

# Supporting your child with learning and revision:

Wednesday 13th October 2021



## Welcome:





#### **Our Vision**

ead

#### That means we:

- Make things happen
- Take opportunities
- Create improvement
- Are role models for others

## Empower

#### That means we:

- Teach
- Develop and challenge ourselves
- Support the development and challenge of others
- Work together
- Care for each other

#### Achieve

#### That means we:

- Learn
- Are successful
- · Set goals and reach them
- · Leave a positive impression



#### That means w

- Show resilience
- Show resourcefulness





#### **The Birley Promise**

#### We promise you will have the chance to go on:

- Visits abroad
- Outdoor pursuits
- Residential visits
- Field work
- Visit to London
- Theatre visits
- Cinema visits
- Museum visits
- We promise you can get involved in:
- Student council
- House competitions
- Student ambassadors
- Youth Parliament
- Duke of Edinburgh Award Scheme
- Charity fund raising
- Sports Leaders' Award Scheme

#### We promise you can do:

- Productions
- Performances
- Lunch time and after school clubs
- Tuition in a musical instrument
- Extra-curricular sport

#### We promise you can access:

- Independent careers' advice
- Links with universities
- Week long transition to support the move from Y6 to Y7
- The chance to celebrate success
- Revision classes
- Evening classes
- College taster days
- Work experience



## Parental engagement:

- "The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system."
- "School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher achievement."

DFE Research Report 156, September 2011





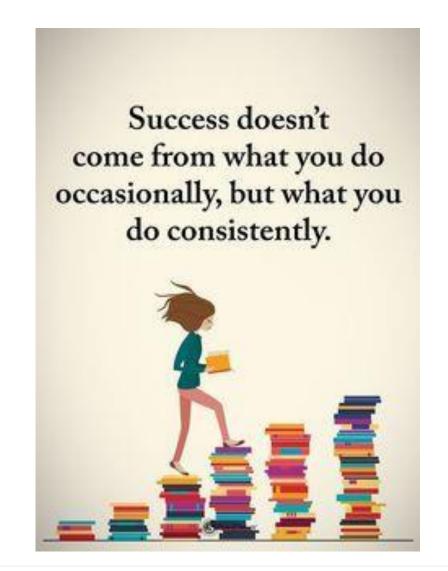






## **Exam stamina:**

- •Start 16<sup>th</sup> May, 2022
- End 28<sup>th</sup> June, 2022
- 5 weeks requires examstamina
- Revision is crucial



## Mock exam calendar:

#### Year 11 Mock Exams November 2021

MORNING SESSION					AFTERNOON SESSION					
WEEK B		Period 1	Period 2		Period 3			Period 4	Period 5	
Date	Time	Exam	Exam	Time	EXAM		Time	Exam	Exam	
4/11/21	9am	Maths paper 1 (calculator) 1 hr 30 mins		11.15am	French listening: Higher: <b>45 mins</b> Foundation: <b>35 mins</b>		1pm	RS: Paper 2 - Component 2 Christian beliefs and Christian practice 1 hr		
5/11/21	9am	English: Writers' viewpoints and perspectives 1 hr 45 mins		11.15am			1pm	History: Paper 3 Weimar and Nazi Germany 1 hr 20 min		

MORNING SESSION				AFTERNOON SESSION						
WEEK A		Period 1	Period 2		Period 3			Period 4 Period 5		
Date	Time	Exam	Exam	Time	EXAM		Time	Exam	Exam	
8/11/21	9am	Maths paper 2 (non-	calculator) 1 hr 30 mins	11.15am	French reading: Higher: 1hr Foundation: 45 mins	Ι	1pm	Food: Preparation and Nutrition 1 hr 45 mins		
9/11/21	9am	Science (Separate a mins	nd combined) 1 hr 30	11.15am		ပ	1pm	Engineering: Component 3 – responding to an engineering brie 1 hr 30 mins		
10/11/21	9am	Graphics and Resist	ant Materials 2hrs	11.15am	*Bespoke exam for 2 students	z	1pm	French writing - Higher: 1hr 15 mins; Foundation: 1 hr Performing Arts 1hr 30 mins		
11/11/21	9am	Maths paper 3 (calcu	ulator) 1 hr 30 mins	11.15am		D	1pm	Geography: Component 2 1 hr 30 mins		
12/11/21	9am	Music 1hr		11.15am		_	1pm	Tourism: 1 hr		



## Period 6: Priority is bucket 3 subjects

- Monday French; Art
- Tuesday After school meetings (N/A)
- Wednesday Art; History
- Thursday Resistant Materials; Food; Art; Tourism
- Friday Food



## The objectives of this session:

- 1. Presentations from the Curriculum Leaders for English, maths and science.
- 2. You will know how your child revises.
- 3. You will know what factors impact on the brain's learning.
- 4. You will learn some revision techniques to help your child revise.



## English presentation:

Mrs Hirst, Curriculum Leader





- 2 year course.
- Untiered.
- Technical accuracy makes up 5% of the exam.

## GCSE English Literature

- Paper 1: Shakespeare and the 19<sup>th</sup> century novel.
- Paper 2: Poetry and Unseen Poetry



- Students need
   to know the
   story of the play
   including
   knowledge of
   characters,
   themes and the
   writer's
   intention.
- Students need to write at length about how Shakespeare presents these characters and themes.

#### The Merchant of Venice

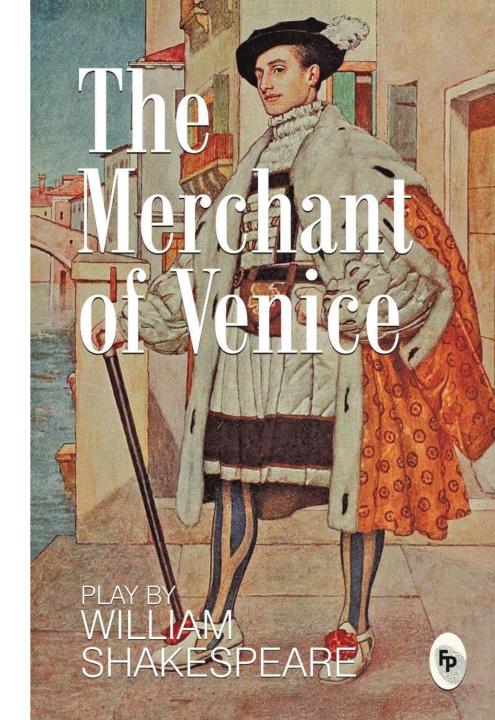
Read the following extract from Act 1 Scene 3 of *The Merchant of Venice* and then answer the question that follows.

At this point in the play Shylock is speaking to Antonio. Antonio has asked Shylock to lend him some money.

#### SHYLOCK

Signior Antonio, many a time and oft In the Rialto you have rated me About my monies and my usances. Still have I borne it with a patient shrug

- For suffrance is the badge of all our tribe. You call me misbeliever, cut-throat dog, And spit upon my Jewish gaberdine, And all for use of that which is mine own. Well then, it now appears you need my help.
- 10 Go to, then, you come to me, and you say, 'Shylock, we would have monies' – you say so, You that did void your rheum upon my beard, And foot me as you spurn a stranger cur Over your threshold: monies is your suit.
- What should I say to you? Should I not say 'Hath a dog money? Is it possible A cur can lend three thousand ducats?' Or Shall I bend low, and in a bondman's key, With bated breath and whisp'ring humbleness,
- Say this: 'Fair sir, you spit on me on Wednesday last, You spurned me such a day, another time You called me dog: and for these courtesies I'll lend you thus much monies.'



- Students need
   to know the
   story including
   knowledge of
   characters,
   themes, social
   context and the
   writer's
   intention.
- Students need to consider their own views on the text and how a reader is expected to respond to certain events and characters.

The court was very cool and a little damp, and full of premature twilight, although the sky, high up overhead, was still bright with sunset. The middle one of the three windows was half-way open; and sitting close beside it, taking the air with an infinite sadness of mien, like some disconsolate prisoner, Utterson saw Dr. Jekyll.

"What! Jekyll!" he cried. "I trust you are better."

"I am very low, Utterson," replied the doctor drearily, "very low. It will not last long, thank God."

"You stay too much indoors," said the lawyer. "You should be out, whipping up the circulation like Mr. Enfield and me. (This is my cousin—Mr. Enfield—Dr. Jekyll.) Come now; get your hat and take a quick turn with us."

"You are very good," sighed the other. "I should like to very much; but no, no, no, it is quite impossible; I dare not. But indeed, Utterson, I am very glad to see you; this is really a great pleasure; I would ask you and Mr. Enfield up, but the place is really not fit."

"Why then," said the lawyer good-naturedly, "the best thing we can do is to stay down here and speak with you from where we are."

"That is just what I was about to venture to propose," returned the doctor, with a smile. But the words were hardly uttered, before the smile was struck out of his face and succeeded by an expression of such abject terror and despair as froze the very blood of the two gentlemen below. They saw it but for a glimpse, for the window was instantly thrust down; but that glimpse had been sufficient, and they turned and left the court without a word.

