods that are primarily visual. You like to see what you are learning.

As a visual learner, you are usually neat and clean. You often close your eyes to visualize or remember something, and you will find something to watch if you become bored. You may have difficulty with spoken directions and may be easily distracted by sounds. You are attracted to color and to spoken language (like stories) that is rich in imagery.

Here are some things that visual learners like you can do to learn better:

- Sit near the front of the classroom. (It won't mean you're the teacher's pet!)
- Have your eyesight checked on a regular basis.
- Use flashcards to learn new words.
- Try to visualize things that you hear or things that are read to you.
- Write down key words, ideas, or instructions.
- Draw pictures to help explain new concepts and then explain the pictures.
- Color code things.
- Avoid distractions during study times.

Remember that you need to see things, not just hear things, to learn well.

Every Lesson Counts!

- 90% attendance means that you are missing **half a day's lessons a week**
- In a single year your child will miss **4 whole weeks**
- Over 5 years your child will have missed **half a school year or 1½ terms**

Current Attendance by Tutor Group

11D	96.01%	11E	96.11%
11A	97.39%	11N	92.90%
11V	93.94%	11T	95.82%

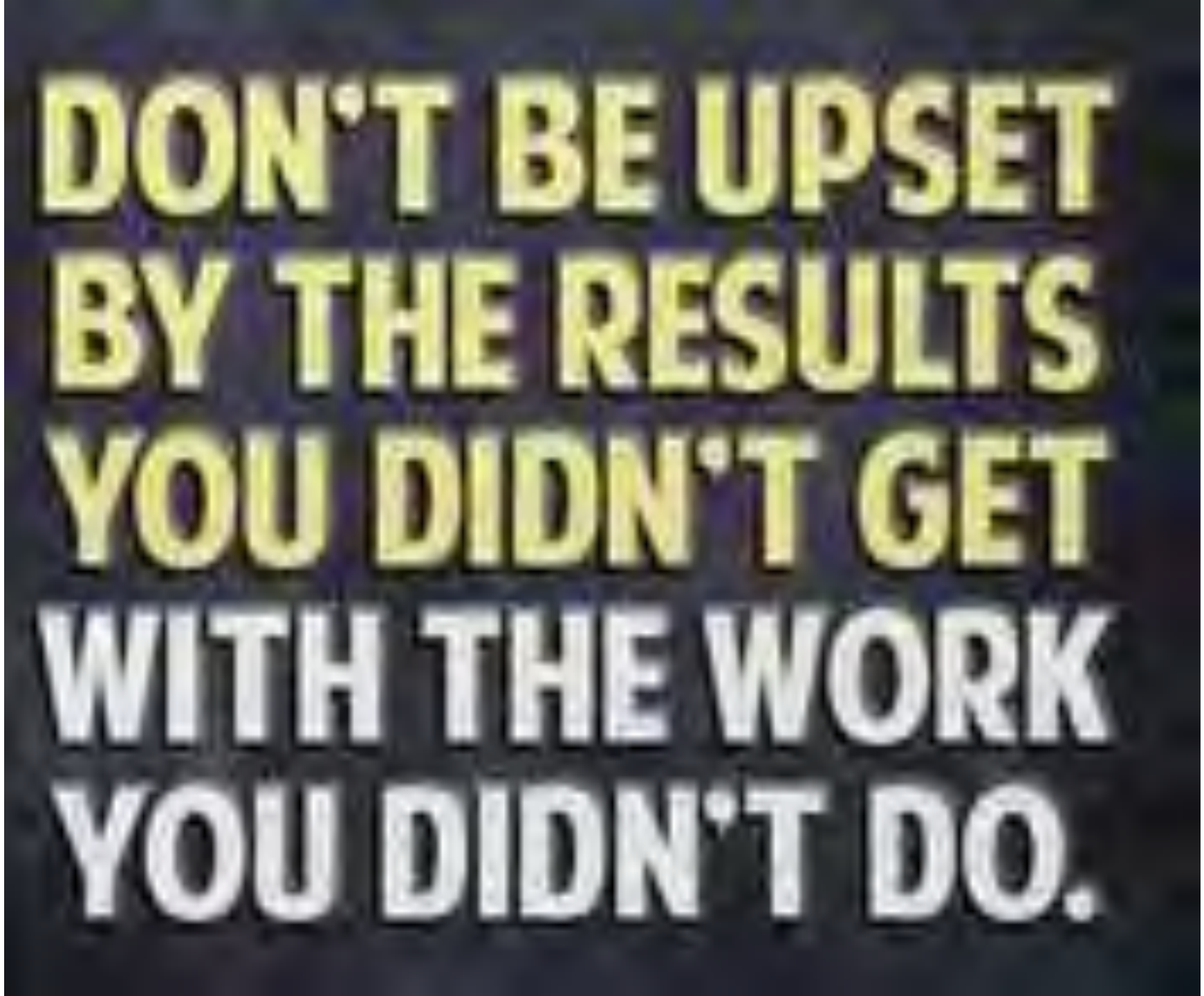
Attendance below 90%

23 Students currently below 90% this Year

13.69% of the Year Group

A further **10** students currently on 90.63%

When to Start Revision?


DON'T BE UPSET
BY THE RESULTS
YOU DIDN'T GET
WITH THE WORK
YOU DIDN'T DO.

YOU ARE FREE TO CHOOSE,
BUT YOU ARE NOT FREE
FROM THE CONSEQUENCE OF
YOUR CHOICE.

Helpful
Tips

What Not To Do!

- Don’t imagine you can learn everything you need to know the night before the exam.

- Your memory won’t cope and, apart from anything else, it may well turn out that you have more than one exam on the same day. What then?

- Don’t imagine that life will go on as ‘normal’ during important examinations. It won’t.

- This is a critical time in your life, possibly with **HUGE** implications for your future.

- You must be prepared to make some sacrifices to make sure that you do the very best that you can.

- Don’t be negative about what you think you can achieve.

- Revising thoroughly and receiving the help and support of the people around you will make all the difference.

- Don’t tell yourself you “can’t do it anyway” – that’s just opting out.

