



KINGS NORTON GIRLS' SCHOOL & SIXTH FORM



Year 10 Parents As Partners

Opening a World of Opportunities

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CONTACT DETAILS

Dear Parents/carers

Your child is now well into Year 10 and we hope, is enjoying the excitement and challenge of being back in school along with the new learning courses present. Although we cannot invite you in to school in order to meet you and hold workshops, the following information may help you understand some of the courses your child is studying and ways in which you can support study and revision.

We aim to encourage all students to reach their full potential both in academic studies and in the way that each person develops as an individual. The partnership between students, school and home will help ensure that this happens.

If you have any questions or need to speak to a member of staff please do not hesitate to contact us.

Key members of staff:- this year, queries should go through the subject teacher or form tutor initially. You may then be directed to myself as the Head of Year, Miss MacDonagh or another member of staff who may be able to help.

Form Tutors: Overview of student and personal development of each student.

Deputy Headteacher (curriculum, teaching and learning) Mrs Lisa Shakespeare



Please do not hesitate to contact us should you have any concerns.

Kind regards,

Miss P MacDonagh

Head of Year 10

ATTENDANCE

What you can do as a parent or carer:

- Encourage full attendance
- Ask to see the work copied up if your child is ever absent

Why is this important for?

Absence disrupts a student's education. One absence is enough for your child to miss the introduction of a key skill or a vital piece of knowledge that is the foundation for the next stage of learning. Where students are well but isolating due to Covid, we ask that they join Teams at the start of each lesson. The teacher may then teach on Teams or redirect students to other learning or the Remote Learning folder on Studentshare. Rest assured, students will be supported in their learning if absent due to Covid.

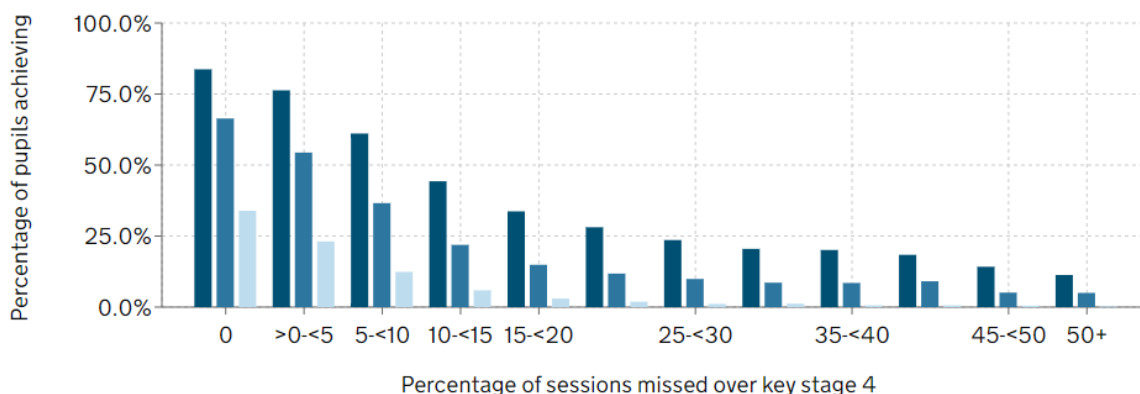
However, attendance more generally does make a difference. National performance data indicates that every **eight days** of absence typically reduces GCSE performance by **one grade**. The percentage chance of achieving at least five good GCSE's is closely linked to a student's attendance.

Students who attend regularly:

- Make faster progress than those with poor attendance.
- Achieve higher results in tests and examinations and therefore have more choice of future options and career opportunities.
- Are more successful in maintaining friendships.
- Participate more extensively in extra-curricular activities, social events, and extended day activities.

At KNGS we aim for 100% attendance by all girls. A **90%** attendance rate over five years would be the equivalent of missing approximately **one-half of a school year**. The research below shows the stark correlation between attendance and attainment.

Figure 6: Overall attainment in stated qualifications at the end of KS4 by percentage of sessions missed over KS4



- Achieved grades 9 to 4 in English and maths
- Achieved grades 9 to 5 in English and maths
- Achieved all components of the English Baccalaureate grades 9 to 5

YEAR 10 ASSESSMENT CALENDAR

What you can do as a parent or carer:

- Talk to your child about grades
- Ask your child to talk to her teachers if she is ever below target

	AUTUMN	SPRING	SUMMER
Year 10	September Parents as Partners November interim reports	January Parents Evening or Parent Consultation	May exam period July reports are issued

Interim reviews will indicate progress towards target grades, clearly indicating what students are Currently On Target To Achieve (COTTA). The COTTA shows that if a student continues to perform at the same level, and with some effort, this grade is what they are likely to achieve in their exam. Where they are not on target more information will be given. Attendance, praise and behaviour sanctions will also be evident on the interim report. Individual subjects have given information on subject assessments in the subject pages in this booklet and in the Top Tips sheets for Option subjects.

TARGET GRADES

Your daughter will have been given Attainment Target (AT) grades for all of her subjects. These are based on statistical information using your daughters' prior attainment at Key Stage 2.