'Stevenson's presentation of Dr. Jekyll allows the reader to feel sympathy for him.'

Starting with this extract, explore how far you agree with this opinion.

Write about:

- · how Stevenson presents Dr. Jekyll in this extract
- · how Stevenson presents Dr. Jekyll in the novel as a whole.

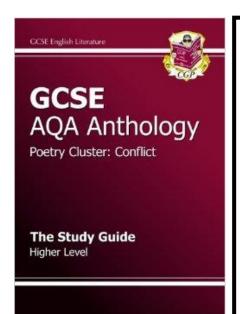
[30 marks]

WORDSWORTH CLASSICS

## Dr Jekyll and Mr Hyde

The Merry Men & Other Stories
R. L. STEVENSON





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

#### Ozymandias

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 shatter'd visage lies, whose frown

- 5 And wrinkled lip and sneer of cold command
  Tell that its sculptor well those passions read
  Which yet survive, stamp'd on these lifeless things,
  The hand that mock'd them and the heart that fed;
  And on the pedestal these words appear:
- '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]

- Students need to understand the poems in this cluster and the message about **power and conflict** in each one.
- They also need to be able to analyse an 'Unseen' poem.

Big ideas or smart statements will win the day.

The writer presents...

The writer is showing us...

The writer is allowing the reader to understand...

The writer's message is...

The writer intends to...

DE	CADE
BIG	Stevenson presents Hyde as a dangerous and unpredictable character in the book.
Device	The writer uses animalistic language in the maid's account of the murder to reveal how extreme Hyde's behaviour has become.
Evidence	She tells us that he reacted 'with ape-like fury'
Comment	which emphasises how animalistic his behaviour has become.
Analysis	The simile 'ape-like' implies that he is less than human, less evolved and, therefore we cannot predict how he will react: he is an animal.
Development	This idea is reinforced through the description of Hyde breaking 'out of all bounds'. This metaphor suggests that the rules of society no longer bind him. As Hyde can simply disappear into Jekyll there is no sense of self control because there are no consequences.
Evaluation/ Effect	Stevenson is arguing that a life without consequences would lead people to commit terrible atrocities and make us far less civilised.



- 2 year course.
- All exams are taken at the end of the 2 year course.
- Texts on exams are unseen.
- Students are marked for technical accuracy in the writing sections.

## GCSE English Language

- Paper 1: Explorations in creative reading and writing.
   (50%)
- Paper 2: Writers' viewpoints and perspectives. (50%)
- Spoken Language (non-exam assessment)



### Paper 1

## Paper 1: Explorations in Creative Reading and Writing

#### 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

#### **Section A:**

- Reading an extract from a novel.
- Questions on writer's use of language and structural techniques.



#### **Section B:**

- Students write their own creative text.
- Narrative and descriptive skills in response to an image or written prompt.



Write the opening part of a story about a place that is severely affected by the weather.

## Paper 2



#### Paper 2: Writers' Viewpoints and Perspectives

#### 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

#### **Section A:**

- Reading two sources from two different time periods.
- Both sources offer a view or perspective on a particular theme or topic.
- Questions on how these viewpoints are presented.

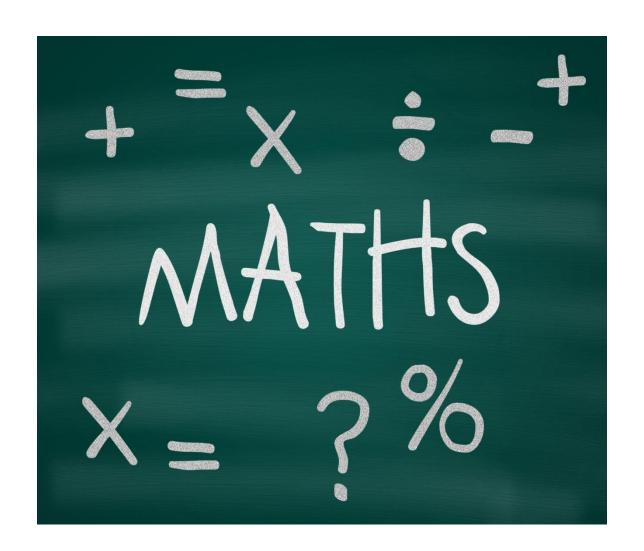
#### **Section B:**

Students present a viewpoint or argument in a written text.

Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

## **Maths: Mr Coleman**





## **Course Information**

Exam Board: OCR

The course is 100% exam assessed

Paper 1: 100 marks – Calculator allowed

Paper 2: 100 marks – No calculator allowed

Paper 3: 100 marks – Calculator allowed

Any topic can appear on any paper. It changes each year.

## **Course Information**

Decisions around tiering are made with the intention of achieving the highest possible grade for each student.

The Higher/Foundation split lies around grade 4/5. This is closer to the old B/C grade boundary for legacy specification.

For Higher tier, questions are not only pitched at the higher grade range, but students are expected to know a wider range of topics and there is greater emphasis on topics that may be deemed more difficult, such as algebra. It also has a greater proportion of questions assessing reasoning and problem-solving than Foundation.

At least 20 marks worth of questions will be common to both tiers. These are set at the overlap grades of 4 and 5, so student performance in these questions in the mock exam is very informative.

## **Course Information**

If students struggle to answer the overlap questions, then they are unlikely to have a good experience with the Higher tier exams. Likewise, if students have weaker algebraic skills or struggle to access reasoning and problemsolving questions, the Foundation tier exam may offer a better experience, allowing them to demonstrate their progress and build confidence.

As such, if it is likely that a student will achieve a 4 or a 5 in the Y11 Summer Exams, then the Foundation course is more suitable than the Higher course.

## Groupings

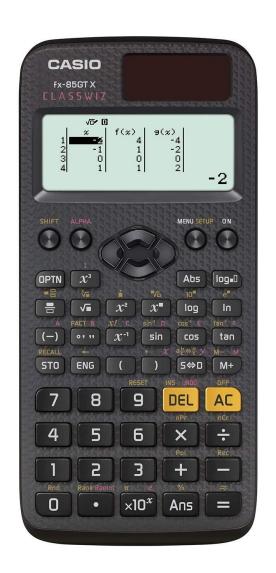
Group	Aim
11x1 and 11y1	Higher Tier: Grade 6-9
11x2	
11x3	
11x4	Foundation Tier: Grade 4-5
11y2	Foundation Her. Grade 4-5
11y3	
11y4	
11x5 and 11y5	Foundation Tier: Grade 1-3

## **Quick Wins**

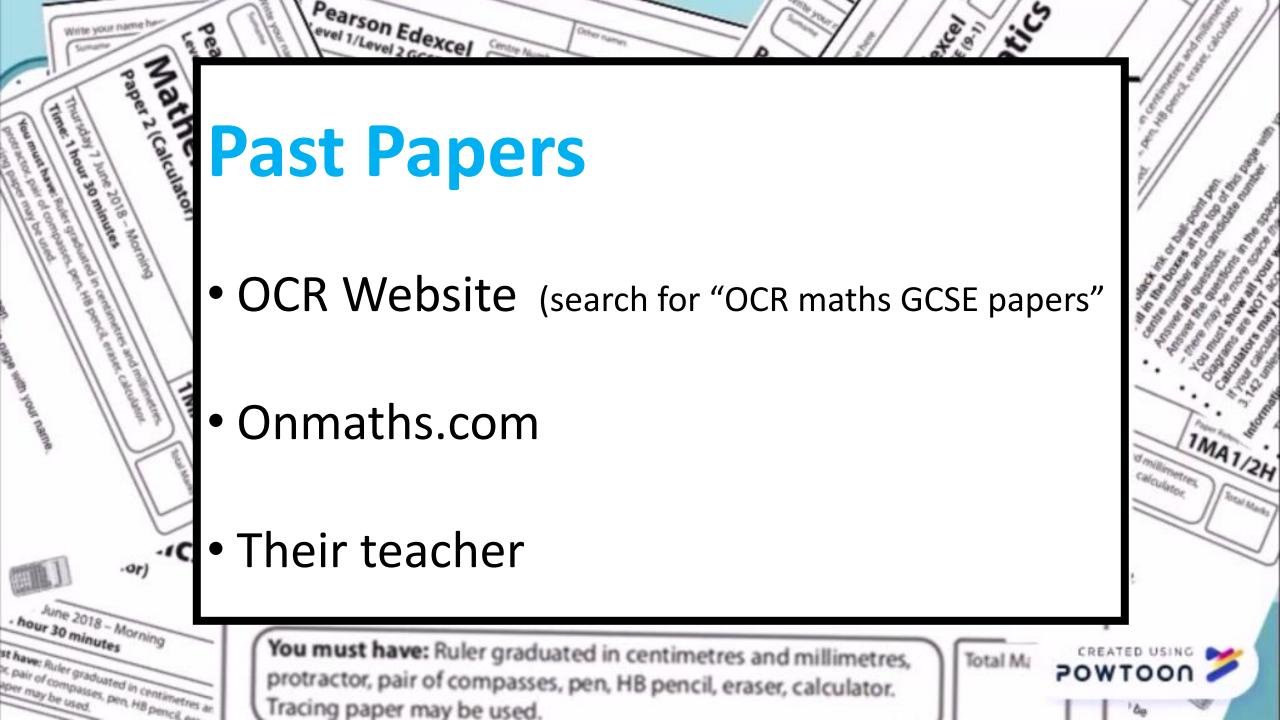


The maths exam consists of three papers each with 100 marks on. Two of these papers need a calculator.