- Don’t think it will be enough simply to read through your notes. It won’t.

- Very few of us have a photographic memory.

- You will need to revise!

Let’s be Positive!

- Come to school
- Listen in class and complete all classwork & homework to the best of your ability
- Make sure all work is completed and submitted on time!

Let’s be Positive!

- Know what your target grades are and what you need to do to achieve them

- Speak with teachers to find out what you need to focus on to improve your work – this will increase your chances of improving your target grade.

Give Yourself The Best Chance

- Go to revision classes when offered – listen in class when they are on
- Plan your revision (Tutor Programme & Handbook)
- Stick to timetable, cover all subjects, half hour chunks with breaks, drink and snacks, talk to your family

Improving Your Concentration

- Work in good light
- If you find it difficult settling down to long periods of concentration, start with short bursts and then slowly work up to longer sessions.
- You may find it helps with your concentration to vary the topic or subject in each session.

Improving Your Concentration

- Try to avoid noise – if you do listen to music, play it at a low volume and choose music that won’t distract you.

- When you have a break, that when you can play loud and lively music.

Improving Your Concentration

- Most people are at their best in the morning.
- When you are revising at weekends of in the holidays, try working on difficult topics in the morning – when your mind is fresh and you are at your best.
- Have everything you need to hand – needing to go and get something could be too much of a temptation.

Improving Concentration

- Exam time is not a good time to diet!
- Eat breakfast, lunch and dinner
- Eat healthy snacks

- Your brain needs and uses energy and burns calories – so feed it!

What you expect from us!

- Year 11 Tutor Time

  Review & Reflection

  Revision Handbook

- A Level Advice Week
- A Level Advice Assemblies
- Publicise Subject Specific support

Review & Reflection

- What have been the highs and lows in Key Stage 4 so far?
- What are your hopes and dreams for Year 11?
- What is important to you?
- What I have learnt since I started my GCSE’s?

Review & Reflection

- What extra curricular activities did I participate in?
- What extra curricular activities would I like to access in Year 11?
- What commitments do I have out of school?
- Personal and Academic Goals for this year
- Anything that they are worried about

What are They Worried About?