GRADING GCSES

GCSEs will now be graded on a scale of 1-9 scale as shown.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U

SUPPORTING WITH HOMEWORK

What you can do as a parent or carer:

- Encourage your child to have a routine when completing homework
- Talk to your child about the work she is set for homework

Homework is an important part of a student’s learning. Homework is set regularly by all subject areas and a timetable is given so that subjects spread the load of homework across the week. This year students should be spending around 1 ½ hours each evening on homework. Next year this will increase to around 2 hours each evening.

In addition, as most subjects have exams at the end of the two year course, students will find final revision much easier if they reviews and revise work on a regular basis. Students ccan set aside a time each evening and/or weekend to recap. Most students use this method and have said that this was extremely useful and made final revision much, much easier.

See the section on reviewing your work,

YEAR 10 HOMEWORK TIMETABLE

In Key Stage 4, a reasonable length of time for a whole evening’s homework should be **approximately 40-45 minutes per subject**. In the two weeks prior to examinations, revision will be set as homework.

Science: students have 3 science teachers therefore homework will be set by their teachers and will be recorded in their planners.

HOMEWORK TIMETABLE – YEAR 10

In Key Stage 4, a reasonable length of time for a whole evening’s homework should be approximately 40-45 minutes per subject. In the two weeks prior to examinations, revision will be set as homework.

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WEEK 1

Monday	English	MFL	RE (Y)	
Tuesday	Option B	Maths	English	
Wednesday	Option A	Maths	English	
Thursday	Option C	MFL	Maths (Y)	
Friday	Option C	English	RE (X)	Maths

WEEK 2

Monday	Maths (X)	MFL	RE (Y)	
Tuesday	Option B	English	Maths	
Wednesday	Option A	Option B	English	
Thursday	Option A	Option C	MFL	Maths
Friday	Maths	English	RE (X)	

SUPPORTING THROUGH GCSE ENGLISH LANGUAGE



The English Language Exams



Paper	Topic	Length	%
1	Explorations in creative writing	1 hour 45	50
2	Viewpoints and perspectives	1 hour 45	50

YOUTUBE is a wonderful resource for English revision - just make sure you are watching the right exam board and specification!

Ours is AQA. Mr Bruff is a great starting point; as is AQA's own channel. Just search for the area you need.

Create mind maps for each paper from previous work.

What are the skills?
How many marks? How much time?

Exam Content

Paper One	<ul style="list-style-type: none">• An extract from a novel• Four reading questions• One question focused on writing either a descriptive or narrative piece.
Paper Two	<ul style="list-style-type: none">• Two pieces of non-fiction, one from the 21st century, one 19th century.• Four reading questions.• One question where students write to express a viewpoint.

Supporting with Revision

Students often tell us that they find it hard to revise for English. As a parent, how can you respond to this and support your child?

Key pointers for revising English Language

- Make sure they know the questions they will be asked for each paper.
- For paper 1, they can practice with any fiction text. Pick a page from a book, or find a short story.
- For paper 2, they can practice with any non-fiction texts. Find magazines, newspapers, blogs or leaflets.
- Memorise, and practice the writing frames provided by individual class teachers.

Revision Guides

Some students find revision guides helpful to organise their independent study. The best ones are from CGP, or from the exam boards themselves.

Practice, practice, practice!

Find specimen exam questions or ask your teacher to provide some. Have a go at answering them, and then check yourself against the mark schemes.

Useful revision websites

- <https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>
- <http://mrbruff.com/>
- <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>

SUPPORTING THROUGH GCSE ENGLISH LITERATURE

The English Literature Exams

Paper	Topic	Length	%
1	Shakespeare and the 19 th Century Novel	1 hour 45	40
2	Modern texts and poetry	2 hour 15	50

Exam Content

Paper One	<ul style="list-style-type: none"> An extract from 'Romeo and Juliet' and 'A Christmas Carol' Closed book exam
Paper Two	<ul style="list-style-type: none"> A question on 'An Inspector Calls' A comparison question using the cluster of poems from the Love and Relationships Anthology. An analysis and comparison of two unseen poems.

Supporting with Revision

Key pointers for revising English Literature

- Purchase copies of the set texts and re-read them together.
- Watch film adaptations of the texts and consider how characters have been presented.
- Encourage them to make flashcards of key quotations to test their memory.
- Encourage them to use their knowledge organisers to self-quiz.

Revision Guides

Purchase revision guides in the different areas. The best ones are from York Notes, or from the exam boards themselves. Mark Roberts' 'You Can't Revise for GCSE English... Yes you can!' is an excellent resource for revision.

Useful revision websites

Target areas of weakness and watch one of the below teachers coach you through an area of weakness.