We recommend the Casio fx-83GTX.







## Start revising now!

Higher – 164 different skills

Foundation – 187 different skills

GCSE Hig	gher 4-9					Class:			
The green topics are crossover topics and appear on both tiers: Grade 4 and 5.									
	oic are suggested		_	_					
•	Cs are suggested	only for those ain			☐Zero, negative and	_			
Number	and reasoning	estimating	HCF LCM	Indices	fractional indices	Standard Form	Surds		
<u>Algebra</u>	☐ Algebraic Indices	Expanding and factorising	☐ Equations	Formulae	Linear Sequences	□ Non-linear sequences	More expanding and factorising		
Interpreting and	☐ Pie Charts	Stem and Leaf	☐Frequency Polygons	☐Time series	☐ Scatter graphs	☐Line of best fit	Average and range		
representing data	☐ Constructing two- way tables	☐Choosing diagrams	☐Misleading graphs						
ractions, ratio and	All operations with fractions	☐ All operations with mixed numbers	Reciprocals of fractions	Reciprocals of integers	Reciprocals of decimals	☐Compare ratios	find quantities using ratios		
proportion	Solve problems using ratios	Convert between currencies and measures	Use direct proportion	Percentage increase and decrease	Percentages change and reverse	Convert recurring decimals to fractions	Calculate with recurring decimals		
Angles and Trigonometry	angles in triangles	interior angles of polygons	□exteriorangles	multiple polygon questions	2D Pythagoras	☐SOHCAHTOA	0		
Graphs	☐ Linear Graphs y=00x&c	Harder Linear graphs axéby=c	More linear graphs (2 points)	Distance-time graphs	□Velocity-time graphs	Acceleration and distance from velocity-time graphs	Real life graphs		
<u>Oropiis</u>	Midpoints of lines and coordinates	Gradient and lengths of lines	Parallel and perpendicular lines	Quadratic graphs	Cubic and reciprocal graphs	☐ Circular graphs			
	☐Compound shapes	☐Trapezia	Converting metric units of area	Limits of accuracy with measurements	Convert volume units	□Volume of prisms	Surface area of prisms		
Area and Volume	☐ Cirdes	Sectors	Cylinders	Spheres	Pyramids and Cones				
Transformations	Plans and Elevations	Reflection	Rotation	□Enlargement	☐Translations	Combinations of transformations	Scale Drawings		
and Constructions	□Bearings	☐ Constructing triangles	Line bisectors	Point to line constructions	☐ Angle bisectors	☐ Angle constructions	□loci		
equations and nequalities	Solving quadratic equations by factorisation	Quadratic formula	Completing the square	Simultaneous Equations	Simultaneous graphically	Quadratic simultaneous equations	☐ Linear Inequalities		
Probability	Sample space diagrams	Mutually Exclusive	☐ Experimental v Theoretical	☐Independent Tree Diagrams	☐ Frequency Trees	Conditional probability	☐ Venn Diagrams and set notation		
Multiplicative Reasoning	Repeated percentage change	Growth and Decay	Convert metric speed units	Speed and acceleration	□ Density	Pressure	Recognising direct and inverse		
Similarity and Congruence	□Triangles	Congruent conditions	Similarity scale factors	Find missing lengths in similar shapes	☐Similar shapes — area	Similar shapes – volume			
More	Bounds with trigonometry	Finding Sine graphically	Finding Cosine graphically	Finding tangent graphically	Area of sectors and segments	Sine Rule	Cosine Rule		
rigonometry	Bearings and Trigonometry	Pythagoras and Trigonometry in 3D	☐Transforming trigonometric graphs	П		0	0		
urther Statistics	Simple random sample	Sampling	Cumulative Frequency	□ Box Plots	☐Histograms	☐Interpreting Histograms	Comparing and describing sets of data		
Equations and traphs	Simultaneous equations graphically	Graphical Inequalities	Drawing quadratic functions	Solving quadratics graphically	Solving quadratics using iteration	Solving cubic equations graphically	Solving cubics using iteration		
Circle Theorems	Radii and Chords	□Tangents	Angles at the centre and dircumference	Angles in a semi- circle	Angles in the same segment	Cyclic quadrilaterals	Alternate segment theorem		
	☐ Equations of tangents to circles	0		0	0	0	0		
More Algebra	Advanced rearranging	Algebraic Fractions (4 Functions)	Simplifying algebraic fractions	Complex algebraic fractions	☐Surds	Solving algebraic fraction equations	Functions		
ectors and	Proof						0		
eometric proof	■Vector notation	Magnitude	☐Vector arithmetic	Parallel lines proof	Collinear proof	□ Vector problems	0		
Proportion and	☐Direct proportion	Direct proportion - Quadratic and cubic	☐Inverse proportion	Exponential functions	Gradient of tangents	Area under a non- linear graph	Translating graphs		
Graphs	Reflecting and stretching graphs			0	0	0	0		







Homework

Fix-Up-5

MemRi

Mock Exam RAG





Homework for Y11 is set every week A and is due the following week A.

Homework

They should first watch the video that is set, and then attempt the quiz questions.

The content of the homework will be on a topic that students learnt about, roughly 6 weeks ago. This is intentional to help them remember more in the long term.

Homework is basically revision.





Hegarty will always remember when a student has got a question wrong.

Fix-Up-5

It will then put 5 different types of questions together for a student to work on. These questions will be bespoke to each student.

As a student will have struggled on this type of work before, it is crucial that they watch the video first, taking notes, just like they would in their maths class.

Students that work on their Fix-Up-5's make more progress.





Hegarty will always remember when a student has got a question right!



It will then put 10 different types of questions together for a student to work on. These will be chosen from work that the student did a while ago. These questions will be bespoke to each student

The aim of the MemRi questions is to help students remember more and revise work from a long time ago.

Students that complete MemRi tasks make more progress.



Mathematics



## Mock Exam RAG

The Birley Academy

Year 10

Maths Mock Exam

Question Level Analysis

OCR 2018 Summer Paper Higher

#### **Results**

	Score
Paper 1	
Paper 2	
Paper 3	
Total	
Grade	

Name:....

#### Paper 1

Questions	Question Title	Sc	ore	HegartyMaths Clip Number	Done it?
1a	Write ratios in the form 1:n or n:1	-/	2	331	
1b	Share in a given ratio	-/	2	332	
2	Indices with algebraic expressions	-/	1	174	
	<u> </u>	_	_	30	
3ai	Prime factorisation	_/	3		
3aii	LCM	_/	2	34, 35	
3b	HCF	_/	2	32	
4a	Sampling and bias	/	1	394	
4b	Scatter diagrams	/	2	453	
4c	Scatter diagrams	_/	1	453	
4d	Scatter diagrams	_/	2	454	
4e	Scatter diagrams, percentage of a number	- /	3	454, 87	
5a	Scale diagrams (problem solving)	_/	5	871	
5b	Scale diagrams (problem solving)	- /	1	871	
6a	Describe transformations	- /	2	652	
6b	Describe transformations, combined transformations	- /	4	653, 656	
7a	Loci	- /	5	678	
7b	Loci	- /	1	678	
8	Circle theorems, trigonometry	- /	5	595, 596, 509	
9	Quadrilaterals, simultaneous equations	- /	6	824, 193, 195	
10	Two-way tables	- /	5	424	
11	Algebraic direct proportion, percentage	- /	4	343, 344, 89	
12a	Exponential decay	- /	1	808	
12b	Exponential decay	- /	1	808	
12c	Exponential decay	- /	2	811	
13a	Systematic listing	- /	2	670	
13b	Product rule for counting	- /	3	672	
14a	Counting sets using Venn diagrams	- /	1	378	
14b	Venn diagrams for probability	- /	2	383	
15a	Completing the square	-/	3	235	
15b	Turning point of quadratic graphs	-/	2	256	
15c	Graph transformations	-/	2	307, 308	
16	Solving quadratic equations (by factorising)	-/	3	231	
17a	Reciprocal graphs	-/	1	300	
17b	Sine graphs	-/	1	303	
17c	Exponential graphs	- /	1	302, 800, 801	
18	Cosine rule, area of a triangle	- /	6	532	
19	nth term of a quadratic sequence	- /	4	248	
20	Quadratic equations from algebraic fractions	- /	6	244	
	Total	-/	100		