Not passing my GCSE's

Panic

Failing

Stress

Coping in exams

Sitting exams

Revision

Teachers

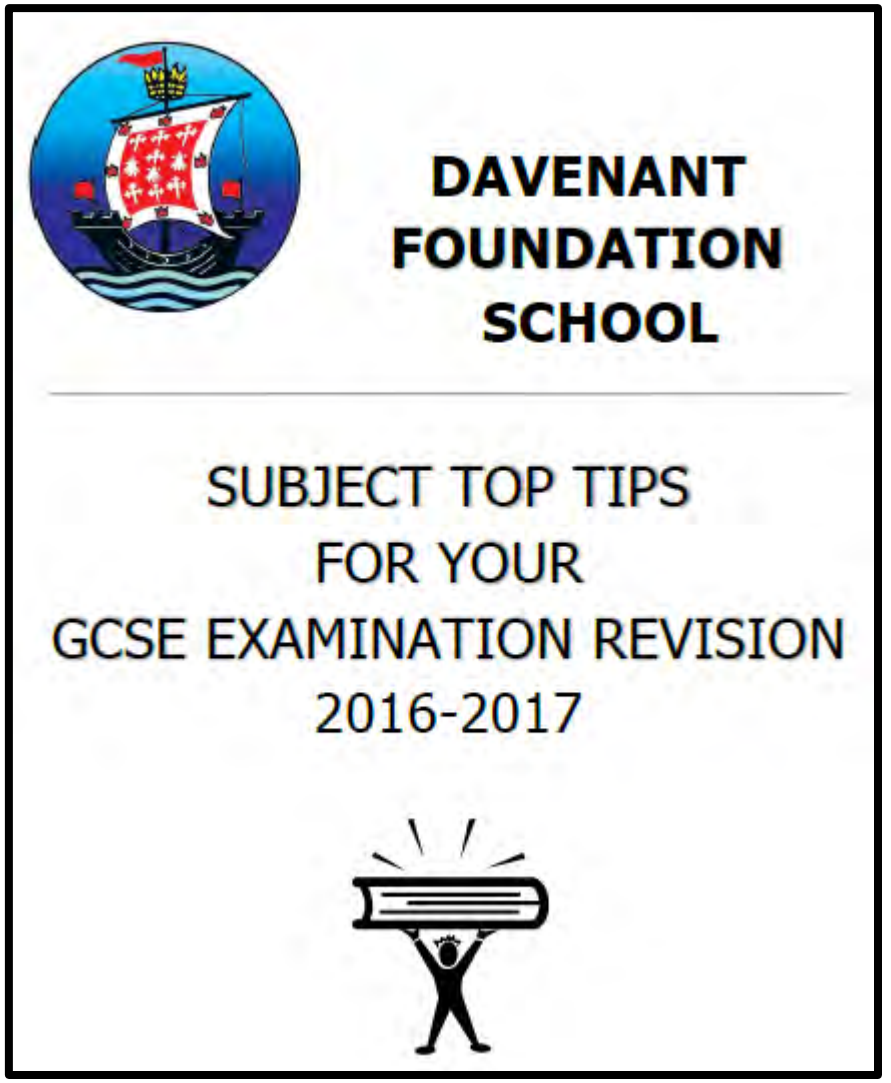
Not learning content in time

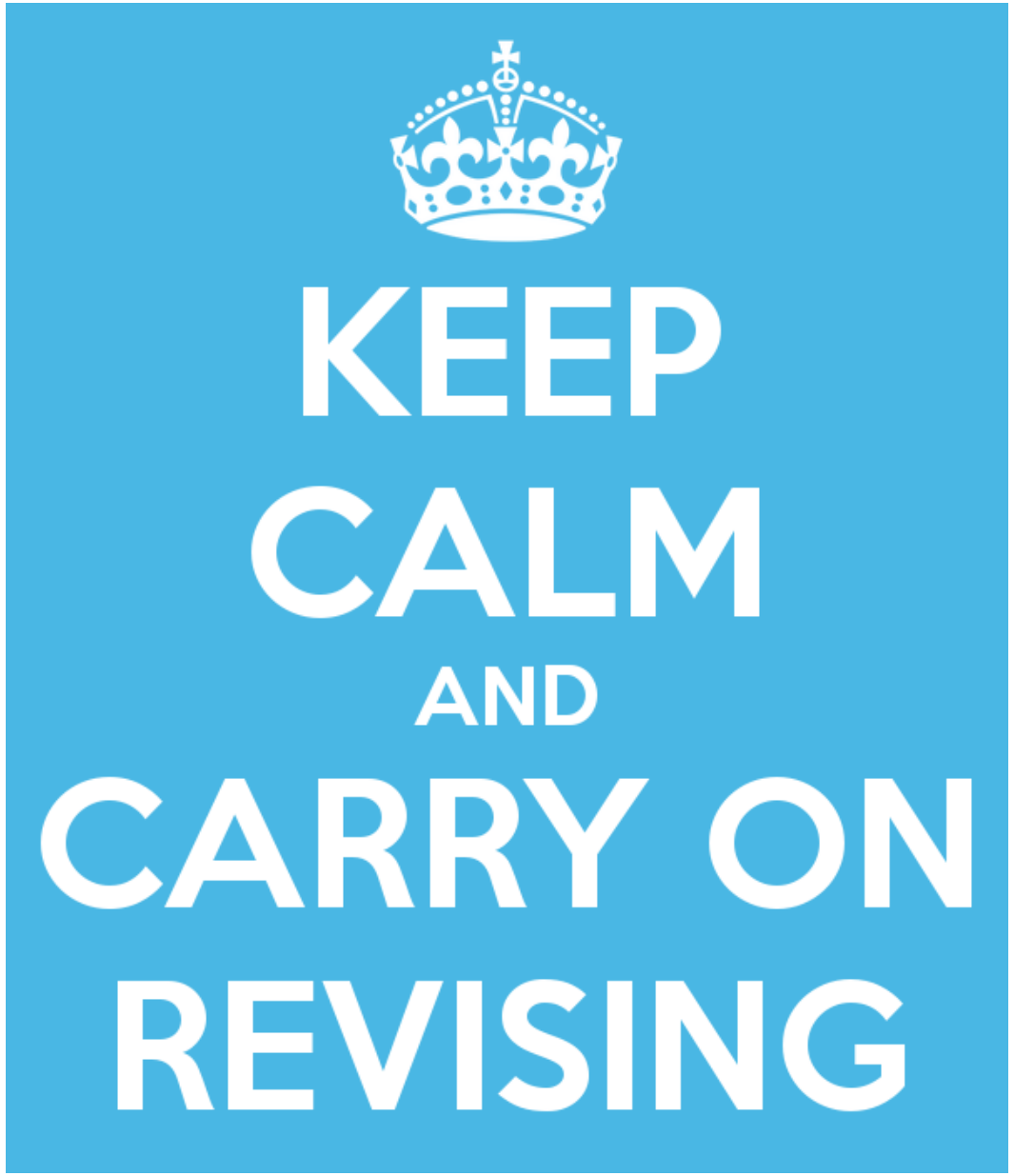
Tutor Time

Content available on Davenant website

- Tutor Programme has been amended:
- Stress Management
- Additional Revision Sessions

- Year 11 Revision Handbook





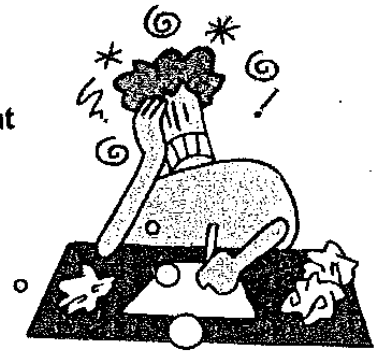
Year 11 Revision Handbook

REVISION

What is revision?

Revision is looking back at information that you have previously learnt.

You need to understand the information, know the information and remember it for the exam!



What is the aim of my revision?