Miss Reay

- https://www.youtube.com/channel/UCJhugpyhE8NzYZFkwTzi_7g

Mr Bruff

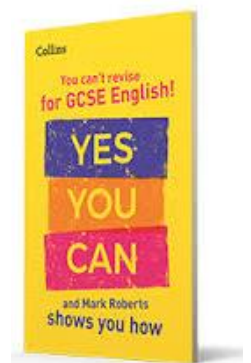
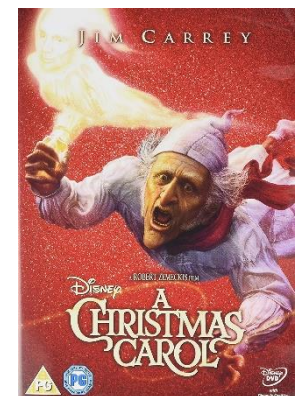
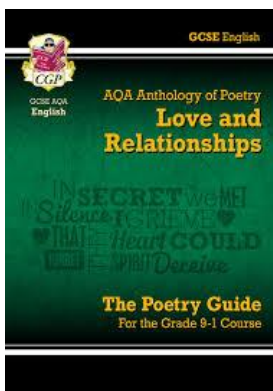
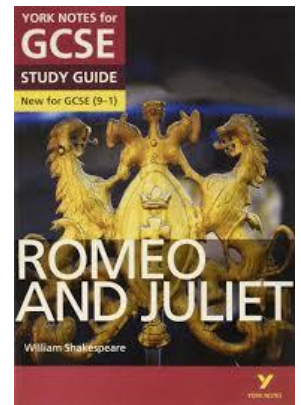
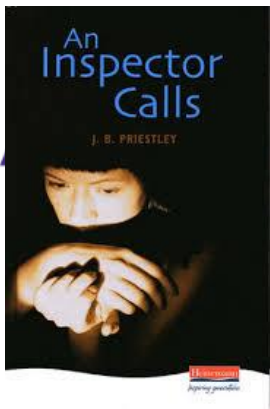
- <https://www.youtube.com/user/mrbruff>

Spark notes

- <https://www.sparknotes.com>

GCSE Bitesize

- <https://www.bbc.com/education/subjects/zckw2hv>



HELPING TO LEARN AND ENJOY MATHS

What you can do as a parent or carer:

- Encourage students to practise using the MathsApp
- Ask lots of questions about any question you are discussing

If you want your child to enjoy and do well in their mathematics (and those things usually *do* go together) then what you do with her as a parent or carer will make a huge difference.

Get a routine and Encourage them to take responsibility

Decide on a place in the house where they can sit down and do their homework. Encourage them to do it on the day it is set so they have plenty of time to get help from you, their teachers or 'Maths Clinic' on a Thursday afterschool. People who ask for help when they need it always do better but for some questions there needs to be a sensible balance between getting stuck then trying to figure it out for yourself and asking for help. Both of these things are important and ultimately the student has to take responsibility for her own learning. Also, a little bit of maths each day goes a long way for retaining knowledge.

Don't tell them "I was always hopeless at maths"

In particular, don't *revel* in it. Many adults claim not to be good at maths, almost as a boast. Why is this? Even adults who are competent mathematicians sometimes say this because they brand anything they *can* do as 'common sense' and anything they *can't* as maths. Partly it's a defence mechanism so they don't get asked a question they might not be able to answer immediately. Part of the reason is that many of them believe it is true because they can vividly remember finding maths hard and getting things wrong in their maths lessons. However, students need to be finding work challenging so that they can make mistakes they can learn from. However, the biggest reason not to make this claim is that it carries a more damaging message: "... I'm a successful adult now, so clearly being good at maths is not that important." The message should be: ***the harder you work, the better you will do.***

Ask lots of questions

At school when we help students who are stuck we do not tell them the answer straight away, we often start with: 'What do you think you should do?' and when they offer some ideas ask 'Why do you think that?' or 'How did you get that?' it's important to learn that they can *reason* their way through problems.

Look it up

If you don't know how to do something, look it up together in their textbook or exercise book. We have Mathswatch videos available for students. They should have their login information written in their book. Every GCSE topic has a revision video and a worksheet on Mathswatch so if they work through them little and often or when they are stuck on a topic they will have done lots of useful revision. We also use the PiXL Maths app. All students have their usernames and passwords for these sites stuck in their planner. Other useful websites are www.mathsgenie.co.uk/gcse and corbettmaths.com

Know what's happening when

Students in Year 10 and 11 follow a linear course in mathematics. The syllabus is broken down into “stages” and students stay on a stage until they have mastered it. Progression is based on assessment. All students have a checklist of the skills they are currently working on stuck in their book. These are the skills they should focus their time on.

Don't expect them to 'get it' after you've explained it once

Don't expect them to get it after you've explained it fifty times! Whatever your current level of skill, it probably took you a long time to get there and it can take a long time for the penny to drop. *This is normal!*

Example foundation exam questions

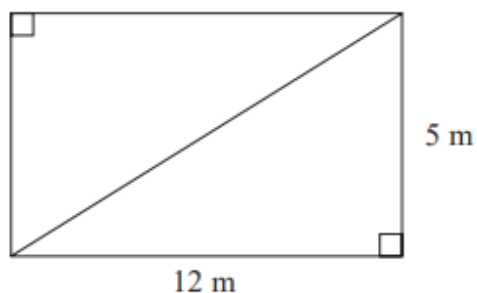
$$v = u + at$$

$$u = 1 \quad a = -3 \quad t = \frac{1}{2}$$

Work out the value of v .