## Mock Exam RAG

Questions	Question Title	Score	HegartyMaths Clip Number	Done it?
1a	Write ratios in the form 1:n or n:1	0 / 2	331	
1b	Share in a given ratio	1 / 2	332	
2	Indices with algebraic expressions	1 / 1	174	
3ai	Prime factorisation	3 / 3	30	
3aii	LCM	0 / 2	34, 35	
3b	HCF	2 / 2	32	
4a	Sampling and bias	1 / 1	394	
4b	Scatter diagrams	2 / 2	453	

**Revision Techniques** 



THE FRATTER MODEL

EXPLAINED

CONCEPT

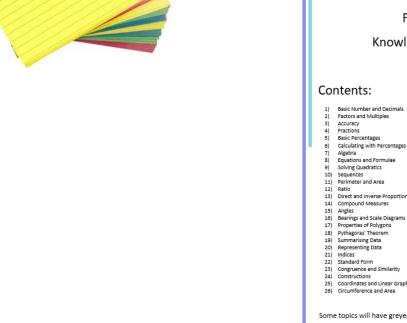
CHARACTERISTICS

NON-EXAMPLES

DEFINITION

**EXAMPLES** 





#### **Mathematics**

Foundation

**Knowledge Organisers** 

- Basic Number and Decimals

- 11) Perimeter and Area
- 13) Direct and Inverse Proportion
- 14) Compound Measures
- 16) Bearings and Scale Diagrams
- 17) Properties of Polygons

- 26) Circumference and Area
- 25) Coordinates and Linear Graphs

- 27) Shape Transformations
- 28) Right-angled Trigonometry
- 29) 2D Representations of 3D Shapes
- 30) Basic Probability 31) Further Quadratics
- 32) Volume 33) Gircle Theorem
- 34) Inequalities
- 35) Simultaneous Equations
- 36) Trigonometry 37) Systematic Listing
- 38) Probability Trees and Venn Diagrams
- 40) Graphs and Trans
- 41) Area under Graphs
- 42) Iteration

- 45) Proofs 46) Vectors
- 47) Scatter Graphs
- 48) Algebraic Fraction 40) Crowth and Doca
- 50) Real-Life Graphs
- 51) Surds 52) Loci

Some topics will have greyed-out sections. This is because those sections only appear on the Higher paper.

























**KNOWLEDGE ORGANISERS** 

## **Science: Mr Hofheinz**





4.7: Ecology
6.5: Forces
5.3 Quantitative chemistry
нт
Mock exams
5.3: Quantitative Chemistry (cont'd)
5.6: The rate and extent of Chemical change
6.7: Magnetism and electromagnetism
Xmas
Xmas
12 weeks, Y11: 59hrs, Y10: 59hrs, Y9: 36 hrs, Y8: 36hrs, Y7: 36hrs
6.7: Magnetism and electromagnetism (cont'd)
6.6: Waves
5.7: Organic chemistry
HT
Mock exams
5.8: Chemical analysis
5.9: Chemistry and the atmosphere
5.10: Using resources
Easter
Easter

# Course overview for GCSE Combined Science at Birley, 2021-2022



## Progress checks

Regular assessments

November PPE (studied last year)

Spring PPE (all content)



## PROVISIONAL Exam dates

## May/June – all 6 real exams:

**Biology 1** – Tuesday 17<sup>th</sup> May

**Chemistry 1** – Friday 27<sup>th</sup> May

**Physics 1** – Wednesday 8<sup>th</sup> June

**Biology 2** – Biology 15<sup>th</sup> June

**Chemistry 2** – Monday 20<sup>th</sup> June

**Physics 2** – Thursday 23<sup>rd</sup> June

# Grades

All 6 exam marks added together

- 2 Grades, from 1/1 to 9/9
- 4/4 is the same as the old grade C
- Last year you needed 200 marks out of 420
   (foundation) or 87 out of 420 (higher) get grades 4/4



### Revision



### Science Revision

Getting Help With Revision - websites:

<u>www.s-cool.co.uk/gcse</u>/ - This site covers specific topics and would be really useful when going through the 'Hot Topic' lists

www.bbc.co.uk/schools/gcsebitesize/science/ - Another good revision site. www.aqa.org.uk - This is the exam board your child will be sitting. On this site they have access to specifications and practice test materials



#### Post-it Notes:

- \*Write down key points-stick to wall, window, doors, and fridge
- \*Even play game-Guess who? Guess what?



#### Mind Maps:

- \*Just use key words
- \*Pictures
- \*Start from centre of page and work outwards
- \*Lots of colour-bright-stand out
- \*Arrows to link points



#### Mnemonics &

#### Acronyms:

- \*Patterns, words, phroses-help to remember key points
- -<u>P</u>oint
- -<u>E</u>xample
- -<u>E</u>xplain



#### Picture Boards:

- \*Use your notes in your book to produce a picture board
- \*One piece of card-to one whole topic-no more
- -Only the things you <u>don't know</u>-not what you <u>do</u> <u>know</u>



#### Dictaphone:

- \*Bullet point key notes-transfer key points onto a Dictaphone-Make song/poem \*Play this back-over and over-you WILL remember things better
- -Play before you go to bed-your brain remembers the last thing it hears



#### Concept Cards:

- \*Key term on front
- \*Back-Definition-picture
- \*Practice with friends

Remember to plan in advanceand don't spend more than 20mins at oncetake regular breaks.



#### Prepare for success in science

Have to be remembered

Physics equations

Will be on the 2 physics exams!

1	weight = mass × gravitational field strength (g)	W = m g
2	work done = force × distance (along the line of action of the force)	W = Fs
3	force applied to a spring = spring constant × extension	F = k e
4	distance travelled = speed × time	s = v t
5	acceleration = change in velocity time taken	$a = \frac{\Delta v}{t}$
6	resultant force = mass × acceleration	F = m a
7 HT	momentum = mass × velocity	p = m v
8	kinetic energy = 0.5 × mass × (speed) <sup>2</sup>	$E_k = \frac{1}{2}m v^2$
9	gravitational potential energy = mass × gravitational field strength (g) × height	$E_p = mgh$
10	power = energy transferred time	$P = \frac{E}{t}$
11	power = work done time	$P = \frac{W}{t}$
12	efficiency = useful output energy transfer total input energy transfer	
13	efficiency = useful power output total power input	
14	wave speed = frequency × wavelength	$v = f \lambda$
15	charge flow = current × time	Q = It
16	potential difference = current × resistance	V = IR
17	power = potential difference × current	P = VI
18	power = (current) <sup>2</sup> × resistance	$P = I^2 R$
19	energy transferred = power × time	E = Pt
20	energy transferred = charge flow × potential difference	E = QV
21	density = mass volume	$\rho = \frac{m}{V}$



# The objectives of this session:

- Presentations from the Curriculum Leaders for English, maths and science.
- 2. You will know how your child revises.
- 3. You will know what factors impact on the brain's learning.
- 4. You will learn some revision techniques to help your child revise.



## What is revision?

• It means literally "re-looking" at information you have learnt previously.

 The aim is that you know the information you will be tested on and can remember it for the exam.

Knowing something depends on understanding it.

Synthesising information is important.







- Do you plan your revision?
  - No
- What subject do you revise for?
  - The exam I have to take next
- How do you revise?
  - Read through revision books
  - Answer the questions in the revision books
  - Write information from the revision book out
  - Standard answer = read and write
  - Drawing no!
  - Use past papers

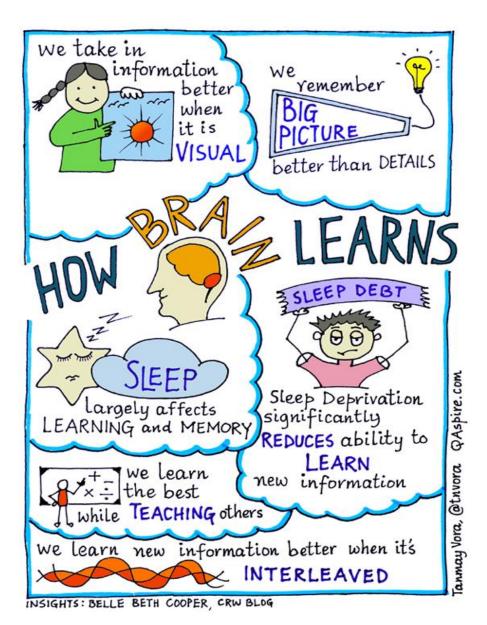
- Do you revisit your revision?
  - Main answer no
  - Yes close to the exam
- How long do you revise for at home?
  - 1 2 hours (in the run up to exams)
  - A few said they are not revising.
    - Attending school P6 is revision
- Do you take breaks when revising?
  - Yes half way through
  - Breaks range from 10 30 minutes



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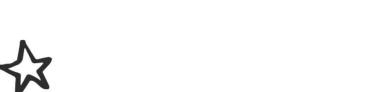




https://www.youtube.com/wat ch?v=uqGz7uqoPZ4

# Key points: Promoting effective learning / revision

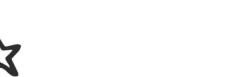
- Happy and relaxed
- Water helps reduce de-hydration & stress
- Diet balanced
- Sleep
- Temperature
- Exercise
- Breaks
- Multi-sensory learning



WARNING!