The aim is to make a series of key-points relating to a subject

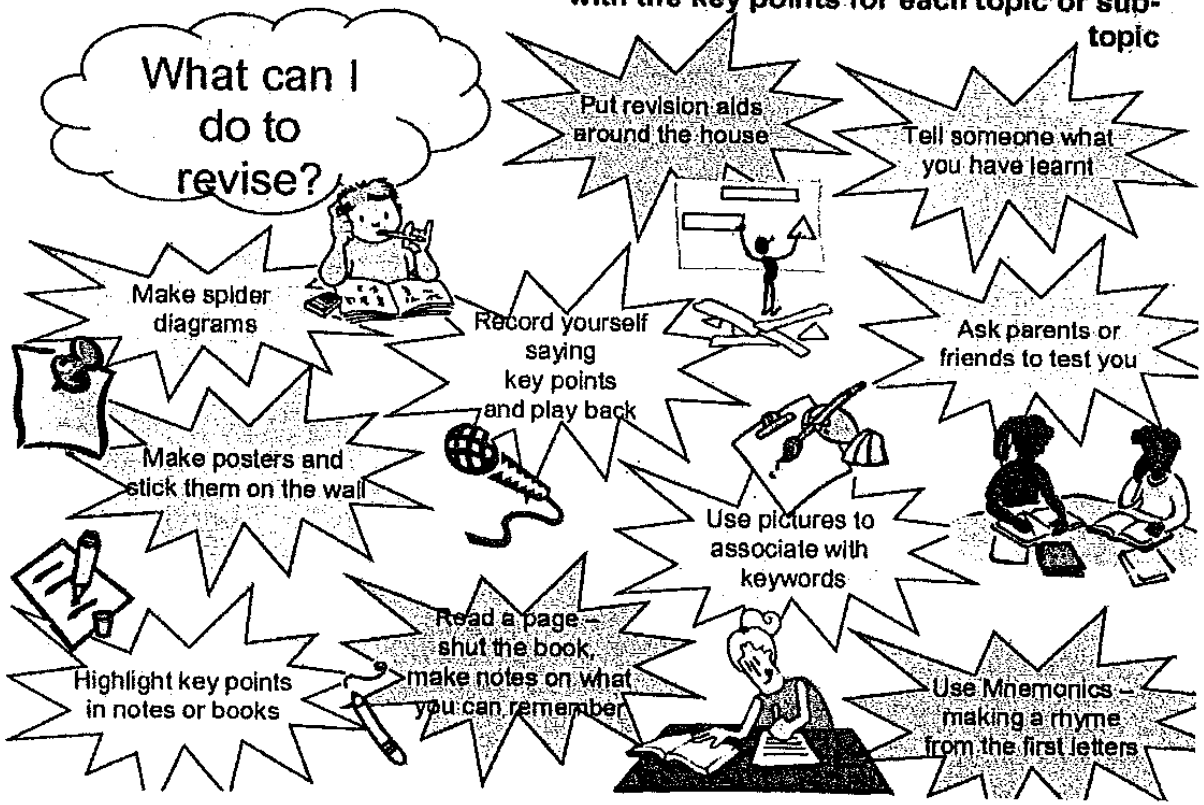
You need key points, phrases, or words to prompt you to remember the information stored in your brain

You should aim to have a card or A4 sheet with the key points for each topic or sub-topic

How should I structure my revision?

- **✓Have an aim for the session. E.g by the end of this session I want to be able to answer questions on...**
- **✓Think about what you already know and identify the bits you need to spend more time on**
- **✓Break topics down into chunks**
- **✓Make notes with key points, phrases or words**
- **✓Test yourself**
- **✓Have a tick list so that you can see your progress**
- **✓Look over your notes 1 month, 1 week and 1 day before the exam**

What can I do to revise?



Step 1 – Getting Started

- How many weeks until the exams
- When are controlled assessments due
- Serious revision should start 6-8 weeks before the exam

Devise a routine and stick to it!

Step 2 – Revision Timetable

REVISION TIMETABLE

	Day 1				Day 2				Day 3				Day 4				Day 5				Day 6			
Week Starting	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Step 3 – Organising Revision

- Making a topic checklist
- Organising your time
- Improving concentration

Step 4 – Revising (The Hard Bit)

- Writing revision notes
- Reading notes aloud
- Recording key notes
- Discussing topics with friends
- Testing yourself / testing friends
- Re-writing notes
- Using websites
- Trying past exam papers