[2 marks]

This rectangular frame is made from 5 straight pieces of metal.



The weight of the metal is 1.5 kg per metre.

Work out the total weight of the metal in the frame.

[3 marks]

Example Higher exam questions

Jules buys a washing machine.

20% VAT is added to the price of the washing machine.

Jules then has to pay a total of £600

What is the price of the washing machine with **no** VAT added?

[2 marks]

Prove algebraically that

$$(2n + 1)^2 - (2n + 1) \text{ is an even number}$$

for all positive integer values of n .

[3 marks]

$ABCD$ is a parallelogram.

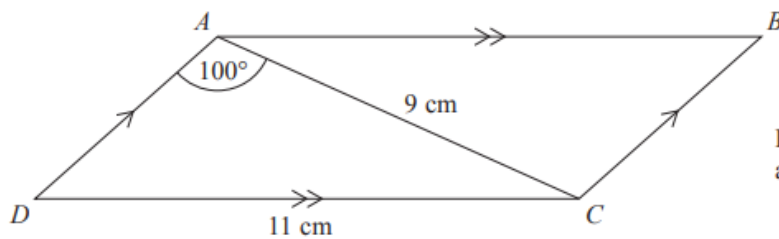


Diagram **NOT**
accurately drawn

$$AC = 9 \text{ cm}$$

$$DC = 11 \text{ cm}$$

$$\text{Angle } DAC = 100^\circ$$

Calculate the area of the parallelogram.

Give your answer correct to 3 significant figures.

[5 marks]

SUPPORTING THROUGH SCIENCE

What you can do as a parent or carer:

- **Encourage full attendance**
- **Talk to your child about her science work**

Science at GCSE is a rewarding but often challenging subject. In order to reach their potential, students will need to work on three main areas: their ability to **recall** factual information; their **understanding** of new theories and concepts; and the **application** of their knowledge to unfamiliar situations.

As a parent or carer, there are a number of ways in which you can help your child to progress throughout the next two years, by supporting the development of these key skills and providing the best possible environment for learning.

It is important that students stay up to date with their work in science throughout the course of their key stage 4 work and parents can help them to do this in a number of ways:

- Whatever science course your child is studying at KS4 make sure they care of their exercise book and textbook and organise any extra information by sticking it in the right place.
- Ensure that your child has the necessary equipment (including a scientific calculator), which should be taken to every lesson.
- Encourage your child to keep up to date with classwork; if a student is absent from a lesson for any reason, they are responsible for catching up on anything they missed.
- Check your child's planner from time to time and ask about any homework to help to keep on top of deadlines.
- If your child does have any problems with work in science, students are always welcome to speak to their teachers about any issues. In addition, support is available at science clinic every Thursday lunchtime.
- Both answering and asking questions will help your child to get the most out of her science lessons.

Learning does not only take place in the classroom, and you can also help your child to keep up with their studies at home.

- Make sure there is a quiet space at home to complete homework and revision without distraction.
- Have regular discussions about how your child is managing their work and reviewing progress.
- Encourage your child to use the text book or other resources provided by teachers when completing homework and revising for assessments.
- Encourage your child to learn more about science beyond the GCSE syllabus by watching TV documentaries and reading newspaper articles or books.

For GCSE, Combined Science & Separate Sciences are taught in modules, with separate teachers for biology, chemistry and physics; your child will have regular assessments in school to monitor their progress.

If your child is studying Combined Science they will sit six external exams at the end of Year 11 – 2 biology, 2 chemistry and 2 physics. Each exam will be 1hr 10mins.

If your child is studying separate sciences they will also sit six exams at the end of Year 11– 2 biology, 2 chemistry and 2 physics. Each exam will be 1hr 45mins.

All exams will have a mixture of multiple choice, short answer and long answer questions. The questions will test the content of the course, including core practicals and mathematical skills.

- Encourage your child to prepare thoroughly for class assessments, as this will enable teachers to be clear about what your child understands and where more support is needed.
- Encourage your child to start to prepare for exams well in advance - helping with a revision timetable is often a good way to get going.
- Ensure that your child knows exactly what needs to be learnt for each exam and to prepare for it. Your child will be given learning checklists by each of her teachers to help her with this.

We hope all of our students enjoy Science in Key Stage 4; if you have any further queries then please do feel free to get in touch with your child's teachers.

SEPARATE SCIENCES

- | | |
|--------------------------------|-------------------------|
| • Edexcel GCSE (9-1) Biology | Specification code 1BIO |
| • Edexcel GCSE (9-1) Chemistry | Specification code 1CHO |
| • Edexcel GCSE (9-1) Physics | Specification code 1PH0 |

COMBINED SCIENCE

- | | |
|---------------------------------------|-------------------------|
| • Edexcel GCSE (9-1) Combined Science | Specification code 1SCO |
|---------------------------------------|-------------------------|

USEFUL WEBSITES AND PUBLICATIONS

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html> (specification of course for Combined Science and Separate Sciences)

<http://www.bbc.co.uk/education/subjects/zrkw2hv> (good for further explanation, video clips & revision)

<http://www.sciencebuddies.org/science-engineering-careers> (careers in science)

<https://nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/scienceandresearch.aspx> (careers in science)

<http://www.sciencecareerpathways.com/home/> (careers in science)

DO YOU HAVE THE RIGHT ENVIRONMENT TO SUPPORT STUDY?