APPROACH WITH CAUTION







# Sleep largely affects learning and memory:

• Studies have shown that a good night of sleep can significantly improve performance.

It is a common experience that a problem difficult at night is resolved in the morning after the committee of sleep has worked on it.

John Steinbeck

 Naps can improve learning just like a full night of sleep can.

• Sleep deprivation can cut your brain's ability to take in new information by almost 40%.



Think – what time is bed time?



# **Break: 15 minutes**





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## Carousel: How to...

- Memorise key dates, definitions, terms (flashcards)
- Memorise a sequence
- Synthesise information to remember (acronym)
- Knowing the exam system







#### **Remembering Sequences**

Try these techniques when you are trying to remember information and the order in which it happens; e.g. dates in history; the order of events; the features of a scientific or geographical cycle; the process for science or food.

# RHYME

Divorced, beheaded, died Divorced, beheaded, survived

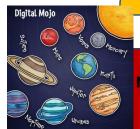


In 14 hundred and 92 Columbus sailed the ocean blue



**Stories with Pictures and Actions** 

Richard of York gave battle in vain



Mnemonics

Marjorie Valerie Eleanor Meetzers Just Sent Us Ninety-nine Pizzas



Allergies are awful. Julie really suffered she ended up with an **itchy knee** from the **sun** when **she** would go to **rock** festival. She sneezed, 'shichi', she sneezed again- so hard her hat fell off 'hachi'. Even a nearby pigeon was startled **'Coo** blimey **Ju**!' He said to her.





# What exactly is a mnemonic?

• It is a technique that helps memory.

 Mnemonic devices are ways of turning information into an easier to remember format.

Chunking information.

 There are no rules to mnemonics, especially for revision, it's just about what works for you.

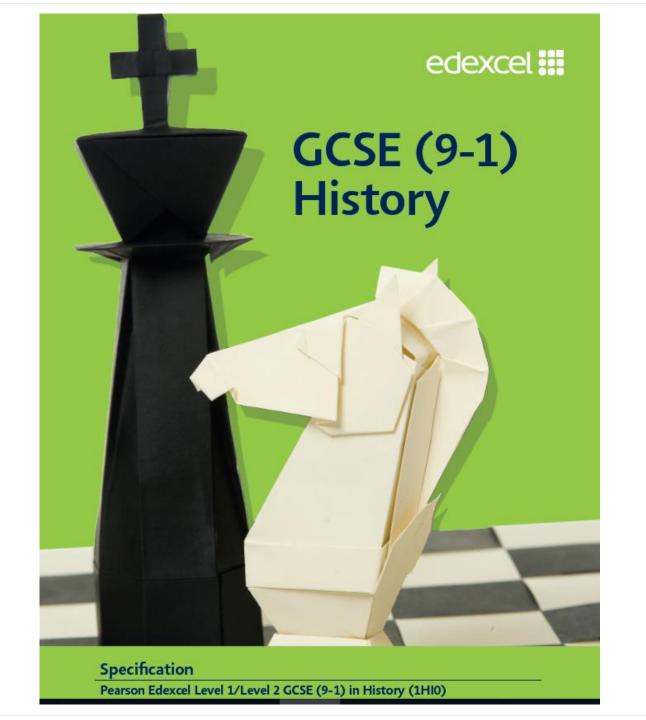
# Types of mnemonic:



- Acronyms
  - An acronym mnemonic sees you abbreviate information by creating a word where each letter stands for something.
- Phrases and acrostics

Rhymes and songs







#### Option 11: Medicine and The Briti: 1914–18

#### Medicine in Britain, c1

#### The process of change

- In studying the content def how key features in the desociety in Britain in the per
- They should develop an uninvolve understanding pattfactors inhibiting or encourfactors are: individuals and technology; and attitudes in
- They should also understar developments at particular
- The selected case studies in defined in strands 1 and 2. factors and to make detaile

#### c1250-c1500: Medicine

1 Ideas about the	•	Sup
cause of		Rati
disease and		mia:
illness		and
2 Approaches to	Ι.	Арр
2 Approaches to	٠.	
prevention and		idea
treatment		purg
		New
		cent
		in tr
		hos
3 Case study	•	Dea
		and

#### The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

#### The historic environment

- 1 The British sector of the Western Front, 1914–18: injuries, treatment and the trenches
- The context of the British sector of Western Front and the theatre
  of war in Flanders and northern France: the Ypres salient, the
  Somme, Arras and Cambrai. The trench system its construction
  and organisation, including frontline and support trenches. The use
  of mines at Hill 60 near Ypres and the expansion of tunnels, caves
  and quarries at Arras. Significance for medical treatment of the
  nature of the terrain and problems of the transport and
  communications infrastructure.
- Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.
- The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.
- The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.
- The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.
- Knowledge, selection and use of sources for historical enquiries
- Knowledge of national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles.
- Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics.
- Recognition of the strengths and weaknesses of different types of source for specific enquiries.
- Framing of questions relevant to the pursuit of a specific enquiry.
- · Selection of appropriate sources for specific investigations.

#### e in England

in explanations of the cause of disease and iroach, including the work of Thomas g diagnosis. The influence of the printing the Royal Society on the transmission of

es to prevention, treatment and care in the pitals.

eatment: improvements in medical training agland of the work of Vesalius.

1 Harvey and the discovery of the circulation

: Plague in London, 1665; approaches to ts to prevent its spread.

#### and nineteenth-century Britain

in explanations of the cause of disease and n Britain of Pasteur's Germ Theory and les.

n care and treatment: improvements in nfluence of Nightingale. The impact of eptics on surgery.

evention: the development and use of ublic Health Act 1875.

and the development of vaccination.

ndon, 1854; attempts to prevent its spread; w and the Broad Street pump.

#### tain

iding the causes of illness and disease: the id lifestyle factors on health.

nosis: the impact of the availability of blood

n care and treatment. The impact of the echnology: improved access to care; , including magic bullets and antibiotics; surgical treatment in hospitals.

evention: mass vaccinations and ampaigns.

ng, Florey and Chain's development of

cancer in the twenty-first century: the use ogy in diagnosis and treatment; government



#### **Option B4:** Option 24/25: The American West, c1835–c1895

Option D II	Option 24/23	: The American West, C1055-C1095	
Key topic 1: Q	Key topic 1: The early settlement of the West, c1835–c1862		
1 The situation on Elizabeth	1 The Plains Indians: their beliefs and way of life	Social and tribal structures, ways of life and means of survival on the Plains.	
accession		Beliefs about land and nature and attitudes to war and property.	
		<ul> <li>US government policy: support for US westward expansion and the significance of the Permanent Indian Frontier. The Indian Appropriations Act 1851.</li> </ul>	
2 The 'settlement'	2 Migration and early settlement	The factors encouraging migration, including economic conditions, the Oregon Trail from 1836, the concept of Manifest Destiny, and the Gold Rush of 1849.	
of religion		The process and problems of migration, including the experiences of the Donner Party and the Mormon migration, 1846–47.	
3 Challenge to		The development and problems of white settlement farming.	
the religious	3 Conflict and tension	Reasons for tension between settlers and Plains Indians. The significance of the Fort Laramie Treaty 1851.	
4 The problem of Mary,		The problems of lawlessness in early towns and settlements.     Attempts by government and local communities to tackle lawlessness.	
Queen of	Key tonic 2: Day	elopment of the plains, c1862–c1876	
Scots	1 The	The significance of the Civil War and post war reconstruction,	
Key topic 2: C	development of settlement in the West	including the impact of the Homestead Act 1862, the Pacific Railroad Act 1862, and the completion of the First Transcontinental Railroad, 1869.	
1 Plots and revolts at home	in the West	Attempts at solutions to problems faced by homesteaders: the use of new methods and new technology; the impact of the Timber Culture Act 1873 and of the spread of the railroad network.	
		<ul> <li>Continued problems of law and order in settlements, and attempted solutions, including the roles of law officers and increases in federal government influence.</li> </ul>	
2 Relations wit	2 Ranching and the cattle industry	<ul> <li>The cattle industry and factors in its growth, including the roles of Iliff, McCoy and Goodnight, the significance of Abilene and of the increasing use of the railroad network.</li> </ul>	
		The impact of changes in ranching on the work of the cowboy.	
2 2 11 1 1		Rivalry between ranchers and homesteaders.	
3 Outbreak of war with	3 Changes in the way of life	The impact of railroads, the cattle industry and gold prospecting on the Plains Indians.	
Spain, 1585-88	of the Plains Indians	The impact of US government policy towards the Plains Indians, including the continued use of reservations. President Grant's 'Peace Policy', 1868.	
4 The Armada		Conflict with the Plains Indians: Little Crow's War (1862) and the Sand Creek Massacre (1864), the significance of Red Cloud's War (1866–68) and the Fort Laramie Treaty (1868).	