Step 5 – Revision Techniques

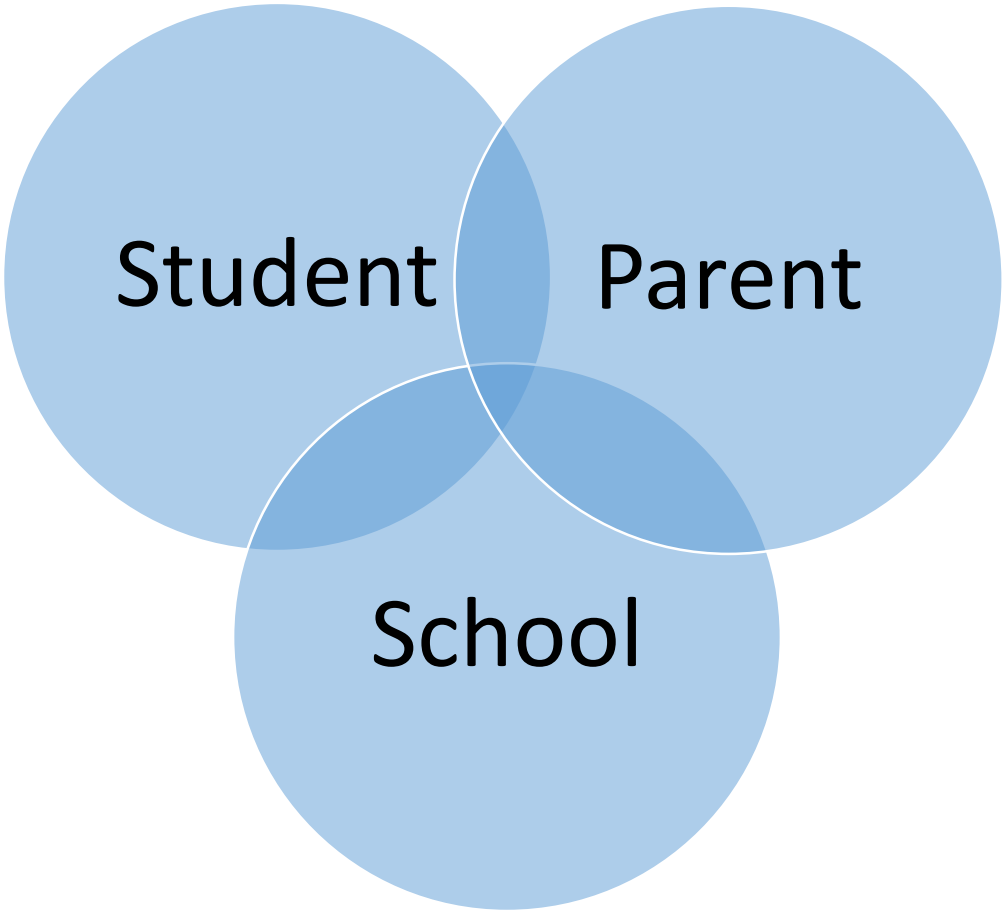
- Writing revision notes
- Making revision cards
- Purchasing revision guides
- Creating patterned notes
- Spider maps & Mind maps
- Using Technology

Step 6 – Sitting The Exams

- The night before
- On the day
- Budget your time
- Tackling the questions

What can you do to Support ?

Key Relationships / Partnership



Partnership

Partnership between the school and home

- Attend evenings like tonight
- Attend Parents Evening – **9th February 2017**
- Ask questions
- Find out how best to help support the student

Provider of Tools!

- Tools for revision and homework
- Find a ‘quiet space’ at home
- Pens
- Paper
- Other necessities
- Have everything they need available in a space they know where it is

Banker

- Purchasing the tools
- Files
- Revision guides

Study Buddy

- Showing an interest in the subjects
- Helping with homework (but not doing it for them)
- Testing them when they ask etc

Quite often they complete work differently to how we were taught it

Entertainments Officer

- Finding out about TV programmes
- Theatre Productions
- Films
- Exhibitions

Relevant to the subjects and learning and enjoying them together

Sounding Board / Advisor

- Helping students break tasks down so they are manageable
- Keeping a subtle eye on progress and celebrating achievements
- Seeing a positive way forward when things don’t go to plan

Project Manager

- Agreeing the rules for homework / revision (they wont work if they are imposed)
- Help them make a realistic timetable
- Balancing work against the ‘fun stuff’
- Revising the plan as necessary

Go-between

- Between the student and the school when necessary
- Making sure problems are nipped in the bud
- Asking the questions the students can’t or won’t

Information Provider

- Finding copies of old exam papers
- Searching out websites
- Finding out about the subject
- Exam structures and content

Facilitator

- Discussing current affairs and the student's opinion about items in the news etc

Time Out – Rest Periods

Stressed Teenagers

Mock Exam Timetable

Individual Timetables

Will towards the end of next week

Start preparing NOW!