What you can do as a parent or carer:

- **Help by having a quiet place and time to study. If this is not easy at times, encourage use of the Homework club at school. This is a supportive environment for any student to attend if they need a place to work.**
- **Ask about study and how long most people would spend on the work**

It is important to have the right environment for study where possible. The following is a useful guide:

- A quiet work space without interruptions from other people.
- Students may say that they learn best with TV or music. However, research says that studying in front of the TV makes it much less effective and if studying with music then the music should not have a regular beat.
- Check your child's planner – all homework given should be written in the planner. It will be extremely rare that a student would not have any homework – and of course, students can always revise or recap work already covered.
- Ask about Homework - ask your child to explain the work to you. This will tell you both if she really understands it and it will also help her to learn it.

HOW ELSE CAN PARENTS AND CARERS HELP?

Your support will make a great deal of difference to your child's achievement this year. Engaging your child in conversation on what she has learnt, just showing an interest will motivate and support and help her to achieve her full potential. It is a partnership between parents, students and teachers.

Other ways that you can help:

- Revision books are available as are revision sites on the internet. Useful sites are given at the end of this booklet.
- Give your child time to relax and to exercise. Breaks from work are vital if she is to concentrate for long periods of time.
- Ensure that your child is eating a balanced and sensible diet and is getting enough sleep. Breakfast is particularly important to help students to get off to a good start in the day. Research shows that this is very important.
- If you have any concerns, talk it over with your child and talk to teachers as soon as these become evident.

HELPING DEVELOP A GROWTH MINDSET

What you can do as a parent or carer:

- Praise your child for effort
- Encourage your child to use mistakes and look for ways to improve

"If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning." **Carol Dweck**

WHY DO PEOPLE SUCCEED?

Is it because they have a natural talent for what they're doing? Or is it because they work hard?

Current research suggests that how you respond to questions like this has a huge impact on how you learn and how you support the learning of your children. As Stanford professor Carol Dweck says,

"No parent thinks "I wonder what I can do today to undermine my children, subvert their effort, turn them off learning, and limit their achievement." Of course not. They think "I would do anything, give anything, to make my children successful." Yet many of the things they do boomerang. Their helpful judgments, their lessons, their motivating techniques often send the wrong message.

FIXED MINDSETS VS GROWTH MINDSETS

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success - without effort.

They're wrong.

In a growth mindset, people believe that their most basic abilities can be developed through effort and hard work. Although people may differ in their initial interests, aptitudes and temperaments, everyone can change and grow through application and experience. This view creates a love of learning and a resilience that is essential for great accomplishment.



In one of Dweck's studies, children took a test and then were given a choice of whether to do some more challenging work or something they could easily do well on. Of those praised for their efforts over 90% took the more challenging work. Less than half of those praised for 'being smart' chose to push

themselves. They were afraid to try something that they might fail at and show they weren't that intelligent at all.

MESSAGES ABOUT SUCCESS

Listen for the messages in the following examples:

"You learned that so quickly! You're so smart!"

"Look at that drawing, is she the next Picasso or what?"

"You're so brilliant, you got an A without even studying!"

If you're like most parents, you hear these as supportive, esteem-boosting messages. But listen more closely. See if you can hear another message. It's the ones that children hear:

"If I don't learn something quickly, I'm not smart."

"I shouldn't try drawing anything hard or they'll see I'm no Picasso."

"I'd better quit studying or they won't think I'm brilliant."

It is important to praise your daughters for the effort they put in, don't praise their intelligence. Praise what they accomplished through practice, study, persistence and good strategies. If your daughter works hard on something and doesn't do well, what should you say then? You can tell them "everyone learns in a different way and at a different pace – let's keep trying until we find the way that works for you".

In another of Dweck's studies, children took three tests. The second test purposely was made difficult enough that every child failed. What the scientists found was that kids who had been praised for their *effort* recovered from that failure by the third test to achieve scores 30% higher than on their first test. Meanwhile, the students who were praised for their *intelligence* had scores that were 20% lower. Ms Dweck's conclusion: You should praise children for qualities they can control, like effort. Those praised for their innate brainpower might develop the sense that hard work isn't necessary.

KEY MESSAGES

- Intelligence increases with effort.
- Mistakes should be viewed as an opportunity to learn – if students aren't regularly making mistakes they need to seek more challenging work to make their brains grow.
- As parents, try not to give fixed-mindset methods by praising your daughter for things she can control like hard work.

For more information, see:

Dweck, C., 2006. *Mindset: How You Can Fulfil Your Potential*. New York: Random House.