#### · Education in the home, schools and universities. 1 Education and leisure · Sport, pastimes and the theatre. The reasons for the increase in poverty and vagabondage during 2 The problem Key topic 3: Conflicts and conquest, c1876-c1895 . Changes in farming: the impact of new technology and new farming 1 Changes in farming, the cattle industry · Changes in the cattle industry, including the impact of the winter of and 1886-87. The significance of changes in the nature of ranching: the settlement end of the open range. 4 · Continued growth of settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893. 2 Conflict and · Extent of solutions to problems of law and order: sheriffs and marshals. The significance of Billy the Kid, OK Corral (1881), Wyatt tension Earp. . The range wars, including the Johnson County War of 1892. · Conflict with the Plains Indians: the Battle of the Little Big Horn, 1876 and its impact; the Wounded Knee Massacre, 1890. 3 The Plains · The hunting and extermination of the buffalo. Indians: the · The Plains Indians' life on the reservations. destruction of · The significance of changing government attitudes to the Plains their way of Indians, including the Dawes Act 1887 and the closure of the Indian life Frontier.

Key topic 3: Elizabethan society in the Age of Exploration, 1558-88



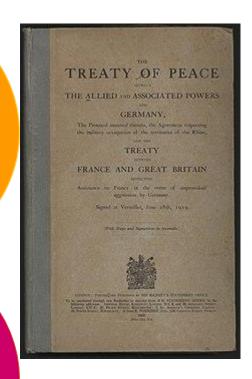
#### Option 31: Weimar and Nazi Germany, 1918–39

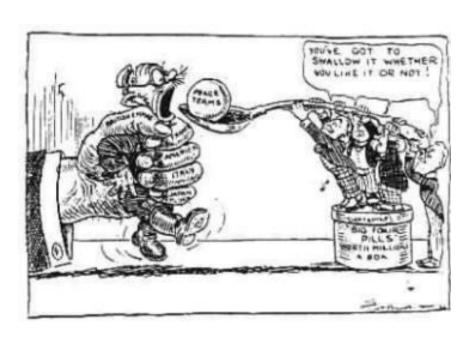
Key topic 1: The	Weimar Republic 1918–29
<ol> <li>The origins of the Republic,</li> </ol>	The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19.
1918-19	The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.
2 The early challenges to the Weimar	Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.
Republic, 1919–23	Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.
	The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.
3 The recovery of the Republic,	<ul> <li>Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.</li> </ul>
1924-29	The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.
4 Changes in society,	Changes in the standard of living, including wages, housing, unemployment insurance.
1924-29	Changes in the position of women in work, politics and leisure.
	Cultural changes: developments in architecture, art and the cinema.
Key topic 2: Hitle	er's rise to power, 1919–33
1 Early development	Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20.
of the Nazi Party, 1920–22	The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.
2 The Munich	The reasons for, events and consequences of the Munich Putsch.
Putsch and the lean years, 1923–29	Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and <i>Mein Kampf</i> . The Bamberg Conference of 1926.
3 The growth in support for the Nazis, 1929–32	The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.
	<ul> <li>Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</li> </ul>
4 How Hitler became	Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.
Chancellor, 1932–33	The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.

Key topic 3: Nazi control and dictatorship, 1933–39			
1 The creation of a	The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.		
dictatorship, 1933–34	The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.		
2 The police	The role of the Gestapo, the SS, the SD and concentration camps.		
state	Nazi control of the legal system, judges and law courts.		
	Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.		
3 Controlling and	Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936.		
influencing attitudes	Nazi control of culture and the arts, including art, architecture, literature and film.		
4 Opposition,	The extent of support for the Nazi regime.		
resistance and conformity	Opposition from the Churches, including the role of Pastor Niemöller.		
	Opposition from the young, including the Swing Youth and the Edelweiss Pirates.		
Key topic 4: Life	in Nazi Germany, 1933–39		
1 Nazi policies	Nazi views on women and the family.		
towards women	Nazi policies towards women, including marriage and family, employment and appearance.		
2 Nazi policies towards the	Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.		
young	Nazi control of the young through education, including the curriculum and teachers.		
3 Employment and living	Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.		
standards	Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.		
4 The persecution of	Nazi racial beliefs and policies and the treatment of minorities:     Slavs, 'gypsies', homosexuals and those with disabilities.		
minorities	The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.		



# **Treaty of Versailles:**













# Importance for learning: Terms and consequences of T of V

#### Option 31: Weimar and Nazi Germany, 1918-39

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	B-101-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-
became Chancellor, 1932–33	von Papen and von Schleicher.  The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.

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	The Eabour Fronty Ottengar Fillrough 30y/ Deadty of Eabour
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minorities	The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.



# Treaty of Versailles Textbook: Page 17 - 19

What is another word for guilt?

• Blame

- War Guilt (Article 231)
- What is a reparation?

Money

 What was Eupen and Malmedy? Land

- What is a word you associate with the military?
- Army



# BBC = British Broadcasting Corporation

Can you transform the beginning of each word / term of the Treaty of Versailles into one word to make an acronym?

- Blame
- Money
- Land
- Army





# Mind-map:





# LIMP PAPER How Hitler became Chancellor in 1933

- Long-term bitterness about the Treaty of Versailles
- Ineffective constitution
- Money from supporters / rich buisnessmen
- Propaganda blames the Jews and the Communists
- Programme ideas appeal to many people in some way
- Attacks by the SA on other parties
- Personal qualities brilliant speaker
- **E**conomic depression made people desperate
- Recruited as chancellor in Jan 1933 by Hindenburg (thought he could control Hitler).





# CRENDO How Hitler became dictator, 1933-34

- Chancellor
- Reichstag Fire
- Enabling Act
- Night of the Long Knives
- Death of Hindenburg
- Oath of loyalty by the army





### Bad words???

It is a technique that helps memory.

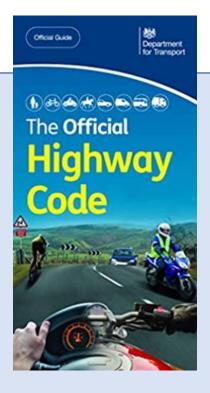


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# Knowing the exam system





## **Knowing the exam system**

As a parent you can access the infromation





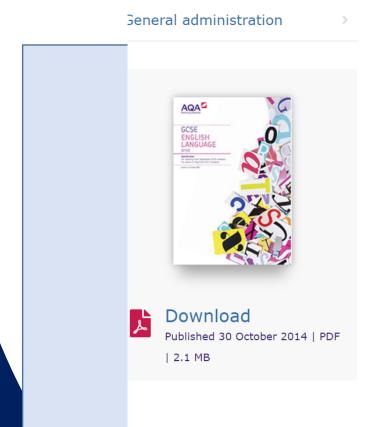
### Specification at a glance

### Subject content

- 1 Explorations in creative reading and writing
- 2 Writers' viewpoints and perspectives
- 3 Non-exam assessment

For the award of the GCSE in English Language students must offer all t





#### Paper 1: Explorations in Creative Reading and Writing

#### 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)





Insert (Modified A4 18pt): Paper 1 Explorations in creative reading and writing - Noveml\_

Published 19 Apr 2018 | PDF | 455 KB



Examiner report: Component 3 NEA Spoken language - November 2017

Published 19 Apr 2018 | PDF | 55 KB



Insert (Modified A3 36pt): Paper 1 Explorations in creative reading and writing - Novem

Published 19 Apr 2018 | PDF | 456 KB



Insert: Paper 1 Explorations in creative reading and writing - June 2017

Published 19 Apr 2018 | PDF | 123 KB



Question paper: Paper 2 Writers' viewpoints and perspectives - June 2017

Published 19 Apr 2018 | PDF | 265 KB





Insert (Modified A4 18pt): Paper 1 Explorations in creative reading and writing - Noveml\_

Published 19 Apr 2018 | PDF | 455 KB



Examiner report: Component 3 NEA Spoken language - November 2017

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Published 19 Apr 2018 | PDF | 456 KB



Insert: Paper 1 Explorations in creative reading and writing - June 2017

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Question paper: Paper 2 Writers' viewpoints and perspectives - June 2017

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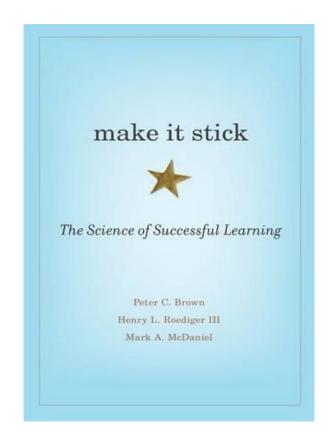


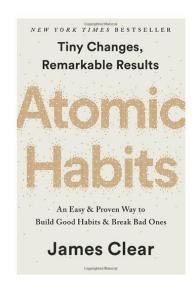
## Additional reading:

Academic research

 Available on Amazon Audible

 See additional information on the following slides.