All departments upload information, past papers etc

A Level Advice Week

w/c 5th December 2016

Prefects / Year 13 students

Lunchtime sessions to find out about A Levels

Help for choosing options

Find out a bit more about it

A Level Advice Assemblies

Before Christmas

Subject Teachers / Heads of Department

Advice on choosing options

Information on courses

Questions & Answers

Home School Links Group

Tuesday 15th November 2016

Mrs Lake & Mrs Fisher –

Parental Training – Homework & Revision

7.00pm School Library

Subject Specific Support

- Class Teachers will let you know what is available
- Promoted via assembly
- Displays on next to the Key Stage 4 Office

@DFSHOY11

References

HARLOW COLLEGE

Chelmsford College

LSC
leyton sixth form college

EPPING FOREST DISTRICT SIXTH FORM

THE BEST THAT I CAN BE

efc
Epping Forest College

St Mark's
West Essex Catholic School
An Academy Trust School

CITY OF WESTMINSTER COLLEGE

Writtle College
A partner of the University of Essex

HAVERING COLLEGE

Bishop's Stortford College

CITY AND ISLINGTON COLLEGE

Sir George Monoux College

References

- Started coming through already
- Send them to us in good time – caroline.childs@davenant.org
- **Do not expect them to be completed on the final day**

Chunking

- Chunking is a strategy for making more efficient use of short-term memory by recoding information.

- Chunking is a term referring to the process of taking individual units of information (chunks) and then grouping them into larger units.

An Example

A mobile telephone number sequence of

0 7 9 7 6 2 6 4 4 4 4

Could be Chunked into 0797 626 4444

Chunking is often used as a tool when memorising large amounts of information.

By separating individual elements into larger blocks, information becomes easier to retain and recall.

Another Example

- The idea of Chunking as a memory mechanism can be observed in the way we group numbers and information in our day to day lives.

- When recalling a number such as **14101946**, if we group the numbers as **14** , **10** and **1946**, we are creating a mnemonic for this number as a day, month and year

Discussion

- What is the importance of making notes while you are watching / listening to information?
- How can you make notes?
- How can you break group information

Look at the following items, you have 30 seconds to memorise them

Memory Skills

- What items can you remember?

- Would making notes on these items have helped you?

- How would you have made notes?

- Consider Chunking the items together into different categories
- What categories could you have created?

Here are the same items: consider how Chunking them might have helped you to remember

Colour

monocolour / multicolour

Theme

stationery / sewing / fruit

Texture

hard / sticky / soft / sharp

Number

single item / multiple items

Get Ready Again

- You are about to see another selection of random items
- You will only see them for about **30 seconds**
- Try to memorise as many as possible. However, this time as you memorise, try to Chunk the items into categories

Memory Skills

- How many did you remember?

- What Chunking categories did you use or create?

Here are the same items: What Chunking methods did you use?

Colour
monocolour / multicolour

Theme
Light sources / food / Hygiene Products

Number
single item / multiple items

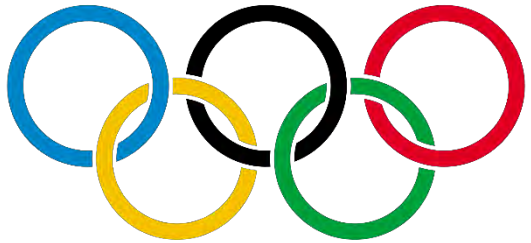
Were you able to then break down any of your Chunks into even smaller groups?