To test your mindset, see: <http://mindsetonline.com/testyourmindset/step1.php>

THE IMPORTANCE OF REVIEWING WORK

What you can do as a parent or carer:

- Talk to your child about the importance of reviewing work throughout the two year course
- Encourage your child to do little and often rather than big chunks of learning

For videos and top tips of effective revision, the students can find a plethora of resources on our student drive: (P:\Subjects\Student Learning\revision top tips) and these can also be found on the website under Parents → Revision – Years 10 & 11 (<https://www.kngs.co.uk/parents/revision-years-10-11/>)

Year 10 exams will start in May; however revision is far more effective when it is 'spaced learning' which means that it takes place over a longer period of time.

Students do need a revision timetable which builds in new learning and review of old learning. Try to encourage an early start to the day and give time for breaks, eating, relaxing and exercising.

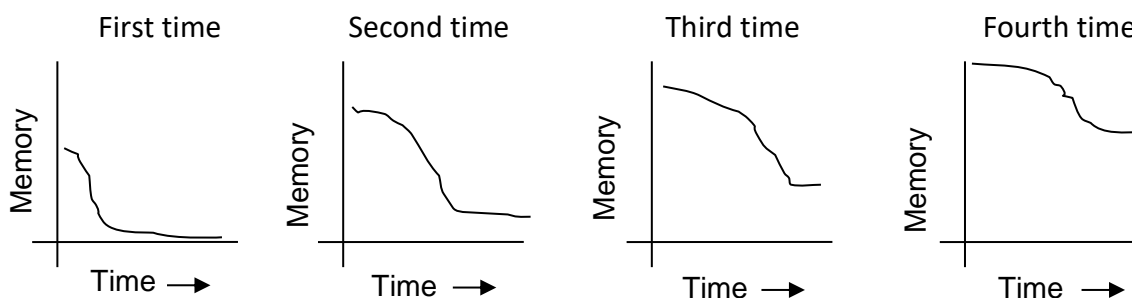
Learning, revising and reviewing work will be made much, much easier if it is done as the course is covered. This is why most teachers will give regular tests and assessment tasks. Students should take each test and assessment task seriously. The result may not directly contribute to the final grade but every time something is learnt it sticks in the memory more.

You remember more the more times you learn or encounter it.

These graphs show how much more you remember each time you review or revise a topic. Students should really start to learn NOW and revisit regularly until the exams at the end of Year 11.

For the greatest effect after understanding or condensing and learning the work you should review your work:

- A few times on the day you understand or condense
- Every day for a week
- Every week for a month
- And then every month



PREPARING FOR ASSESSMENTS AND EXAMS

Students will be told by class teachers when assessments and exams are due to take place. Many students spend time making revision cards or reading work and believe that this is their full preparation for assessments. However, this is only part of your revision process and at KNKS we would like students to use the following methods or those suggested by their teachers. It is important to fully understand and make sense of the work students are learning.

Then, use the look, cover, write, check, correct method at least 5 times to commit it to memory. Little and often is more use than trying to learn everything at once but only once. The more often you revisit work and areas to be learned, the more you will commit it to your long-term memory. This is called 'spaced learning'.

The following are some tips and advice that will help your child to prepare and revise.

1. **Prepare to revise:** Ensure that you fully understand the context and meaning of the work. This can be done through:
 - a. mindmapping,
 - b. use of diagrams,
 - c. use of images
 - d. chunking information to break it down
 - e. Condensing information
 - f. adding to your own notes
 - g. creating flashcards
 - h. explaining to other people
 - i. planning answers to exam questions



There are examples on these in the following pages.

2. Revise: Now you are going to learn the information using the following method:

1. **Look** at your information and try to commit it to memory, thinking of the facts, images, diagrams or chunks that you have previously prepared.
2. **Cover** up the information
3. **Write** it out again from memory – DO NOT check the original yet. This will ensure your brain has to work hard in making connections.
4. NOW **check** the information you have written against your original facts, images or diagrams
5. **Correct** any mistakes in spelling, facts or add missing facts **in a different colour pen**
6. Go back and repeat steps 1-5 at least 4 more times



UNDERSTANDING AND THEN REVISION

What you can do as a parent or carer:

- **Ask your child about the methods tried and which ones are most effective (and why)**
- **If you have time, help to quiz your child from different parts of her course**

Students are taught different methods for understanding and learning subject work. This is done through the faculty system where each faculty becomes an 'expert' in teaching one method. Consequently, students will gain an overview which covers all of the following methods:

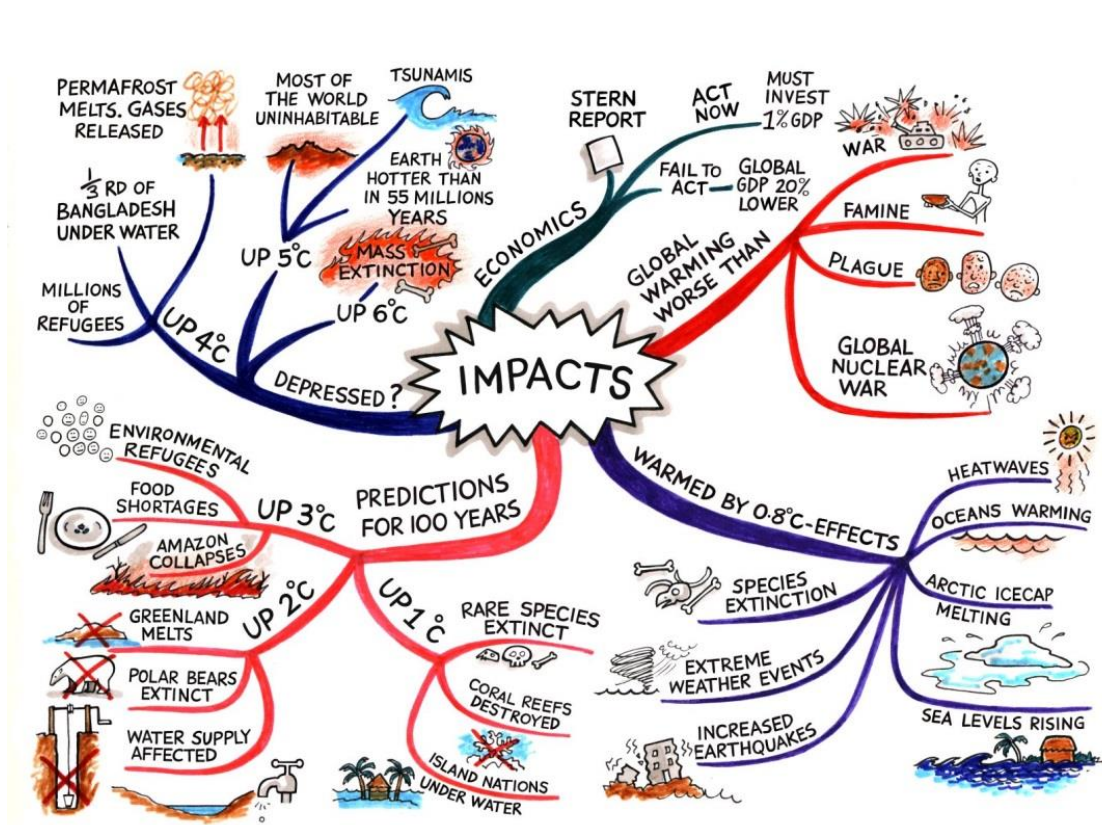
1. Where you can, make links to real life
2. Make links between different elements of your learning – mind maps are ideal for this but there are other ways too
3. Use words and visual methods together – this may be adding images to your mind map or it may be labelling diagrams or other graphic organisers
4. Practise building knowledge up and down – this means summarising details and elaborating to add detail to summaries
5. Practise bringing the information to mind – never just copy out but make your brain work at creating and strengthening its connections – the cover and correct are really important parts of the look, cover, write, check, correct... look, cover....
6. Revise over a span of time, not all in one session – space your learning and revision

Revision method	Examples of activities using these methods
Linking to real life	Giving meaning to concepts, creating stories with meaning,
Dual coding (diagrams and text)	Creating diagrams or images which support understanding., using diagrams as prompts never for decoration
Mind maps	Creating links, choosing key words, creating images which support and organise learning
Flash cards	Creating, using for personal revision, exchanging with others, building over time, testing using the ABC pile method
Quizzing	Low stake quizzes, use of other people to quiz, use of quizzes created by others, using both sides of the quiz (e.g. to test word and definition). The school has purchased GCSE Pod for students – worth approximately £200 per student and a brilliant resource with videos, support and quizzes.
Summarising and synopses	Choosing the key concepts, summarising chapters or topics, being concise, using own words
Building in small steps	Chunking, spacing learning, repetition, building and revisiting previous work

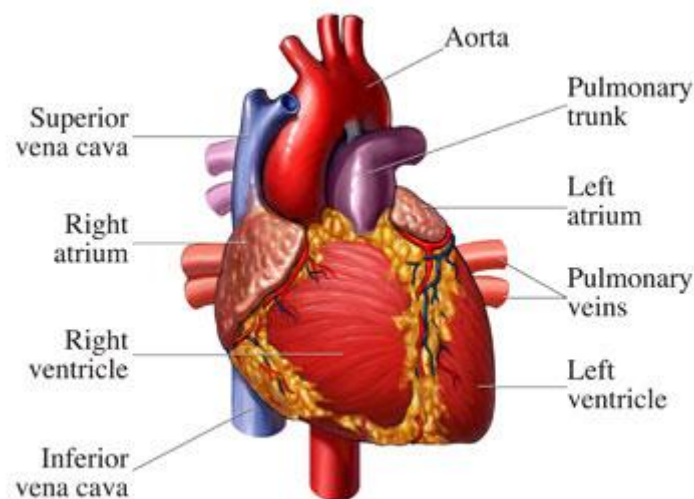
GRAPHIC ORGANISERS

Benefits: ensures that facts are organised and connections made, helping to aid memory. The use of diagrams or 'dual coding' has been shown to aid memory.

MIND MAPS



LABELLED DIAGRAMS / DUAL CODING



The Essex Rebellion ("Why was the Essex Rebellion significant?" ...)