# Revision techniques: What do the experts say?

- Chunk information into smaller bites (synthesise)
- Suggest games that use visual memory
- Make it multisensory (reading, writing, speaking, listening, doing, etc.)
- The addition of emotion can help students remember
- The brain is social & requires interaction in order to develop properly
- Practice/rehearsal is critical to learning for the long term



# We take in information better when we see / read it:

- The brain uses 50% of its resources on vision.
  - Half of our brain power goes to our eyes turning what we see into information.



- The other half has to be split up among all the other functions our body has.
- We treat text as images.
  - This makes reading incredibly inefficient when compared to how quickly and easily we can take in information from a picture.



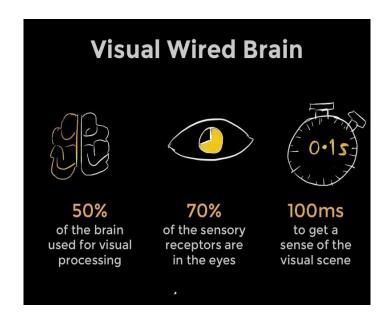


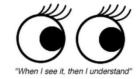
## We take in information better when we see / read it:

- We pay special attention to anything we see that's moving.
- So, pictures and animations are good when it comes to training your brain.

#### Action:

- Make flash cards with images on them.
- Add doodles, photos, or pictures to your notes.
- Use colours and diagrams to illustrate new concepts you learn.







## Flashcards: Why a good strategy?

- Proven to aid a student's recall and ability to retain information
- Quick and easy way to revise knowledge
- Easy method to test learning / can turn it into a game / quiz
- Able to integrate images, e.g. excellent way to learn a language (think about Primary School learning)
- Able to learn on the go, e.g. in the car; making a coffee for you

- Supports visual learning
- Supports auditory and kinaesthetic learning
  - Reading or answering aloud
  - Using them to give you a presentation

Caution:
Free on-line
software which
allows students to
make flashcards



### Transforming words / Bitesize:

- Draw pictures and diagrams and colour code your work. Use highlighters for key facts
- Create posters and use learning maps

- Bitesize
- Use videos, TV programmes or plays of things you are studying
  - YouTube
  - BBC Bitesize
- Use post-it notes to label things



• Create visual displays of key words, facts and text in strategic places – bedroom wall, mirror back of loo door.



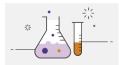
#### **BBC** Bitesize:

#### **All GCSE subjects**













**Art and Design** 

**Biology (Single** Science)

**Business** 

**Chemistry (Single** Science)

**Combined Science** 

**Computer Science** 





German









Design and **Technology** 

**Digital Technology** (CCEA)

Drama

**History** 

**English Language** 

**English Literature** 

French









**Home Economics: Food and Nutrition** (CCEA)



**Hospitality (CCEA)** 



ICT

https://www.bbc.co.uk/bitesize/levels/z98jmp3



Multiple choice quizzes

Information

**Videos** 

**Podcasts** 

Tests

Type into Google BBC Bitesize GCSE

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## We remember the big picture better than the details:

- When the brain takes in new information, it hangs onto it better if it already has some information to relate it to.
- This is where starting with the gist of an idea can be helpful.
- It gives you something to hang each detail on as you learn it.



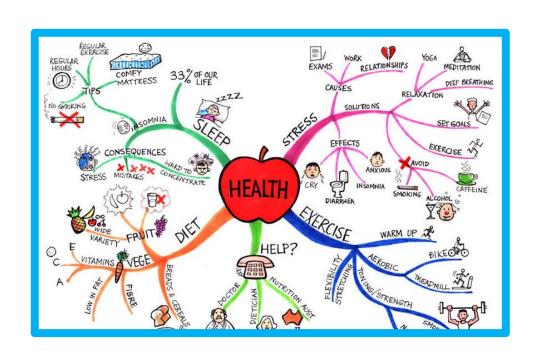


## We remember the big picture better than the details:

- When you're learning / revising lots of (new) concepts, it's easy to get lost in the information.
- One way to avoid being overwhelmed is to keep referring back to the big picture.

#### Action:

 Keep a large diagram or page of notes handy that explains the big picture of what you're learning and add to it each major concept you learn along the way.

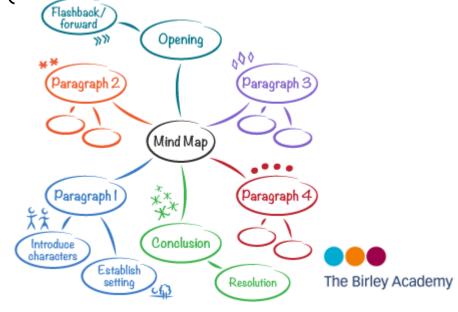




### Mind-maps:

- Research shows that creating aids rather simply consuming (e.g. reading, listening, etc.) leads to greater recall. This is why mind-maps can be a great way to revise.
- Useful tool because they can give a broad visual overview of a topic / unit of work / a subject.

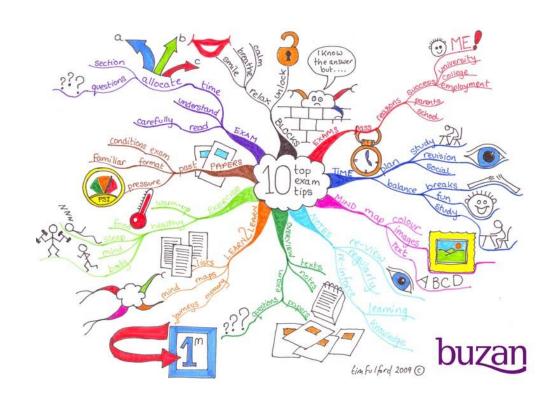
- Can use a mind-map to create & recreate a plan to an essay.
  - A node can be a paragraph
  - A strand can be an outline of a full idea in detail



#### Mind-maps:

 Students could mind – map their revision plan for each subject.

 Hint: Put them up on their wall. They will subconsciously absorb the information (re-visiting over and over).





### Multi-sensory learning:

#### Tactile revision methods:

- Modelling materials such as clay and sculpting materials
- Using small materials called manipulatives to represent number values to teach math skills
- Use movement when you are revising walk around rather than sit still.
- Underline or highlight key facts
- Make learning maps
- Re-enact mnemonics, e.g. YMCA



## Multi-sensory learning:



Could write or narrate what the picture is showing and record on a phone to be played back as a video.

- Visual learning
- Auditory learning



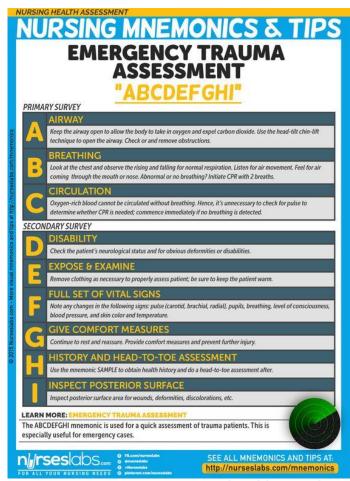
### What exactly is a mnemonic?

- It is a very general term, referring to any technique that helps memory.
- Mnemonic devices are ways of turning information into an easier to remember format.
- Chunking information.
- There are no rules to mnemonics, especially for revision, it's just about what works for you.

#### **Mnemonics:**

 A system such as a pattern of letters, ideas, or associations which assists in remembering something.

 Ever done a first aid course?



## Types of mnemonic:



#### Acronyms

 An acronym mnemonic sees you abbreviate information by creating a word where each letter stands for something.

#### Phrases and acrostics

 Phrases and acrostics are better for memorizing longer lists of information, especially where order is important.

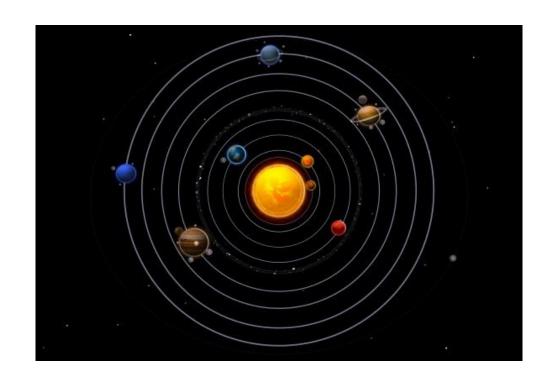
#### Rhymes and songs

 Rhymes and songs are quite a bit harder to create yourself, but once you've got one you'll probably never forget it.