Hygiene Products
brushes / others

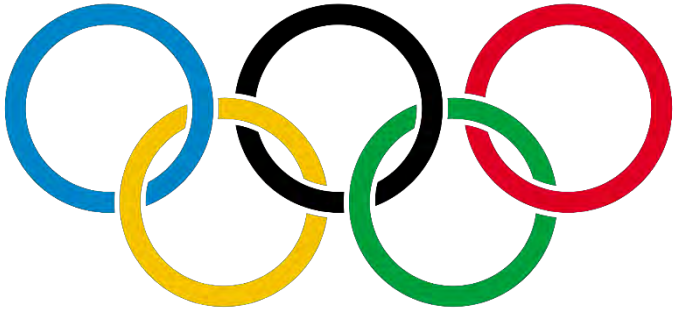
Food
peeled / unpeeled

Light Sources
electric / non electric

Lets make this relevant to school

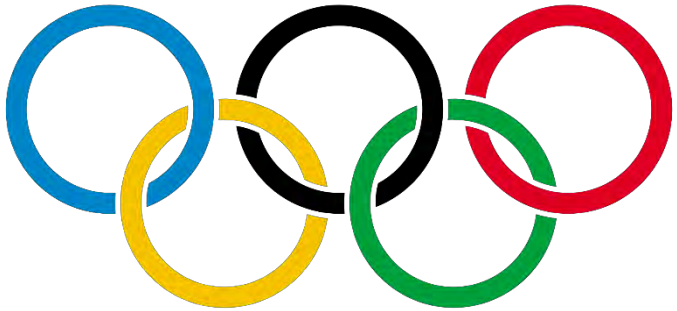


- Imagine that the PE Department ask you to learn about the wide range of different sporting activities included in the Olympic Games.
- On the next slide are some of the activities included in the Olympic Games
- Let’s use Chunking to help us memorise and learn them



Diving
Snow Boarding
Dressage
Ice Hockey
Triathlon
Sychronised Swimming
Horse Jumping
Bobsleigh
Water Polo

Trampoline
Alpine Skiing
Free Style Wrestling
Fencing
Judo
Sailing
Figure Skating
Field Hockey



Team Events / Individual Events

Diving
Snow Boarding
Dressage
Ice Hockey
Triathlon
Sychronised Swimming
Horse Jumping
Bobsleigh
Water Polo

Trampoline
Alpine Skiing
Free Style Wrestling
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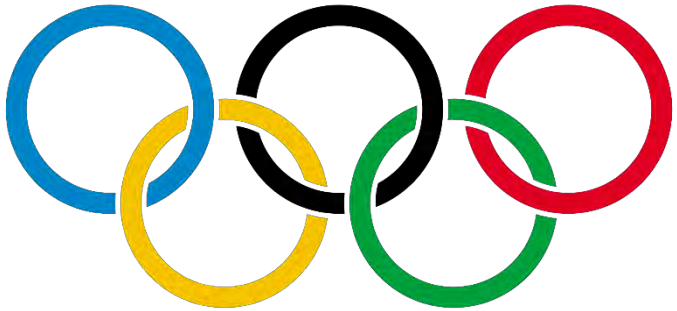
Sailing
Figure Skating
Field Hockey



Summer Olympics / Winter Olympics

Diving

Snow Boarding

Dressage

Ice Hockey

Triathlon

Sychronised Swimming

Horse Jumping

Bobsleigh

Water Polo

Trampoline

Alpine Skiing

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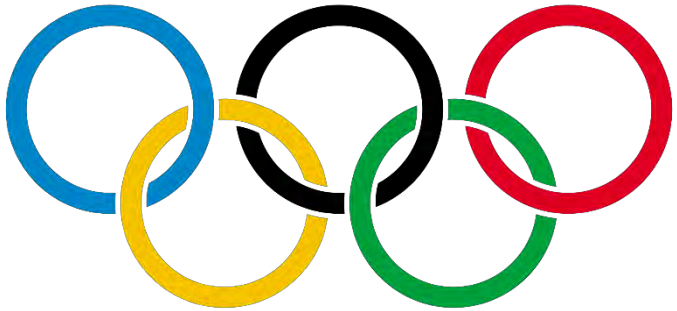
Field Hockey



Speed Events

Diving

Snow Boarding

Dressage

Ice Hockey

Triathlon

Sychronised Swimming

Horse Jumping

Bobsleigh

Water Polo

Trampoline

Alpine Skiing

Free Style Wrestling

Fencing

Judo

Sailing

Figure Skating

Field Hockey

Year 12 Students

Year 12 Students

Laura Childs

Femi Fakokunde

Antonia Ioannou