1. It was caused by problems with divide and rule in the 1590s

Robert Cecil vs Robert Essex/competition

2. It showed the fall from power of Essex

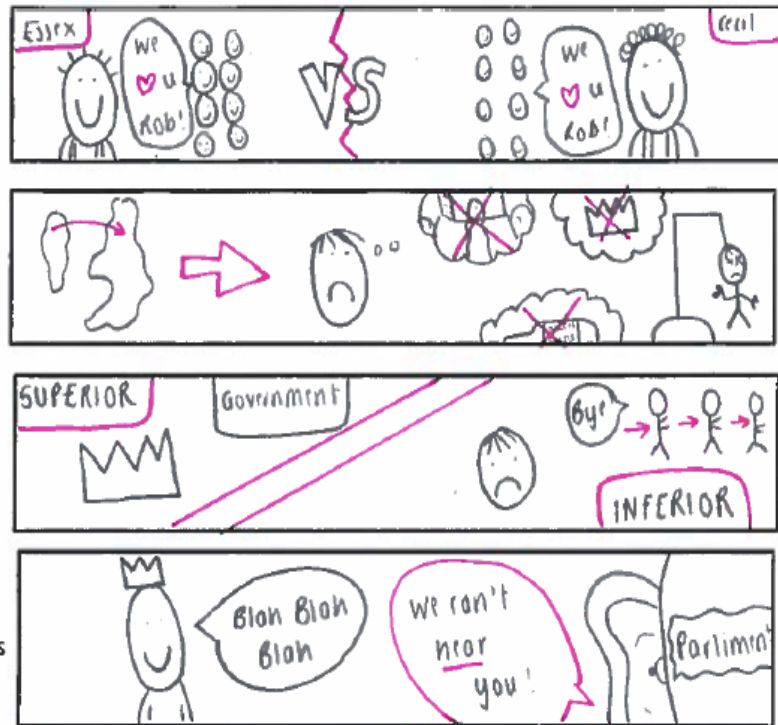
Ireland/house arrest/ sweet wines/rebellion/execution

3. It showed a lack of support for popular rebellions

Popularity/government

4. It showed Elizabeth's authority in Court was less effective

Patronage/Cecil's/Court



GRAPHIC ORGANISERS THAT COMPARE E.G. SAME / DIFFERENT

Venn diagrams can be used to show similarities and differences between two groups, or objects and expansion on this could look like this:

	Different	Same
Reptiles		
Amphibians		

MORE EFFECTIVE EXAM TECHNIQUE

What you can do as a parent or carer:

- Encourage a good night's sleep before exams
- Ask to see examples of exam papers and ask about types of questions

Before they go into each exam students should know what to expect. The questions themselves may be different but that's ok because they have revised! They must know what to take in, timing and technique.

Ask about the following information. If they don't know the answers they must go and ask the subject teacher.

They could also fill in dates and times when they know them.

The following advice will be given to students:

- Give yourself **thinking time** – this will be the most useful time of your whole exam
- **Take everything you need in with you** – check beforehand. Can you take books, notes? Do you need a calculator?
- **Relax** - Your brain works more effectively and can remember all that you have learned if it is relaxed. Panic and you will think you don't know anything. If this happens put both feet on the floor and count to 10 slowly. It will all come back to you.
- Look at the **marks awarded** for the question – is it a short 2 mark answer or a 10 mark answer. The exam paper might have space to write on, this is also a guide.
- **Write on the exam paper** - if it helps underline words and questions.

For each subject, students should know the following. Check to make sure they fully understand what will be on each exam paper.

For each subject:	Paper 1	Paper 2	Paper 3
Length of exam paper?			
Type of questions?			
Take in text/ calculator?			
How many questions should you answer?			
How long do you spend on each question?			
Other important factors?			

COMMAND WORDS

So often time and marks are wasted by not reading a question correctly or by ‘waffling’, it is important that you recognise and understand the command words within the question before you attempt it to maximise your marks:

Describe	Provide a detailed account of a topic and give reasons for it.
Explain/Give Reason For/Account For	Give a clear account of your knowledge and understanding, or give reasons for why something is so.
Compare	Show how two, or more, things are different or similar.
Analyse	Identify important features of a subject and separate it into parts and examine how they relate to one another.
Clarify	Give reasons for.
Consider	Examine all the negative aspects of a topic.
Criticise	Examine all the positive and negative aspects of a topic.
Demonstrate	Examine and give evidence to support an argument.
Discuss	Examine by giving positive and negatives.
Evaluate	Discuss the worth, importance or usefulness of something by giving evidence to support your view.
Explore	Follow the development of something systematically from its origin.
Illustrate	Provide the main points, showing the main structure rather than great detail.
Interpret	Explain the meaning of something clearly.
Justify	Give evidence which supports an argument or idea. Show why decisions or arguments were made considering objections others may make.
Outline	Provide a detailed description with examples.
State	Express briefly and clearly.
Summarise	Give a concise account of the main points omitting detail.
Suggest	Expand your knowledge and understanding to a topic you are not necessarily expected to know well and transfer other knowledge to give a sensible account.
List	Gather information together.
Complete/Finish	Add further information and provide information or detail that is missing.