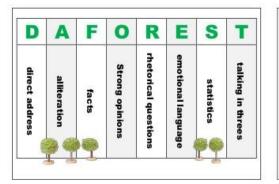
#### Phrases and acrostics:

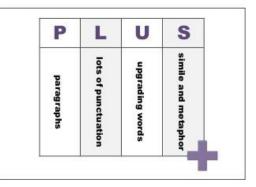
- Phrases and acrostics are better for memorizing longer lists of information, especially where order is important.
- The order and names of the planets, remembered with the mnemonic:
- My Violent Evil Monster Just Scared Us Nuts.
  - Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

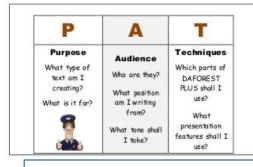


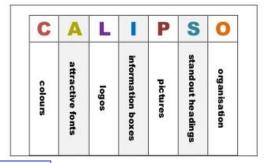


#### Phrases and acrostics:









English

Science: Make-up of white blood cells

the key terms that were imposed on German by the Treaty?

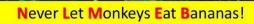
LO: What were

The Treaty of Versailles

G.A.R.G.L.E



GARGLE: Treaty of Versailles



Mnemonics - Acrostics

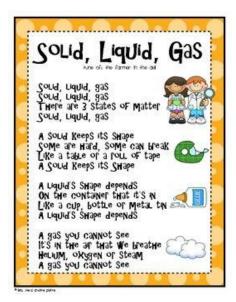
Ranking order of the normal differential count for **white blood cells**:

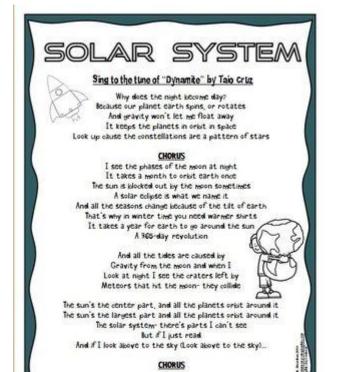
- Neutrophils (60-70%)
- ☐ Lymphocytes (20-40%)
- Monocytes (3-10%)■ Eosinophils (1-4%)
- ☐ Basophils (~1%)

An acrostic is a poem or other form of writing in which the



## Rhythm & rhyme:







#### Divorced, beheaded and died

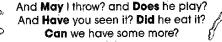
Divorced, beheaded and died, Divorced, beheaded, survived, I'm Henry the Eighth, I had six sorry wives, Some might say I ruined their lives.

#### Verb Song

I'm running, jumping, singing - that's because I am a verb. I'm hopping, dancing, ringing - that's because I am a verb. I'm coming, going, hitting, throwing, humming, rowing, sitting, blowing, Riding, hiding, gliding, sliding - because I'm a verb. I'm a verb. verb. verb - I'm an action word. So put me where the action is 'cause I'm an action word.

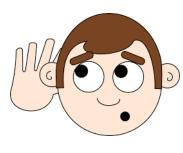
Sometimes I use a helping verb to help me make a phrase. I can use these helping verbs in many different ways.

Like - Will you go? and Should we stay? And May I throw? and Does he play?





## Sound and learning:



- Record onto your phone and play back repeatedly
- Read all notes / cards out loud repeatedly
- Create rhymes, raps, chants

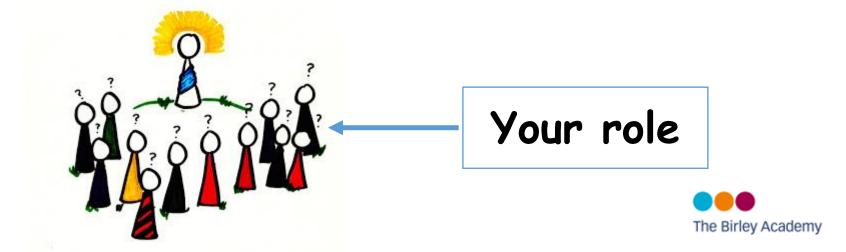


 Close your eyes when you are listening so that you are only using that sense.



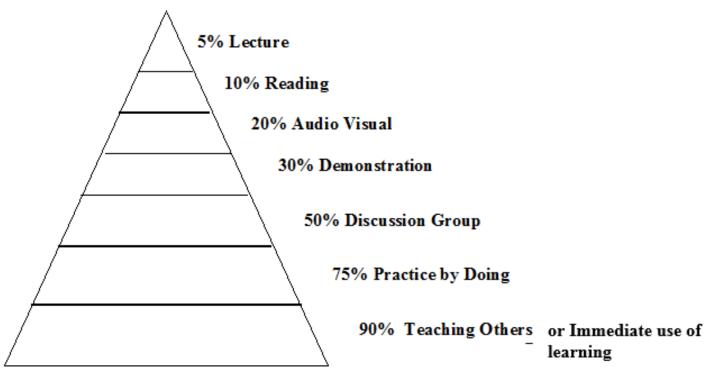
## We learn best by teaching others:

- Though we don't realise it, learning with the idea that we'll have to teach this information later tends to invoke better methods for learning subconsciously.
  - For instance, we focus on the most important pieces of information, the relationships between different concepts, and we carefully organize the information in our minds.



#### **Better retention rates**

AVERAGE RETENTION RATES FOR DIFFERENT TEACHING METHODOLOGIES



National Training Lab, Bethel, Maine

The pyramid shows the average percentage of retention of material after 24 hours when a particular teaching methodology is the one primarily used.

"Moving down the pyramid, students become more involved in the learning process, and retention increases. The method at the bottom of the pyramid involves having the students teach others or use the new learning immediately. ... We have known for a long time that the best way to learn something is to prepare to teach it. In other words, whoever explains, learns."

(Sousa, How the Brain Learns)

# How many hours a week should I be working?

 You should at this stage be aiming for 15 - 20 hours a week.

- This may include homework as well period 6.
- Suggested work pattern:
  - Monday Friday 2.5 3.0 hours per night
  - Weekend 5.0 7.5 hours over Saturday and Sunday



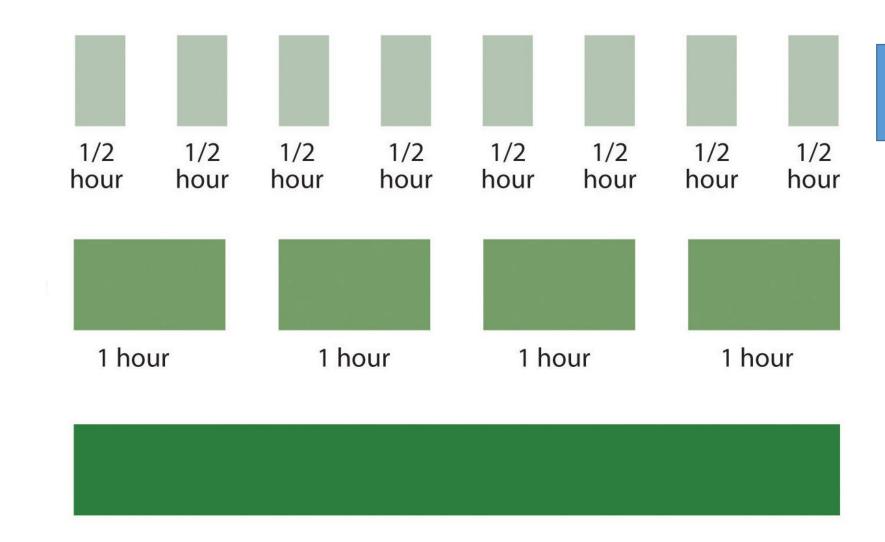
## How should I structure my revision?

- Research suggests that the most effective revision takes place at the beginning and end of sessions.
- So don't revise for 2 hours solid. Adopt patterns like the following:
  - Revise for 30 minutes
  - Break for 10 minutes
  - Revise for 30 minutes
  - Break for 10 minutes
  - Revise for 30 minutes
  - Break for 10 minutes.
  - In this way there are three beginnings and three ends.

- Research suggests that you should follow up revision sessions the next night and the next week. For example:
  - Tuesday revise Science topic for 1 hour.
  - Wednesday recap same Science topic for 10 minutes.
  - One week later recap the same Science topic for 5 minutes.
  - Tony Buzan (lead researcher)
     describes this as moving the recall
     from the SHORT-TERM to the
     LONGTERM memory.

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#### What is spacing?



Most effective method



#### Key contacts: Further information

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- brettcoleman@birleysecondaryacademy.co.uk (Curriculum Leader for maths)
- andrewhofheinz@birleysecondaryacademy.co.uk (Curriculum Leader for science)

# Feedback: Please help us improve this presentation

	strongly agree
	agree
	disagree
	strongly disagree
0	don't know.
2) The s	chool has high expectations for my child.
0	strongly agree
0	agree
0	disagree
	strongly disagree
0	don't know.
3) The s	chool's offer of support for Year 11 students is good.
0	strongly agree
0	agree
0	disagree
0	strongly disagree
0	don't know.
4) Do y	ou know who you can contact if you have concerns with your child
learn	ing in general?
0	Yes
0	No
Any oth	er comments:
7 ary On t	Si commonis.

